

Cushing ISD 2019-2020

District Improvement Plan

2019-2020 School Year

Committee Members - Planning and Decision Making

| Name | Title | Campus / District | Term Ends |
|----------------------|--------------------------|---------------------------|-----------|
| Davis, Michael | Superintendent | Cushing ISD | |
| Jackson, Stefani | Elementary Principal | Cushing Elementary School | |
| Gresham, Andy | High School Principal | Cushing High School | |
| Smelley, Shane | Junior High Principal | Cushing High School | |
| Russell, Angela | Teacher | Cushing Elementary School | 5-2020 |
| Santos, Moises | Teacher | Cushing Elementary School | 5-2020 |
| Beddingfield, Shelia | Teacher | Cushing High School | 5-2020 |
| Ray, Ron | Parent | Cushing ISD | 5-2020 |
| Levings, Marlene | Parent | Cushing ISD | 5-2020 |
| McCormack, Linda | Community Representative | Cushing ISD | 5-2020 |
| Jackson, Charley | Business Representative | Cushing ISD | 5-2020 |
| Johnson, Shane | CISD Chief of Police | Cushing ISD | 5-2020 |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|------------------|---------------------------|---------------------------|
| Davis, Michael | Superintendent | Cushing ISD |
| Jackson, Stefani | Elementary Principal | Cushing Elementary School |
| Smelley, Shane | Junior High Principal | Cushing High School |
| Gresham, Andy | High School Principal | Cushing High School |
| Smith, Tammy | Administrative Assistant | Cushing ISD |
| Ivy, Starla | Secretary | Cushing Elementary School |
| Davis, Brandy | Secretary | Cushing High School |
| Lee, Martha | Business Manager | Cushing ISD |
| Gresham, Gina | Counselor | Cushing ISD |
| Gresham, Gina | Homeless Liaison | Cushing ISD |
| Johnson, Shane | Nurse | Cushing ISD |
| Poskey, Valori | Library Aide | Cushing Elementary School |
| Davis, Chris | Librarian | Cushing High School |
| Simmons, Amy | Dyslexia Coordinator | Cushing ISD |
| Copeland, Casey | Technology Director | Cushing ISD |
| Fannin, Foster | Band Director | Cushing ISD |
| Smelley, Shane | Athletic Director | Cushing ISD |
| Derby, Denise | Food Services Director | Cushing ISD |
| Johnson, Shane | Transportation Director | Cushing ISD |
| Johnson, Shane | Security Resource Officer | Cushing ISD |
| Downs, Nikki | Special Education Teacher | Cushing Elementary School |
| Tamez, Jeremy | Special Education Teacher | Cushing High School |
| Kerr, Joe | Special Education Teacher | Cushing High School |
| Ullom, Verne | Special Education Teacher | Cushing High School |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|-----------------|-------------------------|---------------------------|
| Ray, Michelle | PK Teacher | Cushing Elementary School |
| Evans, Courtney | PK Teacher | Cushing Elementary School |
| Russell, Donna | Rtl Teacher | Cushing Elementary School |
| Cruz, Dee | Rtl Teacher | Cushing Elementary School |
| Davis, Jason | Credit Recovery Teacher | Cushing High School |

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| *All Students* | 71.00 | 77.00 | 83.00 | 74.00 | 69.00 | 75.00 | 85.00 | 90.00 | 95.00 | 100.00 |
| Economically Disadvantaged | 65.00 | 73.00 | 77.00 | 69.00 | 70.00 | 0.00 | 85.00 | 90.00 | 95.00 | 100.00 |
| Hispanic | 0.00 | 0.00 | 0.00 | 0.00 | 67.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 63.00 | 75.33 | 87.67 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 75.00 | 0.00 | 0.00 | 71.00 | 80.67 | 90.33 | 100.00 |
| White | 71.00 | 80.00 | 87.00 | 75.00 | 71.00 | 76.00 | 84.00 | 89.33 | 94.67 | 100.00 |

Grade: **5th, 8th-12th**

STAAR Science

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|-------|-------|--------|--------|--------|-------|-------|--------|--------|--------|
| *All Students* | 91.00 | 88.00 | 84.00 | 81.00 | 81.00 | 70.00 | 90.00 | 93.33 | 96.67 | 100.00 |
| African American | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 69.00 | 79.33 | 89.67 | 100.00 |
| Economically Disadvantaged | 87.00 | 85.00 | 81.00 | 75.00 | 72.00 | 60.00 | 87.00 | 91.33 | 95.67 | 100.00 |
| English Language Learners | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 94.00 | 90.00 | 83.00 | 82.00 | 91.00 | 0.00 | 94.00 | 96.00 | 98.00 | 100.00 |
| Special Education | 0.00 | 63.00 | 60.00 | 43.00 | 50.00 | 0.00 | 82.00 | 88.00 | 94.00 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 0.00 | 88.00 | 0.00 | 0.00 | 92.00 | 96.00 | 100.00 |
| White | 91.00 | 88.00 | 83.00 | 79.00 | 81.00 | 69.00 | 93.00 | 95.33 | 97.67 | 100.00 |

Grade: **3rd-12th**

All Subjects

100%

District Improvement Plan
Cushing ISD 2019-2020

STAAR

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|-------|-------|-------|--------|--------|-------|--------|--------|--------|--------|
| *All Students* | 83.00 | 82.00 | 79.00 | 78.00 | 79.00 | 76.00 | 85.00 | 90.00 | 95.00 | 100.00 |
| African American | 72.00 | 86.00 | 80.00 | 69.00 | 62.00 | 72.00 | 81.00 | 87.33 | 93.67 | 100.00 |
| American Indian | 0.00 | 0.00 | 0.00 | 100.00 | 100.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Asian | 0.00 | 0.00 | 0.00 | 83.00 | 100.00 | 0.00 | 90.00 | 93.33 | 96.67 | 100.00 |
| Economically Disadvantaged | 79.00 | 79.00 | 76.00 | 72.00 | 75.00 | 70.00 | 82.00 | 88.00 | 94.00 | 100.00 |
| English Language Learners | 67.00 | 64.00 | 85.00 | 78.00 | 73.00 | 58.00 | 0.00 | 72.00 | 86.00 | 100.00 |
| English Learner | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 63.00 | 75.33 | 87.67 | 100.00 |
| Hispanic | 86.00 | 80.00 | 78.00 | 74.00 | 78.00 | 75.00 | 88.00 | 92.00 | 96.00 | 100.00 |
| Pacific Islander | 0.00 | 0.00 | 0.00 | 0.00 | 83.00 | 0.00 | 0.00 | 88.67 | 94.33 | 100.00 |
| Special Education | 73.00 | 70.00 | 42.00 | 36.00 | 46.00 | 34.00 | 59.00 | 72.67 | 86.33 | 100.00 |
| Two or More Races | 84.00 | 87.00 | 89.00 | 94.00 | 97.00 | 85.00 | 76.00 | 84.00 | 92.00 | 100.00 |
| White | 83.00 | 82.00 | 78.00 | 78.00 | 80.00 | 76.00 | 85.00 | 90.00 | 95.00 | 100.00 |

Grade: **3rd-12th**

STAAR Mathematics

100%

District Improvement Plan
Cushing ISD 2019-2020

STAAR

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|-------|--------|--------|--------|--------|-------|-------|-------|-------|--------|
| *All Students* | 84.00 | 79.00 | 81.00 | 82.00 | 83.00 | 80.00 | 89.00 | 92.67 | 96.33 | 100.00 |
| African American | 0.00 | 90.00 | 86.00 | 63.00 | 74.00 | 0.00 | 85.00 | 90.00 | 95.00 | 100.00 |
| Economically Disadvantaged | 84.00 | 76.00 | 78.00 | 78.00 | 0.00 | 0.00 | 85.00 | 90.00 | 95.00 | 100.00 |
| English Language Learners | 0.00 | 45.00 | 100.00 | 80.00 | 67.00 | 0.00 | 0.00 | 78.00 | 89.00 | 100.00 |
| English Learner | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 86.00 | 90.67 | 95.33 | 100.00 |
| Hispanic | 0.00 | 71.00 | 85.00 | 81.00 | 80.00 | 82.00 | 92.00 | 94.67 | 97.33 | 100.00 |
| Special Education | 0.00 | 73.00 | 38.00 | 45.00 | 58.00 | 0.00 | 75.00 | 83.33 | 91.67 | 100.00 |
| Two or More Races | 0.00 | 100.00 | 86.00 | 100.00 | 100.00 | 86.00 | 67.00 | 78.00 | 89.00 | 100.00 |
| White | 83.00 | 78.00 | 80.00 | 82.00 | 84.00 | 80.00 | 90.00 | 93.33 | 96.67 | 100.00 |

Grade: **3rd-12th**

STAAR Reading

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|--------|--------|-------|--------|--------|-------|-------|-------|-------|--------|
| *All Students* | 87.00 | 85.00 | 89.00 | 79.00 | 78.00 | 77.00 | 81.00 | 87.33 | 93.67 | 100.00 |
| African American | 88.00 | 100.00 | 71.00 | 67.00 | 70.00 | 0.00 | 88.00 | 92.00 | 96.00 | 100.00 |
| Economically Disadvantaged | 84.00 | 82.00 | 88.00 | 73.00 | 73.00 | 71.00 | 78.00 | 85.33 | 92.67 | 100.00 |
| English Language Learners | 86.00 | 73.00 | 86.00 | 73.00 | 75.00 | 0.00 | 0.00 | 83.33 | 91.67 | 100.00 |
| English Learner | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 44.00 | 62.67 | 81.33 | 100.00 |
| Hispanic | 88.00 | 85.00 | 88.00 | 71.00 | 78.00 | 76.00 | 80.00 | 86.67 | 93.33 | 100.00 |
| Special Education | 0.00 | 78.00 | 34.00 | 38.00 | 36.00 | 0.00 | 51.00 | 67.33 | 83.67 | 100.00 |
| Two or More Races | 100.00 | 75.00 | 89.00 | 100.00 | 100.00 | 0.00 | 83.00 | 88.67 | 94.33 | 100.00 |
| White | 87.00 | 84.00 | 90.00 | 79.00 | 77.00 | 77.00 | 80.00 | 86.67 | 93.33 | 100.00 |

STAAR

Grade: **8th-12th**

STAAR Social Studies

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|-------|-------|-------|-------|--------|-------|-------|--------|--------|--------|
| *All Students* | 76.00 | 77.00 | 70.00 | 65.00 | 79.00 | 73.00 | 78.00 | 85.33 | 92.67 | 100.00 |
| African American | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 63.00 | 75.33 | 87.67 | 100.00 |
| Economically Disadvantaged | 71.00 | 69.00 | 66.00 | 54.00 | 74.00 | 65.00 | 74.00 | 82.67 | 91.33 | 100.00 |
| Hispanic | 88.00 | 86.00 | 67.00 | 75.00 | 75.00 | 0.00 | 89.00 | 92.67 | 96.33 | 100.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.00 | 40.00 | 70.00 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 0.00 | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 |
| White | 77.00 | 77.00 | 69.00 | 63.00 | 82.00 | 73.00 | 80.00 | 86.67 | 93.33 | 100.00 |

About Cushing ISD

Motto:

"Making Excellence a Lifestyle"

Philosophy:

Committed to a quality education, the District strives to promote a positive school climate that optimizes teaching and learning in accordance with the values of our community. The instructional focus is reflected in a curriculum that supports academic achievement for all children. Within our schools, this academic achievement is fostered by high expectations of both staff and students. A strong commitment to preparing students to function in an ever-changing technological world accompanies our goals for a solid basic education for all.

Vision Statement:

CISD students will become successful, responsible, and productive citizens with a strong sense of community and a respect for cultural diversity. Embodying the American tradition of personal responsibility coupled with a sense of generosity and caring, they will become lifelong learners through the support of the education community and through their own academic endeavors. Students will graduate from Cushing ISD with self-respect, confidence, and an ability to make sound decisions. They will be well-prepared to enter the workforce or college, with good communication and social skills, as well as a solid educational foundation. As tomorrow's leaders, they will achieve to their maximum potential in safe, orderly schools with high learning standards and opportunities for real-world applications of their acquired skills.

Mission Statement:

All students need to develop essential skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technology literacy. All students will acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their abilities, students will be provided the opportunities to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, fairness and accountability.

Grade Span:

PK – 12

Enrollment:

541

2019 State Accountability Ratings:

- Overall Accountability Rating: A
- Student Achievement Rating: A
- School Progress Rating: A
- Academic Growth Rating: C
- Relative Performance Rating: A
- Closing the Gaps Rating: B

Facilities Review

Year facility opened: 1933

Level of occupancy:

Facilities include:

Portable Classrooms/Buildings:

* None

Facilities Update:

- * New Coliseum
- * New Parking Facility
- * New Ag Shop
- * New Tennis Courts
- * New Fieldhouse
- * New Track Surface
- * New Bus Barn
- * New AEP Building/Facility
- * New Playground Equipment
- * Updated and replaced all IT equipment

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements – Schoolwide Program Elements

Cushing Elementary and Cushing High School conduct a Title I Schoolwide Program on the campuses. The Schoolwide Elements are addressed in the District Improvement Plan, as well as, in the Campus Improvement Plans under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Cushing ISD reviewed/ revised the CNA on September 04, 2019.

- Goal #2: District Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Cushing ISD reviewed/ revised the DIP on November 05, 2019. The Plan was reviewed by the following: Michael Davis, Superintendent; Andy Gresham, Shane Smelley, and Stefani Jackson, Principals; Sharon Martin, Tracy Crumpton, Angela Russell, Laurie Williamson, and Dee Cruz, Elementary Teachers; and Sheila Beddingfield, Joseph Barboza, Jennifer McClure, Deanna Egan, Howard Steussy, Josh Moore, Terry Pruitt, and Rhonda Spencer, High School Teachers. The DIP is available at the board room, on the social media (Facebook), and in the Student Handbook, and is distributed in English and Spanish.

- Goal #2: Foundation Program
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: College Preparation Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Needs Assessment Summary

Cushing ISD received a State Accountability Rating of A from TEA in 2019. The Rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Strengths and Needs:

Reading:
81% of All Students met or exceeded the Approaches Grade Level standard in Reading. Percentages for other student groups ranged from 88% for African American students to 44% for English Learners.

Math:
89% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other student groups ranged from 92% for Hispanic students to 67% for students of Two or More Races.

Writing:
Students in grades four and seven took the STAAR Writing test. 85% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 100% for Hispanic students to 63% for Special Education students.

Science:
Students in grades five and eight through twelve took the STAAR Science test. 90% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 94% for Hispanic students to 69% for African American students.

Social Studies:
Students in grades eight through twelve took the STAAR Social Studies test. 78% of All Students met or exceeded the Approaches Grade Level standard. Percentages for other student groups ranged from 89% for Hispanic students to 10% for Special Education students.

Interventions:

Cushing ISD has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Tutorials during and after school for grades K – 12
- * RtI (DEN) Program for grades PK – 5
- * Accelerated Reading for grades PK - 5
- * Intervention classes for grades K – 12
- * Science Lab for grades PK - 5
- * Math Lab for grades 7 - 8
- * Credit Recovery Program for grades 6 – 12
- * Summer Intervention Program for grades 6 – 12

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel

to conferences, as well as participating in Region VII professional development services.

Attendance:

Attendance rates at Cushing ISD slightly decreased from 96.0% in 2016-2017 to 95.3% in 2017-2018. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate for seventh and eighth grade remained at 0% in 2017-2018. The dropout rate from ninth through twelfth grade decreased from 1.1% in 2016-2017 to 0% in 2017-2018. Several programs including parental involvement activities and counseling programs are in place to achieve and maintain a dropout rate of 0% for all students and all student groups.

Cushing ISD
2018-2019 State Compensatory Education
Summary of Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Cushing ISD during the 2018-2019 school year:

Cushing ISD:

- 1) A Prekindergarten program for eligible students.**
- 2) A Tutorial Program was provided for students in Kindergarten through fifth grade.**
- 3) An Rtl (DEN) Program was provided for students in Prekindergarten through fifth grade.**
- 4) Instructional Assistance was provided for students in Prekindergarten through fifth grade.**
- 5) Intervention Classes and Labs were provided for students in sixth through twelfth grade.**
- 6) A Credit Recovery Program was provided for students in sixth through twelfth grade.**
- 7) Summer Intervention was available for students in sixth through twelfth grade.**
- 8) Homebound services were available for students in ninth through twelfth grade.**
- 9) A Discipline Alternative Education Program (DAEP) Program was available for students in ninth through twelfth grade.**

The SCE funded programs produced the following results:

- 1) as measured by promotion to the next grade:
 - * **100%** for At-Risk students in Prekindergarten
 - * **100%** for At-Risk students in Kindergarten
 - * **20%** for At-Risk students in first grade
 - * **100%** for At-Risk students in second grade

Cushing ISD
2018-2019 State Compensatory Education
Summary of Program Effectiveness

2) as measured by achieving passing scores on the **STAAR tests**:

Reading

- * **67%** for third grade At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 77% passing rate for Not At-Risk students.
- * **80%** for fourth grade At-Risk participants. This is less than the 87% passing rate for all At-Risk and Not At-Risk students.
- * **62%** for fifth grade At-Risk participants. This exceeds the 55% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.
- * **46%** for sixth grade At-Risk participants. This exceeds the 37% passing rate for all At-Risk students, but is less than the 76% passing rate for Not At-Risk students.
- * **73%** for seventh grade At-Risk participants. This is less than the 80% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.
- * **67%** for eighth grade At-Risk participants. This is less than the 82% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.

