



# Victoria Independent School District

Administration Report  
July 2019

## **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

### **1. Curriculum, Instruction and Accountability - Page 3**

### **2. Office of Administration - Page 16**

- Maintenance & Operations
- Central Supply & Purchasing
- Child Nutrition
- Hurricane Harvey Update
- Student Services
- Transportation

### **3. Finance - Page 21**

### **4. Human Resources - Page 22**

### **5. Office of the Superintendent - Page 23**

- Communications
- Technology

## **CURRICULUM, INSTRUCTION AND ACCOUNTABILITY**

### **Region III ESC Contracted Services:**

Each summer VISD reviews the Region III Education Service Center Contracted Services agreements to determine the services that will be needed to support our staff and students throughout the district. VISD is requesting to continue services previously requested at a cost of \$191,583.50. Each department requesting the service will provide the service required and fund within their budgeted allocations.

#### **1. Academic Services – Compliance**

Bilingual/ESL/LOTE (\$9,000) - Provides research-based professional development and technical assistance to assist in improving the success of Limited English Proficient (LEP) students. Professional Development includes training in LPAC, Instructional Strategies for Bilingual/ESL/LOTE Classrooms and Sheltered Instruction. Additional support provided with the TExES ESL Supplemental #154 Review to assist teachers trying to get certification.

#### **2. Academic Services – Instruction**

Eduphoria (\$4,600)- VISD contracts independently with Eduphoria for the student assessment data-based program. However, Region III ESC provides the additional service that includes the TEKSbank, an online bank of assessment questions used by teachers and district personnel to build tests.

Instructional Resources Cooperative (\$49,413) – Provides route delivery service, access to Discovery Education Streaming, and Living Materials Cooperative. Discovery Education provides teachers and students access to more than 115, 000 standards-aligned digital resources that address multiple learning styles. Living Materials impact student performance with hands-on experiences using over 100 living specimens of plant and animals.

TEKS Resource System (\$80,751.30) – Texas Curriculum Management Program Cooperative is a high quality online customizable curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS) allowing schools to meet the high standard of rigor and relevance required in the TEKS and STAAR assessments.

#### **3. Academic Services – Leadership**

Counselor Symposium (\$2,000) - Provides for two slots for counselor training focused on mental health counseling curriculum and college and career readiness. Professional Learning consists of crisis response and intervention, counseling skill development, addressing student issues, legal updates and regulations, ethics for mental health professionals and school counselors, group/guidance/counseling lessons and techniques, bullying, cyber-bullying, sexting, foster care, homeless, College and Career readiness from PK through 12<sup>th</sup> grade and Apply Texas, Texas OnCourse, and Reach Higher Initiative.

Leadership Services (\$2,000) - Provides for two slots for professional growth and networking. Training are focused on the successful school leader and have opportunities centered around Accountability, Legal updates, and Leadership skill development.

Region 3 Academic Network (\$450) - Academic and Curriculum Leaders from across the Region gather to review TEA/Legislative State Board updates, Innovative Practices, Legal updates, Accountability, and Core Content Updates.

#### 4. Business Operations

E-Rate Application Services (\$500)- Region III provides assistance in accessing and writing the E-Rate program application supporting connectivity – the conduit or pipeline for communications using telecommunications services and/or the Internet. VISD is requesting Category One services which include Data Transmission Services and Internet Access.

Personnel Services (\$650) - Assists districts in recruitment of highly qualified, certified, and caring staff members. Provides opportunity to participate in Region III Job Fair, Personnel training opportunities, and unlimited vacancy postings on Region 3 website.

School Finance Services (\$4,500) - Provides assistance in the analysis and evaluation of districts financial data. These services fall into three main categorical areas: Information services, school financial advisory services, and business training services.

#### 5. Technology Information Systems

OnDataSuite Software (\$7,059) - Is a web-based PEIMS data management toll that further enhances a school's ability to make informed decisions.

Regional Network Services (\$24,160) - Multi-service wide area network integrating video and data on H.323 infrastructure. Provides a regional firewall protection at the NET3 core, Exinda bandwidth management and monitoring, upstream connectivity and support management, satellite programming from NASA, Annenberg and others, and technical assistance with connectivity and quality of service from NET3 to the district edge router.

TSDS Core Collection Services (\$2,000) - An effort to consolidate the collection of over 200 separate data collection systems at the agency to standardize the submission process and reduce redundancy between data collections. Provides assistance with the ECDS (Early Childhood Data System), RF Tracker, and the SPPI-14.

TSDS/PEIMS Texas Student Data System (\$4,500) - The Texas Student Data System (TSDS), a major initiative by the Texas Education Agency, is a statewide system that improves the quality of data collection, management, and reporting in Texas. TSDS modernizes the PEIMS data collection process and puts real-time student performance data in the hands of educators. The ESC3 provides training and consultation and technical assistance related to TSDS.

**ScienceMill STEM Camp** - Victoria Summer STEM camp provided by Science Mill hosted visitors on July 12<sup>th</sup> from the AshBritt Foundation. This foundation provided the support needed to host this exciting STEM camp in Victoria. Science Mill is an organization based in Johnson City that provides STEM camps

across the state of Texas. Science Mill provided training to 6 VISD teachers in the STEM activities for replication in the classroom experience. When VISD announced the STEM camp in February all camps were full within 36 hours of the announcement. Through cutting-edge technology-based exhibits, games, and programs, the Science Mill expands students' understanding and appreciation of science in their everyday lives. By igniting their curiosity and inspiring them to pursue post-secondary education, the Science Mill experience starts students on the path to a life-long career in science, technology, engineering, and math (STEM). <https://www.sciencemill.org/summercamps> Science Mill and the AshBritt Foundation have provided for the teacher training expenses, equipment and resources for all students including teacher resources for the week-long camps.

