

Tarrant County

Board Summaries - February 2024

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Arlington ISD

Board Meeting/Briefing

(February 8 regular meeting [agenda](#) and [video](#), February 22 regular meeting [agenda](#) and [video](#))

Special Education Program Update

The administration [updated the board](#) on the services Arlington ISD provides from their various special education services. They highlighted that "special education" is a service, not a place. Eligible students receive custom services and instruction specific to the needs of that student (as required by the federal Individuals with Disabilities Education Act (IDEA)).

Currently, 6,575 AISD students participate in special education services. That is 12% of district enrollment vs. 14.1% statewide. 3,863 students receive in-class support or specially designed resource instruction. 3,220 students receive speech services for articulation, expressive language, etc both in-class and in speech classes.

An external audit was conducted of AISD's special education services and the board was updated on the 5 key areas of the resulting action plan: 1.) increasing academic rigor, 2.) implementing evidence-based practices, 3.) providing consistent services in all schools, 4.) building a long-term special education staff recruitment and retention plan, and 5.) expanding the Least Restrictive Environment (LRE) continuum and increasing service flexibility.

Why It Matters

Additional funding is provided by the State for specifically designated special education students. It is important for the board to hear about the services provided to these students and their outcomes. It is also important for the board to hear to be updated on the implementation of the action plan that came out of the external audit that was approved by the board.

Demographer's Update

An external consultant [reported on the demographic trends of AISD](#). Arlington has very few new residential developments and kindergarten enrollment continues to slowly decline. The result is long-term declining enrollment. Current enrollment is approximately 54,816 students with a drop of just over 1,000 students. The demographer's projection is that enrollment will eventually level off near 51,000 students.

Why It Matters

The board must take enrollment projections into consideration when making long-term staffing and facilities decisions.



Crowley ISD

Board Meetings

(February 8 called meeting [agenda](#) and [video](#), February 22 regular meeting [agenda](#) and [video](#))

Lone Star Governance Study Session

The board participated in a 2-hour study session on the student outcome goals previously set by the board. The [administration made a presentation](#) with a review of 2023 outcomes compared to goals, a discussion of 2024 goals, and a review of goals set through 2028. After the presentation, the board participated in a workgroup-style meeting.

Based on the work of this session, the board voted, at a subsequent meeting, on [updated student outcome goals](#) for the district.

Why It Matters

The student outcome goals set by a school board are the lever of accountability the board holds over the Superintendent and administration. It is crucial that a board be thoughtful about creating ambitious student outcome goals that reflect the vision of the community. The open and transparent format of this board study session was a good example of this process.

TAPR Public Hearing

Texas public schools are required to have a public hearing to present the Texas Education Agency's (TEA) Texas Academic Performance Report (TAPR) for their district. This report includes data on student outcomes, student attendance, district finances, teacher ratios and retention, demographics, and more. Crowley ISD [summarized this data in a report](#), but also provides links to all the [detailed district-wide and individual school reports](#).

Why It Matters

This is required reporting because it informs the public as to where they can find detailed data about the district and individual schools.

2024-25 School Calendar

The administration presented two school year calendar options for next year. The versions and their respective rationale were included in the [presentation](#) and parents, students, and staff were given the opportunity to give feedback on the two versions.

Why It Matters

The board must ensure that the school calendar they approve meets state requirements and attempts to reflect the values of the community. They should also ensure that the calendar aligns with any partnering educational institutions where possible.



Fort Worth ISD

Board Meetings

(February 12 special meeting [agenda](#) and [video](#), February 13 special meeting [agenda](#) and [video](#), February 27 regular meeting [agenda](#) and [video](#))

Reduction in Force

The Fort Worth ISD board met on two consecutive days to discuss reduction in force (job cut) recommendations from the superintendent. The result was a resolution passed by the board calling for the elimination of the following positions:

- Division of Technology – assistant superintendent, educational technology
- Division of Technology – director, IT project management
- Division of Technology – coordinator, IT project management
- Division of Technology – IT specialist, project management
- Assessment data analysts
- Freshman success coaches
- Leadership Academy Network instructional specialists

Why It Matters

Many school districts adopted deficit budgets for the current school year with the assumption that the State of Texas would increase public school funding during the 2023 legislative session. This assumption was based on the fact that the student basic allotment (the amount the state sends to each district for every student in attendance) has not been increased in over five years (nor is it tied to inflation), the State

has the largest budget surplus in its history, and because there seemed to be broad bi-partisan support for the increase.

Since the funding increase did not materialize, the administration and board had to come together to make budget cuts to balance the budget. These staffing reductions were part of that adjustment.

Reading and Math MOY Progress Report

The district reported on [Middle of Year \(MOY\) assessment results in reading and math](#). The results presented were from the Measure of Academic Progress (MAP) tests for both English and Math, as well as Lexia CORE5 for English and DreamBox for Math.

The MAP Reading growth showed modest improvement from BOY to MOY, but below national norm mean scores. The improvements shown in the Lexia CORE5 were more dramatic.

Both MAP and DreamBox assessments showed modest improvement from BOY to MOY.

Comparisons to MAP growth over the same period in previous years were not shown.

Comparisons to National or State growth averages for Lexia and Dreambox were not shown.

Why It Matters

The board must monitor the progress of student outcomes within an academic year as a predictor of End of Year assessment outcomes as those are the results that factor into the district's and individual school ratings. This monitoring allows the board to hold the administration accountable and to be responsive to what resources the district needs to achieve its student outcome goals.



Mansfield ISD

Board Meeting

(February 6 called meeting [agenda](#) and [video](#), February 27 regular meeting [agenda](#) and [video](#))

mClass/MAP/Interim Assessments Update

The administration [reported on changes in student outcomes](#) between Beginning of Year (BOY) assessments and middle-of-year (MOY) assessments and compared these outcomes to any relevant district student outcome goals. These interim assessments include MAP Math, Reading and Science, and STAAR Interim for Algebra I, English I, and English II.

Why It Matters

The board must monitor the progress of student outcomes within an academic year as a predictor of End of Year assessment outcomes as those are the results that factor into the district's and individual

school ratings. This monitoring allows the board to hold the administration accountable and to be responsive to what resources the district needs to achieve its student outcome goals.

Power of Choice Update

The administration reported on the various schools of choice options offered by Mansfield ISD. These programs include Fine Arts Academies, Two Way Dual Language elementary programs, early college high school, P-Tech, and STEM Academies.