

Board Workshop  
February 9, 2026

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

President Jacqueline Culton 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 the Board of Trustees was 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: Jacqueline Culton, Dr. LaSonja Flowers, Phil McNeely, Cassandra Phillips, and Janice Savage-Martin.

**2. OPENING CEREMONIES**

**2.A. INVOCATION**

**Presenter:** Trustee Dr. Flowers

**2.B. PLEDGE TO US FLAG AND TEXAS FLAG**

**Presenter:** Trustees

**3. WORKSHOP**

**3.A. MIDDLE OF YEAR (MOY) ACADEMIC PROGRESS REPORT**

**Presenter:** Dr. Lamar Goree

Dr. Goree presented Middle of Year (MOY) Academic Progress Report. Thank you, Madam President, and thank you all trustees for coming out tonight. We are very excited to present to you our mid-year data as it relates to how we're performing with our students. This is just to give us an opportunity to present to the board how we are performing as a school system. I was meeting with the president today and I told her we are truly transferring our conversation in the district to be all about data. In that respect, I tell her the thing is, in God we trust, everyone else brings data. And we're making data-driven decisions. We're excited tonight to highlight some of the progress that we're seeing in our school district.

Now, tonight you'll see several things. We're going to talk about overall data. We're going to provide some opportunities to provide education on what the accountability system looks like in the state of Texas. But at the end of the day, we know it is our responsibility to grow children. We know it is our responsibility to provide the type of education that our children and our community deserve. And tonight is going to be an example of how we're moving in the right direction. I will not tell you that everything you see tonight is going to be perfect, but I will tell you that we are committed and have a plan to continue to move toward the mark that our community deserves.

And again, I do hope that you take advantage of this opportunity to ask any questions that you have. We're going to stop frequently so that you have opportunities to ask your questions. We'll stop pretty much after every presentation and entertain any questions that you have. That way we won't get to the end, and we have just an exhausted list of questions. We do want to certainly make this very interactive.

I do want to thank our principals for being with us today. Let's give them a round of applause. And again, they are in the trenches every day, and I think you know, we all know the charge is aggressive. We know that the expectations are aggressive and they are stepping up and really trying to close those gaps for our children. Also thank other staff members that are here today and community people that are here today, thank you for being here.

At this time, we'll start our presentation. I would like to start, we're going to go with the district middle of the year data overview, and that's coming from Ms. Newton. Ms. Newton is our director of assessment and accountability. You have a copy of the presentation. If you'd like to follow along, that's great. There are also several spots in there where you can record questions so that we can answer those questions. The slides are numbered, so you can utilize the numbers also.

Ms. Lucretia Newton added to the presentation. Good evening, Madam President, Dr. Goree, and esteem members of the board. My name is Lucretia Newton, and I serve as the director of assessment and accountability. And I am pleased to bring to you tonight our middle of the year data updates.

Before we jump into the data, I would like to do a refresher of some of the assessments that we'll be talking about tonight. First, the CLI or circle assessment, this is a pre-K assessment given to our three and four-year-olds, and it addresses our early learning readiness. Concepts like letter names and sounds, early reading, early math concepts, listening and speaking skills. We give this test three times a year at the beginning of the year, middle of the year, and end of the year. Our i-Ready diagnostic, we give this in elementary and middle schools, grades Kindergarten through eighth grade, for subjects reading and math. Again, this is given at beginning of the year, middle of the year, and end of the year, and it shows student growth from one point in time to the next.

We have our NWEA MAP, which is given at the elementary and middle schools for science, fifth and eighth grade science specifically. And then our high school subjects take our math test. Again, just like the other three, it's a diagnostic growth, measures growth. It's given beginning, middle, and end of year. One thing to keep in mind about these three assessments is they are used for our teacher incentive allotment. This is how we evaluate student growth for our teachers when we're looking at our TIA.

The last assessment we'll talk about is our local benchmark assessment. We give this to all grades and subjects that are STAAR tested. In the fall, we gave a benchmark right before Christmas break to grades 3 through eight, and right after Christmas break to high school. This test was created using STAAR released questions. However, it was not a full STAAR length test. It was half of what a STAAR test would be because we are halfway through the year and we have taught half the curriculum. So, the test did not include any material that had not yet been taught. It was half a year's curriculum.

Looking at our i-Ready data, this is, again, our elementary and middle school reading and math. I am showing you here the change in percentage of students that scored at the Meets and Masters level of the i-Ready assessment. For example, at Acton Elementary School on reading in i-Ready, they showed an increase of 12 percentage points from beginning of the year, 2025, to middle of the year that we just took a couple of weeks ago. In math, they showed an increase of 13 points. As you will see across the district, we showed gains, many times double digits for every campus, and this again was from beginning of the year to middle of the year, reading and math.

