

Dallas County

Board Summaries - July/August 2023

[Dallas ISD](#)

[DeSoto ISD](#)

[Richardson ISD](#)

Dallas ISD

Board Meeting/Briefing

[\(08/10/2023\)](#)

Student Outcomes: Reading and Math Goal Progress Measures

Student Outcome Goal 2 aims to increase third-grade state assessment reading scores to 56.0% by June 2025, up from 40.2%. Second and first-grade African American students exceeded their 2022-2023 targets, with a 7 percentage point growth in End of Year MAP Reading scores.

Similarly, Student Outcome Goal 3 targets a 56.0% achievement in third-grade state assessment mathematics, up from 42.3%. Second and first-grade African American students surpassed their 2022-2023 targets, with a nine percentage point increase in End of Year MAP Mathematics scores.

2023-2024 Strategic Adjustments READING & MATH

- Evidence-based literacy & math curriculum districtwide
- Expanding early learning specialists & reading interventionists to provide small group instruction to 2nd & 3rd graders at identified campuses
- Demo teachers to be placed with students with the highest need

Why It Matters

Dallas ISD continues to see growth in both reading and math and is on track to meet its 2025 reading and math goals. Meeting board goals is both a reflection of the district's effectiveness and also a component of the superintendent's evaluation.

Constraints 2, 3, & 4 Progress Monitoring

Constraint 2 focuses on staff satisfaction. Positive culture and environment survey responses increased to 70.3%, up by 0.9 percentage points from the previous year.

Constraint 3 centers on ensuring the Theory of Action implementation. Positive survey responses from principals increased to 87.2%, up by 1.3 percentage points from the prior year.

Constraint 4 emphasizes commitment to equity, specifically around African American and Emergent Bilingual students enrolling in rigorous coursework such as AP/IB, Dual Credit, etc. The gap between African American and Emergent Bilingual students in rigorous coursework enrollment compared to all students decreased by 1.2 points to 7.7, showing progress towards closing the gap.

Why It Matters

Much like board goals, constraints are to be monitored and serve as a reflection of the district's values. Improvement in these areas can also improve student outcome goals. For example, the increase in African American and Emergent Bilingual students enrolled in rigorous coursework will help improve CCMR outcomes in the district.

HB3 Update

House Bill 3 requires every campus to have an armed security officer during regular school hours by September 1, 2023. Two major issues face the district, an insufficient number of officers who qualify and serve as security officers and a lack of funding. Each campus will receive \$15,000 to assist in funding. This would equate to the school district receiving \$3.6M per year.

Why It Matters

State mandate will require an additional \$8-9 million investment from the district. This partially funded mandate has many districts in the state struggling to find the funding to cover the gap between what the state provided and the actual cost of hiring an employee. In addition, this comes at a time when there is a statewide shortage of law enforcement personnel. DISD is one of many districts that has requested an exemption to formulate an alternate plan.



DeSoto ISD

Board Meeting/Briefing

(08/21/23)

Goal 1 Monitoring

In Spring 2023, the Texas College Bridge (TCB) was introduced to all seniors, covering 12th-grade math and English language arts courses including English IV, pre-calculus, calculus, advanced, quantitative reasoning, and financial math. It also applied to Early College High School (ECHS) seniors who hadn't met the Texas Success Initiative Assessment (TSIA) requirements in math and/or English.

Performance Data:

- For the entire group, the 2023 End of Year (EOY) Actual score increased by an impressive 4.2%, surpassing the targeted 24.2% with an actual performance of 26.2%.
- In the College Prep Course, although it fell short of the target by -3.6%, the 2023 EOY Actual score was 1.6%, showing room for improvement compared to the 2022 EOY Actual of 5.2%.

The overall distance to the target for the entire group is now only 2.0%, indicating significant progress toward meeting the goals. However, the College Prep Course area may benefit from additional attention to reach its target.

Why It Matters

College Career Readiness is one of the health indicators of a district. DeSoto ISD's board goal 1 is to increase the percentage of high school students who graduate college, career, and/or military-ready from 36.0% in May 2019 to 62.0% by May 2025. DeSoto is mostly on track to reach this goal.

