

# Hays Consolidated Independent School District

## District Improvement Plan

2022-2023



**Public Presentation Date:** October 17, 2022

# Mission Statement

The mission of Hays CISD is to educate, value, and nurture students through innovative and personalized educational experiences while celebrating our diversity.

*(Adopted 8/29/2022)*

## Vision

All Hays CISD learners will be:

- \* highly sought-after for college, career, or military
- \* prepared for life and responsible citizenship
- \* effective communicators and collaborators
- \* resourceful and creative problem solvers

*(Adopted 8/29/2022)*

## Core Beliefs

We believe:

- \* Decision-making is student-focused
- \* All students have the capacity to learn and be successful
- \* A safe and secure environment is essential
- \* Success is a shared investment that includes learners, educators, families and the community
- \* In being an unrivaled employee-friendly organization
- \* The allocation of resources will support high quality learning
- \* High expectations for all lead to high achievement
- \* Open communication, transparency, and accountability build trust
- \* Success is dependent upon a commitment to lifelong learning
- \* Diverse and differentiated opportunities further learning
- \* Student success includes a well-rounded education that goes beyond standardized testing

*(Adopted 8/29/2022)*

# Goals

Revised/Approved: November 14, 2022

**Goal 1:** Hays CISD believes in the achievement, growth and success of every student.

**Performance Objective 1:** Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement including intervention and enrichment. The District will evaluate and address the needs of each student. Students will receive academic advising and shall utilize data, based upon aptitude, ability, and career inventory data to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Results from advising data will be shared with parents/guardians. Student academic performance, college and career readiness, character, and power skills will be evaluated to ensure success.

## High Priority

### HB3 Goal

**Evaluation Data Sources:** Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, and the district's college/career readiness counts. In August 2023, the superintendent will present the student growth goals addressing Hays CISD approaches/meets/masters percentages on STAAR vs. the state performance.

**Professional Development:** The district will offer continuous, differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

**Grade 5-12 Student Advising:** Beginning in the spring semester of their 5th grade year and each year thereafter, students will engage in college and career exploration experiences, as well as begin to identify their strengths and career interests. With 7th graders and beyond, advising will involve data-driven conversations, based upon each individual learner's aptitude, ability, and career interest inventory data to assure that students are scheduled in the most rigorous courses for the upcoming school year and thus afforded opportunities in advanced courses as well as CTE specific matched interests. Parent/Guardian participation in the learning process and planning for success is also a key factor of student college and career readiness; thus, we will provide multiple opportunities throughout the year for parent/guardian engagement including direct access to our new CCR Platform -SchoolLinks and conversations about course planning and advanced course opportunities. In June 2023, the district will provide a comprehensive report showing evidence of the academic advising captured through the career interest profiler by campus and grade level.

**College & Career Readiness:** The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The district will monitor progress throughout the 2022-2023 school year and will provide an update on college and career readiness to the Board in December 2022 for the final 2021 CCMR results.

## Strategy 1 Details

**Strategy 1: Reading:** The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. K-12 reading instruction is facilitated in a blended learning format that follows the research-based district curriculum that has been provided as a framework. K-3 teachers, instructional coaches, and district and campus administrators who do not currently have House Bill 3 Credit are participating in the TEA Reading Academies this year to enhance their knowledge of the Science of Teaching Reading.

**Strategy's Expected Result/Impact:** mCLASS data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

STAAR Reading data will indicate improved performance in the following areas:

3rd Reading will increase to 81% Approaches, 54% Meets, and 32% Masters.

4th Reading will increase to 83% Approaches, 57% Meets, and 28% Masters.

5th Reading will increase to 84% Approaches, 61% Meets, and 41% Masters.

6th Grade Reading will increase to 73% Approaches, 43% Meets, and 22% Masters.

7th Grade Reading will increase to 83% Approaches, 58% Meets, and 39% Masters.

8th Grade Reading will increase to 87% Approaches, 62% Meets, and 42% Masters.

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

At least 95% of Reading Academy participants will successfully complete the content to receive HB3 credit.

**Staff Responsible for Monitoring:** ELA Content Coordinators and District Literacy Specialists

**Funding Sources:** ESSER Funded Interventionists (1 per campus) - Fund 286: ESSER III - \$1,000,000, Title 1 Campus Pre-K Instructional Materials and Training - Fund 211: Title 1 Pre-Kindergarten - \$13,000, Reading Instructional Software (Amplify & Reading Plus) - Fund 286: ESSER III - \$250,000

### Strategy 2 Details

**Strategy 2: Math:** The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of DreamBox (K-5) and Numerical Fluency Resources (K-5th) in addition to researched based, TEKS-aligned and differentiated resources for a blended model of Tier 1 instruction. Strategic planning for secondary will focus on daily problem solving as well as fidelity to the curriculum and understanding of data analysis.

**Strategy's Expected Result/Impact:** MAP data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

STAAR math data will indicate improved performance in the following areas:

3rd Grade Math will increase to 74% Approaches, 44% Meets, and 21% Masters.

4th Grade Math will increase to 74% Approaches, 43% Meets, and 23% Masters.

5th Grade Math will increase to 79% Approaches, 46% Meets, and 21% Masters.

6th Grade Math will increase to 72% Approaches, 37% Meets, and 14% Masters.

7th Grade Math will increase to 53% Approaches, 20% Meets, and 4% Masters.

8th Grade Math will increase to 76% Approaches, 44% Meets, and 15% Masters.

Algebra I will increase to 84% Approaches, 60% Meets, and 40% Masters.

