Victoria Independent School District

Administration Report
December 2020

Purpose Statement

- Keep the board and stakeholders apprised and connected to the work of administration
- Radical Transparency
- From the Boardroom to the Classroom
- Keep us open and learning together
- Continuous Improvement

SGS Goal:
Increase students in
high-quality, best fit schools

HB3 Goal #3
CCMR

HB3 Goal #1
3rd Grade Reading

HB3 Goal #2
3rd Grade Math

Strategic Plan

Strong School Leadership and Planning

Effective, Well-Supported Teachers

Positive School Culture

High-Quality Curriculum

Effective Instruction

Effective Schools Framework (ESF)

School Performance Framework Goal Measures

HB3 Performance Goals Measures of success.

INSPIRE TEACHING AND EMPOWER LEARNING
Inspire Teaching and Empower Learning: *A Culture of voice, choice, and advocacy will inspire teaching and empower learning.*

Microgrant Awards: The eight-member VISD Education Foundation Grants Committee, in conjunction with Dr. Susanne Carroll, selected the following 12 top-scoring proposals totaling $5,273 in our first-ever Microgrant competition to support basic curricular needs during COVID-19. Winners were announced on December 4 through VISD email and Education Foundation social media channels. Grant funding will be made available in early December to facilitate purchasing before the holiday break. We are profoundly grateful for the academic gains resulting from such activities and look forward to offering future grant funding in 2021.

School	Project Title	Budget	Applicant	Request
Chandler/DeLeon	Dyslexia Manipulatives- YES! Germs-NO!	$235	Ann Winkenwerder	Dyslexia manipulatives
Victoria West	Digital Notes for Math Classroom	$329	Patricia Cruz	Wacom tablet
Mission Valley	The Future is in the Balance	$464	Joycelyn Drozd	Triple beam balances
Victoria East	Devices for SPED Biology	$479	Sara Charvat	Devices for SPED Biology
Schorlemmer	Capture Every "Clever" Moment	$475	Karey Bland	Computer cameras
Rowland	Classroom Headphone Set Request	$495	Beth McDonald	Stereo headsets
Hopkins	Growth and Success with Task Boxes	$321	Kimberly Varela	Task box manipulatives
Hopkins	Music on a Cart	$481	Tracy Smitherman	Cart
Vickers	Individual Literacy and Math Centers for Kindergarten	$498	Amy Anderson	Phonemic & math kits
Vickers	Individual Literacy and Math Centers for Kindergarten	$498	Julie Hughes	Phonemic & math kits
Vickers	Individual Literacy and Math Centers for Kindergarten	$498	Debra Webb	Phonemic & math kits
Victoria East	Electronic Devices for the Classroom	$500	Martha Ramirez	Devices for Biology
	Total Funding	**$5,273**		

Middle School Course Guide: A course guide for middle school students will be issued this year for 5th-7th graders in order to share information (in an additional format) about our programs including Advanced Academics, CTE courses and programs of study, post-secondary options, and P-TECH to name a few. The middle school course guide will be like the high school course guide in that it provides an

opportunity for long-range planning for students entering 6th grade. With the implementation of P-TECH Computer Science and Education and Training in addition to our current P-TECH Healthcare, it is critical that students entering 6th grade understand the amazing opportunities available to them at the onset of their secondary academic careers. By promoting the opportunities available in high school to students just entering middle school, we hope to build more interest and provide more opportunities for success as students take on challenges they may not have otherwise taken.

2021-22 CTE Programs of Study Changes
Agriculture, Food, and Natural Resources Career Cluster- Agricultural Veterinary Medicine Program of Study will be combined with the Animal Science Program of Study. TEA does not have a separate Program of Study for Agricultural Medicine and the courses are very similar. No courses were eliminated.

Business, Marketing and Finance Career Cluster – Business Management Program of Study will be added incorporating courses already offered.

STEM Career Cluster- Programming and Software Development Program of Study course sequence will be:

Course 1- AP Computer Science
Course 2- Computer Science I
Course 3- AP Computer Science A (IBC will be Microsoft Technology Associate Using Java)
Course 4- AP Computer Science III or Practicum in STEM

In 2020-2021, middle schools added Fundamentals of Computer Science for high school credit which feeds nicely into this program of study.

2021-22 Course Changes: The only course to be removed from course selection is Computer Programming I, which was repealed by TEA when Computer Science I was moved to CTE Chapter 130. All other computer classes have been moved to Chapter 130 in STEM for CTE.

Additional course offerings proposed for high school are AP Computer Science III, American Sign Language, Dance Wellness, African American Studies, and Mexican American Studies. New courses were selected based on feedback from a survey of our students and the community that received 381 responses. Results from the survey indicated there were many more students committed to American Sign Language than Chinese Language. Changes in the STEM career cluster for CTE resulted in the proposed addition of AP Computer Science III. Additional dual credit courses are The Art of Teaching and The Well Child, as a result of PTECH Education and Training; however, both courses will be open to any student.   An additional English course, Technical Writing, better suited for students interested in STEM, technical, and mechanical industries, is requested as well.

Course Selection Dates:

Middle School Course Selection 2021-2022

Counselor/CTE Presentations:
February 16th - Patti Welder
February 17th - Howell
February 18th - Cade
February 19th - Stroman

Individual Student Advising:
(Grade level reflects current grade status)

8th Grade:
February 22-23 - Patti Welder and Howell
February 24-25 - Cade and Stroman

7th Grade: TBD by campus

6th Grade: TBD by campus

5th Grade: do not begin before February 18

5th Grade Parent Night:
Patti Welder, February 9th, at 5pm
Cade, February 9th, 6pm
Howell, February 11th, at 5pm
Stroman, February 11th, at 6pm

High School Course Selection 2021-2022

Counselor Presentation on Course Selection:
January 19-22

Individual Student Advising:
(Grade level reflects current grade status)

11th Grade: January 25-29

10th Grade: February 1-5

9th Grade: February 8-12

8th Grade: February 22-23 - Patti Welder & Howell
February 24-25 - Cade & Stroman

8th Grade Counselor/CTE Presentations:
February 16th - Patti Welder
February 17th - Howell
February 18th - Cade
February 19th - Stroman

8th Grade Parent Nights:
East & West High School: Tuesday, February 2nd, at 6pm
(Current VISD students and students new to VISD)

VISD INVISTA Wetlands – Due to COVID 19 all activities and instruction has changed. This has particularly hit hard upon our INVISTA Wetlands Collaborative. John Snyder, Wetlands Science Specialist and the VISD Science Coordinator, Shannon Sawyer, have spent a great deal of time redesigning how the Wetlands serves our school students. Students are limited on the ability to take a field trip to the wetlands, so these great minds came together to develop live Virtual Field Trip experiences to the Wetlands. Connectivity in this very remote area continues to be an issue and our Technology Department continues to research solutions. Mr. Snyder has not let this stop the ability to share experiences. He has created pre-made videos and photographs to support science instruction. He is also working on a "call the expert" option where teachers can sign up for live interaction and a Q & A for upcoming content. Mr. Snyder has a wealth of knowledge as well as the ability to engage students in this way. The INVISTA Wetlands continues to serve classes and schools that can attend face-to-face experiences. Until VISD students can attend the face-to-face experience we will continue to provide valuable experiences and content in a safe, effective, and pertinent way.

Resilient School Support Program (RSSP) - VISD is part of a group of 40 districts from across the state working with the Texas Education Agency to ensure teachers have resources including training for students enrolled in remote learning or hybrid learning environments. The RSSP is aligned with the

Effective Schools Framework (ESF) and each district in the network has a Technical Assistance Provider assigned to support the district. In addition, numerous TEA staff provide guidance and resources through online venues, webinars, and coordinator of collaboration opportunities with districts across the state trying to implement remote and hybrid learning. VISD Administrators meet weekly with the Technical Assistance provider and are in direct contact with numerous TEA staff to identify needed resources.

On October 8, 2020, VISD Curriculum and Instruction Staff and Department Leaders from across the district met with the technical assistance provider to identify areas to focus for the next 60-90 days. The RSSP team has narrowed the ESF to a few Power Moves and then 10 "SuperpowerMoves" for which to focus for short term results. The group conducted a Thoughtexchange and based on data from this exchange created three focus areas identified as follows.

ESF 1B: Organize team and adapt expectations, roles, and responsibilities for remote work in ways that have the highest impact on student learning and resilience through staff challenges.

- Clearly define roles, responsibilities and expectations for district, campus, remote instructional staff, students, and families by November 19.
- VISD High School campuses have been able to transition students in and out of remote learning environments based on the great planning work. High School campuses transitioned back to a remote environment on Monday after the Thanksgiving break to assist and support a substitute teacher and staff shortage. In planning for the asynchronous instruction to occur for a period ending after the Martin Luther King Holiday in January, high school principals reviewed upcoming events and changes. One of those events included the Mid-term Exams. Principals worked collaboratively to develop a schedule for exams based on the time and asynchronous schedule. Additionally, because of the nature of asynchronous learning, principals designed a temporary revision to the Mid-term and Final exemption regulation. The following Guidelines were established:

Mid-Term and Grading Guidelines – Fall 2020 COVID-19
On the day of scheduled semester mid-term or final examinations, exempt students must be present and sign in during the time of the regular class. Semester testing day shall not count as an absence for exempt students.

For each course a student is enrolled, the student may exempt the mid-term exam if they have an 85 or higher average for the 1st and 2nd 9 weeks cumulative grade (as of December 4, 2020).

Students may not qualify for a mid-term/final exemption for a course that is related to a required EOC exam in the Spring. Any student enrolled in an EOC course and have not passed the EOC exam for that course must take the mid-term exam.

