



BOARD BUSINESS MEETING A

Monday, February 13, 2023

5:45 PM

Board Room

**514 W. Quincy Street
San Antonio, TX 78212**

AGENDA

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present _____
Absent _____

- 1. Mrs. Christina Martinez
- 2. Ms. Alicia Sebastian
- 3. Mr. Arthur Valdez
- 4. Mr. Ed Garza
- 5. Ms. Leticia Ozuna
- 6. Mrs. Patti Radle
- 7. Mrs. Sarah Sorensen

B. Recording of Superintendent Present

- 1. Dr. Jaime Aquino

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 60-minute total time limit for this item

2. Governance

A. Approval of Resolution Authorizing Employee Pay for Inclement Weather Closures Up To and Including a Total of Five School Days During the 2022-2023 School Year and to Apply for Missed School Day Waivers as Necessary 4

3. Presentations

A. Presentation on the Board Goals & Guardrails – 2nd Quarter Updates and Accountability Rating Projections 8

B. SAISD’s Legislative Priorities for the 88th Session of the Texas Legislature 10

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent



C. Update on the SAISD Budget

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4. **Closed Session**

A. The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, TGC 551.074, and 551.076)

1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)

2. Consultation with legal counsel regarding the Exchange of an Approximate 2.290 acres of Lot 38, N.C.B. 132, San Antonio, Bexar County, Texas (Fox Tech Baseball Field) for an approximate 2.235 acres to serve the interest of the District. (TGC 551.071 and 551.072)

3. Consultation with legal counsel regarding a proposed tolling agreement with AT&T over a billing dispute and threatened litigation. (TGC 551.071)

4. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification, and dismissal of an employee. (TGC 551.071 and TGC 551.074)

5. Consultation with legal counsel and discussion regarding pursuing sanctions against educators who have abandoned their contract pursuant to TEC 21.210 and 19 TAC 249.14. (TGC 551.071 and TGC 551.074)

6. Consultation with legal counsel regarding legal issues related to the acquisition of security service for the District. (TGC 551.071 and TGC 551.076)

7. Consultation with legal counsel on legal issues related to the audit plan and related audit matters. (TGC 551.071)

8. Consultation with legal counsel regarding pending litigation related to face covering and vaccination requirements. (TGC 551.071)

9. Consultation with general counsel to address pending legal matters with Public Montessori in Action International and Monarca Montessori Network. (TGC 551.071)

B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.

5. **Adjournment**

A. Adjournment

6. **Trustees Q&A Document Related to the Agenda**

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NOTICE:

1. The Board may go into executive session at any time during the meeting for personnel, real estate, security, school children, negotiated contracts for prospective gifts or donations,

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consultation and/or legal issues, or as otherwise permitted under the Open Meetings Act, as set out in Subchapter 551 of Title 5 of the Texas Government Code.

2. Recess: The Board of Trustees may recess the meeting at any time and reconvene the meeting within 24 hours. The reconvened meeting will occur at the same location as the original meeting and will address the original agenda without the need for reposting.

Any individual in need of services for the visually-impaired, the hearing-impaired, and/or non-English speakers should call the Board Services Office at (210) 554-2289 by 12:00 p.m. on the date of the meeting.

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of Resolution Authorizing Employee Pay for Inclement Weather Closures Up To and Including a Total of Five School Days During the 2022-2023 School Year and to Apply for Missed School Day Waivers as Necessary**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Dr. Jaime Aquino, Superintendent

PRESENTER: Patti Salzmann, Deputy Superintendent

MEETING DATE: February 13, 2023

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve a resolution authorizing employee payment during the recent inclement weather closures, and authorizing the Superintendent to approve pay for up to 5 days during the 2022-2023 school year, if necessary. Closures occurred on Tuesday, January 31, 2023 and Wednesday, February 1, 2023, due to the extreme weather conditions experienced, requiring area Districts to close on an emergency basis.

The Board will determine, in adopting this resolution, that payment to these employees, as determined by the Superintendent, serves a public purpose as described in the resolution.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board discuss and take possible action to approve the resolution and authorize the Superintendent to make payments to authorized employees as presented in the resolution.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

- Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
A RESOLUTION AUTHORIZING EMPLOYEE PAYMENT DURING
CLOSURE FOR INCLEMENT WEATHER DAYS
2022 – 2023 SCHOOL YEAR

WHEREAS, the Code of Federal Regulations (C.F.R.) and the Fair Labor Standards Act (FLSA) governs employment relations; and

WHEREAS, the C.F.R. (Section 541.602) and FLSA, allows the District to adopt a policy to pay employees based on their normal work schedule and normal rate of pay during shutdowns due to the inclement weather days that require the District to close on an emergency basis and prevent the District from operating normally; and

WHEREAS, the Board intends to authorize the Superintendent to seek a waiver, if necessary, from the Texas Education Agency to allow students and staff to not make up no more than five days the District is closed because of a closure due to inclement weather, thereby keeping the present approved academic calendar in effect for the 2022-2023 school year; and

WHEREAS, the Board anticipates that the waiver will be approved by the Texas Education Agency; and