Our MAP data is very similar. This again is our fifth and eighth grade science and our high school subjects, including Algebra 1, Biology, English 1, and English 2. And this again shows the growth for just that upper-level category of students scoring in the Meets and Masters range. For example, Acton Elementary increased by three percentage points on the fifth-grade science. Biology increased 15 percentage points at the Meets and Masters level. Again, we are showing growth. We have less kids below grade level is what this data shows us. We aren't there yet and we still have gaps to close, but we are moving in the right direction. We had all campuses show increase except one. And that campus did not decline, it showed no change from beginning of year to middle of year.

As I said, our fall benchmark was half of a STAAR test. But we wanted to compare it to see where we were in the middle of the year, the midpoint, compared to where we were at the end of the year last year. So, comparing the data for approaches, Meets and Masters from the STAAR 2025 this past spring, compared to our benchmark, you can see the change in score, whether it was an increase or a decrease. It was pretty much an increase across the board with fourth and fifth grade, not necessarily the same with third grade.

However, one of the things we want to mention is that this is the first high stakes environment that our third graders have taken. To sit for several hours and read passage after passage or complete 25 math problems, it takes time for a student to build up that stamina. Part of the reason for our benchmarks is to help them build that stamina. So, the fall benchmark was half. When we do our spring benchmark before spring break, it will be a full STAAR release test. And so, our campuses are working with them to build up stamina in taking that test. One thing to note here is that most of these scores are still within about five points of where we were at the end of the year last year, and it is just the middle of the year with this data. So, we still have time to make improvements.

Our middle school fall benchmark, same information and a very similar pattern. Our sixth-grade students were where we saw a decline across the board. One thing, again, to mention here is that with sixth grade, this is their first year in middle school, coming from the reconfiguration from intermediate campuses, first year getting used to multiple classes, multiple teachers throughout the day, and also the sixth-grade math TEKS introduce more new content than any other grade level in math.

High school, there is a lot of green here. High school's very promising. Again, same situation. We're talking about end of year last year compared to mid-year this year, where we are right now. The reason this is so promising is because our district accountability rating is based on the combined weighted scores of each campus, and the campuses are weighted based on the number of students in Grades 3 through 12. Duncanville High School has approximately 48% of our students in Grades 3 through 12. So,

a lot of weight is bearing on DHS. This does include the collegiate scores that's combined together. And again, we see a lot of growth here, double digit, even 20% at the Meets level in US History.

A quick refresher of our accountability system. We have three student domains. Domain one is student achievement, domain two is school progress, and domain three is closing the gaps. Our accountability rating is based on the better of domain one or two, whichever is higher, is weighted at 70%, and then domain three is weighted at 30%. When we calculate these domain scores, we include, for domain one, student STAAR data. The high school also includes college, career, military readiness, and graduation rate. Domain two is student growth. How do students do compared to how they did the year before on a math or reading test? And domain three is looking at different student groups and if they meet state targets.

Based on our benchmark data, we were able to calculate the scores for domain one and two for the benchmark data. We are not able to calculate domain three because it includes TELPAS and some other factors that we don't have at this time. But we were able to calculate what our score would be if the benchmark were the STAAR test. And let me stress this is in no way a predictor of where we will be in May. It is simply taking the numbers of how the students performed on the benchmark, running them through the formulas to come up with a score for that domain. It is not an overall district score, but a domain score.

For Duncanville ISD as a whole, on our 2025 STAAR accountability, domain one, student achievement, the district received a grade of 69. Based on the fall benchmark data, plugging in the numbers, we would receive a score of 74. There are a lot of blanks on this page, and I want to explain that. In a little bit, you'll hear from Ms. Hernandez, Dr. Wyatt, Dr. Nix, and they will go through each campus scorecard like this, and there will be numbers there because each campus can be calculated based on how our students scored on the benchmark. Again, the district is calculated based on all those schools combined, so there's not individual scores for each of these. For domain two, student progress in 2025 STAAR accountability, the district received a 72, and based on the calculations from the benchmark, the district would receive a 79 if the benchmark were the STAAR test. Again, this does not predict where we will be in May. It's just a snapshot of where we were on benchmark during our benchmark timeframe.