Students may opt to take the exam if they want to try to increase their grade point average for the semester. Students will not be penalized if they are exempt and the attempt to increase the grade does not enhance their GPA. It is the student's responsibility to communicate to the teacher that they wish to use the exam grade instead of the exemption.

Students must declare the courses they wish to exempt prior to December 4.

ESF 3D: Provide staff training and guidance on how to remotely support the development of student mental health and wellness skills.

> By January 2021, craft scope and sequence of ongoing professional development that includes multiple opportunities for skill building for instructional support staff on how to remotely support development of student mental health.

> Campus and district staff have been participating in training on Restorative Practices and Whole Child as one of the many activities related to skill building for supporting students in mental health and resiliency.

ESF 3E: Offer clear and consistent means for all students and families to remotely communicate with staff.

> By January 2021, we will have a plan for 100% of students and families to have access to the needed technology including electronic communication devices to communicate with staff and access instruction.

> This focus has led to the pursuit and exploration of a Learning Management System. VISD has created a task force and a group of lead teachers to review two programs Canvas and Schoology. Greg Dandio, VISD Technology Director has worked with each company for the team of teachers and district staff to explore these programs in a Sandbox activity to provide feedback. Once we receive feedback further information will be shared with teachers and administrative staff for input on a direction to move forward for next school year.

> Short-term measures of success were created for these prioritized actions and are being monitored. Evidence of results can be found on the COVID-19 VISD website and through the process of continuously monitoring student success in the remote and hybrid environments.

DIGITAL ECOSYSTEM
We believe teaching and learning is enhanced by equitable access to technology-rich environment.

VISD and the Victoria Public Library began a collaboration in October 2020 to provide students with access to the library's digital collection through Sora. VISD has been promoting the opportunity for students to use Sora through Peachjar and social media. VPL has promoted the availability of Sora through an initial news release on September 24, 2020, in The City View newsletter and on the VPL's social media channels. Eighth graders have access to young adult materials and sixth/seventh grade have access to juvenile materials, and staff has access to adult. In October there were 353 new VISD users and in November there were 263 new VISD users. To put this in perspective as to how the Sora platform is being utilized by VISD students, the average monthly checkouts by VPL cardholders for juvenile/YA materials is 400 to 500. A total of 1369 audio and eBooks have been checked out by VISD.

Device Repair Protocol/Procedure: The Technology Department, Office of Curriculum, Instruction and Assessment and Office of Administration met to discuss a process for addressing the issue of frequent student device repairs. Since the district established the districtwide transition to remote/virtual instruction, as expected, device damage has become a much more common occurrence. How the matter was addressed was quite inconsistent across campuses, and the need for a uniform process was evident.

After researching the prospect of acquiring insurance to cover damaged devices, absorbing the expense internally was the most prudent solution. The district will absorb the cost on an initial and second incident in which student devices are damaged or destroyed. However, a third incident would require the parents to be involved with the resolution. Parents will sign a document requiring them to take primary responsibility in the event of a third damaged or destroyed device. That process will also involve a conference between campus leadership, the home and a representative from the Office of Administration.

ViewSonic Interactive Display Installations: The Technology Department has coordinated the installation of ViewSonic interactive display boards in classrooms PK-3 throughout the entire district. The installation process has begun and is anticipated to be completed by 1/8/2021. An additional 88 boards have been purchased and will be installed later in January for 4th and 5th grade classrooms throughout the district.

LMS Sandboxes Created: Sandbox environments have been created for the initial LMS evaluation group for Schoology and Canvas. The sandboxes are intended to give our curriculum and technology staff an opportunity to have an advanced look at two of the most used LMS' in K-12 education. A formal process will begin in January to select and begin implementation of a system for the 21-22 school year.

Safety Management System: The Technology Department is implementing the week of December 7th the Gaggle Safety Management System. This system will monitor student communications for unsafe items. The system is designed to protect and help notify our educators in the district should students be involved in conversations which indicate they are considering harm to themselves or others.

EFFECTIVE COMMUNICATION
We believe effective two-way communication is the life blood that builds trust and ownership with our community.

Free meals for all children 18 years and younger will be distributed at Chandler, Crain and O'Connor from 12:45-1:30 p.m. on Mondays and Thursdays. Monday distributions include breakfast and lunch for Monday-Wednesday and Thursday distributions include breakfast and lunch for Thursday-Sunday.

The Communications Department will be launching an educational contributed column in the Victoria Advocate in 2021. This will allow different departments to highlight projects, initiatives and advances that are being made to support radical transparency throughout the district. The column will also be published on the VISD website and promoted across social media platforms allowing for community commentary and questions to be answered.

School/Parent Communication: The Special Education Department continues to provide parent and family support through virtual parent meetings and training. The recent training for parents of students with autism focused on providing information on the topic of post-secondary transition. The new focus for transition, both in the school system and in the community-at-large, is to focus on building independence and skills in the areas of independent living, vocational skills, career development and socially appropriate rec and leisure skills. The next virtual meeting topic "Supports in the Home" is scheduled for February 2021.

Gifts and Donations: The total gifts and donations for November 2020 is $13,001.95. The total gifts and donations for fiscal year 2021 is $101,595.75.

School FIRST: On November 6th, we received our Final 2019–2020 School Financial Integrity Rating System of Texas (FIRST) rating. Currently, the District has a rating of "Superior", scoring 98 points out of a possible 100 points on the financial accountability worksheet. The Final 2019–2020 School FIRST ratings report will be presented at the December 2020 meeting.

- **Critical Indicators:** Criteria #1 through #4 are the critical indicators. Any "NO" response in this category is a signal indicator of fiscal distress. These four criteria revolve around the audit report and the district's payment of debt. The annual financial report must be submitted on time and receive a "clean" opinion from the auditors. Also, the district must be in compliance with debt payments. For the 2018-2019 fiscal year, Victoria ISD received all "YES" responses to the critical indicators.
- **Solvency Indicators:** Criteria #6 through #12 address solvency and administrative cost patterns. For the 2018-19 year, the District's number of days of cash on hand was 75.9372 (This is a 90.09% improvement from last year!). The District was able to cover their short-term debt and long-term debt and our required debt service. The District's revenues did exceed the expenses and based on our number of days of cash on hand we did receive the maximum points. Our administrative cost ratio was below that of the State standard of 8.55% at 6.66%.
- **Financial Competence Indicators:** Criteria #13 through #15 are concerned with financial competency. The District's PEIMS data did not have more than a 3% variance when compared to our annual financial report. Also, the internal controls must be free of any instances of material weaknesses over financial reporting and compliance for local, state or federal funds. The external auditor did not report any instances of material weaknesses in the items mentioned

above. The District did not receive an adjusted repayment schedule for more than one year for an over allocation of Foundation School Program funds as a result of a financial hardship.

2020 Comprehensive Annual Financial Report: Bumgardner, Morrison & Co., LLP is working diligently to complete our 2020 Comprehensive Annual Financial Report. Our audit exit meeting will be Thursday, January 14, 2021. The CAFR will be presented at the January 21, 2021 Board Meeting.

Emergency Management Working Group Meeting (EMWG): The Emergency Management Working Group met on November 5. Among the agenda items discussed were:
- Adding the Traumatic Injury Response Protocol (TIRP) to Annex H of the Emergency Operations Plan (EOP), specifically addressing positioning of the Stop the Bleed Stations next to the Automatic Electronic Defibrillators (AEDs) on campuses
- Assessment of Risk (EOP Revision)
- Continuity of Operations (COOP) Annex, including initial planning and establishment of departmental priorities
- Drill Program, including the status quo of the current program, negotiations regarding campus fire drills

Safety and Security Committee Meeting: The VISD Safety and Security Committee met on November 30. Required by Texas Education Code § 37.109, each school district shall establish a Safety and Security Committee, the membership of which shall constitute a broad cross-section of individuals. The make-up of the committee's membership shall include one or more representatives of an office of emergency management, one or more representatives of the local police department or sheriff's office, members of the board of education, and a designee of the district's superintendent. The agenda for the November 30 meeting included:
- COVID-19 Response and Recovery Update
- Traumatic Injury Response Protocol Update
- Emergency Operations Plan Revision Process Update
- Drill and Response Program Update

FINDING THE "AND": *ALL VISD STUDENTS WILL FIND THEIR "AND":they will leave us prepared for their successful launch into career, military, college, and life in order to be contributing members of society.*

Texas College Bridge College Prep Course: COVID-19 disrupted the intended college readiness plans for many districts this past spring and may continue disruptions in fall 2020. Many Class of 2021 rising seniors were not able to complete college readiness programs or take college assessments to demonstrate meeting CCMR criteria. The Texas College Bridge provides free, online, personalized College Preparatory Math and English courses to seniors to build the college readiness skills and upon successful completion allows students to enroll directly into college courses at institutions of higher education (IHE) that have partnered with the ISD for the College Preparatory courses. The Texas College Bridge provides College Preparatory English and Mathematics courses in an online format that allows districts the flexibility to offer it in several formats to their rising seniors regardless of the impact of COVID-19 on each district's ability to reopen their high school building. Texas College Bridge courses also help districts in earning CCMR credit towards their A-F accountability. The EdReady Texas platform that the Texas College Bridge uses provides both instructors and administrators with dashboards to track each student's progress towards mastering the identified college readiness skills that the students need to strengthen. Instructors can easily identify areas that need intervention and provide the supports students need. Mastering Math and English skills that colleges want is not enough to help students transition successfully to a postsecondary institute, so the Texas College Bridge provides advising resources for students and training materials for district/campus staff. Students can complete online modules that focus on key college transition milestones.

