

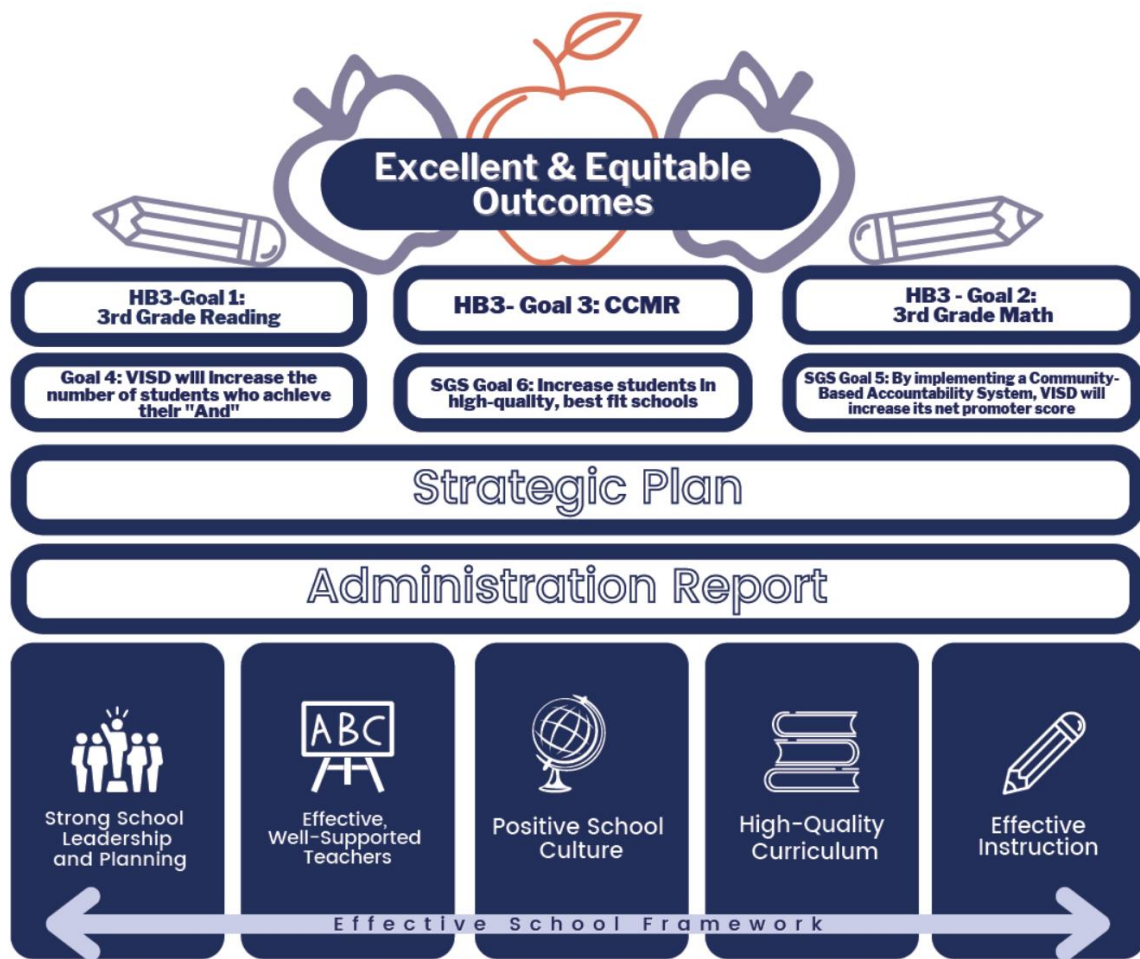


Victoria Independent School District

Administration Report
July 2022

Purpose Statement

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



INSPIRE TEACHING AND EMPOWER LEARNING

Inspire Teaching and Empower Learning: A Culture of voice, choice, and advocacy will inspire teaching and empower learning.

Preliminary Summer School Wrap Up

Many of our summer programs are still underway, but we do have some preliminary data to share with our community. This includes both intervention and enrichment programs.

At our middle school summer school program, VISD was able to serve over 475 students as part of their program. Students received instruction in their specific areas of need. Teachers specifically focused on essential skills necessary for success at the next grade level. If a student needed to attend interventions as part of HB4545, then this time in our summer program will contribute towards that legislative requirement.

Our high school summer program served over 600 students! Throughout the four-week program, students earned credits, attended EOC interventions, and received additional support when needed. Throughout this program, approximately 600 credits were earned. The efforts of our summer school teachers, support staff, and administrators helped ensure that our students are on track for graduation and can have more opportunities next year to find their &.

2022-23 VISD MOU Agreement between VISD and the Victoria County Sheriff's Office (VCSO)

As in past school years, Victoria ISD continues to rely upon the Victoria County Sheriff's Office (VCSO) to partner with our school district and its campuses to assist in maintaining a safe and orderly learning environment at all VISD campuses. New requirements from the Texas Education Agency (TEA) and the Texas School Safety Center (TxSSC) which are intended to elevate the level of safety on campuses are now in place, and the combined efforts of campus leadership and the VCSO School Resource Officer Corps operate in tandem to ensure that everyone is vigilant in protecting against any threats to campus safety. The partnership also assists district and campus leaders in investigating and responding to school safety threats when they are encountered. We value our partnership with VCSO and recognize the significant role they play in partnering with campus leaders and staff to maximize school safety.

2022-23 Contracted Services with Region 3 Education Service Center

Annually, VISD submits to Region III our commitment for contracted services for the subsequent school year. For the 2022-2023 school year, VISD plans to participate in the contracted services listed below. The amounts shown for the various services are included in the appropriate department's budget. Services contracted include Academic Services for Compliance, Instruction and Leadership; Business Operations, and Technology Information Systems. Please note: the district is reimbursed through e-rate for 85% of the cost of the Regional Network/Videoconference Services. All services included on the attached document were utilized during the 2021-2022 school year. The projected cost for the 2022-2023 school year is \$266,227.95 which is an increase of \$65,134.05 over the amount presented in July 2021. This increase is due in large part to substantial increases in the Regional Network services (+ 36,000) and Eduphoria Services (+15,000) and the addition of the CyberSecurity services (+10,300) which was added in the spring of 2022. The network and Eduphoria services have been updated to include enhanced features such as backup network capabilities and alignment to the updated STAAR 2.0 assessment. NOTE: Prior to final submission for purchase, the program evaluation reports for the items marked with an * will be reviewed with campus and district staff to determine whether use of the resource will continue.

Contracted Service	Description	Cost
Bilingual/ESL /LOTE Services	Bilingual/ESL services will provide research-based professional development and technical assistance to member districts to assist in improving the success of Emergent Bilingual (EB) students. This includes professional development in the areas of LPAC, Sheltered Instruction, ESL Certification Exam Reviews, unlimited technical assistance and more.	\$9,000
Dyslexia and 504	<p>The Dyslexia and 504 service is designed to provide professional development and technical assistance to districts. This service provides instructional research-based strategies, updates for compliance with Texas dyslexia laws, and 504 legal updates. Services include:</p> <ul style="list-style-type: none"> • Dyslexia handbook training with implementation support–1 professional per campus • Dyslexia/504 legal training–1 professional per campus • 504 training - Starting the School Year Off Right!– 1 professional per campus • Quarterly Dyslexia/504 coordinator meetings • Unlimited technical assistance via email, telephone, or virtual platform 	\$2,000
State Assessment Contracted Services	<p>This contracted service is designed to inform districts of and familiarize them with the State Assessment Program and the policies for STAAR, STAAR Alt2, TELPAS, and Interim Assessments. Services provided include:</p> <ul style="list-style-type: none"> • Fall district testing coordinator training • Monthly assessment updates • State formative and interim administration support • Spring assessment refresher training • Live assessment support during testing windows • Unlimited technical assistance via email, telephone, or virtual platform 	\$1,000
Discovery Education *	<p>Discovery Education provides compelling high-quality content, ready-to-use digital lessons, unique collaboration tools, and professional learning resources to give educators everything they need to facilitate instruction and create a lasting educational impact in any learning environment.</p> <p>Access includes research-based Spotlight On Strategies (SOS) Instructional Strategies and ready-to-use lesson activities that help save time and energy in planning. Teachers are able to quickly find the right strategy to integrate content into activities and customize prebuilt lessons to fit the needs of your classroom and learners. Materials can be searched and filtered by publisher, asset, grade, subject, topic, reading level, language, and more.</p>	\$19,912.50
Eduphoria	Eduphoria is an online tool for educators that delivers support for data disaggregation, assessment creation, lesson planning, appraisals, PD, and more.	\$19,951.50

	<p>Eduphoria products include:</p> <ul style="list-style-type: none"> • Aware Analysis and Benchmarking: online analysis of all state and local data • Strive: combines T-TESS/T-PESS with an internal workshop system • Forethought: lesson planning tool • TEKSbank: test bank of STAAR aligned test questions. 	
Route Delivery & Living Science Materials *	<p>Instructional Resources Cooperative includes Route Delivery Service and Living Science Cooperative. Route delivery service provides the delivery and pickup of instructional materials, correspondence, and equipment to district offices on a weekly basis.</p> <p>Services Provided to Participating Districts/Campuses:</p> <p>Route Delivery Service Route Delivery Services will provide delivery and pickup of instructional materials, correspondence and equipment to district offices.</p> <p>Living Materials This service provides access to over 100 living specimens of plants and animals – all delivered directly to the classroom! The menu of materials available includes:</p> <ul style="list-style-type: none"> • Small mammals • Fish • Amphibians • Nonvenomous snakes • Plants • Flower and vegetable seeds • Microscopic organisms • Glass microscope slide sets • Enrichment activities including handouts and teaching kits 	\$39,903
TEKS Resource System	TEKS Resource System is a customizable online curriculum management system aligned with the TEKS. TCMPC TEKS Resource System's high-quality curriculum and assessment components assist schools in meeting the high standard of rigor and relevance required in the TEKS and STAAR assessments.	\$76,380.35
Academic Network	Region 3 Academic Network meetings will provide you, the academic leader, with the most current educational information and trends. Innovative programs from around the region will be showcased, and guest speakers will be invited to share engaging practices. Services include 9 regional network meetings, TEA/legislative/state board updates, innovative practices in Region 3 schools, legal updates, accountability updates, core content updates, access to presentations and materials and unlimited technical assistance via email, telephone, or virtual platform.	\$2,100
Counselors Symposium	Participants in the Counselors' Symposium will be provided training opportunities focused on mental health, counseling curriculum, and college and career readiness. During training, participants will build	\$4,000

	collaborative relationships with other counselors and mental health providers as well as receiving relevant information to better serve our youth. Services include professional development and implementation and coaching support visits.	
Leadership Services	Training sessions are focused on the successful school leader and what you should know and do. Services are provided based on the needs of campus and district leaders and include accountability updates, skill development, book studies and more.	\$1,300
Personnel Services	This service is designed to assist districts in the recruitment of highly qualified, certified, and caring staff members. By working together, participating districts are able to maximize their recruitment efforts and budgets to ensure that students get the best teachers and administrators available. The new Regional Consortium Job Board will have national reach in recruiting the best candidates available.	\$900
School Finance Services	School finance is a complex and ever-changing environment. State funding formulas continue to grow more complicated each year with the incorporation of more and more data elements and assumptions. And this data driven era leads to increased reporting, compliance, and associated deadlines. Through the School Finance Services, Region III works to assist districts with financial and compliance tasks to ensure accurate, efficient, and timely operations within the district business office. The accuracy and analysis of financial data is of vital importance to the success of school districts.	\$5,000
CyberSecurity Services (Security IQ)	Cybersecurity Services aid in creating a roadmap for districts, offering various models that optimally use solutions to achieve maximum protection against data breaches. This service includes cybersecurity training and practice tools.	\$10,300
OnData Suite Software	OnDataSuite is a web-based PEIMS data management tool that further enhances a school's ability to make data-in-formed decisions.	\$7,980.60
Regional Network / Videoconferencing Services	Region 3 has a regional network that provides a multi-service wide area network integrating video and data on H.323 infrastructure. The regional network support services have assisted districts in building effective and efficient technology infrastructures to meet the Public Access Initiative (PAI) and the State Long Range Plan for Technology as defined by the Texas Education Agency. The state education network, Texas Education Telecommunications Network (TETN)/Learn, is bridged to connect to NET3 and allows for districts to connect to TEA, other districts across the state and educational resources per the TETN guidelines. 85% of the cost of this service is reimbursed through e-Rate.	\$60,000
TSDS/PEIMS & Core Collection Services	The Texas Student Data System (TSDS), a major initiative by TEA, is a statewide system that improves the quality of data collection, management, and reporting in Texas education. TSDS modernizes the PEIMS data collection process and puts real-time student performance data in the hands of educators to improve student achievement. The TSDS Core Collection submissions is an effort to consolidate the collection of 200 separate data collection systems at	\$6,500

	the agency under TSDS. The desired result is to standardize the submission process and reduce redundancy between data collections. Each year, TEA will add additional Core Collection submissions as well as the four standard PEIMS Collection submissions. Region 3 districts must join this service to receive the required training and support for the data submissions.	
	Total:	\$266,227.95

Preliminary State Assessment Data

The Texas Education Agency (TEA) recently shared with school districts preliminary results for grades 3-8.

Victoria ISD's grades 3-8 reading scores showed improvement in every achievement performance indicator compared to Spring 2021. The performance indicators are Approaches, Meets, and Masters Grade Levels.

VISD outperformed pre-pandemic scores in 100% of grade 3-8 reading across all three performance indicators compared to pre-pandemic Spring 2019 scores.

In mathematics, 83% of performance indicators showed improvement compared to Spring 2021. In Grades 3-8, 28% of the mathematics scores outperformed pre-pandemic results.

The district also saw its highest level of combined reading and mathematics growth since 2017.

"I couldn't be more proud of our students, our teachers, our staff, and our parents as we came together throughout the pandemic and especially as we focused on the unfinished learning for many of our students coming out of the pandemic," said Superintendent of Schools Quintin Shepherd. "We have created tremendous forward momentum in student learning, and I believe even greater things are in store for us in the future."

The District attributes its student growth to the efforts of its teachers, support staff, and administrators, that worked tirelessly to implement strategic interventions throughout this year. These efforts helped ensure that students grew and that we took a significant step towards closing the unfinished learning due to the pandemic.

VISD looks forward to continuing to support student growth and is already planning additional support for the 2022-23 school year. These supports include, but are not limited to, revised curriculum documents, additional instructional resources, and increased intervention opportunities.

The district is continuing to partner with the TEA in the Resilient Schools Support Program (RSSP) work, which will be specifically implementing initiatives focused on grades 6-8 mathematics. Additionally, a new elementary math textbook has been adopted to help bolster instructional rigor.

The summer has also provided time for teachers to write curriculum that will roll out this fall in mathematics, reading, science, and social studies. VISD instructional staff members are working throughout the summer to serve approximately 2,000 VISD students with academic and enrichment opportunities.

The District recognizes that there is continued work to be done; we are excited to see the amazing efforts of our instructional staff lead to growth across most content areas.

