Bluff Dale Independent School District

District Improvement Plan

2021-2022

Mission Statement

Educational Excellence with Integrity

Vision

To provide students, staff and community with a positive, innovative learning environment that generates a thirst for lifelong learning through effort and great expectations.

Value Statement

The following belief statements represent the fundamental convictions, values, and character of Bluff Dale ISD and will be reflected through our behaviors and district improvement efforts.

- We believe that every student can learn regardless of gender, ethnicity, and socioeconomic status.
- We believe that schools should provide a safe, secure, and well-disciplined learning environment.
- We believe that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- We believe in promoting community service, individual worth, and respect for the cultural diversities and contributions of others.
- We believe that students must be taught "how to learn," and challenged to think logically, independently, and creatively so that they can live and work in a world that is rapidly changing.
- We believe in promoting partnerships that will increase community support and parental participation in promoting the social, emotional, and academic growth of children.
- We believe that communication is a vital part of student success.
- We believe our actions should be visionary and proactive in purpose through personnel, parents, pupils, and programs.
- We believe in managing our resources in a manner that will foster equity, quality, and accountability.

So that...Student Performance will be enhanced!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bluff Dale has been through several changes over the last four years, leading to growth-related problems.

Financial issues- due to the small enrollment and increasing district values, BDISD was sending a substantial amount of funds back to the state. Due to this, the district has struggled financially for the last several years. The passage of a Tax Ratification Election, opening a high school, and thus increasing enrollment ameliorated the financial problems somewhat. However, the building of a secondary building, which ended up costing more than the $5.1 million bond, caused more financial problems. House Bill 3 increased funding for schools and helped the financial situation in the short term, but increased spending requirements, and enrollment and other COVID issues erased much of that gain.

To remedy the enrollment issue, the district chose to open a high school, moving from a PK-8 school to a PK-12 school. This move was made with little extra funding so the first year there were few offerings and the creation of graduation plans based on what was offered was problematic. This was exacerbated by having high school students coming from so many different schools and types of schools. All classes from grades 3 through 12 were in portables. A $5.1 million bond was passed to build a new secondary building.

BDISD suffered growing pains in 2018/2019. The transition to a PK-12 school was difficult for much of the staff. This led to an 80% turnover in staff. The staff has been much more consistent in the last two years. The transition to a PK-12 school continues. We now have a full-time principal, full-time counselor, and full-time superintendent. The business/HR department has been separated from PEIMS and we have a PEIMS coordinator.

Due in part to the financial issues, BDISD was very far behind in technology in 20182019- still utilizing Windows Vista and Windows 7 computers. Almost no mobile end-user devices existed in the district. Utilizing ERATE funds, the new secondary building has state of the art technology including WIFI. The elementary building WIFI was updated, but still needs more network updates that will be addressed with 2021/2022 ERATE funding. The district is still far behind in end-user devices. We have purchased some Chromebooks and have more on the way. All of these have been purchased using grant programs. In order to ease the transition to an up-to-date technology program, BDISD ordered reconditioned Windows 10 laptops that have helped but are not very reliable. The lack of hardware and leadership in technology led to very little implementation of blended learning solutions. The offerings have increased substantially over the last two years, but students are still somewhat reluctant to use the technology to its fullest. As we are able to afford more up-to-date end-user devices, and students gain more confidence with their use, students will find more success with blended learning solutions- thus more success overall.

Demographics

Demographics Summary

Bluff Dale ISD is a small district with only one campus. We have 246 students and 40 employees including 22 teachers. BDISD has one teacher each for each grade in PK-3. Grades 4 and 5 are departmentalized with one teacher providing instruction in math and science and the other teaching ELA and social studies. BDISD provides art instruction for all students in grades PK-7 and in certain classes in grades 8-12. Physical education is provided for all students in grades PK-9. Athletics is offered to all students in grades 7-12. The junior high is completely departmentalized having a different teacher for each of the core areas. The high school is in its fifth year, with the fourth senior class. Generally, we have twenty students in grades PK-3 and between 8 and 20 in grades 4-12.

Bluff Dale ISD is growing and becoming more diverse and mobile. It is generally made up of the community of Bluff Dale, Mountain Lakes, and surrounding rural areas.

The staff at BDISD is growing more diverse as well. Some have more than 30 years of experience while some are in their first year. Given the limited housing availability, many of our staff members live in surrounding communities while a few live just down the street from the school. One of the strengths of Bluff Dale is the diversity of our educators. We have teachers from Oklahoma, Wyoming, Idaho, and Texas.

For more detailed information, the 2020/2021 TAPR is attached.

Demographics Strengths

For a small school, Bluff Dale has a varied teaching staff, coming from several states and different size schools. BDISD teachers also differ in the number of years of experience. We have many new teachers mixed with teachers with over 20 years of experience.

Our student population is more dissimilar than in the past as well. As Mountain Lakes continues to grow, we have students coming from different areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased student mobility. **Root Cause:** Growth of the area bringing in new students along with an increase in the requests for transfers into our district.

Problem Statement 2: Students in the 4th and 5th grades in 2020/2021 showed less progress from 2019 to 2021 with no class or subject scoring above 40% "met" standard. **Root Cause:** COVID 19 shut down caused some students to be behind at the beginning of the 2020/2021 school year. Newer teachers in that grade level struggled to get the students caught up.

Problem Statement 3: At-risk students underperformed on all tests except writing compared to students not at-risk. **Root Cause:** Success on the STAAR is one of the main indicators of at-risk.

Student Learning

Student Learning Summary

Given the current situation over the last two years with COVID, our students, overall, were very successful on the 2021 STAAR test. Bluff Dale outperformed the state and the region on Domain 1, student achievement. When considering all subjects and all grade levels, Bluff Dale ISD improved in all areas from 2019 to 2021 while the state and region declined.

The spring 2021 STAAR and fall 2021 interim scores do so some areas of concern, especially in 4th and 5th grades.

Student Learning Strengths

District Processes & Programs

District Processes & Programs Summary

Starting a new high school and opening a new secondary building brings challenges and changes. BDISD has gone through several changes over the past few years. During the 2016/2017 school year, it was decided to add a high school to the district. The first year for the high school was 2017/2018, including grades 9-11. A senior year was added in 2018/2019. With the addition of a high school came many changes including varsity athletics and FFA/Junior FFA. Housing the new high school was problematic since the existing building only had 6 classrooms. More portables were added to provide space for the new classes. A bond election was passed that provided $5.1 million dollars to complete a new high school building and a competition gym. With the growing enrollment, four classrooms were added for grades 4-8.

The district added a full-time principal position in 2018/2019 and a full-time counselor in 2020/2021. In 2021/2022, the counselor took over the high school principal duties. Between 2017/2018 and 2018/2019, staff turnover was higher than the state average. With the addition of a new building, a new administrative assistant/PEIMS position was created in 2019/2020. During the first two years, BDISD made extensive use of TxVSN, Region 11, and OdysseyWare to provide some courses for the high school students. The use of these programs was greatly reduced in 2019/2020 with most classes taught by our teachers in the new building. BDSID has an MOU with Ranger College to provide online dual credit classes.

BDISD uses the TEKS Resource System as its guaranteed viable curriculum. The main curriculum resource for K-8 ELA is HMH, adopted in 2019, and K-5 Math is Go Math. 6th-8th grade uses Math Explorations. Stemscopes is used for K-8 Science, while Social Studies Weekly is used in the K-5 classes to teach the Social Studies TEKS. 6th-8th grade classes use McGraw Hill as a resource to teach the Social Studies TEKS. High School ELA adopted Savas (Pearson) during the Spring of 2020. High School Math, Science, and Social Studies utilize a combination of HMH, Pearson, and McGraw Hill.

District Processes & Programs Strengths

BDISD received a superior "FIRST" financial rating.

BDISD is growing and adding staff.

BDISD opened a new building.

BDISD met the goal of having an adequate fund balance in August 2021.

Perceptions

Perceptions Summary

Mission: Educational Excellence with Integrity

Vision: To provide students, staff and community with a positive, innovative learning environment that generates a thirst for lifelong learning through effort and great expectations.

Values: High Expectations, Respect, Hospitality/Welcoming, Humility, Positivity, Communication, Community, Safe, Involved, Professionalism, Passionate, Leadership, Flexibility, Wisdom, Pride

Character Development: 7 Habits of Highly Effective People (1. Be Proactive, 2. Begin with the End in Mind, 3. Put First things First, 4. Think Win, Win, 5. Seek to Understand and then to be Understood, 6. Synergize, 7. Sharpen the Saw) Growth Mindset (Focus on the Process, Learn From Failure, The Power of Yet)

Perceptions Strengths

BDISD is a growing school.

BDISD is raising academic expectations.

BDISD has many community members willing to serve and help the school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

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
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 1: The percent of PreK students that score on grade level or above in Reading on the CLI will increase to 80% by June 2024 with at least 70% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PK classes will use guided reading groups.. **Strategy's Expected Result/Impact:** Increase text awareness, phonics and letter identification **Staff Responsible for Monitoring:** Teacher, Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PK classes will use centers to reinforce letter formation, letter identification and phonics. **Strategy's Expected Result/Impact:** Increase letter formation, identification and sound **Staff Responsible for Monitoring:** Teacher, Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: K-3rd Grade teachers will attend reading academies in order to meet HB 3 requirements. (2021/2022) **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 2: The percent of K students that score on grade level or above in Reading on the CLI will increase to 80% by June 2024 with at least 70% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Kindergarten will use Balanced Literacy (Modeled Reading and Writing, Think Alouds, Shared Reading and Writing, Guided Reading and Writing, Word Study) **Strategy's Expected Result/Impact:** Kindergarten students' reading levels will be on grade level and writing will be on grade level according to district approved writing rubrics. **Staff Responsible for Monitoring:** Teacher, Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Kindergarten students will receive explicit phonics instruction. **Strategy's Expected Result/Impact:** Students' reading level will be on grade level, phoneme cards, Secret Stories, guided reading **Staff Responsible for Monitoring:** Teacher, Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5 **Funding Sources:** TEKS Resource System - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: K-3rd Grade teachers will attend reading academies in order to meet HB 3 requirements. (2021/2022) **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** TEKS Resource Systme - 199 - General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Add an instructional interventionist to provide tier 3 instruction. **Strategy's Expected Result/Impact:** Increase student performance in reading. **Staff Responsible for Monitoring:** interventionist, teacher, principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	0%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 3: *****The percent of 1st and 2nd grade students that score on grade level in Reading on the mClass will increase to 75% by June 2024 with at least 70% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mClass reports.

Strategy 1 Details	Reviews			
Strategy 1: 1st and 2nd grade classes will use Balanced Literacy (Modeled Reading and Writing, Think Alouds, Shared Reading and Writing, Guided Reading and Writing, Word Study)	Formative			Summative
Strategy's Expected Result/Impact: 1st and 2nd grade students' reading levels will be on grade level and writing will be on grade level according to district approved writing rubrics.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher, Principal				

Strategy 2 Details	Reviews			
Strategy 2: 1st and 2nd grade students will receive explicit phonics instruction.	Formative			Summative
Strategy's Expected Result/Impact: Students' reading level will be on grade level.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher, Principal				

Strategy 3 Details	Reviews			
Strategy 3: K-3rd Grade teachers will attend reading academies in order to meet HB 3 requirements. (Summer of 2021)	Formative			Summative
Staff Responsible for Monitoring: Teacher and Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels.	Formative			Summative
Strategy's Expected Result/Impact: Curriculum will be vertically and horizontally aligned	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher and Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Add an instructional interventionist to provide tier 3 instruction. **Strategy's Expected Result/Impact:** Increase student performance in reading. **Staff Responsible for Monitoring:** interventionist, teacher, principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 4: The percent of 3rd grade students that show likelihood of meeting the meets grade level or above on the interim STAAR Reading will increase to 65% by June 2024 with at least 55% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim reports

Strategy 1 Details	Reviews			
Strategy 1: 3rd grade will use Balanced Literacy (Modeled Reading and Writing, Think Alouds, Shared Reading and Writing, Guided Reading and Writing, Word Study)	Formative			Summative
Strategy's Expected Result/Impact: 3rd grade students' reading levels will be on grade level and writing will be on grade level according to district approved writing rubrics. **Staff Responsible for Monitoring:** Teacher, Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Whole class books will be used to expose students to grade level texts.	Formative			Summative
Strategy's Expected Result/Impact: Increase student comprehension Students' comprehension will be on grade level. **Staff Responsible for Monitoring:** Teacher, Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: K-3rd Grade teachers will attend reading academies in order to meet HB 3 requirements. (2021/2022)	Formative			Summative
Staff Responsible for Monitoring: Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Add an instructional interventionist to provide tier 3 instruction. **Strategy's Expected Result/Impact:** Increase student performance in reading. **Staff Responsible for Monitoring:** interventionist, teacher, principal	0%	0%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 1: The percent of PreK students that score on grade level or above in math on the CLI will increase to 80% by June 2024 with at least 60% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PK classes will use number talks to help students identify numbers and count. **Strategy's Expected Result/Impact:** Students will be able to count to 100 and identify numbers up to 25. **Staff Responsible for Monitoring:** Teacher, Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PK classes will use math centers to reinforce math concepts. **Strategy's Expected Result/Impact:** Will expose students to the use of numbers in various contexts. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 2: The percent of K students that score on grade level or above in math on the CLI will increase to 80% by June 2024 with at least 60% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CLI reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math centers along with guided math instruction will be implemented in K-2nd. **Strategy's Expected Result/Impact:** Students will practice various math concepts in different contexts. They will also receive math instruction that addresses their deficiencies in math. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 3: The percent of 1st and 2nd grade students that score on grade level or above in math on the STAR Math assessment (Renaissance) will increase to 80% by June 2024 with at least 70% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAR Math assessment reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Math centers along with guided math instruction will be implemented in K-2nd. **Strategy's Expected Result/Impact:** Students will practice various math concepts in different contexts. They will also receive math instruction that addresses their deficiencies in math. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 4: The percent of 3rd grade students that show likelihood of meeting the meets grade level or above on the interim STAAR Math will increase to 65% by June 2024 with at least 60% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math centers along with guided math instruction will be implemented in 3rd grade. **Strategy's Expected Result/Impact:** Students will practice various math concepts in different contexts. They will also receive math instruction that addresses their deficiencies in math. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: The percent of 4th and 5th grade students that score meets grade level or above on STAAR Reading will increase from 64% to 65% by June 2024 with at least 65% in 2022.

Performance Objective 1: 90% of 4th and 5th grade students will meet at least the approaches standard on STAAR Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary Reports and TAPR.

Strategy 1 Details	Reviews			
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher an d Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: IXL, STAR Reading and STAR Math will be used to enrich student learning and monitor their progress.	Formative			Summative
Strategy's Expected Result/Impact: The students' learning needs will be met. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 4th and 5th grade will use Balanced Literacy (Modeled Reading and Writing, Think Alouds, Shared Reading and Writing, Reader's Workshop and Writing, Word Study)	Formative			Summative
Strategy's Expected Result/Impact: 4th and 5th grade students' reading levels and writing will be on grade level according to district approved reading levelers and writing rubrics. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Add an instructional interventionist to provide tier 3 instruction. **Strategy's Expected Result/Impact:** Increase student performance in reading. **Staff Responsible for Monitoring:** interventionist, teacher, principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: The percent of 4th and 5th grade students that score meets grade level or above on STAAR Reading will increase from 64% to 65% by June 2024 with at least 65% in 2022.

Performance Objective 2: 30% of 4th and 5th grade students will meet the masters standard on STAAR Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary Reports and TAPR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: IXL, STAR Reading and STAR Math will be used to enrich student learning and monitor their progress. **Strategy's Expected Result/Impact:** The students' learning needs will be met. **Staff Responsible for Monitoring:** Teacher and Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 4th and 5th grade will use Balanced Literacy (Modeled Reading and Writing, Think Alouds, Shared Reading and Writing, Reader's Workshop and Writing, Word Study) **Strategy's Expected Result/Impact:** 4th and 5th grade students' reading levels and writing will be on grade level according to district approved reading levelers and writing rubrics. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Add an instructional interventionist to provide tier 3 instruction. **Strategy's Expected Result/Impact:** Increase student performance in reading. **Staff Responsible for Monitoring:** interventionist, teacher, principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percent of 4th and 5th grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 1: 90% of 4th and 5th grade students will meet at least the approaches standard on STAAR Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary Reports and TAPR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: IXL, STAR Reading and STAR Math will be used to enrich student learning and monitor their progress. **Strategy's Expected Result/Impact:** The students' learning needs will be met. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Guided Math (small group instruction) will be used to address the students' academic needs . **Strategy's Expected Result/Impact:** All students will show at least one year of progress on state assessments. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percent of 4th and 5th grade students that score meets grade level or above on STAAR Math will increase from 31% to 65% by June 2024 with at least 50% in 2022.

Performance Objective 2: 30% of 4th and 5th grade students will meet the masters standard on STAAR Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary Reports and TAPR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas Resource System (YAG, IFDs) to foster vertical alignment for all core classes in all grade levels. **Strategy's Expected Result/Impact:** Curriculum will be vertically and horizontally aligned. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: IXL, STAR Reading and STAR Math will be used to enrich student learning and monitor their progress. **Strategy's Expected Result/Impact:** The students' learning needs will be met. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Guided Math (small group instruction) will be used to address the students' academic needs . **Strategy's Expected Result/Impact:** All students will show at least one year of progress on state assessments. **Staff Responsible for Monitoring:** Teacher and Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: The percent of 6th through 8th grade students that score meets grade level or above on STAAR Reading will increase from 42% to 65% by June 2024 with at least 55% by 2022.

Performance Objective 1: 90% of 6th - 8th grade students will meet at least the approaches standard on STAAR Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Strategy's Expected Result/Impact:** Are all lessons planned and implemented following the TTESS format? **Staff Responsible for Monitoring:** Principal Classroom Teacher **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, Renaissance **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,...				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: English Language Arts classes will be double blocked providing an additional 225 minutes of instruction allowing the integration of reading and writing skills following the new 2019 ELA TEKS. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: The percent of 6th through 8th grade students that score meets grade level or above on STAAR Reading will increase from 42% to 65% by June 2024 with at least 55% by 2022.

Performance Objective 2: 30% of 6th - 8th grade students will meet the masters standard on STAAR Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, Renaissance **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,...				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: English Language Arts classes will be double blocked providing an additional 225 minutes of instruction allowing the integration of reading and writing skills following the new 2019 ELA TEKS. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Dyslexia interventions and instruction, using MTA, to students who qualify based on the district screening process. **Strategy's Expected Result/Impact:** Students will achieve a year's growth, closing their academic gaps, on state and district assessments. **Staff Responsible for Monitoring:** teacher, principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: The percent of 6th through 8th grade students that score meets grade level or above on STAAR Math will increase from 30% to 65% by June 2024 with at least 55% by 2022.

Performance Objective 1: 90% of 6th - 8th grade students will meet at least the approaches standard on STAAR Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, Renaissance **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Math classes will be double blocked providing an additional 135 minutes of instruction each week to allow for students to fill gaps and to accelerate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: The percent of 6th through 8th grade students that score meets grade level or above on STAAR Math will increase from 30% to 65% by June 2024 with at least 55% by 2022.

Performance Objective 2: 30% of 6th - 8th grade students will meet the masters standard on STAAR Math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, Renaissance **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,...				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Math classes will be double blocked providing an additional 135 minutes of instruction each week to allow for students to fill gaps and to accelerate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: The percent of high school students that score meets grade level or above on STAAR EOC exams will increase from 49% to 75% by June 2024 with at least 60% by 2022.

Performance Objective 1: The percent of students that score on grade level or above on the STAAR EOC Algebra 1 assessment will increase from 8 to 75% by June 2024 with at least 50% by 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,...				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: The percent of high school students that score meets grade level or above on STAAR EOC exams will increase from 49% to 75% by June 2024 with at least 60% by 2022.

Performance Objective 2: The percent of students that score on grade level or above on the STAAR EOC Biology assessment will increase from 68 to 75% by June 2024 with at least 70% by 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: The percent of high school students that score meets grade level or above on STAAR EOC exams will increase from 49% to 75% by June 2024 with at least 60% by 2022.

Performance Objective 3: The percent of students that score on grade level or above on the STAAR EOC English 1 assessment will increase from 67 to 75% by June 2024 with at least 70% by 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, MI Write **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: The percent of high school students that score meets grade level or above on STAAR EOC exams will increase from 49% to 75% by June 2024 with at least 60% by 2022.

Performance Objective 4: The percent of students that score on grade level or above on the STAAR EOC English 2 assessment will increase from 44 to 75% by June 2024 with at least 60% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, MI Write **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: The percent of high school students that score meets grade level or above on STAAR EOC exams will increase from 49% to 75% by June 2024 with at least 60% by 2022.

Performance Objective 5: The percent of students that score on grade level or above on the STAAR EOC US History assessment will remain above 75% by June 2024 (2021 was 93%).

HB3 Goal

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,...				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic				

group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 8: The percent of students in grades 5 and 8 that score on grade level or above on the STAAR Science assessment will increase from 73% to 75% in 2022.

Performance Objective 1: 90% of 5th and 8th grade students will meet at least the approaches standard on STAAR Science.

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 8: The percent of students in grades 5 and 8 that score on grade level or above on the STAAR Science assessment will increase from 73% to 75% in 2022.

Performance Objective 2: 30% of 5th and 8th grade students will meet the masters standard on STAAR Science.

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic				

group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 9: The percent of students in grade 8 that score on grade level or above on the STAAR Social Studies assessment will remain above 75% in 2022. It was 100% in 2021.

Performance Objective 1: 90% of 8th grade students will meet at least the approaches standard on STAAR Social Studies.

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 9: The percent of students in grade 8 that score on grade level or above on the STAAR Social Studies assessment will remain above 75% in 2022. It was 100% in 2021.

Performance Objective 2: 30% of 8th grade students will meet the masters standard on STAAR Social Studies.