We will begin our first session of Texas College Bridge English and Math preparatory courses at the high schools on January 25 in an online format with a teacher facilitator. Students work at their own pace and will still have the support of a teacher through required, weekly opportunities for additional instruction and guidance.   Eligible students will be invited to participate. A holistic review of student data is recommended to determine eligibility. The following are key indicators that a student is a good candidate for the program:
- Students who do not have ACT, SAT, or TSIA assessment data and
- Students who tested and did not meet college readiness benchmarks in either English or Math, and
- Students who completed Algebra II or who are taking it currently, and
- Students who have not met any another CCMR indicator.

Additionally, the program began as an option only for seniors, but has since been made available to juniors. Our focus for the Spring semester will be seniors.

CTE: A link to the Programs of Study offered by CTE for the 2021-2022 school year can be found here: 2021-22 CTE Programs of Study

P-TECHS: Presentations are being conducted at high school and middle school campuses, during faculty meetings, to generate interest and recruit teachers for the 2021-2022 school year. Interviews and selection of teachers will be completed by end of February. Selected teachers will meet on a monthly basis to plan and prepare cross-curricular activities.

Healthcare: Fourteen P-TECH Healthcare students re-took the Texas Success Initiative (TSI) on December 2nd; waiting on results. Students were asked to take the TSI as the reading and writing sections of the test will change in January of 2020. The reading and writing are currently two separate sections of the TSI but will be combined come 2020. Some students passed the reading or the writing, but not both. The December 2nd re-test provided students the opportunity to test on the section they did not pass before the changes to the test take place. In addition, Joe Castillo, Innovation Programs Counselor, is leading information sessions to 8th grade students on each VISD campus.

P-TECH Healthcare Advisory Committee meeting was held on November 9th. The purpose of the meeting was to provide updates on the P-TECH Healthcare program. Following are some of the updates shared with the Committee: P-TECH students have a dedicated tutoring day (Thursdays) where they can meet with teachers for help with homework as well as receive supplemental instruction, teachers have identified students who they will mentor and meet with on a regular basis. The second Tuesday of every month a "P-TECH Checkup" is scheduled for parents to provide updates on what students have been working on, will be working on, and upcoming events, and students have been enrolled in MATHia as a supplemental instruction tool which allows students to improve in math. Please see the November P-TECH Newsletter at the following link: **November Newsletter**

Education and Training P-TECH: We continue to work in our Leadership Design Team to work through the planning year of Education and Training P-TECH. We have identified two additional dual credit courses with UHV for students interested in the Education field. We have also begun the development of the initial draft of the Course of Study for students. A link to the draft COS can be found here.

Computer Science P-TECH: We are working with UHV and VC to identify additional dual credit courses in Computer Science. We are also working on WBL opportunities for students.   We continue to work with our TEA and JFF in the planning of the Computer Science pathway. We participated in our third coaching session with TEA and JFF on December 10, 2020 and have submitted modules 3-6 for approval to TEA.

Strategic Planning – Victoria ISD is in the process of finalizing the Strategic Plan. During 2019-2020 school year the district assembled a strategic planning committee to analyze the thoughts and ideas shared through Thoughtexchange community information and through information learned through the Superintendents Listening and Learning tour. A "Findings and Direction" report was created giving the district focus for the work to come in the next five years and beyond.

In September the Board of Trustees met with System of Great Schools Advisors and District staff to develop the six goals to support district initiatives. VISD Administrators worked with SGS Advisors to create a template for the development of the district's strategic plan based on the ten identified Findings in the "Findings and Direction" report and the Board of Trustees goals. Findings Champions were identified to lead ten task force committees to develop strategic actions, performance measures, and persons responsible. These ten task forces have been working since October to create a diverse group of members and to then work through the Findings and the Directions provided from the report to develop strategies supporting the Board of Trustee goals. VISD Findings Champions will be finalizing the work with their task force committee this month.

The [Draft Strategic Plan](#) report will be shared with all Cabinet leaders to discuss and ensure responsibilities are appropriate, and all strategies have been listed in late December and early January. VISD Administration will prepare to share the Draft Strategic Plan with the Board of Trustees in January. Once the Board of Trustees approves the Draft Strategic Plan, it will be made available and shared with the Strategic Planning Committee members from the Findings and Direction work as well as a variety of district and community.

In addition to the report template the SGS Advisors worked with Dr. Carroll and Dr. Bonewald to develop an Annual Work Plan monitoring tool to be used next year. With this tool each department leader will identify several strategic actions for their departments focused work for each school year. The Department Leaders will work with their appropriate supervisor to monitor and provide updated results throughout the year as part of an evaluation process.
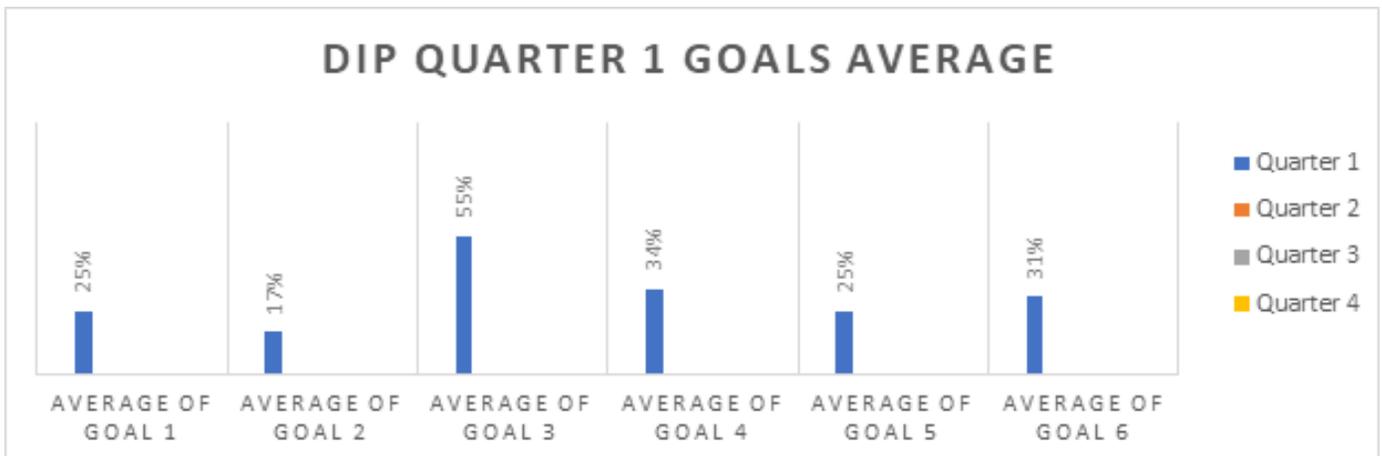
Lone Star Governance – In January, the Board of Trustees will meet to complete the Lone Star Governance Training. This training will focus on Board Goals and the continuous improvement process as it relates to Board of Trustees. The LSG training is part of the continuous improvement requirements as it relates to the System of Great Schools requirements and for numerous grants received this past year.

