

**Agenda of Regular Meeting of the
Board of Trustees**

Monday, March 29, 2021

6:30 PM

Rio Vista Administration Building, 100 Capps St., Rio Vista, TX 76093

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. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CALL TO ORDER - Chris Pinyan, Board President

I call this meeting of the Rio Vista Independent School District to order. Let the record show that a quorum of the Board members are present and this meeting has been duly called and the notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

2. PRAYER

3. ROLL CALL

4. PUBLIC PARTICIPATION

Persons in attendance at the meeting may request a card to be completed and submitted to the recording secretary no later than five minutes prior to the meeting. This provides the individual the opportunity to address the Board on any subject on the posted agenda except personnel. Public participation is limited to this portion of the meeting and the audience may not enter into discussion to debate matters being considered by the Board at any other time during the meeting. The Board will allot up to thirty minutes for this portion of the agenda with no presentation to exceed three minutes. Delegations of more than five people shall appoint one person to present their views to the board may speak for five minutes. Specific factual information or recitation of existing policy may be furnished in response to inquire, but the Board may not deliberate, discuss, or make any decision on any subject on the agenda.

5. READING AND APPROVAL OF THE MINUTES

1. Additions

2. Corrections

6. DISCUSSION

1. Walker Quality Services

2. Regular Report of the Chief Financial Officer - Tammy Witten

1. Financial Report

4

2. Tax Office Report

26

3. Regular Report of the Superintendent

Superintendent Highlight Report

4. Transfer Report

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5. Enrollment Report and Attendance Report

28

6. Strategic Plan Progress

7. Grants Status Update

34

8. COVID-19 Update

9. Instructional Update- Ashely Jones

61

10. Review/implement district/campus improvement plans

11. Review Superintendent Evaluation Instrument and procedures, including orientation training for new school board trustees, and school board operating procedures.

7. ACTION

1. Consider and Take Action RVISD 2021-2022 School Calendar 70
2. Consider and Take Action Resolution Notification of Intent to Change the Fysical Year Start Date 71
3. *Consideration to approve the sale of certain real property acquired at a delinquent tax foreclosure sale; Cause No. T201100356, Lot 63C, Block B, Fisherman Paradise (9201 Village Drive).*
4. *Consideration to approve the sale of certain real property acquired at a delinquent tax foreclosure sale; Cause No. DC-T201500346, Lot 15, Block H, Fisherman Paradise (5005 Dusty Trail).*
5. *Consideration to approve the sale of certain real property acquired at a delinquent tax foreclosure sale; Cause No. DC-T201500346, Lot 16, Block H, Fisherman Paradise (5001 Dusty Trail).*
6. *Consideration to approve the sale of certain real property acquired at a delinquent tax foreclosure sale; Cause No. T201100207, Lot 18, Block H, Fisherman Paradise (4945 Dusty Trail).*
7. *Consideration to approve the sale of certain real property acquired at a delinquent tax foreclosure sale; Cause No. DC-T201500346, Lot 17, Block H, Fisherman Paradise (4949 Dusty Trail).*
8. Consider and Take Action Personnel
 1. Resignations
 2. Employment
 3. Leave of Absence
 4. Assignments

8. EXECUTIVE SESSION - The Board will now adjourn into executive session pursuant to the following sections of the Texas Open Meetings Act:

TEXAS GOVERNMENT CODE SECTION:

- | | |
|----------|--|
| 39.030 | Educ. Code: Assessment Instruments |
| 418.183 | Homeland Security |
| 551.071 | Private consultation with the Board's attorney |
| 551.072 | Discussion purchase, exchange, leases, or value of real property. |
| 551.073 | Discussing negotiated contracts for prospective gifts or donations |
| 551.074 | Discussing personnel or to hear complaints against personnel |
| 551.0785 | Medical or Psychiatric Records |
| 551.076 | Considering the deployment, specific occasions for, or implementation of, security personnel or devices. |
| 551.082 | Considering discipline of a public school child, or complaint or charge against personnel. |
| 551.0821 | Personally Identifiable Student Information |
| 551.083 | Consider the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives of employee groups. |
| 551.084 | Excluding witness from a hearing. |
| 551.087 | Economic Development Negotiations |

9. ADJOURNMENT

The Board of Trustees may convene in executive session any time between the meeting's Public Participation and Adjournment in accordance with provision allowed under Chapter 551 of the Government Sub Chapter D.

Final action decision or vote, if any with regard to any matter considered in executive (closed) session shall be made in public (open) session immediately following the executive (closed) session or at a subsequent public (open) meeting duly announced as the Board of Education shall determine.

For the Board of Trustees
Tammy Witten, Acting Superintendent

Budget Calendar 2021-2022

ACTIVITY	RESPONSIBILITY	COMPLETION DATE
Discussion/Information on 10 month vs 12 month Budget and the benefits of moving to a July 1st Fiscal Year.	CFO/Supt/Board of Trustees	January-February 2021
Position Control Management/Projections	Cabinet (Supt, Asst Supt, CFO, Principals)	February-April 2021
Board Meeting - Consider Resolution Adoption for a 10 month Budget for the 2021-2022 school year. Budget Calendar shared.	CFO/Supt/Board of Trustees	March 29, 2021
HR Calendar for 2021/22 added to TXEIS	CFO	March 2021
Budget training - Campuses & Departments	CFO	April 2021
Board Meeting - Update on Year to Date Revenues, Summary of Finance and attendance projections.	CFO/Supt/Board of Trustees	April 19, 2021
Campu/Deparment Budgets due in TxEIS	Cabinet, Directors	April 30, 2021
Preliminary Tax Values from Johnson County Appraisal District	Johnson County Appraisal District	April 30, 2021
Work sessions to refine budget requests.	Cabinet	April-July 2021
Board meeting-Work session with Board	CFO/Supt/Board of Trustees	May 10, 2021
Board Meeting - Work session with Board	CFO/Supt/Board of Trustees	June 21, 2021
Certified Tax Values from Johnson Appraisal District	Johnson County Appraisal District	July 25, 2021
Publish "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate"	CFO	August 2021
Work session with Board	CFO/Supt/Board of Trustees	August 2021
Public Hearing on 2021-2022 Budget and Proposed Tax Rate; Final amendment to 2020-2021 Budget, Adopt the 2021-2022 Budget Adopt the 2021 Tax Rate	CFO/Supt/Board of Trustees	August 2021

Taxes Collected through February 28, 2021

	M/O			I & S			Totals
	Curr Tx	Del Tx	Penalty/Int	Curr Tx	Del Tx	Penalty/Int	
	5711	5712	5719	5711	5712	5719	
SEPT	10,061.20	1,327.93	2,433.61	4,049.49	484.71	953.95	19,310.89
OCT	137,860.33	9,325.76	2,198.34	47,090.62	3,709.24	844.76	201,029.05
NOV	186,629.42	4,950.45	1,296.77	63,749.19	1,951.20	496.98	259,074.01
DEC	1,222,417.34	638.90	561.19	417,554.11	256.09	202.79	1,641,630.42
JAN	692,616.63	10,428.21	2,655.52	236,584.96	4,191.51	1,048.68	947,525.51
FEB	876,474.95	4,436.88	3,772.50	299,386.94	1,762.18	1,118.42	1,186,951.87
MAR							-
APR							-
MAY							-
JUNE							-
JULY							-
AUG							-
TOTAL	\$3,126,059.87	\$31,108.13	\$12,917.93	\$1,068,415.31	\$12,354.93	\$4,665.58	\$4,255,521.75
Budget	3,475,000.00	55,000.00	50,000.00	1,095,025.00	25,000.00	20,000.00	4,720,025.00
Diff	348,940.13	23,891.87	37,082.07	26,609.69	12,645.07	15,334.42	464,503.25
%	89.96%	56.56%	25.84%	97.57%	49.42%	23.33%	90.16%
<p align="center">Next year, School First Indicator #20 is tied to property values. Just a reminder that there is no longer a lag in funding and the calculation in the school finance report.</p>							

