

Tarrant County

Board Summaries - February 2023

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Arlington ISD

Demographics

At the 2/6 called meeting the district's demographer gave a comprehensive overview of the demographic report, including:

- [DFW new home starts and closings are flattening out](#)
 - [District Housing overview by Elementary Zone](#)
 - The district saw the [first enrollment increase](#) (almost 300) since the 2012-13 school year.
 - But the long-term [projections show a continued decrease in enrollment](#) over the next 10 years.
- Current enrollment is 56,179 and the projected 2032-33 enrollment is 51,938.

[Trustee Chapa asked about the bump in enrollment in 8th and 9th grade](#) and the demographer reported that it is at that grade level that the district sees students enrolling or returning to AISD for the programs offered by the district.

[Trustee Chapa asked about districts that have managed to reverse the downward enrollment trend](#). The demographer replied that with Covid, and the new trends that are a result of Covid, it is still unclear. He reported that 180,000 students in Texas left public schools during Covid and only 50-60,000 have returned. He said charter numbers have leveled off, so he assumes many of these students are being homeschooled and may return.

Why It Matters

This report is integral to long-term planning for the district in the areas of staffing and facilities. It can also inform the district of where it's doing well (and attracting students) and where it needs to improve (reasons students leave).

HB3 goals and District Improvement Plan (DIP)

The administration reported on [Arlington ISD's HB3 goals and District Improvement Plan \(DIP\) monitoring](#) based on their latest assessment results (from January 10-13), Curriculum Assessment 3 (CA3). CA3 is an internally developed assessment (as opposed to the last assessment reported on which was the standardized STAAR Interim assessment. The results were disaggregated by race and sub-populations. (More details are in the [video of the presentation](#).) The goals listed are the Student Outcome Goals for August 2023. The goals are the percentage of students who approach grade level expectations on STAAR results in the given areas. The results are from this CA3 assessment. The final assessment will be the end-of-year STAAR test.

Reading:

- 3rd Grade Reading goal was not met. Goal: 71%, CA3 result: 67%.
- 8th Grade Reading goal was not met. Goal: 81%, CA3 result: 80%.
- High School English I goal was not met. Goal: 68%, CA3 result: 59%
- High School English II goal was not met. Goal: 72%, CA3 result: 69%
- AISD's DIP Goal 1 Performance Objective 1, Overall District Reading is set at 74% of students to approach grade level expectations on STAAR Reading. The CA3 results were at 72%, not meeting that goal.

Math:

- 3rd Grade Math goal was not met. Goal: 67%, CA3 result: 63%
- 8th Grade Math goal was not met. Goal: 72%, CA3 result: 68%
- High School Algebra I goal was not met. Goal: 75%, CA3 result 69%
- AISD's DIP Goal 1 Performance Objective 2, Overall District Math is set at 70% of students to approach grade level expectations on STAAR Math. The CA3 results were at 66%, not meeting that goal.

The administration spoke on how staff and teachers are addressing various issues to help improve these outcomes.

AISD's DIP Goal 2 Performance Objective 1, College, Career & Military Readiness (CCMR) is set to increase the percentage of students who receive a CCMR point to 67% by the end of the year. The current percentage is 52%, but this percentage will continue to increase as the year progresses and students accumulate CCMR points.

Trustee Wilbanks inquired about the challenges and impacts of the new Technology Enhanced Items (TEIs) on the tests. As these are computer-based tests, questions are now not limited to multiple-choice questions. There are [a variety of these TEIs](#) and Trustee Wilbanks asked and the administration answered that these new TEIs were probably challenging students' responses even if they might have had the answer on a multiple choice test version of a given problem.

These updates were also presented at the 2/16 regular meeting. Administration presented [detailed results of Middle of Year \(MOY\) assessments](#), comparisons with Beginning of Year (BOY) assessments, and, based on MOY scores, projections for End of Year STAAR test results.

