QUITMAN ISD
District Improvement Plan
2017/2018

Building Better Bulldogs

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QUITMAN ISD

Mission

Educating Every Child . . . Every Chance . . . Every Day

Vision

Quitman ISD is committed to providing a comprehensive education to ensure every student is life ready.

All performance goals identified in Every Student Succeeds Act have been adopted by the district and are reflected in this plan of action.

Vision Continued

Goals:
1.) Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.
2.) Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.
3.) Quitman ISD will foster a positive work environment that encourages professional growth, teamwork, and high morale.
4.) Quitman ISD will promote and maintain strong business, community, and family relationships.
5.) Quitman ISD will advocate for the well-rounded education of every child in the district.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

Required 10 Components for Title I Schoolwide Camp

Required 10 components for Title I School-wide campuses

1. Comprehensive Needs Assessment

2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards

3. Instruction by highly qualified teachers

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others

5. Strategies to attract high-quality highly qualified teachers

6. Strategies to increase parental involvement

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program

9. Effective, timely additional assistance for students that experience difficulty mastering state standards

10. Coordination and integration of Federal, State, and local services and programs

District Excellence Committee

Name	Position
Brown, Angela	Designated Chair
Brown, Rebecca	Teacher
Chaney, Tommy	Parent
Cross, David	Teacher
Crutcher, Whitney	Teacher
Dobbs, David	Parent
Dupre, Sherry	Business Member
Findley, Michael	Community Member
Ketner, Adah	Teacher
Kieke, Rodney	Community Member
Morrow, Lance	Campus Level Non-Teaching
Park, Amy	Campus Level Non-Teaching
Pettiette, Michael	Campus Level Non-Teaching
Turner, Rhonda	Superintendent
Turner, Scott	District Level Professional
Turner, Tamara	Teacher
Wisdom, Joanne	Business Member
Woodruff, Deborah	Teacher

Resources

Resource	Source	Amount
Perkins	Federal	$3,320
Title 1, Part C-Migrant	Federal	$946
Title I, Part A	Federal	$210,254
Title II, Part A	Federal	$31,587
Title III, Part A-ELL	Federal	$5,104
Title IV, Part A	Federal	$10,000
Bilingual/ESL	State	$19,383
Career and Technical Education	State	$627,586
G/T	State	$36,532
Instructional Materials Allotment	State	$87,975
Special Education	State	$666,245
State Compensatory	State	$791,717

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Our attendance rate has consistently been above state average at 96.4%. Our dropout rate is 0.3%, which is below the state average of 2.0% Our CTE percentage is above the state average at 31.9%. For our instructional staff, the average years experience for our teachers is 12.8%, which, again, is better than the state average of 10.9%

Demographics Weaknesses

Teacher turnover rate is 19.8%, which is higher than the state average of 16.4%. Our minority teacher percentage is low as well. Our students who are served by special education is 10.1%, which is higher than the state average of 8.8%. One area in particular that the district needs to improve in is in identifying both Gifted and Talented (G/T) students and our Economically Disadvantage Students (ECD). Currently, our students who are identified as G/T is at 4.0% while the state average is 7.8%. Our ECD percentage is 55.3%.

Demographics Needs

QISD needs to improve on identifying our G/T.

Demographics Summary

According to the 2016-17 TAPR, the student population is 76.3%
White, 2.3% African American, 16.5% Hispanic, .4% Asian, and .7% Native
American, .3 Pacific Islander, and 3.5 Two or More Races. Additionally, the district serves 55.3% economically
disadvantaged students, special education students 10.1%, and 4.8% Limited English Proficient students. Attendance
 rate is 96.4% for the district.

Our
 At-Risk students make up 45.2% of our student population and are
predominately those who have not passed one or more STAAR assessments.

Comprehensive Needs Assessment

Demographics Summary (Continued)

At this time, we have 4 migrant students.

The district professional staff consists of 88 teachers, 9 professional support, 6 campus administration, and 3 central office. The district has 15.8 educational aides and 41.6 auxiliary staff members. Our total minority staff is 9%. We have 14 teachers with Masters degrees. Our teachers by years of experience are 1 beginning teacher, 24 with 1-5 years, 19 with 6-10 years, 20.4 with 11-20 years, and 23.7 with over 20 years of experience. this gives QISD an overall average years of experience of teachers at 12.8. The state average is 10.9. the turnover rate for teachers is 19.8% compared to the state average of 16.4%.

The overall number of students per teacher is 12.6. This is lower than the state average of 15.1.

State of Texas Student Eligibility Criteria for At-Risk Students:

A student under 21 years of age and who:
1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum
during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current.
school year performed on that instrument or another appropriate instrument at a level equal to at least 110
percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of Limited English Proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

All teachers have access prior to the first day of instruction to their students' assessment data. This includes but is not limited to STAAR, ACT/SAT, universal screening assessments, and prior year benchmark data.

Our district and all three campus Met Standard in STAAR assessments. Our students as a whole are also performing above state average on approaches grade level in Reading, Math, and Writing.

Student Achievement Weaknesses

Our meets grade level student percentages are above state averages in Reading and our Masters grade level is equal to the state average in Reading. Our special education students are below 60% passing on the STAAR.

Student Achievement Needs

QISD needs to increase the number of students who are at Meets Grade Level and Masters grade level in the subjects in which they are below. More students who are served by special education need to reach approaches grade level or at least demonstrate one year's growth.

Student Achievement Summary

The district overall performed well on the 2017 STAAR assessments. Our students participate in, and are equal to or above the criterion for AP courses in all subjects at a rate higher than other Region VII schools, but lower than the state average.Likewise, our Dual Credit students are a little lower in participation rates than the region or state, but QISD offers both AP and Dual Credit in some of the same subjects, so this would make the numbers lower.

Our CTE numbers are high as well.

We offer accelerated instruction at all grade levels that require a STAAR assessment.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

QISD has a supportive faculty who assist each other with all aspects of the educational system. We also have a supportive community.

School Culture and Climate Weaknesses

School Culture and Climate Needs

Student, parent, and staff surveys are needed to assess the climate and culture of the district.

School Culture and Climate Summary

QISD has the support of the community. The campuses are welcoming.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All of our paraprofessionals are highly qualified. We have a large number of veteran teachers at each campus. The district provides a free lunch to staff. We pay $175 towards their insurance and offer Teladoc at no cost to each employee. . We offer a competitive pay scale.

Staff Quality, Recruitment and Retention Weaknesses

We sometimes experience difficulty attracting high need teachers to the district.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

QISD must develop, communicate, and implement a Professional Development Plan to advance the
capacity of staff on instructional strategies, special populations, classroom management strategies, and instructional technology programs to address the needs of the ESL, SPED, 504/Dyslexia, and GT student population.

Staff Quality, Recruitment and Retention Summary

While our faculty has a lot of experienced caring members, the district still struggles with attracting teachers to some areas.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

QISD's CTE program is growing and attracting more students to the diverse courses being offered. Our teachers are becoming proficient at using the district's curriculum, TEKS Resource System. QISD offers a variety of electives to prepare students for college, a career, or enlistment in the military.

Curriculum, Instruction and Assessment Weaknesses

Below state average and a drop in writing scores in 7th grade.

Curriculum, Instruction and Assessment Needs

QISD needs a comprehensive plan to address the needs of GT students at elementary and secondary levels.
We need to have more students to participate in the CTE certification tests. The district needs to provide additional training to teachers on implementing best practices with curriculum. We need to implement writing across the curriculum and incorporate more writing in some of the English Language Arts classes.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Every campus has a Facebook page. The district has a Facebook page and several organizations do as well. The District webpage was updated. All campuses and district has a Parent and Family Engagement Plan. Parent District Compacts are updated for the 2018-2019 school year and will be presented to the board at a future date. We have active booster clubs, including athletics, band, drama, and FFA. We have good attendance at athletic events, band concerts, FFA activities, and drama productions. At the elementary, we have an active volunteer program.

Family and Community Involvement Weaknesses

QISD needs to improve on getting parents to attend evening functions that are not strictly student activities.

Family and Community Involvement Needs

Ways to increase parent and family engagement at all campuses.

Family and Community Involvement Summary

QISD offers many opportunities for family engagement and involvement at the campus levels.

School Context and Organization

School Context and Organization Strengths

The district is making great strides in including teachers and other staff in decision making. We are using more surveys to get input. At the junior high and high school,

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

classroom instructional time was increased this past year.

School Context and Organization Weaknesses

Teachers need to respond to surveys and attend committee meetings.

School Context and Organization Needs

School Context and Organization Summary

Each campus has committees that are appropriate to the grades taught. Each campus and district has a current excellence committee.

Technology

Technology Strengths

QISD has a strong IT department. We have the ability financially to purchase very good, research based academic programs for our students Pre-K-12.

Technology Weaknesses

A large number of our existing computers are old. This slows down the ability for students to get online quicker, so that they can spend more time in the programs instead of waiting for them to load.