**Staff Responsible for Monitoring:** Math Content Coordinators

**Funding Sources:** ESSER Funded Interventionists & District Math Specialists - Fund 286: ESSER III - \$1,000,000, Title 1 Pre-K Instructional Materials and Training - Fund 211: Title 1 Pre-Kindergarten - \$12,000, NWEA Map Assessment and related Training - Fund 286: ESSER III - \$155,000

### Strategy 3 Details

**Strategy 3: Writing:** The district will ensure writing time is purposefully planned during the delivery of the research-based district curriculum. The District Literacy Team will provide ongoing campus support in PLCs with the writing process, rubric calibration, and grammar. Specific and targeted support for short and extended constructed responses in science and social studies courses will be provided throughout the year at campus and District PLCs.

**Strategy's Expected Result/Impact:** English End of Course data will indicate improved performance:

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

**Staff Responsible for Monitoring:** ELA Content Coordinators and District Literacy Specialists

**Funding Sources:** ESSER Writing Specialist - Fund 286: ESSER III - \$75,000

#### Strategy 4 Details

**Strategy 4:** Science/STEM: The district will develop scientific inquiry to drive conceptual understanding by embedding technical writing and the "Claims, Evidence, Reasoning" strategy as a mode of communicating scientific understanding. Literacy in the content areas will be supported with professional development and lessons on the "Talk Read, Talk Write" strategy. Purposeful planning will emphasize the importance of hands-on manipulatives and lab experiences. Resources such as STEMscopes (K-8 and Biology) and McGraw-Hill and ScienceFusion textbooks will be utilized for increased literacy, lab, and differentiation opportunities.

**Strategy's Expected Result/Impact:** STAAR science data will indicate improved performance:

5th Grade Science will increase to 72% Approaches, 41% Meets, and 19% Masters.

8th Grade Science will increase to 77% Approaches, 48% Meets, and 24% Masters.

Biology will increase to 90% Approaches, 66% Meets, and 27% Masters.

**Staff Responsible for Monitoring:** Science Content Coordinators

#### Strategy 5 Details

**Strategy 5:** Social Studies: The district will enhance instruction to embed a higher frequency of artifact based learning, non-fiction texts, and writing components. The district will enhance instruction through the use of digital resources, common formative assessments, DBQ Project resources, and coordinator support. Students will have the opportunity to connect real-world experiences with historical context to create a depth of knowledge.

**Strategy's Expected Result/Impact:** Social Studies STAAR and EOC scores and distinctions will indicate improved performance.

8th Grade Social Studies will increase to 63% Approaches, 33% Meets, and 18% Masters.

US History EOC will maintain at 91% for Approaches, increase to 76% for Meets, and 47% for Masters.

Social Studies STAAR will increase from one campus distinction to two.

**Staff Responsible for Monitoring:** Social Studies Content Coordinator

### Strategy 6 Details

**Strategy 6: Professional Learning Communities:** All Hays CISD instructional staff will be assigned and participate in a Professional Learning Community (PLC) that is centered around the three big ideas - a focus on learning, collaboration, and student results. Professional Learning Communities will operate as self-sufficient teams and utilize the four critical questions of a PLC to collaborate and drive the teaching and learning process. To ensure student and teacher success, all campus and district leadership will participate in a PLC Leadership Summit to build leadership capacity and prepare the campus PLC training that all staff will attend in August. All core content PLCs will meet at a minimum of once every other week throughout the 22-23 academic school year. Some specials, electives, and CTE teachers may participate in their PLCs three times per semester. All PLCs will develop, implement, and utilize a Common Formative Assessment and data analysis protocol to drive the teaching and learning process at a minimum of once every other week. Campus and district leadership will monitor PLCs on a bi-weekly basis for correct implementation and progress and provide support and guidance as needed that builds the instructional capacity of teams. In addition, Professional Learning Communities will be given 6 staff development days throughout the 22-23 academic school year to assist with PLC implementation and collaboration.

**Strategy's Expected Result/Impact:** For elementary reading and writing, mCLASS data will reflect that 70% of students will be at Tier 1.

For middle school reading and writing, Reading Plus data will reflect that 50% of students will be on grade level or above.

For elementary and middle school mathematics, MAP Growth data will reflect that 66% of students will be on grade level or above.

For all STAAR and EOC tested courses, students will meet district goals for Approaches, Meets, and Masters.

**Staff Responsible for Monitoring:** Executive Officer of Curriculum and Instruction

**Funding Sources:** Curriculum Review & Writing - Fund 255: Title II - \$175,000

### Strategy 7 Details

**Strategy 7: Progress Monitoring:** Teachers will monitor student progress through regular universal screeners for reading and math.

**Strategy's Expected Result/Impact:** 100% of K-5 students will be administered a universal screener three times a year for reading.

100% of K-8 students will be administered a universal screener three times a year for math.

100% of our Pre-K students will be administered Letter Names/Sounds Assessment four times a year.

Based on data, all students will receive differentiated instruction within tier 1, 2, and 3 as determined by universal screener results and bi-weekly progress monitoring.

**Staff Responsible for Monitoring:** Director of Academic Support

**Funding Sources:** ESSER MTSS Specialist - Fund 286: ESSER III - \$70,000

### Strategy 8 Details

**Strategy 8:** Closing the Achievement Gap: Hays CISD will increase student achievement with the Emergent Bilingual and Special Education student populations.

**Strategy's Expected Result/Impact:** By the end of the 2022-23 school year, Emergent Bilingual and Special Education students will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2022-23 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score in TELPAS.

**Staff Responsible for Monitoring:** Multilingual Program Director, Executive Officer of Special Education, Director of Special Education

**Results Driven Accountability - Equity Plan**

**Funding Sources:** Imagine Learning - English Language Learning Software - Fund 263: Title III - \$75,000

### Strategy 9 Details

**Strategy 9:** Accelerated Instruction for At-Risk Students: Accelerated Instruction will be provided in accordance with HB 4545 for all students not meeting the minimum standard on state assessments. These accelerated instructional opportunities may be provided during the school year (before, after, or during the school day) or during summer school programs.

**Strategy's Expected Result/Impact:** 100% of students requiring Accelerated Instruction will be provided the required supplemental instruction in accordance with TEA guidelines.

