

2020-21 District Improvement Plan

Accountability Rating: B

| | |
|--------------------------------------|---------------------------------------|
| District Name | Terrell Independent School District |
| Address | 700 Catherine Terrell, Texas 75160 |
| District ID | 129-906 |
| Superintendent | Dr. Georgeanne Warnock |
| Date of School Board Approval | October 19, 2020 |



2020-21 District Educational Improvement Committee Members

| Name | Position | Committee Role |
|-------------------|---|--|
| Phillip Bennett | Teacher - FMS | Chairman; Professional Staff Member |
| Absolom Harvey | Teacher - THS | Professional Staff Member |
| Jennifer Limerick | Teacher - GWE | Professional Staff Member |
| Keri Marx | Teacher - WES | Professional Staff Member |
| Andre Long | Teacher - JWJ | Professional Staff Member |
| Breana McCoy | Teacher - WHB | Professional Staff Member |
| Gary Cantrell | Teacher - TAEC/DAEP | Professional Staff Member |
| Megan Inglis | Teacher - GWE | Professional Staff Member at Large |
| Mindy Burris | Diagnostician - THS | Non -Teaching Campus Based Professional |
| Nancy Aviles | Counselor - FMS | Non -Teaching Campus Based Professional |
| Jay Thompson | Campus Administrator - THS | Non -Teaching Campus Based Professional |
| Jeff Graham | Parent | Parent |
| Mendy Long | Parent | Parent |
| Jenna Dunn | Business Leader | Business Leader |
| Cary Harwell | Business Leader | Business Leader |
| Shannon Kyle | Community Member - No Children | Community Member - No Children |
| Debbie Helm | Community Member - No Children | Community Member - No Children |
| Lucas Hurst | District Representative | Non-Teaching District Based Professional |
| Julie Fisher | TISD Executive Director of Continuous Improvement | Superintendent's Designee; Non-Voting Member |
| Georgeann Warnock | Superintendent | Superintendent; Non-Voting Member |

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Mission Statement

The mission of Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

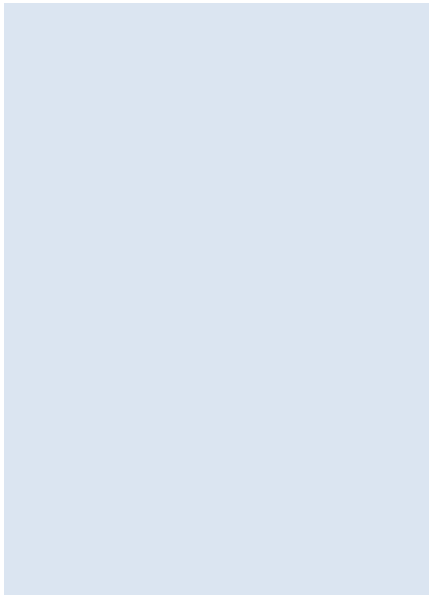
Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas and products from PLCs).

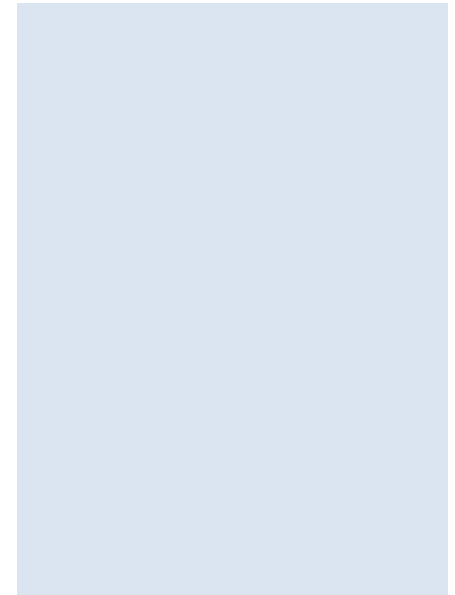
Fall Review



Winter Review

Considerable Progress
Teacher walkthroughs and evaluations are being completed on the campus level, providing teachers with feedback using the GBF Waterfall approach. Professional learning for administrators has been provided through TIL and in-district admin meetings to support coaching efforts and to train administrators on effective WT strategies. Professional Learning in regard to TLAC strategies, Data Mining, Intervention planning, Equity, and Virtual teaching has been provided to improve supports to positively impact student learning. The PLC at Work Process is a focus of the district through professional development and tracking of progress in developing strong PLC products that indicate high teacher collaboration that yields improved student results.

Spring Review



Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Shannon Trimble, Executive Director of Innovation & Blended Learning
Brenda Navaja, Executive Director of Leading & Learning

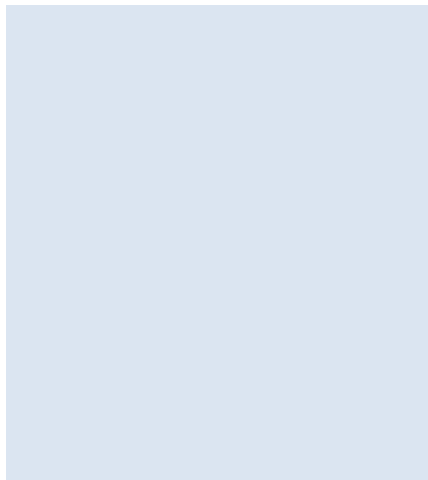
Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021

Reviews

Formative

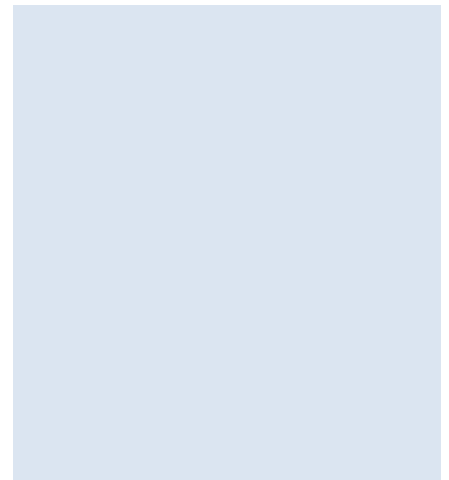
Fall Review



Winter Review

Some Progress
Data usage is checked quarterly and reported. Reports are shared with campus admin and teachers. Follow up meetings are scheduled as needed to address concerns and develop plans to meet the needs of students. Student data is analyzed after each Unit Assessment, MAP test, or other Summative assessment. Administrators and teachers have been trained on Data Mining (including identifying low scoring student groups and students not meeting growth) and the TISD Intervention Planning Template. Intervention plans for each student will be developed Feb. 12th.

Spring Review



Summative

Resources

Amount

36,000

Source

211 289 Title IV

Budget Reference

289

Description Reading Plus 18,000
Other Resources 18,000

Amount 289,000

Source 424 IMA

Budget Reference 425

Description Textbooks, Calculators, Open Source, Student technology

Amount 4284

Source 270 Title V

Description Vocabulary.com 4,284
Pre-K Supplies 6,851
Panel Projectors 1693

Amount 29750

Source 199 General Fund

Budget Reference 199

Description Discovery Ed. \$12,250
MTA materials 12,000
Fine Arts & World Language Coop \$2,500
Library Services Co-op \$3,000

Amount 40000

Budget Reference 224 Special Ed

Description Stevenson Language \$12,000
Unique Learning/N2Y
Reading Eggs 1200
Math Seeds 500
Phonak Equipment 5000
CLASS Competency Testing 4500
CPI Training 2500
Chromebooks 10,000
iPads 4000

Adaptive PE Direct Services

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, Woozers, Growth, Gaps, CCMR, etc.]

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

Beginning, Middle, End of Year

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021
% of growth increase for all students

Reviews

Formative

Fall Review

Some Progress

Winter Review

Some Progress
Student data is analyzed after each Unit Assessment, MAP test, or other Summative assessment. Administrators and teachers have been trained on Data Mining (including identifying low scoring student groups and students not meeting growth) and the TISD Intervention Planning Template. Data Mining includes analyzing effective instructional strategies and interventions needed for each student group. Intervention plans for each student will be developed Feb. 12th.

Spring Review

Summative

Resources

Amount

112193

Source

199 General Fund

Budget Reference

199

Description

Eduphoria 13,500
Lead4Ward Add On 913
Axiom 1,995
OnData Suite 5,495
Student System 66,292
R10 Administrative Package \$18,711
R10 Fine Arts & LOTE Package \$2,500
R10 Gifted & Talented Package \$1,200
R10 Advanced Studies Co-op \$2,500

Amount

29,808

Source

211 Title I

Budget Reference

211

Description

NWEA/MAP

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

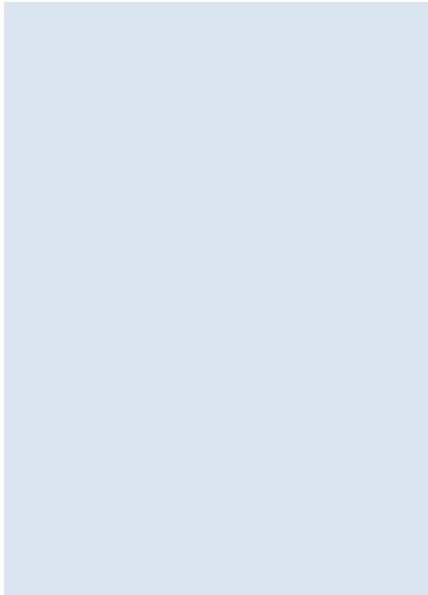
Strategy's Expected Result/Impact

Increased teacher and student performance

Reviews

Formative

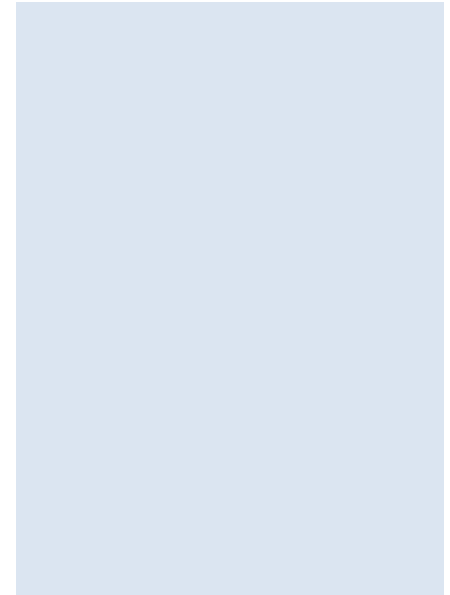
Fall Review



Winter Review

Considerable Progress
All teachers were trained on 4 key TLAC strategies, virtual learning, equity, and data mining. Administrators were trained on effective coaching using GBF Waterfall to support teachers as they increase their capacity to meet the needs of the students. Walk throughs and observations are conducted to give feedback on teacher growth and as part of the coaching cycle. Principals and AP's have monthly coaching sessions with Deputy Superintendent and ED of Leading and Learning to focus on instructional leadership and effective use of the PLC at work. Special populations are addressed as reflected in best practices. The need for further work with our EL's has risen to the top so the district will be bringing in Seidlitz in August to support our efforts.

Spring Review



Summative

Resources

Amount

50000

Source

255 Title II

Budget Reference

255

Description

Professional Development

Amount

12000

Source

270 Title V

Description

AVID

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching, PLCs, and mentoring

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melanie Magee, Deputy Superintendent of Leading & Learning

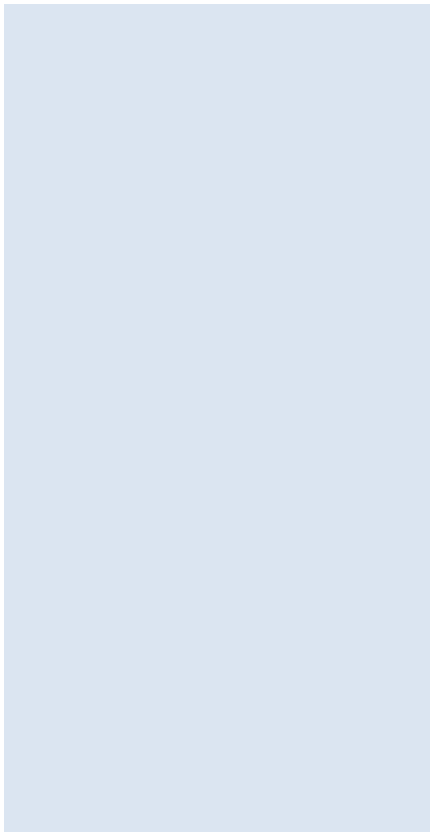
Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative

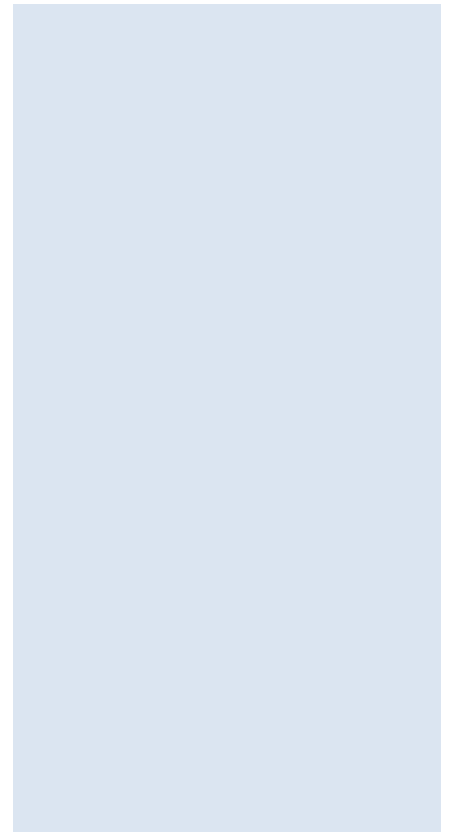
Fall Review



Winter Review

Considerable Progress
Principals and APs have attended four days of training for the Texas Instructional Leadership Program learning the Get Better Faster system of Observation and Feedback. Admins Tiered teachers to determine the frequency of observation - either weekly or biweekly. The Deputy Superintendent and ED of Leading and Learning meet regularly with Admins as a group to discuss progress and practice techniques. The two also provide individual coaching to increase their skills and productivity for providing feedback to teachers. Results have shown teacher implementation of targeted feedback and moving from needing a weekly observation to biweekly. The PLC at Work Process is a focus of the district through professional development and tracking of progress in developing strong PLC products that indicate high teacher collaboration that yields improved student results. Mentoring logs are being checked to ensure that assigned teacher mentors are following the TEA mentoring requirements. A survey will be sent to mentees to determine their satisfaction with the mentoring program.

