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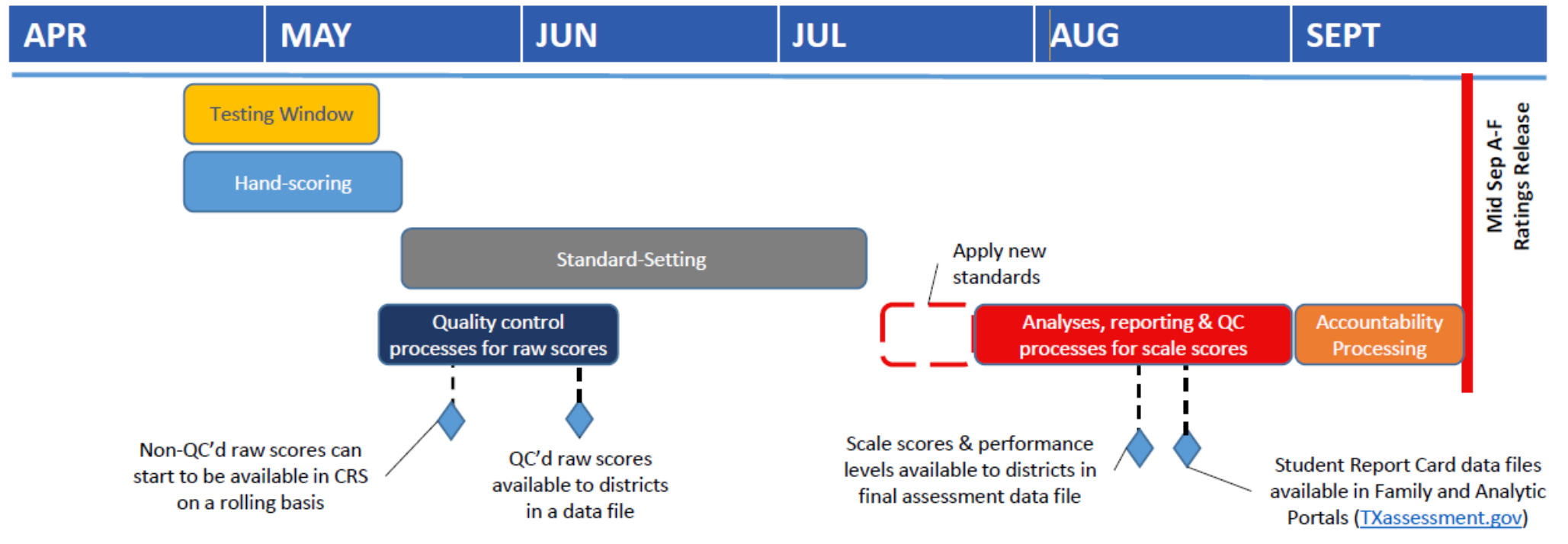
State Accountability Redesign Update

Lance Groppel, Ed.D. and James Cureton, Ph.D.
December 12, 2022

2022-23 STAAR Scores Timeline

STAAR scores will be delayed until August due to standard setting on STAAR 2.0.

Tentative 2023 STAAR 3-8 Scoring and Reporting Internal Process Timeline

Accountability Refresh Overview

The overall structure of the accountability system remains unchanged.

| Student Achievement (Domain 1) | Academic Growth (Domain 2A) | Relative Performance (Domain 2B) | Closing the Gaps (Domain 3) |

The score for every domain will be scaled from 0-100 and subsequently assigned a letter grade: 0-59 (F), 60-69 (D), 70-79 (C), 80-89 (B), and 90-100 (A).

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Accountability Refresh Timeline

This update is based off what we know at the moment. There will be additional information for 2022-23 released through the summer.
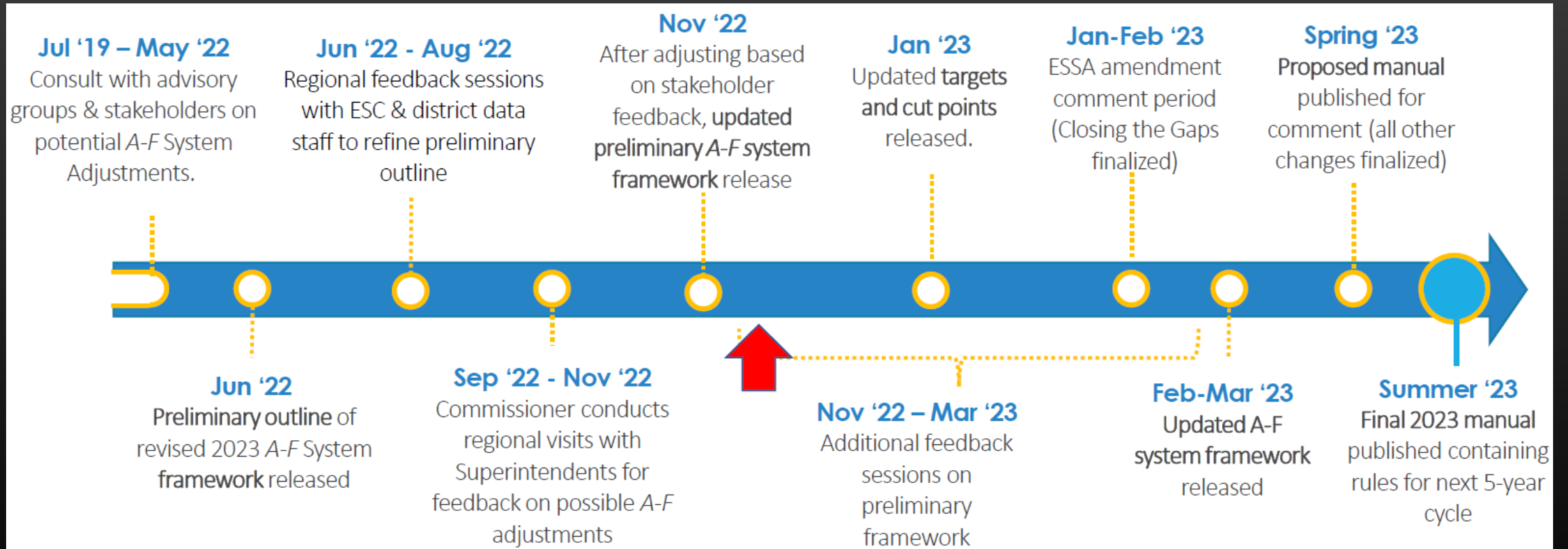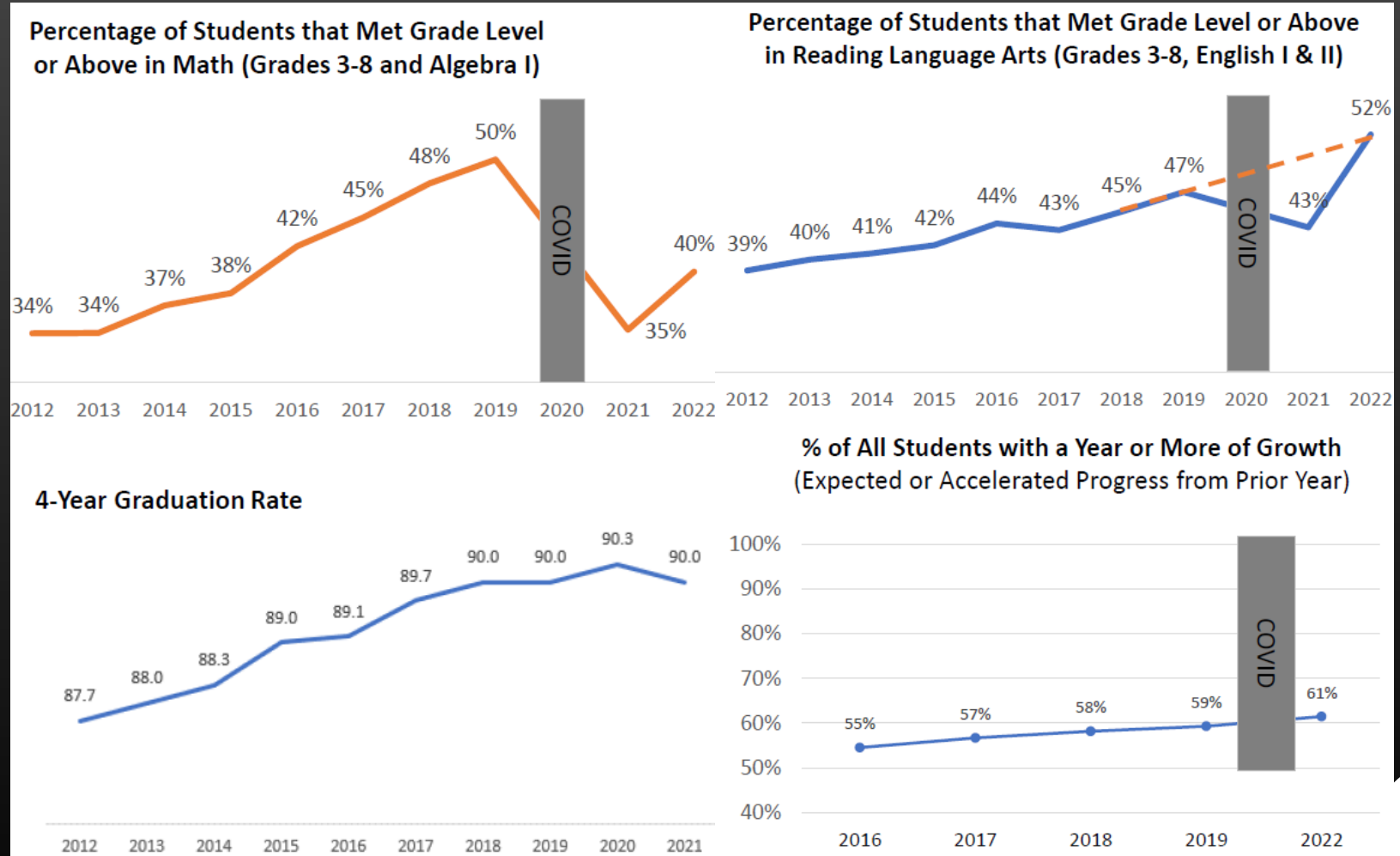
Accountability Refresh Updates

<u>The big changes (so far):</u>

- **Updating of cut scores for all indicators, domains, and overall scores**

- **Elimination of growth progress measure for transition tables (Domain 2A)**

- **Consolidation and gradation of Domain 3 indicators**

- **Updates to district calculation methodology**

- **Inclusion of RDA (formerly PBMAS) data as "Domain 3B" for the district**

Updating of Cut Scores for All Indicators and Domains

- Cut scores need to be updated to reflect the progress towards long-term goals while accounting for COVID.

- The agency will average 2019 and 2022 scores to set new cut points.

- All targets, indicators, and domains will have new, higher cut points.

Percentage of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)

34% 34% 37% 38% 42% 45% 48% 50% COVID 35% 40%
2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Percentage of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)

39% 40% 41% 42% 44% 43% 45% 47% COVID 43% 52%
2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

4-Year Graduation Rate

87.7 88.0 88.3 89.0 89.1 89.7 90.0 90.0 90.3 90.0
2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

% of All Students with a Year or More of Growth (Expected or Accelerated Progress from Prior Year)

55% 57% 58% 59% COVID 61%
2016 2017 2018 2019 2022

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Elimination of Progress Measure for Transition Table

- In prior years, a student achieving growth depended on the amount of improvement in their STAAR Scale Score.

- It's difficult to accurately replicate at the local level.

- Cannot be estimated accurately this year due to the transition from "STAAR" to "STAAR 2.0".

Raw Score	Scale Score		Percentile	Quantile
0	916	Did Not Meet	0	EM
1	1050		0	EM
2	1132		0	40Q
3	1182		0	120Q
4	1219		1	175Q
5	1250		2	225Q
6	1276		4	265Q
7	1299		6	300Q
8	1320		9	335Q
9	1339		13	365Q
10	1357		17	390Q
11	1374		21	420Q
12	1391		25	445Q
13	1407		29	470Q
14	1422		33	495Q
15	1437		37	515Q
16	1452		40	540Q
17	1467	Approaches	45	565Q
18	1483		48	590Q
19	1498		51	610Q
20	1514		55	635Q
21	1530		58	660Q
22	1546		62	685Q
23	1564		65	715Q
24	1589	Meets	69	755Q
25	1601		73	770Q
26	1622		76	805Q
27	1645		80	840Q
28	1670	Masters	82	880Q
29	1700		87	925Q
30	1734		91	980Q
31	1775		94	1045Q
32	1831		97	1075Q
33	1918		99	1075Q

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Elimination of Progress Measure for Transition Table

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

- **Growth now estimated using transition tables.**

- **Simplifies growth for replicating at local level.**

- **Accelerated learners (HB4545) growth will count twice as much as all other students.**

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Consolidation and Gradation of D3 Indicators

- **Reduction of minimum size from 25 to 10 students**

- **Consolidation of indicators from 71 to 22.**

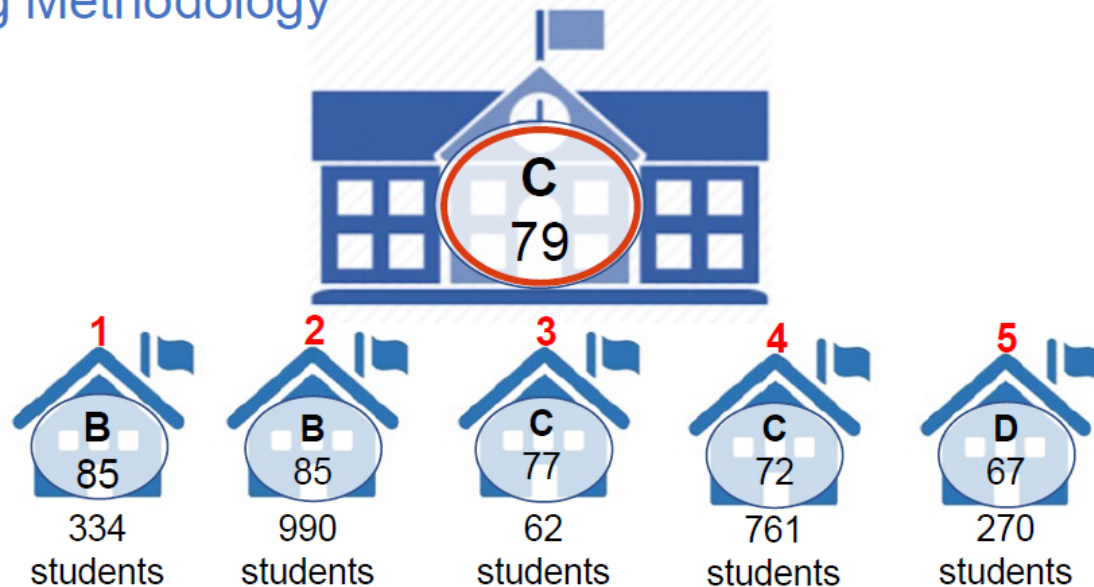- **Gradation of outcomes and progress toward targets**

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (EcoDis + EB[2] + SpEd + Former SpEd[1] + Highly Mobile)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (Reading & Math)									
0-4				0-4	0-4			0-4	
0-4				0-4	0-4			0-4	
English Language Proficiency Status[2]									
								0-4	
Growth (Reading & Math) (ES/MS) -or- Graduation Rate (HS/K12)									
0-4				0-4	0-4			0-4	
0-4				0-4	0-4			0-4	
Accelerated Learning[1] (ES/MS) -or- CCMR (HS/K12)									
0-4				0-4	0-4			0-4	0-4

Updating of District Calculation Methodology

- **Historically, the district is rated on students enrolled at snapshot and that took STAAR in the district.**
- **Now, district ratings will be generated exclusively from a weighted average of campus accountability scores.**
- **This will be coupled with a 3-D's rule: any campus with D's in three domains cannot be rated higher than a "D" overall.**

Example using Proportional Weighting Methodology

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
		District Domain Rating		79

C 79

1	2	3	4	5
B 85	B 85	C 77	C 72	D 67
334 students	990 students	62 students	761 students	270 students

Inclusion of RDA as Domain 3B for the District

- Historically, RDA has functioned as a separate special education and special populations accountability system.

- The agency will work to improve and integrate RDA into Domain 3 as "Domain 3B" for the district only over the next five years.

- During the next five years, it will be "Report Only" and not formally included in the calculation of district accountability scores.

Figure: 19 TAC §97.1005(b)

Results Driven Accountability 2022 Manual

Texas Education Agency

Annually adopted:
Chapter 97. Planning and Accountability
Subchapter AA. Accountability and Performance Monitoring
Figure: 19 TAC §97.1005(b)

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Indicator #1

Was the complete Annual Financial Report (AFR) and data submitted to the TEA within thirty days of the November 27 or January 28 deadline depending upon the district's Fiscal Year end date (June 30 or August 31)?

20-21 YES

19-20 YES

The report was filed with the TEA on January 27th.

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Indicator #2

Was there an unmodified opinion in the Annual Financial Report on the financial statements as a whole? The external independent auditor determines if there was an unmodified opinion.

20-21 YES

19-20 YES

A "qualification" on a financial report means that you need to correct some of your reporting or financial controls. A district's goal, therefore, is to receive an "unmodified opinion" on its Annual Financial Report which is a "clean audit".

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Indicator #3

Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

20-21 YES

19-20 YES

(there were no defaults on bonded debt)

This indicator seeks to make certain that our district was able to make its bond payments.

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Indicator #4

Did the school district make timely payments to the Teacher Retirement System, Texas Workforce Commission, Internal Revenue Service, and other government agencies?

20-21	YES
19-20	YES

This indicator seeks to make certain that the District is current on all obligations to outside governmental agencies.

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Indicator #5

Was the total unrestricted net asset balance (net of accretion of interest on capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero?

This indicator is not being scored for 20-21.

This indicator measures the solvency of the district as measured on the consolidated Statement of Net Assets, which includes ALL funds and includes fixed assets, depreciation, and debt.

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Indicator #6

Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?

20-21 YES

19-20 YES

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it declining, whether sufficient fund balance remains to operate for at least 75 days.

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Indicator #10

Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last three fiscal years?

This indicator is not being scored for 20-21.

This indicator measures how accurately the district forecasts projected revenue by comparing budgeted revenue submitted through PEIMS in October of the fiscal year to actual revenue submitted after the close of the fiscal year.

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Indicator #11

Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?

20-21 YES   (63.2%)

19-20 YES   (66.5%)

8 POINTS

In order to receive the full 10 points, the percentage must be less than 60%.

Indicator #15

Was the school district's ADA within the allotted range of the district's biennial pupil projections submitted to TEA?

This indicator is not being scored in 20-21.

The district must be less than 7% to receive the full 5 points.

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Indicator #16

Did the comparison of PEIMS data to like information in the Annual Financial Report result in an aggregate variance of less than 3 percent of expenditures per fund type (Data Quality Measure)?

20-21 YES

19-20 YES

10 POINTS

This indicator measures the quality of data reported to PEIMS and in the Annual Financial Report to make certain that the data reported in each case "matches up."

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Indicator #17

Did the external independent auditor report that the Annual Financial Report was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?

20-21 YES

19-20 YES

(there were no material weaknesses in internal controls)

Any internal control weakness indicates a risk that our district may not being able to properly account for its use of public funds, and should be immediately addressed. There were no material weaknesses in our internal controls.

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Indicator #20

Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?

20-21 YES

19-20 YES

This indicator measures whether the school board had the opportunity to consider the impact of changes in property value on the finances of the district. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.

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Tyler ISD RATING

- 20-21 - Met 11 of the 11 indicators with 94 of 100 possible points, and all yes answers to 8 other indicators.

- 19-20 - Met 11 of the 11 indicators with 96 of 100 possible points, and all yes answers to 9 other indicators.

