MISSION POSSIBLE

ISD

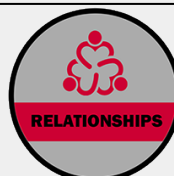CISD COPPELL ISD
you matter

CISD

Our Mission:

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Our Values:

REDEFINING SUCCESS

WE VALUE **EACH** INDIVIDUAL'S CONTRIBUTION BECAUSE **SUCCESS** CAN BE DIFFERENT FOR EVERYONE.

RELATIONSHIPS

WE VALUE AUTHENTIC **RELATIONSHIPS.** WHEN WE INVEST IN EACH OTHER WE LEARN AND FLOURISH.

GREAT TEACHING

WE VALUE **GREAT TEACHING** BECAUSE WE BELIEVE IT IS KEY TO **DEEP** LEARNING.

ENGAGEMENT

WE VALUE COLLECTIVE **ENGAGEMENT** THAT POSITIVELY IMPACTS THE LIVES OF OUR CHILDREN AND OUR WORLD.

Our you matter

District Highlights and Updates

Coppell ISD has a Record 49 National Merit Semifinalist

Sri Achanta
Sathvik Adusumilli
Arya Agashe
Nalini Agnihotri
Tanishq Akasapu
Saipragnya Akula
Prerith Arunkumar
Aman Asthana
Akshat Athale
Abhiram Atluri
Ananya Atluri
Aryan Bansal
Sanika Bedse
Vidita Bhotika
Kedar Bulusu
Tanmayee Chandupatla
Sua Cho
Rishi Dasari
Samarth Dubey
Ryan Gao
Anveshi Goyal
Nidhi Ilanthalaivan
Aditya Iyer
Alex Jang
John Jericko John
Veslin

Manav Kapadia
Ishaan Kashyap
Abhilash Katuru
Srinidhi Madur
Vishnu Marella
Avani Munji
Praneeth Muvva
Arjun Nijasure
Tanvi Nikam
Tanya Nikam
Dhroov Pathare
Spencer Paulsen
Kshetra Polavarapu
Nishnath Polavarapu
Nitin Ponduri
Pranav Puttagunta
Rohan Raja
Varun Ravilla
Meet Shah
Effie Shen
Mahati Sudhagar
Akhil Vellaturi
Jessica Xu
Brian Zhong

Photo by CHS Junior Nrithya Mahesh
Courtesy of the CHS Sidekick Student Newspaper

Photo by CHS Junior Nrithya Mahesh
Courtesy of the CHS Sidekick Student Newspaper

I ♥ CISD

Coppell Independent
School District
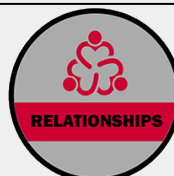
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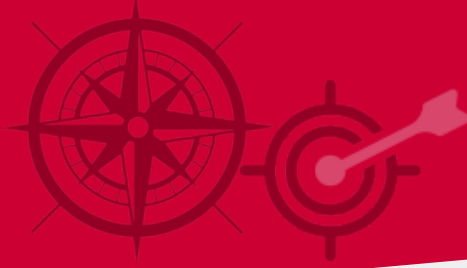
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Dr. Andra Penny
Principal

Cottonwood Creek Elementary

![CISD logo]

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Superintendent Priority Goal #3

CBAS Pillar - Student Learning and Progress

Accountability & Testing Update

The STAAR redesign is based on improving alignment to the classroom experience

In effective classrooms, teachers are…

The STAAR redesign will…

1 Coherently building students' **background knowledge and vocabulary** in all subject areas… → Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes

2 Asking students to **write about what they read using evidence from text**… → Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**

3 Providing **various open-ended formats** for students to respond to questions… → Add new, **non-multiple-choice questions** that are more like questions teachers ask in class

4 Supporting the learning needs of all students by providing **appropriate accommodations**… → Move to **online assessments** that provide a full suite of robust accommodations for students with specific learning needs

5 Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.