WHEREAS, the School Board has chosen to pay all SAISD permanent full-time contract employees, full time at-will employees, permanent fulltime paraprofessional employees, permanent fulltime classified employees, and any other regularly established positions, their established rate of pay, as determined by the Superintendent or his designee, during the District shutdown due to the inclement weather closure days of Tuesday, January 31, 2023 and Wednesday, February 1, 2023, and

WHEREAS, the School Board has chosen to pay all SAISD permanent full-time contract employees, full time at-will employees, permanent fulltime paraprofessional employees, permanent fulltime classified employees, and any other regularly established positions, their established rate of pay, as determined by the Superintendent or his designee, during District shutdowns due to inclement weather closure days for up to a total of five school days during the 2022-2023 school year, and

WHEREAS, the School Board has determined that paying the employees identified above serves a public purpose and that the District received a benefit from both allowing employees, at the District's discretion, to remain home during shutdowns due to closure for inclement weather, and in retention of those same employees; and

WHEREAS, as to non-exempt employees who are called on to work during this emergency closing, the Board further concludes that providing these employees with compensatory pay in addition to their normal pay, as determined by the Superintendent of Schools, serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff;

NOW, THEREFORE, BE IT RESOLVED that the Board hereby authorizes the Superintendent of Schools to apply to the Texas Education Agency for a waiver, if necessary, allowing students and staff to not be required to make up the day(s) the District closes because of inclement weather; and

BE IT FURTHER RESOLVED that, in the event that a waiver is approved by the Texas Education Agency or the Superintendent determines a waiver is not necessary, the Board authorizes the Superintendent of Schools to pay all employees, identified above, their established rate of pay, as determined by the Superintendent or his designee, for the days of Tuesday, January 31, 2023 and Wednesday, February 1, 2023, who were required to not report to work as a result of the inclement weather; and

BE IT FURTHER RESOLVED that, in the event that a waiver is approved by the Texas Education Agency or the Superintendent determines a waiver is not necessary, the Board authorizes the Superintendent of Schools to pay all employees, identified above, their established rate of pay, as determined by the Superintendent or his designee, for up to a total of five school days during the 2022-2023 school year, including, but not limited to Tuesday, January 31, 2023 and Wednesday, February 1, 2023, when the employees are required to not report to work as a result of inclement weather; and

BE IT FURTHER RESOLVED that specified essential non-exempt employees who were required to report to work during the emergency closing shall be provided compensatory pay in an amount equal to the number of hours they reported to work during the emergency closing. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law.

PASSED, ADOPTED AND APPROVED this the day of February 13, 2023.

APPROVED:

ATTEST:

Christina Martinez,
Board President San Antonio I.S.D.

Arthur V. Valdez
Board Secretary San Antonio I.S.D

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Presentation on the Board Goals & Guardrails – 2nd Quarter Updates and Accountability Rating Projections

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dr. Jaime Aquino, Superintendent

PRESENTER: Theresa Urrabazo, Chief of Data Operations & Services
Liza Rosenthal, Director of Accountability & Compliance

MEETING DATE: February 13, 2023

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive a presentation with updates for Board Goals 1, 2, and 3 as well as Guardrail 2 and 4. Information will include December the State of Texas Assessments of Academic Readiness (STAAR)/End-of-Course (EOC) results, graduation type codes for students with Individualized Educational Plan (IEPs), as well as Attendance & Enrollment.

Early State Accountability Rating projections will be provided based on preliminary graduation rates, College, Career, and Military Preparation Readiness (CCMR) rates, and assessment data Middle-of-the-Year (MOY)/Measures of Academic Progress (MAP), December EOC, and semester exams. A summary of the changes to the rating system will be included to reflect the most recent updates from the Texas Education Agency (TEA). Click below to watch the video recording or access the pdf presentation:

- <https://youtu.be/XAyocsNJjjw>
- [2nd Quarter Updates - Goals & Guardrails](#)

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: SAISD's Legislative Priorities for the 88th Session of the Texas Legislature

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dr. Jaime Aquino, Superintendent

PRESENTER: Anna Alicia Romero, Director of Legislative and External Affairs

MEETING DATE: February 13, 2023

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive a presentation on the district's legislative priorities for the 88th Session of the Texas Legislature, as well as an update on bills relating to these priorities. The seven legislative priorities are:

- Finance
- School Safety
- Accountability
- Academics and Curriculum
- Local Control
- Teacher Shortage
- Technology

Click below to watch the video recording or access the pdf presentation:

- https://youtu.be/1Z_Hz6IkRY8
- [88th Texas Legislative Update](#)

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on the SAISD Budget

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Chief Financial Officer

PRESENTER: Dottie Carreon

MEETING DATE: February 13, 2023

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive an update on the SAISD Budget for the 2022-2023 school year, including information on attendance and enrollment, revenue and expenditures, and an update on the long-term sustainability plan. Preliminary student enrollment projections and a revenue projection for 2023-24 will be presented, along with an introduction of topics for the upcoming Budget Work Session on February 25, 2023.

Click below to watch the video recording or access the pdf presentation:

- <https://youtu.be/kPjbJpkf62A>
- [SAISD Update](#)

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

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Trustees Q&A Sheet for February 13, 2023 Public Hearing & Board Meeting

Ed Garza: TAPR Presentation

- **Slide 25- Why did SAISD's Beginning Teacher Salary decrease from \$56,962 in 2021 to \$54,665 in 2022?** There was an error on slide 25. The 2022 figure for Beginning Teachers should have been \$58,665. A correction will be noted in the briefing on Monday, February 13th.