Comprehensive Needs Assessment

Technology Needs

QISD must create a long-term plan for increased technology support and resources to provide expanded opportunities for students.

Technology training for staff on the utilization of available programs. Web-based programs provide administrators, program coordinators, and teachers online curriculum, resources, and assessment data to enable critical decision
making.

QISD is planning on implementing a 1:1 Ratio at the Junior High and High School campuses.

Technology Summary

QISD is improving its technological resources continually. Devices and computer programs are being added at every campus.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Benchmark Data

Community Demographics

Disaggregated STAAR Data

Discipline Referrals

District Policies

Drop-out Rates

Graduation Records

Homeless Students

Parent Participation

PEIMS Reports

Promotion/Retention Rates

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Standardized Tests

TAPR

Teacher Turnover Rates

QUITMAN ISD

Goal 1.   Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 1.   By May, 2018, the district leadership will complete a Comprehensive Needs Assessment at the district level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with campus staff to analyze the data pertaining to student achievement. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s), Teacher(s)	April 2018	(O)Time	Summative - Sign in sheets, agenda, and notes.
2. Create and distribute a teacher satisfaction survey. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Superintendent(s)	May 2018	(O)Time	Summative - Survey results
3. Meet with principals and campus leadership teams to discuss facility needs at each campus. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s), Teacher(s)	May 2018	(O)Time	Summative - Sign in sheets, agenda, and meeting notes. Completed Comprehensive Needs Assessment.

QUITMAN ISD

Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 2. By August 2018, QISD will employ 100% high quality faculty and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet the highly qualified requirements for all campus paraprofessionals. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Business Manager, Principal(s), Superintendent(s)	August-June	(O)Time, (S)Local Funds	Summative - Principal Attestations, TEA HQ reports.
2. Continue using the T-TESS process to support teachers in their professional growth and to provide evidence-based feedback to teachers. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1,2)	Principal(s)	August-June	(F)Title I, Part A	Summative - Teacher goals, walk throughs, and final observations.
3. Teachers of G/T students will complete the required amount of professional development yearly. (Title I SW: 3,4,10) (Target Group: GT) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Principal(s), Teacher(s)	August	(S)G/T	Summative - Certificates

QUITMAN ISD

Goal 1.   Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 3.   By the end of May 2018, the student attendance will be at or above 96.4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will monitor students' attendance and provide systematic procedures for notifying parents/guardians for students with excessive absences. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Attendance Clerk, Principal(s)	August-June	(O)Time	Summative - TAPR results.
2. Create and enforce a Truancy Prevention Plan to intervene with students in violation of the compulsory school attendance laws. (Title I SW: 9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Attendance Clerk, Principal(s)	August-June	(O)Time	Summative - Written plan and attendance percentages.

QUITMAN ISD

Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 4. QISD will provide an alternative education program for students at risk of dropping out of high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an online program for students at risk of dropping out of high school. (Title I SW: 9,10) (Target Group: AtRisk) (Strategic Priorities: 3)	Assistant Superintendent(s), Counselor(s), Principal(s), Superintendent(s), Teacher(s)	August-May	(S)State Compensatory	Summative - TAPR
2. Provide certified teacher(s) to assist at risk students with instruction. (Title I SW: 3,9) (Target Group: AtRisk) (Strategic Priorities: 3)	Principal(s), Superintendent(s)	August-May	(S)State Compensatory	Summative - Teacher certifications and graduation rates.

QUITMAN ISD

Goal 1.   Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 5.   QISD will provide a high quality Pre-K program for identified students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Pre-K teachers will be high quality teachers with the appropriate certification and professional development. (Title I SW: 3,7,10) (Target Group: PRE K) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Principal(s), Teacher(s)	August-May	(S)State Compensatory	Summative - Teacher certifications and professional development

QUITMAN ISD

Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 6. QISD will provide an on-site Discipline Alternative Education Program for students who require this placement for disciplinary reasons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Certified teacher(s) will assist students placed in the DAEP with coursework. (Title I SW: 3,9,10) (Target Group: AtRisk) (Strategic Priorities: 1,2)	Principal(s), Superintendent(s)	August-May	(S)State Compensatory	Summative - Teacher certifications.
2. QISD will provide an online program for students who are assigned to the DAEP for long term placements. (Title I SW: 9,10) (Target Group: AtRisk) (Strategic Priorities: 1,2)	Principal(s)	August-May	(S)State Compensatory	Summative - Grades and graduation rates from the DAEP.

QUITMAN ISD

Goal 2. Quitman ISD will provide safe and secure facilities, transportation,and technology conducive to student success.

Objective 1. Technology will be utilized to increase the level of engagement of students in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and upgrade computers and technology programs regularly. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 1,2,3)	Director of Technology, Principal(s), Teacher(s)	August-May	(O)Time, (S)Local Funds	Summative - Technology Work Orders and maintenance records.
2. Teachers will integrate technology into classroom instruction. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Instructional Specialist/Coach, Principal(s), Teacher(s)	August-May	(S)Instructional Materials Allotment, (S)Special Education, (S)State Compensatory	Summative - Lesson plans and walk-throughs
3. Utilize instructional technology resources to provide diagnostic and/or prescriptive support for all students. (Title I SW: 2,8,9) (Target Group: All) (Strategic Priorities: 1,2)	Instructional Specialist/Coach, Principal(s), Teacher(s)	August-June	(F)Title I, Part A, (S)Instructional Materials Allotment, (S)State Compensatory	Summative - Increased student performance in math and reading; report cards, state assessment results
4. Work with the Director of Technology to develop a long-range Technology Plan. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Director of Technology, Principal(s), Superintendent(s)	January-May	(O)Time, (S)Instructional Materials Allotment, (S)Local Funds, (S)Special Education, (S)State Compensatory	Summative - Technology Plan
5. Increase student access to technology through addition and/or replacement of technology devices and the acquisition of new technology tools. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Superintendent(s), Director of Technology, Superintendent(s)	August-June	(S)Local Funds	Summative - Technology inventory and plan evaluation

QUITMAN ISD

Goal 2. Quitman ISD will provide safe and secure facilities, transportation,and technology conducive to student success.

Objective 2. Ensure a healthy, safe, and secure learning environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train district staff members in emergency management procedures and school security. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s)	August-June	(S)Local Funds	Summative - Sign-in sheets, agenda, and meeting notes.
2. Update and maintain all emergency preparation manuals. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Transportation Director	May 2018	(O)Time	Summative - Updated manuals
3. Conduct routine safety drills as required. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Principal(s)	August-June	(O)Time	Summative - Report of drills
4. District level training will address Child Abuse and Neglect, Cyberbullying, Bullying, Sexual Harassment in the Workplace, Suicide Prevention, Bloodborne Pathogens, Mental Health, and any other required training. (Title I SW: 2,9,10) (Target Group: All)	Assistant Superintendent(s)	August-June	(S)Local Funds	Summative - Training certificates and program reports.
5. The SHAC will explore and support activities for health and wellness. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), School Nurse	4 meetings per yea	(O)Time	Summative - Committee notes and evaluation of health and wellness education and activities for students and staff
6. All campuses will participate in Red Ribbon Week. (Title I SW: 2,10) (Target Group: All)	Counselor(s), Principal(s)	October	(S)Local Funds	Summative - List of Red Ribbon Week sponsored events.
7. Continue to use a check-in system for all visitors to every campus. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 1)	Campus Receptionists, Director of Technology, Principal(s), Superintendent(s)	August-June	(S)Local Funds	Summative - Campus log in reports.
8. Conduct a safety audit walkthrough of each campus. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s)	May 2018	(O)Time	Summative - Written audit report
9. Create and monitor an anonymous online Bullying Tip Line at the district level and for each campus. (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent(s), Director of Technology	December	(S)Local Funds	Summative - A decline in bullying reports and transcripts from the tip line.

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Goal 3.   Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 1.   By May 2018, the percentage of teachers who respond positively to teacher survey about whether they are "feeling supported" will be at least 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide an online curriculum program for core teachers to use for teaching the Texas Essential Knowledge and Skills (TEKS). (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Instructional Specialist/Coach, Principal(s), Superintendent(s)	Weekly	(F)Title I, Part A - $7,700	Summative - Lesson plans, TEKS Resource System Reports, STAAR results.
2. Join the Region VII Academic Coop and Fine Arts Coop in order to provide high quality professional development to teachers. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Business Manager, Instructional Specialist/Coach, Principal(s), Superintendent(s), Teacher(s)	August-June	(F)Title I, Part A, (S)Local Funds, (S)State Compensatory	Formative - Certificates of Completion, UIL results, and STAAR results.
3. New principals will participate in the First Time Administrator's Academy. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Superintendent(s)	August-June	(O)Time	Summative - Certificates of Completion, Discipline records, surveys
4. All faculty and staff will receive relevant, required district level training in a user-friendly and managed platform. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Principal(s), School Nurse, Superintendent(s)	August-June	(S)Local Funds - $1,361	Summative - Certificates of Completion
5. Administer a survey to staff regarding staff development. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s)	April 2018	(S)Local Funds	Summative - Survey results.
6. Campus principals will assign mentors to new teachers to the district. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	August	(O)Time	Formative - T-TESS, walk-throughs, and conferences.
7. Subscribe to an online comprehensive training platform to deliver high quality, relevant, and research based professional development. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s)	August-June	(S)Local Funds	Summative - Program reports.
8. Provide a half day of district or campus level professional development at the end of each six weeks. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Assistant Superintendent(s), Instructional Specialist/Coach, Principal(s), Superintendent(s), Teacher(s)	August-June	(O)Time	Summative - Agendas and sign in sheets.
9. Teachers will receive technology training. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Director of Technology	Augsut-May	(S)Local Funds	Summative - Teacher satisfaction survey results.