Enrollment by District of Residence		
District Number	District Name	Number of Students
018907	Kopperl ISD	10
109903	Covington ISD	8
109904	Hillsboro ISD	5
109907	Itasca ISD	1
109911	Whitney ISD	5
109913	Blum ISD	14
126901	Alvarado ISD	1
126902	Burleson ISD	1
126903	Cleburne ISD	66
126904	Grandview ISD	8
126905	Joshua ISD	2
126906	Keene ISD	0
126911	Godley ISD	1
213901	Glen Rose ISD	2
220920	White Settlement	2
TOTAL TRANSFERS as of March 2nd		126
126907	Rio Vista ISD	625
TOTAL ENROLLMENT		751

ENROLLMENT 2020-2021

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
PPCD (EE)*				2	2	2	2			
PRE-K**	28	29	29	29	30	29	30			
PRE-K*	1	1	1	1	1	1	1			
KINDER	60	62	63	62	61	60	62			
Total	89	92	93	92	92	89	92	0	0	0
1ST	55	58	61	61	61	60	61			
2nd	63	62	61	62	62	61	63			
3rd	50	51	49	50	48	46	47			
4th	63	64	65	66	63	64	66			
Total	231	235	236	239	234	231	237	0	0	0
5th	55	54	51	53	53	52	51			
6th	50	50	50	52	52	54	56			
7th	61	59	57	56	54	53	51			
8th	65	61	62	62	61	63	59			
Total	231	224	220	223	220	222	217	0	0	0
9th	40	39	38	38	38	37	37			
10th	73	71	71	69	68	67	68			
11th	57	55	55	55	54	53	51			
12th	57	57	58	57	55	53	51			
Total	227	222	222	219	215	210	207	0	0	0
TOTAL	778	773	771	773	763	752	751	0	0	0
Instr. Days	9	21	22	18	16	15	18			
* Not TEA Funded (subtracted from total)										
**Funded 1/2 day										
* Not TEA Funded (subtracted from total)										
**Funded 1/2 day										

ENROLLMENT 2019 - 2020

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
PPCD (EE)										
PPCD (EE)*	1	2	2	3	3	3	3	3	3	3
PRE-K**	38	38	38	38	39	40	40	40	40	40
PRE-K*	4	4	4	4	4	4	4	4	4	4
KINDER	60	62	61	61	62	60	61	61	61	61

Average

91.5

235.25

224.5

222.5

773.75

119

Average

377.3
162.9
225.8
766
748.5

Attendance Report

08/2018 to Present

2018-2019	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Average
Elementary	98.61	97.24	96.12	96.75	94.14	94.03	96.71	95.22	96.44	97.50	96.28
Middle School	97.94	97.03	94.24	95.64	93.53	93.05	93.66	94.22	95.75	95.19	95.03
High School	98.03	93.76	94.60	93.21	93.58	93.67	92.91	94.66	94.87	95.63	94.49
District	98.28	96.01	94.99	95.20	93.83	93.70	94.86	94.83	95.81	96.41	95.39
2019-2020	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Average
Elementary	98.88	96.42	95.44	94.73	96.00	95.36	94.80	94.31	COVID	COVID	95.74
Middle School	98.34	96.78	96.16	95.30	94.93	95.61	94.37	94.57	COVID	COVID	95.76
High School	98.14	95.89	94.93	94.18	96.23	95.50	95.01	94.89	COVID	COVID	95.60
District	98.45	96.36	95.51	94.74	95.72	95.49	94.73	94.59	#DIV/0!	#DIV/0!	95.70
2020-2021	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Average
ECLS	99.4	97.973	99.205	98.99	98.96	98.11	99.63				98.90
Elementary	97.67	95.99	97.60	98.99	92.14	95.48	98.17				96.58
Middle School	99.35	96.56	96.63	94.32	92.41	96.95	97.76				96.28
High School	99.11	95.45	95.50	94.77	91.93	94.62	95.74				95.30
District	98.88	96.49	97.23	96.77	93.86	96.29	97.83	#DIV/0!	#DIV/0!	#DIV/0!	97.34

Produce Monthly

Sheet 1

- 1 Attendance > Maintenance > Student > Student Inquiry

Sheet 2

- 1 Run SAT2300 by Track and combine for ADA %
- 2 Add all tracks
- 3 **Divide D** - Tot Days Present - All Students **BY B** - Tot Days Membership - All Students

Rio Vista ISD-Grow Your Own Grant

GRANT PERIOD: 2/1/2021-6/30/2023

BUDGET:

\$11,000- Two teacher stipends (\$5,500 each) to teach E&T courses

\$5,000-Professional development to implement E&T courses

\$500-TAFE/FCCLA membership fees

\$76,000-Tuition for up to 5 paras/substitutes for bachelor's degree in education/teaching

\$4,500 teacher certification costs

\$3,580-Indirect/administrative costs

Total: \$100,580

TIMELINE

Pathway 1 & 2 January 2021 to May 2021

1. Recruit and select students and teacher candidates. Collect signed agreement and commitment forms from all participating candidates. Number of candidates enrolled in or completing an Alternative Certification Program.
2. Create a master course schedule with the integration of the Education & Training (E&T) course offerings.
3. MOU with EPP to provide a degree completion/certification program for candidates within a 2-yr period.
4. Confirm with an MOU with EPP and all teachers receiving stipends and reported to TEA by May 14, 2021.
5. 5/1/21-6/1/21 Administer TEA survey to candidates and teachers/students enrolled in E&T
6. 6/1/21-E&T teachers, principal, and college/career counselor will attend the TEA-led Institute

Pathway 1: August 2021 to May 2022

1. The high school will offer Principles of Education & Training, Instructional Practices, and Practicum in E&T
2. Number of candidates enrolled in and completing post-secondary coursework.
3. Establish a CTSO chapter (TAFE or FCCLA) and students will participate in a least one competitive event.
4. 9/1/21 and 10/1/2021-Administer TEA survey to all teachers and students between and between 5/1/22-6/1/22

Pathway 2: Aug. 2021-2022

1. Candidates enroll in/continue coursework and graduate with a bachelor's degree.
2. 9/1/21- 10/1/21-Administer TEA survey to all candidates and between 5/1 to 6/1/22
3. Pathway 1 & 2: Report progress monitoring data to TEA in January and June 2022.

Pathway 1: 2022-2023:

1. The high school will offer and enroll students in Principles of Education & Training, Instructional Practices, and Practicum in E&T and will be taught by participating teachers receiving stipend.
2. The high school will grow a CTSO (TAFE or FCCLA) and participate in at least 1 competitive event.

Pathway 2: 2022-2023:

1. Candidates will complete a certification program and will be issued a standard/probationary teacher certification.
2. Candidates with a teacher certification will return to RVISD as a full-time teacher of record.

Both Pathway 1 & 2:

1. Administer TEA survey to all candidates, teachers and students between 9/1/22-10/1/2022 and between 5/1/23-6/1/23.

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2. Report progress monitoring data to TEA in January and June 2023.

Pathway 1: Recruitment will begin with Pathway 1 by providing E&T courses for local high school students to develop an interest in pursuing education as a career pathway. The Pathway 1 recruitment and selection plan of teachers for the E&T courses will be developed to select the teachers with evidence of meeting highly effective requirements to include:

- 1) Evidence of success in the classroom through student achievement data and evaluations,
- 2) Demonstrated passion for the teaching profession,
- 3) Outstanding recommendations from the principal, other supervisors, and colleagues,
- 4) Diversity that reflects the student population,
- 5) Past experience mentoring student-teacher interns and/or new teachers,
- 6) Participation in professional development and delivering professional development on best-practices,
- 7) Positive relationships with students, and
- 8) Commits to remaining in the district for at least three years upon receiving stipends.