TEA

Spring 2023 Assessment Report for the Board

Raw Score Conversion Table - STAAR 1.0 Spring 2022

Test	Max Score	High Did Not Meet GL			Approaches GL			High Approaches GL			Meets GL			Masters GL		
		Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct
Grade 3	34	1278	13	38%	1345	17	50%	1400	21	62%	1468	25	74%	1555	29	85%

Raw Score Conversion Table - STAAR 2.0 Spring 2023

	Max Score	High Did Not Meet GL			Approaches GL			High Approaches GL			Meets Grade Level			Masters Grade Level		
		Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct	Scale Score	Raw Score	%age Correct
	52	1285	14	27%	1345	18	35%	1409	23	44%	1467	28	54%	1596	38	73%
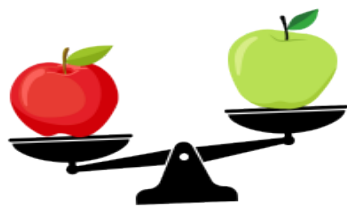
Evaluating performance will be different this year

TEA
Texas Education Agency

- 2022 ratings and 2023 ratings are using different methodologies.

- Because of the *A-F* Refresh:
  - SY 2022-23 ratings will be based on a different set of rules than previous *A-F* ratings.
  - 2022 ratings and 2023 ratings cannot be compared side-by-side.
  - It is possible a campus with an *A* rating in 2022 may improve in 2023…
    - …and yet receive a *B* rating.

It's not a **simple apples-to-apples comparison** this year.

2023 A-F Communications Timeline

TEA Texas Education Agency

MAY

May 31: Preliminary "What If" ratings / communications resources released to districts via TEAL

May 31: EOC performance levels available to districts

JUNE

June 9: *A–F* Estimator released to districts

June 20: *2023 Accountability Manual* public comment period closes — **Originally Spring 2023**

June 30: EOC results published in Family and Analytic Portals

AUGUST

August 11: STAAR 3-8 performance levels available to districts

August 16: STAAR 3-8 assessment results published in Family and Analytic Portals

Latest timeline from TEA

Early September: Final *2023 Accountability Manual* adopted into rule and appendices released — **Originally Summer 2023**

SEPTEMBER

Early September: 2023 *A–F* district communications toolkit (resources for communicating 2023 accountability ratings)

September 26: 2023 *A–F* ratings released to districts via TEAL

September 28: 2023 *A–F* ratings released publicly (e.g., press release, TXschools.gov) — **Originally August 15, 2023**

Update on 9/12/23: Delay in Ratings till late October/Early November

STAAR | A-F

In the To the Administrator Addressed Correspondence (TAA) [here], the agency announced a delay in the issuance of the final rule for the accountability manual and a delay in the issuance of 2023 A–F Accountability Ratings from the previous public release date of September 28, 2023.

The agency will be conducting further analyses of the growth data to inform cut scores in Domain 2a-Academic Growth, and Domain 3-Closing the Gaps which is anticipated to delay the issuance of final rules and ratings by approximately one month. The agency will provide specific dates for 2023 ratings release at least two weeks ahead of the release of public ratings.

… Statewide growth data for the 2022-23 school year has become available. Analysis of that growth data shows that the 2021-22 growth was more anomalous than expected, so setting baselines that partially incorporate data from the 2021-22 school year may not adequately take into account the impact of the pandemic.

- All 2022 What if Reports are now inaccurate/unreliable. TEA will re-issue new 2022 What If Reports in late October/early November.

- All 2023 Projections are now inaccurate/unreliable.
- 2023 projections should be put on hold until TEA releases decisions about scaling conversions for Academic Growth, new Domain 3 Targets for Academic Growth, and possibly new scaling conversions for Domain 3

Source: Lead4Ward

Better of Achievement or Progress: 70%

30%

Domain 1

Student Achievement

What student know and can do

Domain 2

School Progress

How far students have come

Domain 3

Closing the Gaps

How different student groups are performing/growing

1. Update cut points and targets
2. Update CCMR Indicators
3. Changes in Growth
4. Narrow the focus within Closing the Gaps
5. Update overall district rating methodology

Domain 1: Student Achievement

Elementary
- ■ **100%** STAAR

Middle
- ■ **100%** STAAR

High Schools & K–12s
- ■ **40%** STAAR
- ■ **40%** College, Career, Military Ready (CCMR)
- ■ **20%** Graduation Rates

College Ready
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career & Military Ready
- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Domain 1 Student Achievement Now

Domain	Changes to methodology in 2023
Domain 1 Student Achievement	-No change for elementary and middle schools, **but** STAAR Redesign isn't apples to apples -High schools and K-12s have increased standards for college, career, and military readiness and graduation rates.