QUITMAN ISD

Goal 4. Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 1. By May 2018, increase opportunities for parent, family, and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host parent nights at each campus. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Assistant Superintendent(s), Principal(s), Teacher(s)	August-June	(S)Local Funds	Summative - Visitor sign in sheets.
2. Conduct parent satisfaction surveys. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Superintendent(s), Principal(s)	May 2018	(S)Local Funds	Summative - Survey results.
3. Create with stakeholder input a Parent and Family Engagement Plan. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s)	December	(S)Local Funds	Summative - Meeting agenda and sign in sheets. Parent and Family Engagement Plan.
4. Involve and invite parents and community members in school activities and special events/presentations. Such as Veteran's Day Programs, Homecoming Activities, Band Concerts, Theatre Arts productions, Athletic Events, and Art Shows. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Band Director(s), Coaches, Superintendent(s), Teacher(s)	August-June	(O)Time, (S)Local Funds	Summative - Programs, documentation of events, number of parents and community members in attendance.
5. Strengthen volunteer programs and booster clubs. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Assistant Superintendent(s), Principal(s)	August-June	(S)Local Funds	Summative - Meeting agendas, volunteer lists, and sign-in sheets.
6. Encourage participation in Parent/Teacher organizations. (Title I SW: 6) (Target Group: All)	Principal(s), Teacher(s)	August-June	(S)Local Funds	Summative - Meeting agendas and sign-in sheets.
7. Parents, business members, and community members will serve on the district and campus excellence committees. (Title I SW: 6) (Target Group: All)	Principal(s), Superintendent(s)	August-June	(O)Time, (S)Local Funds	Summative - sign-in sheets and agendas.

QUITMAN ISD

Goal 4.   Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 2.   Publicize district and campus news, information, and student accomplishments to parents and community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the school's website and Facebook page to inform parents and community members of school events and news. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent(s), Director of Technology, Principal(s), Superintendent(s)	August-July	(S)Local Funds	Summative - Facebook page and website data.
2. Utilize a school messaging system to inform parents of school events, announcements, etc. (Title I SW: 6) (Target Group: All)	Director of Technology, Principal(s), Superintendent(s)	August-June	(S)Local Funds	Summative - Program reports, parent surveys.
3. Inform the news media of events and news from the district. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent(s), Principal(s), Superintendent(s)	August-July	(S)Local Funds	Summative - Newspaper clippings.
4. District will conduct annual Title 1 meetings to convey information about the Title 1 programs. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Principal(s)	September	(S)Local Funds	Summative - Sign in sheets, agendas, and meeting notes.
5. Post and update required information, such as the District and Campus Improvement Plans, State Accountability Report, Student Handbooks, Student Code of Conduct, Parent and Family Engagement Plans, SHAC meetings, and all other required postings. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Director of Technology	August-June	(S)Local Funds	Summative - Review of websites.

QUITMAN ISD

Goal 4. Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 3. By May 2018, 100% fulfillment of all required parent and family engagement requirements at the district and campus levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a Family Engagement Plan for Prekindergarten students. (Title I SW: 6) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal(s)	Fall 2017	(O)Time	Summative - Finalized Plan.
2. Develop and implement parent and family engagement plans at each campus. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Principal(s)	Fall 2017	(F)Title I, Part A, (O)Time	Summative - Completed plans.
3. Create and distribute Parent-School Compacts. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Principal(s)	Annually	(O)Time	Summative - Completed compacts and handbooks for distribution.
4. Provide instructional staff with professional development targeted at parent and family engagement. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Superintendent(s)	January 2018	(O)Time	Summative - Sign in sheets and agenda.

QUITMAN ISD

Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 1. Utilize digital resources to monitor student progress, disaggregate student data, and implement appropriate interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Use online programs to disaggregate data from STAAR, TELPAS, benchmarks and other local assessments to develop and implement appropriate interventions. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Assistant Superintendent(s), Business Manager, Core Subject Teachers, Instructional Specialist/Coach, Principal(s), Superintendent(s)	August-June	(F)Title I, Part A, (O)Time, (S)State Compensatory	Summative - Reports from programs
3. Provide online interventions for students who are identified as needing additional assistance or who are failing or in danger of failing a subject and/or grade level. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2)	Principal(s)	August-June	(S)State Compensatory	Summative - STAAR results and report cards.
4. Use Universal Screeners to monitor student grade equivalencies and individual progress. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	August-June	(S)Instructional Materials Allotment, (S)Local Funds	Summative - Program reports and STAAR results.

QUITMAN ISD

Goal 5.   Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 2.   By June 2018, all student groups will demonstrate at least one year's progress in academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support teachers to acquire certifications in G/T and ESL. (Title I SW: 1,3,4,10) (Target Group: ESL, GT)	Superintendent(s)	August-June	(S)Local Funds	Summative - Certifications
2. Review student records and diagnostic results to determine the most appropriate instructional arrangements for students served by special education. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2)	Counselor(s), Principal(s), SPED Teacher/Diagnosticians	August-June	(S)Special Education	Summative - Placement of students in the least restrictive environment.
3. Monitor the needs of Migrant students and address each need with instructional support. (Title I SW: 9) (Target Group: Migrant)	Assistant Superintendent(s)	August-June	(F)Title 1, Part C-Migrant - $946	Summative - STAAR results
4. Assistance will be provided to homeless students to help identified students meet academic success. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2,3)	District Homeless Liaison	August-June	(F)Title I, Part A	Summative - Student report cards and state assessment results.
5. Update G/T procedures manual and forms. (Title I SW: 10) (Target Group: GT)	Assistant Superintendent(s)	January	(O)Time	Summative - Updated manual and forms
6. Hire an instructional coach or interventionist on the elementary and junior high campuses to assist with struggling reading and math students. (Title I SW: 5,9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent(s), Instructional Specialist/Coach, Principal(s), Superintendent(s)	August-June	(F)Title I, Part A - $31,587, (S)Local Funds, (S)State Compensatory	Summative - STAAR results and Universal Screening reports
7. Continue membership in the Wood County Special Education SSA. (Title I SW: 10) (Target Group: SPED) (Strategic Priorities: 2)	Superintendent(s)	Yearly	(S)Special Education - $305,000	Summative - Contract.

QUITMAN ISD

Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 3. Work collaboratively from campus to campus to transition students and student information to the next campus the student will attend.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prekindergarten students will participate in a graduation program to celebrate their transition to Kindergarten. (Title I SW: 6,7) (Target Group: PRE K) (Strategic Priorities: 2)	Counselor(s), Principal(s), Teacher(s)	May	(S)Local Funds	Summative - Documentation of program and parent invitation.
2. Incoming sixth grade students and their parents will participate in a sixth grade orientation prior to the first day of classes. (Title I SW: 10) (Target Group: 5th) (Strategic Priorities: 2)	Principal(s)	August	(O)Time	Summative - Invitation, sign in sheets and agenda.
3. Incoming ninth grade students and their parents will participate in a ninth grade orientation prior to the first day of classes. (Title I SW: 10) (Target Group: 8th)	Principal(s)	August	(O)Time	Summative - Invitation, agenda, and sign in sheets.
4. Develop and implement a "Bulldog Academy" for students to learn the history of QISD and create standards for unity across campuses. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Band Director(s), Coaches, Counselor(s), Principal(s), Superintendent(s), Teacher(s)	August-June	(O)Time	Formative - Surveys and conversations with students.

