

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held February 11, 2025, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
 - A. Discussion of TASB Board Policy Update 124 2
6. Report/Discussion Items
 - A. Presentation of the National Student Support Accelerator Research on AI Tutor Copilot with Virtual Math Tutoring 41
 - B. Discussion of the 2024-2025 Targeted Improvement Plans 65
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment



DISCUSSION OF TASB BOARD POLICY UPDATE 124

CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS

Recommended revisions to this local policy at Federal Awards Disclosure are to align text with updated rules regarding federal grants found in the Code of Federal Regulations. This guidance became effective October 1, 2024, and is reflected in CBB(LLEGAL). The phrase "or designee" is recommended for deletion throughout the policy, except in places where the designation of another individual could be in place of the superintendent or board president and not just the superintendent as is the case in most other policies.

CDA(LOCAL): OTHER REVENUES – INVESTMENTS

The section on Sellers of Investments is recommended for revision to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board, have membership in the Securities Investor Protection Corporation, and be in good standing with the Financial Industry Regulatory Authority. Distributors of investment pools must also be registered in good standing with the Municipal Securities Rulemaking Board.

CY(LOCAL): INTELLECTUAL PROPERTY

Revisions are recommended throughout this local policy to clarify the circumstances under which the district's intellectual property may be used and where ownership of intellectual property lies when material is created by a district employee. Other recommended revisions clarify how district employees may use other copyrighted material, including copyrighted material used for performances and displays in instruction.

DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT

The provisions addressing tobacco and e-cigarettes are recommended for revision to include nicotine products regardless of whether the product contains tobacco. This language aligns with the language included in the Model Employee Handbook.

EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS

Recommended revisions to this local policy on Special Programs reflect updated Administrative Code rules addressing dyslexia and related disorders, specifically inclusion of references to the Dyslexia Handbook and admission, review, and dismissal (ARD) committee decisions.

EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS

Changes to the Texas State Plan for the Education of Gifted/Talented Students, approved by the State Board of Education in September 2024, prompted updates in terminology throughout this local policy. Recommended revisions at Funding are to align the text with requirements in the Education Code and in Administrative Code rules.

FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT

Under Reporting Child Abuse and Neglect, a new subsection on Oral Reports is recommended to comply with revisions to the Family Code and Administrative Code. Recommended revisions at Making a Report are to clarify new requirements in the Education Code stating that reporting individuals must provide their name and contact information when making a report. The policy still states that the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law.

GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

Recommended language prohibiting electronic vaporizing devices has been added to the Tobacco and E-cigarettes section of this local policy



Update 124 Local Policy Overview

- Several new laws from the 88th Legislative Session (2023) prompted TEA and other state offices to develop guidelines to implement the new laws.
- Other policy revisions were prompted by changes in federal guidance regarding grants.
- Revisions are recommended to 8 local policies.

CAA (LOCAL)

FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

- Revisions align with changes in the Code of Federal Regulations that address disclosure of violations of law in connection with a federal grant award
- Information regarding the federal rule changes can be found in CBB (LEGAL)

CDA(LOCAL)

OTHER REVENUES: INVESTMENTS

- District Investments Policy
- Language added that addresses representatives with distributors of investment pools and their required registrations with state and national boards and authorities:
 - Texas State Securities Board registration
 - Securities Investors Protection Corporation (SIPC) membership
 - Financial Industry Regulatory Authority (FINRA) good standing
 - Municipal Securities Rulemaking Board (MSRB) good standing

CY(LOCAL)

INTELLECTUAL PROPERTY

Revisions are recommended throughout this local policy to:

- Specify when the district's intellectual property (copyrighted) may be used.
- Address ownership of intellectual property created by district employees.
- Specify how district employees may use other copyrighted material for performances and displays in instruction.

DH(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT

Recommended revisions to the policy regarding prohibition of tobacco and e-cigarettes:

- Expand provisions to include all nicotine products, regardless of whether they contain tobacco.
- Ensure consistency with language in the TASB Model Employee Handbook.

EHB(LOCAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

Recommended revisions to the local policy on Special Programs:

- Reflect updated Administrative Code rules regarding dyslexia and related disorders.
- Include references to the official Dyslexia Handbook.
- Incorporate Admission, Review, and Dismissal (ARD) committee decisions.

EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Recommended revisions to the local policy were prompted by changes to the Texas State Plan for the Education of Gifted/Talented Students (approved September 2024):

- Align terminology throughout the policy with the updated state plan.
- Update the Funding section to align with requirements in the Education Code and Administrative Code rules for the superintendent/district

FFG(LOCAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Recommended revisions to the policy on Reporting Child Abuse and Neglect:

- Added a new subsection to comply with revisions to the Family Code and Administrative Code.
- Clarifies new Education Code requirements that reporting individuals must provide their name and contact information.
- Ensures the reporter's identity remains confidential and is disclosed only as required by law.

11

GKA(LOCAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Recommended revisions to the Tobacco and E-Cigarettes section:

- Add language explicitly prohibiting the use of electronic vaporizing devices on District property, District vehicles, or at school-related activities

Questions/Comments?

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members— BBF
 - for employees— DH
- Financial conflicts of interest:
 - for public officials— BBFA
 - for all employees— DBD
 - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent ~~or designee~~ shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from
Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards
Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, ~~in a timely manner~~ in writing ~~to the federal awarding agency or pass-through entity, all violations~~ whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal ~~grant~~ award. [See CBB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Objectives

The investment policy of the District shall be to:

1. Assure the safety of the invested funds of the District;
2. Maintain sufficient liquidity to provide adequate and timely working funds;
3. Attain the highest possible rate of return while providing necessary protection of principal consistent with District operating requirements as determined by the Board;
4. Diversify investments as to maturity, instruments, and financial institutions where permitted under state law; and
5. Ensure the quality and capability of investment officers through ongoing training.

Investment Authority

The chief financial officer and other persons designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011. A master repurchase agreement must be signed by the bank/dealer prior to investment in a repurchase agreement. All repurchase agreement transactions shall be on a delivery versus payment basis.
4. Banker's acceptances as permitted by Government Code 2256.012.
5. Commercial paper as permitted by Government Code 2256.013.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

6. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
7. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
8. Public funds investment pools as permitted by Government Code 2256.016.

Safekeeping Agreement

The District shall contract with a bank or banks for the safekeeping of securities either owned by the District as part of its investment portfolio or held as collateral to secure demand or time deposits.

Safekeeping and Custody

Safekeeping and custody of securities and collateral shall be in accordance with state law. Securities and collateral shall be held by a third party custodian designated by the District, and held in the District's name as evidenced by safekeeping receipts of the institution with which the securities are deposited. Collateral for certificates of deposits in banks shall be registered in the District's name in the bank's trust department or, alternatively, in a Federal Reserve Bank account in the District's name, or a third party bank in the District's name, at the District's discretion.

The District shall retain clearly marked receipts providing proof of the District's ownership, or the District may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with District funds.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Pooling of Funds

Except for cash in certain restricted and special funds, the District may consolidate cash balances from all funds to maximize investment earnings. Investment income shall be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles. The portfolio shall

have a weighted average maturity of one year or less. This dollar weighted average maturity shall be calculated using the stated final maturity dates of each security.

Liquidity and Maturity

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from over concentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment. The chief financial officer shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. All prudent measures shall be taken to liquidate an investment that is downgraded to less than the required minimum rating.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Maximum Allowable Stated Maturity

The maximum allowable stated maturity of any individual investment owned by the entity shall be as follows:

	<i>Maximum Allowable Maturity</i>
1. U.S. Treasuries and securities with U.S. government guarantee	5 years
2. U.S. government agencies and instrumentalities	5 years
3. Fully insured or collateralized CDs	365 days
4. Banker's acceptance	270 days
5. Commercial paper	270 days
6. Repurchase agreements	365 days
7. Money market funds	90 days
8. Local government investment pool	365 days

	<i>Maximum Allowable Maturity</i>
9. <i>Mutual funds</i>	365 days

Funds / Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

- Operating Funds Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

- Custodial Funds Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

- Debt Service Funds Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

- Capital Project Funds Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

- Food Service Funds Investment strategies for food service funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

- Internal Service Funds Investment strategies for workers' compensation insurance and medical trust funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers **and representatives with distributors of investment pools** shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). **Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).**

Soliciting Bids

In order to get the best return on its investments, the District may solicit bids in writing, by telephone, or electronically.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted average maturity limits and diversification.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds;
2. Avoidance of collusion;
3. Custodial safekeeping;
4. Clear delegation of authority;
5. Written confirmation of telephone transactions;
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale; and
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

INTELLECTUAL PROPERTY

CY
(LOCAL)

Intellectual Property	All copyrights, trademarks, and other intellectual property rights be- longing to the District shall remain with the District at all times. Ex- cept as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be limited to District-related purposes.
Students	A student shall retain all rights to their own work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student employee, shall not have rights to work he or she creates created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of his or her District employment, including the right to obtain patents or copyrights.
<i>Employee Ownership</i>	If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work. A District employee shall own any work or work product produced on his or her own personal time, away from his or her job and with personal equipment and materials, including the right to obtain patents or copyrights.
<i>Permission A District employee may apply to the</i> Exception	The Superintendent or designee shall have the authority to permit use of District materials and equipment in his or her creative-developing the employee's own projects, provided the employee agrees either in writing to grant to the District a non-exclusive, non-transferable nonexclusive, nontransferable, perpetual, royalty-free, Districtwide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
Works Made for Hire Independent Contractors	The District may hire an independent contractor for specially commissioned work(s) works under a written works-made-for-hire agreement that provides that the District shall own the work product created under the agreement, as permitted by copyright law. Independent contractors shall comply with copyright law in all works commissioned.
Return of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellectual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

