### STUDENT ENROLLMENT

#### Total Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>670</td>
</tr>
<tr>
<td>2016–17</td>
<td>639</td>
</tr>
<tr>
<td>2017–18</td>
<td>612</td>
</tr>
</tbody>
</table>

#### Economic Disadvantage

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>91%</td>
</tr>
<tr>
<td>2016–17</td>
<td>86%</td>
</tr>
<tr>
<td>2017–18</td>
<td>86%</td>
</tr>
</tbody>
</table>

#### ELLs

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>39%</td>
</tr>
<tr>
<td>2016–17</td>
<td>41%</td>
</tr>
<tr>
<td>2017–18</td>
<td>36%</td>
</tr>
</tbody>
</table>

#### Special Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>8%</td>
</tr>
<tr>
<td>2016–17</td>
<td>6%</td>
</tr>
<tr>
<td>2017–18</td>
<td>7%</td>
</tr>
</tbody>
</table>

#### Race/Ethnic

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr. Amer.</td>
<td>39%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>60%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>White</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE/PK–2nd</td>
<td>57%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>3rd</td>
<td>15%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>4th</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>5th</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 9/30/2017
# Accountability History

<table>
<thead>
<tr>
<th>Index</th>
<th>2015 Score</th>
<th>2015 Target</th>
<th>Difference</th>
<th>2016 Score</th>
<th>2016 Target</th>
<th>Difference</th>
<th>2017 Score</th>
<th>2017 Target</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47</td>
<td>60</td>
<td>-13</td>
<td>39</td>
<td>60</td>
<td>-21</td>
<td>47</td>
<td>60</td>
<td>-13</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>30</td>
<td>+8</td>
<td>27</td>
<td>32</td>
<td>-5</td>
<td>38</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>28</td>
<td>-7</td>
<td>21</td>
<td>28</td>
<td>-7</td>
<td>25</td>
<td>28</td>
<td>-3</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>12</td>
<td>+1</td>
<td>11</td>
<td>12</td>
<td>-1</td>
<td>21</td>
<td>12</td>
<td>+9</td>
</tr>
</tbody>
</table>

Source: TEA 2015–2017 Accountability Campus Summary
STAAR HISTORY

Dogan Elementary School
STAAR English and Spanish Combined by Subject and All Grades: 2015–2017 (Spring Administration)
Percent At or Above Approaches, Meets, and Masters Grade Level Standards
All Grades Tested - All Students

Source: TEA-ETS STAAR EOC Student Data Files
Universal Screener – All Grades Tested

English Results

Reading (N = 360)
- Urgent Intervention: 47
- Intervention: 22
- On Watch: 13
- At/Above Benchmark: 18

Mathematics (N = 435)
- Urgent Intervention: 40
- Intervention: 20
- On Watch: 13
- At/Above Benchmark: 27

Source: Renaissance STAR Reading and Mathematics BOY Student Data Files
Note: Does not include Early Literacy Assessment
Universal Screener – All Grades Tested
Spanish Results

Source: Renaissance STAR Reading and Mathematics BOY Student Data Files
Note: Does not include Early Literacy Assessment
2017-2018 Improvement Goals

• **ALL Student groups** will score 62% or better in both **Reading** and **Writing** on **2018 STAAR**.

• **All student groups** will score 62% or better in **Math** and all student groups will score 62% in **Science** on **2018 STAAR**.

• Increase teacher **retention** to 75% by the end of the **2017-2018 school year**.
PILLAR II

• Structured Professional Development on Saturdays and after school on Wednesdays:
  • Vontoure Learning
  • Corrective Reading and Reading Mastery
  • Effective Habits: Data Analysis, Looking at Student Work, Planning Effective 1st Instruction and Literacy Best Practices

• Demo School (Shadydale Elementary):
  • Visits
  • Model Lessons/Co-Teaching
  • Coaching and Feedback
  • Best Practices
  • PLC Trainings for Content
  • Principal to principal collaboration

• Coaching and Feedback
PILLAR III

- Intensive Corrective Reading Interventions (3rd, 4th and 5th)
- Guided Reading Instruction (1st - 5th)
- Writing Camp for 4th grade during Spring Break
- Math Camp for 3rd – 5th during Spring Break
- Enrichment for High Achievers (PBL)
PILLAR IV

- Five rotation RTI schedule (3rd – 5th) Ratio of 12:1
- Change of schedules for specific targets to increase student achievement.
- Implementation of structured protocols for grade level PLC’s.
- Weekly PD and Data Digs.
- Teambuilding activities for staff.
- Celebrations of progress.
PILLAR V

- Champs
- Playworks during recess
- 21st Century After School Program
- Wraparound Services Specialist
- Counselor on site
- Nurse on site
- My Brother’s Keeper
- Chauncy Glover Project
- Houston Food Bank
- Basic needs met:
  - Uniforms
  - Toiletries
  - Supplies
  - Three meals a day for ALL scholars
  - Haircuts
  - Working on having a washing center for scholars and families
  - Medical and Social Services through the City of Houston
PILLAR VI

- Math Parent Nights
- Literacy Parent Nights
- Parent Liaison on site
- Dedicated Volunteer Network:
  - Support in Classrooms
  - Tutoring
  - Mentoring
  - Ongoing donations
  - SDMC
- Technology Training for Parents
  - Twitter
  - Resources