Teachers for the Education & Training courses will be provided support through the district's College and Career Counselor:

- 1) Weekly meetings will facilitate and identify areas of support to ensure the success of the program.
- 2) The E&T teachers will be provided with additional training and professional development opportunities to support growth and development throughout the grant period.
- 3) Access to purchase additional supplies and curriculum resources to meet course requirements

Pathway 2:

Recruitment and selection plan in Pathway 2 will target the needs assessment on teacher shortages in hard-to-staff areas and increase the number of Hispanic teachers to reflect the growing Hispanic student population.

The recruitment plan will be implemented with the following strategies:

- 1) The district leadership team will meet as a committee to identify and select high-performing candidates.
- 2) Administer an interest survey to determine interest
- 3) Information meetings will be scheduled to share details about the program, financial support, and required commitments for all participating candidates

All paraprofessionals, instructional aides, and substitutes who meet the requirements below will be encouraged to apply as a candidate for participation:

- 1) Be currently employed by the school district for at least one year
- 2) Complete the education courses to graduate with a bachelor's degree and/or teacher certification within the two-year timeline of the grant period.
- 3) Commit to serving as a full-time teacher of record during the start of the 2023-2024 school year

All applications will be assigned a number with identifying information redacted to ensure a fair and equitable review process.

Rio Vista ISD will provide resources and personnel supports for Pathway 2 candidates:

- 1) Each candidate will participate in new teacher mentoring by an assigned, highly effective teacher mentor
- 2) Access to regular professional development and instructional coaching
- 3) Weekly grade level/team meetings will provide check-in opportunities to identify progress and areas where additional support may be needed

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- 4) Co-teaching opportunities and teacher-release time to observe other teachers' classroom management, teaching practices, lesson planning, assessment, and more.
- 5) Mentors will schedule classroom visits to observe, provide constructive feedback, and model effective teaching

RVISD Receives a GRANT!

Teacher Instructional Leadership Grant



RVISD Grant
Award:
\$74,050

Next Level Leadership is a one-year cohort model for district and campus leadership teams. Cohort members engage in an intentional coaching model that provides the Principal Supervisors and campus leadership teams with research-based practices used to increase student achievement. An ESC coach will support cohort teams throughout the year with professional learning, implementation support, and one-on-one coaching for the selected suite. Cohorts choices are Data-Driven Instruction, Action Coaching, Lesson Planning and Formative Assessments, or Student Culture and Routines.

What will it include?

Topic	Notes	Time
Initial Principal Supervisor Meeting	This meeting provides a TIL Overview, surface goals, outline support, and review readiness assessments.	45-90 minutes
4 Days of Face-to-Face Training (Level 1)	There are two days of initial training followed by two days throughout the year to cover the content to implement DDI, School Culture, or Observation and Feedback, based on district readiness.	4 Days
Principal Supervisor-Specific Training (Level 2)	Following the initial two days of training, the principal supervisor(s) will receive Level 2 training on using the action step documents to coach principals around DDI, School Culture, or Observation and Feedback.	1 Day
Principal Supervisor Strategic Planning	The ESC coach will assist the principal supervisor(s) with planning for implementation during the meeting.	1 Day
Evidence-Gathering	The ESC coach conducts evidence-gathering visits with the principal supervisor(s) to support campus leadership teams. These visits include: observations of implementation of TIL practices such as data meetings, team meetings, coaching sessions, classroom norming walks, modeling by the ESC coach, and targeted implementation support.	1 Day per month (9) for each set of principal supervisors
One-on-One Coaching for the Principal Supervisor	Following evidence gathering visits, the ESC coach will provide one-on-one coaching to the principal supervisor.	1 Day per month (9) for each set of principal supervisors
Campus-Based Support	The ESC provides campus-based implementation support such as developing resources and tools to support implementation, data meeting preparation review, coaching script review, video review, and mini-PD sessions.	

Lesson Planning and Formative Assessment

- ▶ Utilize steps to unpack standards to create rigorous, measurable, distinct, manageable, and data-driven daily lesson objectives.
- ▶ Evaluate an exit ticket and name key criteria that make it successful.

Data-Driven Instruction

- ▶ Facilitate and coach data meetings.
- ▶ Break down the knowledge and skills required to master the TEKS.
- ▶ Analyze student work samples and identify student misconception.
- ▶ Support teachers in making and executing reteach plans to quickly and effectively close learning gaps.

TIL Competitive Grant Awardees Dates Below

(These training sessions are for districts, charter, and private schools approved by TEA for the competitive grant and choose TIL)

Level 1 Content Days

July 27 and August 2 (Principal Supervisor, Principal, and Campus Leadership Team)

Level 2 Breakout Session

August 3 (Principal Supervisor and Principal)

Location: ESC Region 11 or virtual



TIL Team

- 02 Principal Supervisors
- 04 Campus Principals
- 04 Teacher Leaders

1 at each campus
50%- RTI
50% - Teacher Leader

Potential Stipend



Goals and Objectives

1. Goal: To increase the retention of highly-effective teachers that are representative of the district's student population (reduce the teacher turnover rate from 36% and increase the number of Hispanic teachers to 17% to represent the district's 17% Hispanic student population.)

1.1 Objective: Partner with an external service provider to implement an effective teacher induction and support activities.

1.1.1 Activity/Strategy: RVISD will schedule monthly planning meetings with the external service provider to develop a recruitment/retention plan for diversity and identify/implement effective induction activities to support the continued success of the diverse teaching population.

1.1.2 Activity/Strategy: RVISD will implement enhanced TIL teacher coaching and mentoring supports, assigning one Teacher Leader to support six to eight teachers in need of assistance at each campus.

4. Teachers are highly qualified, well trained and engaged in our students and community.

Goals and Objectives

2. Goal: To increase the instructional effectiveness of teachers through campus-based distributed leadership models

2.1 Objective: Partner with an approved provider to deliver Texas Instructional Leader training

2.1.1 Activity/Strategy: RVISD will send Teacher Leaders (TL) and the instructional leadership teams of each participating campus to at least two of the four TIL training modules. The four training contents are (1) Lesson Planning and Formative Assessments, (2) Data-Driven Instruction, (3) Action Coaching/Observation and Feedback, and (4) Student Culture Routines.

2.1.2 Activity/Strategy: RVISD will track attendance of Teacher Leaders and instructional leadership team members at each TIL training session over the course of the year.

1. Students will make at least one year of academic growth/progress annually.

4. Teachers are highly qualified, well trained and engaged in our students and community.

Timeline

May-June

01

The district leadership team will select TLs who meet the selection priorities, one for each campus, contract with an approved service provider for the TIL training, and schedule/coordinate TIL training registration and travel for TLs and implementation planning team. Time commitments for TIL will begin in June after Teacher Leaders have been selected for each campus.

TLs will attend TIL training selected modules in a series of *face-to-face workshops* with rounds of on-site implementation support and one-on-one coaching between sessions by the approved service provider. Each month Teacher Leaders will commit to attending at least two training modules for 3-4 days depending on the module for their campus: 1) Data-Driven Instruction (4 days/30 hours), 2) Lesson Planning and Formative Assessment (4 days/24 hours), and 3) Action Coaching/Observation & Feedback (4 days/24 hours), and 4) Student Cultures Routines (3 days/18 hours).

02

June-August

August-September

03

Cultivation: Teacher Leader/mentor will welcome and engage the candidate, review district expectations, build investment in the school culture and philosophy, and connect the teacher to a mentor or peer for support.

Orientation: Teacher Leader/mentor will address teachers' needs in order of priority, review specific performance expectations and T-TESS teacher evaluation rubrics, set specific academic goals based on students' end-of-year assessments, and set specific professional development goals.