Copyright

Unless the proposed use of a copyrighted work is an exception under the "fair use" guidelines maintained by the Superintendent ~~or designee~~, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder's work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

Technology Use

~~All persons are prohibited from using~~ Use of District technology in violation of any law, including copyright law, ~~is prohibited~~. Only appropriately licensed ~~images, applications, programs, or other software~~ may be used with District technology resources. ~~No person shall use the~~ The District's technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the Superintendent or designee to~~ shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~ Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

Electronic Media

~~Unless a license or permission is obtained, electronic media in the classroom~~ Performances and Displays

The display and performance of copyrighted material, including motion pictures ~~and other audiovisual, dramatic works, must be used in~~ musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the ~~course of~~ curriculum;
- During face-to-face teaching activities ~~as defined by law~~;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent's identity. The District shall include on its ~~Web site~~ website information on how to contact the District's designated agent and a copy of the District's copyright policy. Upon notification, the District's designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District's technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

INTELLECTUAL PROPERTY

CY
(LOCAL)

Trademark

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent ~~or designee~~ shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~-public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the-written~~ ~~permission-of~~ authorization from the Superintendent ~~or designee~~. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District ~~or campus~~ trademarks without appropriate authorization ~~shall~~ may be subject to legal action.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

An employee shall be courteous to another employee and the public, working together in a cooperative spirit to serve the best interests of the District. An employee wishing to express criticism or professional concerns shall do so through appropriate administrative procedures or the collaborative process. Such expressions shall be considered in light of their relation to the implementation of campus goals and objectives and/or the District's mission. [See BQB and AE]

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Participation in Community Activities

An employee of the District shall be encouraged to maintain as many community contacts as possible in order to keep the public informed about the educational program.

Every school employee shall have the privilege and is strongly urged to accept the responsibility of taking an active part in community life. He or she is expected to participate in community activities in such a way to bring credit to the schools.

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, unlawful possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. ~~[See CKE]~~ [see the CKE series];
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Electronic
Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent ~~or~~ **designee**.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.
Safety Requirements	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
Harassment or Abuse	<p>An employee shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none">1. Other employees. [See DIA]2. Students. [See FFH; see FFG regarding child abuse and neglect.] <p>While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.</p> <p>An employee shall report child abuse or neglect as required by law. [See FFG]</p>
Relationships with Students	<p>An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]</p> <p>As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]</p>
Tobacco and Nicotine Products and E-Cigarettes	<p>An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]</p> <p>An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.</p> <p>An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.</p>

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

Each District employee shall enforce policies ~~prohibiting tobacco~~ regarding the use or possession of tobacco and nicotine products and e-cigarettes on school property.

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,
Convictions, and
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Statement of Policy

Bigotry and racism are in conflict with the mission, goals, and objectives of the District to provide the best education and work environment possible for all of its students and employees. Accordingly, it is the policy of the District to maintain a learning and working environment that is free from such conduct.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Actions

An employee shall be in violation of this policy if, on school grounds, at school-sanctioned activities, or in vehicles dispatched by the District, he or she:

1. Directs personal insults (whether written or oral), including epithets, slurs, and insults based on a person's race, ethnicity, color, religion, national origin, sex, or disabling condition, which are addressed to an individual.
2. Threatens with physical harm or actually harms a person on the basis of that person's race, ethnicity, color, religion, national origin, sex, or disabling condition.
3. Defaces school property or materials in such a manner as to demean the race, ethnicity, color, religion, national origin, sex, or disabling condition of an individual or group.
4. Damages, defaces, or destroys private property of any person on the basis of that person's race, ethnicity, color, religion, national origin, sex, or disabling condition.

[For sex discrimination/sex abuse, see DAA and DIA.]

Dyslexia and Related Disorders

The District shall comply with all applicable state rules ~~and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test~~ regarding students ~~for~~with dyslexia and related disorders, including the "Dyslexia Handbook" and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student's admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Referral	<p>Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.</p>
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment identification procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	<p>The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.</p>
Identification Criteria	<p>The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.</p>
Assessments	<p>Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.</p>
Selection	<p>A selection placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.</p>
Notification	<p>The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.</p>

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students Interdistrict	When a student identified as gifted by a previous school district enrolls in the District, the selection placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate. [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection placement committee or a parent determines it is in the best interest of the student to exit the program is not meeting the student's educational needs , the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection placement committee regarding selection for or exit from services in the gifted and talented program. Appeals shall be made first to the selection placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus im-

provement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The ~~District's~~ Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program ~~shall address effective use of funds for programs are spent providing~~ and ~~services consistent with the standards in the state plan~~ enhancing the District's program and that a method accounting for expenditures related to the gifted and talented ~~students~~ program is established and aligns with the Texas Education Agency's financial compliance guidance.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ at (800)-252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.
[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

~~In accordance with state law, the~~The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

Ector County ISD
068901

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

¹ Texas Abuse Hotline ~~Website~~ website: <http://www.txabusehotline.org>

DATE ISSUED: ~~10/7/2021~~1/8/2025
UPDATE ~~118~~124
FFG(LOCAL)-A

~~ADOPTED:~~Adopted:

39

4 of 4

COMMUNITY RELATIONS
CONDUCT ON SCHOOL PREMISES

GKA
(LOCAL)

**Access to District
Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or
Exclusion Under
Education Code
37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus
Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Distribution of
Publications**

Duplicated, written, or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials shall not be sold, circulated, or distributed by persons or groups not associated with the school on any school premises in the District, unless they have received permission in accordance with GKDA.

Prohibitions

Tobacco and
E-Cigarettes

The District prohibits smoking and the use of tobacco products **and, e-cigarettes, or other electronic vaporizing devices** on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]



PRESENTATION OF THE NATIONAL STUDENT SUPPORT ACCELERATOR RESEARCH ON AI TUTOR COPILOT WITH VIRTUAL MATH TUTORING

The team from the National Student Support Accelerator will be in ECISD to present the research on using artificial intelligence for real time support for virtual math tutors.

The purpose of the research was to answer the following question: Could an AI-based expert-informed aid provide tutors real-time suggestions for tutors and raise tutoring quality?

Nine ECISD campuses participated in the study and 1787 students received virtual tutoring from 874 tutors. 429 tutors were in the treatment group and 450 tutors were in the control group.

The results are incredible!

Tutor CoPilot: An Intervention on Real-Time Decision Aids for Improving Virtual Math Tutoring

Rose E. Wang, Ana Ribeiro, Carly Robinson, Dora Demszky, Susanna Loeb



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

Motivation

- High-quality tutoring is one of the most effective solutions to prevent and remediate learning losses
- **Challenge:** Scaling high-quality tutoring is hard.
 - Due to growing demand, many virtual tutoring platforms employ *novice* tutors who, unlike experienced educators, may struggle to address student mistakes and thus fail to seize prime learning opportunities.
 - Personalized coaching for these tutors is also costly!
- **Our study:** Could an AI-based expert-informed aid provide tutors real-time suggestions for tutors and raise tutoring quality?
- **Implications:** Training novices faster without hiring expensive, experienced educators!

Randomized Controlled Trial with Tutor CoPilot

- Nine schools in your district participated in the study
- Identified 1787 students receiving virtual tutoring happening in the district
 - Students identified as eligible if they had performed below grade level on the state test the prior Spring.
- 874 tutors serving these students part of the study.
- Randomization at the tutor-level: Tutors were randomly assigned into:
 - (1) Treatment group: Tutors get access to Tutor CoPilot in their tutoring sessions (N=429)
 - (2) Control group: Tutors do not have access, and tutor as normal in their tutoring sessions (N=450).
- Tutor CoPilot is tutor-facing, not student-facing!

Tutor CoPilot in Practice: Empowering the tutor in live tutoring

Instead of having the tutor struggle by themselves...

Tutor: Hi Robbie!

Student: hi

Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?

Student: 3?

|

Tutor CoPilot in Practice: Empowering the tutor in live tutoring

What if they had a language companion?

Tutor: Hi Robbie!

Student: hi

Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?




Student: 3?



|

Tutor CoPilot in Practice: Empowering the tutor in live tutoring

A CoPilot that provides tutors *real-time, expert-like* suggestions!

Let's help the student!   

Ask a question	Explain a concept	Provide a hint
----------------	-------------------	----------------

That's a good try, but let's try it together. If Bob originally has 10 apples and gives 5 to Alice, we subtract 5 from 10. Can you do the subtraction?

Not quite, this is a subtraction problem. Can you try to identify what we should be subtracting?

Good effort, but let's first draw the number of apples Bob starts with.



Tutor: Hi Robbie!

Student: hi




Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?

Student: 3?

Tutor CoPilot in Practice: Generates context-aware suggestions

- Takes 10 most recent messages.
- Three default strategies chosen because most commonly used by experienced teachers from our previous study.

Let's help the student!   

Ask a question	Explain a concept	Provide a hint
That's a good try, but let's try it together. If Bob originally has 10 apples and gives 5 to Alice, we subtract 5 from 10. Can you do the subtraction?	Not quite, this is a subtraction problem. Can you try to identify what we should be subtracting?	Good effort, but let's first draw the number of apples Bob starts with.

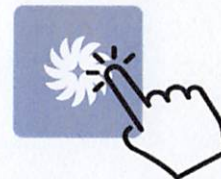
Tutor: Hi Robbie!

Student: hi

Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?




Student: 3?



Tutor CoPilot in Practice: Preserving tutor agency

Tutor initiates the help.

