

Victoria Independent School District

Administration Report
April 2019

Purpose Statement:

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

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- Child Nutrition
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- Facilities & Maintenance

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- Communications
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Curriculum, Instruction and Accountability:

Campus and District Improvement Plan Quarter 3 Update

The district and campus continuous improvement plans are aligned with seven broad areas found in the District of Innovation Plan. The District Improvement Plan for the 2018-19 school year has 19 Goals. Each goal is divided into four quarters with each quarter evaluated on a quarterly goal for that overarching annual goal. This includes major objectives for that quarter. All goals for the Campus and District Improvement plans are evaluated on five measures that include measures for each Quarter below:

- Exceeded Expectation
- Met Expectation
- Made Significant Progress
- Made Some Progress
- Made No Progress.



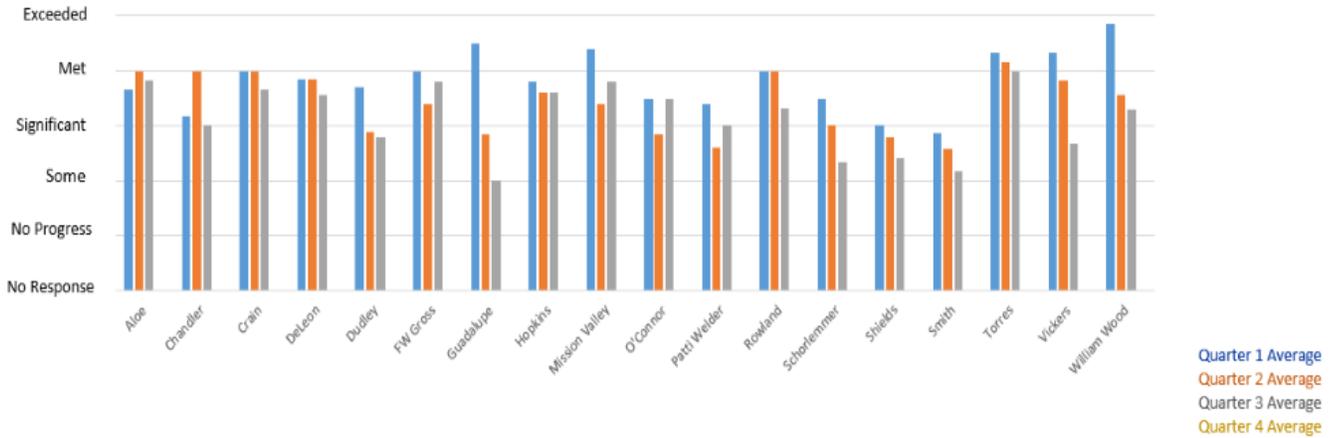
Victoria ISD continues to make progress toward meeting all annual goals even though progress for some of the quarter goals did not show significant gains.

Campus Improvement plans vary in the number of annual goals that each campus is working toward. The primary focus of the campus improvement plans includes goals for English Language Arts and Reading, Mathematics, emotional and social well-being of students, and attendance. Each campus then chooses other areas for goal focus as determined by the Campus Needs Assessment data review. VISD High School campuses also choose an appropriate goal to meet the CCMR requirements.

The data presented below is presented in two formats for the campus quarterly goals. The first set of data is an average of the quarterly goals by level. The second set of data is the actual measure for each goal by quarter.

Elementary Average Quarter Goals

Average of All Goals by Quarter - Elementary

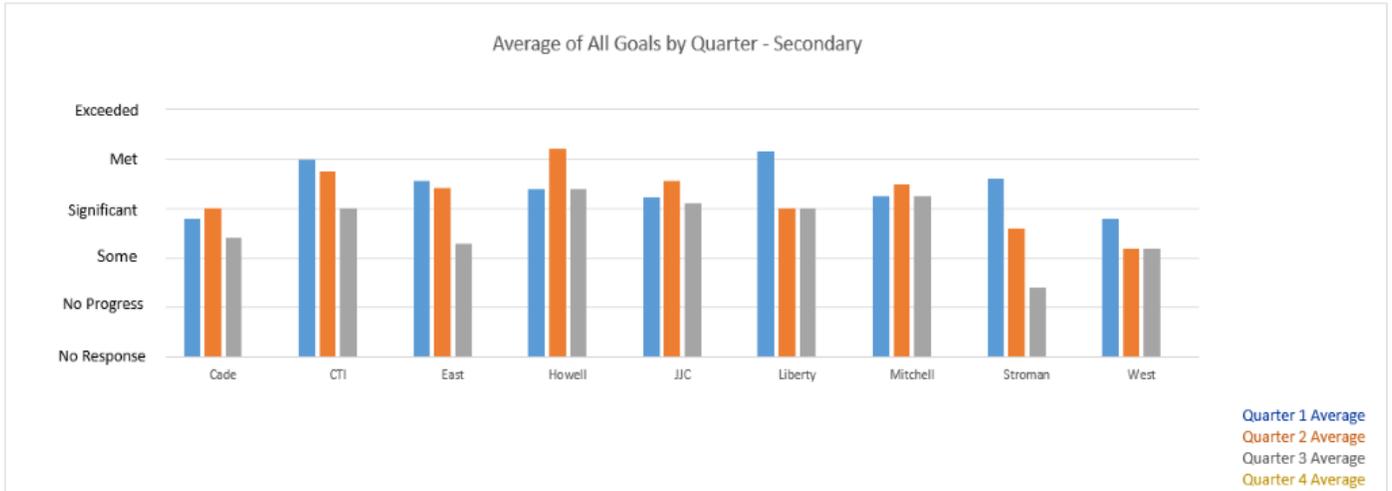


Elementary Goal Progress by Quarter

		Abe	Chandler	Crain	DeLeon	Dudley	FW Gross	Guadalupe	Hopkins	Mission Valley	O'Connor	Rowland	Schoenhammer	Shields	Smith	Torres	Vickers	William Wood
Q3	10				1													
Q2	10				1													
Q1	10				2													
Q3	9				3													
Q2	9				2													
Q1	9				3													
Q3	8				5													
Q2	8				5													
Q1	8				3													
Q3	7			2	3													4
Q2	7			2	5									3				5
Q1	7			5	2									3				5
Q3	6	4	4	5	5	1		2		5	5	1		2	5	1	4	4
Q2	6	2	4	5	5	1		4		5	5	5		2	5	2	4	4
Q1	6	2	3	5	3	4		5		2	5	2		4	5	1	5	5
Q3	5	2	2	5	1	1	5	2	4	3	4	2	2	2	2	5	1	4
Q2	5	2	5	5	1	1	4	3	4	4	2	5	3	3	2	5	5	5
Q1	5	4	3	5	4	3	5	5	5	5	4	5	3	5	2	5	5	5
Q3	4	5	5	3	5	1	2	2	3	5	3	5	2	3	2	5	3	5
Q2	4	5	3	2	5	1	2	3	4	2	4	5	2	3	2	5	3	4
Q1	4	4	3	5	4	5	5	5	3	2	2	5	4	3	3	5	5	5
Q3	3	5	3	5	5	5	2	2	4	3	5	2	4	2	2	2	3	2
Q2	3	5	5	5	5	5	2	2	4	3	3	2	3	2	2	3	3	3
Q1	3	4	3	2	3	5	2	4	5	5	4	3	4	2	2	2	5	4
Q3	2	2	2	2	2	3	5	2	4	5	1	3	2	3	3	5	5	2
Q2	2	5	3	5	5	3	5	3	2	5	1	3	2	3	3	5	5	2
Q1	2	4	3	5	5	5	4	5	2	5	4	3	4	2	4	5	5	5
Q3	1	5	2	2	5	5	5	2	3	3	3	3	3	2	2	2	4	2
Q2	1	5	4	2	4	5	4	2	4	3	2	4	3	3	4	2	5	2
Q1	1	4	4	2	3	5	4	3	4	5	3	4	3	2	4	5	5	5