When the others present, my colleagues, you will hear about Duncanville High School. For domain one, as I mentioned earlier, it includes college, career, military readiness, and graduation rate. When we calculated their what if score for the benchmarks, we left those as they were last May. So, the only thing that we changed in the calculation was the data from the benchmark replacing the STAAR data. Also, Daniel Elementary, you're going to see a comparison on the left side of Daniel Intermediate where they were last year compared to Daniel Elementary this year. So it will be a comparison of fifth and sixth grade to third through fifth, not exactly comparing apples to apples, but just an idea again of where Daniel Elementary stands today. The same with Hardin Elementary, they will not have anything on the left side because they are not going to have a rating this year due to having a new campus number, as Dr. Wyatt will explain in her presentation. So again, their right side is just a picture of where they were with our benchmark data.

I'm open to any questions that you may have with our mid-year data.

Dr. Goree added. One thing I'll say about the data just quickly is that green is good. And again, I would say that there were also two data sources. You had our diagnostic data, which is a test that's given to all kids in the beginning, middle, and end of the year, which trended well, but also our benchmark. And I would be questioning the data if we only had one source of data. So, I do think all that data was trending in the right direction. And again, we'll get more specific as we get into specific schools. But any questions on that first part of the presentation? Thank you. We'll now invite Ms. Mullins to come up, and Kristi's going to bring us an update on our early literacy.

Ms. Kristi Mullins added to the presentation. Good evening, Madam President, members of the board and Dr. Goree. I'm so excited to be back with you to present a little bit of data about our early literacy plan and handbook, and to give you some updates about where we are in the plan at this time of year.

First, we'll start with our i-Ready data specific to grades kindergarten through second grade. It's important to note that while approaches, Meets and Masters is what we typically see for Grades 3 through 5, that doesn't exist for Grades K through 2, but we have basically provided you with a comparison of what the scores for on and above level would be as compared to Meets and Masters.

So, when you look at kindergarten data, at beginning of the year, only 7% of our students scored at what would be the Meets and Masters level compared to 31% of those same students in the middle of the year.

Likewise, in first grade, only 6% of our students scored at the Meets Masters level at beginning of the year compared to 20% of students in the middle of the year. And again, in second grade, only 5% of our students began the year at the Meets Masters level, with 15% of our students scoring on or above grade level Meets Masters in the middle of the year. In addition, pre-K, we gave CLI, and they went from a 69% of students who were scoring at the Meets Masters level to 74% of students scoring at the Meets Masters level at mid-year. So very good, impressive data for our early literacy performers.

Specific to our plan updates, I want to just share with you kind of where we are with the plan, what are some of the challenges that we're finding, and then what we're doing about those specific challenges. We are still in our implementation phase of the early literacy plan. We are honed in on component two, Literacy Principles, and we do have some challenges that we're facing. I'm excited to share with you what we're doing about those challenges. So firstly, our foundational skills resource lacks clear systematic alignment to our state standards, and we have a lack of teacher capacity in foundational skills instructions specific to phonological awareness and phonics, which really are the driving force for teaching students how to read the words on the page.

What we're doing about those challenges, firstly, we're going to propose a new resource to you all for foundational skills for the 26-27 school year. We are also attending PLC and planning visits to help with resource internalization and implementation as we continue this current school year. And to help our teachers, we are focusing on classroom observations, feedback, and tier training to support foundational skills content, and we are very excited to bring this year a summer early literacy symposium that will equip and train teachers prior to the beginning of the school year specific in foundational skills content. So, I'd be happy to answer any questions that you may have at this time.

Trustee Dr. Flowers asked. I don't have any questions about that particular presentation. But I was wondering, what are we doing for first and second graders to help prepare them for the testing in third grade? Do they have classroom assessments on a digital platform to kind of ease them into the third grade rigor of testing?

Ms. Mullins replied. While you won't see that digital platform or even really the level of rigor in first grade, that does begin to happen second semester second grade, in order to prepare our second grade students for both the platform and the rigor that they'll find in third grade, but not until second semester second grade.

Dr. Goree added. One thing I'll add is we're very aware of that when you're in third grade, and even that's why the benchmark testing, we're going to do an additional benchmark in March so that we do work with them on that stamina. Teachers are, as the year has progressed in third grade, you're seeing us hold them into those 90-minute blocks more frequently so that they do build that stamina. Because it's important that you build stamina for them as they take that first high-stake test. Thank you.

And we're going to start with Deputy Chief Rosa Hernandez is going to come first and then we'll have Dr. Wyatt who will come, and then Dr. Nix will come, of course, to present the high school and some other information. We're going to go through all this information. This is probably the meat of the presentation and ask that you just note your questions, if you have those, and of course we'll grab those at the end.