Evaluation Data Sources: STAAR Summary reports and TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will plan and carry out lessons based on a TTESS Planning requirements Lesson Plan template. Teachers will utilize TEKsys resources, including the Vertical Alignment Document, the TEKS Clarification Document, the Year at a Glance, the TEKS Verification Document, the Instructional Focus Document, while planning, carrying out, and assessing instruction to assure that all TEKS are covered at the appropriate rigor. Cross curricular lessons will be included when appropriate. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and students will implement the following blended learning technology tools as appropriate - IXL, **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development will be provided to support teachers in their curriculum and instruction improvement, including, technology, including depth of knowledge and questioning strategies, differentiation strategies,... **Staff Responsible for Monitoring:** Classroom Teacher Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR and other performance data will be disaggregated to make instructional decisions. A STAAR progress spreadsheet will be implemented to track individual students and their goals. Data will be analyzed and disaggregated using DMAC. Data disaggregation will include evaluating the progress of English Language Learners, each race and ethnic group, economically disadvantaged students, at-risk students, students served by special education, continuously enrolled and mobile students. **Staff Responsible for Monitoring:** Classroom Teacher Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 10: The percentage of graduates that meet the criteria for the CCMR Outcome Bonus will grow to 60% by August 2024 with at least 40% by 2022.

Performance Objective 1: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase to 45% by August 2024 with at least 25% in 2022. (Texas Success Initiative (TSI) score on SAT/ACT/TSI Assessment (TSIA) and earned an associate degree prior to graduation or enrolled in college by the fall immediately after high school graduation)

Evaluation Data Sources: College Board reports
ACT reports
Student transcripts
College enrollment report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BDISD will provide ACT/SAT/TSIA preparation to high school students via Edmentum. **Strategy's Expected Result/Impact:** Improved scores on ACT/SAT/TSIA. Increased enrollment in dual credit courses.				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 10: The percentage of graduates that meet the criteria for the CCMR Outcome Bonus will grow to 60% by August 2024 with at least 40% by 2022.

Performance Objective 2: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase to 25% by August 2024 with at least 15% in 2022. (TSI score on SAT/ACT/TSIA and Received an industry-based certification / Level I / Level II certificate)

Evaluation Data Sources: College Board reports
Certification reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BDHS will encourage all students to take the TSIA2, specifically juniors and seniors. By 2022-2023, BDHS will be a testing site for the TSIA2. **Strategy's Expected Result/Impact:** More students will be identified as having met CCMR standards.	0%	0%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 10: The percentage of graduates that meet the criteria for the CCMR Outcome Bonus will grow to 60% by August 2024 with at least 40% by 2022.

Performance Objective 3: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase to 4% by August 2024 with at least 5% in 2022. (Armed Services Vocational Aptitude Battery (ASVAB) passing score and Enlisted in U.S. Armed Forces after graduation)

Evaluation Data Sources: ASVAB results
Counselor reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BDHS will invite more military recruiters to visit our juniors and seniors. The ASVAB test will continue to given annually. **Strategy's Expected Result/Impact:** At least one student per year will enlist with a branch of the military.	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 1: BDISD will provide teachers with training in current technology ongoing training, implement blended learning solutions in the classroom, and implement a learning management system.

Evaluation Data Sources: Teacher surveys, lesson plans, student projects.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers in all subject areas will integrate technology into their curriculum and assistance will be provided by the Technology Director. **Strategy's Expected Result/Impact:** Teacher surveys, lesson plans, student projects. **Staff Responsible for Monitoring:** Superintendent Principal Technology Director Teachers **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and administration will be provided training annually on the integration of technology in instruction. **Strategy's Expected Result/Impact:** Training Certificates **Staff Responsible for Monitoring:** Superintendent Principal Technology Director **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ascender Student Software and Google Classroom will be utilized to provide a communication tool for parents and teachers in monitoring student progress **Strategy's Expected Result/Impact:** Participation rates, **Staff Responsible for Monitoring:** Superintendent Principal Technology Director Teachers **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Training provided for Ascender for teachers (gradebook and attendance), administrators, and administrative assistants to familiarize with updates and changes to the program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Complete and accurate PEIMS, grade, and attendance reporting **Staff Responsible for Monitoring:** Superintendent PEIMS Coordinator Principal				

Strategy 5 Details	Reviews			
Strategy 5: Intense review and integration of the TEKS objectives as they pertain to the area of technology for grades K-12	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will seek ways to utilize time for staff training during the school day for technology integration.	Formative			Summative
Strategy's Expected Result/Impact: Evaluation of training **Staff Responsible for Monitoring:** Superintendent, Technology Director	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Each campus will be provided the hardware, software, and site licenses to optimize instructional technology integration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evaluate availability and determine changing needs **Staff Responsible for Monitoring:** School board Administration Technology Director				

Strategy 8 Details	Reviews			
Strategy 8: Effectiveness and future needs of technology integration will be reevaluated each year and compiled in the district 3-year technology plan. As a part of the evaluation, every other year the students, staff and community will be surveyed	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Technology plan **Staff Responsible for Monitoring:** Technology planning committee Technology Director				

Strategy 9 Details	Reviews			
Strategy 9: All high school students will complete a CTE technology class.	Formative			Summative
Strategy's Expected Result/Impact: 6 week reports	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent Principal **Schoolwide and Targeted Assisted Title I Elements:** 2.5				

Strategy 10 Details	Reviews			
Strategy 10: The Elementary will implement Technology TEKS into the elementary curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Master Schedules	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, teachers				

Strategy 11 Details	Reviews			
Strategy 11: Interactive White Boards, Interactive TVs and Document cameras will be implemented using the 21st Century Classroom.	Formative			Summative
Strategy's Expected Result/Impact: Increased student engagement and success.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent Technology Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 2: BDISD will promote and practice a Coordinated School health Program, grades PK-12. Emphasis will be placed on physical health, emotional health, drug use prevention, character education, and violence prevention.

Strategy 1 Details	Reviews			
Strategy 1: Counseling services will be provided for all students as needed, required and requested **Strategy's Expected Result/Impact:** Counselor log and documentation **Staff Responsible for Monitoring:** Superintendent, Business Manager, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Each campus teacher will have access to a character education curriculum, Character Strong. **Strategy's Expected Result/Impact:** Lesson plans **Staff Responsible for Monitoring:** Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Random drug dog visits **Strategy's Expected Result/Impact:** Documentation of visit. **Staff Responsible for Monitoring:** Superintendent, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students are made aware of suicide prevention and Intervention resources **Strategy's Expected Result/Impact:** Training certification for intervention committee **Staff Responsible for Monitoring:** Intervention committee	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Student Code of Conduct will be made available to student, parents, and teachers upon enrollment and registration each school year (paper or on website). Teacher orientation to the Code annually with principal. **Strategy's Expected Result/Impact:** Signature showing that they student and parents were given a copy of the Code of Conduct, Agendas **Staff Responsible for Monitoring:** Principal,	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students requiring temporary and short-term removal for non-violent and non-DAEP offenses will be served in the district In School Suspension Program (ISS) **Strategy's Expected Result/Impact:** Successful completion of assignments and time requirement. Students being served remain on grade level and on track with class requirements **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Students involved in offenses requiring mandatory removal according to the Code of Conduct will be served in the district Disciplinary Alternative Education Program (DAEP). **Strategy's Expected Result/Impact:** Successful completion of assignments and time requirement. Students being served remain on grade level and on track with class and graduation requirements **Staff Responsible for Monitoring:** Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Pregnancy related services provided to parenting students as per the district administrative procedures **Strategy's Expected Result/Impact:** Attendance log, homebound report card, promotion statistics and reduced dropout rate. **Staff Responsible for Monitoring:** Principal				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Incentive programs designed to improve attendance, behavior, and student moral. **Strategy's Expected Result/Impact:** Number of students participating. Discipline and attendance records. **Staff Responsible for Monitoring:** Superintendent, Counselor, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 3: BDISD will follow federal and state guidelines for our meal program and snacks/beverages sold during the school day.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Federal and state guidelines about what can be sold during the school day will be communicated to various organizations, PTO, FFA, Student Council...	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 4: BDISD will meet state requirements for physical activity during the school week.

Evaluation Data Sources: Schedules, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PK-2nd Grade students will have 45 minute PE classes everyday and two 30 minute Art/Music classes per week. **Strategy's Expected Result/Impact:** The physical activity will increase dopamine and endorphins. This will increase the concentration and happiness of the students. **Staff Responsible for Monitoring:** PE Teacher, Teachers, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 3rd grade students will have 45 minutes of PE classes everyday and two 30 minute Art/ Music classes per week. **Strategy's Expected Result/Impact:** The physical activity will increase dopamine and endorphins. This will increase the concentration and happiness of the students. **Staff Responsible for Monitoring:** PE Teacher, Art Teacher, Teachers, Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 4th and 5th grade students will have 45 minute PE classes four times a week and one 45 minute Art/Music class. **Strategy's Expected Result/Impact:** The physical activity will increase dopamine and endorphins. This will increase the concentration and happiness of the students. **Staff Responsible for Monitoring:** PE Teacher, Art Teacher, Teachers, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 5: BDISD will update its threat and suicide awareness programs.

Evaluation Data Sources: Completed training documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff will be trained in "ACT on FACTS" school-based suicide awareness program. **Strategy's Expected Result/Impact:** All staff will become more aware of the needs of our at-risk students. **Staff Responsible for Monitoring:** Superintendent, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The School-Based Threat Assessment Team will be trained via the Texas School Safety Center to work in conjunction with all BDISD staff to act on school safety issues. **Strategy's Expected Result/Impact:** Creation of the Threat Assessment Team which in turn will work to keep the district safe. **Staff Responsible for Monitoring:** Superintendent, Principal, Counselor, Threat Assessment Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: Quality Learning Environments and Facilities: BDISD will promote nurturing, safe, and orderly environments and quality facilities to facilitate the implementation of 21st century learning skills.

Performance Objective 6: BDISD will implement a Comprehensive School Counseling Program.

Evaluation Data Sources: Employment of a full-time counselor and completion of comprehensive plan.

Goal 12: Positive Perceptions, Relationships, and Collaborations: BDISD will enhance and build positive perceptions, relationships, and collaboration among parents/community and staff.

Performance Objective 1: Promote parent and community information, input, and participation in the educational process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Publish newsworthy articles in the Bobcat Bulletin on school success, district activities, and parental involvement. Community news will be included as well. **Strategy's Expected Result/Impact:** Bobcat Bulletin published weekly. **Staff Responsible for Monitoring:** Superintendent, Business Manager, Principal, Administrative Assistants, Teachers, Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Advertise important events on marquee outside the elementary building and on the televisions in the secondary building. **Strategy's Expected Result/Impact:** All events displayed **Staff Responsible for Monitoring:** Superintendent, Principal, Technology Director				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Activity calendar provided to all students and parents on the BDISD web site. Google Calendars will be utilized by all BDISD administration, teachers, and coaches. **Strategy's Expected Result/Impact:** Calendars **Staff Responsible for Monitoring:** Superintendent, Business Manager, Principal, Technology Director, Administrative Assistants				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Promote and encourage parent/teacher conferences for students experiencing academic or behavior difficulty **Strategy's Expected Result/Impact:** Parent conference logs **Staff Responsible for Monitoring:** Principal, All teachers				

Strategy 5 Details	Reviews			
Strategy 5: Parents and community members will be encouraged to visit the district classrooms, library, and school cafeteria.	Formative			Summative
Strategy's Expected Result/Impact: Campus sign-in sheets, teacher logs	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration, Faculty, Staff				

Strategy 6 Details	Reviews			
Strategy 6: Open House and Meet the Teacher Night.	Formative			Summative
Strategy's Expected Result/Impact: Sign in sheets	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent, Business Manager, Principal, Teachers				

Strategy 7 Details	Reviews			
Strategy 7: District website with up to date information about Bluff Dale ISD.	Formative			Summative
Strategy's Expected Result/Impact: Website data	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Technology Director, Business Manager				

Strategy 8 Details	Reviews			
Strategy 8: Title I School-wide campus will implement School-Student-Parent Compacts committing students, parents, and school personnel to partner in the education progress.	Formative			Summative
Strategy's Expected Result/Impact: Signed compacts.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent, Principal				

Strategy 9 Details	Reviews			
Strategy 9: Parent surveys will be conducted every three years to gather feedback to aid in the development of new ideas to gain more parental involvement in the overall educational process.	Formative			Summative
Strategy's Expected Result/Impact: Analysis and discussion of survey results	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent District Improvement Committee				

Strategy 10 Details	Reviews			
Strategy 10: Provide training to all parents of special education students in making ARD committee decisions regarding state assessment for students with disabilities	Formative			Summative
Strategy's Expected Result/Impact: Sign in sheets	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Special Education Coop, Diagnostician				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide District-wide online school registration through the Ascender system in 2022. **Strategy's Expected Result/Impact:** Registration numbers **Staff Responsible for Monitoring:** Superintendent, Business Manager, Principal, Administrative Assistants				

 No Progress Accomplished Continue/Modify Discontinue

Goal 13: Fiscal and Facility Accountability: BDISD will ensure fiscal & facility accountability through sound stewardship of the district's resources.

Performance Objective 1: The District will receive a Superior Achievement in Financial Integrity Rating System of Texas (FIRST) from TEA.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Financial Integrity Rating System report will be disaggregated and needs identified. **Strategy's Expected Result/Impact:** Needs Identified **Staff Responsible for Monitoring:** Business Manager, Superintendent, School Board				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategies will be developed to address identified needs, and the steps that must be taken to reach superior achievement **Strategy's Expected Result/Impact:** Rating Report, Review Strategies **Staff Responsible for Monitoring:** Business Manager, Superintendent, School Board				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 13: Fiscal and Facility Accountability: BDISD will ensure fiscal & facility accountability through sound stewardship of the district's resources.

Performance Objective 2: A facility needs assessment & prioritization document will be developed to assist the TEAM of Eight in the district improvement planning process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 2021/2022 school year, the TEAM of Eight will discuss future needs and develop a five-year facilities plan. **Strategy's Expected Result/Impact:** Agenda **Staff Responsible for Monitoring:** Superintendent, School Board				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Prioritization Meeting **Strategy's Expected Result/Impact:** Consensus reached on order of importance and feasibility to the district facility and equipment needs. **Staff Responsible for Monitoring:** Superintendent, School Board				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facility planning document developed and disseminated to Board Members, and Administrative Team. **Strategy's Expected Result/Impact:** Two Year Plan Document **Staff Responsible for Monitoring:** Superintendent				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BDISD was approved to become a District of Innovation beginning in 2019/2020. **Strategy's Expected Result/Impact:** 2019/2020 - 2022/2023 **Staff Responsible for Monitoring:** Supertenindent, District of Innovation Committee, School Board				

 No Progress Accomplished Continue/Modify Discontinue

Goal 14: Quality Staff:
All positions will be fielded by highly qualified candidates/professionals.

Performance Objective 1: Evaluate staff annually to discuss strengths and areas in need of improvement.

Evaluation Data Sources: Walkthroughs, Observations, Student Involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assignment of personnel will be based upon targeted needs. Assignment or reassignment of teachers and paraprofessionals will occur anytime that a move is necessary to address program and student needs. **Strategy's Expected Result/Impact:** Ongoing evaluation of personnel numbers and instructional programs. **Staff Responsible for Monitoring:** Superintendent, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Texas Teacher Evaluation and Support System (T-TESS) orientations will be scheduled as per district policy. **Strategy's Expected Result/Impact:** Meeting agendas, sign in sheets, and successful employee appraisals. **Staff Responsible for Monitoring:** Superintendent Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All ESL teachers will be provided LPAC training. **Strategy's Expected Result/Impact:** Training Certificates **Staff Responsible for Monitoring:** Region 11 ESC Campus Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: GT training hours. All GT teachers will be required to have 30 hours of GT training and 6 hour annual update training. **Strategy's Expected Result/Impact:** Training Certificates **Staff Responsible for Monitoring:** Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers and administrators will be provided training on technology integration and technology use in daily teaching. **Strategy's Expected Result/Impact:** Training Certificates **Staff Responsible for Monitoring:** Principal Technology Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 14: Quality Staff:
All positions will be fielded by highly qualified candidates/professionals.

Performance Objective 2: Professional development will be provided for all staff to assist in their professional growth and for the advancement of district goals and objectives.

Evaluation Data Sources: T-TESS Evaluations, Sign In Sheets, Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: BDISD will have all instructional staff complete the Statutory Compliance Bundle from ESC 11. **Strategy's Expected Result/Impact:** Staff will be up to date on the most current requirements for working with students in a school setting. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: BDISD will have an inclusion training for instructional staff. **Strategy's Expected Result/Impact:** Instructional staff will understand their responsibilities when implementing inclusion for students with special needs. **Staff Responsible for Monitoring:** Special Education Teacher, Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: BDISD will use the T-TESS evaluation system to develop a professional development plan for each teacher. **Strategy's Expected Result/Impact:** Teachers will go to workshops and trainings that correlate to their specific strengths and weaknesses. **Staff Responsible for Monitoring:** Teachers, Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $80,515.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Students in JH are afforded extra time (RtI and enrichment) in ELAR and math.

Personnel for District Improvement Plan

Name	Position	FTE
Garrett Stewart	Science Teacher	0.1
James Rick	Math Teacher	0.4
Kimberly Fuller	ELA Teacher	0.4
Lauren Ellis	Paraprofessional	0.5
LeAndra McKinney	Paraprofessional	0.5
Wade Johnson	Social Studies Teacher	0.1

District Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	TEKS Resource System		$0.00
1	2	4	TEKS Resource Systme		$0.00
				Sub-Total	$0.00
				Grand Total Budgeted	$0.00
				Grand Total Spent	$0.00
				+/- Difference	$0.00

Addendums

2020-21 Texas Academic Performance Report (TAPR)

District Name: BLUFF DALE ISD

District Number: 072904

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

ASVAB Alternative Test Offered

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	70%	**89%**	-	*	88%	*	-	-	-	*	-	100%	60%	60%	-
	2019	76%	77%	**63%**	-	*	60%	-	-	-	-	-	-	80%	55%	44%	*
At Meets Grade Level or Above	2021	39%	41%	**61%**	-	*	63%	*	-	-	-	*	-	62%	60%	0%	-
	2019	45%	46%	**31%**	-	*	27%	-	-	-	-	-	-	20%	36%	22%	*
At Masters Grade Level	2021	19%	21%	**33%**	-	*	38%	*	-	-	-	*	-	38%	20%	0%	-
	2019	27%	29%	**6%**	-	*	0%	-	-	-	-	-	-	0%	9%	0%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	64%	**83%**	-	*	81%	*	-	-	-	*	-	92%	60%	40%	-
	2019	79%	79%	**69%**	-	*	67%	-	-	-	-	-	-	60%	73%	56%	*
At Meets Grade Level or Above	2021	31%	33%	**33%**	-	*	31%	*	-	-	-	*	-	38%	20%	20%	-
	2019	49%	49%	**31%**	-	*	27%	-	-	-	-	-	-	20%	36%	22%	*
At Masters Grade Level	2021	14%	15%	**22%**	-	*	25%	*	-	-	-	*	-	23%	20%	20%	-
	2019	25%	25%	**6%**	-	*	7%	-	-	-	-	-	-	0%	9%	11%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	**82%**	-	*	93%	-	-	-	-	*	-	78%	88%	80%	-
	2019	75%	75%	**65%**	-	*	62%	-	-	-	-	*	*	71%	60%	*	*
At Meets Grade Level or Above	2021	36%	38%	**65%**	-	*	73%	-	-	-	-	*	-	56%	75%	20%	-
	2019	44%	45%	**59%**	-	*	62%	-	-	-	-	*	*	71%	50%	*	*
At Masters Grade Level	2021	17%	19%	**47%**	-	*	53%	-	-	-	-	*	-	44%	50%	20%	-
	2019	22%	23%	**41%**	-	*	38%	-	-	-	-	*	*	29%	50%	*	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	61%	**65%**	-	*	73%	-	-	-	-	*	-	44%	88%	40%	-
	2019	75%	75%	**65%**	-	*	62%	-	-	-	-	*	*	71%	60%	*	*
At Meets Grade Level or Above	2021	36%	38%	**35%**	-	*	40%	-	-	-	-	*	-	33%	38%	0%	-
	2019	48%	47%	**41%**	-	*	31%	-	-	-	-	*	*	43%	40%	*	*
At Masters Grade Level	2021	21%	23%	**24%**	-	*	27%	-	-	-	-	*	-	22%	25%	0%	-
	2019	28%	28%	**24%**	-	*	15%	-	-	-	-	*	*	29%	20%	*	*
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	**65%**	-	*	73%	-	-	-	-	*	-	56%	75%	60%	-
	2019	67%	67%	**59%**	-	*	54%	-	-	-	-	*	*	43%	70%	*	*
At Meets Grade Level or Above	2021	27%	28%	**24%**	-	*	27%	-	-	-	-	*	-	11%	38%	20%	-
	2019	35%	36%	**41%**	-	*	38%	-	-	-	-	*	*	14%	60%	*	*
At Masters Grade Level	2021	8%	9%	**12%**	-	*	13%	-	-	-	-	*	-	11%	13%	0%	-
	2019	11%	11%	**12%**	-	*	8%	-	-	-	-	*	*	0%	20%	*	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	**54%**	-	-	50%	-	-	-	*	*	-	*	50%	63%	*
	2019	86%	87%	**94%**	-	-	94%	-	-	-	-	*	-	*	92%	100%	-
At Meets Grade Level or Above	2021	46%	48%	**38%**	-	-	33%	-	-	-	*	*	-	*	40%	38%	*
	2019	54%	57%	**76%**	-	-	76%	-	-	-	-	*	-	*	77%	83%	-
At Masters Grade Level	2021	30%	31%	**15%**	-	-	8%	-	-	-	*	*	-	*	20%	0%	*
	2019	29%	32%	**18%**	-	-	18%	-	-	-	-	*	-	*	15%	17%	-
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	**62%**	-	-	58%	-	-	-	*	*	-	*	80%	63%	*
	2019	90%	90%	**82%**	-	-	82%	-	-	-	-	*	-	*	77%	67%	-
At Meets Grade Level or Above	2021	44%	45%	**31%**	-	-	25%	-	-	-	*	*	-	*	40%	25%	*
	2019	58%	58%	**24%**	-	-	24%	-	-	-	-	*	-	*	15%	33%	-
At Masters Grade Level	2021	25%	26%	**31%**	-	-	25%	-	-	-	*	*	-	*	40%	25%	*
	2019	36%	37%	**12%**	-	-	12%	-	-	-	-	*	-	*	8%	17%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	64%	**46%**	-	-	42%	-	-	-	*	*	-	*	50%	50%	*
	2019	75%	75%	**76%**	-	-	76%	-	-	-	-	*	-	*	69%	83%	-
At Meets Grade Level or Above	2021	31%	33%	**8%**	-	-	8%	-	-	-	*	*	-	*	10%	0%	*
	2019	49%	50%	**24%**	-	-	24%	-	-	-	-	*	-	*	15%	50%	-
At Masters Grade Level	2021	13%	14%	**8%**	-	-	8%	-	-	-	*	*	-	*	10%	0%	*
	2019	24%	25%	**6%**	-	-	6%	-	-	-	-	*	-	*	8%	17%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	65%	**82%**	-	*	89%	-	-	-	-	*	-	100%	60%	*	*
	2019	68%	71%	**91%**	*	-	90%	-	-	-	-	-	-	*	90%	100%	*