- Rating: **Superior Achievement**

Superintendent's Contract

The current contract is posted on the TISD website as required under Texas Administrative Code, Title 19, Part 2, Chapter 109, Subchapter AA, Rule 109.1005(b)(2)(A).

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Expense Reimbursements

- Under Texas Administrative Code, Title 19, Part 2, Chapter 109 AA, Rule 109.1005(b)(2)(B) a summary schedule must be provided for the fiscal year of total reimbursements received by the superintendent and each board member, including transactions resulting from the use of the school district's credit cards to cover expenses incurred by the superintendent and each board member. The required schedule is on the next slide.

Expense Reimbursements - 8/31/21

Member Name	Fuel	Lodging	Meals	Other	Transportation	Grand Total
Andy Bergfeld				$ 420.00		$ 420.00
Artis Newsome				$ 50.00		$ 50.00
Lindsey Harrison				$ 75.00		$ 75.00
Patricia A. Nation				$ 2,275.00		$ 2,275.00
Wade Washmon				$ 420.00		$ 420.00
Yvonne Atkins				$ 50.00		$ 50.00
Board Member Total:	**$ -**	**$ -**	**$ -**	**$ 3,290.00**	**$ -**	**$ 3,290.00**
Marty Crawford	$ 43.00	$ 357.98	$ 120.59	$ 1,205.00	$ 441.02	$ 2,167.59
Board Members & Superintendent Total:	**$ 43.00**	**$ 357.98**	**$ 120.59**	**$ 4,495.00**	**$ 441.02**	**$ 5,457.59**

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Other Compensation – Superintendent

The superintendent received <u>no</u> additional fees or compensation from an outside entity for professional or personal services for the fiscal year ending 8/31/21.

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Gifts Over $250

- Under Texas Administrative Code, Title 19, Part 2, Chapter 109 AA, Rule 109.1005(b)(2)(D) a summary schedule must be provided for the fiscal year of the total dollar amount by the executive officers and board members (and their immediate family) of gifts that had an economic value of $250 or more in the aggregate in the fiscal year from an outside entity that received any payments from the district or from a competing vendor who was not awarded a contract in the prior fiscal year.

- The superintendent and board members did not receive any gifts meeting this criteria for the fiscal year ending 8/31/21.

Business Transactions

- Under Texas Administrative Code, Title 19, Part 2, Chapter 109 AA, Rule 109.1005(b)(2)(E) a summary schedule must be provided for the fiscal year of the total dollar amount by board member for the aggregate amount of business transactions with the school district.

- None of the board members serving during the fiscal year ending 8/31/21 were the owner, partner, majority stockholder or an executive officer of a company who transacted business with the district nor did any board member receive any other business income from the district.

Financial Solvency Provisions of TEC Sec. 39.0822

General Fund First Quarter Expenditures – Sep-Nov 2021

- Payroll $36,723,004
- Contract Costs $ 3,616,359
- Supplies & Materials $ 3,653,849
- Other Operating Costs $ 1,531,659
- Capital Outlay $ 199,702
- Total First Quarter $45,724,573

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Additional Financial Solvency Questions

- Within the last two years did the district draw funds from a short-term financing note between September and December? *No*

- For the prior fiscal year did the district have a total General Fund balance of less than 2% of total expenditures for General Fund function codes 11-61? *No*

- Has the district declared financial exigency within the past two years? *No*

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Additional Financial Solvency Questions

- How many superintendents has your school district had in the last five years? *One*

- How many business managers has your school district had in the last five years? *One*

Additional Financial Solvency Questions

- Provide comments for student-to-staff ratios significantly below the norm (more than 15%), rapid depletion of General Fund balances, or significant discrepancies between budget and actual projected revenues and expenditures, or any other information helpful in evaluating the district's financial solvency.

  Our student-to-staff ratios are within allowable parameters. We have not had rapid depletion of our General Fund balances. We do not have any significant discrepancies between budget and actual revenues and expenditures – we spend less than budgeted in expenditures and generally earn slightly more than projected in revenue because of conservative financial planning. The district is solvent and expects to remain so for the long-term.

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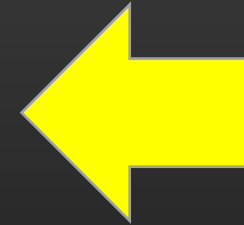## SUCCESSFUL STUDENT OUTCOMES

HB3906 Update - STAAR Redesign

Lani Norman, Ed.D. and James C. Cureton II, Ph.D.
October 6, 2022

STAAR Redesign Components

HB3906 required the redesign of STAAR to be instructionally supportive of students:

- Online testing and accommodations

- New question types

- Cross-curricular passages

- Evidence-based writing

We fully transitioned to take STAAR online in 2020-21.

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New Question Types

Effective teachers ...

... provide various **open-ended question formats** for students.

The STAAR redesign ...

... includes the addition of **new, non-multiple-choice questions** more like the kind teachers ask in class.

Prior-year tests consisted exclusively of multiple choice, griddable, and constructed response.

No more than 75% of points on redesigned STAAR will be multiple choice. The remaining questions will come from one of the new question types.

New Question Types

Multiple Choice

4 What does the word <u>futile</u> mean in paragraph 8?

F Useless

G Effortless

H Boring

J Troubling

Text Entry

Math; Secondary RLA and Science

Enter your answer in the box.

The poet uses [____]-person point of view in this poem.

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New Question Types

Griddable

A restaurant bill was paid equally by 7 friends. The bill was $99.96. How much money in dollars and cents did each person pay?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Equation Editor

Math

Mr. Yeager drives 28.6 miles to work every day. How is the number 28.6 written in expanded notation?

Enter your answer in the boxes provided.

$$\left(\times \right) + \left(\times \right) + \left(\times \right)$$

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	▭/▭				

New Question Types

Multiple Choice

Victor bought 36 eggs at a grocery store. The eggs were in cartons with 12 eggs in each carton.

Which model best represents the number of cartons of eggs Victor bought?
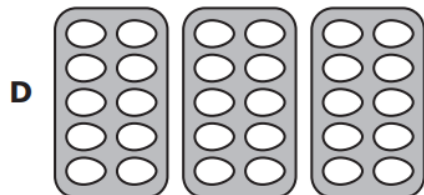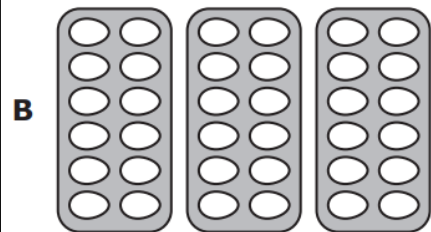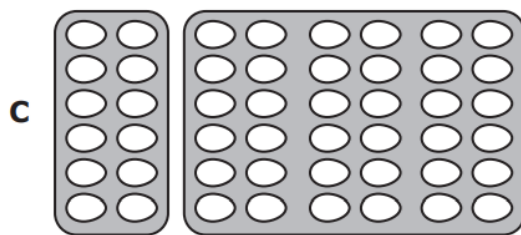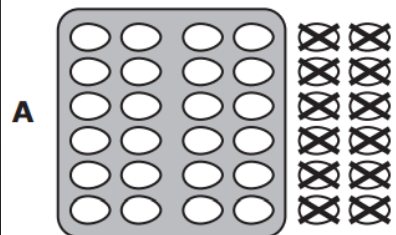
Fraction Model

Elementary Math

The rectangle shown represents 1 whole.

In the model below, select the number of rectangles that represents the product of $\frac{3}{4}$ and 8.

Select the rectangles you want to shade.
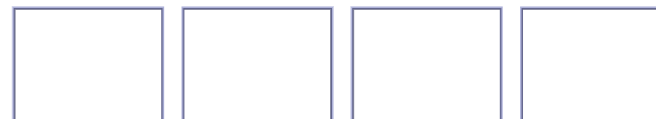
New Question Types

Multiple Choice

8 Read the dictionary entry for the word bolt.

> **bolt** \'bōlt\ *v*
> **1.** to break away from control **2.** to stop participating in an activity
> **3.** to run off **4.** to move suddenly or rapidly

Which definition best matches the way the word bolts is used in line 15?

F   Definition 1

G   Definition 2

H   Definition 3

J   Definition 4

Inline Choice

Math; RLA; Social Studies

Claudia has not used an appropriate transition at the beginning of sentence 2. Select the word that should replace **Likewise** in this sentence.

[⬍], Nolan Elementary does not have one.

New Question Types

Multiple Choice

Which circuit shown will produce light when the switch is closed?

A Battery / Bulb / Switch

B Battery / Bulb / Switch

C Battery / Bulb / Switch

D Battery / Bulb / Switch
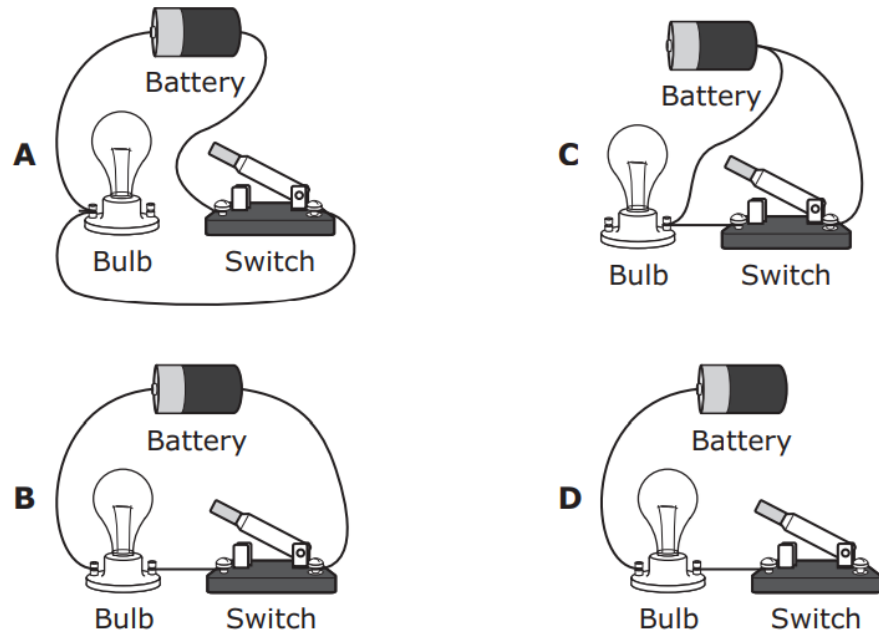
Hot Spot

Math; Science; Social Studies

A circuit is shown. Which lightbulbs in the circuit will produce light?

Select **FOUR** correct answers.
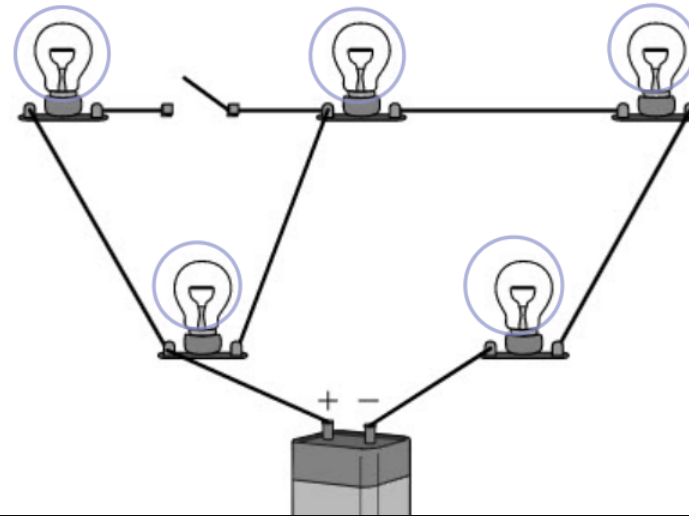
New Question Types

Multiple Choice

13 Which graph best represents the relationship between x and y in the equation $y = 3.5x$?
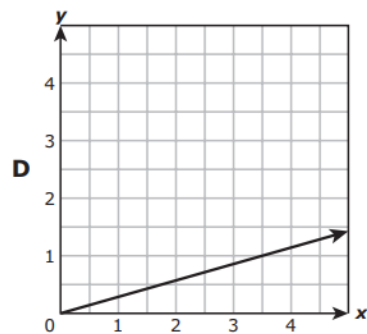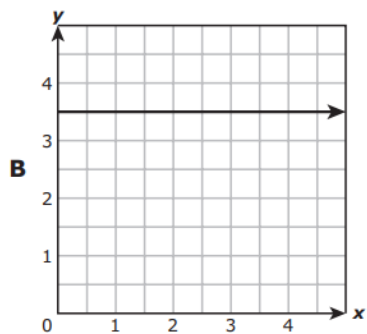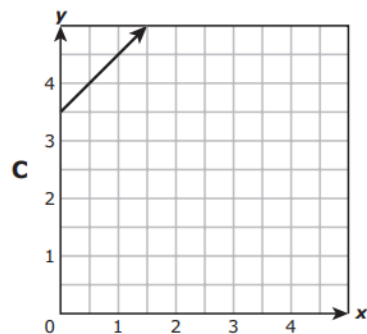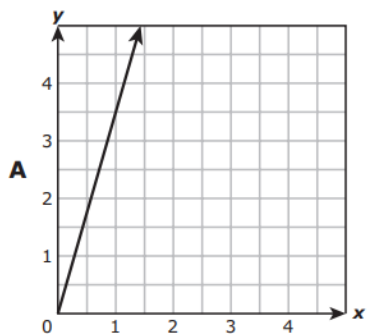
Graphing

Math

A store sells packages of cupcakes for $3 each. The relationship between the number of packages, x, and the total cost in dollars, y, can be represented by the equation $y = 3x$.

Plot four points that satisfy this rule.

Plot each point on the coordinate grid.

Cost of Cupcakes

Total Cost (dollars)

Number of Packages
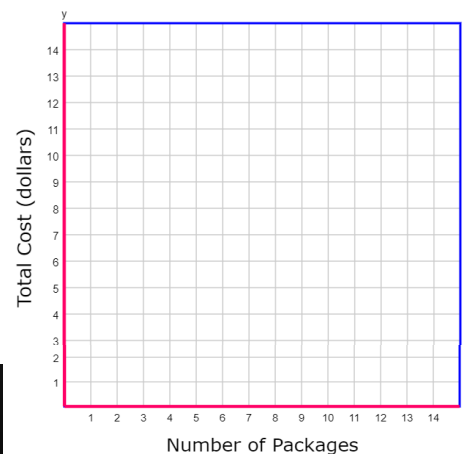
New Question Types

Multiple Choice

In what way do Mom's actions in paragraph 26 affect the plot?

F   They cause Marcos to change his plans for visiting the family.

G   They lead the family to arrange a different date for the anniversary party.

H   They cause Aunt Laura to realize that she made a mistake by confiding in Mom.

J   They make it difficult for Elena to enjoy her brother's arrival.

Multiselect

Math; Reading; Science; Social Studies

Use "The Cholla Cactus" to answer the following question.

What are the most likely reasons the author includes paragraphs 1 and 2 of the article "The Cholla Cactus"?

Select **TWO** correct answers.

☐ To connect the reader to the topic

☐ To argue for the protection of a species

☐ To explain how a cactus grows in the desert

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New Question Types

Multiple Choice

Read this sentence from paragraph 1 of the selection "A Massive Mission."

> As one observer said, the move was a "once-in-forever moment in history."

Which statement from the selection best supports the idea in this sentence?

F Strapped to the back of a specially adapted Boeing 747 airplane, it was flown across the country to Edwards Air Force Base in California. (paragraph 2)

G After soaring past the famous Hollywood sign, Endeavour landed at the Los Angeles International Airport. (paragraph 2)

H Huge steel plates were placed atop streets along the route. (paragraph 3)

J Dozens of photographers and filmmakers were on hand to capture every minute. (paragraph 3)

Hot Text

Elementary RLA; Secondary Social Studies

Use "The Cholla Cactus" to answer the following question.

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select **TWO** correct answers.

4   The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

New Question Types

Multiple Choice

Number Line

Secondary math

31 Four points are plotted on the number line.
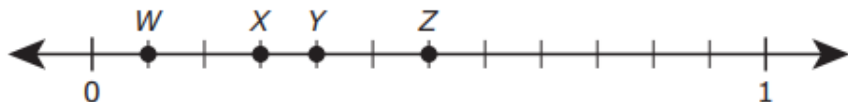
Which point best represents $33\frac{1}{3}$% of the distance between 0 and 1?

A Point *W*

B Point *X*

C Point *Y*

D Point *Z*

Create a number line that best represents the solution to the inequality shown.

$$2 + \frac{3}{10}x \geq \frac{13}{20}$$

Select a ray. Move the point on the ray to the correct place on the number line.

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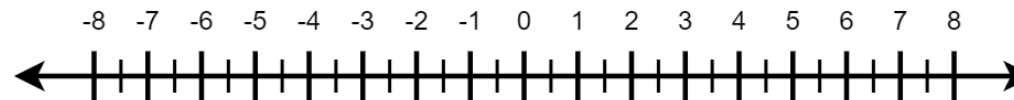
New Question Types

Multiple Choice

The table shows the number of snow cones sold at a shop on each of three days.

Snow Cones

Day	Number Sold
Friday	273
Saturday	123
Sunday	305

Which answer choice is the best estimate of the total number of snow cones sold on these three days?

F 600

G 700

H 900

J 800

Drag and Drop

Math; Science; Social Studies

x	y
3	7
5	11
10	21

Create an equation that describes the relationship shown in the table.

Move the correct answer to each box. Not all answers will be used.

| −2 | −1 | 1 | 2 |

$y = \boxed{}\, x + \boxed{}$

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New Question Types

Multiple Choice

1 The tables show the relationship between *x* and *y* for each of two data sets.

Data Set I

x	0	1	2	3	4
y	0	4	8	12	16

Data Set II

x	0	1	2	3	4
y	4	5	6	7	8

Which statements describe the relationship between *x* and *y* in each of the data sets?

A Both data sets show additive relationships.

In Data Set I, *y* is 3 more than *x*, and in Data Set II, *y* is 4 more than *x*.

B Both data sets show multiplicative relationships.

In Data Set I, *y* is 4 times *x*, and in Data Set II, *y* is 2 times *x*.

C Data Set I shows a multiplicative relationship in which *y* is 4 times *x*.

Data Set II shows an additive relationship in which *y* is 4 more than *x*.

D Data Set I shows an additive relationship in which *y* is 12 more than *x*.

Match Table Grid

Secondary Math; Secondary RLA; Social Studies

- Discount 1: coupon for 20% off the price of any item

- Discount 2: $5 rebate on any item

- Discount 3: $\frac{1}{4}$ off the price of any item over $20

For each shirt listed in the table, indicate which discount offers the lowest discounted price.

Select the correct answer in each row.

Original Price of Shirt (dollars)	Discount 1	Discount 2	Discount 3
16	☐	☐	☐
28	☐	☐	☐

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New Question Types

Constructed Response

READ the following quotation.

> Good teachers know how to bring out the best in students.
>
> —Charles Kuralt

THINK carefully about the best teacher you know.

WRITE about the best teacher you know. Tell who it is and explain the characteristics that make this person a good teacher.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Constructed Responses (Short & Ext.)
RLA; Science; Social Studies

Read the article from *Powwow Summer* and the article "Dancing Dragons." Based on the information in both articles, write a response to the following:

Explain how the people in **BOTH** articles dance for similar reasons.

Write a well-organized informational essay that uses specific evidence from the articles to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Cross-Curricular Passages

Effective teachers ...

... coherently **build students' background knowledge** and vocabulary in all subject areas.

The STAAR redesign ...