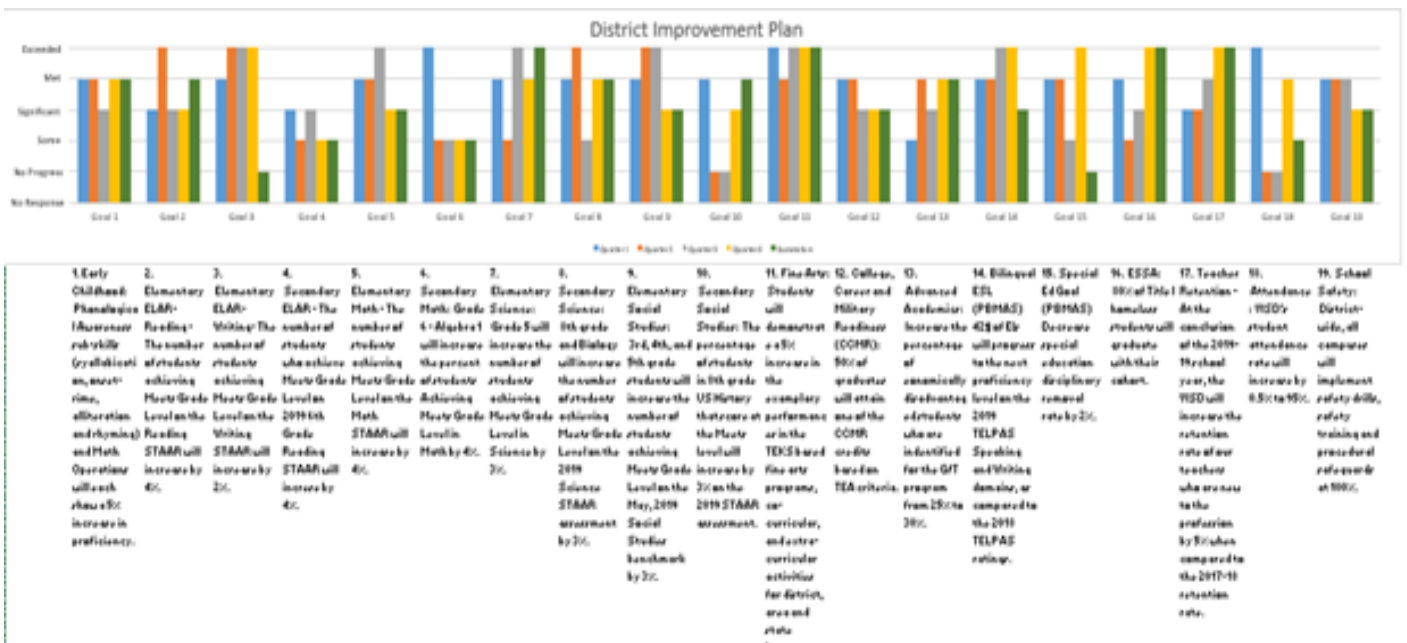
## DISTRICT AND CAMPUS IMPROVEMENT PLAN UPDATE

### Quarter 4 and Summative Improvement Planning Goal Report

The district and campus continuous improvement plans are aligned with seven broad areas found in the District of Innovation Plan. The District Improvement Plan for the 2018-19 school year has 19 Goals. Each goal is divided into four quarters with each quarter evaluated on a quarterly goal for that overarching annual goal. This includes major objectives for that quarter. All goals for the Campus and District Improvement plans are evaluated on five measures for each Quarter below:

- Exceeded Expectation
- Met Expectation
- Made Significant Progress
- Made Some Progress
- Made No Progress

### District Improvement Plan



The Summative District Goal report is indicated with the green bar in the above chart.

**Goals 7, 11, 16, 17 Exceeded Expectations**

**Goals 1, 2, 8, 19, 13, Met Expectations**

**Goals 5, 9, 12, 14, 19 Made Significant Progress**

**Goals 4, 6, 18 Made Some Progress**

**Goals 3, 15 Made No Progress**

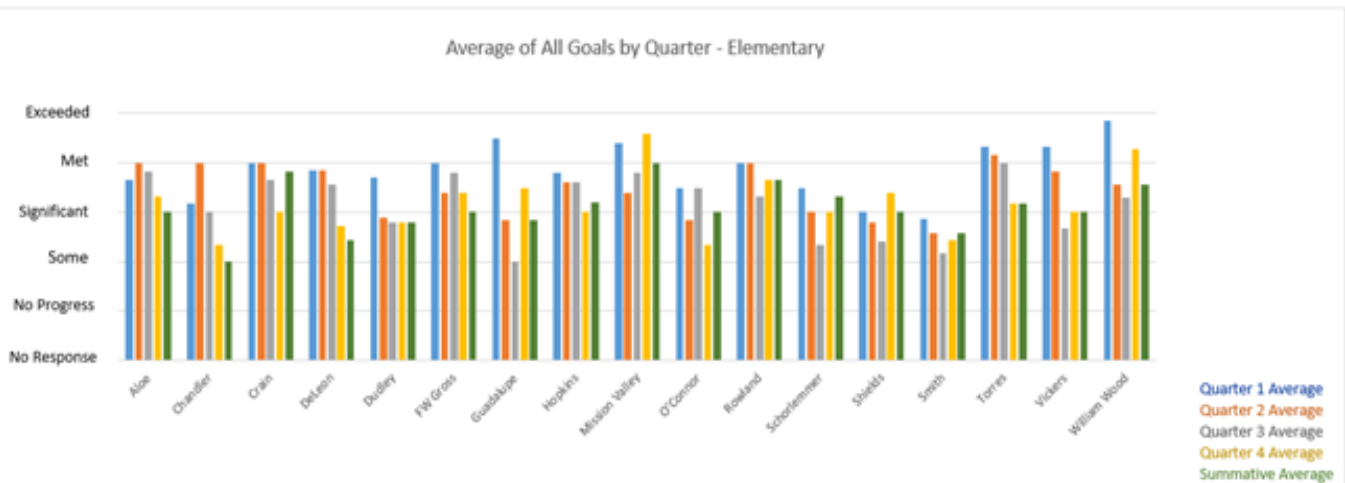
Goal 3 did not meet the increase of 2% at Meets Grade Level on Writing STAAR. However, there were increased numbers of students who scored at the Masters level performance as well as a larger percentage of students who met the Approaches level STAAR performance. Goal 15 was not met due to a continuous number of students identified as Special Education being assigned to ISS or OSS as an intervention. The Special Education Department will continue to explore alternative options for removing students with disciplinary issues while still implementing preventative behavior interventions.

***Campus Improvement Plans***

Campus Improvement plans vary in the number of annual goals that each campus is working toward. The primary focus of the campus improvement plans includes goals for English Language Arts and Reading, Mathematics, emotional and social well-being of students, and attendance. Each campus then chooses other areas for goal focus as determined by the Campus Needs Assessment data review. VISD High School campuses also choose an appropriate goal to meet the CCMR requirements.

The data presented below is presented in two formats for the campus quarterly goals. The first set of data is an average of the quarterly goals by level. The second set of data is the actual measure for each goal by quarter.