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	34%	**45%**	-	*	56%	-	-	-	-	*	-	50%	40%	*	*
	2019	37%	40%	**27%**	*	-	30%	-	-	-	-	-	-	*	20%	14%	*
At Masters Grade Level	2021	15%	16%	**18%**	-	*	22%	-	-	-	-	*	-	17%	20%	*	*
	2019	18%	19%	**9%**	*	-	10%	-	-	-	-	-	-	*	0%	0%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	**91%**	-	*	100%	-	-	-	-	*	-	100%	80%	*	*
	2019	81%	82%	**82%**	*	-	80%	-	-	-	-	-	-	*	80%	86%	*
At Meets Grade Level or Above	2021	36%	39%	**82%**	-	*	89%	-	-	-	-	*	-	83%	80%	*	*
	2019	47%	49%	**9%**	*	-	10%	-	-	-	-	-	-	*	10%	14%	*
At Masters Grade Level	2021	15%	17%	**45%**	-	*	44%	-	-	-	-	*	-	67%	20%	*	*
	2019	21%	23%	**0%**	*	-	0%	-	-	-	-	-	-	*	0%	0%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	72%	**90%**	-	-	90%	-	-	-	-	-	-	80%	100%	*	-
	2019	76%	78%	**73%**	-	*	71%	-	-	-	-	*	*	86%	63%	60%	*
At Meets Grade Level or Above	2021	45%	48%	**80%**	-	-	80%	-	-	-	-	-	-	80%	80%	*	-
	2019	49%	52%	**47%**	-	*	43%	-	-	-	-	*	*	57%	38%	40%	*
At Masters Grade Level	2021	25%	27%	**50%**	-	-	50%	-	-	-	-	-	-	80%	20%	*	-
	2019	29%	32%	**27%**	-	*	21%	-	-	-	-	*	*	29%	25%	20%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	56%	**80%**	-	-	80%	-	-	-	-	-	-	80%	80%	*	-
	2019	75%	74%	**60%**	-	*	57%	-	-	-	-	*	*	57%	63%	40%	*
At Meets Grade Level or Above	2021	27%	27%	**80%**	-	-	80%	-	-	-	-	-	-	80%	80%	*	-
	2019	43%	41%	**47%**	-	*	43%	-	-	-	-	*	*	57%	38%	40%	*
At Masters Grade Level	2021	12%	11%	**60%**	-	-	60%	-	-	-	-	-	-	80%	40%	*	-
	2019	17%	15%	**13%**	-	*	7%	-	-	-	-	*	*	0%	25%	20%	*
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	66%	**80%**	-	-	80%	-	-	-	-	-	-	80%	80%	*	-
	2019	70%	72%	**80%**	-	*	79%	-	-	-	-	*	*	100%	63%	60%	*
At Meets Grade Level or Above	2021	33%	37%	**70%**	-	-	70%	-	-	-	-	-	-	60%	80%	*	-
	2019	42%	45%	**40%**	-	*	36%	-	-	-	-	*	*	57%	25%	20%	*

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	11%	**30%**	-	-	30%	-	-	-	-	-	-	40%	20%	*	-
	2019	18%	20%	**27%**	-	*	21%	-	-	-	-	*	*	29%	25%	20%	*
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	**100%**	-	-	100%	-	-	-	*	-	-	*	100%	*	*
	2019	86%	87%	**80%**	-	*	79%	-	-	-	-	-	*	71%	88%	75%	-
At Meets Grade Level or Above	2021	46%	48%	**90%**	-	-	89%	-	-	-	*	-	-	*	88%	*	*
	2019	55%	57%	**47%**	-	*	43%	-	-	-	-	-	*	71%	25%	38%	-
At Masters Grade Level	2021	21%	21%	**40%**	-	-	33%	-	-	-	*	-	-	*	38%	*	*
	2019	28%	30%	**27%**	-	*	29%	-	-	-	-	-	*	43%	13%	13%	-
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	**100%**	-	-	100%	-	-	-	*	-	-	*	100%	*	*
	2019	88%	88%	**75%**	-	-	75%	-	-	-	-	-	*	60%	86%	86%	-
At Meets Grade Level or Above	2021	36%	37%	**100%**	-	-	100%	-	-	-	*	-	-	*	100%	*	*
	2019	57%	57%	**25%**	-	-	25%	-	-	-	-	-	*	40%	14%	14%	-
At Masters Grade Level	2021	11%	11%	**60%**	-	-	56%	-	-	-	*	-	-	*	50%	*	*
	2019	17%	17%	**17%**	-	-	17%	-	-	-	-	-	*	20%	14%	14%	-
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	70%	**100%**	-	-	100%	-	-	-	*	-	-	*	100%	*	*
	2019	81%	82%	**60%**	-	*	57%	-	-	-	-	-	*	71%	50%	75%	-
At Meets Grade Level or Above	2021	43%	45%	**80%**	-	-	78%	-	-	-	*	-	-	*	75%	*	*
	2019	51%	53%	**33%**	-	*	36%	-	-	-	-	-	*	43%	25%	25%	-
At Masters Grade Level	2021	24%	24%	**30%**	-	-	33%	-	-	-	*	-	-	*	25%	*	*
	2019	25%	27%	**27%**	-	*	29%	-	-	-	-	-	*	43%	13%	13%	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	**100%**	-	-	100%	-	-	-	*	-	-	*	100%	*	*
	2019	69%	70%	**47%**	-	*	43%	-	-	-	-	-	*	57%	38%	50%	-
At Meets Grade Level or Above	2021	28%	31%	**40%**	-	-	33%	-	-	-	*	-	-	*	38%	*	*
	2019	37%	39%	**20%**	-	*	21%	-	-	-	-	-	*	29%	13%	13%	-

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	**20%**	-	-	22%	-	-	-	*	-	-	*	13%	*	*
	2019	21%	22%	**13%**	-	*	14%	-	-	-	-	-	*	14%	13%	13%	-
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	71%	**62%**	-	-	62%	-	-	-	-	*	-	67%	*	*	-
	2019	68%	71%	**86%**	*	*	89%	*	-	-	-	-	-	100%	80%	83%	-
At Meets Grade Level or Above	2021	50%	55%	**46%**	-	-	46%	-	-	-	-	*	-	44%	*	*	-
	2019	50%	54%	**59%**	*	*	58%	*	-	-	-	-	-	86%	47%	33%	-
At Masters Grade Level	2021	12%	15%	**8%**	-	-	8%	-	-	-	-	*	-	11%	*	*	-
	2019	11%	11%	**18%**	*	*	21%	*	-	-	-	-	-	43%	7%	17%	-
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	**73%**	*	*	75%	-	-	-	-	-	*	80%	60%	*	-
	2019	68%	71%	**69%**	-	-	69%	-	-	-	-	-	-	100%	50%	80%	-
At Meets Grade Level or Above	2021	57%	60%	**53%**	*	*	50%	-	-	-	-	-	*	50%	60%	*	-
	2019	49%	53%	**44%**	-	-	44%	-	-	-	-	-	-	83%	20%	60%	-
At Masters Grade Level	2021	11%	12%	**7%**	*	*	8%	-	-	-	-	-	*	10%	0%	*	-
	2019	8%	9%	**6%**	-	-	6%	-	-	-	-	-	-	17%	0%	0%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	**86%**	-	-	86%	-	-	-	-	*	-	80%	*	*	-
	2019	85%	85%	**50%**	-	*	45%	-	-	-	-	-	-	*	38%	*	-
At Meets Grade Level or Above	2021	41%	43%	**21%**	-	-	21%	-	-	-	-	*	-	20%	*	*	-
	2019	61%	62%	**8%**	-	*	9%	-	-	-	-	-	-	*	0%	*	-
At Masters Grade Level	2021	23%	25%	**7%**	-	-	7%	-	-	-	-	*	-	10%	*	*	-
	2019	37%	38%	**8%**	-	*	9%	-	-	-	-	-	-	*	0%	*	-
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	83%	**93%**	*	*	92%	-	-	-	-	-	*	100%	83%	*	-
	2019	88%	90%	**100%**	*	-	100%	*	-	-	-	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	55%	58%	**60%**	*	*	67%	-	-	-	-	-	*	78%	33%	*	-
	2019	62%	66%	**68%**	*	-	65%	*	-	-	-	-	-	86%	58%	60%	-

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	23%	**27%**	*	*	25%	-	-	-	-	-	*	44%	0%	*	-
	2019	25%	28%	**37%**	*	-	35%	*	-	-	-	-	-	71%	17%	0%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	**93%**	-	*	92%	-	-	-	-	-	-	100%	88%	80%	-
	2019	93%	94%	**100%**	-	-	100%	-	-	-	-	*	-	-	100%	*	-
At Meets Grade Level or Above	2021	69%	72%	**79%**	-	*	77%	-	-	-	-	-	-	100%	63%	60%	-
	2019	73%	76%	**91%**	-	-	91%	-	-	-	-	*	-	-	91%	*	-
At Masters Grade Level	2021	43%	46%	**50%**	-	*	46%	-	-	-	-	-	-	67%	38%	20%	-
	2019	45%	48%	**45%**	-	-	45%	-	-	-	-	*	-	-	45%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**80%**	*	53%	81%	*	-	-	100%	48%	*	80%	79%	71%	44%
	2019	78%	79%	**74%**	*	82%	73%	*	-	-	-	70%	77%	78%	72%	71%	20%
At Meets Grade Level or Above	2021	41%	44%	**53%**	*	29%	54%	*	-	-	86%	26%	*	52%	54%	40%	22%
	2019	50%	52%	**42%**	*	59%	40%	*	-	-	-	50%	69%	53%	36%	33%	0%
At Masters Grade Level	2021	18%	20%	**28%**	*	18%	28%	*	-	-	57%	13%	*	33%	24%	19%	0%
	2019	24%	25%	**18%**	*	41%	17%	*	-	-	-	0%	38%	25%	15%	12%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	**79%**	*	57%	80%	*	-	-	*	44%	*	84%	72%	71%	*
	2019	75%	77%	**78%**	*	75%	77%	*	-	-	-	*	*	86%	73%	76%	*
At Meets Grade Level or Above	2021	45%	47%	**59%**	*	29%	60%	*	-	-	*	33%	*	56%	62%	38%	*
	2019	48%	51%	**50%**	*	63%	49%	*	-	-	-	*	*	68%	41%	42%	*
At Masters Grade Level	2021	18%	20%	**27%**	*	0%	28%	*	-	-	*	22%	*	30%	24%	18%	*
	2019	21%	22%	**19%**	*	50%	18%	*	-	-	-	*	*	30%	14%	10%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	67%	**80%**	-	40%	81%	*	-	-	*	56%	-	75%	84%	67%	*
	2019	82%	82%	**69%**	*	86%	67%	-	-	-	-	*	*	70%	69%	68%	*
At Meets Grade Level or Above	2021	37%	39%	**49%**	-	20%	49%	*	-	-	*	33%	-	44%	56%	40%	*
	2019	52%	52%	**28%**	*	71%	25%	-	-	-	-	*	*	39%	22%	24%	*

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	18%	**32%**	-	20%	32%	*	-	-	*	11%	-	33%	31%	27%	*
	2019	26%	27%	**12%**	*	43%	10%	-	-	-	-	*	*	15%	10%	12%	*
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	61%	**70%**	-	*	76%	-	-	-	-	*	-	64%	77%	63%	-
	2019	68%	70%	**69%**	-	80%	67%	-	-	-	-	*	*	71%	67%	44%	*
At Meets Grade Level or Above	2021	30%	33%	**41%**	-	*	44%	-	-	-	-	*	-	29%	54%	38%	-
	2019	38%	40%	**41%**	-	60%	37%	-	-	-	-	*	*	36%	44%	11%	*
At Masters Grade Level	2021	9%	10%	**19%**	-	*	20%	-	-	-	-	*	-	21%	15%	13%	-
	2019	14%	16%	**19%**	-	40%	15%	-	-	-	-	*	*	14%	22%	11%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**79%**	*	*	76%	-	-	-	*	*	*	86%	75%	75%	*
	2019	81%	83%	**80%**	*	*	79%	*	-	-	-	*	*	89%	76%	84%	-
At Meets Grade Level or Above	2021	44%	46%	**47%**	*	*	48%	-	-	-	*	*	*	64%	38%	44%	*
	2019	54%	57%	**43%**	*	*	42%	*	-	-	-	*	*	61%	33%	42%	-
At Masters Grade Level	2021	20%	21%	**21%**	*	*	21%	-	-	-	*	*	*	36%	13%	13%	*
	2019	25%	27%	**24%**	*	*	23%	*	-	-	-	*	*	44%	12%	11%	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	75%	**96%**	-	*	95%	-	-	-	*	-	-	100%	94%	89%	*
	2019	81%	82%	**69%**	-	*	68%	-	-	-	-	*	*	57%	74%	60%	-
At Meets Grade Level or Above	2021	49%	52%	**63%**	-	*	59%	-	-	-	*	-	-	88%	50%	44%	*
	2019	55%	57%	**50%**	-	*	52%	-	-	-	-	*	*	29%	58%	30%	-
At Masters Grade Level	2021	29%	31%	**38%**	-	*	36%	-	-	-	*	-	-	63%	25%	11%	*
	2019	33%	35%	**27%**	-	*	28%	-	-	-	-	*	*	14%	32%	20%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	**56**	-	*	54	-	-	-	-	-	*	43	67	*	-
	2018	63	64	**59**	-	-	59	-	-	-	-	-	*	*	58	*	-
Grade 4 Mathematics	2019	65	65	**28**	-	*	19	-	-	-	-	-	*	36	22	*	-
	2018	65	66	**63**	-	-	63	-	-	-	-	-	*	*	62	*	-
Grade 5 ELA/Reading	2019	81	81	**90**	-	-	90	-	-	-	-	*	-	*	95	92	-
	2018	80	80	**90**	-	-	90	-	-	-	-	-	-	*	*	*	-
Grade 5 Mathematics	2019	83	83	**57**	-	-	57	-	-	-	-	*	-	*	64	67	-
	2018	81	80	**100**	-	-	100	-	-	-	-	-	-	*	100	*	-
Grade 6 ELA/Reading	2019	42	44	**33**	*	-	38	-	-	-	-	-	-	*	25	17	-
	2018	47	49	**23**	-	*	15	-	-	-	-	-	*	30	17	*	-
Grade 6 Mathematics	2019	54	58	**11**	*	-	13	-	-	-	-	-	-	*	13	0	-
	2018	56	61	**21**	-	*	23	-	-	-	-	-	*	0	42	*	-
Grade 7 ELA/Reading	2019	77	78	**93**	-	*	92	-	-	-	-	*	*	86	100	*	-
	2018	76	76	**55**	-	*	50	-	-	-	-	*	-	67	40	67	-
Grade 7 Mathematics	2019	62	60	**64**	-	*	62	-	-	-	-	*	*	57	71	*	-
	2018	67	66	**67**	-	*	64	-	-	-	-	*	-	67	67	57	-
Grade 8 ELA/Reading	2019	77	77	**75**	-	*	73	-	-	-	-	-	*	86	60	79	-
	2018	79	78	**77**	-	-	75	*	-	-	-	-	*	56	100	*	-
Grade 8 Mathematics	2019	82	78	**89**	-	-	89	-	-	-	-	-	*	80	*	100	-
	2018	81	75	**79**	-	-	79	-	-	-	-	-	-	*	90	*	-
End of Course English II	2019	69	69	**67**	-	-	67	-	-	-	-	-	-	92	42	*	-
	2018	67	66	**80**	-	*	83	-	-	-	-	-	-	-	80	*	-
End of Course Algebra I	2019	75	76	**28**	-	*	31	-	-	-	-	-	-	*	17	*	-
	2018	72	74	**41**	-	-	43	*	-	-	*	-	*	55	21	*	-
All Grades Both Subjects	2019	69	69	**59**	*	70	59	-	-	-	-	*	56	64	56	62	-
	2018	69	70	**59**	-	70	58	*	-	-	*	*	50	52	63	61	-
All Grades ELA/Reading	2019	68	68	**71**	*	80	72	-	-	-	-	*	*	77	67	71	-
	2018	69	69	**62**	-	*	60	*	-	-	-	*	*	57	64	60	-
All Grades Mathematics	2019	70	70	**47**	*	60	46	-	-	-	-	*	*	50	44	52	-
	2018	70	70	**56**	-	*	57	*	-	-	*	*	*	48	61	63	-

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

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	**80%**	-	-	-	-	-	-	*	-	*	-	-	81%	*	67%
	2019	78%	79%	**74%**	-	-	-	-	-		-	-	-		0%		0%	
At Meets Grade Level or Above	2021	41%	44%	**53%**	-	-	-	-	-	-	*	-	*	-	-	54%	*	33%
	2019	50%	52%	**42%**	-	-	-	-	-		-	-	-		0%		0%	
At Masters Grade Level	2021	18%	20%	**28%**	-	-	-	-	-	-	*	-	*	-	-	29%	*	0%
	2019	24%	25%	**18%**	-	-	-	-	-		-	-	-		0%		0%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	**79%**	-	-	-	-	-	-	*	-	*	-	-	80%	*	*
	2019	75%	77%	**78%**	-	-	-	-	-		-	-	-		*		*	
At Meets Grade Level or Above	2021	45%	47%	**59%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	*
	2019	48%	51%	**50%**	-	-	-	-	-		-	-	-		*		*	
At Masters Grade Level	2021	18%	20%	**27%**	-	-	-	-	-	-	*	-	*	-	-	28%	*	*
	2019	21%	22%	**19%**	-	-	-	-	-		-	-	-		*		*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	**80%**	-	-	-	-	-	-	*	-	*	-	-	81%	*	*
	2019	82%	82%	**69%**	-	-	-	-	-		-	-	-		*		*	
At Meets Grade Level or Above	2021	37%	39%	**49%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	*
	2019	52%	52%	**28%**	-	-	-	-	-		-	-	-		*		*	
At Masters Grade Level	2021	18%	18%	**32%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
	2019	26%	27%	**12%**	-	-	-	-	-		-	-	-		*		*	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	61%	**70%**	-	-	-	-	-	-	-	-	-	-	-	70%	-	-
	2019	68%	70%	**69%**	-	-	-	-	-		-	-	-		*		*	
At Meets Grade Level or Above	2021	30%	33%	**41%**	-	-	-	-	-	-	-	-	-	-	-	41%	-	-
	2019	38%	40%	**41%**	-	-	-	-	-		-	-	-		*		*	
At Masters Grade Level	2021	9%	10%	**19%**	-	-	-	-	-	-	-	-	-	-	-	19%	-	-
	2019	14%	16%	**19%**	-	-	-	-	-		-	-	-		*		*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**79%**	-	-	-	-	-	-	*	-	*	-	-	81%	*	*
	2019	81%	83%	**80%**	-	-	-	-	-		-	-	-		-		-	
At Meets Grade Level or Above	2021	44%	46%	**47%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	*
	2019	54%	57%	**43%**	-	-	-	-	-		-	-	-		-		-	
At Masters Grade Level	2021	20%	21%	**21%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
	2019	25%	27%	**24%**	-	-	-	-	-		-	-	-		-		-	
All Grades Social Studies																		

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	75%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	*
	2019	81%	82%	**69%**	-	-	-	-	-		-	-	-		-		-	
At Meets Grade Level or Above	2021	49%	52%	**63%**	-	-	-	-	-	-	-	-	-	-	-	65%	-	*
	2019	55%	57%	**50%**	-	-	-	-	-		-	-	-		-		-	
At Masters Grade Level	2021	29%	31%	**38%**	-	-	-	-	-	-	-	-	-	-	-	39%	-	*
	2019	33%	35%	**27%**	-	-	-	-	-		-	-	-		-		-	

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

\- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	93%	**98%**	*	100%	98%	*	-	-	100%	92%	*	96%	100%	99%	100%
Included in Accountability	83%	88%	**94%**	*	94%	94%	*	-	-	100%	92%	*	90%	99%	94%	100%
Not Included in Accountability: Mobile	3%	4%	**4%**	*	6%	4%	*	-	-	0%	0%	*	6%	1%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	7%	**2%**	*	0%	2%	*	-	-	0%	8%	*	4%	0%	1%	0%
Absent	2%	1%	**1%**	*	0%	1%	*	-	-	0%	0%	*	2%	0%	0%	0%
Other	10%	6%	**1%**	*	0%	1%	*	-	-	0%	8%	*	2%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	*	81%	95%	*	-	-	*	91%	100%	91%	96%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**6%**	*	19%	5%	*	-	-	*	9%	0%	9%	4%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	**98.8%**	*	99.1%	98.8%	*	*	-	*	99.1%	98.5%	*
2018-19	95.4%	95.7%	**95.1%**	-	96.1%	95.1%	*	-	-	*	95.8%	95.3%	*
Chronic Absenteeism													
2019-20	6.7%	5.9%	**6.1%**	*	0.0%	6.3%	*	*	-	*	0.0%	9.6%	*
2018-19	11.4%	10.2%	**9.3%**	-	8.7%	8.6%	*	-	-	*	0.0%	8.2%	*
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.6%	**0.0%**	-	*	0.0%	-	-	-	*	*	0.0%	-
2018-19	0.4%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	**0.0%**	*	0.0%	0.0%	*	*	-	-	*	0.0%	-
2018-19	1.9%	1.6%	**1.6%**	-	*	0.0%	*	-	-	*	*	4.5%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	63.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	73.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	86.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	18.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.8%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
2018-19	4.4%	2.5%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.3%	**90.0%**	-	*	88.9%	-	-	-	-	*	*	-
2018-19	82.1%	83.1%	**55.6%**	-	-	55.6%	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.9%	**90.0%**	-	*	88.9%	-	-	-	-	*	*	-
2018-19	85.9%	85.0%	**55.6%**	-	-	55.6%	-	-	-	-	*	*	-