Secondary Average Quarterly Goals



Secondary Goal Progress by Quarter

		Code	CTI	Howell	JJC	Liberty	Mitchell	Patricia Weisler	Stroman	East	West
Q3	10										
Q2	10										
Q1	10										
Q3	3			3							
Q2	3			2							
Q1	3			2							
Q3	8			4							
Q2	8			4							
Q1	8			2							
Q3	7			3					4		
Q2	7			4					4		
Q1	7			4					4		
Q3	6			2	2				1		
Q2	6			2	2				4		
Q1	6			4	5				4		
Q3	5	2		2	3	4		2	2	1	2
Q2	5	2		4	4	4		2	1	2	4
Q1	5	4		2	3	5		2	1	4	2
Q3	4	4	3	5	3	3	3	2	2	2	2
Q2	4	4	4	5	4	3	3	2	4	5	1
Q1	4	2	4	1	3	5	4	2	5	4	2
Q3	3	2	2	3	4	2	3	5	1	2	2
Q2	3	3	2	2	4	2	3	5	2	3	2
Q1	3	2	3	4	3	2	2	5	4	4	4
Q3	2	2	4	3	3	3	4	5	1	2	2
Q2	2	3	4	5	4	4	4	2	4	2	2
Q1	2	3	4	5	4	4	4	3	4	1	4
Q3	1	2	3	4	3	4	3	1	1	4	3
Q2	1	3	5	5	4	3	4	2	2	4	2
Q1	1	3	5	5	4	4	3	5	4	4	2

0	No Response
1	No Progress
2	Some Progress
3	Significant Progress
4	Met Progress
5	Exceeded Progress

VISD Comprehensive Schools Update

During Quarter 3, our comprehensive schools engaged in multiple school improvement activities directly aligned to the needs of their campuses. Some of the main areas of focus include:

Lesson Planning

- Campus staffs engaged in extended planning sessions to ensure high quality lessons and instructional materials.
- Teams utilized the Backward Design planning process to identify learning objectives, develop meaningful assessments and plan rigorous instruction aligned to the state standards.

Professional Development

- Campuses attended on-site and off-site training sessions focused on technology tools, tracking student progress, providing student accommodations and supports, understanding the standards and implementing hands-on strategies in classrooms.

Technology

- Campuses utilized new technology including laptops, iPads, mimeo teach devices and desktop computers.

Data Tracking

- Students and teachers engaged in goal setting and data tracking. Students engaged in data discussions with campus administrators and student led conferences with parents.
- Campuses tracked student data using both formative and summative assessments.

Request for New Off Campus Physical Education Provider

In accordance with local district policy, a school district may award physical education credit for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education as per Texas Administrative Code (TAC), Chapter 74, Subchapters B and G.

The Off-Campus Physical Education Program (OCPE) is a partnership between Victoria Independent School District and approved off-campus agencies that provide activities such as: Dance, Diving, Equestrian, Fencing, Gymnastics, Yoga, Lacrosse (high school club teams in spring semester only), Martial Arts, Rock Climbing, Rowing, Archery, Swimming and Tennis.

Each year VISD reviews the list of providers for the OCPE program and tracks student progress in each program ensuring that all VISD and state standards are met. New providers are brought forward to the Board of Trustees if curriculum scope and sequence meets state standards and all guidelines established for the OCPE are met. *Flow State Fight Academy* operated by Brandon Wakefield has requested the opportunity to be an OCPE provider and has submitted all supporting documents. This program offers mixed martial arts training that not only focuses on physical fitness but also has social skill, self-confidence, and creativity curriculum embedded to help with the students physical and mental development. *Flow State Fight Academy* is requesting the OCPE Category II which requires a minimum of five hours of off campus physical fitness education activities.

Administration is recommending the addition of Flow State Fight Academy as a Category II Off Campus Physical Education provider.

Curriculum Program/Course Updates

- The Curriculum, Instruction and Accountability Department has been evaluating programs and services based on policy guidelines. To meet guidelines found in policy EH (Local) regarding curriculum decisions the CIA is recommending approval of the following courses and alteration of the PE scope and sequence to take out elements of the radKIDS Program. In addition, VISD is recommending the use of the Cardonex master scheduling program.
 - *radKIDS* is a school safety program that began in 2014 in VISD through a collaboration between VISD and DeTar Hospital. *radKIDS* uses behavioral skill training to help children establish personal boundaries for safety, use critical thinking skills to respond to threats of danger, develop coping strategies in dealing with current and past victimization, strengthen self-assertiveness skills in defending themselves (and others when bystanders), learn communication skills for reporting incidences to parents and adults, develop positive peer relations and respectful interactions during conflict, and grow in self-worth. All VISD elementary PE teachers and counselors were trained for implementation of the *radKIDS* key strategies as it aligned to either counseling or the PE state standards. VISD teachers still have the skills they learned in addressing safety with our students and will continue to use these strategies and skills.

VISD has been supporting licensure for implementation of the *radKIDS* program for the PE teachers and counselors at a cost of about \$20,000 each year. DeTar Hospital committed to providing t-shirts, and parent safety manuals as a resource to all parents (~\$30,000 per year.) DeTar is no longer supporting the manuals or t-shirts to go home with our students. The cost to re-license our instructors for the *radKIDS* program is a cost that VISD believes can be supported through training and use of other district programs such as Ripple Effects. Upon implementation of the program VISD had one report to the National *radKIDS* organization. Since that time the program has had minimal impact on student outreach for safety. Equipment purchased with the initial program implementation will continue to be the property of VISD. VISD will continue to provide strategies and support for students in teaching communication skills, safety and behavioral skills, and coping strategies each day through PE classes and school counselor blocked sessions.

After review of program effectiveness, lack of consistent implementation and resource efficiency review, VISD administration is recommending discontinuing the use of the radKIDS program.

- Cardonex is a master scheduling and staffing program. It accounts for all teachers and their class sections, insuring data-driven decisions for staff and students' schedules. The program addresses the needs of campuses by providing a more efficient and equitable staffing option. VISD provided an overview to district staff for feedback and suggestions as well as researching other best practice. As part of the evaluation other school district's currently using this program were contacted. VISD discovered that there have been significant savings in staffing and time management as well as comments regarding the value of the program.

