Agenda of Work Session

The Board of Trustees
Richardson ISD

A Work Session of the Board of Trustees of Richardson ISD will be held September 21, 2020, beginning at 6:00 PM in the Administration Building
400 S. Greenville Ave
Richardson, TX 75081.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

I. **CALL TO ORDER**
II. **PUBLIC COMMENT SECTION**
   A. Agenda Related Topic
III. **ACTION / INFORMATION ITEMS**
   A. Superintendent's Update
       1. Start of School / COVID-19 Response
   B. Student Enrollment Update
   C. Consider Student Performance Goals and Related Constraints
   D. Discussion of Legislative Priorities
   E. Discussion of Student / District Activities
   F. Discussion of Upcoming Events
   G. Discussion of Recently Attended or Upcoming Conferences and Meetings
IV. **CLOSED MEETING -** If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071-Consultation with Attorney; 551.072 - Real Property; 551.074 - Personnel Matters; 551.076 - Security Devices; 551.082 - School Children/District Employees/Disciplinary Matters or Complaint; 551.0821 - Personally Identifiable Student Information; 551.084 - Investigation.
V. **RECONVENE** in Open Meeting to vote on matters considered in Closed Meeting, if applicable.
VI. **ADJOURNMENT**

ALL VISITORS MUST

complete the Health Screener to enter this building.

Use this QR code to open the online screener:

Front office personnel will use the automated email sent to you from noreply@qemailserver.com as your building pass.

VISITANTES DEBERAN

completar el cuestionario de salud para entrar al edificio.

Use este código QR para abrir el cuestionario en linea:

O use el enlace: https://l.ead.me/RISDVisitorHealthScreener

El personal de la oficina usará el email automatizado que le envió noreply@qemailserver.com como su pase de entrada.

Cómo escaneo los códigos QR?

1. Antes de escanear su código QR, verifique que su celular tiene el código QR *reader app* instalada. Si no, bájela de donde tiene su celular las aplicaciones.

   Como bajar gratis su QR Código, vaya a las applicaciones en su celular, y busque por QR Reader, QR Scanner o QR Code Reader. La mayoria de los Códigos de lectura son gratis cuando los baja y cualquiera que escoga leerá el código que lo llevará a contestar el cuestionario de salud.

   Nota a aquellos celulares con iOS 11 o más actuales y casi todos los celulares Android ya tienen el código QR incluido en el aparato.

2. Escaneé el código QR abriendo la Cámara o la app y enfoque hacia el código con la cámara como si fuera a tomar una foto. Usted verá el Código aparecer en la pantalla de su celular, haga clic.

   Si el código QR es legible, el código o acción ocurrirá automáticamente.

   Quizás tenga que hacer su cámara accessible para leer, y usted puede hacer esto manualmente buscando el QR en su manual de ajustes.

RICHARDSON INDEPENDENT SCHOOL DISTRICT

MISSION

The mission of the Richardson Independent School District is to ensure that ALL connect, learn, grow, and succeed through relevant and personalized learning experiences distinguished by -

- A welcoming and accepting climate;
- A safe, innovative, and adaptive environment; and
- A supportive, invested, and collaborative culture among students, staff, families, and community.

BELIEFS

We believe that –

- It is necessary to meet all basic needs;
- All people have immeasurable value and deserve respect;
- All people have something unique to contribute;
- All people have the freedom to choose their own path;
- Embracing our differences strengthens us, and leveraging our differences propels us;
- All people need meaningful relationships to build valuable connections and inspire a sense of community;
- Serving others strengthens our local and global communities;
- All people can continuously learn, adapt, and grow;
- Failures are valuable opportunities to explore, learn, and succeed; and
- We strengthen our future by nurturing and preparing children and youth.

STRATEGIC OBJECTIVES

1. All students will maximize their intellect and skills to create their own futures.

2. All students will develop strength of character.

3. All students will contribute to local and global communities.

4. All students will belong to a community of meaningful connections and positive relationships.

STRATEGIES

1. We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs all of our students.

2. We will guarantee that all students will perform at or above grade level.

3. We will recruit, retain, and reward quality personnel.

4. We will ensure all families, businesses, and community partners are fully engaged in the mission of our district.

5. We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

6. We will ensure that our facilities and infrastructure adapt to support our mission.

PARAMETERS

1. We will stand firm in our commitment to all students.

2. We will be unrelenting in our pursuit of excellence.

3. We will treat all people with dignity and respect.

4. We will seek input from all stakeholders.

5. We will honor tradition but not allow it to hold us back.

6. We will operate with persistence and integrity.

7. We will practice responsible stewardship of all of our resources.

Procedures for Public Comments During Board Meetings

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The Board offers a Public Comment Section during its meetings to provide opportunities for members of the public to convey information to the Board.

The Board adopted the following procedures concerning public comments to facilitate the efficient operation of meetings:

·   Public Comment Section.

   -   The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month.   The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled.

   -   The Public Comment Section ordinarily will be called just prior to the first business item on the Agenda. However, the Board delegates to the Board President the discretion to evaluate the number of Public Comment Cards submitted at each meeting and to defer comments related to non-Agenda topics to the end of the meeting if he/she determines such action is advisable to allow the Board to proceed in an efficient and timely manner to address items on the Agenda.

