Minutes of Regular Meeting
The Board of Trustees
Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Monday, October 19, 2026, at 6:30 PM in the Duncanville ISD Education Plaza, 710 S. Cedar Ridge Drive, Duncanville, TX 75137.

1. **CALL TO ORDER AT 6:30 PM**

President Janet Veracruz called the meeting to order at 6:30 p.m. This meeting was called under the Texas Government Code 551.045.

Let the record show a quorum of Board of Trustees as present, that the meeting has been duly called and that the notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The following trustees were in attendance: Carla Fahey, Renee McNeely, DeRon Pelton, Hector Sanchez, and Janet Veracruz.

2. **OPENING CEREMONIES**

A. INVOCATION
President Janet Veracruz

B. PLEDGE TO US FLAG AND TEXAS FLAG
Acton Elementary Students

C. **SUPERINTENDENT'S REPORT**
Dr. T. Lamar Goree

1. UPDATE OF CURRENT DISTRICT EVENTS, INFORMATION, OPERATIONS, AND PROGRAMS
Dr. T. Lamar Goree

Dr. Goree presented the Superintendent’s Report. Thank you, Madam President, trustees, and everyone assembled here today. It is certainly my absolute pleasure to present to you with the superintendent's report for this month. National Principals Month and a huge thank you to all the principals in our district. October is National Principals Month, and we are proud to recognize the outstanding principals who lead our campuses across Duncanville ISD. Each day our principals demonstrate exceptional leadership, dedication, and commitment to student success. Their hard work and passions help to create positive learning environments where our students and staff can thrive. Please join me in thanking all our principals for their continued service and commitment to excellence. If you are a principal in our district and you're in the audience, if you would please stand so we can

celebrate you for your excellence in leadership.

Trustee's 9th Annual Student Coat Drive. The board of trustees of Duncanville ISD is proud to host its ninth annual student coat drive to help provide new coats to students in need across our district. This annual initiative reflects our board's commitment to supporting the wellbeing of all our students and families. Community members are encouraged to participate by donating before the November 6th deadline. We thank our board of trustees and community partners for their generosity and continued support in helping keep our Panthers warm this winter. For additional information, please visit our website, where you can find the link to how you can get involved and support this important initiative.

September's attendance winners, and we all know that for students to learn and achieve, they first have to be present. It is my pleasure to recognize and congratulate our September attendance winners. At the elementary level, we have Central Fine Arts Academy with 97.41% attendance. At the secondary level, we celebrate Kennemer Middle School at... All right, give them a round of applause. At 95.94 attendance. Congratulations to both campuses for starting the year strong and making attendance a priority. And as you know, trustees, this is a priority across our entire district, and we will continue to push to have great attendance every day from all of our campuses and ultimately our students. Madam President, that does conclude the superintendent's report for this month.

D. **RECOGNITIONS/COMMENDATIONS**
Ana Avila

1. DONATIONS
Ana Avila

Ms. Ana Avila presented Donations. Good evening again, Madam President, trustees and Dr. Goree. Thank you for the opportunity to present the donations received in October 2026. Each month we are proud to share the incredible generosity of our community, and the ongoing support that they show for Duncanville ISD. Please look at the screens as I read the donations for this month. For Panther Pantry from the city of Duncanville, we have $500. Also, for Panther Pantry from ESA Sorority Duncanville, we have $250. Also, for Panther Pantry from New Life Christ Lutheran Church, $1,700. And last for Panther Pantry, we have Southwest Dallas area retired school employees for $200. Next, for Duncanville ISD from Joe V’s Smart Shop, we have $250. For Duncanville ISD from The Practice, we have $200. For Duncanville ISD from American Legion Post 81, we have $500. And finally, for Duncanville ISD athletics from Texas TOFIS, we have $1,000.

The total monthly donations for October is $5,650. Thank you so much for the ongoing support of our community. We truly appreciate it.

President Veracruz commented. Wow. Amazing contributions. Thank you so much for those, we really appreciate those contributions to our pantry and our community.

At this time, do we have any board members who have announcements or acknowledgements? We do not. We will now move to communications from citizens.

Ms. Avila commented. President Veracruz. We have a couple recognitions before we move on.

President Veracruz commented. Oh, we do. Okay.

Ms. Avila continued. Yes, yes. That is okay. That is okay. We have quite a few tonight. As you can see, we have a jam-packed room, so we are so excited to recognize them this evening. And so, what we're going to begin with first is recognizing a special performance from the Duncanville High School Mariachi in honor of Hispanic Heritage Month. Take it away, guys.

Band played here.

Ms. Avila continued her presentation. Way to go, students. Thank you. And fun fact, y'all. This is the first year that Duncanville High School has a mariachi team. So, we are so excited to honor them, invite them. They are small but mighty, so thank you to their director for joining us. And of course, you're going to be able to see more of them throughout the school year and years to come. So, thank you to our mariachi band. We appreciate y'all. Have a wonderful evening.

2. TEA ACCOUNTABILITY RECOGNITIONS
Ana Avila

In honor of October being National Principals Month, tonight we have the privilege of celebrating some remarkable work happening across our district. Behind every rating and every distinction are students who show up ready to learn, teachers who refuse to give up on a single child, and campus leaders who set the vision and held the course.

We'll formally recognize three categories of achievement tonight. First, campuses that improved one, two, and even three letter grades on the state accountability rating system. Second, campuses that earned a B rating. And third, campuses that earned distinctions based on how they performed compared with similar schools across Texas. Please hold your applause for the end of each introduction and then let's make some noise for our leaders and their teams. Our first campus is Hastings Elementary led by Mrs. Delonda Robinson.

Mrs. Robinson has served Hastings for five years and that kind of steady committed leadership shows. This year, Hastings moved from a C to a B rating. Growth like that comes from consistency, relationships, and a team that trusts its leader. Mrs. Robinson, please come forward.

Next, we recognize Brandenburg Elementary and its principal, Mrs. Alicia Phillips. Mrs. Phillips led Alexander Elementary before the campus closed and joined with Merrifield to become what we now know as Brandenburg Elementary. Leading through a transition like that takes patience, heart, and a clear focus on kids, and Mrs. Phillips delivered. Under her leadership, Alexander improved two full letter grades, from an F to a C. Now in her second year as principal, she continues to build something special. Will Mrs. Phillips please join us?

Our third campus is Fairmeadows Elementary led by Mr. Cesar Quintero. Mr. Quintero has been at Fairmeadows for one semester and he's already stepping onto campus with serious momentum. Fairmeadows improved two letter grades from a D to a B. That's a testament to the staff that has worked incredibly hard, and we're excited to see where Mr. Quintero leads them next. Mr. Quintero, please come forward. And he is not here right now, but we of course still want to celebrate and recognize him and his campus this evening.