Texas Education Agency

2020-21 Graduation Profile (TAPR)

BLUFF DALE ISD (072904) - ERATH COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	10	100.0%	360,220	100.0%
By Ethnicity:				
African American	0	0.0%	44,729	12.4%
Hispanic	1	10.0%	184,060	51.1%
White	9	90.0%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	0	0.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	1	10.0%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	9	90.0%	292,532	81.2%
Special Education Graduates	1	10.0%	29,018	8.1%
Economically Disadvantaged Graduates	4	40.0%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	29,639	8.2%
At-Risk Graduates	0	0.0%	148,836	41.3%

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	59.8%	**40.0%**	-	*	33.3%	-	-	-	-	*	*	-
2018-19	72.9%	69.1%	**66.7%**	-	-	66.7%	-	-	-	-	*	*	-
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	50.1%	**30.0%**	-	*	22.2%	-	-	-	-	*	*	-
2018-19	53.0%	50.1%	**11.1%**	-	-	11.1%	-	-	-	-	*	*	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.0%	**30.0%**	-	*	33.3%	-	-	-	-	*	*	-
2018-19	60.7%	60.7%	**55.6%**	-	-	55.6%	-	-	-	-	*	*	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	45.8%	**20.0%**	-	*	22.2%	-	-	-	-	*	*	-
2018-19	48.6%	45.7%	**11.1%**	-	-	11.1%	-	-	-	-	*	*	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	41.8%	**10.0%**	-	*	11.1%	-	-	-	-	*	*	-
2018-19	44.2%	42.9%	**11.1%**	-	-	11.1%	-	-	-	-	*	*	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	21.5%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
2018-19	21.1%	22.4%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.1%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
2018-19	1.9%	0.8%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	19.9%	**30.0%**	-	*	22.2%	-	-	-	-	*	*	-
2018-19	23.1%	18.4%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	5.1%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
2018-19	2.3%	3.0%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.2%	**20.0%**	-	*	22.2%	-	-	-	-	*	*	-
2018-19	40.4%	35.9%	**55.6%**	-	-	55.6%	-	-	-	-	*	*	-
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.5%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	10.3%	**22.2%**	-	-	22.2%	-	-	-	-	*	*	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.1%	**10.0%**	-	*	11.1%	-	-	-	-	*	*	-
2018-19	0.6%	0.3%	**33.3%**	-	-	33.3%	-	-	-	-	*	*	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.5%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
2018-19	2.3%	2.3%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.0%	**10.0%**	-	*	11.1%	-	-	-	-	*	*	-
2018-19	2.7%	2.3%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	30.0%	**30.0%**	-	*	33.3%	-	-	-	-	*	*	-
	2018-19	33.4%	32.2%	**44.4%**	-	-	44.4%	-	-	-	-	*	*	-
Mathematics	2019-20	21.2%	17.3%	**20.0%**	-	*	22.2%	-	-	-	-	*	*	-
	2018-19	24.7%	20.0%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Both Subjects	2019-20	16.4%	13.6%	**10.0%**	-	*	11.1%	-	-	-	-	*	*	-
	2018-19	18.8%	15.5%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	4.6%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
	2018-19	5.1%	1.3%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Mathematics	2019-20	9.7%	7.5%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
	2018-19	7.3%	4.5%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
Both Subjects	2019-20	4.2%	2.1%	**0.0%**	-	*	0.0%	-	-	-	-	*	*	-
	2018-19	2.6%	0.7%	**0.0%**	-	-	0.0%	-	-	-	-	*	*	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	22.9%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
	2019	25.2%	25.7%	**0.0%**	-	-	0.0%	-	-	-	*	*	0.0%	-
English Language Arts	2020	12.7%	13.0%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
	2019	14.5%	14.2%	**0.0%**	-	-	0.0%	-	-	-	*	*	0.0%	-
Mathematics	2020	6.4%	6.7%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
	2019	7.4%	7.6%	**0.0%**	-	-	0.0%	-	-	-	*	*	0.0%	-
Science	2020	9.4%	10.7%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
	2019	10.4%	12.0%	**0.0%**	-	-	0.0%	-	-	-	*	*	0.0%	-
Social Studies	2020	12.4%	13.5%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
	2019	13.9%	15.1%	**0.0%**	-	-	0.0%	-	-	-	*	*	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	51.0%	54.9%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	55.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	51.5%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	56.6%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	55.8%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	48.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	41.7%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	58.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	52.5%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	74.6%	**30.0%**	-	*	33.3%	-	-	-	-	*	*	-
	2018-19	75.0%	70.4%	**55.6%**	-	-	55.6%	-	-	-	-	*	*	-
At/Above Criterion for All Examinees	2019-20	35.7%	41.5%	*	-	-	*	-	-	-	-	-	-	-
	2018-19	36.1%	43.7%	**20.0%**	-	-	20.0%	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1037	*	-	-	*	-	-	-	-	-	-	-
	2018-19	1027	1055	**1000**	-	-	1000	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	523	*	-	-	*	-	-	-	-	-	-	-
	2018-19	517	532	**512**	-	-	512	-	-	-	-	-	*	-
Mathematics	2019-20	506	514	*	-	-	*	-	-	-	-	-	-	-
	2018-19	510	523	**488**	-	-	488	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	20.2	*	-	-	*	-	-	-	-	-	-	-
	2018-19	20.6	22.4	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	19.9	19.9	*	-	-	*	-	-	-	-	-	-	-
	2018-19	20.3	22.3	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20.1	20.1	*	-	-	*	-	-	-	-	-	-	-
	2018-19	20.4	21.9	**-**	-	-	-	-	-	-	-	-	-	-
Science	2019-20	20.5	20.5	*	-	-	*	-	-	-	-	-	-	-
	2018-19	20.8	22.5	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	43.8%	**28.8%**	*	40.0%	26.7%	*	-	-	-	*	15.8%	-
	2018-19	44.6%	42.4%	**25.5%**	-	*	28.6%	*	-	-	*	*	37.5%	-
English Language Arts	2019-20	18.2%	16.1%	**2.0%**	*	20.0%	0.0%	*	-	-	-	*	0.0%	-
	2018-19	17.8%	16.1%	**1.9%**	-	*	2.0%	*	-	-	-	*	0.0%	-
Mathematics	2019-20	20.7%	18.4%	**2.0%**	*	0.0%	2.3%	*	-	-	-	*	0.0%	-
	2018-19	20.4%	18.8%	**1.9%**	-	*	2.1%	*	-	-	-	*	0.0%	-
Science	2019-20	22.4%	22.4%	**18.6%**	*	0.0%	19.4%	*	-	-	-	-	7.1%	-
	2018-19	21.7%	21.4%	**19.6%**	-	*	21.3%	*	-	-	-	*	23.1%	-
Social Studies	2019-20	24.6%	25.7%	**9.8%**	*	0.0%	9.1%	*	-	-	-	*	0.0%	-
	2018-19	23.6%	24.9%	**5.7%**	-	*	6.3%	-	-	-	*	*	0.0%	-
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	49.5%	**60.0%**	-	*	66.7%	-	-	-	-	*	*	-
	2018-19	59.0%	49.5%	**22.2%**	-	-	22.2%	-	-	-	-	*	*	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	50.0%	**33.3%**	-	-	33.3%	-	-	-	-	*	*	-
	2017-18	53.4%	52.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	39.9%	*	-	-	*	-	-	-	-	-	*	-
	2017-18	60.7%	66.3%	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	220	100.0%	5,359,040	100.0%	224	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	3	1.3%	20,991	0.4%
Pre-Kindergarten	18	8.2%	196,560	3.7%	18	8.0%	197,093	3.7%
Kindergarten	18	8.2%	360,865	6.7%	18	8.0%	361,349	6.7%
Grade 1	20	9.1%	380,973	7.1%	20	8.9%	381,403	7.1%
Grade 2	16	7.3%	379,725	7.1%	16	7.1%	380,122	7.1%
Grade 3	21	9.5%	380,802	7.1%	21	9.4%	381,135	7.1%
Grade 4	18	8.2%	385,090	7.2%	18	8.0%	385,364	7.2%
Grade 5	14	6.4%	395,436	7.4%	14	6.3%	395,649	7.4%
Grade 6	13	5.9%	414,197	7.7%	13	5.8%	414,357	7.7%
Grade 7	11	5.0%	421,222	7.9%	11	4.9%	421,347	7.8%
Grade 8	11	5.0%	422,386	7.9%	12	5.4%	422,505	7.9%
Grade 9	15	6.8%	436,396	8.1%	15	6.7%	436,523	8.1%
Grade 10	17	7.7%	420,502	7.8%	17	7.6%	420,705	7.8%
Grade 11	15	6.8%	388,143	7.2%	15	6.7%	388,443	7.2%
Grade 12	13	5.9%	362,888	6.8%	13	5.8%	364,600	6.8%
Ethnic Distribution:								
African American	2	0.9%	680,285	12.7%	2	0.9%	681,401	12.7%
Hispanic	16	7.3%	2,835,771	52.9%	16	7.1%	2,840,982	52.9%
White	193	87.7%	1,418,789	26.5%	196	87.5%	1,424,251	26.5%
American Indian	2	0.9%	18,712	0.3%	2	0.9%	18,755	0.3%
Asian	0	0.0%	253,856	4.7%	1	0.4%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	7	3.2%	143,368	2.7%	7	3.1%	143,763	2.7%
Sex:								
Female	103	46.8%	2,620,239	48.9%	104	46.4%	2,624,722	48.9%
Male	117	53.2%	2,738,801	51.1%	120	53.6%	2,746,864	51.1%
Economically Disadvantaged	67	30.5%	3,229,178	60.3%	68	30.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	153	69.5%	2,129,862	39.7%	156	69.6%	2,138,169	39.8%
Section 504 Students	37	16.8%	387,490	7.2%	37	16.5%	387,622	7.2%
EB Students/EL	1	0.5%	1,108,207	20.7%	1	0.4%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.4%	66,833	1.2%				
Students w/ Dyslexia	25	11.4%	241,070	4.5%	25	11.2%	241,197	4.5%
Foster Care	2	0.9%	17,033	0.3%	2	0.9%	17,090	0.3%

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Homeless	1	0.5%	57,709	1.1%	1	0.4%	57,811	1.1%
Immigrant	0	0.0%	108,025	2.0%	0	0.0%	108,092	2.0%
Migrant	6	2.7%	16,657	0.3%	6	2.7%	16,733	0.3%
Title I	0	0.0%	3,457,855	64.5%	0	0.0%	3,464,887	64.5%
Military Connected	12	5.5%	144,596	2.7%	13	5.8%	144,683	2.7%
At-Risk	68	30.9%	2,634,284	49.2%	68	30.4%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	1	0.5%	1,123,936	21.0%	1	0.4%	1,124,413	20.9%
Gifted and Talented Education	16	7.3%	443,781	8.3%	16	7.1%	443,849	8.3%
Special Education	17	7.7%	595,885	11.1%	19	8.5%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	17		595,885					
By Type of Primary Disability Students with Intellectual Disabilities	8	47.1%	253,352	42.5%				
Students with Physical Disabilities	6	35.3%	127,106	21.3%				
Students with Autism	*	*	83,737	14.1%				
Students with Behavioral Disabilities	*	*	122,624	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	25	12.6%	726,083	13.8%				
By Ethnicity: African American	0	0.0%	148,832	2.8%				
Hispanic	1	0.5%	372,491	7.1%				
White	22	11.1%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	1	0.5%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	1	0.5%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	23.5%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	15	19.7%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	48	21.7%	700,130	16.6%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	4.8%	1.4%	0.0%	4.8%
Grade 1	11.8%	1.9%	-	3.2%
Grade 2	0.0%	1.0%	20.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	-	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	6.7%	4.7%	-	7.8%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	0	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.0	17.7
Grade 1	20.0	18.0
Grade 2	16.0	18.0
Grade 3	21.0	18.2
Grade 4	18.0	18.3
Grade 5	14.0	19.8
Grade 6	13.0	19.4
Secondary:		
English/Language Arts	12.7	15.7
Foreign Languages	8.3	17.8
Mathematics	12.8	16.9
Science	11.6	17.9
Social Studies	13.3	18.3

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	39.0	100.0%	745,316.3	100.0%
Professional Staff:	24.3	62.4%	479,219.1	64.3%
Teachers	19.8	50.9%	369,395.4	49.6%
Professional Support	1.5	3.8%	78,787.8	10.6%
Campus Administration (School Leadership)	2.0	5.1%	22,378.5	3.0%
Central Administration	1.0	2.6%	8,657.4	1.2%
Educational Aides:	6.0	15.4%	79,348.7	10.6%
Auxiliary Staff:	8.6	22.2%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	0.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	2.0	5.1%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	41,186.3	11.1%
Hispanic	0.0	0.0%	104,985.0	28.4%
White	18.8	95.0%	210,367.3	56.9%
American Indian	1.0	5.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	4.0	20.2%	88,006.1	23.8%
Females	15.8	79.8%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	16.8	84.9%	269,818.0	73.0%
Masters	3.0	15.1%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	13.3	67.2%	24,880.4	6.7%
1-5 Years Experience	3.0	15.1%	102,753.7	27.8%
6-10 Years Experience	1.0	5.0%	74,854.8	20.3%
11-20 Years Experience	1.0	5.0%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BLUFF DALE ISD (072904) - ERATH COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	1.0	5.0%	47,975.4	13.0%
Over 30 Years Experience	0.5	2.5%	11,278.0	3.1%
Number of Students per Teacher	11.1	n/a	14.5	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	7.0	6.4
Average Years Experience of Principals with District	2.0	5.5
Average Years Experience of Assistant Principals	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	4.8
Average Years Experience of Teachers:	3.7	11.2
Average Years Experience of Teachers with District:	1.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$45,491	$50,849
1-5 Years Experience	$41,886	$53,288
6-10 Years Experience	$49,548	$56,282
11-20 Years Experience	$55,487	$59,900
21-30 Years Experience	$62,957	$64,637
Over 30 Years Experience	$65,458	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$47,037	$57,641
Professional Support	$45,928	$68,030
Campus Administration (School Leadership)	$61,250	$83,424
Central Administration	$97,500	$109,662
Instructional Staff Percent:	63.6%	64.6%
Turnover Rate for Teachers:	22.4%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,870.6	6.2%
Career and Technical Education	1.3	6.4%	18,987.7	5.1%
Compensatory Education	1.0	5.0%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	16.4	82.9%	262,447.1	71.0%
Special Education	1.1	5.7%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Submitted 3/31/20

Form Status: Draft | Formula | Form ID:0025980308110001

eGrants
TEXAS EDUCATION AGENCY

SAS#: PERKAA21

Organization: BLUFF DALE ISD
Campus/Site: N/A
Vendor ID: 1751612630

County District: 072904
ESC Region: 11
School Year: 2020-2021

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600
SC5600 - Comprehensive Local Needs Assessment

Purpose
One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review	ESC Review Complete	TEA Review Status:

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Carl D Perkins Technical Grant	○	○	○	◉

eGrants
TEXAS EDUCATION AGENCY

SAS#: PERKAA21

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SC5600
SC5600 - Comprehensive Local Needs Assessment

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- ☐ 1S1: Four-Year Graduation Rate
- ☐ 1S2: Extended Graduation Rate
- ☐ 2S1: Academic Proficiency in Reading/Language Arts
- ☐ 2S2: Academic Proficiency in Mathematics
- ☐ 2S3: Academic Proficiency in Science
- ☐ 3S1: Postsecondary Placement
- ☐ 4S1: Non-traditional Program Enrollment
- ☐ 5S1: Attained Recognized Postsecondary Credential
- ☐ 5S4: CTE Completer
- ☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☐ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

TEA Use Only | CTE Review: ○ Accept ○ Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

TEA Use Only | CTE Review: ○ Accept ○ Reject

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

TEA Use Only | CTE Review: ○ Accept ○ Reject

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.

eGrants
TEXAS EDUCATION AGENCY

Organization: BLUFF DALE ISD
Campus/Site: N/A
Vendor ID: 1751612630

County District: 072904
ESC Region:11
School Year: 2020-2021

SAS#: PERKAA21

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600
SC5600 - Comprehensive Local Needs Assessment

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

HOWEVER, our enrollment only requires us to offer one program of study. Currently we offer two.

TEA Use Only | CTE Review: Accept Reject

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

HOWEVER, Bluff Dale ISD has utilized the guidance of students (student advisory council), parents, community members, business owners, and staff (district wide improvement committee), and post-secondary representatives to develop and implement new programs of study.

TEA Use Only | CTE Review: Accept Reject

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.

Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

HOWEVER, our secondary programs are still in the development phase to provide adequate work-based learning. Currently, we provide ALL students opportunities to explore future career opportunities through technology, teachers, and industry guests.

Bluff Dale ISD currently partners with Ranger College to offer secondary students the opportunity for advanced academics.

TEA Use Only | CTE Review: Accept Reject

Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

Part 6 is hidden because it does not apply to the selected application designation.

eGrants
TEXAS EDUCATION AGENCY

Organization: BLUFF DALE ISD
Campus/Site: N/A
Vendor ID: 1751612630

County District: 072904
ESC Region:11
School Year: 2020-2021

SAS#: PERKAA21

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600
SC5600 - Comprehensive Local Needs Assessment

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.	
1. Describe the LEA's overall mission and vision for CTE programming.	
• CTE Vision Statement: CTE students will confidently and successfully transition into post-secondary and career opportunities in a global society. • CTE Mission Statement: CTE will prepare students for college and career readiness by offering experiential learning, post-secondary credits, and industry certifications. Students will be empowered to attain technical and high-level academic skills, equipping them to be lifelong learners.	
TEA Use Only	CTE Review: Accept Reject
2. List the top (three-five) CTE priorities over the next four-years.	
• Continually develop and sustain industry and community partnerships to improve the quality of CTE programs. • Increase number of students earning industry certifications to help increase their marketability in the workforce. • Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.	
TEA Use Only	CTE Review: Accept Reject
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.	
Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available. • Currently, Bluff Dale ISD only offers Agriculture: Animal Systems and Manufacturing: Welding. • We are in the development stages of offering a program of study in the Information Technology pathway.	
TEA Use Only	CTE Review: Accept Reject
4. List the LEA's lowest performance indicators and describe strategies to improve student performance.	
Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.	
TEA Use Only	CTE Review: Accept Reject

Part 8: Assessment Contact

Primary Contact			Select Contact: Select One or Add New Contact
First Name: Chris	Middle Initial:	Last Name: Murphy	Title: Business Manager
Phone: 254-728-3277	Ext:	E-Mail: cmurphy@bdisd.net	

eGrants
TEXAS EDUCATION AGENCY

Organization: BLUFF DALE ISD
Campus/Site: N/A
Vendor ID: 1751612630

County District: 072904
ESC Region:11
School Year: 2020-2021

SAS#: PERKAA21

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600
SC5600 - Comprehensive Local Needs Assessment

Part 9: Certification and Incorporation

Certification and Incorporation Statement

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official — Select Contact: Select One or Add New Contact

First Name: Chris	Middle Initial:	Last Name: Murphy	Title: Business Manager
Phone: 254-728-3277	Ext:	E-Mail: cmurphy@bdisd.net	

Submitter Information

First Name:	Last Name:
Approval ID:	Submit Date and Time:

Only the legally responsible party may submit this report. Certify and Submit

Part 1: Application Designation

**Apply as Member of SSA*

Part 2: Student Performance

1. *?*

2. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

3. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

4. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

Part 4: Programs of Study/Size, Scope, and Quality

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

   HOWEVER, our enrollment only requires us to offer one program of study. Currently we offer two.

2. Describe the involvement of secondary partners, postsecondary partners, and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

   HOWEVER, Bluff Dale ISD has utilized the guidance of students (student advisory council), parents, community members, business owners, and staff (district wide improvement committee), and post-secondary representatives to develop and implement new programs of study.

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

HOWEVER, our secondary programs are still in the development phase to provide adequate work-based learning. Currently, we provide ALL students opportunities to explore future career opportunities through technology, teachers, and industry guests.

Bluff Dale ISD currently partners with Ranger College to offer secondary students the opportunity for advanced academics.

Part 7: Summary

1. Describe the LEA's overall mission and vision for CTE programming.
    - *CTE Vision Statement: CTE students will confidently and successfully transition into post-secondary and career opportunities in a global society.*
    - *CTE Mission Statement: CTE will prepare students for college and career readiness by offering experiential learning, post-secondary credits, and industry certifications. Students will be empowered to attain technical and high-level academic skills, equipping them to be lifelong learners.*
2. List the top (3-5) CTE priorities over the next four years.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.
    - *Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.*
    - *Increase number of students earning industry certifications to help increase their marketability in the workforce.*
    - *Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.*
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.
    - *Currently, Bluff Dale ISD only offers Agriculture: Animal Systems and Manufacturing: Welding.*
    - *We are in the development stages of offering a program of study in the Information Technology pathway.*
4. List the LEA's lowest performance indicators and describe strategies to improve student's performance.
   Bluff Dale ISD added a high school, grades 9-11, for the 2017-2018 SY. Data is not available.