They can edit suggestions and pick other strategies:
Provide a worked example, provide a similar problem, simplify the question, ...

Let's help the student!   

Ask a question	Explain a concept	Provide a hint
That's a good try, but let's try it together. If Bob originally has 10 apples and gives 5 to Alice, we subtract 5 from 10. Can you do the subtraction?	Not quite, this is a subtraction problem. Can you try to identify what we should be subtracting?	Good effort, but let's first draw the number of apples Bob starts with.

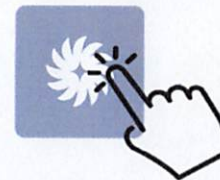
Tutor: Hi Robbie!

Student: hi

Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?

Student: 3?



Key Takeaway: This is a Human-AI approach to improving quality!

Tutor: Hi Robbie!

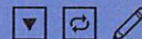
Student: hi

Tutor: Let's start with your first problem

Tutor: If Bob has 10 apples and gives 5 to Alice, how many apples does Bob have left?

Student: 3?

Let's help the student!



Ask a question

That's a good try, but let's try it together. If Bob originally has 10 apples and gives 5 to Alice, we subtract 5 from 10. Can you do the subtraction?

Explain a concept

Not quite, this is a subtraction problem. Can you try to identify what we should be subtracting?

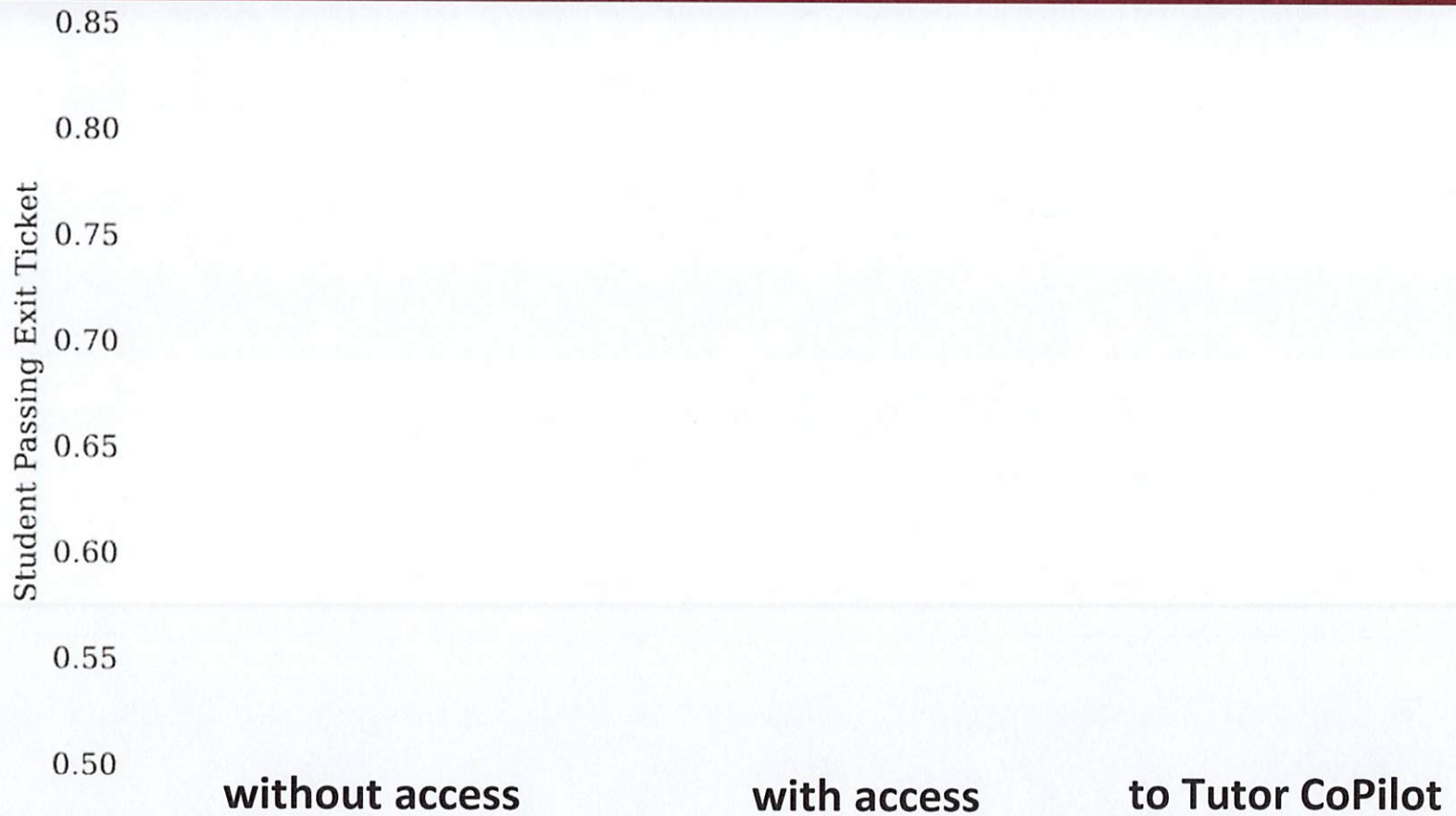
Provide a hint

Good effort, but let's first draw the number of apples Bob starts with.