Dual Credit

The school offers dual credit programs for grades 9th to 12th, with the Early College High School (ECHS) program contributing the most to enrollment. In response to COVID-19 in Fall 2020, the traditional dual credit program was reinstated, allowing students with a "B" grade in a corresponding high school course to meet the TSIA requirement. The dual credit program has exceeded the end-of-year growth target, achieving 20.7% in 2023, up from 15.8% in 2022.

Strategic Adjustments for 23-24:

- TSIA testing opportunities will be provided in the spring and fall semesters for dual credit enrollment.
- High schools will host a fall and spring dual credit recruitment night to increase enrollment.
- Eleventh-grade students who meet TSIA benchmarks will be highly encouraged to enroll in dual credit courses for spring 2024 and fall 2024.

- Creating more opportunities for dual credit courses on master schedule—for English and math courses.
- Increasing the number of teachers with dual credit credentials and serving as classroom facilitators.

Why It Matters

The district had a huge drop in college readiness during the pandemic. They needed to accelerate growth to reach the goals that they had set for 2025. They are currently on track to meet this goal.

Elementary & Middle School Reading/Math Growth

The district's overall performance in the EOY NWEA MAP assessment for all students was slightly below target, with a deviation of -2.0%. Student groups that exceeded the EOY target board goal include Two or More (TOM) students with an increase of +1.2%, and White students with a significant improvement of +20.9%. However, several student groups fell slightly below the EOY targets: Black students decreased by -2.4%, Hispanic students by -0.7%, Economically Disadvantaged (EcoDis) students by -1.9%, and Emergent Bilingual (EB) students by -2.2%. The Special Education (Sped) student group had the largest deviation from the target, performing -6.3% below the expected EOY outcome.

Strategic Adjustments for 23-24:

- Revise the district's plan, outlining specific expectations for instructional methods like gradual release teaching, student engagement, and discourse strategies.
- conduct regular professional development sessions, using data from various assessments including snapshots for math, ELAR, science, and social studies.
- Instructional Core Content facilitators in the T&L department will provide ongoing support to campuses.

Why It Matters

They must accelerate growth in elementary and middle school reading and math in order to meet board goal 4. The district's focus on providing additional support for Black and Emergent Bilingual students will aid in that accelerated growth.

Richardson ISD

August 10, 2023 Board Meeting

Agenda

HB3 Security Officer Requirements

The board passed a resolution that will allow the district to:

1. Determine the appropriate number of armed security officers.
2. Declare a good cause exception for House Bill 3's armed security officer requirement.
3. Delegate authority to the superintendent to develop an alternative standard with which Richardson ISD is able to comply.

The superintendent will bring an alternate plan to the board within 45 days.

Why It Matters

HB3 amended the Texas Education Code to require an armed security officer on each district campus. The state is providing \$15,000 per campus to hire a full-time employee. This partially funded mandate has many districts in the state struggling to find the funding to cover the gap between what the state provided and the actual cost of hiring an employee. In addition, this comes at a time when there is a statewide shortage of law enforcement personnel. For these reasons, RISD is one of many districts that has requested an exemption to formulate an alternate plan.

ESSER III Update

The administration released a graphic overviewing how ESSER funds have been spent to date. You can view it [here](#).

Why It Matters

ESSER funds were provided for safety and to accelerate recovery in the wake of COVID-19. This will be the last year districts have ESSER funding.

August 24, 2023 Work Session

[Agenda](#)

Community Budget Steering Committee Update

An update was given about the committee schedule, agendas, and transparency mechanisms. You can view the information [here](#).

Why It Matters

The purpose of the 2023 Community Budget Steering Committee is to provide the administration and the board of trustees with financially sustainable recommendations to address the unprecedented financial challenges associated with declining revenue and increased operating costs.

STAAR Results and 3rd Grade Board Goals Update

The administration presented the results from the spring 2023 administration of the STAAR 3-8 and STAAR End-of-Course (EOC) assessments, including a summary of results, highlights, and action steps from the data.

Bright spots include RISD increased passing rates in 18 of 20 tested areas and RISD performed higher than the state in 16 of 20 tested areas at the Meets and Masters levels.

The admin also reported on progress toward the district's 3rd-grade reading and 3rd-grade math goals. You can see the full results [here](#). The yearly targets for both goals and the majority of the student subpopulations were exceeded.

Why It Matters

Consistent and transparent monitoring of progress toward goals allows the board and community to hold the administration accountable for student outcomes. It also provides the critical opportunity to resource interventions when students are not getting what they need to achieve on grade level.