... **prioritizes cross-curricular RLA passages** that reference topics students have learned about in other classes.
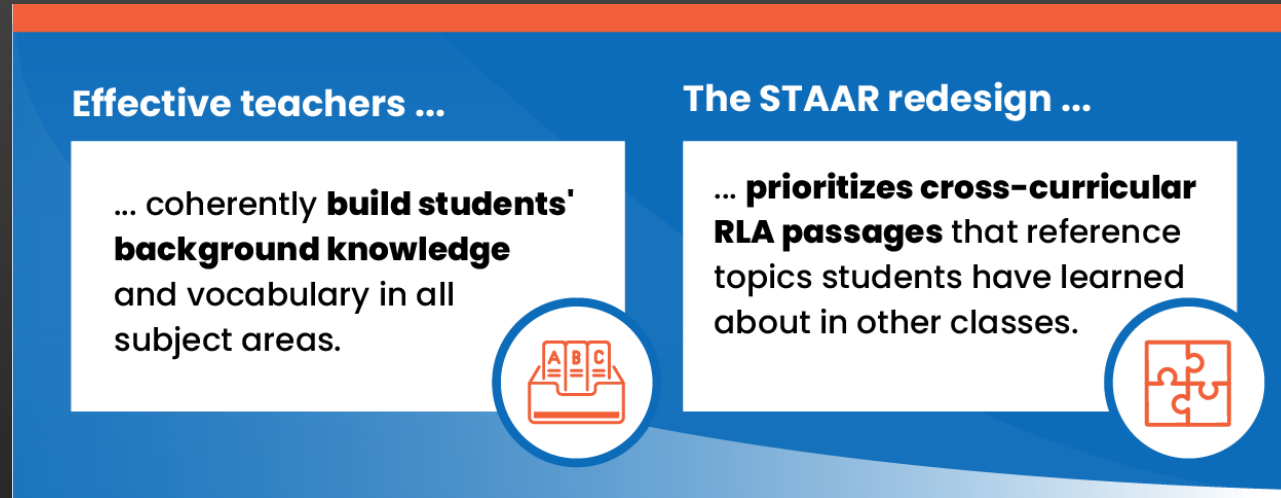
Informational texts on RLA passages will focus on cross-curricular passages to ensure all students have the background knowledge to respond.

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Cross-Curricular Passages

Searching for Water

3   Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, but cholla stems store rainwater that is absorbed through the plant's root system. Some desert animals depend on the water stored in cholla stems.

4   The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

A Desert Bighorn Sheep

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select **TWO** correct answers.

4   The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.

A Prickly Feast

5   The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.

6   The cholla also provides nutritious food for people. Members of the O'odham tribe and other desert-dwelling people eat the flower buds of some types of chollas. They roll the buds on a hard surface to remove the spines and then roast them slowly on an open fire. Once the buds have been thoroughly roasted (usually for a day), they are ready to eat. Cholla buds contain protein, calcium, and fiber—all of which are important to good health.

This 5th grade RLA passage has a direct connection to 4th and 5th grade science TEKS.

Questions will only assess RLA standards.

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Evidence-Based Writing

Effective teachers ...

... **ask students to write** about what they read using evidence from text.

The STAAR redesign...

... **includes writing on all RLA tests**, reflects updated TEKS, and has students write text-based responses.
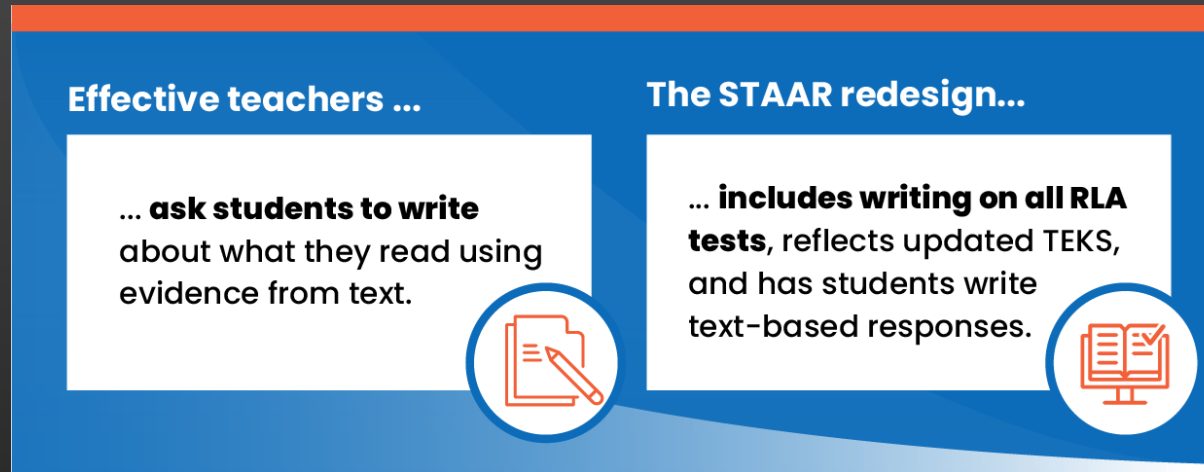
Standalone 4ᵗʰ and 7ᵗʰ grade writing tests were eliminated in 2021-22 in response to HB3906.

Beginning in 2022-23, writing will be embedded on all STAAR assessments except Math.

Writing is assessed through either short or extended constructed response questions.

The essay component will shift from a standalone prompt to writing in response to a reading selection.

Students will be graded on a five-point rubric and write in one of three modes: informational, argumentative, or correspondence.

Evidence-Based Writing

2020-21 STAAR (4th Grade)

READ the following quotation.

> Good teachers know how to bring out the best in students.
>
> —Charles Kuralt

THINK carefully about the best teacher you know.

WRITE about the best teacher you know. Tell who it is and explain the characteristics that make this person a good teacher.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

4th Grade STAAR Redesign ECR

Read the article from *Powwow Summer* and the article "Dancing Dragons." Based on the information in both articles, write a response to the following:

Explain how the people in **BOTH** articles dance for similar reasons.

Write a well-organized informational essay that uses specific evidence from the articles to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

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How are we preparing for the redesign?

Returning teachers were trained on the redesign on June 1st and 2nd.

We added unit assessments for 3rd – 7th grade science and 6th and 7th grade social studies.

All unit assessments and benchmarks contain the appropriate new item types and are similar to STAAR blueprints.

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Bilingual/ESL Annual Evaluation

Lani Norman, Ed.D. and Lizbeth Moore

October 6, 2022

Emergent Bilinguals (EBs)

Students with English as a Second Language who are adding English to their linguistic repertoire.

Previously used terminology includes: English Learners (EL), English Language Learners (ELLs) or Limited English Proficient (LEP).

English as a Second Language (ESL)

English Language Immersion program designed to bring students to full proficiency in English so they can participate equitably in school.

Program Types:

Elementary: Content-Based

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Terms for Review

Early Exit Bilingual Program

Model designed to help students acquire Full proficiency in English to participate equitably in school.

Instruction is designed to shift from majority primary language to majority English

Dual Language Immersion Program

Model designed to help students acquire full proficiency in English to participate equitably in school and achieve grade-level literacy skills in both languages.

One Way:
Identified English learners with the same primary language

Two Way:
Identified English learners with the same primary language and English proficient students

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Current Bilingual Programs in Tyler ISD

Program	Grades	School(s)
Early Exit Bilingual Program	PK-5	Austin Douglas Griffin Orr Peete Ramey
Dual Language - One Way	PK-5	Bell Bonner Dixie
Dual Language -Two Way	PK-8	Birdwell
English as a Second Language (ESL)	PK-12	All Schools

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Bilingual/ESL Teacher Recruitment

Bilingual & ESL Visiting International Teachers: 12 (Exempt from taking the Bilingual/ESL Certification)

Employed Bilingual & ESL Teachers: 163

Bilingual Stipend: $3000

Tyler Optimal Performance (TOP) Teacher Program eligible at Jones, Austin, Peete, Ramey, Orr

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Bilingual Exceptions/ESL Waivers

Request Type	2020-21	2021-22	2021-22 Teacher Certification Obtained
Bilingual Exception	0	5	4
ESL Waiver	49	33	5

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Professional Development Plan

All Teachers

- Sheltered Instruction Observation Protocol (SIOP)

- Texas English Language Proficiency Assessment System (TELPAS) Instructional Implications

- PLC/Planning Support

- Curriculum Planning

Compliance

- Language Proficiency Assessment Committee (LPAC) training

- English Language Proficiency Standards (ELPS)

- Translation Support

- TELPAS Training

Non-Certified

- Bilingual/ESL Certification Test Preparation

- English Learner Expert Webinar Series

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Reclassification/Exit Criteria for 2021-2022

Per TEA Ch. 89.1226(i), in the Spring 2022 Students were able to Reclassify if they:

1) Demonstrated an Advanced High Level of English Language Proficiency, in each domain on TELPAS; **and**

1) Received Approaches, Meets or Masters on:
   - STAAR 3-8 Reading
   - English I EOC
   - English II EOC; **or**
   - 40th percentile on IOWA; **and**

1) Recommended for reclassification via teacher subjective rubric

2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **Advanced High** in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40th percentile or above on each
Subjective Teacher Evaluation	**Form:** Emergent Bilingual/English Learner Reclassification Rubric				

TELPAS District Growth

District Growth

Year	% Growth
2020-21	54%
2021-22	38%

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TELPAS Growth by Proficiency

For all other proficiency levels, "Speaking" was the domain with the least amount of growth. <u>The amount of growth in speaking declined as the overall student rating increased.</u>

Only snapshot students were included on this slide
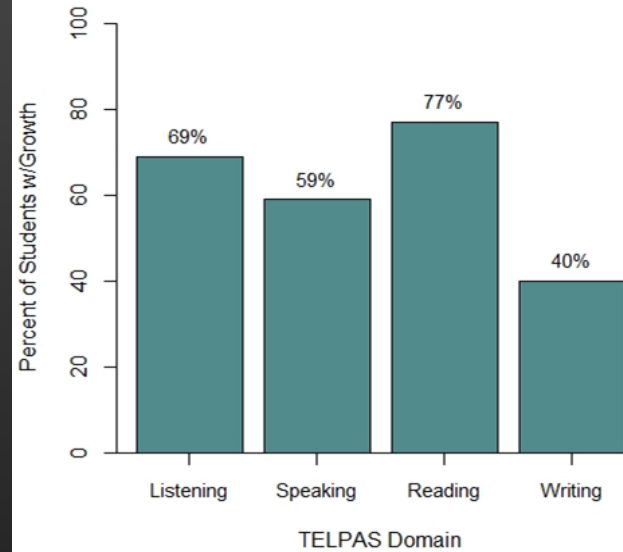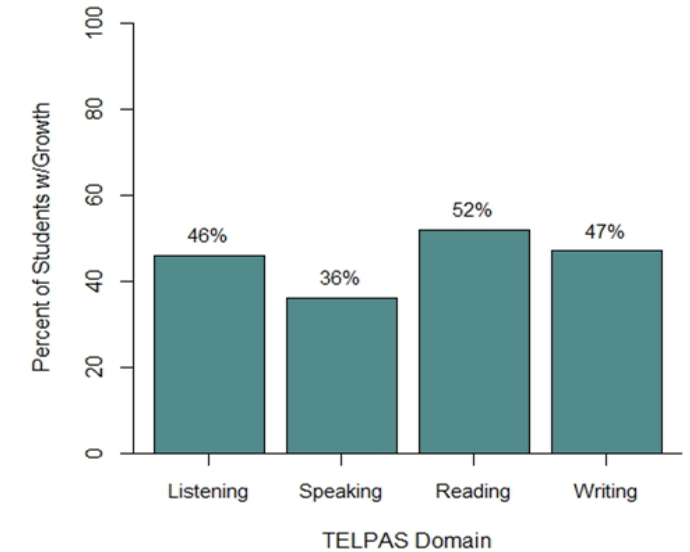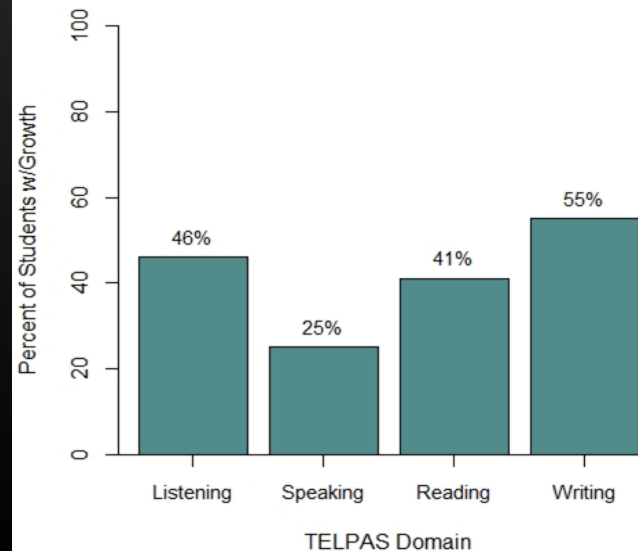
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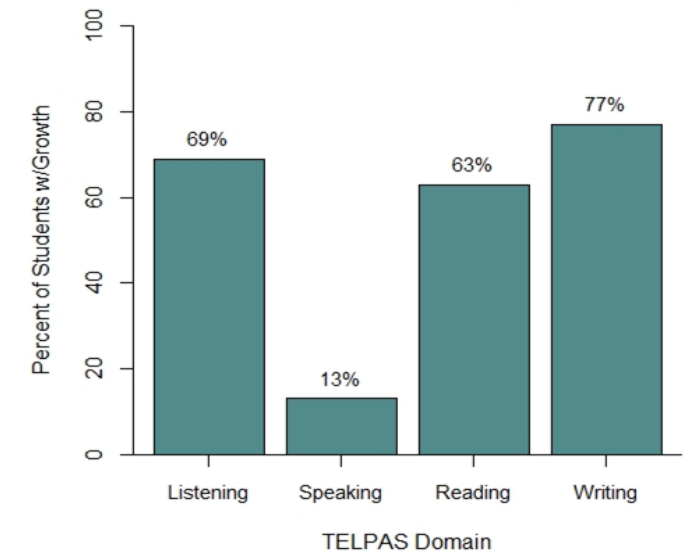
Reading STAAR Growth Comparison by Grade
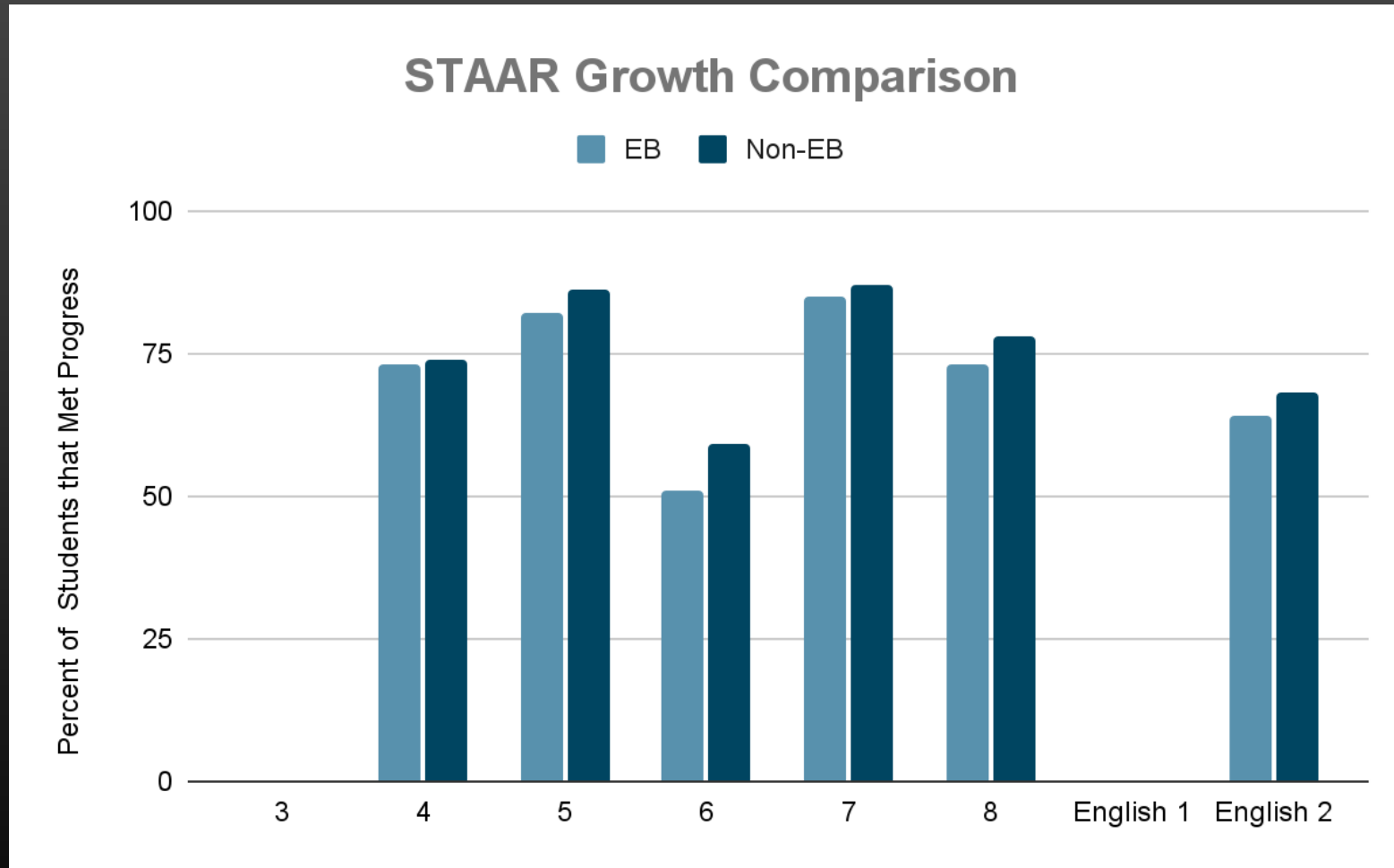
Only snapshot students were included on this slide

Bilingual/ESL Summer School

Pre-K: 3
Griffin EL: 147
Orr EL: 173
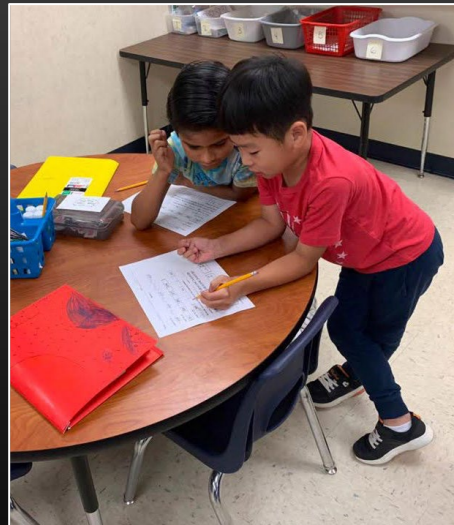
Title III Required Parent Engagement

Parent Newsletter

Our Success Community Fair

TELPAS Family Night
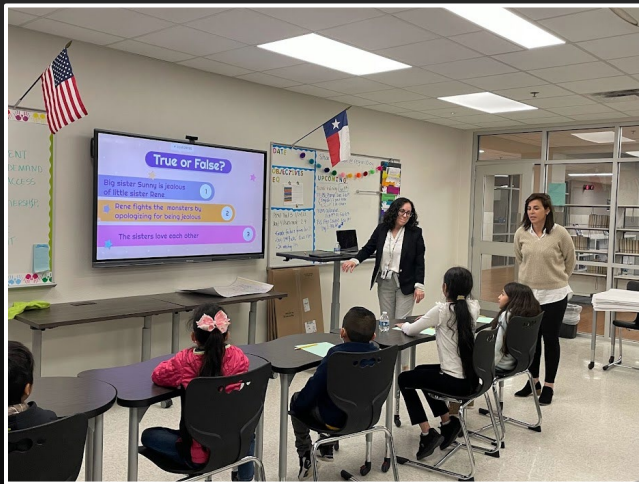
Bilingual/ESL Department

Nadia de la Cruz: Bil/ESL Instructional Facilitator
Ana Jimenez: Bil/ESL Instructional Facilitator
Griselda Escobar: Bil/ESL Instructional Facilitator

Brenda Alejos: Technology Support
Gabbie Lopez: PEIMS Clerk
Marisol Gomez: Testing Clerk

Lizbeth Moore: Director of Bilingual/ESL
Maria Zuniga: Administrative Assistant

"Embracing all language learners through quality instruction to achieve successful student outcomes"

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Tyler Optimal Performance Teacher Program

How are designations determined?