QUITMAN ISD

Goal 5.   Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 4.   Provide successful transition for all students to post-secondary and career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer career interest surveys to eighth grade students. (Title I SW: 10) (Target Group: 8th)	Core Subject Teachers, Principal(s)	October	(O)Time	Summative - Survey results.
2. Continue to provide a coherent sequence of CTE courses. (Title I SW: 9) (Target Group: CTE, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Business Manager, CTE Director, Principal(s), Superintendent(s)	August-June	(F)Perkins	Summative - Perkins Compliance report
3. Continue partnerships with junior colleges to offer dual credit courses. (Target Group: 11th, 12th)	Assistant Superintendent(s)	August-June	(S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	Summative - Student schedules that reflect dual credit classes.
4. Counselor will provide career and college readiness information including state testing information, college entrance exams (PSAT, ACT, SAT), and college and career days/fairs. (Title I SW: 9) (Target Group: 11th, 12th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Website postings, and documentation of communication with parents.
5. Inform parents of junior high and high school students about graduation requirements, scheduling, degree/career planning. (Title I SW: 9,10) (Target Group: 9th, 10th, 11th, 12th, 7th , 8th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Website posting, documents, degree plans, and sign in sheets.
6. Conduct graduation plan meetings with parents of highs school and junior high school students as required. (Title I SW: 9,10) (Target Group: 9th, 10th, 11th, 12th, 7th , 8th) (Strategic Priorities: 3)	Counselor(s)	August-June	(S)Local Funds	Summative - Degree plans and record of meetings.
7. Continue to employ at the high school, a senior level teacher to assist students in attaining college credits in English. (Title I SW: 3,10) (Target Group: 11th, 12th) (Strategic Priorities: 3)	Principal(s)	August-June	(F)Title I, Part A, (S)Local Funds, (S)State Compensatory	Summative - Number of students enrolled the the classes, and the number of students who earn college credit.

2016-17 Texas Academic Performance Report

District Name: **QUITMAN ISD**

District Number: **250904**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Meets Requirements

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District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	72%	**95%**	*	100%	96%	-	-	-	*	83%	100%	*
	2016	73%	72%	**89%**	*	100%	90%	-	-	-	*	71%	87%	100%
Mathematics	2017	78%	77%	**98%**	*	100%	98%	-	-	-	*	83%	97%	*
	2016	75%	73%	**86%**	*	80%	88%	-	-	-	*	75%	81%	86%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	68%	**89%**	100%	92%	90%	-	-	-	*	85%	86%	100%
	2016	75%	74%	**91%**	*	78%	92%	-	-	-	100%	45%	90%	*
Mathematics	2017	76%	74%	**78%**	*	85%	78%	-	-	-	*	38%	71%	100%
	2016	73%	71%	**76%**	*	67%	79%	-	-	-	71%	*	71%	*
Writing	2017	65%	61%	**73%**	*	79%	74%	-	-	-	*	62%	72%	71%
	2016	69%	66%	**70%**	*	56%	74%	-	-	-	71%	*	61%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2017	82%	80%	**93%**	*	75%	97%	-	-	-	86%	64%	90%	*
	2016	81%	79%	**90%**	*	89%	90%	-	-	-	*	42%	86%	*
Mathematics	2017	87%	86%	**90%**	*	67%	95%	-	-	-	86%	*	88%	*
	2016	86%	84%	**95%**	*	95%	94%	-	-	-	*	67%	91%	*
Science	2017	74%	71%	**78%**	*	67%	82%	-	-	-	71%	*	76%	*
	2016	74%	71%	**81%**	*	74%	82%	-	-	-	*	50%	74%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	67%	**62%**	*	61%	61%	*	-	-	*	*	58%	*
	2016	69%	68%	**75%**	*	73%	78%	-	*	*	*	*	69%	*
Mathematics	2017	76%	74%	**76%**	*	61%	78%	*	-	-	*	*	64%	*
	2016	72%	71%	**67%**	*	55%	70%	-	*	*	*	60%	67%	*

Texas Academic Performance Report
2016-17 District Performance

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	73%	**78%**	*	90%	81%	*	*	*	*	*	74%	*
	2016	71%	68%	**77%**	*	83%	79%	*	-	-	*	*	73%	*
Mathematics	2017	70%	68%	**77%**	*	80%	79%	*	*	*	*	*	75%	*
	2016	69%	67%	**78%**	*	83%	77%	*	-	-	*	*	69%	*
Writing	2017	70%	68%	**66%**	*	80%	66%	*	*	*	*	*	64%	*
	2016	69%	69%	**78%**	*	83%	80%	*	-	-	*	*	73%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	85%	**91%**	*	85%	91%	*	-	-	100%	45%	92%	*
	2016	87%	87%	**83%**	*	64%	86%	*	*	*	*	45%	73%	*
Mathematics	2017	85%	85%	**91%**	*	92%	91%	*	-	-	*	45%	92%	*
	2016	82%	82%	**90%**	*	82%	90%	*	*	*	*	64%	86%	*
Science	2017	76%	73%	**73%**	*	54%	77%	*	-	-	*	*	73%	*
	2016	75%	72%	**68%**	*	64%	68%	*	*	*	*	*	63%	*
Social Studies	2017	63%	60%	**58%**	*	46%	66%	*	-	-	*	*	55%	*
	2016	63%	60%	**46%**	*	45%	44%	*	*	*	*	*	33%	*
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	63%	**68%**	*	43%	72%	*	*	*	-	33%	59%	*
	2016	65%	65%	**76%**	*	70%	75%	-	-	-	*	*	74%	*
English II	2017	66%	66%	**74%**	*	50%	78%	-	-	*	*	*	71%	*
	2016	67%	67%	**77%**	-	62%	80%	*	-	*	*	*	76%	-
Algebra I	2017	83%	82%	**74%**	*	67%	74%	*	*	*	-	47%	78%	*
	2016	78%	79%	**77%**	*	91%	75%	-	-	*	*	*	72%	*

Texas Academic Performance Report
2016-17 District Performance

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	86%	**83%**	*	86%	85%	*	*	*	-	53%	76%	*
	2016	87%	88%	**90%**	*	63%	93%	*	-	-	*	63%	82%	*
U.S. History	2017	91%	90%	**94%**	-	100%	93%	*	*	-	*	*	96%	-
	2016	91%	88%	**95%**	*	100%	96%	*	-	*	*	*	93%	-
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	74%	**79%**	66%	74%	81%	80%	80%	88%	76%	43%	76%	55%
	2016	75%	74%	**79%**	59%	78%	81%	67%	100%	78%	75%	39%	75%	57%
Reading	2017	72%	71%	**80%**	77%	72%	82%	*	*	*	78%	46%	77%	50%
	2016	73%	72%	**82%**	67%	79%	83%	*	*	*	74%	37%	79%	64%
Mathematics	2017	79%	78%	**83%**	74%	77%	84%	100%	*	*	82%	42%	80%	67%
	2016	76%	75%	**81%**	67%	81%	81%	*	*	*	75%	48%	77%	64%
Writing	2017	67%	65%	**70%**	*	79%	69%	*	*	*	56%	45%	68%	60%
	2016	69%	67%	**73%**	*	71%	77%	*	-	-	67%	*	67%	*
Science	2017	79%	77%	**78%**	*	69%	82%	*	*	*	75%	41%	75%	*
	2016	79%	77%	**80%**	*	68%	81%	*	*	*	100%	48%	73%	*
Social Studies	2017	77%	75%	**74%**	*	70%	79%	*	*	-	67%	33%	68%	*
	2016	77%	74%	**70%**	*	82%	68%	*	*	*	*	33%	61%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	43%	**45%**	33%	39%	47%	*	*	*	31%	20%	40%	32%
	2016	45%	39%	**42%**	*	38%	44%	*	*	*	33%	7%	33%	*
Reading	2017	48%	45%	**50%**	38%	44%	52%	*	*	*	45%	24%	44%	39%
	2016	46%	43%	**49%**	33%	43%	50%	*	*	*	43%	13%	38%	23%
Mathematics	2017	48%	44%	**42%**	37%	41%	42%	*	*	*	39%	18%	39%	29%
	2016	43%	38%	**36%**	*	27%	38%	*	*	*	35%	*	28%	*

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	33%	**28%**	*	29%	29%	*	*	*	*	27%	26%	*
	2016	41%	37%	**40%**	*	33%	45%	*	-	-	*	*	36%	*
Science	2017	52%	47%	**48%**	*	26%	53%	*	*	*	50%	21%	44%	*
	2016	47%	42%	**40%**	*	19%	44%	*	*	*	*	*	28%	*
Social Studies	2017	51%	46%	**47%**	*	45%	52%	*	*	-	*	*	37%	*
	2016	47%	40%	**42%**	*	42%	42%	*	*	*	*	*	29%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**17%**	11%	15%	18%	*	60%	*	8%	8%	14%	9%
	2016	18%	14%	**14%**	*	8%	16%	*	100%	*	*	5%	11%	*
Reading	2017	19%	16%	**19%**	*	18%	20%	*	*	*	16%	8%	15%	*
	2016	17%	14%	**16%**	*	12%	17%	*	*	*	*	*	14%	*
Mathematics	2017	23%	19%	**15%**	*	16%	16%	*	*	*	*	8%	13%	*
	2016	19%	15%	**13%**	*	7%	15%	*	*	*	*	*	10%	*
Writing	2017	12%	9%	**8%**	*	*	8%	*	*	*	*	*	5%	*
	2016	15%	11%	**15%**	*	*	17%	*	-	-	*	*	14%	*
Science	2017	19%	15%	**18%**	*	*	22%	*	*	*	*	*	15%	*
	2016	16%	13%	**11%**	*	*	14%	*	*	*	*	*	4%	*
Social Studies	2017	27%	22%	**18%**	*	*	18%	*	*	-	*	*	14%	*
	2016	22%	16%	**13%**	*	*	12%	*	*	*	*	*	12%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	60%	**56%**	*	53%	57%	*	*	*	45%	55%	54%	56%
	2016	62%	61%	**59%**	*	66%	58%	*	*	*	*	64%	60%	68%
Reading	2017	59%	58%	**53%**	*	50%	55%	*	*	*	*	65%	50%	48%
	2016	60%	59%	**58%**	*	67%	57%	*	*	*	*	63%	60%	73%