·   Speaker Topics.

   -   Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.

   -   Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.

·   Public Comment Cards.

   -   Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.

   -   Completed cards must be placed in the designated box no later than the posted time for the meeting to begin, usually 6:00 p.m. RISD will not accept Public Comment cards after the Board President calls the meeting to order. In addition to identifying information, each

speaker must indicate the specific agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.

· Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.

· Time.

- Each speaker is limited to a total of three minutes and a speaker may not use time of another speaker to extend his or her comment period. *Note:* A speaker who addresses the Board through a translator will have six minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.

- Staff will set a three-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.

· Single comment. A speaker may complete one Public Comment Card for each meeting.

· Protocol for Speakers.

- The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.

- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.

- The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.

- The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda.

- Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed.

· Consent for Online Publication. RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.

Approved: August 26, 2019

Superintendent's Covid-19 and Back-to-School Update

Sept. 21, 2020

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- **Welcome Back F2F Junior High and High School**

- **Notification Portal - Case Counts in RISD**

- **Commitment and Student Scheduling**

- **Academic Honesty**

WELCOME BACK!!!

RISD
FACE
-TO-
FACE
LEARNING

LAKE HIGHLANDS
HIGH SCHOOL
Home of the Wildcats

COUNSELOR LECTURE HALL

AUDITORIUM

Home
of
he

WELCOME BACK
MUSTANGS

RISD
FACE
-TO-
FACE
LEARNING

12

TRANSPARENCY

TRUST

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RISD NOTIFICATION PORTAL

Communication is key to keeping our community safe.

- The RISD COVID-19 Dashboard will be LIVE and updated daily, per TEA guidelines.

- Case numbers of students and staff will be reported.

- Parents of students identified as having had close, prolonged contact will be notified directly and promptly.

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Sept. 16 update from RISD Superintendent Dr. Jeannie Stone. #RISDWeveGotThis

NEWS AND ANNOUNCEMENTS

Superintendent's Update – September 16

SEPTEMBER 2020

Visit the Calendars Page

NOTICE:
September 21, 2020 Board Meeting

COVID-19
Pandemic Information

#GOVOTERISD

THE
BLUEPRINT
Fall 2020 Return to School Plan

RISD EMPLOYEES - FFCRA

RISD COVID-19 Notification Portal

Currently Active COVID-19 Positive

Active
Currently Active totals

Employees	13
Students	29

2020-2021 COVID-19 Positive

Case totals since 8/19/2020
Start of school year totals

Employees	23
Students	68

Campus	Positive (Currently Active)	Positive (School Year)
Berkner HS	2	4
Lake Highlands HS		14
Memorial Park Academy		
Pearce HS	4	6
Richardson HS	3	6

IN THE CLASSROOM

When a Student Tests Positive for COVID-19

- The student is quarantined at home and the entire classroom is shut down for cleaning.

- Contact tracing begins – students who have had *close, prolonged contact* with anyone who tests positive are required to stay home for 14 days.

- As a last resort, the entire classroom may be quarantined if the teacher cannot definitively determine who was in close, prolonged contact.

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Commitment and Scheduling

- September 29 - October 2
- Face-to-Face and Virtual
- Communication to parents
- How will we place?
  - Class by class; campus by campus
  - As little disruption as possible
   - 86 Overflow

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SCHOOL
SCHOOL
19

Masks On!

- RISD has a Universal Mask Requirement.

- Every student enters the building wearing a cloth mask - not a face shield.

- Face shields may only be worn when academically necessary.

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AT THE DOOR
SCHOOL

ACADEMIC INTEGRITY

- Cross-functional Task Force Studying Best Practices in Virtual Assessments
    - Colleges and Universities
    - Other PreK-12 Virtual Schools
- Teacher Design
- Technology Tools and Supports
- Next Steps: Recommendations and Professional Development

ENROLLMENT UPDATE
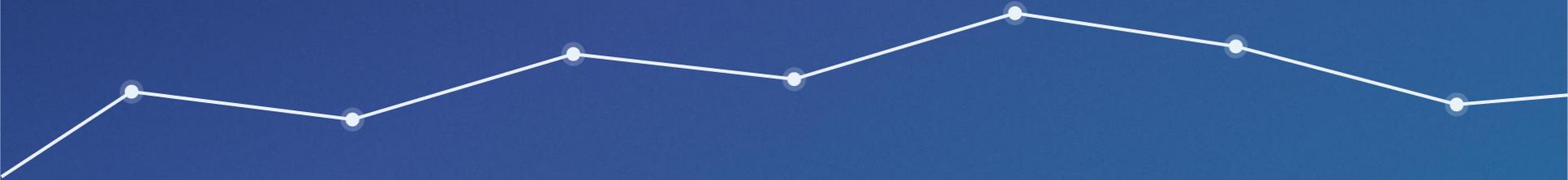
2020-21 ENROLLMENT

September 14, 1 p.m.; Day 17

9/9/2019 →	39,490
9/15/2020 →	37,385
	-2,105

BUDGET ENROLLMENT = 39,422

Comparison of Current Year to 2019 Snapshot

- Enrollment Trends
  - Kindergarten, 5th Grade and 9th Grade saw greatest declines
  - Pre-K, Kindergarten and Bilingual
  - Consistent declines across all four Learning Communities
  - ACE Schools

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Learning Model Counts and Percentages

- Consistent Face-to-Face and Virtual enrollment across district, campuses and grades

  - Slightly higher Face-to-Face enrollment in Pearce Learning Community

  - Pre-K, Kindergarten and 1st Grade more Face-to-Face than Virtual

  - Next commitment window: September 29 -October 2

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We've Got This!