Why It Matters

Interim assessments or benchmarks should be used as tools to help teachers and administrators identify academic areas to target for improvement district-wide and on an individual basis. The reliability of these assessments and the ability to compare them to a reliable and broad population is important to accurately assess and aid students before the Spring STAAR which will be a major component in the overall assessment of schools and the district. These Middle of the Year (MOY) assessments will be used to determine whether or not AISD has met the student outcome goals set forth by the trustees.

Superintendent Search Firm

At the 2/20 called meeting, the board adjourned to Executive Session to discuss the selection of a superintendent search firm. Upon returning to Open Session a motion was made, seconded and unanimously approved to empower the superintendent to select a firm based on conditions discussed in the closed session.

Why It Matters

Selection of a Superintendent to lead the District is one of the most important responsibilities of a School Board. The Superintendent is the person that works to achieve the student outcome goals that the Board sets for the District. Just as the Trustees should reflect the vision and values of their community and stakeholders, the Superintendent should reflect their vision and values for the District. Selection of a search firm is the first step in this important process.



Crowley ISD

Annual Report

At the 2/23 regular meeting, the board held a public hearing on their annual report. In the [administration's presentation](#) two points of pride were highlighted:

- The progress the district has made over the last five years moving from a district rating of 70 in 2018 to 85 in 2022.
- 100% of Crowley ISD's schools meet or exceed state standards.

The [complete report](#) is available at the CISD central office and at each campus office.

Why It Matters

The Annual Report pulls data from five sources: the Texas Academic Performance Report (TAPR), the PEIMS Financial Standard Reports, District Accreditation Status, the Report of violent or criminal incidents, and information from the Texas Higher Education Coordinating Board (THECB) for each high school campus.

Teacher Incentive Allotment

The administration reported that 29 teachers earned Teacher Incentive Allotment (TIA) designations during the 2021-22 school year as part of the district's first phase of the program.

"We have always known we have some of the very best teachers in the state serving our students," Nancy Donahoo, CISD coordinator of TIA and Title I initiatives, told trustees. "These teachers truly embody Crowley pride unified in service to our Crowley ISD family."

Why It Matters

The Teacher Incentive Allotment (TIA) was created in 2019 as a part of House Bill 3. The goal of TIA is to recruit, retain and reward high-quality teachers by providing additional pay based on performance.

Calendar

The Trustees approved a [2023-24 school year calendar](#).

The administration reported that the calendar was designed with input from teachers, parents, and community members serving on the District-Wide Educational Improvement Council (DWEIC), campus principals, and other district leaders. Some calendar details:

- 170 instructional days for students
- 78,585 instructional minutes for elementary and middle school students (state minimum is 75,600)
- 77,280 instructional minutes for high school students (state minimum is 75,600)
- 187 contract days for teachers, including six long-range planning days (two more than this school year)

Why It Matters

Many considerations go into the creation of a school calendar. The administration sought stakeholder input in creating the calendar and the board must assess whether the presented calendar fulfills state requirements and what's needed for improved student outcomes, along with stakeholder suggestions.

Enrollment and Demographics Update

The administration [reported that enrollment continues to climb](#) with 16,928 students enrolled as of Feb. 20, 2023.

District leaders presented information on the enrollment and the fifth-grade capacity levels in elementary schools. As of Feb. 20, there were nine open fifth-grade seats across the district. CISD is currently running 14 shuttle buses for fifth-grade overflows. To accommodate more students, the district might consider increasing the fifth-grade student-to-staff ratio, which would allow more fifth-grade seats to open.