In scheduling for student courses for the next school year, past history shows that it generally takes all summer to complete the master schedules for secondary campuses. In past scheduling processes for our secondary students, VISD has only been able to achieve 30-70% success with the student scheduler. This program will allot for one to three days to complete the master schedules. Cardonex also insures that more than 90% of the students will receive their 1st choice classes and all schedules will be complete in a timely manner. This program will be utilized at all middle and high school campuses.

VISD is recommending the addition of the Cardonex master scheduling program to assist with successful course scheduling for the secondary programs.

In review of course content requirements CIA is requesting the addition of four new courses at the secondary level. Three of the courses will be offered as an elective credit (EHAA, Legal) and one will be a fine arts credit course.

- **Course Title: *Enriched Literacy (PEIMS 82910EL7)***
Type of credit that will be received (local, state) - Local elective
Population Level to be served - Middle School (Grade 7 at Cade MS, Howell MS, Patti Welder MS, and Stroman MS)
Rationale and Baseline Data - Historical data figures indicate that by the end of sixth grade, students will need additional supports to be successful in literacy and language skills. Their minutes of instruction is reduced upon transitioning to middle school. Seventh grade is a pivotal year to show mastery in the areas of reading and writing. This course would aim to provide the time and differentiated instructional opportunities for students to engage in all domains of language in order to be more proficient thinkers, readers, and writers
Content Outline: Enriched Literacy curriculum will parallel the core ELAR instructional sequence with increased opportunities and exposure to authentic interaction with all four domains of language: reading, writing, listening, and speaking. Thus, students will hone their metacognitive comprehension skills by reading, responding to, and composing a wide variety of texts including literary, informational, and multimodal. The goals of the course will be to provide additional time and support for students to enrich their involvement, understanding and analysis, and application of texts, as evidenced in their own writing. Performance-based assessments, including a portfolio of written work to show growth in both response and composition skills, would be used to evaluate student proficiency in all four domains of language.
- **Course Title: *STREAM (Science, Technology, Reading, Engineering, Art, and Math)***
Type of Credit: Local, PEIMS # 82000STR, Course # 006072
Population Level to be Served: 6-8 grade students at all middle schools
Rationale: Our Secondary Innovative and Career Pathways Task Force has researched project- based learning (PBL) and has started the process of making short- and long-term goals for implementing PBL programs/schools. Offering a PBL (STREAM) class and providing ongoing professional development for our teachers for the 2019-2020 school year will allow us to take a small step in that direction.
Course Description: STREAM enhances the open-ended, inquiry-based approach associated with STEM (Science, Technology, Engineering, and Math) by adding reading and the arts back into the equation. The projects are interdisciplinary, collaborative,

and [STREAM](#) focused. STREAM allows you to think outside of the box. STREAM is a framework for how to move through a project.

Baseline data for students that will be enrolled in the courses and how measures of success for students who take the course will be evaluated: Rubrics will be utilized to grade tangible artifacts in each of the project-based learning assignments. Intangible artifacts such as creative/critical thinking, collaboration, communication, and creativity will be measured by peer evaluations, self-evaluations, and reflections. Student performance on the first project-based learning assignment will set the baseline for course evaluation. The expectation at the end of the course is for participation and performance in a project-based learning classroom, where students had more influence over their learning, they become more involved and motivated.

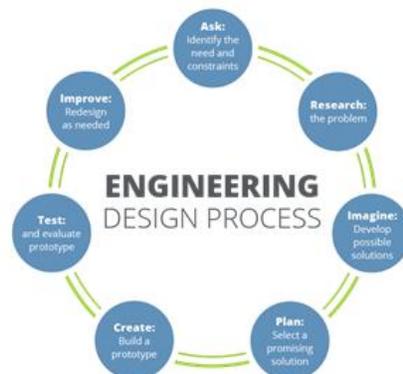
- **Course Title: *Advanced Academic Skills (MS)***

Type of credit that will be received (local, state) – Local elective credit

Population Level to be served – 7th & 8th grade GT identified students

Rationale for adding course (Policy, task force, longitudinal data, state curriculum/legislative changes, etc.) - The Advanced Academic Skills course is designed to meet the needs of gifted students as they pursue understanding through innovative and rigorous exploration in the areas of Arts & Humanities and STEM (Science, Technology, Engineering & Math). It provides an interdisciplinary, technology-rich environment in which students analyze real world problems and develop unique, valuable solutions to address these issues in their community. By designing relevant and authentic experiences, we promote student agency and empower students to drive their own learning.

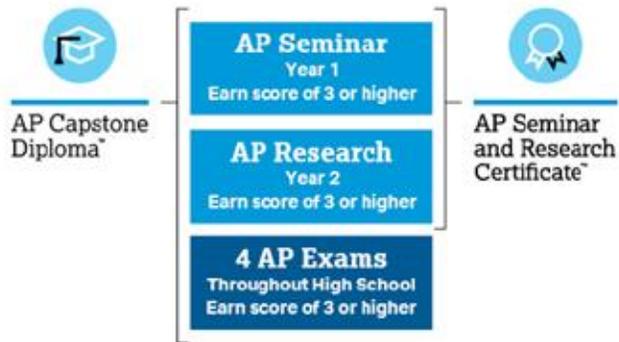
The course will utilize the Engineering Design Process to guide students through the research, design, and analysis processes. As a direct result of this process, the course fosters a growth mindset and provides opportunities to address the social and emotional needs of gifted students.



Baseline data for students that will be enrolled in the courses and how measures of success for students who take the course will be evaluated.

Student work will be evaluated based on rubrics assessing the student’s critical and creative thinking, problem solving, and communication skills. Throughout the process, students will present to peer and professional juries to receive feedback and improve their solutions. Final products will be presented to a panel of experts.

The course prepares students for the Advanced Academic Skills course in High School which will be a precursor to the addition of AP Research and AP Seminar courses in the next two years.



- **Course Title: *Art and Media Communications I***
Type of credit that will be received (local, state) - All Courses are Available for Fine Arts Credit under the Current Fine Arts TEKS (Fall 2015)
Population Level to be served -9-12 grades at VEHS and VWHS
Rationale for adding course (Policy, task force, longitudinal data, state curriculum/legislative changes, etc.) -The pioneering visual art curriculum combines the powerful art principles with technology as a way to bridge traditional Fine Art education with contemporary digital media applications. One expected outcome is to equip students with 21st century skills that are highly sought-after by colleges and the workforce. The courses combine rigorous and relevant experiential study of modern, post-modern, and contemporary art and design with explorative student learning in various media platforms.
Baseline data for students that will be enrolled in the courses and how measures of success for students who take the course will be evaluated.
 This course is meant to incorporate project-based learning to integrate art and technology to teach Art 1 TEKS. Students will create digital art projects to be evaluated by a rubric. In addition, this course should lead students towards AP 2D Design (College Board).

Southern Region Education Board (Grant and Proposed Contracted Services (SREB))

SREB is proposing to use elements of the SREB High Schools That Work (HSTW) framework to graduate more students college ready, career ready or both. SREB has committed to work with VISD in its efforts to raise student achievement by closing the gap between student groups through a Golden Crescent Rural School Network. SREB will use funding sources from the Gates Foundation that they received to assist with 75% of the cost during the first year of services. The additional 75% of the funds used will be supported using the High School Allotment Funds.