Math

- * **83%** for third grade At-Risk participants. This exceeds the 82% passing rate for all At-Risk students, but is less than the 95% passing rate for Not At-Risk students.
- * **100%** for fourth grade At-Risk participants. This exceeds the 80% passing rate for all At-Risk students and the 87% passing rate for Not At-Risk students.
- * **100%** for fifth grade At-Risk participants. This exceeds the 85% passing rate for all At-Risk students and matches the 100% passing rate for Not At-Risk students.
- * **58%** for sixth grade At-Risk participants. This exceeds the 53% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.
- * **25%** for seventh grade At-Risk participants. This is less than the 40% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.
- * **40%** for eighth grade At-Risk participants. This is less than the 69% passing rate for all At-Risk students and the 89% passing rate for Not At-Risk students.

Cushing ISD
2018-2019 State Compensatory Education
Summary of Program Effectiveness

Writing

- * **60%** for fourth grade At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 83% passing rate for Not At-Risk students.
- * **75%** for seventh grade At-Risk participants. This is less than the 80% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.

Science

- * **62%** for fifth grade At-Risk participants. This is less than the 67% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.
- * **73%** for eighth grade At-Risk participants. This is less than the 82% passing rate for all At-Risk students and the 94% passing rate for Not At-Risk students.

Social Studies

- * **33%** for eighth grade At-Risk participants. This is less than the 47% passing rate for all At-Risk students and the 87% passing rate for Not At-Risk students.

3) as measured by achieving passing scores on the **STAAR EOC exams**:

English I

- * **65%** for At-Risk participants. This matches the 65% passing rate for all At-Risk students, but is less than the 92% passing rate for Not At-Risk students.
- * **0%** for At-Risk participants in DAEP. This is less than the 65% passing rate for all At-Risk students and the 92% passing rate for Not At-Risk students.

English II

- * **59%** for At-Risk participants. This matches the 59% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.
- * **0%** for At-Risk participants in DAEP. This is less than the 59% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students.

Cushing ISD
2018-2019 State Compensatory Education
Summary of Program Effectiveness

Algebra I

- * **94%** for At-Risk participants. This matches the 94% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

Biology

- * **97%** for At-Risk participants. This matches the 97% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

U.S. History

- * **70%** for At-Risk participants. This matches the 70% passing rate for all At-Risk students, but is less than the 100% passing rate for Not At-Risk students.

There were no At-Risk participants in the following programs:

- * Credit Recovery
- * Summer Intervention
- * Homebound

Evaluation:

The majority of the programs proved to be successful in meeting the needs of those students in the Cushing ISD at risk of dropping out of school. Those that were not will be modified in the 2019-2020 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Cushing ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Cushing ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, STAAR testing support programs, and credit recovery programs help increase academic achievement among students who are at risk of dropping out of school. Cushing ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2019-2020 school year.

Goal: 1 **Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|---|--|-----------------------------|---|---|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Cushing ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy is available in the Student Handbook, and is distributed in English. Parent and Family Engagement Meetings are held</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Time Contributions of Staff, Parents, and Community | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records - 05/20: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>during the week in the evening.</p> <p>Stakeholders are notified through the Cushing ISD Website, marquee postings, Parent Involvement Newsletter, Home School Connection Newsletter, PTA meetings, Facebook, conferences, emails, phone calls, Text-Alerts, Parent Portal, Nacogdoches Daily Sentinel, and letters sent home in English and Spanish.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p> | | | | | | |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|---|--|-----------------------------|---|--|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences. Signatures of parents on the Student Handbook acknowledgement page indicate they have reviewed the compact.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Time Contributions of Parents and Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records - 06/20: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|---|---|--|--|--|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Time Contributions of Teachers | Documents :Teacher Records - - 12/19: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s). | Increased student performance as a result of increased parent participation. | Documents :Campus Records - - 05/20: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|---|--|---|--|---|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Parent and Community Support Organizations - Cushing ISD conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House/Parent Night * Parent/Teacher Conferencences * PTA Meetings — 2nd Tuesday of each month * Student Orientations * Volunteer Opportunities - Book Fairs - Assisting in the classroom - Teacher Appreciation Week Activities - Red Ribbon Week Activities * Mentoring Opportunities * Award Assemblies * Student Programs * Fall Fundraiser * Veteran's Day * Texas Public School Week * Donuts with Dad * Muffins with Mom * Grand Cakes with Grandparents * Family Computer Day * Family Math Night * Read with a Student * Field Day * Classroom and End of Year Parties * Sneak-a-Peek * Parent of the Month * Fabulous Five — teachers will call five parents a week to report something positive about their students | 8/2019 - 5/2020 | Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Time Contributions of Faculty and Staff | Documents :Parent Involvement Records - - 12/19: Increase in the participation of parents and community members in the educational system of Cushing ISD. | Parents as full partners in the education of Cushing ISD students. | Documents :Parent Involvement Records - - 05/20: Increase in the participation of parents and community members in the educational system of Cushing ISD. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|---|--|-----------------------------|--|--|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Parent Portal - Parent Portal provides students and parents/guardians with access to real-time student information anytime, from anywhere with a secure internet connection. Parents/guardians will be provided with a user name and password to access Parent Portal from Cushing ISD's webpage. The information that is available includes: * Students' Grades * Attendance Issues * Report Cards * Notification of student behavior (poor grades, absences, tardies) * Message Center * Student Schedules | 8/2019 - 5/2020 | Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Parent Portal Site License | | Increased student achievement with the support of Cushing ISD parents. | Documents :Parent Involvement Records - - 05/20: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--------------------------------|---|-----------------------------|---|---|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records - 05/20: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|--------------------------------|---|--|---|--|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - The DPDMC is made up of members of the Cushing ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The DPDMC will meet periodically with the Site-Based Decision Making Committees (SBDMCs) to discuss plans, progress and ideas for improving the education and environment at Cushing ISD. [TEC 11.251 (b)]</p> <p>The DIP is available on the website, and is distributed in English.</p> <p>Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Cushing ISD.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of Committee Members | Documents :Agenda, Minutes, Sign-In Sheets - 01/20: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed. | A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Cushing ISD. | Documents :Agenda, Minutes, Sign-In Sheets - 05/20: A current DIP approved by the Cushing ISD Board of Trustees. |

| Goal: 1 Parents and community members will be full partners with educators in the education of Cushing ISD students. (SWP SPFE) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--------------------------------|---|---|--|--|
| Objective(s): PK-12th The district will develop strategies to ensure communication with 100% of parents regarding school-related information. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The DPDMC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the DPDMC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Cushing ISD DIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p> | 7/2019 - 6/2020 | Superintendent - Michael Davis | <p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$3,620.00</p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$13,283.00</p> | <p>Documents :Agenda, Minutes, Sign-In Sheets - - 12/19: Cushing ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p> | <p>Cushing ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p> | <p>Documents :School Records - - 05/20: Cushing ISD will receive the State Accountability Rating of A.</p> |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|--|--|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The DPDMC will meet periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>District performance objectives are based on data available through the comprehensive needs assessment process.</p> | 6/2019 - 8/2019 | Superintendent - Michael Davis | Local Funds - Time Contributions of Committee Members | | The district performance objectives will support the needs of Cushing ISD. | Documents :Agenda, Minutes, Sign-In Sheets - 08/19: DPDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment. |
| <p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p> <p>Monthly scheduled Faculty Meetings allow for invaluable teacher collaboration to ensure coordination of instruction and increased student achievement.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of Foundation Staff Local Funds - Instructional Resources | Informal Assessment :Classroom Assessments - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests. | All students and all student groups academically successful as the educational system meets the needs of all. | Informal Assessment :Classroom Assessments - 05/20: 90% of all students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|------------------------------|--------------------------------------|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Foundation Assessments - K – 2: Kindergarten students will be administered the Bracken Readiness Test and Star Readiness Test to determine students' readiness for Kindergarten.</p> <p>Students in grades K – 2 will be administered the STAR Early Literacy diagnostic tests are to determine specific strengths and weaknesses in the development of reading skills. AIMSweb Assessments will be administered to students periodically throughout the school year to determine specific strengths and weaknesses in the development of academic skills and track progress.</p> <p>Students in 1st and 2nd grade will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level.</p> <p>3 – 5: Students will be administered the STAR diagnostic tests in Reading and Math throughout the school year to determine specific skill deficiencies and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level. AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments will be administered to students periodically throughout</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | Local Funds - Assessment Instruments | <p>Informal Assessment :Classroom Assessments - - 12/19: 90% of Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 12/19: 80% of students will be at or above grade level.</p> | Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily. | <p>Informal Assessment :Classroom Assessments - - 05/20: 95% of Kindergarten students will score at least 75% on Bracken Readiness Test and the Star Readiness Test.</p> <p>Informal Assessment :Classroom Assessments - - 05/20: 90% of students will be at or above grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p> |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|--|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and track progress.</p> <p>6 – 12: Students will be administered AIMSweb Assessments, Study Island assessments and Texas Math and Science Diagnostic System Assessments will be administered to students periodically throughout the school year to determine specific strengths and weaknesses in the development of reading, math and science skills and track progress.</p> <p>Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments: STAAR, LAS Links, and Benchmark Tests. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student.</p> <p>In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass core subject area benchmark tests. | Program improvements are implemented. All targeted student groups show improvement on STAAR tests. | Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass core subject area benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|--------------------------------------|--|--------------------------------|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Cushing ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and U. S. History. The STAAR EOC assessments will be administered to students in grades 9 - 12.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the TEKS. Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> | 1/2020 - 6/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Assessment Instruments | Informal Assessment :Classroom Assessments - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|--|---|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Cushing Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include classroom visits, student teaming, team teaching and parent meetings.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p> | 8/2019 - 5/2020 | PK Teacher - Michelle Ray PK Teacher - Courtney Evans Elementary Principal - Stefani Jackson | Coordinated Funds - Time Contributions of PK Staff FTE: 4.00 | Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene. | Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten. | Informal Assessment :Classroom Assessments - - 05/20: 90% of PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - - 05/20: 90% of students will score at least 75% on Bracken Readiness Test and the Star Readiness Test. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|---|---|---|--|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Cushing ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> <p>Activity:</p> <p>Tutorial Program - A Tutorial program is available to students in grades K – 12 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates. Tutorials are offered during school and after school in core subject areas for 30 to 60 minutes a day as needed.</p> | <p>8/2019 - 5/2020</p> <p>8/2019 - 5/2020</p> | <p>High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson</p> <p>High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson</p> | <p>Federal - Title I, Part A - Supplemental Instructional Resources \$5,203.00</p> <p>Federal - Title II, Part A - Supplemental Instructional Resources</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$14,000.00</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for ES Tutorial Teachers</p> <p>Federal - Title I, Part A - Extra Duty Pay for HS Tutorial Teachers</p> | <p>Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.</p> | <p>Increased academic performance by all students and all student groups.</p> <p>Students meeting the State-adopted at-risk criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p> <p>Students have every opportunity to meet their full educational potential.</p> | <p>Documents :Counselor Records - 05/20: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p> <p>Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p> |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|--|---|--------------------------------|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: DEN/Response to Intervention (RtI) - Students in grades PK – 5 who have not met the minimum expectations on the STAAR tests, or who have failed a class any in core subject area will be provided daily supplemental instruction through the DEN Program/Response to Intervention (RtI). These classes will have a small pupil: teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering concepts in core subject areas. The program provides: (1) High-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need. (2) Frequent monitoring of student progress to make results-based academic or behavioral decisions. (3) Data-Based school improvement. (4) The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum, and instructional goals and methodologies. | 8/2019 - 5/2020 | Elementary Principal - Stefani Jackson RtI Teacher - Dee Cruz RtI Teacher - Donna Russell | Federal - Title I, Part A - Time Contributions of RtI Teacher FTE: 1.00 \$29,000.67 State - State Compensatory Education (SCE) - Time Contributions of Intervention Teachers FTE: 1.92 \$102,128.50 State - State Compensatory Education (SCE) - Time Contributions of RtI Teacher FTE: 0.80 \$51,805.70 State - State Compensatory Education (SCE) - Time Contributions of Intervention Aide FTE: 1.00 \$26,404.28 | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 – 5 will pass all appropriate grade-level and subject-area STAAR tests. |

District Improvement Plan
Cushing ISD 2019-2020

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|---|---|--|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Intervention Program - Intervention classes are available to students in grades 6 – 12 who met the State-adopted at-risk criteria to increase academic achievement and reduce drop-out rates.</p> <p>These classes will have a pupil: teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used.</p> | 8/2019 - 5/2020 | Junior High Principal - Shane Smelley High School Principal - Andy Gresham | State - State Compensatory Education (SCE) - Time Contributions of Intervention Teachers FTE: 1.05 <p style="text-align: right;">\$43,448.43</p> Federal - Title I, Part A - Time Contribution of Intervention Teacher FTE: 0.12 <p style="text-align: right;">\$6,556.49</p> | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/20: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/20: 89% of students in grades 6 – 12 will pass all appropriate grade-level and subject-area STAAR tests. Criterion-Referenced Test :STAAR Reading - - 05/20: 73% of students in grade 7 will pass the STAAR Reading test. |
| <p>Activity:</p> <p>Math Lab - Students in grades 7 - 8 who have not met the minimum expectations on the STAAR Math test, or who have failed a Math class will be provided daily supplemental instruction through a Math Lab. These labs will have a small pupil: teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering concepts.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham | Federal - Title I, Part A - Time Contributions of Lab Teacher FTE: 0.12 <p style="text-align: right;">\$7,505.75</p> | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Math - - 05/20: 75% of students in grade 7 and 80% of students in grade 8 will pass the STAAR Math test. |
| <p>Activity:</p> <p>Summer Intervention Program - Summer assistance in Reading, Math, Science, and Social Studies is available to students in grades 6 -12 who did meet the standards on the STAAR assessments. Summer Intervention will be 4 weeks long.</p> | June 2020 | Junior High Principal - Shane Smelley High School Principal - Andy Gresham | State - State Compensatory Education (SCE) - Time Contributions of Summer Intervention Staff <p style="text-align: right;">\$11,427.69</p> | | Students have every opportunity to meet their full educational potential. | Informal Assessment :Classroom Assessments - - 06/20: 90% of students will be promoted to the next grade or receive on-time credit accrual. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|---|---|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Science Lab - A Science Lab will be provided to students in grades PK - 5 who demonstrate difficulty in the acquisition of basic science skills and are at risk of dropping out of school. With a reduced pupil: teacher ratio, the teacher will provide small group and one-on-one assistance as needs dictate. | 8/2019 - 5/2020 | Elementary Principal - Stefani Jackson | State - State Compensatory Education (SCE) - Time Contributions of Science Lab Teacher FTE: 1.00 \$38,472.21 | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Science - - 05/20: 88% of students in grade 5 will pass the STAAR Science test. |
| Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA). | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | State - Special Education Block Grant - Special Education Allotment \$618,596.00 | Informal Assessment :Classroom Assessments - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Students with disabilities have every opportunity to meet their full educational potential. | Informal Assessment :Classroom Assessments - 05/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | State and Local Funds - Assessment Instruments | | Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs. | Documents :Counselor Records - - 05/20: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|---|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Special Education Modifications - Cushing ISD provides a range of educational programs and different instructional arrangements for students with disabilities. These include a Resource pullout class, Inclusion in the regular classroom, Content Mastery, Life Skills and PPCD. The appropriate instructional setting will be determined for each student by ARD committees. The "Least Restrictive Environment" required for academic success is always a main consideration. | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson Special Education Teacher - Joe Kerr Special Education Teacher - Verne Ullom Special Education Teacher - Nikki Downs Special Education Teacher - Jeremy Tamez | State and Local Funds - Time Contributions of Special Education Staff | Informal Assessment :Classroom Assessments - - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment. | Informal Assessment :Classroom Assessments - - 05/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|---|---|-----------------------------|---|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Related Services - Cushing ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Services support IEP goals and are based on assessment and educational needs.</p> <p>3) Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Psychological Services and Counseling Services.</p> <p>These services are provided by the Nacogdoches County Co-Op, which includes Cushing ISD as a member.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | State and Local Funds - Time Contributions of ARD Committee | | Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. | Documents :Student Records - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|--------------------------------|--|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Cushing ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial, * countywide—contact with each school district and * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. | 7/2019 - 6/2020 | Superintendent - Michael Davis | State and Local Funds - Child Find Resources | Documents :School Records - - 12/19: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required. | 100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames. | Documents :School Records - - 06/20: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|--------------------------------------|---|-----------------------------|---|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Transition Services - Cushing High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham | State and Local Funds - Time Contributions of Faculty and Staff | | Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work. | Documents :Student Records - - 05/20: Transition activities are 100% in line with students' IEPs. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|--|--|-----------------------------|--|-----------------------------|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>English as a Second Language (ESL) Program - Cushing ISD offers an ESL Program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school.</p> <p>Cushing ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | State - Bilingual Block Grant - Bilingual Education Allotment \$12,936.00 Federal - Title III, Part A - ELA - Region VII SSA \$1,905.00 | See Activities below. | Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL. | See Activities below. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|------------------------------|--|---|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>EL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | State and Local Funds - Assessment Instruments | <p>Documents :Counselor Records - - 12/19: 100% of EL are identified in a legal and timely manner and are appropriately placed in the ESL program by the LPAC.</p> <p>Language Assessment :Language Assessments Scales (LAS) - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p> | Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate ESL placement. | Criterion-Referenced Test :STAAR Tests - - 05/20: 62% of EL in grades 3 - 12 will pass the STAAR Reading or STAAR English exams in English and/or Spanish. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|---|---|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Modifications for EL - Based on LPAC prescription, EL in grades K - 12 participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Students will receive 30 minutes of pullout instruction daily. Technology is used to accelerate the development of all four language skills.</p> <p>All students are provided a balanced curriculum with the TEKS representing the core knowledge, skills and competencies all students should learn. EL are instructed in these areas in a manner appropriate to their needs and English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for EL, including modification methods and strategies for instruction of the core curriculum.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | State and Local Funds - Time Contributions of ESL Staff | Informal Assessment :Classroom Assessments - - 12/19: ESL students are progressing at the rate set by the LPAC. | Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL. | Documents :Student Records - - 05/20: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/20: 75% of EL in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|------------------------------|--|---|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | State and Local Funds - Time Contributions of ESL Staff and LPAC | Language Assessment :Language Assessments Scales (LAS) - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test. | Increase in number of students eligible to exit the ESL Program. | Criterion-Referenced Test :STAAR Tests - - 05/20: 62% of EL in grades 3 - 12 will pass the STAAR Reading or STAAR English EOC exams in English and/or Spanish. |

