



2026 Accountability Ratings

Writing Success Stories, One Student At A Time.

Presentation Overview



OUR ACCOUNTABILITY STORY

01 **ALIGN** Understanding the accountability framework

02 **WHAT?** District and campus results

03 **SO WHAT?** Key findings and implications

04 **NOW WHAT?** Priorities and high level systemic adjustments

05 **EARLY LITERACY UPDATE**

STAAR & Accountability



STAAR PERFORMANCE

- ✓ Measures Student Performance
- ✓ How students performed on state assessment
- ✓ Reported by subject, grade level, and performance level
- ✓ Did Not Meet • Approaches • Meets • Masters
- ✓ One major input into accountability

Puzzle Piece



ACCOUNTABILITY RATINGS

- ✓ Evaluates Overall Performance
- ✓ How effectively a campus/district **performed across multiple state measures**
- ✓ Reported as an **overall rating** and **domain scores**
- ✓ **A • B • C • D • F**
- ✓ A broader evaluation **incorporating STAAR and other outcomes**

Entire Puzzle

Accountability Framework



3 MAJOR AREAS USED TO RATE CAMPUSES/DISTRICTS

Student Achievement Domain 1



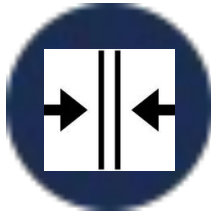
Measures student performance on STAAR, graduation outcomes, and readiness for success beyond high school

School Progress Domain 2



Measures student growth over time and compares district performance to districts serving similar economically disadvantaged student populations

Closing the Gaps Domain 3



Measures how well a district is ensuring that all student groups are successful

A-F Accountability System



1 STUDENT ACHIEVEMENT

Elementary & Middle
100% STAAR Performance

High School / District
40% STAAR Performance
40% CCMR
20% Graduation Rate

Domain Letter Grade

CHOOSE
THE
HIGHER
OF



2 SCHOOL PROGRESS

Better of Part A or Part B

PART A



Academic Growth

PART B



Relative Performance

OR

Domain Letter Grade



3 CLOSING THE GAPS

- Academic Achievement
- Academic Growth
- Graduation Rates
- English Language Proficiency (ELP)
- Student Success (STAAR)
- School Quality (CCMR)

Domain Letter Grade



**OVERALL
LETTER
GRADE**

BEST OF ACHIEVEMENT OR PROGRESS

70%

CLOSING THE GAPS

30%

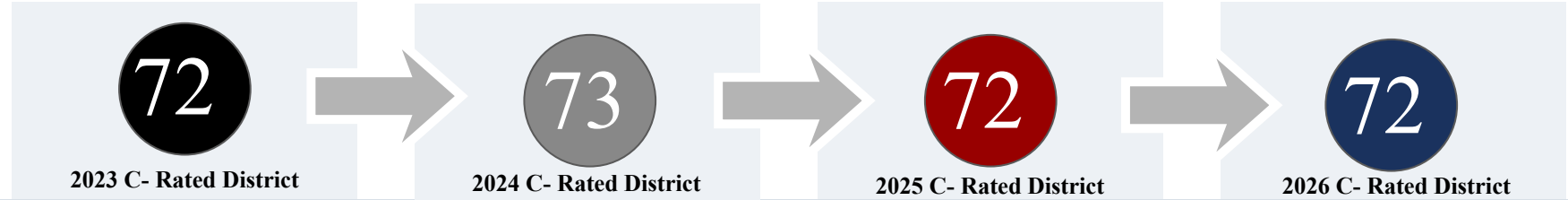
District Results at a Glance



OVERALL RATING



Domain	Score	Rating
Domain 1: Student Achievement	69	D
Domain 2: School Progress 2A: Academic Growth 2B: Relative Performance	68	D
Domain 3: Closing the Gaps	71	C



Duncanville ISD Accountability at a Glance



State Ratings | 2025-2026

District / Campus	2025	2026
District	C	C
DHS	B	C
PACE	B	C
Byrd	F	F
Kennemer	C	C
Reed	C	D
Daniel	F	B
Hardin	C	C
Acton	D	D
Alexander	F	C
Bilhartz	F	C
Fairmeadows	D	B
Hastings	C	B
Hyman	C	D
Brandenburg	F	D

Key Areas of Celebration & Growth



1

46% of campuses improved by at least one letter grade (vs. ~31% statewide); 31% improved by two+ performance levels (vs. ~7% statewide).

2

Reduced the number of “F” campuses from 7 to 1.

3

Elementary campuses went from earning 0 distinctions to earning 10 distinctions

4

DHS Collegiate Academy rose from 12 to 14 of 16 ECHS distinctions (Based on OBM). DHS achieved double-digit STAAR gains in Algebra I and Biology.