BOWIE
BRENTFIELD
RICHLAND   WALLACE
WHITE ROCK   MOSS HAVEN
RHS   MST MAGNET   SPRING CREEK
SKYVIEW AIKIN   FOREST LANE ACADEMY
APOLLO NORTHRICH   SKYVIEW PREK SCHOOL CANYON CREEK LIBERTY BUKHAIR
MOHAWK DOBIE PARKHILL   SPRING VALLEY LAKE HIGHLANDS   MERRIMAN PARK
SPRINGRIDGE O. HENRY YALE
NORTHWOOD HILLS FORESTRIDGE   RICHARDSON WEST   LAKE HIGHLANDS JH   THURGOOD MARSHALL
TRANSPORTATION DISPATCH   SKYVIEW PREK SCHOOL   PROFESSIONAL DEVELOPMENT CENTER
WESTWOOD RISD ACADEMY   RICHARDSON WEST   RICHARDSON OPERATIONS CENTER
AUDELIA CREEK   RICHARDSON TERRACE   PROFESSIONAL DEVELOPMENT CENTER
RICHARDSON TERRACE   ADMINISTRATION BUILDING   CHRISTA MCAULIFFE LEARNING CENTER
ADMINISTRATION BUILDING   ARAPAHO CLASSICAL MAGNET   RICHARDSON OPERATIONS CENTER
ARAPAHO CLASSICAL MAGNET   RICHARDSON NORTH   ADMINISTRATION ANNEX   BIG SPRINGS
RICHARDSON NORTH   MARK TWAIN   ADMINISTRATION ANNEX   ARZELL BALL CENTER
MARK TWAIN   MEMORIAL PARK ACADEMY   NEWCOMER CENTER   STULTS ROAD
MEMORIAL PARK ACADEMY   BERKNER   NEWCOMER CENTER   GREENWOOD HILLS
BERKNER   RICHARDSON HEIGHTS   GREENWOOD HILLS
RICHARDSON HEIGHTS   NORTHLAKE   ENVIRONMENTAL CENTER
NORTHLAKE   HAMILTON PARK PACESETTER MAGNET
HAMILTON PARK PACESETTER MAGNET   PRESTONWOOD
FOREST MEADOW   PRESTONWOOD
PEARCE   PRAIRIE CREEK
JESS HARBEN   LHHS
DARTMOUTH
DOVER

RICHARDSON INDEPENDENT SCHOOL DISTRICT
R
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RISD MAP Suite Overview
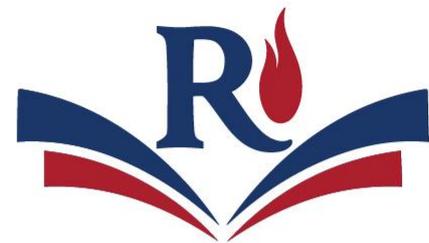
What is MAP?

Measures of **A**cademic **P**rogress

MAP Growth is a nationally norm referenced, computer adapted assessment that pinpoints what a student is ready to learn right now.

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What are the key features of MAP?

Measures Growth Over Time

- Given three times a year
- Uses an equal interval scale (RIT)
- Provides growth projectiles for goal setting

Adapts to Each Student

- Offers unique, appropriately challenging tests for each student
- Not limited by grade level
- Provides detailed reports on student strengths and areas for support

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What information does MAP provide?

Informs Instruction

- Pinpoints skills that each student is ready to learn today
- Identifies areas of strengths and concerns
- Guides differentiation and flexible grouping

Supports Continuous Improvement

- Provides information about college and career readiness
- Provides projections aligned with state assessments, SAT, and ACT

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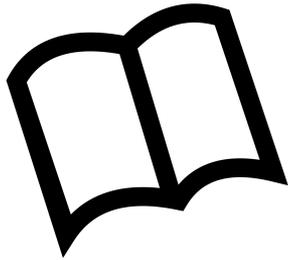
How long is the MAP Growth assessment?

- Assessments are not timed, and students may take **as much time as they need** to complete them.

- Most students take **less than an hour** to complete a MAP Growth assessment.

- MAP Growth for Kindergarten - 2nd grade are typically shorter.

Which assessments will RISD use?

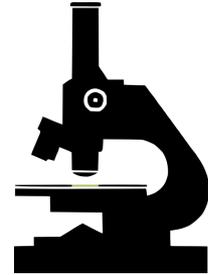| READING	MATH	SCIENCE
K-10	K-10	3-8 (pilot: year 2 schools)
	$$0.3 = \frac{1}{3}$$	

*Campus based decisions **Language Usage**

When will students be assessed?