The work provided by SREB will begin on April 15 with an orientation session and continue into late spring (April-May) with two major initiatives. The first initiative is a survey of 8th grade and 12th grade students. The second initiative will be a review of the career pathways currently available to VISD students in grades 6-12 on our four middle school campuses and East, West and CTI on May 14th -17th. This review will also analyze local workforce data in the study. A final report and workshop to study the report will be provided in June.

Key elements of the Improvement Design include:

Design Principle 1: All Students College and/or Career Ready

Design Principle 2: Redefining How Time is Used to Connect Academic, Career Pathways and Workplace Learning

Design Principle 3: Time and Support for Students to Achieve College and/or Career-Readiness Standards

Design Principle 4: Use Career Pathways to Remove the Lines Between Secondary, Postsecondary and Workplace Learning, Business and Industry Partners.

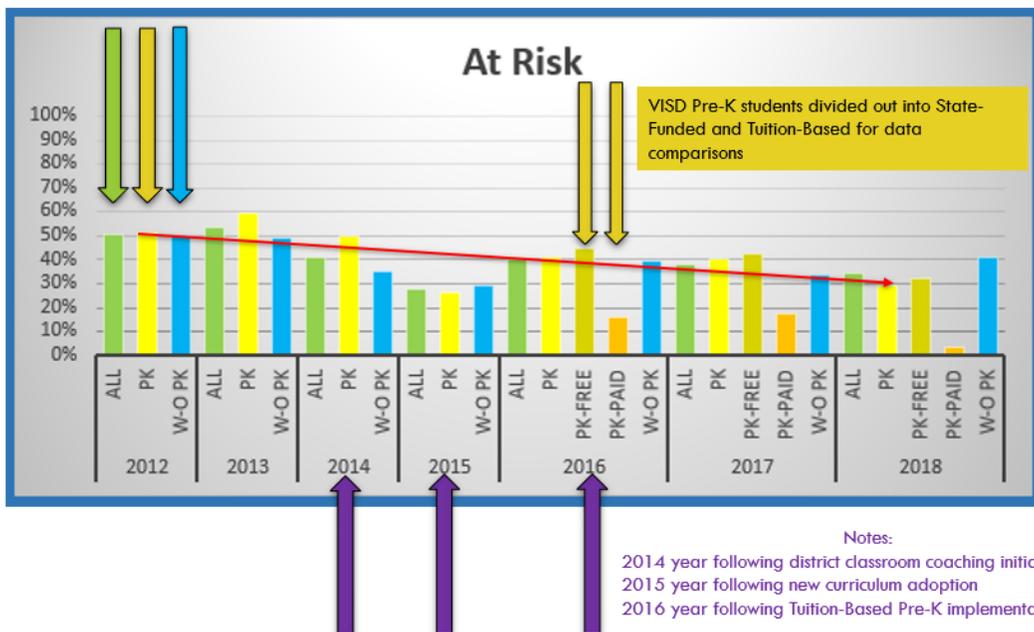
Design Principle 5: Students Have School- and Community- Based Experiences to Help Set Future Career and Educational Goals

Design Principle 6: Make School and Instruction Work for Students

Secondary to the initial work is the 33rd Annual HSTW Staff Development Conference and the Seventh Annual College- and Career-Readiness Standards Networking Conference will be attended by the Director of Innovation and seven other staff members July 8-13. The work with SREB aligns with the work that VISD is doing in the development of P-TECH.

Elementary Updates

PRE-KINDERGARTEN EFFECTIVENESS SHOWN THROUGH BEGINNING OF YEAR KINDERGARTEN SCREENER



Kindergarten data tracked from the beginning of the year through Diebel’s Reading Screeners over the last seven years shows a steady decrease in the number of students identified as “at risk” for learning difficulties. Here are a few details to help understand the information in the graph above:

The data from the fall of 2012-2015 is strictly State-Funded Pre-K students, as VISD did not have the option in place to enroll tuition-based students. Please look across each color to make comparisons individually and consider what this means for VISD. Also, take note of the purple arrows and what changes were implemented in the VISD Pre-K program that effected this data.

Graph Key:

- ALL (green) – All Kindergarten students in the district that took the Diebel’s screener

- PK (yellow) – Students that were served in VISD State-Funded Pre-K in 2012-2015
- W-O PK (blue)– Students that were not in VISD State-Funded Pre-K

Beginning in the fall of 2016, we see these students entering Kindergarten, as noted:

- PK-FREE (yellow) – This represents the students receiving VISD State-Funded Pre-K
- PK-PAID (gold) – This represents the students accepted into the VISD Tuition-Based Pre-K

Note: These students are in classrooms together, not separated into State or Tuition rooms.

It is evident from the data:

- There is a general increase in Kindergarten readiness in all areas (ALL has lower percentages of Kindergarten students showing “at risk” results).
- Students receiving VISD Pre-K (yellow/gold), originally state-funded and now including tuition-based, show decreased “at risk” indicators as indicated by the red trend line.
- To show the impact and importance of the VISD Tuition-Based Program it can be assumed that including tuition-students into the traditionally state-funded classrooms has made a positive impact on reducing our state-funded (free) “at risk” percentages. At the beginning of the 2018 school year, 68% of the children were ready for Kindergarten Reading instruction.
- In turn, there is also a steady decrease in the “at risk” percentages of tuition-based students, showing the VISD Pre-K Program is being effective for all students.

The VISD Prekindergarten program is designed to improve school readiness and reduce achievement gaps. These results show the benefit of a high-quality prekindergarten program, which include the importance of including all children learning together – state-funded and tuition-based. VISD staff look forward to continuing the early childhood focus through 2nd grade so a solid foundation of learners is established across the district.

Elementary ELAR Instructional Materials Adoption

The elementary campuses are excitedly planning the rollout of the new ELAR instructional materials. After conducting a thorough review of the instructional materials and obtaining feedback from classroom teachers, instructional coaches and campus administrators, the district has elected to follow the scope and sequence of instructional skills as outlined in the comprehensive HMH materials. Training has begun, and the team will continue its extensive review of the materials to determine if any supplemental materials will be needed in order to provide rigorous, high-quality instruction aligned to 100% of the TEKS. Instructional coaches and assistant principals participated in an initial overview of the materials on Thursday, April 4th. Following the overview, the team identified key areas to be targeted for professional development. On April 11th, the elementary writing task force will participate in extensive training on the writing components of the instructional materials, and elementary principals will participate in an overview on April 16th. Additional training is being scheduled for May 30th, and training of all teachers and instructional paraprofessionals is scheduled for August 12th.

RtI Audits for Elementary Campuses

The elementary curriculum team will conduct RtI audits at all elementary campuses April 15th - 26th. During the audits, the team will review student files and gather data centered on our implementation of Response to Intervention processes. Baseline data collected during these visits will focus on the amount of time students are served in tiers 2 and 3 before progress is made and the processes used to track students on the “watch” list. The team will also be working to collect data correlating academic progress

to specific interventions. As audits are conducted, the elementary team is also working to rewrite the VISD Elementary RtI Handbook.