Ed Garza: Goals & Guardrails Presentation

- **Goals 1-3: what specific grade level strategies are campuses using to meet the target goal? Are projected A and B rated campuses using the same or different strategies than campuses projected to be rated C or NR?**

Evidence-based strategies as outlined in the instructional frameworks, guide teachers in implementing high-leverage strategies at each in each course. For example, a strategy for addressing Goal 1 in elementary grades includes the teaching of direct and explicit phonics and phonemic awareness in all literacy courses, following the Science of Teaching Reading. In response to the redesigned STAAR, all grade levels are incorporating daily writing instruction and tasks in all content areas. Always Learning includes activities that promote strategies aligned to Board goals 1-3 and a plan to ensure these are implemented in every classroom. Data analysts, specifically assigned to each campus, are meeting with teachers by grade level to review historical and current performance for each student. Classroom and grade level demographics are provided so that formative results can be reviewed in context of Goals 1-3. Please keep in mind that campuses projected to earn an A or B rating must still ensure prescriptive strategies are provided to our Black students as well as students with disabilities who may not impact their overall rating due to small numbers.

- **Goals 1-3: using the equity scale, what specific resources is the district providing campuses rated C or NR?**

Campuses were ranked and prioritized for additional supports and services. These campuses were specifically targeted to ensure an understanding of new growth targets and methodologies. In addition, the impact of performance level achievement on the new 2023 growth model was reinforced so that individual student performance goals were expected for both growth and achievement.

- **Guardrail Accountability Ratings- what specific strategies are campuses implementing now to equal last year's school rating?**

First, a clear understanding of new accountability methods and targets. Second, a "What if" preview of campus ratings considering the potential impact of both the STAAR and accountability redesigns has been shared. With this information, campus planning has focused on what is needed for each domain, for each student group to meet performance expectations for each letter grade.

- **Guardrail ADA 95% or higher- what specific strategies are campuses implementing now to meet their target goal?**

Newly developed Chronic Absenteeism summaries and rosters are provided which focus on instructional days lost. Students are Tiered and campuses are able to target groups of students with specific supports and interventions for both parents and students. Some campuses are also providing grade level incentives to help improve attendance.

- **Guardrail Re-enrollment- of the 83% of PK-11 students who re-enrolled this school year, what percent/number are no longer enrolled?**

Of the students who re-enrolled this year, 13% are no longer enrolled.

- **What is our re-enrollment goal for the 2023-2024 school year?**
Goal = 86% (increase by 3 percentage points)
- **Will this target goal percent result in an increase in enrollment?**
If our newly enrolled rate remains stable or increases then an improved re-enrollment rate will result in an overall enrollment increase. If so, by how much? Approximately 3%.
- **What are campuses doing now to re-enroll students for next school year?**
The online registration process has been improved/shortened. Early on-line registration has begun.
- **What are campuses doing to market their schools and programs? Who's responsibility is it to increase enrollment at each campus?**
The Office of Access and Enrollment in conjunction with Communications continues to work with campus on marketing materials and parent resource tools to help facilitate and increase enrollment.
- **Guardrail 4 Equitable Funding- When are the averages taken for total number of students in each level?**
Data reflects October PEIMS date.
- **If MOY and EOY benchmarks were also used, how would school size change?**
The majority of schools decrease enrollment from BOY to EOY, therefore the average campus size would only decrease.
- **What are the campus retention rates for each grade level from the BOY (peak date) to MOY to EOY?**
Below is a chart showing the retention rate by grade for 2022 from PEIMS date to the End of Year.

2022			
Total of All Active Students for the Year	# of Active Students on PEIMS Date	# of Active Students at EOY	Retention Rate from PEIMS to EOY
83	13	73	
4,518	3,895	3,953	101%
3,439	3,046	3,083	101%
3,629	3,235	3,292	102%
3,518	3,176	3,172	100%
3,282	2,980	3,000	101%
3,339	3,015	3,048	101%
3,382	3,061	3,093	101%
3,329	3,013	3,021	100%
3,570	3,205	3,235	101%
3,631	3,214	3,240	101%
4,889	4,104	3,982	97%
3,901	3,154	3,260	103%
3,539	2,996	3,074	103%
3,047	2,679	2,759	103%
50,034	44,786	44,411	99%