Reading VISD						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2021 to 2022 Trend	2022 Compared to Pre-Pandemic
3	Approaches	67	59	71		
	Meets	33	32	43		
	Masters	19	15	25		
4	Approaches	65	58	69		
	Meets	33	29	44		
	Masters	14	14	21		
5*	Approaches	68	63	74		
	Meets	39	37	46		
	Masters	20	23	26		
6	Approaches	53	51	58		
	Meets	24	21	35		
	Masters	10	9	17		
7	Approaches	64	62	67		
	Meets	35	35	42		
	Masters	18	16	27		
8*	Approaches	69	63	74		
	Meets	42	37	48		
	Masters	20	16	30		

Mathematics VISD						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2021 to 2022 Trend	2022 Compared to Pre-Pandemic
3	Approaches	70	49	58		
	Meets	36	21	31		
	Masters	17	10	14		
4	Approaches	60	48	62		
	Meets	31	28	33		
	Masters	17	16	18		
5*	Approaches	73	59	66		
	Meets	42	33	35		
	Masters	26	15	14		
6	Approaches	69	48	57		
	Meets	30	19	22		
	Masters	11	7	8		
7	Approaches	50	31	35		
	Meets	12	5	13		
	Masters	2	0	5		
8*	Approaches	77	49	50		
	Meets	48	28	21		
	Masters	13	6	6		

* Indicates first administration only for grades 5 & 8 in 2019

Increase
Decrease by 5 or less
More than 5 decrease

Data Sources	
2019	TEA - TAPR
2021	TEA-Data Interaction for Texas Student Assessments
2022	TEA-Data Interaction for Texas Student Assessments

TCLAS Middle School Support Contract

VISD is excited to announce its' support contract with ESC 3 for the implementation of High-Quality Instructional Materials (HQIM). Last year, VISD was awarded the Texas COVID Learning Acceleration Supports grant from the Texas Education Agency. One of the many benefits this grant allows for, is for implementation support of Texas Home Learning Resources. ESC 3 will be providing one day a week support at each of our middle school campuses for the 2022-2023 school year. This support includes, but is not limited to on-site support, assistance with monitoring, planning and implementation support, training, printed planning resources, and unlimited phone and email support. In addition, ESC 3 has agreed to assist the district with TOT training to help facilitate consistent implementation of our Carnegie Math resources across all campuses. This program will utilize approximately \$113,000 of TCLAS funds that are earmarked solely for this specific purpose.

ADSY Update: Conclusion of Summer Camp

The first VISD Academic & Enrichment Summer Camp ended Wednesday, July 13th. As part of the grant, staff, students, and parents were given an end of Camp survey. Students responded that their favorite part of camp was art, robotics, "my teacher," STEM, making new friends, "my academic classes in the

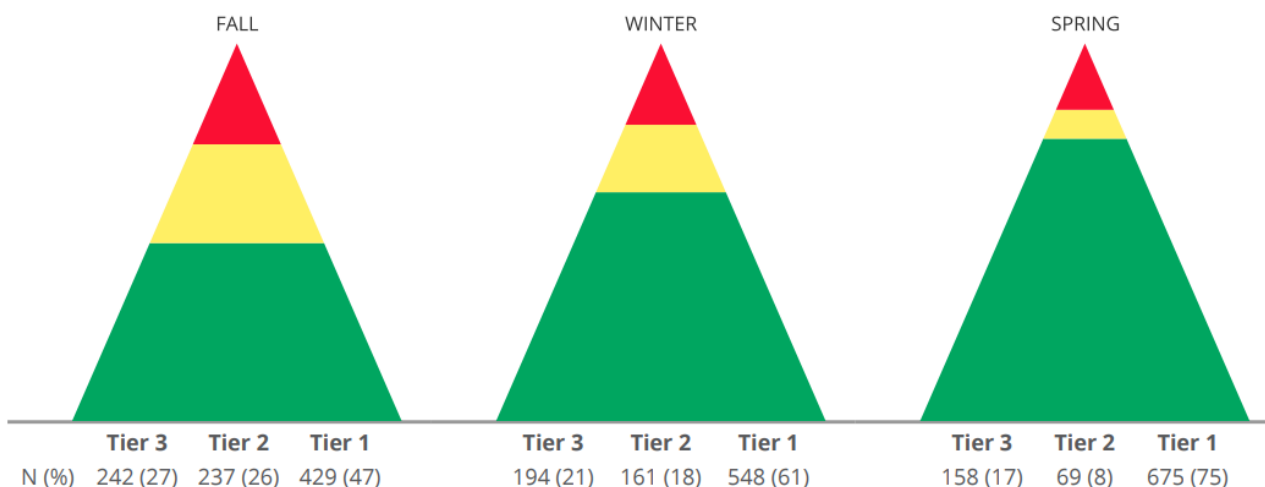
afternoon," and that "the whole day was my favorite." 80% of teachers responded that they are interested in participating next summer. Highlights from their responses include: "It was fun to see the students learn in a different way; being exposed to different concepts and how it related to the world around them." "I thought it would be hard sacrificing my summer break, but it was the complete opposite. I enjoyed branching out this summer. I feel like I grew as a professional and made a difference." Staff also gave suggestions to make next year even better. We are excited that out of the current staff that have responded many want to be a part of planning for next summer and the ADSY team is already looking through the surveys and making plans to meet with the committee of Camp staff to start that planning. At the time of writing this the parent survey has been out less than 24 hours and has received over one hundred responses. 97% of parents that have responded want their children to attend next year. When asked why they want their children to attend next summer they said: "I so much appreciated this program and the teachers that made it fun for all the kids! I'm sure it will be even better next year!" "My daughter said that the lunches were the best." "This summer camp was so much fun for my daughter. She talked nonstop about space and all the planets." "The enrichment section had opportunities for children to explore passions they may not have access to otherwise." Camp not only launched us into an amazing summer but has launched over 900 students into an amazing 22-23 school year.

AIMSWEB Universal Screener Data – End of Year

Battery: Early Numeracy | Grade: K | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

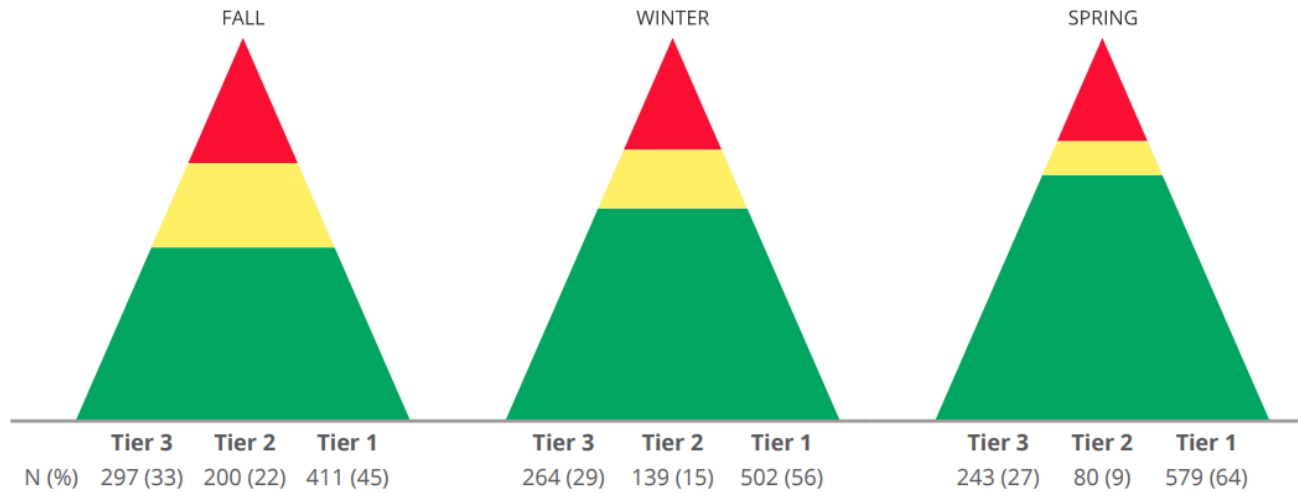
Tier Transition Summary



Battery: Early Numeracy | Grade: 1 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

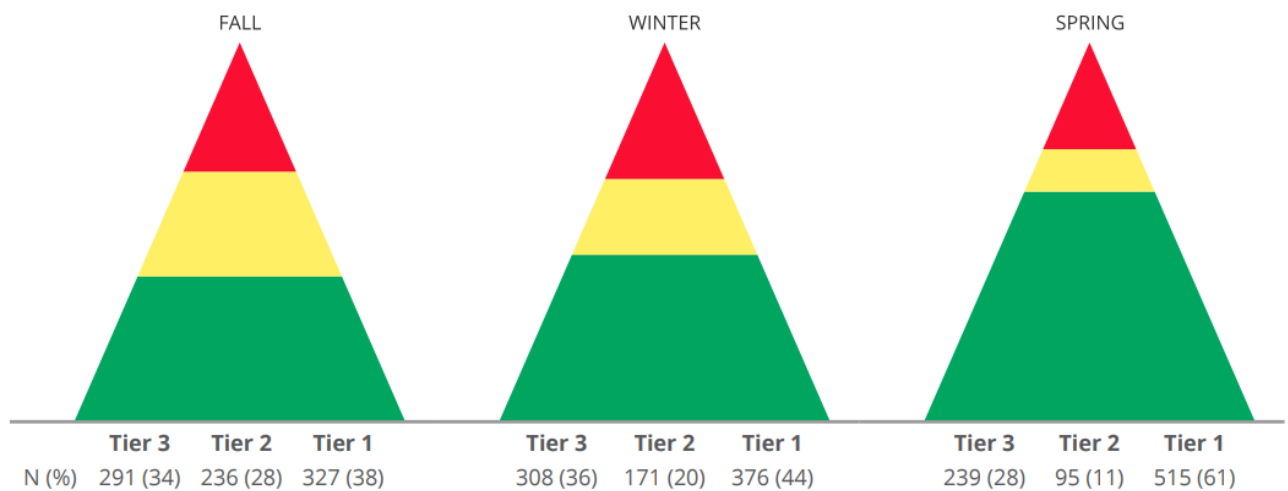
Tier Transition Summary



Battery: Math | Grade: 2 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

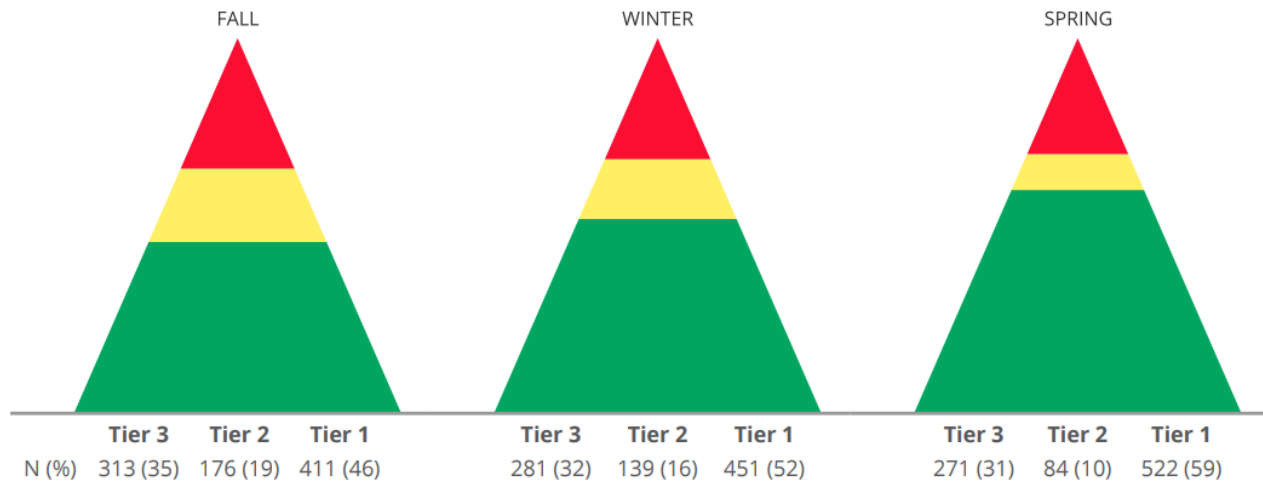
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



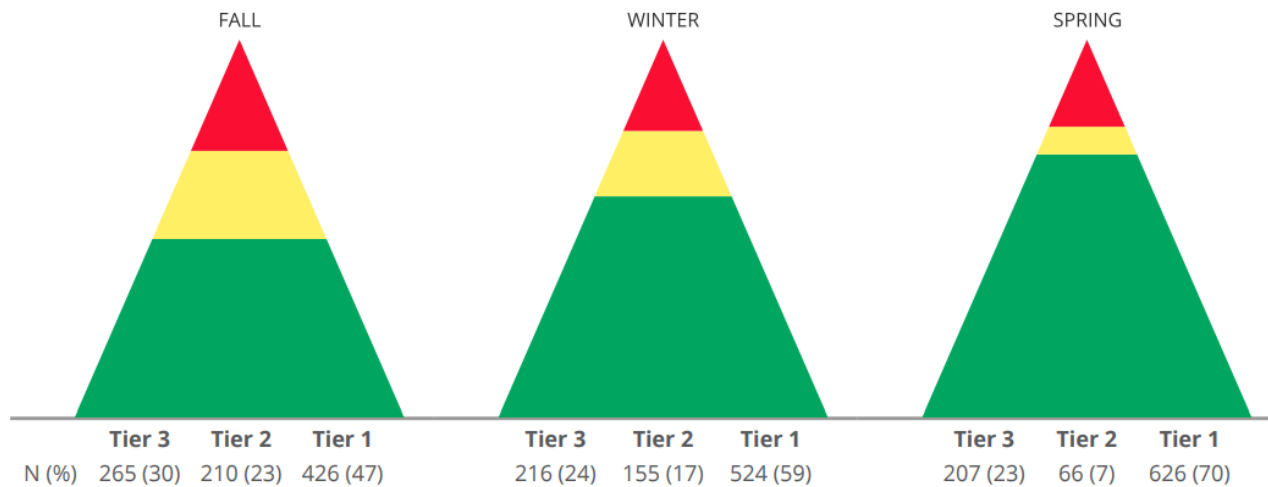
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