Spring Review



Summative

Resources

Strategy/Activity 5

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning

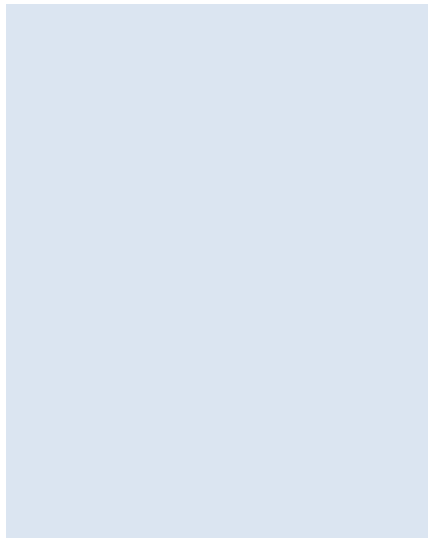
Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative

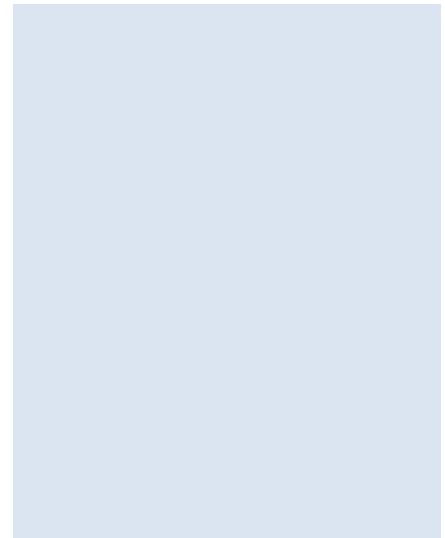
Fall Review



Winter Review

Considerable Progress
Principals and APs have attended four days of training for the Texas Instructional Leadership Program learning the Get Better Faster system of Observation and Feedback. Admins Tiered teachers to determine the frequency of observation - either weekly or biweekly. The Deputy Superintendent and ED of Leading and Learning meet regularly with Admins as a group to discuss progress and practice techniques. The two also provide individual coaching to increase their skills and productivity for providing feedback to teachers. Results have shown teacher implementation of targeted feedback and moving from needing a weekly observation to biweekly.

Spring Review



Summative

Resources

Amount

21,811

Source

255 Title II

Budget Reference

255

Description

Texas Instructional Leadership Training 20,000
N2 Learning 811

Strategy/Activity 6

Create and monitor common language for instructional and behavioral practices district-wide.

- Critical Success Factor(s)**
- CSF 1 - Improve Academic Performance
 - CSF 6 - Improve School Climate
 - CSF 7 - Increase Teacher Quality

Timeline

September 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Brenda Navaja, Executive Director of Leading & Learning

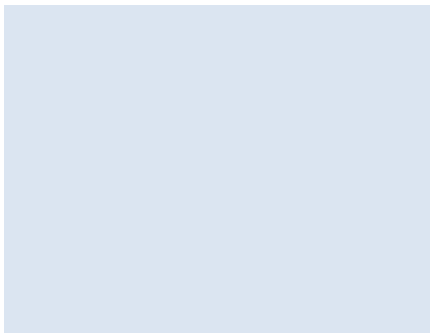
Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative

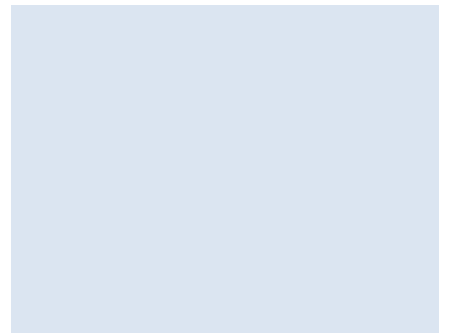
Fall Review

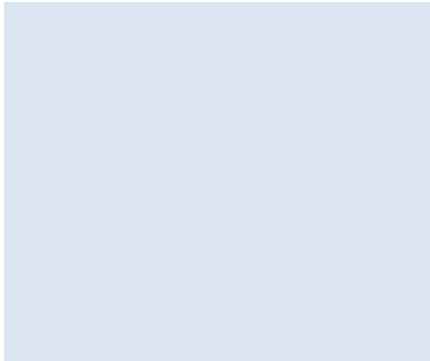


Winter Review

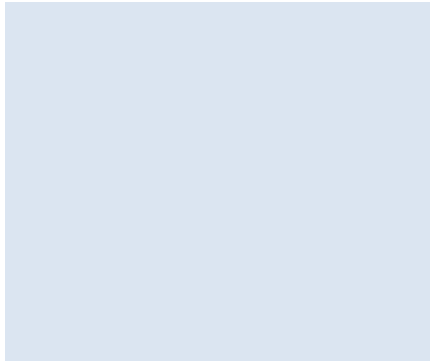
Considerable Progress
Common language was first addressed with the Curriculum and Instruction team. We defined our C&I framework and the C&I team attended the Curriculum Leadership Academy. The C&I team is developing a TISD Curriculum Management Plan. In addition, teachers and administrators were trained on essential standards and the new expectations in regard to the non-negotiable curriculum and assessments.

Spring Review





Admin use the curriculum as a guide in doing walk-throughs and observations. A task force has also begun work on defining the MTSS for TISD. A flow-chart, trends checklist, and Tier I differentiation strategies have been developed. Tier II is in process. The system will be defined and rolled out by the 2021-2022 school year. TISD will also be trained on the Curriculum Management Plan and expectations in following the written, taught, and tested curriculum.



Summative

Resources

Strategy/Activity 7

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline
August 2020 - June 2021

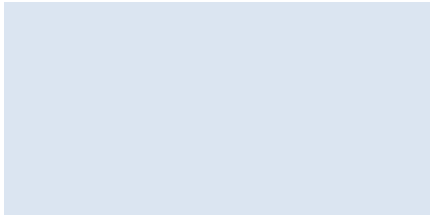
Person(s) Responsible/Monitor
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact
Response of diverse populations to instruction and interactions at school.

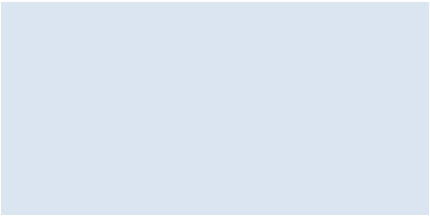
Reviews

Formative

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|-------------|--|---------------|--|---------------|--|
| Fall Review | | Winter Review | Some Progress Courageous Conversations professional learning took place in August. Moving Towards Equity in TISD asynchronous professional learning took place in October. The TISD Curriculum team is evaluating the | Spring Review | |
|-------------|--|---------------|--|---------------|--|



curriculum through the lens of equity. The Feb. 12th data mining and intervention planning will focus on equity and intervening on the student level. In addition, the MTSS framework is being developed with equity as a key element of the work.



Summative

Resources

Strategy/Activity 8

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance
- CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Dr. Shannon Trimble, Executive Director of Innovation and Blended Technology

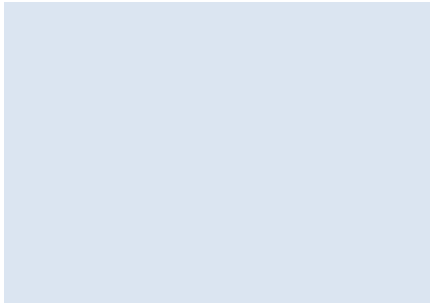
Strategy's Expected Result/Impact

Student growth

Reviews

Formative

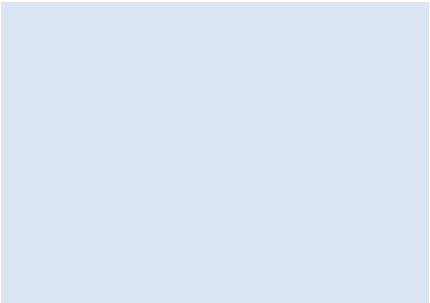
Fall Review



Winter Review

Some Progress
An extensive AtHome Learning plan was developed and implemented. AtHome/Virtual Teachers were provided with an orientation and training in August on best practices for online instruction. They were given time to collaborate and follow up was given on campus to support their efforts. AtHome/Virtual Teachers are supported by our curriculum coaches in the

Spring Review



areas of planning, data analysis, digital tools, and student engagement. Administrators were trained on virtual best practices, look fors, and coaching tips. Staff was evaluated and adjusted as the year progressed. Instructional coaches and admin conduct walk throughs in virtual classrooms providing coaching and feedback.

All staff was trained on digital resources, blended learning, and Google Classroom (the TISD LMS for this year). The C&I team developed a Google Classroom for teachers that is updated weekly to give resources and strategies to support virtual and blended learning. Level Up was also provided to all staff to allow for asynchronous learning to earn badges towards enrichment and greater competency in meeting the needs of our virtual learners.

Student Growth at Middle of Year:

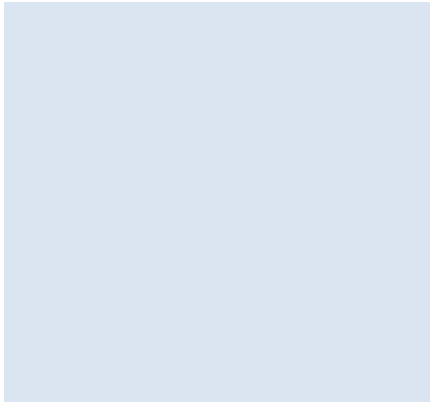
Elementary

- Reading: 21% of AtHome Learners Met Expected Growth on NWEA MAP Winter/MOY assessment
- Math: 31% of AtHome Learners Met Expected Growth on NWEA MAP Winter/MOY assessment

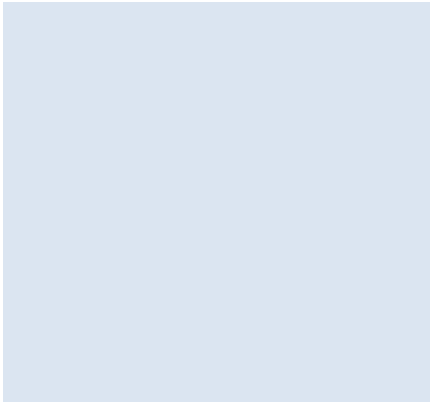
Middle School

- Reading: 45% of AtHome Learners Met Expected Growth on NWEA MAP Winter/MOY assessment
- Math: 51% of AtHome Learners Met Expected Growth on NWEA MAP Winter/MOY assessment

High School



- AtHome Learners failing classes were invited back to F2F learning
- Unit Assessment data includes F2F and AtHome Learners: 69% English I scoring at Approaches, 52% English II scoring at Approaches and 68% Algebra I scoring at Approaches
- benchmark data will be analyzed after administration



Summative

Resources

Objective 2:

A well-balanced, appropriate, and aligned curriculum will be provided to all students.

Evaluation Data Source(s):

TEKS & Curriculum Guides

Summative Evaluation:

Curriculum 100% aligned to state standards (TEKS);
Instruction aligned to curriculum;
Assessments aligned to instruction/curriculum

Strategy/Activity 1

Evaluate the written, taught, and tested curriculum against the Curriculum Management Audit Standards and create GANTT Charts for the work needed to create increased alignment.

- Critical Success Factor(s)**
- CSF 1 - Improve Academic Performance
 - CSF 2 - Increase the User of Quality Data to Drive Instruction
 - CSF 3 - Increase Leadership Effectiveness

Timeline

July 2020 -June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

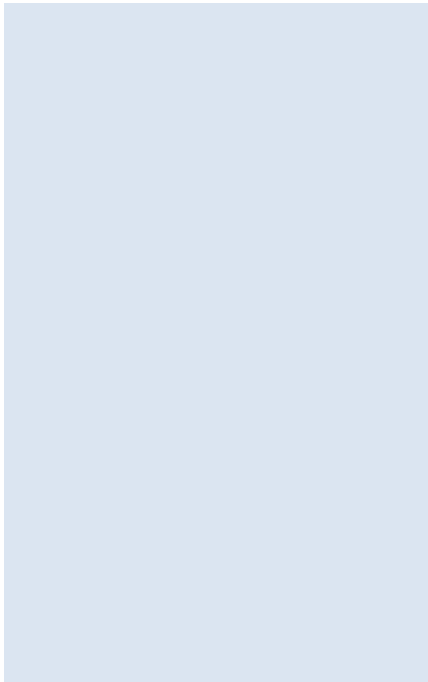
Strategy's Expected Result/Impact

Curriculum Guide Analysis to ensure appropriate grade level content knowledge and instruction

Reviews

Formative

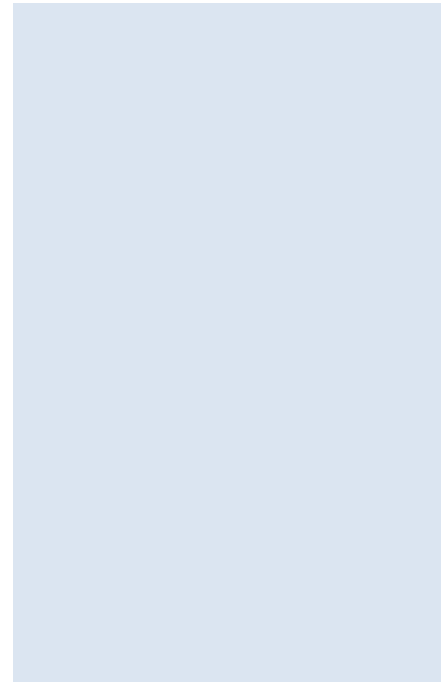
Fall Review



Winter Review

Considerable Progress
The Curriculum and Instruction Team attended the Curriculum Leadership Academy and is developing a comprehensive Curriculum Management Plan. A curriculum template was developed and implemented. A lesson plan template was developed and implemented. A 3 year timeline has been developed with milestones for completion each year. Essential standards have been identified and assessments have been evaluated for alignment and rigor. Needs have been identified and are being addressed -- K-5 Social Studies will be implemented next year rather than the embedded in ELAR model we currently have. Fontas and Pinnell has been implemented K-2 and Units of Study will be added for the writing component next year. Admin and teachers were trained in August on essential standards and best practices to address the COVID slide.

Spring Review



Summative

Resources

Amount

425,000

Source

199 General Fund

Budget Reference

199

Description

Curriculum Specialist - 5

| | |
|-------------------------|------------------------------------|
| Amount | 9,000 |
| Source | 255 Title II |
| Budget Reference | 255 |
| Description | ASCD Curriculum Leadership Academy |

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

CLI, MAP, TELPAS, OLPT, STAAR

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Develop an effective, systematic literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

- Critical Success Factor(s)**
- CSF 1 - Improve Academic Performance
 - CSF 3 - Increase Leadership Effectiveness
 - CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
 Brenda Navaja, Executive Director of Leading & Learning;

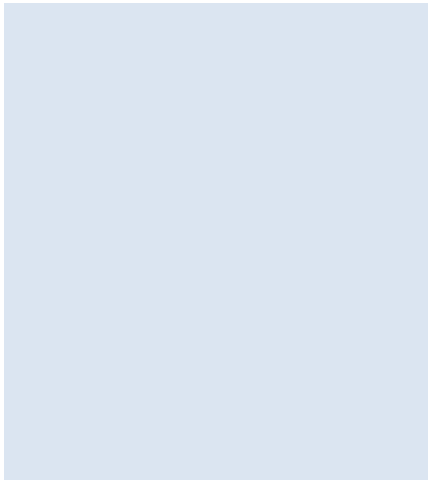
Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
 DRA, MAP, STAAR

Reviews

Formative

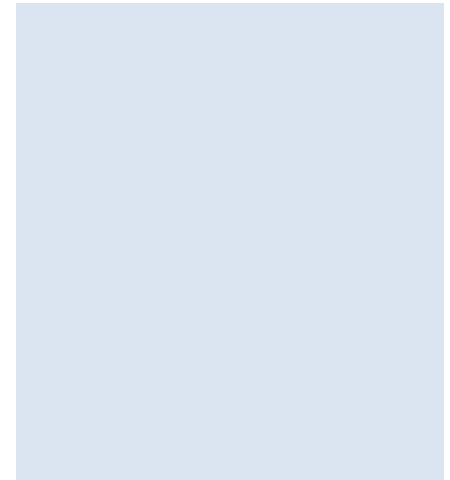
Fall Review



Winter Review

Considerable Progress
Literacy curriculum has been aligned with reading research and state standards; pacing guides for every literacy unit have been written to include essential standards, critical lessons to be taught, progress monitoring, and summative assessments, the Director of Early Literacy and literacy coaches continue to facilitate professional learning for each component of our literacy program with all K-2 teachers; Literacy progressions have been created so teachers and campus administrators can set instructional goals and assess their progress; each elementary campus has job-embedded literacy coaching for grades K-5.