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	62%	**58%**	*	56%	59%	*	*	*	*	47%	59%	*
	2016	63%	62%	**60%**	*	66%	59%	*	*	*	*	66%	59%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**13%**	*	15%	13%	*	*	*	12%	19%	12%	17%
	2016	17%	15%	**12%**	*	15%	12%	*	*	*	*	17%	12%	18%
Reading	2017	17%	16%	**14%**	*	15%	14%	*	*	*	*	25%	12%	19%
	2016	16%	15%	**14%**	*	19%	13%	*	*	*	*	19%	15%	27%
Mathematics	2017	20%	18%	**12%**	*	14%	12%	*	*	*	*	14%	11%	*
	2016	17%	15%	**10%**	*	10%	10%	*	*	*	*	15%	8%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**45%**	*	*	45%	*	-	-	*	30%	40%	*
	2016	35%	34%	**37%**	*	36%	38%	-	-	-	-	23%	35%	*
Mathematics	2017	43%	43%	**51%**	*	47%	52%	-	-	-	*	27%	47%	*

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	72%	**69%**	**85%**	*	58%	91%	-	-	-	71%	64%	84%	*
Students Requiring Accelerated Instruction													
2017	28%	**31%**	**15%**	*	42%	9%	-	-	-	*	*	16%	*
STAAR Cumulative Met Standard													
2017	81%	**80%**	**93%**	*	75%	97%	-	-	-	86%	64%	90%	*
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	**80%**	**80%**	*	58%	85%	-	-	-	71%	*	78%	*
Students Requiring Accelerated Instruction													
2017	19%	**20%**	**20%**	*	42%	15%	-	-	-	*	82%	22%	*
STAAR Cumulative Met Standard													
2017	87%	**86%**	**90%**	*	67%	95%	-	-	-	86%	*	88%	*

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	76%	76%	82%	*	77%	85%	*	-	-	*	*	81%	*
Students Requiring Accelerated Instruction													
2017	24%	24%	18%	*	*	15%	*	-	-	*	70%	19%	*
STAAR Cumulative Met Standard													
2017	85%	85%	89%	*	77%	91%	*	-	-	100%	*	90%	*
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	74%	82%	*	85%	85%	*	-	-	*	*	83%	*
Students Requiring Accelerated Instruction													
2017	25%	26%	18%	*	*	15%	*	-	-	*	80%	17%	*
STAAR Cumulative Met Standard													
2017	85%	84%	91%	*	92%	91%	*	-	-	*	*	92%	*

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	74%	**79%**	-	-	-	-	-	55%	35%	74%	*	55%	55%
	2016	75%	74%	**79%**	-	-	-	-	-	57%	-	57%	-	57%	57%
Reading	2017	72%	71%	**80%**	-	-	-	-	-	52%	*	82%	*	52%	50%
	2016	73%	72%	**82%**	-	-	-	-	-	64%	-	64%	-	64%	64%
Mathematics	2017	79%	78%	**83%**	-	-	-	-	-	65%	*	82%	*	65%	67%
	2016	76%	75%	**81%**	-	-	-	-	-	64%	-	64%	-	64%	64%
Writing	2017	67%	65%	**70%**	-	-	-	-	-	60%	*	71%	-	60%	60%
	2016	69%	67%	**73%**	-	-	-	-	-	*	-	*	-	*	*
Science	2017	79%	77%	**78%**	-	-	-	-	-	*	*	*	*	*	*
	2016	79%	77%	**80%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	77%	75%	**74%**	-	-	-	-	-	*	*	-	-	*	*
	2016	77%	74%	**70%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	43%	**45%**	-	-	-	-	-	33%	*	50%	*	33%	32%
	2016	45%	39%	**42%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	48%	45%	**50%**	-	-	-	-	-	41%	*	67%	*	41%	39%
	2016	46%	43%	**49%**	-	-	-	-	-	23%	-	23%	-	23%	23%
Mathematics	2017	48%	44%	**42%**	-	-	-	-	-	31%	*	*	*	31%	29%
	2016	43%	38%	**36%**	-	-	-	-	-	*	-	*	-	*	*
Writing	2017	38%	33%	**28%**	-	-	-	-	-	*	*	*	-	*	*
	2016	41%	37%	**40%**	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	47%	**48%**	-	-	-	-	-	*	*	*	*	*	*
	2016	47%	42%	**40%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	46%	**47%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	40%	**42%**	-	-	-	-	-	*	-	*	-	*	*

Texas Academic Performance Report
2016-17 District Performance
Bilingual Education/English as a Second Language

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

(Current Year ELL Students)

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**17%**	-	-	-	-	-	10%	*	19%	*	10%	9%
	2016	18%	14%	**14%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	19%	16%	**19%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	14%	**16%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	23%	19%	**15%**	-	-	-	-	-	*	*	*	*	*	*
	2016	19%	15%	**13%**	-	-	-	-	-	*	-	*	-	*	*
Writing	2017	12%	9%	**8%**	-	-	-	-	-	*	*	*	-	*	*
	2016	15%	11%	**15%**	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	15%	**18%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	13%	**11%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	22%	**18%**	-	-	-	-	-	*	*	-	-	*	*
	2016	22%	16%	**13%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	60%	**56%**	-	-	-	-	-	69%	*	80%	*	69%	68%
	2016	62%	61%	**59%**	-	-	-	-	-	62%	-	62%	-	62%	62%
Reading	2017	59%	58%	**53%**	-	-	-	-	-	60%	*	70%	-	60%	60%
	2016	60%	59%	**58%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	64%	62%	**58%**	-	-	-	-	-	*	*	*	*	*	*
	2016	63%	62%	**60%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**13%**	-	-	-	-	-	23%	*	45%	*	23%	23%
	2016	17%	15%	**12%**	-	-	-	-	-	17%	-	17%	-	17%	17%
Reading	2017	17%	16%	**14%**	-	-	-	-	-	25%	*	50%	-	25%	25%
	2016	16%	15%	**14%**	-	-	-	-	-	*	-	*	-	*	*

Texas Academic Performance Report
2016-17 District Performance

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 07	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	18%	**12%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	15%	**10%**	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**45%**	-	-	-	-	-	*	*	*	-	*	*
	2016	35%	34%	**37%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	43%	**51%**	-	-	-	-	-	*	*	*	-	*	*

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	94%	95%	**94%**	86%	95%	94%	100%	100%	100%	95%	89%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	3%	5%	0%	0%	0%	5%	10%	7%	0%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	6%
Not Tested	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	92%	93%	96%	88%	75%	100%	82%	94%	92%	87%
Not Included in Accountability													
Mobile	4%	5%	**5%**	8%	6%	4%	12%	25%	0%	18%	6%	7%	13%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.0%	**96.4%**	97.3%	96.9%	96.4%	96.6%	*	*	95.3%	95.5%	96.3%	97.7%
2014-15	95.7%	95.8%	**96.4%**	97.2%	97.0%	96.3%	95.4%	*	*	96.6%	95.4%	96.2%	97.5%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.2%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
2014-15	0.3%	0.2%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.3%	**0.3%**	0.0%	0.0%	0.4%	0.0%	-	*	0.0%	3.4%	0.0%	*
2014-15	2.1%	1.2%	**0.3%**	0.0%	0.0%	0.4%	*	-	*	0.0%	3.3%	0.6%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	92.4%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.5%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	4.2%	2.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.2%	4.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	89.6%	92.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.8%	95.4%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2015													
Graduated	89.0%	92.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.6%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	4.1%	2.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	4.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	89.6%	93.5%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.7%	95.7%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	94.3%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received GED	0.8%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.2%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.7%	4.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	92.1%	95.1%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	93.3%	95.6%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2014													
Graduated	90.4%	93.9%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Received GED	1.0%	0.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.3%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	4.7%	**2.3%**	*	0.0%	2.7%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	91.5%	94.8%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	92.8%	95.3%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	94.1%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Received GED	1.2%	1.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	4.6%	**2.3%**	*	0.0%	2.7%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	92.2%	95.1%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Grads, GED, & Cont	92.8%	95.4%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Class of 2013													
Graduated	90.9%	94.0%	**98.9%**	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
Received GED	1.4%	1.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	7.2%	4.8%	**1.1%**	0.0%	0.0%	1.3%	-	-	-	-	0.0%	3.0%	-
Graduates and GED	92.3%	95.0%	**98.9%**	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
Grads, GED, & Cont	92.8%	95.2%	**98.9%**	100.0%	100.0%	98.7%	-	-	-	-	100.0%	97.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	92.4%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2015	89.0%	92.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	94.3%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2014	90.4%	93.9%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	94.1%	**97.7%**	*	100.0%	97.3%	-	-	-	*	100.0%	100.0%	-
Class of 2013	90.9%	94.0%	**97.9%**	100.0%	88.9%	98.7%	-	-	-	-	100.0%	94.1%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	83.6%	**83.9%**	*	88.9%	82.4%	-	-	-	*	33.3%	77.8%	-
Class of 2015	86.1%	83.3%	**84.0%**	*	93.8%	80.8%	-	-	-	*	33.3%	69.2%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	18.5%	**0.0%**	-	*	*	-	-	-	-	-	0.0%	-
Class of 2015	3.5%	3.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	67.7%	**33.3%**	-	*	*	-	-	-	-	-	20.0%	-
Class of 2015	38.7%	47.8%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	83.9%	**79.4%**	*	72.7%	80.0%	-	-	-	*	33.3%	68.8%	-
Class of 2015	84.1%	80.4%	**84.0%**	*	93.8%	80.8%	-	-	-	*	33.3%	69.2%	-