Continuous Improvement – Campus and District Improvement Plan Quarterly Review 1 – VISD uses a continuous improvement cycle to monitor and adjust practices that support our educational programs. The 2020-2021 continuous improvement cycle focused on the six Strategic Plan Goals adopted by the Trustees and are aligned to the Findings and Directions. In the planning cycle a comprehensive needs assessment is conducted of the district and each campus. Based on the Comprehensive Needs Assessment, problem statements, performance objectives, and strategies are developed to measure success toward goals. The quarter one report represents an overview of the progress toward completing strategies that will allow successful completion of the identified goals. VISD Board of
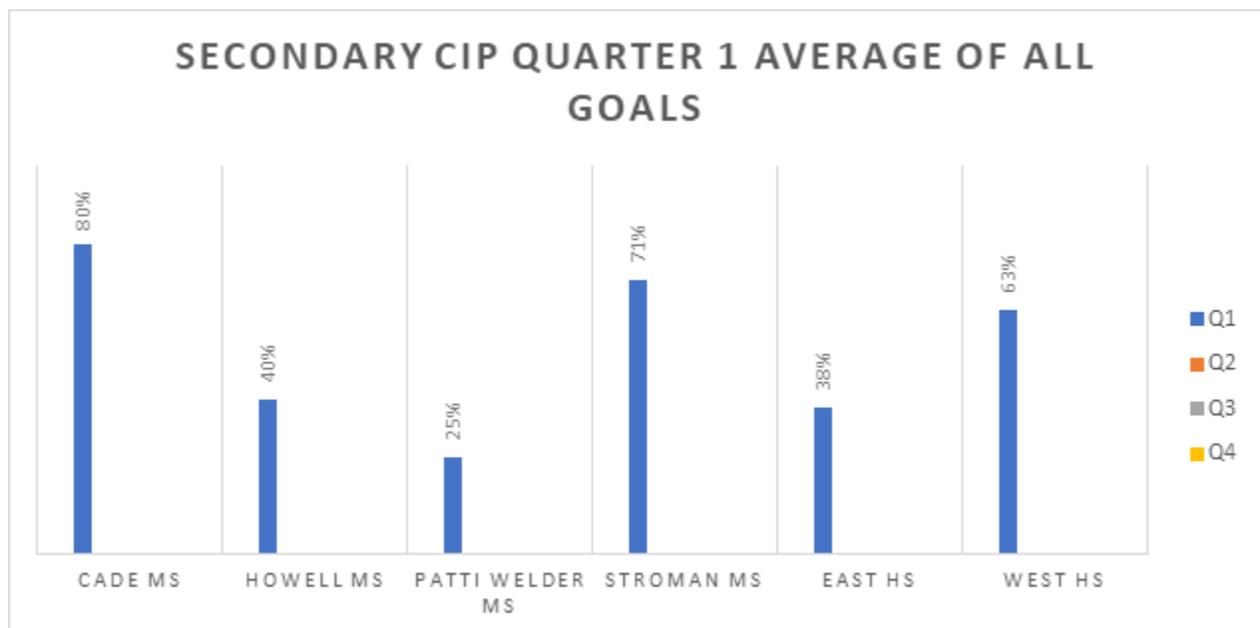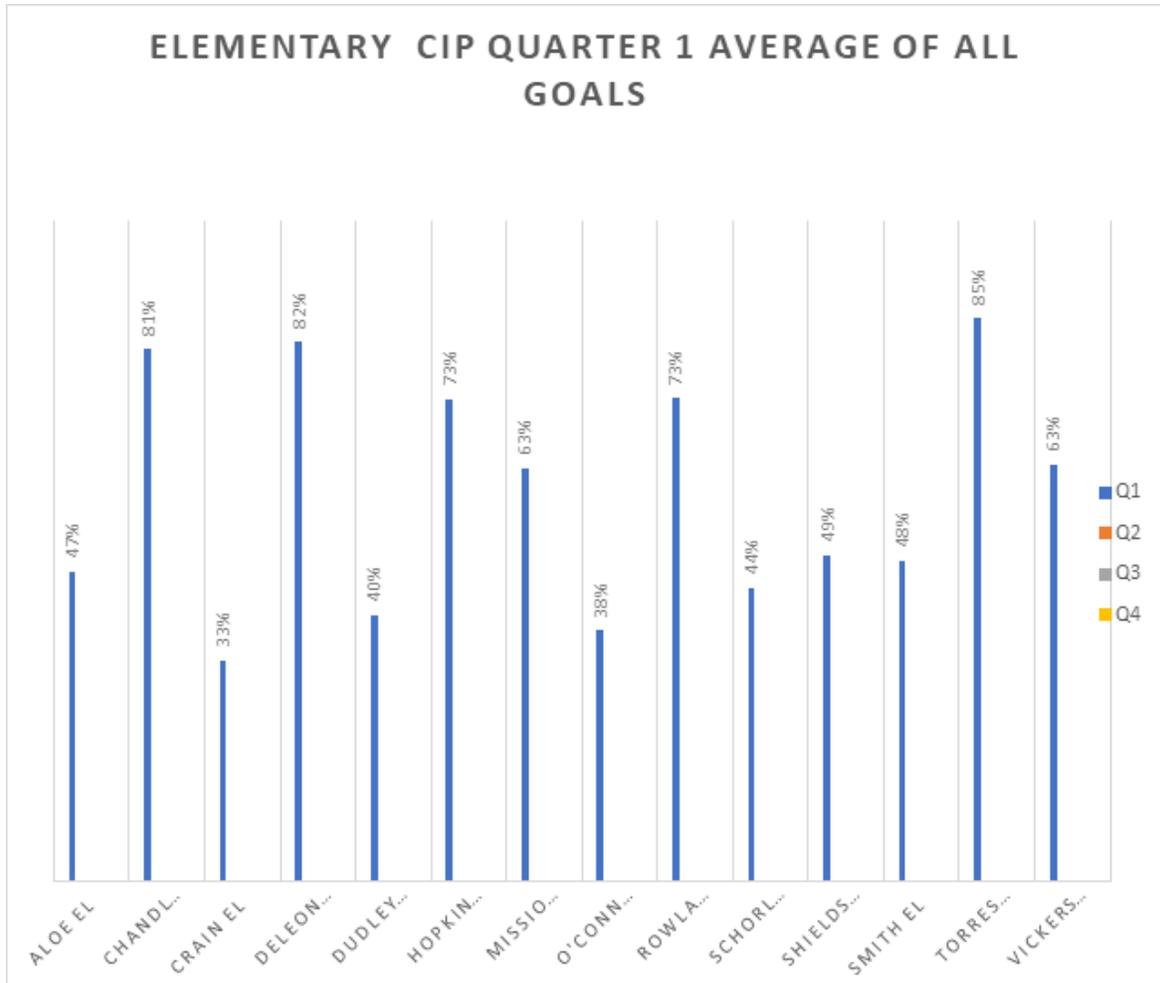
Trustees adopted the following six goals that drive the strategies found in the District and Campus Improvement Plans:

Goal 1 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 44% by August 2024.

Goal 2 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2024.

Goal 3 (HB3): Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 51.9 % to 75% by August 2024.

Goal 4: VISD will increase the number of students who achieve their "And" from 75.15% to 85% by August 2024. Their "And" is defined as the number of students who complete high school with a technical certificate, enlistment in the military, or enrollment in a technical school, community college, or university.

Goal 5: By implementing a Community-Based Accountability System, VISD will increase its net promoter score by aligning student achievement and financial well-being to community expectations. VISD will set baseline measures in 2020-2021 school year.

Goal 6: By using the System of Great Schools framework, VISD will increase the number of students in A/B schools from 13% to 40% and decrease the number of students in D/F schools from 33% to 0% by August 2024. VISD will increase the number of schools who score an A/B from 4 schools to 8 and decrease the number of schools who score D/F from 11 schools to 0 by August 2024.

Each goal in the District Improvement Plan has at least one performance objective and several strategies to support accomplishing the goal. For quarter 1 the average movement toward goal success is displayed in the following chart. Specific information and notations toward the success of each strategy for each goal can be found by visiting the following District Improvement Plan Q1 Link.

DIP QUARTER 1 GOALS AVERAGE

AVERAGE OF GOAL 1: 25%
AVERAGE OF GOAL 2: 17%
AVERAGE OF GOAL 3: 55%
AVERAGE OF GOAL 4: 34%
AVERAGE OF GOAL 5: 25%
AVERAGE OF GOAL 6: 31%

Legend: Quarter 1, Quarter 2, Quarter 3, Quarter 4

Each campus goes through a similar process of completing a Comprehensive Needs Assessment, developing problem statements, performance objectives and strategies that support developed goals. The average of success toward completing the strategies developed for all campus goals can be found in the following two charts.

ELEMENTARY CIP QUARTER 1 AVERAGE OF ALL GOALS

Legend: Q1, Q2, Q3, Q4

Values by campus:
- ALOE EL: 47%
- CHANDL...: 81%
- CRAIN EL: 33%
- DELEON...: 82%
- DUDLEY...: 40%
- HOPKIN...: 73%
- MISSIO...: 63%
- O'CONN...: 38%
- ROWLA...: 73%
- SCHORL...: 44%
- SHIELDS...: 49%
- SMITH EL: 48%
- TORRES...: 85%
- VICKERS...: 63%

SECONDARY CIP QUARTER 1 AVERAGE OF ALL GOALS

Legend: Q1, Q2, Q3, Q4

Values by campus:
- CADE MS: 80%
- HOWELL MS: 40%
- PATTI WELDER MS: 25%
- STROMAN MS: 71%
- EAST HS: 38%
- WEST HS: 63%

Specific information and notations toward the success of each strategy for each goal can be found by visiting the following Campus Improvement Plan Q1 link.

Federal and State Accountability Interventions: While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 is consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

Targeted Improvement Plans: To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify Title I Comprehensive Support and Improvement Schools. Three VISD elementary schools, Dudley Elementary, O'Connor Elementary and Schorlemmer Elementary were identified as Title I Comprehensive Support and Improvement campuses based on their 2018 STARR results in Domain 3 – Closing the Gap. Based on improvements in 2019 STAAR Domain 3 performance, each of these campuses was designated as a Comprehensive Support – Progress school and eligible to exit from school improvement reporting requirements during the 2019-2020 school year (dependent upon 2020 STAAR results).

Campus	2018 Domain 3 Scaled Score	2019 Domain 3 Scaled Score	Difference
Dudley Elementary	41	72	+31
O'Connor Elementary	38	68	+30
Schorlemmer Elementary	39	75	+36

Due to extraordinary public health and safety circumstances caused by the COVID-19 pandemic, the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance. Since the STAAR was not administered during the spring of 2020, campuses identified for comprehensive support and improvement must maintain that label and interventions for 2020–21. Therefore, Dudley Elementary, O'Connor Elementary and Schorlemmer Elementary are required to complete school improvement requirements including the development of a Targeted Improvement Plan (TIP). The plan must align to the Effective Schools Framework and be submitted using TEA's template. Below are summaries of the Targeted Improvement Plans

Dudley Elementary
    Prioritized Areas of Focus:
        1.1 - Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities
        5.1 - Objective-driven daily lesson plans with formative assessments
        DUDLEY PLAN SUMMARY

O'Connor Elementary

       Prioritized Areas of Focus:

       3.1 - Compelling and aligned vision, mission, goals and values focused on a safe environment and high expectations

       5.1 - Objective-driven daily lesson plans with formative assessments

       5.3 - Data-driven instruction

       O'CONNOR PLAN SUMMARY

Schorlemmer Elementary

       Prioritized Areas of Focus:

       1.1 - Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities

       5.1 - Objective-driven daily lesson plans with formative assessments

       SCHORLEMMER PLAN SUMMARY

Stroman Middle School Received a **First Year F** rating for data from the 2018-2019 school year. Stroman Middle School will continue with state requirements for submission of a Board approved Targeted Improvement Plan and participate in appropriate Reflective Prioritization Activities with plans and progress reports for these activities submitted to TEA. In addition, a Campus Turnaround Plan is an optional requirement. VISD Department of Innovation is working closely with the current new campus leader, Jessika Hearne and Mr. Davis to provide a campus redesign through the School Action Fund using the Effective School Framework and our SGS resources.

Stroman Middle School	2018-2019 Student Achievement	2018-2019 School Progress	2018-2019 Closing the Achievement Gap
	58 Out of 100	**59 Out of 100**	**61 Out of 100**

Stroman Middle School

       Prioritized Areas of Focus:

       3.1 - Compelling and aligned vision, mission, goals and values focused on a safe environment and high expectations.