RISD Assessment Windows:

Beginning of the Year (BOY)	Middle of the Year (MOY)	End of the Year (EOY)
September 9 - 16 (1st Grade Reading) September 14 - October 8	January 11 - February 5	April 19 - May 13

Assessments on individual campuses will fall within these windows and will be customized according to individual campus calendars
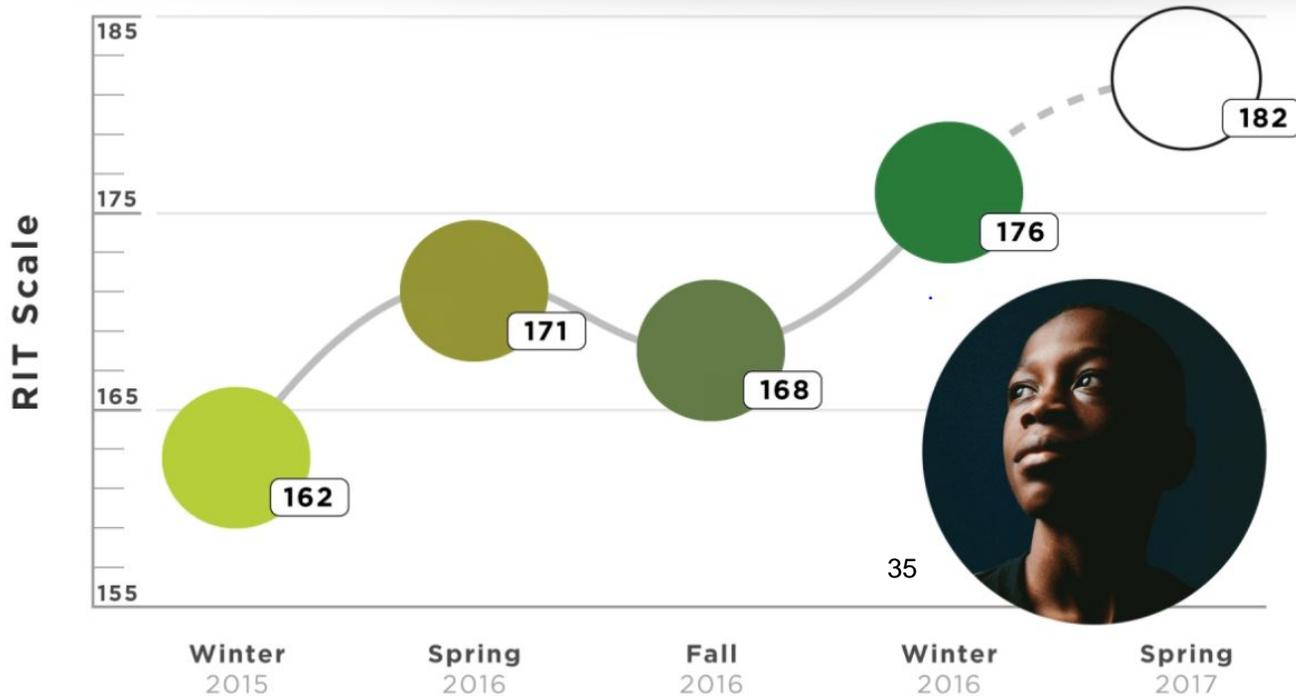
What is an RIT Scale?

Ready for **I**nstruction **T**oday

Rasch Unit (range from 100-350):

- Is the same regardless of the age or grade of the student

- Is useful for measuring growth over time

- Reflects the student's academic knowledge, skills, and abilities
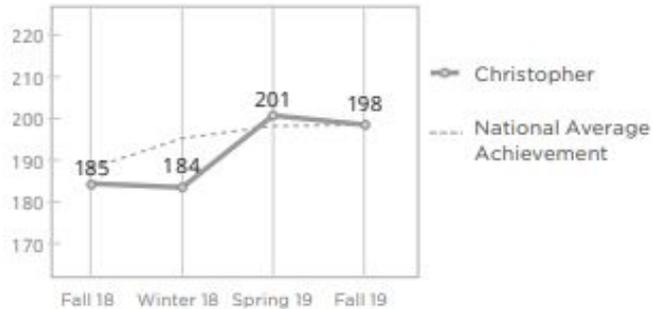
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Growth Over Time

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency.

Educators can track growth through the school year and over multiple years.

Family Report: Reading

Reading

Average Achievement 50th Percentile

Christopher's overall score (RIT score) was 198 on a scale of 100-320. Your child is in the 50th percentile, which means they scored better than 50% of their peers.

High Average Growth 65th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 65th percentile, which means they made more progress than 65% of their peers.

Christopher is likely to be:
- Basic on the Ohio State Test (if taken in Spring 2020)

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map GROWTH

Family Report: Math

| ID: 111111 | Name: Christopher Albert | Grade: 4 | Smith Elementary |

⊞ Mathematics
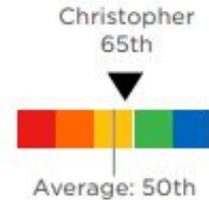
Average Achievement 47th Percentile

- ○ Christopher
- ---- National Average Achievement
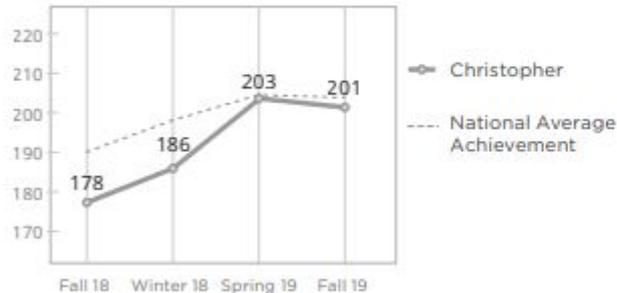
Christopher's overall score (RIT score) was 201 on a scale of 100–350. Your child is in the 47th percentile, which means they scored better than 47% of their peers.