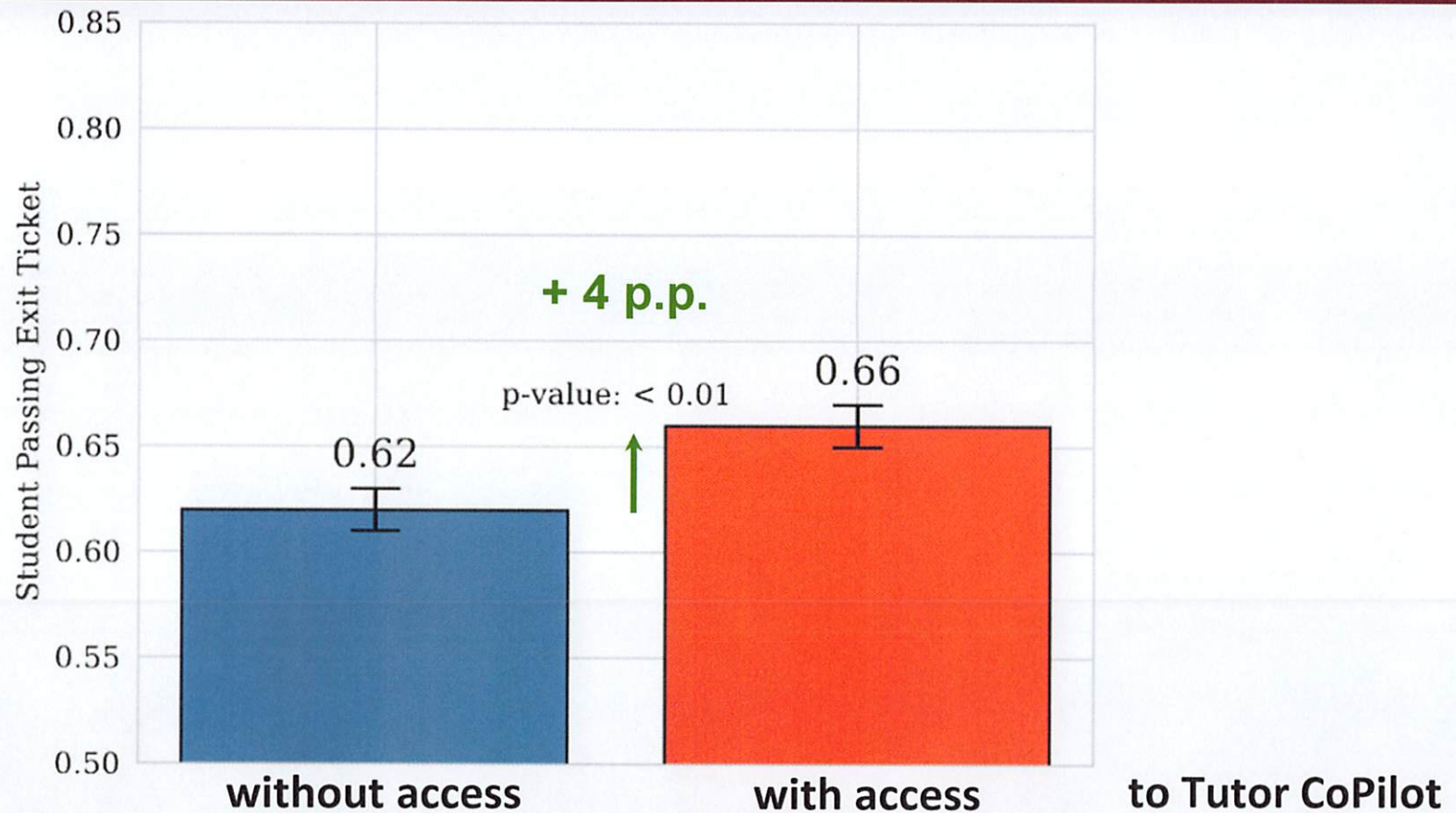
|

Results on Exit Ticket Passing Rate



Results on Exit Ticket Passing Rate

Students are 4 percentage points more likely to pass their exit tickets

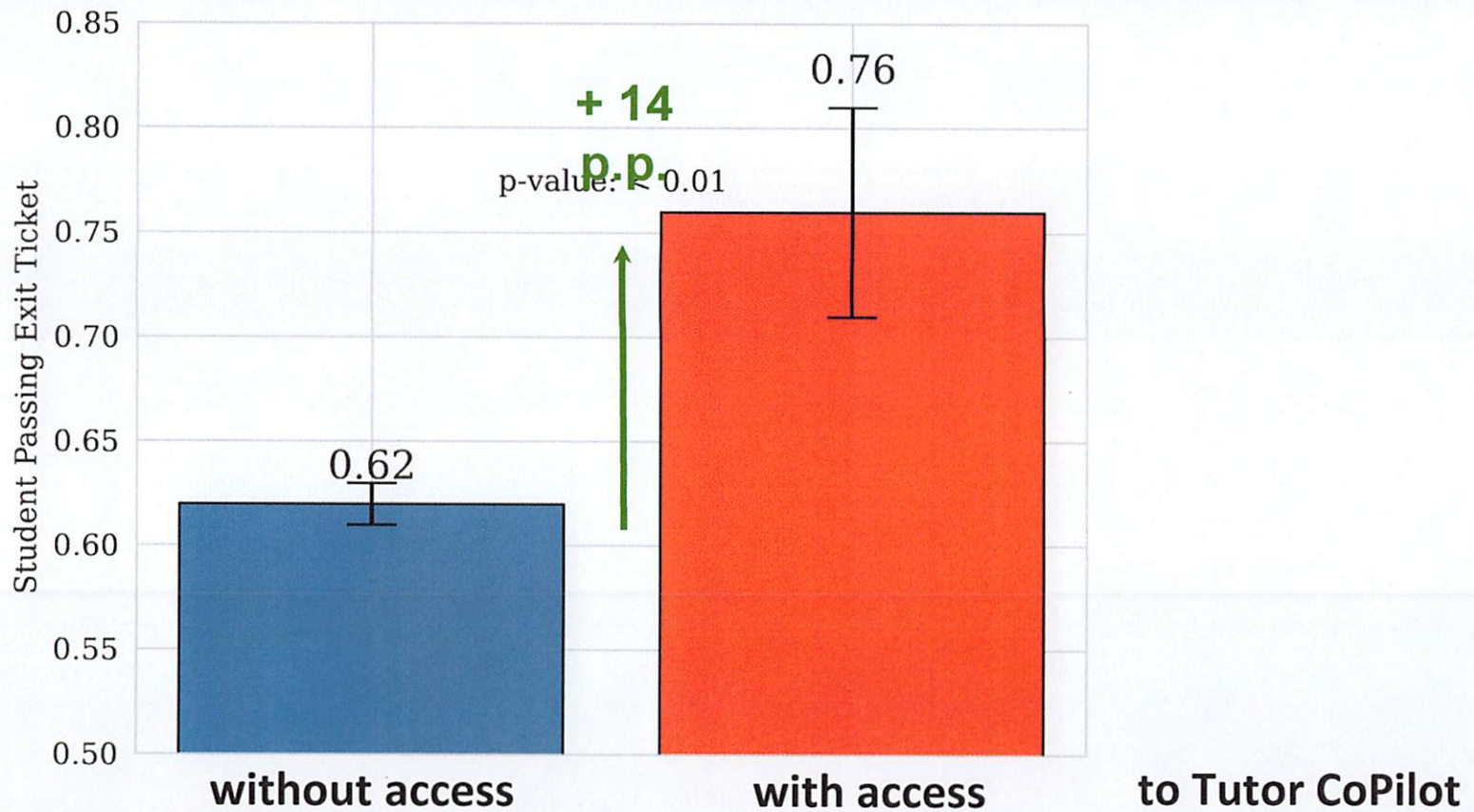


Results on Exit Ticket Passing Rate *if tutors click on Tutor CoPilot*

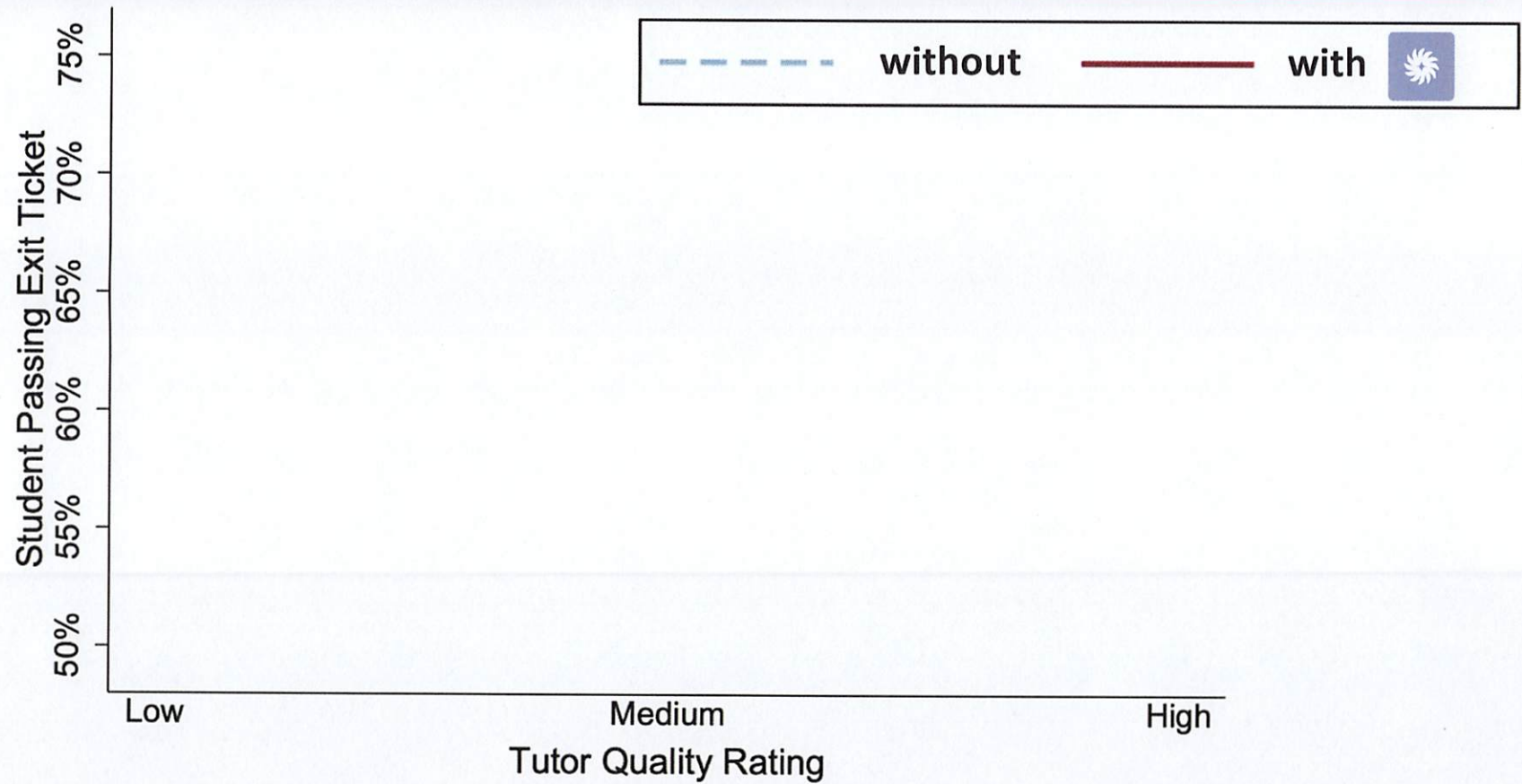


Results on Exit Ticket Passing Rate *if tutors click on Tutor CoPilot*

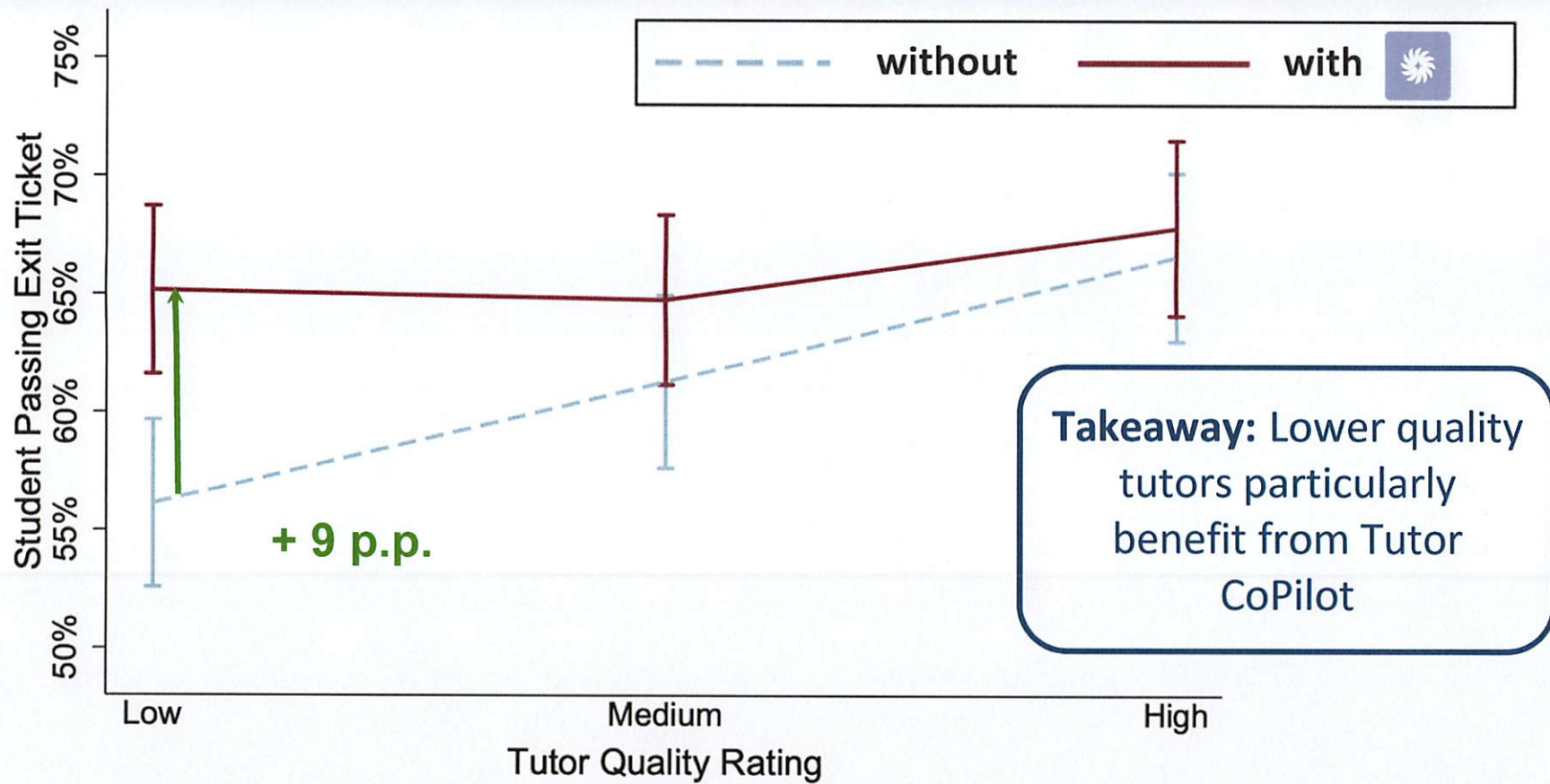
Students are 14 percentage points more likely to pass their exit tickets