Scaling of CCMR for 2023
- TEA has proposed **_MAJOR change in scaling_**
- From 2018 through 2022, a CCMR score of 60 scaled to a 90 (A)
- For 2023, TEA has proposed that a CCMR score of an 88 will scale to a 90 (A)

CISD CCMR for 2022 (class of 2021): Component Score of 80%

Proposed Scaling Changes for CCMR	CCMR Component Score Cutpoints High Schools	
	2018-22	2023
90 (A)	60 →	88
80 (B)	48 →	78
70 (C)	39 →	64
60 (D)	26 →	51

Scaling of Graduation Rate for 2023

- TEA has proposed a *change in scaling*
- From 2018 through 2022, a Grad Rate of 96.0 scaled to a 90 (A)
- For 2023, TEA has proposed that a Grad Rate of 98.0 will scale to a 90 (A)

CISD Domain 1 Grad Rate for 2022: 99.2%

Proposed Scaling Changes for Graduation Rate	Graduation Rate Cut Points High Schools	
	2018-22	**2023**
90 (A)	96.0	98.0
80 (B)	94.0	96.0
70 (C)	92.0	94.0
60 (D)	86.0	88.0

Domain 2: Student Progress

PART A: **Academic Growth**

STAAR Performance Level

Masters	Masters
Meets	Meets
Approaches	Approaches
Does Not Meet	Does Not Meet

Sample Student: 3rd Grade   Same Sample Student: 4th Grade
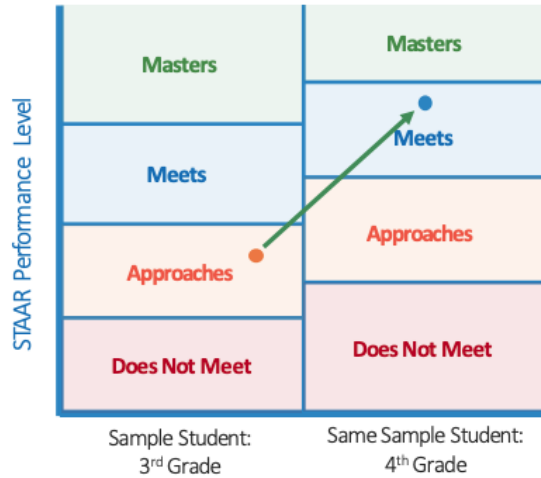
Aggregating individual student year-over-year gains

This is being updated as part of A–F refresh to include more students in the calculation and to recognize learning acceleration

PART B: **Relative Performance**

Student Achievement

100%
48%
0%

A
B
C
D
F

0%   65%   100%

Economically Disadvantaged %

Approximating growth using baseline adjusted proficiency targets

Domain 2 School Progress Now

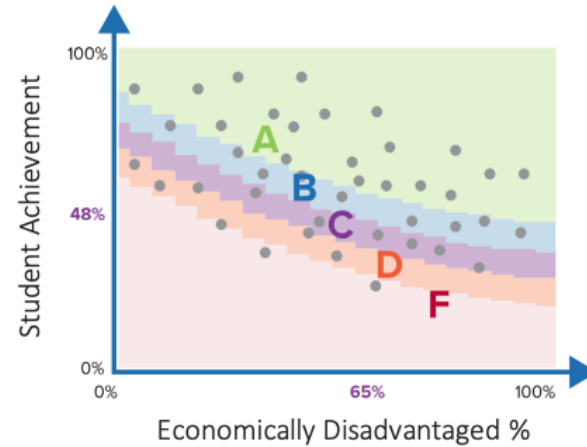| Annual Growth						
	Current Year					
Prior Year	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning				
	Current Year			
Prior Year	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Domain	Changes to methodology in 2023
Domain 2 Student Progress	No change in methodology. Continues to be best of Domain 2a and 2b.
Domain 2a Academic Growth	**Updates methodology** to capture **growth** and includes learning acceleration. No more STAAR Progress Measure.
Domain 2b Relative Performance	-No change for elementary and middle schools. -**High school recalculated given recent improvements in college, career, and military readiness.**

Example Calculation: Academic Achievement Component Score*

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed - Current	Continuously Enrolled	Total Met	Total Evaluated
Reading	Y	Y	Y	N	Y	Y	N	Y	6	8
Mathematics	N	Y	N	Y	Y	Y	Y	N	5	8
								Total	11	16
					Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)				69	

Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

What: Within Domain 3, Closing the Gaps, rather than giving all groups equal weight, use super groups. Reduce the minimum size to 10, and move from yes/no to 0-4 points methodology

Why: Super groups allow us to focus on students most in need. Size and point methodology changes allow us to include more students and improve differentiation.