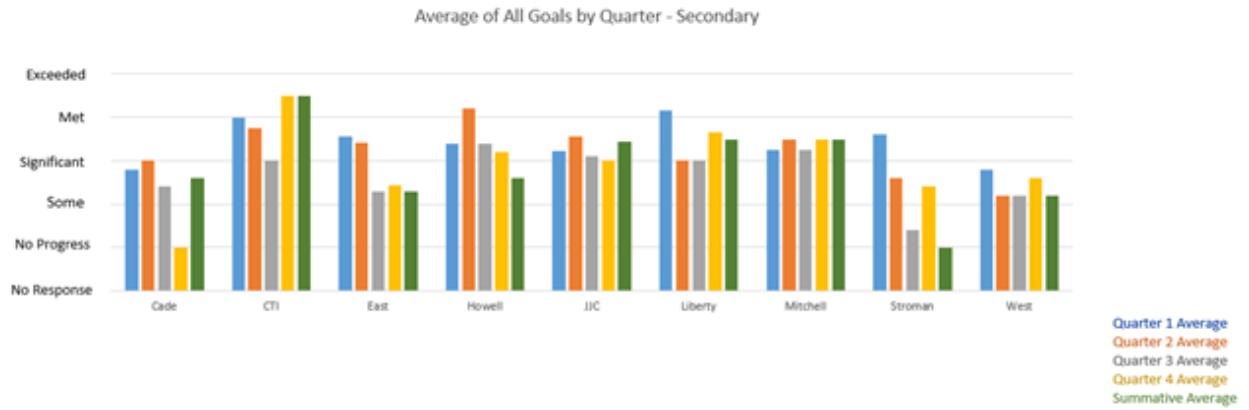
***Elementary Average Quarter Goals***



Elementary Goal Progress by Quarter

		Alex	Chandler	Grant	DeLeon	Duoly	FitzGress	Luca/Julia	Hopkins	Wesley/My	O'Connell	Rowland	Stearns/	Starks	Smith	Torres	Vigors	Wesley Wood
Sum	18				1													
Q4	18				1													
Q3	18				1													
Q2	18				1													
Q1	18				1													
Sum	3				1													
Q4	3				1													
Q3	3				1													
Q2	3				1													
Q1	3				1													
Sum	8				1													
Q4	8				1													
Q3	8				1													
Q2	8				1													
Q1	8				1													
Sum	7			1	1									1				1
Q4	7			1	1									1				1
Q3	7			1	1									1				1
Q2	7			1	1									1				1
Q1	7			1	1									1				1
Sum	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	5	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	3	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	3	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	3	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	3	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	3	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	2	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	2	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	2	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	2	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	2	1	1	1	1		1			1	1	1		1	1	1	1	1
Sum	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q4	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q3	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q2	4	1	1	1	1		1			1	1	1		1	1	1	1	1
Q1	4	1	1	1	1		1			1	1	1		1	1	1	1	1

## Secondary Average Quarter Goals



## Secondary Goal Progress by Quarter

		Gade	CTI	Howell	JIC	Liberty	Mitchell	Stroman	West
Sum	18								
Q1	18								
Q2	18								
Q3	18								
Q4	18								
Sum	3			2					
Q1	3			1					
Q2	3			2					
Q3	3			2					
Q4	3			2					
Sum	8			3					
Q1	8			3					
Q2	8			4					
Q3	8			4					
Q4	8			2					
Sum	7			4				3	
Q1	7			4				2	
Q2	7			3				4	
Q3	7			4				4	
Q4	7			4				4	
Sum	6			2	5			3	
Q1	6			2	5			4	
Q2	6			2	2			1	
Q3	6			2	2			4	
Q4	6			4	5			4	
Sum	5	2		2	4	3		1	3
Q1	5	2		2	2	3		1	2
Q2	5	2		2	3	4		2	2
Q3	5	2		4	4	4		2	1
Q4	5	4		2	3	5		2	4
Sum	4	3	4	5	4	2	4	1	2
Q1	4	3	4	5	3	3	4	1	2
Q2	4	4	3	5	4	3	2	2	2
Q3	4	4	4	5	4	3	2	4	5
Q4	4	2	4	1	3	4	2	5	4
Sum	3	4	4	1	4	3	4	5	3
Q1	3	4	4	5	4	4	3	4	2
Q2	3	2	2	3	4	2	3	5	2
Q3	3	3	3	4	2	3	5	2	3
Q4	3	2	3	4	3	2	5	4	4
Sum	2	2	5	3	4	3	4	1	1
Q1	2	2	5	2	4	3	4	4	2
Q2	2	2	4	3	3	4	5	1	2
Q3	2	3	4	5	4	4	4	2	2
Q4	2	3	4	5	4	4	3	4	4
Sum	1	2	5	2	4	5	4	1	2
Q1	1	2	5	2	4	4	4	1	3
Q2	1	2	3	4	3	4	3	1	4
Q3	1	3	5	5	4	3	4	2	2
Q4	1	3	5	5	4	4	5	4	2



## **VISD Comprehensive Schools Update**

During the 4<sup>th</sup> quarter VISD's five identified Comprehensive Schools (Dudley, Guadalupe, O'Connor, Schorlemmer, and William Wood) primary focus was on supporting the needs of individual students to assist them in meeting their performance goals for STAAR.

## **Off Campus Physical Education 2019-2020 Providers**

In accordance with local district policy, a school district may award physical education credit for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education as per Texas Administrative Code (TAC), Chapter 74, Subchapters B and G.

The Off-Campus Physical Education Program (OCPE) is a partnership between Victoria Independent School District and approved off-campus agencies that provide activities such as: Dance, Diving, Equestrian, Fencing, Gymnastics, Yoga, Lacrosse (high school club teams in spring semester only), Martial Arts, Rock Climbing, Rowing, Archery, Swimming and Tennis.

Each year VISD reviews the list of providers for the OCPE program and tracks student progress in each program ensuring that all VISD and state standards are met. New providers are brought forward to the Board of Trustees if curriculum scope and sequence meets state standards and all guidelines established for the OCPE are met. Dr. Shepherd and Dr. Carroll held a meeting on July 10<sup>th</sup> to address the Board of Trustee concerns for equity of access for these programs. Most programs offered have scholarships toward tuition or provide services to students in other ways at no charge. Some examples include the following:

- Busby Dance Center/Victoria Ballet Company – Provides Demi classes at the Boys and Girls club which culminates with the students participating in the annual recital. Costumes are purchased by donation from the Ballet Company. Scholarship and tuition reduction opportunities are based on a case by case basis. They also provide outreach and classes during the Mid-Coast summer school activities for our homeless youth (this year held at Smith Elementary). They also provide education outreach prior to the Nutcracker performances to elementary students to educate about what is a ballet. During the Spring through grants and donations the Ballet Company also provide educational performances to all 6<sup>th</sup> grade students.
- Heart of a Champion- offers a very low monthly rate \$20/month or if a student is using this as their Off -campus PE credit \$15/month. There are also scholarships available to students who cannot afford the tuition. This organization is serviced by community volunteers. Each year the Heart of a Champion holds a two- day event call "Kennedy's Camp" in honor of the owner's child. This event is for special education students and provides a wealth of activities related to physical education for these special students in our community.
- Fit Strong CrossFit Gym program provides a reduced rate \$50/month for Off Campus PE students with regular rates \$100/month.