By Tutor Quality Score



By Tutor Quality Score



In what moments of tutoring did tutors use Tutor CoPilot?

During attempt of problem

After attempt of problem

End of exit ticket

Start of problem

End of session

Start of exit ticket

Start of session

0.0

0.1

0.2

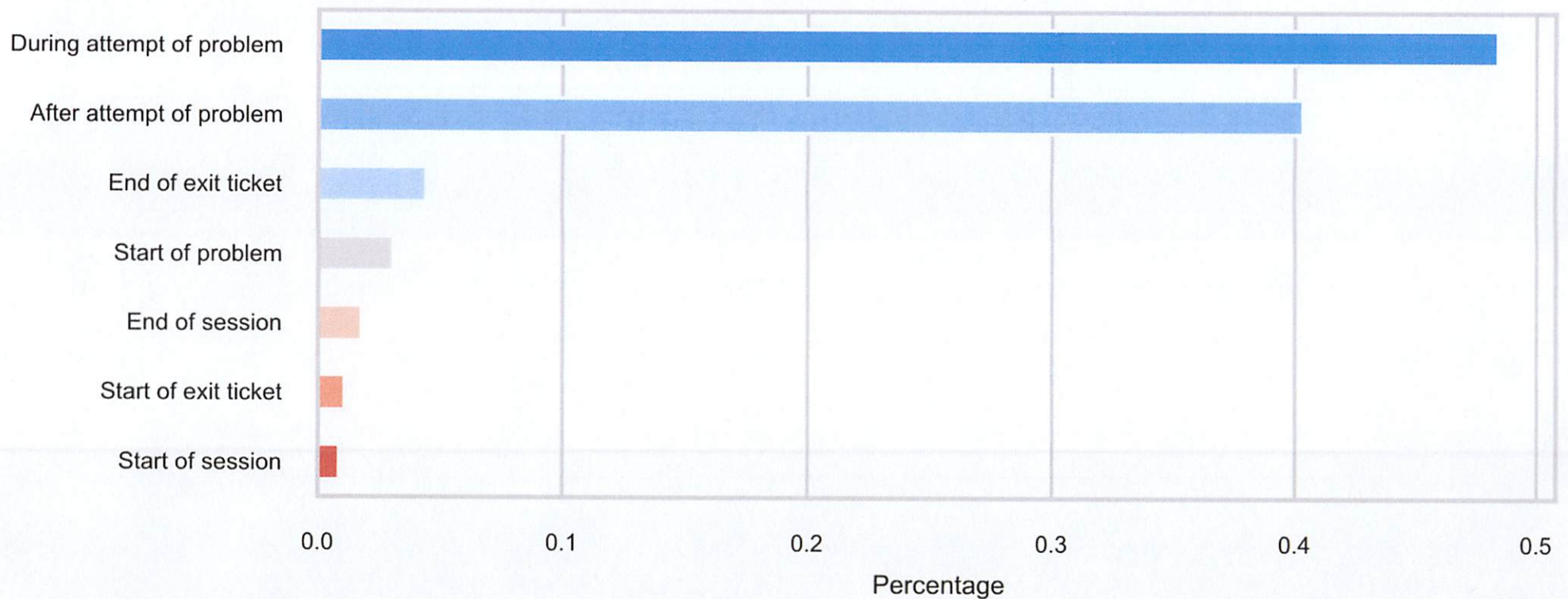
0.3

0.4

0.5

Percentage

Tutors use Tutor CoPilot during the main stage of learning!



What are tutors now saying?

Tutors without Tutor CoPilot

Tutors with Tutor CoPilot

- Prompt Student to Explain
- Ask Question to Guide Thinking
- Affirm Student's Correct Attempt
- Ask Student to Retry
- Give Away Answer/Explanation
- Give Solution Strategy
- Encourage Student in Generic Way

-4

-2

0

2

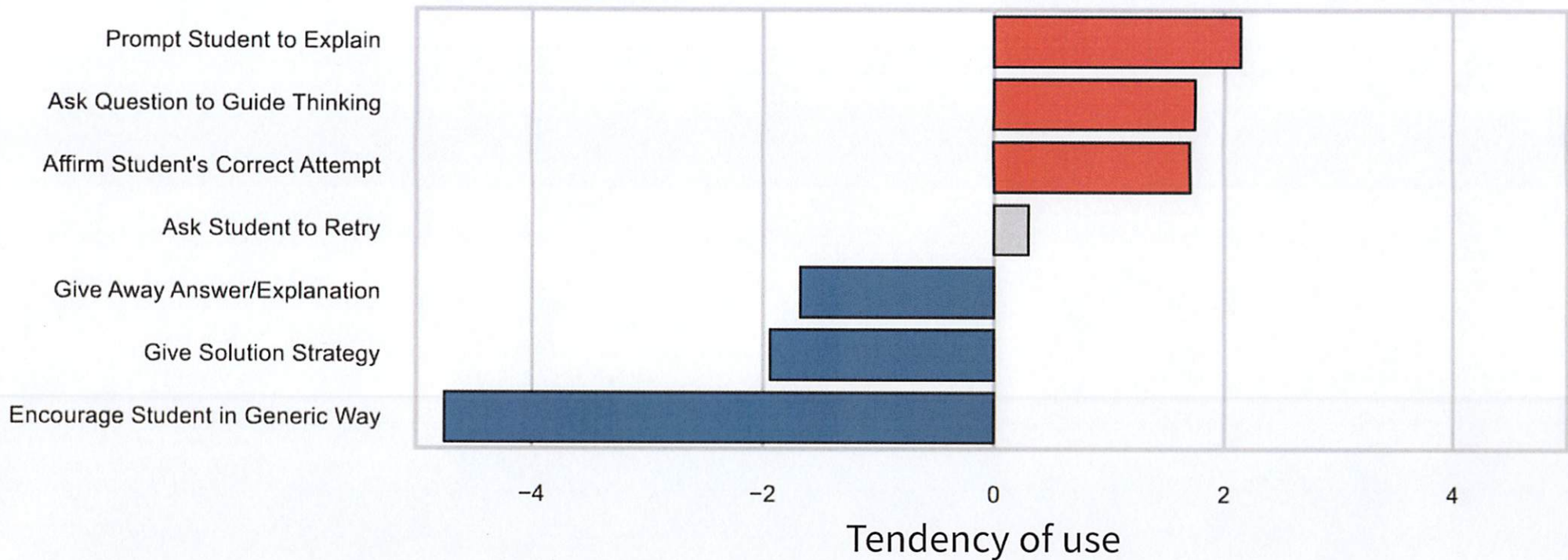
4

Tendency of use

Tutors with Tutor CoPilot are using better pedagogy

Tutors without
Tutor CoPilot

Tutors with
Tutor CoPilot



Summary of Tutor CoPilot study

- **Innovative tutor support:** Real time feedback with both AI and tutor input
- **Positive effect on exit ticket assessment:** 4 percentage points more likely to pass.
 - Currently can't look at the long run because students got both treatment and control tutors across sessions.
- **Greater positive effect on lower-rated tutors:** Bringing the lower rated to a level between the mid and high-rated tutors.
- **Shifted tutor language toward stronger pedagogy:** Including increasing prompts to explain work and decreasing providing correct answers and giving generic encouragement
- **Next steps?** All the research is *open-source*. So any tutoring vendor can use it if they want!

Study Made the President's Economic Report

p.277

ECONOMIC REPORT

OF THE

PRESIDENT

TRANSMITTED TO CONGRESS

JANUARY 2025

TOGETHER WITH THE
ANNUAL REPORT OF THE
COUNCIL OF ECONOMIC ADVISERS

Next steps for Tutor CoPilot

- **Ongoing effectiveness study:** Does it benefit students' end-of-year test scores?
- What we just presented: Only over two months and students had mixed exposure. We focused on *exit ticket assessments*.
- What is ongoing: Students and tutors with Tutor CoPilot over several months in academic year. We will focus both on exit ticket assessments and end-of-year test scores.