- ## Teacher Evaluations
  - Score calculated for T-TESS Dimensions 2 and 3

- ## Student Growth
  - Estimated using CLI, mClass, Renaissance and STAAR scores

- ## Teacher Attendance

- ## Student Surveys

> Teacher evaluations and student growth must be **strongly correlated** for Texas Tech to designate our system as valid.

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What is the Cohort C timeline?

Group	Event	Dates
2020-21 Teacher Cohort	1st Data Collection (Capture) Year	2020-21
	Final Designation Notification	April 2022
	Payout for Approved Designations	September 2022
2021-22 Teacher Cohort	2nd Data Collection Year	2021-22
	Data Submission Due	October 2022
	Final Designation Notification	April 2023
2022-23 Teacher Cohort	3rd Data Collection Year	2022-23
	Data Submission Due	October 2023
	Final Designation Notification	April 2024

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2021-2022 TOP Teacher Nominations

RECOGNIZED	
Maria Riggs* **Austin Elementary (3rd)**	**Sebria Mitchell** **Jones Elementary (3rd)**
Griselda Godina **Austin Elementary (KG)**	**Stephanie Constante** **Orr Elementary (4th)**
Yolanda Taylor Wade **Boulter MS (7th)**	**Patricia Ford** **Ramey Elementary (KG)**
	Ariadna Melendo Esteban* **Ramey Elementary (2nd)**

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2021-2022 TOP Teacher Nominations

EXEMPLARY		
Luis Soto Austin Elementary (5th)	**Amber Johnson** Jones Elementary (KG)	**Elizabeth Neuman** Ramey Elementary (3rd)
Maria Araujo Austin Elementary (4th)	**Emilee Kubara*** Jones Elementary (4th)	**Jasmin Lopez*** Ramey Elementary (KG)
Morena Alberto Lopez Austin Elementary (2nd)	**Litzia Roman Gonzalez*** Orr Elementary (5th)	**Jacquelina Luna** Ramey Elementary (3rd)
Linnon Thomas Boulter Middle School (8th)	**Rolando Alvarez*** Orr Elementary (5th)	**Maria de la luz Chavez Izaguirre** Ramey Elementary (3rd)
Shelby Beasley Jones Elementary (5th)	**Alan Richbourg** Orr Elementary (4th)	**Eduardo Fumo** Ramey Elementary (5th)
Jade Perry Jones Elementary (3rd)	**Maria Carmen Martinez** Peete Elementary (2nd)	**Shannon Kinkade** Hogg Middle School (8th)

2021-2022 TOP Teacher Nominations

MASTER	
Kristi Tapper **Ramey Elementary (KG)**	**Laura Elizalde Moran*** **Ramey Elementary (1st)**
Ebony Cormier **Ramey Elementary (5th)**	**Marcela Galvan de Guzman*** **Ramey Elementary (KG)**

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Dual Credit Enrollment

DUAL CREDIT ENROLLMENT	
2019-2020	3,651
2020-2021	3,135
2021-2022	3,561
Fall 2022	1,704
2022-2023 (projection)	3,578

AP Exam Score Summary

	2019-2021	2022
Number of Students Taking AP Exams	516	544
Number of AP Exams Taken	914	921
Number of AP Students with 3+ Scores	272	286
Percentage of Students with 3+ Scores	52.7%	52.6%*

Overall percentage of Texas students who took an AP exam in 2022 and scored 3+ is 49.5%.

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2022 AP Exam Passing Percentages

AP Subject	Tyler ISD	Texas	Difference
Art History	89%	56%	+ 33%
Biology	80%	58%	+ 22%
Research	100%	80%	+ 20%
Psychology	68%	53%	+ 15%
Computer Science Principles	70%	56%	+ 14%
English Literature & Composition	76%	67%	+ 9%

Tyler ISD AP students outperformed Texas AP students on the passing percentage on 15 of 22 AP exams taken.

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AP & Dual Credit Enrollment (11ᵗʰ & 12ᵗʰ)

Tyler ISD	Fall 2020	Fall 2021	Fall 2022
Advanced Placement	982	946	876
Dual Credit	963	919	956
AP or Dual Credit	1,290	1,262	1,284
% of 11ᵗʰ & 12ᵗʰ	55%	54%	55%

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Goal 1 and Goal 2: STAAR/EOC Summary

James Cureton, Ph.D. and Lance Groppel, Ed.D.

July 25, 2022

2021-22 STAAR/EOC Performance
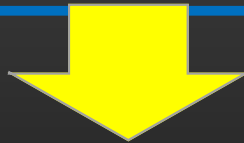
Review STAAR Data for Goals 1 and 2

Review STAAR Performance of All Contents

Review STAAR Cohort Performance

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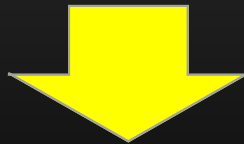
2021-22 HB3 Goal 1 (3RD Grade Reading)

Goal 1: The percent of 3rd grade students that will pass STAAR Reading (at grade level - "Approaches") will be 68.7% in Spring 2022.

Time	District	African American	Hispanic	White	Two or More Races	EcoDis	Special Ed	EL (C+M)	Cont. Enroll.	Non-Cont. Enroll.
Targets	68.7	56.4	66.8	86.2	74.9	63.0	42.0	65.9	68.9	68.7
EOY	73.2	54.4	74.9	89.0	71.8	68.5	50.8	72.9	74.5	67.1

Only snapshot students were included in goal calculations.

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2021-22 HB3 Goal 1 (3RD Grade Reading)

PM 1.4: The percent of 3rd grade students that will pass STAAR Reading (at grade level - "Meets" or "Masters") will be 37.9% in Spring 2022.

Time	District	African American	Hispanic	White	Two or More Races	EcoDis	Special Ed	EL (C+M)	Cont. Enroll.	Non-Cont. Enroll.
Targets	37.9	23.0	33.4	62.4	52.4	30.9	15.0	31.7	37.5	40.2
EOY	46.0	25.0	46.9	67.1	35.9	39.5	32.3	45.8	46.4	44.0

Only snapshot students were included in goal calculations.

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2021-22 HB3 Goal 2 (3RD Grade Math)

Goal 2: The percent of 3rd grade students that will pass STAAR Math (at grade level - "Approaches") will be 74.1% in Spring 2022.

Time	District	African American	Hispanic	White	Two or More Races	EcoDis	Special Ed	EL (C+M)	Cont. Enroll.	Non-Cont. Enroll.
Targets	74.1	57.9	76.7	87.0	80.0	69.9	47.0	78.2	74.6	72.2
EOY	70.6	49.4	73.4	87.7	61.5	65.8	49.7	77.7	72.2	63.2

Only snapshot students were included in goal calculations.

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2021-22 HB3 Goal 2 (3RD Grade Math)

PM 2.4: The percent of 3rd grade students that will pass STAAR Math (at grade level - "Meets" or "Masters") will be 43.8% in Spring 2022.

Time	District	African American	Hispanic	White	Two or More Races	EcoDis	Special Ed	EL (C+M)	Cont. Enroll.	Non-Cont. Enroll.
Targets	43.8	26.8	45.0	61.4	44.5	37.8	18.3	47.6	43.8	44.0
EOY	42.8	20.3	46.3	60.3	28.2	37.1	30.7	50.3	44.4	35.5

Only snapshot students were included in goal calculations.

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2021-22 STAAR/EOC Performance

Review STAAR Data for Goals 1 and 2

Review STAAR Performance of All Contents

Review STAAR Cohort Performance

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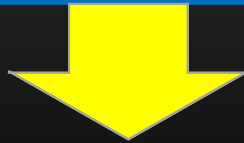
2020-22 District STAAR Results

Assessment	2020-21			2021-22			State		
	App	Mts	Mst	App	Mts	Mst	App	Mts	Mst
3rd Grade Math	63	32	16	69	41	20	70	41	20
3rd Grade Reading	65	34	17	72	45	24	75	50	30
4th Grade Math	65	42	25	69	41	23	68	41	22
4th Grade Reading	61	36	16	75	51	26	76	52	28
5th Grade Math	74	50	28	72	42	23	75	45	23
5th Grade Reading	69	41	24	80	55	33	80	56	36
5th Grade Science	61	29	10	66	37	17	66	37	17

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2020-22 District STAAR Results

Assessment	2020-21			2021-22			State		
	App	Mts	Mst	App	Mts	Mst	App	Mts	Mst
6th Grade Math	70	39	15	71	36	14	72	37	15
6th Grade Reading	58	29	13	67	40	21	69	42	22
7th Grade Math	41	12	3	45	16	4	59	29	12
7th Grade Reading	65	40	22	77	53	36	78	54	36
8th Grade Math	70	45	14	71	36	12	69	38	13
8th Grade Reading	71	41	18	80	53	32	82	56	36
8th Grade Science	66	38	20	70	37	17	73	43	22
8th Grade S. Studies	50	22	9	52	22	13	59	29	17

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2020-22 District EOC Results

Assessment		2020-21			2021-22			State		
		App	Mts	Mst	App	Mts	Mst	App	Mts	Mst
Algebra I		76	45	26	72	46	29	74	46	30
Biology		81	54	22	80	55	20	82	57	23
English I		59	43	8	56	39	7	63	48	11
English II		64	51	8	65	50	7	71	57	7
U.S. History		88	68	41	90	70	41	89	71	44
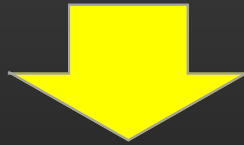
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2020-22 Cohort STAAR Reading Results

Reading STAAR results presented for two year cohorts.

2021-22 Assessment	2020-21 STAAR			2021-22 STAAR			Difference		
	App	Mts	Mst	App	Mts	Mst	App	Mts	Mst
4th Grade	66	35	18	75	51	26	+9	+16	+8
5th Grade	61	34	16	80	56	34	+19	+22	+18
6th Grade	67	40	25	68	41	22	+1	+1	-3
7th Grade	58	29	13	78	54	34	+20	+25	+21
8th Grade	67	41	23	80	54	33	+13	+13	+10
English II	68	51	5	74	58	9	+6	+7	+4

Only snapshot students with two years of scores were included in cohort calculations.

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2020-22 Cohort STAAR Math Results

Math STAAR results presented for two year cohorts.

2021-22 Assessment	2020-21 STAAR				2021-22 STAAR				Difference		
	App	Mts	Mst		App	Mts	Mst		App	Mts	Mst
4th Grade	65	33	16		71	41	23		+6	+8	+7
5th Grade	64	42	25		73	43	23		+9	+1	-2
6th Grade	73	51	29		73	38	15		0	-13	-14
7th Grade	68	34	11		58	28	7		-10	-6	-4
8th Grade	40	11	2		60	23	5		+20	+12	3
Algebra I	72	47	14		81	54	34		+9	+7	+20

Only snapshot students with two years of scores were included in cohort calculations.

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Disciplinary Alternative Education Program (DAEP) Overview

Ronald K. Jones and John Johnson
July 25, 2022

DAEP Overview

- DAEP continues to be a '*Choice*' Campus

- Length of Stay Determined by Offense

- Parental Appeal Process

- Behavior Intervention and Re-integration supports

DAEP Overview

- Campus-Based Behavior Interventions

- Monitoring Disproportionality in Placements as well as compliance with discipline Intervention

- Workflow of Disciplinary Infraction to Consequence

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2021-22 Mandatory VS Discretionary VS Expulsions

Discretionary = 333
Expulsions = 9
Mandatory = 344

Mandatory Offenses 48.5%

Discretionary Offenses 50.1%

Expulsions 1.3%
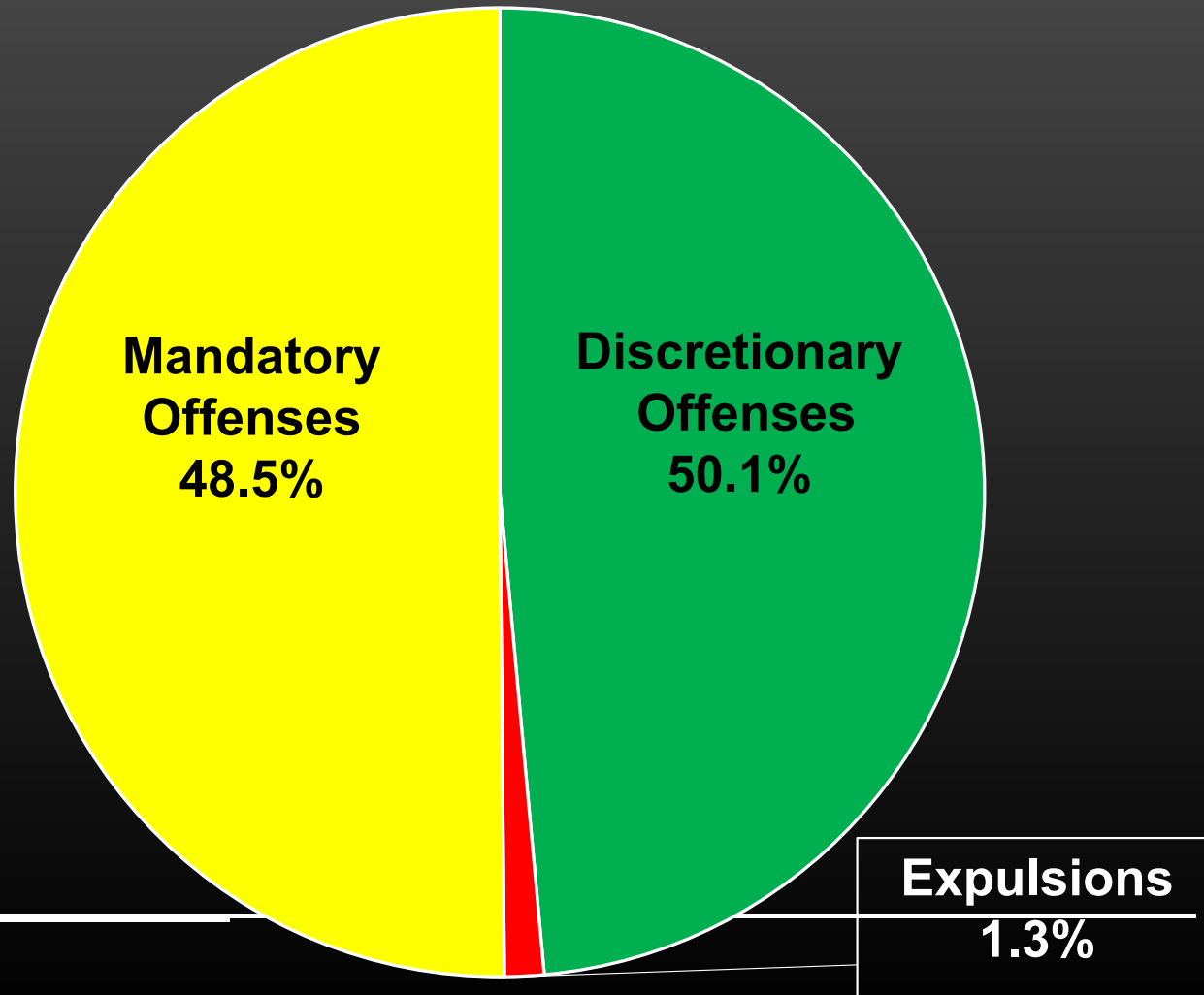
Recidivism Rate for Students Assigned to the DAEP 2021-22

School	Repeaters	Total Placements to DAEP	Add. Placements for Repeaters	Recidivism Rate per School
Austin Elementary	1	4	1	25.0%
Bell Elementary	1	8	1	12.5%
Bonner Elementary	0	1	0	0.0%
Clarkston Elementary	2	9	3	33.3%
Dixie Elementary	0	4	0	0.0%
Douglas Elementary	0	2	0	0.0%
Griffin Elementary	1	8	1	12.5%
Jack Elementary	0	3	0	0.0%
Jones Elementary	1	9	1	11.1%
Orr Elementary	1	4	1	25.0%
Peete Elementary	2	8	2	25.0%
Ramey Elementary	1	7	1	14.3%
Woods Elementary	2	7	2	28.6%
Boulter MS	2	28	2	7.1%
Caldwell MS	0	2	0	0.0%
Hogg MS	9	38	9	23.7%
Hubbard MS	9	37	9	24.3%
Moore MS	8	78	10	12.8%
Three Lakes	5	50	6	12.0%
ECHS	0	2	0	0.0%
Legacy	28	192	35	18.2%
RISE	0	3	0	0.0%
Tyler High	20	182	22	12.1%
Total	93	686	106	12.94%

Total Recidivism Rate for DAEP = 12.94%

686 Total Placements to DAEP for 2021-22 School Year

93 students were assigned to the DAEP twice, 12 for three times and 1 student four times. This is a total of 106 additional placements of the same students.

106/686 = 12.94%

DAEP Overview

- **The DAEP Culture** is designed to teach accountability as well as self worth and self regulation.

- **Accomplishments**

- **Questions**

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Student Outcome/Continuous Improvement Goal 3.2

The percent of graduates that obtain at least one TEA-approved industry-based certification will increase from 19.9% to 29.4% by June 2026.

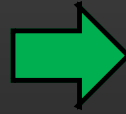Class of 2019 – 21.3%

Class of 2020 – 26.3%

Class of 2021 – 41.7%*

*Based on projections.

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College & Career Readiness Indicators

College Ready

- *Score a 3+ on an AP exam*
- *Meet TSI criteria in Reading and Mathematics*
- *Earn 3 hours of College Credit in ELA or Math*
- *Earn 9 hours of College Credit in any subject*

Career Ready

- *Earn an Industry-Based Certification (TEA list)*
- *Earn a Level I or Level II Certificate*

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TEA
Texas Education Agency

2021-2022 Industry-Based Certifications
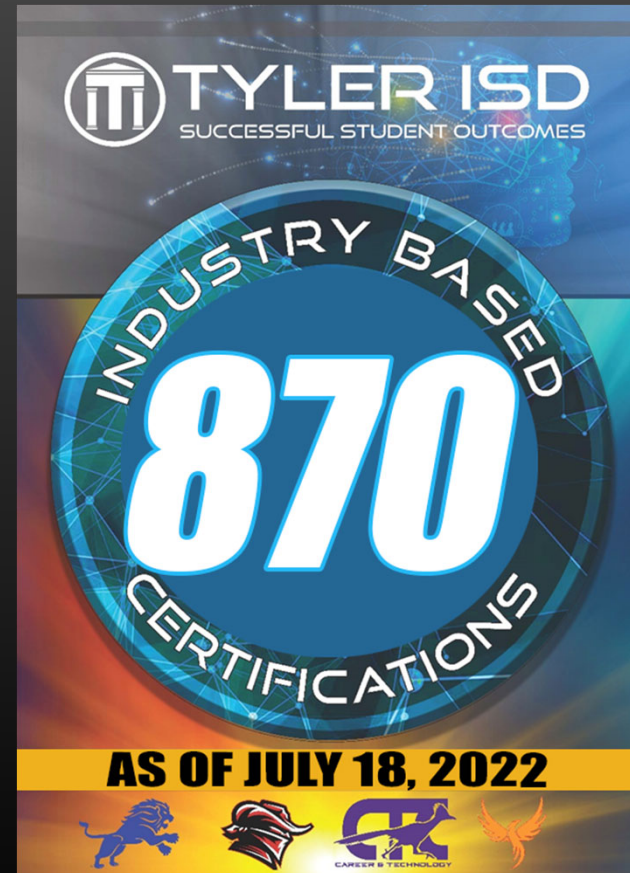
2021-2022 Industry-Based Certifications Earned

- NCCER Core Level 1 175

- Certified EKG Technician 136

- ASE Refrigerant & Recovery 107

- Microsoft Office Specialist 101

- OSHA 30 Hour 82

- Patient Care Technician 31

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Goal 1 and 2: CLI, mClass, and Renaissance End of the Year Update

Julie Davis, Ph.D., Cassandra Chapa, and Johnita Ward, Ed.D.