04

September-October



Timeline

October-May

05

October 2021-May 2022-Management: deliver specific and actionable feedback, provide timely feedback consistently reinforcing the language of the evaluation rubric, track student progress as compared to academic goals using interim assessments and benchmarks, and set specific milestones to review and update professional development goals.

TLs will attend additional TIL training modules TLs will designate and schedule a minimum of five hours each month to support each of their campus teachers during the school day to include the components of the four TIL training modules: data driven instruction, action coaching/observation feedback, and lesson planning and formative assessment, and student culture routines. A schedule will be developed in August and tracked with monthly TIL coaching logs.

06

June-August

August-September

07

RVISD will measure of the success of Teacher Leaders by the success of the teachers who are under their leadership. Evidence of success will include: 1) increased teacher performance ratings on annual T-TESS evaluation, 2) increased student growth and performance on interim and end-of-the-year assessments, 3) increased teacher retention rate and reduced teacher turnover rate, 4) meeting professional development goals, and 5) completion of TIL training modules.

RVISD Will Apply for the Second Year of the TIL Grant. Positions of Teacher Leaders will remain regardless of the grant.

08



Teacher Leader Selection

THE DISTRICT LEADERSHIP TEAM WILL REVIEW AND SCORE TEACHER LEADER APPLICATIONS AND DOCUMENTS BASED ON THE FOLLOWING CRITERIA:



- Diversity that reflects the student population (priority to increase the district's need for diversity among teaching staff)
- Demonstrated passion for the teaching profession
- Outstanding recommendations from the principal, other supervisors, and/or colleagues
- Evidence of success in the classroom through student achievement data and evaluations
- Past experience mentoring student-teacher interns and/or new teachers
- Positive relationships with students and peers
- Experience delivering professional development on best-practices
- Commits to remaining in the district for at least three years for receiving a stipend

Priority will be given to teachers with diversity that represents the RVISD student population and who scored an overall rating on T-TESS of Distinguished or Accomplished in the areas of: Goal Setting; Content Knowledge & Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, & Procedures; and Differentiation.

INTERESTED STAFF WILL BE ASKED TO COMPLETE A TIL CANDIDATE APPLICATION WITH THE COMPONENTS LISTED WITHIN IT . CLICK THE LINK BELOW TO ACCESS THE APPLICATION.



[Fillable Application](#)
[Printable Application](#)





Moving Forward in our Journey to Success!!!



An RVISD Teacher Instructional Leader/RTI



PROTECTS

Teachers foster positive learning environments by providing classrooms that are supportive, safe, and academically challenging. They encourage positivity and relationships with students.

PROTECTS

- TIL's foster positive learning environments by providing teachers and classrooms with supportive, safe and academically challenging guidance and leadership. They encourage positivity and relationships with students and teachers. TIL's will work for the campus administrator in the supporting of teachers and students.

EXPECTS

Teachers establish clear learning expectations that enable students to reach their learning potential and equips them for success in their avenue of interest.



EXPECTS

- TIL's demonstrate passion for the teaching profession. They will support teachers in establishing clear learning expectations that enable students to reach their learning potential. TIL's are a major resource for equipping students with individualized learning and remediation. TIL's will help campus administrators in evaluation walkthroughs and will need to complete the T-TESS training.



PLANS

Teachers know their students' learning styles and needs and plan engaging lessons that promote critical thinking skills, foster a deep understanding of the content, and are differentiated to ensure growth for all students.

PLANS

- TIL's support teachers in identifying student's learning styles and needs. They aide teachers in planning engaging lessons that promote critical thinking skills through the coaching process. TIL's support teachers in fostering a deeper understanding of the content, and ensure differentiation to meet all RVISD students needs. TIL teachers model these characteristics as a remediation teacher as well.

REFLECTS

Teachers implement informal and formal assessments. The data from these assessments allows teachers to quickly adjust instruction to meet the needs of the students.



REFLECTS

- TIL's help create and implement informal and formal assessments. TIL's use this data to help teachers quickly adjust instruction to meet the needs of the students.



LEARNS

Teachers reflect on their craft, invite feedback from co-workers and campus leaders, and seek out new instructional strategies. They are committed to being the best teacher they can be.

LEARNS

- TIL's reflect on their craft, invite feedback from co-workers and campus leaders, and seek out new instructional strategies. They are committed to being the best teacher they can be. This position will require intensive training and professional development requirements. TIL's MUST commit to remaining in the district for at least three years.

EXPERIENCE

- TIL's will reflect the diversity of the student population. Specialized certifications and/or experience in special populations such as; ESL, SPED, GT etc. will be a priority. Experience mentoring teachers and/or delivering professional development is preferred and must be a strength.

TIL Q & A

Has the stipend been determined?

- Potential 8,000.00 stipend for the first 2 years
 - 187 day contract
 - 7-10 days of training throughout the year will be expected - the stipend will cover those days outside of the 187 days

Will the TIL be pulled to be used as a substitute for teacher shortages?

- ONLY as a last resort - principals and support staff will step into this need before asking TIL

What content areas will be included in the coaching aspect?

- Primarily reading and math but could cover multiple content areas

Nightly Meetings?

- Those have not been set yet
- TIL TEAM will create those together - we will accommodate needs as we can

If applying for all 4 positions, do I turn in 4 different applications?

- NO - please just detail your campus of interest

What are the outside school hours?

- These dates are not set as of yet our team will work together to create the date and times

Will there be any priority given to internal candidates vs. outside applicants?

- We will approach candidates equally- however those that currently serve in the district will be able to demonstrate their strengths in person vs. on paper through the application process.

What is the application deadline?

- Extended to April 1st

Resilient Schools Support Program

Year 2 Application

**SUBMISSION DEADLINE:
FRIDAY, MARCH 19 – 5 PM CT**



Introduction:

Resilient Schools Support Program (RSSP) Overview

Early data indicates that school closures and disruptions in SY19-20 and SY20-21 are likely to result in unfinished learning for many students statewide, making recovery and acceleration plans even more crucial. Many LEA central teams and campuses could benefit greatly from having access to tailored, targeted support to address the challenges posed by these unprecedented times. Further, LEA leadership teams are working hard to anticipate multiple scenarios and needs, including the potential continuation of remote and hybrid learning and extended, individualized support to students.

In response to these unprecedented challenges, the TEA is expanding the RSSP to extend support to more LEAs in SY21-22. By joining the RSSP, LEAs will receive customized technical assistance over the course of April 2021-June 2022 to build robust COVID recovery and acceleration plans, implementing continuous improvement cycles. RSSP LEAs will seek to improve student outcomes in an approach that is inclusive and supportive of the broader school community, particularly campus leaders, teachers, and families.

SY20-21 RSSP District Support

The RSSP currently serves 50+ LEAs this school year. RSSP supports have reached 5,700+ teachers, 450+ school leaders, 310+ district leaders and 370+ campuses. Program LEAs vary in all sizes and regions.

RSSP LEAs have received bi-weekly coaching, professional development, and implementation support in alignment to each district's individual needs and priorities. LEAs participating in RSSP this year report that the program has been valuable to achieving impact.

- ❖ 95% of participating LEAs agree that coaching meetings with their technical assistance partner is time well spent
- ❖ 97% of participating LEAs reporting seeing progress in at least one area of focus
- ❖ 96% of participants have found cohort learning opportunities to be insightful
- ❖ 94% of participants feel confident in implementing strategies from cohort learning opportunities

What Districts Participating in RSSP will Receive / Benefits

The RSSP will select up to 100 LEAs to support spring 2021 through summer 2022. Selected LEAs will be matched with highly qualified technical assistance providers. That provider, in partnership with TEA, will support LEAs to do the following things:

- ❖ Evaluate your COVID recovery and acceleration needs across the LEA
- ❖ Support you in crafting a recovery and acceleration implementation plan for school year 21-22 needs
- ❖ Co-develop and support implementation of campus level improvements
- ❖ Provide a direct line to TEA support and resources

Through this program, LEAs will receive support with continuously improving their identified highest leverage recovery and acceleration strategies. These improvements could include strategic interventions in tier one instruction, adapting existing curriculum or adopting new curriculum, supporting teacher development, revising schedules, better serving special populations and other related topics. Due to the highly fluid nature of the school year, TEA reserves the right to modify the programs or supports.