Tutor CoPilot: An Intervention on Real-Time Decision Aids for Improving Virtual Math Tutoring

Rose E. Wang, Ana Ribeiro, Carly Robinson, Dora Demszky, Susanna Loeb



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring



DISCUSSION OF THE 2024-2025 ECISD TARGETED IMPROVEMENT PLANS

Presentation and discussion of the 2024-2025 Targeted Improvement Plans (TIPs) led by Dr. Robert Trejo, Executive Director of Accountability and School Improvement. The process for TIP development will be shared and principals will share goals and strategies within their schools' TIPs. The Texas Education Agency requires TIPs for schools who perform in the bottom 5% of Domain III-Closing the Gaps in the Accountability system. This year the campuses are GE "Buddy" West Elementary, Burnet Elementary, Dowling Elementary, EK Downing Elementary, and Gonzalez Elementary. The Board is required to approve Targeted Improvement Plans every year.

Targeted Improvement Plans



2024-2025

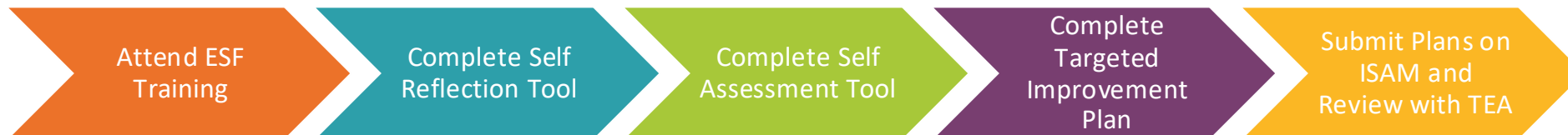
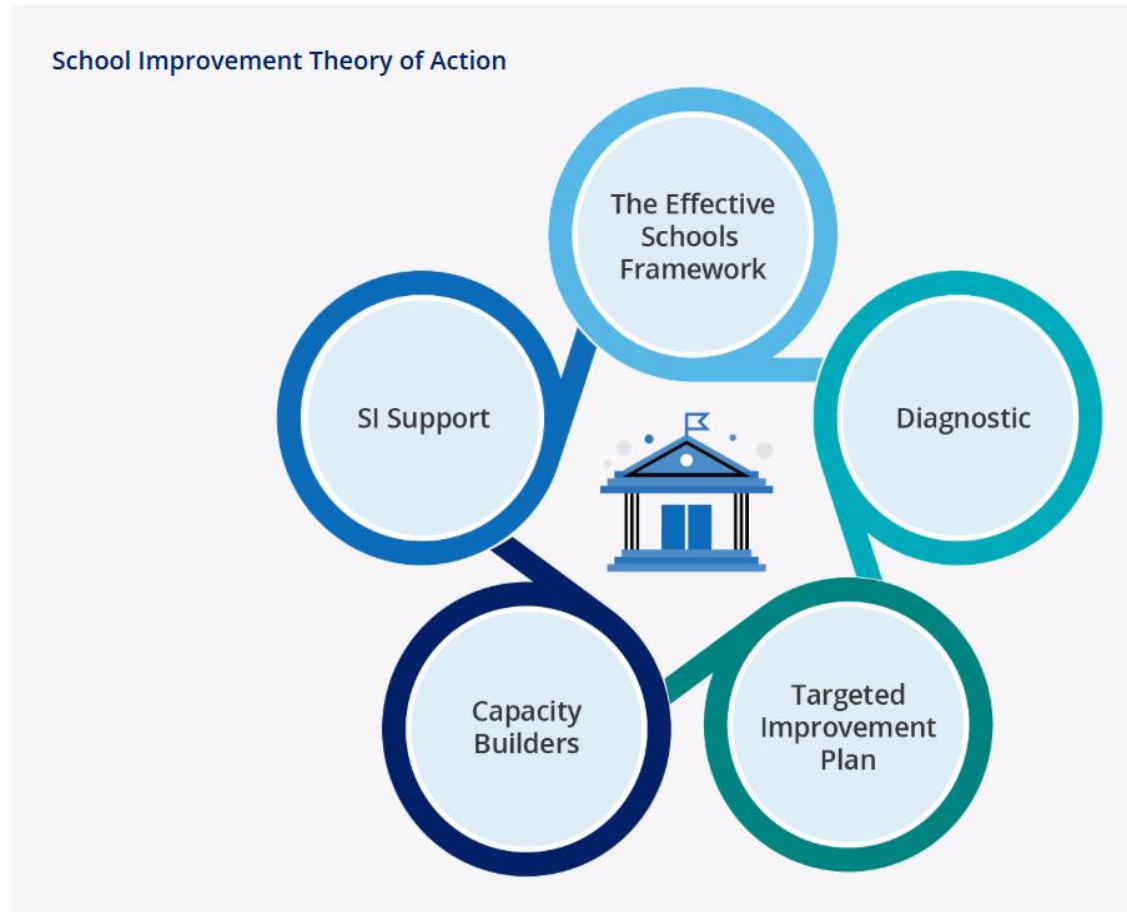
What is a Targeted Improvement Plan?



- **Bottom Five Percent:** Title I campuses are ranked based on their Closing the Gaps scaled scores. Those in the bottom five percent for their school type (elementary, middle, high school/K–12, and alternative education) are identified for CSI.
- **Graduation Rate:** Any campus, whether Title I or non-Title I, with a six-year federal graduation rate below 66.7% for all students is identified for CSI.
- **Consistently Underperforming Student Groups:** Schools with specific student groups that consistently underperform may also be identified for CSI.

Targeted Improvement Planning Process

- Completed: Effective Schools Framework Training at Region 18
- Completed: Self Reflection Tool
- Completed: Targeted Improvement Plan (TIP)
- Pending: Board approval of TIPs
- Pending: Submit Plans on the Intervention, Stage, and Activity Manager (ISAM) to TEA
- Pending: 90 Day Cycle Review with TEA



Source: www.TexasESF.org Copyright © 2022. Texas Education Agency. All Rights Reserved

Effective Schools Framework

5 Essential Levers

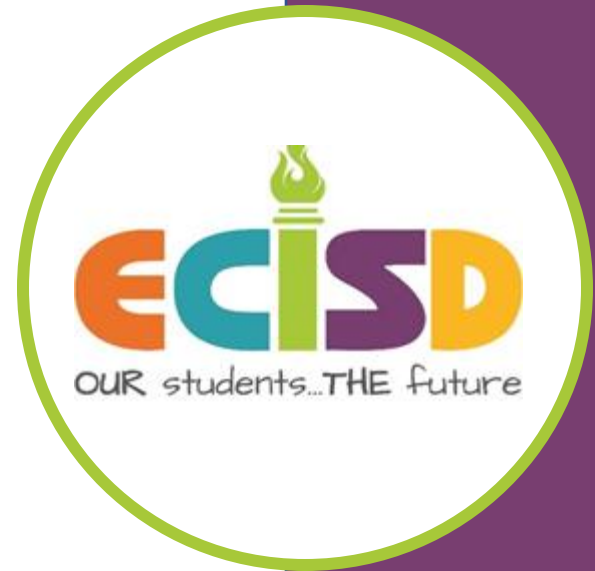
Lever 1: Strong School Leadership and Planning

Lever 2: Strategic Staffing

Lever 3: Positive School Culture

Lever 4: High-Quality Instructional Materials and Assessments

Lever 5: Effective Instruction



First some celebrations....



Bowie Middle School
Principal Amy Russell



Sam Houston Elementary
Principal Crystal Marquez

Targeted Improvement Plans



Dowling Elementary
Principal Julie Marshall



Burnet Elementary
Principal Regina Lee



E.K. Downing Elementary
Principal Dr. Angelina Hilton



Gonzales Elementary
Principal Adonica Galindo



**G E "Buddy" West
Elementary**
Principal Nora Gonzalez

Targeted Improvement Plans



Dowling Elementary
Principal Julie Marshall

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	63	62	66	61	CS
2023	46	88	n/a	n/a	CS
2024	56	61	n/a	n/a	CS

Dowling Elementary

Essential Action

Lever 5: Effective Instruction

Essential Action 5.1: Professional development for effective classroom instruction.

Desired Annual Outcome and Strategies

Goal by May 2025:

100% of participating educators will complete training on best practices for supporting emergent bilingual learners and special education students, including sheltered instruction and techniques for scaffolding content and promoting active engagement in the classroom.

Strategies:

- **Scaffolded Instruction:**
 - Gradually reduce support as students become more independent.
- **Sheltered Instruction:**
 - Help educators teach content to EB learners while developing their English language proficiency.



Training with the Special Education Department Behavior team.

Sheltered Instruction Training with the Bilingual Department.




 **A contrasting perspective is...**

 **In other words...**

This concept connects with... 

 **In a nutshell, this is about...**

A non-example of ___ would be... 

 **A similar idea could be...**

I would like to understand... 