Spring Review



Summative

Resources

Amount

378,699

Source

211 Title I

Budget Reference

211

Description

Payroll (Literacy Director; 3 Reading Interventionist; Instructional Paraprofessionals)

Amount

120,000

Source

199 General Fund

Budget Reference

199

Description

Payroll

Amount

3000

Source

199 General Fund

Budget Reference

199

Description

R10 Early Childhood Co-op \$3,000

Strategy/Activity 2

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop).

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
Brenda Navaja, Executive Director of Leading & Learning

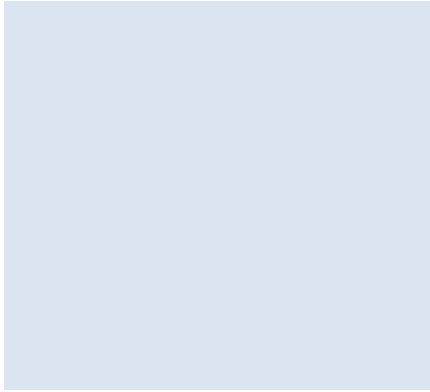
Strategy's Expected Result/Impact

DRA, MAP

Reviews

Formative

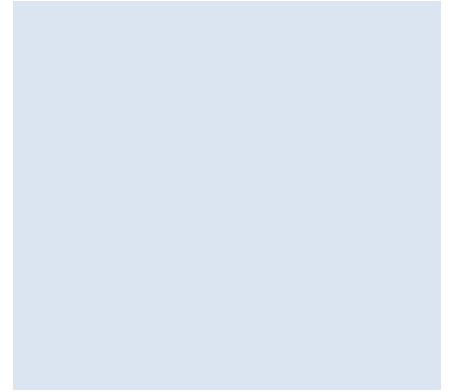
Fall Review



Winter Review

Some Progress
The Director of Early Literacy and literacy coaches continue to facilitate professional learning for each component of our literacy program with all K-2 teachers; principals trained teachers on the qualities of effective small group instruction; principals and members of the leading and learning team are giving teacher feedback based on instruction, literacy data and student work; teachers are starting to align student tasks with balanced literacy instruction and grade level standards

Spring Review



Summative

Resources

Amount

10,000

Source

211 Title I

Budget Reference

211

Description

F&P Classroom Materials

Strategy/Activity 3

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Alison Rison, Director of Literacy

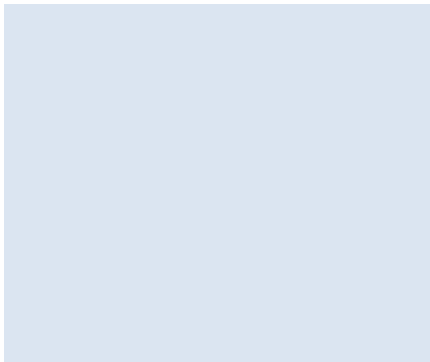
Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative

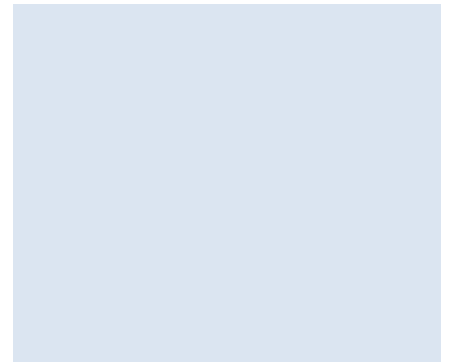
Fall Review



Winter Review

Some Progress
Interventionist positions were created and staffed with reading specialists for three of the four elementary campuses; interventionists facilitate intensive, supplemental reading and writing instruction for struggling readers and writers in grades k-5; interventionists were trained on literacy intervention and meet monthly with the Director of Early Literacy for professional learning and to examine student progress

Spring Review



Summative

Resources

Amount

208,000

Source

211 Title I

| | |
|-------------------------|---|
| Budget Reference | 211 |
| Description | Payroll |
| Amount | 25755 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Hanover - Equity, Closing Gaps, PD, Family Engagement Study |
| Amount | 19072 |
| Source | 270 Title V |
| Description | Hanover - Equity, Closing Gaps, PD, Family Engagement Study |

Strategy/Activity 4

Ensure language acquisition instructional strategies PK-12, implementation of ELPS, and provide support to ELs at early grades

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
 Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative

| | | | | | |
|-------------|--|---------------|--|---------------|--|
| Fall Review | | Winter Review | Limited Progress We have implemented a voluntary program for high school Newcomers for language acquisition. All secondary Newcomers were | Spring Review | |
|-------------|--|---------------|--|---------------|--|

provided with personal translation devices. Data will be tracked to determine if the devices are improving student access to the content and their achievement levels. Teachers will be trained on specific language acquisition techniques that principals will track through observation and feedback

Summative

Resources

| | |
|-------------------------|---|
| Amount | 64,000 |
| Source | 263 Title III |
| Budget Reference | 263 |
| Description | Payroll 49,000 Region 10 Co-op 5,000 |
| Amount | 10,500 |
| Source | 255 Title II |
| Budget Reference | 255 |
| Description | Seidlitz Training |
| Amount | 59130 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Salaries & benefits of 3 Bilingual instructional aids |
| Amount | 6000 |
| Source | 263 Title III |
| Budget Reference | 263 |
| Description | Hanover - Support underrepresented students in PD and EL support programs/Improve supplemental language instruction |

Strategy/Activity 5

Develop a district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance
- CSF 3 - Increase Leadership Effectiveness
- CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

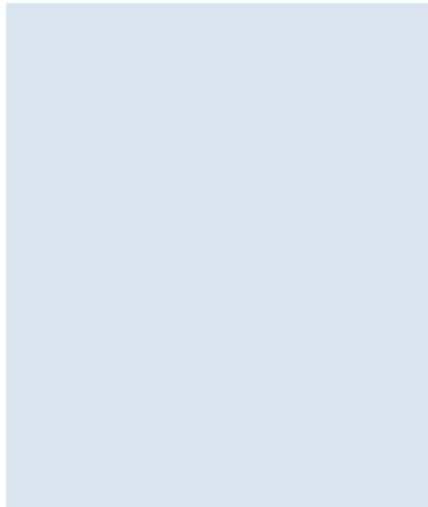
Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative

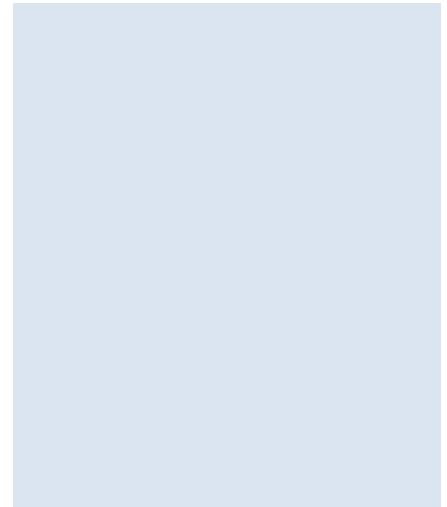
Fall Review



Winter Review

Some Progress
A task force was initiated and has met 6 times. A TISD MTSS has been defined and is now being developed. A flow-chart and trends checklist for both academic and behavior needs has been developed. Tier I Differentiation Strategies for both academic and behavior needs has been developed. Tier II is being developed by grade bands (K-2, 3-5, 6-12) for both academic and behavior needs---the needs are being broken down by content area with specificity (i.e. ELAR for K-2 in the areas of phonemic awareness, phonics, comprehension, fluency, and vocabulary). Tier II will be finalized in March and Tier III will be finalized in April.

Spring Review



Summative

Resources

Strategy/Activity 6

Bilingual paraprofessionals will assist in serving the needs of English Learner students at the elementary levels.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Laura Espinoza, Bilingual Student Achievement Specialist

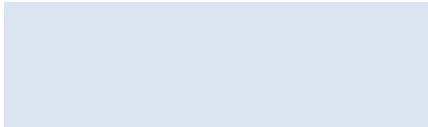
Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative

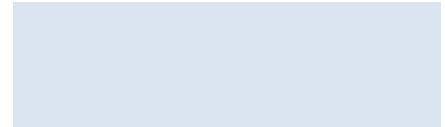
Fall Review



Winter Review

Limited Progress
Hiring and retention of bilingual paraprofessionals has been challenging this year.

Spring Review



Summative

Resources

Amount

60,000

Source

199 General Fund

Budget Reference

211

Description

Payroll

Objective 4:

Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):

Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 1

Provide one-to-one technology for all students grades PK-12 and professional learning and coaching on best practices for technology integration.

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance
- CSF 4 - Increased Learning Time
- CSF 6 - Improve School Climate

Timeline

Fall 2020

Person(s) Responsible/Monitor

Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning;
Stan Heisel: Executive Director of Technology

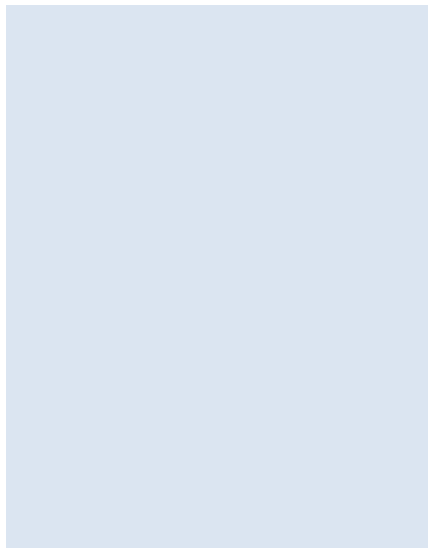
Strategy's Expected Result/Impact

Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative

Fall Review

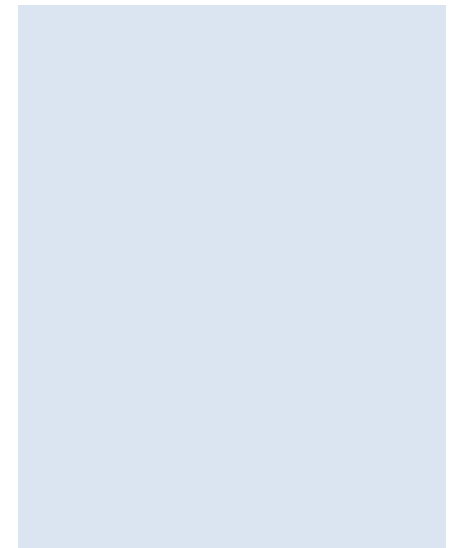


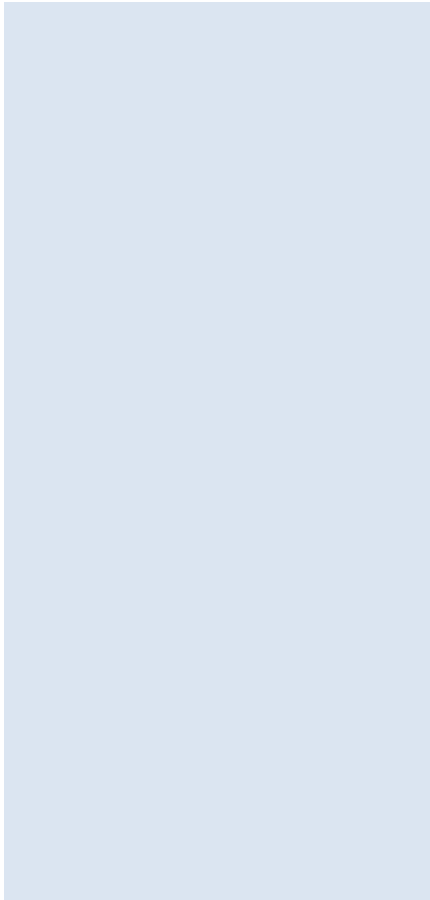
Winter Review

Considerable Progress
One-to-One

- Assistant Principals were trained on inventory management system, Asset Panda in August, 2020. Assistant Principals were provided with resources and templates, in English and Spanish, to deploy devices (Acceptable Use Policy (AUP), Technology Lending Agreement, Checklist, AUP Tracking Spreadsheet, etc.
- Assistant Principals communicate frequently (once per month minimum and as needed) for updates and support.
- All grades, except second

Spring Review



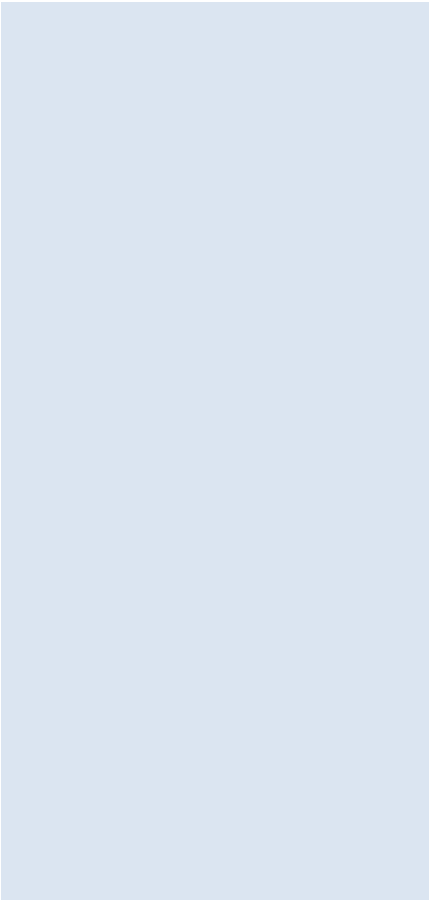


grade, are 1:1. Second grade classrooms have been provided with 8 iPads each until Chromebooks are received as part of the Technology Lending Grant. PK-1 are 1:1 with iPads, and 3rd-12th are 1:1 with Chromebooks.

Professional Learning

- 1,522 Level-Up badges have been earned over 306 faculty/staff and administrators.
- The Digital Learning Monthly digital newsletter has provided information and directions on digital tools to utilize in the classroom.
- Our Blended Learning Coach has provided support to teachers on best-practices for integrating technology into instruction.

Access
ClassLink provides students and teachers access to digital tools with single login.