Selected LEAs must commit to making the Resilient Schools Support Program a cabinet-level priority. A full-time Cabinet-level team member (preferably the Chief Academic Officer or a similar role) must make this a yearlong priority and be willing to make significant improvements throughout the year.

Eligible Applicants:

All interested Texas LEAs are eligible to apply. Preference will be given to LEAs that participated in Year 1 of the Resilient Schools Support Program. Applications will be evaluated for four key criteria: Need, Commitment, Program Fit, and Application Quality. After applications are submitted, TEA staff will conduct 25-minute zoom interview with LEA Cabinet leaders to add context to the written application and make an acceptance decision. Superintendents and Chief Academic Officers are required to attend. Other cabinet and senior leadership members are invited to attend, but optional. You will receive an invite to interview upon submission of your application. The final RSSP cohort will be selected by taking into account LEA cohort diversity factors, including regional diversity.

RSSP Application Process and Timeline:

- By March 19: Submit application**
- March 1 - 24: Invited applicants engage in interviews**
- April 2: Accepted LEAs notified**
- April 2 - 8: LEA-TA Partner match notification**
- By April 8: Accepted LEAs must confirm participation**
- April 14th OR 16th (*tentative*): RSSP Launch Webinars**

Note: TEA reserves the right to evolve and shift program details and timeline described above

How to Submit:

E-mail your completed application (saved as a Word doc) to RSSP@tea.texas.gov

- Late or incorrectly formatted applications will not be accepted
- Contact RSSP@tea.texas.gov with questions

Resilient Schools Support Year 2 Program Application

Section 1: LEA Information

1. LEA Name: Rio Vista ISD

2. LEA Number: 126907

3. Region Number: 11

4. Key Contact Information (enter in table below):

Note: Each LEA is required to select a Project Lead for the RSSP. This person will serve as the primary contact for both the TEA and technical assistance providers, and will be responsible for project management and coordination within the LEA. A Chief Schools Officer or Chief Academic Officer is recommended.

Superintendent Name	Jaylynn Cauthen
Superintendent Email	jcauthen@rvisd.net
Superintendent Phone	6824291960
RSSP Project Lead (Primary Contact) Name	Jaylynn Cauthen
RSSP Project Lead (Primary Contact) Email	jcauthen@rvisd.net
RSSP Project Lead (Primary Contact) Title	Superintendent

Section 2: Current State

1. In the table below, please indicate your interest in receiving COVID Recovery support tied to each lever of the Effective Schools Framework. Note that the answers you provide will not limit the type of support your LEA will receive if accepted into the program. Instead, this information will be used to better understand your LEA's key areas of need.

Area for COVID Recovery Support (ESF-aligned)	Place an X in this column if you would like COVID Recovery support in this area
ESF Lever 1: Strong School Leadership and Planning <ul style="list-style-type: none"> ● Planning for COVID recovery & learning acceleration ● Data collection and progress monitoring 	X
ESF Lever 2: Effective, Well-Supported Teachers <ul style="list-style-type: none"> ● Observation and feedback ● Professional development ● Strategic scheduling and staffing solutions 	X
ESF Lever 3: Positive School Culture <ul style="list-style-type: none"> ● Social emotional supports for teachers and students ● Student mental health and wellbeing 	X
ESF Lever 4: High-Quality Curriculum	

<ul style="list-style-type: none"> ● Curriculum audits and/or selection ● High Quality Instructional Material Adoption (including Texas Home Learning curriculum, if applicable) 	
ESF Level 5: Effective Instruction <ul style="list-style-type: none"> ● Accelerated Tier 1 instruction to address learning loss ● Planning and implementing intensive interventions ● Support for diverse learners (e.g., Students with Disabilities, English Learners) ● Teacher collaboration & PLCs 	X
Other <i>Please describe any other specific areas where you would like to receive COVID-recovery support.</i>	Tutoring and Intervention Support

2. In the table below, please place an X in the appropriate column to indicate any areas where you are **considering adopting new instructional materials or curriculum**, or where you have **recently adopted new curriculum** and are interested in **implementation support**. Note that curriculum adoption is not a requirement of the program, but rather an optional support; your response to this question will help us better understand your LEA’s needs. RVISD uses TEKS Resource System as our curriculum, but we just began the process of implementing it. We could use support in this implementation process.

Grade Levels	ELAR	Math	Science	Social Studies
Pre-K				
K-2				
3-5				
6-8				
9-12				

3. (If applicable) Please describe any tentative plans you have for remote learning next year. Include:
- Under what circumstances would students engage in remote learning?
 - What structures are you currently considering to deliver remote instruction (e.g., a virtual academy, split staffing, split scheduling, concurrent instruction)?

[200 words max]

- We would use remote learning while students are quarantined or sick.*
- I am considering having a remote teacher who handles remote learning each day. With our district’s small student numbers, and lack of support staff, remote learning would be more successful if taken off of the RVISD teachers and devoted to one or more individuals.*

Section 3: Proposed Project Focus

1. What are your LEA's 3 most important goals or priorities for SY21-22? Describe how those priorities were selected and what you hope their impact will be on student learning. [200 words max]

1. Filling student gaps. Providing remediation and intervention for student's regression in learning.
2. Ensuring that high quality, high priority, standards based instruction is being delivered to our students.
3. To ensure that consistent and relevant progress monitoring is taking place. To ensure that this data is used to drive instruction, create an RTI plan, and ensure that students are progressing towards grade level standards as well as any gaps that were created due to COVID 19.

2. Describe how you are currently tracking, or planning to track, learning loss. Include any challenges or barriers you have faced, or that you anticipate facing, in measuring and tracking learning loss. [200 words max]

RVISD participated in the interim assessments provided by TEA at the beginning of the school year. The barriers faced with these assessments were the amount of time that it took to complete these assessments and try to interpret results. We were also trying to figure out how to successfully hold school face to face while creating the many systematic changes needed with both COVID-19 and a new administration. We have now purchased Renaissance STAR Assessments for K-12. Our high school students and administrators are not familiar with this program, so we are currently troubleshooting through its implementation. We have trained and implemented TEKS resource unit assessments that will help to ensure the is not continued learning loss.

3. Describe what your hope to gain from the RSSP, as well as how you hope RSSP supports will align with your LEA's key priorities. [300 words max]

1. RVISD is in need of a curriculum or resources for RTI and tutoring. Our teachers and administrators also need support in ensuring that RTI and tutoring are successful.
2. Our administrators need support for supporting the teachers in delivering a high quality instruction. We are working hard to provide professional development on the district's adopted TEKS Resources System Curriculum, but this is a slow process and there is a gap in teacher understanding of standards based teaching.
3. RVISD needs a digital platform that holds and disaggregates the multiple student data points that we have. RVISD administrators and teachers need support in using that data to drive instruction and fill student gaps.