- **Are re-enrollment targets taken from the peak date and compared to lowest enrollment date?**
Re-enrollment is based on enrollment on the last day of school for the previous year compared to the PEIMS date (last Friday in October) for the current year.
- **Early State Rating Projections: Where are the slides that list data and projected ratings by campus.**
Those slides are included as slides 27-29.
- **Early State Rating Projections: What specific strategies are high schools implementing now to prevent a negative impact to the new state CCMR and domain cut scores?**
Campuses are focused on increasing the scores that will count this year, specifically STAAR performance and growth. We will continue to advocate for changes to the CCMR methodology at the State level.
- **What additional resources is the district (and 1882 partner if applicable) providing our high schools for these strategies?**
Campus administrators and staff are receiving small-group accountability information sessions to ensure an understanding of new growth targets and methodologies to better plan for the next few months.
- **Same question for middle and elementary schools on domain cut scores and strategies.**
Elementary and middle school campus administrators and staff are also receiving small-group accountability information sessions as well as detailed student and grade level data in order to help ensure that they meet their goals this year.
- **Mid-Year Accountability Rating Projections: what strategies and resources are being deployed to campuses projected to decline in ratings?**
Campuses are receiving detailed student-level data to help focus on where and when interventions will have the greatest impact on student performance. However, discussions continue to also focus on the need for all students to receive the support they need.
- **How is the district influencing: attendance rates; teacher/administrative changes; campus/class observations; and campus culture?**
The district continues to monitor attendance and staffing centrally. The leadership office and campus administrators are focused on campus/classroom observations – with a focus on instruction that meets the differentiated needs of students – and ensures a safe and positive culture.
- **Coming in March: Please consider including updates on SAT/ACT with the TSI data. Also, as and FYI there is chatter about the Dual Credits/ On Ramp elimination as being messaged as a "negative loss" and being tied to the IB program getting "taken away", as communicated to me last week by a parent. The family is considering withdrawing their daughter from the school.**
Please note - the reporting schedule has changed and the CCMR update will now occur in April. We will definitely include information on SAT/ACT and TSI.

Ed Garza: Budget Presentation

- **For consideration: When and how will the board, as a group, discuss individual board member budget priorities that are related to the board goals and guardrails? Based on the agenda for the budget workshop on February 25, it appears to be heavy with "presentations". I'm hoping presentations can be shared with the board in advance to allow for more time for board discussion, including consensus on the board priorities for next year. Typically, previous budget work sessions have been 80% staff presentation/20% board discussion. I'm hoping the percent split on the 25th is the other way around.**
Thank you for the request and guidance regarding information that you would like to have included for our first budget work session on February 25th. We don't expect that the presentations for any topics on the agenda to be lengthy and will ensure that the focus of the time planned will be for discussion of board budget priorities for the 2023-2024 school year. In addition to brief presentations on the specific topics, we will be providing the Board with a binder including historical financial,

student, campus level budget, FTE, tax rate, and other historical data for your reference throughout our budget planning for the new year. We will deliver the presentations to the Board prior to the work session.

- **If the board wishes to hear specific department budget presentations, when will we be afforded the opportunity to make these requests?**

It would be helpful for us to receive any requests for specific department budget presentations soon so that we can be sure we make plans to address. The budget presentations that were planned to come before the Board are more programmatic in nature, while Supt. Aquino oversees review and evaluation of department budgets each year as we plan and prioritize our central administration budget reductions.

- **Will board budget requests from previous years that were placed on hold "until next year" be presented with updates by staff on February 25th?**

We do have Board member's comments and requests captured from last year's budget workshops and we would be able to compile and share those. Since we have newly adopted Board Goals and Guardrails, and have our Always Learning strategic management plan, we might suggest that we collect preliminary Board budget priorities with a survey request on or prior to the February 25th work session to facilitate the start of this important conversation.

- **When will the Historic Tax Credits status (funds received and budget/use) for Jefferson High School be shared with the board and the non-profit corporation the board established for the oversight of these state funds? Are the tax credit funds, awarded for the work at Jefferson, incorporated into the Bond 2020 Schematic Design budget and scope? I plan to meet with Jefferson community stakeholders and leaders in March to brief them on the bond work at Jefferson and status of the use of the tax credits dollars.**

Financial Services prepares a quarterly financial update for Bond 2020 which covers all major projects and initiatives. We can also prepare a more detailed report for the Bond 2016 project for Jefferson High School to be made available to the non-profit corporation board. We understand from Supt. Aquino that the pending 3rd HPC tax credit revenue that we receive will be made available for the increase in scope for Jefferson High School Bond 2020 project. From conversation with Dr. Thompson and Mr. Eaton, I understand that there is work currently underway to review the scope for the project, and they will have additional information as that work is developed.

Alicia Sebastian: Goal & Guardrails/Budget Presentations

- **Under our Always Learning plan, are we confident that we have the systems in place that will help us meet the state's new standards if not by the end of this year by next year?**

All teachers and administrators have received trainings on the expectations of the redesigned STAAR assessment. The District is engaging in a review of current instructional programming and resources paired with intentional professional development so that teachers are prepared to provide high-quality instruction, demonstrating fidelity to programs. Students have had opportunities to engage with items that mirror the new STAAR test through interactive instructional strategies, re-aligned district assessments, and the TEA practice site with released questions. We are confident that we have the systems in place to facilitate improvement towards the state's new standards. Once we receive information on how our students respond to the new STAAR redesign, we will have better insight to address our student's needs, ensure progress, and plan accordingly.

- **Can COVID relief (ESSER Funds) be used to offset the 1.2M deficit?**

Yes, we do plan to use ESSER Funds to support our General Fund budget as noted in our 6-year sustainability plan. Prior to year-end, we may find that we have unspent general fund budget that could also be used to offset this amount.

- **Have we compared with surrounding districts to see if they are encountering similar issues with projections? It was hard to project because we were still recovering from COVID.**

Lower-than-expected attendance rates are not unique to our district. Currently other districts are experiencing the same challenges. Neighboring districts have stated that although attendance rates are higher than the last few years, it has not reached the rate of attendance for pre-COVID years.