Next, we recognize Bilhartz Elementary and its principal, Ms. Latonia Dennis. Ms. Dennis has led Bilhartz for three years, and her persistence is paying off. Bilhartz improved two letter grades from an F to a C. That is not a small step, it's a turnaround, and it happened because Ms. Dennis and her team believed that their students could do it. Ms. Dennis, please join us.

And finally in this category, from Daniel Elementary led by Mrs. Genita Crosby. In just two years as principal, Mrs. Crosby has guided Daniel through an extraordinary transformation. Three letter grades of improvement, from an F to a B. Let that sink in y'all. That kind of change reflects bold leadership, high expectations, and a whole campus pulling in the same direction. Mrs. Crosby, please come forward.

Thank you, principals and congratulations.

Now moving on to our next recognition for our principals. We have B rating recognitions. Earning a B rating doesn't happen by accident. It takes hard work, intentional planning, and a relentless focus on student learning. To honor that effort, the Texas Education Agency offers a special plaque to campuses that attain a B. Tonight, we are proud to present the plaque to three campuses. Please join me in celebrating Fairmeadows Elementary and their principal, Mr. Quintero, Hastings Elementary and their principal, Mrs. Robinson, and Daniel Elementary and their principal, Mrs. Crosby. Please come on up. Gorgeous plaques by TEA. We are so excited to recognize our principals. Congratulations.

Accepting it on Mr. Quintero's behalf is the deputy chief. Thank you.

Our final recognition tonight is for distinctions. Distinctions recognize areas where a campus shows outstanding performance compared with schools serving similar students. TEA places each campus in a comparison group with 40 other schools across Texas that are similar in grade levels, enrollment, and student demographics. The campus's results are then compared with those schools on specific measures. Earning a distinction generally means performing in the top 25% of that comparison group. The exact requirements vary by distinction and school level. So, when one of our campuses earns a distinction, it means that that campus stands out amongst its peers. It's a meaningful recognition of what our students and educators are achieving. From Alexander Elementary and Mrs. Phillips, they earned a distinction in the top 25 academic growth.

For Daniel Elementary and Mrs. Crosby, they earned two distinctions. Top 25% academic growth and top 25% closing the gaps. For Fairmeadows Elementary and Mr. Quintero, they earned two distinctions. Academic achievement and top 25% academic growth. For Hastings Elementary and Mrs. Robinson, they earned five out of the six possible distinctions. Academic achievement in reading, academic achievement in math, top 25% academic growth, post-secondary readiness, and top 25% closing the gap. That is five out of six distinctions, that is outstanding. And finally, our collegiate academy and Dr. Staats. Early college high schools can meet distinction level standards on 16 outcome-based measures across access, achievement and attainment. These measures recognize success in serving students, preparing them for college, and helping them earn college credits and degrees. Our collegiate academy earned 14 out of the 16 distinctions. That means our students are graduating with a real head start on their futures. Thank you so much to all our principals and to every principal, teacher, staff member, and student represented tonight.

Thank you. These results reflect the countless mornings, late evenings, and small daily decisions to keep

going. We are proud of you, and we cannot wait to see what you all will do next. Congratulations, and thank you so much.

Dr. Goree added. Before we move on, Madam President, I'd like to take a moment of privilege just to really... Tonight, and we've talked about the growth and the things that we celebrate in these schools but tonight was an opportunity for us to truly recognize the principal. The principalship is a very challenging role, and I could not be prouder, not just of these principals, but of all our principals and the amount of work they put in. But today, certainly we do pause to celebrate the incredible work of the principals that we have recognized tonight, and I am truly excited to see the continued growth in their campuses as they lead this year. So again, congratulations to all our honorees tonight.

3. MADE WITH PRIDE
Ana Avila

Ms. Avila presented Made With Pride. We will now move into our Made With Pride honorees for this month. Starting with our student honoree, please join me in welcoming Apollo Asemnime from Hastings Elementary to the podium. Come on up, Apollo.

Apollo consistently pursues excellence, takes ownership of his learning, and is always looking for opportunities to grow. He doesn't simply complete an assignment and moves on. He takes the time to reflect on his work and asks, "What can I do better?" What makes Apollo especially deserving of this recognition is that his commitment to excellence extends beyond his own success. He encourages his classmates, helps others understand challenging concepts, shares his ideas, and motivates those around him to keep trying. Through his actions, Apollo reminds us that excellence isn't about being perfect, it's about continuing to grow while helping others grow along the way. Apollo is a wonderful example of the students we are proud to have in Duncanville ISD. Congratulations, Apollo, for being named our Student Made with Pride of the Month.

Will his family and friends in attendance please stand to be recognized as well? Any family and friends of Apollo, thank y'all for being here.

And now we will move on to our teacher honoree. Please join me in welcoming Simon Abura from Kennemer Middle School to the podium. Mr. Abura represents excellence and an unwavering commitment to student success. For him, teaching is more than a profession. It's a commitment to ensuring that every student has the opportunity to succeed. Before many students have even settled into the new school year, he is already offering tutoring and giving his time to help students grow. He doesn't do it for recognition. He does it because he understands that achievement takes consistency, patience, and a teacher who refuses to give up on his students. And the results speak for themselves. Year after year, his algebra EOC performance exceeds 95%, but his impact goes far beyond test scores. In his classroom, students are encouraged to ask questions, make mistakes, explain their thinking, and build confidence along the way. He doesn't seek the spotlight. Instead, he shines it on his students and all that they can accomplish. Please join me in congratulating Mr. Obura, our Made With Pride Teacher of the Month. Will his family please stand as well? Family, please stand to be recognized. Thank you for being here. Thank you, sir.

And finally, we have Crystal Esquivel, our Made With Pride employee honoree. Please join me at the

podium. Mrs. Esquivel is someone who truly leads by example and is always willing to step in whenever she is needed. Whether her team is short-staffed, a colleague needs extra support, or there is simply a job that needs to be done, Mrs. Esquivel never hesitates to help. No matter how busy her own day may be, she continues to show up with a smile, a positive attitude, and a genuine willingness to support those around her. From drivers and warehouse staff to supervisors and campus employees, Mrs. Esquivel treats everyone with kindness, respect, and professionalism. She encourages others to succeed and works to ensure that her team has the resources and support that they need to do their job best. Most importantly, Mrs. Esquivel reminds us that true leadership isn't about just leading a team. It's about being willing to roll up your sleeves and serve right alongside them. Please join me in giving a round of applause to Mrs. Esquivel for being our Made With Pride Employee of the Month. Will her family please stand to be recognized? Thank you all for being here.

Video played here.

Ms. Avila added to the presentation. Once again, congratulations to our October Made With Pride honorees. That concludes our recognitions for the evening.