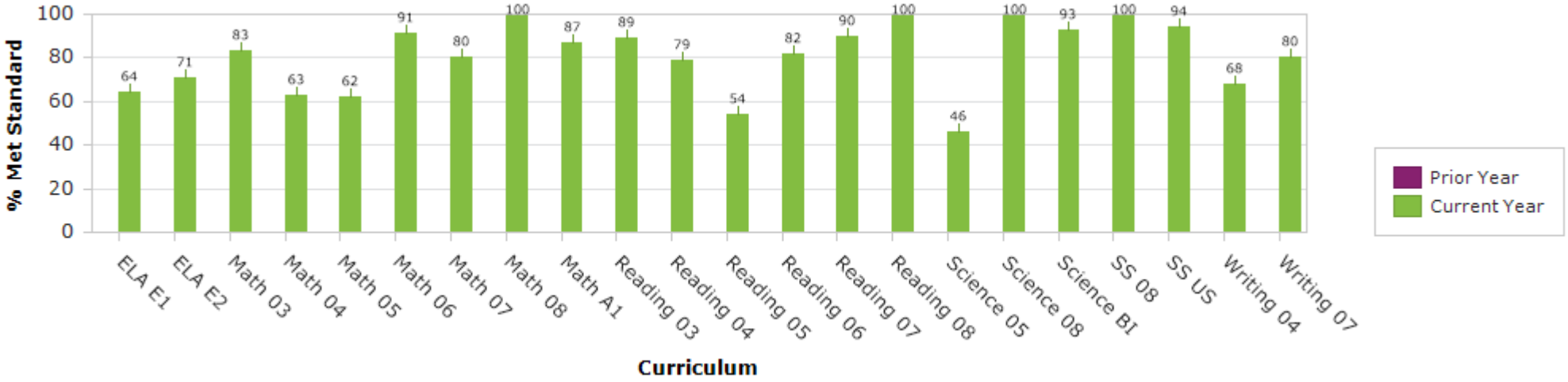
STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD

Curriculum	Prior Year	Current Year
English Language Arts E1	0%	64%
English Language Arts E2	0%	71%
Mathematics 03	0%	83%
Mathematics 04	0%	63%
Mathematics 05	0%	62%
Mathematics 06	0%	91%
Mathematics 07	0%	80%
Mathematics 08	0%	100%
Mathematics A1	0%	87%
Reading 03	0%	89%
Reading 04	0%	79%
Reading 05	0%	54%
Reading 06	0%	82%
Reading 07	0%	90%
Reading 08	0%	100%
Science 05	0%	46%
Science 08	0%	100%
Science BI	0%	93%
Social Studies 08	0%	100%
Social Studies US	0%	94%
Writing 04	0%	68%
Writing 07	0%	80%

STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD



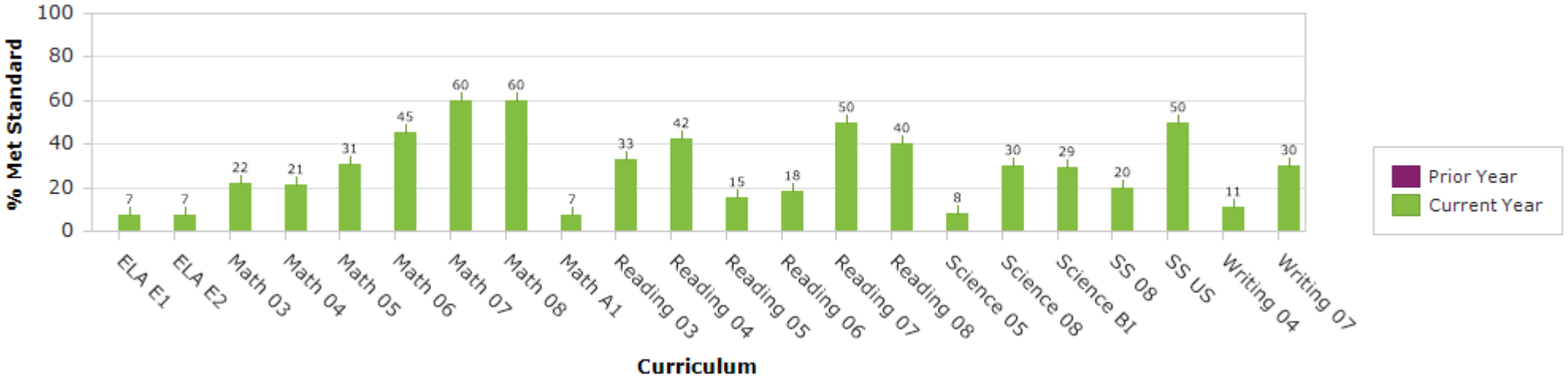
STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD

Curriculum	Prior Year	Current Year
English Language Arts E1	0%	7%
English Language Arts E2	0%	7%
Mathematics 03	0%	22%
Mathematics 04	0%	21%
Mathematics 05	0%	31%
Mathematics 06	0%	45%
Mathematics 07	0%	60%
Mathematics 08	0%	60%
Mathematics A1	0%	7%
Reading 03	0%	33%
Reading 04	0%	42%
Reading 05	0%	15%
Reading 06	0%	18%
Reading 07	0%	50%
Reading 08	0%	40%
Science 05	0%	8%
Science 08	0%	30%
Science BI	0%	29%
Social Studies 08	0%	20%
Social Studies US	0%	50%
Writing 04	0%	11%
Writing 07	0%	30%

STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD



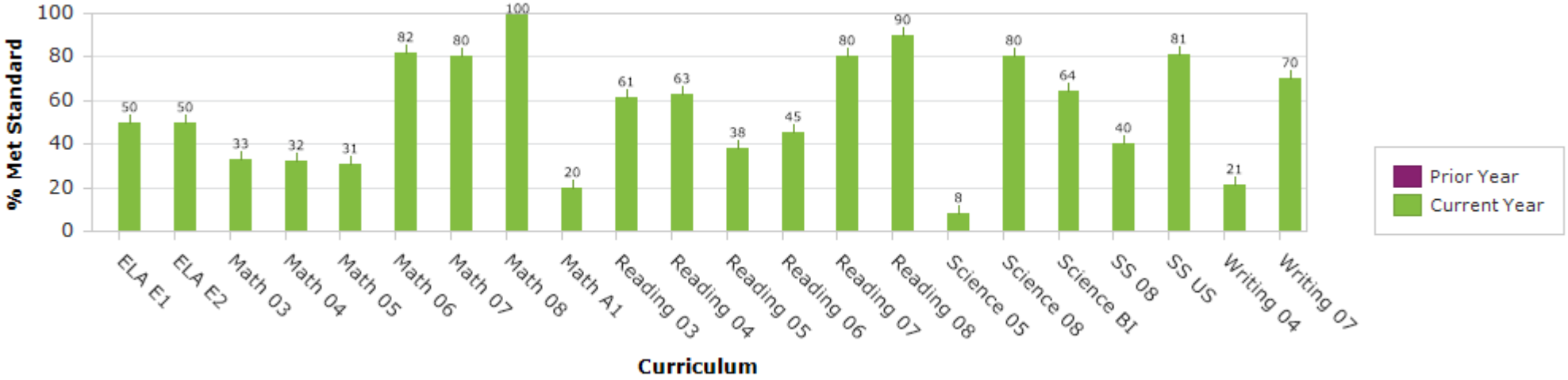
STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD

Curriculum	Prior Year	Current Year
English Language Arts E1	0%	50%
English Language Arts E2	0%	50%
Mathematics 03	0%	33%
Mathematics 04	0%	32%
Mathematics 05	0%	31%
Mathematics 06	0%	82%
Mathematics 07	0%	80%
Mathematics 08	0%	100%
Mathematics A1	0%	20%
Reading 03	0%	61%
Reading 04	0%	63%
Reading 05	0%	38%
Reading 06	0%	45%
Reading 07	0%	80%
Reading 08	0%	90%
Science 05	0%	8%
Science 08	0%	80%
Science BI	0%	64%
Social Studies 08	0%	40%
Social Studies US	0%	81%
Writing 04	0%	21%
Writing 07	0%	70%

STAAR Curriculum Drilldown
for BLUFF DALE ISD

Source: Admin Year:
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration
Drilldown Filter: BLUFF DALE ISD



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: ELA Curriculum: English I Language: E Administration: 3 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 14 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	8	59%	2B	R	EngI	3	60%
				4F	R	EngI	5	59%
2	The student will demonstrate an ability to understand and analyze literary texts.	13	70%	6B	R	EngI	1	71%
				4F	S	EngI	10	66%
				8D	S	EngI	2	86%
3	The student will demonstrate an ability to understand and analyze informational texts.	13	64%	5D	R	EngI	1	57%
				7Di	R	EngI	2	57%
				7Dii	R	EngI	1	57%
				8A	R	EngI	2	82%
				4F	S	EngI	7	62%
5	The student will demonstrate an ability to revise a variety of written texts.	9	70%	9Bi	S	EngI	5	69%
				9C	S	EngI	4	71%
6	The student will demonstrate an ability to edit a variety of texts.	9	75%	9Diii	R	EngI	1	79%
				9Div	R	EngI	1	93%
				9Dvi	R	EngI	2	71%
				9D	S	EngI	1	79%
				9Di	S	EngI	2	61%
				9Dii	S	EngI	1	93%
				9Dv	S	EngI	1	64%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: ELA Curriculum: English II Language: E Administration: 3 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 14 Source: Admin

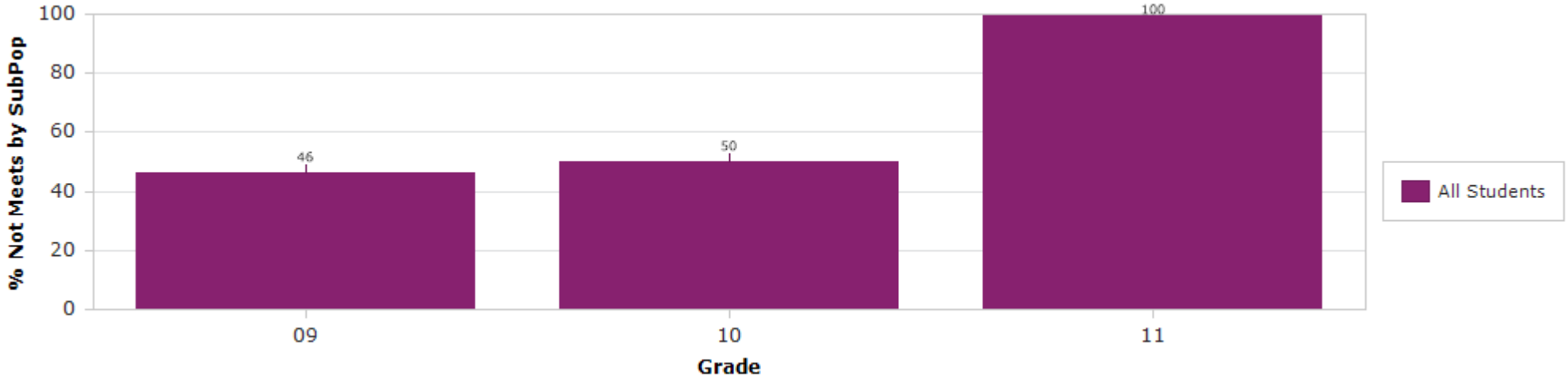
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	8	72%	2B	R	EngII	3	76%
				4F	R	EngII	4	68%
				2A	S	EngII	1	79%
2	The student will demonstrate an ability to understand and analyze literary texts.	13	70%	6C	R	EngII	2	75%
				4F	S	EngII	8	65%
				5C	S	EngII	1	64%
				8F	S	EngII	2	86%
3	The student will demonstrate an ability to understand and analyze informational texts.	13	65%	5D	R	EngII	1	36%
				7D	R	EngII	3	71%
				8A	R	EngII	2	64%
				4F	S	EngII	5	71%
				5C	S	EngII	2	57%
5	The student will demonstrate an ability to revise a variety of written texts.	9	77%	9B	S	EngII	7	79%
				9C	S	EngII	2	71%
6	The student will demonstrate an ability to edit a variety of texts.	9	65%	9D	S	EngII	9	65%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for English
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

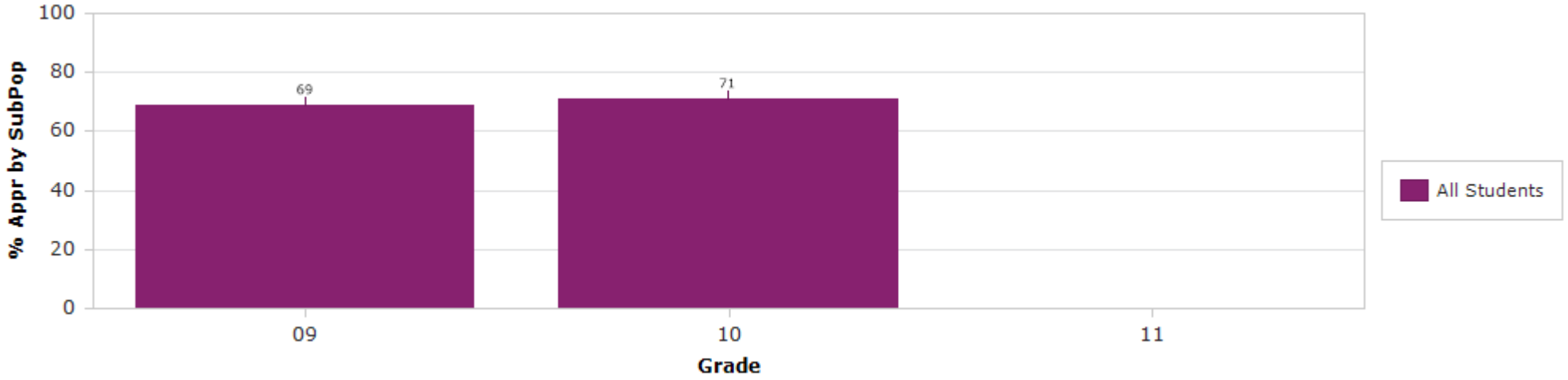
	Grade 09			Grade 10			Grade 11		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	13	6	46	14	7	50	1	1	100



STAAR Demographics by Grade for English
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

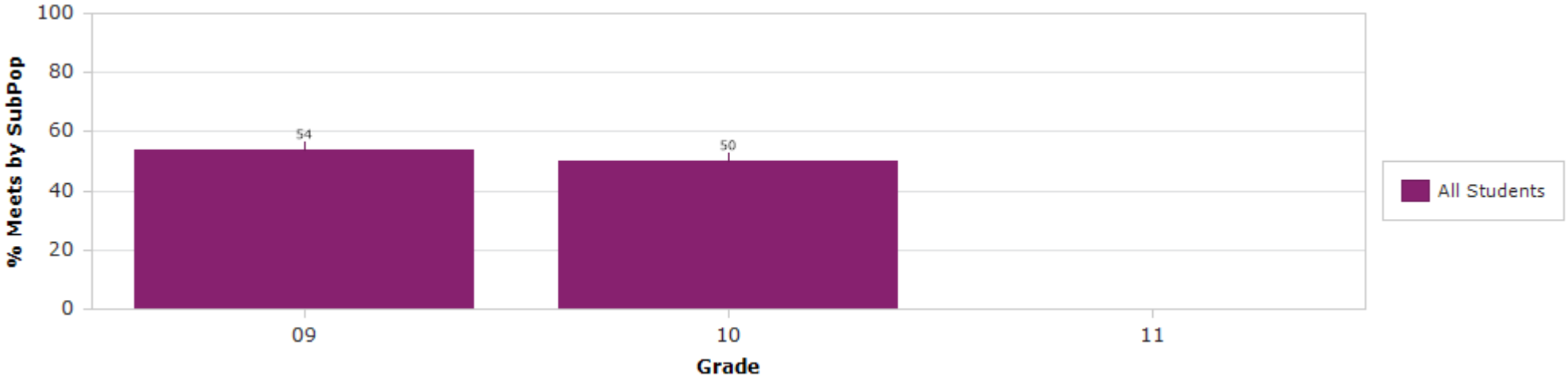
	Grade 09			Grade 10			Grade 11		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	13	9	69	14	10	71	1	0	0



STAAR Demographics by Grade for English
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

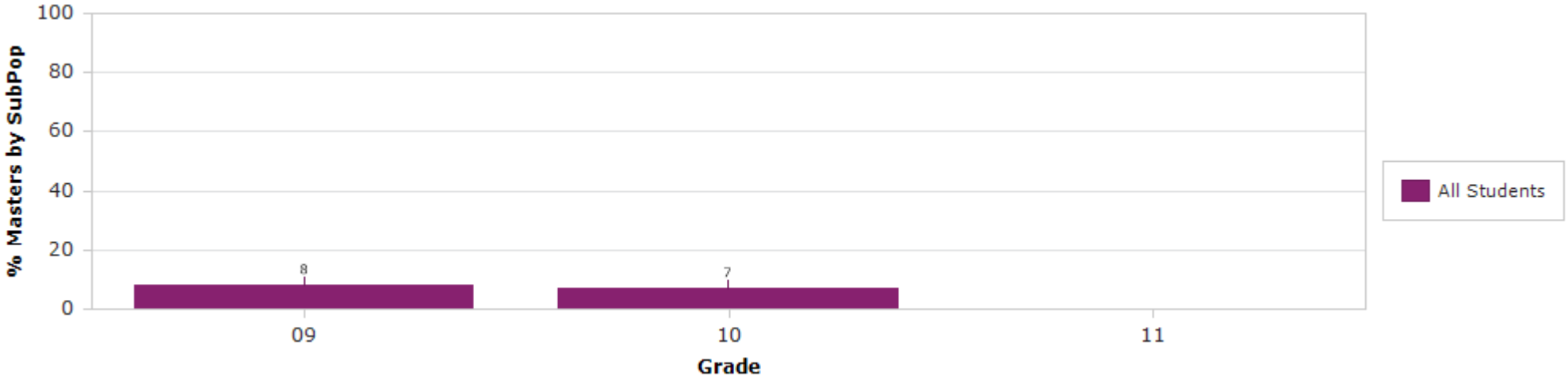
	Grade 09			Grade 10			Grade 11		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	13	7	54	14	7	50	1	0	0



STAAR Demographics by Grade for English
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 09			Grade 10			Grade 11		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	13	1	8	14	1	7	1	0	0



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Algebra I Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 15 Source: Admin

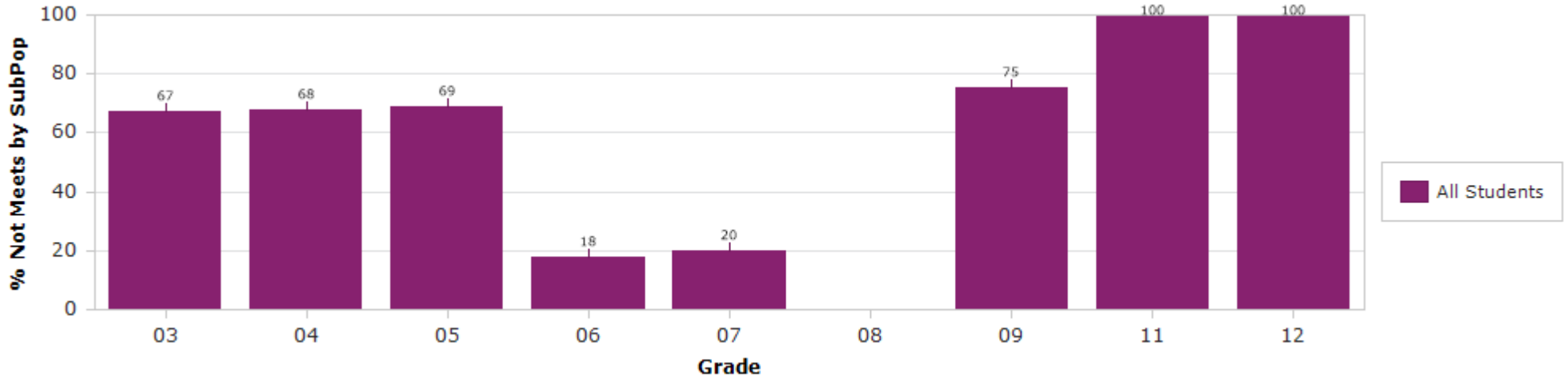
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to use algebraic methods to manipulate numbers, expressions, and equations.	11	53%	A.10E	R	AlgI	3	49%
				A.11B	R	AlgI	3	44%
				A.10B	S	AlgI	1	47%
				A.10D	S	AlgI	1	53%
				A.10F	S	AlgI	1	73%
				A.11A	S	AlgI	1	80%
				A.12B	S	AlgI	1	53%
2	The student will demonstrate an understanding of how to describe and graph linear functions, equations, and inequalities.	12	50%	A.3B	R	AlgI	3	62%
				A.3C	R	AlgI	3	60%
				A.3D	R	AlgI	2	37%
				A.3A	S	AlgI	1	60%
				A.3E	S	AlgI	1	33%
				A.3H	S	AlgI	1	27%
				A.4B	S	AlgI	1	40%
3	The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities.	14	50%	A.2A	R	AlgI	2	57%
				A.2C	R	AlgI	2	53%
				A.2I	R	AlgI	2	73%
				A.5A	R	AlgI	2	47%
				A.5C	R	AlgI	1	20%
				A.2B	S	AlgI	1	73%
				A.2D	S	AlgI	1	20%
				A.2E	S	AlgI	1	33%
				A.2G	S	AlgI	1	73%
				A.2H	S	AlgI	1	20%
4	The student will demonstrate an understanding of how to describe, write, and solve quadratic functions and equations.	11	49%	A.6A	R	AlgI	2	40%
				A.7A	R	AlgI	2	57%
				A.7C	R	AlgI	2	40%
				A.8A	R	AlgI	2	53%
				A.6C	S	AlgI	1	80%
				A.7B	S	AlgI	1	40%
				A.8B	S	AlgI	1	40%
5	The student will demonstrate an understanding of how to describe and write exponential functions and equations.	6	60%	A.9C	R	AlgI	2	50%
				A.9D	R	AlgI	2	77%
				A.9A	S	AlgI	1	60%
				A.9E	S	AlgI	1	47%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Mathematics
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Grade 09			Grade 11			Grade 12		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	18	12	67	19	13	68	13	9	69	11	2	18	10	2	20	10	0	0	12	9	75	1	1	100	2	2	100