The district's demographer gave a [comprehensive overview of the demographic report](#), including:

- Crowley ISD currently ranks 8th in total annual new home closings compared to the other 90 Dallas-Fort Worth school districts (No. 1 on the south side of DFW)
- Crowley ISD now has a combined total of 22,159 in-process/planned single-family residential lots with more expected
- 17,000-plus new homes could be built and occupied over the next 10 years
- Since the fall of 2017, CISD has averaged 1.9% annual enrollment growth. If the pandemic year (2019- 20) is excluded, CISD's annual growth rate has been even faster, averaging 2.7% per year since 2016-17
- Pre-K enrollment has more than doubled since 2017
- CISD Kindergarten enrollment is poised to grow toward 1,100 students by 2024
- High school enrollment has increased by 516 students over the past three years and now stands at a record high of 5,272
- Demographic projections through the 2032-33 school year

Why It Matters

These reports are integral to long-term planning for the district in the areas of staffing and facilities. It can also inform the district of where it's doing well (and attracting students) and where it needs to improve (reasons students leave).



Fort Worth ISD

Intruder Detection Audit

At the February 14 special meeting, the administration presented the [Intruder Detection Audit results](#) and associate information. The latest audit had 29 of 34 total audit reports that suggested NO corrective action, bringing the cumulative total of audit reports to 57, with 48 not suggesting corrective actions.

Why It Matters

These reports are now required by the State of Texas.

Calendar

Also at the February 14th meeting, the board voted unanimously to approve the [2023-24 school year Traditional, Intersessional, and Early College High School calendars](#). Trustees Evans and Darr asked about the possibility of increasing the number of optional Saturday Learning Quest opportunities if future data indicates that these Saturday sessions have a positive impact on student outcomes. Superintendent replied that additional Saturdays could be added.

Why It Matters

Many considerations go into the creation of a school calendar. The administration sought stakeholder input in creating the calendar and the board must assess whether the presented calendar fulfills state requirements and what's needed for improved student outcomes, along with stakeholder suggestions.

LSG Board Outcome Goal 1: Early Literacy

At the 2/28 regular meeting, The [administration's presentation shows the Early Literacy goal for 2023](#) EOY as 43% at "Meets Grade Level" or above. Last year's EOY actual was 37%.

Goal Progress Measure (GPM) updates for Goal 1:

GPM 1.1 is Circle-Pre-K

The goal is to increase the percentage of Pre-K students who score "On Track" on Circle Phonological Awareness from 80% to 85% by June 2024.

2022 EOY was 79%, 2023 EOY goal is 84%

Middle of Year (MOY) "on-track" percentage is up 4 percentage points from last year's MOY for both English and Spanish speakers. English increased from 74% MOY 2021-22 to 78% MOY 2022-23 for English speakers and 77% to 81% for Spanish speakers.

GPM 1.2 is MAP Reading Fluency Grades K-3

The goal is to increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 39% to 49% by June 2024.

2022 EOY was 53%, 2023 EOY goal is 46%

Comparing MOY 2021-22 to MOY 2022-23:

- Kinder phonological awareness increased from 47% to 51%
- 1st-grade Sentence Reading Fluency decreased from 14% to 13%
- 2nd-grade Sentence Reading Fluency increased from 39% to 41%, and
- 3rd-grade Sentence Reading Fluency decreased from 65% to 63%.

GPM 1.3: MAP Growth Reading - Grades K-3

Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from 36% to 45% by June 2024.

EOY 2022 was 44%. EOY 2023 goal is 42%

MOY assessments put 43% of all students meeting their progress goal.

The administration reported changes in this year's STAAR test:

- Testing will be exclusively online
- RLA Redesign (Evidence-based writing) will assess both reading and writing. Extended short answer or essay at every grade level.
- At least 25% of questions will be new, non-multiple choice item types.

Why It Matters

Interim assessments or benchmarks should be used as tools to help teachers and administrators identify academic areas to target for improvement district-wide and on an individual basis. The reliability of these assessments and the ability to compare them to a reliable and broad population is important to accurately assess and aid students before the Spring STAAR which will be a major component in the overall assessment of schools and the district. These Middle of the Year (MOY) assessments will be used to determine whether or not AISD has met the student outcome goals set forth by the trustees.