**Staff Responsible for Monitoring:** Deputy Academic Officers

**Funding Sources:** Interventionists/Credit Recovery Teachers/LOA/Impact Staff/Outreach Counselors - State Comp Ed: Direct At-Risk Services - \$7,800,000

### Strategy 10 Details

**Strategy 10:** Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction.

**Strategy's Expected Result/Impact:** The implementation of the district testing procedures, including the new STAAR 2.0 benchmark assessments and timely professional development with campuses, will yield at least a 3% increase in student achievement on STAAR.

**Staff Responsible for Monitoring:** Director of Assessment and Accountability

**Results Driven Accountability**



### Strategy 11 Details

**Strategy 11:** College, Career, and Life Readiness: College and Career Readiness Counselors in collaboration with all guidance counselors will provide students and parents with activities and information about post-secondary readiness. These opportunities will include:

- \*Public in-person and/or virtual events such as Navigate Your Future Night and informational sessions on the college application and financial aid processes
- \*Walking students through the process of creating and/or for upperclassmen, reviewing and updating their Personal Graduation Plans (to include career pathways and endorsement).
- \*Career interests inventories within SchoolLinks
- \*College and Career Fairs (in-person and/or virtual)
- \*Field trips to colleges and universities
- \*A variety of college admissions informational sessions on high school campuses

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps through preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB.

**Strategy's Expected Result/Impact:** All counselors will hold conversations with 90% of 9th -12th grade students on how to access post-secondary options and explore college and career opportunities.

8th, 9th, 10th and 11th graders will create a College Board account to access Khan Academy for SAT prep, after they have received PSAT scores from the Fall administration.

11th and 12th graders will be encouraged to apply for scholarships early on, in particular the College Board Opportunity Scholarships that are available for juniors and seniors.

The number of 12th grade students that submit at least one college application will increase by 10%.

**Staff Responsible for Monitoring:** Director of Counseling and College and Career Readiness

**Funding Sources:** Director of Counseling and CCR - Fund 289: Title IV - \$123,000

### Strategy 12 Details

**Strategy 12:** Career and Technical Education: To increase its college/career readiness indicator in the state accountability system, the district will increase the number of student industry certifications on the A-F list for accountability by: enhancing COW Day (Career On Wheels Day) and CREW Day (Career Ready Educated Workforce/Senior Hiring Day), placing more students in internships at the conclusion of a Program of Study, increasing the number of businesses participating in National Manufacturing Day.

**Strategy's Expected Result/Impact:** 100% of CTE teachers will include program growth and certification growth in their TTESS goals for the 2022-2023 school year.

Hays CISD will increase the number of students earning an IBC on the TEA A-F List from 282 seniors graduating in 2022 with an IBC to 492 seniors graduating in 2023 with an IBC.

**Staff Responsible for Monitoring:** Director of Career and Technical Education

**Funding Sources:** Workforce Development Coordinator - Fund 244: Perkins - \$95,000

### Strategy 13 Details

**Strategy 13:** Advanced Academics: Use local, state, and national data along with enhanced messaging to recruit students into advanced academic classes. Provide pedagogical and content support for teachers of advanced classes.

**Strategy's Expected Result/Impact:** The number of students engaged in advanced and college credit-bearing courses will increase by at least 3%.

The number of college credits earned by high school students will increase by at least 3%.

Districtwide student performance on measures of college readiness (SAT, ACT, TSIA2) will increase by at least 3%.

**Staff Responsible for Monitoring:** Director of Advanced Academics

### Strategy 14 Details

**Strategy 14:** Professional Development: The district will provide a professional development plan that supports both individual professional growth and district wide initiatives that foster student's academic growth. Utilizing in-person professional development sessions, along with some virtual and blended methodologies, teachers, administrators, aspiring administrators, and paraprofessionals will have the opportunity to meet their differentiated learning needs throughout the summer and 2022-23 academic school year. These professional development opportunities include Leadership Institute, Lead and Learn, Fusion Technology, Differentiation Conference, PLC Live Institute, and the two district professional development days in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 22-23 academic school year to assist with PLC implementation and collaboration, which includes 3 professional development days.

**Strategy's Expected Result/Impact:** The Eduphoria online catalog of workshops offered will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focus initiatives.

100% of our professional development offerings will be aligned to T-TESS, TPSS, and District goals/focus initiatives.

At the district level, end of year T-TESS appraisals for dimensions 2.1 (Achieving Expectations) and 4.3 (Professional Development) will increase by 0.15 points each.

**Staff Responsible for Monitoring:** Director of Professional Development

### Strategy 15 Details

**Strategy 15:** Gifted and Talented: Increase assessment windows to twice a year and use a varied battery of assessment instruments and processes to identify students as gifted and talented. (See addendum for additional GT Plan information)

**Strategy's Expected Result/Impact:** Demographic disparities in representation in those receiving Gifted and Talented services will close by at least 2% in underrepresented groups (African American, Hispanic, economically disadvantaged) in newly identified students. Students identified as GT will begin service in same year as identified.

**Staff Responsible for Monitoring:** Coordinator of Gifted and Talented Services

**Goal 2:** Hays CISD is dedicated to the safety of all students and staff.

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and local and global crises. The district will be compliant with all local, state, and federal laws and regulations related to school safety and security. All exterior doors will be locked and properly numbered. Emergency response updates will be communicated timely, as appropriate. We will maintain an environment of trust between adults and all students.

**Evaluation Data Sources:** District Safety: The Board will receive a brief narrative posted in Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September. All staff will attend relevant training and district administration will report to the Board throughout the year on this topic. Student data around discipline and attendance will also be captured and an update provided to the Board. Specific attention will be given to the communication of district safety efforts (both physical and training) to our community. The board, staff, and community will receive updated COVID19 plans as they occur.