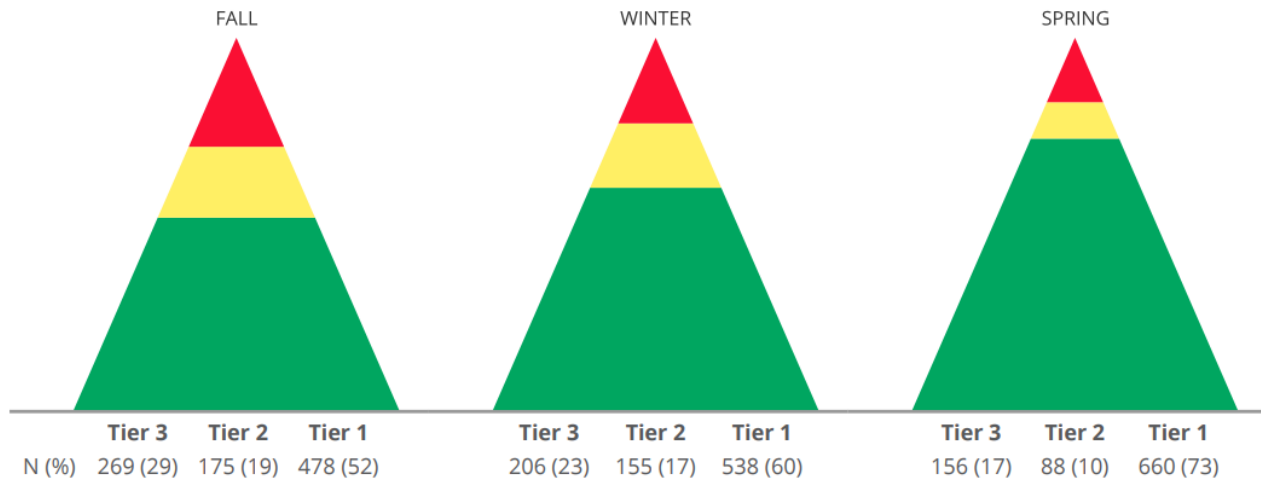
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



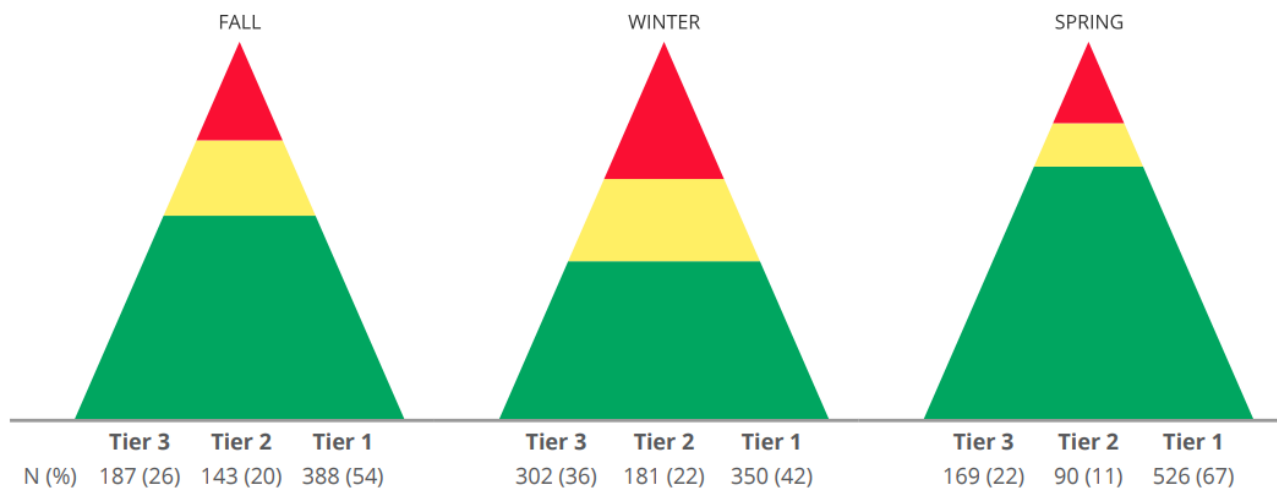
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Tier Transition Summary



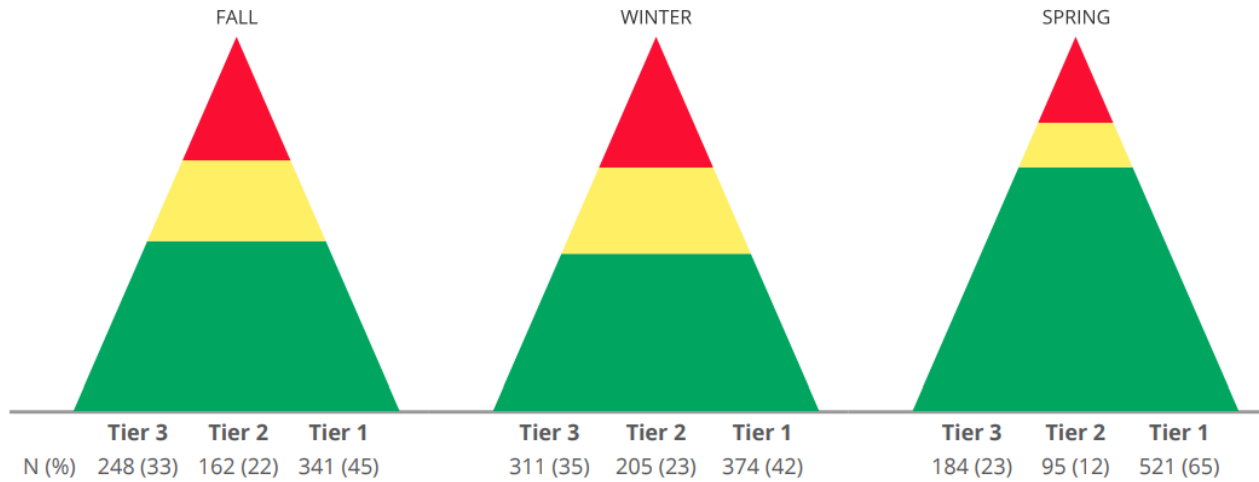
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



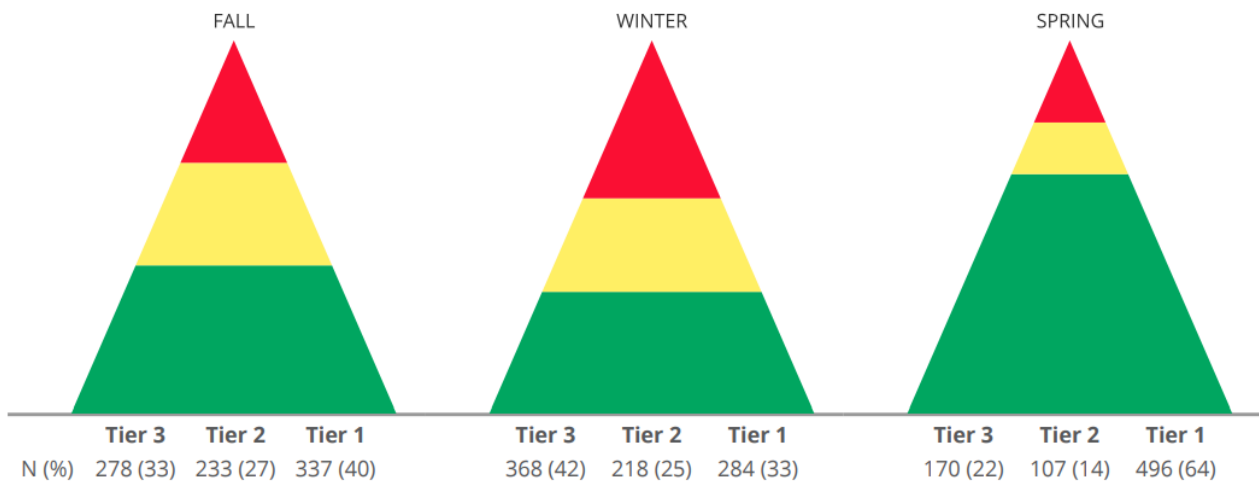
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

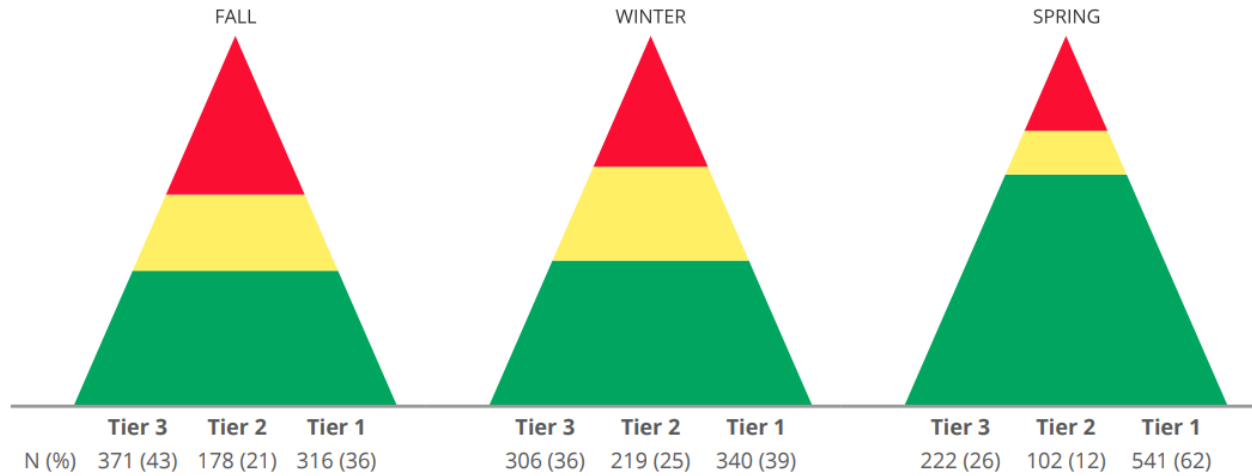
Tier Transition Summary



Battery: Early Literacy | Grade: K | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

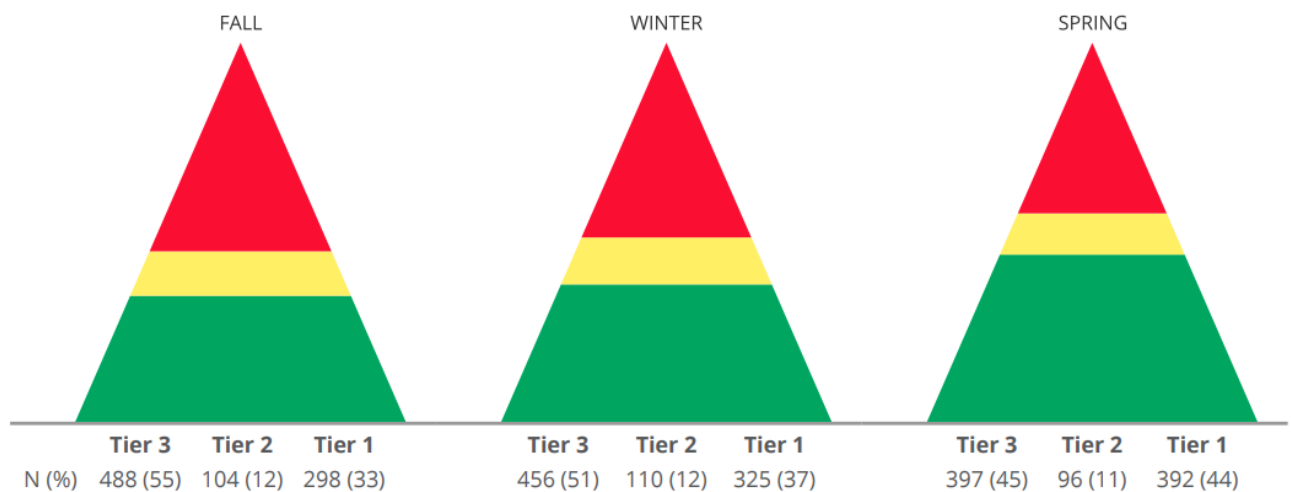
Tier Transition Summary



Battery: Early Literacy | Grade: 1 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

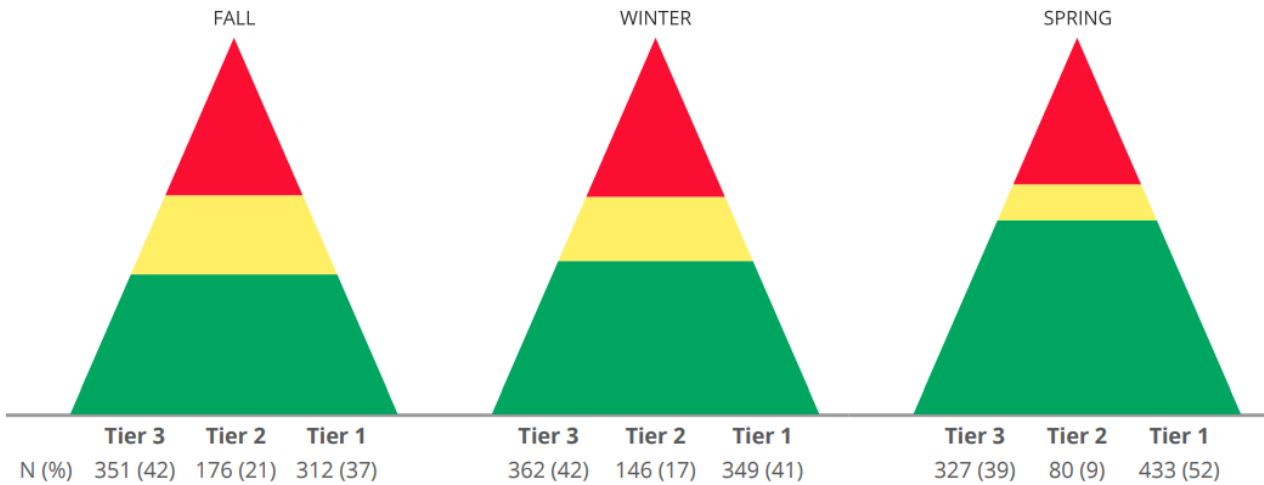
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



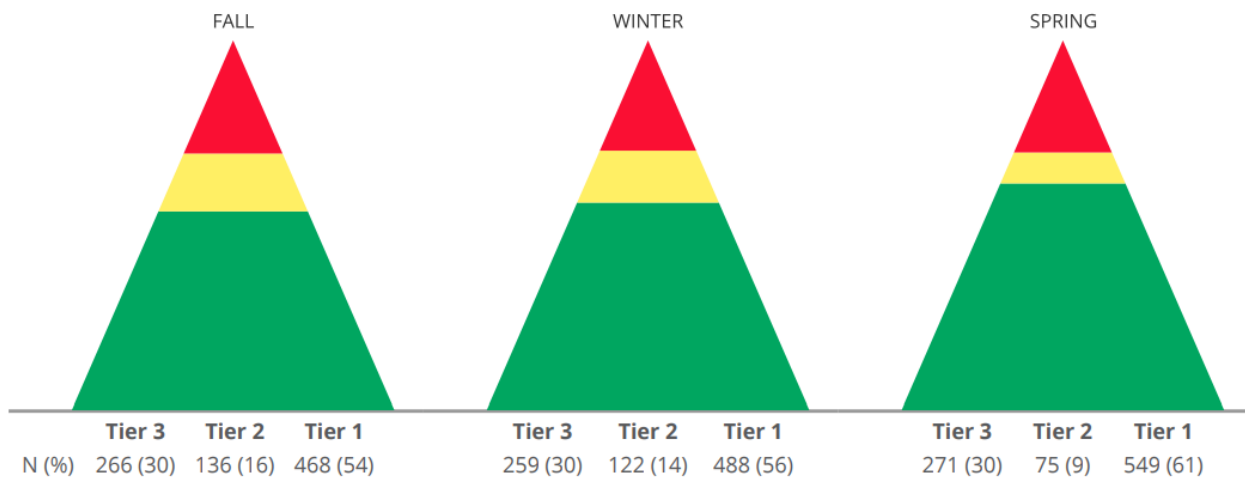
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Tier Transition Summary