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	82.7%	**81.8%**	*	88.9%	81.1%	-	-	-	*	50.0%	75.9%	-
2014-15	84.3%	82.0%	**84.2%**	*	93.8%	81.1%	-	-	-	*	33.3%	68.2%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	19.7%	**0.0%**	-	*	*	-	-	-	-	-	0.0%	-
2014-15	3.5%	3.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	66.3%	**33.3%**	-	*	*	-	-	-	-	-	20.0%	-
2014-15	37.3%	47.2%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	83.2%	**77.8%**	*	72.7%	78.9%	-	-	-	*	50.0%	67.6%	-
2014-15	82.2%	79.1%	**84.2%**	*	93.8%	81.1%	-	-	-	*	33.3%	68.2%	-
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	47.6%	**48.1%**	*	46.9%	50.0%	*	-	*	*	7.7%	43.5%	-
2014-15	54.5%	46.7%	**38.6%**	60.0%	42.9%	35.2%	-	-	-	*	0.0%	25.5%	-
English Language Arts													
2015-16	30.1%	22.6%	**26.2%**	*	31.3%	25.0%	*	-	*	*	0.0%	23.9%	-
2014-15	29.0%	21.0%	**16.5%**	0.0%	21.4%	15.6%	-	-	-	*	0.0%	17.1%	-
Mathematics													
2015-16	43.1%	37.7%	**31.7%**	*	23.3%	34.7%	*	-	*	*	0.0%	28.6%	-
2014-15	43.8%	38.2%	**35.4%**	*	36.4%	31.3%	-	-	-	*	0.0%	17.6%	-
Science													
2015-16	12.2%	7.0%	**0.0%**	*	0.0%	0.0%	*	-	*	*	*	0.0%	-
2014-15	12.7%	8.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
Social Studies													
2015-16	29.0%	20.6%	**20.0%**	*	12.9%	22.7%	*	-	*	*	0.0%	11.8%	-
2014-15	28.4%	20.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	28.1%	**23.4%**	20.0%	27.8%	23.2%	*	-	*	18.2%	4.2%	21.3%	*
2014-15	34.6%	27.0%	**17.9%**	50.0%	20.0%	16.5%	*	-	*	30.0%	0.0%	10.1%	-
English Language Arts													
2015-16	16.2%	12.7%	**12.5%**	0.0%	18.9%	11.3%	*	-	*	20.0%	0.0%	11.8%	*
2014-15	15.7%	11.5%	**7.5%**	0.0%	10.0%	7.0%	*	-	*	10.0%	0.0%	6.4%	-
Mathematics													
2015-16	19.3%	16.7%	**14.8%**	20.0%	13.7%	15.4%	*	-	*	11.1%	0.0%	13.7%	*
2014-15	19.4%	16.8%	**14.7%**	60.0%	14.8%	13.1%	*	-	*	30.0%	0.0%	5.8%	-

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Texas Academic Performance Report
2016-17 District Attendance and Postsecondary Readiness

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	2.8%	**0.0%**	*	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	*
2014-15	5.2%	3.1%	**0.0%**	*	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
Social Studies													
2015-16	20.8%	12.8%	**10.2%**	0.0%	8.0%	11.2%	*	-	*	11.1%	0.0%	6.1%	*
2014-15	19.5%	12.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	-
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	47.8%	**70.5%**	*	50.0%	76.5%	-	-	-	*	*	63.2%	-
2014-15	42.0%	39.0%	**35.0%**	*	25.0%	38.0%	-	-	-	*	*	15.0%	-
Mathematics													
2015-16	44.6%	41.3%	**34.1%**	*	12.5%	38.2%	-	-	-	*	*	31.6%	-
2014-15	38.0%	34.0%	**31.0%**	*	25.0%	32.0%	-	-	-	*	*	15.0%	-
Both Subjects													
2015-16	38.7%	33.6%	**34.1%**	*	12.5%	38.2%	-	-	-	*	*	31.6%	-
2014-15	35.0%	31.0%	**31.0%**	*	25.0%	32.0%	-	-	-	*	*	15.0%	-
Either Subject													
2015-16	56.4%	55.1%	**70.5%**	*	50.0%	76.5%	-	-	-	*	*	63.2%	-
2014-15	45.0%	41.0%	**35.0%**	*	25.0%	38.0%	-	-	-	*	*	15.0%	-
College and Career Ready Graduates													
2015-16	75.9%	79.1%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
2014-15	74.5%	77.4%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	22.4%	**41.7%**	*	36.4%	43.9%	-	-	-	*	0.0%	35.3%	-
2014-15	10.6%	8.3%	**6.6%**	*	0.0%	9.4%	-	-	-	*	0.0%	0.0%	-
Mathematics													
2015-16	18.1%	18.3%	**18.1%**	*	9.1%	19.3%	-	-	-	*	0.0%	17.6%	-
2014-15	7.1%	5.5%	**5.3%**	*	0.0%	7.5%	-	-	-	*	0.0%	0.0%	-
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	41.5%	**34.7%**	*	18.2%	38.6%	-	-	-	*	0.0%	29.4%	-
2014-15	48.1%	37.7%	**39.5%**	*	25.0%	41.5%	-	-	-	*	0.0%	9.1%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	19.0%	**2.8%**	*	0.0%	3.5%	-	-	-	*	0.0%	0.0%	-
2014-15	10.6%	15.2%	**18.4%**	*	0.0%	20.8%	-	-	-	*	0.0%	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	25.3%	**20.8%**	*	18.2%	21.1%	-	-	-	*	0.0%	23.5%	-
2014-15	43.4%	24.8%	**17.1%**	*	25.0%	15.1%	-	-	-	*	0.0%	9.1%	-

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	60.4%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
2014-15	46.6%	60.5%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	11.9%	**17.8%**	*	21.9%	16.5%	*	-	*	*	n/a	15.4%	n/a
2015	24.9%	11.7%	**14.8%**	0.0%	23.1%	12.1%	-	-	-	*	n/a	14.5%	n/a
English Language Arts													
2016	15.5%	6.6%	**17.8%**	*	21.9%	16.5%	*	-	*	*	n/a	15.4%	n/a
2015	15.1%	6.4%	**13.4%**	0.0%	19.2%	12.1%	-	-	-	*	n/a	14.5%	n/a
Mathematics													
2016	6.8%	2.4%	**0.0%**	*	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
2015	6.8%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2016	10.4%	3.9%	**0.0%**	*	0.0%	0.0%	*	-	*	*	n/a	0.0%	n/a
2015	10.2%	4.3%	**0.7%**	0.0%	0.0%	0.9%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2016	14.8%	5.9%	**0.6%**	*	0.0%	0.9%	*	-	*	*	n/a	0.0%	n/a
2015	14.4%	5.8%	**1.4%**	0.0%	3.8%	0.9%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	40.4%	**14.3%**	-	0.0%	21.1%	-	-	-	*	n/a	0.0%	n/a
2015	49.1%	35.4%	**42.9%**	-	16.7%	46.2%	-	-	-	*	n/a	22.2%	n/a
English Language Arts													
2016	43.3%	41.3%	**14.3%**	-	0.0%	21.1%	-	-	-	*	n/a	0.0%	n/a
2015	43.7%	37.2%	**36.8%**	-	20.0%	38.5%	-	-	-	*	n/a	22.2%	n/a
Social Studies													
2016	41.6%	30.0%	*	-	-	*	-	-	-	-	n/a	-	n/a
2015	40.1%	22.9%	*	-	*	*	-	-	-	-	n/a	-	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	55.9%	**52.8%**	*	54.5%	52.6%	-	-	-	*	n/a	44.1%	n/a
Class of 2015	68.3%	53.1%	**73.7%**	*	75.0%	71.7%	-	-	-	*	n/a	64.0%	n/a
At/Above Criterion													
Class of 2016	22.5%	19.4%	**10.5%**	*	0.0%	13.3%	-	-	-	*	n/a	0.0%	n/a
Class of 2015	24.3%	21.1%	**21.4%**	*	25.0%	18.4%	-	-	-	*	n/a	18.8%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1397	**1319**	*	1223	1353	-	-	-	*	n/a	1276	n/a
Class of 2015	1394	1409	**1426**	*	1498	1403	-	-	-	*	n/a	1388	n/a