High Growth 96th Percentile

Your child's growth from Fall 2018 to Fall 2019 is in the 96th percentile, which means they made more progress than 96% of their peers.

Christopher 96th

Average: 50th
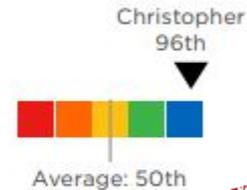
Christopher is likely to be:
- *Basic* on the Ohio State Test (if taken in Spring 2020)

Progress Report: Reading
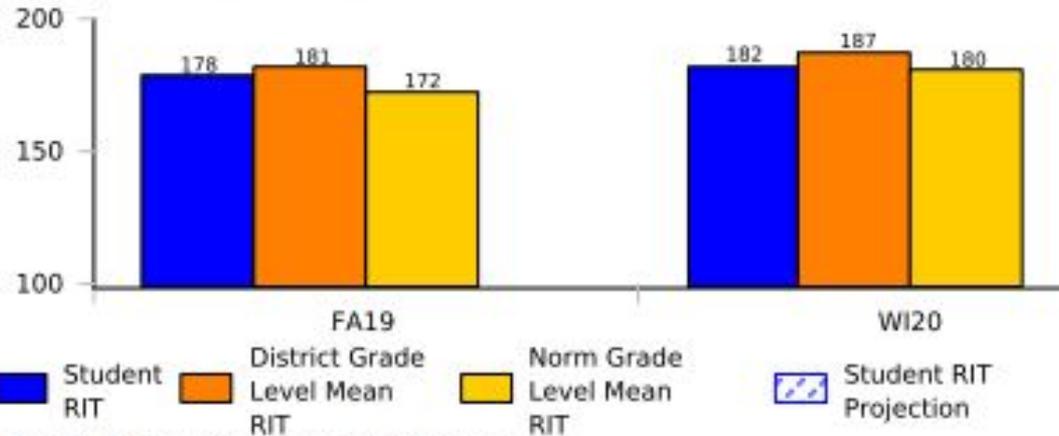
Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI20	2	179-**182**-185	4	7	46-**55**-63
FA19	2	175-**178**-181			56-**64**-72

Legend:
- Student RIT
- District Grade Level Mean RIT
- Norm Grade Level Mean RIT
- Student RIT Projection

Reading Goals Performance - Winter 2019-2020

Foundational Language Skills: Beginning Reading and Writing	Avg
Multiple Genres; Author's Purpose and Craft	LoAvg
Foundational Language Skills: Vocabulary	High
Composition; Inquiry and Research	HiAvg
Lexile® Range	205L-355L

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Progress Report: Math
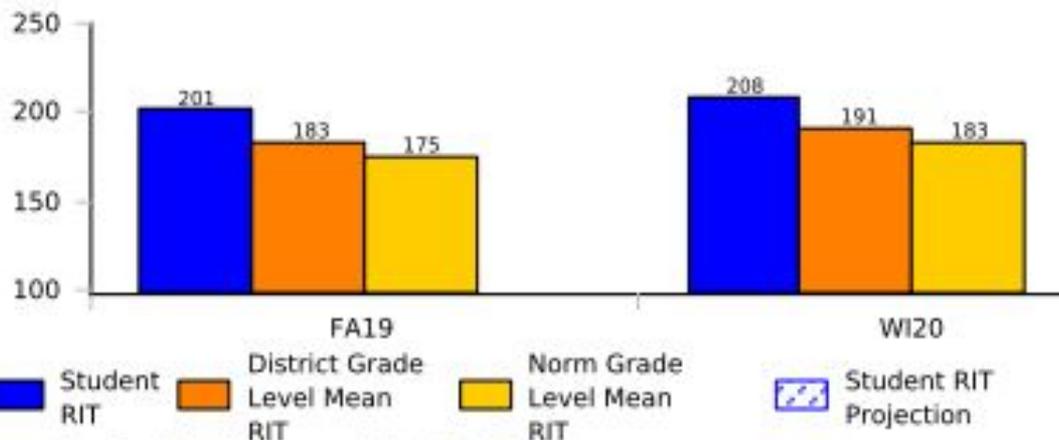
Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI20	2	205-**208**-211	7	6	95-**97**-98
FA19	2	198-**201**-204			96-**98**-99

Mathematics Goals Performance - Winter 2019-2020

Numerical Representations and Relationships	High	Computations and Algebraic Relationships	High
Geometry and Measurement	High	Data Analysis and Money	High

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Action to Date

2019-2020	2020-2021
MAP Pilot for half of the district campuses	**Districtwide implementation K-10**
• Reading	• Reading and math
• Math	• Language (optional)
• Language (optional)	• Science Pilot: 22 elementary, 2 Junior High

Next Steps

Professional Learning

October
Essential Reports and Informing Instruction

February
Applying Reports and Goal Setting for Student Growth

Next Steps

Instructional Connections

The Literacy and Intervention Team will partner with campus teams to ensure instructional decisions are aligned with MAP data.