Mentoring and Extra-Curricular Participation: An overview of student character development, including extra-curricular/club participation, mentoring relationships and social/emotional supports will be reported through a Board Blog in November. The report will include the participation rates/numbers by campus for SEL programs including person/position responsible on each campus. Student data around discipline and attendance will also be included.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The district will hire a designated SEL Specialist to support SEL implementation and provide district-wide professional development to ensure proper SEL best practices are evident across the campus/district. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extra-curricular/club participation, and the district will track discipline, attendance on an on-going basis. SEL information will be presented in November 2022 to provide a district-wide update.

### Strategy 1 Details

**Strategy 1:** Student Safety: The Chief Safety and Security Officer will provide oversight and support to meet the safety and security needs of Hays CISD. Areas of focus include, but are not limited to, establishing strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, updating the Emergency Operations Procedures, and conducting safety audits.

**Strategy's Expected Result/Impact:** All campuses will have completed their triennial safety and security audit and submitted all required reports in accordance with Texas School Safety Center procedures by the end of the 2022-2023 school year.

By May 2023, each campus will have an established Behavioral Threat Assessment team that is fully trained and prepared to respond to any campus behavioral threats.

By May 2023, all campus exterior doors will be numbered.

All campuses will complete all mandatory drills by the end of the 2022-2023 school year.

**Staff Responsible for Monitoring:** Chief Safety and Security Officer

**Funding Sources:** SMART TAG ID Systems - Fund 286: ESSER III - \$114,380, Additional Security Equipment / Cameras / Door Intercoms - Fund 289: Title IV - \$5,000

### Strategy 2 Details

**Strategy 2: Social Emotional Learning:** In alignment with the Texas Education Agency's Safe and Supportive Schools initiative, the district will continue to enhance positive campus climates through SEL models and program delivery that support the 5 competencies of the CASEL framework: self-awareness, self-management, relationship skills, responsible decision-making, social awareness.

**Strategy's Expected Result/Impact:** 100% of campuses will implement SEL programs and student-focused initiatives.

The SEL Specialist (ESSER) will support the effective implementation of SEL programs and initiatives to ensure that the following occur:

\* SEL lessons are delivered with consistency and alignment with the program guidelines. (This may include a regular data review as part of the SEL curricular tools unique to the student focused program in place on each campus);

\* SchoolLinks SEL student survey data aligns with the key tenets of the CASEL model; and

\* Growing our Mentoring relationships are a key focus on campuses this school year. The SEL Specialist in partnership with the Volunteer Coordinator will support this mentoring program with the goal being to grow mentoring relationships by at least 25% this school year.

**Staff Responsible for Monitoring:** Director of Counseling and College and Career Readiness

**Funding Sources:** SEL Resources for Campuses - Fund 289: Title IV - \$7,000, SEL Coordinator - ESSER 3 - Fund 286: ESSER III

### Strategy 3 Details

**Strategy 3: Mental Health and Suicide Prevention:** The district will provide counseling and mental health services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention and intervention. The district will integrate best practices on grief-informed and trauma-informed care. The district will enter into MOUs with Communities in Schools, Texas State School of Social Work, Seedling Foundation, Con Mi Madre, TCHAT from Dell Children's, Hill Country-MHDD and Cenikor Drug Prevention for additional support. The district will continue to train staff in suicide prevention, update the Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team.

**Strategy's Expected Result/Impact:** 100% of all staff will complete all portions of the SafeSchools Online Training Series by January 9th. No later than the end of September, counselors will present to staff about suicide prevention, referrals and protocols; as well review the CPS reporting process.

Counselors, Admin designee, nurses and all other mental health professionals at all campuses, including ESSER funded MH Professionals that provide additional support district-wide; will complete Psychological First Aid Training through Hill Country-MHDD.

To assure that the largest number of HCISD staff have the tools and knowledge base to recognize the signs of a student experiencing a mental health crisis or that may potentially be in need of counseling support, as a district we are committed to assuring that the number of staff trained in Youth Mental Health First Aid will increase by 10% by May 2023.

Principal and/or designees (admin designee for violence/discipline related incidents and counselor for self-harm/mental health concerns ) will address alerts that are raised through Lightspeed and submitted through Hays HopeLine. Documentation is now required on the Navigate 360 platform.

**Staff Responsible for Monitoring:** Director of Counseling and College and Career Readiness

**Funding Sources:** Communities in Schools (High Schools) - State Comp Ed: Direct At-Risk Services - \$200,000, Communities in Schools - Elementary Title I - 211: Title I 6200 Professional & Contracted Servi - \$370,000, Districtwide Mental Health Staff - Fund 286: ESSER III - \$400,000

#### Strategy 4 Details

**Strategy 4: Increasing Student Attendance:** The district will support multi-tiered intervention systems. The district Attendance Intervention Specialists will collaborate with students at risk of dropping out and stakeholders to provide intervention, support, and a plan for the school year. The district and campuses will together to ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions. Together, district and campus teams will identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy, and they will identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.

The district will focus on creating a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance.

**Strategy's Expected Result/Impact:** The district will improve from a 90.53% BOY attendance rate to a 96% attendance rate in May 2023.

**Staff Responsible for Monitoring:** Director of Student Services

#### Strategy 5 Details

**Strategy 5: Student Engagement:** The district will encourage the participation of students in extra-curricular activities and clubs both in person and virtually. The district will implement the 100% Hays motto to provide a vision for engagement.

**Strategy's Expected Result/Impact:** The district will increase the number of students participating in extra-curricular activities as evidenced by the overall engagement score on the K12 Insight Survey question "I participate in extra-curricular activities" increasing from 2.68 to at least 3.0.

**Staff Responsible for Monitoring:** Deputy Academic Officers

**Funding Sources:** MKV funds for student fees and emergency needs - Fund 211: Title 1 Homeless Reserv. - \$20,000

#### Strategy 6 Details

**Strategy 6: Athletics:** Facilities improvement/additions, streamline/align structure and systems, promote and support campus and district identity, and promote, encourage, and support coaching mentoring capacity.