       5.3 - Data Driven Instruction

       STROMAN PLAN SUMMARY

Texas Academic Performance Report Overview (TAPR) -   Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the release of the PDF TAPR. This year the report was released on November 19, 2020. The TAPR report is available on the TEA public website https://tea.texas.gov/perfreport/tapr/index.html. District must also publish the TAPR to the district website or direct others to the TAPR on the TEA website. Several documents are part of the TAPR Published report and can be found through various websites or on the VISD website. The report consists of seven sections that include the following:

2019-20 Annual Report – 7 Sections

Section 1 – 2019-20 Texas Academic Performance Reports (TAPR)

       a.   Link to TEA Public webpage

Section 2 – PEIMS Financial Standard Report (2018-19 Financial Actual Report)
- b. Link to TEA's 2018-19 PEIMS Financial Standards Reports
- c. Link to 2018-19 District Financial Actual Reports
- d. Link to 2018-19 Campus Financial Actual Reports

Section 3 – 2018-19 District Accreditation Status
- e. January 17, 2020 TEA Letter – Assignment of District Accreditation Statuses
- f. Link to TEA's District Accreditation Status Webpage

Section 4 – Campus Performance Objectives for Each Campus [to be supplied by the District]
- g. Campus Performance Objectives Summative Review 2019-2020

Section 5 – Report on Violent or Criminal Incidents on Campuses
Section 6 – 2017-18 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019
- h. PDF document published by THECB VISD only
- i. THECB website

Section 7 – 2019-20 TAPR Glossary
- j. 2019-20 TAPR Glossary

TALENT DEVELOPMENT
We believe exceptional staff are what makes students' success possible. We believe we will become an everyone culture where everyone feels they belong.

Results Driven Accountability (RDA): Results Driven Accountability (RDA) is an annual data-driven monitoring framework. Annual reports evaluate the performance of local education agencies (LEAs) in selected program areas (bilingual education/English as a second language/English language learner, other special populations, and special education).

It is an expectation that all program areas will engage in the continuous improvement process based on the data reported. In VISD, BE/ESL/ELL, OSP and SPED are all required to participate in the continuous improvement process. See chart below for determination levels and requirements for submissions.

Category	Determination Level	Establish DCSI	Engage in Continuous Improvement	Submit Strategic Support Plan to TEA
BE/ESL/ELL	1	YES	YES	NO
OSP	2	YES	YES	NO
SPED	3	YES	YES	YES

The only program area required to submit a strategic support plan (SSP) is Special Education, specifically due to deficits in disciplinary removals. Currently Special Education is Year 3 disproportionate in Out of School Suspensions and Expulsions for more than 10 days for our Hispanic population. The SSP will include a root cause analysis, an annual goal(s), strategy(ies) for implementation and activities to address areas of disproportionality and other areas of improvement. The SSP must be submitted to TEA for approval by December 18, 2020.

Leadership Academy
We had 53 VISD employees apply for inclusion in the VISD Leadership Academy. We will be able to accommodate all 53 applicants and will begin the VISD Leadership Academy in January 2021.
A Thoughtexchange will be conducted around the following question, "Help us design the curriculum for the VISD Leadership Academy. What areas would you like to explore to best prepare you for your next level of leadership in VISD?" The areas identified in the Thoughtexchange will be incorporated in the Leadership Academy Scope and Sequence.

TASB Staffing Review
This past May, VISD engaged the HR Services Division of TASB to conduct an employee staffing review. TASB's emphasis during this review focused on comparing district staffing to benchmarking data from peer districts as well as best practice standards for optimizing student achievement. Benchmarking data sources included but was not limited to the Texas Student Data System (TSDS), PEIMS, the Texas Academic Performance Report (TAPR), TASB HR Services DataCentral as well as numerous other state and national professional organizations. It should be noted that this study represents a snapshot in time. The primary data sets used for this Staffing Review are from September 2020. TASB-HR Consultant Karen Dooley has completed the review and will present a summary of the findings from this project and suggestions for alternative staffing models as well as the estimated cost impact and supporting data at the December School Board Meeting.

VISD Staffing Allocation Committee

Developing a proactive process and framework for reviewing, tracking and evaluating staffing needs as well as determining whether vacancies should be filled or not defines the primary purpose of the District's Staffing Allocation Committee. Lead by Tammy Nobles, Executive Director of Talent Acquisition, Support and Retention, this think-tank committee's membership includes: Frances Koch, Tammy Sestak, Larry Davis, Armando Villarreal, Kelli Cotton, Lisa Cortez, Brandi Henke and Shawn Depine. The Staffing Allocation Committee has been meeting every week since July 2020 and will continue to do so.

One of the committee's many notable accomplishments is the refinement and full implementation of a systematic, highly-efficient, user-friendly process that has been implemented district-wide for submitting and considering staffing requests. Allocation sheets and staffing reports are now used for close management of changes in campus staffing and will also be useful in the budgeting process. Another proud committee accomplishment is the development of staffing baseline models/matrices for elementary, middle and high school campuses. These baseline models/matrices provide consistency across the district and will be used to guide all future staffing decisions when a campus employee advances within VISD, resigns or retires.

The committee's future work will be laser-focused on using the data from the Texas Association of School Boards (TASB) Staffing Review to develop both short-term and long-term plans for "right sizing" our district in an effort to: be more fiscally responsive, operate at optimal efficiency levels, become more competitive with salaries and be more aligned to comparable districts and state averages.

Board Resolutions

Leave benefits that employers are required to provide through the Families First Coronavirus Relief Act (FFCRA) will expire December 31, 2020. Board resolutions continue to provide a simple solution to temporarily provide additional paid and unpaid leave options to employees. To overcome a challenge that additional leave is an unconstitutional gift of public funds, the board can pass a resolution to find a public purpose for extending this benefit in the middle of a school year to protect students and staff, maintain morale, and reduce turnover. We will be asking the Board to approve two resolutions regarding extension of leave and extended sick leave (Families First Coronavirus Relief Act-FFCRA).

State Board of Education, District 2, Ruben Cortez, Jr. recently sent a letter to Governor Abbott requesting that public school employees be included in the definition of what is considered a Front-Line Worker. Our school district staff have been working tirelessly and should be prioritized in the first wave of vaccinations. As you know there is power in numbers and as such he provided a resolution that is being presented to our School Board for consideration and possible action. We humbly ask the Board to approve a resolution requesting Governor Abbott to include public school personnel in the official expert vaccine allotment panel's definition of frontline workers.

We believe there are no lesser paths, but there are different paths to a successful launch.

STEM Academies
The principals of the STEM identified schools continue to participate in the New School Design Fellowship as part of the grant activities to design and launch the new schools. Throughout their Fellowship our leaders are conducting research around STEM education, to align their school design to the initiatives of the state. The Texas Education Agency has developed tools to support districts in developing a local STEM program that aligns to the high-quality indicators identified by the state. The STEM tools are designed to support a district in planning and implementing a K-12 STEM program.

Our leaders are developing the New School Design guide for submission to TEA on January 15, 2020. The TEA review will ensure each New School Design guide's alignment with the Texas Effective Schools Framework (ESF), high-quality curriculum, extended day or school year, and student enrollment plans. Once reviewed, Fellows will complete a formal application process where VISD will evaluate and approve the new school design plan. VISD will then establish a performance agreement for each new school that clarifies performance expectations, including enrollment targets for students.

Blended Learning Academies
The Victoria ISD Design Team completed their second Design Team Meeting on December 3, 2020. Prior to this meeting Design Team members were asked to explore the Science of Learning and Development developed by our TEA-Matched Technical Assistance partners, Transcend Education.   Transcend has synthesized a wide array of research into a set of 16 principles that describe how people learn. These principles relate to four key factors—cognition, motivation, identity, and individual variability.

VISD (Victoria Independent School District) as part of this meeting conducted empathy interviews across three types of stakeholders (students, alumni, families) for each campus. For each interview, Design Team members asked open-ended questions designed to honor each person's story and cultivate listening opportunities to hear unique experiences at both Shields and Patti Welder. The Design Teams will then work together to analyze responses to inform the development of the District Designed Blended Learning Model Guide.
Current themes that developed from the Shields Community
- **Connection -** "My teachers want me to become a good person, they want to teach us to excel as a person and in school."
- **Preparation for the workforce or further education - "**Shields prepare to reach education goals-work is really helpful because it is challenging, and you need to know a lot."
- **Great Feelings about the school - "**He is on a transfer for a reason... we love it and it's a great school.

Current themes that developed from the Patti Welder Community
- **Communication** - "... Appreciative of a teacher who emailed to say daughter was failing one class. Communication is the main thing."
- **Relationships** - "Teacher recognition and encouragement has helped me believe in myself."
- **Supported opportunities for individual growth** - "I really developed my leadership skills in 8th grade--being a PALS leader, NJHS, and student council leader."

The next Design Team Meetings will be held on December 14th and January 7th.