STAAR Reporting Category SE Performance

for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 18 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	8	75%	3.2A	R	Math-Gr3	1	89%
				3.2D	R	Math-Gr3	1	89%
				3.3F	R	Math-Gr3	1	72%
				3.3H	R	Math-Gr3	2	61%
				3.3C	S	Math-Gr3	1	72%
				3.3G	S	Math-Gr3	1	83%
				3.7A	S	Math-Gr3	1	72%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	13	69%	3.4A	R	Math-Gr3	2	78%
				3.4K	R	Math-Gr3	2	44%
				3.5A	R	Math-Gr3	1	67%
				3.5B	R	Math-Gr3	2	64%
				3.5E	R	Math-Gr3	2	69%
				3.4B	S	Math-Gr3	1	78%
				3.4D	S	Math-Gr3	1	78%
				3.4F	S	Math-Gr3	1	78%
				3.4G	S	Math-Gr3	1	89%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	7	60%	3.6A	R	Math-Gr3	1	50%
				3.6C	R	Math-Gr3	2	61%
				3.7B	R	Math-Gr3	2	50%
				3.7C	S	Math-Gr3	1	72%
				3.7D	S	Math-Gr3	1	72%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	4	61%	3.8A	R	Math-Gr3	2	56%
				3.4C	S	Math-Gr3	1	78%
				3.8B	S	Math-Gr3	1	56%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance

for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 19 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	9	58%	4.2B	R	Math-Gr4	2	58%
				4.2G	R	Math-Gr4	2	61%
				4.3D	R	Math-Gr4	2	63%
				4.2D	S	Math-Gr4	1	58%
				4.2E	S	Math-Gr4	1	26%
				4.3G	S	Math-Gr4	1	79%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	11	57%	4.3E	R	Math-Gr4	2	55%
				4.4A	R	Math-Gr4	2	58%
				4.4H	R	Math-Gr4	2	39%
				4.5A	R	Math-Gr4	1	47%
				4.5B	R	Math-Gr4	1	89%
				4.4D	S	Math-Gr4	1	58%
				4.4E	S	Math-Gr4	1	63%
				4.4F	S	Math-Gr4	1	63%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	10	57%	4.5D	R	Math-Gr4	2	53%
				4.6D	R	Math-Gr4	2	76%
				4.7C	R	Math-Gr4	1	42%
				4.8C	R	Math-Gr4	1	37%
				4.6B	S	Math-Gr4	1	95%
				4.6C	S	Math-Gr4	1	47%
				4.7D	S	Math-Gr4	1	11%
				4.8A	S	Math-Gr4	1	79%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	4	55%	4.9A	R	Math-Gr4	2	76%
				4.9B	S	Math-Gr4	1	53%
				4.10B	S	Math-Gr4	1	16%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 05 Language: E Administration: 4 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 13 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	6	51%	5.2B	R	Math-Gr5	2	50%
				5.4F	R	Math-Gr5	2	50%
				5.2A	S	Math-Gr5	1	46%
				5.4A	S	Math-Gr5	1	62%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	17	65%	5.3E	R	Math-Gr5	2	77%
				5.3G	R	Math-Gr5	2	73%
				5.3K	R	Math-Gr5	2	42%
				5.3L	R	Math-Gr5	2	62%
				5.4B	R	Math-Gr5	2	65%
				5.4C	R	Math-Gr5	2	54%
				5.3A	S	Math-Gr5	1	77%
				5.3B	S	Math-Gr5	1	77%
				5.3C	S	Math-Gr5	1	77%
				5.3D	S	Math-Gr5	1	62%
				5.3J	S	Math-Gr5	1	69%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	9	52%	5.4H	R	Math-Gr5	2	42%
				5.5A	R	Math-Gr5	2	62%
				5.8C	R	Math-Gr5	2	58%
				5.6A	S	Math-Gr5	1	38%
				5.7A	S	Math-Gr5	1	31%
				5.8A	S	Math-Gr5	1	77%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	4	52%	5.9C	R	Math-Gr5	2	54%
				5.10E	S	Math-Gr5	1	31%
				5.10F	S	Math-Gr5	1	69%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 06 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 11 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	10	67%	6.2D	R	Math-Gr6	2	41%
				6.4G	R	Math-Gr6	2	73%
				6.7A	R	Math-Gr6	1	55%
				6.7D	R	Math-Gr6	2	77%
				6.4C	S	Math-Gr6	1	64%
				6.4D	S	Math-Gr6	1	100%
				6.4E	S	Math-Gr6	1	73%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	70%	6.3D	R	Math-Gr6	2	73%
				6.3E	R	Math-Gr6	2	68%
				6.4B	R	Math-Gr6	2	41%
				6.5B	R	Math-Gr6	2	59%
				6.6C	R	Math-Gr6	1	91%
				6.10A	R	Math-Gr6	1	91%
				6.3C	S	Math-Gr6	1	100%
				6.5A	S	Math-Gr6	1	82%
				6.6A	S	Math-Gr6	1	82%
				6.6B	S	Math-Gr6	1	82%
				6.9B	S	Math-Gr6	1	36%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	6	74%	6.4H	R	Math-Gr6	1	91%
				6.8D	R	Math-Gr6	2	50%
				6.11A	R	Math-Gr6	1	64%
				6.8A	S	Math-Gr6	1	100%
				6.8C	S	Math-Gr6	1	91%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	73%	6.12C	R	Math-Gr6	1	91%
				6.12D	R	Math-Gr6	1	64%
				6.13A	R	Math-Gr6	2	73%
				6.12B	S	Math-Gr6	1	64%
				6.14C	S	Math-Gr6	1	64%
				6.14F	S	Math-Gr6	1	82%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 07 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent probabilities and numbers.	6	67%	7.6H	R	Math-Gr7	2	75%
				7.6I	R	Math-Gr7	2	60%
				7.6A	S	Math-Gr7	1	70%
				7.6E	S	Math-Gr7	1	60%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	81%	7.3B	R	Math-Gr7	2	75%
				7.4A	R	Math-Gr7	2	90%
				7.4D	R	Math-Gr7	2	70%
				7.7A	R	Math-Gr7	2	75%
				7.11A	R	Math-Gr7	2	70%
				7.3A	S	Math-Gr7	1	80%
				7.4B	S	Math-Gr7	1	100%
				7.10A	S	Math-Gr7	1	100%
				7.10C	S	Math-Gr7	1	100%
				7.11B	S	Math-Gr7	1	80%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	12	71%	7.5C	R	Math-Gr7	2	70%
				7.9A	R	Math-Gr7	2	45%
				7.9B	R	Math-Gr7	2	85%
				7.9C	R	Math-Gr7	2	80%
				7.4E	S	Math-Gr7	1	80%
				7.5A	S	Math-Gr7	1	50%
				7.9D	S	Math-Gr7	1	100%
				7.11C	S	Math-Gr7	1	60%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	79%	7.6G	R	Math-Gr7	2	85%
				7.12A	R	Math-Gr7	2	85%
				7.13B	S	Math-Gr7	1	70%
				7.13C	S	Math-Gr7	1	70%
				7.13F	S	Math-Gr7	1	70%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 08 Language: E Administration: 4 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

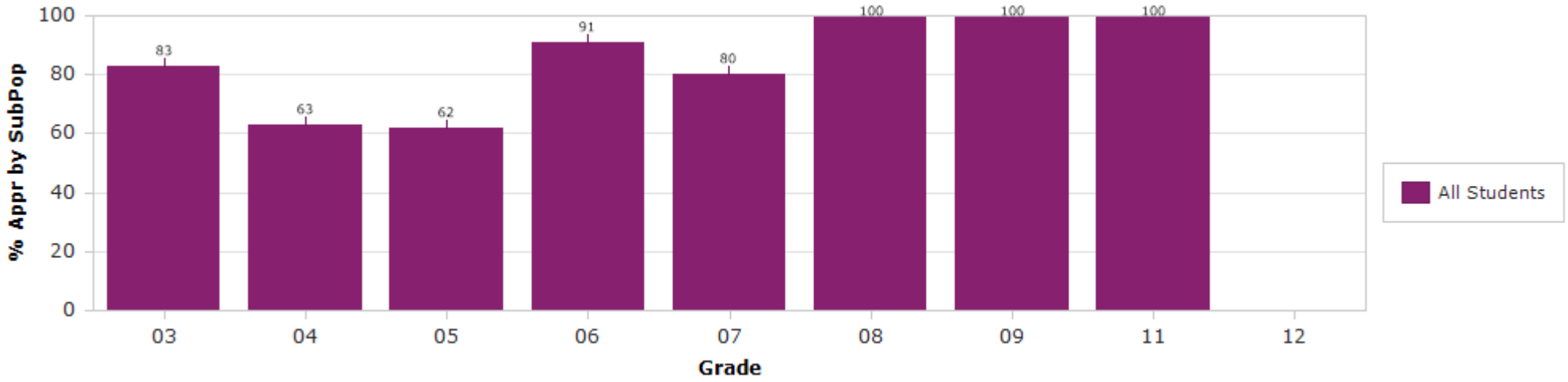
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	4	85%	8.2D	R	Math-Gr8	2	75%
				8.2B	S	Math-Gr8	1	100%
				8.2C	S	Math-Gr8	1	90%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	16	80%	8.4B	R	Math-Gr8	2	95%
				8.4C	R	Math-Gr8	2	90%
				8.5G	R	Math-Gr8	2	75%
				8.5I	R	Math-Gr8	2	50%
				8.8C	R	Math-Gr8	2	70%
				8.4A	S	Math-Gr8	1	70%
				8.5A	S	Math-Gr8	1	90%
				8.5B	S	Math-Gr8	1	100%
				8.5F	S	Math-Gr8	1	100%
				8.5H	S	Math-Gr8	1	90%
				8.8A	S	Math-Gr8	1	70%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	15	85%	8.3C	R	Math-Gr8	2	80%
				8.7A	R	Math-Gr8	2	85%
				8.7B	R	Math-Gr8	2	70%
				8.7C	R	Math-Gr8	1	100%
				8.10C	R	Math-Gr8	2	100%
				8.3A	S	Math-Gr8	1	80%
				8.6A	S	Math-Gr8	1	90%
				8.7D	S	Math-Gr8	1	90%
				8.8D	S	Math-Gr8	1	90%
				8.10A	S	Math-Gr8	1	70%
				8.10B	S	Math-Gr8	1	90%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	94%	8.5D	R	Math-Gr8	2	100%
				8.12D	R	Math-Gr8	2	90%
				8.11A	S	Math-Gr8	1	100%
				8.12A	S	Math-Gr8	1	100%
				8.12C	S	Math-Gr8	1	80%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Mathematics
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

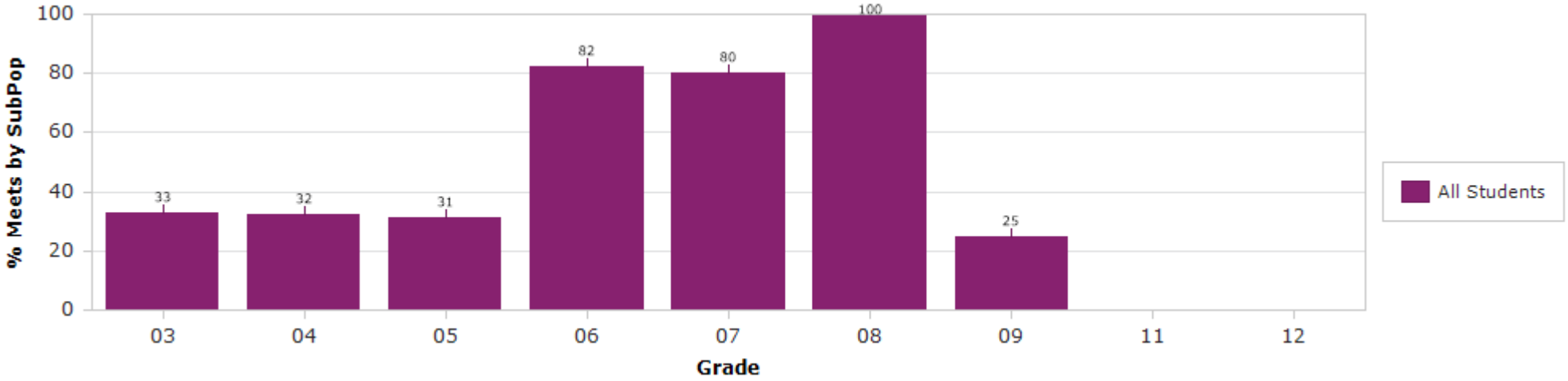
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Grade 09			Grade 11			Grade 12		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	18	15	83	19	12	63	13	8	62	11	10	91	10	8	80	10	10	100	12	12	100	1	1	100	2	0	0



STAAR Demographics by Grade for Mathematics
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

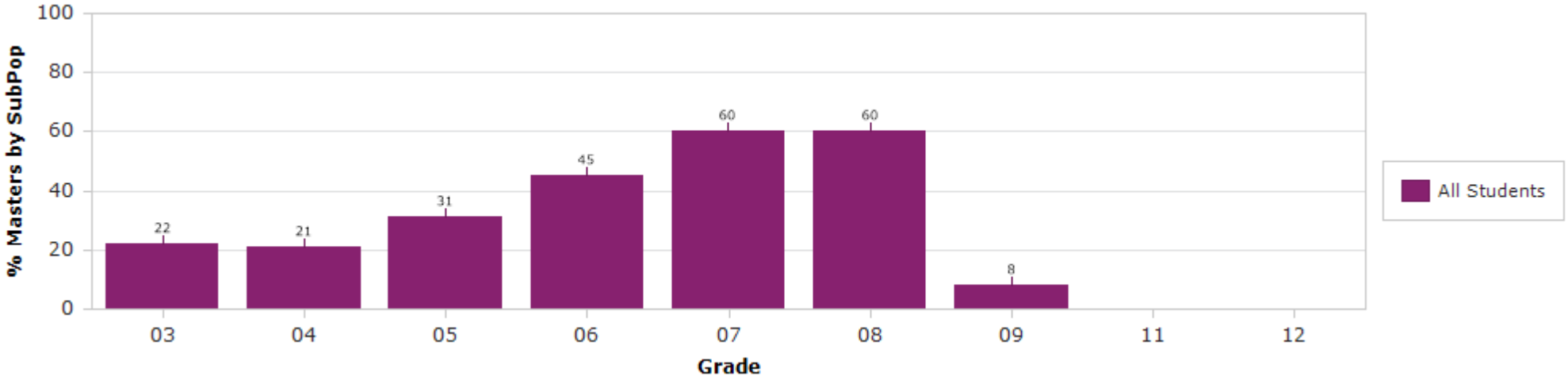
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Grade 09			Grade 11			Grade 12		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	18	6	33	19	6	32	13	4	31	11	9	82	10	8	80	10	10	100	12	3	25	1	0	0	2	0	0



STAAR Demographics by Grade for Mathematics
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

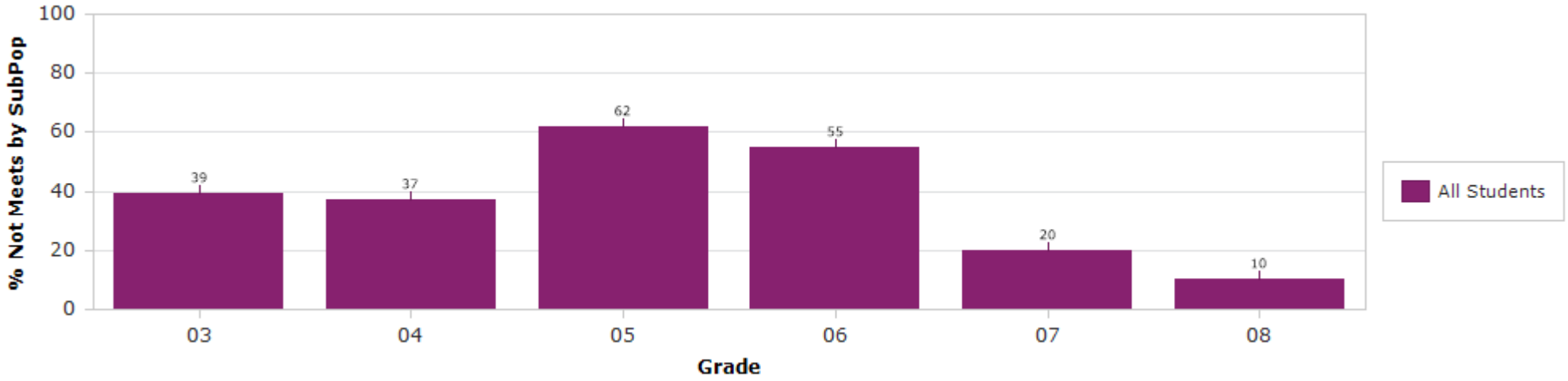
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Grade 09			Grade 11			Grade 12		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	18	4	22	19	4	21	13	4	31	11	5	45	10	6	60	10	6	60	12	1	8	1	0	0	2	0	0



STAAR Demographics by Grade for Reading
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	18	7	39	19	7	37	13	8	62	11	6	55	10	2	20	10	1	10



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Reading/ELA Curriculum: Grade 03 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 18 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an ability to understand a variety of written texts across reading genres.	5	88%	3B	R	ELA-Gr3	1	67%
				3C	S	ELA-Gr3	2	94%
				3D	S	ELA-Gr3	2	92%
2	The student will demonstrate an ability to understand and analyze literary texts.	15	71%	8C	R	ELA-Gr3	2	75%
				6F	S	ELA-Gr3	7	75%
				9B	S	ELA-Gr3	1	56%
				10A	S	ELA-Gr3	1	44%
				10D	S	ELA-Gr3	4	72%
3	The student will demonstrate an ability to understand and analyze informational texts.	14	71%	6F	R	ELA-Gr3	2	42%
				7C	R	ELA-Gr3	2	64%
				9Dii	R	ELA-Gr3	4	81%
				10A	R	ELA-Gr3	4	75%
				10C	S	ELA-Gr3	2	78%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance

for BLUFF DALE ISD

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 19 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	8	69%	3A	R	ELA-Gr4	1	84%
				3B	R	ELA-Gr4	2	76%
				3C	R	ELA-Gr4	1	63%
				6E	R	ELA-Gr4	4	63%
2	The student will demonstrate an ability to understand and analyze literary texts.	15	71%	8B	R	ELA-Gr4	1	74%
				6F	S	ELA-Gr4	8	75%
				7C	S	ELA-Gr4	2	68%
				9C	S	ELA-Gr4	2	63%
				10D	S	ELA-Gr4	1	68%
				10E	S	ELA-Gr4	1	63%
3	The student will demonstrate an ability to understand and analyze informational texts.	13	72%	6F	R	ELA-Gr4	2	76%
				7C	R	ELA-Gr4	3	70%
				7D	R	ELA-Gr4	2	63%
				9Dii	R	ELA-Gr4	1	74%
				10A	R	ELA-Gr4	3	72%
				10C	S	ELA-Gr4	2	82%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Reading/ELA Curriculum: Grade 05 Language: E Administration: 4 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 13 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	8	60%	3A	R	ELA-Gr5	2	54%
				3B	R	ELA-Gr5	2	77%
				6E	S	ELA-Gr5	4	54%
2	The student will demonstrate an ability to understand and analyze literary texts.	16	64%	8C	R	ELA-Gr5	4	46%
				10D	R	ELA-Gr5	4	87%
				6F	S	ELA-Gr5	5	63%
				7C	S	ELA-Gr5	1	62%
				7D	S	ELA-Gr5	1	69%
				10E	S	ELA-Gr5	1	46%
3	The student will demonstrate an ability to understand and analyze informational texts.	14	62%	9Di	R	ELA-Gr5	1	69%
				9Dii	R	ELA-Gr5	1	69%
				9Diii	R	ELA-Gr5	2	42%
				6F	S	ELA-Gr5	2	77%
				7C	S	ELA-Gr5	4	65%
				10A	S	ELA-Gr5	4	58%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Reading/ELA Curriculum: Grade 06 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 11 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres	8	68%	2A	R	ELA-Gr6	1	100%
				2B	R	ELA-Gr6	1	91%
				2C	R	ELA-Gr6	2	73%
				5E	R	ELA-Gr6	4	52%
2	The student will demonstrate an ability to understand and analyze literary texts.	17	79%	7C	R	ELA-Gr6	2	86%
				5F	S	ELA-Gr6	8	74%
				6D	S	ELA-Gr6	1	73%
				7A	S	ELA-Gr6	1	73%
				9D	S	ELA-Gr6	4	84%
				9E	S	ELA-Gr6	1	100%
3	The student will demonstrate an ability to understand and analyze informational texts.	15	69%	5H	R	ELA-Gr6	1	64%
				8Di	R	ELA-Gr6	1	55%
				8Diii	R	ELA-Gr6	2	73%
				5F	S	ELA-Gr6	4	64%
				6C	S	ELA-Gr6	3	73%
				6D	S	ELA-Gr6	1	91%
				9A	S	ELA-Gr6	3	70%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Reading/ELA Curriculum: Grade 07 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	8	88%	2B	R	ELA-Gr7	2	90%
				2C	R	ELA-Gr7	1	90%
				5E	R	ELA-Gr7	5	86%
2	The student will demonstrate an ability to understand and analyze literary texts.	18	75%	9D	R	ELA-Gr7	2	80%
				5F	S	ELA-Gr7	8	70%
				6C	S	ELA-Gr7	1	90%
				6D	S	ELA-Gr7	1	100%
				7A	S	ELA-Gr7	1	60%
				7B	S	ELA-Gr7	2	80%
				7D	S	ELA-Gr7	1	60%
				8C	S	ELA-Gr7	2	80%
3	The student will demonstrate an ability to understand and analyze informational texts.	16	80%	5H	R	ELA-Gr7	1	70%
				8Di	R	ELA-Gr7	1	80%
				8Diii	R	ELA-Gr7	1	70%
				5F	S	ELA-Gr7	6	92%
				6C	S	ELA-Gr7	1	70%
				6D	S	ELA-Gr7	2	55%
				9A	S	ELA-Gr7	2	80%
				9C	S	ELA-Gr7	2	85%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Mathematics Curriculum: Grade 08 Language: E Administration: 4 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