**Strategy's Expected Result/Impact:** Athletics/pre-athletics participation rates in grades 6-12 will increase by 4% from our current 21-22 school year level of 29% to 33% in the 22-23 school year.

**Staff Responsible for Monitoring:** Director of Athletics

#### Strategy 7 Details

**Strategy 7: Fine Arts:**

Increase enrollment and participation to align with the "100% Hays" philosophy.

Run audit of enrollment to ensure all secondary students are meeting the fine arts course requirements.

**Strategy's Expected Result/Impact:** To build fine arts programs, at the end of 2022-23, overall fine arts enrollments will increase by 5% from 16,134 to 16,940. This will require retention of current students and increased recruitment activities especially for incoming sixth and ninth graders.

During 2022-2023, an audit will establish baseline data of meeting the TAC requirement of taking fine arts in middle school.

**Staff Responsible for Monitoring:** Director of Fine Arts

**Goal 3:** Hays CISD is dedicated to treating everyone with respect and dignity.

**Performance Objective 1:** Hays CISD will cultivate a culture of positive engagement and public service, requiring empathy, visibility, trust, and communication. Effective communication through all appropriate avenues is a priority, and staff will be offered training in these areas. Our district is committed to increasing customer service and client engagement, both internally and externally. The Board will receive an annual update regarding proposed recommendations made to the Superintendent received from the Diversity Advisory Council regarding efforts to improve our diversity and inclusion initiatives to remove systemic obstacles for all students.

**Evaluation Data Sources:** Staff will be offered targeted training, after a process review, in the areas of customer service and community relations.

HCISD will develop strategies and systems to make this the best place to work.

The Board will receive timely updates on community and staff outreach. The Board will also receive timely calendar updates regarding district events, as appropriate.

An employee engagement survey will be given, and the results AND how they will be addressed will be shared with the Board.

The Board and community will have the opportunity to view the latest "Wright this Minute" video each week.

#### Strategy 1 Details

**Strategy 1: School Community Involvement:** Hays CISD will conduct community outreach through in-person visits to local businesses and organizations in the community with the goal of district partnership. The VIPS (Volunteers in Public Schools) Rewards program is under construction, and will include many of the aforementioned businesses. VIPS badge printing is progressing, of which every volunteer will receive to ensure campus security and proper documentation of volunteer hours. The district mentor program has begun the beginning phases, with the goal of every district employee providing mentorship to a student. The Hays PTA has had their executive board meeting and council meeting, with individual campus meetings to follow, highlighting plans for community involvement and fundraising. Hays Clothes Closet and Hays Hope 2 Go are notified of any donations received through central office, to make certain that the organization is able to distribute the resources out to those in need. All of these volunteer services and projects are communicated to the community via the district website, social media, and print media.

**Strategy's Expected Result/Impact:** By the end of December 2022, Hays CISD will have 30 new community businesses/organizations registered as district partners and delivering tangible services such as donations, sponsorships, discounts, scholarships, special event presence, individual campus involvement, volunteer opportunities, and more.

All Volunteers (VIPS) will receive a badge and track their volunteer hours using that badge by the end of the 2022-2023 school year.

By the end of the 2022-2023 school year, successful community engagement will open up opportunities for students and their families, which will ultimately result in an overall cohesive, supportive and strong district-community relationship as reflected by student and parent feedback in the K-12 Insight Survey. Students will benefit greatly from a healthy, community-driven atmosphere.

**Staff Responsible for Monitoring:** Volunteer Coordinator

### Strategy 2 Details

**Strategy 2:** Family Engagement / Parent Involvement: Campuses and district departments will provide a variety of opportunities throughout the school year to engage parents in the education of their students. Parents will be provided advance notice of upcoming events via multiple methods of communication (school newsletter, campus/district websites, social media) and in languages understood by parents. Parent engagement events may include College and Career Planning Events, Parent Literacy classes, Transition events (5th to 6th grade and 8th to 9th grade), Math and Literacy nights, and social-emotional learning events.

**Strategy's Expected Result/Impact:** By the end of May 2023, each campus will hold at least 3 parent engagement events and the district will hold at least 2 events during the 2022-2023 school year.

By the end of May 2023, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before November 2022) and a Spring Title I Evaluation Meeting (offered twice before June 2023), and all meeting documentation will be uploaded into the Title I electronic folder.

**Staff Responsible for Monitoring:** Director of Federal Programs

**Funding Sources:** Title I Parent Engagement Supplies for Districtwide Activity - Fund 211: Title I Parent & Family Engagement - \$4,000, Title III EL Parent Engagement: EL Civics - Fund 263: Title III - \$20,000

### Strategy 3 Details

**Strategy 3:** Attract and Retain Highly Qualified Staff: Human Resources will develop career opportunities within Hays CISD for students, employees, and individuals from other industries who aspire to become educators.

**Strategy's Expected Result/Impact:** By April 2023, Hays CISD will have well articulated educator pipelines published in key communication mediums.

**Staff Responsible for Monitoring:** Chief Human Resources Officer

**Funding Sources:** Marketing and Recruitment Activities - Fund 255: Title II - \$15,000, Professional Development for Paraprofessional Staff - Fund 255: Title II - \$10,000

### Strategy 4 Details

**Strategy 4:** Diversity: The Hays CISD Diversity Committee will review policies and procedures to ensure that there are no practices in place that would create barriers for any student group.

**Strategy's Expected Result/Impact:** By the end of May 2023, student diversity of extracurricular and academic groups will increase by 10% for underrepresented groups.