Key Findings & Implications



1

Student Achievement data indicates a need to strengthen Tier 1 instruction

2

Middle School data highlights a clear opportunity for focused support

3

Accelerate school improvement campuses through targeted, differentiated support

4

Provide consistent, research based interventions and enrichment opportunities

Next Steps: High Level Systemic Adjustments



1

Intentionally adjust high-touch presence in schools and classrooms to observe and refine instructional quality in real time. District and SustainedED support with observation and feedback.

2

High-Quality Instructional Material Support. Providing ready-to-use tools & bridging resources reduce lesson-creation load so teachers can focus on internalization, delivery, and execution.

3

Restructured Intervention Services. Differentiating support for individual student needs.

4

Take immediate, decisive action whenever performance data or classroom monitoring reveals gaps in instructional quality.

Roadmap to Impact



October Board Workshop

To deepen trustees' understanding of key district priorities, encourage collaborative discussion, and support informed decisions that improve student outcomes.

Overview of our Roadmap to Impact, outlining the academic initiatives designed to drive stronger student outcomes.

The presentation will include:

- A review of our adjusted structure
- An overview of BOY data and assessments
- Systems in place for support, monitoring, and accountability
- Key changes implemented this year and how these shifts are intended to yield improved results will also be highlighted.



Early Literacy Updates & Data Report

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Early Literacy Updates



Year 1 Review

- Quarterly classroom observations & instructional feedback for all Kindergarten - 2nd Grade teachers
 - Data alignment to observation data
- Teacher training focused on foundational reading skills as outlined in the Early Literacy Handbook
- Use of Heggerty as supplemental Phonemic Awareness curricular material

Year 2 Updates

- Continued classroom observations and instructional feedback for all Kindergarten - 2nd Grade teachers each quarter
- Extended foundational skills training to include Oral Reading Fluency
- Training of the Instructional Coaches in Heggerty to allow for campus-level expertise
- Partnership with campus leadership to strengthen Early Literacy practices as outlined within the Early Literacy Handbook

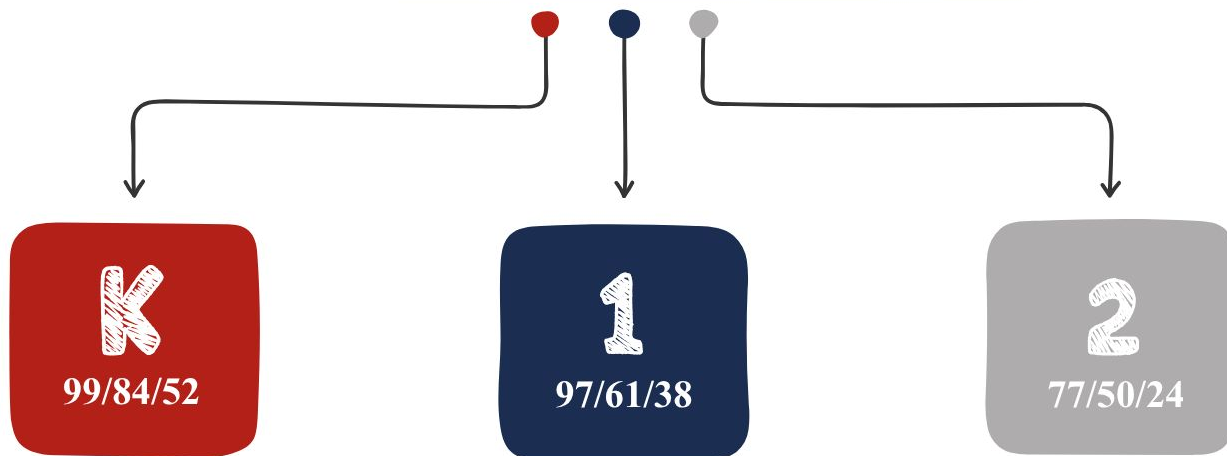
2026 End-of-Year Early Literacy Data & STAAR Alignment



The district goal for STAAR performance is currently:

85 Approaches / 45 Meets / 35 Masters

Below is the Kindergarten - 2nd Grade alignment to this standard based on EOY iReady data.



