



Driscoll Independent School District Core Beliefs



At Driscoll ISD you will ALWAYS see:

- A welcoming environment where students are engaged and challenged;
- A professional staff who are available and display a positive attitude;
- And facilities that are clean and well maintained.

At Driscoll ISD you will NEVER see:

- Students who are unsupervised or apathetic;
- Staff who are unprofessional or unhelpful.

At Driscoll ISD you will ALWAYS hear:

- Positive, professional interactions
- Knowledgeable instruction
- Respectful exchanges.

At Driscoll ISD you will NEVER hear:

- Negativity, unprofessional interactions
- Gossip
- Profanity

At Driscoll ISD you will ALWAYS feel:

- Welcomed
- Valued
- Safe

At Driscoll ISD you will NEVER feel:

- Unwelcomed
- Unimportant
- Fearful

Driscoll Independent School District Goals and Performance Objectives

Goal 1 Driscoll ISD will foster commitment to students through collaborations with all stakeholders by:

- Performance Objective*
- 1 Providing Clear, Consistent Communications.
 - 2 Providing Various Opportunities to train, inform , and become involved in their child's education.
 - 3 Ensuring Students and Their Parents Understand the Importance of Attending School Regularly.
 - 4 Ensuring Students Understand their Responsibility to Behave in ways that cause them to be Physically Fit, Emotionally Healthy, and Self Disciplined.

Goal 2 Driscoll ISD will foster rigorous academics by:

- Performance Objective*
- 1 Employing an Exemplary Staff and providing Relevant Professional Development.
 - 2 Ensuring Instructional Delivery is Engaging and Rigorous.
 - 3 Providing Rich Programs that Promote College Readiness, Career Development and Integrate Technology.
 - 4 Provide Effective , Authentic Assessment.

Goal 3 Driscoll ISD will foster financial responsibility by:

- Performance Objective*
- 1 Maintaining an Appropriate Fund Balance and Maximizing Various Grant Opportunities.
 - 2 Ensuring Superior Fiscal Accountability Systems and Processes.

Goal 4 Driscoll ISD will foster a safe, secure environment for all by:

- Performance Objective*
- 1 Providing an Environment that is Safe, Drug-Free and Conducive to learning.
 - 2 Ensuring Current and Future Facilities are Well-Maintained, Growth Conscious and Maximize Access to Learning Essentials



Driscoll Independent School District

Demographics

Driscoll I.S.D. is a rural PK-8th grade school district located in Driscoll, Texas. Driscoll I.S.D. consists of one campus; Driscoll School. Driscoll is located about 25 miles southwest of Corpus Christi, Texas. Our student population is predominately Hispanic (89%) with a small White population (10.3%), Two or More Races (0.7%) and African America (0.0%). A total of 282 students were enrolled in our school of which 72.7% were Economically Disadvantaged students. Driscoll I.S.D. serves students through the Regular Foundation Program, Title 1 School-wide Program, ESL Program, Special Education Program, Dyslexia Program, and the Gifted and Talented Program.

Staff

Driscoll I.S.D. is composed of a range of experienced staff:

Beginning Teachers		0.0	0.0%
1-5	Years Experience	6.0	24.8%
6-10	Years Experience	2.0	8.3%
11-20	Years Experience	12.2	50.5%
20 +	Years Experience	4.0	16.5%
Number of Paraprofessionals		7.0	14.7%

TAPR Summary

Accountability Rating: Met Standard

Attendance	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
	96.1%	95.2%	95.9%	96.5%	96.4%	96.4%	96.8%	96.0%

Annual Dropout Rate (Gr. 7-12): 0.0%



TAKS/STAAR

Driscoll Independent School District

Reading	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR
All Students	92%	*	84%	90%	91%	84%
African American	---	*	---	---	---	
Hispanic	91%	*	83%	91%	91%	83%
White	94%	*	100%	83%	87%	89%
Econ. Disadvantaged	90%	*	78%	86%	89%	80%
ELL			69%	73%	60%	
Special Ed			92%	87%	100%	39%
Comm.Perform/Advance/ Exceeded Progress (All Tests-District)	36%	*	16%	22%	23%	19%

Mathematics	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR
All Students	96%	*	82%	85%	100%	82%
African American	---	*	---	---	---	
Hispanic	95%	*	81%	84%	100%	81%
White	≥99%	*	100%	88%	---	89%
Econ. Disadvantaged	94%	*	78%	78%	100%	79%
ELL			75%	64%	---	100%
Special Ed			83%	80%	---	43%
Comm.Perform/Advance/ Exceeded Progress (All Tests-District)	32%	*	11%	17%	56%	23%

Writing	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR
All Students	96%	*	80%	75%	89%	77%
African American	---	*	---	---	---	
Hispanic	96%	*	79%	74%	86%	73%
White	≥99%	*	100%	---	100%	100%
Econ. Disadvantaged	95%	*	74%	67%	80%	69%
ELL			63%	---	---	
Special Ed				60%	---	
Comm.Perform/Advance/ Exceeded Progress (All Tests-District)	35%	*	7%	---	11%	

TAKS/STAAR cont.
Driscoll Independent School District

Science	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR
All Students	87%	*	91%	89%	95%	89%
African American	---	*	---	---	---	
Hispanic	≥95%	*	90%	88%	94%	87%
White	---	*	---	100%	---	100%
Econ. Disadvantaged	89%	*	85%	85%	95%	86%
ELL				---	---	
Special Ed					---	88%
Comm.Perform/Advance/ Exceeded Progress (All Tests-District)	43%	*	19%	23%	23%	

Social Studies	2011 TAKS	2012 STAAR	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR
All Students	≥99%	*	60%	56%	75%	68%
African American	---	*	---	---	---	
Hispanic	≥99%	*	58%	56%	77%	67%
White	---	*	---	---	---	
Econ. Disadvantaged	≥99%	*	53%	54%	74%	50%
ELL		*		---	---	
Special Ed		*		---	---	
Comm.Perform/Advance/ Exceeded Progress (All Tests-District)	36%	*	10%	---	---	

* No STAAR Results reported on the 2011-2012 AEIS Report



Effective School Correlates

- Correlate #1: Safe and Orderly Environment
- Correlate #2: Climate of High Expectations for Success
- Correlate #3: Instructional Leadership
- Correlate #4: Clear and Focused Mission
- Correlate #5: Opportunity to Learn/Student Time-on-Task
- Correlate #6: Frequent Monitoring of Student Progress
- Correlate #7: Home-School Relations

Ten Components of a Schoolwide Program (Title I)

1. A comprehensive needs assessment of the entire Campus (taking into account the needs of migratory children) that is based on information, which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.
2. School wide reform strategies that:
 - provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
 - Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school
 - Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities, and help provide enriched and accelerated curriculum; and
 - Include strategies for meeting the educational needs of historically underserved populations.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and section 1114(a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to include parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) must be provided with effective, timely additional assistance which shall include measures to ensure that students' disabilities are identified on a timely basis and to provide sufficient information on which to base effective information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114 (b)(1)].