District Improvement Plan
Cushing ISD 2019-2020

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|------------------------|---|--|--|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy: Migrant Education Program - Cushing ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Cushing ISD will provide services for migrant students and their families if needed.</p> <p>Strategy: Dyslexia Program - Cushing ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> | <p>8/2019 - 5/2020</p> | <p>Superintendent - Michael Davis</p> | <p>Local Funds - Migrant Resources</p> | <p>Informal Assessment :Classroom Assessments - 12/19: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.</p> | <p>Migrant students experience the same success as their non-migrant peers due to parental involvement in the education process.</p> | <p>Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students will pass all appropriate grade-level and subject-area STAAR tests.</p> |
| <p>Strategy: Dyslexia Program - Cushing ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> | <p>8/2019 - 5/2020</p> | <p>Dyslexia Coordinator - Amy Simmons</p> | <p>State - Dyslexia Allotment - Dyslexia Allotment \$15,399.00</p> | <p>See Activities below.</p> | <p>Increased student achievement.</p> | <p>See Activities below.</p> |

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|--|-----------------|------------------------------|--|-----------------------------|---|--|
| <p>Activity: Dyslexia and Related Disorders Assessment - Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an IEP for him/her is developed that will include any modifications or accommodations that may be needed.</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | State and Local Funds - Assessment Instruments | | Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student. | Documents :Counselor Records - - 05/20: 100% of the students identified as having Dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|---|--|--|--------------------------------|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Modifications for Dyslexia - The Dyslexia program serves students in all grades at Cushing ISD. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Cushing Elementary uses the Scottish-Rite Program and Take Flight Curriculum to provide students with strategies to help them to become successful readers. Students participate in a daily 30 minute pullout class.</p> <p>Cushing High School students are provided with computer aided instruction daily for 60 minutes to help them to become successful readers.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development, as well as, coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselors and Dyslexia Coordinator.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson Dyslexia Coordinator - Amy Simmons Counselor - Gina Gresham | State and Local Funds - Time Contributions of Dyslexia Staff | Informal Assessment :Classroom Assessments - - 12/19: 80% of students will have made appropriate progress through the Dyslexia program, as reflected in Report Cards. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/20: 90% of students will improve their reading skills and comprehension rates at least one grade level from their starting level. Criterion-Referenced Test :STAAR Tests - - 05/20: 87% of students in grades 3 - 12 will pass the STAAR Reading or STAAR English exams. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|------------------------------|--|--|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests. | 504 students receiving an equitable education compared to their non-504 peers. | Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|--|-----------------|---|--|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Modifications for G/T Students - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p> <p>Elementary G/T students will be provided with opportunities to serve as peer mentors for other students.</p> <p>High School students who have met the district criteria for G/T participate in pullout classes designed for special projects. Students are eligible to participate in Pre-Advanced Placement (AP) and Advanced Placement (AP) classes, as well as enrichment field trips, and to receive dual credit through Angelina College and Stephen F. Austin State University (SFASU).</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | State and Local Funds - Time Contributions of G/T Staff | Documents :Counselor Records - - 12/19: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records. | G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. | Informal Assessment :Classroom Assessments - - 05/20: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year. |
| <p>Strategy:</p> <p>Ancillary Services - Cushing ISD provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of Ancillary Staff | Documents :Campus Records - 12/19: 80% of students referred for Ancillary Services will have been served as indicated in Campus Records. | All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field. | Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible. | | | | | | |
|---|-----------------|------------------------------|---|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations * 1:1 and small group counseling sessions * Focused informal groups—behavior and attendance * Assistance with testing coordination * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues * STAAR presentations * Responsive services * Individual student planning. The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services * Coordination of Services — Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education Students. | 8/2019 - 5/2020 | Counselor - Gina Gresham | Local Funds - Time Contributions of Counselor FTE: 1.00 | Documents :Counselor Records - - 12/19: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention. | Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups. | Criterion-Referenced Test :STAAR Tests - - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)

[TEC §4.001 (b)(2)(4)]

Objective(s): PK-12th Identify and address the educational needs of students in special needs groups so each student is served in the least limiting and most inclusive environment possible.

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|---|-----------------|---|--|--|--|---|
| <p>Activity:</p> <p>Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science and Social Studies Software * Accelerated Reader Books, Tests and Incentives * Blue Bonnet Reading Program and Incentives * Blue Bonnet Voting Party * Book Parade (Dress like Book Character) | 8/2019 - 5/2020 | <p>High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson Librarian - Chris Davis Library Aide - Valori Poskey</p> | <p>Local Funds - Time Contributions of Library Staff FTE: 2.00</p> <p>State - State Compensatory Education (SCE) - Time Contributions of AR Aide FTE: 1.00</p> <p style="text-align: right;">\$35,805.27</p> <p>State - State Compensatory Education (SCE) - Accelerated Reader Reading Materials</p> <p style="text-align: right;">\$3,500.00</p> | <p>Documents :Librarian and Teacher Records - - 12/19: All Cushing ISD students have access to the library on a regularly scheduled basis.</p> <p>Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.</p> | The Cushing ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups. | Documents :Librarian and Teacher Records - - 05/20: Librarian and Teacher Records indicate that 100% of the students have participated in Library activities. |
| <p>Activity:</p> <p>Homeless Services - The Cushing ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Cushing ISD will be in compliance with federal Homeless regulations.</p> | 8/2019 - 5/2020 | <p>Homeless Liaison - Gina Gresham High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson</p> | <p>Federal - Title I, Part A - Homeless Resources</p> <p style="text-align: right;">\$50.00</p> | <p>Documents :Agenda, Minutes, Sign-In Sheets - - 12/19: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p> | <p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Increased student achievement.</p> | <p>Informal Assessment :Classroom Assessments - - 05/20: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p> |

| Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] | | | | | | |
|--|------------------------|--|--|--|---|---|
| Objective(s): PK-12th Achieve a student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips. Students with Perfect Attendance will be rewarded every six weeks and at the End of Year Ceremony in May. For more information, see Campus Improvement Plans.</p> <p>Students with less than 90% attendance for the semester will be referred to the Campus Attendance Committee to determine if credit will be granted. Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>Students with three late arrivals or three early leaves will serve an afternoon of school detention.</p> | <p>8/2019 - 5/2020</p> | <p>High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson</p> | <p>Local Funds - Time Contributions of Attendance Staff and Committee</p> <p>Local Funds - Attendance Incentives</p> | <p>Documents :Agenda, Minutes, Sign-In Sheets - 08/19: Parents will be provided with attendance requirements through the dissemination of the Student Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/19: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p> | <p>Through the use of positive reinforcements, Cushing ISD faculty will encourage academic growth and increased student attendance.</p> | <p>Documents :Attendance Records - 05/20: Attendance Records reflect an attendance rate at 97% or above.</p> <p>Documents :Parent Contact Logs - 05/20: Contact with 100% of parents/guardians of students who have excessive absences.</p> |

| Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] | | | | | | |
|---|-----------------|--|--|--|--|--|
| Objective(s): PK-12th Achieve a student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Extracurricular Activities - Cushing ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. | 8/2019 - 5/2020 | High School Principal - Andy Gresham Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of Extracurricular Staff | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :Campus Records - 05/20: Increase in the number of students participating in extracurricular activities as compared to the previous year. |
| Activity: Athletic Program - A comprehensive Athletic program is available at Cushing High School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested—young men and women alike. Students are encouraged to participate in UIL athletic competitions. Sports available include: * Football * Boys and Girls Basketball * Baseball * Softball * Track/Field * Cross Country * Powerlifting * Tennis * Golf | 8/2019 - 5/2020 | Athletic Director - Shane Smelley | Local Funds - Time Contributions of Coaches Local Funds - Athletic Resources | Informal Assessment :Report Card Grades - - 12/19: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) | Students will become more diversified, goal-oriented and well-rounded individuals. | Informal Assessment :Report Card Grades - - 05/20: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) |
| Activity: Music Program - Cushing High School students have the opportunity to participate in the Cushing Bearkat Band. Students will participate in concerts periodically throughout the year and UIL competitions. Students will also be provided an opportunity to audition for ATSSB Region, Area and State bands. | 8/2019 - 5/2020 | Band Director - Foster Fannin | Local Funds - Time Contributions of Band Director | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :Campus Records - - 05/20: Increase in the number of students participating in the Music Program as compared to the previous year. |

| Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] | | | | | | |
|--|-----------------|---|--|-----------------------------|--|--|
| Objective(s): PK-12th Achieve a student dropout rate of 0%. PK-12th Achieve an attendance rate of 97% or better for all student groups. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary, Junior High, and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows students to interact with other participants and develop skills that students will use in the classroom and society. | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :Campus Records - - 05/20: Increase in the number of UIL participants as compared to the previous year. |
| Activity: Clubs and Organizations - Cushing High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. Clubs and organizations available include: * Art Club * Drama Club * Spanish Club * Science Club * Fellowship of Christian Athletes (FCA) * Family, Career and Community Leaders of America (FCCLA) * Future Farmers of America (FFA) * National Honor Society (NHS) * Cheerleading * Twirling * Student Council and Class Officers * School Newspaper * School Yearbook | 8/2019 - 5/2020 | High School Principal - Andy Gresham | Local Funds - Time Contributions of Sponsors | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :Campus Records - - 05/20: Increase in the number of students participating in clubs and organizations as compared to the previous year. |

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]

Objective(s): PK-12th Achieve a student dropout rate of 0%.
PK-12th Achieve an attendance rate of 97% or better for all student groups.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): | | | | | | |
|--|-----------------|--|--|-----------------------------|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Supporting Positive Behavior - Cushing Elementary has various programs and strategies in place to promote positive behavior and reduce discipline referrals. These include: * Character Education Program with Weekly Classes * Beginnings of a Hero * Bully Alert Character Education Program * Student of the Month * Spirit and Pride Week (Homecoming Week) * 100th Day Celebration * Leo the Lion Program * Behavior Intervention Program * Jump Start * Tunnel Kats Program | 8/2019 - 5/2020 | Elementary Principal - Stefani Jackson | Local Funds - Time Contributions of Faculty and Staff | | Students will become more diversified, goal-oriented and well-rounded individuals. Students with challenging behaviors will receive the same educational opportunities and support as their peers. | Documents :Discipline Records - 05/20: 20% reduction in discipline referrals in comparison to the previous year. |

| Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|-----------------------------|---|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Career Guidance and Counseling (SWP CIP) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include: * Education — Acquisition of study skills and choosing appropriate programs and services. * Career — Need for positive work habits, career awareness and investigations of opportunities. *Personal - Social—Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits. | 8/2019 - 5/2020 | Counselor - Gina Gresham | Local Funds - Time Contributions of Counselor FTE: 1.00 Local Funds - Prep Materials | | Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. | Documents :School Records - 05/20: All students will make informed curriculum choices to prepare for success in high school and beyond high school. |

| <p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p> <p>Objective(s):</p> | | | | | | |
|--|-----------------|--|--|--|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Cushing High School will offer ACT and SAT prep courses to increase the percent and performance of students taking college entrance exams.</p> <p>Strategy:</p> <p>College Preparation (SWP CIP) - Students in grades 9 – 12 have opportunities to earn college credit through the following methods:</p> <p>* Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB).</p> <p>* Enrollment in an AP or dual credit course through the Texas Virtual School Network.</p> <p>* Enrollment in courses taught in conjunction and in partnership with Stephen F. Austin State University and Angelina College.</p> <p>* Certain CTE courses.</p> | 8/2019 - 5/2020 | High School Principal - Andy Gresham Counselor - Gina Gresham | <p>Federal - Title I, Part A - PSAT/SAT and AP Exam Fees \$7,000.00</p> <p>Federal - Title I, Part A - Dual Credit Tuition \$30,000.00</p> | <p>Documents :Campus Records - 12/19: Campus Records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.</p> | Students exhibiting college readiness and earning both high school and college credit. | <p>Documents :Counselor Records - 05/20: All students participating in concurrent and dual credit courses will earn high school and college credits.</p> |

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]
Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|---|------------------------|---|--|--|---|---|
| <p>Strategy:</p> <p>Career and Technology Education (CTE) - Cushing ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Career Considerations: Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <p>* Agricultural Science and Technology Education - Agricultural Mechanics - Wildlife, Fisheries and Ecology Management - Equine Science</p> <p>* Business and Technology Education - Principles of Information Technology - Business Information Management</p> <p>* Family and Consumer Sciences - Principles of Human Services - Child Development - Food Science</p> <p>Cushing ISD participates in a Carl Perkins Co-Op with Martinsville ISD.</p> | <p>8/2019 - 5/2020</p> | <p>High School Principal - Andy Gresham</p> | <p>State - Career and Technology Education Block Grant - CTE Allotment \$285,408.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - Carl Perkins Co-Op \$9,243.00</p> | <p>Documents :Campus Records - 12/19: Campus Records indicate an increase in the number of students enrolled in Career and Technical courses and students earning professional certifications as compared to the previous school year.</p> | <p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p> | <p>Informal Assessment :Report Card Grades - 05/20: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p> <p>Documents :School Records - 05/20: The percentage of students earning CNA certifications will increase from 45% to 70%.</p> |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): PK-12th Recruit fully certified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff. | | | | | | |
|--|-----------------|---|--|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Professional Development Program (SWP CIP) - The Cushing ISD Superintendent, Curriculum Director, Campus Principals, DPDMC and SBDMCs design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet and * will apply scientifically research-based strategies to meet the learning needs of all students. <p>Annual needs assessment results indicate a need for:</p> <ol style="list-style-type: none"> 1) Disaggregating STAAR Data 2) Writing Academy 3) Modifications for ESL, G/T and Special Education 4) Technology Integration 5) Sheltered Instruction 6) Differentiated Instruction 7) Instructional activities tied to the TEKS and STAAR 8) Effective strategies for dropout prevention, credit recovery, and discipline issues. | 8/2019 - 5/2020 | Superintendent - Michael Davis Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Federal - Title I, Part A - Contracted PD \$1,500.00 | Documents :Agenda, Minutes, Sign-In Sheets - 12/19: A PD Program will have been designed that meets the needs of Cushing ISD. | A PD Program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students. | Documents :Professional Development Records - 05/20: Cushing ISD and the DPDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs. |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): PK-12th Recruit fully certified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff. | | | | | | |
|---|-----------------|---|---|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Evaluation of Professional Development Program - The Cushing ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p> | May 2020 | Superintendent - Michael Davis Elementary Principal - Stefani Jackson Junior High Principal - Shane Smelley High School Principal - Andy Gresham | Local Funds - Time Contributions of Staff | Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus TEKS-based benchmark tests. | Increase in student performance as professional development activities focus on needs of faculty. | Criterion-Referenced Test :STAAR Tests - 05/20: 90% of students will pass all appropriate grade-level and subject-area STAAR tests. |
| <p>Strategy:</p> <p>Recruitment and Retention Initiatives - The DPDMC and SBDMCs will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region VII Personnel Services Cooperative. All applicants are screened prior to the interview process to ensure teachers have at least a bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned. Recruitment bonuses and Retention stipends are offered for high need areas. Recruiting activities will ensure that Cushing ISD maintains a 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Cushing ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>Cushing ISD will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs, KATS Mentoring Program, and team building activities.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Region VII Personnel Services Cooperative | Documents :HR Records - 08/19: 100% Certified Faculty. | 100% Fully Certified Faculty. | Documents :HR Records - 05/20: 100% Certified Faculty. |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CIP) [TEC §4.001 (b)(6)(9)] Objective(s): PK-12th Recruit fully certified staff members and maintain teaching skills by providing timely and appropriate staff development opportunities to 100% of staff. | | | | | | |
|---|-----------------|--|---|-----------------------------|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: KATS Mentoring Program - New teachers will be tracked, assessed and mentored through the KATS Mentoring Program. This program will provide support and ongoing professional development for beginning teachers, improve their performance and effectiveness to increase student achievement, provide support and training for mentor teachers, provide training to administrators to support beginning teachers and mentors and increase beginning teacher retention. | 8/2019 - 5/2020 | High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson | Local Funds - Texas Beginning Educator Support System (TxBESS) Training Materials | | 100% of fully certified beginning teachers will be retained. | Documents :HR Records - - 05/20: Cushing ISD will retain 100% of its new personnel. |