Dyslexia Screening

HB 1886, passed by the 85th Texas Legislature in 2017, identified requirements for the screening of all kindergarten and 1st grade students enrolled in Texas schools for dyslexia and related disorders. As outlined in the state’s updated Dyslexia Handbook, which was adopted in the fall of 2018, VISD first graders were screened in January. Approximately 130 students were identified as “at risk” and are being tested for dyslexia. Kindergarten students will be screened in May. The elementary curriculum team is working with the dyslexia team to develop a plan for servicing the increased number of dyslexic students.

Program Evaluations

The elementary CIA team is in the process of evaluating multiple programs and instructional materials. The team recently released a RFP for educational computer software programs. Currently, multiple computer software programs are used to provide instructional support in reading and math with most campuses using five or more programs. The team’s goal is to identify highly effective instructional software to support tier 1 classroom instruction and enrichment as well as tier 2 and 3 intervention support. Streamlining resources and focusing on one program for math and one program for reading will allow for stronger implementation support and higher levels of implementation. Bids are due April 17th. The team is also evaluating character education and positive behavior support programs and materials to identify resources that most closely align with the social-emotional and behavioral needs of our students.

Assessment & Accountability

Testing season is well under way and will continue through most of the Spring.

2019 Assessments		
Test Dates	TELPAS	Results Posted to Student Portal
Assessment Window Feb 25-March 29	Grade K_12 TELPAS and TELPAS Alternate Listening, Speaking Reading, and Writing	
April 1-5	TELPAS Verification	

What is TELPAS? TELPAS is an assessment program for students in Texas public schools who are learning the English language. The letters in TELPAS stand for the Texas English Language Proficiency Assessment System. The Texas Education Agency developed TELPAS to meet state and federal requirements. Texas annually assesses the English language proficiency of students who have been identified as English learners (ELs) in four language domains—listening, speaking, reading, and writing. TELPAS evaluates the progress that each EL makes in becoming proficient in the use of academic English.

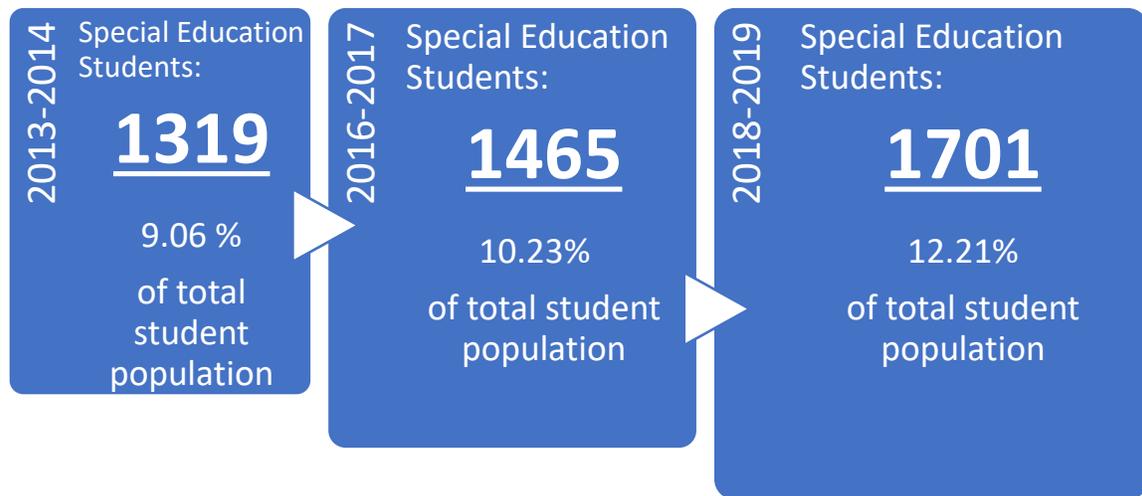
2019 Assessments		
Test Dates	TIMMS Assessments (selected campuses)	Results Posted to Student Portal
April 18 (Thursday)	Mathematics and Science (Grade 8) – Harold Cade	TBD

What is TIMMS? The Trends in International Mathematics and Science Study (TIMSS) is a series of international assessments of the mathematics and science knowledge of students around the world. The participating students come from a diverse set of educational systems (countries or regional jurisdictions of countries) in terms of economic development, geographical location, and population size.

2019 Assessments		
Test Dates	STAAR Alternate 2	Results Posted to Student Portal
Assessment Window April 1-18	STAAR Alternate 2 (grades 3-8 and EOC)	By May 17, 2019
April 22-23	STAAR Alternate 2 Verification	
	STAAR	
April 9	Grade 4, 7 Writing Grade 5, 8 Mathematics English I EOC	By June 12, 2019
April 10	Grade 5, 8 Reading	By April 20, 2019
April 11	All make-up sessions for STAAR Grade 5,8 retests complete English II EOC	By May 30, 2019
April 12	All make-up sessions for STAAR Grade 4,7 Writing and English I and English II	By May 30, 2019
May 6	Biology	By May 30, 2019
May 7	Algebra I	By May 30, 2019
May 8	US History	By May 30, 2019
May 9-10	All make-up sessions for May EOCs complete	By May 30, 2019
May 13	Grade 3,4,6,7 Mathematics Grade 5,8 Mathematics (re-test)	By June 12, 2019 By June 5, 2019
May 14	Grade 3,4,6,7 Reading Grade 5, 8 Reading (re-test)	By June 12, 2019 By June 5, 2019
May 15	Grade 5,8 Science	By June 12, 2019
May 16	Grade 8 Social Studies All make-up sessions for STAAR Grade 5 and 8 retests complete	By June 12, 2019
May 17	All Make-up sessions for STAAR Grad 3,4,6,7 and EOC complete	

Special Education

The Special Education Department is in the process of futures planning as relates to budget and programming. This is an urgent need as our overall student population has decreased, our special education student population has drastically increased. With the significant increase in our student population, our department is focused on building efficiencies and increasing student progress, without reducing the quality or continuum of services to students.



Current Texas rule leaves the determination of caseload for special education services to the local district discretion. We are in the process of completing a special education staffing analysis to assist in the determination of the appropriate level of staffing necessary to meet student needs. We are utilizing a structured analysis tool that takes into consideration the following areas of student need:

1. severity of student needs and types of support services needed;
2. implementation of a full continuum of service delivery models; and
3. compliance with special education legal requirements.

Our **Medicaid and Business Office** worked together diligently throughout March to complete the “cost report”, this is due annually in early April and is directly related to the amount of federal funding reimbursement that the district receives. It should be noted that this reimbursement becomes part of the “general fund” and we were able to increase the amount eligible for reimbursement through the HHSC system by over \$500,000. Exact reimbursement amounts follow a long process of financial audits and will not be available for approximately 6 months.