- **Where do we stand with parental compliance in terms of truancy? Are parents being held accountable for excessive absenteeism like they were before COVID?**

In 2015, the Texas legislature removed the criminal offense of failure to attend school from the Texas Education Code. Instead, districts are expected to address student truancy by implementing prevention measures, identifying circumstances contributing to a student's unexcused absences, and taking specific action. Although truancy is no longer a criminal offense, districts may still refer a student to truancy court. However, the intent of the law is that court referrals will be used as a last resort.

- A referral to a truancy court can impose civil (not criminal) consequences. The offense of contributing to a student's failure to attend school is a misdemeanor, punishable by fine.
- SAISD works with the municipal court juvenile case management program to provide truancy preventative measures prior to filing truancy cases against parents in the form of:
- Required parent conferences with campus
 - Warning notices
 - Individual Attendance Plans
 - Diversion contracts
- Campus Attendance Forums
- Pre-court Mediation
 - Attendance contracts
 - Assigned courses by judge for both parent and student

To further improve attendance efforts and to target chronic absenteeism, the district is partnering with Everyday Labs. Everyday Labs will provide communication to families via mail and text messaging. In addition, a family support team provides multi-lingual support to families over the phone to answer questions and provide resources to target attendance. Communication efforts to families will begin on February 17, 2023. Please see the link below for the presentation shared with principals at their weekly meeting on February 8 that outlines additional parent communication strategies.

https://docs.google.com/presentation/d/1z2hUfnO7sXY2XGa_F0jSYvFBgpPzedhxssPkcEsDA4/edit?usp=sharing

Leticia Ozuna: Goals & Guardrails/Legislative Presentations

- At 10:30, I still do not understand District Proportional Domain Ratings. Can more detailed explanations be provided? Specifically I am not following the scale score or the filtering criteria. Under the new District Proportionality Domain Rating system, a district rating is based on the domain scores for each campus, added together.
 1. The amount each campus adds toward the total domain rating for the district is based on the proportion of students at each campus on the official PEIMS date, in grades 3-12, divided by the total district population on the same date.
 2. For each campus, their domain scale score is multiplied by their percent of students to determine how many points the campus will provide to the district.
 3. All of the points for the campuses are added together to get an overall Domain scale score.
 4. This is done for Domains 1, 2A, 2B, and 3.
 5. Once the domain scores have been determined for the district, the 70%/30% rule is applied (best of 1, 2A, or 2B is 70% of score while domain 3 is the remaining 30%)

I have also attached a copy of the 2023 campus counts/proportions along with the district ratings for the 2021-22 school year using the new proportional methodology as a reference. *(attached)*

- **At 17:42 – Regarding the projection for district rating of C/D overall. How many measurements will be recorded before the final outcome? Do we have a breakout of where our composite score change is most dynamic or trending toward a C or higher outcome?**

Generally mid-year projections are done in late January. The next set of projections will be prepared when the data becomes available. Data for high schools will be available in early June, so we will be able to revise our high school projections at that time. Data for elementary, middle, and academies

will not be available until August, at which time additional projections will be released. TEA will release official ratings in September.

- **Are we aligning our requests for state policy changes to take into account the ADA vs actual enrollment discrepancies for the district? The gap seems significant and burdens us with accommodating our enrolled students due to ADA counts that are not aligned with student populations utilizing our campuses.**

Yes, San Antonio ISD has this important request in our legislative priorities under the Finance section. Our second priority in the Finance area, after requesting “adequate state funding for public education”, reads “Support the movement to an enrollment-based funding system.” Superintendent Aquino has strongly advocated for this change since his arrival, as we know that this structural gap is hurting our urban school districts disproportionately. On Monday, February 13th, Anna Alicia Romero will be reviewing this and all of our District’s legislative priorities for the Board.

Christina Martinez: Goals & Guardrails Presentation

- **Are there patterns that stand out in terms of accelerated learning strategies that have had more impact than others?**

We will continue to implement the most effective accelerated learning strategies, including but not limited to high-dosage tutoring, small group instruction, and content-based language development. Some schools accomplish this after school through tutoring, some have schoolwide intervention, and others have small group instruction during the day/course. Scaffolding instruction, pre-teaching vocabulary, and using targeted reading strategies are also frequently used and effective strategies. The prioritizing of standards is an accelerated instruction strategy that is built in to the District’s curriculum guidance documents. Teachers must continue to utilize data to inform and guide individualized interventions for students. The District will continue to use ESSER funds to increase support for foundational classes and STAAR/EOC tested courses, as outlined in Always Learning.

- **Does the administration have preliminary thoughts about implications for the budget for 23-24? Are there shifts in resource allocation that the board should start thinking about in response to the data?**

Based on the initial projections, high schools are projected to show the greatest losses, proportionally. For high schools, College, Career, and Military Readiness (CCMR) outcomes are also dependent on STAAR performance and growth for English I & II, and Algebra I, particularly for re-testers. In alignment with activities outlined in Always Learning, the District is allocating significant ESSER resources to support initial instruction in EOC tested courses and intervention support for students who need to retest.