4. PERSONNEL INTRODUCTIONS
Ana Avila

Ms. Avila presented Personnel Introductions. May I please have Mr. Brandon Foster join me at the podium? Duncanville ISD is pleased to welcome Mr. Brandon Foster as the new district's director of career and technical education, college career and military readiness and innovation. Mr. Foster has more than 15 years of experience in public education and has served Duncanville ISD since 2023 as the district CCMR and CTE coordinator. In this role, he has led district-wide initiatives supporting college and career advising, CTE programs of study, dual credit, early college and P-TECH pathways and post-secondary access.

Before joining Duncanville ISD, Mr. Foster served in Fort Worth ISD, Arlington ISD, Grand Prairie ISD, and Advantage Academy Charter Schools in roles that included freshman success coach, restorative practice specialist, teacher, and athletic coach. His professional experience also includes playing football in the National Football League with the Indianapolis Colts. Mr. Foster earned a Bachelor of Science in Learning and Development from the University of Texas at Austin and a Master of Education and Educational Leadership from the University of North Texas. He is also a graduate of the Duncanville ISD Inspiring Leaders Academy. We look forward to Mr. Foster's leadership as he advances innovative programs and expands opportunities that prepare Duncanville ISD students for success in college, career, and military service. Please help me to congratulate Mr. Foster on his new role.

That concludes all the things for opening ceremonies. Thank you all so much.

President Veracruz commented. Wow. So powerful. So impacting. We look forward to hearing more stories like that.

5. BOARD MEMBER ANNOUNCEMENTS AND ACKNOWLEDGMENTS
Board Member

There were no Board Member Announcements or Acknowledgements.

3. **COMMUNICATIONS FROM CITIZENS**

President Veracruz stated. We have received one card and before you make your way to the front, please allow me to read the following.

State law prohibits board members from responding to speakers in public forum unless the topic regards a matter specifically posted on tonight's agenda. The board will carefully consider any concerns expressed and an administrator will investigate the matter. At your request, the administrator will contact you regarding your concern. Speakers will limit their comments to three minutes. If more than five speakers are present, speakers must limit their comments to two minutes. Any discussion concerning specific personnel is prohibited in open session. If you wish to address the board regarding a personnel matter, please contact the superintendent's office to schedule the matter for a future closed session meeting. Having stated that, when I call your name, please come forward, state your name and your address, and you may begin.

Please come to the podium, Dale D. Kaiser.

Mr. Dale Kaiser addressed the board. Good evening, Board President Veracruz, Superintendent Goree and trustees. My name is Dale Kaiser, and I live at 534 Frank Keasler Boulevard, Duncanville, Texas. I've been a resident of Duncanville ISD now for 18 years. I'm a US government teacher at the high school and represent the Texas State Teachers Association and the National Education Association.

I would first like to thank Superintendent Goree and Chief Geron for making sure that we have our ISD police on campus every morning as we come into school. It is imperative that they are there because it's getting crazy with the city having closed all the roads and that sort of thing. It is imperative that we have them there and thank you guys for making sure that the police are there every morning.

I'm also here tonight to ask for some more help for Mr. Colbert and his administrative staff, more help to get students in through security in the mornings. We still have students coming into the building at 8:00 AM, many never even report to first period at all. More help to put a stop to students gaining access to the building through doors five and six on almost a daily basis. Individuals gaining access in this manner put us all at risk of winding up as a tragedy on the evening news and more help to get students off the halls during all periods of the day. Students roam the halls, hang out the stairwells on the B side, and when teachers try to get them to go to class, we're cursed out or threatened for our trouble. A lot of students come in late, roam the halls all day because they know all they have to do is show up Tuesday and Thursday in the cafeteria for attendance recovery or on Saturday for attendance recovery. In my government classes alone, I already have 23 students who would be denied credit by state law.

Dr. Mike Moses taught me a long time ago, don't just complain, have a proposed solution. So here we go and it's going to cost some money. I'm sorry, Dr. Goree. Hire more staff or borrow staff from other departments to ensure the students enter the building in a timely fashion in the mornings. Hire more staff or borrow them from other departments to do lockdown tardy sweeps daily to get students out of the halls, students roaming the halls without legitimate passes, immediately sent to ISS and then home

for the rest of the day. Make attendance recovery truly mean something. Each hour that a student misses from each class is an hour that they actually have to do an attendance recovery. No more of this making up multiple hours for one hour served. Making credit recovery truly mean something. Students will not be able to make up an entire semester in just a matter of days or even hours during senior push by getting on the computer and magically getting a 70.

Mr. Colbert, his admin team and your teachers at the high school need some help so that we can make Duncanville High School truly a place of excellence everywhere every day. Thank you.

President Veracruz commented. Yes. Thank you for coming and I will have Dr. Goree comment.

Dr. Goree commented. Thank you very much. I'll ask Dr. Nix to please circle to Mr. Kaiser, please.

I do want to take a moment. I do see that Mr. Quintero has come in. I do want to take this opportunity. Mr. Quintero, if you could come up front. I also want to invite Ms. Robinson and my B principals and Ms. Crosby, if you guys could come back up. I do want to present this plaque to Mr. Quintero. Come on forward, sir. Mr. Quintero, tonight, he had an emergency on campus, but I do want to retake that picture if I get Ms. Crosby and Ms. Robinson to come back up with your plaques.

Mr. Quintero was also recognized tonight for his distinctions on his campus as well as advancing his campus from a D to a B in what was one year and almost a semester for him. So, I do want to retake that picture and just celebrate Mr. Quintero, along with the other principals for their great accomplishments.

4. **CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.**

The board went into Closed Session at 7:07 p.m.

A. CONSULTATION WITH THE BOARD ATTORNEY (§551.071)
Private Consultation with the Boards' attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act.