June 20, 2022

CLI engage

| Administered in PreK and HeadStart | Assesses math and reading skills and social-emotional measures three times per year | Administered 1-on-1 with the teacher |

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SUCCESSFUL STUDENT OUTCOMES

CLI Engage End of Year Results

Percent of Students at the Benchmark During the Beginning and End of Year

CLI Engage Component	BOY (Fall)	EOY (Spring)	Difference
Rapid Letter Naming	41%	77%	+36%
Rapid Vocabulary	51%	67%	+16%
Phonological Awareness	60%	79%	+19%
Math	75%	84%	+9%
Social Emotional*	93%	81%	-8%
Early Writing*	85%	82%	-3%

*Measures scored by the teacher based on a rubric
Only students in the district for BOY, MOY, and EOY 2022 are included.

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SUCCESSFUL STUDENT OUTCOMES

CLI Engage End of Year Results

Percent of Students at the Benchmark During the Beginning and End of Year

CLI Engage Component	Pre-K (Tuition)				Pre-K (Non-Tuition)				Head Start		
	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
Rapid Letter Naming	63%	92%	+29%		42%	77%	+35%		25%	69%	+44%
Rapid Vocabulary	77%	91%	+14%		48%	59%	+11%		40%	70%	+30%
Phonological Awareness	83%	92%	+9%		69%	80%	+11%		32%	78%	+46%
Math	99%	98%	-1%		79%	83%	+4%		57%	83%	+26%
Social Emotional*	100%	94%	-6%		96%	81%	-15%		83%	78%	-5%
Early Writing*	100%	95%	-5%		88%	82%	-6%		76%	82%	+6%

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SUCCESSFUL STUDENT OUTCOMES

*Measures scored by the teacher based on a rubric
Only students in the district for BOY, MOY, and EOY 2022 are included.

CLI Engage End of Year Results

Percent of Students at the Benchmark During the Beginning and End of Year

CLI Engage Component	African American				Hispanic				White		
	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
Rapid Letter Naming	36%	68%	+32%		38%	78%	+40%		58%	86%	+28%
Rapid Vocabulary	45%	66%	+21%		46%	61%	+15%		78%	86%	+8%
Phonological Awareness	58%	68%	+10%		54%	83%	+29%		85%	87%	+2%
Math	69%	78%	+9%		73%	84%	+11%		96%	94%	-2%
Social Emotional*	89%	72%	-17%		84%	84%	-		97%	88%	-9%
Early Writing*	84%	78%	-6%		83%	81%	-2%		95%	96%	+1%

*Measures scored by the teacher based on a rubric

Only students in the district for BOY, MOY, and EOY 2022 are included.

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2021-22 Amplify mClass Results

mClass Amplify

Kindergarten-2nd grade
student reading skills
assessed 1-on-1
situation with the teacher
three times per year

1) Are students growing?

2) How are students performing on the different reading skills?

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2021-22 Amplify mClass Results (DIBELS)

Composite mClass cohort growth for all K-2nd grade students

Grade	Percent of Students ≥ Benchmark at BOY	Percent of Students ≥ Benchmark at EOY	Percent Change		Percent of Students with Average + Growth
Kindergarten	27%	61%	+34%		70%
1st Grade	43%	59%	+16%		72%
2nd Grade	41%	59%	+18%		72%

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Only students in the district for BOY, MOY, and EOY 2022 are included.

2021-22 Amplify mClass Results (DIBELS)

Percent of students at or above the benchmark by grade and demographics

Grade	African American				Hispanic				White				Eco Dis		
	BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff		BOY	EOY	Diff
K	28%	50%	+22%		18%	66%	+48%		41%	70%	+29%		23%	57%	+34%
1	35%	50%	+15%		40%	61%	+21%		58%	72%	+14%		38%	55%	+17%
2	29%	42%	+13%		41%	63%	+22%		58%	73%	+15%		37%	56%	+19%

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SUCCESSFUL STUDENT OUTCOMES

Only students in the district for BOY, MOY, and EOY 2022 are included.

2021-22 Amplify mClass Skills (DIBELS by Grade Level)

Reading Skill	Kindergarten			1st Grade			2nd Grade		
	BOY	EOY	Diff	BOY	EOY	Diff	BOY	EOY	Diff
Letter Names	27%	66%	+39%	42%	68%	+26%	-	-	-
Phonemic Awareness	32%	36%	+4%	39%	63%	+24%	-	-	-
Letter Sounds	19%	54%	+35%	42%	56%	+14%	40%	60%	+20%
Decoding	9%	55%	+46%	43%	61%	+18%	38%	63%	+25%
Word Reading	10%	52%	+42%	44%	53%	+9%	49%	57%	+8%
Reading Accuracy	-	-	-	36%	57%	+21%	44%	73%	+29%
Reading Fluency	-	-	-	-	-	-	41%	55%	+14%
Reading Comprehension	-	-	-	-	-	-	30%	46%	+16%

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Only students in the district for BOY, MOY, and EOY 2022 are included.

2021-22 Renaissance Results

RENAISSANCE
Star Assessments

Administered in K – 8th grade

Assesses math and reading content knowledge at least three times per year

Administered on computer in individual or group settings

Used to project STAAR proficiency and track HB3 goals

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SUCCESSFUL STUDENT OUTCOMES

2021-22 Renaissance Reading Results

Grade	BOY (Fall)				EOY (Spring)		
	Approaches	Meets	Masters		Approaches	Meets	Masters
Kindergarten	53%	30%	20%		66%	46%	36%
1st Grade	67%	46%	32%		56%	35%	24%
2nd Grade	44%	28%	18%		60%	35%	20%
3rd Grade	54%	31%	18%		62%	36%	19%
4th Grade	56%	32%	16%		56%	33%	15%
5th Grade	64%	34%	17%		67%	35%	15%
6th Grade	68%	40%	20%		61%	35%	16%
7th Grade	68%	33%	14%		63%	32%	12%
8th Grade	66%	31%	13%		61%	29%	12%

Only students in the district for BOY, MOY, and EOY 2022 are included.

2021-22 Early Literacy Progress Monitoring

Renaissance will be used to evaluate progress measures 1.1, 1.2, and 1.3.

Grade	Time	District	African Amer.	Hispanic	White	Two or More	EcoDis	SpEd	EL
K	Target	65.0%	57.2%	58.2%	81.5%	71.3%	58.5%	49.2%	44.2%
K	EOY	66.0%	58.4%	65.0%	77.5%	66.7%	62.5%	46.3%	65.3%
1	Target	60.4%	51.3%	52.5%	79.7%	73.0%	53.2%	34.3%	45.0%
1	EOY	55.6%	43.4%	53.7%	71.8%	46.1%	50.8%	32.6%	55.4%
2	Target	63.2%	56.5%	57.1%	81.9%	75.4%	57.0%	36.5%	53.5%
2	EOY	60.4%	46.2%	56.8%	82.4%	69.2%	54.4%	38.6%	52.4%

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SUCCESSFUL STUDENT OUTCOMES

<u>**Only students in the district for BOY, MOY, and EOY 2022 are included.**</u>

2021-22 Renaissance Math Results

Grade	BOY (Fall)				EOY (Spring)		
	Approaches	Meets	Masters		Approaches	Meets	Masters
Kindergarten	45%	20%	8%		64%	52%	22%
1st Grade	60%	30%	11%		71%	30%	11%
2nd Grade	53%	25%	10%		60%	35%	17%
3rd Grade	56%	28%	12%		65%	37%	17%
4th Grade	54%	25%	10%		62%	33%	16%
5th Grade	71%	36%	19%		70%	40%	19%
6th Grade	72%	36%	14%		64%	32%	12%
7th Grade	61%	33%	13%		58%	28%	13%
8th Grade	49%	18%	5%		59%	26%	11%

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Only students in the district for BOY, MOY, and EOY 2022 are included.

2021-22 Early Numeracy Progress Monitoring

Renaissance will be used to evaluate progress measures 2.1, 2.2, and 2.3.

Grade	Time	District	African Amer.	Hispanic	White	Two or More	EcoDis	SpEd	EL
K	Target	63.8%	50.5%	60.9%	81.5%	72.3%	57.4%	45.6%	57.0%
K	EOY	64.0%	50.8%	66.3%	73.4%	62.5%	60.6%	51.5%	66.4%
1	Target	63.5%	50.8%	59.5%	82.1%	80.2%	57.1%	42.9%	56.9%
1	EOY	70.6%	55.5%	71.0%	83.7%	70.0%	67.0%	48.9%	72.0%
2	Target	63.2%	49.1%	61.5%	81.0%	79.7%	56.8%	37.7%	60.8%
2	EOY	59.6%	40.3%	60.1%	77.8%	71.0%	53.5%	31.9%	61.7%

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Only students in the district for BOY, MOY, and EOY 2022 are included.

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T-TESS/Walkthrough Evaluation Update

Sheri Barberee-Taylor, Cassandra Chapa
Julie Davis, Ph.D. and Johnita Ward, Ed.D.
June 20, 2022

T-TESS Overview

➢ T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices

➢ Process that seeks to develop habits of Continuous Improvement (CI)

➢ T-TESS Components

2021-2022 T-TESS Data

Walkthroughs

Elementary	1797
Middle School	802
High School	1102

Series 1

Observations

Elementary	528
Middle School	219
High School	288

Series 1
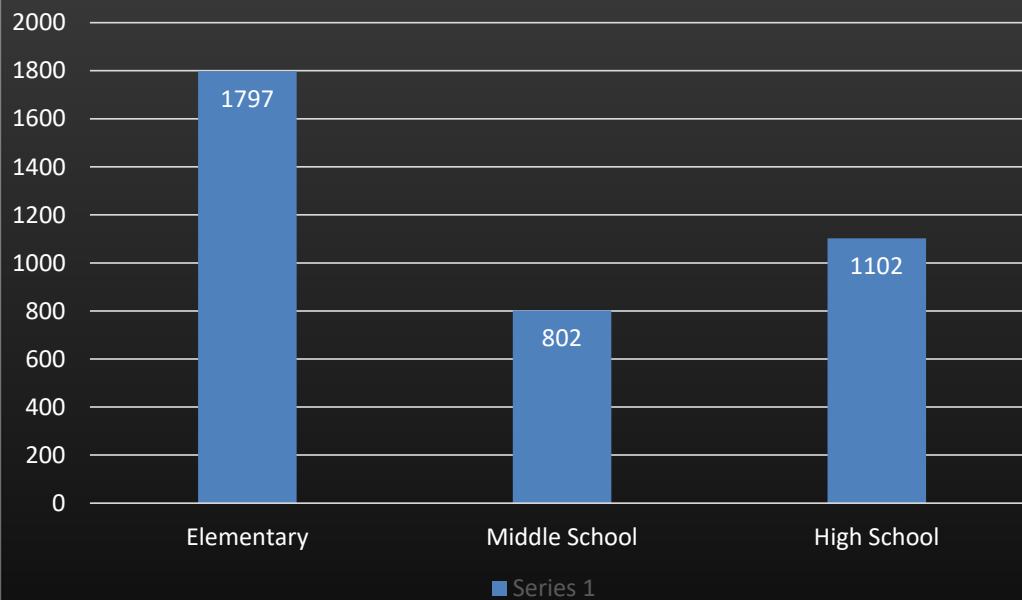
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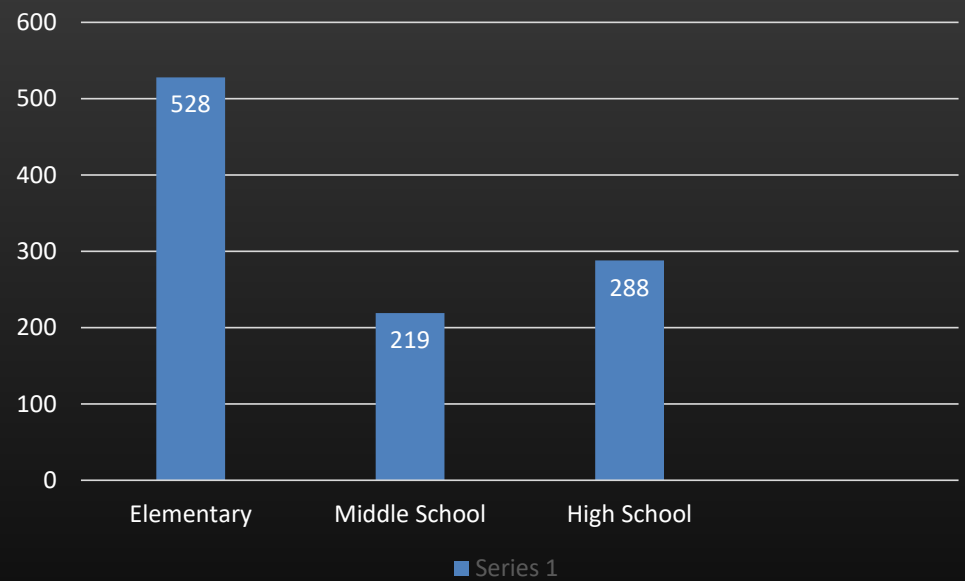
2020-21 District Total Walkthroughs and Evaluations
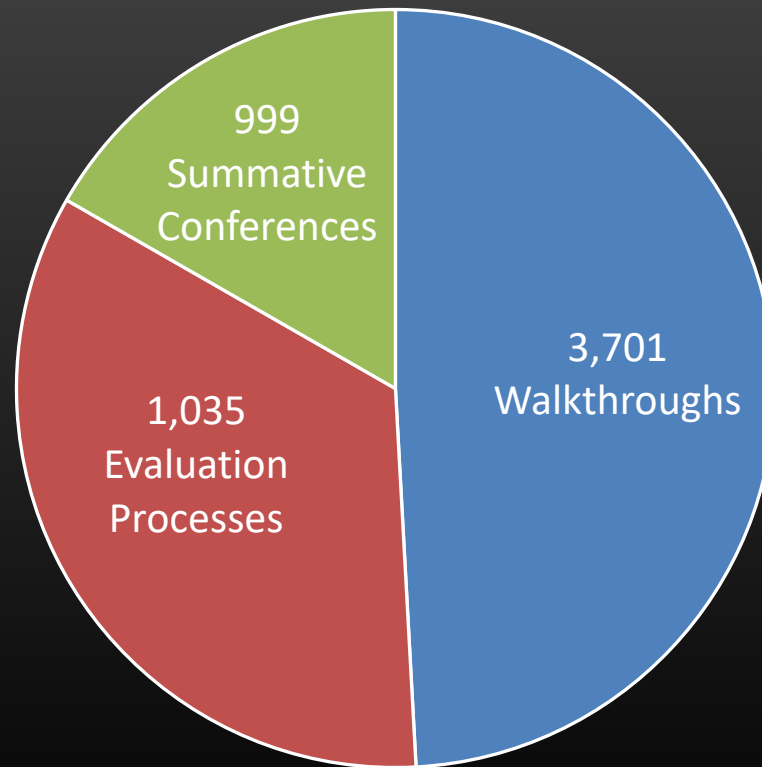
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Monitoring Walkthroughs and the Evaluation Processes

➢ Use of Walkthrough and observation data to determine professional development needs

➢ Planning for Coaching Cycles, Learning Walks, and Calibration Walks for the 2021-22 School year

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Public Participation

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Head Start Leadership and Governance Training - Eligibility Final Rule

Brandy Holland
May 5, 2022

Training Objectives

- Understand the roles of governance

- Recognize how Head Start management systems support leadership and governance

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Leadership and Governance

- Set program direction

- Exercise fiscal and legal oversight

- Make sure there is input from parents, staff, and community in the development of the program

Inclusive Leadership: Head Start Perspective

The three leadership entities of Head Start support grantees on their five-year journey.

- The Governing Body

- The Policy Council

- Management Staff

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Inclusive Leadership: Head Start Perspective Cont.

- The Governing Body (Tyler I.S.D. Board) provides legal and fiscal oversight.

- The Policy Council provides input toward program direction.

- Management Staff handles the operations, activities, and analyzes data to implement the informed decisions made by the Policy Council and Governing Body.

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Inclusive Leadership: Head Start Perspective Cont.

While Head Start program leadership is an inclusive process, the ultimate responsibility lies with the Governing Body.

Head Start Act and HSPPS Requirements

https://eclkc.ohs.acf.hhs.gov/policy/head-start-act

https://eclkc.ohs.acf.hhs.gov/policy/head-start-act

Developing Bylaws

	Management Team	Policy Council/Committee	Governing Body
Policies and Procedures			
Developing Bylaws	• Draft governing body and Policy Council bylaws and amendments	• Submit decisions regarding Policy Council bylaws to governing body	• Adopt bylaws and amendments for governing body and Policy Council
Developing Governance Structure	• Draft policies and procedures for consideration by Policy Council and governing body • *Continued…*	• Approve and submit to the governing body decisions regarding: • *Continued…*	• Select delegate agencies and service areas • *Continued…*
Providing Leadership and Strategic Direction	• Outline planning process and protocols for planning committee, including staffing considerations • *Continued…*	• Work with staff to select planning committee with focus on parent engagement • *Continued…*	• Work with management staff to select planning committee, including governing body representation • *Continued…*
Monitoring Program Performance	• Generate reports to monitor compliance and goal attainment that include: • *Continued…*	• Review related reports • *Continued…*	• Review related reports • *Continued…*
Ensuring Consensus	• Develop procedures with governing body and Policy Council and facilitate selection of mediator and arbitrator • *Continued…*	• Jointly establish written procedures for resolving internal disputes between governing body/Tribal Council and Policy Council in a timely manner that include impasse procedures. These procedures: • *Continued…*	• Jointly establish written procedures for resolving internal disputes between governing body and Policy Council in a timely manner that include impasse procedures. These procedures: • *Continued…*

Eligibility and Enrollment

- The child must be *at least three years old (only with a Tyler I.S.D. diagnosed disability) or 4* by the date used to determine eligibility for public school [September 1]

- The *family's income is equal to or below the poverty line; or*

- The family is potentially *eligible for public assistance*; including TANF child-only payments; or

Eligibility and Enrollment

- The child is *homeless*, as defined by statute, or

- The child is in *foster care*.

Poverty Guidelines

2022 Poverty Guidelines

Persons In Family/Household	Poverty Guideline
1	$13,590
2	$18,310
3	$23,030
4	$27,750
5	$32,470
6	$37,190
7	$41,910
8	$46,630

For families/households with more than 8 persons, add $4,720 for each additional person.

Program staff must:

1. Conduct an in-person (preferred method) or virtual interview with each family

2. Verify age and eligibility

3. Create an eligibility determination record

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In-Person Interview

- The process begins with the face-to-face or virtual interview

- This can take place in the Head Start Parent Office, in an alternate location, or in the potential student's home

- As a last resort, guidance does allow for an interview over the telephone.

Age

- Program staff must verify a child's age in accordance with school district and program policies and procedures (birth certificate)

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Verification

Income

- Staff must use tax forms, pay stubs, or other proofs of income to determine the family income.

- If the family cannot provide these, staff may accept written forms from employers, including individuals who are self-employed

- If the family reports no income, the program may accept the family's self-declaration to that effect along with documentation of efforts made by program staff to verify the family's income through a third party, with consent of the family.

Verification

Income Cont.

Generally, the relevant time frame is within the last year. If a family can demonstrate a significant change in income for the relevant time frame, program staff may consider current circumstances.

Homeless students

The program may accept a written statement from the school district homeless liaison or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including information gathered on enrollment or application forms or notes from an interview with staff to establish the child is homeless.