 **I am unclear about...**

Sentence stems – a sheltered instruction strategy

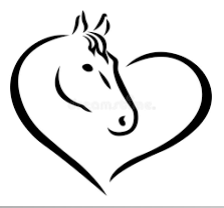
NWEA MAP Middle-of-Year Data

Assessment	Administration	Approaches	Meets	Masters
3rd Grade Math	24-25 MOY MAP	46%	21%	5%
	23-24 Spring STAAR	73%	37%	6%
4th Grade Math	24-25 MOY MAP	49%	20%	3%
	23-24 Spring STAAR	46%	22%	6%
5th Grade Math	24-25 MOY MAP	48%	20%	5%
	23-24 Spring STAAR	81%	56%	12%
3rd Grade RLA	24-25 MOY MAP *	52%	28%	5%
	23-24 Spring STAAR	60%	27%	7%
4th Grade RLA	24-25 MOY MAP *	52%	24%	6%
	23-24 Spring STAAR	64%	30%	4%
5th Grade RLA	24-25 MOY MAP *	44%	23%	4%
	23-24 Spring STAAR	83%	50%	8%
5th Grade Science	24-25 MOY MAP	24%	4%	0%
	23-24 Spring STAAR	55%	13%	3%

Green fields demonstrate an improvement from STAAR 2024

*MOY MAP RLA Results include only English assessments, though some students may test in Spanish on STAAR

Targeted Improvement Plans



Burnet Elementary
Principal Regina Lee

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	63	74	66	87	-
2023	46	72	n/a	n/a	-
2024	56	30	n/a	n/a	CS

Burnet Elementary

Essential Action

Lever 5: Effective Instruction

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Desired Annual Outcome and Strategies

Goal by May 2025:

100% of teachers will use the observation feedback cycle to provide classroom support and action steps for rigorous instruction, improving student outcomes with support from MCL, Instructional Coach, and administrators. Burnet Elementary is an Opportunity Culture campus which provides the coaching guidelines and resources for teacher and student success.

Strategies:

- **Weekly Leadership Meetings & PLCs:**
 - Align goals.
 - Adjust based on observation cycles and feedback.
 - Monitor progress and address student needs in academics, behavior, and social-emotional wellness.
- **Professional Learning:**
 - Model and coach to refine and reinforce student engagement and rigorous instruction.

Quick Feedback / **Detail**

Edit
0
Share
Delete

Date: November 13, 2024, 10:10 am

Teacher: [Redacted]

Coach: [Redacted]

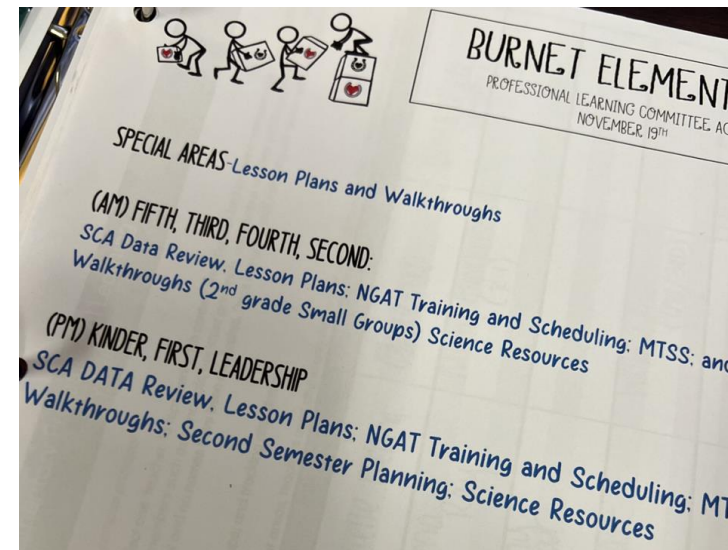
Feedback: Thanks for letting me visit your classroom on Monday. I am intrigued by the models you were using for division of decimals. You must share with me soon.

Private Note: [Redacted]

- School Mint Grow: Opportunity Culture Feedback Tracker
- Timeline for Data Digs and Pre-Planning (K-5)
- Burnet PLC Agenda Sample
- Multi-Class Level modeling for Reach Associate

Oct. 14th Data Digs and Pre-Planning

Grade	DDI & Subject	Preplanning	Date of Assessment
er RLA	---	RLA Unit 3	11/1
er Math	---	Topic 5	11/1
RLA	Topic 3	RLA Unit 3	11/5
Math	RLA SCA #2	Topic 5	11/6
RLA	RLA SCA #2 ✓	(RLA Unit 3) ✓	11/5
Math	Topic 1-2 ✓	Math Topic 3 ✓	10/31
RLA	RLA SCA #2	RLA Unit 3	10/25
Math	Math Unit 2	Unit 4	10/25
RLA	RLA SCA #2	RLA Unit 3	10/2
Math	SCA Unit 3	Unit 4	10/4
RLA	RLA SCA #2	RLA Unit 3	10/
Math	Unit 3	Unit 4	10/
ence	SCA 1-2	SCA 3	10/



NWEA MAP Middle-of-Year Data

Assessment	Administration	Approaches	Meets	Masters
3rd Grade Math	24-25 MOY MAP	37%	20%	7%
	23-24 Spring STAAR	44%	21%	2%
4th Grade Math	24-25 MOY MAP	56%	26%	9%
	23-24 Spring STAAR	54%	29%	10%
5th Grade Math	24-25 MOY MAP	51%	25%	6%
	23-24 Spring STAAR	44%	16%	6%
3rd Grade RLA	24-25 MOY MAP	54%	29%	10%
	23-24 Spring STAAR	50%	21%	2%
4th Grade RLA	24-25 MOY MAP	69%	32%	6%
	23-24 Spring STAAR	56%	27%	7%
5th Grade RLA	24-25 MOY MAP	60%	24%	7%
	23-24 Spring STAAR	52%	25%	11%
5th Grade Science	24-25 MOY MAP	24%	3%	0%
	23-24 Spring STAAR	17%	2%	0%

Green fields demonstrate an improvement from STAAR 2024

Targeted Improvement Plans



E.K. Downing Elementary
Principal Dr. Angelina Hilton

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	63	61	66	64	CS
2023	46	59	n/a	n/a	CS
2024	56	30	n/a	n/a	CS

E.K. Downing Elementary

Essential Action

Level 5: Effective Instruction

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

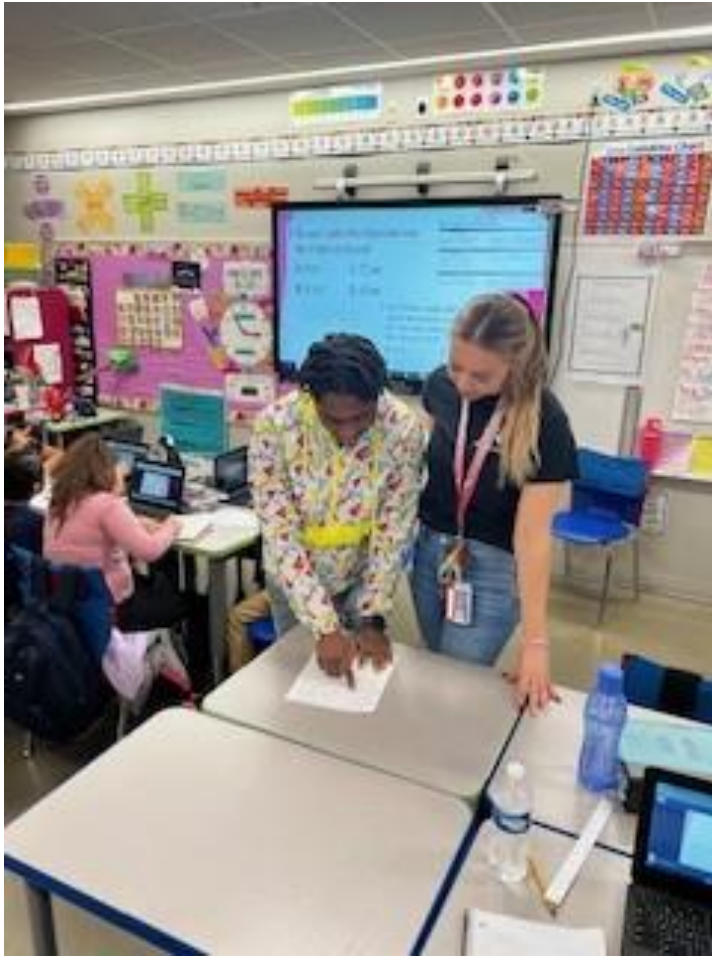
Desired Annual Outcome and Strategies

Goal by May 2025:

100% of teachers will engage in bi-weekly observation-feedback cycles, including a 20-minute classroom observation on student engagement and instructional strategies.

Strategies:

- **Observation-Feedback Cycles:**
 - Conduct a 20-minute classroom observation.
 - Hold a coaching conversation within 24 hours.
 - Provide written action steps.
 - Follow up with an observation within 10 school days.
- **Responsive Observations:**
 - Adjust the timing based on teacher effectiveness, need, and student formative assessment results.
- **Instructional Leaders:**
 - Model desired practices.
 - Discuss implementation with teachers.



Multi-class leader real time coaching.

School Mint Grow to observe, document and provide Action Steps.