B. PURCHASE, EXCHANGE, LEASE, OR VALUE OF REAL PROPERTY (§551.072)

C. PERSONNEL (§551.074)
Appointments, Discipline, Dismissals, Duties, Employment, Evaluations, Extensions, Leaves of Absences, Non-Renewals and Proposals for Non-Renewals, Renewals, Reassignments, Retirements, and Settlements

D. SAFETY & SECURITY (§551.076)

1. DISTRICT VULNERABILITY ASSESSMENT FULL REPORT
Chief Max Geron

2. INTRUDER DETECTION AUDIT FINDINGS
Chief Max Geron

5. **RECONVENE IN OPEN SESSION AT 7:59 PM**

6. **TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION**

7. **CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES)**

Trustee Sanchez made a motion to approve the Consent Agenda; Trustee Fahey seconded the motion. Motion passes 5-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	Absent		
Carla Fahey	X		
Phil McNeely	Absent		
Renee McNeely	X		
DeRon Pelton	X		
Hector Sanchez	X		
Janet Veracruz	X		

A. MEETING MINUTES
Jody Lofton

B. FINANCIAL REPORT
Shonna Pumphrey

C. CONSIDER APPROVAL OF THE UPDATED TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS) CERTIFIED APPRAISERS FOR THE 2026-2027 SCHOOL YEAR
Pamela Brown

D. RESOLUTION AUTHORIZING DALLAS COUNTY TO SELL TAX FORECLOSED PROPERTY
Shonna Pumphrey

E. APPROVAL OF DESTRUCTION OF RECORDS
Mari Zamora

F. CENTRAL FINE ARTS ACADEMY CHANGE ORDER #2
Mari Zamora

G. APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN DUNCANVILLE ISD AND DALLAS COLLEGE
Dr. Sam Nix

H. APPROVAL OF ADMINISTRATOR OUTSIDE SERVICE CONTRACTS
Dr. Tellauance Graham

8. **CONSIDER APPROVAL OF ACTION AGENDA ITEMS**

A. 2026-2027 CAMPUS IMPROVEMENT PLANS
Rosa Elva Hernandez

Ms. Rosa Elva Hernandez presented 2026-2027 Campus Improvement Plans. Good evening, Board Trustee President Veracruz, Board of Trustees, Superintendent Dr. Goree and guests. Tonight, I am pleased to present our 26-27 Campus Improvement Plans for all Duncanville ISD campuses. These plans serve as our roadmap for continuous improvement across the district. They reflect each campus priorities, goals, strategies, and actions to strengthen our instruction, accelerate student achievement, and ensure every student has access to high-quality education. Tonight I will provide an overview of our plans, highlight our district priorities and share how we will monitor progress and hold ourselves accountable for results throughout the year.

In compliance with Educational Code Texas 11.252, Duncanville ISD school board shall approve annually the process under which the District and Campus Improvement Plans are developed to ensure stakeholder input was gathered and follows all mandated components. Our Campus Improvement Plans are developed through a shared decision-making process. This is important because campus improvement cannot happen alone. It requires partnership and collective commitment. On the screen are our district improvement committees required by state and local policies.

One important factor of our Campus Improvement Plan is that they are directly aligned with our school district priorities. This creates a clear line straight from the board's priorities to our district plans to each campus plan and ultimately what happens every day in the lives of our students. These are our four six areas of focus. Academically, we are focusing on increasing student achievement across all four-star content areas with a goal of moving Domain II from 72 to 80%. We also know success exceeds beyond academics. Our plans prioritizing increasing our daily attendance, as our wonderful superintendent showed, have been our number one focus, as well as making meaningful relationships and connections with our parents and communities.

Another major focus is building the instructional capacity of our campus leaders and teachers daily. Finally, ensuring our resources are intentionally aligned to instruction and academic goals. These plans are again connected to our priorities, our resources, and our actions to ensure student outcomes.

Linked you will see each of our Campus Improvement Plans. I believe we provided a binder for you to see in the links. My recommendation tonight is that the board of trustees approve the 26-27 Campus Improvement Plans as required by Texas Educational Code 11.252. It would be my pleasure to answer any questions.

Trustee R. McNeely made a motion to approve the 2026-2027 Campus Improvement Plans for Duncanville ISD; Trustee Pelton seconded the motion. Motion passes 5-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	Absent		
Carla Fahey	X		
Phil McNeely	Absent		
Renee McNeely	X		
DeRon Pelton	X		
Hector Sanchez	X		
Janet Veracruz	X		

B. 2026-2027 TURNAROUND PLANS (TAPs), TARGET IMPROVEMENT PLANS (TIPs), AND LOCAL IMPROVEMENT PLANS (LIPs)
Rosa Elva Hernandez

Ms. Rosa Elva Hernandez presented 2026-2027 Turnaround Plans (TAPs), Target Improvement Plans (TIPs), and Local Improvement Plans (LIPs). Good evening. It's good to see you again. President Veracruz, Board of Trustees, Superintendent Dr. Goree, and guests. I am pleased to present to you the 26-27 Turnaround, TAPs, Target Improvement Plans, TIPs, and Local Improvement Plans, LIPs. In alignment with board policy, our district and campus leaders have collaboratively developed these plans to ensure they meet all local and federal guidelines. These plans serve as a comprehension framework for driving continuous improvement and strengthening our instructional systems and accelerating instruction across our campus. Each LIP, TIP, or TAP plan outlines targeted strategies designated and designed to improve accountability across Domain I, Domain II, and Domain III. Tonight's presentation will walk you through our required interventions, the campus plans, our monitored structures, and our key milestones that will guide our work throughout the year.

Our focus is simply not to improve the accountability ratings, while that is our goal to get out of school improvement, our bigger goal is to create sustainable system-wide systems that are focused on building leadership capacity, teacher capacity, and systems across our district. What we do for one of these school improvement campuses, we do really for all campuses in Duncanville ISD, and I just want to stress that. While we are required to do these plans for school improvement, what we're doing in these plans stretches beyond these nine campuses.

With that, according to board policy, AIG Legal, any campus rated a D, or an F requires a local plan. Any campuses that are an executive D or F require a TIP or a TAP. So according to our AG plans, we are presenting our plans tonight to submit to TEA in compliance with policy.

I'm going to spend a few minutes talking to you guys about state and federal because they can get very complicated and very mixed. I'm going to start with state because state is easy. State has an A through

F accountability system. So, if you're A through C, we're acceptable, we're good to go. No plan necessary for the state, A through C. If you get a D or an F, you develop a plan, basically. So, D is a local improvement plan and then F is either a TIP or a TAP. Pretty simple.

Federal compliance is a little bit trickier. They have three systems in place. We're either comprehensive support and improvement, which means these are Title I schools that ranked in the bottom 5% of domain three, or your target support plan, a TSI, meaning that you did not hit one of the subgroups for three executive years. A subgroup can be African American, Hispanic, economically disadvantaged, special ed. So, you did not meet the goals for that subgroup three years in a row. Our last group is additional target support. This group can be Title I or not Title I. They're not meeting the subgroup and they got a D. So, you must have an unacceptable rating, and you didn't hit a target. So those are the three federal accountabilities, just high level. So then based on those criteria and depending on whether how many Ds, Fs you have will determine the level of accountability.

So, for the state, if you have a D, then you're a local plan. And we're going to present those tonight. If you're a D for another year, then you're going to do a TIP plan. If you're a D or an F for two years in a row, that TIP plan is going to turn into a TAP plan. And then if you're three, four or five, I really don't even want to talk about those. We talk about closures, school board. We're not even going to think about that because we're going to move our campuses away from that.