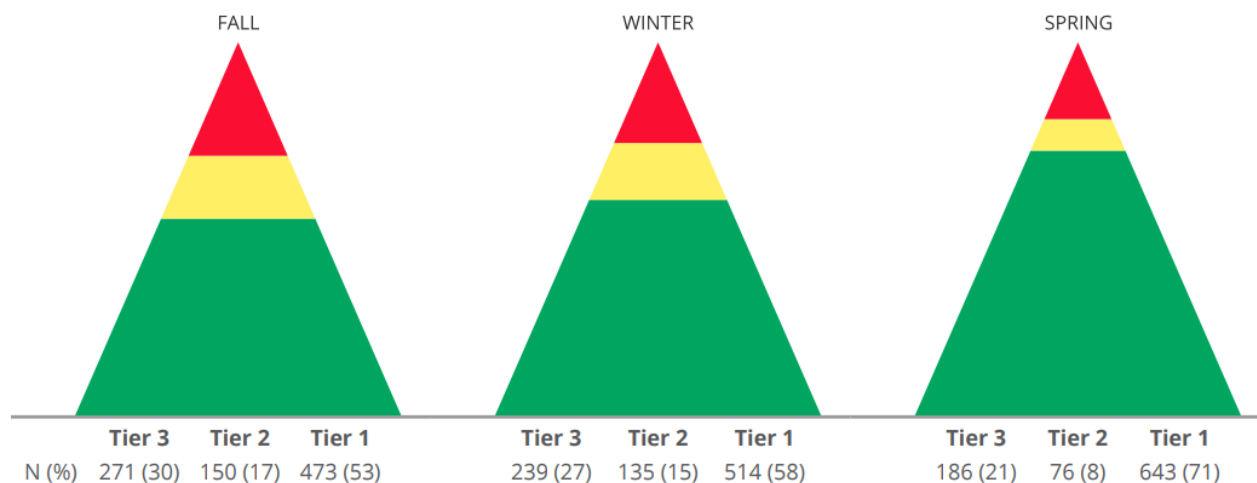
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Tier Transition Summary



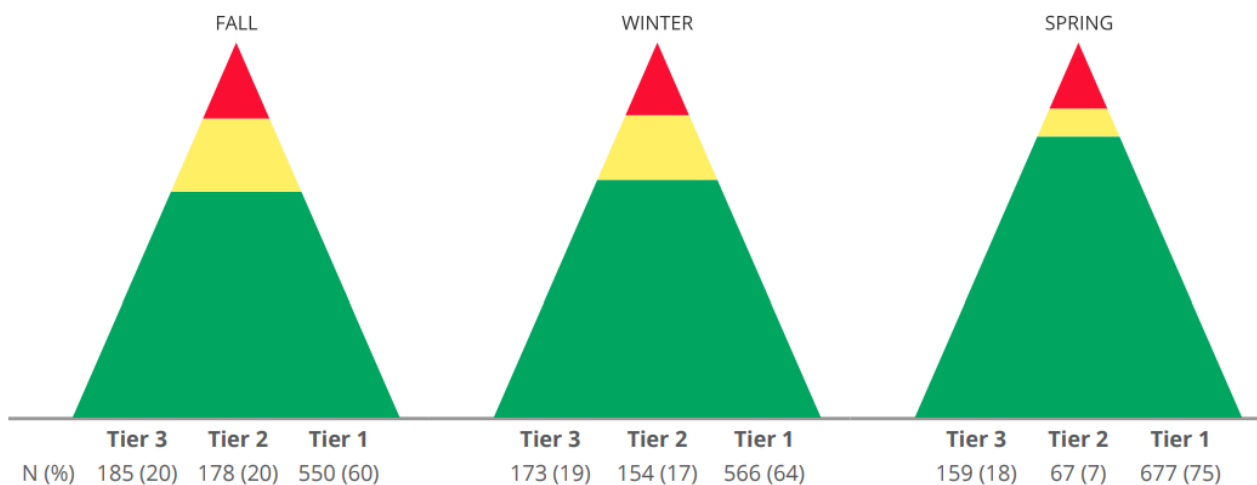
Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

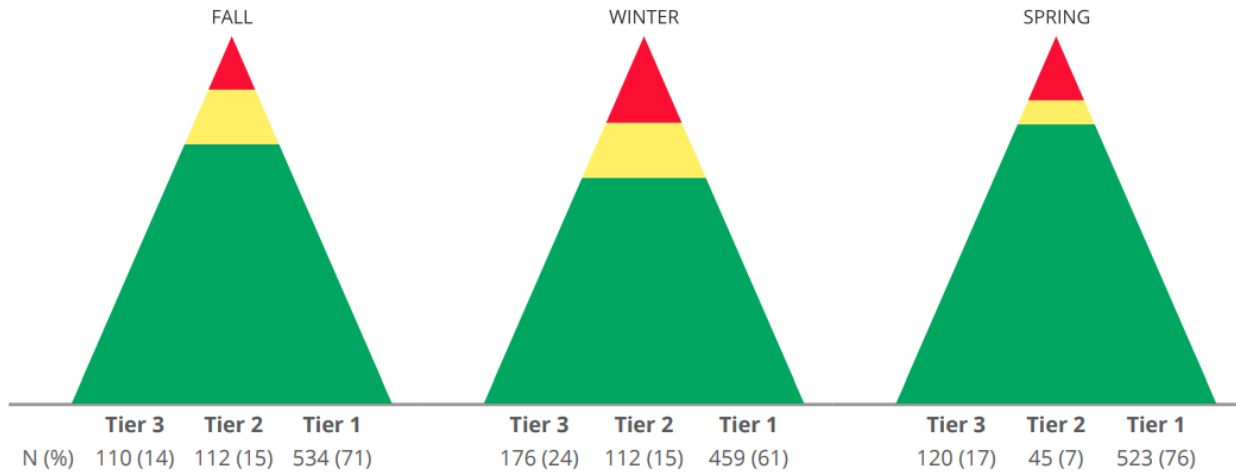
Tier Transition Summary



Battery: Reading | Grade: 6 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

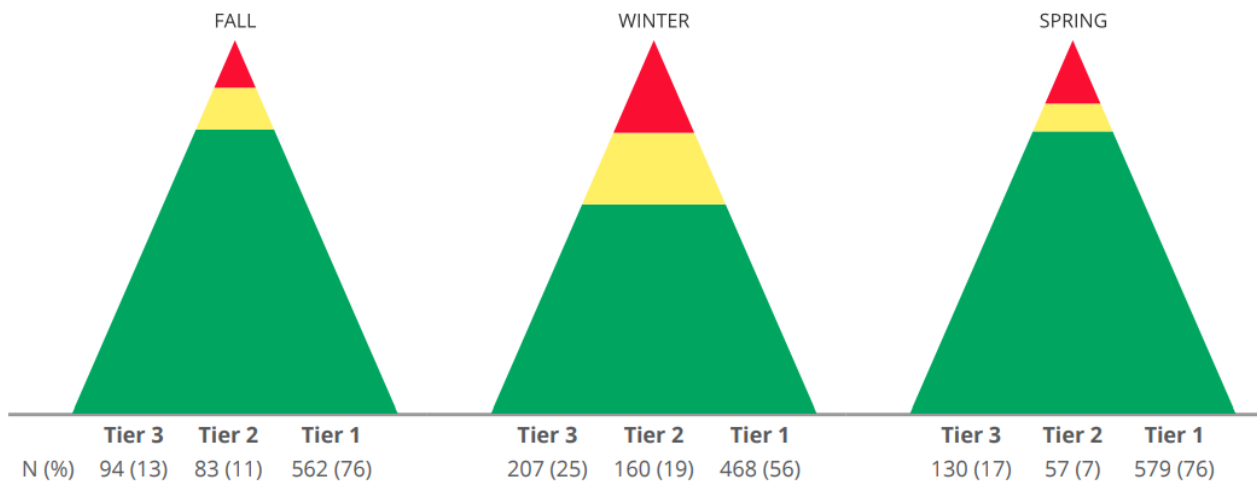
Tier Transition Summary



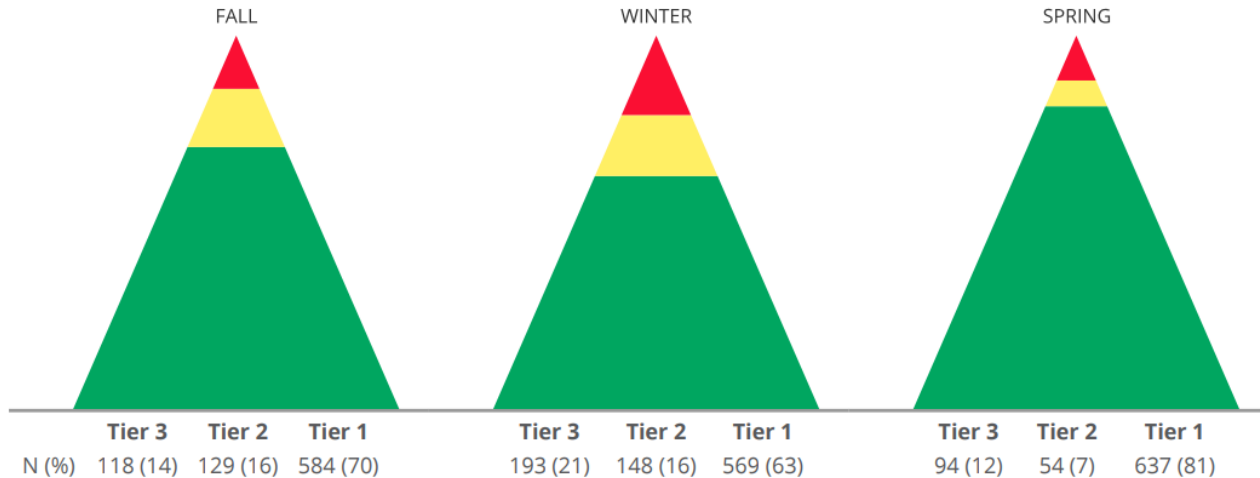
Battery: Reading | Grade: 7 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



Tier Transition Summary



Aimsweb Screener Summary Highlights

The two goals of screener data are to reduce the percentage of students in Tier 3 and increase the percentage of students in Tier 1.

- In Math, 100% of screened grade level indicators saw a reduction in the percentage of students in Tier 3 from BOY to EOY. Additionally, 100% of screened grade level indicators saw an increase in the percentage of students in Tier 1.
- In Reading, 66.6% of screened grade level indicators saw a reduction in the percentage of students in Tier 3 from BOY to EOY. Additionally, 88.8% of screened grade level indicators saw an increase in the percentage of students in Tier 1.

Grade Level	Mathematics		Reading	
	Reduction in Tier 3	Increase in Tier 1	Reduction in Tier 3	Increase in Tier 1
Kinder	YES	YES	YES	YES
1st	YES	YES	YES	YES
2nd	YES	YES	YES	YES
3rd	YES	YES	NO	YES
4th	YES	YES	YES	YES
5th	YES	YES	YES	YES
6th	YES	YES	NO	YES
7th	YES	YES	NO	NO
8th	YES	YES	YES	YES

EIA (Local) Proposed Policy Revision

The district is proposing minor revisions to EIA (local) regarding the issuing of report cards to pre-kindergarten and kindergarten, from every nine weeks to every 12 weeks. This change will be more aligned to the district assessment program and will provide parents with a detailed summary of their child's academic progress after each "Wave" assessment.

"The District shall issue grade reports/report cards every nine weeks **for students in grades 1–12 and every 12 weeks for students in prekindergarten and kindergarten** on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE."

Connect Conference

We are so excited to welcome our new teachers to VISD this year! New teachers and new to district teachers will attend 3 days of professional development July 26-28. We have designed activities to help them CONNECT to their own genius, CONNECT to learning, and CONNECT to others. Multiple departments have planned and coordinated the event to include fun games and food as well as opportunities to get to know one another and their campus team better. Sessions will focus on effective classroom management routines, behavior management, the Fundamental 5, Lesson Planning, and so much more! Our hope is that when teachers leave the Connect Conference, they will feel energized for their first day of school and feel CONNECTED in VISD!

DIGITAL ECOSYSTEM

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

VoIP/PA Broadcast System

At the 7/26/22 Board Meeting an action item to approve a new VoIP (telephone) and network based public address and broadcast system will be presented. This new system will provide a physical new telephone to every single classroom in the district, as well as an optional soft (computer based) phone and/or traditional handset phone for all office and other areas of the district. The system will also include a PA/Broadcast system which will provide for district-wide announcements, emergency or otherwise, as well as campus-based announcements to be broadcast throughout the entire campus, or sub-areas. The system will also provide a scheduled "bell ringing and evacuation type broadcasts tone over the speakers and handsets.

This comprehensive system communications over the VISD district wide network, including built in redundancy, allowing for the replacement of the existing systems which are at or beyond end of life.

One2One Computing

The Technology Department held a meeting on July 19th in which over 50 elementary principals, assistant principals, instructional coaches, technologists, were given a soup-to-nuts overview of the entire one2one Chromebook rollout process. The process includes instructions for teachers, information for parents, optional insurance program, parent orientation/meeting information as well as other content designed to ensure the one2one program is implemented in an equitable and clear to understand fashion.

The Technology Department is at the end of a process in which it has prepared 3,000 Chromebooks and over 150 charging carts for the beginning of the school year.

Computers and Other Technology Bids

At the 7/26 board meeting there will be two items on the consent agenda, one for the awarding of computer purchases for the 22-23 school year, and the other for the awarding of other technology items. The bids were evaluated by the technology department and the recommendations were based on pricing, company reputation and experience working with VISD, as well as responsiveness to the bid categories.

EFFECTIVE COMMUNICATION

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

State Compensatory Education Evaluation Report for 2020-2021

The SCE Evaluation Report for the school year 2020-2021 has been submitted to the Texas Education Agency and can be found in this [link](#).

2022-2023 Student Code of Conduct

The VISD Student Code of Conduct (SCC) has very few changes for the 2022-23 school year. Changes in the SCC are influenced by new legislation as well as local district policies which may have changed during the school year. The following house bills have implications for the 2022-23 SCC: HB 375, HB 785, HB 957, SB 248, SB 530 and SB 768. A slight change in EIA(LOCAL) referencing academic dishonesty also has implications for our new SCC. As a result, we can expect that next year's legislative session will generate a slew of new bills that will translate into numerous changes to the SCC for 2023-24. The 2022-23 SCC is on the board agenda for July 26, 2022.