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)
[TEC §4.001 (b)(10)]

Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)] Objective(s): | | | | | | |
|--|-----------------|---|--|-----------------------------|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Cushing ISD reviews the following areas:</p> <ul style="list-style-type: none"> * the amount, quality and availability of equipment, * the types of computer systems available, * how current the hardware and software systems being used are, * any barriers that exist that are preventing the effective use of technology and * technology professional development opportunities. <p>Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology in student learning, professional development opportunities in using technological tools, and an increase in hardware and software.</p> <p>The district will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. <p>At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed</p> | August 2019 | Superintendent - Michael Davis High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson Technology Director - Casey Copeland | Local Funds - Time Contributions of Committee Members | | The educational system of Cushing ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members. | Documents :Agenda, Minutes, Sign-In Sheets - 08/19: A technology CNA has been conducted and the results have been made available to the appropriate staff. |

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)
[TEC §4.001 (b)(10)]
 Objective(s):

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| in order to improve student achievement. | | | | | | |

| Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)] Objective(s): | | | | | | |
|--|-----------------|--------------------------------------|---|--|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Technology Integrated Curriculum (SWP CIP) - Cushing ISD classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Compass Learning, Study Island, think through Math, and Education City support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction; teachers will access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Students will visit the Computer Lab, participate in technology-related class projects and make use of technological equipment such as Smart Boards, Elmos and Laptops. 4) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support and extend class instruction. Faculty uses the Internet to access innumerable educational resources. 5) Internet access provides students access to an unlimited number of websites for research projects—material unavailable through traditional library access. 6) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. | 8/2019 - 5/2020 | Technology Director - Casey Copeland | Local Funds - Time Contributions of Technology Staff Federal - Title I, Part A - Technology Resources \$17,586.00 | Documents :Teacher Lesson Plans - 12/19: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week. | Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students like Special Education students and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component. | Criterion-Referenced Test : - 05/20: 90% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests. |

Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.

PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.

PK-12th Develop a health-safety plan for students and train staff on emergency procedures.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| | | | | | | |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|--------------------------------|--|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of Staff | Informal Assessment :Health and Fitness Assessment - 12/19: 80% of students passing all benchmark and health-related assessments. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | <p>Informal Assessment :Health and Fitness Assessment - 05/20: 90% of students passing all health-related end of year assessments.</p> <p>Documents :Campus Records - 05/20: 20% decrease in health-related risk behaviors in comparison to the previous year.</p> |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|---|--|-----------------------------|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>that integrates mental and physical learning experiences to promote optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Cushing ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings (e.g., vision, height and weight) for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis Nurse - Shane Johnson | Local Funds - Time Contributions of Staff | | Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups. | Documents :Nurse Records - - 05/20: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment. |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|--------------------------------|--|-----------------------------|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>School Health Advisory Council (SHAC) - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services; * Counseling and guidance services; * A safe and healthy school environment; and * School employee wellness. (Local Policy EHAA, TEC 28.004(c)) | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of SHAC Committee | | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Agenda, Minutes, Sign-In Sheets - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed. |

District Improvement Plan
Cushing ISD 2019-2020

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|------------------------------|--|--|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p> | 8/2019 - 5/2020 | Counselor - Gina Gresham | <p>Local Funds - Time Contributions of Staff</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Homebound Teacher</p> <p style="text-align: right;">\$3,762.36</p> | <p>Documents :Campus Records - - 12/19: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.</p> | Students who are pregnant continue to attend school. | <p>Documents :Campus Records - - 05/20: Campus Records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/20: Attendance rates will meet or exceed 97%.</p> |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|--------------------------------|---|-----------------------------|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Cushing ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <p>* be Medicaid eligible;</p> <p>* be under 21 years of age;</p> <p>* meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and</p> <p>* have Individual Education Plans (IEPs) that prescribe the needed services.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of Staff | | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :School Records - - 05/20: 90% of eligible students will have access to health-related services and health-related information regarding Medicaid. |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|---|--|--|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - The health and safety of Cushing ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Cushing ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, tornado and other emergency drills * Medical Services (screenings and information) * Assemblies and Speakers (encouraging safety and healthy choices) * Dating Violence Policy (see Board Policy FFH-Local) * Emergency Response Protocol * Crisis Prevention/Intervention Training * Security Devices such as Cameras, Alarms, and Visitor Check-Ins/Badges * Parent Notification System | 8/2019 - 5/2020 | <p>Superintendent - Michael Davis</p> <p>Security Resource Officer - Shane Johnson</p> <p>High School Principal - Andy Gresham</p> <p>Junior High Principal - Shane Smelley</p> <p>Elementary Principal - Stefani Jackson</p> | <p>State - School Safety Allotment - School Safety Allotment \$4,899.00</p> <p>Federal - Title IV, Part A - Time Contributions of SRO FTE: 0.16 \$9,199.98</p> | <p>Documents :Discipline Records - 12/19: Number of discipline referrals each six weeks will decrease.</p> <p>Documents :Campus Records - 12/19: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p> | <p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p> | <p>Documents :Discipline Records - 05/20: Improved discipline in the classroom and a 20% decrease in discipline referrals in comparison to the previous year.</p> |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>* Training in CPR, First Aide, using an Automated Defibrillator Unit, and the dangers of MSRA</p> <p>* Security Personnel - School Resource Officer (SRO)</p> <p>The Chief of Police of Cushing ISD is responsible for directing and managing the District Police Department by coordinating the daily operations to provide a safe environment for students and staff. The Chief of Police will provide immediate response to crisis situations in the district; develop operational plans, traffic flow plans, and direct all law enforcement and security plans and programs for the district; and develop action plans and safety programs in order to detect, suppress, and prevent campus crime. The Chief of Police is also responsible for maintaining and enforcing county, state, and federal laws as well as policies, directives, and standards of the district. The Chief of Police will work cooperatively with other staff to develop and implement proactive security programs, gang management plans, and other safety programs. (TEC §37.081(d))</p> | | | | | | |

District Improvement Plan
Cushing ISD 2019-2020

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|--------------------------------|---|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Students who have violated the Student Code of Conduct will be placed in In-School Suspension (ISS) or in the Martin School of Choice DAEP.</p> <p>Computer assisted instruction using E2020, a regular education program with highly qualified teachers and counseling services, will be provided for any student who is at risk of dropping out of school.</p> <p>The DAEP is offered through a shared service arrangement with Nacogdoches ISD.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | <p>Local Funds - Time Contributions of DAEP Staff</p> <p>Local Funds - E2020 Program</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Substitutes \$14,261.37</p> | <p>Documents :Student Records - - 12/19: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p> <p>Documents :Principal Records - - 12/19: 50% reduction in infractions of the Cushing ISD Student Code of Conduct, as reflected on the Principal's Records.</p> | <p>Dropout rate remains at 0%.</p> <p>Students will stay and succeed in school.</p> | <p>Informal Assessment :Report Card Grades - - 05/20: Final report card grades and STAAR assessments will indicate program's success.</p> <p>Documents :Discipline Records - - 05/20: 20% fewer incidences of illegal and/or disorderly activities as compared to the previous year.</p> |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|--|---|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Cushing ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselors and Principals, using the data to plan specific programs and activities. Programs and activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) * Drug Testing Program * Drug Dog Visits * Core Essentials * Conscious Discipline * Teens in the Drivers Seat | 8/2019 - 5/2020 | <p>High School Principal - Andy Gresham Junior High Principal - Shane Smelley Elementary Principal - Stefani Jackson Counselor - Gina Gresham</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> | <p>Documents :Agenda, Minutes, Sign-In Sheets - - 08/19: Appropriate campus Stakeholders will have held meetings to plan the programs and services for current school year.</p> <p>Documents :Counselor Records - - 12/19: Counselor's Summary Report will indicate that 80% of Cushing ISD students have a heightened awareness of the dangers of substance use and abuse.</p> | <p>Reduction in PEIMS 425 Incidents.</p> <p>A drug-free student body, faculty and staff.</p> | <p>Documents :Discipline Records - - 05/20: PEIMS and Discipline Records reflect a 20% reduction in the number of incidents involving violence, tobacco, alcohol, and other drug use as compared to the previous year.</p> <p>Documents :Counselor Records - - 05/20: Counselor's Summary Report will indicate that 90% of Cushing ISD students have a heightened awareness of the dangers of substance use and abuse.</p> |

District Improvement Plan
Cushing ISD 2019-2020

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|--------------------------------|--|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Emergency and Security Operations - Cushing ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills, building safety surveys and periodic security audits of each of the campuses with coordination with local emergency management agencies, law enforcement and fire departments. Security devices on the campuses include video cameras, an alarm system and check in and badge system for visitors. Cushing ISD will make any necessary changes to improve safety and security for their students.</p> <p>Cushing ISD implements a Parent Notification System that allows emails, phone and text messaging to be broadcast quickly in case of an emergency school closing or other important events.</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | <p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Time Contributions of Safety Committee</p> <p>Local Funds - Emergency Action Plan and Security Audit Reports</p> | <p>Documents :School Records - - 08/19: An Emergency Action Plan has been implemented and 100% of staff has received training.</p> | <p>Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p> | <p>Documents :School Records - - 05/20: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p> |

District Improvement Plan
Cushing ISD 2019-2020

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|--------------------------------|---|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Crisis Prevention and Intervention (CPI) - The Crisis Management Team will ensure that a Campus Management Plan is in place at each campus and is supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> <p>Cushing ISD staff and faculty will attend CPI training where they are taught how to safely manage disruptive and assaultive behavior. The workshop will train participants to use verbal, nonverbal, physical restraint and transport techniques with verbally and physically acting-out individuals.</p> | 8/2019 - 7/2020 | Superintendent - Michael Davis | <p>Local Funds - Time Contributions of Crisis Management Team</p> <p>Local Funds - Crisis Management Plan</p> <p>Local Funds - CPI Training</p> | <p>Documents :Campus Records - - 12/19: The Crisis Management Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed are made so that the Plan fits all of the needs of each campus and that all of the staff has had the prerequisite practice to ensure each feel comfortable with the Plan.</p> | <p>Emergencies will be addressed in a professional, expeditious and effective manner.</p> | <p>Documents :Campus Records - - 05/20: Each campus will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Management Team.</p> <p>Documents :Discipline Records - - 05/20: 20% fewer incidences of disorderly activities as compared to the previous year.</p> <p>Documents :Professional Development Records - - 05/20: 100% of staff are trained on Crisis Management Procedures.</p> |

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|---|-----------------|--------------------------------|---|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children Policy - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the Principal's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted</p> | 8/2019 - 5/2020 | Superintendent - Michael Davis | Local Funds - Time Contributions of Staff and Faculty | Documents :School Records - - 08/19: Sexual Abuse policy has been distributed to staff, parents and students. | Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children. | Documents :School Records - - 05/20: Sexual Abuse policy will have been implemented. |

| | | | |
|----------------|--|--|--|
| Goal: 7 | Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)] | | |
| Objective(s): | PK-12th | Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records. | |
| | PK-12th | Develop a district-wide safety plan and train 100% of staff on safety procedures. | |
| | PK-12th | Develop a health-safety plan for students and train staff on emergency procedures. | |

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| <p>adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm</p> <p>http://sapn.nonprofitoffice.com/</p> <p>http://www.taasa.org/member/materials2.php</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</p> <p>http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> | | | | | | |

Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.

PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.

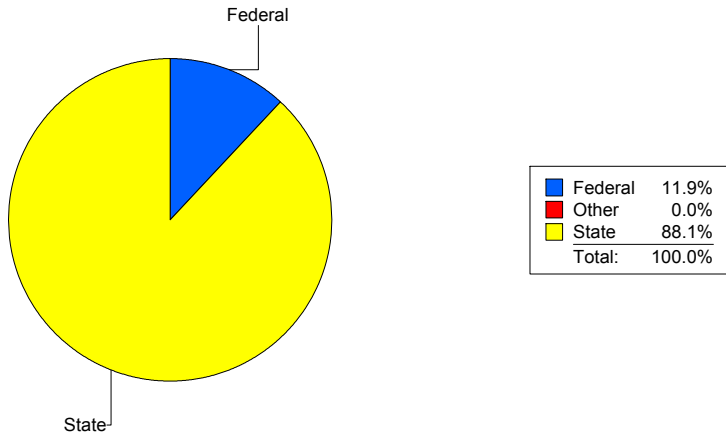
PK-12th Develop a health-safety plan for students and train staff on emergency procedures.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p> | | | | | | |

District Improvement Plan
Cushing ISD 2019-2020

| <p>Goal: 7 Cushing ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(5)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12th Reduce the number of incidents involving violence, tobacco, alcohol, and other drug use by at least 20% in 2019-2020 as compared to the 2018-2019 school year as measured by PEIMS and discipline records.</p> <p>PK-12th Develop a district-wide safety plan and train 100% of staff on safety procedures.</p> <p>PK-12th Develop a health-safety plan for students and train staff on emergency procedures.</p> | | | | | | |
|--|-----------------|------------------------------|---|---|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will be available to speak with students, parents, staff and community members in both individual and group settings. The counselor will provide the following activities and services and any other issues impacting students' physical, mental, social, and emotional well-being:</p> <ul style="list-style-type: none"> * Self-Esteem development * Good character * Emotion managements * Motivation to Achieve * Decision-Making, Goal setting, Planning and problem-solving * Interpersonal effectiveness * Communication skills * Responsible behavior * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying and Cyber bullying * Suicide prevention * Conflict resolution * Violence prevention and intervention * Parent education * Teacher/Administrator consultation * Staff development * School improvement planning for special populations students. | 8/2019 - 5/2020 | Counselor - Gina Gresham | Local Funds - Time Contributions of Counselor FTE: 1.00 | Documents :Agenda, Minutes, Sign-In Sheets - 12/19: Scheduled staff meetings to discuss and monitor any situation that may need extra attention. | All students get along with their peers with a healthy outlook toward life. Reduction in retention and dropout rates. | Documents :Counselor Records - 05/20: Referrals to counselor will decrease by 20% as compared to the previous year. Criterion-Referenced Test : - 05/20: 90% of students will pass appropriate grade-level and subject-area STAAR tests. |

Funding Values By Program



District Improvement Plan
Cushing ISD 2019-2020

Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|--|------------|--------------------|
| Carl D. Perkins Vocational & Applied Technology | | |
| Carl Perkins Co-Op | 0.00 | \$9243.00 |
| Title I, Part A | | |
| Contracted PD | 0.00 | \$1500.00 |
| PSAT/SAT and AP Exam Fees | 0.00 | \$7000.00 |
| Dual Credit Tuition | 0.00 | \$30000.00 |
| Time Contributions of PK Aide | 1.00 | \$22620.47 |
| Supplemental Instructional Resources | 0.00 | \$5203.00 |
| SECCA, Inc. Consulting Services | 0.00 | \$3620.00 |
| Time Contribution of Intervention Teacher | 0.12 | \$6556.49 |
| Time Contributions of Lab Teacher | 0.12 | \$7505.75 |
| Homeless Resources | 0.00 | \$50.00 |
| Extra Duty Pay for HS Tutorial Teachers | 0.00 | \$0.00 |