And then on the federal side, again, I talked about those three high levels, right? And basically, if you're a target support, you're going to have a TAP plan. And if you're additional or comprehensive, you're going to have a TIP. Again, I'm going to get into each of these. It's just high level. You're either going to trigger for state, for A through F, or you're going to trigger for some kind of subgroup, which is your African American, your Hispanic, your eco, one or the other. And for some, they're both.

So, what is considered unacceptable? Any campus that receives an F, any campus that receives a D after an F. So, say you go from an F to a D, you're still unacceptable for the state. Or if you receive three Ds in a row, it triggers an F. So, if you get three Ds in a row, it triggers an F.

Where are we in Duncanville? This slide provides an overview of campuses currently identified for school improvement either under state or federal. Just for a glance, high level on the starting to your right for my left, we have campuses, then we have the federal identification labels, then we have state labels, then you have the area in which they are needing improvement in, then you have four years of data, and then you have your years unacceptable. Your years unacceptable, if any one of those get to a four or five on the list, that would concern state concerns. So just high level, that's what that looks like.

On the federal side, our campuses fall into three categories. We have three comprehensive support campuses, Reed, Daniel, and Byrd, meaning these campuses rank at the bottom 5%. We have five campuses for target support improvement, Kennemer, Central, Brandenburg, BilHartz, and Charles. These mean these campuses have one or more subgroup, meaning African Americans, SPED. It could be just one group, meaning they could be hitting a bigger target, but because they're not hitting a specific group of kids. And that could be as little as 10 kids. Let me just be clear. That can be a group of 10 kids. If you have 10 kids in a subgroup and you don't hit that target for those 10 kids, you can be identified for. They get really grainy. And then we have one additional target support school that's Hyman Middle School.

Then we have our state plans. So, I talked about the federal plans. The state plans are what you really want to know more about because these are the plans we're submitting if approved tonight. So, we have two local improvement plans, Kennemer and Hyman. We have five target improvement plans, Reed, Central, Brandenburg, Daniel and Bilhartz. And we have two turnaround plans, Acton and Byrd.

So, what does that mean? That means for Kennemer Middle School, I'm going to start from the top and I'm going to work my way down. Kennemer Middle School needs to maintain their C or higher. They don't have any Fs, or Ds. They're targeted for their African American subgroup and SPED and continuous enrolls. So, we need to maintain the C and then work with these three subgroups. And that's what the plan is going to say, how are we going to work with these three subgroups?

For Hyman, they have a D rating. So, we need to move the D to C, and then we need to work on their SPED subgroup. For Reed, we need to move the campus from D to C, and then we need to ensure they're not at the bottom five for the state of Texas. And most of the time when you can move from D to C, that automatically almost generates you aren't at the bottom five. Does that make sense? So, we just really need to move them from D to C.

For Central, Central was closed last year for construction and reopened as Central Fine Arts Academy. Since the campus was rated as an F when they closed in 2025, we will resume that F. So, if you look on there, it says NR after the F, we don't get another F, so it still says one, but we still pick up the F. So, we must move that F to a C or higher.

For Brandenburg, I put an asterisk there to note that Brandenburg has resumed Merrifield campus number and therefore we resume Merrifield's rating for last year. What's great to hear is that Merrifield had an F last year and moved from an F to a D. So, we stopped the count. And I want to note that because the work that was done was huge. That would've sent us to a three. So, we were able to pause it, and it gives us some time to rebuild this year. So now our goal is to go from F to D to D to C or higher, and we think we put the right leader to make that happen.

I also want to note that the leader that we have was the leader of Alexander Elementary. Alexander Elementary was an F last year, three years in a row, and it moved from an F to a C in one year. Therefore, not just stopping, breaking the chain. Since the schools combined, Alexander's now closed, Merrifield now takes the D. So that's why it only has D and Alexander's no longer representing. Okay? But good news, right? We stopped it. We got out of the F, we made it a C. We ended on a good note and then now we're going to move that D to a C.

Daniel Elementary is next. Daniel Elementary is also unique. They broke the unacceptable count. So, before there, if you look on the chart, they had an F, D, F, and B, and now they're at a B and they have a zero count. So, the count started all over. In fact, we're hoping it's not going to ever come back again. So, it went back to zero, they broke the chain. And this is not just stalling; this is literally breaking the chain. If we stay out a C this year, we not only get off the state plan, but we also get off the federal list. They'll completely come off. And so, we're super excited about that work.

Then that leads me into Bilhartz. Same story. I love these success stories. So Bilhartz is the same way. They broke the chain. They didn't just stop it. They broke the chain. They went from an F to a C, breaking the cycle, making the unacceptable count zeros. And that's huge. I really want to stop and celebrate it. We could not have done that work without the board, without our superintendent,

without our chief academic officer, with just everybody in the room, from facilities to just everybody, financial, our chief of staff. It takes everybody to make this work happen. It's not just the deputy chiefs. Everyone moves many pieces. So, I do want to celebrate those two campuses. If we hold a C, we will completely be removed.

Then we have Charles Acton. Charles Acton, as you can tell, has three Cs in consecutive order. This means we did go to an AU count from one to two. So, we would have to move this campus from a D to a C and then address our African American, Hispanic and eco dis subgroups, and that's what the plan details. For Byrd Middle School, we have three Fs, so we must move the F to a C or higher this year and not be ranked in the bottom 5%. And so that's what our plan addresses.

So how do we get out? Again, a C or higher, C, B, or A will get us out of school improvement and either get us out and then either stop the cycle or stall the cycle for a year. Either way, getting out is a C or higher. I do want to stop and celebrate some of our accomplishments from the 2026 school year. This is our school improvement plans for last year. This is our end results. Alexander moved from 59 to 78, growing 19 points. Bilhartz moved from 55 to 72, growing 17 points. Daniel moved from 56 to 82, growing 26 points. Fairmeadows moved from 69 to 83, growing 14 points. Merrifield moved from 59 to 66, growing seven points. And while Acton and Byrd didn't come out, we also kind of held steady. So now we're building those systems in those two schools this year.

Our plans are all aligned to our four priorities for the district. And so, I just wanted to kind of on a high level, they all align to our four district priorities that you have set for us. Under that plan, we have four target areas. We have four target areas, effective school framework, data-driven, our LASO and capacity building, and then our performance management. I'm going to talk to each.

Our first area is effective school framework. The effective school framework, which we call ESF, provides systematic approach to ensuring principals and district leaders have the structures, practices, and feedback systems necessary to drive improvement. And we're doing that in four big ways. The first one is our strategic staffing. Under the direction of our superintendent, we added an administrative intern at every middle school. Our goal is to move our middle schools, and Dr. Goree has put the money where the most need is.

We added an intern at each of our middle schools. We strategically have strengthened our instructional practices for teacher support at our middle school. And we've also increased PLCs. We have PLC twice at our middle schools and once at our elementary schools weekly. So, we built that into our schedule.