Special Education Grant Updates

- Last month we informed you about the “Evaluation Capacity Grant” which was created to support the additional (intense) evaluation load Texas is experiencing this school year. As a reminder, in VISD we are short-staffed in the following areas; Speech Therapists, Licensed Specialists in School Psychology and Educational Diagnosticians. The current staff are working hard to meet all deadlines but, in several areas, this has been an impossible task to fully complete during the work day. The VISD Special Education Department was informed April 5th

that we have been awarded \$20,000 to assist in contracting evaluation staff to support the increased evaluation need.

- The autism grant application for year 2, has been submitted and is in the evaluative process at TEA. This is no longer a “competitive grant”, the 10 districts that were awarded the first year, were given the opportunity to apply for year 2. With the renewal application comes the possibility of another \$1 million dollars. Since the focus of the grant is “Inclusion Services for Students with Autism” the grant writing team was able to include technology, and social emotional curriculum that will benefit all students from PK through 3rd grade.

Office of Administration:

- **Clear Bag Procedures:** Implementation for Clear Bag Procedures will go into effect starting with the 2019-2020 school year. This is in accordance with our continued efforts and commitment to improve safety standards for our students, parents and community while enjoying athletic events. Attached for your review is the VISD Clear Bag Procedure FAQ's and VISD Clear Bag Flyer.
- **Flu Shots:** Included in the registration process for 2019-2020 is the opportunity for parents to sign up their child for flu shots. Flu Shots will be provided through Healthy Schools Texas with parental consent and will be administered at school. The district will not incur a cost for this service.
- **School Safety:** 1,547 VISD campus instructional staff members have successfully completed the e-Learning ALICE Training. In addition, 47 VISD staff members have completed the two-day Trainer of Trainer requirements to provide campus level support.
 - ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. Campus administrators are incorporating this staff development into their campus safety drills. Additionally, 55 bus drivers and 104 Child Nutrition employees completed the ALICE Training this Spring. Custodians (138) will be trained this summer. New hires may possibly be trained during the summer as well.
- **Central Supply & Purchasing:**
 - **April Bids:** Contracts to be recommended for award at the April 18, 2019 Board Meeting
 - Canned & Frozen Fruits & Vegetables
 - Frozen Meats & Meat Products
 - Staples & Misc. Frozen Foods
 - Chemicals, Supplies & Paper Products
 - Child Nutrition Beverage Products
 - Alternative Entrée Items
- **Child Nutrition:**

The Child Nutrition Department combined Budget is \$7,515,000. The Child Nutrition Department currently serves 10,803 meals per day including breakfast, lunch and after school meals. The department has 110 FTEs and 16 PTEs that work across all campus sites and administration. The Child Nutrition Department operates a summer feeding program at several sites across the city which serves 37,186 meals during the summer months via USDA/TDA funded programs. The Child Nutrition Department operates through a central warehouse. All kitchen/warehouse equipment, technology and delivery vehicles for the department are acquired with Child Nutrition funds.

 - Finalize summer feeding contract
 - Interview for Federal Programs secretary position
 - Co-ordinate the installation of braising pans at Stroman
 - Order equipment for kitchens
 - Hurricane preparedness meeting with Child Nutrition Administration Staff
- **Student Services:**
 - VISD's cumulative student attendance rate for 2018-19 through April 1 = 94.5%

- Student Enrollment (April 1, 2019) = 13,926 students
- Same time last year (April 2, 2018) = 14,146 students
- First day of school (August 21, 2018) = 13,772 students

*The **Low Attendance Day Waiver Requests** for Cade MS and Schorlemmer Elementary School were approved by TEA on 4-1-19.*

Middle School Grandfathering Option for 5th - 7th grade students residing within the Guadalupe and William Wood attendance zones: Currently, Guadalupe and William Wood 5th grade students feed to Howell Middle School while Dudley and O'Connor 5th grade students feed to Stroman Middle School. As a result of the recently adopted merger criteria adopted at the March 21st School Board Meeting, Guadalupe and William Wood families have an option as to which middle school (Howell or Stroman) their child will attend for the 2019-20 school year. On April 4, the Office of Student Services mailed an explanation letter and "Rezoning Transfer Request Form" to each of these families. The letter and transfer request form: detailed the grandfathering option, process, deadline and requirements and made clear that transportation to and from Howell must be provided by the parent but transportation to and from Stroman will be provided by the VISD. Families interested in taking advantage of this rezoning transfer option must simply submit the "Rezoning Transfer Request Form" to the Office of Student Services no later than May 15, 2019 and will automatically be approved to enroll at Howell. Families who do not submit the "Rezoning Transfer Request Form" will be expected to enroll their middle school child at Stroman for the 2019-2020 school year.

- **Student Transfers (per regulation FDB):** Students entering elementary, middle, or high school shall be assigned to the campus that serves the school zone in which their parent/legal guardian resides or in which the student resides as an unaccompanied youth. Parents wanting to request a transfer for their PK-12th grade child to attend a different campus than the one assigned to their home address (or from outside of VISD) may do so in the Office of Student Services ***beginning April 1 and ending May 15***. If a transfer application is submitted by the May 15 deadline, parent notification of transfer approval or denial occurs approximately the end of the:
 - 1st full week of June for secondary students (grades 6-12)
 - 1st full week of August for elementary students (grades PK-5)

The following types of transfers will be available for 2019-20:

Group A— Once this type of intra-district (or out-of-district) transfer is granted, the student will NOT need to re-apply each year but a signed Transfer Contract (which is mailed in March) must be returned to the Office of Student Services annually prior to the first day of school. The student may remain at the requested campus through the highest grade level offered UNLESS the transfer is revoked because the student no longer meets criteria required by FDB-R for that type of transfer, because the student withdraws from the school or because the signed Transfer Contract is not returned in a timely manner. Group A transfers include:

- ***Employee's Child***
- ***Sibling***
- ***Out-of-District***

Group B—This type of transfer is valid for the current school year only UNLESS the transfer is revoked because the student no longer meets criteria required by FDB-R for that type of transfer OR because the student withdraws from the school. Group B transfers include:

- **Administrative**
- **Senior Year**
- **Physical/Psychological**
- **Anticipated Move**

Transfer requests are reviewed by a District Transfer Committee and decisions are made on a student-by-student basis according to the criteria and restrictions noted below. Possible reasons for denial of any transfer request include, but shall not be limited to:

1. Online Registration was not submitted by parent/guardian
2. Space/staffing:
 - a. no space available in the program or at the campus,
 - b. growth rate of the campus, or
 - c. requires employment of additional staff
3. Academics: student did not/is not passing all classes
4. Learning Communities: crosses East/West Learning Community boundary line
5. Attendance: student
 - d. has 3 or more unexcused absences (full days or parts of days),
 - e. has excused absences equal to or greater than 5% of the total days/periods during which a student has been enrolled, or
 - f. was not promoted as a result of failure to meet attendance requirements
6. Tardies: student has incurred excessive unexcused tardies defined as late:
 - g. on 5 or more days (elementary)
 - h. for 5 or more class periods (secondary)
7. Discipline: the student
 - i. has been suspended, expelled, or placed in DAEP,
 - j. has incurred 2 or more discipline referrals,-
 - k. wishes to avoid disciplinary action at his/her current school, or
 - l. has engaged in delinquent conduct or has been convicted of a criminal offense and is on probation or other conditional release
8. UIL violation: the transfer is for the purpose of participating in an extra-curricular activity at the requested campus
9. Falsification of information on school documents
10. Revocation of a previous transfer
11. Any other condition the Superintendent deems necessary or appropriate

If a student's transfer request is denied by the District transfer committee, the parent/guardian may submit a written appeal and include further documentation to support the rationale of the appeal's request. Phone or verbal appeals are not accepted or considered. An appeal should state why the transfer should be reconsidered and must be filed within ten (10) district business days of the date on the District's denial letter. The appeal will be reviewed within ten (10) district business days of receipt if at all possible. If the transfer committee's original decision remains unchanged, no formal written communication will be sent to the parent/guardian. All appeal decisions are final.