ONE SCHOOL, MANY PERSPECTIVES
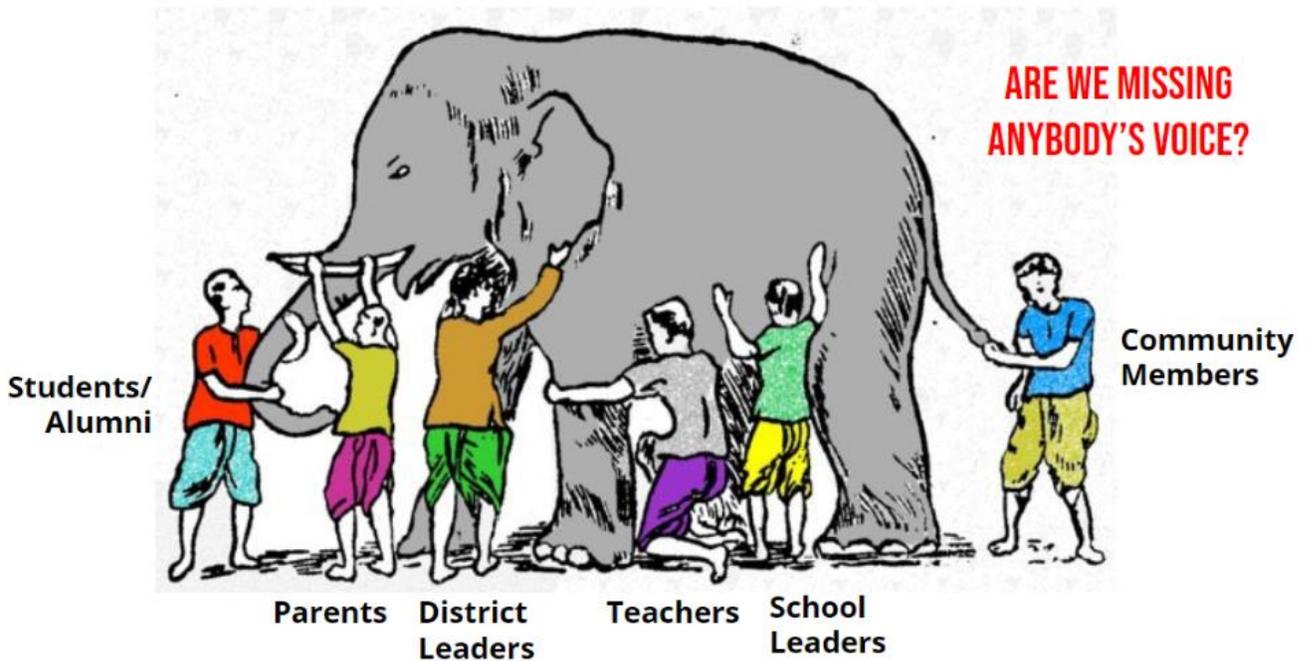
ACE: Students at O'Connor ACE have completed taking the STAAR Interim Assessment. STAAR Interim Assessments are an optional tool schools can use to gauge student understanding of the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS). STAAR Interim Assessments inform intervention and predict performance on the STAAR summative assessments. STAAR Interim Assessments are untimed, not part of the accountability system, and are available at no cost to districts and open-enrollment charters. The tool provides actionable data to help educators monitor progress and predict student performance on the STAAR summative tests. The administrators and teachers at O'Connor ACE will be using this data to inform interventions for students or groups of students as well as adjust their lesson planning and unit designs with the goal of meeting students where they are and developing individualized plans to ensure student growth.

A primary strategy to improve student learning is to establish a culture of continuous improvement based on the growth mindset. The campus has created a tool called the Goal Setting and Professional Development Plan to facilitate individualized professional learning for all staff members at O'Connor ACE. A template of the form can be found here. The tool provides a mechanism to fulfill the Effective Schools Framework Lever 2.2, --**Build teacher capacity through observation and feedback cycles.**

Another powerful tool we are using to monitor progress of students is the Data Analysis Form that is submitted weekly for PLC discussion. The campus has identified power standards that are critical to the success of students at each grade level. Mastery of these standards is an excellent predictor of future success. The documents in this link are exemplar models of the kind of thinking and planning that is performed around our reading and math power standards.

Early Childhood Center: On February 10, 2020 VISD issued the Spring 2020 Call for Quality Schools seeking an innovative partner to create an Early Childhood Center serving students in PK-3 - 1st grade to open in the Fall of 2021. The proposed school would:

- Be housed in the historic F.W. Gross building, located at 1208 S Navarro Street;
- Serve approximately 54 PK 3 students, 88 PK 4 students, 88 Kinder students, and 88 1st grade students;
- Create a rigorous academic program for young learners focused on development of the whole child;
- Ensure vertical alignment with 2nd - 5th grade receiving school(s);
- Promote parent and community involvement and engagement through extensive wrap-around supports for students and their families; and
- Serve as a learning lab and professional development center to incubate and disseminate best practices across Victoria ISD.

Call for Quality Schools Overview

The Call for Quality Schools contains the following components:
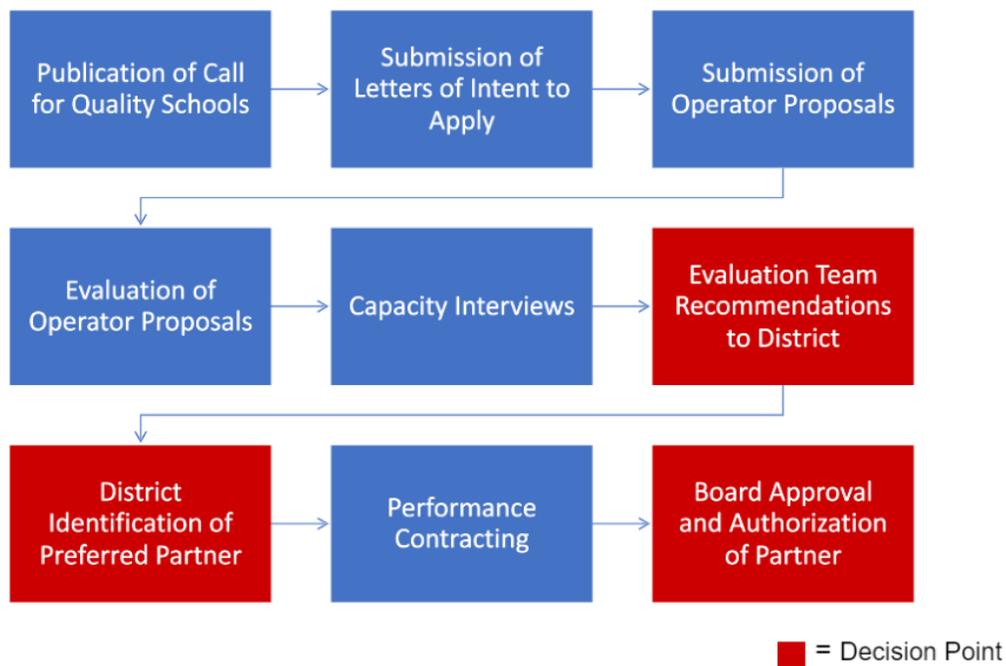
The application process includes the following:

1. A comprehensive written application submitted by each applicant in accordance with application guidance and requirements provided by the Board;
2. A rigorous review of the written application conducted by a review committee ("Review Committee") of at least three members, including at least one district staff member and one external evaluator, with relevant and diverse expertise;
3. A formal recommendation from the Review Committee (link to Evaluation Team Recommendation here) to the Superintendent for approval or denial of each application, based on evidence from the Review Committee's evaluation of the application; and

4. A formal recommendation from the Superintendent to the Board for approval or denial of each application, based on evidence from the Review Committee's evaluation of the application; and
5. A formal vote by the Board to approve or deny each application.

VISD received one application through the Spring 2020 Call for Quality Schools from the Children's Learning Institute at the University of Houston Texas Health Science Center at Houston. The Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UT Health) is a resource for learning solutions that produce tested, proven, effective results through scientific research and evidence-based interventions. CLI combines data and studies from the fields of psychology, neurodevelopment, education, and child development to provide learning solutions derived from and supported by documented research. CLI is a research-to-practice institute, striving to implement the latest research findings into statewide implementation through programs like Texas School Ready. CLI's mission is to create quality learning environments so that every child is equipped to learn and able to succeed. CLI's vision to achieve this mission combines three key areas of innovation: 1) comprehensive instructional approach, 2) evidence-based professional development, and 3) positive school climate. By supporting all levels of the campus (leadership, teachers, families, and children), CLI's 5- year vision is to establish an innovative, evidence-driven school model that prepares all children for kindergarten entry and beyond while fully integrating families and community partners in the service of that mission.

VISD Convened the Evaluation Review Committee comprised of Dr. Gregory Bonewald, VISD Deputy Superintendent for Operations; Dr. Susanne Carroll, VISD Assistant Superintendent of Curriculum, Instruction, and Accountability; Bethany Castro, Community member; Carol Dippel, Pre-K Coordinator; Frances Koch, Assistant Superintendent of Business and Finance; and Tammy Sestak, Executive Director of Elementary Education. The evaluation process consisted of an individual review using the evaluation rubric, a consensus discussion and development of preliminary ratings, a capacity interview with CLI, and a final consensus discussion to develop final ratings and a recommendation to the superintendent.

The Evaluation Committee noted the following strengths and weakness of the application:

Strengths	Areas of Weakness
-Proven model at the early childhood grades., including a research-based Pre-K model. -Evaluative measures of Pre-K model support a continuous improvement cycle. -Response to Intervention model provides for meeting the individual needs of students. -Coaching and professional development model will support educational model and will maximize success.	-CLI's comprehensive Tier 1 curriculum is still under development and has not been reviewed or approved by TEA; however, this approval is in process. -Plans for services for Special Populations need to be more fully developed. -Proposed budget is lacking; however, the founding team demonstrates sufficient capacity to develop a realistic and viable budget if approved. -CLI is not experienced in the day-to-day operations of a school.

The Evaluation Review Committee made the following recommendation to the Superintendent: "To be recommended for authorization, an applicant is expected to meet the standard in each of the relevant sections of the narrative proposal: Educational Program Design; Governance Plan; Operating Plan; Financial Plan; and the VISD Supplement. CLI met standard in all areas except the Financial Plan. While Children's Learning Institute attained a rating of 'Partially Meets the Standard' in Financial Plan, the

evaluation team believes that the applicant has the capacity to remedy deficiencies in this section and therefore recommends authorization." CLI has demonstrated a sound financial plan as outlined in the Agreement and has remedied the deficiencies in this section.