Outcomes from this meeting included:

- The group wanted to collaborate on grant funding that would allow their organizations more opportunity to provide scholarship and/or transportation. (I.e. Academy grant)

- Organizations brought up the potential of offering demo classes on elementary campuses – Ex: Fun Friday
- Possible free open events for exposure to new physical fitness opportunities
- Some organizations mentioned trying to get a 501C3 designation similar to Victoria Ballet’s so that they could get donations and provide more outreach

**BILINGUAL/ESL Annual Report**

**Academic Progress - Reading Achievement** - Students in the dual language program are administered a reading assessment in English (DRA) and Spanish (EDL) in order to determine if students are on a grade-appropriate bi-literate trajectory. We use EDL/DRA because it is an assessment individually administered by the teacher (as opposed to a computer-generated assessment) and because the accuracy and validity of the bi-literacy trajectories are amply documented.

Grade	Students At or Above Expected Level Spanish EDL	Students At or Above Expected Level English DRA
Kinder	84%	N/A
First	82%	50%
Second	77%	82%

**STAAR Reading** – The following chart shows STAAR reading 3-8 results by level of English proficiency. It is important to note that we have a significantly low number of students at the beginner and intermediate levels. Similarly, it is remarkable how well our students perform in STAAR as they reach an Advanced High level of English proficiency.

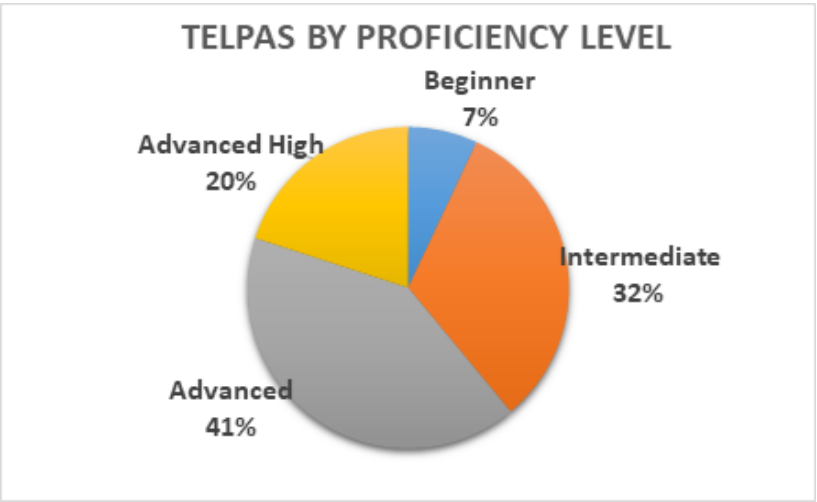
	STAAR Reading	
	Total Students	Approaches GL
All Students	6319	62.69%
Beginner	11	36.36%
Intermediate	97	12.37%
Advanced	193	43.52%
Advanced High	110	84.5%

**English Proficiency**

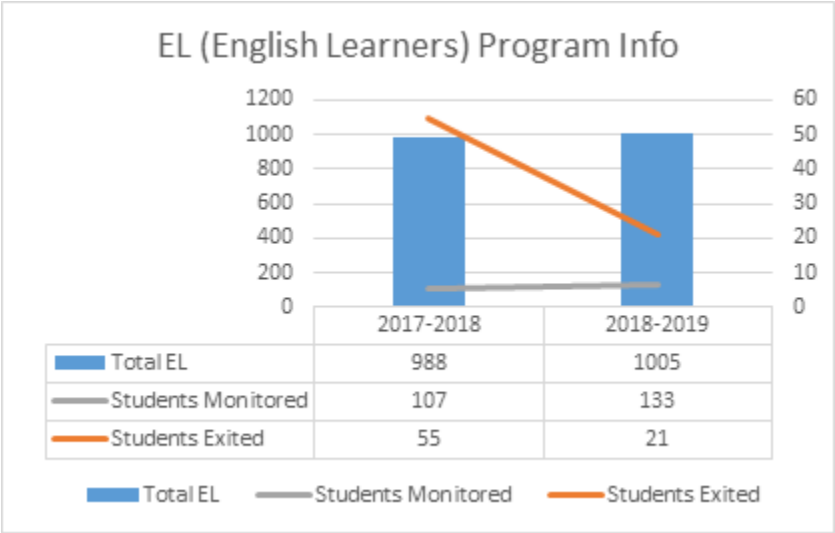
**TELPAS** (Texas English Language Proficiency Assessment System) measures the English language proficiency of K-12 ELs (English Learners) in four domains: listening, speaking, reading & writing.



VISD TELPAS results indicate that students are becoming proficient in English at an adequate pace. Recent changes in the administration of the listening and speaking domains (now a computer-based assessment) have decreased the percent of students scoring Advanced High in these two domains.



The number of students exited this year decreased considerably due to the fact computer-based TELPAS Speaking and computer-based TELPAS Listening were used as the criteria to determine oral proficiency. The district will use a recently approved teacher administered test (LAS Link) for the year 2019-2020 as we consider this test a more reliable measure of student oral proficiency.



**Professional Development Offered to Support Bilingual/ESL Program**

<b>Training</b>	<b>Audience</b>	<b>Scope</b>	<b>Attendance</b>	<b>Outcomes</b>
Seven Steps To A Language-Rich Interactive Classroom	Principals, APs, Teachers, ICs , Aides	Language and Content Support	73	Teachers learned non-negotiable, easy to implement strategies to use with EL students. A select group of teachers had the opportunity to participate in on-going coaching activities throughout the year.
Bi-literacy Curriculum Development	Bilingual Instructional Coaches, teachers, Administrators	Curriculum Integration	5	A group of bilingual teachers and administrators are being trained to efficiently integrate curriculum.
Talk, Read, Talk, Write	Teachers, Campus Administrators, ICs, Aides	Language and Content Support	342	Teachers learned to write a lesson plan cycle that integrates the components necessary to make content comprehensible to EL students. A select group of teachers had the opportunity to participate in on-going coaching activities
Academic Language-English 3D	Teachers, Aides	Language and Content Support	13	Teachers had the tools to deliver curriculum faithfully using daily structures to advance the level of English proficiency of their EL students.
Kinestemas	Teachers, Aides	Language and Content Support	20	By implementing the program faithfully, 100% of our kinder students were decoding and reading on grade level or above.
La Cosecha Conference	Teachers, Aides, Instructional Coaches	Language and Content Support	6	Teachers were exposed to several second language acquisition strategies. Recordings of successful implementation by some of our teachers are available for future coaching activities.
ESL TExEs Review	Teachers	Teacher Certification	163	34 teachers have passed their ESL Endorsment test and filed with the district for reimbursement.