Ms. Rosa Hernandez added to the presentation. Thank you. Good evening, President Culton, trustees, Dr. Goree. It is a pleasure to present the work for school improvement campuses.

Before I get started, I want to just note that these are the school improvement campuses, and they are the ones that are under school improvement with TEA. It'll look a little bit different because we'll have some arrows and stuff like that just to point out some of the growth between domain one and domain two so that you can really see how we're working with both of them so that one of them comes out exactly where we need it to be, if that makes sense. And so, it'll look a little bit different than Dr. Wyatt's. But again, I'm going to restate a lot of the work that we're doing here, it's the same work Dr. Wyatt and I are doing together on the back end. They just look a little bit different as we get into those schools.

We'll start with Byrd Middle School, and I want to draw your attention to something on your chart. I'll start with this one and then as you see, it'll kind of be the same pattern. So, here's our STAAR performance raw score. And then the only thing you really need to know is our raw score for domain one needs to be 41. Needs to be a 41 for domain one. That's the score in order to be a C or higher for elementary. But for middle school, it's 38. So, 38 for middle school, 41 for elementary. So, for this campus, it needs to be a 38.

We started last year, and I want to reiterate though, on the left-hand side is last year's end of the year. So, in May, this is where the campus was, at a 23 raw score. In December, we still got three more months before the test, we were now at a 29. So, he increased it by seven points, which is significant. It's significant. Those just don't happen overnight. It comes with strategic work and implementation. So, he has to be at a 38.

For domain two, which is progress, remember we can get either/or, he's already out of that F. Now this one's a little bit different. This is that top score, which is the academic growth, he had a 46. So, for middle school, they must be at 61. And so, he's at 50. So, for Byrd, we were at a 58 after the benchmark, and he needs to be at a 61.

So, we're at a 58 in academic progress. While the F isn't where we want to be for domain one, we definitely saw increases. And for student progress, the campus has already moved a letter grade, right? So, we are only away a few points from student progress to get that seat.

Then for our focus for Byrd Middle School, we're really focused on sixth and seventh grade math and reading. That's the area that we're focused on to really get those last few points. Also, our challenge has been really developing the leadership team of the campus. They have two new assistant principals at Byrd Middle School. So, we're really working with that principal, not only to pour into the principal, but also to help him pour into the two assistant principals there. And we're also working on really diving into weekly assessments and really making sure that they're timely and that we're using those weekly assessments to really drive the instruction.

We revamped the masters schedule at Byrd Middle School. So now they have a double block reading and a double block math. We really gained the entire first semester back, if that makes sense, because we added an additional 45 minutes of math and additional 45 minutes of reading. So, our kids can really catch up and then excel. He has a really good system in place and now we should start seeing those growths that we want to see.

We also added from one day of PLC to four days PLC. I know that sounds a little excessive, but in middle school we have a lot of gaps. We want to catch up. And the big piece is going to be him working with his team around unpacking those standards and really giving them time to plan, to think, to ask those high order questions and us to really help teachers understand the curriculum so when they deliver it, they deliver it well.

Our TEA plan was approved on January 23rd for all campuses that we submitted the TIPs. So, we're pretty excited because some people got theirs kicked back. Duncanville ISD got all plans approved. We have our first instructional walks starting this Thursday, Byrd's instructional walk for TEA for our accountability purposes is February 20th.

Then we have Acton Elementary. Acton Elementary moved from 57 F, which was a 32, and she needs to be 41. She moved to 35 and she moved it from an F to a D. We're one grade level higher than we were last year on STAAR. This is probably going to be their pathway. So, as Byrd's pathway is going to be student progress, Acton's is going to be academic achievement because she's already that grade level ahead. So, we're going to close that.

For student progress, we did show a slight regression in students. We had a lot of movement with a couple of teachers and different positions, so we're really focused on third, fourth grade reading and math. We made those instructional moves that we needed to make based on the first semester, the teachers are in the right spot. So now what we're doing, we're monitoring PLCs and accountability.

We're making sure that we're aggressively monitoring and in the moment feedback with the teacher moves and the staff moves we make. Our challenges, again, developing the capacity of that team and really use the data to drive the instruction day to day in with exemplars. Making sure those teachers lead the PLC with exactly the work that the students need to model. That's where we're going to get the gains on this campus.

Then we go to Alexander Elementary. Alexander Elementary started at 26 last year and they've already moved in academic achievement. And this is the hardest one to move. I just want to note that, domain one is the hardest one to move. Growth is you can get easier points that way, but we want to make sure everybody's moving. So, she moved from 26 this campus to 39. We only got to get a 41, two more points to get the C. So, we're like, "We can taste the C already." But more importantly, we already have it in progress. So, we went from 54, an F to 70, which makes 58 to a 70, but it's 56 and the raw score to 56. Again, this campus needs two more points. And then we'll go... We want to push it about two more points just so that we have some safety. But we are there technically.