0–4 Points Definitions	
4	Met long-term target (2037–2038 target)
3	Met interim target (2022–2023 through 2026–2027 target)
2	Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Student Groups Evaluated in Closing the Gaps	
Closing the Gaps Rating Comprehensive Support and Improvement (CSI) Determinations	4 Super Groups • All Students • Two lowest performing racial/ethnic groups from the prior year • High focus (includes economically disadvantaged, Emergent Bilingual (EB), current special education, highly mobile)
Targeted Support and Improvement (TSI) & Additional Targeted Support (ATS) Determinations	12 Disaggregated Groups • 7 racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races • Economically disadvantaged • Special education • Emergent Bilingual • Continuously enrolled (beginning with 2023) • Former special education (beginning with 2023)
Evaluated & Reported	18 Groups (see above)

What: Rather than calculating districts as a single K-12 campus, calculate district ratings using a proportional weighted average of campus ratings. Include Ds in the 3 out of 4 rule (Domains 1, 2a, 2b, 3).

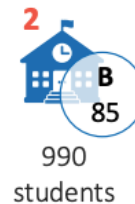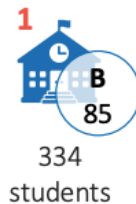**Why:** To increase alignment of district outcomes with campus outcomes and align the definition of unacceptable performance with SB 1365.

Campus	3–12 Enrollment	Score	Weight	Points
Campus 1	334	85	13.8%	11.7
Campus 2	990	85	41.0%	34.9
Campus 3	62	77	2.6%	2.0
Campus 4	761	72	31.5%	22.7
Campus 5	270	67	11.2%	7.5
District Domain Rating				79
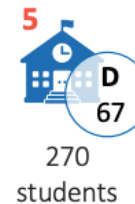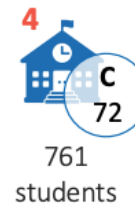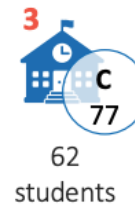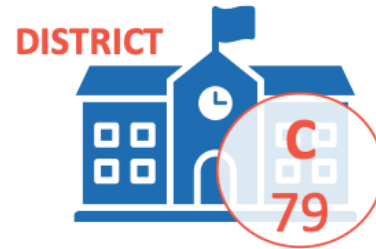
Expect delays in other areas

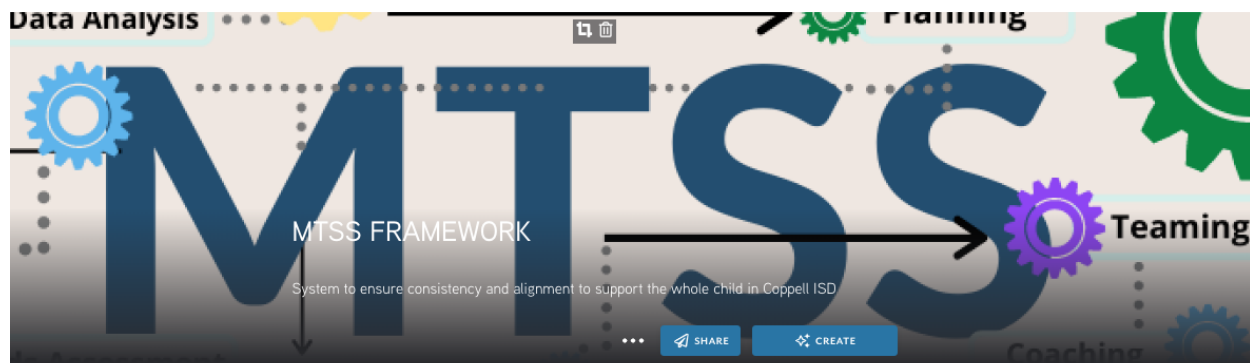| Event	Typical Year	This Year (best estimates)
Preliminary Ratings Released	August 15	Late October/Early November
Appeals Window	August 15 - Mid September	Early November to Early December
Final Ratings Released	Late November/Early December	Mid February
Texas Academic Performance Report (TAPR) Released	Mid December *(districts have 90 days to conduct public hearing)*	Early March *(districts have 90 days to conduct public hearing)*
School Report Cards	Mid January *(Must be disseminated within 6 weeks)*	Late March *(Must be disseminated within 6 weeks)*
Federal Report Cards	Mid January *(Must be disseminated by early March)*	Late March *(Must be disseminated by late April)*