**Staff Responsible for Monitoring:** Deputy Academic Officers

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$7,988,000.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

The District will use the direct services portion (55%) of its SCE budget to fund an Intervention teacher as well as an Instructional Coach at each campus to support the academic needs of at-risk students. The interventionists will provide direct small-group instruction support to students identified through the MTSS process or through the review of prior year STAAR results (HB 4545). Instructional Coaches will support the Core Content Teachers by providing direct instructional and coaching support so that students receive high-quality differentiated instruction in those STAAR-tested content areas. The District will also fund a supplemental Outreach Counselor at each Comprehensive High School to support the needs of students that extend beyond the capacity of the regular campus counselors. The District will also support a PEP program including instructional services as well as a Child Care Center for students who are also parents or who are becoming parents. The non-administrative expenses at both the Live Oak Academy, a drop-out recovery campus for students at-risk of not graduating, and the Impact Center, a DAEP campus, will be funded with State Compensatory Allotment funds. Finally, each campus will receive an additional allotment of SCE funds to support the HB4545, SEL, and any additional needs of at-risk students as identified in the Campus Needs Assessment and documented in their CIP.



# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Completed By</b>	<b>Completed On</b>
Bullying Prevention	Director of Counseling Services	10/6/2022	Stephanie Norris	10/6/2022
Communicating Student Achievement to Parents	District Academic Officers	10/5/2022	Stephanie Norris	10/5/2022
Coordinated Health Program	Director of Student Health Services	10/5/2022	Stephanie Norris	10/5/2022
Customer Service	Chief Officer of Communication	9/8/2022	Stephanie Norris	10/5/2022
Digital Learning	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Disciplinary Alternative Education Program (DAEP)	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022
Dropout Prevention	Director of Student Services	9/8/2022	Stephanie Norris	10/5/2022
Dyslexia Treatment Program	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
English Learners	Director of Multilingual Education & Migrant Programs	9/8/2022	Stephanie Norris	10/5/2022
Gifted and Talented Services	Director of Advanced Academics	9/8/2022	Stephanie Norris	10/5/2022
Homeless and Foster Care Youth Support Programs	Homeless & Foster Liaison	10/5/2022	Stephanie Norris	10/5/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Security	10/27/2022	Stephanie Norris	10/27/2022
Title I, Part C Migrant	Director of Multilingual Programs	10/5/2022	Stephanie Norris	10/5/2022
Multi-tiered System of Support (MTSS) Program	Director of Academic Support	9/8/2022	Stephanie Norris	10/5/2022
Pregnancy Related Services	PEP Coordinator	9/8/2022	Stephanie Norris	10/5/2022

Title	Person Responsible	Review Date	Completed By	Completed On
School Library Programs	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Section 504 Services	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
Special Education Services	Executive Officer of Special Education	10/5/2022	Stephanie Norris	10/5/2022
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022

# Addendums

## **Hays CISD**

### **2022- 2023 District Improvement Plan**

### **Policy&Procedure Document List**

A person wishing to view any of these documents, may request them by emailing [stephanie.norris@haysicsd.net](mailto:stephanie.norris@haysicsd.net), Hays CISD Director of Federal Programs. Further, anyone requiring an accommodation, including language translation, for one of these documents should make that request to the Director of Federal Programs.

#### **Bullying Prevention**

- Bullying Procedures, from the Hays CISD Parent-Student Handbook
- HCISD Bullying Webpage
- FFI (Local)
- FFI (Legal)

#### **Communicating Student Achievement to Parents**

- Communicating Academic Achievement

#### **Coordinated Health Program**

- Hays CISD Wellness Plan

#### **Customer Service**

- Department of Communication: 2022-2023 Goals

#### **Digital Learning**

- Hays CISD Blended Learning Implementation Timeline

#### **Disciplinary Alternative Education Program (DAEP)**

- Impact Student Handbook
- FOC (LEGAL)

#### **Dropout Prevention**

- Dropout and Truancy Procedures

#### **Dyslexia Treatment Program**

- Dyslexia in Hays CISD

#### **English Learners**

- Multilingual Department Handbook

**Gifted and Talented Services**

- Hays CISD GT Handbook
- Hays CISD GT Plan

**Homeless and Foster Care Youth Support Programs**

- FDC (Local)
- FDC (Legal)

**Job Description for School Resource Officers and Security Personnel**

- Hays CISD SRO Job Duties
- Security Guard Job Description

**Title I, Part C Migrant**

- Migrant PFS Action Plan

**Multi-tiered System of Support Program**

- HCISD MTSS Process

**Pregnancy Related Services**

- PRS-CEHI Program Overview
- Hays Parent Development Center Parent Handbook

**School Library Programs**

- FRS Librarians Framework
- HCISD Library Overview

**Section 504 Services**

- Section 504 Referral Procedures

**Special Education**

- Special Education Department Handbook

**Student Welfare: Discipline/Conflict/Violence Management**

- Hays CISD Student Parent Handbook

## Develop Your Talents in Hays CISD

### *A Vision for the Expansion of Services for Students Identified as Gifted and Talented in Hays Consolidated ISD*

As Hays CISD looks toward the future, we are excited about opportunities to better identify and serve gifted and talented students.

The 2022-23 school year brought about the expansion of support for G/T services through instructional coaches deployed specifically to support differentiated instruction for G/T students. G/T instructional coaches are supporting teachers through class visits, instructional planning, creation of resources including extension boards and differentiated exit tickets, support with implementation of Depth and Complexity and thinkLaw, and offering optional after school planning sessions. The addition of instructional coaches also allows us to take initial steps toward offering more opportunities for identification of gifted/talented students through increased testing windows and administration of the CogAT screener to second grade students. (See assessment timeline below)

As we continue this school year, we are excited to continue planning for the future. The upcoming bond proposals give us the opportunity to dream of what following years might bring and how we can better serve students, in this particular case, those who are identified as gifted and talented.