We're working with fourth grade math and reading in this area. We do have an Elevate K-12 supporting our fifth grade. We have an area of support. We're working closely with Elevate 12. We're also working with the principal with aggressive model monitoring and adjusting in real time. We're really working with the campus principal to ensure that teachers are leading PLCs with an exemplar in hand. And that she's monitoring her weekly assessments with the new resources we've provided them with series and all the learning, that they're really leaving those PLCs, analyzing the weekly TEKS for that week and then making in the moment changes. And that's really been the move at Alexander because it's such a small campus, right? Every little baby counts. So, we're really making sure that we're making those moves.

At Bilhartz, we're moving from 24 to 36. So, she moved from 50 to 62. Already made the letter grade change. We still want that to be a six, but she's heading in the right direction. With student growth, again, they went from 52 to 67, already made the letter growth in both. And we're only a few points from that C. So, they're right on target. We're working with fourth grade math and reading, we're working with aggressive monitoring at this campus, helping the principal work through that leadership capacity. She has two new APs that she's supporting. And really customizing instructional resources, unpacking those blue bonnets and customizing it for her campus to make sure that we're making the move. She also has Elevate K-12 in third grade, that's where we had a teacher gap, and we're working under the direction of our CEO to make sure we're filling those gaps and we're not just sitting in empty classrooms. So, working with those teachers on that.

Then we have Daniel Elementary at 34, moving from 52. Now we stayed the same with 52, the score changed slightly, but the F didn't change, but we're still gaining those points that we need to get on the table. And again, we're comparing apples to oranges, right? Remember this was an intermediate campus now on an elementary three to five. We anticipated this change. What you'll see is the growth. That's what we're super excited about Daniel. We have gone from that 55 to that 60, which is huge. She's right there around that corner. She's very aggressively monitoring her student population because she has, again, another small group of kids. So, it's going to be really critical that she works with her leadership team and that she's customizing those resources. She's really digging into those PLCs, leading those PLCs, modeling, expecting that aggressive monitoring when teachers are lacking around the classroom.

They know exactly what they're looking for and how to give that real time change so that we're changing instructions, not waiting for the next PLC, but changing it right there in the moment in the classroom.

Fairmeadows Elementary, we went from 66. We regressed and we just want to note that we had some leadership changes in this campus. We hired a new principal. Mr. Quintero has joined us as of technically January. He was kind of in and out visiting in December but really starting in January. We look forward to his work. He's already made tremendous changes with restacking PLCs, relaying expectations for tier one instruction, modeling what tier one instruction looks like with his team and adjusting that master schedule. We're going to work with him, his new leadership, establishing systems, building relationships and building that capacity of his team.

Then last, we have Merrifield Elementary. Again, we're staying steady at 29 to 29. But then we see a slight growth in student progress. We went from 56 to 59, not quite where we want to, but we are honing in. Our challenge here is, again, building the capacity of the leadership at Merrifield. She's working hard on third grade and fifth grade reading and math, working on just owning that tier one instruction with modeling, aggressive monitoring, and real time feedback. That's really going to be where we're going to get the points and knowing walking into that classroom, "I have 22 babies and how many of those babies think X, Y, and Z?"

She's also making sure she's lifting the Tutored by Teachers and making sure we're very purposeful with that program. We thank you guys for that money, making sure she's pulling the groups she needs for do not meets to approaches, approaches to do not meets, et cetera. Being critical about the 15 groups she has. And then also monitoring PLC and providing that feedback loop of coaching cycles with the teachers that we want to closely work with.

That was our school performance. Are there any questions that I can help with?

I'll pass it to my bestie over here, Ms. Dr. Wyatt.

Dr. Wyatt added to the presentation. Greetings. Good evening, President Culton, esteemed members of the board, and Superintendent Goree. I'm Dr. Wyatt, and I will now present to you the schools I have the privilege of supporting. We will begin with Hardin Elementary. This campus will not receive a rating this year because it was reconfigured from an intermediate school, Hardin Intermediate, to an elementary school, and it was assigned a new TEA number. So, this makes a baseline year to set academic goals for the official rating. But that does not take away from the intentional work that we are doing every single day on the campus. Currently, it has a student achievement domain grade of 60. And just as Ms. Hernandez explained with the skill score, the current raw score that you see is 35. So, if we put this in the TEA calculator, we are only six points away for this to go up to a C.