Summative

Resources

| | |
|-------------------------|-----------------------------|
| Amount | 95,000 |
| Source | 424 IMA |
| Budget Reference | 425 |
| Description | ELAR department Chromebooks |
| Amount | 66,000 |
| Source | 211 289 Title IV |

| | |
|-------------------------|--|
| Budget Reference | 289 |
| Description | iPads (K-1st) for online instruction and blended experiences |
| Amount | 6750 |
| Description | TITLE 5 - iPads (K-1st) for online instruction and blended experiences |
| Amount | 460,000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Connectivity Hotspots |
| Amount | 85710 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Payroll - Blended Learning Coach |
| Amount | 125000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Payroll |
| Amount | 5000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | R10 Technology Package |
| Amount | 308,300 |
| Source | 199 General Fund |

Budget Reference

199

Description

Connectivity iPads

Amount

7000

Source

270 Title V

Description

Chromebooks

Strategy/Activity 2

Provide Blended Learning professional development and instruction for early grades literacy.

CSF 1 - Improve Academic Performance

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning

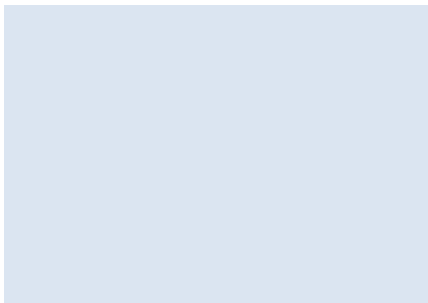
Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative

Fall Review

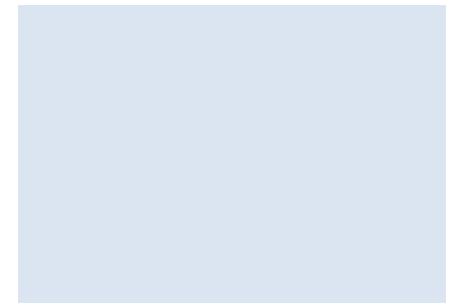


Winter Review

Considerable Progress
Alison Rison, Director of Early Literacy, and Julie West, Blended Learning Coach, have facilitated professional learning for teachers on the district literacy framework, Balanced Literacy.

Julie West, Blended Learning Coach, has met with teachers to support blended learning, literacy best practices, and use of

Spring Review



digital tools.

Summative

Resources

| | |
|-------------------------|---|
| Amount | 1,000 |
| Source | 255 Title II |
| Budget Reference | 255 |
| Description | Printing |
| Amount | 15000 |
| Source | 289 Title IV |
| Budget Reference | 289 |
| Description | Hanover - Support technology integration in classroom and improve experiences for students. |

Objective 5:

Increase the percentage of students designated College & Career Ready

Evaluation Data Source(s):

CCMR data: TSI, ACT, SAT, Dual Enrollment, AP, Industry Certifications, etc.

Summative Evaluation:

State Accountability - CCMR

Strategy/Activity 1

Increase the number of students meeting the criteria in both English & Math TSI examinations; increase participation in PSAT, SAT and/or ACT examinations; increase the number of students in Dual Credit

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

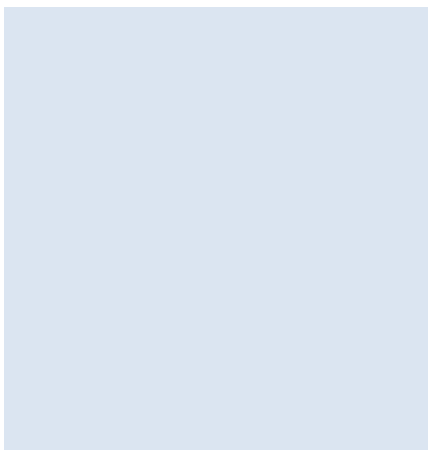
Strategy's Expected Result/Impact

TSI tests taken at middle school, TSI test taken at high school, increased number of dual credit classes offered on THS campus
Participation in PSAT(10th) and SAT (11th) exams
Increase SAT/ACT participations 45.2% (17-18) to 90% by 21-22
Increase PSAT participation 38 total students (17-18) to 90% by 21-22
Increase the number of students completing dual credits from 33.7% (18) to 36%

Reviews

Formative

Fall Review



Winter Review

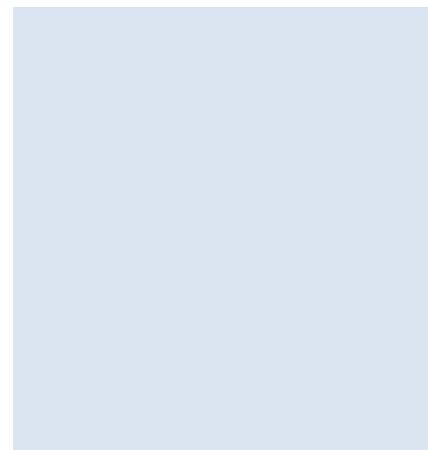
Considerable Progress
Increased participation in the PSAT from 38 total students in 19-20 school year to 201 total students in the 20-21 school year

249 11th grade students are scheduled to take the SAT in March

Worked with TVCC to add a dual-credit science course for the 21-22 school year.

8th, 9th, 10th, and 11th, grade students are currently taking the TSI for entrance into the dual credit program

Spring Review



Summative

Resources

Amount

27,500

Source

199 General Fund

Budget Reference

199

Description

TSI/SAT/PSAT Examinations & Prep Materials

Strategy/Activity 2

Expand CTE career cluster options, career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

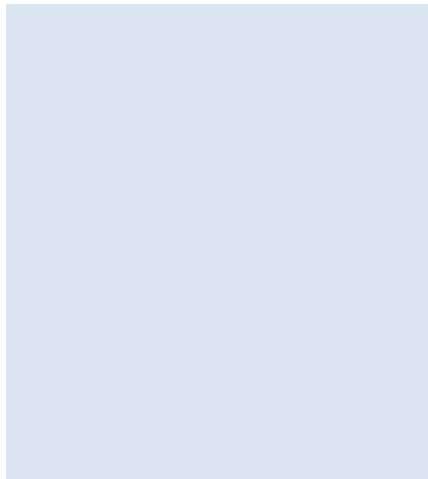
Strategy's Expected Result/Impact

Increase Pathways available;
Increase the percentage of Industry-Based Certifications (IBC) to 8% in 20-21
Increase the number of students that complete the CMA, BSN, or LVN programs

Reviews

Formative

Fall Review



Winter Review

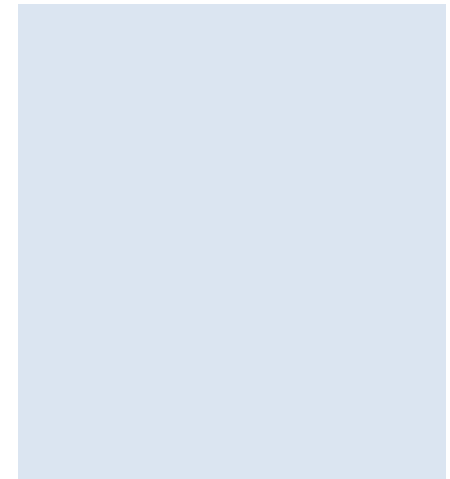
Considerable Progress
The 21-22 course guide will now include both a Cybersecurity and Computer Programming pathway.

The Education pathway is now registering for the 2nd year course.

THS has added a Principles of Business, Marketing and Finance class to leave open the possibility of future Marketing and/or Accounting pathways.

Currently, 10% of the senior class has an IBC with over 100 IBC exams left to take.

Spring Review



Summative

Resources

Amount

78000

Source

CTE

Description

Instructional Supplies

| | |
|-------------------------|--|
| Amount | 2100000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Payroll - 31 Teachers |
| Amount | 17000 |
| Source | Outside Funding Source |
| Budget Reference | None Specified |
| Description | Excellence Foundation Grant 2K; Texas Lone Star T-STEM Grant 15K |

Strategy/Activity 3

Increase the percentage of students completing college degrees by expanding partnerships with Trinity Valley Community College (TVCC), other higher-ed institutions, businesses, and community programs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

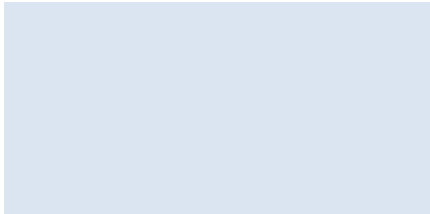
Strategy's Expected Result/Impact

Increase opportunities for students to pursue interests

Reviews

Formative

Fall Review

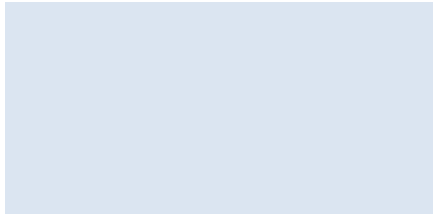


Winter Review

Some Progress
 TVCC will now begin offering Cybersecurity courses for the 21-22 school year.

 The CTE program has two emerging partnerships with businesses, but progress has been slowed by COVID restrictions.

Spring Review



THS and the surrounding community have reached out to CTE students to encourage them to apply for local scholarships.

Summative

Resources

| | |
|-------------|--|
| Amount | 20000 |
| Description | \$49 per credit hour for the first two academic course per semester; No fee for CTE Dual Credit course |
| Amount | 363,000 |
| Description | Payroll for 5 dual credit teachers |

Strategy/Activity 4

Improve instruction, participation, and performance in advanced courses, honors courses, Pre-AP and AP courses

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase the percentage of students who score at or above criterion on AP exams

Reviews

Formative

| | | | | | |
|-------------|--|---------------|--|---------------|--|
| Fall Review | | Winter Review | Some Progress AP exams increased from 115 in 19-20 school year to 185 in 20-21 school year. The addition of the AP Computer Science Principles course to the 21-22 school year promises to increase this figure further. | Spring Review | |
|-------------|--|---------------|--|---------------|--|

AP exam performance will be evaluated in July when AP scores become available.

Summative

Resources

| | |
|-------------------------|---|
| Amount | 10,000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Cost of AP Exams |
| Amount | 25,000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | AP Summer Institute Teacher Training |
| Amount | 1398600 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Payroll for 21 advanced academic teachers |
| Amount | 20000 |
| Source | 270 Title V |
| Description | AVID Program at Middle School |

Strategy/Activity 5

Provide early introduction to CTE/STEM/STEAM instruction and enhance existing programs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase the percentage of K-5 students reaching Meets on STAAR Mathematics
Increase the percentage of Industry-Based Certifications (IBC)
Students graduate with an Associates Degree

Reviews

Formative

| | | | | | |
|-------------|--|---------------|--|---------------|--|
| Fall Review | | Winter Review | <p>Some Progress TISD continues to maintain STEAM classrooms at all middle schools, which emphasize problem-based learning by including engineering principles</p> <p>TISD offers five CTE pathways which can be started as early as the 7th grade to encourage students to begin thinking about career possibilities at an early age.</p> <p>Furlough Middle School will offer an additional CTE elective in the 21-22 school year to further emphasis on college and career exploration</p> | Spring Review | |
|-------------|--|---------------|--|---------------|--|

Summative

Resources

| | |
|-------------------------|----------------------|
| Amount | 282,264 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | STEAM Teachers (K-5) |
| Amount | 45,000 |

| | |
|-------------------------|--|
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Split Payroll - Specialist |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Instructional Supplies \$_____ iCEV curriculum access \$600 |

Strategy/Activity 6

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) CSF 1 - Improve Academic Performance
 CSF 3 - Increase Leadership Effectiveness
 CSF 7 - Increase Teacher Quality

Timeline

August 2020

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness;

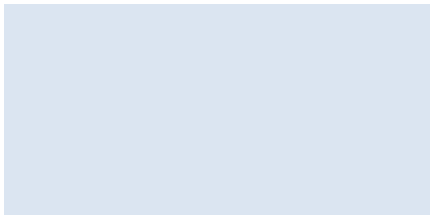
Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

Formative

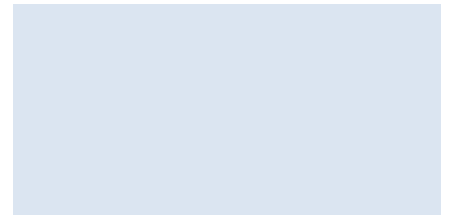
Fall Review



Winter Review

Some Progress
 STEAM teachers at all middle schools have had three meetings to horizontally and vertically plan the K-5th STEAM curriculum.
 All STEAM teachers have been encouraged to obtain their GT certification to promote

Spring Review



differentiated learning options.

Summative

Resources

| | |
|-------------------------|--|
| Amount | 282264 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Elementary STEM Teachers 279,264 |
| Amount | 3800 |
| Description | Eduthings - \$3500 Natl. Student Clearinghouse- \$300 |

Strategy/Activity 7

Involve the business community in the career and technology programs as supportive partners.

- Critical Success Factor(s)**
- CSF 3 - Increase Leadership Effectiveness
 - CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Luke Hurst, Director of College & Career Readiness

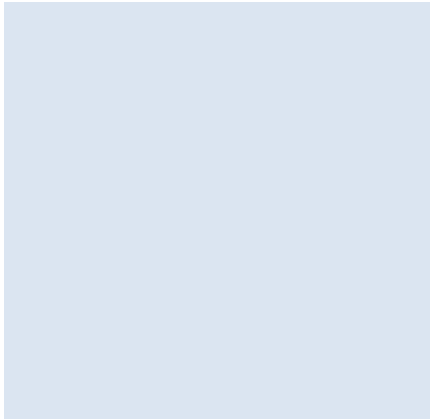
Strategy's Expected Result/Impact

Involve community stakeholders; meet community needs

Reviews

Formative

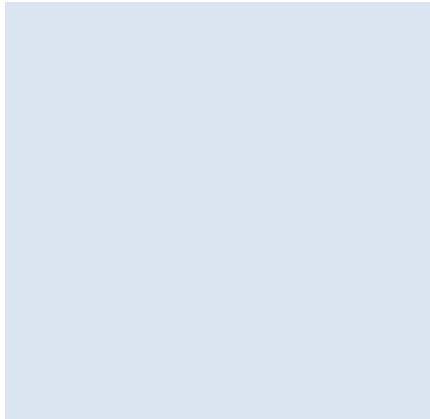
| | | | | | |
|-------------|--|---------------|---|---------------|--|
| Fall Review | | Winter Review | Limited Progress COVID restrictions continued to limit business some partnerships. | Spring Review | |
|-------------|--|---------------|---|---------------|--|



Luke Hurst has engaged with both the Chamber of Commerce and the Economic Development Council for ideas and collaborations.

NUCOR Metal volunteered inspectors to certify high school welders.

The Economic Development Council offered to buy the CTE program a forklift to give high school a further experience in the needs of warehouse employers.