Through the Performance Contracting phase of the Call for Quality Schools Victoria ISD and the University of Texas Health Science Center has developed a proposed agreement to authorize CLI to operate the Children's Learning Institute Early Education Center at F.W. Gross. CLI will have Initial, final and sole authority for adopting polices applicable to the school and will meet the performance requirements set forth in the contract as they relate to student, financial, governance, and operational outcome goals. The contract details specific consequences in the event that the OP does or does not meet the annual student performance, academic performance, operational performance, governance performance and financial performance expectations and goals.

Performance Indicators:

Student Performance Outcome Goals	
Demonstrate student academic growth on district interim assessments	Partner organization should establish goal progress measures aligned to school-administered interim or benchmark assessments that are aligned to state academic standards. Goal progress measures should be SMART and include metrics that can be measured over the course of the academic school year.
Partner-defined - EC - Pre-K	80% of all students in grades PK3-PK will show at a minimum one year of academic growth from the beginning of the year in Reading as indicated on the PK CLI Engage indicators.
Partner-defined - EC - Pre-K	80% of all students in grades PK3-PK will show at a minimum one year of academic growth from the beginning of the year in Mathematics as indicated on the PK CLI Engage indicators.
Partner-defined - K	80% of all students in Kindergarten will show at a minimum one year of academic growth from the beginning of the year in Literacy as measured by Texas Kindergarten Entry Assessment indicated by student growth on Community Benchmark Growth Report.
Partner-defined - K	80% of all students in Kindergarten will show at a minimum one year of academic growth from the beginning of the year in STEM as measured by Texas Kindergarten Entry Assessment indicated by student growth on Community Benchmark Growth Report.
Partner-defined - 1	80% of all students in 1st grade will show at a minimum one year of academic growth from the beginning of the year in Early Literacy as measured by AimswebPlus indicated by student growth percentile between periods.
Partner-defined - 1	80% of all students in 1st grade will show at a minimum one year of academic growth from the beginning of the year in Early Numeracy as measured by AimswebPlus indicated by student growth percentile between periods.

School Performance Outcome Criteria Indicators
Measure 1: Are students meeting or exceeding grade-level standards/indicators and showing academic progress in "Closing the Gaps"?

• **Exceeds Standard:** **Each year, the aggregate percentage of students per grade in reading and math who meet or exceed the grade-level standards/indicators will be at least 80%.**	
• **Meets Standard:** **Each year, the aggregate percentage of students per grade in reading and math who meet or exceed the grade-level standards/indicators will be at least 60%.**	
• **Does Not Meet Standard:** **Each year, the aggregate percentage of students per grade in reading and math who meet or exceed the grade-level standards/indicators is less than 60%, but more than 50%.**	
• **Falls Far Below Standard:** **Each year, the aggregate percentage of students per grade in reading and math who meet or exceed the grade-level standards/indicators is less than 50%.**	

State Accountability - Pairing
All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. A campus may pair with its district and be evaluated on the district's results.

State Accountability - Pairing Process - For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in the TEA Accountability Manual in conjunction with analysis of attendance and enrollment patterns using TSDS PEIMS data. Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship.

Demonstrate improvements in state-level school accountability measures	Partner organization and authorizing district should establish SMART goal progress measures. In addition to a goal of achieving an overall "A" or "B" rating within two years, districts should establish 1 measure for each summary component/domain of the Texas state accountability system. Domains include: 1) Student Achievement, 2) Student Progress, and 3) Closing the Gaps.
Overall Accountability Rating	Districts should seek to achieve an "A" or "B" rating by the second year of implementation. - NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores
Student Achievement - STAAR Performance (Domain 1)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores
Student Achievement - College, Career and Military Readiness (if applicable)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores
Student Achievement - Graduation Rate (if applicable)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores
School Progress - Academic Growth (Domain 2a)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores

School Progress - Relative Performance (Domain 2b)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores
Closing the Gaps (Domain 3)	NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores

Measure 2: Is the partnered school (grade 3-5) performing well on the Texas A-F Accountability System? NA - State accountability will not be reflective of the school action implementation until 2023 - 2024 as defined by 3rd grade STAAR Student Performance Scores

- **Exceeds Standard:**
School earned an A or B from the Texas A-F Accountability System.

- **Meets Standard:**
School earned a C from the Texas A-F Accountability System.

- **Does Not Meet Standard:**
School earned a D from the Texas A-F Accountability System.

- **Falls Far Below Standard:**
School earned a F from the Texas A-F Accountability system.

Financial Performance Goals

1. The Operating Partner shall complete an annual independent financial report that meets the expectations outlined in Texas Administrative Code §109.23 (relating to School District Independent Audits and Agreed-Upon Procedures). The audit must provide the following information to district authorizers:
2. Audited balance sheet or Statement of Financial Position
3. Audited income statement or Statement of Activities and Changes in Net Assets
4. Audited statement of cash flows
5. Notes to the audited financial statements
6. Charter school board-approved budget with enrollment targets
7. Actual enrollment information
8. Annual debt schedule indicating the total principal and interest due
9. The Operating Partner shall obtain an unqualified audit opinion, in connection with the annual financial report.
10. The Operating Partner must operate within available funding, and any budget variances must be addressed by modification of spending plans and practices.
11. The Operating Partner will have a minimum of 30 Days Cash on hand.
12. All of the above items must be accomplished each year of the School's operation under this agreement.

FINANCIAL PERFORMANCE FRAMEWORK

District authorizers will use the Financial Quality Framework and additional follow-up analysis (as referenced above) for making high-stakes decisions, including renewal, non-renewal, or revocation. Each of the measures included in the Financial Quality Framework are described below.

INDICATOR 1: NEAR-TERM MEASURES

Measure 1a Current Ratio: Current Assets divided by Current Liabilities

Meets Standard:
– Current Ratio is greater than or equal to 1.1 or
– Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)

Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.

Does Not Meet Standard:
– Current Ratio is between 0.9 and 1.0 or equals 1.0 or
– Current Ratio is between 1.0 and 1.1 and one-year trend is negative

Falls Far Below Standard:
– Current ratio is less than or equal to 0.9

Measure 1b Unrestricted Days Cash: Unrestricted Cash divided by ([Total Expenses minus Depreciation Expense]/365)

Meets Standard:
– 60 Days Cash; or
– Between 30- and 60-Days Cash and one-year trend is positive

Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.

Does Not Meet Standard:
– Days Cash is between 15-30 days; or
– Days Cash is between 30-60 days and one-year trend is negative

Falls Far Below Standard:
– Fewer than 15 Days Cash

Measure 1c Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Approved Budget

Meets Standard:
– Enrollment Variance equals or exceeds 95 percent in the most recent year

Does Not Meet Standard:
– Enrollment Variance is between 85-95 percent in the most recent year

Falls Far Below Standard:
– Enrollment Variance is less than 85 percent in the most recent year

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Measure 1d Debt Default:

Meets Standard:
– School is not delinquent with debt service payments

Does Not Meet Standard:
– Not applicable

Falls Far Below Standard:
– School is delinquent with debt service payments

INDICATOR 2: SUSTAINABILITY MEASURES

Measure 2a Total Margin: Net Income divided by Total Revenue **Aggregated Total Margin: Total Three-Year Net Income Divided by Total Three-Year Revenues**
Meets Standard: – Aggregated Three-Year Total Margin is positive; or – Most recent year Total Margin is positive, Aggregated Three-Year Total Margin is greater than -1.5 percent, and the trend is positive for the last two years. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*
Does Not Meet Standard: – Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"
Falls Far Below Standard: – Aggregated Three-Year Total Margin is less than or equal to -1.5 percent; or – The most recent year Total Margin is less than -10 percent

Measure 2b Debt to Asset Ratio: Total Liabilities divided by Total Assets
Meets Standard: – Debt to Asset Ratio is less than 0.9
Does Not Meet Standard: – Debt to Asset Ratio is between 0.9 and 1.0
Falls Far Below Standard: – Debt to Asset Ratio is greater than 1.0

Measure 2c Cash Flow **Multi-Year Cash Flow: Year 3 Total Cash – Year 1 Total Cash** **One-Year Cash Flow: Year 2 Total Cash – Year 1 Total Cash**
Meets Standard: – Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year; or – Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in one of the last two years *Note: Schools in their first or second year of operation must have positive cash flow*.
Does Not Meet Standard: – Multi-Year Cumulative Cash Flow is positive, but Cash Flow in each of last two years is negative
Falls Far Below Standard: – Multi-Year Cumulative Cash Flow is negative

Measure 2d Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest, and Lease Payments)
Meets Standard: – Debt Service Coverage Ratio is equal to or exceeds 1.1
Does Not Meet Standard: – Debt Service Coverage Ratio is less than 1.1
Falls Far Below Standard: – Not Applicable

Operational Performance Standards

The Operational Framework is divided into indicators, measures, metrics, and ratings, which are explained below:

Indicator 1: Education Program - The Education Program section assesses the school's adherence to the material terms of its proposed education program.

Measure 1a - **Material Terms of the Contract** - Is the school implementing the material terms of the education program as defined in the application?
Meets Standard: The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.

Measure 1b - **Education Requirements** - Is the school complying with applicable education requirements?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: • Instructional days or minutes requirements • Content standards • State assessments • Implementation of mandated programming as a result of state or federal funding

Measure 1c - **Students with Disabilities** - Is the school protecting the rights of students with disabilities?
Meets Standard: Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: • Equitable access and opportunity to enroll • Identification and referral • Appropriate development and implementation of Individualized Education Plans and Section 504 plans • Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities

- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Appropriate use of all available, applicable funding

Measure 1d - **English Language Learner (ELL) students** - Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English Language Learners (ELLs), including but not limited to:
- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native language communication requirements
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

Indicator 2: Students and Employees - adherence to federal and state laws regarding treatment of individuals within the organization including the charter school's compliance with a variety of laws related to students and employees, including the rights of students and employees as well as operational requirements such as teacher licensing and background checks.