Section 4: LEA Commitments to RSSP

1. **Team Commitment:** As part of the RSSP, LEAs will be asked to form an RSSP Team that regularly partners with RSSP technical assistance providers and meets as a central LEA team to advance RSSP initiatives. To the best of your current understanding, please fill in the last column in the table below with the names of the individuals who would be on your LEA’s RSSP team:

Team Role	Key Responsibilities	Name(s) & Title(s)
Senior Project Sponsor [Required] (Superintendent or Chief Academic Officer recommended)	<ul style="list-style-type: none"> Ensures RSSP initiatives are sufficiently resourced and prioritized across the LEA Sets vision and strategy for RSSP initiatives Steers team toward project outcomes, works to remove barriers to team progress 	<u>Jaylynn Cauthen</u> <u>Rio Vista ISD Superintendent</u>
RSSP Project Lead / Primary Contact [Required] (Chief Schools Officer, Chief Academic Officer recommended)	<ul style="list-style-type: none"> Serves as primary point of contact with TEA and RSSP technical assistance provider Project manages RSSP internally Coordinates across LEA teams to execute project to meet outcomes Plans for and facilitates RSSP internal LEA coordination meetings Escalates arising issues 	<u>Jaylynn Cauthen</u> <u>Rio Vista ISD Superintendent</u>
Curriculum & Instruction Lead [Required]	<ul style="list-style-type: none"> Ensures effective execution of RSSP-related C&I action steps and coordination Provides C&I perspective as needed 	<u>Jaylynn Cauthen</u> <u>Rio Vista ISD Superintendent</u>
Data Lead [Required]	<ul style="list-style-type: none"> Ensures effective execution of RSSP-related data action steps and coordination Provides data perspective as needed Supports Project Lead in data reporting 	<u>Ashely Jones</u> <u>Special Populations Coordinator</u>
Diverse Learner Lead [Required] (Special education or multi-tiered system of supports lead recommended)	<ul style="list-style-type: none"> Ensures effective execution of RSSP-related action steps and coordination Consistently brings diverse learner lens to proposed plans, tools, and training to advance access for all students 	<u>Ashely Jones</u> <u>Special Populations Coordinator</u>
Possible Focus School Leader(s)* [Required] (Recommend including at least 2-3 school leaders who will be highly involved)	<ul style="list-style-type: none"> Provide school leader perspective and feedback to ensure effective translation of RSSP plans, training, tools to school sites Actively partner with RSSP team to ensure strong onsite implementation <i>Possible role</i> – Run early pilots and tests of new tools and practices 	<u>Jeanne Cobb, Assistant Superintendent,</u> <u>Cassie Lloyd, Early Literacy Director,</u> <u>Michael Zook, Elementary Principal,</u> <u>Michele Drake, Middle School Principal,</u> <u>Charles Mims, High School Principal</u>
Faculty Advisory Group [Recommended] (Recommend including at least 2-3 faculty members)	<ul style="list-style-type: none"> Provide periodic educator perspective and feedback to ensure effective translation of RSSP plans, training, and tools to the classroom; bring teacher voice into process <i>Possible role</i> – Run early pilots and tests of new tools and practices 	<u>1 Teacher Instructional Leader/RTI Teacher at each campus= 4 teachers</u> We just received the Teacher Instructional Leadership Grant, so we are in the process of hiring these individuals.
Technology Lead [Recommended]	<ul style="list-style-type: none"> Ensures effective execution of RSSP-related technology action steps and coordination Provides technology perspective as needed 	<u>Chuck Lister, Technology Director</u>
Other (optional):		

*Focus schools will be finalized after the start of the program.

2. Commitments: In the last column, **bold** “Yes” or “No” to indicate your ability to commit to each type of RSSP support or commitment listed

Commitment	Content	Frequency (suggested)	Duration (suggested)	Team members (required members bolded, others included as needed)	LEA RSSP team able to meet this commitment? (Please bold your answer)
RSSP Kickoff	TA providers and Project Lead partner to facilitate an RSSP project kickoff, clarify next steps and team roles	Once, start of year	90 min	Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	Yes / No
LEA RSSP collaboration meetings	Project Lead facilitates RSSP team meetings to make decisions, review deliverables, and align on coordinated action to move the work forward	Biweekly (may be weekly at the start)	60 min	Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	Yes / No
Technical assistance provider collaboration meetings	TA providers share tools, resources, plans, or collateral for feedback; provide consultation to RSSP team members	Weekly	60 min	Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	Yes / No
Improvement Review	TA providers partner with Project Lead, Data Lead to facilitate a data-backed progress review to inform next steps or pivots	Quarterly, occurs 4x over course of SY20-21	90 min	Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	Yes / No
TEA Progress Check-in	TEA representative facilitates brief check-ins to ensure LEA needs are being supported, relevant learning is being shared across LEAs	Once every 3-4 weeks	30 min	Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	Yes / No
Campus-Level Supports	TA Providers provide direct or indirect (alongside LEA staff) professional	Dependent on improvement plan, utilizing existing in-service, PLC, or		Senior Project Sponsor Project Lead Focal School Leader(s) C&I Lead	Yes / No

	development and/or coaching directly to campus leaders, coaches, and teachers	professional development structures	Technology Lead Data Lead Diverse Learner Lead Faculty Advisory Group	
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3. *(Optional)* Please include any relevant explanation for your answers above: [50 words max]

If this could be aligned with the Teacher Instructional Leadership and Grow Your Own Grant that the district just received it would be beneficial.

Section 5: Optional Section – Supplemental Information

Limit: 250 words maximum for this section

1. Is there any additional information you would like to share, to inform our review of your application?

Rio Vista ISD has a completely new administration this year. Our team is extremely knowledgeable, each with different strengths to bring to the table. Leading a small school district as new leadership during COVID-19 has many challenges. Through these challenges there has been much success. Primarily, initiating systems and procedures has been the largest barrier for our administration this school year. Principals do not have assistant principals or instructional specialists at their campuses due to funding, so it can be challenging to successfully support the teachers and school in being fully effective. We are very excited to have received the Teacher Instructional Leader Grant that will provide training and stipends for 1 teacher at each campus. The salary is not funded, so we will have to adjust funds in order to make these positions possible eliminating the possibility of assistant principals or instructional specialists. Our administration team needs funded support to help ensure that we provide the best education possible to our RVISD students.

2. What recommendations do you have for how RSSP can best support LEAs?

For RVISD the RSSP program could provide instructional data platforms, disaggregation tools, intervention curriculum, support for progress monitoring and curriculum support. Most importantly, the RSSP program can provide these things at no cost to the district, and in a fashion that supports the school district rather than adding additional workloads to administration or teachers. Evaluating the district’s position in staffing and the work that is successfully already in place is a great place to start. It is important that the program values the district’s expertise and work accomplished within the system, and then finds a comfortable process for support.

Section 6: RSSP Program Assurances

By completing this application, the Superintendent commits to the following RSSP assurances:

1. The LEA commits to implementing the improvements planned via RSSP in the LEA-led planning process.
2. The LEA commits to requested RSSP network events and supports, particularly:

Support/Event	Duration	Frequency
RSSP Launch Webinar	90 min	Once (start of program)
TA Partner collaboration	60 min (minimum)	Weekly
LEA RSSP Team collaboration	60 min (minimum)	Biweekly
Improvement Review	90 min	Four times, quarterly
TEA progress check-in	30 min	Monthly
Campus-Level Supports	Dependent on improvement plan, utilizing existing in-service, PLC, or professional development structures	

3. The LEA commits to appointing an RSSP team as outlined in Section 4, noted below:

RSSP Team Role	Guidance
Senior Project Sponsor *Superintendent or Chief Academic Officer recommended	Required
RSSP Lead / Primary Contact	Required
Curriculum & Instruction Lead	Required
Technology Lead	Recommended
Data Lead	Required
Diverse Learner Lead *Special education or multi-tiered system of supports lead recommended	Required
Focal School Leader(s) *Recommend including at least 2-3 school leaders who will be highly involved; to be finalized after the project begins	Required
Teacher Advisory Group *Recommend including 2-3 teachers	Recommended
Technology Lead	Recommended

4. The LEA will collaborate with the TEA and TA partners, giving classroom, tool, data access as needed:
 - a. TA partners and the TEA will periodically need access to observe or join classrooms or internal meetings to gauge progress and better support LEAs. Note that this access is not for accountability purposes, but rather to inform how the TEA can improve technical assistance to the LEA and to better understand RSSP program successes and areas for improvement.
 - b. TA partners and the TEA may request specific data in order to monitor progress and assess program impact; any data collected will not be used for accountability purposes.
 - c. TA partners will collaborate with your team to establish and assess progress against data baselines periodically throughout the project
 - d. The TEA intends to share helpful tools, training, and resources developed by RSSP participants across the RSSP network and Texas schools broadly

TEA commits to supporting LEAs in completing all RSSP Program Assurances.