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Verification

Public Assistance

The program staff must be provided with documentation from the state, local or federal agency that shows the family either receives public assistance or the family is potentially eligible to receive public assistance.

Foster Care

The program staff must be provided with a court order or other legal or government issued document, a written statement from a government child welfare official that demonstrates the child is in foster care or proof of a foster care payment.

Additional Allowances

- If a family does not meet any of these criterion, the program may enroll a child who would benefit from services, provided that the participants only make up to 10 percent of a program's enrollment.

- The program has established and implements outreach and enrollment policies and procedures to ensure it is meeting the needs of eligible children and children with disabilities before serving these students.

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TOP Teacher Program Update

James Cureton, Ph.D. and Sheri Barberee-Taylor

May 5, 2022

Tyler Optimal Performance (TOP) Teacher Program

- Tyler developed and implemented a local system (TOP) to designate teachers based on attendance, student surveys, student growth, and T-TESS evaluations.

- Designations remain on SBEC certificates for five years and are accompanied with a pre-determined stipend.

- 70% teacher stipend goes to designated teacher

- 20% of TOP teacher stipends are split among non-designated teachers at TOP campuses

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What does it take to be a TOP Teacher?

	Recognized	Exemplary	Master
Attendance	< 10 days	< 7 days	< 5 days
Surveys	> 70%	> 80%	> 85%
Evaluation	3.7	4.0	4.5
Student Growth	55%	60%	70%

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2020-2021 District Nominations and Approved Designations

Recognized Teacher	Exemplary Teacher	Master Teacher
Marcela Galvan De Guzman *Ramey Elementary*	**Laura Elizalde Moran** *Ramey Elementary*	**Rolando Alvarez** *Orr Elementary*
Emilee Kubara *Jones Elementary*	**Maria Riggs** *Austin Elementary*	
Jasmin Lopez *Ramey Elementary*		
Ariadna Melendo Esteban *Ramey Elementary*		
Litzia Roman Gonzalez *Orr Elementary*		
Oralia Sydnor *Orr Elementary*		

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2022-23 TOP Teacher Program Additions

- PreK and Head Start teachers will be eligible for designations based on CLI Engage growth

- mClass growth may replace STAR Renaissance growth for K-2nd grade reading teachers

	PK/HS	K	1st	2nd	3rd	4th	5th
CLI Engage (RLN, RV, PA, and Math)	■						
mClass (Reading)		■	■	■			
STAR Renaissance (Reading)		■	■	■	■	■	■
STAR Renaissance (Math)			■	■	■	■	■
STAAR						■	■

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Texas Reading Academies

The goal of the Texas Reading Academies (TRAs) is to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. The TRAs ensure that all children have a strong foundation in literacy.

The HB 3 Reading Academies Participants must complete 60 hours of online content within 11 months. Participants must complete pre and post tests, discussion questions, quizzes and two artifacts.

2020-2021 – Year 1

3 September Cohorts

9 Campuses
130 Initial Participants

Austin
Birdwell
Bonner
Clarkston
Griffin

Jones
Orr
Peete
Ramey

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2021-2022 – Year 2

Teachers
3 Cohorts
July, August, September

17 Campuses
264 Participants

Administrators
1 Cohort
July

18 Campuses
40 Participants

- Cohort leaders support participants with their progress and deadlines.
- Administrator cohort includes principals, assistant principals, and campus deans.
- 5 teachers were hired for the 21-22 school year who had completed their HB3 requirement during Year 1 at the previous district.

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<u>4 Cohorts</u>
(July, September, October, January)
18 Campuses

- July Cohort-Current and New Tyler ISD teachers
- September Cohort-Current and New Tyler ISD teachers
- September/October Cohort-New Tyler ISD teachers who hold the STR Certification
- January Cohort-New Tyler ISD teachers who were hired after September

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

State Law Requirements

Under Texas Election Code Section 13.046

(a) Each principal of a public or private high school, or the principal's designee, shall serve as a deputy registrar

(d) At least twice each school year, a high school deputy registrar shall distribute an officially prescribed registration application form to each student who is or will be 18 years of age or older during that year

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

2021-2022 Results - Campus

Tyler High School

Fall 2021
32 Registered
132 Eligible

Spring 2022
60 Registered
248 Eligible

Tyler Legacy High School

Fall 2021
72 Registered
162 Eligible

Spring 2022
108 Registered
302 Eligible

ECHS/RISE

Fall 2021
20 Registered
44 Eligible

Spring 2022
34 Registered
67 Eligible

Eligible students by April 7th: 617

Registered student voters: 202

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

![Tyler ISD — Successful Student Outcomes logo]

District of Innovation Renewal

Marty Crawford, Ed.D.

March 3, 2022

2021-2022 DOI Committee Members

Member Name	Title
Chele Ashley	Teacher
Jarrod Bitter	Asst. Supt. of Administration/Innovation
Sheri Barberee-Taylor	Exec. Dir. of Human Resources
Cassandra Chapa	Chief Innovation Officer
James Cureton, Ph.D.	Dir. of Assessment and Accountability
Meika Fallon	Tyler ISD Human Resources
Suzette Farr	Exec. Dir. of Tyler ISD Foundation
Elizabeth Gomez	Assistant Principal – Birdwell
Christy Hanson, Ed.D.	Asst. Supt. of Academic Support
Tamara Johnson	Principal – Bell Elementary School
Ronald Jones	Deputy Superintendent

Member Name	Title
Kate Newberry	Parent
Marc Loredo	Community Member
Sheldon McGowan	Teacher
Jade Perry	Teacher
Nancy Rangel	Business Partner
Geoff Sherman	Principal – Hubbard Middle School
Victor Valle	Business Partner
Johnita Ward, Ed.D.	Chief of School Leadership
Latoya Young	Business Partner
Marty Crawford, Ed.D. (Ad Hoc)	Superintendent of Schools
Tosha Bjork (Ad Hoc)	Deputy Superintendent - CFO

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

District of Innovation (DOI) Requirements

- Must be Board approved
  - ➤ Initial Approval - June 2017
  - ➤ Amended - September 2020

- Plan is valid for 5 years

- May be amended or renewed at any time during the term of the plan

- Term of DOI plan may be extended for up to an additional 5 years during renewal.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Areas of Focus for Tyler ISD

Instructional Calendar
- Start date
- Instructional days/minutes
- Attendance for Credit

Teacher Certifications
- Flexibility based on education, skills, experience

Probationary Contracts
- Allows for extension of probationary period

Class size waivers

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TEC §25.0811 states that a school district may not begin student instruction prior to the 4th Monday in August

- Insufficient professional learning and preparation time.

- Unbalanced semesters and misalignment with college/dual credit calendars

Innovation Plan

- Provides trustees the flexibility to consider beginning instruction earlier and develop a school calendar that meets the needs of the district.

- Involves stakeholders in recommending a calendar with a start date no earlier than the second Monday in August, that addresses student instruction with a focused PD plan, meets the requirement of 75,600 minutes, and aligns with the traditions and expectations of the community.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TEC §25.081 (HB 2610) states that "for each school year, each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses."

Innovation Plan

Pre-Kindergarten – 71,400 minutes
- Instructional planning and school day design tailored to our early education setting

Dropout Prevention Program – RISE or other innovative structures
- 240 minutes per day or hybrid model
- Meets the needs of each individual student

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Instructional Calendar: Attendance for Credit

TEC §25.092 states that a student in any grade level K-12 may not be given credit or a final grade for a class unless the student is in attendance 90% of the days the class is offered. (Board Policy FEC)

- Limits access to internships and non-traditional experiences, blended and distance learning opportunities, online coursework away from campus, etc.

Innovation Plan

- Credit or grade may be awarded based on "in kind" seat time, where appropriate.

- Individual Graduation Committees will be the final determining factor in granting credit or final grade. Student must demonstrate mastery.

Teacher Certification

TEC §21.003(a) states that a person may not be employed as a teacher by a school district unless the person holds appropriate certificate or permit, or the person is granted emergency certification from TEA and/or State Board of Educator Certification.

- Has led to lack of certified or qualified staff, especially in hard to staff areas or specialized contents. Limited flexibility in staffing or scheduling.

Innovation Plan

- DOI certifications may be approved based on need, skills, experiences, appropriate educational qualifications, etc.

- DOI certification valid only in Tyler ISD and are probationary contracts only.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TEC §21.102(b) states that probationary contracts may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.

Innovation Plan

- Extension of probationary period provides sufficient time to determine teacher effectiveness.

- For Experienced teachers, counselors, librarians, or nurses new to Tyler ISD; that have been employed in a capacity that qualifies for a Ch. 21 contract in public education for at least five of the eight years, the probationary period when becoming employed by Tyler ISD shall be for a period of two (2) years with probationary contracts issued for each of the two (2) years.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Class Size Waivers

TEC §25.112 requires districts to maintain a class size of 22 students or less for K-4 classes and requires districts to notify parents of waivers or exceptions to class size limits.

Innovation Plan

- Tyler ISD makes staffing and hiring decisions based on a 22:1 ratio and provides support through paraprofessional positions when that number is exceeded.

- If the average across a grade level reaches 24:1, a new teacher may be hired.

- Class size ratios are reported to the Board of Trustees at least once per semester.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

College, Career, & Military Readiness Indicators

College Ready

➤ *Score a 3+ on an AP exam*

• *Meet TSI criteria in Reading and Mathematics*

➤ *Earn 3 hours of College Credit in ELA or Math*

➤ *Earn 9 hours of College Credit in any subject*

Career Ready

➤ *Earn an Industry-Based Certification (TEA list)*

• *Earn a Level I or Level II Certificate*

• *CTE coherent sequence of courses*

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Successful Student Outcomes - Goal 3

	2019*	2021*
Tyler ISD	**63.4%**	**64.3%**
Region 7	**64.5%**	**59.5%**
Texas	**65.5%**	**63.0%**

Texas Performance Reporting System

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Advanced Placement Exam Trends

	2020	2021	2022
Students taking AP exams	490	480	614*
AP Exams taken	871	903	1066*
Students with 3+ scores	270	253	319*

projection

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Dual Credit Enrollment

	2018-19	2019-20	2020-21	2021-22
Dual Credit Students	1,253	1,201	1,067	1,146

CTE Enrollment & Programs of Study

Tyler ISD has approximately 4,150 high students enrolled 26 CTE Programs of Study representing the 16 nationally recognized Career Clusters.

CTE MONTH®

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

CTE Certifications

Top CTE Certifications:

- OSHA 30 Hour (58)

- Security Officer Level II (37)

- Autodesk Inventor Professional (30)

- Adobe Certified Associate (14)

- Autodesk Revit Architecture (11)

T-TESS Overview

- T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices

- Process that seeks to develop habits of Continuous Improvement (CI)

- T-TESS Components

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Monitoring Walkthroughs and the Evaluation Processes

➢ Use of Walkthrough and observation data to determine professional development needs

➢ Planning for Coaching Cycles, Learning Walks, and Calibration Walks for the remainder of the 2021-22 School year

➢ One factor in determining designations for teachers at TIA campuses.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

DISTRICT SNAPSHOT
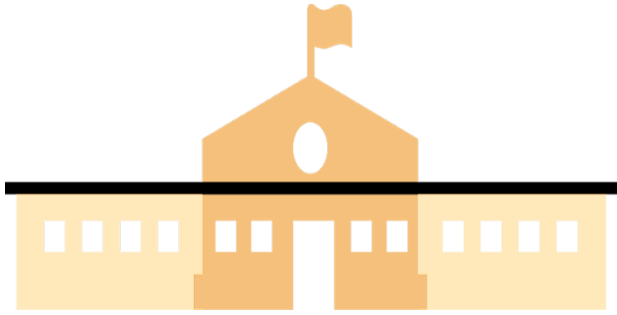
28
Schools

15
Elementary Schools

2
Choice Schools

5
Middle Schools

4
High Schools

2
Innovative Programs

STUDENT ENROLLMENT

18,147

STUDENT DEMOGRAPHICS

27.2%
African American

47.6%
Hispanic

20.8%
White

1.4%
Asian
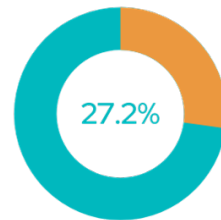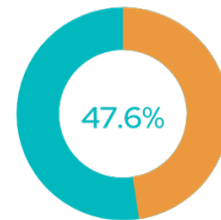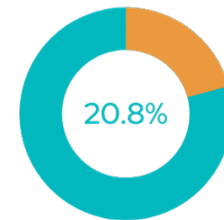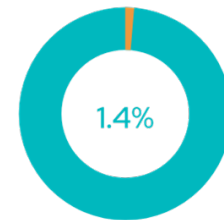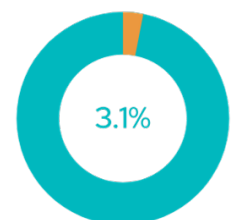
3.1%
Other

WHAT IS A BOND ELECTION?

Public schools rely on the support of local taxpayers to fund the operations and facilities of the school district .

Similar to homeowners borrowing money in the form of a mortgage, a school district borrows to finance the design, construction, expansion, and renovations of schools and facilities.
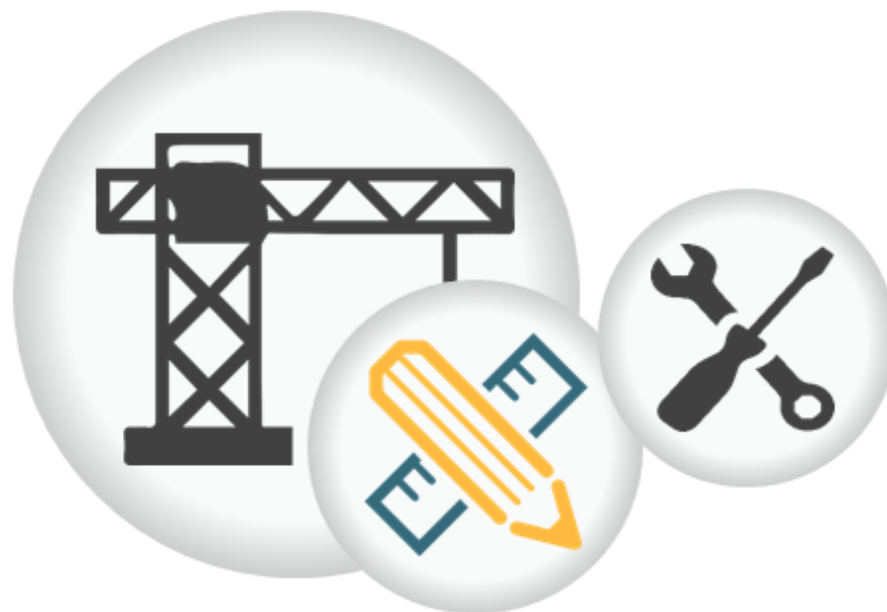
Voters must approve these funds through a bond election.

ESTIMATED TAX IMPACT

Tyler ISD's current debt tax rate is 33.5 cents.

The bond will not increase tax rates.

These statements assume the District does not take on any additional debt in subsequent years or that property tax values do not decline.

TYLER ISD
BOND
2022

HUBBARD MIDDLE SCHOOL

Ranked nationally on the U.S. News & World Report list of Best High Schools.

Scored 97.02 out of 100, ranking 82nd out of 1,524 in the state

and 532nd out of 17,857 in the nation.

HOGG MIDDLE SCHOOL

- 92 years old and limits 21st Century educational opportunities
- Building and site only 1/3 of the size needed for new middle school

We ARE committed to . . .

- Preserve and maintain the historical integrity of the building
- Facility used for administrative offices as well as community and student extra curricular programming
- Eventually assign students to zoned schools
- High school attendance zones are NOT being adjusted

TYLER ISD
BOND
2022

2022 PROPOSED BOND PROJECTS

Proposed Items	Estimated Cost
Hubbard Middle School	**$63 Million**
Early College High School	**$26 Million**
Total	**$89 Million**
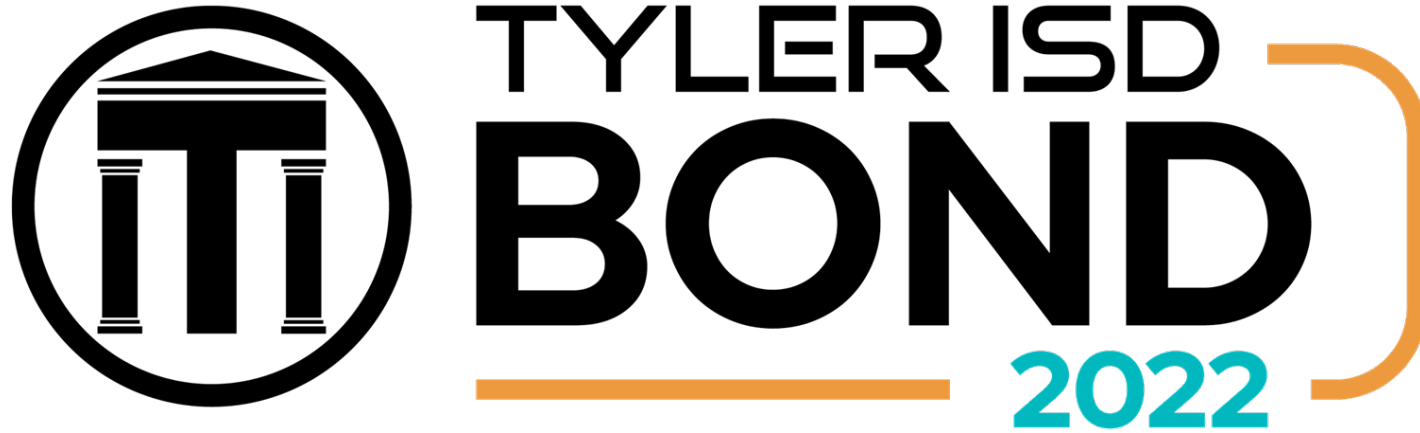
TYLER ISD
BOND
2022

Athletics Fall Update

Greg Priest
January 24, 2022

High School Athletics - Achievements

FOOTBALL

Tyler HS
- 7-5A 3rd place, 6-5 (4-2), JV (1-9), 9th (6-4)
- All-District (8) 1st team, (4) 2nd team
- THSCA Academic All-State (4) 2nd team, (1) HM

Tyler Legacy HS
- 10-6A 4th place, Bi-District Champions 6-6 (3-3), JV (5-5), 9th (3-6)
- All-District (1) superlative, (6) 1st team, (12) 2nd team
- THSCA Academic All-State (5) 2nd team, (4) HM

VOLLEYBALL

Tyler HS
- 16-5A, 4th place Bi-District Qualifier 10-30 (4-6), JV (2-23), 9th (2-16)
- All-District (2) 1st team, (2) 2nd team, (3) Academic All-State

Tyler Legacy HS
- 10-6A, 3rd place Bi-District Qualifier , 22-8 (7-5) JV (14-6), 9th (12-4)
- All-District (2) 1st team, (2) 2nd team, (4) HM