Generated on Thursday, January 30, 2020 at 10:10:39 AM

Copyright © Attila Software Productions 1996-2020 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| Title I, Part A | | |
| Time Contributions of Rtl Teacher | 1.00 | \$29000.67 |
| Technology Resources | 0.00 | \$17586.00 |
| Title II, Part A | | |
| SECCA, Inc. Consulting Services | 0.00 | \$800.00 |
| Supplemental Instructional Resources | 0.00 | \$0.00 |
| Time Contributions of PK Aide | 1.00 | \$22872.57 |
| Title III, Part A - ELA | | |
| Region VII SSA | 0.00 | \$1905.00 |
| Title IV, Part A | | |
| Time Contributions of SRO | 0.16 | \$9199.98 |
| SECCA, Inc. Consulting Services | 0.00 | \$800.00 |
| | | \$175,462.93 |
| Other | <u>FTE</u> | <u>DollarValue</u> |
| Coordinated Funds | | |
| Time Contributions of PK Staff | 4.00 | \$0.00 |
| Time Contributions of PK Staff | 4.00 | \$0.00 |
| Local Funds | | |
| Technology Policies | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 1.00 | \$0.00 |
| Time Contributions of Teachers | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------|
| Local Funds | | |
| Parent Portal Site License | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 1.00 | \$0.00 |
| Time Contributions of Library Staff | 2.00 | \$0.00 |
| Time Contributions of Coaches | 0.00 | \$0.00 |
| Athletic Resources | 0.00 | \$0.00 |
| Time Contributions of Band Director | 0.00 | \$0.00 |
| Time Contributions of UIL Staff | 0.00 | \$0.00 |
| UIL Resources and Awards | 0.00 | \$0.00 |
| Time Contributions of Sponsors | 0.00 | \$0.00 |
| Texas Beginning Educator Support System (TxBESS) Training Materials | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of SHAC Committee | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of DAEP Staff | 0.00 | \$0.00 |
| E2020 Program | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Safety Committee | 0.00 | \$0.00 |
| Emergency Action Plan and Security Audit Reports | 0.00 | \$0.00 |
| Time Contributions of Crisis Management Team | 0.00 | \$0.00 |
| Crisis Management Plan | 0.00 | \$0.00 |
| CPI Training | 0.00 | \$0.00 |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------|
| Local Funds | | |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |
| Migrant Resources | 0.00 | \$0.00 |
| Time Contributions of Staff, Parents, and Community | 0.00 | \$0.00 |
| Time Contributions of Parents and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Foundation Staff | 0.00 | \$0.00 |
| Instructional Resources | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Region VII Personnel Services Cooperative | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Technology Staff | 0.00 | \$0.00 |
| Time Contributions of Ancillary Staff | 0.00 | \$0.00 |
| Time Contributions of Attendance Staff and Committee | 0.00 | \$0.00 |
| Attendance Incentives | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Extracurricular Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 1.00 | \$0.00 |
| Prep Materials | 0.00 | \$0.00 |
| State and Local Funds | | |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------|
| State and Local Funds | | |
| Time Contributions of G/T Staff | 0.00 | \$0.00 |
| Time Contributions of PK Teachers | 2.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of ARD Committee | 0.00 | \$0.00 |
| Child Find Resources | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of ESL Staff | 0.00 | \$0.00 |
| Time Contributions of ESL Staff and LPAC | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Dyslexia Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of G/T Staff | 0.00 | \$0.00 |
| | | \$0.00 |
| State | <u>FTE</u> | <u>DollarValue</u> |
| Bilingual Block Grant | | |
| Bilingual Education Allotment | 0.00 | \$12936.00 |
| Career and Technology Education Block Grant | | |
| CTE Allotment | 0.00 | \$285408.00 |
| Dyslexia Allotment | | |
| Dyslexia Allotment | 0.00 | \$15399.00 |
| School Safety Allotment | | |

Funding Values By Program

| State | FTE | DollarValue |
|---|------------|------------------------------|
| School Safety Allotment | | |
| School Safety Allotment | 0.00 | \$4899.00 |
| Special Education Block Grant | | |
| Special Education Allotment | 0.00 | \$618596.00 |
| State Compensatory Education (SCE) | | |
| Supplemental Instructional Resources | 0.00 | \$14000.00 |
| Time Contributions of Substitutes | 0.00 | \$14261.37 |
| Extra Duty Pay for ES Tutorial Teachers | 0.00 | \$0.00 |
| SECCA, Inc. Consulting Services | 0.00 | \$13283.00 |
| Credit Recovery Site License | 0.00 | \$2595.00 |
| Time Contributions of Science Lab Teacher | 1.00 | \$38472.21 |
| Time Contributions of Homebound Teacher | 0.00 | \$3762.36 |
| Time Contributions of AR Aide | 1.00 | \$35805.27 |
| Accelerated Reader Reading Materials | 0.00 | \$3500.00 |
| Time Contributions of Intervention Teachers | 1.92 | \$102128.50 |
| Time Contributions of Rtl Teacher | 0.80 | \$51805.70 |
| Time Contributions of Intervention Aide | 1.00 | \$26404.28 |
| Time Contributions of Intervention Teachers | 1.05 | \$43448.43 |
| Time Contributions of Summer Intervention Staff | 0.00 | \$11427.69 |
| | | <u>\$1,298,131.81</u> |
| Grand Total: | | \$1,473,594.74 |

2018-19 Texas Academic Performance Report

District Name: **CUSHING ISD**

District Number: **174902**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Meets Requirements

This page is intentionally blank.

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

| | | Region | African | American | Pacific | Two or | Special | Special | Continu- | Non- | Econ | EL | | | | | |
|--|-------|--------|----------|------------|----------|--------|---------|---------|----------|-------|-----------|----------|----------|----------|--------|------------|--|
| | State | 07 | District | American | Hispanic | White | Indian | Asian | Islander | More | Ed | Ed | ously | Continu- | Disadv | (Current | |
| | | | | | | | | | | Races | (Current) | (Former) | Enrolled | ously | | & | |
| | | | | | | | | | | | | | | | | Monitored) | |
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 75% | 78% | * | 86% | 83% | - | - | * | 71% | * | 85% | 60% | 72% | * | |
| | 2018 | 77% | 77% | 95% | * | 100% | 94% | - | * | 100% | 100% | * | 97% | 86% | 96% | - | |
| At Meets Grade Level or Above | 2019 | 45% | 42% | 58% | * | 43% | 67% | - | - | * | 57% | * | 62% | 50% | 52% | * | |
| | 2018 | 43% | 42% | 61% | * | 80% | 69% | - | * | 20% | 20% | * | 62% | 57% | 48% | - | |
| At Masters Grade Level | 2019 | 27% | 25% | 39% | * | 43% | 42% | - | - | * | 57% | * | 46% | 20% | 32% | * | |
| | 2018 | 25% | 23% | 34% | * | 40% | 38% | - | * | 20% | 20% | * | 35% | 29% | 28% | - | |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 79% | 92% | * | 100% | 96% | - | - | * | 86% | * | 88% | 100% | 88% | * | |
| | 2018 | 78% | 78% | 91% | * | 80% | 97% | - | * | 80% | 80% | * | 95% | 71% | 84% | - | |
| At Meets Grade Level or Above | 2019 | 49% | 47% | 36% | * | 43% | 38% | - | - | * | 43% | * | 35% | 40% | 32% | * | |
| | 2018 | 47% | 44% | 48% | * | 60% | 50% | - | * | 20% | 20% | * | 46% | 57% | 40% | - | |
| At Masters Grade Level | 2019 | 25% | 23% | 22% | * | 43% | 17% | - | - | * | 29% | * | 27% | 10% | 20% | * | |
| | 2018 | 23% | 20% | 18% | * | 20% | 19% | - | * | 20% | 20% | * | 19% | 14% | 24% | - | |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 74% | 88% | * | * | 88% | - | * | * | 67% | * | 88% | 89% | 85% | * | |
| | 2018 | 73% | 72% | 68% | 86% | * | 72% | - | - | * | * | * | 71% | 63% | 66% | * | |
| At Meets Grade Level or Above | 2019 | 44% | 43% | 60% | * | * | 61% | - | * | * | 50% | * | 56% | 78% | 46% | * | |
| | 2018 | 46% | 43% | 43% | 71% | * | 44% | - | - | * | * | * | 43% | 44% | 45% | * | |
| At Masters Grade Level | 2019 | 22% | 20% | 28% | * | * | 30% | - | * | * | 33% | * | 21% | 56% | 23% | * | |
| | 2018 | 24% | 21% | 14% | 0% | * | 20% | - | - | * | * | * | 19% | 6% | 7% | * | |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 86% | * | * | 88% | - | * | * | 83% | * | 85% | 89% | 81% | * | |
| | 2018 | 78% | 79% | 65% | 71% | * | 64% | - | - | * | * | * | 67% | 63% | 66% | * | |
| At Meets Grade Level or Above | 2019 | 48% | 46% | 65% | * | * | 67% | - | * | * | 67% | * | 62% | 78% | 58% | * | |
| | 2018 | 49% | 47% | 22% | 29% | * | 24% | - | - | * | * | * | 29% | 13% | 14% | * | |
| At Masters Grade Level | 2019 | 28% | 26% | 28% | * | * | 27% | - | * | * | 17% | * | 26% | 33% | 27% | * | |
| | 2018 | 27% | 23% | 8% | 0% | * | 12% | - | - | * | * | * | 14% | 0% | 0% | * | |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 64% | 79% | * | * | 78% | - | * | * | 67% | * | 82% | 67% | 80% | * | |
| | 2018 | 63% | 60% | 65% | 57% | * | 72% | - | - | * | * | * | 67% | 63% | 62% | * | |
| At Meets Grade Level or Above | 2019 | 35% | 31% | 31% | * | * | 34% | - | * | * | 33% | * | 24% | 56% | 32% | * | |
| | 2018 | 39% | 35% | 43% | 43% | * | 44% | - | - | * | * | * | 48% | 38% | 41% | * | |
| At Masters Grade Level | 2019 | 11% | 8% | 12% | * | * | 9% | - | * | * | 17% | * | 6% | 33% | 12% | * | |
| | 2018 | 11% | 8% | 3% | 0% | * | 4% | - | - | * | * | * | 5% | 0% | 0% | * | |
| Grade 5 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 85% | 85% | 100% | * | 86% | - | - | * | 20% | * | 83% | 87% | 84% | * | |
| | 2018 | 84% | 83% | 86% | * | 67% | 90% | - | - | * | * | * | 86% | 86% | 80% | 60% | |
| At Meets Grade Level or Above | 2019 | 54% | 50% | 56% | 100% | * | 57% | - | - | * | 20% | * | 54% | 60% | 55% | * | |
| | 2018 | 54% | 50% | 43% | * | 50% | 40% | - | - | * | * | * | 38% | 57% | 33% | 40% | |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | | Region | | District | African | Hispanic | White | American | Pacific | Two or | Special | Special | Continu- | Non- | Econ | EL | |
|------------------------------------|------|--------|-----|------------|----------|----------|-------|----------|---------|--------|---------|---------|----------|------|------|-----|-------|
| | | State | 07 | | American | | | Indian | | | | | | | | | Asian |
| At Masters Grade Level | 2019 | 29% | 26% | 28% | 50% | * | 29% | - | - | - | * | 20% | * | 21% | 40% | 29% | * |
| | 2018 | 26% | 23% | 29% | * | 17% | 30% | - | - | - | * | * | 29% | 29% | 27% | 20% | |
| Grade 5 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 89% | 97% | 100% | * | 96% | - | - | - | * | 80% | * | 96% | 100% | 97% | * |
| | 2018 | 91% | 91% | 89% | * | 83% | 95% | - | - | - | * | * | 90% | 86% | 80% | 80% | |
| At Meets Grade Level or Above | 2019 | 58% | 56% | 64% | 67% | * | 64% | - | - | - | * | 60% | * | 67% | 60% | 58% | * |
| | 2018 | 58% | 56% | 54% | * | 67% | 55% | - | - | - | * | * | 57% | 43% | 47% | 60% | |
| At Masters Grade Level | 2019 | 36% | 34% | 26% | 17% | * | 29% | - | - | - | * | 0% | * | 29% | 20% | 23% | * |
| | 2018 | 30% | 28% | 29% | * | 50% | 25% | - | - | - | * | * | 29% | 29% | 33% | 40% | |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 73% | 82% | 67% | * | 86% | - | - | - | * | 80% | * | 83% | 80% | 81% | * |
| | 2018 | 76% | 75% | 63% | * | 50% | 68% | - | - | - | * | * | 55% | 86% | 53% | 40% | |
| At Meets Grade Level or Above | 2019 | 49% | 46% | 46% | 50% | * | 54% | - | - | - | * | 40% | * | 54% | 33% | 39% | * |
| | 2018 | 41% | 38% | 26% | * | 33% | 26% | - | - | - | * | * | 30% | 14% | 33% | 40% | |
| At Masters Grade Level | 2019 | 24% | 21% | 23% | 50% | * | 21% | - | - | - | * | 20% | * | 25% | 20% | 19% | * |
| | 2018 | 17% | 14% | 15% | * | 17% | 16% | - | - | - | * | * | 20% | 0% | 20% | 20% | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 66% | 57% | * | 57% | 54% | - | - | - | - | 33% | * | 62% | 45% | 52% | * |
| | 2018 | 69% | 66% | 76% | * | * | 79% | * | * | * | * | * | * | 68% | 87% | 77% | * |
| At Meets Grade Level or Above | 2019 | 37% | 34% | 27% | * | 29% | 25% | - | - | - | - | 17% | * | 27% | 27% | 24% | * |
| | 2018 | 39% | 34% | 50% | * | * | 54% | * | * | * | * | * | * | 37% | 67% | 45% | * |
| At Masters Grade Level | 2019 | 18% | 15% | 14% | * | 14% | 11% | - | - | - | - | 17% | * | 19% | 0% | 14% | * |
| | 2018 | 19% | 15% | 15% | * | * | 17% | * | * | * | * | * | * | 21% | 7% | 14% | * |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 80% | 76% | * | 71% | 79% | - | - | - | - | 50% | * | 69% | 91% | 67% | * |
| | 2018 | 77% | 75% | 79% | * | * | 75% | * | * | * | * | * | * | 63% | 100% | 73% | * |
| At Meets Grade Level or Above | 2019 | 47% | 44% | 32% | * | 43% | 32% | - | - | - | - | 17% | * | 31% | 36% | 33% | * |
| | 2018 | 44% | 40% | 47% | * | * | 50% | * | * | * | * | * | * | 42% | 53% | 32% | * |
| At Masters Grade Level | 2019 | 21% | 17% | 14% | * | 14% | 14% | - | - | - | - | 17% | * | 19% | 0% | 19% | * |
| | 2018 | 18% | 15% | 15% | * | * | 21% | * | * | * | * | * | * | 16% | 13% | 9% | * |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 75% | 91% | * | * | 87% | * | * | * | * | * | * | 91% | 90% | 86% | * |
| | 2018 | 74% | 73% | 94% | 80% | 100% | 94% | * | * | - | - | * | - | 95% | 91% | 94% | * |
| At Meets Grade Level or Above | 2019 | 49% | 46% | 67% | * | * | 70% | * | * | * | * | * | * | 65% | 70% | 59% | * |
| | 2018 | 48% | 45% | 61% | 40% | 71% | 59% | * | * | - | - | * | - | 65% | 55% | 53% | * |
| At Masters Grade Level | 2019 | 29% | 27% | 36% | * | * | 39% | * | * | * | * | * | * | 43% | 20% | 32% | * |
| | 2018 | 29% | 25% | 23% | 20% | 43% | 12% | * | * | - | - | * | - | 20% | 27% | 18% | * |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 74% | 76% | * | * | 74% | * | * | * | * | * | * | 74% | 80% | 68% | * |
| | 2018 | 72% | 72% | 74% | 60% | 71% | 76% | * | * | - | - | * | - | 65% | 91% | 65% | * |
| At Meets Grade Level or Above | 2019 | 43% | 41% | 27% | * | * | 30% | * | * | * | * | * | * | 30% | 20% | 14% | * |
| | 2018 | 40% | 38% | 39% | 60% | 29% | 35% | * | * | - | - | * | - | 35% | 45% | 35% | * |
| At Masters Grade Level | 2019 | 17% | 16% | 12% | * | * | 13% | * | * | * | * | * | * | 17% | 0% | 9% | * |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | | State | Region 07 | African District American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) | |
|------------------------------------|------|-------|--------------|---------------------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|---|
| Grade 7 Writing | 2018 | 18% | 16% | 6% | 0% | 14% | 6% | * | * | - | - | * | - | 5% | 9% | 0% | * |
| At Approaches Grade Level or Above | 2019 | 70% | 70% | 94% | * | * | 91% | * | * | * | * | * | 91% | 100% | 91% | * | |
| | 2018 | 69% | 68% | 87% | 100% | 86% | 82% | * | * | - | * | - | 90% | 82% | 82% | * | |
| At Meets Grade Level or Above | 2019 | 42% | 39% | 52% | * | * | 52% | * | * | * | * | * | 52% | 50% | 45% | * | |
| | 2018 | 43% | 40% | 55% | 60% | 43% | 59% | * | * | - | - | * | 60% | 45% | 47% | * | |
| At Masters Grade Level | 2019 | 18% | 15% | 21% | * | * | 26% | * | * | * | * | * | 30% | 0% | 14% | * | |
| | 2018 | 15% | 11% | 19% | 20% | 14% | 24% | * | * | - | - | * | 15% | 27% | 12% | * | |
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 84% | 97% | 100% | 100% | 95% | * | * | - | - | * | - | 100% | 91% | 95% | * |
| | 2018 | 86% | 86% | 86% | * | 75% | 88% | - | - | - | * | * | 83% | 93% | 80% | - | |
| At Meets Grade Level or Above | 2019 | 55% | 51% | 52% | 20% | 67% | 55% | * | * | - | - | * | - | 55% | 45% | 36% | * |
| | 2018 | 49% | 48% | 43% | * | 13% | 48% | - | - | - | * | * | 40% | 50% | 28% | - | |
| At Masters Grade Level | 2019 | 28% | 25% | 30% | 20% | 50% | 30% | * | * | - | - | * | - | 36% | 18% | 23% | * |
| | 2018 | 27% | 25% | 11% | * | 0% | 12% | - | - | - | * | * | 10% | 14% | 8% | - | |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 86% | 100% | * | * | 100% | - | - | - | * | - | 100% | 100% | 100% | * | |
| | 2018 | 86% | 86% | 93% | * | 100% | 91% | - | - | - | * | * | 93% | 93% | 92% | - | |
| At Meets Grade Level or Above | 2019 | 57% | 54% | 68% | * | * | 67% | - | - | - | * | - | 67% | 71% | 67% | * | |
| | 2018 | 51% | 50% | 57% | * | 50% | 58% | - | - | - | * | * | 57% | 57% | 40% | - | |
| At Masters Grade Level | 2019 | 17% | 15% | 14% | * | * | 7% | - | - | - | * | - | 20% | 0% | 7% | * | |
| | 2018 | 15% | 15% | 18% | * | 13% | 18% | - | - | - | * | * | 17% | 21% | 12% | - | |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 78% | 91% | 60% | 100% | 95% | * | * | - | - | * | - | 86% | 100% | 86% | * |
| | 2018 | 76% | 75% | 70% | * | 75% | 70% | - | - | - | * | * | 67% | 79% | 56% | - | |
| At Meets Grade Level or Above | 2019 | 51% | 46% | 52% | 40% | 50% | 55% | * | * | - | - | * | - | 45% | 64% | 45% | * |
| | 2018 | 52% | 49% | 30% | * | 25% | 30% | - | - | - | * | * | 23% | 43% | 20% | - | |
| At Masters Grade Level | 2019 | 25% | 21% | 15% | 0% | 33% | 15% | * | * | - | - | * | - | 14% | 18% | 14% | * |
| | 2018 | 28% | 24% | 18% | * | 0% | 21% | - | - | - | * | * | 17% | 21% | 8% | - | |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 66% | 69% | 60% | 83% | 68% | * | * | - | - | * | - | 62% | 82% | 68% | * |
| | 2018 | 65% | 61% | 48% | * | 50% | 45% | - | - | - | * | * | 50% | 43% | 36% | - | |
| At Meets Grade Level or Above | 2019 | 37% | 33% | 38% | 40% | 33% | 42% | * | * | - | - | * | - | 24% | 64% | 32% | * |
| | 2018 | 36% | 31% | 18% | * | 25% | 12% | - | - | - | * | * | 20% | 14% | 8% | - | |
| At Masters Grade Level | 2019 | 21% | 18% | 19% | 20% | 17% | 21% | * | * | - | - | * | - | 14% | 27% | 14% | * |
| | 2018 | 21% | 17% | 11% | * | 13% | 9% | - | - | - | * | * | 13% | 7% | 0% | - | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 68% | 76% | * | 86% | 76% | - | - | - | * | * | 79% | 67% | 70% | * | |
| | 2018 | 65% | 67% | 67% | 50% | * | 65% | - | - | - | 100% | 0% | 64% | 70% | 56% | * | |
| At Meets Grade Level or Above | 2019 | 50% | 48% | 47% | * | 43% | 46% | - | - | - | * | * | 44% | 53% | 43% | * | |
| | 2018 | 44% | 43% | 43% | 17% | * | 41% | - | - | - | 80% | 0% | 47% | 37% | 41% | * | |
| At Masters Grade Level | 2019 | 11% | 10% | 4% | * | 0% | 5% | - | - | - | * | * | 6% | 0% | 3% | * | |
| | 2018 | 7% | 6% | 5% | 0% | * | 6% | - | - | - | 0% | 0% | 3% | 7% | 3% | * | |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|--------------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 68% | 83% | * | * | 81% | - | - | - | 100% | 40% | - | 88% | 77% | 80% | * |
| | 2018 | 67% | 68% | 61% | * | 83% | 60% | - | - | - | * | 0% | - | 57% | 68% | 48% | * |
| At Meets Grade Level or Above | 2019 | 49% | 48% | 46% | * | * | 45% | - | - | - | 50% | 40% | - | 53% | 36% | 46% | * |
| | 2018 | 48% | 48% | 44% | * | 17% | 46% | - | - | - | * | 0% | - | 46% | 40% | 30% | * |
| At Masters Grade Level | 2019 | 8% | 6% | 9% | * | * | 10% | - | - | - | 0% | 40% | - | 9% | 9% | 11% | * |
| | 2018 | 8% | 7% | 6% | * | 0% | 6% | - | - | - | * | 0% | - | 5% | 8% | 6% | * |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 82% | 96% | 80% | 100% | 97% | * | * | - | * | * | * | 97% | 93% | 94% | - |
| | 2018 | 83% | 83% | 65% | 80% | - | 58% | - | - | - | * | 10% | * | 56% | 73% | 56% | - |
| At Meets Grade Level or Above | 2019 | 61% | 53% | 79% | 60% | 88% | 78% | * | * | - | * | * | * | 79% | 79% | 75% | - |
| | 2018 | 55% | 50% | 48% | 40% | - | 45% | - | - | - | * | 0% | * | 39% | 55% | 41% | - |
| At Masters Grade Level | 2019 | 37% | 31% | 46% | 60% | 50% | 39% | * | * | - | * | * | * | 45% | 50% | 44% | - |
| | 2018 | 32% | 27% | 35% | 20% | - | 32% | - | - | - | * | 0% | * | 28% | 41% | 33% | - |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 89% | 98% | * | 100% | 97% | - | - | - | * | * | * | 97% | 100% | 96% | - |
| | 2018 | 87% | 88% | 74% | 80% | * | 68% | - | - | - | 100% | 8% | * | 70% | 78% | 66% | - |
| At Meets Grade Level or Above | 2019 | 62% | 60% | 50% | * | 50% | 48% | - | - | - | * | * | * | 45% | 64% | 42% | - |
| | 2018 | 59% | 56% | 43% | 20% | * | 39% | - | - | - | 80% | 0% | * | 43% | 43% | 37% | - |
| At Masters Grade Level | 2019 | 25% | 21% | 5% | * | 17% | 3% | - | - | - | * | * | * | 6% | 0% | 4% | - |
| | 2018 | 24% | 19% | 11% | 0% | * | 15% | - | - | - | 0% | 0% | * | 13% | 9% | 9% | - |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 93% | 92% | 84% | * | * | 86% | - | - | - | * | 0% | - | 83% | 87% | 81% | * |
| | 2018 | 92% | 91% | 100% | * | * | 100% | * | - | * | * | 100% | - | 100% | 100% | 100% | - |
| At Meets Grade Level or Above | 2019 | 73% | 70% | 61% | * | * | 61% | - | - | - | * | 0% | - | 59% | 67% | 52% | * |
| | 2018 | 70% | 67% | 81% | * | * | 79% | * | - | * | * | 20% | - | 86% | 75% | 71% | - |
| At Masters Grade Level | 2019 | 45% | 38% | 32% | * | * | 36% | - | - | - | * | 0% | - | 31% | 33% | 19% | * |
| | 2018 | 40% | 35% | 60% | * | * | 64% | * | - | * | * | 0% | - | 59% | 60% | 33% | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 77% | 85% | 81% | 88% | 85% | 100% | 90% | * | 76% | 59% | 92% | 85% | 85% | 82% | 81% |
| | 2018 | 77% | 76% | 76% | 72% | 75% | 76% | 100% | 86% | * | 85% | 34% | 88% | 75% | 78% | 70% | 58% |
| At Meets Grade Level or Above | 2019 | 50% | 47% | 51% | 48% | 50% | 52% | 71% | 50% | * | 37% | 37% | 50% | 50% | 54% | 45% | 29% |
| | 2018 | 48% | 45% | 45% | 40% | 41% | 46% | 86% | 43% | * | 54% | 15% | 50% | 45% | 45% | 37% | 32% |
| At Masters Grade Level | 2019 | 24% | 21% | 22% | 25% | 24% | 21% | 43% | 30% | * | 12% | 22% | 29% | 23% | 19% | 19% | 17% |
| | 2018 | 22% | 19% | 18% | 8% | 13% | 19% | 43% | 0% | * | 27% | 7% | 27% | 18% | 17% | 12% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 74% | 81% | 88% | 80% | 80% | * | * | * | 83% | 51% | 100% | 84% | 76% | 78% | 72% |
| | 2018 | 74% | 74% | 77% | 74% | 76% | 77% | * | * | * | 83% | 29% | 78% | 77% | 77% | 71% | 47% |
| At Meets Grade Level or Above | 2019 | 48% | 45% | 51% | 54% | 46% | 52% | * | * | * | 44% | 35% | 33% | 52% | 50% | 46% | 28% |
| | 2018 | 46% | 44% | 48% | 44% | 38% | 49% | * | * | * | 50% | 15% | 44% | 48% | 48% | 40% | 27% |
| At Masters Grade Level | 2019 | 21% | 18% | 22% | 33% | 22% | 22% | * | * | * | 6% | 32% | 11% | 24% | 18% | 20% | 17% |
| | 2018 | 19% | 17% | 15% | 11% | 14% | 16% | * | * | * | 17% | 7% | 22% | 17% | 12% | 12% | 13% |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

| | | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 81% | 89% | 85% | 92% | 90% | * | * | * | 67% | 75% | 100% | 87% | 93% | 85% | 88% |
| | 2018 | 81% | 81% | 80% | 70% | 82% | 80% | * | * | * | 86% | 43% | 100% | 79% | 82% | 73% | 69% |
| At Meets Grade Level or Above | 2019 | 52% | 49% | 55% | 40% | 62% | 55% | * | * | * | 42% | 47% | 78% | 54% | 55% | 49% | 44% |
| | 2018 | 50% | 47% | 45% | 35% | 42% | 46% | * | * | * | 43% | 17% | 44% | 45% | 46% | 34% | 31% |
| At Masters Grade Level | 2019 | 26% | 24% | 25% | 25% | 32% | 23% | * | * | * | 25% | 19% | 56% | 28% | 18% | 23% | 25% |
| | 2018 | 24% | 21% | 19% | 4% | 18% | 20% | * | * | * | 36% | 10% | 33% | 18% | 20% | 16% | 15% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 67% | 85% | * | 100% | 84% | * | * | * | 71% | 63% | * | 86% | 84% | 85% | * |
| | 2018 | 66% | 64% | 75% | 75% | 73% | 76% | * | * | - | * | 40% | * | 78% | 70% | 70% | 80% |
| At Meets Grade Level or Above | 2019 | 38% | 35% | 40% | * | 43% | 42% | * | * | * | 0% | 38% | * | 36% | 53% | 38% | * |
| | 2018 | 41% | 38% | 49% | 50% | 45% | 50% | * | * | - | * | 40% | * | 54% | 41% | 43% | 40% |
| At Masters Grade Level | 2019 | 14% | 12% | 16% | * | 14% | 16% | * | * | * | 0% | 25% | * | 16% | 16% | 13% | * |
| | 2018 | 13% | 9% | 10% | 8% | 9% | 12% | * | * | - | * | 0% | * | 10% | 11% | 4% | 0% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 80% | 90% | 69% | 94% | 93% | * | * | - | * | 82% | * | 90% | 92% | 87% | 83% |
| | 2018 | 80% | 79% | 70% | 67% | 69% | 69% | - | - | - | 100% | 16% | * | 65% | 80% | 60% | 40% |
| At Meets Grade Level or Above | 2019 | 54% | 51% | 49% | 46% | 38% | 52% | * | * | - | * | 36% | * | 48% | 51% | 42% | 17% |
| | 2018 | 51% | 48% | 35% | 11% | 38% | 33% | - | - | - | 83% | 5% | * | 33% | 39% | 31% | 40% |
| At Masters Grade Level | 2019 | 25% | 21% | 14% | 23% | 19% | 12% | * | * | - | * | 18% | * | 14% | 14% | 13% | 17% |
| | 2018 | 23% | 19% | 15% | 0% | 6% | 17% | - | - | - | 17% | 5% | * | 16% | 11% | 11% | 20% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 79% | 78% | 63% | 89% | 80% | * | * | - | * | 10% | - | 74% | 85% | 74% | * |
| | 2018 | 78% | 76% | 73% | * | 64% | 73% | * | - | * | * | 63% | * | 71% | 76% | 65% | - |
| At Meets Grade Level or Above | 2019 | 55% | 51% | 51% | 50% | 44% | 55% | * | * | - | * | 10% | - | 44% | 65% | 42% | * |
| | 2018 | 53% | 49% | 49% | * | 45% | 45% | * | - | * | * | 13% | * | 48% | 50% | 37% | - |
| At Masters Grade Level | 2019 | 33% | 28% | 26% | 13% | 11% | 31% | * | * | - | * | 0% | - | 24% | 31% | 16% | * |
| | 2018 | 31% | 26% | 35% | * | 9% | 36% | * | - | * | * | 0% | * | 33% | 38% | 15% | - |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|--|------|-------|-----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 60 | 55 | * | * | 55 | - | * | - | * | 42 | * | 49 | 81 | 46 | * |
| | 2018 | 63 | 62 | 46 | 43 | * | 50 | - | - | - | * | * | * | 52 | 38 | 47 | * |
| Grade 4 Mathematics | 2019 | 65 | 65 | 64 | * | * | 63 | - | * | - | * | 67 | * | 62 | 75 | 56 | * |
| | 2018 | 65 | 65 | 30 | 29 | * | 32 | - | - | - | * | * | * | 36 | 22 | 24 | * |
| Grade 5 ELA/Reading | 2019 | 81 | 80 | 87 | 100 | * | 83 | - | - | - | * | 80 | * | 79 | 100 | 87 | * |
| | 2018 | 80 | 79 | 68 | * | 50 | 70 | - | - | - | - | * | * | 69 | 64 | 70 | 40 |
| Grade 5 Mathematics | 2019 | 83 | 83 | 97 | 100 | * | 96 | - | - | - | * | 100 | * | 96 | 100 | 97 | * |
| | 2018 | 81 | 81 | 88 | * | 100 | 83 | - | - | - | - | * | * | 93 | 71 | 97 | 100 |
| Grade 6 ELA/Reading | 2019 | 42 | 40 | 44 | * | 43 | 42 | - | - | - | - | 50 | * | 50 | 30 | 43 | * |
| | 2018 | 47 | 43 | 36 | - | * | 48 | * | * | * | * | * | * | 32 | 42 | 36 | * |
| Grade 6 Mathematics | 2019 | 54 | 51 | 46 | * | 36 | 48 | - | - | - | - | 30 | * | 48 | 40 | 43 | * |
| | 2018 | 56 | 53 | 23 | - | * | 26 | * | * | * | * | * | * | 26 | 19 | 12 | * |
| Grade 7 ELA/Reading | 2019 | 77 | 80 | 84 | * | * | 82 | * | * | * | * | * | * | 84 | 85 | 83 | * |
| | 2018 | 76 | 74 | 81 | 70 | 100 | 74 | * | * | - | - | * | - | 80 | 82 | 88 | * |
| Grade 7 Mathematics | 2019 | 63 | 66 | 52 | * | * | 57 | * | * | * | * | * | * | 57 | 40 | 60 | * |
| | 2018 | 67 | 70 | 65 | 50 | 71 | 71 | * | * | - | - | * | - | 68 | 59 | 59 | * |
| Grade 8 ELA/Reading | 2019 | 77 | 76 | 68 | 70 | 75 | 72 | * | * | - | - | * | - | 64 | 75 | 65 | * |
| | 2018 | 79 | 79 | 70 | * | 63 | 69 | - | - | - | * | * | * | 63 | 85 | 65 | - |
| Grade 8 Mathematics | 2019 | 84 | 84 | 95 | 100 | 100 | 92 | * | * | - | - | * | - | 98 | 90 | 93 | * |
| | 2018 | 81 | 83 | 74 | * | 56 | 77 | - | - | - | * | * | * | 68 | 88 | 79 | - |
| End of Course English II | 2019 | 69 | 67 | 62 | * | * | 63 | - | - | - | 50 | * | - | 55 | 71 | 60 | - |
| | 2018 | 67 | 67 | 40 | * | * | 43 | - | - | - | * | 14 | - | 45 | 32 | 31 | * |
| End of Course Algebra I | 2019 | 75 | 69 | 84 | * | 100 | 79 | * | * | - | * | * | * | 82 | 91 | 87 | - |
| | 2018 | 72 | 68 | 70 | * | - | 70 | - | - | - | * | * | * | 65 | 73 | 58 | - |
| All Grades Both Subjects | 2019 | 69 | 68 | 69 | 84 | 71 | 68 | * | 83 | * | 57 | 65 | 88 | 67 | 74 | 69 | 73 |
| | 2018 | 69 | 69 | 57 | 57 | 55 | 58 | * | * | * | 47 | 49 | 77 | 58 | 54 | 53 | 54 |
| All Grades ELA/Reading | 2019 | 68 | 67 | 66 | 82 | 67 | 65 | * | * | * | 62 | 62 | 80 | 62 | 75 | 65 | 79 |
| | 2018 | 69 | 67 | 56 | 64 | 50 | 57 | * | * | * | 44 | 50 | 79 | 57 | 54 | 54 | 39 |
| All Grades Mathematics | 2019 | 70 | 69 | 72 | 85 | 75 | 71 | * | * | * | 50 | 69 | 93 | 72 | 73 | 73 | 67 |
| | 2018 | 70 | 70 | 58 | 50 | 61 | 59 | * | * | * | 50 | 47 | 75 | 60 | 53 | 51 | 69 |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

| | | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|------|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 57% | * | 33% | 53% | - | * | - | * | 13% | 54% | * |
| | 2018 | 38% | 39% | 53% | * | * | 50% | - | - | - | * | * | 52% | * |
| Mathematics | 2019 | 45% | 45% | 70% | 83% | * | 67% | - | - | - | * | 56% | 63% | * |
| | 2018 | 47% | 48% | 53% | * | * | 59% | - | - | - | - | * | 50% | * |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 76% | 76% | 100% | * | 78% | - | - | - | * | * | 76% | * |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 24% | 24% | 0% | * | 22% | - | - | - | * | * | 24% | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 86% | 85% | 84% | 100% | * | 86% | - | - | - | * | * | 83% | * |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 83% | 83% | 92% | 100% | * | 93% | - | - | - | * | * | 90% | * |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 17% | 17% | 8% | 0% | * | 7% | - | - | - | * | * | 10% | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 90% | 89% | 97% | 100% | * | 96% | - | - | - | * | * | 97% | * |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 76% | 94% | 100% | 100% | 89% | * | * | - | - | * | 90% | - |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 24% | 6% | 0% | 0% | 11% | * | * | - | - | * | 10% | - |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 84% | 97% | 100% | 100% | 95% | * | * | - | - | * | 95% | - |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 81% | 81% | * | * | 79% | - | - | - | - | * | 86% | - |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 19% | 19% | * | * | 21% | - | - | - | - | * | 14% | - |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 86% | 100% | * | * | 100% | - | - | - | - | * | 100% | - |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL |
|---|------|-------|-----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 77% | 85% | - | - | - | - | - | 63% | * | 63% | - | 63% | 63% |
| | 2018 | 77% | 76% | 76% | - | - | - | - | - | 54% | 45% | 67% | - | 54% | 54% |
| At Meets Grade Level or Above | 2019 | 50% | 47% | 51% | - | - | - | - | - | 16% | * | 19% | - | 16% | 16% |
| | 2018 | 48% | 45% | 45% | - | - | - | - | - | 26% | 20% | 33% | - | 26% | 26% |
| At Masters Grade Level | 2019 | 24% | 21% | 22% | - | - | - | - | - | 16% | * | 19% | - | 16% | 16% |
| | 2018 | 22% | 19% | 18% | - | - | - | - | - | 11% | 0% | 27% | - | 11% | 11% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 74% | 81% | - | - | - | - | - | 44% | * | 43% | - | 44% | 44% |
| | 2018 | 74% | 74% | 77% | - | - | - | - | - | 43% | 38% | 50% | - | 43% | 43% |
| At Meets Grade Level or Above | 2019 | 48% | 45% | 51% | - | - | - | - | - | 11% | * | 14% | - | 11% | 11% |
| | 2018 | 46% | 44% | 48% | - | - | - | - | - | 21% | 13% | 33% | - | 21% | 21% |
| At Masters Grade Level | 2019 | 21% | 18% | 22% | - | - | - | - | - | 11% | * | 14% | - | 11% | 11% |
| | 2018 | 19% | 17% | 15% | - | - | - | - | - | 14% | 0% | 33% | - | 14% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 81% | 89% | - | - | - | - | - | 86% | - | 86% | - | 86% | 86% |
| | 2018 | 81% | 81% | 80% | - | - | - | - | - | 67% | 50% | 83% | - | 67% | 67% |
| At Meets Grade Level or Above | 2019 | 52% | 49% | 55% | - | - | - | - | - | 29% | - | 29% | - | 29% | 29% |
| | 2018 | 50% | 47% | 45% | - | - | - | - | - | 25% | 17% | 33% | - | 25% | 25% |
| At Masters Grade Level | 2019 | 26% | 24% | 25% | - | - | - | - | - | 29% | - | 29% | - | 29% | 29% |
| | 2018 | 24% | 21% | 19% | - | - | - | - | - | 8% | 0% | 17% | - | 8% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 67% | 85% | - | - | - | - | - | - | - | - | - | - | - |
| | 2018 | 66% | 64% | 75% | - | - | - | - | - | 80% | * | * | - | 80% | 80% |
| At Meets Grade Level or Above | 2019 | 38% | 35% | 40% | - | - | - | - | - | - | - | - | - | - | - |
| | 2018 | 41% | 38% | 49% | - | - | - | - | - | 40% | * | * | - | 40% | 40% |
| At Masters Grade Level | 2019 | 14% | 12% | 16% | - | - | - | - | - | - | - | - | - | - | - |
| | 2018 | 13% | 9% | 10% | - | - | - | - | - | 0% | * | * | - | 0% | 0% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 80% | 90% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 80% | 79% | 70% | - | - | - | - | - | * | * | * | - | * | * |
| At Meets Grade Level or Above | 2019 | 54% | 51% | 49% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 51% | 48% | 35% | - | - | - | - | - | * | * | * | - | * | * |
| At Masters Grade Level | 2019 | 25% | 21% | 14% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 23% | 19% | 15% | - | - | - | - | - | * | * | * | - | * | * |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 79% | 78% | - | - | - | - | - | * | * | - | - | * | * |
| | 2018 | 78% | 76% | 73% | - | - | - | - | - | - | - | - | - | - | - |
| At Meets Grade Level or Above | 2019 | 55% | 51% | 51% | - | - | - | - | - | * | * | - | - | * | * |
| | 2018 | 53% | 49% | 49% | - | - | - | - | - | - | - | - | - | - | - |
| At Masters Grade Level | 2019 | 33% | 28% | 26% | - | - | - | - | - | * | * | - | - | * | * |
| | 2018 | 31% | 26% | 35% | - | - | - | - | - | - | - | - | - | - | - |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 68% | 69% | - | - | - | - | - | 69% | - | 69% | - | 69% | 69% |
| | 2018 | 69% | 69% | 57% | - | - | - | - | - | 54% | 58% | 50% | - | 54% | 54% |
| All Grades ELA/Reading | 2019 | 68% | 67% | 66% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 69% | 67% | 56% | - | - | - | - | - | 42% | 43% | 42% | - | 42% | 42% |
| All Grades Mathematics | 2019 | 70% | 69% | 72% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 70% | 70% | 58% | - | - | - | - | - | 67% | 75% | 58% | - | 67% | 67% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 57% | - | - | - | - | - | * | - | * | - | * | * |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL |
|-------------|------|-------|-----------|----------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| Mathematics | 2018 | 38% | 39% | 53% | - | - | - | - | - | * | * | - | - | * | * |
| | 2019 | 45% | 45% | 70% | - | - | - | - | - | * | - | * | - | * | * |
| | 2018 | 47% | 48% | 53% | - | - | - | - | - | * | * | * | - | * | * |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 93% | 96% | 100% | 95% | 95% | 100% | 100% | * | 100% | 100% | 96% | 100% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 6% | 4% | 0% | 5% | 4% | 0% | 0% | * | 0% | 0% | 4% | 0% |
| Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 99% | 99% | 100% | 99% | 100% | 100% | * | 100% | 96% | 99% | 100% |
| Included in Accountability | 94% | 95% | 94% | 96% | 98% | 92% | 100% | 100% | * | 100% | 91% | 93% | 100% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 5% | 3% | 2% | 7% | 0% | 0% | * | 0% | 4% | 6% | 0% |
| Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 2% | 0% | 0% |
| Not Tested | 1% | 0% | 1% | 1% | 0% | 1% | 0% | 0% | * | 0% | 4% | 1% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 1% | 0% | 1% | 0% | 0% | * | 0% | 4% | 1% | 0% |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2017-18 | 95.4% | 95.7% | 95.3% | 96.3% | 96.2% | 95.1% | * | * | * | 95.3% | 94.9% | 94.9% | 96.9% |
| 2016-17 | 95.7% | 95.9% | 96.0% | 96.6% | 96.9% | 95.8% | * | * | * | 96.5% | 94.6% | 95.3% | 96.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2017-18 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | * |
| 2016-17 | 0.3% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | 0.0% | 0.0% | 0.0% | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2017-18 | 1.9% | 0.9% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | * |
| 2016-17 | 1.9% | 1.0% | 1.1% | 0.0% | 0.0% | 1.4% | * | - | * | 0.0% | 0.0% | 1.0% | * |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 93.3% | 94.4% | * | * | 92.9% | - | - | - | * | * | 91.3% | - |
| Received TxCHSE | 0.4% | 0.3% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| Continued HS | 3.8% | 2.8% | 0.0% | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| Dropped Out | 5.7% | 3.5% | 5.6% | * | * | 7.1% | - | - | - | * | * | 8.7% | - |
| Graduates and TxCHSE | 90.4% | 93.7% | 94.4% | * | * | 92.9% | - | - | - | * | * | 91.3% | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.5% | 94.4% | * | * | 92.9% | - | - | - | * | * | 91.3% | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 93.0% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Received TxCHSE | 0.4% | 0.5% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 4.0% | 2.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 5.9% | 4.1% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 90.1% | 93.5% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 95.9% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 94.7% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Received TxCHSE | 0.6% | 0.7% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 1.1% | 0.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 6.3% | 4.2% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 92.6% | 95.4% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 95.8% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 94.2% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |
| Received TxCHSE | 0.7% | 0.8% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 1.2% | 0.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.6% | 4.6% | 4.0% | * | 0.0% | 4.7% | - | - | - | - | 0.0% | 3.3% | - |
| Graduates and TxCHSE | 92.2% | 95.0% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.4% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 94.5% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|----------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Received TxCHSE | 0.8% | 0.9% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 0.5% | 0.1% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.6% | 4.4% | 4.0% | * | 0.0% | 4.7% | - | - | - | - | 0.0% | 3.3% | - |
| Graduates and TxCHSE | 92.9% | 95.4% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.6% | 96.0% | * | 100.0% | 95.3% | - | - | - | - | 100.0% | 96.7% | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 94.5% | 100.0% | * | * | 100.0% | - | - | - | - | 100.0% | 100.0% | - |
| Received TxCHSE | 1.0% | 0.9% | 0.0% | * | * | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.2% | 0.0% | * | * | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Dropped Out | 6.7% | 4.4% | 0.0% | * | * | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Graduates and TxCHSE | 92.8% | 95.4% | 100.0% | * | * | 100.0% | - | - | - | - | 100.0% | 100.0% | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 95.6% | 100.0% | * | * | 100.0% | - | - | - | - | 100.0% | 100.0% | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | 90.0% | 93.3% | 94.4% | * | * | 92.9% | - | - | - | * | * | 91.3% | - |
| Class of 2017 | 89.7% | 93.0% | 100.0% | * | 100.0% | 100.0% | - | - | - | * | 100.0% | 100.0% | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 68.5% | 45.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 88.5% | 83.7% | 81.0% | * | 71.4% | 83.3% | - | - | - | * | 0.0% | 69.2% | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 5.0% | 5.6% | 2.9% | * | * | 3.8% | - | - | - | * | * | 4.8% | - |
| Class of 2017 | 6.0% | 7.4% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 82.0% | 83.9% | 88.2% | * | * | 88.5% | - | - | - | * | * | 81.0% | - |
| Class of 2017 | 60.8% | 77.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 86.8% | 89.0% | 91.2% | * | * | 92.3% | - | - | - | * | * | 85.7% | - |
| Class of 2017 | 85.9% | 84.1% | 81.0% | * | 71.4% | 83.3% | - | - | - | * | 0.0% | 69.2% | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 37.7% | 25.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 87.2% | 83.3% | 82.5% | * | 71.4% | 85.7% | - | - | - | * | 0.0% | 72.7% | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 4.9% | 5.2% | 5.6% | * | 0.0% | 7.4% | - | - | - | * | * | 5.3% | - |
| 2016-17 | 7.2% | 8.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 81.5% | 83.5% | 83.3% | * | 80.0% | 85.2% | - | - | - | * | * | 78.9% | - |
| 2016-17 | 56.5% | 74.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 85.1% | 87.8% | 88.9% | * | 80.0% | 92.6% | - | - | - | * | * | 84.2% | - |
| 2016-17 | 84.0% | 83.2% | 82.5% | * | 71.4% | 85.7% | - | - | - | * | 0.0% | 72.7% | - |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Graduation Profile

| | District Count | District Percent | State Count | State Percent |
|--|-------------------|---------------------|----------------|------------------|
| Graduates (2017-18 Annual Graduates) | | | | |
| Total Graduates | 36 | 100.0% | 347,893 | 100.0% |
| By Ethnicity: | | | | |
| African American | 3 | 8.3% | 43,502 | 12.5% |
| Hispanic | 5 | 13.9% | 173,272 | 49.8% |
| White | 27 | 75.0% | 107,052 | 30.8% |
| American Indian | 0 | 0.0% | 1,226 | 0.4% |
| Asian | 0 | 0.0% | 15,589 | 4.5% |
| Pacific Islander | 0 | 0.0% | 528 | 0.2% |
| Two or More Races | 1 | 2.8% | 6,724 | 1.9% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 5,855 | 1.7% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 3,538 | 1.0% |
| Foundation H.S. Program (No Endorsement) | 4 | 11.1% | 49,432 | 14.2% |
| Foundation H.S. Program (Endorsement) | 2 | 5.6% | 16,542 | 4.8% |
| Foundation H.S. Program (DLA) | 30 | 83.3% | 272,526 | 78.3% |
| Special Education Graduates | 3 | 8.3% | 25,962 | 7.5% |
| Economically Disadvantaged Graduates | 19 | 52.8% | 166,956 | 48.0% |
| LEP Graduates | 0 | 0.0% | 21,359 | 6.1% |
| At-Risk Graduates | 10 | 27.8% | 144,805 | 41.6% |