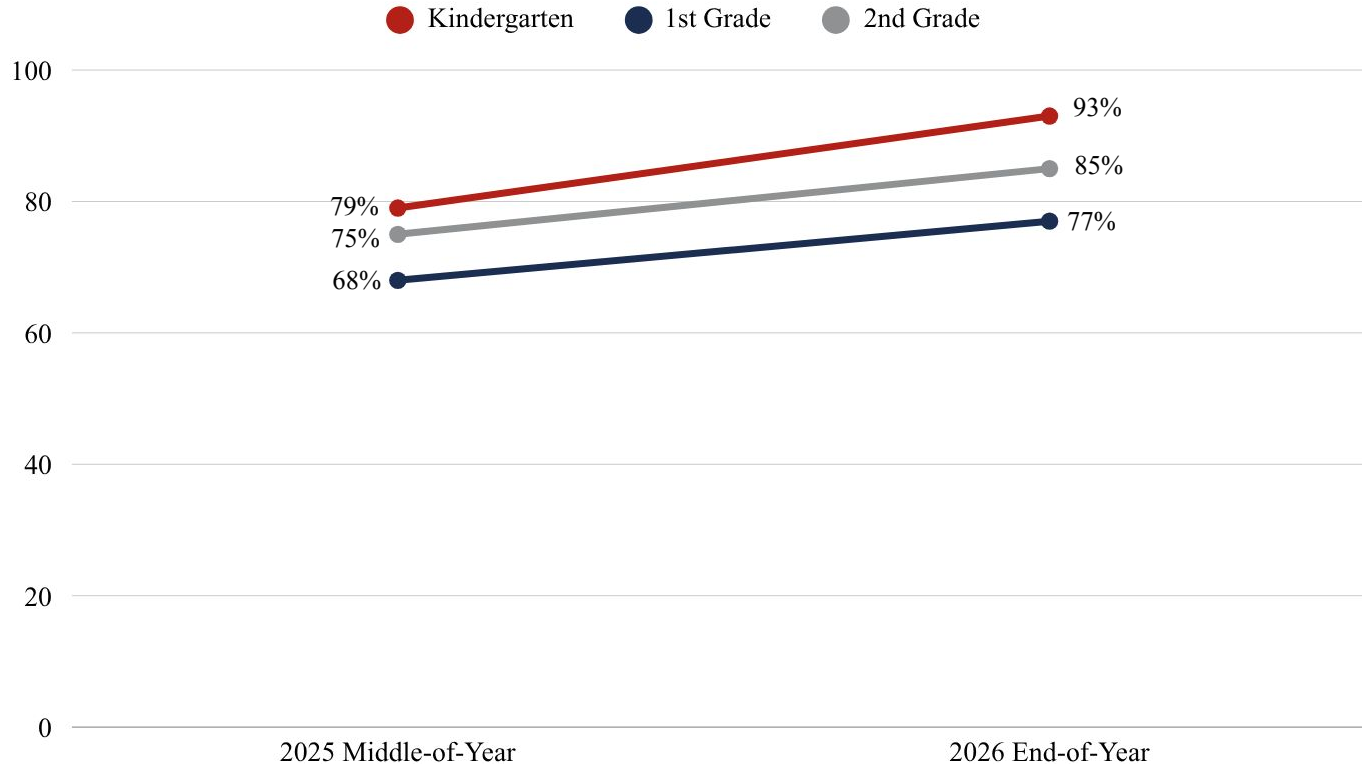
*This correlation was created using iReady End-of-Year results:

One grade-level behind (**Approaches**); On grade-level (**Meets**), and Above grade-level (**Masters**)

Tiering and Data Alignment



Alignment between Instructional Tier and Student Achievement Data



2026 Early Literacy Educator Spotlights & Data



Hyman Educator

Began the 2025-2026 school year with observation data that showed significant room for improvement in reading instruction. After coaching and specific training, the teacher ended the year at one of our highest levels of instructional efficacy. Student achievement data showed only 39% of students on track at middle of year, but **90%** of students ended the year **ON or ABOVE grade level**.

Hastings Educator

Impeccable attitude, willingness to learn and be coached - in the first three nine weeks of instruction, she was observed with opportunities for improvement in direct reading instruction. She received support and attended reading training all year. She ended the year with student data that exceeded the district goal of 85% approaches and 45% meets with **100% approaches and 50% meets**.