High School Athletics - Achievements

CROSS COUNTRY

Tyler HS

- Boys – 16-5A 6th place
- Girls – 16-5A 6th place

Tyler Legacy HS

- Boys – 10-6A 4th place
- Iain Salter – UIL State Qualifier
- Girls – 10-6A Runners-Up
- Trude Lamb – 10-6A Runner-Up
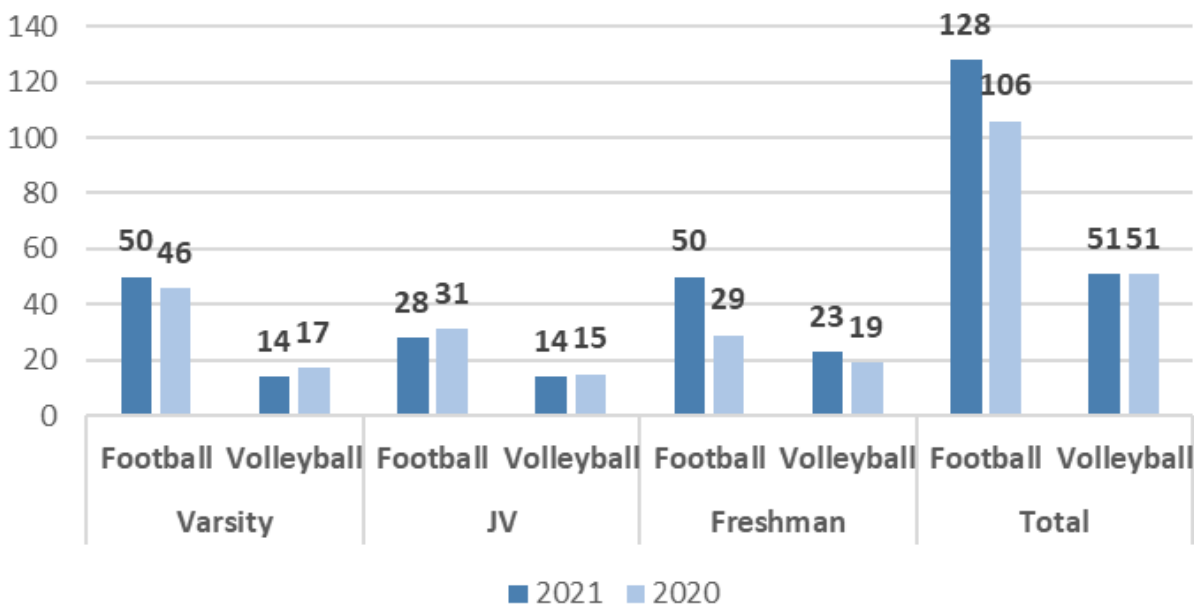- (4) Academic All-State

TEAM TENNIS

Tyler HS

- 16-5A 2nd place, Bi-District Qualifier 7-11 (3-1)
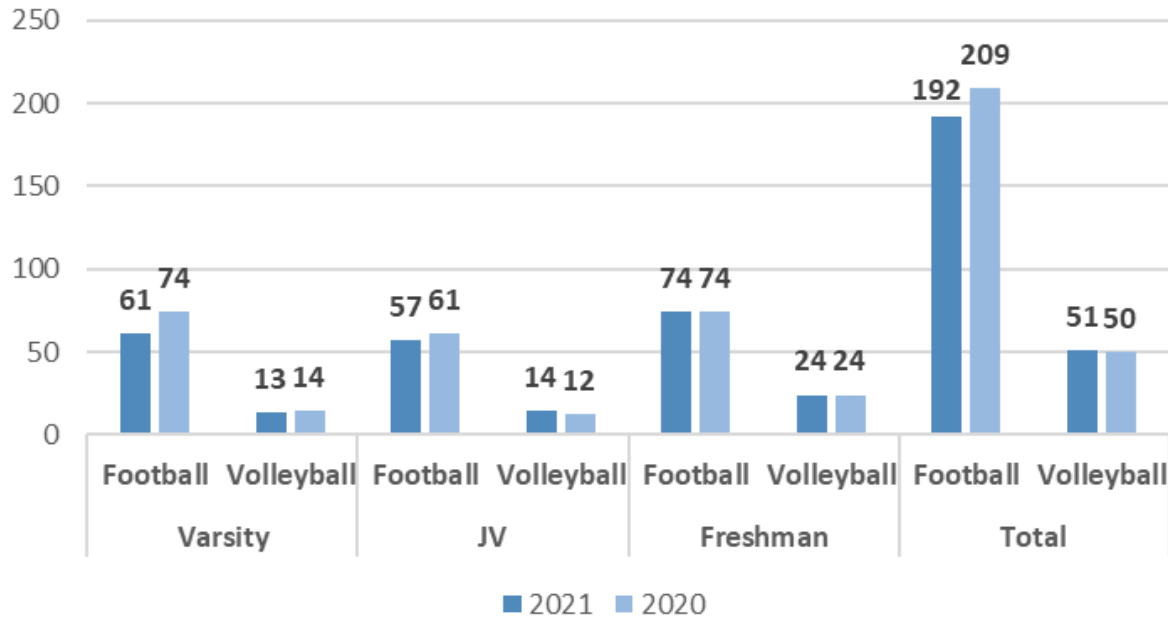
Tyler Legacy HS
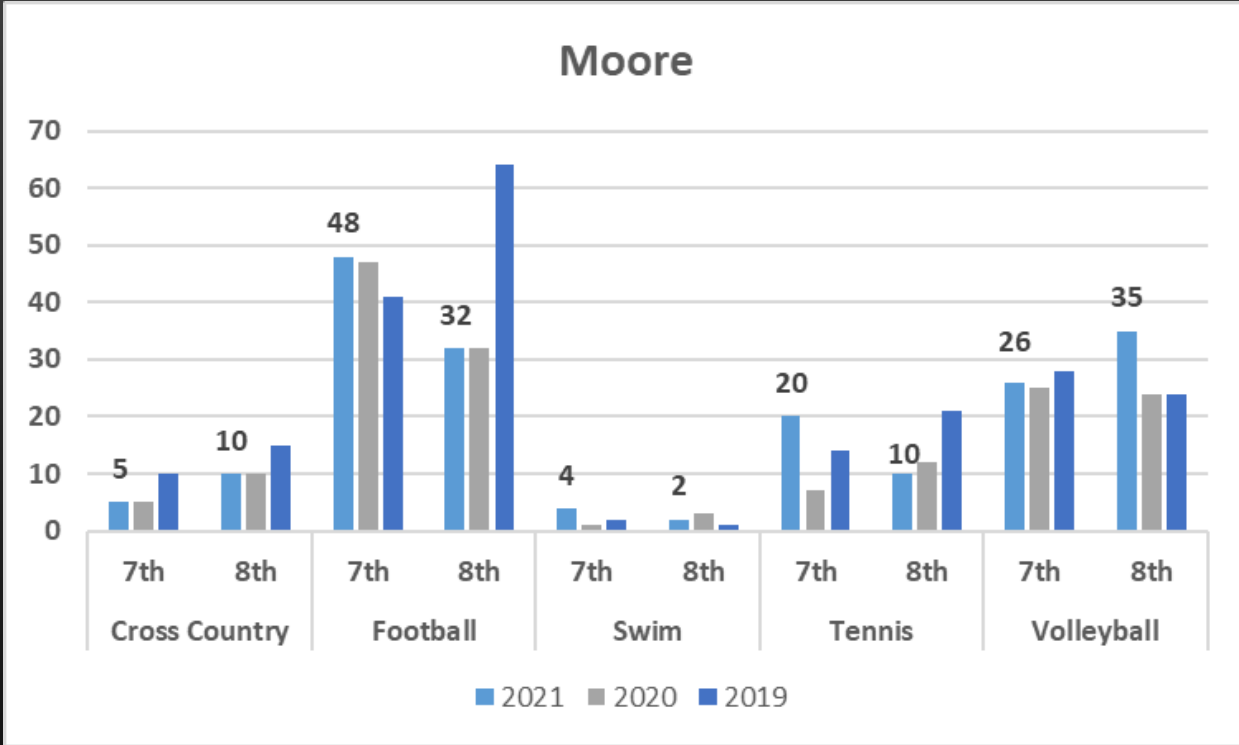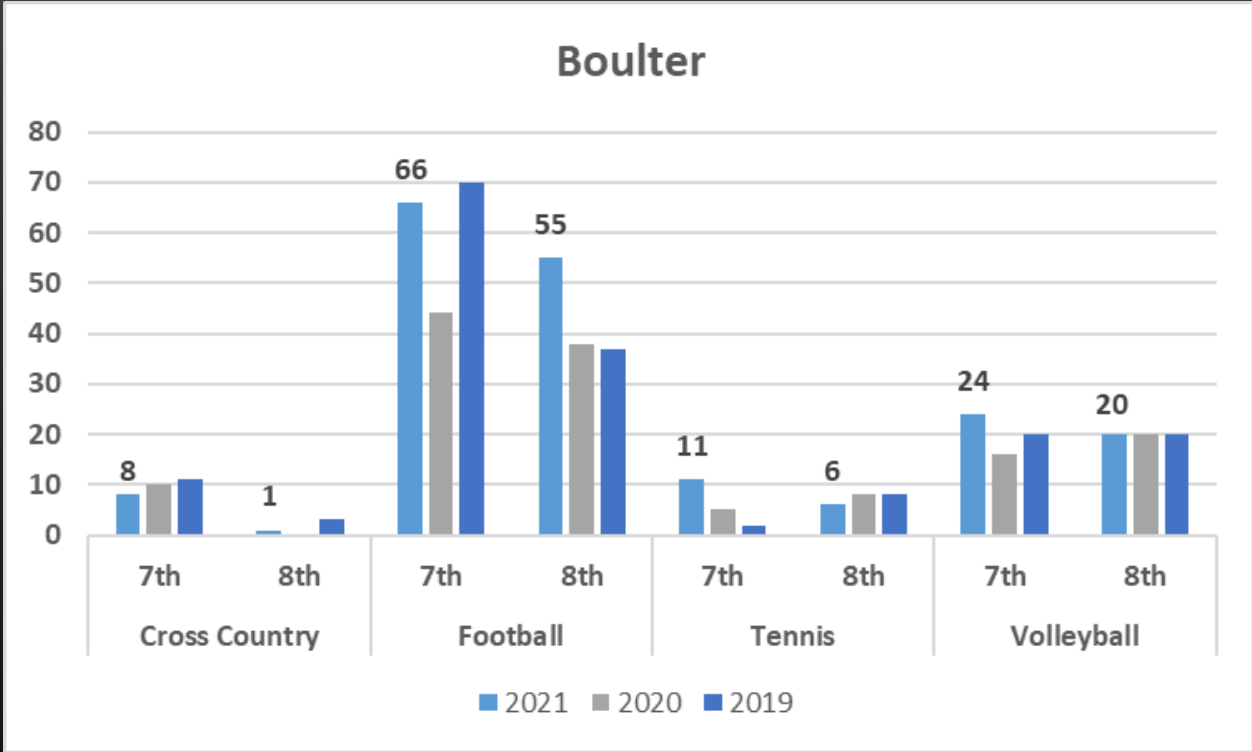
- 10-6A Runner-Up, Area Champions 18-9 (5-1)

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

High School Athletics - Participation

Tyler High School — participation chart (2021, 2020) for Varsity, JV, Freshman, and Total across Football and Volleyball. Varsity Football 50/46, Volleyball 14/17; JV Football 28/31, Volleyball 14/15; Freshman Football 50/29, Volleyball 23/19; Total Football 128/106, Volleyball 51/51.

Tyler Legacy High School — participation chart (2021, 2020) for Varsity, JV, Freshman, and Total across Football and Volleyball. Varsity Football 61/74, Volleyball 13/14; JV Football 57/61, Volleyball 14/12; Freshman Football 74/74, Volleyball 24/24; Total Football 192/209, Volleyball 51/50.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Internal Information

Middle School Athletics - Participation

Middle School Athletics - Participation

Hubbard

Three Lakes

Middle School Athletics - Participation
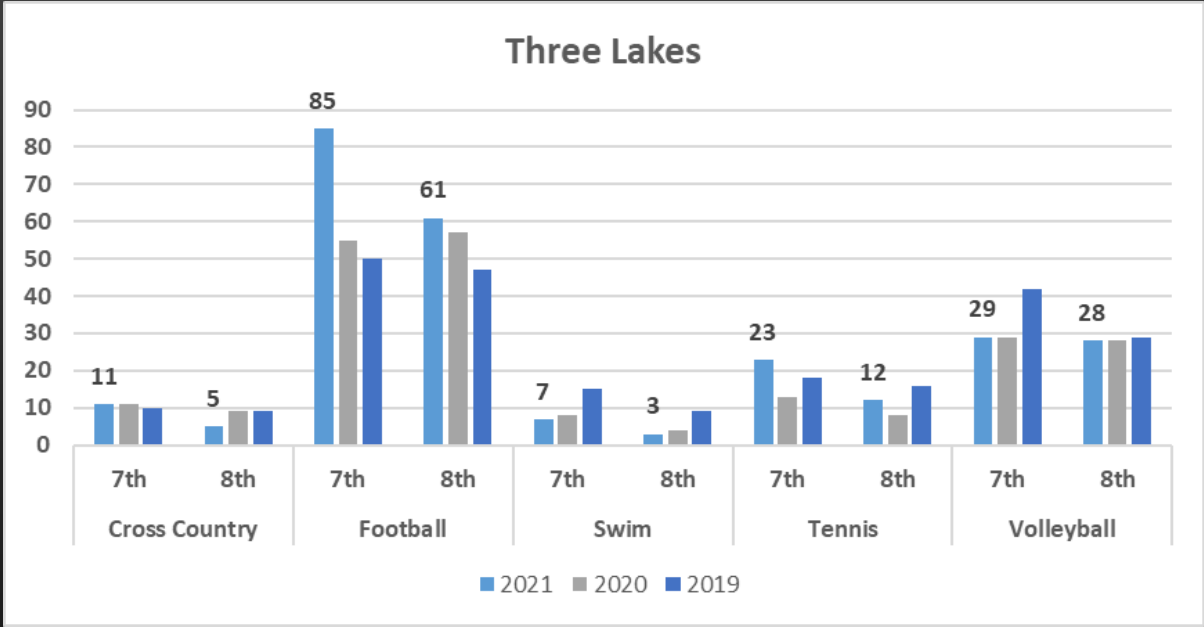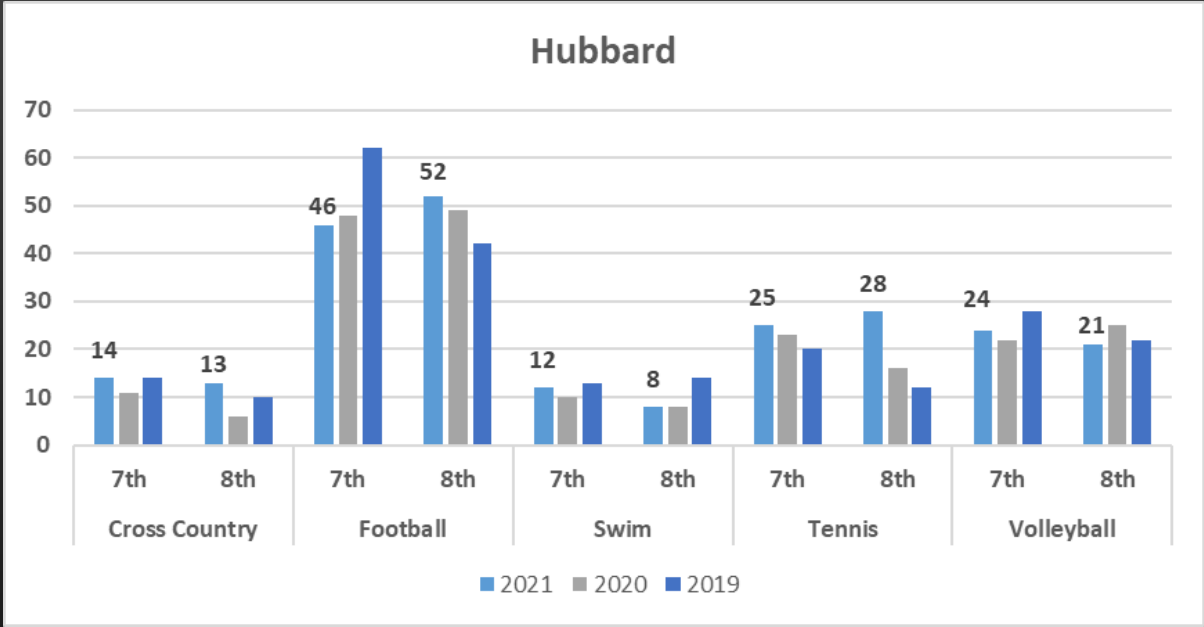
Combined Middle School Participation
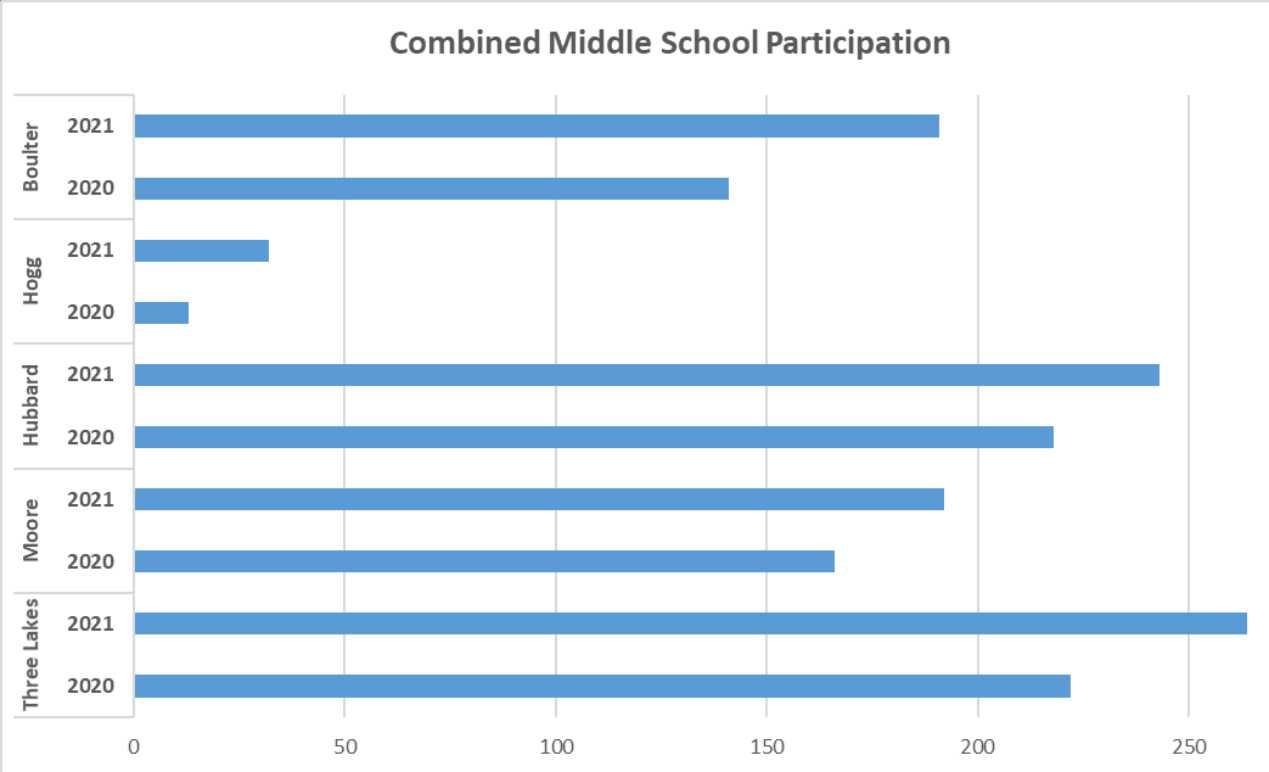
Upcoming Events

- UIL District Realignment – February 3
- Basketball
- Soccer
- Spring sports
- Youth League

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

Spring 2022 Academic Competitions

January 25 & 27   Robotics Contests at Caldwell Arts Academy

January-February   CTSO District/Regional Contests

Jan. 27-Feb. 8   UIL District CX Debate Meets

February 5   UIL Elementary Academic Meet at CTC

February 26   UIL Middle School Academic Meet at Tyler HS

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Spring 2022 Academic Competitions (continued)

March-April	CTSO State Contests
March 18-19	UIL State CX Debate
March 22-29	UIL District Academic & Speech Meets
April 22-23	UIL Regional Academic & Speech Meets
May 5-7	UIL State Academic Meet
May 24-25	UIL State Speech Meet

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

2021-22 Amplify mClass Results (DIBELS)

Composite mClass cohort growth for all K-2nd grade students

Grade	Percent of Students ≥ Benchmark at BOY	Percent of Students ≥ Benchmark at MOY	Percent Change		# Campuses that Improved
Kindergarten	28%	39%	+11%		13/18
1st Grade	44%	43%	-1%		9/18
2nd Grade	41%	46%	+5%		17/18

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

2021-22 Amplify mClass Results (DIBELS)

Percent of students at or above the benchmark by grade and demographics

	African American				Hispanic				White				Eco Dis		
Grade	BOY	MOY	Diff		BOY	MOY	Diff		BOY	MOY	Diff		BOY	MOY	Diff
All	30%	31%	+1%		33%	41%	+8%		51%	56%	+5%		32%	37%	+5%
K	27%	32%	+5%		18%	35%	+17%		39%	52%	+13%		23%	33%	+10%
1	34%	31%	-3%		39%	40%	+1%		57%	54%	-3%		36%	35%	-1%
2	29%	29%	-		40%	47%	+7%		58%	62%	+4%		36%	41%	+5%

2021-22 Amplify mClass Skills (DIBELS by Grade Level)

Reading Skill	Kindergarten				1st Grade				2nd Grade		
	BOY	MOY	Diff		BOY	MOY	Diff		BOY	MOY	Diff
Letter Names	28%	46%	+18%		41%	48%	+7%		-	-	-
Phonemic Awareness	32%	29%	-3%		39%	47%	+8%		-	-	-
Letter Sounds	20%	35%	+15%		41%	34%	-7%		40%	46%	+6%
Decoding	9%	32%	+23%		42%	39%	-3%		37%	49%	+12%
Word Reading	11%	44%	+33%		43%	49%	+6%		48%	47%	-1%
Reading Accuracy	-	-	-		35%	36%	+1%		44%	55%	+11%
Reading Fluency	-	-	-		-	-	-		40%	42%	+2%
Reading Comprehension	-	-	-		-	-	-		30%	33%	+3%

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Marching Bands

Tyler Legacy HS Band Accolades

All-State

Congratulations to Brayden Persinger for earning a spot in the 6A Texas All-State Band on Tuba.