TASB Local Policy Update 119

The Texas Association of School Boards recently released Policy Update 119 which cover recommended policy revisions from the 87th Legislature, Regular Session as well as the First, Second and Third Called Sessions. Other revisions included in Update 119 are in response to changes in the Administrative Code. In addition to the local policy revisions included in this update, legal policies which simply spell out the legal framework governing key areas of district operations (but are not adopted by the board) were also affected by legislative and regulatory changes.

The following policies are included in TASB Board Policy Update 119:

- CPC(LOCAL) Office Management, Records Management
- DMA(LOCAL) Professional Development, Required Professional Development
- EHAA(LOCAL) Basic Instructional Program, Required instruction (All Levels)
- EHB(LOCAL) Curriculum Design/Special Programs
- EHBA(LOCAL) Special Education Identification, Evaluation, and Eligibility
- EHBB(LOCAL) Special Education, Gifted and Talented Students
- EIF(LOCAL) Academic Achievement, Graduation
- FFBA(LOCAL) Crisis Intervention, Trauma-Informed Care
- FFH(LOCAL) Student Welfare, Freedom from Discrimination, Harassment and Retaliation

The Board members received detailed information as well as a video describing each policy.

Annual Investment Policy Review

Each year Texas public school boards are required by law under the Public Funds Investment Act to review the District's Annual Investment Policies and make any changes if applicable. The policies being reviewed are CDA LEGAL and CDA Local. There are no recommended changes to CDA Local this year.

The District's Investment Strategy is to earn interest on cash on hand without risking the principle. The investment strategy looks at three important concepts; 1) Safety (not risking the principle), 2) Liquidity (making sure the District can access funds as needed, and 3) Gaining the greatest returns.

Interest earned on District funds benefits the funds' source. Interest earned on M&O funds is applied to the M&O budget. Interest earned on I&S funds is applied to the I&S budget. And, interest earned on bond funds for Mission Valley Elementary are applied to the Mission Valley Elementary budget.

The Board captures this annual review by adopting a Resolution stating that the review has taken place and acknowledging that there are no changes to the policy or allowable investment instruments.

Designation of Investment Officers

Texas public school boards are required to designate investment officer(s) by resolution. The three investment officers for VISD are the Chief Financial Officer, the lead accountant and the accountant for federal programs. Each of these officers maintain required training hours.

Appointment of Victoria County Tax Assessor Collector to Calculate the No-New-Revenue Tax and Voter Approval Tax Rate for the 2022 Tax Year

In years past, the Victoria County Tax Assessor-Collector and the Chief Financial Officer worked collaboratively to calculate the Rollback Rate and Effective Tax Rate. Due to HB3, new terminology has been introduced. The Rollback Tax Rate is now referred to as the Voter Approval Rate and the Effective Tax Rate is referred to as the No New Revenue Tax Rate. The person calculating the rates needs to be registered and working towards certification. Therefore, the administration is requesting the approval and appointment of the Victoria County Tax Assessor-Collector to calculate the new rates.

Donations

Gifts and donations to Victoria ISD throughout the month of June totaled \$66,393.32. To-date, VISD has received \$199,028.52 in gifts and donations.

Campus Attendance ADA Snapshot Times for 2022-2023 School Year

In accordance with the Texas Education Agency requirement stated in the Student Attendance Accounting Handbook, attendance must be taken at one particular point during the school day. This time is known as the ADA Snapshot time.

TEA has determined that Campus ADA Snapshot times which do not fall in the 2nd or 5th instructional hour must be approved by the School Board. In working with our students, their families, and teachers to help them achieve success, the recommended Campus ADA Snapshot times for 2022-2023 allow for a more accurate attendance count and better student support.

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

The campus administrators were contacted and their chosen ADA Snapshot times are provided in your board agenda packet. Victoria Juvenile Justice Center, and all the Elementary and Middle School campuses have chosen to keep the same times as the previous year and no adjustments were made to their snapshot times. The Secondary DAEP and High Schools, however, have adjusted their snapshot times this year to better accommodate their new bell schedules.

Recommended ADA Snapshot Times by Campus

The following ADA Snapshot Times are recommended for approval for the 2022-2023 school year.

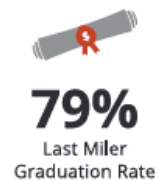
Campus	ADA Snapshot Time
Aloe Elementary	09:30
Chandler Elementary	09:30
Early Education Center (Name ?)	09:30
Crain Elementary	09:30
DeLeon Elementary	09:30
Dudley Elementary	09:30
Hopkins Academy	09:30
Primary DAEP	09:30
Mission Valley Elementary	09:30
O'Connor Elementary	09:30
Rowland Elementary	09:30
Schorlemmer Elementary	09:30
Shields Elementary	09:30
Smith Elementary	09:30
Smith Stem Academy	09:30
Torres Elementary	09:30
Vickers Elementary	09:30
Cade Middle School	10:30
Howell Middle School	10:30
Patti Welder Middle School	10:30
Stroman Middle School	10:30
Stem MS Academy	10:30
Secondary DAEP	9:20
Victoria Regional Juvenile Justice Center	9:00
(????Credit Recovery)	9:20 flex: 1:30
Victoria East High School	9:20 flex: 1:30
Victoria West High School	9:20 flex: 1:30

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

VISD & Graduation Alliance 2021-22 Success Summary

During the 2021-22 school year, the VISD partnership with Graduation Alliance, the online credit recovery program for selected students lacking graduation requirements, has proven to be a success. The program provided an alternative to select students at-risk of dropping out and recaptured inactive students who failed to obtain a high school diploma. We have applied with TEA to continue offering Graduation Alliance as our authorized Optional Flexible School Day Program (OFSDP) in 2022-23.

Dropout Recovery: By The Numbers Victoria Independent School District



Data based on all Dropout Recovery students enrolled in the Victoria ISD from program inception to May 2022.
Last Miler Graduation Rate is calculated by dividing graduates by all students who entered with 5 credits or fewer, less students who returned to school in-district.



For more information regarding Graduation Alliance please contact :
Office of Student Services
Dawn Maroney, Director
(361) 788-9250

What Students Are Saying | Victoria ISD



Adrian Y. - Victoria ISD Student

Adrian is the first to admit he isn't a great student. When the pandemic closed schools and introduced remote learning, he lost what little motivation he had and almost gave up.

"When COVID started, I kind of lost motivation from school — so probably the end of my sophomore year all the way through junior year, I was struggling," Adrian said. "I pretty much barely did school."

During his senior year, his mom found out about the Victoria ISD Graduation Alliance Program and pitched the idea to him.

"I was like, 'You know, I'll try anything at this point because regular school is not working for me,'" Adrian said.

The first thing he noticed about the program was its flexibility. Victoria ISD's online Dropout Recovery program doesn't have set log-in hours when he was required to be "in class." He can make his own schedule and work on classwork at any time of day — or in Adrian's case — night.

"I set my schedule from 12–2 in the morning and do my school then," Adrian said. "I like working at night because there's nobody awake, so it's peaceful, and I can clear my mind. I had to take a bunch of classes, and I finished them super quick because I just felt motivated and didn't feel forced to do anything."

Adrian said he has been enjoying his classes, even in subjects he hadn't liked when he was in a traditional school. He read interesting books in English class and appreciated the practical skills he gained in economics and financial math.

"I usually hate math, but with these classes, it felt like real-life stuff," Adrian said. "I will probably use financial math in a couple of years — It's not something I felt like I was never going to use."

The 360-degree support system has also made a big difference for Adrian.

"My Academic Coach has been super chill. I'll ask her to help with anything! We've kind of bonded, and I can talk to her about outside-of-school stuff," Adrian said. "Even my teachers are pretty chill — They've been really welcoming, and it just felt engaging a little bit. That was pretty cool!"

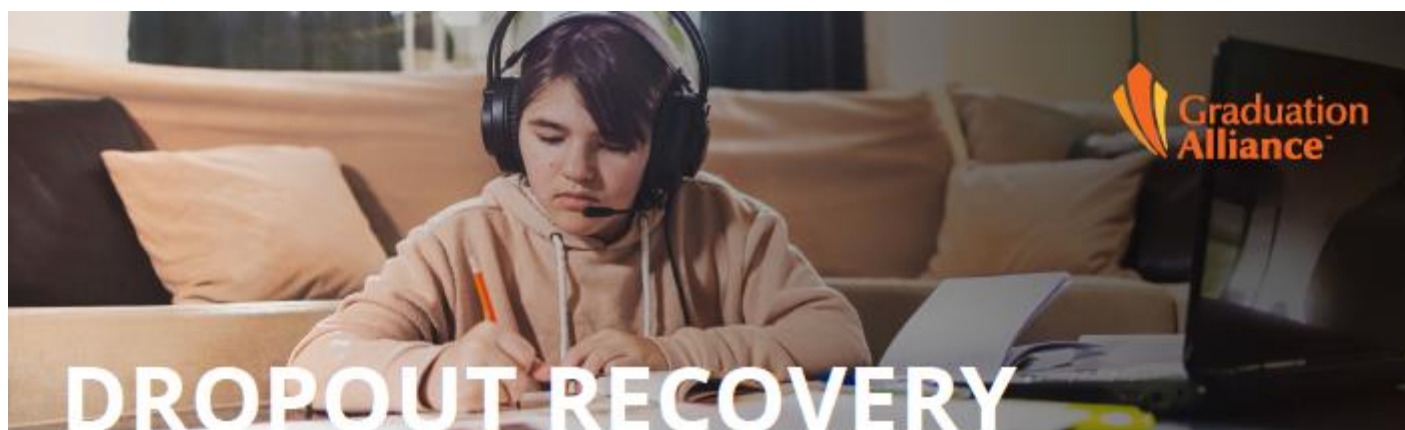
He also enjoys regular meet-ups with his Local Advocate who brings students together to discuss practical life skills such as meditation and personal finance and ask engaging ice-breaker questions.

Once he finishes up his last class, Adrian will begin working on his next steps. He's thinking about going to college but wants to take some time off to decompress after a tough four years in high school. For now, he's thankful for an alternative pathway that has helped him make it further than he ever thought possible.

"With this program, it's easier because I can work on my time," Adrian said. "It has made me feel a lot better about school and myself too because I can do school. I can get through these classes pretty easily. It has definitely made me feel better!"

Net Promoter Score Survey Comments | Local Advocate

- She was super friendly and you can tell she really cares about helping us get through high school and other aspects of life and I really appreciate that. Definitely happy I got her as my local advocate!
- My local advocate actually checks in with mental health which is something I never experienced at my old high school until my last moments over there. She's really cool and deserves a raise for going above and beyond!
- My local advocate was awesome because she seems really calm and chill. I feel really comfortable and able to talk to her.
- My local advocate was understanding towards my wifi issue and was presenting everything in a well spoken manner towards me that made me more at ease and less nervous.



Graduation Alliance's Dropout Recovery program partners with school districts to provide a comprehensive online educational program with robust supports to high school-aged youth who left high school without a diploma. Students engage online at the time and place that works best for them so they can succeed in earning an accredited high school diploma from their district.

The program includes multi-modal outreach and enrollment support, graduation plan development, WiFi-enabled laptops, coaching and mentoring, award-winning curriculum facilitated by certified teachers, and robust support services, including proactive academic interventions, local advocacy to address life barriers, 24/7 tutoring, and dedicated math assistance.

IMPACT

Since 2009, Graduation Alliance has operated Dropout Recovery programs in 12 states and more than 250 school districts, including some of the largest districts in the country.

Based on a 2021 study by Mission Measurement, Graduation Alliance's Dropout Recovery programs have significantly outperformed the national benchmark for dropout recovery programs established by the Impact Genome Project on both efficacy and cost per outcome, providing 27% more outcomes for 33% less cost.

APPROACH

- Districts engage Graduation Alliance and provide a list of students who cannot or will not return to their district's existing high school programs.
- Graduation Alliance begins multi-modal outreach using its team of Outreach Counselors to locate students and offer them a path back to a high school diploma.
- Students re-enroll in their local school district and complete their educational program through Graduation Alliance's Dropout Recovery program.
- Graduation Alliance develops a learning plan and students complete award-winning courses facilitated by state-certified teachers and aligned to district graduation requirements and state standards.
- Students receive support from Academic Coaches who monitor pace and progress using proprietary algorithms to help students stay on track.
- Each student is assigned to a Local Advocate who addresses social and emotional issues that may arise.
- Students earn an accredited high school diploma from their local school district.
- Ongoing reporting and data is available to students, parents, and districts through a live-time data dashboard.

CTE Department**2021-22 CTE Industry Based Certifications****Victoria East High School**

Test Name	Course	Certifications Earned
Adobe Certified Associate (ACA): Photoshop	Graphic Design I	9
AWS D.1.1 Structural Steel	Ag Mech and Metal Advanced Welding Practicum of Manufacturing	12
AWS D9.1 Sheet Metal	Welding I Advanced Welding	11
Certified Nurse's Aide	Practicum of Health Science	1
Cosmetology: Written Exam	Cosmetology II	3
Cosmetology: Practical Exam	Cosmetology II	3
Entrepreneurship & Small Business	Career Prep I Career Prep II Digital Art & Animation Principles of Business, Marketing & Finance	134
Microsoft Office Specialist: Word	Business Information Management I Principles Information Technology Robotics	24
NCCER: Carpentry Level I	Construction Tech I	7
NCCER: Core Level I	Ag Mech and Metal Construction Tech I Principles of Construction	49
NCCER: Electrical Level I	Electrical Tech I	3
Non-Commissioned Security Officer Level 2	Principles of Law Safety & Security	15
OSHA 30 Construction	Construction Tech I	3
International Academy of Emergency Dispatch Telecommunicator	Law Enforcement II/Criminal Investigations	8
Texas State Floral Association Floral Skills Knowledge Based	Floral Design	137

Victoria West High School

Test Name	Course	Certifications Earned
Adobe Certified Associate (ACA): Illustrator	Graphic Design II Practicum of Graphic Design	9
Adobe Certified Associate (ACA): Photoshop	Graphic Design	34
ASE Maintenance Light Repair	Auto Tech I	3
AWS D.1.1 Structural Steel	Advanced Welding Agricultural Mechanics and Metal Technologies	39

	Agricultural Equipment Design & Fabrication Welding I	
AWS D9.1 Sheet Metal	Welding 1	6
Certified Nurses Aid	Practicum of Health Science	2
Cosmetology: Written Exam	Cosmetology II	4
Cosmetology: Practical Exam	Cosmetology II	4
Entrepreneurship & Small Business	Career Prep I Career Prep II Digital Art & Animation Principles of Business, Marketing & Finance	104
International Academy of Emergency Dispatch Telecommunicator	Law Enforcement II/Criminal Investigations	9
Microsoft Office Specialist: Excel	Business Information Management I Business Information Management II Principles Information Technology Rocketry	9
Microsoft Office Specialist: Word	Business Information Management I Business Information Management II Principles Information Technology Robotics	83
NCCER: Carpentry Level I	Construction Tech I	6
NCCER: Core Level I	Construction Tech Electrical Tech I Principles of Construction	19
NCCER: Electrical Level I	Electrical Tech I	4
NCCER: Electrical Level II	Electrical Tech II	1
Non-Commissioned Security Officer Level 2	Principles of Law Safety & Security	11
OSHA 30 Construction	Construction Tech	3
QuickBooks Certified User	Accounting I	3
Texas State Floral Association Floral Skills Knowledge Based	Floral Design	121

Proposed Industry Based Certifications

Every two years, TEA reviews IBC submissions for high school CTE Programs of Study for CCMR Accountability. In May of this year, CTE Director Dena Justice participated in the evaluation process as part of the TEA CTE Leadership Committee. Members of the committee were asked to evaluate assigned IBCs on Criteria 3 through 5 listed below:

1. Certification
2. Industry Recognized and Valued (RMC)
3. **Attainable by a High School Student** – *Can all eligibility requirements be met and certification awarded before or within the summer after a student's high school graduation?*
4. **Certification Entity**
5. **Portable** – *Can the certification be transferred seamlessly to postsecondary work, count for hours in apprenticeship program, be part of a coherent sequence of credentials, or support employment in more than one region of the state.*

6. **Capstone** – *Does the certification cover 50% of the essential knowledge and skills in a course or program of study?*

Dena Justice reports, “Participating in the IBC evaluation process was very challenging and eye-opening. TEA did a great job of providing the tools and instructions to help committee members determine if a proposed IBC met the criteria and the requirements established in House Bill 22 (2017) and House Bill 3 (2019).” The final list of Industry Based Certifications for the 2022-23 and 2023-24 school years is set to be released at the end of July.