Acceptance of a transfer student in one school year creates no right or expectation that a student shall be admitted as a transfer student in subsequent years. Admission of one student in a family as a

transfer student creates no right or expectation that another student from the same family shall be admitted as a transfer. Except as otherwise provided by state law, District policy, or Board action, transportation to and from school for a transfer student choosing to attend a school outside his or her school attendance zone is the responsibility of the student and family.

NO intra-district transfer applications will be accepted after May 15 except as required by State law, unless the family moves into the Victoria area after May 15, the VISD employee was recently hired at a campus or for extenuating circumstances as determined appropriate by the Office of Student Services.

Transportation:

The Transportation Department is analyzing and studying bus routes and efficiency of bus route pick up and drop off. Currently, we have 56 routes for the 2020-2021 school year. We have twenty-three vacancies and are working with Human Resources to fill the vacancies.

Facilities & Maintenance:

Prepare campuses for Summer School Programs:

- Bilingual/ESL-Smith Elementary
- Elementary Summer School-Smith Elementary
- McKinney Vento Camp-Smith Elementary
- Secondary Summer School-Patti Welder MS
- Transition Camps-Harold Cade, Howell, Patti Welder & Stroman Middle Schools & VEHS & VWHS

Some Department Highlights:

- Coordinate with other departments and administrators regarding merging campus equipment, resources, furniture, etc.
- Sidewalk repairs at Shields Elementary
- Install playground mulch at O'Connor Elementary
- Pressure wash Chandler Elementary
- Tree trimming at Howell Middle School
- Begin preparations for Graduation
- Shred at East and West High School
- Herbicide spraying at all campuses
- Complete all work orders as submitted
- Repair floor machines as inventoried
- Prepare for campus mergers

Finance:

- **Extension of Depository Contract:** The Texas Education Code requires that depository contracts be bid (or extended) every two years. As of September 1, 2017, Senate Bill 754 amended TEC 45.205(b) which allows the school district's depository contract to be extended a total of three (3) two-year terms. In addition, the depository contract can be modified for each two-year extension if the school district and the district's depository bank agree to the terms. The next two-year period is September 1, 2019 through August 31, 2021, which will be our third two-year contract with Prosperity Bank. The depository contract has been mutually modified to increase the interest rates on our Interest-Bearing accounts and our Money Market accounts. The rates have been increased from 0.30%, Interest Bearing accounts, and 0.35%, Money Market accounts, to 1.50% and 2.00%, respectively. We are currently in our eighteenth contract year with Prosperity Bank. We have had a contract with them since 2001. This will be an extension of our 2017-2019 depository contract. Our business relationship with Prosperity Bank has been excellent and the bank services have been outstanding.
- **Gifts and Donations:** The total gifts and donations for March 2019 is \$12,861.02. The total gifts and donations for fiscal year 2019 is \$227,268.04.

Human Resources:

- **VISD/Victoria College Adult Education Partnership:** The Victoria ISD HR Auxiliary Department is working with the Victoria College Adult Education program to create a pathway between the two educational systems that would guide Victoria College students enrolled in the Adult Education program through some pre-training skills and into a VISD Bus Driver Trainee position. A brainstorming meeting was held on Thursday, April 4, 2019 at the Adult Education Department on the Victoria College campus. Participants present were Tiffany Johnson, Adult Education Director; Sarah Shepherd, AEL Career Navigator; Donna Parr, SAIL Career Navigator and Armando Villarreal, Jr., VISD Auxiliary Coordinator for HR. Ideas generated in this meeting will be used to guide the team towards finalizing a pilot program with the VISD and Victoria College Adult Education supporting the VISD Transportation Department. Long term goals with this collaboration are to expand pathways guiding more VC Adult Education students into open positions in other departments within the VISD.
- **University Teacher Job Fairs:** We are entering the time during the spring semester when University Teacher Career Fairs take place. Our recruiting visits for the 2019-2020 school year started by attending The University of Houston-Victoria Teacher Career Fair on March 26th. In April we will attend the Texas State University Teacher Career Fair on 4th, the Texas A&M - College Station fair on the 8th, and the University of Texas - San Antonio Fair on the 9th. We will finish-up the Spring Teacher career fairs by attending the Texas A&M – Kingsville fair on April 16th followed the next day with the Texas A&M - Corpus Christi Fair on the 17th.
- **Employee Transfer Process:** We have instituted a transfer process for our staff members impacted by the merger of campuses. Staff from FW Gross, Guadalupe and William Wood have provided our HR Office with feedback regarding their positional preferences. We are working with our Principals and Department Directors to match these staff members with new opportunities for the 2019-2020 school year. On April 15th, we will open the transfer application process for all eligible VISD staff as we have in previous school years.

Office of the Superintendent:

Task Force Updates:

- [Elementary](#) and [Secondary](#) Innovation and Student Learning, and [Efficiency and Resource Management Task Forces](#) met on April 3. Here is a brief synopsis of those meetings:
- “Designing our Future”: The task forces met on Wednesday (April 3).
 - The Elementary Innovation and Student Learning task force has continued to DREAM BIG about Designing our Future. We are currently working to identify and prioritize our "Big Ideas" which will ultimately transform into the team's short-term and long-term recommendations. On Wednesday, the team engaged in a conversation focused on the *From A Nation at Risk to A Nation at HOPE* article and discussed the importance of social, emotional and academic learning. At the end of Wednesday's session, we participated in a "hot dot" activity to identify our top priorities. Our next steps include surveying 3rd - 5th grade students to identify their priorities for Designing our Future and locating schools in Texas who are successfully implementing the strategies on our priority list.
 - Members of the Secondary Innovation and Career Pathways Task Force were challenged to draw or write their “School of the Future.” Each table of participants created a drawing and then assigned one member of their group to be the reporter. The reporter stayed and explained their group’s innovative school while the other members did a “Gallery Walk” and learned about each of the group’s “School of the Future.” Group members were encouraged to write down their Big Ideas from each of the other groups. The original groups came back together and created a list of their big ideas and then chose their top 2 to share with the entire task force. After each of the group’s shared their top 2 big ideas each member of the task force placed a sticker next to the top 2. The last activity of the day was to create a T chart for their big idea and plan what would their big idea look like in 2 years and what would it look like in 10 years.
 - The top 2 ideas that the groups took on were “Increased and Flexible Use of Technology” and “STE2AM” (Science, Technology, Engineering, EXTRACURRICULAR, Arts, Math).
 - While closing, we discussed canceling our April 17 meeting and participating in a campus site visit instead.
 - The Efficiency and Resource Management Task Force met to discuss the campus merger update as it pertains to processes implemented for staff and student transfers for the 2019-2020 school year. We also had a review of Equity SWOT. We reviewed the strengths, weaknesses, opportunities and threats (SWOT) related to equity across the District. We had conducted this exercise in March and continued a discussion about the most prevalent issues. The issue discussed most prominently was rezoning. Some members of the group thought we should consider rezoning sooner rather than later. We also discussed budgetary prioritization as it relates to programs utilized by the district and their effectiveness. Task Force members would like for us to provide any available information in future meetings about the possible future uses for the William Wood, Guadalupe and FW Gross campuses. They would also like to discuss staffing and potential reallocation of resources to be more equitable. At the next meeting, we will be facilitating a Recruitment and Retention SWOT.