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| College, Career, and Military Ready Graduates (Student Achievement) *** | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 65.5% | 64.5% | 80.6% | * | 80.0% | 85.2% | - | - | - | * | * | 78.9% | - |
| College Ready Graduates *** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 50.0% | 42.8% | 61.1% | * | 80.0% | 63.0% | - | - | - | * | * | 52.6% | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 58.2% | 48.1% | 50.0% | * | 80.0% | 51.9% | - | - | - | * | * | 42.1% | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 46.0% | 37.5% | 36.1% | * | 60.0% | 33.3% | - | - | - | * | * | 26.3% | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 42.1% | 32.7% | 30.6% | * | 60.0% | 29.6% | - | - | - | * | * | 21.1% | - |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 27.7% | 55.6% | * | 80.0% | 55.6% | - | - | - | * | * | 47.4% | - |
| 2016-17 | 19.9% | 26.6% | 47.5% | * | 42.9% | 46.4% | - | - | - | * | 0.0% | 40.9% | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.4% | 7.6% | 11.1% | * | 0.0% | 14.8% | - | - | - | * | * | 5.3% | - |
| 2016-17 | 20.1% | 7.7% | 7.5% | * | 0.0% | 10.7% | - | - | - | * | 0.0% | 0.0% | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.4% | 0.7% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 0.8% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.0% | 0.3% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| Career/Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 28.7% | 37.3% | 50.0% | * | 80.0% | 48.1% | - | - | - | * | * | 57.9% | - |
| 2016-17 | 13.2% | 17.5% | 10.0% | * | 7.1% | 10.7% | - | - | - | * | 30.0% | 13.6% | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.8% | 7.8% | 19.4% | * | 60.0% | 11.1% | - | - | - | * | * | 26.3% | - |
| 2016-17 | 2.7% | 3.7% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.7% | 1.9% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 1.0% | 0.9% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 38.7% | 52.6% | 44.4% | * | 20.0% | 51.9% | - | - | - | * | * | 36.8% | - |
| 2016-17 | 17.3% | 24.3% | 15.0% | * | 14.3% | 14.3% | - | - | - | * | 60.0% | 27.3% | - |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.3% | 4.9% | 19.4% | * | 20.0% | 22.2% | - | - | - | * | * | 26.3% | - |
| 2016-17 | 2.2% | 2.8% | 2.5% | * | 0.0% | 3.6% | - | - | - | * | 0.0% | 0.0% | - |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 2.6% | 3.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 0.6% | 0.3% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 0.5% | 0.2% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2017-18 | 32.1% | 33.5% | 19.4% | * | 40.0% | 18.5% | - | - | - | * | * | 15.8% | - |
| 2016-17 | 23.4% | 26.9% | 12.5% | * | 0.0% | 14.3% | - | - | - | * | 0.0% | 9.1% | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 23.7% | 24.5% | 16.7% | * | 40.0% | 14.8% | - | - | - | * | * | 15.8% | - |
| 2016-17 | 19.8% | 21.6% | 20.0% | * | 0.0% | 17.9% | - | - | - | * | 0.0% | 18.2% | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 18.1% | 19.0% | 5.6% | * | 20.0% | 3.7% | - | - | - | * | * | 5.3% | - |
| 2016-17 | 12.9% | 14.7% | 5.0% | * | 0.0% | 3.6% | - | - | - | * | 0.0% | 9.1% | - |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 58.4% | 76.2% | 83.3% | * | 60.0% | 88.9% | - | - | - | * | * | 89.5% | - |
| 2016-17 | 50.5% | 68.0% | 45.0% | * | 42.9% | 46.4% | - | - | - | * | 100.0% | 45.5% | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 2.0% | 2.2% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 0.8% | 0.8% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 3.9% | 3.6% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 1.4% | 1.8% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 0.9% | 0.5% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2016-17 | 0.2% | 0.5% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 25.8% | 11.6% | 46.8% | 20.0% | 55.6% | 47.4% | * | - | * | * | n/a | 37.2% | n/a |
| 2017 | 26.2% | 11.7% | 52.6% | * | 75.0% | 47.5% | - | - | - | * | n/a | 44.7% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 15.3% | 6.6% | 44.2% | 20.0% | 55.6% | 43.9% | * | - | * | * | n/a | 37.2% | n/a |
| 2017 | 15.9% | 7.2% | 47.4% | * | 58.3% | 44.1% | - | - | - | * | n/a | 40.4% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 7.3% | 2.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | * | n/a | 0.0% | n/a |
| 2017 | 7.2% | 2.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 10.8% | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | * | n/a | 0.0% | n/a |
| 2017 | 10.9% | 3.5% | 0.0% | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 14.5% | 5.4% | 35.1% | 20.0% | 44.4% | 35.1% | * | - | * | * | n/a | 25.6% | n/a |
| 2017 | 15.0% | 5.0% | 24.4% | * | 33.3% | 23.7% | - | - | - | * | n/a | 19.1% | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 50.7% | 42.4% | 13.9% | * | 0.0% | 11.1% | * | - | - | * | n/a | 12.5% | n/a |
| 2017 | 49.1% | 40.1% | 14.6% | * | 22.2% | 14.3% | - | - | - | * | n/a | 4.8% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 42.5% | 40.4% | 5.9% | * | 0.0% | 0.0% | * | - | - | * | n/a | 6.3% | n/a |
| 2017 | 41.3% | 36.3% | 10.8% | * | 0.0% | 15.4% | - | - | - | * | n/a | 5.3% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 52.8% | 40.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: CUSHING ISD
County Name: NACOGDOCHES
District Number: 174902

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2017 Science | 51.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 Science | 38.0% | 32.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 Social Studies | 38.3% | 33.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 Social Studies | 44.6% | 34.4% | 18.5% | * | * | 15.0% | * | - | - | * | n/a | 18.2% | n/a |
| 2017 Social Studies | 41.4% | 32.0% | 15.8% | - | * | 21.4% | - | - | - | * | n/a | 0.0% | n/a |
| SAT/ACT Results (Annual Graduates) *** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2017-18 | 74.6% | 55.7% | 86.1% | * | 100.0% | 85.2% | - | - | - | * | n/a | 72.7% | n/a |
| 2016-17 | 73.5% | 56.9% | 55.0% | 0.0% | 71.4% | 53.6% | - | - | - | 66.7% | n/a | 45.8% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| 2017-18 | 37.9% | 32.6% | 41.9% | * | 83.3% | 34.8% | - | - | - | * | n/a | 18.8% | n/a |
| Average SAT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 1036 | 1051 | 1025 | * | 1080 | 1022 | - | - | - | * | n/a | 963 | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2017-18 | 521 | 532 | 516 | * | 550 | 514 | - | - | - | * | n/a | 482 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 515 | 519 | 510 | * | 530 | 508 | - | - | - | * | n/a | 481 | n/a |
| Average ACT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 19.9 | 19.5 | - | * | 19.5 | - | - | - | * | n/a | 18.0 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 20.3 | 19.5 | 18.2 | - | * | 18.2 | - | - | - | * | n/a | 16.4 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 19.6 | 20.3 | - | * | 20.5 | - | - | - | * | n/a | 18.9 | n/a |
| Science | | | | | | | | | | | | | |
| 2017-18 | 20.9 | 20.2 | 20.3 | - | * | 20.5 | - | - | - | * | n/a | 19.5 | n/a |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Other Postsecondary Indicators

| | State | Region 07 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 43.4% | 39.5% | 30.4% | 23.1% | 31.3% | 30.7% | * | - | * | 33.3% | 5.3% | 26.2% | * |
| 2016-17 | 37.1% | 29.6% | 38.0% | 42.9% | 45.0% | 33.9% | * | - | * | 71.4% | 5.9% | 37.8% | * |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 17.3% | 15.0% | 21.6% | 7.7% | 31.3% | 20.6% | * | - | * | 33.3% | 0.0% | 17.9% | * |
| 2016-17 | 16.8% | 14.0% | 23.0% | 14.3% | 35.0% | 20.8% | * | - | * | 42.9% | 0.0% | 23.5% | * |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 19.5% | 24.5% | 25.0% | 26.7% | 23.4% | * | - | * | 33.3% | 0.0% | 24.1% | * |
| 2016-17 | 19.5% | 16.2% | 31.5% | 42.9% | 47.1% | 26.5% | * | - | * | 57.1% | 0.0% | 34.3% | * |
| Science | | | | | | | | | | | | | |
| 2017-18 | 21.2% | 21.1% | 5.0% | 16.7% | 0.0% | 4.9% | * | - | * | 0.0% | 0.0% | 6.2% | * |
| 2016-17 | 5.7% | 2.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | * |
| Social Studies | | | | | | | | | | | | | |
| 2017-18 | 22.8% | 15.2% | 10.2% | 7.7% | 6.3% | 9.6% | * | - | * | 22.2% | 0.0% | 6.0% | * |
| 2016-17 | 21.8% | 14.0% | 12.8% | 0.0% | 26.3% | 11.5% | * | - | * | 16.7% | 0.0% | 13.8% | * |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2016-17 | 54.6% | 52.6% | 62.5% | * | 57.1% | 64.3% | - | - | - | * | 20.0% | 50.0% | - |
| 2015-16 | 54.7% | 53.2% | 48.0% | * | 83.3% | 44.2% | - | - | - | - | 12.5% | 50.0% | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2016-17 | 59.2% | 53.9% | 62.5% | * | * | 61.1% | - | - | - | * | * | 81.8% | - |
| 2015-16 | 55.7% | 50.6% | 60.9% | - | 40.0% | 66.7% | - | - | - | - | * | 50.0% | - |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

| Student Information | District | | State | |
|---|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Total Students | 557 | 100.0% | 5,416,400 | 100.0% |
| Students by Grade: | | | | |
| Early Childhood Education | 1 | 0.2% | 15,122 | 0.3% |
| Pre-Kindergarten | 32 | 5.7% | 238,810 | 4.4% |
| Kindergarten | 38 | 6.8% | 373,435 | 6.9% |
| Grade 1 | 41 | 7.4% | 386,567 | 7.1% |
| Grade 2 | 46 | 8.3% | 387,490 | 7.2% |
| Grade 3 | 37 | 6.6% | 395,637 | 7.3% |
| Grade 4 | 45 | 8.1% | 411,805 | 7.6% |
| Grade 5 | 39 | 7.0% | 417,388 | 7.7% |
| Grade 6 | 37 | 6.6% | 417,587 | 7.7% |
| Grade 7 | 35 | 6.3% | 406,716 | 7.5% |
| Grade 8 | 35 | 6.3% | 404,933 | 7.5% |
| Grade 9 | 42 | 7.5% | 436,449 | 8.1% |
| Grade 10 | 44 | 7.9% | 400,571 | 7.4% |
| Grade 11 | 44 | 7.9% | 372,899 | 6.9% |
| Grade 12 | 41 | 7.4% | 350,991 | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 38 | 6.8% | 684,349 | 12.6% |
| Hispanic | 79 | 14.2% | 2,847,629 | 52.6% |
| White | 403 | 72.4% | 1,484,069 | 27.4% |
| American Indian | 5 | 0.9% | 20,362 | 0.4% |
| Asian | 3 | 0.5% | 242,247 | 4.5% |
| Pacific Islander | 2 | 0.4% | 8,254 | 0.2% |
| Two or More Races | 27 | 4.8% | 129,490 | 2.4% |
| Economically Disadvantaged | 345 | 61.9% | 3,283,812 | 60.6% |
| Non-Educationally Disadvantaged | 212 | 38.1% | 2,132,588 | 39.4% |
| Section 504 Students | 49 | 8.8% | 354,440 | 6.5% |
| English Learners (EL) | 22 | 3.9% | 1,054,596 | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 2 | 0.3% | 75,963 | 1.4% |
| Students w/ Dyslexia | 24 | 4.3% | 194,074 | 3.6% |
| At-Risk | 222 | 39.9% | 2,713,848 | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 69 | | 521,908 | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 34 | 49.3% | 221,426 | 42.4% |
| Students with Physical Disabilities | 18 | 26.1% | 114,118 | 21.9% |
| Students with Autism | ** | ** | 71,373 | 13.7% |
| Students with Behavioral Disabilities | 9 | 13.0% | 107,604 | 20.6% |
| Students with Non-Categorical Early Childhood | * | * | 7,387 | 1.4% |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

| <u>Student Information</u> | <u>- Non-Special Education Rates -</u> | | <u>- Special Education Rates -</u> | |
|----------------------------|--|--------------|------------------------------------|--------------|
| | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> |
| Retention Rates by Grade: | | | | |
| Kindergarten | 3.1% | 1.7% | 33.3% | 6.2% |
| Grade 1 | 13.2% | 3.1% | 0.0% | 5.5% |
| Grade 2 | 3.4% | 1.8% | 0.0% | 2.3% |
| Grade 3 | 0.0% | 1.1% | 0.0% | 0.9% |
| Grade 4 | 0.0% | 0.5% | 0.0% | 0.5% |
| Grade 5 | 0.0% | 0.5% | 0.0% | 0.6% |
| Grade 6 | 0.0% | 0.4% | 0.0% | 0.5% |
| Grade 7 | 0.0% | 0.6% | 0.0% | 0.6% |
| Grade 8 | 0.0% | 0.4% | 0.0% | 0.7% |
| Grade 9 | 0.0% | 7.2% | 0.0% | 12.7% |

| | <u>----- District -----</u> | | <u>----- State -----</u> | |
|------------------------|-----------------------------|----------------|--------------------------|----------------|
| | <u>Count</u> | <u>Percent</u> | <u>Count</u> | <u>Percent</u> |
| Data Quality: | | | | |
| Underreported Students | 3 | 1.1% | 6,321 | 0.3% |

Class Size Information District State

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

| | | |
|-----------------------|------|------|
| Elementary: | | |
| Kindergarten | 19.0 | 18.9 |
| Grade 1 | 20.5 | 18.8 |
| Grade 2 | 20.4 | 18.7 |
| Grade 3 | 18.5 | 18.9 |
| Grade 4 | 20.4 | 19.2 |
| Grade 5 | 17.7 | 21.2 |
| Grade 6 | 18.0 | 20.4 |
| Secondary: | | |
| English/Language Arts | 18.1 | 16.6 |
| Foreign Languages | 8.3 | 18.9 |
| Mathematics | 15.6 | 17.8 |
| Science | 16.2 | 18.9 |
| Social Studies | 18.5 | 19.3 |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

| Staff Information | District | | State | |
|---|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Total Staff | 72.7 | 100.0% | 719,502.5 | 100.0% |
| Professional Staff: | 55.8 | 76.7% | 461,380.1 | 64.1% |
| Teachers | 39.2 | 53.9% | 358,450.1 | 49.8% |
| Professional Support | 8.7 | 12.0% | 72,848.5 | 10.1% |
| Campus Administration (School Leadership) | 4.9 | 6.7% | 21,812.7 | 3.0% |
| Central Administration | 3.0 | 4.1% | 8,268.8 | 1.1% |
| Educational Aides: | 7.6 | 10.5% | 74,292.4 | 10.3% |
| Auxiliary Staff: | 9.3 | 12.8% | 183,830.1 | 25.5% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 4,414.0 | n/a |
| Part-time | 0.0 | n/a | 572.0 | n/a |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 12,433.0 | n/a |
| Part-time | 0.0 | n/a | 1,097.0 | n/a |
| Total Minority Staff: | 8.3 | 11.4% | 362,803.7 | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 2.5% | 37,875.6 | 10.6% |
| Hispanic | 3.0 | 7.6% | 99,261.7 | 27.7% |
| White | 33.9 | 86.5% | 209,288.6 | 58.4% |
| American Indian | 0.3 | 0.8% | 1,236.1 | 0.3% |
| Asian | 1.0 | 2.5% | 6,037.0 | 1.7% |
| Pacific Islander | 0.0 | 0.0% | 676.7 | 0.2% |
| Two or More Races | 0.0 | 0.0% | 4,074.5 | 1.1% |
| Males | 11.7 | 29.8% | 85,138.1 | 23.8% |
| Females | 27.5 | 70.2% | 273,312.0 | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.6 | 1.5% | 4,932.1 | 1.4% |
| Bachelors | 29.5 | 75.1% | 263,991.5 | 73.6% |
| Masters | 8.2 | 20.8% | 87,059.6 | 24.3% |
| Doctorate | 1.0 | 2.5% | 2,466.8 | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.6 | 9.2% | 24,953.3 | 7.0% |
| 1-5 Years Experience | 10.3 | 26.3% | 103,762.4 | 28.9% |
| 6-10 Years Experience | 3.0 | 7.6% | 68,136.0 | 19.0% |
| 11-20 Years Experience | 16.0 | 40.8% | 105,158.7 | 29.3% |
| Over 20 Years Experience | 6.3 | 16.1% | 56,439.7 | 15.7% |
| Number of Students per Teacher | 14.2 | n/a | 15.1 | n/a |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

| Staff Information | District | State |
|--|-----------------|--------------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 3.5 | 6.3 |
| Average Years Experience of Principals with District | 3.5 | 5.4 |
| Average Years Experience of Assistant Principals | 3.0 | 5.3 |
| Average Years Experience of Assistant Principals with District | 3.0 | 4.7 |
| Average Years Experience of Teachers: | 11.3 | 11.1 |
| Average Years Experience of Teachers with District: | 7.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$30,655 | \$47,218 |
| 1-5 Years Experience | \$37,659 | \$50,408 |
| 6-10 Years Experience | \$43,610 | \$52,786 |
| 11-20 Years Experience | \$46,936 | \$56,041 |
| Over 20 Years Experience | \$55,001 | \$62,039 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$44,042 | \$54,122 |
| Professional Support | \$45,723 | \$64,069 |
| Campus Administration (School Leadership) | \$54,045 | \$78,947 |
| Central Administration | \$88,395 | \$103,400 |
| Instructional Staff Percent: | 67.3% | 64.5% |
| Turnover Rate for Teachers: | 12.2% | 16.5% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,074.9 |
| Educational Aides | 0.0 | 189.4 |
| Auxiliary Staff | 0.0 | 411.6 |
| Contracted Instructional Staff: | 0.0 | 6,043.6 |

District Name: CUSHING ISD
 County Name: NACOGDOCHES
 District Number: 174902

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

| Program Information | ----- District ----- | | ----- State ----- | |
|--|----------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 22 | 3.9% | 1,066,099 | 19.7% |
| Career & Technical Education | 202 | 36.3% | 1,424,391 | 26.3% |
| Gifted & Talented Education | 40 | 7.2% | 436,361 | 8.1% |
| Special Education | 69 | 12.4% | 521,908 | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 23,092.5 | 6.4% |
| Career & Technical Education | 4.4 | 11.1% | 17,483.0 | 4.9% |
| Compensatory Education | 0.0 | 0.0% | 9,548.1 | 2.7% |
| Gifted & Talented Education | 1.0 | 2.5% | 7,164.0 | 2.0% |
| Regular Education | 31.5 | 80.3% | 255,885.2 | 71.4% |
| Special Education | 2.4 | 6.1% | 32,449.2 | 9.1% |
| Other | 0.0 | 0.0% | 12,828.0 | 3.6% |

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)