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average SAT Score													
English Language Arts and Writing													
Class of 2016	903	919	**879**	*	810	907	-	-	-	*	n/a	853	n/a
Class of 2015	912	924	**944**	*	1010	923	-	-	-	*	n/a	922	n/a
Mathematics													
Class of 2016	472	478	**441**	*	413	447	-	-	-	*	n/a	423	n/a
Class of 2015	482	485	**483**	*	488	480	-	-	-	*	n/a	466	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	19.7	**19.4**	*	18.0	19.9	-	-	-	*	n/a	19.3	n/a
Class of 2015	20.6	20.0	**19.3**	*	17.9	19.7	-	-	-	*	n/a	17.6	n/a
English Language Arts													
Class of 2016	19.8	19.4	**19.6**	*	17.4	20.3	-	-	-	*	n/a	19.7	n/a
Class of 2015	20.1	19.7	**19.4**	*	17.9	19.8	-	-	-	*	n/a	17.1	n/a
Mathematics													
Class of 2016	20.5	19.6	**19.0**	*	17.6	19.2	-	-	-	*	n/a	18.2	n/a
Class of 2015	20.9	19.9	**18.5**	*	16.6	19.0	-	-	-	*	n/a	17.4	n/a
Science													
Class of 2016	20.5	20.0	**18.8**	*	19.2	18.9	-	-	-	*	n/a	18.9	n/a
Class of 2015	20.7	20.2	**19.4**	*	17.9	19.7	-	-	-	*	n/a	17.7	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	52.8%	**47.4%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	54.5%	**45.8%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	54.5%	**62.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	70.2%	**84.8%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Total Students:	1,112	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	13,821	0.3%
Pre-Kindergarten	46	4.1%	223,833	4.2%
Kindergarten	67	6.0%	371,682	7.0%
Grade 1	86	7.7%	395,568	7.4%
Grade 2	79	7.1%	408,582	7.6%
Grade 3	67	6.0%	412,581	7.7%
Grade 4	77	6.9%	410,882	7.7%
Grade 5	101	9.1%	400,016	7.5%
Grade 6	100	9.0%	398,017	7.4%
Grade 7	92	8.3%	396,001	7.4%
Grade 8	79	7.1%	392,231	7.3%
Grade 9	93	8.4%	431,486	8.1%
Grade 10	77	6.9%	395,057	7.4%
Grade 11	68	6.1%	363,655	6.8%
Grade 12	80	7.2%	330,422	6.2%
Ethnic Distribution:				
African American	26	2.3%	673,291	12.6%
Hispanic	183	16.5%	2,802,180	52.4%
White	848	76.3%	1,499,559	28.1%
American Indian	8	0.7%	20,701	0.4%
Asian	5	0.4%	224,834	4.2%
Pacific Islander	3	0.3%	7,687	0.1%
Two or More Races	39	3.5%	115,582	2.2%
Economically Disadvantaged	615	55.3%	3,155,117	59.0%
Non-Educationally Disadvantaged	497	44.7%	2,188,717	41.0%
English Language Learners (ELL)	53	4.8%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	15	1.2%	74,803	1.4%
At-Risk	503	45.2%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	112		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	60	53.6%	207,935	44.5%
Students with Physical Disabilities	23	20.5%	102,283	21.9%
Students with Autism	5	4.5%	58,444	12.5%
Students with Behavioral Disabilities	24	21.4%	93,082	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	5,867	1.3%

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Graduates (Class of 2016):				
Total Graduates	72	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	2	2.8%	41,084	12.7%
Hispanic	11	15.3%	157,633	48.6%
White	57	79.2%	104,551	32.2%
American Indian	0	0.0%	1,280	0.4%
Asian	0	0.0%	13,481	4.2%
Pacific Islander	0	0.0%	449	0.1%
Two or More Races	2	2.8%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	12	16.7%	42,804	13.2%
Recommended H.S. Program/DAP	54	75.0%	254,625	78.5%
Foundation High School Plan (No Endorsement)	4	5.6%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	2	2.8%	13,904	4.3%
Special Education Graduates	6	8.3%	23,325	7.2%

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.5%	1.8%	25.0%	7.7%
Grade 1	7.1%	3.8%	0.0%	6.8%
Grade 2	7.0%	2.4%	0.0%	3.1%
Grade 3	4.5%	1.6%	0.0%	1.2%
Grade 4	2.2%	0.8%	0.0%	0.7%
Grade 5	0.0%	0.4%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.7%
Grade 7	0.0%	0.7%	6.7%	0.8%
Grade 8	0.0%	0.5%	0.0%	0.9%

	---------- District ----------		----------- State -----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	16.5	18.8
Grade 1	17.0	18.8
Grade 2	19.1	18.9
Grade 3	16.2	19.0
Grade 4	18.8	19.0
Grade 5	24.8	20.9
Grade 6	17.3	20.4
Secondary:		
English/Language Arts	12.5	16.8
Foreign Languages	13.1	18.7
Mathematics	12.8	18.0
Science	14.4	19.0
Social Studies	13.3	19.4

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	163.5	100.0%	705,007.9	100.0%
Professional Staff:	106.0	64.8%	451,253.5	64.0%
Teachers	88.0	53.9%	352,756.1	50.0%
Professional Support	9.0	5.5%	70,392.1	10.0%
Campus Administration (School Leadership)	6.0	3.6%	20,492.1	2.9%
Central Administration	3.0	1.8%	7,613.2	1.1%
Educational Aides:	15.8	9.7%	67,934.0	9.6%
Auxiliary Staff:	41.6	25.5%	185,820.3	26.4%
Total Minority Staff:	7.2	4.4%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	2.3%	35,986.3	10.2%
Hispanic	1.0	1.1%	93,694.5	26.6%
White	85.0	96.6%	211,028.1	59.8%
American Indian	0.0	0.0%	1,243.7	0.4%
Asian	0.0	0.0%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	0.0	0.0%	3,898.4	1.1%
Males	24.1	27.3%	83,544.8	23.7%
Females	64.0	72.7%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.1%	4,333.3	1.2%
Bachelors	73.0	83.0%	262,745.0	74.5%
Masters	14.0	15.9%	83,426.6	23.6%
Doctorate	0.0	0.0%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.1%	27,413.0	7.8%
1-5 Years Experience	24.0	27.3%	98,846.9	28.0%
6-10 Years Experience	19.0	21.6%	73,646.0	20.9%
11-20 Years Experience	20.4	23.2%	98,156.2	27.8%
Over 20 Years Experience	23.7	26.9%	54,694.0	15.5%
Number of Students per Teacher	12.6	n/a	15.1	n/a

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	21.3	19.5
Average Years Experience of Principals with District	16.3	12.2
Average Years Experience of Assistant Principals	21.7	15.7
Average Years Experience of Assistant Principals with District	17.9	10.1
Average Years Experience of Teachers:	12.8	10.9
Average Years Experience of Teachers with District:	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$34,999	$46,199
1-5 Years Experience	$36,271	$48,779
6-10 Years Experience	$40,220	$51,184
11-20 Years Experience	$48,453	$54,396
Over 20 Years Experience	$53,140	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$44,466	$52,525
Professional Support	$51,870	$61,728
Campus Administration (School Leadership)	$72,709	$76,471
Central Administration	$90,963	$100,397
Instructional Staff Percent:	63.0%	64.6%
Turnover Rate for Teachers:	19.8%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

District Name: QUITMAN ISD
County Name: WOOD
District Number: 250904

	--------------- District ---------------		----------------- State -----------------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Student Enrollment by Program:				
Bilingual/ESL Education	51	4.6%	1,005,219	18.8%
Career & Technical Education	355	31.9%	1,336,684	25.0%
Gifted & Talented Education	45	4.0%	415,641	7.8%
Special Education	112	10.1%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.7%	21,143.9	6.0%
Career & Technical Education	9.1	10.3%	15,992.3	4.5%
Compensatory Education	7.8	8.8%	9,777.0	2.8%
Gifted & Talented Education	0.3	0.4%	6,556.8	1.9%
Regular Education	61.4	69.7%	256,918.3	72.8%
Special Education	6.0	6.8%	30,361.9	8.6%
Other	2.0	2.3%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   Indicates zero observations reported for this group.
'n/a'   Indicates data reporting is not applicable for this group.
'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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Strategy 1: Professional Development   Quitman ISD will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identfication and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Quitman ISD and ESC Migrant Contacts	September, 2017 and April, 2018	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Quitman ISD and ESC Migrant Contacts	September, 2017 and April, 2018	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Created: 04/01/2015