Instructional Partners

ACHIEVE3000

BRANCHING MINDS

Khan Academy

IXL

Date: **September 21, 2020**

Submitted By: **Brenda Payne, Assistant Superintendent of Administrative Services**
Tabitha Branum, Deputy Superintendent

INFORMATION ITEM

TOPIC: **Enrollment Information**

BACKGROUND INFORMATION:

Enrollment information for the 2020 – 2021 school year will be presented. Information shared will include grade level enrollment by learning community, class waiver information and virtual/face-to-face enrollment by learning community.

2020 Enrollment Report
Comparison of Current Year to 2019 Oct Snapshot

Learning Community	School Yr	Total	EE	PK	KN	1	2	3	4	5	6	7	8	9	10	11	12
ACE	2019-20	2989	0	64	394	424	403	399	417	446	442						
	2021-SEP-14	2492	0	50	304	329	373	343	337	353	403						
	Change	-497	0	-14	-90	-95	-30	-56	-80	-93	-39						
	% Chg	20%															
Berkner	2019-20	9177	134	325	710	685	702	702	688	727	666	651	652	685	664	618	568
	2021-SEP-14	8685	59	329	652	675	646	651	672	636	682	617	650	594	605	594	623
	Change	-492	-75	4	-58	-10	-56	-51	-16	-91	16	-34	-2	-91	-59	-24	55
	% Chg	6%															
Lake Highlands	2019-20	10729	69	327	868	879	877	796	848	842	770	862	842	850	712	605	582
	2021-SEP-14	10206	35	250	812	813	808	792	720	798	772	783	808	844	749	649	573
	Change	-523	-34	-77	-56	-66	-69	-4	-128	-44	2	-79	-34	-6	37	44	-9
	% Chg	5%															
Pearce	2019-20	7802	25	20	579	595	565	555	521	559	529	719	715	688	613	559	560
	2021-SEP-14	7433	14	74	486	537	533	514	510	493	522	655	676	694	625	571	529
	Change	-369	-11	54	-93	-58	-32	-41	-11	-66	-7	-64	-39	6	12	12	-31
	% Chg	5%															
Richardson	2019-20	8916	67	608	608	543	554	559	572	590	584	740	728	839	700	625	599
	2021-SEP-14	8547	40	449	522	587	523	526	513	562	571	739	716	795	753	646	605
	Change	-369	-27	-159	-86	44	-31	-33	-59	-28	-13	-1	-12	-44	53	21	6
	% Chg	4%															
Total		-1727	-113	-115	-327	-119	-149	-181	-166	-278	-43	-99	-53	-129	6	9	30

	Total	EE	PK	KN	1	2	3	4	5	6	7	8	9	10	11	12
Elementary Current Yr Sum	21270	148	1152	2776	2941	2883	2826	2752	2842	2950						
Secondary Current Yr Sum	16093										2794	2850	2927	2732	2460	2330
CMLC & JJAEP	6											2	2	1	1	
Total	37369															

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2020 Enrollment Report
Learning Model Counts and Percentages

* Focus rpt Sep 14

Learning Community	Learning Model	Total	PK	KN	1	2	3	4	5	6	7	8	9	10	11	12
ACE	VIR	1102		20	123	148	150	146	141	175						
	% VIR	44%		40%	40%	45%	40%	43%	42%	50%						
	F2F	1392		30	181	181	224	197	196	178						
	% F2F	56%		60%	60%	55%	60%	57%	58%	50%						
Berkner	VIR	4667	26	170	334	336	375	356	378	368	399	336	356	283	316	319
	% VIR	54%	44%	52%	51%	50%	58%	55%	56%	58%	59%	55%	55%	47%	52%	54%
	F2F	4024	33	159	316	339	273	294	295	268	282	280	297	313	290	276
	% F2F	46%	56%	48%	49%	50%	42%	45%	44%	42%	41%	45%	45%	53%	48%	46%
Lake Highlands	VIR	4310	9	96	293	345	317	344	318	353	388	319	353	325	347	279
	% VIR	42%	25%	38%	36%	43%	39%	43%	44%	44%	50%	41%	44%	39%	46%	43%
	F2F	5904	27	157	518	466	491	450	404	448	384	464	455	518	404	370
	% F2F	58%	75%	62%	64%	57%	61%	57%	56%	56%	50%	59%	56%	61%	54%	57%
Pearce	VIR	2549	5	16	153	177	173	153	163	168	183	213	244	232	243	217
	% VIR	34%	36%	22%	31%	33%	32%	30%	32%	34%	35%	32%	36%	33%	39%	38%
	F2F	4894	9	58	334	361	361	360	346	327	341	443	433	462	383	355
	% F2F	66%	64%	78%	69%	67%	68%	70%	68%	66%	65%	68%	64%	67%	61%	62%
Richardson	VIR	4287	16	181	246	284	249	251	280	316	335	331	372	398	362	362
	% VIR	50%	40%	40%	47%	48%	48%	48%	54%	56%	59%	45%	52%	50%	48%	56%
	F2F	4265	24	271	276	303	274	275	234	247	235	409	345	397	391	284
	% F2F	50%	60%	60%	53%	52%	52%	52%	46%	44%	41%	55%	48%	50%	52%	44%
Sum	VIR	16915	56	483	1149	1290	1264	1250	1280	1380	1305	1199	1325	1238	1268	1177
	% VIR	45%	38%	42%	41%	44%	44%	44%	46%	48%	51%	43%	46%	42%	46%	48%
	F2F	20479	93	675	1625	1650	1623	1576	1475	1468	1242	1596	1530	1690	1468	1285
	% F2F	55%	62%	58%	59%	56%	56%	56%	54%	52%	49%	57%	54%	58%	54%	52%