For a core and instructional core and alignment, we double block middle school classrooms. They now have RLA and math every day for 70 minutes. During the summer, school leadership, teaching and learning and Sustain Ed created PLC protocols. Dr. Wyatt spoke of that at the board workshop, and she went into great detail about the PLC protocol. We also expanded elementary intervention from 30 minutes to 60 minutes. So, we doubled that amount for intervention. I know you guys were talking earlier, when do we intervene? And we had a lot of questions around that. We've doubled that time so that we can intervene daily when kids don't get it. And then we also provided a 30-minute intervention block in our middle school in the morning. Every middle school has a 30-minute intervention block as well.

The next area is observation and feedback. Through our LASO grant and our Sustain Ed partnership,

each campus gets two days, two half days for professional development, push in PLC support and direct teaching and coaching. In addition, we have created a principal calibration schedule where principals see each other at their campuses at least three to four times a year. So, in August, all our principals, all 17 principals, teaching and learning, SPED, academic services, we went to Daniel Elementary. This experience provided an opportunity to learn from a principal who was able to move an F to a B. She shared her story. She shared her strategies. We took good notes and then we are back implementing those practices across the campus.

And then last, data tracking. Every campus has a tracker for students and tracker for campus. I'm going to speak a little bit more in the next slide. So, leading to strategy two is our data-driven instructional practices. Every campus, like I talked to you guys about last year, created targeted goals for students. Before they left for the fall break, every campus, all 17 of them created their targeted goals for every student, every class, every subject area. So, campus principals can now lead in real time how to move students, what student groups aren't moving, and what student groups may need additional support.

We also added this year our weekly exit tickets, and that should be pushed out this week and next week. In addition to our common assessments, we are tracking exit tickets. That's one question, what did the kids learn today and how do we know they learned it? Because we don't want to wait like two weeks later and be like, did you learn that? No. So we really want to make an exit ticket, one question to two questions every day. Are we learning that concept today? So, we don't get it, then tomorrow morning we can spiral it in or in that win time. And then we're leading our fall and spring conferences, our fall data conferences in November. We have our benchmark, then they'll have data conferences, and then they'll do that again in spring, which leads to our impact meetings.

Our impact focus meetings are led by our amazing superintendent. Principals present their campus target goals. They address any barriers that they're facing. They present their strategic plans. The executive team provides feedback and in-the-moment support. So that might be Mr. Ram emailing someone, "Hey, they need laptops." Or that might be Dr. Nix saying teaching and learnings to go there. So it is in the moment, those principals leave that meeting with already support before they walk out the door. That's how prioritized we are and how laser focused.

The second piece of that is we're also hosting two data meetings. We'll have our first data meeting next week, October 26th. We understand that students are just a number. We understand that we must be intentional with a holistic approach, understanding that our students need a full campus experience. So, during these data huddles, we're not just looking at assessments. We're also looking at grades. We're looking at attendance. We're looking at discipline. We're looking at other systems besides just the test so that just in case we're not missing any interventions that may need to happen. Our data huddles also looking at work samples. Principals will bring in their work samples. Is it quality? Are we asking kids to do the right work? We'll be doing that twice this year. That is something new based on our feedback last year.

And then moving into LASO 3, focus area 3 is our LASO and our LIFT. This initiative is basically building capacity. And we spoke at the board workshop, the extensive PD that we have going on with science, math, reading, social studies. This Wednesday we have fifth grade and eighth grade science PD. Thursday we have three to fifth and sixth to eighth in math. So, every week there's some form of professional development in which we're unpacking curriculum and supporting. This whole strategy is

around supporting leaders and supporting principals and supporting teachers to deliver high-quality instruction.

Last is target focus area 4, which is performance management, site visits and coaching. Through our partnership with Region 10, we're assigned a school improvement consultant. We work with that consultant, Deputy Chief Wyatt and I and Dr. Nix. We do instructional rounds. We do about two instructional rounds a month with this consultant in addition to whatever instructional walks we do as deputy chiefs. Our goal when we do instructional rounds is to really be a thought partner with principals and campus leaders while holding each other accountable. So, these instructional walks are very structured, but they're also an opportunity for our principals to provide feedback and ask for support at that time.

So that basically is our four areas of support. What you see is our plan submission timeline. So today I'm hoping our plan will be approved by this board. Then we'll type up those wonderful plans by November 20th. And then by January 22nd, we will get a TEA response from the commissioner saying our plan is approved or denied. We all good luck, they'll be approved today. They're very thoughtful plans. Last year we had 100% approval rate when you approved the plans last year. We made a few upgrades this year, 100% came back approved. So that is our hope that we'll submit them by the 20th, they'll get approved in January. And then if they don't get approved in March, there is a resubmission, but we won't even go there. We're going to hope they get approved. We know they will. They're pretty thoughtful.

Here are our TIP, TAP, and LIP plans. I hope y'all got to see the wonderful binder we created for you. And so, I am happy to say that as your district coordinator, I can confirm all four assurances that are noted. I can assure you that we've met all local, state, and federal requirements under section 390.53. It is with that insurance that I ask that the Board recommends and approves the 26-27 turnaround plans, target improvement plans, and local improvement plans as required by Texas Educational Law 11.252 and 39.0543(b). At this time, it would be my pleasure to answer any questions.

President Veracruz commented. I'd like to say thank you to the deputy chiefs, your team. This is phenomenal. I see the hard work that you all put into the details, the intentionality of looking at the data, and I see the success coming from this. So, I thank you.

Trustee Pelton made a motion to approve the 2026, 2027 turnaround plans, target improvement plans, and local improvement plans for Duncanville ISD; Trustee Sanchez seconded the motion. Motion passes 5-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	Absent		
Carla Fahey	X		
Phil McNeely	Absent		
Renee McNeely	X		
DeRon Pelton	X		
Hector Sanchez	X		
Janet Veracruz	X		

9. **INFORMATION/DISCUSSION AGENDA**

A. BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS ANNUAL EVALUATION
Dr. Sam Nix

Dr. Sam Nix presented Bilingual and English as a Second Language (ESL) Programs Annual Evaluation. Good evening, Madam President, members of the board, and Dr. Goree. What I'm bringing for you as an information item, the fact that all school districts are required to conduct a bilingual education and English as a second language, also known as ESL, annual evaluation. I would like to invite Ms. Maria Hernandez, who is the director of language acquisition, to the podium at this time. She's going to present on the full range of data that is used to determine the effectiveness of our program. So, without further ado, Ms. Maria Hernandez.