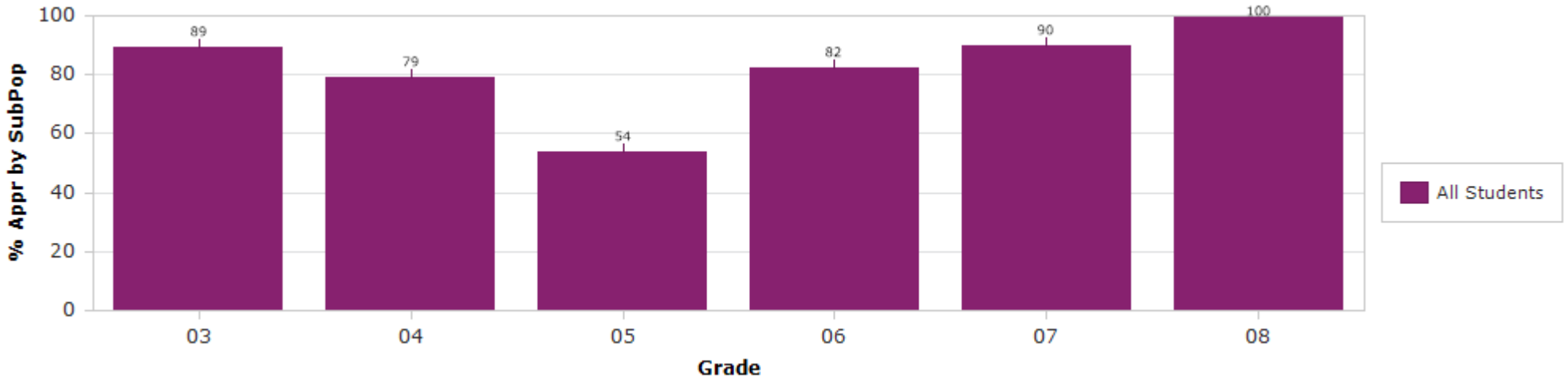
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	4	85%	8.2D	R	Math-Gr8	2	75%
				8.2B	S	Math-Gr8	1	100%
				8.2C	S	Math-Gr8	1	90%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	16	80%	8.4B	R	Math-Gr8	2	95%
				8.4C	R	Math-Gr8	2	90%
				8.5G	R	Math-Gr8	2	75%
				8.5I	R	Math-Gr8	2	50%
				8.8C	R	Math-Gr8	2	70%
				8.4A	S	Math-Gr8	1	70%
				8.5A	S	Math-Gr8	1	90%
				8.5B	S	Math-Gr8	1	100%
				8.5F	S	Math-Gr8	1	100%
				8.5H	S	Math-Gr8	1	90%
				8.8A	S	Math-Gr8	1	70%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	15	85%	8.3C	R	Math-Gr8	2	80%
				8.7A	R	Math-Gr8	2	85%
				8.7B	R	Math-Gr8	2	70%
				8.7C	R	Math-Gr8	1	100%
				8.10C	R	Math-Gr8	2	100%
				8.3A	S	Math-Gr8	1	80%
				8.6A	S	Math-Gr8	1	90%
				8.7D	S	Math-Gr8	1	90%
				8.8D	S	Math-Gr8	1	90%
				8.10A	S	Math-Gr8	1	70%
				8.10B	S	Math-Gr8	1	90%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	94%	8.5D	R	Math-Gr8	2	100%
				8.12D	R	Math-Gr8	2	90%
				8.11A	S	Math-Gr8	1	100%
				8.12A	S	Math-Gr8	1	100%
				8.12C	S	Math-Gr8	1	80%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Reading
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

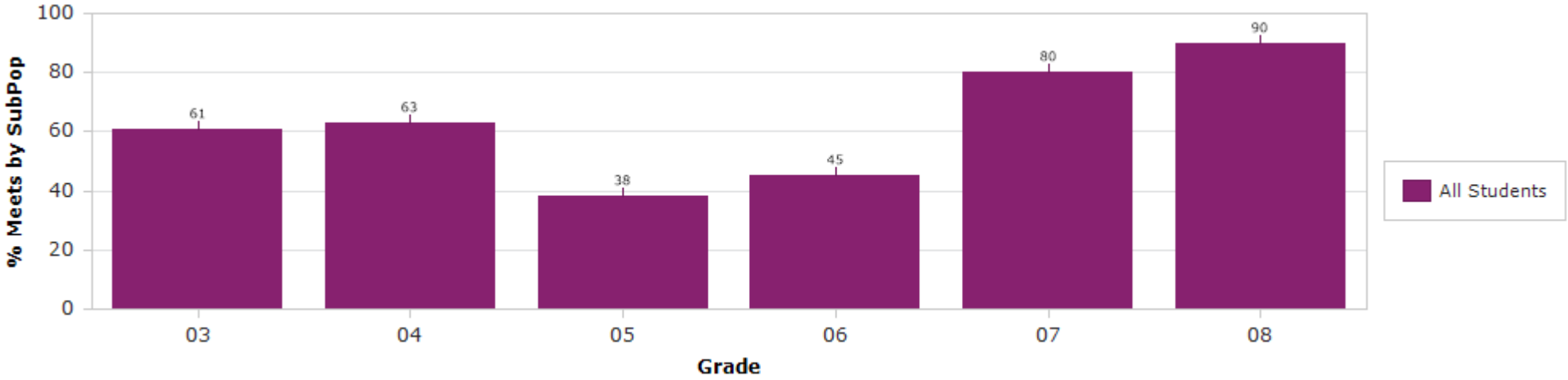
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	18	16	89	19	15	79	13	7	54	11	9	82	10	9	90	10	10	100



STAAR Demographics by Grade for Reading
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

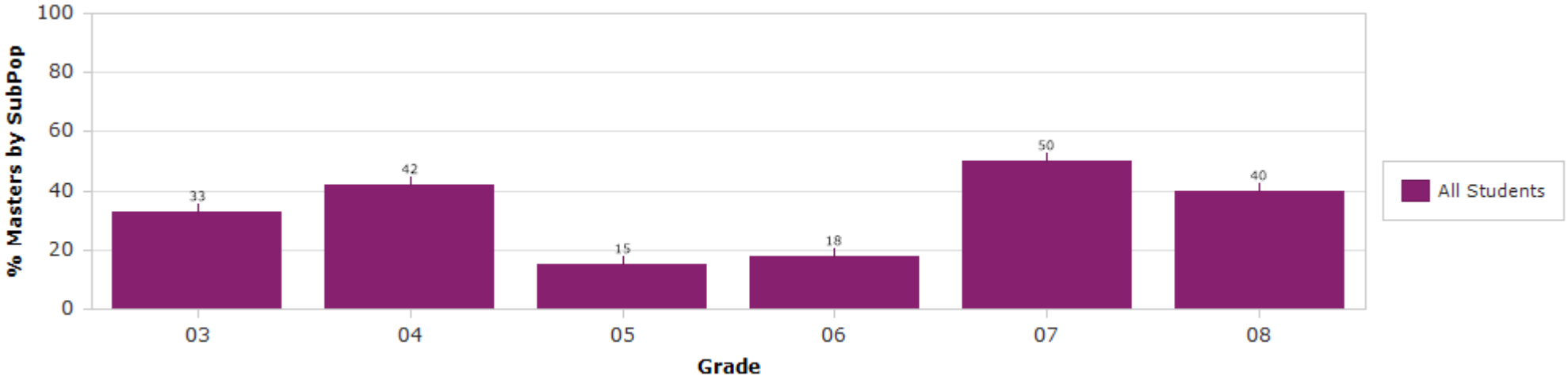
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	18	11	61	19	12	63	13	5	38	11	5	45	10	8	80	10	9	90



STAAR Demographics by Grade for Reading
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	18	6	33	19	8	42	13	2	15	11	2	18	10	5	50	10	4	40



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Science Curriculum: Biology Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 14 Source: Admin

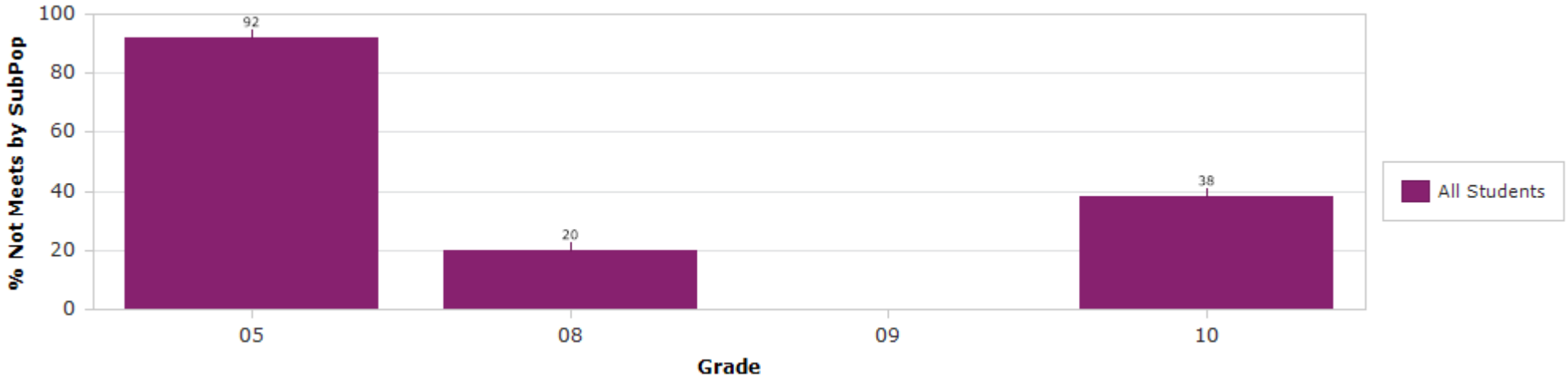
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding that cells are the basic unit of structure and function of living things.	10	64%	4B	R	Biology	2	61%
				4C	R	Biology	3	67%
				5A	R	Biology	2	68%
				4A	S	Biology	1	57%
				5B	S	Biology	1	64%
				5C	S	Biology	1	64%
2	The student will demonstrate an understanding of the mechanisms of genetics.	10	66%	6A	R	Biology	2	75%
				6E	R	Biology	2	43%
				6F	R	Biology	2	54%
				6B	S	Biology	1	93%
				6C	S	Biology	1	50%
				6D	S	Biology	1	93%
				6G	S	Biology	1	86%
3	The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms.	10	72%	7A	R	Biology	2	75%
				7E	R	Biology	1	79%
				8B	R	Biology	2	61%
				7B	S	Biology	1	71%
				7C	S	Biology	1	93%
				7D	S	Biology	1	79%
				8A	S	Biology	1	86%
				8C	S	Biology	1	43%
4	The student will demonstrate an understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.	10	74%	9A	R	Biology	2	75%
				10A	R	Biology	3	79%
				10B	R	Biology	2	75%
				9B	S	Biology	1	93%
				9C	S	Biology	1	50%
				10C	S	Biology	1	64%
5	The student will demonstrate an understanding of the interdependence and interactions that occur within an environmental system and their significance.	10	71%	11B	R	Biology	1	71%
				12A	R	Biology	2	68%
				12C	R	Biology	2	64%
				12E	R	Biology	2	89%
				11A	S	Biology	1	57%
				12B	S	Biology	1	100%
				12D	S	Biology	1	43%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Science
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

	Grade 05			Grade 08			Grade 09			Grade 10		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	13	12	92	10	2	20	1	0	0	13	5	38



STAAR Reporting Category SE Performance

for BLUFF DALE ISD

Subject: Science Curriculum: Grade 05 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 13 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of the properties of matter and energy and their interactions.	6	56%	5A	R	Sci-Gr5	3	46%
				5B	S	Sci-Gr5	1	54%
				5C	S	Sci-Gr3	1	77%
				5C	S	Sci-Gr5	1	69%
2	The student will demonstrate an understanding of force, motion, and energy and their relationships.	8	45%	6A	R	Sci-Gr5	2	54%
				6B	R	Sci-Gr5	2	46%
				6C	R	Sci-Gr5	2	31%
				6B	S	Sci-Gr3	1	62%
				6D	S	Sci-Gr5	1	38%
3	The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	10	58%	7A	R	Sci-Gr5	2	73%
				7B	R	Sci-Gr5	2	54%
				8C	R	Sci-Gr5	2	62%
				7C	S	Sci-Gr4	1	46%
				8B	S	Sci-Gr5	1	46%
				8D	S	Sci-Gr5	1	77%
				8D	S	Sci-Gr3	1	38%
4	The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.	12	60%	9A	R	Sci-Gr5	2	58%
				9B	R	Sci-Gr5	2	38%
				10A	R	Sci-Gr5	2	50%
				10B	R	Sci-Gr5	2	69%
				9A	S	Sci-Gr3	1	69%
				9C	S	Sci-Gr5	1	69%
				9D	S	Sci-Gr5	1	85%
				10B	S	Sci-Gr3	1	62%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance

for BLUFF DALE ISD

Subject: Science Curriculum: Grade 08 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

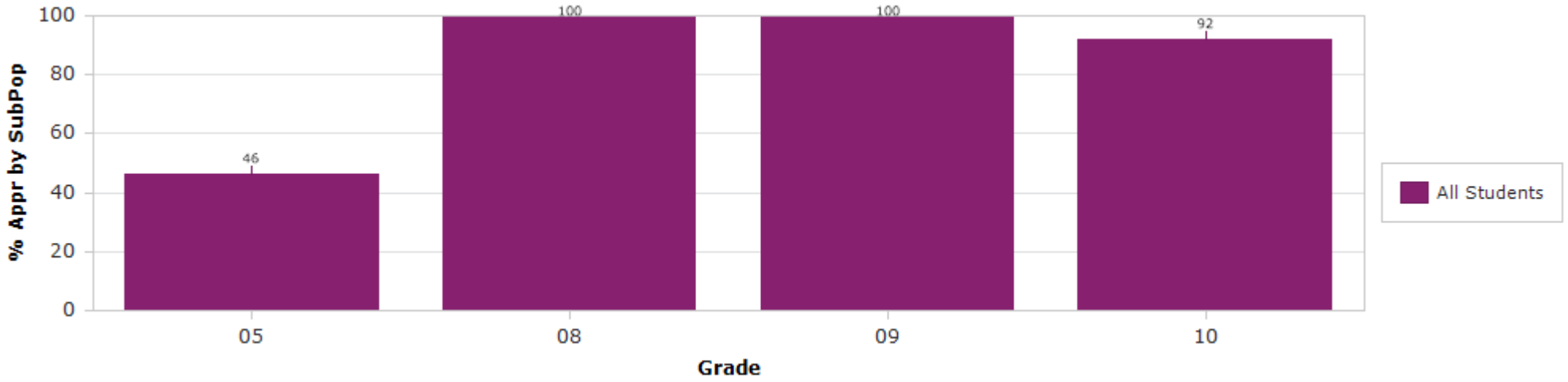
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of the properties of matter and energy and their interactions.	11	76%	5A	R	Sci-Gr8	1	40%
				5B	R	Sci-Gr8	1	60%
				5C	R	Sci-Gr8	2	80%
				5D	R	Sci-Gr8	1	90%
				5E	R	Sci-Gr8	2	80%
				5B	S	Sci-Gr7	1	90%
				6A	S	Sci-Gr7	1	60%
				6A	S	Sci-Gr6	1	80%
				6B	S	Sci-Gr6	1	100%
2	The student will demonstrate an understanding of force, motion, and energy and their relationships.	9	68%	6A	R	Sci-Gr8	3	97%
				6C	R	Sci-Gr8	2	40%
				6B	S	Sci-Gr8	1	40%
				8A	S	Sci-Gr6	1	70%
				8C	S	Sci-Gr6	1	80%
				9C	S	Sci-Gr6	1	50%
3	The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	11	73%	7A	R	Sci-Gr8	2	90%
				7B	R	Sci-Gr8	1	50%
				8A	R	Sci-Gr8	1	70%
				9B	R	Sci-Gr8	1	80%
				9C	R	Sci-Gr8	2	90%
				7C	S	Sci-Gr8	1	40%
				8C	S	Sci-Gr8	1	60%
				10C	S	Sci-Gr8	1	60%
				11B	S	Sci-Gr6	1	80%
4	The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.	11	81%	11A	R	Sci-Gr8	3	83%
				10B	S	Sci-Gr7	1	100%
				11A	S	Sci-Gr7	1	100%
				12B	S	Sci-Gr7	1	70%
				12D	S	Sci-Gr7	1	80%
				11B	S	Sci-Gr8	3	67%
				12F	S	Sci-Gr7	1	90%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Science
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

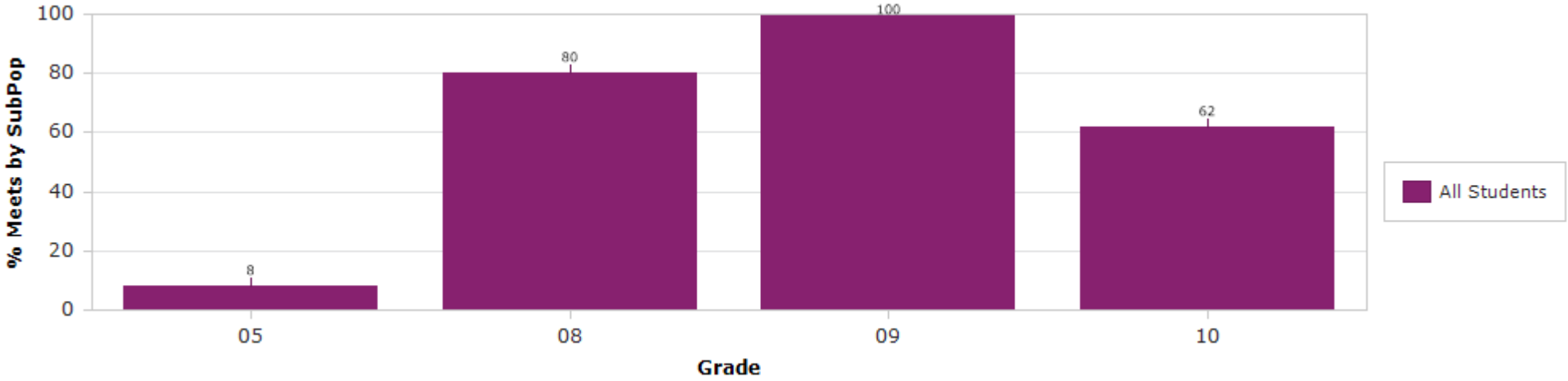
	Grade 05			Grade 08			Grade 09			Grade 10		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	13	6	46	10	10	100	1	1	100	13	12	92



STAAR Demographics by Grade for Science
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

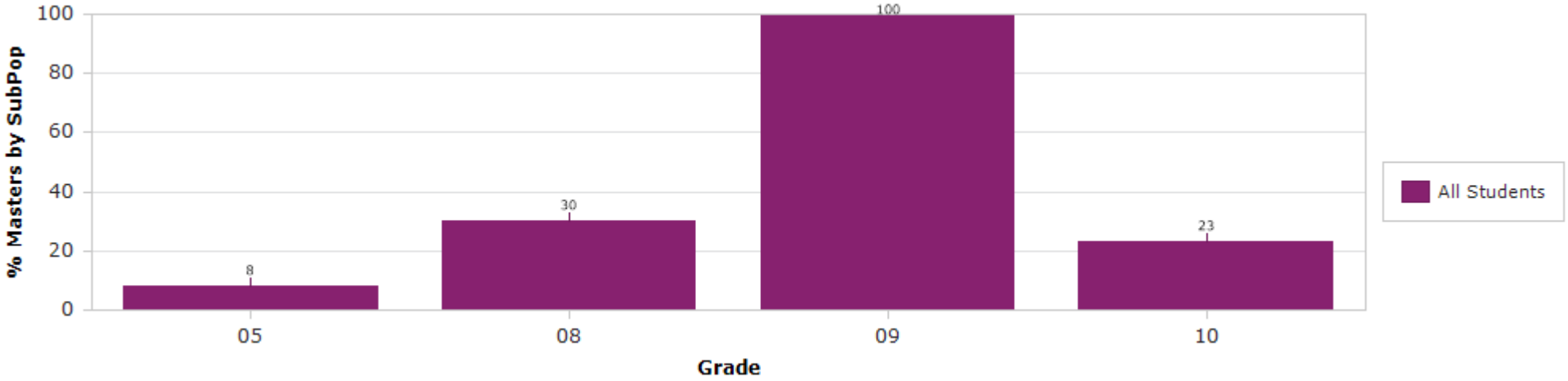
	Grade 05			Grade 08			Grade 09			Grade 10		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	13	1	8	10	8	80	1	1	100	13	8	62



STAAR Demographics by Grade for Science
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

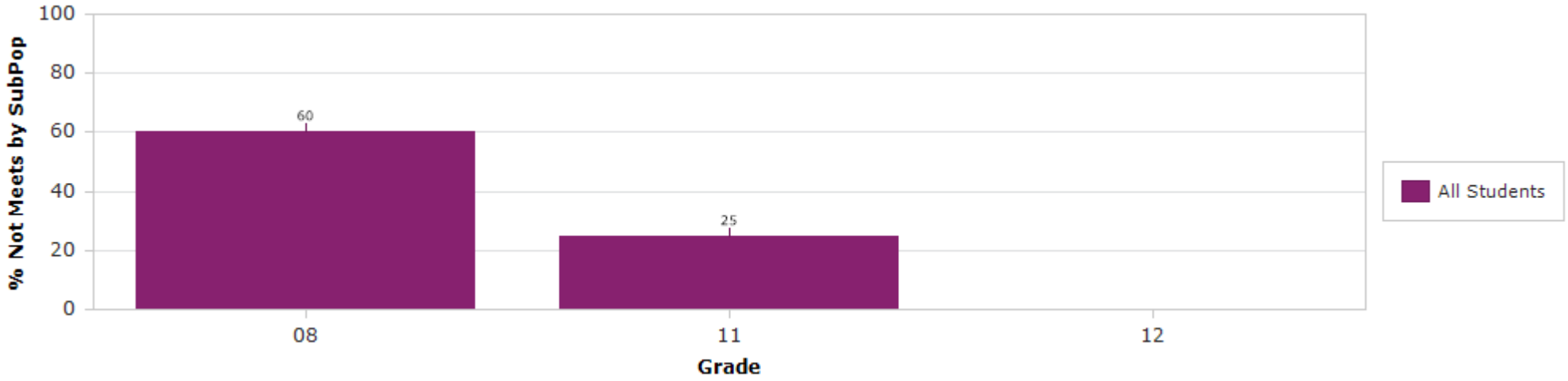
	Grade 05			Grade 08			Grade 09			Grade 10		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	13	1	8	10	3	30	1	1	100	13	3	23