Jaylynn Cauthen	3/17/21
Superintendent [Type in name above]	Date

Jaylynn Cauthen	3/17/21
Project Lead [Type in name above]	Date

Middle of the Year RVISD Data

2020-2021

ELC Growth

Pre-K

Circle Data- Wave 2

LEXIA Data

MOY Data: 32% working on grade level material, 68% working on above grade level material

72% of Pre-K students are on target

Measure		On Track	Needs Support
Rapid Letter Naming		74%	26%
Rapid Vocabulary	Rapid Vocabulary 2	87%	13%
	Overall Measure	87%	13%
Phonological Awareness	Syllabication	45%	55%
	Onset-Rime	65%	35%
	Alliteration	39%	61%
	Rhyming I	61%	39%
	Overall Measure	71%	29%
Optional PA	Listening	71%	29%
	Words in a Sentence	27%	73%
	Rhyming II	32%	68%
	Overall Measure	74%	26%
Math	Rote Counting	43%	57%
	Shape Naming	84%	16%
	Number Discrimination	84%	16%
	Number Naming	61%	39%
	Shape Discrimination	81%	19%
	Counting Sets	74%	26%
	Operations	71%	29%
	Overall Measure	90%	10%
Optional Math	Patterns	*	*
	Real World	*	*
	Overall Measure	97%	3%
Letter-Sound Correspondence		84%	16%
Story Retell and Comprehension		*	*
Book and Print Knowledge		*	*
Science		97%	3%
Social Studies		94%	6%

* Measure has no benchmarks.

Kinder

TX-KEA Data-Wave 2

LEXIA Data

BOY Data: 40% working on grade level material, 60% working on below grade level material

MOY Data: 81% working on grade level material, 16% working on above grade level material, 3% working on below grade level material

Renaissance Data

Grade Equivalent Median: 0.9 -- with 27 of 63 students performing at or above a first grade level

Measure		On-Track	Monitor	Support
Vocabulary	Vocabulary 2	70%	7%	23%
	Overall Measure	70%	7%	23%
Letter Names - Pilot		*	*	*
Spelling	Spelling 2	66%	8%	26%
	Overall Measure	66%	8%	26%
Letter Sounds	Letter Sounds 2 Receptive	*	*	*
	Letter Sounds 2 Expressive	*	*	*
	Overall Measure	56%	11%	33%
Blending	Blending 2	77%	10%	13%
	Overall Measure	77%	10%	13%
Decoding	Decoding 2	51%	5%	44%
	Overall Measure	51%	5%	44%
Math	Math Part 1 W2	*	*	*
	Math Part 2 W2	*	*	*
	Overall Measure	69%	8%	23%
Science	Science 2	100%	0%	0%
	Overall Measure	100%	0%	0%

* Measure has no benchmarks.

Elementary Growth

First Grade

Blending- increase from 52% mastery in Wave 1 to 73% in Wave 2

Word Reading - increase from 23% mastery in Wave 1 to 35% in Wave 2

Reading Comprehension- increase from 61% mastery in Wave 1 to 73% in Wave 2

Reading Fluency- increase from 9% mastery in Wave 1 to 45% in Wave 2

Renaissance Grade Equivalent Median: 1.3 -- with 29 students at or above expected grade level of 1.8, and 15 of those students performing at or above a second grade level.

Measure	D	SD
Blending Word Parts	71%	29%
Blending Phonemes	75%	25%
Deleting Initial Sounds	64%	36%
Deleting Final Sounds	65%	35%
Initial Consonant Substitution	71%	29%
Final Consonant Substitution	88%	12%
Middle Vowel Substitution	89%	11%
Initial Blending Substitution	52%	48%
Blends in Final Position	65%	35%
Word Reading 1	43%	57%
Word Reading 2	35%	65%
Word Reading 3	32%	68%
Word Reading 4	28%	72%
Fluency - Rex	48%	52%
Reading Comp - Rex	87%	13%
Listening Comp - Rex	*	*
Accuracy Level - Rex	82%	18%
Fluency - Bats	42%	58%
Reading Comp - Bats	58%	42%
Listening Comp - Bats	*	*
Accuracy Level - Bats	83%	17%

* Measure has no benchmarks.

Second Grade

Spelling- increase from 14.5% mastery in Wave 1 to 41% in Wave 2

Word Reading - increase from 39% mastery in Wave 1 to 62% in Wave 2

Reading Comprehension- increase from 51% mastery in Wave 1 to 70% in Wave 2

Reading Fluency- increase from 17% mastery in Wave 1 to 28% in Wave 2

Renaissance Grade Equivalent Median: 2.9 -- with 35 of 63 students at or above expected grade level of 2.8, and 28 of those students performing at or above a third grade level.

Measure	D	SD
Spelling Set 1	74%	26%
Spelling Set 2	30%	70%
Spelling Set 3	46%	54%
Spelling Set 4	14%	86%
Word Reading Set 1	85%	15%
Word Reading Set 2	62%	38%
Word Reading Set 3	53%	47%
Word Reading Set 4	47%	53%
Fluency - Spring Break	32%	68%
Read Comp - Spring Break	90%	10%
Lis Comp - Spring Break	*	*
Accu Level - Spring Break	87%	13%
Fluency - Meat-Eating Plants	23%	78%
Read Comp - Meat-Eating Plants	50%	50%
Lis Comp - Meat-Eating Plants	*	*
Accu Level - Meat-Eating Plants	81%	19%

* Measure has no benchmarks.

Elementary Growth

Third Grade

Renaissance Grade Equivalent Median: 3.8 -- with 27 students at or above expected grade level of 3.8, and 19 of those students performing at or above a fourth grade level.

MOY READING benchmark summary:

STAAR Performance Standards

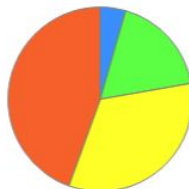
Standard	Criteria	Students	Percent
Masters	$\geq 85\%$	2	4%
Meets	$\geq 76\% < 85\%$	6	13%
Approaches	$\geq 53\% < 76\%$	18	40%
Below	$< 53\%$	19	42%



MOY MATH benchmark summary:

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 88\%$	2	4%
Meets	$\geq 75\% < 88\%$	8	18%
Approaches	$\geq 53\% < 75\%$	15	33%
Below	$< 53\%$	20	44%



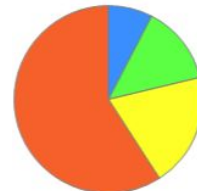
Fourth Grade

Renaissance Grade Equivalent Median: 4.3 -- with 27 students at or above expected grade level of 4.8, and 20 of those students performing at or above a fifth grade level.

MOY READING benchmark summary:

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 86\%$	5	8%
Meets	$\geq 75\% < 86\%$	9	14%
Approaches	$\geq 53\% < 75\%$	13	20%
Below	$< 53\%$	39	59%



MOY MATH benchmark summary:

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 83\%$	3	5%
Meets	$\geq 72\% < 83\%$	5	8%
Approaches	$\geq 50\% < 72\%$	29	44%
Below	$< 50\%$	29	44%



Middle School Reading Data

Fifth Grade:

MOY Benchmark: 19 of 49 pass, 1 mastered, 5 meets, 13 approaches

Renaissance Grade Equivalent Median: 4.4 -- with 6 students at or above expected grade level of 5.8, and 6 of those students performing at or above a sixth grade level.