- **How are we tracking how our students are faring after they leave us? The TEA website shows that for students who graduated five years ago (2018) only 18% have earned one year or more of college credit. [Here's the site](#). I know CCMR outcome bonuses only count whether students enroll in college in the Fall after graduation, but we have a responsibility to know whether our students are struggling in college so that we can learn how to better prepare them not only academically but also with the navigation and coping skills they will need. We can be doing great under the state accountability system, but, if our students are not getting the postsecondary education they need to earn a living wage, we are not in fact setting them up for success.**

We receive college enrollment, persistence, and attainment data through National Student Clearinghouse in November, April, and August. The NSC receives data directly from most public and private colleges in the United States. Data is reported back by district, campus and cohort. In addition, our College Admission Advisors (CAAs) follow up with graduates to help them with their college navigation and coping skills.

- **What is our current FAFSA Completion Rate for Class of 2022?**

The Class of 2022 FAFSA Completion Rate is 88% (FAFSA Completion 2345 and the number of annual grads is 2674).

Sarah Sorensen: Goals & Guardrails Presentation

- **What supports and interventions are being provided to campuses and students in areas where we are not meeting our performance goals for the end of the year?**

At this time, the data provided in the 2nd quarter update indicates whether we are or are not on track to meet the year end goals based on preliminary data. Please note that the current goals and guidelines and the annual goals were based on previous year data which was not able to take into account the changes to STAAR or Accountability this year. Campuses are using the data available at this time to make decisions about instruction. In alignment with state law and best practice, all students who have previously failed, are currently failing a course, previously failed STAAR or are in jeopardy of failing a state assessment are required to have an accelerated instruction plan, including frequent progress monitoring. Campuses are getting more focused support from the instructional specialists in planning, professional learning, math and reading resources, co-teaching, and small group interventions. Additionally, all students have access to online, adaptive math and literacy curriculum which assists teachers in individualizing intervention.

- **Is the projected decrease in our state accountability score due to actual changes in performance at our campuses or due to the change in the accountability rating system?**

The projected changes in ratings are based on conservative estimates for the potential impacts of the STAAR assessment and Accountability redesigns that are being implemented this school year.

- **How can families and students who are interested in supporting SAISD's legislative goals get involved?**

- a. Contact Anna Alicia Romero or Guadalupe Rios to be added to a list of community members who are asking for policy updates and resources.
- b. SAISD is developing a toolkit on the legislative process and civic engagement that we will share with the FACE specialists at the 18 high school campuses. We will use a train-the-trainer model to conduct those workshops in the Spring.
- c. Parents and students on campuses that have PTA can connect with the state PTA to advocate for their priorities, which generally align with SAISD's legislative initiatives.

Sarah Sorensen: Budget Presentation

- **Are the lower-than-expected attendance rates unique to our district or are other districts experiencing the same phenomenon?**

- Lower-than-expected attendance rates are not unique to our district. Currently other districts are experiencing the same challenges. Neighboring districts have stated that although attendance rates are higher than the last few years, it has not reached the rate of attendance for pre-COVID years.

- **Is there any talk at the state level of providing hold harmless relief for low attendance to districts as has been done in the past few years?**

Hold harmless was in effect for the 2020-2021 school year. It was also implemented in the 2021-2022 school year for the first semester. There has been no information provided to our district regarding the hold harmless relief for low attendance as in previous years.

- **COVID is still a factor affecting our attendance rates as is influenza, RSV, and other respiratory viruses.**

Yes, SAISD campus data from student health services reflects that over 1200 positive COVID cases have been reported. Students are likely to miss on average 4-5 days of school. Here is the [Student health services report](#). This does not include the impact of flu and RSV on our student population this school year.

- **How have ESSER funds been used to date? How much ESSER money is still unused?**

We look forward to presenting a detailed update on the ESSER grant funds at our February 25th budget work session.

We are on track with our plan to utilize all ESSER grant funds that were made available to the District by the expiration date next year (2023-2024).

We continue to use the ESSER grant for these large initiatives:

- Social, Emotional, Academic development (SEAD) initiatives for our students.

- Strong Recovery Support – including additional teacher allocations, instructional coaches, program specialists, special education, extracurricular support, instructional materials, campus discretionary resources, and more.
- Personal Protective Equipment and other Campus Safety & Security Enhancements
- Support for our General Fund Budget – Ensuring Continuity of Operations and long term budget sustainability

We have spent approximately half of our \$300 million ESSER budget allocation, which aligns to our plan to spend the grant funds within the three school years allowed.