**Bilingual and ESL Waivers**

Bilingual - There is a nation-wide shortage of bilingual teachers. This year we filed a bilingual exception for 4 teachers.

ESL - There was change to the ESL certification requirements effective July 15, 2018. Because of the new requirements, we had to file an ESL waiver for 116 teachers. Our goal is to reduce the number of teachers under a waiver by 80% for the 2019-2020 school year.

In order to prepare the teachers to pass the Bilingual and ESL certification tests, we have provided teachers with training and coaching activities geared to increase their knowledge and expertise of the instructional needs of second language learners. We have also offered ESL and Bilingual TExES preparation courses both on-site and in partnership with Region 3. In addition, we reimburse teachers for the cost of the test as well as the cost of adding the ESL or Bilingual Endorsement to their teacher certification.

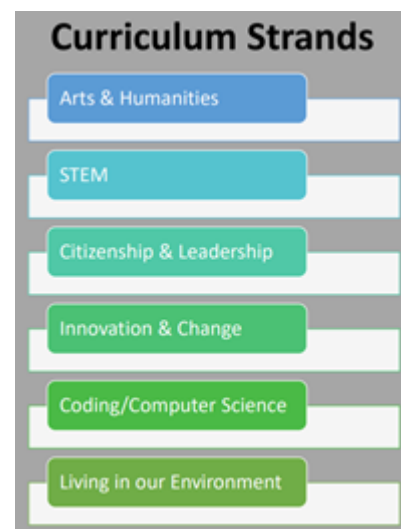
**G/T Curriculum Update:** G/T services at both the elementary and middle school levels are being redesigned for the 2019-2020 school year to more effectively meet the needs of our Gifted/Talented students. Information about these changes is posted at <https://www.visd.net/apps/pages/advanced-academics/gt>.



**Elementary G/T Services:** All G/T identified students will be clustered together in grade-level classrooms to receive differentiated instruction. Elementary students will receive enrichment during a G/T pullout class provided by a G/T teacher on each campus. Each campus will have a new Dyslexia & G/T Services Teacher who works with gifted students during the pullout time. During this time, students will learn the engineering design process as part of several STEM units, explore innovation and change, engage in a critical analysis of literature and art, study leaders in our society and develop leadership skills, and learn about interacting with our environment responsibly.

**Middle School GT Services:** All G/T identified students in middle school will be offered enrichment opportunities through an Advanced Academic Skills course. Sixth graders will take this course in place of the STREAM course, 7<sup>th</sup> graders will take the course instead of Enriched Literacy, and 8<sup>th</sup> grade students will have the option of taking it as an elective. The course will include opportunities for students to engage in collaborative projects, while challenging themselves to explore new and innovative ways to think about solving problems. Middle school students will work together to produce several products demonstrating their learning and will take part in leadership & community service activities.

**Curriculum:** The curriculum for both the elementary and middle school enrichment courses is built around standards for creative thinking, critical thinking, research skills, leadership, communication, and social-emotional needs. These standards are embedded in the curriculum strands that include Arts & Humanities, STEM, Citizenship & Leadership, Innovation & Change, Coding/Computer Science, and Living in the Environment. The curriculum utilizes engaging, project-based activities to allow students to imagine, create, and improve solutions to relevant problems in our community.



The Advanced Academics department has created the unit outlines and gathered resources for use in these classes. G/T enrichment teachers will collaborate in the design of daily lessons and have regular PLC meetings to discuss and improve the implementation of the G/T curriculum.

### **ELEMENTARY CIA**

Focused professional development opportunities continue to be offered as we prepare to implement the new ELAR instructional resources. Multiple sessions have been offered throughout the summer. All sessions reached enrollment capacity with several expanded to accommodate teachers who are eager to prepare for the upcoming year.

Elementary school leadership teams, including principals, assistant principals, counselors and instructional coaches will participate in VISD's Early Childhood Summit at the VISD Conference Center on July 29 and 30. The summit is designed to focus on meeting the academic and social/emotional needs of students in prekindergarten – 2<sup>nd</sup> grade. The elementary curriculum team is collaborating with the federal programs and special education departments to provide elementary school teams with tools and resources to successfully address the needs of our youngest learners.

### **SECONDARY CIA**

Starting with the 2019-2020 school year, we have added a S.T.R.E.A.M. course for our 6<sup>th</sup> grade students. S.T.R.E.A.M. is an educational approach towards learning that integrates two or more areas of study in Science, Technology, Reading, Engineering, the Arts and Math-as entry points for guiding student inquiry, dialogue, and critical thinking. This course addresses how to blend these content areas to enhance learning across the curriculum. S.T.R.E.A.M. lessons/units will be project-based and support the 16 Career Clusters.

Our 6<sup>th</sup> grade S.T.R.E.A.M teachers, campus instructional coaches, and district curriculum coordinators spent three days at the end of June participating in professional development provided by *Engage2Learn*. Teachers and leaders learned how to guide students through a project-based learning (PBL) model along with developing seven cross-curricular units (10-18 days each) for the upcoming school year.

Each PBL Unit was designed to expose students to one of the 16 Career Clusters and social and emotional learning (SEL) competencies that will best support the PBL activity that the students are about to encounter. Some examples of SEL competencies that are incorporated into these units are grit, tenacity, growth mindset, and stress management.

Making a shift from traditional forms of teaching and learning to PBL can be challenging. To provide ongoing support for our teachers and campuses, *Engage2Learn* will be meeting with each of the eight S.T.R.E.A.M. teachers monthly to provide coaching and support through this new process. Our goal is to provide our students with an opportunity to dabble and experiment as innovators, peer educators, classroom leaders, and 21<sup>st</sup>-century learners.