Ms. Maria Hernandez continued the presentation. Good evening, Board President Veracruz, Board of Trustees, and Dr. Goree. Today I will be presenting to you the 2026 Bilingual Programs Assessment Annual Evaluation Report. I will be starting with a snapshot of what our emergent bilingual program demographics are. As of September 30th, when we looked at student demographics, emergent bilinguals made up 2,524 of our total student population.

Now that number has increased since then and we are up to 2,657. That is due to additional students being identified, which moves us closer to the 26% mark. When this data was pulled, it was 24.2%, right now we are at 25.5%. We are still waiting for about 50 more students to be identified, which I think is going to push us closer to 26%. That aligns with the state data that shows that one in every four students is an emergent bilingual. Then if you look to the right, you have the number of students who participate in either one of two programs.

When students are identified as emergent bilinguals, they either participate in a dual language program or in an ESL program. So, in elementary school, when they're identified, if a student is a Spanish speaker, they are given the opportunity to participate in the dual language program. If a student is not a Spanish speaker, if they are speakers of other languages, then they go into an English as a Second Language program since we do not have the means to provide dual language in other languages. So currently, we have, of our student population, around 1,226 students participating in dual language. We've also broken it down up so that you can see that most of them are being served by certified teachers. So, 1,176 students are being served in a classroom with certified teachers. And we have about 50 students who we consider exceptions. That means that we must file an application with the state to claim an exception, which means they're not receiving services with a certified teacher.

Then the rest of the students are in an ESL program. So, at elementary, that means that these students are participating in English as a second language, and they are receiving support in English, either in elementary school when they're speakers of languages other than Spanish or in secondary when there are no options to participate in dual language so they go straight into an ESL program. We have 1,110 students participating in English as a second language. 573 of those students are in classrooms with at minimum the RLA teacher being ESL certified. And then we do have 537 students who are not receiving services with an ESL certified teacher for whom we must file a waiver application with TEA.

If you look at the very bottom, we have 189 students who reclassified last year. They're not part of that total. They are in addition. These are students who previously had participated in either a dual language

or an ESL program, and they reached a high level of English proficiency where they were able to reclassify into a general education classroom. And then we have 188 parent denials. Your parent denials are students whose parents denied either the ESL or dual language program and wanted them in a general education class. Normally, the parent denial process includes meeting with parents and educating them about the benefits of participating in either or program prior to them making that decision.

The parent denials do count toward the 2,524 students. And we are held accountable for them still reaching the high levels of English proficiency over time. So even though they're not receiving services, we're still held accountable. And so just so you'll know the difference between dual language and ESL, dual language is the program where students are becoming bilingual biliterate. That means they're developing two languages simultaneously. It's considered an additive model because you're adding to the language that they already bring. You're developing an additional language. English as a second language, your focus is developing English only. And like I said, in this case, we do that when we don't have the ability to provide additional dual language programs for them.

Our families represent great diversity in the district. Our families come from 31 countries and territories. And here's a list. You can see they come from all over the world. And with that diversity of where they come from, they also represent multiple languages. They represent a total of 30 languages. And even though, of course, Spanish is the language that is spoken the most by our students, we do have students who speak other languages as well. This is also important to know because it really reinforces the importance of having culturally responsive services for our families and language support for our students.

Moving into our staffing, as I mentioned earlier, if you look at the blue and the red, the first bar graph represents the 25-26 school year and the second one in blue and red represents the 26-27. And what the blue is showing you is that we have a higher percentage of teachers who are bilingual certified serving our students. And then in the red, you see that the number of uncertified teachers decreased. And so, most of our students are receiving services with an appropriately certified bilingual teacher in dual language classrooms.

President Veracruz commented So that's a good thing.

Ms. Hernandez replied and continued the presentation. Yes, it is. It is. Now where we do see an opportunity for growth is on the ESL side. That is your gray and your yellow bars. As you can see, even though we were able to increase the number of ESL certified teachers, it was a slight increase, and we were able to decrease the number of uncertified teachers. It was a slight decrease. So, we see this as an opportunity to really continue working with the district, collaborating with school leadership to find solutions to ensuring that our students, regardless of whether they have an ESL certified teacher or not in the class, are receiving support. This year, we are working together to track which teachers are not certified and see how we can encourage them to obtain their ESL certification.

We provide various incentives. We reimburse the cost of the test. We started providing them with a $1,000 ESL stipend about a year ago in an effort to increase the number of ESL certified teachers, but we are also looking at exploring other ways to encourage our teachers to become ESL certified. Along with that, I know the district has worked hard at offering competitive compensation for our bilingual teachers, and we hope that also trickles down to our ESL teachers.

Staffing and assignment support. So, we work with the leaders to make sure that when they do have ESL certified teachers, that they are strategically placing them so that our students get serviced. We also collaborate with universities and partnerships to recruit teachers that are certified. The last part is about ensuring that we're providing content-based language instruction, professional development and coaching for any teacher. So, when they're not certified, we still expect our students to be receiving a strong education and therefore we provide training and coaching for all teachers.

So, accountability wise, the English language proficiency of our students does impact all domains. Specifically, though, I wanted to touch on domain three, the closing the gaps and how our emergent bilingual students contribute to domain three. If you look at the numbers where it says number 10, the 7.5, the 10 is in green at the very bottom, and then the 7.5 that is in yellow, the 5.0 that's in red, 2.5 in blue, and then 0 in gray. Basically your 10s, any campus that earned a 10, that means they have met that long term target. That means that enough of their students are making that English language progress that we expect them to make and they're reaching the target, that TEA set for 2037 to 2038. And any campus that earned 7.5 points are meeting the current target. And then if they earned 5.0 or 2.5, they didn't meet the target, but they're making progress toward that target. They did make some improvement.

And so, this shows you that six of 14 of our campuses last year either met the current target or the long-term target. And of those campuses, three of them were the ones that met that long-term target. And so, we see this as an opportunity to continue working with the campuses that need that additional support in continuing to strengthen the English language development progression.

So, what I just presented to you was the TELPAS, which is the Texas English Language Proficiency Assessment System. So that's the assessment that students take that checks for progress across listening, speaking, reading and writing the English language. Now we are moving into the STAAR. The STAAR test, this is a high-level overview. This is our emergent bilingual student performance in RLA. The students that were captured here are those that met grade level or more. A few things I wanted to highlight here are that we made gains in several areas for reading language arts. So, grade four, we had a 10-point gain, grade five, a six-point gain, grade seven, a three-point gain, and English at two, an 11-point gain.

Now the areas where we had a decrease were grade three was a one-point decrease. So, we pretty much held where we were at. It was a slight decrease. Grade six, it was a four-point decrease. Grade eight had a higher decrease. And that is a pattern that we are currently identifying is that students in an ESL program in grades three, eight are having challenges with academic achievement. And so, what we're doing about that is of course, as I mentioned earlier, having a plan in place to see how we can get teachers ESL certified, but more than that, also training and coaching teachers regardless of whether they're ESL certified or not.