CTE Strategic Planning

The CTE Leadership Team met on June 9, 2022, for Strategic Planning for the upcoming school year. The team reviewed data from the 2021-22 CTE Strategic Goals and Strategies and revisited the [2018 ACTE Quality CTE Program of Study Framework](#) published by the Association of Career and Technology Education which contains 12 important elements of strong Programs of Study. In analyzing the current status of CTE Programs of Study, the team was able to revise and improve the goals and strategies for the 2022-23 school year. The consensus was that improvement was still needed before expanding strategic plans to encompass additional measures within the ACTE framework. CTE Leadership Team members who were able to participate in strategic planning were:

CTE & OOI Department: Dena Justice, Leah Klemcke, Andrea Prihoda Pope, Melissa Correll, Dionne Hughes

East High School: Amy Alexander, Ricard Flores, Joseph Holochwest, Melissa Sauer

West High School: Patricia Bernal, Gwen Etzler, Mildred Garcia, Sarah Keen, Clifton Simmons

Career & Technology Institute: Carissa Pruitt

Patti Welder: Bryan Salazar

[21-22 CTE Strategic Goal CTE Dept - completed with data.docx](#)

2022-2023 CTE Strategic Goals and Strategies

CTE Department Strategic Goal 1: CTE teachers will develop and implement standards-aligned quick checks to include formative/summative assessments in weekly lesson plans for CTE courses.

- **Strategy 1:** Develop data quick checks to include formative and summative assessments.

CTE Dept staff responsible for monitoring: CTE Curriculum Coordinator/IC

- **Strategy 2:** Students in courses with IBCs (Industry Based Certifications) must pass a practice assessment prior to being eligible for TEA approved IBC. Remediation will be offered to students who do not pass practice assessment.

CTE Dept staff responsible for monitoring: CTE Curriculum Coordinator/IC

CTE Department Strategic Goal 2: VISD will ensure all stakeholders are provided information on opportunities in CTE Programs of Study.

- **Strategy 1:** All CTE teachers will review course syllabus with students at the beginning of the school year. All course syllabi will be posted on the CTE Department website. (completed in student survey: DIP)

CTE Dept staff responsible for monitoring: Dena Justice, CTE Curriculum Coordinator/IC & Andrea Pope

- **Strategy 2:** All CTE teachers will review Program of Study sheets in 8th through 11th grade during the 2nd Nine weeks. (completed in student survey: DIP)

CTE Dept staff responsible for monitoring: CTE Curriculum Coordinator/IC

- Strategy 3: The CTE Department will provide CTE teachers with information and resources for the review. (measure through sign-in sheets)

CTE Dept staff responsible for monitoring: Dena Justice

- Strategy 4: The CTE Department Specialist will present Program of Study information to campus administrators, counselors, Special Education Department, advisory committees and stakeholders.

CTE Dept staff responsible for monitoring: Dena Justice & Andrea Pope

- **Strategy 5:** All CTE teachers will provide a minimum of one work-based learning activity per semester and record evidence of activity in Eduthings online software.

CTE Dept staff responsible for monitoring: Dena Justice & Andrea Pope

CTE Department Strategic Goal 3: The CTE Department will hold fall and spring Advisory Committee meetings for each career cluster.

- **Strategy 1:** Each Career Cluster will recruit at least 2 new members for Advisory Committees.

CTE Dept staff responsible for monitoring: Andrea Pope

- **Strategy 2:** Advisory Committees will review curriculum materials, facilities, IBCs, CTSOs, Work-based learning, and externship opportunities for all Programs of Study.

CTE Dept staff responsible for monitoring: Andrea Pope

Strategy will be in VISD District Improvement Plan (DIP)

Strategy will be completed via CTE Professional Development (PD)

2022-2023 Carl D. Perkins Grant

The VISD Career and Technical Education Department will apply for funding by the end of July 2022. Grant funds will be used to develop more fully the academic, career and technical skills of secondary students who are enrolled in Career and Technical Education programs.

Articulated Credit for Students Completing Business Information Management I

We are working with Victoria College to offer an opportunity for students to earn articulated credit for students pursuing a technical career by eliminating the need for duplicate training sessions in high school and college saving the student both time and money. Victoria College will award course credit hours to students who successfully complete the requirements of Business Information Management I while in high school. Students who successfully complete the requirements may claim credit for Integrated Software Applications at Victoria College.

COMMUNITY-BASED ACCOUNTABILITY

We believe a robust community-based accountability system is essential to our success.

We have begun work on aligning our Strategic Plan Findings and Directions, Leadership Definition and Portrait of a Graduate for our Community Based Accountability System. The next step is to work with principals and campus staff to provide input and direction as we develop the system. A community task force for Community Based Accountability will be convened in late fall to early spring.

TALENT DEVELOPMENT

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

VISD Exceeds State Averages in Staff Experience

While there may occasionally be random comments made claiming a substantial number of experienced teachers are leaving VISD or that VISD staff lack experience, five years of data provided by the Texas Education Agency's Texas Academic Performance Reports (TAPR) would beg to differ. TAPR data from 2016-17 through 2020-21 clearly demonstrate that VISD *shines* when compared to State averages in numerous categories related to teacher and campus leadership experience. Take a moment to review the table below. (NOTE: 2021-22 TAPR data is not yet available.)

	VISD	STATE	VISD	STATE	VISD	STATE	VISD	STATE	VISD	STATE
	2016-17	2017-18	2018-19	2019-20	2020-21					
TEACHERS BY YEARS OF EXPERIENCE (as a %):										
Beginning Teachers:	12.8	7.8	10.0	8.2	7.1	7.0	6.9	7.4	5.1	6.7
1-5 Years Experience:	32.0	28.0	34.3	29.1	35.2	28.9	32.0	27.9	31.5	27.8
6-10 Years Experience:	16.4	20.9	16.4	19.1	15.9	19.0	19.2	19.4	22.1	20.3
11-20 Years Experience:	23.5	27.8	23.5	28.2	24.0	29.3	24.4	29.4	24.7	29.1
Over 20 Years Experience:	15.4	15.5	14.9	15.3	17.9	15.7	17.5	15.9	16.6	16.1
Average Years Experience of Teachers:	10.3	10.9	10.1	10.9	11.3	11.1	11.5	11.1	11.4	11.2
Average Years Experience of Teacher with District:	7.5	7.2	7.5	7.1	8.4	7.2	8.7	7.2	8.9	7.2
CAMPUS LEADERSHIP (as a %):										
Average Years Experience of Principals:	20.5	19.5	6.4	6.3	6.4	6.3	7.2	6.2	6.6	6.4
Average Years Experience of Principals with District:	15.2	12.2	6.4	5.4	6.3	5.4	7.1	5.3	6.2	5.5
Average Years Experience of Asst. Prin.:	15.7	15.7	6.0	5.2	5.3	5.3	5.8	5.3	6.1	5.5
Average Years Experience of Asst. Prin. with District:	9.7	10.1	5.0	4.6	4.6	4.7	5.0	4.7	5.3	4.8
Yellow: VISD exceeds State										
Red font: % shows VISD equal to or exceeding previous year's percentage										

Here are a few data conclusions drawn from the TAPR data which add credence to the fact that VISD employs amazing staff who are both experienced and committed to their students and the work happening in VISD:

- VISD's number of "beginning teachers" has decreased annually since 2016-17 and has been lower than the State average for the last two years.
- The percentage of teachers in VISD with 6-10 years, 11-20 years and over 20 years of experience has increased a total of 10.2 points over a 5-year span; the State's increase in these same areas was a mere 1.3 points.
- VISD has exceeded the State average annually for the past 5 years in "Average Years Experience of Teachers with District."
- VISD has exceeded the State average for the last 3 years in "Average Years Experience of Teachers."
- VISD has exceeded the State's average for the last 5 years for campus leadership experience in 18 of the 20 areas reported.

Teacher Recruitment Efforts

Districts across the state and the nation are facing unprecedented challenges in finding qualified teacher candidates. VISD is no exception. In an effort to increase our applicant pool, VISD has made the following positive changes:

- **Non-certified teachers will now begin at 100% of a 0-year teacher's pay (\$48,200).** They will remain at 100% pay provided they obtain enrollment in an alternative certification program within one month of the start of their contract and provided they pass their content exam and obtain their Intern certificate by March 1, 2023. If they do not meet these deadlines, pay would be reduced to 75% of a 0-year teacher's pay from that point forward and until that time they are able to meet the requirement. Non-certified teachers will continue to be eligible for a \$1500 Acquisition Stipend which has the potential to increase to \$3000 depending on when they are able to obtain their Intern Certificate.
- Our very best recruitment tools are our own district employees. In order to secure their assistance, **VISD is offering a \$100 Teacher's Toolbox gift card for any referral made by a VISD employee that results in a teacher hire for the 2022-2023 school year.** For a district employee to be eligible for the \$100 gift card, the applicant must write in the name of the district employee who referred them when they answer the very first question on their VISD teacher application, "How did you learn about this position?"
- Retirees are a great asset to any school system, including VISD, but the state does require the district to pay surcharges for any retire-rehire employee. As a result, in the past, we have limited these rehires to high needs positions as defined by the state: Mathematics (Sec), Special Education (Elem and Sec), Bilingual/ESL (Elem and Sec), CTE (Sec), Technology Applications, and Computer Science. This year, **VISD will expand the opportunity to rehire retirees for ANY teaching openings that exist at Stroman STEM and Stroman Middle School.** All TRS rules apply which require retirees to sit out for one calendar year before being rehired.
- **VISD is creating curated social media posts which can be used by campus administrators and teachers to solicit applicants. Our most recent campus teacher of the year honorees will also post on their own personal social media pages.** While not a requirement, we believe that our very best advertisement can often come from those who can make the personal ask to join them on their team.
- VISD will be making a public information request of various colleges and universities to obtain a list of recent alumni. **These alumni will be contacted to share the employment opportunities that exist in VISD and to encourage them to apply.**

We believe that the above changes will have a positive impact on our recruiting challenges. VISD understands that after the parent, a child's teacher is the single most important factor to academic success. We are committed to continuing our recruitment efforts to help ensure that all students have a teacher by the beginning of the school year.

Results Coaching

During June and July, two cohorts of 25 leaders each (teachers, instructional coaches, assistant principals, principals, and district administrators) attended the first 2 days of Results Coaching training. In this training, leaders learned how to be thought partners and have reflective conversations with others to help build professional capacity of staff. Skills such as committed listening, paraphrasing, questioning, and reflective feedback were taught and practiced. Through effective implementation of these skills, attendees will be better equipped to have critical conversations that promote a culture of

growth throughout the district. The final 2 days will be offered in September and October and participants will receive a Level 1 Coaching Certification.

KAT Project

Our work with the KAT (Knowledge Acquisition Technique) Project is well underway. As a reminder from the May Administration Report, this is a partnership with Dr. Kay Wijekumar from Texas A&M University who earned a grant from the US Department of Education. We will work together to improve student outcomes in reading by incorporating a daily routine with a heavy focus on main idea, summary, and inferencing with every text. This partnership provides:

1. An explicit and systematic way to teach reading comprehension
2. Researched based strategies that support Reading Academies and the HMH Adoption
3. Job embedded coaching and support
4. A focus on Tier 1 instruction (proactive instead of reactive)

The design of the research project includes an “early start” group and a “late start” group. All 14 elementary campuses will be participating in the project, but 7 schools will implement the strategies from day 1 and the other 7 schools will begin implementation in January. Group B will be working with other partnerships as listed below. All schools will receive the benefit of professional development and follow up coaching and support at no cost to the district, and teachers and ICs will receive a stipend from the grant for participating in the research. Students will be given a pre-test and post test to see if the reading strategies improve their comprehension in a semester.

Early Start (Group A) (July)	Late Start (Group B) (January)
Chandler	Aloe- Holdsworth
Deleon	Schorlemmer- Holdsworth
Dudley	Torres- Holdsworth
Mission Valley	Crain- SAF Grant
Rowland	Hopkins- SAF Grant
Vickers	Shields- SAF Grant
O'Connor	Smith- SAF Grant

Teachers and ICs from Group A attended a two-day training in June or July to learn the methodology. Administrators from those campuses attended a 1-day training to learn how to support teachers and provide feedback during observations. In addition, the Elementary CIA department has been meeting and will continue to meet with our partners to coordinate curriculum documents and create assessment items to support the initiative.