The same also applies for school progress as well, and we are only six points away. You may wonder, what are we doing each day to be intentional to be ready for 2027? So right now, our focus at Hardin Elementary is fourth and fifth grade math and reading. We are monitoring to understand what motivates students to enhance instructional impact. We are also ensuring that instructional leadership recognizes, defines, and executes. When they go into a classroom, can they name it and can they do real

time coaching to ensure that the teacher is supplied with everything that they need to be effective? As a result, there are coaching cycle results that last for three weeks, and then we name something else and keep going. There is also a focus on high quality tier one instruction with differentiation. There's never a challenge to walk into a classroom to see small group instruction taking place. And currently, we are focusing on building prerequisite skills to support grade level mastery.

The next campus we will look at is Hastings Elementary. Hastings went from 69 B in the area of student achievement to 74 C, which increased by five points. For domain two, it started out as 75 C from the view of the STAAR scores in August, and now they sit at an 81 B with an increase of six points. Again, we are moving in the right direction, but we are not done. At Hastings Elementary, we are focused on third grade reading. We are currently monitoring, again, high quality tier one instruction with differentiation. There's also the same expectation for instructional leadership to recognize, define, and to execute, and provide coaching cycle results. In addition, data alignment meetings with teachers to monitor student growth as a result of district common assessments, and we are also focusing on building prerequisite skills to support grade level mastery.

The next campus I would like to present to you is Hyman Elementary. Hyman went from 69 D to 76 C in student achievement with an increase of seven points. For school progress, Hyman went from a 73 C to 82 B with an increase of nine points. For Hyman Elementary, the focus is third and fifth grade math. We are currently monitoring the implementation of high-quality instructional materials. There it is again, instructional leadership to recognize, define, execute with coaching cycle results, and there is a high emphasis on targeted support and interventions. Right now, our challenge is to ensure, and when I say challenge, I'm not meaning a negative way, but how are we owning an opportunity to develop the talent of the priority for our early career teachers zero to three years?

The next school I'd like to present to you is Kennemer Middle School. Kennemer Middle School at 69 D, they have increased by six points in student achievement with 75 C. For domain two, domain one at the end of STAAR was 75 C and they announced it at 83 B with an increase of eight points. What are we doing at Kennemer? We are focusing on sixth and seventh grade math. I must say, there it is again, instructional leadership to recognize, define, execute, coaching cycle results do exist. Also, principal's implementation to strengthen the assistant principal's instructional ownership. She cannot do it alone. And leadership data alignment meetings with teachers to monitor student growth as a result of district common assessments. And right now, the focus is on strengthening student outcomes at the meet level.

The next campus I would like to present to you is Reed Middle School. Well, they had a domain one rating of 59 F for STAAR. They have increased by 12 points and now have a domain one rating of 71 C. For domain two, there was 72 C for school progress for STAAR, and they now sit at 81 B with an increase of nine points. At Reed Middle School, the focus is also on sixth and seventh grade math. The targeted support and interventions are a great priority at the campus with a high emphasis on Saturday school. There is also emphasis on professional development needs and resource-based training and principal-led coaching to improve tier one instruction using data and walkthrough feedback. And just like Hyman, there is a focus on talent development as a priority for early career teachers for zero to three years.

I will now turn it over to the chief academic officer, Dr. Nix.

Trustee Savage-Martin asked. Why didn't Daniel get a new reference?

Dr. Wyatt replied. That is a great question. TEA looked to see the percentage of students that was from another campus to say, "Hmm, those are those same students. They're just in a different building." And the magic number is 50%. So, there's a wondering, "Well, what about Hardin?" The number for Hardin was 48%. We missed it by two points, or we would have that same comparison. So, it's an amazing question. Thank you for asking.

Dr. Goree added. And that's a great explanation. One thing I'll add though is that too, when you're coming from a school, because if you look at Daniel, the students came from Smith, and both schools were underperforming. So, the state takes that very seriously. You hear about other school districts where they just, "Well, we're just going to close the school to avoid state takeover." That doesn't work because they're tracking the students. Even our students that were at Central, if you'll remember the team presented to the board recently, we've had to go back and track where every one of those... When those schools close, those students that were failing, that were in that school when it was failing, we must track and provide support to those individual students regardless of where they are in the district. But had we had had a few more kids from Central to go to Hardin, then we would have gotten that number. So, of our intermediate schools, that's the only one that will get a new number.

Dr. Nix added to the presentation. Board, I have the privilege of not only serving as the chief academic officer to support that department but also serve as direct support to the high school. So, it is my absolute pleasure to share with you how the high school is improving.