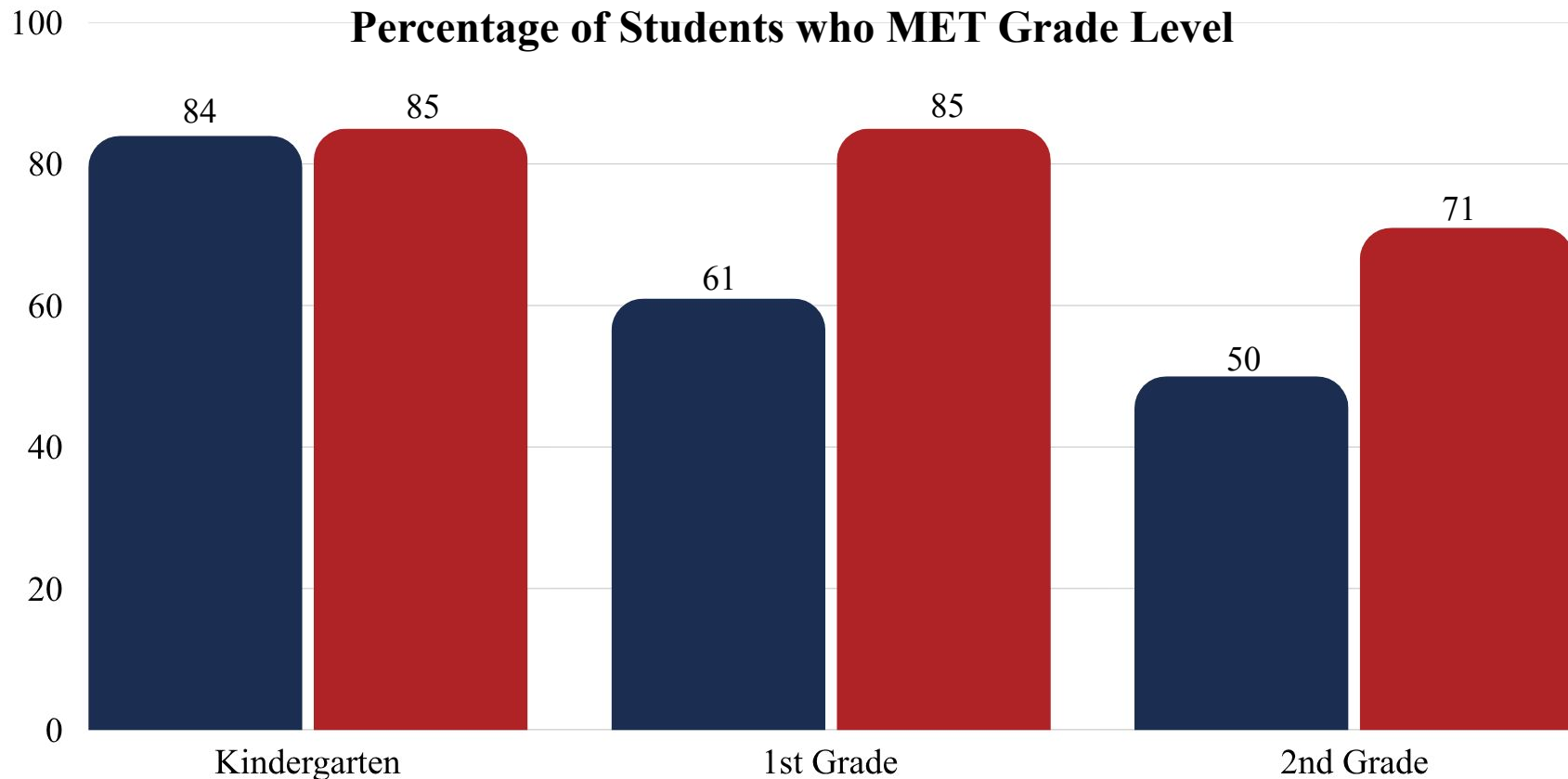
Acton Educator

Consistently observed at our highest level of instructional efficacy each nine weeks. Both her middle and end-of-year iReady scores reflected consistent, high-quality Tier 1 instruction with **100% of students** scoring **ON or ABOVE grade level** at the end of the school year.

2026 K-2nd Grade End-of-Year Reading Data



● 2026 EOY ● 2027 Goal





Year 1 - Initial Implementation & Data Collection

- **Quarterly classroom observations & instructional feedback for all Kindergarten - 2nd Grade teachers**
 - **Data alignment to observation data**
- **Teacher Training focused on Foundational Learning Skills**
- **Use of Heggerty as supplemental Phonemic Awareness curricular material**



Specific Solutions for Foundational Skills Instruction



Specific, consistent, and targeted professional development in phonemic and phonological awareness, phonics, writing, and comprehension.



Continued classroom observations and PLC support with targeted coaching and feedback provided to classroom teachers. This may look like on-the-spot coaching or co-teaching to ensure best practices are upheld.



Identify teachers with high levels of student achievement to create model classrooms in Duncanville ISD where educators can observe and retain quality Tier 1 Foundational Skills instruction in order to impact student achievement within their own classrooms.

District-Level Commitments



1

OBSERVATION & COACHING

- Quarterly observations for all PK - 2nd grade teachers
- Targeted feedback provided to each teacher
- Follow-up visits for each teacher

2

FOUNDATIONAL SKILLS TRAINING

- Targeted training provided to teachers quarterly
- Science of Teaching Reading updates shared with teachers
- Resource training for Heggerty, Bluebonnet, and Oral Reading Fluency

3

CONTINUED CAMPUS SUPPORT FOR DESTINATION 2030

- Principal, AP, and IC support for specific RLA needs
- Consistent, scheduled PLC visits for RLA support
- Modeling/Co-teaching as needed or requested



Questions?

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