Proposed Revisions to Employee Compensation Plan

Page #:	Current:	Revised:	Notes:
8	Teacher Salary Schedule lists annual salary only.	Teacher Salary Schedule lists both daily rate and annual salary per degree.	This layout makes it easier at-a-glance to determine/view an employee's salary if he/she is paid according to the Teacher Salary Schedule.
9	A Non-certified Classroom Teacher working toward alternative certification (except Bilingual, ESL, Special Ed) is paid 75% of step zero annually from the Teacher Salary Schedule until SBEC certification is earned and posted. Then he/she becomes eligible to earn 100% of Teacher Salary Schedule Step Zero per remaining duty days.	A Non-certified Classroom Teacher seeking alternative certification will earn 100% of the Zero Year Teacher's Salary immediately upon hire (to be paid in proportional monthly payments and prorated if starting after Aug. 2). If he/she does not enroll in an Alternative Certification Program and earn an SBEC Intern Certificate by the district deadlines, then the salary will be reduced to 75%.	With the unprecedented shortage of teachers available for hire, this "reverse" compensation approach is intended to incentivize persons with Bachelor's Degrees to become teachers. This approach will pay the new hire 100% of the daily rate found on the Teacher Salary Schedule step zero instead of 75%.
12, 13	The "Dean of Students" position did not exist in the Employee Compensation Plan.	The "Dean of Students" position was added to the Employee Compensation Plan at the elementary, middle school and high school levels.	The "Dean of Students" position allows VISD to "grow" up-and-coming assistant principal candidates who are currently enrolled in or recently completed a principal preparation program to serve as an "intern" similar to the teacher residency program. This position is one step below the assistant principal's pay grade and does not increase the total FTEs (the number of campus administrators remains the same as they were last year).
31	The Reading Academy Facilitator's qualification criteria and total stipend amount were TBD.	The Reading Academy Facilitator--Blended Cohort will be compensated at a rate of \$500 per Module for facilitation of the content, required course paperwork and coordination with the district's authorized provider (Region 3) plus \$100 per participant for scoring of discussion posts and comprehensive coaching for the	These revisions are made to more closely align to recent changes made by TEA to the Reading Academy requirements.

		required artifacts. The stipend maximum was reduced from \$16,500 to \$11,100.	
32	The stipend amount for "Mentor of Zero Year Teacher" was TBD.	The stipend for serving as a "Mentor of Zero Year Teacher" will be \$1100.	It was determined that funding allowed for the amount of this stipend to remain exactly the same as it was last year.
32	The stipend amount for the "UHV Teacher Resident Sponsor Teacher" was TBD.	The stipend for serving as a "UHV Teacher Resident Sponsor Teacher" will be \$5000.	UHV has agreed to fund \$500 of each \$5000 stipend as part of the UHV-VISD partnership in this endeavor to "grow our own" teachers.

EQUITY

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

ARP Homeless II Grant

VISD received a Notice of Grant Award (NOGA) from the Texas Education Agency for the 2021-2024 American Rescue Plan (ARP) Homeless II Federal Grant. The award was for \$237,577 and the program intent and purpose is to increase local education agencies and education service centers capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Title I, Schoolwide Middle School Campus Designations Awarded

The district free-reduced lunch percentage for grades K-12 in 2021-2022 was 67.56%. Based on the household survey and lunch application data submitted by families, all elementary and middle schools in Victoria ISD qualify for Schoolwide Title I programming, each with higher than 40% of households meeting the threshold. After receiving this data last fall, the district began the process of transitioning all middle school campuses to a Title I Schoolwide program. Elementary campuses in the district have previously been Title I. The Title I, Part A program provides supplemental funding to state and local education agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes.

In January, principals began learning about the benefits of becoming a Title I, Part A Schoolwide Campus and what planning processes needed to occur during the spring to ensure all met the requirements for the 2022-2023 school year. Administrators from elementary and middle schools went through a full-day training in February with ESC, Region 4 on current federal requirements and began their campus needs assessment planning with their campus leadership teams. Next, they began gathering partnership data through family surveys to inform their needs assessment, parent engagement policies, and school-parent compacts. Additionally, middle school principals continued meeting every few weeks with district administrators to step through each phase of the planning process.

In March, Comprehensive Needs Assessment (CNA) campus meetings began with a broad array of stakeholders present and Parent Advisory meetings were held. In April the second CNA meetings started, followed by virtual support meetings for middle school principals from ESC, Region 4 staff. In May and June, the CNA process informed rough drafts of the 2022-2023 Campus Improvement Plans and subsequent Title I budgets. This work is a cyclical process of studying data for the campus needs assessment, planning evidence-based models through the campus improvement plan and evaluating the implementation of the plan every nine weeks.

Mid-June found all five middle schools, Cade, Howell, Patti Welder, Stroman Middle and Stroman STEM Academy, to have the required evidence of the outlined implementation process and they were approved as Schoolwide Title I campuses! As long as the campus' free-reduced lunch surveys and/or lunch applications show 40% or more of families being identified economically-disadvantaged, and the campus meets all federal requirements, they will remain Schoolwide Title I. Another benefit to the Title I Schoolwide designation is that it allows campuses to serve ALL students with Title I and State Compensatory Education (SCE) program funding, not just students who are identified as "at-risk" or "economically disadvantaged".

The work that was accomplished this spring was tremendous and the district would like to congratulate and thank the stakeholders (principals, parents, community members, other school leaders,

paraprofessionals and district administrators) that participated in the planning teams at each of the middle schools. VISD is proud to have a total of 20 Title I Schoolwide campuses. The Title I resources will improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state standards.

Every Student Succeeds Act (ESSA) Consolidated Grant

VISD has submitted the 2022-2023 ESSA Consolidated Grant, which is an entitlement grant totaling \$5,901,478. An overview of each program follows.

Title I, Part A – This program provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part C Migrant – This funding provides supplemental instructional and support services for migrant students and out of school migrant youth. VISD enters into a yearly Shared Service Arrangement with Region 3 to service our students along with other migrant youth in the area.

Title II, Part A – The intent of this program is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A – This funding aims to ensure that English learners and immigrant students attain English proficiency and develop high levels of academic achievement in English, as well as assisting all English learners in meeting the same challenging State academic standards that all children are expected to meet.

Title IV, Part A – The Student Support and Academic Enrichment Program intent is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

Community Eligibility Program

Students attending the Early Childhood Center (FW Gross), all elementary schools, all middle schools and the district's Credit Recovery Program/DAEP will be able to receive breakfast and lunch for free. Parents will still need to fill out an Income Survey at this <https://family.titank12.com/income-form/new?identifier=5B49CV>

Restorative Disciplinary Practices

As Victoria ISD continues our transition to implementing Restorative Disciplinary Practices, the 2022-23 school year will involve an effort to develop consistency with our three campuses already engaged in the work: Rowland ES, Shields ES and Torres ES. All three campuses have undergone the initial training and their leadership teams, along with their teachers, fully grasp the significance of the work. Currently, we are engaging in conversations with the Texas Education Agency about our next steps for moving forward.



2022-2023 Hazardous Traffic Areas

In accordance with Section 42.155, Texas Education Code, a school district may receive up to 10 percent of its regular transportation allotment for children who live within 2 miles of the school they attend and who would be subject to hazardous traffic if they walked to school. The board of Trustees is to approve the definition of hazardous areas within the district and to identify specific hazardous areas for which the special allocation is requested. With Board approval, hazardous routes where bus transportation is to be provided will be included in the request for transportation allotment.

Recommended definitions of Hazardous Areas:

- Uncontrolled major traffic arteries
- Along or across a freeway or expressway
- An overpass or bridge unsafe for walking
- Industrial or Commercial areas
- Rural school attendance zones (Aloe and Mission Valley)

Proposed changes for the 2022-2023 school year include:

- STEM Middle School Academy
 - Boulevard Addition is no longer considered hazardous. This neighborhood remained a hazardous area during the 2021-2022 school year because it was uncertain if the campus would relocate back to the former Stroman campus but because its new permanent location is within 2-miles of the neighborhood and there are no hazardous conditions, this area will not be considered hazardous for the upcoming school year.
- Patti Welder Middle School
 - Neighborhoods encompassed between Rio Grande Street and Airline Road to be considered hazardous. We are proposing that these areas be considered hazardous for Patti Welder students due to walkers having to cross 6-lanes of traffic at the intersection of Rio Grande Street and Laurent Street as well as having to walk underneath the railroad crossing bridge on Laurent Street. Heavy rainfall recently caused the underpass to flood making it impassable meaning students would have to walk on top of the bridge, facing an uncontrolled railroad crossing. Therefore, we are proposing this change so that Patti Welder students who reside in these areas could be provided with school bus transportation services.

Maps illustrating Non-Eligible and Hazardous zones for each campus can be found [here](#).

2022-2023 Online Student Registration Progress - 07/14/2022

Submitted Registration - Students <u>Returning</u> to VISD	Submitted Registration - Students <u>New</u> to VISD	Total Students Enrolled as of 07/14/2022	Projected Enrollment % for 2022-23
9197	1026	10223	79%

Dual Credit Opportunities in High School

Three VISD teachers, two from Victoria East High School and one from Victoria West High School, are beginning their graduate coursework on the path to earning their Masters of Education in Curriculum and Instruction. Once completed, the teachers will be eligible to serve as Victoria College adjunct professors who will teach dual credit courses on the East and West campuses. We are excited to increase access to dual credit courses for all students. Additionally, this grant funding is helping to strengthen our partnership with University of Houston-Victoria for an advanced credentialing program for VISD staff and Victoria College as the dual credit provider for students.

The tuition and fees associated with the graduate work are paid for through TEA's Texas COVID Learning Acceleration Support (TCLAS) grant that VISD received in the Spring of 2021.

SOCIAL EMOTIONAL LEARNING

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

2022-2023 Guidance Curriculum Scope and Sequence

Counselors and SEBS are working alongside Rethink Ed and developing the scope and sequence for elementary and secondary character development. These lessons will be uniform across campuses and grade levels, as well as follow the state standards. This work should be finished in early August and be ready for the upcoming school year.

Trauma Response Plan

The Counseling Department is developing a trauma response plan to effectively support VISD faculty and staff in the hours, days, weeks in the event of a critical incident. Student and staff well-being is and continues to be a top priority for the district. The Counseling Department, in conjunction with the Risk Assessment Department, will collaborate to develop a plan that assigns tasks to specific staff members as part of campus teams that can intervene at a moment's notice in a crisis. This team can then provide the necessary support. Post-incident follow-up will be an integral part of this plan. We believe the emotional well-being of staff and students is critical to our success and are working to make this a priority throughout the district.

MTSS (Multi-Tiered Systems of Support) and Mental Health

The district is working to redevelop and redesign the process and procedures for assisting students who are experiencing a behavioral and/or mental health crisis. We are working to create a process that allows for prevention, intervention and post-vention support for students in need of behavioral and mental health support. Our goal is to create a system that provides ongoing support for both the student and their family and allows for the student to continue to thrive in their learning environment while also serving as the bridge between the classroom and outside resources.

FACILITIES

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

TEA School Safety Audits and Safety and Security Committee Meeting

The Texas Education Agency (TEA), with the support of the Texas School Safety Center (TxSSC), is requiring all Texas school districts to engage in a process to audit the safety of their school campuses. In response to guidance from Governor Greg Abbott, TEA and the TxSSC, are coordinating the school safety audits in response to the tragic mass shooting which took place at Robb Elementary School in Uvalde, Texas. In a letter dated June 2 [O-MorathMike202206090810.pdf \(texas.gov\)](#) , Governor Abbott explained that his initial efforts to put measures in place to make Texas schools safer were motivated by the Sante Fe High School shootings, and he never anticipated the subsequent tragedy which unfolded in Uvalde.

In addition to newly adopted standards relating to campuses constructed after November 1, the governor directed the Commissioner of Education to “immediately prepare additional rules to ensure that existing school facilities are held to heightened safety standards.” The letter also directed TEA “to determine the costs for school districts to comply with these heightened standards for existing facilities.” Lastly, the letter mandated that TEA “instruct school districts to identify actions they can take prior to the start of the new school year that will make their campuses more secure.”

Subsequently, Commissioner of Education Mike Morath sent a letter dated June 30 [Required School Safety Action Steps This Summer \(texas.gov\)](#) to school superintendents and other district leaders detailing how districts can prepare to operationalize the expectations from TEA related to elevated school safety measures. In addition to the safety assessments and other activities, districts are expected to hold meetings with the School Safety and Security Committee to brief them on the outcomes of these activities, which include: a) a Summer Targeted Partial Safety Audit; b) an Exterior Door Safety Audit; c) convening the district’s Safety and Security Committee (as mentioned above); d) ensure all campus staff are trained on their specific campus safety procedures; e) schedule all mandatory drills for the year; f) ensure all Threat Assessment Team members are trained, and f) update access control procedures. Districts are expected to respond to a survey issued by TxSSC to certify each of the above items have been completed by September 1.

The Risk Management Office, along with the Office of Administration, in consultation with Jeb Lacey, RS Consulting have already begun coordinating efforts to ensure that VISD complies with the requirements from TEA.

Weekly and Monthly Maintenance Productivity Report

Budget / Daily Expenses

<u>Department</u>	<u>Monthly Cost for September 2021 – May 2022</u>	<u>Week of 06/03/2022</u>	<u>Week of 06/06/2022</u>	<u>Week of 06/13/2022</u>	<u>Week of 06/20/2022</u>	<u>Week of 06/27/2022</u>	<u>Total Cost</u>
Roads & Grounds	235,147.44	7,256.02	37,612.28	5,579.87	3,939.60	3,105.52	57,493.29
Plumbing	40,304.38	45.00	1,351.53	2,981.62	443.64	4,997.49	9,819.28
Electrical	144,400.35	.00	1,984.29	2,153.11	26,684.59	2,072.99	32,894.98
Custodial	265,114.32	1,073.34	3,726.00	2,873.67	3,215.40	2,356.37	13,244.78
Paint Department	115,247.15	414.26	988.33	2,007.74	98.86	1,370.07	4,879.26
Carpentry / Mill Shop	826,117.50	3,268.42	61,105.23	9,609.15	1,360.29	7,9301.55	154,644.64
Garage	54,665.89	463.68	1,700.30	1,532.65	3,628.04	993.08	8,317.75
HVAC	954,253.60	19,891.88	14,613.45	17,766.61	5,055.12	8,120.22	65,447.28
Maintenance Department	284,586.78	84.50	202.71	3,864.59	224.18	.00	4,375.98
Total	\$2,919,837.41	\$32,497.10	\$123,284.12	\$48,369.01	\$44,649.72	\$30,946.29	\$351,117.24

Human Capital Management

<u>Department</u>	<u>Vacancies</u>	<u>Candidates in Progress</u>	<u>FTE's</u>	<u>Vacancy Rate</u>
Roads & Grounds	0	0	23	0%
Plumbing	1	0	3	25%
Electrical	0	0	4	0%
Custodial	27	0	97	21.77 %
Paint Department	0	0	7	0%
Carpentry / Mill Shop	0	0	12	0%
Garage	0	0	3	0%
HVAC	0	0	11	0%

Maintenance Department	0	0	11	0%
Total	28	0	171	14.07%

Project Management

<u>Projects</u>	<u>Amount</u>	<u>ORG</u>	<u>Status</u>
ALL FACILITIES		937	
Annual Backflow Water Testing	\$15,000.00	937	In Progress
Annual Fire Alarm Panel Inspections	\$20,000.00	937	In Progress
Annual Fire Sprinkler Inspections & Fire Sprinkler Back Flow Inspections	\$20,000.00	937	In Progress
Annual Fire Extinguisher Inspections	\$15,000.00	937	In Progress
Annual Elevator Inspections	\$40,000.00	937	In Progress
Annual Chiller Inspections	\$129,600.00	937	In Progress
Annual Boiler inspections	\$20,000.00	937	In Progress
Annual Pest Control	\$221,325.00	937	In Progress
Annual Termite Control	\$63,000.00	937	In Progress
Annual Turf Program	\$71,906.65	937	In Progress
CAMPUS SPECIFIC			
Deleon Roof	\$389,400.00	937	Completed
Stroman	Pending	937	Pending cost
Contractor Lawn Care, Tree Trimming and Shredding	\$40,310.00	937	Running totals
Liberty Cooling Tower	\$59,657.49	937	Completed
East Motor Hot Water Boiler	\$2,800.00	937	Completed
Liberty Portable Buildings	\$29,467.19	937	Completed
Liberty/Stroman Cafeteria Units	\$16,253.34	937	Completed
West High School / East High School electrical plugs for roads and grounds	\$13,780.00	937	Completed
Liberty DEAP / Credit Recovery	\$213,770.85	937	Running totals
Portable Buildings move to East and West AG	\$30,000.00	937	Pending approval
Total	\$1,381,813.33		