## **FEDERAL PROGRAMS DEPARTMENT**

The application for the 2019-2020 Every Student Succeeds Act (ESSA) Consolidated Federal Grant Application has been submitted to the Texas Education Agency. This includes funding for Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; and Title IV, Part A.

The Texas Education Agency has completed another random validation of Victoria ISD, this time for Title I, Part D. This funding source is utilized for the Juvenile Justice Center (JJC). The validation submitted back in April was determined as compliant. Additionally, TEA staff have reached out to our Education Service Center, Region 3 to discuss how to highlight the work being done at JJC.

VISD has received the Notice of Grant Award (NOGA) for the 2019-2020 Texas Education for Homeless Children and Youth (TEHCY) totaling \$76,325. This funding is utilized for Project Success Mentors directly servicing homeless students in our district.

## **SPECIAL EDUCATION DEPARTMENT**

The Medicaid Administrative Claims (MAC) renewal contract between the Victoria ISD and the department of Health and Human Services was submitted. This is a 5-year contract that must be in place for VISD to submit reimbursement for Medicaid claims. The MAC program provides Texas school districts, the opportunity to obtain reimbursement for certain costs related to health administrative activities that support the Medicaid program. Examples from within VISD include but are not limited to Speech Therapy, Physical Therapy, and School Health services etc. This program submits and receives more than \$2 million in reimbursement that flows through the general revenue each year.

<https://rad.hhs.texas.gov/medicaid-administrative-claiming/mac-independent-school-districts-isd>

### **Services for Students with Autism Grant Updates:**

- Working together with our community partner Building Kid Steps, we are happy to announce that *summer camp* session 1 was completed in June, and *summer camp* session 2 will be held the week of July 22nd.
- This summer we've had over 100 staff from across the district receive various *training* to support students with Autism.
- The playground installation is well-underway. By August 31st, all 14 elementary campuses will have accessible playgrounds that include new equipment to support peer communication, inclusive practices and play.

## **OFFICE OF ADMINISTRATION**

### **TASB Policy Update 113**

TASB Update 113 focuses primarily on amendments to the Administrative Code that have occurred since the last update. Included in Update 113 are seven policies being recommended for revision, two newly added policies and the deletion of one local policy. Recommended changes to local policies include the following topics:

- Board Member access to information
- Retention or employment of district attorneys
- Superintendent evaluation
- School property disposal
- Food and nutrition management
- Video surveillance of special education classrooms
- Student investigations and searches

#### **BBE(LLOCAL) BOARD MEMBERS: AUTHORITY**

The policy addresses board member access to information and clarifies that when a board member is provided access to records or reports that are confidential or not subject to public disclosure, district staff will inform the board member about compliance with the district's applicable information security controls.

#### **BDD(LLOCAL) BOARD INTERNAL ORGANIZATION: ATTORNEY**

This policy recommend that law firms use an engagement letter rather than a written agreement or contract to establish the fees and expenses for services.

A revision about reporting legal advice to the entire board recognizes that the board president or board's designee, not just the superintendent, may obtain and report legal advice to the board.

#### **BJCD(LLOCAL) SUPERINTENDENT: EVALUATION**

Recommended revisions streamline this local policy on superintendent evaluation by deleting specifics about the evaluation instrument and the list of board objectives in conducting the evaluation. These changes were prompted by recently updated Administrative Code rules. The changes also clarify that although the evaluation typically takes place in a closed meeting, the superintendent may request an open meeting. An overview of legal requirements and links to TASB's Superintendent Evaluation Instrument are available on the [TASB Leadership Team Services](#) website.

#### **CI(LLOCAL) SCHOOL PROPERTIES DISPOSAL**

This local policy authorizes the superintendent to declare district materials, equipment, and supplies to be unnecessary and appropriately dispose of those items. The scope of this authority includes district vehicles and other district personal property.

Instructional materials must be disposed of in accordance with law, as the Education Code requires the board to determine that the materials are not needed by the district. Property obtained with federal funds or as federal surplus must be managed in accordance with federal law.



## **CO(LOCAL) FOOD AND NUTRITION MANAGEMENT**

A recommended revision to this local policy expands the provision authorizing the superintendent to develop regulations on donation of food to refer to other disposal methods for leftover food that the district might want to permit, such as implementing a sharing table or selling leftovers. The Texas Department of Agriculture offers [guidance](#) on this topic.

A change at Federal Law deletes the specific references to reimbursable or alternate meals to provide that the district's procedures shall address the parameters under which meals shall be served to a student who has insufficient funds to purchase a meal following exhaustion of the district's meal grace period. The federal USDA Food and Nutrition Service encourages districts to provide a reimbursable meal to such students.

## **COA(LOCAL) FOOD AND NUTRITION MANAGEMENT: PROCUREMENT**

[This new local policy](#) is recommended for inclusion in the district's policy manual to comply with state and federal procurement rules on use of child nutrition funds. The text assigns responsibility to the superintendent to oversee the use of federal child nutrition funds to procure goods and services as appropriate and to develop and enforce financial management systems, internal control procedures, procurement procedures, and other procedures to comply with state and federal requirements.

## **COB(LOCAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS**

[This new local](#) policy is recommended for inclusion in the district's policy manual to address elements of the federal free and reduced-price meal programs.

## **CRB(LOCAL) INSURANCE AND ANNUITIES MANAGEMENT: LIABILITY INSURANCE**

[This local policy addressing the various types of insurance the district will purchase is recommended for deletion, as these decisions are typically made during the budget process and there is no requirement to reflect these decisions in board policy.](#)

## **EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING**

Recommended revisions to this local policy on video and audio monitoring of special education classrooms are from revised Administrative Code rules effective January 31, 2019. Changes include: Clarification that requests for cameras to be installed the following school year must be in writing;

- At Installation and Operation, the addition of an affirmative statement that the district must operate the cameras during the instructional day at all times when "one or more" students are in the classroom;
- The revision of language regarding areas used for changing a student's clothes to match language in the rules, also at Installation and Operation;
- The reference to "release" of video recordings to specified individuals at Confidentiality of Recordings; and
- At Complaints, new provisions addressing the ability of a parent, staff member, or district administrator to request an expedited review of certain complaints by the Texas Education Agency.

## **FNF(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: INVESTIGATIONS AND SEARCHES**

District officials may question a student about the student's or another student's conduct, and students may not refuse to answer questions based on the right not to incriminate themselves.

Provisions about district property inform students that they have no expectation of privacy in district property and such property may be searched at any time without notice. This would include, for example, blanket searches. Students are responsible for any prohibited items found in district property provided to them.