While we are so very grateful for the addition of two positions for the 2022-23 school year, for us to provide more opportunities for identification of students who are gifted and talented AND to serve those students more effectively, we will need additional staff. The charts below detail shifts in assessment timelines based on current staffing (with a note about supplemental pay required to include a summer testing window), past and present G/T staffing and recommendations for future staffing, past and present G/T services and recommendations for future G/T services, and current G/T enrollment and cluster teachers by campus.

### **Assessment Timeline**

2021 - 2022 School Year		2022 - 2023 School Year*		2023 - 2024 School Year		2024 - 2025 School Year
August - September	MClass screener (data used to refer students for G/T testing)	August - September	BOY Map Growth (data used as a screener to refer students for MOY G/T testing)	August - September	BOY Map Growth (data used as a screener to refer students for MOY G/T testing)	In addition to the timeline for the 2023 - 2024 school year, implement a plan where students can be tested for Gifted and Talented
October	Assessment meeting	October - November	2nd grade CogAT	September	2nd grade CogAT	

	held for parents interested in having their child tested for G/T services		screeener conducted by G/T instructional coaches with support from G/T Coordinator (data used as a screener to refer students for MOY G/T testing) Assessment meeting held for parents interested in having their child tested for G/T services		screeener conducted by G/T instructional coaches with support from G/T Coordinator (data used as a screener to refer students for MOY G/T testing) Assessment meeting held for parents interested in having their child tested for G/T services	services on an as needed basis outside the two G/T referral periods. Due to the addition of G/T teachers at the elementary level, counselors would no longer be involved in G/T testing which would allow them to focus on other responsibilities. At the elementary level, G/T teacher will conduct Kingore Observation Inventory planned experiences with students in grades K - 2 as an additional screener to identify students from underserved populations.
November	G/T Referral Period Kinder teachers complete screener checklist	November	MOY G/T referral period Kinder teachers complete screener checklist	October	MOY G/T referral period Kinder teachers complete screener checklist	
January - March	G/T testing completed by counselors	December - January	MOY G/T testing completed by counselors	November - January	MOY G/T testing completed by counselors	
February	Kinder selection committees held	January	MOY Map Growth (data used as a screener to refer students for summer G/T testing)	January	MOY Map Growth (data used as a screener to refer students for summer G/T testing)	
March 1	Kinder students identified and services begin	February	G/T selection committees meet and parents notified of results	February	G/T selection committees meet and parents notified of results	
April	1st - 11th grade selection committees held	March 1	G/T students coded	March 1	G/T students coded	
August	Services begin for students in 1st - 11th grades	March - May	Newly identified elementary G/T students pulled once per month and seen by G/T instructional coaches to prepare for G/T cluster	March - May	Newly identified elementary G/T students pulled once per month and seen by G/T instructional coaches to prepare for G/T cluster	

			classes for the next year (possible topics include Depth and Complexity and thinkLaw)		classes for the next year (possible topics include Depth and Complexity and thinkLaw)	
		May	EOY Map Growth (data used as a screener to refer students for summer G/T testing) Summer referral period	May	EOY Map Growth (data used as a screener to refer students for summer G/T testing) Summer referral period	
		July	Summer G/T testing (**This requires supplemental pay.)	July	Summer G/T testing (**This requires supplemental pay.)	
		August	Newly identified students from MOY and summer G/T testing served through cluster classes	August	Newly identified students from MOY and summer G/T testing served through cluster classes	

- To better identify students from underrepresented populations, we are using the following:
  - CogAT Screener for all students in second grade (offered in both English and Spanish)
  - MapGrowth data for students in grades K - 8
  - Camino Real Elementary and Kyle Elementary are administering Kingore Observation Inventory planned experiences
- In the future, we would like to administer Kingore Observation Inventory planned experiences at all campuses, but we will need additional staff to administer and score these.
- Addition of summer referral period will require supplemental pay for test support.
- Students can be assessed for G/T services in the fall and summer.

**Past and Present G/T Staffing & Future G/T Staffing Recommendations**

Prior to 2014	2014 - 2019 School Years	2019 - 2022 School Years	2022- 2023 School Year	2023 - 2024	2024 - 2025
● Half time G/T	● Coordinator of G/T	● Coordinator of G/T	● Coordinator of G/T	● Coordinator of G/T	● Coordinator of G/T



<p>teacher at each campus</p> <ul style="list-style-type: none"> <li>Once a campus had 75 identified G/T students, they received a full time G/T teacher</li> <li>Half time G/T lead for the district</li> </ul>	<p>Services</p>	<p>Services</p> <ul style="list-style-type: none"> <li>G/T Liaison stipend positions</li> </ul>	<p>Services</p> <ul style="list-style-type: none"> <li>Two G/T Instructional Coaches</li> <li>G/T Liaison stipend positions</li> </ul>	<p>Services</p> <ul style="list-style-type: none"> <li>Four G/T Instructional Coaches (3 for elementary and 1 for middle school) with increase in days to 207</li> <li>G/T Liaison stipend positions</li> </ul>	<p>Services</p> <ul style="list-style-type: none"> <li>Increase number of elementary G/T instructional coaches (to support classroom teachers) and hire campus G/T teachers (to conduct testing and provide pull out services)</li> <li>One middle school G/T instructional coach</li> <li>One high school G/T instructional coach</li> <li>G/T Liaison stipend positions (eliminate liaison position at elementary level if campus G/T teachers are hired)</li> <li>All core content teachers complete initial 30 hours of G/T training</li> </ul>
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### G/T Services