Revised: 05/18/2017

Strategy 2: Identification and Recruitment Process   ESC 7 and Quitman ISD will actively, accurately and effectively identify and recruit   migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year.	Quitman ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Quitman ISD and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project Quitman ISD and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Quitman ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

Created: 04/01/2015

Revised: 05/18/2017

Identification and Recruitment
Action Plan 2017-2018

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additonal information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2017-November 1, 2017. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Created: 04/01/2015

Revised: 05/18/2017

**Identification and Recruitment
Action Plan 2017-2018**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibilty Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Quitman ISD send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and Quitman ISD	May, 2018	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and Quitman ISD	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2018	COEs, TEA guidance	TEA report

Created: 04/01/2015

Revised: 05/18/2017

Identification and Recruitment
Action Plan 2017-2018

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Created: 04/01/2015

Reviewed: 05/18/2017

Revised: 05/18/2017

Identification and Recruitment
Action Plan 2017-2018

Strategy 3: Family and Community Relations and Coordination   Region 7 Project and SSA Quitman ISD will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionaire	ESC and Quitman ISD	September - October 2016	Questionaire and listserv	Completed questionaire
	Gather data	ESC and Quitman ISD	November, 2016	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Quitman ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Quitman ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

Criteria for determining Priority for Service Students

Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplmental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.	**Grades 3-12** Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.

Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2017-July, 2018	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by district Migrant Contact	District Migrant Contact	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the ESC 7 MEP.	Within 5 days of receipt	District Migrant Contact, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report

Created: 04/01/2015

Revised: 05/18/2017

Provide Federal, State and Local programs and services for PFS students: ESL.	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
The district's Title I Migrant Coordinator/MEP staff will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	District Staff	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to ESC 7 MEP for grades 9-12. District submits End of Year grades for grades 6-8 to ESC 7 MEP.	Within 5 days of the end of the semester or year	District Migrant Contact	Grades Report from NGS
Migrant Contact reports late enrollment or early withdrawal to ESC 7 MEP.	Within 5 days of enrollment or withdrawal	District Migrant Contact	Enrollment or withdrawal form, NGS report
The *district's Title I Migrant Coordinator* will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities	End of each month	District Migrant Contact	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2017 through May, 2018	ESC MEP	A Bright Beginning documentation

Created: 04/01/2015

Revised: 05/18/2017

Quitman ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting	After School Board approval	District Migrant Contact	A copy of the District Improvement Plan

Quitman Independent School District
Parent and Family Engagement Plan
2017-2018

In support of strengthening student academic achievement, Quitman Independent School District receives Title I, Part A funds, and therefore, must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes QISD's expectations for parent and family engagement and describes how QISD will implement a number of specific parent and family engagement activities, and is incorporated into QISD's plan submitted to the Texas Education Agency (TEA).

The Quitman Independent School District agrees to implement the following statutory requirements:

➢ The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

➢ Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.

➢ The school district will incorporate this district wide parent and family engagement policy into its District Improvement Plan developed under section 1112 of the ESEA.

➢ In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, who are economically disadvantaged, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

➢ If the District Improvement Plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

➢ The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

> ❖ *Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
>
>> *(A) that parents play an integral role in assisting their child's learning;*
>>
>> *(B) that parents are encouraged to be actively involved in their child's education at school;*
>>
>> *(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
>>
>> *(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Jointly Developed

The Quitman Independent School District will take the following actions to involve parents in the joint development of its district wide parent and family engagement plan:

- ✓ Stakeholders will be given an opportunity to provide input by completing the Title I District Annual Survey
- ✓ Communicate with parents via district and campus websites, district and campus Facebook pages, flyers, campus newsletters, newspaper postings, and/or Title I Parent Engagement Meetings
- ✓ Conduct a Parent and Family Engagement Annual Meeting

The Quitman Independent School District will take the following actions to involve parents in the process of school review and improvement:

- ✓ Conduct the Annual Title 1 School-wide Meeting and two (2) District Excellence Committee (site-based decision making) meetings
- ✓ Provide parents an opportunity to share on-going feedback
- ✓ Provide interpreters/translators for parents during meetings as requested
- ✓ Share revised plans on district and school website and at all Title 1 Annual meetings

Technical Assistance

The Quitman Independent School District will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- ✓ Central Office Support for Parental Engagement – Assistant Superintendent, Homeless Liaison, Federal Programs Director, Migrant Coordinator
- ✓ Title 1 Updates shared at principals' meetings as needed

Coordination of Services

The Quitman Independent School District will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies under the following other programs: Homeless, English Language Learners, Migrant Education Program, and High Quality Pre-K.

Annual Evaluation

The Quitman Independent School District will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- ✓ Obtain feedback from parents and family members via a district-wide survey made available on the district's website
- ✓ Evaluation of data from the Assistant Superintendent regarding the effectiveness of programs offered, parent attendance at district and campus parent and family events
- ✓ State assessment results intended so show at least one year's growth for every student

Building Capacity

The Quitman Independent School District will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ✓ The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

  - the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,

- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

✓ The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement.

✓ The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other programs, and conduct other activities, such as parent nights, that encourage and support parents in more fully participating in the education of their children.

✓ The school district will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Building Capacity of Staff

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Adoption

This District Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by the District Survey on the district website, the District Excellence Committee (DEC) agenda, and the DEC sign in sheets.

This plan was adopted by the Quitman ISD on 11/08/2017 and will be in effect for the 2017-2018 school year. The school district will distribute this plan to all parents of participating Title I, Part A children via the district website and Facebook page on or before November 30, 2017.

Angela Brown
Signature of Authorized Official

_11/8/17_
Date

17-18 BUDGETED AMOUNTS - DISTRICT PLAN

G.T.	PAYROLL		CONTRACTED SERVICES		SUPPLIES		TRAVEL
	61XX		**62XX**		**63XX**		**64XX**
DISTRICT	34,582.00		0.00		402.00		1,548.00
	1- ELEM - PARTIAL - TEACHER						
	1 - JH - PARTIAL - TEACHER						
	1- ELEM - PARTIAL - TEACHER						
CTE	**61XX**		**62XX**		**63XX**		**64XX**
DISTRICT	506,886.00		9,810.00		105,190.00		5,700.00
	8 - HS - FULL TIME - TEACHERS						
	9 HS - PARTIAL - TEACHERS						
SPECIAL ED	**61XX**		**62XX**		**63XX**		**64XX**
DISTRICT	346,945.00		6,200.00		6,325.00	***	306,775.00
*** $305,000 PAID OUT OF FUNCTION 93 - WOOD COUNTY COOP.							
	1 - ELEM - TEACHER						
	4.5 - ELEM - PARAS						
	2 - JH PARTIAL - TEACHERS		46%				
	1 - JH - TEACHER						
	4 - HS PARTIAL - TEACHERS		54%				
COMP ED	61XX		62XX		63XX		64XX
DISTRICT	407,411.00		6,010.00		21,365.24		400.00
COMP ED	3.5 - ELEM - PARAS						
	2 - ELEM - TEACHERS						
	8 - JH - TEACHERS PARTIAL						
	9 - HS - TEACHERS PARTIAL						
AEP	82,477.00		0.00		3,364.13		0.00
	2 - HS - TEACHERS PARTIAL						
DAEP	69,888.00		500.00		4,960.63		200.00
	3 - JH/HS - TEACHERS PARTIAL						
PRE-K	193,242.00		0.00		1,500.00		400.00
	3 - ELEM - TEACHERS						
	2 - ELEM - PARAS						
PIC 25 BILINGUAL	**61XX**		**62XX**		**63XX**		**64XX**

DISTRICT	17,283.00		200.00		1,600.00		300.00
	1 - ELEM PARTIAL						
TITLE I, PART A	**61xx**		**62xx**		**63xx**		**64xx**
FUND 211							
DISTRICT	177,659.34		32,595.00		0.00		0.00
	1 - HS - TEACHER (MAY CHANGE)						
	1 -JH - PARA						
	2 - ELEM - TEACHERS						
	1 - ELEM - TEACHER - PARTIAL						
TITLE II, PART A	**61xx**		**62xx**		**63xx**		**64xx**
FUND 255							
DISTRICT	31,587.00		0.00		0.00		0.00
	1 - ELEM - PARTIAL						
CAREER & TECHNICAL	**61xx**		**62xx**		**63xx**		**64xx**
FUND 244							
DISTRICT	0.00		0.00		3,320.00		0.00
TITLE IV, PART A	**61xx**		**62xx**		**63xx**		**64xx**
FUND 289							
DISTRICT	10,000.00						
	1 - ELEM - PARTIAL						
FUND 410 - IMA							
DISTRICT	0.00		5,741.00		82,234.12		0.00
	NO PR						
As of 01/04/2018							