If we look at domain one for the high school, we will see that at last year, end of year STAAR, in domain one, the high school scored a 79, which is a C. As of mid-year, right now, benchmark, the high school is scoring at an 83.

Now what's important, as Ms. Newton said, we kept CCMR, which is calculated for high school, and the graduation rate the same as last year. As you can see our CCMR last year was at 93, I believe it was 93%, last year, mid-year, we were at 28% and we ended up with 93. And that's typical because they start earning their points at the end of the year. Right now, mid-year, we're already at 46%. So, we are already on track to outpace what we did last year for domain one. For the high school, domain two last year, we ended up at an 81. If you look at where we are mid-year, we are already at an 87. So, we are very much on track to just continue to improve there. And I would want to just really thank Mr. Colbert and his work and the work of his team for the work they're doing there to see that student improvement.

The focus at Duncanville High School, and I know he's sitting there, but I'm not going to sugarcoat it, we have a new principal at Duncanville High School. And you cannot lead Duncanville High School like you lead an elementary school. His leadership is there. The qualities are there. His passion is there. But it's me working with him to make sure that he's not... Because he likes to put on a cape every day and go be Superman. And what he must do at the high school is build other superheroes. So, it's just working with him to build that capacity because he's a phenomenal coach, he's a phenomenal leader. But it's building that leadership team so that he doesn't have to be in everything and be doing everything. He's doing a phenomenal job building that capacity, working those systems and seeing that improvement.

Our focus, of course, is on Algebra 1, English 1, and English 2. The goal is quality and effective PLCs. Like the deputies say, when we leave those PLCs, we want to see evidence of student work. We want to see evidence, even at the high school, that those teachers have exemplars, they are modeling the lessons, and that when we are not on track that we know what to do and we have a plan to capture every single student. My work with the leadership team is on the observation and feedback because nothing gets better without feedback. Nothing improves without feedback. So, making sure that we are working with the administrative team, the principals, the teachers for quality feedback, and that we're monitoring that is a key focus.

Lastly, our intervention plans. If students don't get it, "Okay, but what are we doing about it? And when are we doing it about it? And do we know which specific student we're tracking where they are and what we're doing and if it's working?" And then lastly, just monitoring those CCMR indicators to make sure that we're maximizing those points. The challenge, as I stated, is just making sure that we have sustainable systems. We're doing a lot of things that are working this year at the high school, but we must capture what's sustainable, what's duplicatable, and we're building those capacity. And then lastly, data has to drive our decisions. And as you can see, it's working. We just must continue doing that.

Now lastly, Board, for the deputies and for myself, the goal is this, accountability and non-negotiables. There are some things that we've been doing as a district that just have to shift. They must change. And they're non-negotiables. Holding each other accountable, holding ourselves accountable, holding our people accountable, that's non-negotiable. We must improve. So, at the end of the day, quality tier one instruction, you've heard the alignment between Dr. Wyatt, Ms. Hernandez, me, we will have quality tier one instruction in every classroom. And I know we look comfortable in this room, President Culton, but the deputies are not comfortable. The principals are not comfortable. I am not comfortable because we cannot be comfortable as long as we have Ds and Fs and children who are not learning. So it is quite an uncomfortable situation on a day to day, not because we are meaning to be uncomfortable, because the work is uncomfortable to move student achievement, to do what it takes to move the kids, to know where they are, to put the systems in place, it's uncomfortable, but that's what we're doing. We're in the work.

My charge to the deputy chiefs, to the principals, to the department is to make sure that we're strategic and intentional with every student. We need to know where they are. We need to know what we're doing with them. We need to know when they're not performing, why they're not performing and what we're doing about it. And then we need to implement those plans with fidelity. And then lastly, we must be aligned. This is the first year that the Office of School Leadership has fallen under C&I. And I can tell you because I've been on both sides, the biggest challenge, Coach, the biggest challenge, we've all been on the team, but it's hard to work as a team.

So, getting the team to work as a team, that means the principal should not be hearing 15 different messages. It's hard to do something when you've got 15 different masters. So for us to be aligned in the work, so that we are aligned with teaching and learning, whether it's special education, whether it's school leadership, that we are all working in alignment to make sure they have what they need, that they're clear about what they need to do and that they can get it done. That's the goal. And then ownership at every single level, starting with me. Every F up there moving forward reflects my leadership. Every D up there reflects my leadership. So, at the end of the day, it's extreme ownership to

make sure every kid is moving, every campus is moving. And until we all have that ownership, that's the uncomfortable piece, because we're going to own it and we're going to move forward.