2021 Lone Star Classic
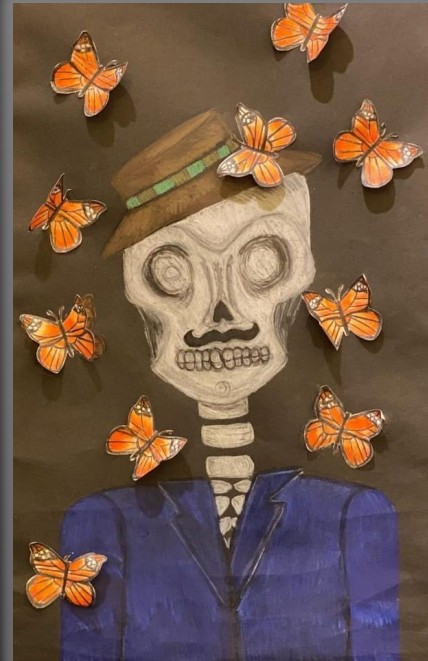Standstill II Silver Division
2nd Place

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Rose Parade

Choir

Orchestra

Congratulations

TO TYLER LEGACY ORCHESTRA STUDENTS WHO
MADE THE ALL-REGION ORCHESTRA!

DULCINEA COSS, 4TH CHAIR 1ST VIOLIN
MONSE GUTIERREZ, 6TH CHAIR 1ST VIOLIN
IESU AGAPITO, 11TH CHAIR 1ST VIOLIN
ISABELLA TRIMBLE, 4TH CHAIR 2ND VIOLIN
JOSE ORTIZ, 6TH CHAIR VIOLA
TRI HOANG, 8TH CHAIR VIOLA
MADISON FALLON, 10TH CHAIR VIOLA
MARCUS DONALDSON, 1ST CHAIR CELLO
HANNAH TUCKER, 5TH CHAIR CELLO
SOPHIE COSS, 11TH CHAIR CELLO
ELIZABETH JAMES, 14TH CHAIR CELLO
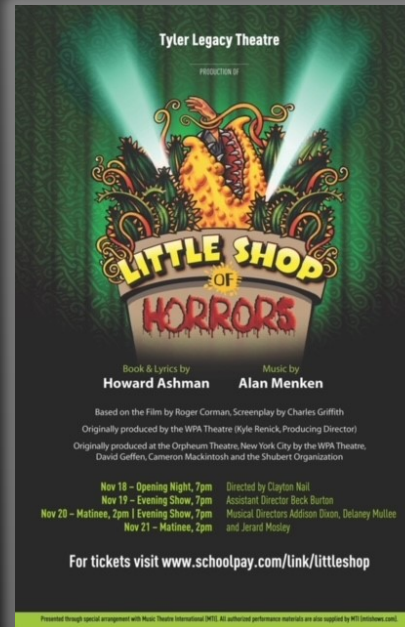DYLAN MCCAULEY, 6TH CHAIR BASS
ANDY TATE, 7TH CHAIR BASS
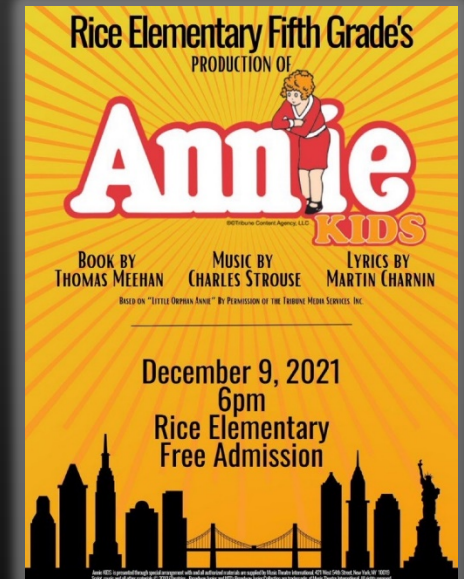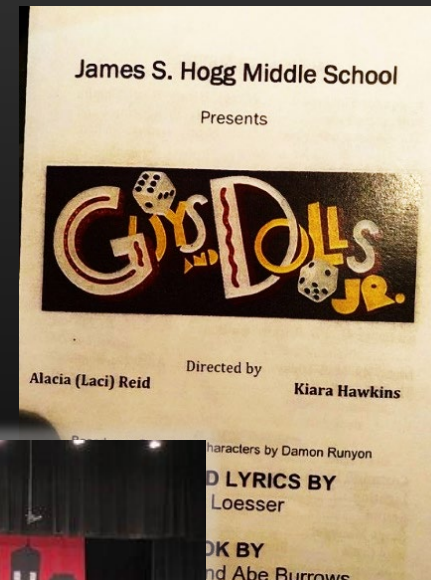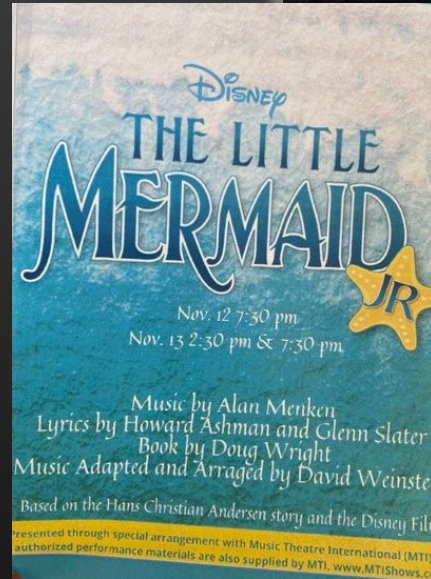
Good luck Dulcinea Coss: Advancing to Area Orchestra

TYLER ISD
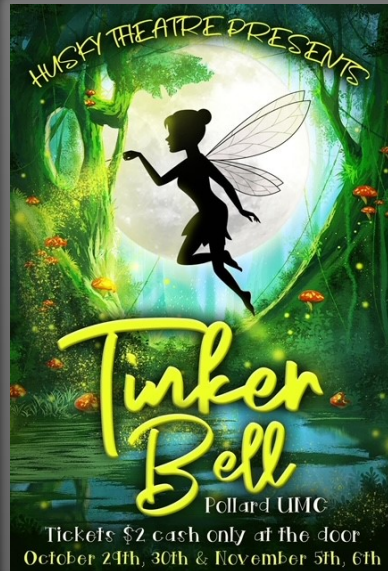SUCCESSFUL STUDENT OUTCOMES

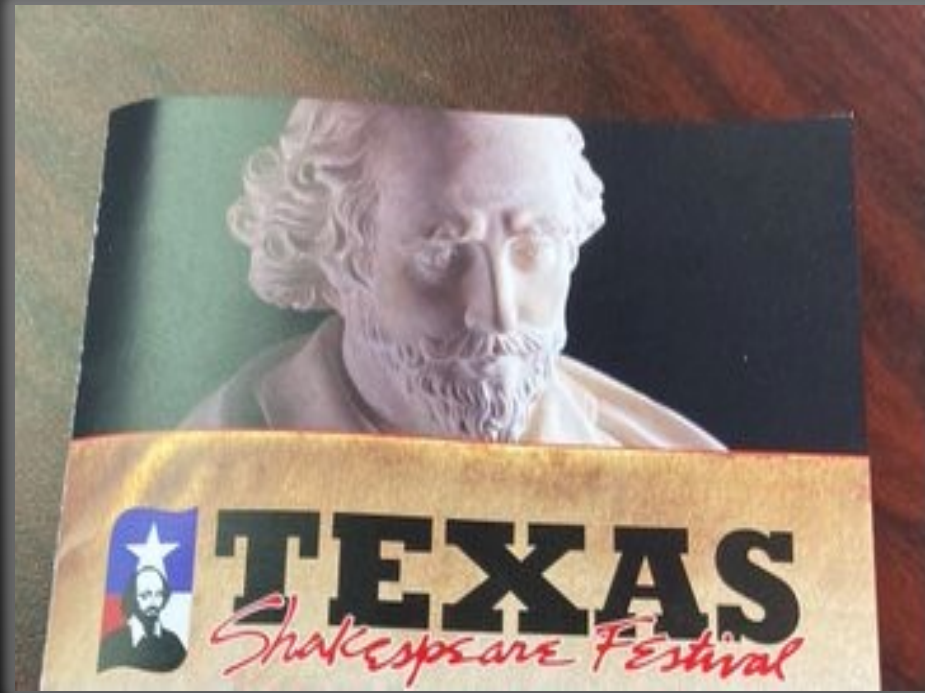# Veterans Day

Theatre

Theatre

Texas Shakespeare Festival

Tyler ISD Empty Bowls

Winner – Congressional Art Competition

Holiday Performances

- **Tyler Christmas Parade**

- **District Honors Choir sings at Tree Lighting**

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES
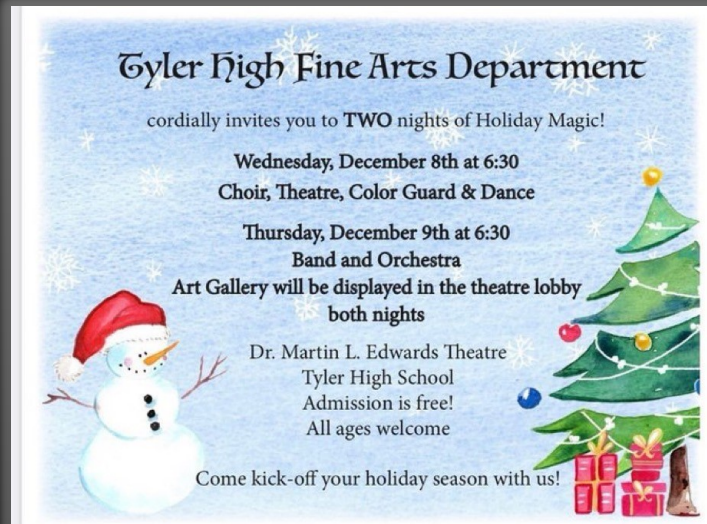
Holiday Contests

- **Christmas Card Winner**

- **Ornament for the Texas tree**

Fifth-grader Quinn Squyres designed one of the twelve ornaments on the Texas tree. Her ornament is featured on the National Christmas Tree Lighting 2021 website.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES
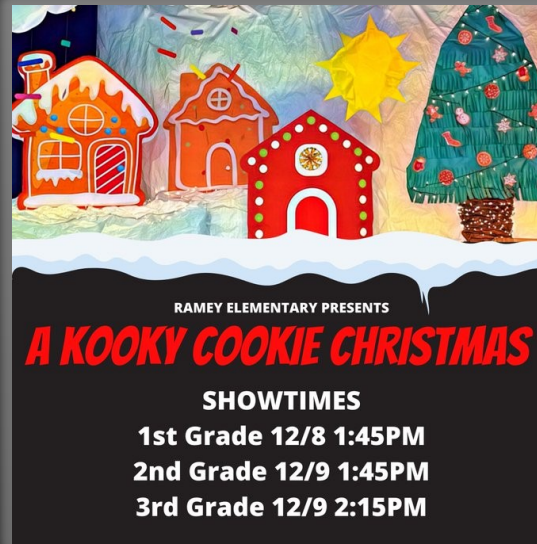
District of Distinction
TAEA
Texas Art Education
Association

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES
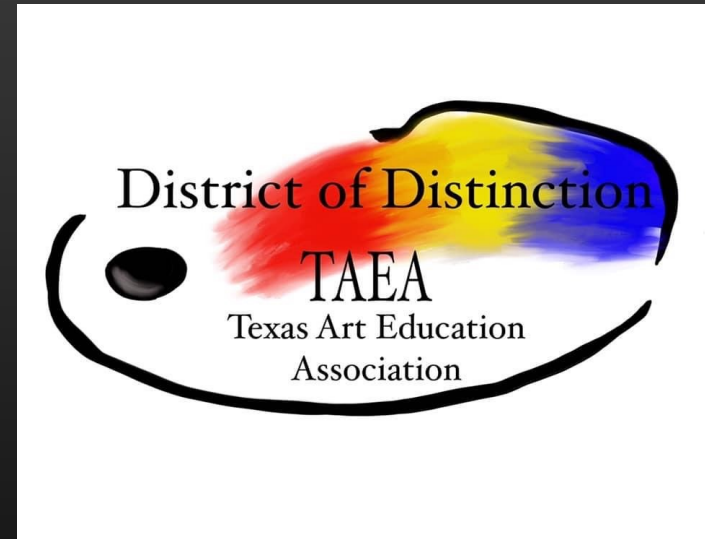
Upcoming Events

➢ **Looking Forward**

- UIL Competitions – S&E, C&SR, OAP
- Tyler ISD will host VASE, Jr VASE, and TEAM
- ArtsFest

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

TYLERISD.ORG

Texas Performance Reporting System and Results Driven Accountability

Christy Hanson, Ed.D. and James Cureton, Ph.D.

January 13, 2022

TPRS (Texas Performance Reporting System)

TPRS (formerly TAPR) pulls together a variety of information and performance measures beyond STAAR for the state and the district:

- STAAR performance and growth
- Attendance rates
- Dropout and graduation rates
- College, career, and military readiness rates

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

STAAR Scores

Math	Outperform State
3rd Grade	+2
4th Grade	+7
5th Grade	+2
6th Grade	+4
7th Grade	-13
8th Grade	+10
Algebra I	+4

Reading	Outperform State
3rd Grade	-4
4th Grade	-2
5th Grade	-3
6th Grade	-3
7th Grade	-3
8th Grade	-1
English I	-7
English II	-6

Science	Outperform State
5th Grade	0
8th Grade	-1
Biology	0

Social Studies	Outperform State
8th Grade	-6
US History	0

No distinction designations or accountability ratings awarded in 2020-21.

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Accountability and Attendance Highlights

2018 District Rating: 78 (C)

2019 District Rating: 85 (B)

2020 District Rating: Not Rated

2021 District Rating: Not Rated

% Economically Disadvantaged

State – 60.2%
Tyler ISD – 76.4%

Attendance Rate (2019-20)

State – 98.3%
Tyler ISD – 98.7%

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

Graduation and Dropout Rates

Criterion	State	Tyler ISD
Annual Dropout Rate (7th-8th Grade)	0.5%	0.2%
Annual Dropout Rate (9th-12th Grade)	1.6%	0.1%
4-Year Graduation Rate	90.3%	96.2%
5-Year Graduation Rate	92.0%	97.6%
6-Year Graduation Rate	92.6%	97.9%
Percent Economically Disadvantaged Graduates	52.0%	70.0%

TYLER ISD
SUCCESSFUL STUDENT OUTCOMES

College, Career, and Military Readiness

CCMR Measure	State	Tyler ISD
College, Career, or Military Graduates	63.0%	64.3%
Dual Course Credits of Graduates	24.6%	29.2%
Approved Industry-Based Certifications of Graduates	13.2%	26.3%
CTE Coherent Sequence (Annual Graduates)	58.5%	64.6%
AP/IB Results (Examinees >= Criterion 11th and 12th graders)	59.0%	61.6%
Advanced Dual Credit Course-Completion (9th-12th Grade)	46.3%	53.7%

Results Driven Accountability

RDA is a data-driven monitoring system that assigns performance levels on several indicators in each of three program areas.

Program Areas
Bilingual/ESL
Special Ed
Other Special Populations

Performance Levels
PL0

PL4

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SUCCESSFUL STUDENT OUTCOMES

Results Driven Accountability

Number of indicators assigned each performance level in each program area.

Program Area	PL 0	PL1	PL2	PL3	PL4	PL Mean
Bilingual/ESL	9	3	1	0	0	0.4
Special Ed**	11	1	2	7	1*	1.4
OSP**	6	2	0	1	0	0.6

* = Significant Disproportionality (Year 2)
** = Needs Assistance Determination Level

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Results Driven Accountability

Bilingual and Other Special Populations

Special Ed

Determination Level 1 - Meets Requirements

- Establish a DCSI and DLT
- Engage in Continuous Improvement

Determination Level 1 – Meets Requirements

Determination Level 2 - Needs Assistance

- Establish a DCSI and DLT
- Engage in Continuous Improvement

Determination Level 2 - Needs Assistance

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit Strategic Support Plan (SSP) to the Texas Education Agency

Determination Level 3 – Needs Intervention

Determination Level 3 – Needs Intervention

Determination Level 4 – Needs Substantial Intervention

Determination Level 4 – Needs Substantial Intervention

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SUCCESSFUL STUDENT OUTCOMES

Safety & Security Update

Jeff Millslagle

January 13, 2022

Security Upgrades

- Installed Outdoor Warning Systems at: Boulter, Moore, Three Lakes, Tyler High, Tyler Legacy

- Currently 14 buses have new cameras installed (108 cameras)

- Lighting Improvements at Plyler Complex have been completed

- Six(6) security utility vehicles have been delivered and are operational

- Secured fencing at the St. Louis Operations Center has been installed

- Additional Security Personnel have been hired

- Safety and Security Quarterly Meeting held - November 2021

- School Crossing Zones presented to City of Tyler Traffic Board - December 2021

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SUCCESSFUL STUDENT OUTCOMES

Security Future Upgrades

- Present New School Crossing Zones to Tyler City Council - January 2022

- Integrate City of Tyler Mapping with Tyler ISD Bus Routes

- Install smart sensors pending board approval

- Update School Safety Audits at Tyler High and Tyler Legacy

- Interim strategies for District Police management of Tyler High School Zone

- Pending Installation of crosswalk for Tyler High School

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SUCCESSFUL STUDENT OUTCOMES

#SafeTisd Threat Assessment Update

- Texas Education Agency Threat Assessment Annual Report completed - November 2021

- CrisisGo Student Threat Assessment Manager System will be expanded to include all Elementary Campuses

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SUCCESSFUL STUDENT OUTCOMES

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