Routine

<u>ORG</u>	<u>Open Work Orders for September 2021 – April 2022</u>	<u>Open Work Orders May 2022</u>	<u>Open Work Orders 05/30/2022-06/03/2022</u>	<u>Open Work Orders 06/06/2022-06/10/2022</u>	<u>Open Work Orders 06/13/2022-06/17/2022</u>	<u>Open Work Orders 06/20/2022 = 06/24/2022</u>	<u>Open Work Orders 06/27/2022 = 06/30/2022</u>	<u>Total Open Work orders</u>
Roads & Grounds	248	38	8	14	14	17	3	56

Furniture	289	46	15	16	14	13	5	63
Plumbing	746	84	21	20	14	15	11	81
Electrical	864	95	34	32	18	12	17	113
Custodial	71	5	10	3	9	1	2	25
Paint Department	199	20	22	16	13	15	4	70
Carpentry / Mill Shop	1572	179	79	50	46	62	57	294
Garage	349	38	12	3	11	14	6	46
HVAC	1169	165	37	88	33	25	13	196
Maintenance Department	270	6	3	2	2	2	2	11
Total	5777	676	241	244	174	176	120	955

Routine

ORG	<u>Closed Work Orders for September 2021-April 2022</u>	<u>Closed Work Orders May 2022</u>	<u>Closed Work Orders 05/30/2022 06/03/2022</u>	<u>Closed Work Orders 06/06/2022 06/10/2022</u>	<u>Closed Work Orders 06/13/2022 06/17/2022</u>	<u>Closed Work Orders 06/20/2022 06/24/2022</u>	<u>Closed Work Orders 06/27/2022 06/30/2022</u>	<u>Total Closed Work Orders</u>
Roads & Grounds	233	31	9	15	13	20	2	59
Furniture	257	14	12	1	7	11	6	37
Plumbing	665	72	20	9	25	19	16	89
Electrical	710	60	27	14	35	22	4	103
Custodial	43	2	5	3	2	3	1	14
Paint Department	192	1	16	2	30	15	27	90
Carpentry / Mill Shop	1406	92	65	17	84	88	58	312
Garage	245	19	12	0	9	24	3	48

HVAC	1000	113	63	24	54	25	8	174
Maintenance Department	245	3	5	0	5	3	1	14
Total	4997	407	234	85	265	230	126	940

Milestone 3: Routine Work Orders will average 10 Business Days by September 1, 2022

<u>Avg. Day's Aged 05/26/2022</u>	<u>Avg. Day's Aged 06/03/2022</u>	<u>Avg. Day's Aged 06/10/2022</u>	<u>Avg. Day's Aged 06/17/2022</u>	<u>Avg. Day's Aged 06/24/2022</u>	<u>Avg. Day's Aged 06/30/2022</u>
9	22	40	24	18	21

VISD Custodial Summer Floor Work

Campus	Power Washing	Carpet Cleaning	Stripping /Waxing %
Aloe	Done	Done	Complete
Cade	Done	Done	Complete
Chandler	Done	Scheduled	60% Complete
Crain	Scheduled	Scheduled	45% Complete
Deleon	Done	Done	Complete
Dudley	Done	Done	75% Complete
Hopkins	Done	Done	60% Complete
Howell	Done	Done	80% Complete
Liberty	Done	Done	70% Complete
Maintenance	NA	Done(Transportation)	NA
Mission Valley	Scheduled	Scheduled	60% Complete
O'Connor	Scheduled	Scheduled	Scheduled
Patti Welder	Done	Done	40% Complete
Rowland	Scheduled	Scheduled	95% Complete
Shields	Scheduled	Scheduled	Scheduled
Smith	Done	Scheduled	75% Complete
Stroman	Done	Scheduled	70% Complete
Torres	Done	Scheduled	80% Complete
Vickers	Done	Done	Complete
VEHS	Done	Scheduled	55% Complete
VWHS	Done	Scheduled	75% Complete
Schorlemmer	Scheduled	Scheduled	Scheduled
Gross	Done	Done	80% Complete

Child Nutrition Human Capital Management

SITE	VACANCIES	CANDIDATES IN PROGRESS	FTE's	PERCENTAGE VACANT
Elementary/EEC	10.5	5	54	19.5%
Middle Schools	6	3	19	31.6%
High Schools	17	4	36	47.2%
DAEP/Credit Rec	2	2	4	50.0%
Warehouse	1	0	4.5	22.2%
Office	2	1	8	25.0%
TOTAL	38.5	15	125.5	30.7%

Safety and Security Updates

At Administrative Renewal, Jeb Lacey (President of RS Network Consulting) and VISD Administration, will facilitate a discussion regarding the safety and security measures that VISD has put in place during the 2021-2022 school year and what is planned for the 2022-2023 school year. Topics will include the Standard Reunification Method (SRM) and Standard Response Protocol (SRP) overview; District Reunification Tabletop Exercise gameplan and moving forward (TTX); *Campus Response Guide* standardization; new drill standards; and a roundtable discussion with our public safety partners.

The roundtable discussion will be inspired by questions proposed by our campus administrators through a recent ThoughtExchange regarding keeping our schools safe. Our first responders will reply to questions that address the recent tragedy in Uvalde, physical and emotional health issues in the Victoria area, hurricane season and other emergency related issues impacting our community. Staff will have an opportunity to solicit questions from the roundtable participants after the ThoughtExchange topics have been addressed.

COMMUNITY PARTNERSHIPS

Community partnerships and shared resources are foundational to creating a premier

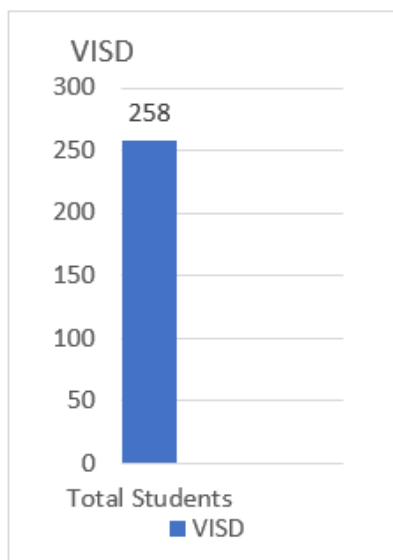
Elementary After-School Programs

VISD is committed to providing after-school programming options which benefit our students, families, and community. Currently we partner with multiple community organizations to provide afterschool programs for students in grades pre-k through 5. Effective afterschool programs provide a safe, structured environment for children after school, and offer mentoring and academic support. Our afterschool programs also recognize the importance of gathering feedback from parents and students. This input is critical to gain a better understanding of the needs and desires of our families and reflect opportunities to strengthen and grow our programs.

2021-2022 Parent and Student Survey Insight

**The following data was collected from our afterschool programs located on VISD Campuses.*

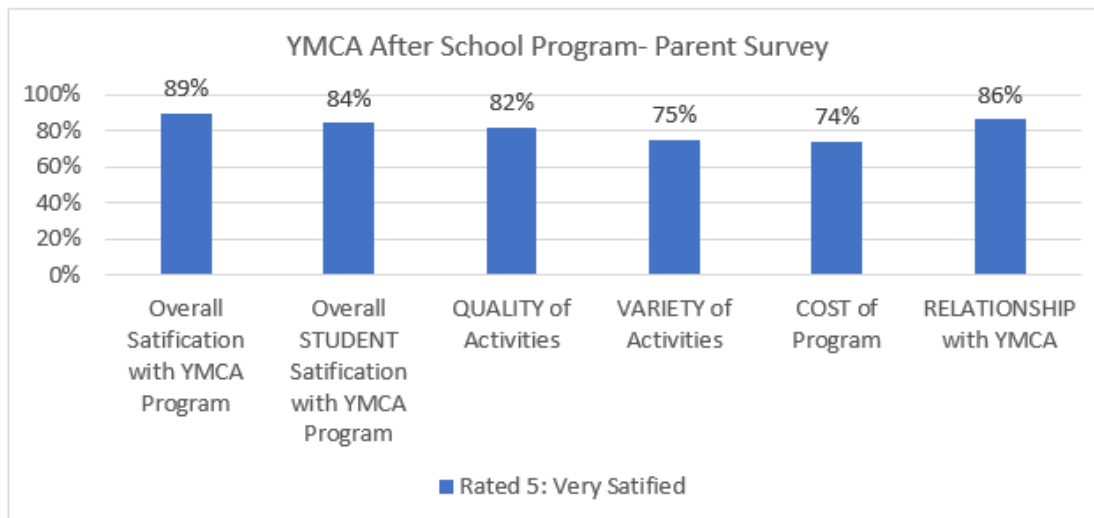
In 2021-22, VISD partnered with the *Barbara Bauer Briggs Family YMCA* to provide after-school enrichment programs. The YMCA Afterschool Academy was offered at Aloe, Crain, DeLeon, Dudley, Rowland, Shields, and Smith.



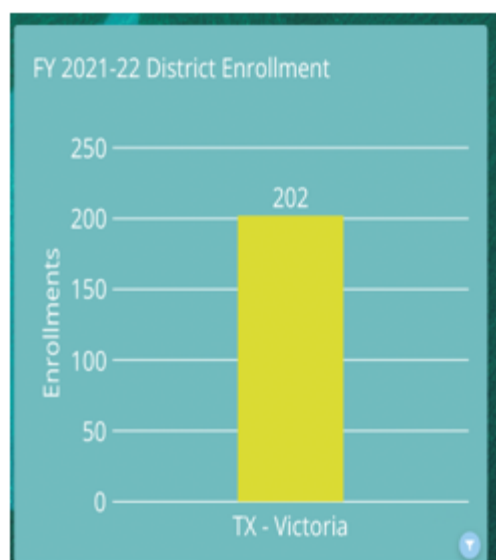
Parents were very satisfied with the overall YMCA programming this year and the relationships built between the staff and families. They have specifically requested an increase in targeted homework help and more learning games. Additional parent comments included:

What are the best things about the program?

- Leaders are very kind and my child loves the program
- Everyone is friendly and I also like the open communication
- My child is happy going and gets to be very active
- They helped with my son's transition to school
- Being under superior supervision
- Provided on campus, flexible hours, and wonderful staff
- The care givers and pick up time
- The people working. You can tell they care about the kids. I know they're in good hands while I'm at work
- Communication and children do their homework
- My daughter comes home happy. She enjoys all the activities



VISD also partnered this year with *Right at School* to provide after-school programming for Chandler, Schorlemmer, O'Connor, Mission Valley, and Vickers Elementary campuses. Right at Schools also values parent input on how to best serve students through extended learning opportunities.



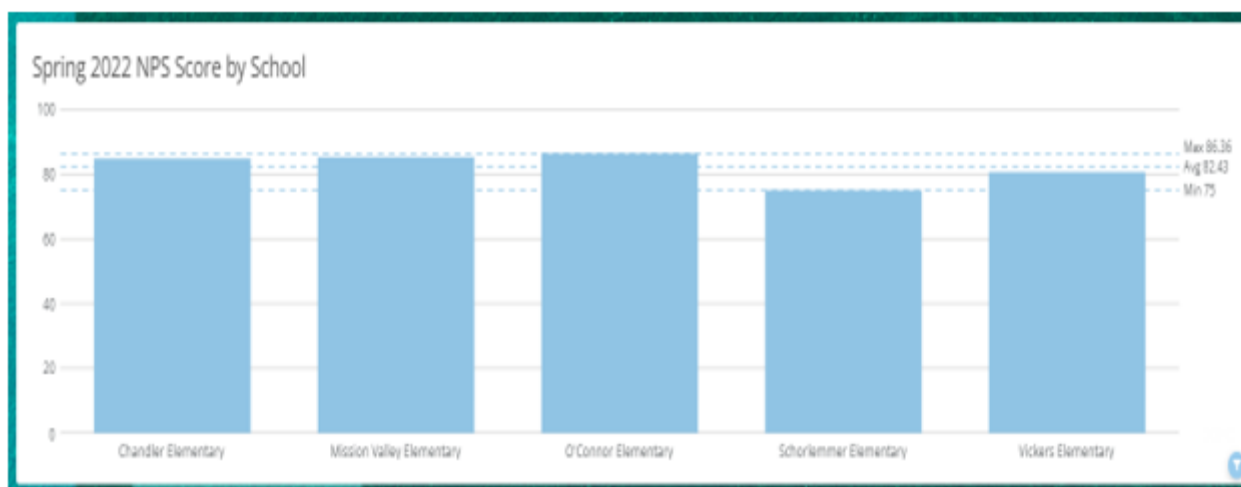
The Right at Schools Spring 2022 overall average Net Promoter Score (NPS) was 82.43%. Valuable feedback was collected to drive future program planning.

Highest scoring areas:

- Parents shared with us that they love the Right at School Staff.
- Parents also shared with us that their students always love attending the program.

Top two areas with opportunity to grow:

- Parents would like us to offer more educational activities.
- Parents would also like to see more support during homework time.



The Boys and Girls Club also offers afterschool programs at their Victoria site on Hopkins Street. Many VISD students attend this program each year. The Boys & Girls Club of Victoria is a charter member of the Boys & Girls Clubs of America and follows the VISD Academic Calendar. The afterschool program provides a variety of activities, which include homework assistance and opportunities for educational and social enrichment.

For more information about our after-school program partnerships for the 2022-23 school year, please visit <https://www.visd.net/page/elementary-after-school-programs>.

The Child Nutrition Department partners with the YMCA, Right At School and our schools with enrichment programs to provide dinner meals for students free of charge.

Central Supply/Purchasing

The Central Supply and Purchasing Department, with the efforts of the Maintenance Department workers and fleet, received 20 pallets of antibacterial wipes and 4 pallets of disinfectant spray donated from the Victoria County Long Term Recovery Group. The district's staff will be able to utilize these products to promote a clean and safer environment for our students as they return from summer break. Purchasing has several bid and qualification opportunities open to the public for the following: Aquatic Parts & Supplies, HVAC Service, HVAC Equipment, Parts and Supplies, Career and Technical Education Materials and/or Services, Construction Manager-at-Risk Services for VISD's Mission Valley Elementary School Bond Project, Security Guard Services, and Courier Services.

Victoria East Ballet Folklorico Teams up with the Victoria Art League and the Ballet Academy of South Texas

The VISD Victoria East HS Ballet Folklorico Dance Team were honored to be one of the featured live performing artists in the Downtown Victoria Art Walk on June 18th. The students met other dance artists and saw live performances of various forms of dance. It was hot, but they had a blast!





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