General search provisions have been added and outline the district's authority to conduct searches of students, their belongings, and vehicles in accordance with law and in a reasonable and nondiscriminatory manner. The policy explains when district officials may initiate a search and the standard for conducting a reasonable-suspicion search.

The policy permits but does not require the district to conduct metal detector searches, including those using handheld wands, and to use trained dogs to screen a student's belongings or an area.

**MAINTENANCE AND OPERATIONS DEPARTMENTS** are working collaboratively to prepare for the 2019-2020 school year. Campus mergers are progressing with the coordination of Human Resources, Campus Administration and all VISD Departments. TASB has provided the Model Student Code of Conduct for 2019-2020. There are many changes as a result of the 86<sup>th</sup> Legislative Session. The Student Code of Conduct will be presented as an action item at the Board Meeting on July 25<sup>th</sup>.

## **MAINTENANCE AND OPERATIONS**

Thank you to John Urbano and his amazing team of talented and dedicated individuals. This department along with many other departments have worked to ensure a smooth “behind the scenes” process of campus mergers, upgrading facilities and repurposing facilities in preparations for the 2019-2020 school year.

## **CENTRAL SUPPLY AND PURCHASING**

The Central Supply and Purchasing Department is preparing to open all August bids and create board papers, performing the bi-annual warehouse inventory to present to the auditors and is processing all Instructional Materials for 2019-2020. Welcome Jeff Chandler; the new Coordinator for Central Supply and Purchasing. Jeff replaces Betty Adamson who retired in June.

## **CHILD NUTRITION**

The Child Nutrition Department is replacing the serving lines at Howell Middle School, Patti Welder Middle School, DeLeon, Aloe and Shields Elementary. The six identified campuses are receiving the upgrade because they have the “original” serving lines from when the campuses were opened. Howell Middle School and Aloe Elementary are in the installation process of their new walk-in coolers. East and West High Schools will have a new product line for the 2019-2020 which will be the introduction of a *Taco Bar*. Not only will the Child Nutrition Department offer the Taco Bar, they will also offer specialty sandwich breads (i.e., Ciabatta, croissant, gyro, or pita bread) and rice bowls. Multiple prepackaged items such as healthy bento boxes, sandwiches, and Keto friendly options will also be introduced to our high school students. If the prepackaged items are received well, the prepackaged meals will be

available in vending machines. The Child Nutrition Department has the equipment to assemble the prepackaged meals and sees this as an opportunity to generate funds for their department.

### **HURRICANE HARVEY UPDATE**

VISD was recently notified that we have been awarded a \$657,000 grant from [Rebuild Texas](#). These funds are designated to support the replacement of roofs at Vickers Elementary, the Crain Elementary library and, if funds allow, the Stroman Middle School gym. Information on the award can be found [here](#).

### **STUDENT SERVICES**

- Total number of students who have been registered via online system for 2019-20 (as of 7/10/19) = 9,157 (which is approximately 66% of anticipated enrollment)
  - Elementary=4,745
  - Middle School=2,072
  - High School=2,340
- 340 **Secondary** Transfer Requests for 2019-2020 were reviewed by the District Transfer Committee on 5-28-19. Parents were notified via U.S. mail as to whether their request was approved or denied. An opportunity was also provided for families to appeal any denial.
  - Number of **Middle** School Student Transfers reviewed = 249
    - Approved=142
    - Denied=107
      - ❖ Renewals submitted from last year=15
  - Number of **High** School Student Transfers reviewed = 91
    - Approved=65
    - Denied=26
      - ❖ Renewals submitted from last year=33
- 241 new **Elementary** Transfer Requests for 2019-2020 are scheduled to be reviewed on 7-23-19.

### **TRANSPORTATION**

Angie Sherman; Director of Transportation, completed and submitted the School Transportation Route Report to TEA. The report includes the mileage accrued during the school year for all routes. The routes include regular, special education, McKinney Vento students and Career and Tech.

The Transportation Department welcomes Angelica Torres as the Secretary for Transportation. Ms. Torres replaces Rachel Guenther. Also, congratulations to Shanda Griffin as she moves from the position of Special Needs Route Supervisor to the position of Dispatcher. Ms. Griffin will replace Abel Balli. We wish Rachel and Abel a happy retirement and thank them for their commitment to the students of VISD.

### **HAZARDOUS SCHOOL BUS ROUTES**

In accordance with Section 42.155, Texas Education Code, a school district may receive up to 10 percent of its regular transportation allotment for children who live within 2 miles of the school they attend and who would be subject to hazardous traffic if they walked to school.

The Board of Trustees is to approve the definition of hazardous areas within the District and to identify specific hazardous areas for which the special allocation is requested.

Board Members received the areas that have been identified as recommended hazardous areas by campus in the Board Agenda Packet. These areas are the same areas that have been identified in previous years.

With Board approval, hazardous routes where bus transportation is to be provided will be included in the request for the transportation allotment.

## **FINANCE**

**Gifts and Donations:** The total gifts and donations for June 2019 is \$63,032.31. The total gifts and donations for fiscal year 2019 is \$364,342.15.

**Update of ADA (Average Daily Attendance):** As of the 6<sup>th</sup> 6 weeks, our ADA is 12,865. We budgeted for 13,100 ADA. The difference is 235 which equates to a decrease of approximately \$1,410,000 in state funds.

## **HUMAN RESOURCES**

**New Teacher Retention Increase!** We are extremely pleased to have exceeded our new teacher retention rate goal. Our current new teacher retention rate is 81.9%, which is 7.7% higher than the new teacher retention rate of 74.2% at this same time one year ago. Teacher retention will continue as a major focus of our HR Department.

**Campus Merger Update:** We are very happy to report that all FW Gross, Guadalupe and William Wood staff impacted by the campus mergers have secured a position for the 2019-2020 school year. Our HR Team wishes to express sincere thanks to our campus leaders for their assistance in helping our impacted staff in securing new positions. We also want to express our gratitude to our maintenance, custodial, and technology departments for their incredible support of our staff transitioning to new locations, and we especially say thank you to our staff impacted by the mergers for working together to make this transition as seamless as possible.

**Bus Driver Employment Update:** We are excited to report we have experienced increased interest in our open bus driver positions since our Board of Trustees approved the pay scale increase at the June Board meeting. Between the June Board meeting and July 12<sup>th</sup>, we have received six applications for Bus Driver positions and 3 applications for Bus Driver Trainee positions. We are continuing to recruit additional bus drivers to meet the projected needs of the District for the 2019-2020 school year.