Summative

Resources

Objective 5:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

- Critical Success Factor(s)**
 - CSF 3 - Increase Leadership Effectiveness
 - CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Dr. Georgeanne Warnock: Superintendent;
Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;

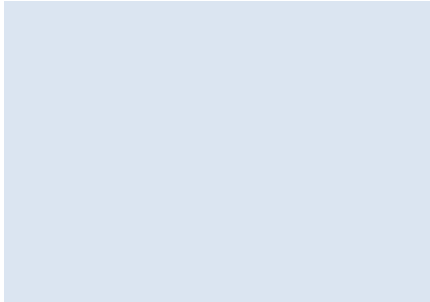
Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative

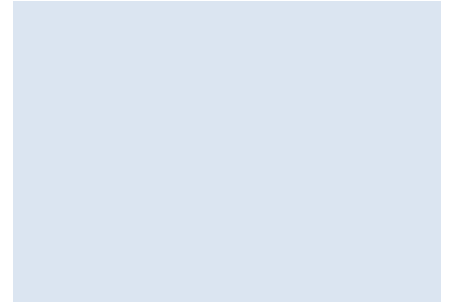
Fall Review



Winter Review

Considerable Progress
The T-TAGS system is being used to evaluate teachers. Principals and APs have done calibration walks to ensure that alignment within a campus. Teachers with low scores are being coached using the Get Better Faster Observation and Feedback system. Principals are looking at student data compared to teacher observation marks to determine alignment.

Spring Review



Summative

Resources

Strategy/Activity 2

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
AJ Knight, ExCEL Director

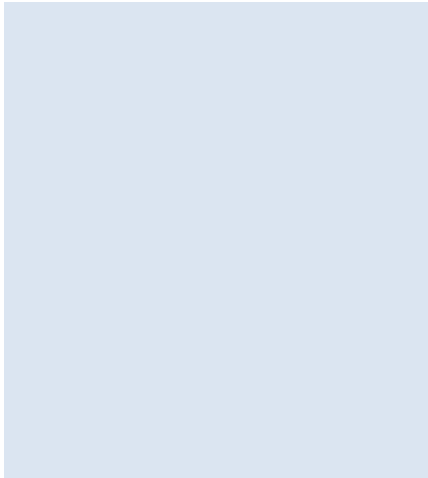
Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative

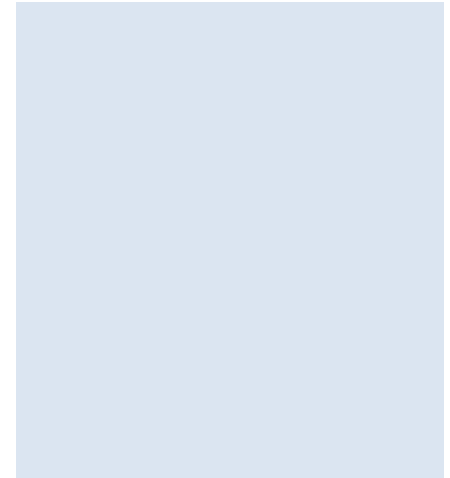
Fall Review



Winter Review

Some Progress
 Plans have begun for summer activities both at the ExCEL and for Summer Academies. The Summer Academy manual has been developed and hiring of the Summer Academy Principal is in progress. Curriculum is being identified and developed. Staffing needs are being evaluated and students will be identified based on not meeting projected growth and/or falling behind previous standards on STAAR (i.e. scoring "meets" previously and scoring "approaches" this year). Tutorials and other intervention/enrichment is taking place as determined by each campus principal.

Spring Review



Summative

Resources

| | |
|-------------------------|-------------------------|
| Amount | 18,000 |
| Source | 289 Title IV |
| Budget Reference | 289 |
| Description | ExCEL Payroll |
| Amount | 50,000 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Summer Program Payroll |
| Amount | 51200 |
| Source | State Comp Ed |
| Description | Secondary Summer School |
| Amount | 24000 |

| | |
|-------------|---------------|
| Source | State Comp Ed |
| Description | THS Tutorials |
| Amount | 13000 |
| Source | State Comp Ed |
| Description | FMS Tutorials |

Strategy/Activity 3

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

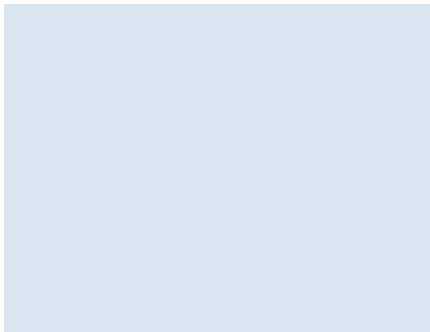
Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative

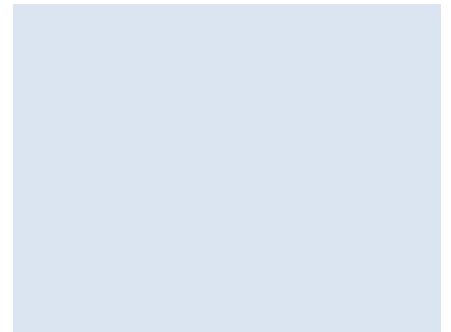
Fall Review

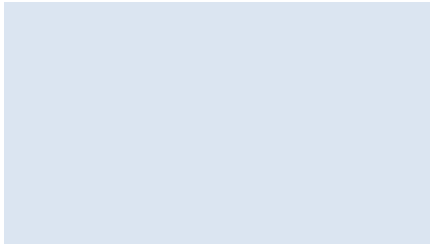


Winter Review

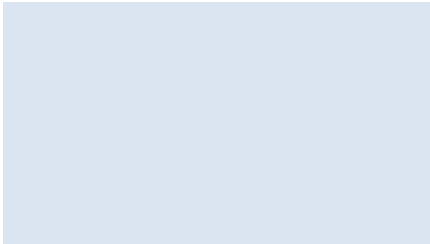
Considerable Progress
Tiger Time has been implemented at each elementary campus. Tiger Time is intervention/enrichment time and every student receives Tiger Time each day on the elementary campuses. Use of Tiger Time including strategies and resources is being evaluated to determine needs for next year. The secondary campuses are implementing after-school tutorials/interventions as determined by

Spring Review





campus principals. There is a need for additional targeted intervention within the school day at the secondary campuses. LLI has been implemented for early literacy. In addition, instructional strategies that are differentiated from the Tier I strategies are being identified and added to Tier II of the TISD MTSS.



Summative

Resources

| | |
|-------------------------|---------------|
| Amount | 80000 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Summer School |

Strategy/Activity 4

Analyze data and implement enhanced dropout prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

- Critical Success Factor(s)**
- CSF 1 - Improve Academic Performance
 - CSF 2 - Increase the User of Quality Data to Drive Instruction
 - CSF 3 - Increase Leadership Effectiveness
 - CSF 6 - Improve School Climate

Timeline
August 2020 - June 2021

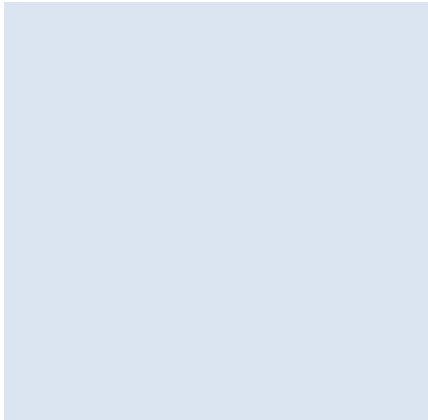
Person(s) Responsible/Monitor
Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Shuck Weiland, Director of Student Services

Strategy's Expected Result/Impact
Recover drop outs. Prevent potential dropouts.

Reviews

Formative

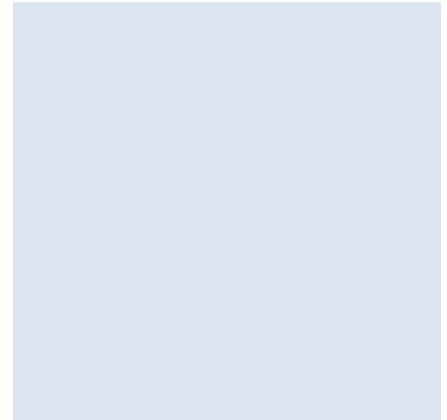
Fall Review



Winter Review

Some Progress
A Graduation Team at the high school reviews students who have dropped out to determine the best course of action to get them to complete school. The work of Community in Schools has been shifted to focus on students with chronic absenteeism to keep them engaged in school. Virtual students who are failing two or ore courses are required to return to face-to-face learning. Students who are failing to make progress are being enrolled in virtual learning that they can complete at Phoenix.

Spring Review



Summative

Resources

Amount

80,000

Source

199 General Fund

Budget Reference

199

Description

Odysseyware

Amount

590039

Source

State Comp Ed

Description

TAEC Payroll 521,833 , 68206

Amount

7000

Source

State Comp Ed

Description

Instructional Supplies

Strategy/Activity 5

Evaluate the effectiveness the district's decision making policies, procedures, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Tonya Tillman, Deputy Superintendent of Business & Operations

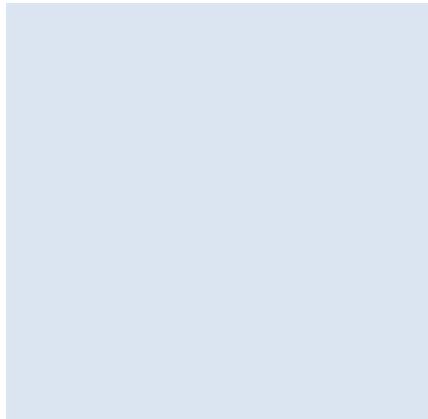
Strategy's Expected Result/Impact

Best practices for local education agency.

Reviews

Formative

Fall Review

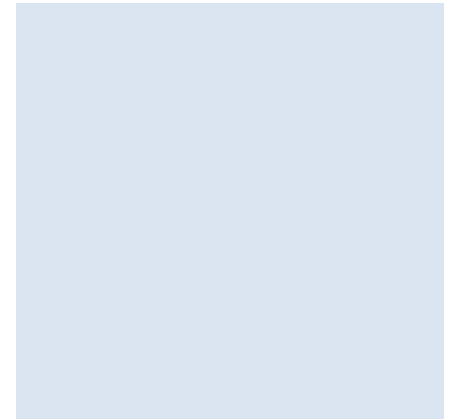


Winter Review

Significant Progress
Business procedures, policies and practices have been reviewed to uncover any that are not in alignment with LEA best practices. Staff members receive regular training on new practices to ensure that there is alignment across the district.

Staff development is based on student achievement data and tied to district priorities set by the school board. Any professional learning is monitored through observations and follow up training.

Spring Review



Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

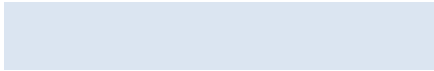
Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Fall Review

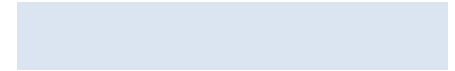


Winter Review

Considerable Progress



Spring Review



Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Executive Director of Business & Operations

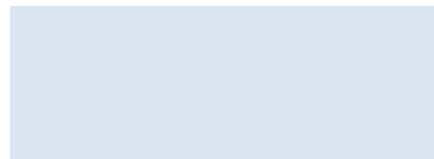
Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative

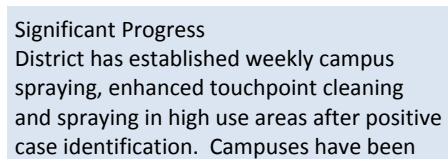
Fall Review



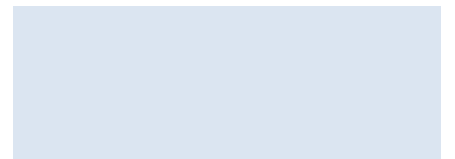
Winter Review

Significant Progress

District has established weekly campus spraying, enhanced touchpoint cleaning and spraying in high use areas after positive case identification. Campuses have been



Spring Review



provided desk shields, face guards, face masks and sanitizer as requested.

Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate
RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Shuck Wieland, Director of Student Services
Larry Polk, Assistant Superintendent

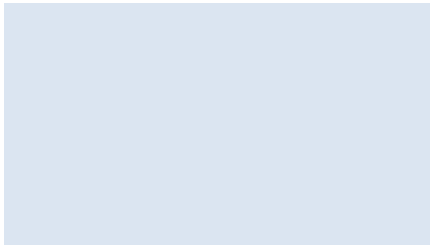
Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative

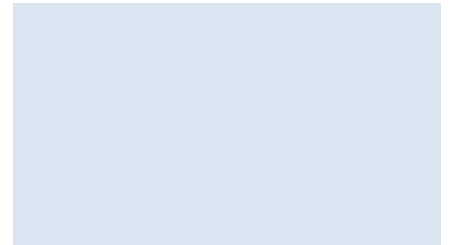
Fall Review



Winter Review

Considerable Progress
Review of data supports a reduction in the number of ROAR notifications at all campuses.
Additionally, the number of students being placed in DAEP are currently at a lower rate.
Overall, frequency of discipline incidents

Spring Review



reported in the student information system are being tracked using grade level, gender, ethnicity, general education, special education, and socio-economic status.

Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

- Critical Success Factor(s)**
- CSF 1 - Improve Academic Performance
 - CSF 4 - Increased Learning Time
 - CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Larry Polk, Assistant Superintendent

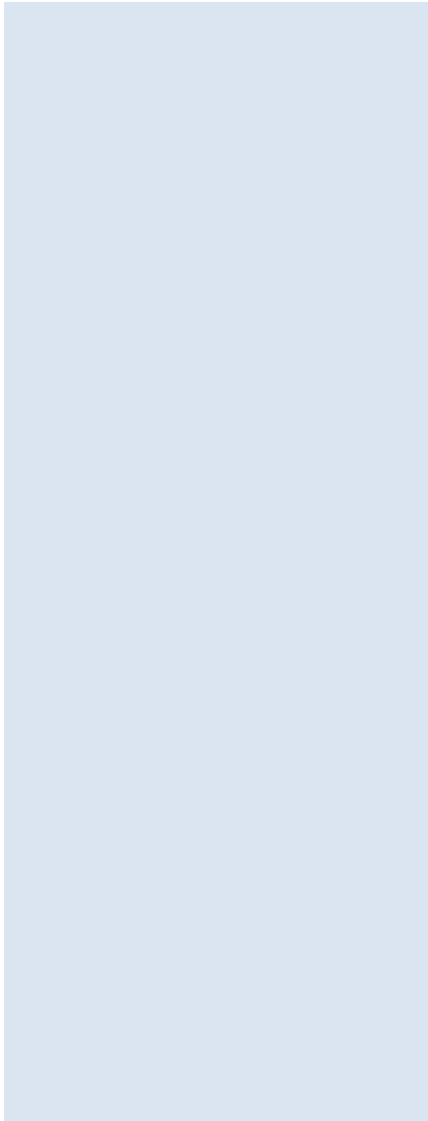
Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative

Fall Review

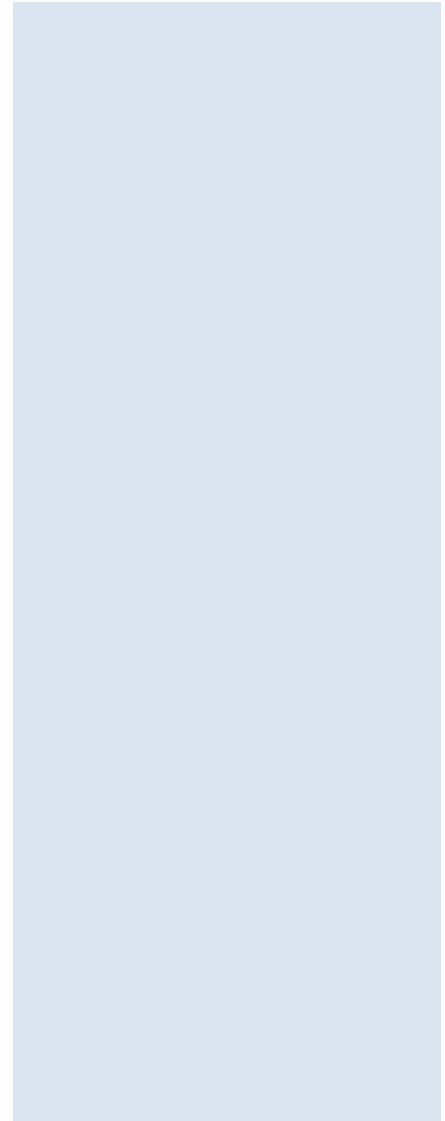


Winter Review

Considerable Progress
 All Counselors and Social Workers have been trained and have certifications in the following areas:
 Mental Health First Aid
 Support Students by Building School Culture K-12 (Counseling)
 Trauma-Informed Resilient Schools
 Behavioral Threat Assessment Training
 Texas Project Restore
 Video 1 - Trauma-Informed Training
 Understanding Trauma and its Impact
 Video 2- Trauma-Informed Training-
 Understanding Your Experiences and Building Resilience
 Video 3 - Trauma-Informed Training-
 Understanding Your Student's Experiences
 Video 4 Trauma-Informed Training-
 Building Secure Relationships
 Video 5 Trauma-Informed Training-
 Developing a Positive Classroom Cultures
 Video 6 - Trauma-Informed Training-
 Building Strong Partnerships with Students' Families

The capacity building in these areas has served as a strong foundational premise for TISD and meet all of the State Requirements [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]: These areas of focus will be continuously improved and refined to meet the wrap-around comprehensive services to our students, families, staff, and community stakeholders.

Spring Review



Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

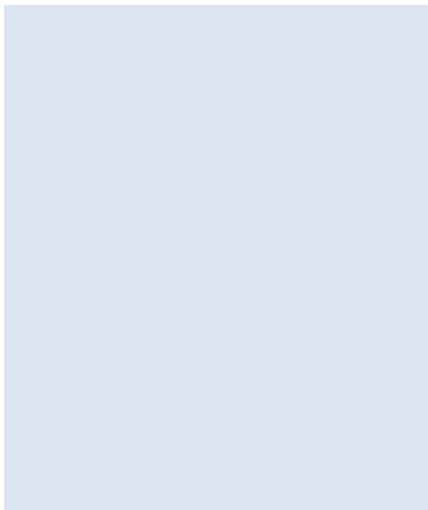
Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative

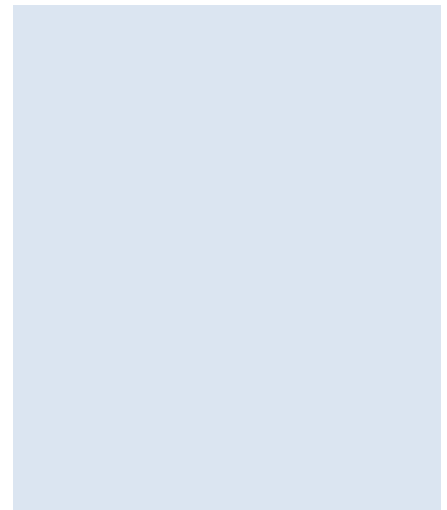
Fall Review



Winter Review

Considerable Progress
Reduced Discipline Referrals and 425 PEIMS records are positive correlates as a result of Counselor efforts of employing SEL components being minimally implemented overall, more activity @ the Elementary level over Secondary level to add breadth to the culture and climate being conducive for teaching and learning acknowledging the "whole-child;" Maslow before Bloom's. The Core-Essentials Curriculum implemented district-wide has allowed common language and consistent resources for SEL, immersed in the CASAL framework. Attendance is continuing to be an area of improvement due to the unique set of variables that makes it challenging.

Spring Review



Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

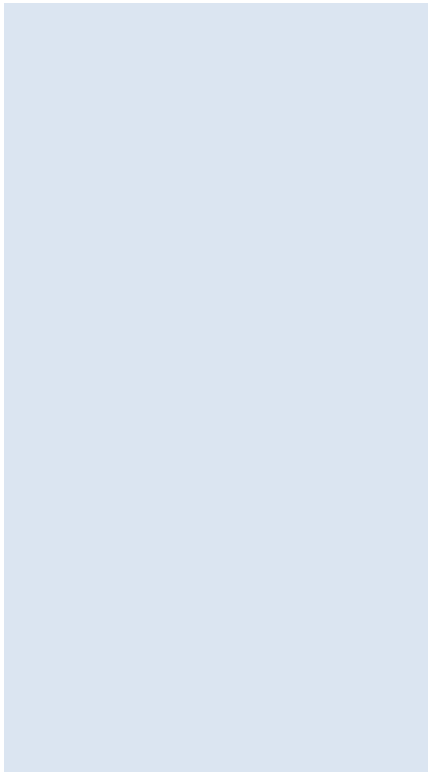
Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative

Fall Review



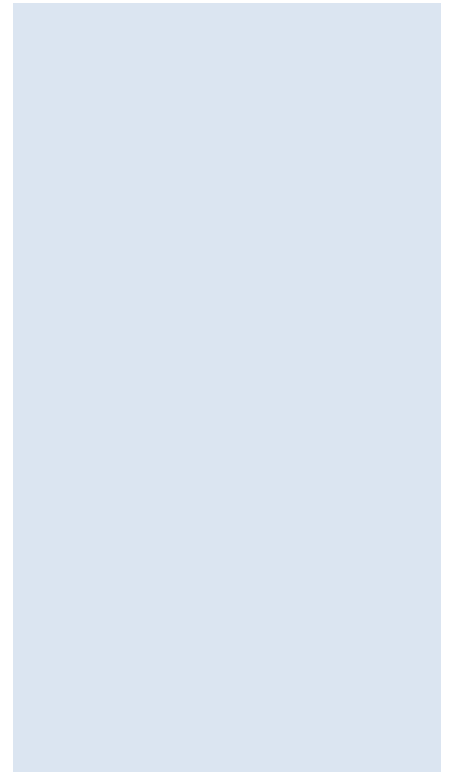
Winter Review

Considerable Progress
Counselors/Behavioral Specialist have guidance lessons to support social and emotional needs of students. Behavioral Specialist are assigned to campuses to assist in the behavior-related health needs of students. SEL is facilitated by TISD Counselors, Behavioral Specialists, and LSSP's with resources following the CASAL Framework Updated Definition:

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish

Spring Review



learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.” (CASAL, 2020)

<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Summative

Resources

| | |
|-------------------------|---------------|
| Amount | 1200 |
| Source | 289 Title IV |
| Budget Reference | 289 |
| Description | SEL Materials |

Strategy/Activity 4

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent;
Stacey Ellis, Executive Director of Human Resources

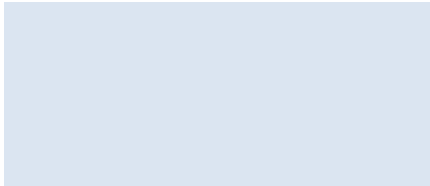
Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative

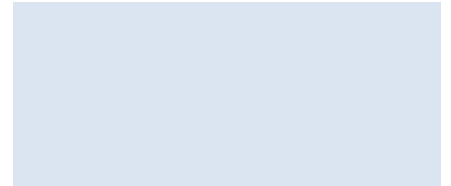
Fall Review



Winter Review

Considerable Progress
The district's SHAC operates under required guidelines. School nurses provide health services. Student nutrition is operating as required and all campuses are meeting required minutes for physical activity.

Spring Review



Summative

Resources

Strategy/Activity 5

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Shuck Wieland, Director of Student Services;

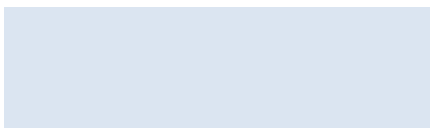
Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative

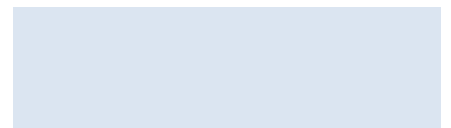
Fall Review



Winter Review

Some Progress
These methods are in place and are utilized in an on-going basis. Periodic review is also on-going from the members in the

Spring Review



department. Dyslexia services are provided for all students identified in the district. 1st graders have been screened to determine students at risk for dyslexia.

Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Stan Heisel, Executive Director of Technology;
Brenda Navaja, Executive Director of Leading & Learning

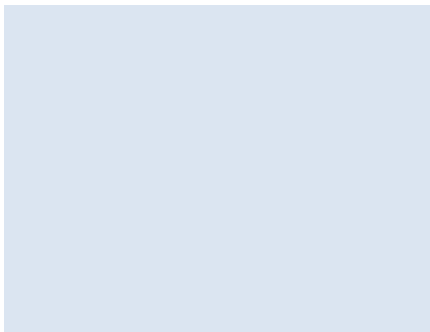
Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative

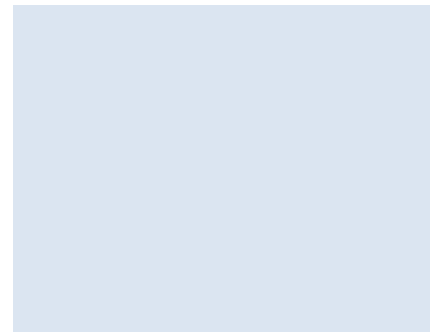
Fall Review



Winter Review

Some Progress
All staff completed the compliance training in regard to sex abuse, sex trafficking, and other maltreatment of children. All staff completed the Cyber-Security training. Librarians were trained and rolled out digital citizenship---this training was available to all staff under Level Up. Campus counselors and administrators trained staff on responding to and awareness of student needs.

Spring Review



Summative

Resources

Goal 3: Fiscal Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement.

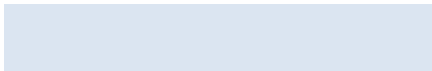
Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

FIRST report, District audit

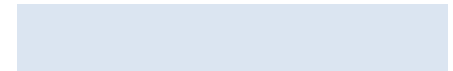
Fall Review



Winter Review

Significant Progress
District audit had no findings.

Spring Review



Summative Evaluation:

Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campus.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

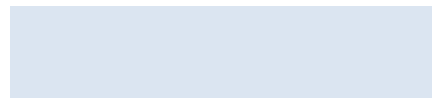
Strategy's Expected Result/Impact

Prioritize Board Goals, Financial security of District

Reviews

Formative

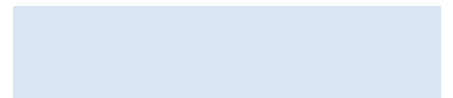
Fall Review



Winter Review

Some Progress
Budget work study is scheduled for February 8th to discuss 21-22 budget and

Spring Review



priorities.

Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Fall Review

Winter Review

Considerable Progress
Training was provided in August 2020 for support staff. Additional training is scheduled for February 12th with support staff. Monthly purchasing update is being provided to support staff.

Spring Review

Summative

Resources

Strategy/Activity 3

Automate and digitize systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

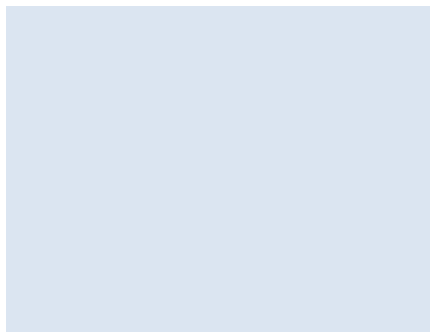
Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative

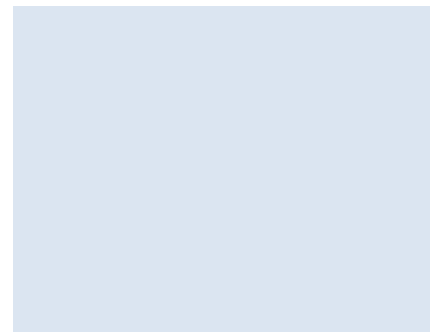
Fall Review



Winter Review

Considerable Progress
District has implemented or is in the process of implementing 1) Online store for payments 2) Electronic receiving reports in TXEIS 3) Electronic copy of invoice attached to purchase order in TXEIS 4) Emailing vendors purchase order 5) Vendor payments by credit card/or ACH 5) TxEIS/Ascender Portal Helpdesk available for TISD staff that use TxEIS/Ascender Portal products 6) Electronic bid system

Spring Review



Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations;
Jo Thornton, PEIMS Coordinator

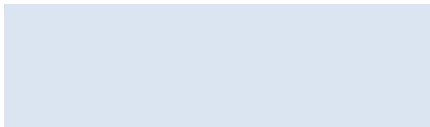
Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative

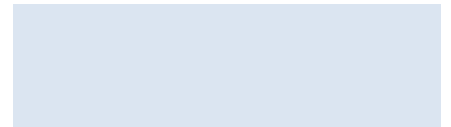
Fall Review



Winter Review

Limited Progress
District is working with PEIMS consultant to develop master calendar and review procedures.

Spring Review



Summative

Resources

Amount

69197

Source

199 General Fund

Budget Reference

199

Description

R10 Business & Student Software \$66,296.56
R10 PEIMS Co-op \$2,600

Strategy/Activity 5

Maintain Superior FIRST Rating

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

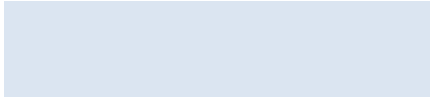
Strategy's Expected Result/Impact

Financial Security; Lending Opportunities

Reviews

Formative

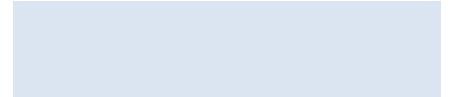
Fall Review



Winter Review

Significant Progress
District received rating and complied with all posting and reporting requirements.