With that being said, Board, I hope that you can see that we are moving in the right direction, all of our data points, and it's a lot of hard work, and we just really thank the principals and the team for the work that they're doing, and Dr. Goree for his leadership and his pushing, because at the end of the day, it's his leadership, it's his guidance, and it's his direction that's causing us to move forward in those areas. So, Board, it's my pleasure to answer any questions you may have.

Dr. Goree added to the presentation. At this meeting, if you have any questions on any of the school data, this will be the perfect time to bring those questions. All right. Thank you, Dr. Nix, and thank you to our Deputy Chiefs Hernandez and Wyatt. Thank you.

As we come to the end of this part of our presentation tonight, I do tell you that when you talk about being uncomfortable, I'm certainly uncomfortable too, but nevertheless, I'm extremely encouraged as we look at the data. If you look at the data that you've seen tonight and you look at how the state is actually going to score our schools, we're either going to get the highest of the achievement, which is kids passing test, or growth, which shows how we're growing kids, and that will count 70% of our score. If you look at our schools, every school showed an increase in at least one of those areas. So that means that if this data continues to trend as it is now, and again, let me tell you too, this is also matching all of our other assessments. If we continue to trend in this direction, we're going to see every school go up.

I'm comfortable saying we will not have any F schools. And again, this is not a predictor, but that's something that I feel comfortable saying at this point. And again, not just because of the benchmark, but in large part because of our diagnostic test, our i-Ready and our MAP tests. We showed growth pretty much across the board in all campuses in all those subjects. And this is a test that this district has used for many years. We know it to be a very good indicator of how students will perform. So, I believe with us testing half the year, as I mentioned earlier, we will do another benchmark in March. That will give us an opportunity to make that last pivot. We will be prepared as we go into state assessment to have great showing.

At this time, are there any other questions?

Trustee Savage Martin asked. Will you remind me what the status of STAAR is [inaudible 00:53:49]?

Dr. Goree replied. You know, it's interesting. During the ice storm, we were at midwinter down and all of the advisors are saying, "Spend no time trying to understand what they're doing because it is literally changing by the day." You've heard about legislation that the test is going away, but there was no guidance given to that. I mean, they really are encouraging superintendents to not spend your time trying to figure it out because there's really no clear answer to that.

Yeah, but there was a legislation to get rid of the STAAR and they were going to replace it with data that would have been like our i-Ready and our MAP, which would have been done three times a year. But again, there's nothing really in place to show how that's going to happen.

President Culton asked. Was there a timeframe given for that shift?

Dr. Goree replied. There were several. But you've heard several different timeframes. You've heard next year. But again, TEA is indicating that there's no way that's going to happen. So really there is no real good answer to that question.

President Culton commented. I would like to thank the principals and the staff and the deputies and Dr. Goree and Dr. Nix for providing the updates tonight and for the progress that you all have made. We're truly in a race against time, and I think you all get it. But we're sure of gains in a number of categories, but of course, we still have a lot to do. So, I would just like to say be encouraged by the work that you're doing and the lives that you're touching. And Dr. Nix was heavy on accountability, and we are too, but we would just like to say thank you for what you do day in and day out for all the students, because they need you. They need us. And yeah, it's a crucial race that we're in, so thank you.

Trustee McNeely commented. I just want to say good job. It's a positive report and you can see the work that goes into this and all that have improved. You've really done a good job. I appreciate you.

Dr. Goree added. Well, we're certainly encouraged as we go into the second half of this year. We're living these plans already. We finished our round of what we call impact focus meetings with principals where they sit with staff, and this is a meeting where we move fast to get them anything they need. We began the meeting with their commitments with things that they asked for at the first meeting, and we got all those commitments. So, there are no excuses for any of us. We're moving forward quickly. So, thank you, principals, for your time and attention. And board members, trustees, there is this other document here that you may enjoy. It pretty much summarizes everything that you saw tonight. So, take some time and look at that as well. At this time, I will release everyone. You may go and thank you again for your time and attention tonight.

President Culton commented. Thank you, Dr. Goree for your leadership.

Dr. Goree replied. Thank you for letting me lead.

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

**The board went into closed session at 7:28 p.m.**

**4.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.

**4.B. 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

**4.B.1. Superintendent's Goals**

**5. RECONVENE IN OPEN SESSION**

**The board did not reconvene in open session.**

**6. ADJOURNMENT AT 9:12 PM**

**Motion was made and seconded to adjourn at 9:12 p.m. from closed session.**



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Dr. T. Lamar Goree  
Superintendent of Schools

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Board President

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Board Secretary