Source: Lead4Ward

- Regardless of final ratings and new methodologies, we must continue to "zoom out" and analyze longitudinal history of achievement and growth to impact overall trajectory
- What does this mean?
  - Continue to focus on **daily instruction of the whole child** through the lens of Multi-Tiered Systems of Support – which is the work done within Professional Learning Communities. **Focus on learning, collaboration, results.**
  - Analysis of **all** types of assessments and harmonizing **all** the data points: screeners, progress monitoring,

4 Questions of a PLC	Tiers within MTSS
1. What is it we want our students to learn? 2. How will we know if the students are learning?	• Universal Design for Learning Principles +Small Group Instruction + Formative Assessment • SEL Curriculum + Positive Behavior Intervention & Supports (PBIS) = "Power Prevention" of Tier 1 Instruction
3. What will we do for students not making progress?	Targeted and Intensive Interventions = Tier 2 & Tier 3 "Response to Intervention"
4. What will we do for students who already demonstrate proficiency?	Extensions and enrichments

MTSS Framework: System to ensure consistency and alignment

www.tinuyrl.com/CoppellMTSS

mekennington > MTSS FRAMEWORK

Start Here	Mission and Purpose	MTSS and PLC Alignment
The Assessment Plan	Best Practices from Solution Tree	Differentiated, Core Instruction and Systems...
Intervention Plan Components:Goals,...	Targeted Intervention – Strategic and...	Intensive & More Individualized Intervention
SEL and Behavior	Restorative Practices & Classroom Management	Team Roles & Campus Actions Year At A Glance
Accelerated Instruction (House Bill 1416)	PLC Question 4: Extending the Learning	Child Find, EBs, Early Childhood, Speech, 504 ...
FAQs		

"Trying to move learning with only Tiers 2 and 3 is like putting new tires on a car with no engine. It may move, but it's going to take a lot more work – hard and pushing. If we really want movement, Tier 1 must be firing on all cylinders. Focus on Tier 1 and floor it."
-Jason Kennedy

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Community-Based Accountability System (CBAS)

Superintendent Priority Goal #3

CBAS Pillar - Community Engagement and Partnership

Student Learning and Progress: Ensure academic success for all students. Students are our top priority and we want to ensure we are meeting their learning and progress needs.
- In what ways are we prioritizing individual and learner growth?
- In what ways are we ensuring high levels of student academic success?

Safety and Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each learner.
- In what ways are we supporting the social and emotional well-being of our learners?
- In what ways are we investing in the safety and well-being of our students and staff?

Professional Learning/Quality Staff: In order to educate all students to the highest academic standards, we need to have quality staff and make certain that they have the professional learning necessary to deliver great teaching.
- To what degree are we providing professional learning that reflects the core values of our district?

Fiscal and Operational Systems: Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.
- To what extent are district fiscal and operational systems used to actualize our CISD Core Values?

Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.
- To what extent do we encourage and support learners' pursuit of their interests and passions?

Student Readiness: Ensure students are well prepared for their next level of education and postsecondary success
- In what ways are we meeting the academic, behavioral and emotional needs of each learner?

Community Engagement and Partnerships: Ensure that all stakeholders are a meaningful, integral part of CBAS and can and will support our schools.
- In what ways are CISD learners and staff supported by an engaged community?