Seventh Grade

MOY Benchmark: 33 of 52 pass, 3 mastered, 7 meets, 23 approaches

Renaissance Grade Equivalent Median: 6.3 -- with 16 of 41 students at or above expected grade level of 7.8, and 14 of those students performing at or above a eighth grade level.

Sixth Grade:

Renaissance Grade Equivalent Median: 5.5 -- with 15 of 54 students at or above expected grade level of 6.8, and 12 of those students performing at or above a seventh grade level.

MOY Benchmark:

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 88%	4	7%
Meets	>= 78% < 88%	9	16%
Approaches	>= 58% < 78%	19	35%
Below	< 58%	23	42%



Eighth Grade

MOY Benchmark: 33 of 52 pass, 3 mastered, 7 meets, 23 approaches

Renaissance Grade Equivalent Median: 6.7 -- with 10 of 57 students at or above expected grade level of 8.8, and 9 of those students performing at or above a ninth grade level.

Middle School Math Data

Fifth Grade:

MOY Benchmark: 3 of 49 pass, 0 mastered, 0 meets, 3 approaches

Renaissance Grade Equivalent Median: 4.9 -- with 18 students at or above expected grade level of 5.8, and 16 of those students performing at or above a sixth grade level.

Seventh Grade

MOY Benchmark: 34 of 52 pass, 0 mastered, 19 meets, 16 approaches

Renaissance Grade Equivalent Median: 5.8 -- with 10 of 42 students at or above expected grade level of 7.8, and 8 of those students performing at or above a eighth grade level.

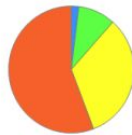
Sixth Grade:

Renaissance Grade Equivalent Median: 6.1 -- with 15 of 54 students at or above expected grade level of 6.8, and 16 of those students performing at or above a seventh grade level.

MOY Benchmark:

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 79%	1	2%
Meets	>= 61% < 79%	5	10%
Approaches	>= 37% < 61%	17	33%
Below	< 37%	29	56%



Eighth Grade

MOY Benchmark: 12 of 52 pass, 0 mastered, 7 meets, 5 approaches

Renaissance Grade Equivalent Median: 8.4 -- with 20 of 49 students at or above expected grade level of 8.8, and 19 of those students performing at or above a ninth grade level.

High School Data by EOC Subject

Algebra 1

Students: 35 Passed: 27 (77%) Average Score: 44

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 76\%$	0	0%
Meets	$\geq 61\% < 76\%$	4	11%
Approaches	$\geq 35\% < 61\%$	23	66%
Below	$< 35\%$	8	23%



US History

Students: 45 Passed: 41 (91%) Average Score: 63

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 78\%$	8	18%
Meets	$\geq 63\% < 78\%$	14	31%
Approaches	$\geq 43\% < 63\%$	19	42%
Below	$< 43\%$	4	9%

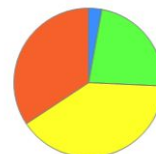


Biology

Students: 35 Passed: 23 (66%) Average Score: 46

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 82\%$	1	3%
Meets	$\geq 60\% < 82\%$	8	23%
Approaches	$\geq 38\% < 60\%$	14	40%
Below	$< 38\%$	12	34%



High School Data by EOC Subject

English 1

Students: 37 Passed: 27 (73%) Average Score: 63

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 89\%$	2	5%
Meets	$\geq 66\% < 89\%$	17	46%
Approaches	$\geq 57\% < 66\%$	8	22%
Below	$< 57\%$	10	27%

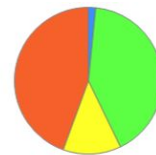


English 2

Students: 63 Passed: 35 (56%) Average Score: 60

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	$\geq 91\%$	1	2%
Meets	$\geq 69\% < 91\%$	26	41%
Approaches	$\geq 60\% < 69\%$	8	13%
Below	$< 60\%$	28	44%



Moving Forward...

Reading										
Grade	1	2	3	4	5	6	7	8	Eng. 1	Eng. 2
% of Students at or above grade level	64%	56%	57	42%	39%	58	63%	63%	73%	56%
% of Students below grade level	36%	44%	42%	59%	61%	42%	37%	37%	27%	44%

Math									
Grade	1	2	3	4	5	6	7	8	Alg. 1
% of Students at or above grade level	48%	78%	56%	57%	6%	45%	65%	23%	77%
% of Students below grade level	52%	22%	44%	44%	94%	56%	35%	77%	23%

RTI has begun across the campuses throughout the school day to provide intervention and reach our district goal of each student growing at least 1 grade level.

Tutorials started this week on some campuses with in person, online, small group, and one on one options provided to students for reteaching and intervention on specific skills.

Summer School plans and criteria are underway

RVISD 2021-2022 Calendar Proposal

Year: **2021**

Start Month: **7**

July '21						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '21						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March '22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

State Assessments	
December	7-10 (HS EOC)
March	7-11 TELPAS
April	5-8 STAAR
April	11-15 MS STAAR
May	4 - 20 (EOC & STAAR)
June	21 - 24 (Retest)
School Traditional Holidays	
Labor Day	Sept 6
Columbus Day	Oct 11
Thanksgiving	Nov 22 - 26
Christmas Break	Dec 20 - Dec 31
MLK Day	Jan 17
Spring Break	Mar 14 - 18
Memorial Day	May 31
Staff Development/Student Holiday	
August 9-13	
January 3-4	
New Teacher Orientation/Training	
August 5-6	
Grading Periods	Number of Days
1st: 8/16 - 10/15	43
2nd: 10/18 - 12/17	40
3rd: 1/5 - 3/11	47
4th: 3/21 - 5/27	50
Total Student Days	180
Early Release Days	
August 16 & 17	
October 18	
November 19	
December 17	
February 18	
April 15	
May 27	

Full Days	172 (@ 450 Minutes)	77,400
Half Days	8 (@ 270 Minutes)	2,160
Total Minutes		79,560
Yearly Minutes = 79,560 (75,600 is state minimum)		
Full Day : 8:00 - 3:30 = 450 minutes		
Half Day : 8:00 - 12:30 = 270 minutes		
<i>The State recognizes a full day as 420 minutes</i>		

Excess Minutes 3,960 187 Teacher Total Days
 Extra Days 180 Student Days
 9.43 7 Staff Development Days

9/24 *End first 6 weeks for UIL eligibility

Texas Education Agency
Division of Financial Compliance

Notification of Intent to Change the Fiscal Year Start Date

In accordance with Texas Education Code, Section 44.0011, the board of trustees of the district determines whether the fiscal year of a school district begins on July 1 or September 1 of each year.

Instructions:

- Please provide the indicated information and signatures where indicated.
- This form should be filed no later than June 30th, one year before the district's change in fiscal year start date.
- If the district decides NOT TO CHANGE (after submission of this form) or decides to CHANGE BACK to a September 1st start date, please submit a new form to the Division of Financial Compliance.
- **Special Note:** Charter Schools must amended their charter prior to submission of this form

Change Start Date to (check one): July 1st September 1st

Start Date of New Fiscal Year (e.g. July 1, 2015): July 1st, 2022

Name of District: Rio Vista ISD

County-District Number: 126907

Regional Service Center Number: 11

Approved Copy Of School District Board of Trustees Minutes Approving Change In Fiscal Year Start Date (Required).

➤ Type Name of Superintendent: Jaylynn Caughen

Signature of Superintendent: _____ Date: _____

➤ Type Name of School Board President: Chris Pinyan

Signature of Board President: _____ Date: _____

Please email this form and a copy of board minutes to FiscalYearChange@tea.texas.gov

Questions concerning this form may be forwarded to Division of Financial Compliance at (512) 463-7652.