District Proportionality Estimates

District Proportionality Estimate		2022-23	2021-22 Results									
CAMPUS	CAMPNAME	# Students Gr 3-12	% of District	Domain 1 Score	D1 Points (Score x % weight)	Domain 2 Part A Scale	D2A Points (Score x % weight)	Domain 2 Part B Scale	D2B Points (Score x % weight)	Domain 3 Score	D3 Points (Score x % weight)	Campus Letter
'015907001	BRACKENRIDGE H S	1,611	5.0%	80	4.0	81	4.1	87	4.4	72	3.6	B
'015907002	BURBANK H S	1,355	4.2%	79	3.3	57	2.4	86	3.6	73	3.1	B
'015907003	EDISON H S	1,367	4.3%	79	3.4	65	2.8	82	3.5	72	3.1	C
'015907004	FOX TECHNICAL H S	509	1.6%	88	1.4	58	0.9	89	1.4	81	1.3	B
'015907005	HIGHLANDS H S	1,727	5.4%	73	3.9	66	3.6	85	4.6	71	3.8	B
'015907006	HOUSTON H S	911	2.8%	69	2.0	54	1.5	82	2.3	74	2.1	B
'015907007	JEFFERSON H S	1,761	5.5%	79	4.3	83	4.6	87	4.8	72	4.0	B
'015907008	LANIER H S	1,605	5.0%	71	3.6	68	3.4	82	4.1	71	3.6	C
'015907022	TRAVIS EARLY COLLEGE H S	430	1.3%	97	1.3	93	1.2	96	1.3	88	1.2	A
'015907023	YWLA	537	1.7%	97	1.6	88	1.5	95	1.6	100	1.7	A
'015907024	COOPER ACADEMY AT NAVARRO	328	1.0%	86	0.9		0.0		0.0	91	0.9	A
'015907025	ST PHILIP'S COLLEGE ECHS	294	0.9%	92	0.8	84	0.8	94	0.9	80	0.7	A
'015907026	ALA	794	2.5%	90	2.2	82	2.0	92	2.3	81	2.0	B
'015907027	CAST TECH H S	465	1.4%	91	1.3	79	1.1	92	1.3	77	1.1	B
'015907028	CAST MED H S	213	0.7%	90	0.6	90	0.6	90	0.6	86	0.6	B
'015907043	DAVIS MIDDLE	585	1.8%	49	0.9	56	1.0	52	0.9	45	0.8	Not Rated: SB 1365
'015907044	HOT WELLS MIDDLE	443	1.4%	54	0.7	59	0.8	59	0.8	70	1.0	Not Rated: SB 1365
'015907047	HARRIS MIDDLE	775	2.4%	62	1.5	86	2.1	72	1.7	79	1.9	B
'015907050	LONGFELLOW MIDDLE	670	2.1%	60	1.3	80	1.7	70	1.5	74	1.5	C
'015907051	LOWELL MIDDLE	295	0.9%	54	0.5	74	0.7	59	0.5	69	0.6	C
'015907054	POE MIDDLE	238	0.7%	53	0.4	59	0.4	57	0.4	71	0.5	Not Rated: SB 1365
'015907055	RHODES MIDDLE	562	1.8%	52	0.9	63	1.1	57	1.0	70	1.2	Not Rated: SB 1365
'015907057	ROGERS MIDDLE	370	1.2%	54	0.6	74	0.9	58	0.7	71	0.8	C
'015907059	WHITTIER MIDDLE	742	2.3%	57	1.3	72	1.7	63	1.5	73	1.7	C
'015907060	EDGAR ALLAN POE STEM DL MS	393	1.2%	47	0.6	51	0.6	50	0.6	30	0.4	Not Rated: SB 1365
'015907061	TAFOLLA MIDDLE	733	2.3%	48	1.1	58	1.3	51	1.2	62	1.4	Not Rated: SB 1365
'015907101	ARNOLD EL	206	0.6%	65	0.4	92	0.6	72	0.5	75	0.5	B
'015907103	CHARLES C BALL ACADEMY	144	0.4%	58	0.3	90	0.4	62	0.3	77	0.3	B
'015907105	BASKIN EL	146	0.5%	70	0.3	88	0.4	75	0.3	77	0.4	B
'015907106	BEACON HILL ACADEMY	219	0.7%	60	0.4	85	0.6	67	0.5	73	0.5	B
'015907107	BONHAM ACADEMY	411	1.3%	62	0.8	86	1.1	58	0.7	76	1.0	B
'015907110	J T BRACKENRIDGE EL	211	0.7%	46	0.3	89	0.6	48	0.3	71	0.5	B
'015907112	BRISCOE EL	184	0.6%	51	0.3	85	0.5	53	0.3	72	0.4	B
'015907114	CAMERON EL	106	0.3%	62	0.2	93	0.3	70	0.2	77	0.3	B
'015907116	COLLINS GARDEN EL	191	0.6%	51	0.3	89	0.5	53	0.3	73	0.4	B
'015907117	AGNES COTTON ACADEMY	280	0.9%	82	0.7	88	0.8	90	0.8	92	0.8	A
'015907118	DAVID CROCKETT ACADEMY	429	1.3%	56	0.7	85	1.1	58	0.8	73	1.0	B
'015907119	DOUGLASS ACADEMY	60	0.2%	56	0.1	89	0.2	58	0.1	73	0.1	B
'015907120	YWMA PRIMARY	193	0.6%	77	0.5		0.0	78	0.5	71	0.4	C
'015907121	DE ZAVALA EL	177	0.6%	53	0.3	89	0.5	55	0.3	74	0.4	B
'015907123	FENWICK ACADEMY	320	1.0%	52	0.5	82	0.8	54	0.5	72	0.7	C
'015907124	MURIEL FORBES ACADEMY	60	0.2%	73	0.1	91	0.2	82	0.2	78	0.1	B
'015907125	FOSTER ACADEMY	149	0.5%	55	0.3	89	0.4	57	0.3	73	0.3	B
'015907126	FRANKLIN EL	177	0.6%	72	0.4	92	0.5	81	0.4	83	0.5	B
'015907127	GATES EL	76	0.2%	72	0.2	83	0.2	81	0.2	79	0.2	B
'015907129	CHARLES GRAEBNER EL	280	0.9%	49	0.4	80	0.7	51	0.4	69	0.6	C
'015907131	ROBERT B GREEN ACADEMY	58	0.2%	77	0.1	94	0.2	86	0.2	78	0.1	B
'015907132	HERFF ACADEMY	109	0.3%	62	0.2	83	0.3	70	0.2	76	0.3	B
'015907134	HIGHLAND HILLS EL	268	0.8%	62	0.5	94	0.8	69	0.6	76	0.6	B
'015907135	HIGHLAND PARK EL	163	0.5%	77	0.4	92	0.5	85	0.4	100	0.5	A
'015907136	HILLCREST EL	164	0.5%	45	0.2	62	0.3	47	0.2	43	0.2	Not Rated: SB 1365
'015907137	HIRSCH EL	234	0.7%	43	0.3	55	0.4	44	0.3	35	0.3	Not Rated: SB 1365
'015907138	IRVING DL ACADEMY	267	0.8%	55	0.5	69	0.6	56	0.5	67	0.6	Not Rated: SB 1365
'015907139	HUPPERTZ EL	98	0.3%	55	0.2	79	0.2	57	0.2	71	0.2	C
'015907141	ELOISE JAPHET ACADEMY	522	1.6%	57	0.9	88	1.4	60	1.0	75	1.2	B
'015907142	M L KING ACADEMY	173	0.5%	56	0.3	74	0.4	58	0.3	68	0.4	C
'015907143	GEORGE E KELLY EL	88	0.3%	72	0.2	94	0.3	80	0.2	79	0.2	A
'015907144	SARAH S KING EL	235	0.7%	57	0.4	79	0.6	60	0.4	75	0.5	C
'015907146	LAMAR EL	159	0.5%	71	0.4	91	0.5	72	0.4	76	0.4	B
'015907147	BOWDEN ACADEMY	297	0.9%	56	0.5	88	0.8	58	0.5	75	0.7	B
'015907148	MADISON EL	165	0.5%	60	0.3	93	0.5	67	0.3	73	0.4	B
'015907149	MARGIL EL	202	0.6%	57	0.4	93	0.6	60	0.4	73	0.5	B
'015907150	MAVERICK EL	201	0.6%	60	0.4	82	0.5	67	0.4	74	0.5	B
'015907153	DORIE MILLER EL	143	0.4%	70	0.3	69	0.3	77	0.3	72	0.3	C
'015907155	NEAL EL	178	0.6%	57	0.3	83	0.5	60	0.3	73	0.4	B
'015907157	OGDEN ACADEMY	167	0.5%	44	0.2	85	0.4	45	0.2	71	0.4	B
'015907158	PERSHING EL	132	0.4%	53	0.2	85	0.3	55	0.2	74	0.3	B
'015907160	RIVERSIDE PARK EL	122	0.4%	56	0.2	89	0.3	59	0.2	71	0.3	B
'015907161	ROGERS ACADEMY	459	1.4%	51	0.7	79	1.1	53	0.8	71	1.0	C
'015907162	BARKLEY/RUIZ EL	149	0.5%	51	0.2	85	0.4	53	0.2	72	0.3	B
'015907163	MARK TWAIN DLACADEMY	297	0.9%	89	0.8	94	0.9	88	0.8	100	0.9	A