ESSER Funds

The administration [reported on Elementary and Secondary School Emergency Relief \(ESSER\) III Funds](#) (part of The Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020)

FWISD's allocation was \$261,640,223. The report outlines the areas in which this money has been and will be used by the district as outlined in the ESSER requirements.

The [administration described the presentation](#) linked above. And this was followed by a [vigorous discussion between the trustees and administration over the distribution of these funds](#).

The district seeks stakeholder input on the use of these funds. The survey is available on the district's ESSER website: fwisd.org/esser.

Why It Matters

The equitable distribution of these funds is crucial to overcoming learning loss from the pandemic where it is most needed. The board must hold the district accountable as to how these funds are spent in pursuit of that goal.

Mansfield ISD

Middle of Year (MOY) Local Assessment

During the Instructional Focus portion of the 2/28 meeting agenda, district staff provided updates on the Middle of Year (MOY) Local Assessment results for all grade levels. Points emphasized during the meeting were:

- In grades K-2, 63 – 66% of students are reading on or above grade level according to the mCLASS assessment.
- High school students' results on Algebra I, English I, and English II STAAR Interim Assessments are trending toward reaching about 60% – 70% "Meets" by the end of the year.
- For students in grades 3-8, the district used the MAP Growth assessment for Reading, Math, and Science which predicts whether students will be at Meets level on the STAAR test at the end of the year (EOY) and calculates average growth between assessments – in this case, the Beginning of Year (BOY) and Middle of Year (MOY) assessments. The district's goal is for the MAP scores of 48-54% of students in each grade and subject area to meet the average growth rate or higher between BOY and MOY.

For Math -

- 49% of 3rd-grade students are predicted to be at the "Meets" level by EOY for math and 66% have met the average growth rate or higher.
- 44% of 4th-grade students are predicted to be at the "Meets" level and 66% have met the average growth rate or higher.
- 47% of 5th-grade students are predicted to be at the "Meets" level and 37% have met the average growth rate or higher (below goal but the administrator explained that the students are already at a high level of achievement so there is not as much growth).
- 44% of 6th-grade students are predicted to be at the "Meets" level and 46% have met the average growth rate or higher (near goal).
- 41% of 7th-grade students are predicted to be at the "Meets" level and 48% have met the average growth rate or higher.
- 31% of 8th-grade students are predicted to be at the "Meets" level and 46% have met the average growth rate or higher (near goal).

For Reading -

- 50% of 3rd-grade students are predicted to be at the "Meets" level by EOY for reading and 52% have met the average growth rate or higher.
- 46% of 4th-grade students are predicted to be at the "Meets" level and 62% have met the average growth rate or higher.
- 45% of 5th-grade students are predicted to be at the "Meets" level and 46% have met the average growth rate or higher (near goal).
- 44% of 6th-grade students are predicted to be at the "Meets" level and 45% have met the average growth rate or higher (near goal).
- 48% of 7th-grade students are predicted to be at the "Meets" level and 48% have met the average growth rate or higher.
- 57% of 8th-grade students are predicted to be at the "Meets" level and 53% have met the average growth rate or higher.

For Science (5th and 8th Grade Only) -

- 40% of 5th-grade students are predicted to be at the "Meets" level and 56% have met the average growth rate or higher.

- 52% of 8th-grade students are predicted to be at the "Meets" level and 55% have met the average growth rate or higher.

Why It Matters

Mansfield ISD's school board has participated in TEA's Lone Star Governance model to assess and monitor its governance for continuous improvement. To that end, a "board self-evaluation/scorecard" is included in the packet for each regular meeting. February 2023's board scorecard showed the board is falling short of its goal of having a student-focused board agenda; just 26% of its time has been invested in student outcomes, thus landing in the "improvement effort required" category for this measure. However, this agenda item was moved to the March 2023 meeting so that the board could adjourn early to go to a basketball playoff game for one of our high schools.