STAAR Demographics by Grade for Social Studies for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

	Grade 08			Grade 11			Grade 12		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	10	6	60	12	3	25	4	0	0



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Social Studies Curriculum: Grade 08 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	17	69%	1A	R	SS-Gr8	1	100%
				2A	R	SS-Gr8	1	70%
				3A	R	SS-Gr8	1	100%
				4A	R	SS-Gr8	1	30%
				4C	R	SS-Gr8	1	70%
				5A	R	SS-Gr8	1	100%
				5C	R	SS-Gr8	1	100%
				6B	R	SS-Gr8	1	100%
				7C	R	SS-Gr8	1	60%
				8B	R	SS-Gr8	1	60%
				8C	R	SS-Gr8	1	40%
				9C	R	SS-Gr8	1	70%
				1B	S	SS-Gr8	1	60%
				2B	S	SS-Gr8	1	60%
				4B	S	SS-Gr8	1	30%
				5G	S	SS-Gr8	1	50%
				9A	S	SS-Gr8	1	80%
2	The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	10	73%	10B	R	SS-Gr8	1	90%
				10C	R	SS-Gr8	1	50%
				11A	R	SS-Gr8	1	60%
				23A	R	SS-Gr8	1	60%
				24A	R	SS-Gr8	1	90%
				24B	R	SS-Gr8	1	70%
				25C	R	SS-Gr8	1	100%
				11B	S	SS-Gr8	1	90%
				23C	S	SS-Gr8	1	30%
				26A	S	SS-Gr8	1	90%
3	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	10	67%	15C	R	SS-Gr8	1	0%
				16B	R	SS-Gr8	1	70%
				17A	R	SS-Gr8	1	90%
				17B	R	SS-Gr8	1	70%
				19A	R	SS-Gr8	1	70%
				19B	R	SS-Gr8	1	90%
				18A	S	SS-Gr8	1	90%
				20A	S	SS-Gr8	1	80%
				21A	S	SS-Gr8	1	70%
				22B	S	SS-Gr8	1	40%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Social Studies Curriculum: Grade 08 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

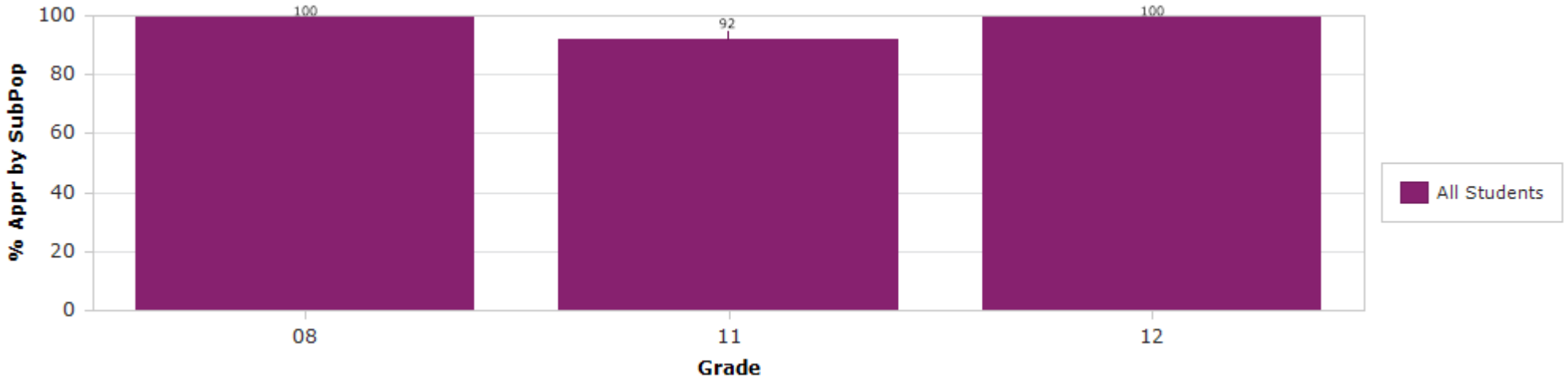
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
4	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	7	73%	12B	R	SS-Gr8	1	50%
				12C	R	SS-Gr8	1	60%
				13B	R	SS-Gr8	1	80%
				27A	R	SS-Gr8	1	80%
				14B	S	SS-Gr8	1	70%
				28A	S	SS-Gr8	1	100%
				28B	S	SS-Gr8	1	70%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Social Studies for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

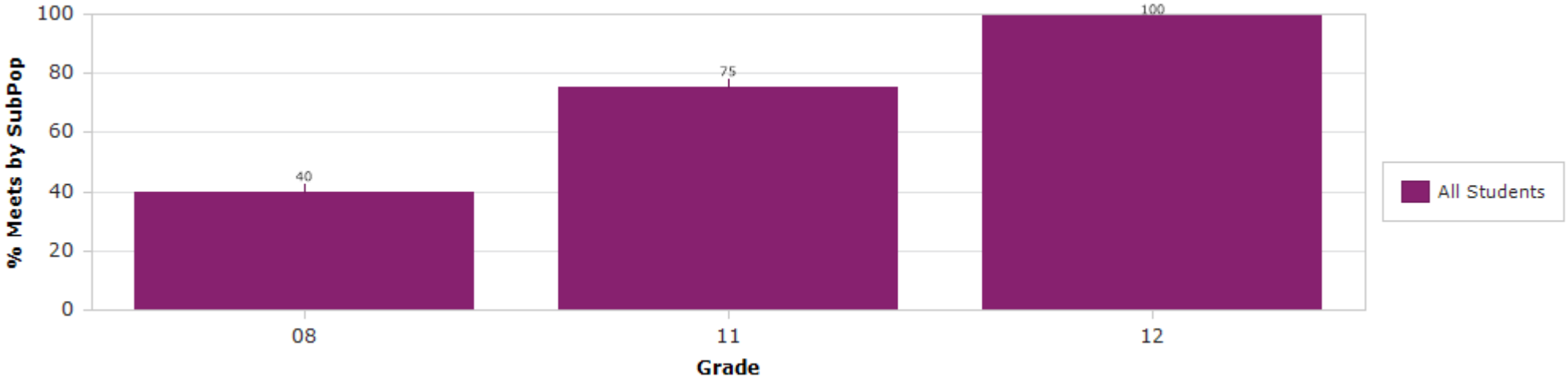
	Grade 08			Grade 11			Grade 12		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%	Tstd	Appr	%
All Students	10	10	100	12	11	92	4	4	100



STAAR Demographics by Grade for Social Studies for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

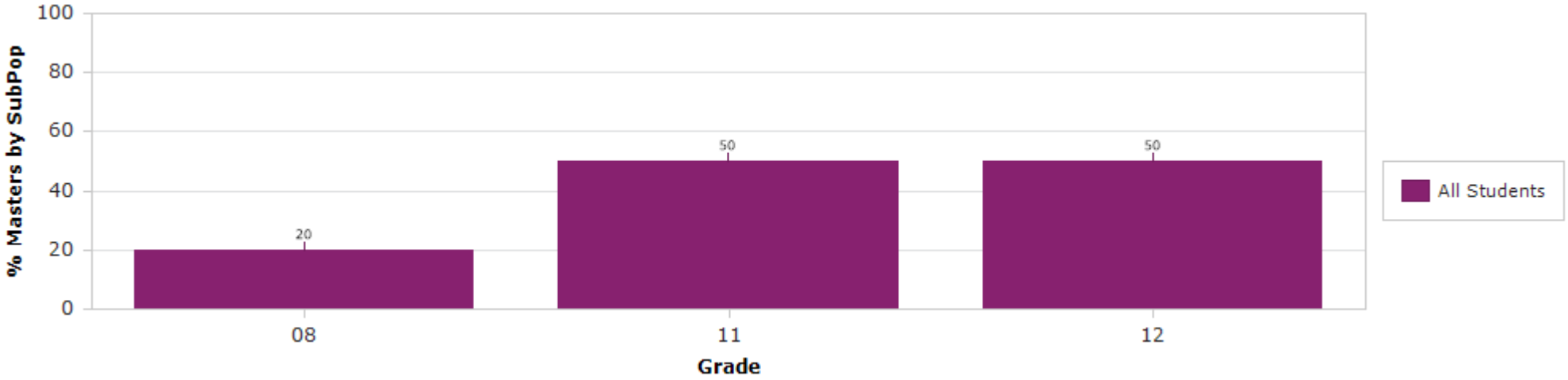
	Grade 08			Grade 11			Grade 12		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%	Tstd	Meets	%
All Students	10	4	40	12	9	75	4	4	100



STAAR Demographics by Grade for Social Studies for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 08			Grade 11			Grade 12		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%	Tstd	Masters	%
All Students	10	2	20	12	6	50	4	2	50



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 16 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	30	74%	2A	R	USHist	1	88%
				3A	R	USHist	1	25%
				3B	R	USHist	1	88%
				3C	R	USHist	1	100%
				4A	R	USHist	1	50%
				4C	R	USHist	1	75%
				4F	R	USHist	1	75%
				5A	R	USHist	1	94%
				6A	R	USHist	1	63%
				7A	R	USHist	1	81%
				7D	R	USHist	1	69%
				8A	R	USHist	1	69%
				8C	R	USHist	1	69%
				8D	R	USHist	1	63%
				8F	R	USHist	1	94%
				9B	R	USHist	1	75%
				9G	R	USHist	1	75%
				9I	R	USHist	1	75%
				10C	R	USHist	1	25%
				11A	R	USHist	1	81%
				1A	S	USHist	1	94%
				4B	S	USHist	1	81%
				4E	S	USHist	1	88%
				6B	S	USHist	1	94%
				7F	S	USHist	1	88%
				9E	S	USHist	1	75%
				9J	S	USHist	1	63%
				10A	S	USHist	1	31%
				11B	S	USHist	1	94%
				11D	S	USHist	1	88%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 16 Source: Admin

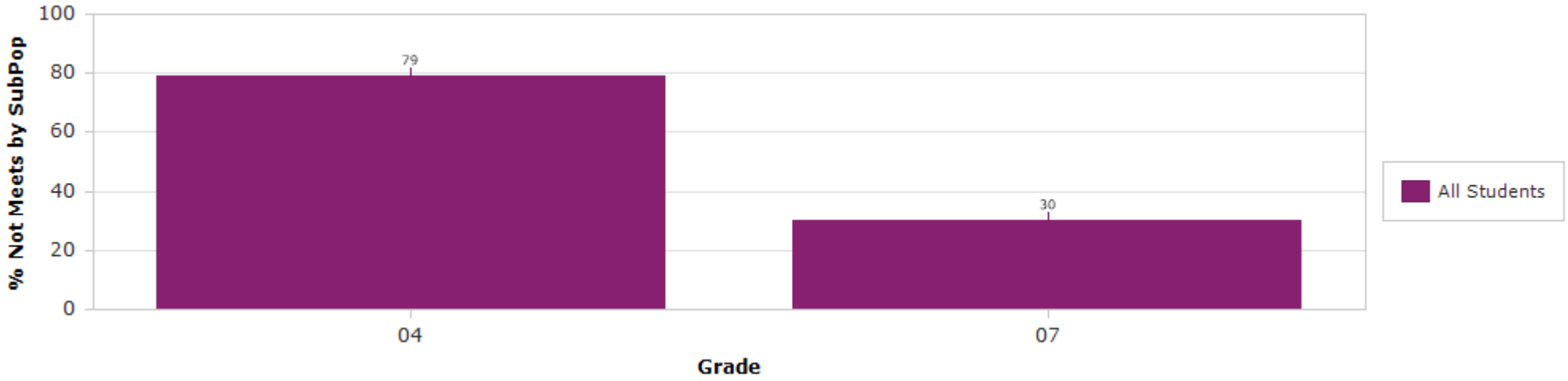
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
2	The student will demonstrate an understanding of geographic and cultural influences on U.S. History.	12	82%	12A	R	USHist	1	81%
				13A	R	USHist	1	94%
				13B	R	USHist	1	63%
				14A	R	USHist	1	81%
				24B	R	USHist	1	94%
				25A	R	USHist	1	88%
				25C	R	USHist	1	88%
				14B	S	USHist	1	94%
				24A	S	USHist	1	81%
				24C	S	USHist	1	63%
				25B	S	USHist	1	81%
				25D	S	USHist	1	81%
3	The student will demonstrate an understanding of the role of government and the civic process in U.S. History.	10	75%	18A	R	USHist	1	88%
				18B	R	USHist	1	50%
				19B	R	USHist	1	38%
				20A	R	USHist	1	81%
				22A	R	USHist	1	88%
				18D	S	USHist	1	88%
				19A	S	USHist	1	75%
				21A	S	USHist	1	69%
				22C	S	USHist	1	94%
				23B	S	USHist	1	81%
4	The student will demonstrate an understanding of economic and technological influences on U.S. history.	16	76%	15B	R	USHist	1	75%
				15D	R	USHist	1	75%
				16B	R	USHist	1	69%
				16C	R	USHist	1	100%
				17A	R	USHist	1	88%
				17B	R	USHist	1	50%
				17E	R	USHist	1	81%
				26A	R	USHist	1	100%
				27A	R	USHist	1	94%
				15A	S	USHist	1	75%
				16A	S	USHist	1	81%
				16E	S	USHist	1	38%
				17C	S	USHist	1	44%
				26B	S	USHist	1	94%
				26C	S	USHist	1	88%
				27B	S	USHist	1	69%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Writing
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Did Not Meet Meets Retests: First Administrations Source: Admin

	Grade 04			Grade 07		
Subpopulation	Tstd	Not Meets	%	Tstd	Not Meets	%
All Students	19	15	79	10	3	30



STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Writing Curriculum: Grade 04 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 19 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
2	The student will demonstrate an ability to revise a variety of written texts.	8	58%	11C	R	ELA-Gr4	2	55%
				11Bi	S	ELA-Gr4	4	64%
				11Bii	S	ELA-Gr4	2	47%
3	The student will demonstrate an ability to edit a variety of texts.	16	63%	11D	R	ELA-Gr4	1	63%
				2Bii	S	ELA-Gr4	1	84%
				2Bvi	S	ELA-Gr4	3	70%
				11Di	S	ELA-Gr4	2	55%
				11Dii	S	ELA-Gr4	1	58%
				11Div	S	ELA-Gr4	1	74%
				11Dix	S	ELA-Gr4	1	53%
				11Dx	S	ELA-Gr4	6	59%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category SE Performance
for BLUFF DALE ISD

Subject: Writing Curriculum: Grade 07 Language: E Administration: 5 2021 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 10 Source: Admin

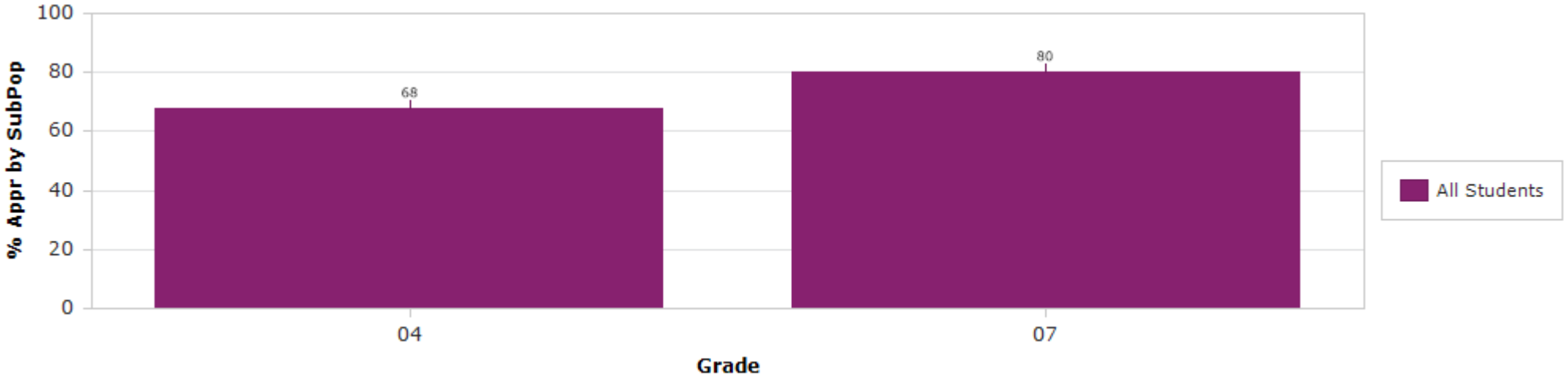
Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
2	The student will demonstrate an ability to revise a variety of written texts.	13	81%	10Bi	S	ELA-Gr7	4	85%
				10Bii	S	ELA-Gr7	3	87%
				10C	S	ELA-Gr7	6	75%
3	The student will demonstrate an ability to edit a variety of texts.	17	79%	10Dv	R	ELA-Gr7	1	80%
				10Dvii	R	ELA-Gr7	2	75%
				10Dix	R	ELA-Gr7	5	80%
				10D	S	ELA-Gr7	3	97%
				10Di	S	ELA-Gr7	3	83%
				10Dviii	S	ELA-Gr7	3	60%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Demographics by Grade for Writing
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

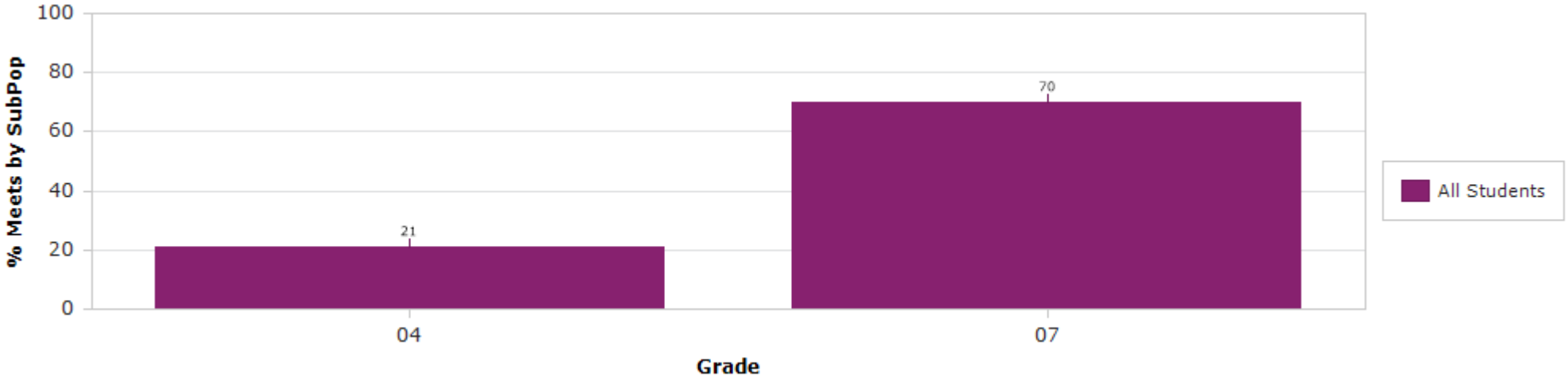
	Grade 04			Grade 07		
Subpopulation	Tstd	Appr	%	Tstd	Appr	%
All Students	19	13	68	10	8	80



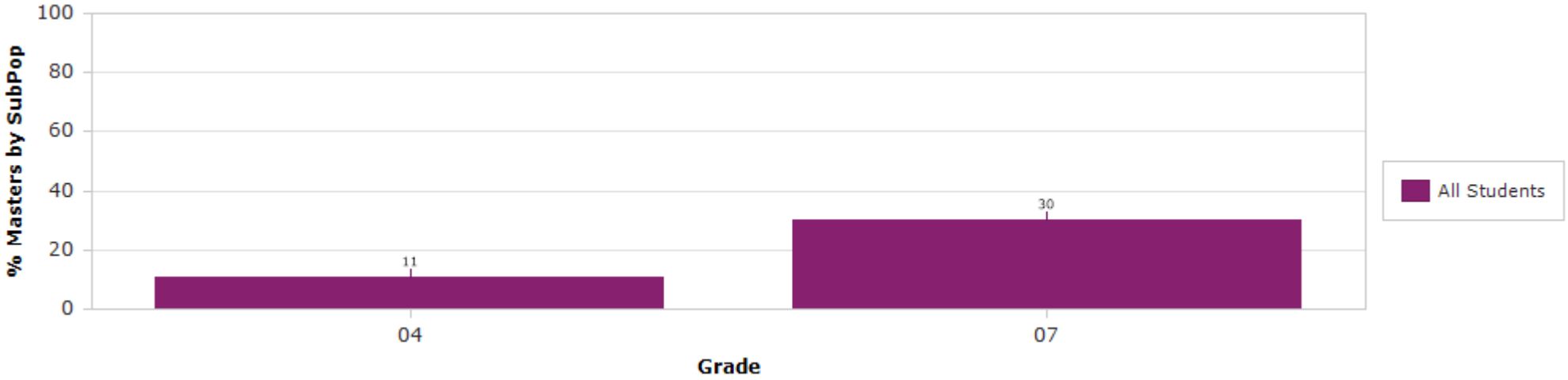
STAAR Demographics by Grade for Writing
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Meets Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 04			Grade 07		
Subpopulation	Tstd	Meets	%	Tstd	Meets	%
All Students	19	4	21	10	7	70



STAAR Demographics by Grade for Writing
for BLUFF DALE ISD

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Masters Gr Lvl Std Retests: First Administrations Source: Admin

	Grade 04			Grade 07		
Subpopulation	Tstd	Masters	%	Tstd	Masters	%
All Students	19	2	11	10	3	30