- We are in the final stages of placing the DAEP programs at Liberty campus for the start of the 2019-2020 school year. We have two options for classroom placement still under consideration and are awaiting renovation cost estimates. We are confident the programs will move to Liberty, but do not have a final classroom placement decision made.
- **2019-2020 Early College Center (ECC) Program Placement Change:** We believe the Early College Center program currently housed at Liberty Campus can be delivered at both East High School and West High School for those students currently in the program. These students will still have full access to scholarships for the course fees. This will also allow for those fifty-three students to engage in a variety of extracurricular activities not afforded in an alternative school setting. For these reasons, the ECC program students will be attending their “home campus” (East or West High School) starting at the beginning of the 2019-2020 school year. This will also allow us to focus our efforts at Liberty on credit recovery and the students of the DAEP (Disciplinary Alternative Education Program). Very soon, campus visits will be organized for our students. We are placing students into courses now based on their preferences. If changes are requested, we will accommodate their needs. We have informed parents and students, have discussed program supports for both East and West High School and will be vigilant to support our students at each campus.

P-TECH Updates: Four of us from VISD attended a Spring P-TECH planning meeting on April 3 in Austin. While there, we received information and analysis connecting our P-TECH application to information from our local workforce development and state information about job growth. This will help us focus in on a career cluster that might be considered “low hanging fruit” (an area of great growth, interest from workforce development and critical need in our area). We examined several career clusters which could become focal areas for our P-TECH efforts. We looked specifically at construction, electrical, manufacturing, education and health. We were able to speak to other districts throughout Texas who are in year two of their P-TECH efforts and hear some of the lessons learned. We heard from partnering industry leaders during lunch about how to incorporate our local community in some of the planning and initial steps. To finish the day, we worked on our 30-day, 60-day and 90-day planning efforts.

VISD/UHV/VC Forum: We held a joint forum on Friday, April 5 where several practitioners and administrators came together from each organization to explore ideas being generated from our task force efforts. These ideas from the summit will be integrated into the task force discussions moving forward.

Communications:

Online Registration Preparation: In preparation for online registration for the 2019-2020 school year, messages have started going out to parents. These are to let parents know the district will be sending out information through email and text messaging. Parents have been asked to ensure their child(ren)'s school has a current email address and phone number on file. Online registration will begin on May 8, 2019.

New attendance zone maps have been added to the VISD website to reflect the changes due to the merger of Guadalupe Elementary, FW Gross Elementary, and William Wood Elementary. The new maps are more user-friendly than the old mapping system. It is also mobile-friendly for those using a smartphone or tablet.

Legislative Update (as of 04/05/2019): The Texas House passed landmark school finance legislation that would provide teachers and school staff members with a minimum pay raise of roughly \$1,850; increase state funding for every school district in the state and provide some modest tax relief to property owners.

House Bill 3 would add an additional \$6.3 billion in state funds into Texas' public education system and send another \$2.7 billion to schools to reduce local property taxes. An amendment to the bill came on the House floor, which mandates that school districts earmark at least 25 percent of their basic per-student allotment to provide salary increases for all full-time campus employees—but not district administrators. The amendment guarantees that at least \$2.4 billion of the new state funds included in HB 3 will go toward a pay raise for every teacher and support staff member.

In addition to the pay raises, HB 3 would increase annual per student funding by nearly \$900 to \$6,030, while boosting funds for students who need extra instruction in learning English. It would also fund full-day pre-kindergarten for low-income students and provide greater funding to better educate dyslexic students. While VISD currently offers a full-day pre-k program, state dollars fund only half of the day.

The bill now goes to the State Senate, where several points of contention exist. Lieutenant Governor Dan Patrick, R-Houston, has promised to give every Texas teacher and school librarian a \$5,000 pay raise—leaving it to districts to decide about potential salary increases for other employees. The House and Senate also disagree on a merit pay program and how to structure tax relief for local taxpayers.

If a comprehensive school finance proposal is to pass this session, legislators must settle those differences before the Legislature adjourns on May 27.

Employee Newsletters: At the start of the 2018-2019 school year, we started sending out a monthly newsletter via email for staff members to increase our communication efforts. The newsletter features information such as department updates, campus updates/celebrations, employee benefits/perks, important dates and events, and more. Although we post celebrations on our social media pages, there are staff members who are not on those mediums. The idea of the newsletters is to help keep those staff members in the loop of all the great things happening in VISD.

Since August, we have had seven newsletters go out to staff; an average of 406 staff members (out of roughly 2,200 staff members) actually opened and read the newsletters. Of those staff members, the average completion rate of the newsletter is 78%.

We would like to continue sending out monthly newsletters; however, we also want to make sure that our communication efforts are being well received. To make sure we are reaching our audience (staff) effectively, we will be conducting a Thoughtexchange in May to get feedback on internal communications at VISD. This includes any efforts, whether it be through social media, website, phone calls, emails, etc. From there we will determine ways that we can be more effective communicators across the district.

Upcoming Events:

- Annual Volunteer Luncheon: VISD will host a luncheon on April 23rd to recognize those individuals who volunteer time to assist students and support our campuses. This annual event has grown to nearly 600 attendees.
- Employee Service Awards: On April 30th, VISD employees who are completing 20 years of service with the district, and those retiring from service, will be honored. This year's event will take place at the West High School auditorium at 6:00 pm.

Technology:

- Review a new mobile device management program (MDM) to replace the district's current MDM solution to save money and more efficiently manage our devices. Our current mobile device management program manages security protocols and applications on iPads across the district. We are looking at programs that can manage both iPads and Windows devices. The addition of a singular management platform for Windows devices will increase efficiency with device operation and repair as well as provide a more secure environment for all users.
- Plan for the upcoming campus mergers, which includes planning for inventory, technology equipment migration, data system changes, mapping changes, and receiving campus classroom preparation.
- Preview potential classroom technology as part of an effort to allow campus access to a wide variety of technology with the best value to the district.
- Plan to provide adequate technology and support for summer school campuses.
- Set up computer labs for online testing and provide support during testing across the district.

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