Spring Review



Summative

Resources

Strategy/Activity 6

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

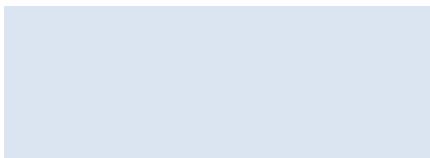
Strategy's Expected Result/Impact

Outside fund sources will enhance the district's budget

Reviews

Formative

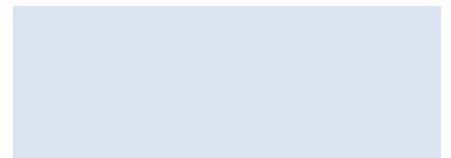
Fall Review

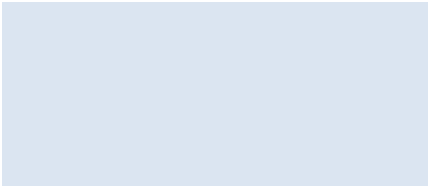


Winter Review

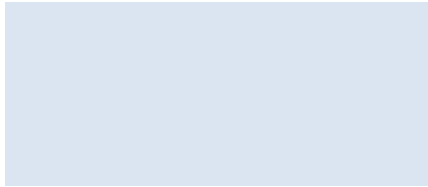
Considerable Progress
District has applied for 1) TDEM CRF Funding 2) LMRP CRF Funding 3) PPRP CRF Funding 3)County CRF funding and 4) Mentor Grant Funding. Applied and

Spring Review





received funding for federal programs and Teacher Instructional Leadership Grants, Blended Learning Grants, and Safety Grants. In addition, district staff continue to work on teacher incentive allotment application.



Summative

Resources

Strategy/Activity 7

Schedule recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

- Critical Success Factor(s)**
- CSF 3 - Increase Leadership Effectiveness
 - CSF 6 - Improve School Climate
 - CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

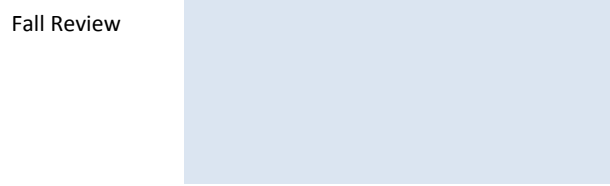
Stacey Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

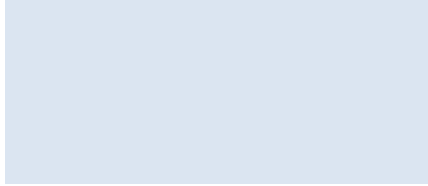
Formative



Winter Review

Considerable Progress
Due to COVID restrictions, travel is limited. Virtual recruiting is required. supports exist for retention including incentives, Tiger Academy, Mentor Program, job-embedded PD.

Spring Review



Summative

Resources

Strategy/Activity 8

Decrease teacher turnover rate from 29% to 16% by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance
- CSF 3 - Increase Leadership Effectiveness
- CSF 6 - Improve School Climate
- CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources
Brenda Navaja, Executive Director of Leading & Learning

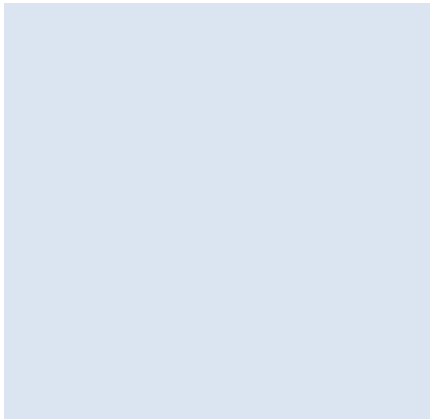
Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative

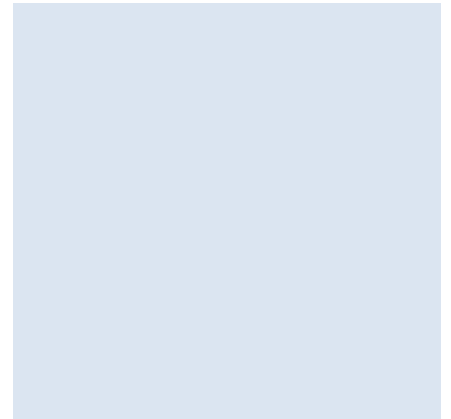
Fall Review



Winter Review

Some Progress
New teachers received mentors and were supported through the Tiger Academy. Mentor teachers were identified and trained along-side the L&L team, campus admin, and instructional coaches to provide common language and establish best practices to support new teachers. Continuity between campuses has been a focus by providing TIL training to all campus admin, monthly Principal and AP meetings, and monthly 1:1 coaching sessions with Principals and AP's. By creating consistency and a posture of coaching, the climate

Spring Review



being established is one of support and growth.

Summative

Resources

Strategy/Activity 9

Provide supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

- CSF 1 - Improve Academic Performance**
- CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning
Julie Fisher, Executive Director of Continuous Improvement;

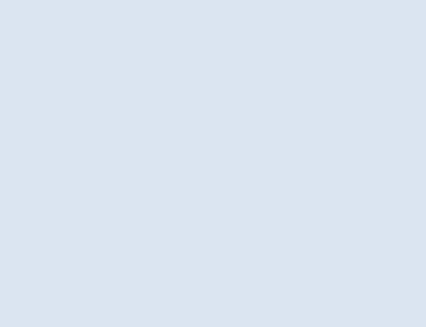
Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative

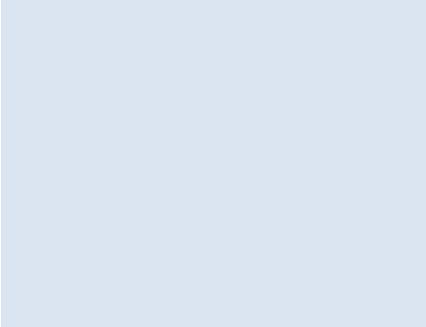
Fall Review



Winter Review

Significant Progress
New Teacher Orientation was provided to all teachers new to TISD at the beginning of the school year. Tiger Academy is held monthly for beginning teachers. Mentor Teachers are assigned to beginning teachers (years 0-1) at each campus and provide individual supports and peer coaching throughout the school year. Trainings focus on Get Better Faster for continuity across the district.

Spring Review



Summative

Resources

| | |
|-------------------------|--|
| Amount | 2000 |
| Source | 270 Title V |
| Budget Reference | 255 |
| Description | Tiger Academy Payroll |
| Amount | 50000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Mentor Teacher Allotment for training and stipends |
| Amount | 1000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | New Teacher Orientation Luncheon |

Goal 4: Parent & Community Engagement

Expect engagement with parents and the community for high student achievement.

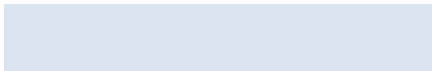
Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):

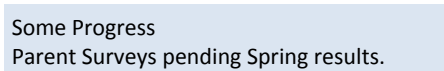
Parent Surveys, Event attendance

Fall Review

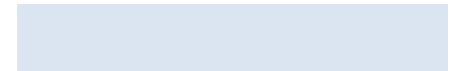


Winter Review

Some Progress
Parent Surveys pending Spring results.



Spring Review



Summative Evaluation:

Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training of all staff. Provide opportunities for parents to let the district know how they view their child's education.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative

Fall Review



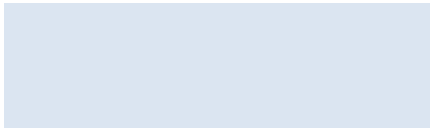
Winter

Some Progress



Spring

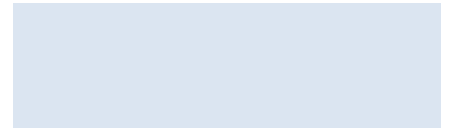




Review

Professional Development provided during Back to School and fall PD day. Culture Days and Awareness months acknowledged.

Review



Summative

Resources

Amount

5000

Source

255 Title II

Budget Reference

255

Description

Libby Spears

Strategy/Activity 2

Develop a "Literacy Bus" for mobile parent & community engagement and interaction.

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

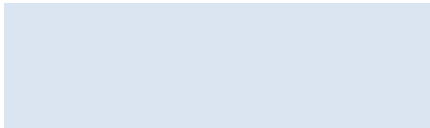
Strategy's Expected Result/Impact

Increased Parental Involvement

Reviews

Formative

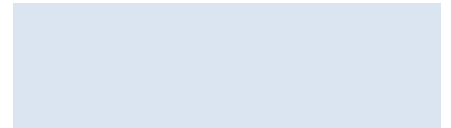
Fall Review



Winter Review

Some Progress
Drafts of bus wrap in place, book selection underway, materials for bus being reviewed,

Spring Review



Summative

Resources

| | |
|-------------------------|---|
| Amount | 15000 |
| Source | 263 Title III |
| Budget Reference | 263 |
| Description | Bilingual Books for us |
| Amount | 10000 |
| Source | 211 Title I |
| Budget Reference | 211 |
| Description | Technology for Bus/Parental Involvement |

Strategy/Activity 3

Provide a list of community social services & resources to parents.

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Olivia Rice, Executive Director of Communications

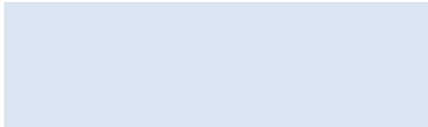
Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative

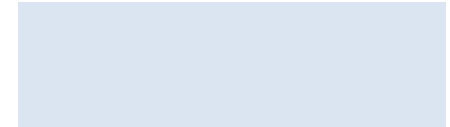
Fall Review



Winter Review

Significant Progress
Parent Resource Guide electronically and counselors have hard copies for student and parent access.

Spring Review



Summative

Resources

Strategy/Activity 4

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications
Campus principals

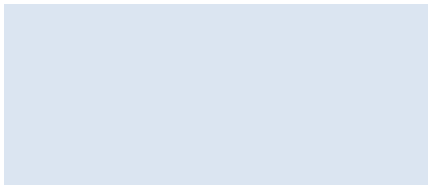
Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative

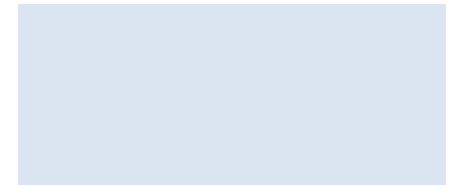
Fall Review



Winter Review

Significant Progress
Wednesdays with Warnock through socail media; district newsletters, website updated regularly, REMIND for all campuses, involvement with community organizations.

Spring Review



Summative

Resources

Strategy/Activity 5

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

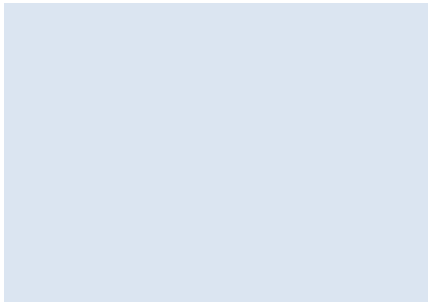
Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative

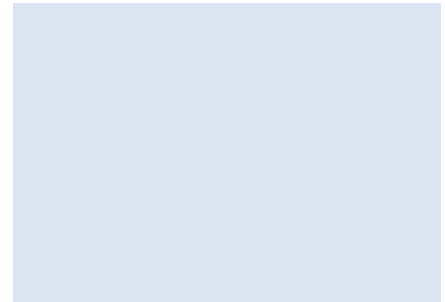
Fall Review



Winter Review

Limited Progress
Partnership with Community in Schools provided Financial Aid Night in the fall but these typically take place in Spring. Common local scholarship application online. Counselors meet with incoming 8th grade students regarding graduation plans, endorsements, and college and career readiness oppoortunities (beginning 2/8/21)

Spring Review



Summative

Resources

Strategy/Activity 6

Provide education and outreach to all parents, including bilingual supports and adult education.

Critical Success Factor(s) CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent
Laura Espinoza, Bilingual/ESL Specialist

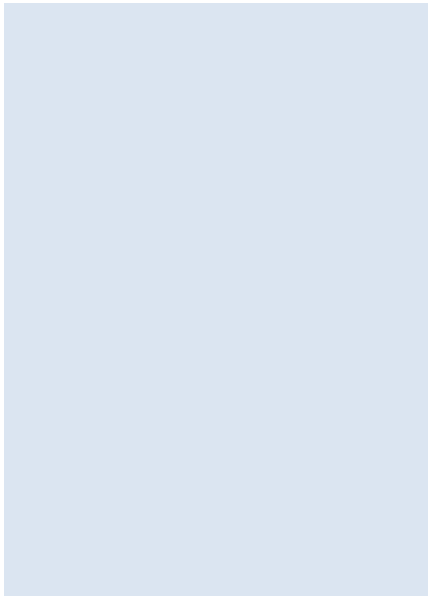
Strategy's Expected Result/Impact

Parents ability to support students in their education and development

Reviews

Formative

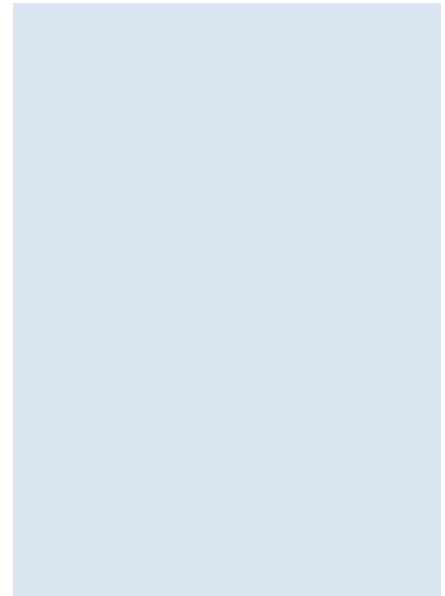
Fall Review



Winter Review

Some Progress
Parents were provided specific information on expectations and support for At-Home Learning as part of the district's Return to Learn Plan. Caregiver University provides specific information on literacy and understanding student MAP scores. All elementary campuses conducted Title 1 meetings virtually to share campus goals and get input. Students identified for Targeted Improvement by TEA also conducted parent sessions to explain the TIP process, requirements and get input on TIP plans.
Partnership with Navarro Community College for adult education in Citizenship, ESL, CPR, and Conversational Spanish.
Forging partnership with Mesquite ISD to access additional adult education courses.

Spring Review



Summative

Resources

Strategy/Activity 7

Increase parental involvement, decrease dropout rates, and increase students enrolling in higher ed., technical schools, military, or receiving career licenses through partnership with Community in Schools and other avenues.