Prior to 2014	2014 - 2022 School Years	2022- 2024 School Years	2024 - 2025 School Year	Goals for Future Years
<ul style="list-style-type: none"> <li>Weekly G/T pull out program (1 to 3 hours depending on grade level)</li> <li>G/T field trips</li> <li>Kingore Observation Inventory planned experiences</li> <li>Planning with G/T teachers as requested</li> </ul>	<ul style="list-style-type: none"> <li>Cluster grouping</li> <li>Differentiation in the classroom</li> <li>Students served during intervention time at some campuses</li> <li>G/T showcases at most campuses (beginning in 2020)</li> <li>Class walks and planning with teachers as requested and as time allowed</li> </ul>	<ul style="list-style-type: none"> <li>Cluster grouping</li> <li>Differentiation in the classroom</li> <li>Students served during intervention time at some campuses</li> <li>Newly identified elementary students served in a pull out program once a month from March through May by G/T instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>Cluster grouping</li> <li>Differentiation in the classroom</li> <li>Students served during intervention time at some campuses</li> <li>Newly identified elementary students served in a pull out program once a month from March through May by G/T instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>In addition to cluster grouping and differentiation in the regular classroom, add a pull out program at the elementary level. Take students on field trips related to the G/T pull out curriculum.</li> <li>At the middle school level, add a G/T</li> </ul>

		<ul style="list-style-type: none"> <li>• All campuses host a G/T showcase</li> <li>• Class walks in all elementary G/T cluster classes due to the hiring of two G/T instructional coaches</li> <li>• Planning and PLC support at all elementary campuses due to the hiring of two G/T instructional coaches</li> <li>• Optional after school elementary extension planning sessions</li> <li>• Second grade CogAT screener administered by G/T instructional coaches and G/T coordinator</li> <li>• G/T Coordinator conducts class walks and assists with planning at the secondary level by request and as time allows</li> <li>• Summer camp for G/T students</li> </ul>	<ul style="list-style-type: none"> <li>• All campuses host a G/T showcase in addition to a district wide showcase or feeder pattern showcases</li> <li>• Class walks in all elementary G/T cluster classes</li> <li>• Planning and PLC support at all elementary campuses</li> <li>• Optional after school elementary extension planning sessions</li> <li>• Second grade CogAT screener administered by G/T instructional coaches and G/T coordinator</li> <li>• Focused class walks and planning at the middle school level due to hiring of middle school G/T instructional coach</li> <li>• G/T Coordinator conducts class walks and assists with planning at the secondary level by request and as time allows</li> </ul>	<p>elective. Take students on field trips related to G/T curriculum.</p> <ul style="list-style-type: none"> <li>• Add after school opportunities for students including UIL Academics (add elementary), Math Pentathlon, Destination Imagination, and Future Problem Solving (all require funding)</li> <li>• International Baccalaureate campus (which would serve students identified as G/T along with other high achieving students)</li> </ul>
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**G/T Student Enrollment and G/T Cluster Teachers by Campus**

<b>Campus</b>	<b>Number of Identified Students</b> (Data pulled from TEAMS on 10/28/22)	<b>Number of G/T Cluster Teachers Serving Identified G/T Students</b> (Data based on an audit conducted at the end of September. We are in the process of conducting an additional audit and will update the information below when finished.)
Blanco Vista Elementary	26	14
Buda Elementary	34	11
Camino Real Elementary	20	14

Carpenter Hill Elementary	42	7
Elm Grove Elementary	41	12
Fuentes Elementary	23	14
Hemphill Elementary	11	9
Kyle Elementary	41	13
Negley Elementary	72	20
Pfluger Elementary	24	10
Science Hall Elementary	26	15
Sunfield Elementary	17	8
Tobias Elementary	24	9
Tom Green Elementary	10	8
Uhland Elementary	21	13
Barton Middle School	113	21
Chapa Middle School	44	18
Dahlstrom Middle School	121	28
McCormick Middle School	73	25
Simon Middle School	31	20
Wallace Middle School	69	22
Hays High School	184	45
Johnson High School	235	76

Lehman High School	100	45
Live Oak Academy	13	8
Impact	4	8

# Hays CISD Accountability - 2022

#GrowthForAll



	Student Achievement Domain	School Progress Domain		Closing the Gaps Domain	Overall Score	District/Campus Rating	Distinctions
		Part A: Academic Growth	Part B: Relative Performance				
<b>Hays CISD</b>	<b>79</b>	<b>89</b>	<b>78</b>	<b>82</b>	<b>87</b>	<b>B</b>	
Blanco Vista	78	89	79	84	88	B	
Buda	85	91	75	92	91	A	1-Academic Growth
Camino Real	67/NR	86	72	75	83	B	
Carpenter Hill	92	92	80	100	94	A	2-P.S. Ready, Closing the Gaps
Elm Grove	92	85	74	100	94	A	1-Closing the Gaps
Fuentes	73	83	72	78	82	B	
Hemphill	72	91	79	77	87	B	1-Academic Growth
Kyle	76	80	72	73	78	C	
Negley	89	82	75	83	87	B	
Pflugger	82	90	77	92	91	A	1-Closing the Gaps
Science Hall	70	83	73	75	81	B	
Tobias	77	77	70	73	76	C	
Tom Green	69/NR	79	56/NR	75	78	C	
Uhland	58/NR	93(89)	60/NR	73	84	B	2-Science, Academic Growth
Barton	91	92	84	100	94	A	7-Reading, Math, Sci, SS, Growth, P.S. Read, Closing Gaps
Chapa	75	85	80	77	83	B	2-Reading, Academic Growth
Dahlstrom	91	84	66/NR	83	89	B	
McCormick	78	84	79	84	84	B	2-Academic Growth, Closing the Gaps
Simon	56/NR	63/NR	58/NR	68/NR	65/NR	Not Rated	
Wallace	75	75	69	75	75	C	1-Science
Hays	85	91	78	86	90	A	3-Science, Academic Growth, Closing the Gaps
Johnson	88	88	80	89	88	B	3-Math, Academic Growth, Closing the Gaps
Lehman	75	73	78	73	77	C	
Live Oak	83	81	NA	63/NR	79	C	
The higher score from the Student Achievement and School Progress Domains account for 70% of overall rating.				30% of overall rating.			

To align with Senate Bill 1365, a Not Rated (NR) label is used when the domain or overall scaled score is less than 70.

August 12, 2022