District Proportionality Estimates

'015907164	SCHENCK EL	184	0.6%	73	0.4	94	0.5	82	0.5	79	0.5	A
'015907165	SMITH EL	116	0.4%	56	0.2	89	0.3	59	0.2	74	0.3	B
'015907166	STEELE MONTESSORI EL	143	0.4%	53	0.2	80	0.4	50	0.2	72	0.3	C
'015907168	P F STEWART EL	349	1.1%	52	0.6	85	0.9	54	0.6	73	0.8	B
'015907169	STORM EL	145	0.5%	44	0.2	74	0.3	45	0.2	62	0.3	C
'015907172	WASHINGTON EL	164	0.5%	58	0.3	94	0.5	63	0.3	75	0.4	B
'015907174	WILSON EL	163	0.5%	62	0.3	88	0.4	69	0.4	75	0.4	B
'015907175	WOODLAWN ACADEMY	375	1.2%	58	0.7	75	0.9	59	0.7	71	0.8	C
'015907176	WOODLAWN HILLS EL	195	0.6%	53	0.3	89	0.5	54	0.3	73	0.4	B
'015907177	YMLA	342	1.1%	71	0.8	83	0.9	75	0.8	73	0.8	B
'015907179	HAWTHORNE PK-8 ACADEMY	470	1.5%	62	0.9	82	1.2	63	0.9	73	1.1	C
'015907182	HEALY-MURPHY	176	0.5%	73	0.4		0.0		0.0	67	0.4	C
'015907210	MISSION ACADEMY	337	1.1%	69	0.7	85	0.9	72	0.8	73	0.8	B
'015907241	CARVAJAL EL	151	0.5%	47	0.2	82	0.4	49	0.2	72	0.3	C
SAISD		32,092			68		74		71		73	
					Domain 1		Domain 2A		Domain 2B		Domain 3	
2023 Counts and 2022 Scale Scores. District would use highest score from Domain 1, 2A, and 2B (which would be 74) and Domain 3 score (73).												
$(74 \times 70\%) + (73 \times 30\%) = 74$ C												