Let me point out a couple of other things about the STAAR RLA for our emergent bilinguals. To the right where you see the overall RLA content, you're going to see that our current EBs show that 26% of them met the grade level standard. And when you combine both the current EBs as well as previous EBs, 37% met. But when you look at your monitored EBs, those are the emergent... And when I say EBs, I mean our emergent bilinguals. So, when you look at the ones who were prior emergent bilinguals and reclassified after they participated in the program, they're doing very well, 87.9% of them. So that shows the potential of our emergent bilinguals right there. And then you have your general education students,

39% are meeting grade level standards. So, what I wanted to highlight was that monitored group so that we can focus on the potential of our emergent bilingual students that they have.

We looked closely at the valedictorian and salutatorian for 2026. They were both former emergent bilinguals. Also, the top 11%, I think there were 30 students identified and half or about 13... I think it was 13 of those students who were also former emergent bilinguals.

This is your STAAR math data. And so, I did the same thing here. I wanted you to see where there were gains and where there were some decreases. So, gains in grade three, a 12-point gain, grade four, an 11-point gain, grade five, a 13-point gain, grade seven, an 11-point gain. Then we had a decrease in grade six of seven percentage points and then grade eight, one. And again, this continues to align with the data. The grade levels or the program that seems to have the biggest challenge is our ESL program and we're continuing to support by following some of those steps I spoke to you about earlier. If you look to the right on the math, this is also pretty consistent with what I showed you on the reading scores that you can see that your monitored students are doing pretty well when it comes to meeting grade level standards.

So, what does that mean for us as a district? If you look here, these are just some of our priority areas. We want to, of course, work with school leadership, campus leadership to strengthen tier one language rich instruction. That includes ensuring that our students have access to the English language proficiency standards through the language objectives. The CBLI stands for Content-Based Language Instruction, basically ensuring students have the language support that they need so they can access on grade level content and ensuring that they have linguistic scaffolds.

Second, we want to build student ownership and accelerate growth so that teachers can work with them. We will be working with teachers to coach them on how to meet with their students and set goals with them so that they can understand what it means to increase their language proficiency and where we want to see them progress. So, students can move across four proficiency levels, beginner, intermediate, advanced and advanced high are the levels this year.

Normally learning a second language, just like adults, it's a progression. It doesn't happen in one year. It doesn't happen overnight, but what the state is looking for is that they're making progress. So, if students are at beginner one year, we hope to move them to intermediate next year. And if they're at intermediate, we hope to move them to advanced. If they're at advanced, advanced high. Now the average student takes about five to seven years to fully acquire a second language. So, it's something that happens over time.

And so, we are just checking to ensure that they're making progress. And even if they don't move from beginner to intermediate, are they making progress across listening, speaking, reading and writing, even if not across all four domains? And then we're also looking at how we can use data to drive instruction and support. So being very intentional with the data, helping teachers and administrators look at the data, study the data and make decisions for instruction around the data.

Also, we're looking at strengthening language program implementation, dual language 2.0 that this year we have made some enhancements to dual language. And so, one of the areas that we have started implementing is the ELD block, which is your English Language Development. We have our students in the early grades getting some foundational skills in English to prepare them and expose them to learning

to read in the English language at an earlier grade.

We're also looking at ensuring that the program is implemented with fidelity, that there is a practice called bridging going on. Bridging is basically the connections that students make across both languages in a dual language program. And then of course we make sure we participate in calibration walks and observation walks and that we are coaching both administrators and teachers.

And finally, we want to make sure we're building campus capacity, that we are compliant with whatever the LPAC requirements are when identifying and serving our students, that we are working with families because it really does take everybody. So, our work is not just with one group, we collaborate with everyone, school leadership families to ensure that students are receiving what they need.

These priorities are all intentionally connected. We use data to identify a student's needs. We establish goals with the student. We provide strong tier one instruction and personalized practice. We monitor progress and adjust instruction and support based on the results. At the same time, we're strengthening the systems around that student, our dual language and ESL programs, teacher capacity, campus leadership, compliance process and family partnership. Ultimately, our goal is not simply program compliance or implementation, our goal is measurable language development and stronger academic outcomes.

To close it out, I want to take you back to where we started. One in every four of our students is an emergent bilingual student. So, through strong instruction, intentional language development and shared ownership, we are preparing our students not only to make progress, but to sustain academic success beyond the program. So, when our emergent bilingual students succeed, it helps the entire district succeed. Thank you, Board of Trustees, Ms. Veracruz, Dr. Goree. And if you have any questions, I'm happy to answer them.

Trustee Fahey asked. Thank you, Mrs. Hernandez. I have a question about parent denials. What are the reasons that parents don't want dual or ESL? Why do they not want that?

Ms. Hernandez replied. In some cases, they believe that possibly learning Spanish... It's a misconception that they might have that learning Spanish could slow down their English progression. That could be one possibility, one of many. Could also be that maybe in the past when they were in school, they had a bad experience in the ESL or bilingual program, so then they're just replicating based on what they went by. We go through the process, we explain to them things have changed over time, things have improved, and we talk to them about what dual language and ESL programs look like today so that they're making informed decisions based on the education their child is receiving today, not an education they received 10, 15 years ago. And so, there's honestly a varied number of reasons that they could select that. Sometimes when we sit with them, we explain the benefits. TEA even has some videos out and we show them those videos that TEA has put out on the benefits.

We have many of them realize that "Oh, I see the benefits of my child getting this service or becoming bilingual and biliterate," and they'll change their mind. In some cases, even after you've explained the benefits, they're very set, and that is their right. So then at that point, then they become a parent denial. And honestly, they can become a parent denial and a year later change their mind. That is also their right, so they can come back to us and say, "I decided I do want my child in the program."

Trustee Fahey commented. [inaudible 01:30:03].

Ms. Hernandez replied. Yes, it is. Though it becomes harder because the longer they're out of, say, the dual language program, if they haven't been exposed to Spanish along the way, and say they want to put their child back in dual language after not being in it for two years, that can also, at that point, become a challenge because that child hasn't been exposed to the Spanish language. So, at that point, we also talk to them about that. "Are you sure? We realize that there's benefits, but also your child has been out of the program two years. Do you still want to move forward in that direction?"

President Veracruz commented. Ms. Hernandez, I want to thank you for gathering the data for this. It shed a lot of light on what we may have misunderstood and it brought clarity. So, thank you for your information tonight.

10. **ADJOURNMENT AT 8:59 PM**

Trustee Pelton made a motion to adjourn; Trustee Fahey seconded the motion.

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Dr. T. Lamar Goree
Superintendent of Schools

_____ _____

Board President Board Secretary