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020- July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent

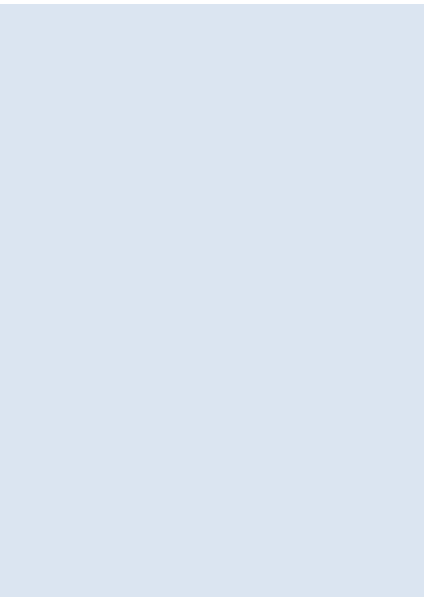
Strategy's Expected Result/Impact

Increase parental involvement, decrease dropout rates, and Increase students enrolling in post-secondary education or military

Reviews

Formative

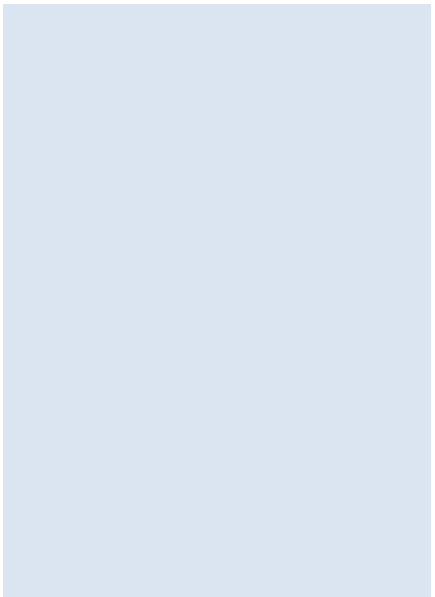
Fall Review



Winter Review

Considerable Progress
Tracking of students involved in Dual Credit and CTE courses ensures that more students complete high school with either an Industry-Based Certification or college credits. Students are being required to test early in the year for their IBC. to The PSAT was offered to all sophomores to increase student exposure to nationally-standardized tests. All juniors will be required to take the SAT in March. Preparation lessons are being done to help students be better prepared. All students enrolled in an AP course are now required to take the associated exam. The TSIA-2 test will be given each Friday and students are being prepped by their teachers to ensure better outcomes. Students are tracked for their completion of a CCMR indicator to ensure that all students earn a

Spring Review



measure prior to senior year.

A Graduation Team at the high school reviews students who have dropped out to determine the best course of action to get them to complete school. The work of Community in Schools has been shifted to focus on students with chronic absenteeism to keep them engaged in school. Virtual students who are failing two or ore courses are required to return to face-to-face learning. Students who are failing to make progress are being enrolled in virtual learning that they can complete at Phoenix.

Summative

Resources

| | |
|-------------------------|-----------------------------|
| Amount | 150000 |
| Source | 199 General Fund |
| Budget Reference | 199 |
| Description | Community in School Liasons |

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data, Number of partnerships,

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs (Veteran's Day, Cultural Days, Hall of Fame, etc.)

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications & Marketing

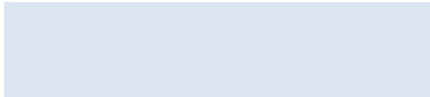
Strategy's Expected Result/Impact

Increase opportunities for community involvement

Reviews

Formative

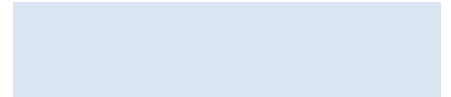
Fall Review



Winter Review

Considerable Progress
Opportunities for community involvement made available at every campus.

Spring Review



Summative

Resources

2020 Results Driven Accountability

District Report

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II – Post-Secondary Readiness (Indicators 9-10)

Domain III – Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II – Post-Secondary Readiness (Indicators 4-5)

Domain III – Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II – Post-Secondary Readiness (Indicators 6-7)

Domain III – Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. BE STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| (ii) Reading | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| (iii) Science | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| (iv) Social Studies | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| (v) Writing | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |

2. ESL STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| (ii) Reading | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| (iii) Science | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| (iv) Social Studies | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| (v) Writing | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|---------------------|------|---------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | . | . | 0 | 0 | Report Only |
| (ii) Reading | 2020 | . | . | 0 | 0 | Report Only |
| (iii) Science | 2020 | . | . | 0 | 0 | Report Only |
| (iv) Social Studies | 2020 | . | . | 0 | 0 | Report Only |
| (v) Writing | 2020 | . | . | 0 | 0 | Report Only |

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|---------|------|---------------|------|--------|--------|----------------------|
| Reading | 2020 | . | . | 0 | 0 | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 215 | 236 | |
| (ii) Reading | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 219 | 246 | |
| (iii) Science | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 61 | 71 | |
| (iv) Social Studies | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 18 | 29 | |
| (v) Writing | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 82 | 94 | |

6. EL STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|-----------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Algebra I | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| (ii) Biology | 2020 | 75.0 - 100 | . | 0 | 0 | No Data |
| (iii) U.S. History | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| (iv) English I and II | 2020 | 60.0 - 100 | . | 0 | 0 | No Data |

7. TELPAS Reading Beginning Proficiency Level Rate

| | State Rate | Rate | Beginning | Tested | Performance Level |
|------|--------------------------------|------|-----------|--------|----------------------|
| 2020 | Not available until 10/01/2020 | | | | |

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

| | PL 0 Cut Points | Rate | BEG./INT. | Tested | Performance Level |
|------|--------------------|------|-----------|--------|----------------------|
| 2020 | 0 - 19.4 | . | 0 | 0 | No Data |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

| 9. EL Graduation Rate | | | | | |
|-----------------------|--------------------|------|-----------|-------|----------------------|
| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
| 2020 | 80.0 - 100 | 84.4 | 27 | 32 | 0 |
| 2019 | | | 32 | 35 | |
| 2018 | | | 15 | 19 | |

| 10. EL Annual Dropout Rate (Grades 7-12) | | | | | |
|--|--------------------|------|----------|--------|----------------------|
| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
| 2020 | 0 - 1.8 | 4.0 | 12 | 301 | 2 |
| 2019 | | | 2 | 252 | |
| 2018 | | | 2 | 242 | |

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

| 11. EL Dyslexia Representation (Ages 6-21) | | | | | | | |
|--|------|------------|----------------------|------|----------|----------|-------------------|
| | 2020 | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
| | | -1.4 | -2.1 | | | | Report Only |
| <i>EL Students</i> | | | | 2.3 | 20 | 879 | |
| <i>All Students</i> | | | | 4.4 | 181 | 4,140 | |

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. OSP STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|----------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|--------------------|------|---------------|------|--------|--------|----------------------|
| <i>Reading</i> | 2020 | . | . | 0 | 0 | Report Only |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

3. OSP STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Algebra I</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(ii) Biology</i> | 2020 | 75.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(iii) U.S. History</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |
| <i>(iv) English I and II</i> | 2020 | 60.0 - 100 | . | 0 | 0 | No Data |
| <i>Foster Care</i> | | | . | 0 | 0 | |
| <i>Homeless</i> | | | . | 0 | 0 | |
| <i>Military</i> | | | . | 0 | 0 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. OSP Graduation Rate

| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
|--------------------|--------------------|-------|-----------|-------|----------------------|
| 2020 | 80.0 - 100 | 50.0 | 3 | 6 | NA |
| <i>Foster Care</i> | | . | 0 | 0 | |
| <i>Homeless</i> | | 50.0 | 3 | 6 | |
| <i>Military</i> | | 100.0 | 1 | 1 | |

5. OSP Annual Dropout Rate (Grades 7-12)

| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
|--------------------|--------------------|------|----------|--------|----------------------|
| 2020 | 0 - 1.8 | 0.0 | 0 | 7 | 0 |
| <i>Foster Care</i> | | 0.0 | 0 | 1 | |
| <i>Homeless</i> | | 0.0 | 0 | 5 | |
| <i>Military</i> | | 0.0 | 0 | 1 | |

2020 Results Driven Accountability

OSP Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

6. OSP Dyslexia Representation (Ages 6-21)

| | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
|---------------------|------------|----------------------|------|----------|----------|-------------------|
| 2020 | -0.4 | -4.4 | | | | Report Only |
| <i>OSP Students</i> | | | 0.0 | 0 | 8 | |
| <i>Foster Care</i> | | | 0.0 | 0 | 5 | |
| <i>Homeless</i> | | | 0.0 | 0 | 2 | |
| <i>Military</i> | | | 0.0 | 0 | 1 | |
| <i>All Students</i> | | | 4.4 | 181 | 4,140 | |

2020 Results Driven Accountability SPED Domain I

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

| 1. SPED STAAR 3-8 Passing Rate | | | | | | |
|--------------------------------|------|--------------------|------|--------|--------|----------------------|
| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 100 | 200 | |
| | 2018 | | | 82 | 178 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 77 | 200 | |
| | 2018 | | | 59 | 179 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 26 | 59 | |
| | 2018 | | | 23 | 59 | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 7 | 23 | |
| | 2018 | | | 8 | 26 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 23 | 73 | |
| | 2018 | | | 17 | 57 | |

| 2. SPED Dyslexia STAAR 3-8 Reading Passing Rate | | | | | | |
|---|------|---------------|------|--------|--------|----------------------|
| | | State Rate | Rate | Passed | Tested | Performance Level |
| <i>Reading</i> | 2020 | . | . | 0 | 0 | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability SPED Domain I

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|----------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 12 | 17 | |
| | 2018 | | | 9 | 14 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 8 | 17 | |
| | 2018 | | | 6 | 14 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 3 | 4 | |
| | 2018 | | | 0 | 2 | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 1 | 2 | |
| | 2018 | | | 0 | 2 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 1 | 2 | |
| | 2018 | | | 2 | 7 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. SPED STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Algebra I</i> | 2020 | 65.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 9 | 30 | |
| | 2018 | | | 9 | 29 | |
| <i>(ii) Biology</i> | 2020 | 75.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 14 | 24 | |
| | 2018 | | | 10 | 24 | |
| <i>(iii) U.S. History</i> | 2020 | 70.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 15 | 29 | |
| | 2018 | | | 13 | 28 | |
| <i>(iv) English I and II</i> | 2020 | 60.0 - 100 | . | 0 | 0 | No Data |
| | 2019 | | | 12 | 59 | |
| | 2018 | | | 10 | 54 | |

5. SPED STAAR Alternate 2 Participation Rate

| | | State Rate | Rate | STAAR Alternate | Document Submitted | Performance Level |
|------------------------|------|---------------|------|--------------------|-----------------------|----------------------|
| <i>(i) Mathematics</i> | 2020 | . | . | 0 | 0 | Report Only |
| <i>(ii) Reading</i> | 2020 | . | . | 0 | 0 | Report Only |
| <i>(iii) Science</i> | 2020 | . | . | 0 | 0 | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability SPED Domain II

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

| 6. SPED Graduation Rate | | | | | |
|-------------------------|--------------------|------|-----------|-------|----------------------|
| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
| 2020 | 80.0 - 100 | 78.6 | 20 | 27 | 1 |
| 2019 | | | 18 | 20 | |
| 2018 | | | 17 | 23 | |

| 7. SPED Annual Dropout Rate (Grades 7-12) | | | | | |
|---|--------------------|------|----------|--------|----------------------|
| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
| 2020 | 0 - 1.8 | 1.3 | 4 | 196 | 0 |
| 2019 | | | 2 | 181 | |
| 2018 | | | 1 | 183 | |

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

8. SPED Dyslexia Representation (Ages 6-21)

| | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
|----------------------|------------|----------------------|------|----------|----------|-------------------|
| 2020 | 6.3 | 7.3 | | | | Report Only |
| <i>SPED Students</i> | | | 11.7 | 55 | 472 | |
| <i>All Students</i> | | | 4.4 | 181 | 4,140 | |

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

| | PL 0 Cut Points | Rate | Settings RECP | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 30.0 - 100 | 9.3 | 4 | 58 | 3 |
| 2019 | | | 6 | 47 | |
| 2018 | | | 3 | 35 | |

10. SPED Regular Class ≥80% Rate (Ages 6-21)

| | PL 0 Cut Points | Rate | Settings ≥80% | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 70.0 - 100 | 55.3 | 261 | 472 | 2 |
| 2019 | | | 208 | 401 | |

11. SPED Regular Class <40% Rate (Ages 6-21)

| | PL 0 Cut Points | Rate | Settings <40% | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 0 - 10.0 | 22.6 | 106 | 469 | 3 |
| 2019 | | | 99 | 394 | |
| 2018 | | | 82 | 347 | |

12. SPED Separate Settings Rate (Ages 6-21)

| | State Rate | Rate | Separate Settings | SPED Students | Performance Level |
|------|------------|------|-------------------|---------------|-------------------|
| 2020 | 0.3 | 0.0 | 0 | 469 | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

13. SPED Representation (Ages 3-21)

| | SPED Students | All Students |
|------|---------------|--------------|
| 2020 | 529 | 4,801 |

(vi) White

(c) Emotional Disturbance (ED)

| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
|-----------|-----------|------------|------|----|------|-------------------|
| 2020 | >2.5 | 2.7 | | | | SD (Year 2) |
| White | | | 12.0 | 20 | 167 | |
| All Other | | | 4.4 | 16 | 362 | |
| 2019 | | 3.5 | | | | |

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

| | State Rate | Rate | SPED OSS/EXP≤10 | SPED Students | Performance Level |
|------|------------|------|-----------------|---------------|-------------------|
| 2020 | 6.3 | 6.8 | 41 | 603 | Report Only |

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

| | State Rate | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
|------|------------|------|-----------------|---------------|-------------------|
| 2020 | 0.4 | 0.8 | 5 | 603 | Report Only |

16. SPED ISS ≤10 Days Rate (Ages 3-21)

| | State Rate | Rate | SPED ISS≤10 | SPED Students | Performance Level |
|------|------------|------|-------------|---------------|-------------------|
| 2020 | 10.8 | 15.8 | 95 | 603 | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPEL Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

| 17. SPED ISS >10 Days Rate (Ages 3-21) | | | | | |
|--|------------|------|-------------|---------------|-------------------|
| | State Rate | Rate | SPED ISS>10 | SPED Students | Performance Level |
| 2020 | 0.9 | 2.0 | 12 | 603 | Report Only |

| 18. SPED Total Disciplinary Removals Rate (Ages 3-21) | | | | | |
|---|-----------------|------|---------------|---------------|-------------------|
| | PL 0 Cut Points | Rate | SPED Removals | SPED Students | Performance Level |
| 2020 | 0 - 19.0 | 61.2 | 369 | 603 | 3 |
| 2019 | | | 361 | 529 | |

| (iv) African American (AFR AM) | | | | | | |
|--------------------------------|-----------|------------|-------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
| 2020 | >2.5 | 2.7 | | | | SD (Year 1) |
| AFR AM | | | 114.3 | 176 | 154 | |
| All Other | | | 43.0 | 193 | 449 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability Summary

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

Performance Level Summary by Each Program Area

| 2020 Performance Level Counts | | | | | | | | | |
|-------------------------------|-----------------|------------|------------|------------|------------|--------------|---------|----------------|--------------|
| | 0, 0 SA, 0RI | 1, 1 SA | 2, 2 SA | 3, 3 SA | 4, 4 SA | NA, NA SA | No Data | Report Only | SD, SD RP |
| <i>BE/ESL/EL</i> | 1 | | 1 | | | | 20 | 7 | |
| <i>OSP</i> | 1 | | | | | 1 | 9 | 2 | |
| <i>SPED</i> | 1 | 1 | 1 | 3 | | | 14 | 10 | 2 |

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

| Indicator | Performance Level |
|---|--------------------------------------|
| <i>State Performance Plan (SPP) Compliance Indicators</i> | <i>Not available until 10/1/2020</i> |
| <i>Valid, Reliable, and Timely Data</i> | <i>Not available until 10/1/2020</i> |
| <i>Status of Uncorrected Noncompliance</i> | <i>Not available until 10/1/2020</i> |
| <i>Financial Audits</i> | <i>Not available until 10/1/2020</i> |