21-22 Annual Report

- Evaluated 3 pillars
- Small Brochure
- Online Dashboard

22-23 Annual Report

- Evaluates 5 pillars
- Printed Magazine-style Annual Report
- Online Dashboard
- Published in October
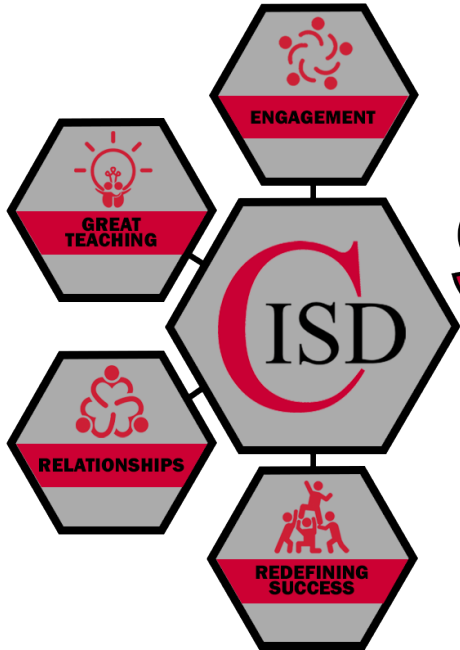- Supplement after the TEA Release of ratings

Shared CBAS Information:

- CBAS Advisory Committee - Sept 7 (Upcoming meetings on Nov 2, Jan 25, Apr 10)
- Superintendent Business Advisory Committee (Sept 19)
- iLead 1 (Sept. 20)
- Middle School Curriculum Nights (shared CBAS flyers, information and magazine with parents)
- Administrators (Admin Academy)
- All CISD Staff (Administrators shared information with their staff members on CBAS and gathered feedback)

October: Release the CBAS Annual Report and online Dashboard

We will release a supplement once we have the A-F information from TEA.

STUDENT LEARNING & PROGRESS

STUDENT READINESS

PROFESSIONAL LEARNING & QUALITY STAFF

COMMUNITY ENGAGEMENT & PARTNERSHIPS

ENGAGED, WELL-ROUNDED STUDENTS

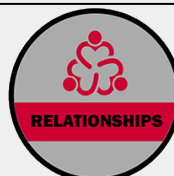FISCAL & OPERATIONAL SYSTEMS

SAFETY & WELL-BEING

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Safety and Security Update

Superintendent Priority Goal #2

CBAS Pillar - Safety and Well-Being

District Safety Review
Coppell ISD

- **HB 3 Resolution**

- **SRO, SRD, and D&L**

- **Resistance Film**

- **Emergency Operation Plans**

- **Campus and Building Audits**

- **Exterior and Interior Audits**

- **Playground Reviews**

- **Anonymous Alerts/Reporting App - Stop It**

- **Standard Staff Training - I Love You Guys!**

- **Questions and Answer Time**

Resolution for Good Cause - HB 3

The Texas legislature enrolled House Bill 3 ("HB 3") during the 88th Regular Legislative Session which requires a minimum of one armed security officer during school hours at each District campus. The bill defines an armed security officer as a school district peace officer; a school resource officer; or an armed commissioned peace officer employed as security personnel under Section 37.081 of the Texas Education Code

Current Security Coverage

Coppell Police Department - Coppell City Limits

Dallas County Sheriff's Department - Coppell Middle School West and Canyon Ranch ES

D&L Securities - Lee and Valley Ranch ES

- **Alert Training for Officers**

- **I LOVE YOU GUYS - Standard Response Protocols**

- **Playground Assessment**

- **10 plus drills with staff and students**

- **Anonymous Alerts/Reporting App - Stop It**

- **Parent University - August 30, 2023**

- **Safety Committee Update - September 12, 2023**

- **Resistance Film**

- **Crossing Guards**

- **Emergency Operation Plans**

- **Campus and Building Audits**

- **Exterior and Interior Audits**

- **Bus Tracking System**

- **Bus Cameras**

- **District Safety Committee - meets 3 times each school year**

Questions

CISD

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GREAT TEACHING

WE VALUE **GREAT TEACHING** BECAUSE WE BELIEVE IT IS KEY TO **DEEP** LEARNING.

ENGAGEMENT

WE VALUE COLLECTIVE **ENGAGEMENT** THAT POSITIVELY IMPACTS THE LIVES OF OUR CHILDREN AND OUR WORLD.

Our **you** matter