**Employee Benefits Annual Open Enrollment:** Open enrollment began July 15<sup>th</sup> and will close on August 16<sup>th</sup>. All employees are encouraged to attend a Benefits Presentation before making decisions for the new plan year. Once decisions have been made, employees can either select to self-enroll online, contact the FBS Call Center, or meet one-on-one with an Enrollment Specialist. Staff may visit [www.mybenefitshub.com/victoriaisd](http://www.mybenefitshub.com/victoriaisd) for more detailed information. Anyone who would like assistance in making benefit elections is encouraged to schedule a meeting with a VISD Benefits Team member.

Tracy Beck      [tracy.beck@visd.net](mailto:tracy.beck@visd.net)      361-788-9229  
Patti Alcorta    [patti.alcorta@visd.net](mailto:patti.alcorta@visd.net)    361-788-9334

**Teacher Recruitment:** The HR Team is continuing recruitment efforts by attending three Summer Job Fairs this July in Austin, Houston and San Antonio as we work to support our campuses in finalizing their staffing for the upcoming school year.

## **OFFICE OF THE SUPERINTENDENT**

### **Task Force Updates:**

The three task forces have wrapped up their work for this year and are presenting recommendations this evening for consideration by the Board of Trustees. Please remember, all notes and materials can be found by clicking the links below.

- The [Elementary Pathways Taskforce](#)
- [Efficiency and Resource Management taskforce](#)
- The [Secondary Pathways taskforce](#)

**P-TECH:** We held our kickoff P-TECH Healthcare Advisory meeting on June 12. We envision quarterly meetings of the advisory in order to touch base on our progress. There is much work in front of us as we plan to deploy our first cohort of students in the 2020-2021 school year.

A Career Pathway Review (CPR) site visit was conducted by the SREB in conjunction with VISD during the week of May 14 to May 17, 2019. The CPR consisted of a desktop audit of various data along with the site visit. During the site visit, members of the review team interviewed students, CTE teachers, administrators, and counselors. They also conducted walkthroughs of CTE classes and reviewed CTE course syllabi and lesson plans. On June 20, 2019, SREB held a review of findings and creation of next steps workshop for campus and district leadership as well as CTE advisory committee members and teachers.

We presented our P-TECH plans to the VEDC (Victoria Economic Development Corporation) on July 2. We were excited about the feedback from that group and hopeful to expand our P-TECH offerings in the future.

**System of Great Schools:** After our readiness site visit in late May, five Victoria ISD team members attended the SGS summit in late June. Trustees Keeling and Pruett attended the summit with Dr. Carroll, Director of Innovation, Melissa Correll and Dr. Shepherd.

**Effective Schools Framework (ESF):** The Victoria ISD held a Board/Administration Workshop on June 18 with a presentation from TEA to connect the dots between the System of Great Schools work and the Effective Schools Framework efforts. During our time together, we engaged in table-top conversations around both district and school improvement efforts. Further, we reviewed the data from our internal survey on "district commitments" to support the work of our campus administrators through the ESF. VISD Cabinet members are using data gathered from the online survey and during the Workshop to develop District Improvement Plan goals aligned to the ESF. These goals will drive focused and deliberate action plans developed within the district level offices. Supporting student and campus level work is at the forefront for all VISD Department work.

## **COMMUNICATIONS**

### **Online Volunteer Applications:**

We are in the final stages of setting up the online volunteer application through Raptor and will begin test runs before it goes "live." Moving the volunteer approval online will greatly reduce paper and printing expenses, along with shortening the turnaround time for approvals.

### **Thoughtexchange Renewal:**

The subscription with Thoughtexchange has been renewed for the 2019-2020 school year, with a few changes. VISD will now be using the Enterprise plan. This allows an unlimited number of staff members to engage stakeholders in exchanges, any number of which can be active at the same time. Previously, only a few administrators were able to access to create an exchange with participants. The goal over the next year is to expand the use of Thoughtexchange throughout the district. Exchanges can be used to create ownership with campus/department culture, support professional development and growth, supporting student initiatives, incorporate community voice, and more.

### **TECHNOLOGY**

- The Cyber Security Committee is meeting this month to create a Cyber Security plan and update several Technology regulations. The plan will be completed prior to September 1<sup>st</sup>, 2019 to ensure compliance with the recently approved Senate Bill 820. Senate Bill 820 requires school districts to “adopt a cybersecurity policy to secure infrastructure against cyber attacks and other cybersecurity incidents and determine cybersecurity risk and implement mitigation planning.” It also requires school districts to “designate a cyber security coordinator to serve as a liaison between the district and the Texas Education Agency (TEA) “for reporting of cyber attacks or cyber security incidents. (<https://hro.house.texas.gov/pdf/ba86r/sb0820.pdf#navpanes=0> )

More information on Senate Bill 820 can be found here:

<https://capitol.texas.gov/BillLookup/Text.aspx?LegSess=86R&Bill=SB820#>

- MicroMain, the Maintenance Department work order system, is being upgraded to the newest version and moved to an updated server to increase system performance.
- The student systems rollover is in progress from July 8<sup>th</sup> – July 16<sup>th</sup>. This process moves the student information data system environment from the 2018/2019 school year to the 2019/2020 school year.
- In accordance with the Texas Education Agency requirement stated in the Student Attendance Accounting Handbook, attendance must be taken at one particular point during the school day. This time is known as the ADA Snapshot time.

TEA has determined that Campus ADA Snapshot times which do not fall in the 2nd or 5th instructional hour must be approved by the School Board. In working with our students, their families, and teachers to help them achieve success, the recommended Campus ADA Snapshot times for 2019-2020 allow for a more accurate attendance count and better student support.

Students who are not scheduled in a class at the designated Snapshot time may have their attendance taken at an “Alternative Scheduling Flex” ADA time. The alternative Flex time is in place to accurately report students who may be enrolled in off campus courses such as Dual Credit or Career Prep courses.

The campus administrators were contacted and their chosen ADA Snapshot times are provided in the board agenda packet. DAEP, Victoria Juvenile Justice Center, and all the Elementary and Middle School campuses have chosen to keep the same times as the previous year and no adjustments



were made to their snapshot times. The High Schools, however, have adjusted their snapshot times this year to better accommodate their new bell schedule.

- Inventory is still in process at every campus. District technology including desktop computers, monitors, laptop computers, document cameras, and projectors are being inventoried. Inventory is set to be completed prior to the first day of school.
- Windows 10 updates are still in progress at every district location.
- We are removing older technology from the campuses and replacing these devices as necessary with new or updated equipment. So far, we have scheduled for the removal of over 400 devices.
- We are in the process of reconfiguring all district iPads to use the new device management program, JAMF.

**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!*