Date: September 21, 2020

Department: Superintendent

Submitted by: Dr. Jeannie Stone

INFORMATION / ACTION ITEM

TOPIC: **Student Performance Goals and Board and Superintendent Constraints**

BACKGROUND INFORMATION:

Over the last several months, the Board of Trustees and Superintendent have studied student performance trends to inform the Board in developing appropriate metrics to monitor student performance and success in RISD. Through the course of its work, the Board developed Board goals designed to support continuous improvement and success for all students. Each goal contains an imbedded equity goal and progress monitoring objectives. The Board and Superintendent also have identified specific constraints that they will observe to support goal attainment.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Trustees of Richardson Independent School District approve the attached Board goals and constraints to support continuous improvement and success for all students.

PROPOSED RESOLUTION

WHEREAS, the Board of Trustees of the Richardson Independent School District has studied student performance data to identify those areas of strong performance and areas in need of improvement; and

WHEREAS, the Board is committed to monitoring student performance to support continuous success for all students; and

WHEREAS, the Board and Superintendent have worked over the last several months to develop goals to support its monitoring of student performance and success; and

WHEREAS, the Board and Superintendent have developed constraints that each will observe to further support goal attainment; and

WHEREAS, purposeful monitoring of student performance to support the success of all students supports the Board's Strategic Objectives, including the objective that all students will maximize their intellect and skills to create their own futures;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Richardson Independent School District adopts the attached student performance goals and Board and Superintendent Constraints.

Richardson ISD Board of Trustees
Student Performance Goals

Goal 1: The percent of students who score at the meets level in 3rd grade reading will grow from 47% to 60% by June 2024.

*(Approximate values based on 3-year average student cohort composition and passing rates in 2018-2019 Academic Year)

Equity Goal: Percent of AA students who score at the meets level in 3rd grade reading will grow from 31% to 47% and Percent of Hispanic students who score at the meets level in 3rd grade reading will grow from 33% to 50% by June 2024. (Opportunity Gap closes in 5 years from 37%-30% for AA and 35 to 27% in Hispanic)

Goal Progress Measure 1.1: Percent of students in Pre-Kindergarten performing "on-track" as identified by the CIRCLE screener in literacy at the end of the year will increase from 83% to 98% by June 2024.
Goal Progress Measure 1.2: Percent of students in grades K-3 reading on or above grade level as measured by MAP will increase from 52% to 62% by June 2024.
Goal Progress Measure 1.3: Percent of students in grade 3 making progress as measured by RISD local curriculum based assessments in reading will increase from 50% to 58% by June 2024.

Goal 2: The percent of students who score at the meets level in 3rd grade math will grow from 52% to 65% by June 2024.

Equity Goal: Percent of AA students who score at the meets level in 3rd grade math will grow from 35% to 50% and Percent of Hispanic students who score at the meets level in 3rd grade math will grow from 42% to 60% by June 2024. (Opportunity closes in 5 years from 39%-30% for AA and 32-20% in Hispanic)

Goal Progress Measure 2.1: Percent of students in Pre-Kindergarten performing "on-track" as identified by the CIRCLE screener (numeracy) at the end of the year will increase from 84% to 98% by June 2024.
Goal Progress Measure 2.2: Percent of students in grades K-3 math on or above grade level as measured by MAP will increase from 55% to 65% by June 2024.
Goal Progress Measure 2.3: Percent or students in grade 3 making progress as measured by RISD local curriculum-based assessments in math will increase from 65% to 70% by June 2024.

Richardson ISD Board of Trustees
Student Performance Goals

Goal 3: CCMR indicator score for all students will increase from 65% to 79% by June 2024.

> **Equity Goal:** Percent of AA students meeting the CCMR indicator will increase from 56% to 73% and Percent of Hispanic students meeting the CCMR indicator will increase from 53% to 70% by June 2024. (Opportunity gap closes in 5 years from 26%-18% for AA and 29-21% in Hispanic)

> **Goal Progress Measure 3.1:** Percent of graduates meeting college-ready in Reading and Math will increase from 48% to 67% by June 2024.
> **Goal Progress Measure 3.**2: Percent of graduates who earn 9 or more college credit hours through dual-credit and/or OnRamps courses will increase from 11% to 15% by June 2024.
> **Goal Progress Measure 3.**3: Percent of students taking an AP course earning a 3 or higher on an AP exam will increase from 30% to 45% by June 2024.