Measure 2a - Rights of students - Is the school protecting the rights of all students?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Note: Please review proper handling of discipline processes for students with disabilities

Measure 2b - **Attendance Goals** - Is the school meeting attendance goals?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals

Measure 2c - **Staff Credentials** - Is the school meeting teacher and other staff credentialing requirements?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary) relating to state certification requirements.

Measure 2d - **Employee Rights** - Is the school complying with laws regarding employee rights?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Measure 2e - **Background Checks** - Is the school completing required background checks?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Indicator 3: School Environment - adherence to laws related to the school's physical plant and the health and safety of students and the charter community including the school's facility, transportation, food service, and health services.

Measure 3a - **Facilities and Transportation** - Is the school complying with facilities and transportation requirements?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to: • Americans with Disabilities Act (ADA) • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation

Measure 3b - **Health and Safety** - Is the school complying with health and safety requirements?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to: • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements • Other district services, if applicable

Measure 3c - Information Management - Is the school handling information appropriately?
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including but not limited to: • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities

- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

Governance Performance Standards

The Governance Framework is divided into indicators, measures, metrics, and ratings, which are explained below:

Indicator 1: Financial Management and Oversight - Set expectations for the school's management and oversight of its finances, without regard to financial performance. Audit results and audit findings are critical sources of evidence when evaluating schools against this indicator.

Measure 1a - **Financial Reporting and Compliance** - Is the school meeting financial reporting and compliance requirements?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:
- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Measure 1b - Financial Management and Oversight - Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Indicator 2: Governance and Reporting - Expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies. This indicator also includes a measure to evaluate the extent to which the board oversees the individuals or organizations to which it delegates the duties of implementing the program, a fiduciary responsibility of the board. Governance requirements enumerated in this measure are purposefully narrow, in that they are requirements to which the LEA can legally hold the board accountable.

Measure 2a - **Governance Requirements** - Is the school complying with governance requirements?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
- Compensation for attendance at meetings

Measure 2b - **Management Accountability** - Is the school holding management accountable?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:
- oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

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Measure 2c - **Reporting Requirements** - Is the school complying with reporting requirements?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:
- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

Indicator 3: Additional Obligations - This section captures any new requirements that may come after both parties agree to the performance agreements. For example, if state laws change to require charter school board training, which was not required at the time of the agreement, the authorizer would use this section of the framework to evaluate the charter school against that new requirement.

Measure 3a - **Additional Obligations** - Is the school complying with all other obligations?

Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
- Revisions to state charter law
- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g., State Education Agency [TEA])

SOCIAL EMOTIONAL LEARNING
We believe a socially and emotionally healthy community is essential. We believe students and teachers must be seen first as people before they are seen as learners and professionals.

SEBS have been working in providing SEL and behavior interventions to students at the tier 2 and tier 3 level. Social Emotional Behavior Specialist (SEBS) are currently providing services to 453 students. SEBS and counselors have been working closely with Rethink Ed in hosting virtual parent nights at each campus. This event has been offered in both Spanish and English and now available on the VISD YouTube page. The topic is introducing SEL to the parents and providing them with resources through Rethink and VISD available to them. We currently have 188 parent accounts active on Rethink, all 188 accounts are parents with multiple children in both elementary and secondary. Our main goal is to continue implementing a solid foundation of SEL and behavior interventions and continue gathering baseline data within student SEL.

CASEL has recently revamped their definition of SEL to allow for more inclusive areas of family engagement and adult SEL. This definition now welcomes a more holistic view of where and how SEL occurs. More can be found here CASEL-SEL-Framework-11.2020.pdf

Some of our current actions are:
- o How can we make connections with our communities and families in order to encourage students to become a good person?
- o How we elevate identity, agency and belonging and make SEL the core of what we do to teach the whole child.
- o How can we create a systemic approach to SEL across classrooms, schools, families and communities? How can these influence student learning? If these supports are coordinated and working in harmony, this can promote
  - Student voice
  - Create a supportive school climate
  - Foster family engagement
  - Build student and adult SEL

FACILITIES
We believe facilities play an integral role to inspire teaching and empower learning. We believe safe and secure facilities and process are vital to creating a healthy, productive environment for our students and staff. We believe having well-maintained facilities creates pride in our district and honors our commitment to our community.

Extended Sanitizing Efforts in Facilities Affected by COVID-19: To provide an additional sanitizing/cleansing focus in all facilities where COVID-19 cases occur, VISD's Custodial Operations have stepped-up their efforts to be responsive. In addition to using the Clorox Total 360 Electrostatic Sprayer Sanitizing System more frequently, the custodians are circling back to re-clean restrooms more regularly as well. Custodians are also identifying and thoroughly sanitizing "high touch" surfaces much more frequently during the day—doorknobs, hand/stair railings, refrigerators, microwaves, etc.

The Custodial Department is also requesting all staff please observe safety protocols while in district facilities. If our school and district staff are wearing their facial coverings, washing their hands regularly and socially distancing, the spread of the COVID-19 germs will be greatly diminished. Together, the custodial staff and our campus staff working hand in hand will help to flatten the curve and eradicate the spread of COVID-19 in our campuses and other facilities.

COMMUNITY PARTNERSHIPS
Community partnerships and shared resources are foundational to creating a premier district.

Central Supply: Bid opportunities that are available for vendors to review and send submissions are as follows:
- Two-Way Radios, Equipment, Airtime, & Service
- E-Rate Category 1 Internet Access Services
- E-Rate Category 2 Data Center Equipment
- E-Rate Category 2 Network Upgrade
- E-Rate Category 2 Firewall

Victoria ISD's E-rate consultants, Kellogg and Sovereign Consulting, are hosting the E-Rate bids on their E-bid platform, Bonfire, with all submissions being made electronically. E-rate bids are tentatively scheduled for Board review in February 2021, and Two-Way Radios, Equipment, Airtime, & Service in January 2021.

Central Supply will close on December 18th to conduct its scheduled semiannual inventory beginning December 21st with an estimated reopening on January 5th.

The Community Partnerships Team met twice in November to develop initial strategies and performance measures for the Community Partnerships Finding within the Victoria ISD Strategic Plan. The Team encompassed a cross section of staff across all campus levels and district departments who routinely work with community agencies.

Campus-Based Community Partnership Efforts: KIDZ Connection is collaborating with several organizations within the community this month to help serve needy students and families with basic needs, food and gifts for the holiday break.

The following are some of the partnerships which are currently underway:
1. The Victoria Firefighters Association adopted seven VISD families for the holidays.
2. Honor 361 adopted two VISD families for the holidays.
3. Holy Family Catholic Church established a "Giving Tree" for approximately sixty homeless students to receive toiletries, blankets, pillows and other surprise gifts.
4. A Catholic Relief Services mini grant was awarded to VISD to help with emergency food.
5. The Coldwell Bankers' Annual "Wrap a Child in Warmth" coat drive was held to support VISD families.
6. Victoria Toys for Tots is providing toys for needy students.
7. Schorlemmer Elementary is holding a toiletry drive for anyone needing these items.
8. Catholic War Veterans and St. John's Post #1269 and Auxiliary is providing school supplies, clothing and monetary donations for the needy.

Each year we are so thankful for the generosity of these community partners as they joyfully give extra needed assistance to VISD students for the long winter break. Currently, we are supporting approximately 400 homeless students and many more at-risk of becoming homeless. Each week, we identify between 5-20 new homeless students attending our schools. Once again, many thanks to these

organizations for exhibiting the true spirit of giving! Our families and students are so appreciative of their support and thoughtful donations.

The Special Education Department is partnering with local Lions Clubs and local businesses to facilitate our virtual Winter Wonderland event focused on increased access to traditional community recreation and leisure activities and life skill building.

The Special Education Department is partnering with Texas Workforce and the City of Victoria to provide vocational and job coaching opportunities. The program will support special education students obtaining vocational skills and promoting lifelong independence.

Bond Planning Task Force: The Bond Planning Task Force held virtual meetings on November 17th, December 1st, December 8th and December 15th. In total, this Task Force has held eight separate 2-hour Zoom meetings since October 13th. Recordings of all virtual meetings along with the data/documents reviewed during each meeting is available for access by all community members at this link WWW.VISD.NET/BONDTASKFORCE/

The Task Force has spent a significant amount of time considering many potential scenarios to develop recommendations for a plan to best meet current facility needs while also considering strategic mid and long-range facility plan options. Representatives of the Bond Planning Task Force are scheduled to share an update on the progress of the Task Force work with the Board of Trustees at the December 17th meeting.

Community Ownership Plan: We continue to develop our Community Ownership plan in collaboration with our SGS Executive Advisors. The goal of the Community Ownership plan is to ensure we have many, diverse voices invited to share their hopes, experiences, and needs built into the fabric of the district. We have identified a list of key audiences and messengers to interview to elicit feedback and collect data to further define the current landscape analysis of VISD. Some of the questions that will be asked of the interviewees include:

- "Who are the individuals or organizations within the community that tend to serve as key influencers and connectors?"
- "How has the school district communicated important information, school priorities, and other need to know information with the local community? Would you change anything about their communication?"
- "Could more community organizations partner with the district? What do you think would motivate them to engage?"
- "What are some of the local dynamics that exist that are critical to gaining a better understanding of these communities? (e.g., shifting demographics, historical context, political factions)

The next step will be to begin to design our Community Ownership plan.

Feedback: We want your feedback. Please use this link to share your thoughts, comments, questions or kudos! This is your report and we want to make it relevant for you. Your feedback will help us on our path of *Continuous Improvement!*