Goal 4: Graduation rate for all RISD students will increase from 88% to 98% by June 2024.

> **Goal Progress Measure 4.1:** The percentage of first-year freshmen passing the English I EOC will increase from 70% to 80% by June 2024.
> **Goal Progress Measure 4.2:** The percentage of first-year grade 9 students earning 6 or more credits will increase from 90% to 95% percent by June 2024.
> **Goal Progress Measure 4.**3: Student attendance PK-12 will increase from 95.5% to 98% by June 2024.

Goal 5: Percent of students completing Algebra I and meeting standard on Algebra I EOC before entering high school will increase from 38% to 50% by June 2024.

> **Goal Progress Measure 5.1:** Percentage of students scoring at masters level of performance in 5th grade math will increase from 37% to 50% by June 2024.
> **Goal Progress Measure 5.2**: Percentage of students accelerating in math in 6th or 7th as evidenced by enrollment in above grade level math courses will increase from 33% to 65% by June 2024.
> **Goal Progress Measure 5.3**: Percentage of students completing summer math bridge programs from 6th to 7th will increase from 7% to 35% by June 2024.

Constraint #1:

The Superintendent shall not staff high-need campuses (>70% economically disadvantaged) with more than 10% first year teachers or principals with less than 2 years of experience.

Constraint Progress Measure 1.1:
Percent of teaching staff at high-needs campuses, who are first year teachers will decrease from 11% to **5%** by 2024.

Constraint Progress Measure 1.2:
Number of principals with less than 2 years of principal experience at high-needs campuses will decrease from 18% to **10%** by 2024.

Constraint #2:

The superintendent shall not allow the teacher turnover rate to exceed to state turnover rate.

2019-2020 Baseline:

State Calculated Teacher Turnover Rate	18-19	17-18	16-17	15-16	14-15
RISD	16.8%	17.7%	18.3%	18.7%	19.1%
TEXAS	16.5%	16.6%	16.4%	16.5%	16.6%

Constraint Progress Measures 2.1:
The teacher turnover rate in RISD will decrease from **14.7%** to a rate at or below state turnover rate reported annually.

Constraint Progress Measure 2.2:
Percent of staff responding positively to the overall quality of RISD will increase from **79%** to **84%** by 2024.

Constraint Progress Measure 2.3:
Percent of staff indicating they have the necessary materials and resources they need to do their job will increase from **80%** to **85%** 2024.

Constraint #3:

Richardson ISD Board of Trustees
Superintendent Constraints 2020 - 2021

The superintendent shall not allow a low level of student perception of overall school experience.

Constraint Progress Measure 3.1:
Percent of students indicating they do have at least 1 teacher/staff at school that cares about me will increase from **92%** to **95%** by 2024.

Constraint Progress Measure 3.2:
Percent of students indicating they participate in extracurricular clubs or activities will increase from **74%** to **80%** by 2024.

Richardson ISD Board of Trustees
Board Constraints 2020 - 2021

1. Recognizing that trustees are elected to represent all RISD students, the Board shall not confine their advocacy to the district they represent.

2. The Board will not deviate from the Board Operating Procedures.

3. The Board shall not operate more than 6 months without a board self-evaluation, reflection and action.

4. The Board will not allocate less than 50% of its information items during board meetings monitoring student goals and constraints.

5. The Board shall not forego an annual review of Board Policy - Section B: Local Governance.

The Richardson ISD Board of Trustees supports legislation that places students, staff and academic achievement as a top priority. To that end, House Bill 3 made significant steps in providing the necessary funding for RISD to achieve student academic goals that include: early childhood literacy; early childhood math achievement; Algebra I competency prior to high school; college, career and military readiness, and increasing the graduation rate. RISD Trustees calls upon the 87th legislature to maintain the promises of HB 3 by continuing to fund the landmark legislation so that student progress and academic success can continue.

SCHOOL FINANCE
- Provide sustainable funding for House Bill 3 in order to achieve academic goals.
- Maintain the State's overall percentage share of funding.
- Provide maximum flexibility to districts by removing or reducing spending requirements on the use of appropriated funds.

DISASTER RESPONSE
- Use STAAR to measure student progress but eliminate school and district ratings for the school year in which a disaster declaration has occurred.
- Extend the hold harmless provisions for student attendance for the entire 2020-2021 school year.
- Remove spending requirements to allow districts maximum flexibility to cover disaster expenses.
- Dedicate Federal funds, specifically named for disaster relief for public school districts, to public schools without supplanting state public education spending.

STUDENTS
- Increase state funding and resources for mental health so that schools can provide effective services and support for students.
- Improve funding to meet the needs of Special Education students and consider the variety of student needs (slight to severe).

SCHOOL SAFETY
- Fully-fund capital and operating expenses for school safety measures so that school districts can afford needed safety equipment/tools and personnel to protect students and staff.

EQUITY DIVERSITY AND INCLUSION
- RISD Trustees call on the legislature to eliminate all systems and practices that perpetuate historical inequities and present disparities that could negatively impact the ability of students and families to participate in the Texas public education system. Trustees support legislation that brings about awareness, education and equitable treatment of all students, educators and administrators in Texas public schools.