SchoolMint Grow

Quick Feedback with Running Record

Observation of [Maria Chacon](#) by [Manga Sako](#) on January 31, 2025, 10:16 am

0 | View As: Observer | Share | Print

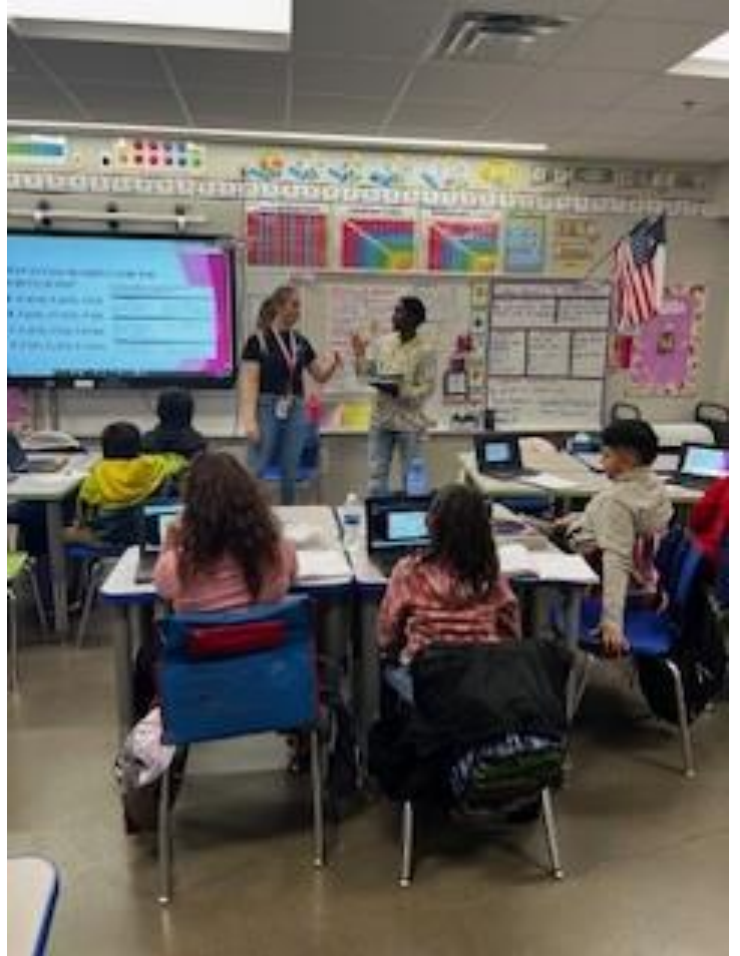
Details | Info | Notes | Files

Quick Feedback

Quick Feedback

Glow: students are working at capacity, all but one students are on target. Great job using hand signals to show students yards, feet, inches

Grow: Visuals to understand the different units of measurement could help the students



Co-teaching and Modeling through Tier 1 (whole group) instruction.

NWEA MAP Middle-of-Year Data

Assessment	Administration	Approaches	Meets	Masters
3rd Grade Math	24-25 MOY MAP	39%	17%	4%
	23-24 Spring STAAR	48%	21%	6%
4th Grade Math	24-25 MOY MAP	44%	22%	5%
	23-24 Spring STAAR	36%	19%	5%
5th Grade Math	24-25 MOY MAP	41%	18%	3%
	23-24 Spring STAAR	52%	20%	3%
3rd Grade RLA	24-25 MOY MAP *	46%	22%	7%
	23-24 Spring STAAR	46%	12%	4%
4th Grade RLA	24-25 MOY MAP *	52%	20%	6%
	23-24 Spring STAAR	43%	11%	2%
5th Grade RLA	24-25 MOY MAP *	40%	21%	4%
	23-24 Spring STAAR	51%	20%	6%
5th Grade Science	24-25 MOY MAP	27%	6%	1%
	23-24 Spring STAAR	36%	13%	4%

Green fields demonstrate an improvement from STAAR 2024

*MOY MAP RLA Results include only English assessments, though some students may test in Spanish on STAAR

Targeted Improvement Plans



Gonzales Elementary
Principal Adonica Galindo

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	63	72	66	76	-
2023	46	67	n/a	n/a	-
2024	56	46	n/a	n/a	CS

Gonzales Elementary

Essential Action

Lever 5: Effective Instruction

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

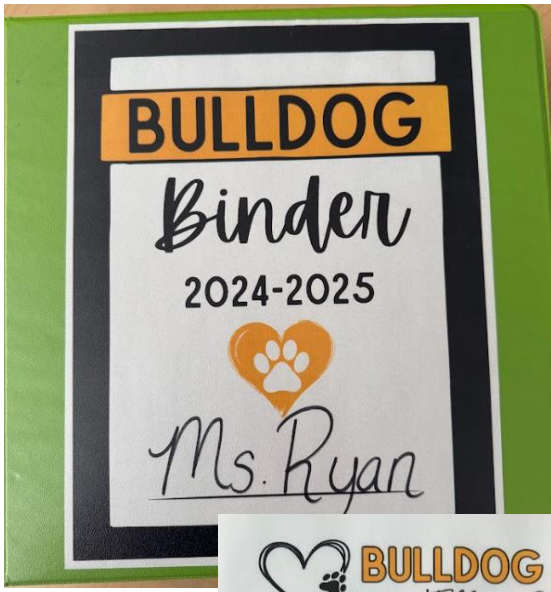
Desired Annual Outcome and Strategies

Goal by May 2025:

100% of teachers will receive routine coaching through observation-feedback cycles conducted by administration and campus MCL.

Strategies:

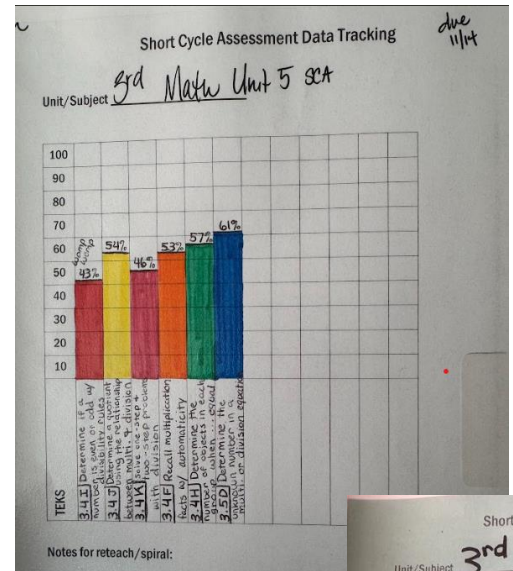
- **Coaching Focus:**
 - Emphasize lesson planning and preparation.
 - Improve lesson delivery and reteaching after data analysis.
- **Weekly Leadership Meetings:**
 - Plan and share trends.
 - Assign action steps.
 - Provide professional learning opportunities to instructional staff.



BULLDOG BINDER
Table of Contents

Front of Binder		
Supply Pouch	Class Schedule	District Calendar
Master Schedule	Phone Directory	
Tabs		
Student Information	<ul style="list-style-type: none"> SIC Cards Dismissal Information Spill List SLB Notes 	
MTSS/SpEd	<ul style="list-style-type: none"> MTSS Notes & Documentation Accommodations Pages / ARD Notes Accommodations log by Student 	
Communication	<ul style="list-style-type: none"> Communication logs by student Class Newsletters / Calendars School Notes Event Notes 	
Data & Assessment	<ul style="list-style-type: none"> Assessment Calendar SCA Data / reteach plans Isation / Ready MAP STAAR 	
Professional Learning	<ul style="list-style-type: none"> Handouts Notes Reflections 	
PLC	<ul style="list-style-type: none"> Agendas Grade Level Meeting Notes 	
Coaching Notes	<ul style="list-style-type: none"> Admin forms Evidence 	
Housekeeping	<ul style="list-style-type: none"> Textbook Inventory Device Checkout/maintenance Other Information as needed 	

ELAR	Week	Scheduled Time	
		Lesson/Skill	Time Stamp
ELAR	Monday	SAXON	
		Materials	
		Notes:	Reading
		Alignment/Pacing calendar	
		TEKS	
		Objective (should match what is posted in room)	
		Materials Needed	
		Resources	
		Vocabulary	
		Notes/To Do	
LESSON:			
	Hook: State objectives, openers, routines	Time Stamp:	? minutes
	I DO: Add your steps for instruction/lesson here	Time Stamp:	? minutes
	WE DO: Add steps for guided practice here. Include learning logs, monitoring, GPU plan for re-teach/clarification	Time Stamp:	? minutes



Individual Student Tracker

School Name: _____

ID: _____ NAME: _____ TEACHER: _____ GRADE: _____ HOMEROOM: _____

ETHNICITY	SPED	MAP MATH BOY	MAP READING BOY	MAP SCIENCE BOY
EL	Yes/No	Projected/Goal	Projected/Goal	Projected/Goal
Const. Enr	Non-Const.	Projected/Goal	Projected/Goal	Projected/Goal

Subject	Year	Grade Level Tested	Raw Score	Performance Level	CURRENT SCHOOL YEAR (UNIT ASSESSMENTS)															
					GOAL	1	2	3	4	5	6	7	8	9	10					
MATH																				
READING																				
SCIENCE																				

NOTES: _____

Please check all the possible interventions you will use to improve STAAR scores.

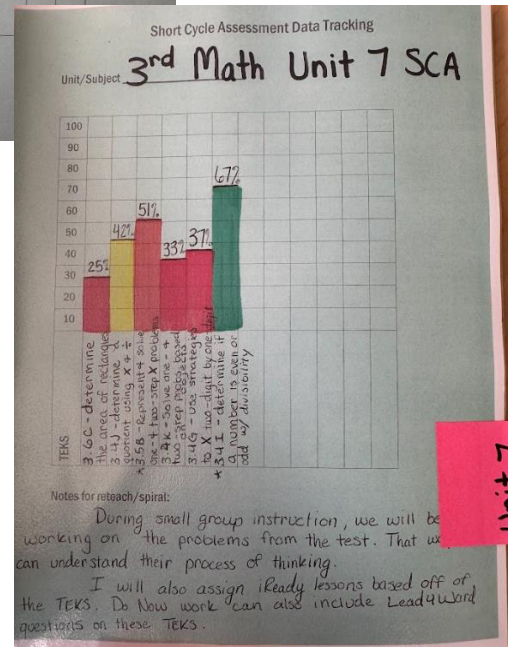
Attend Tutorials Consistently Ask for help when I need it Complete Homework

Work out/show strategies for ALL Math Participate more in class Other _____

Annotate Passages & Mark Evidence Take my time; stop rushing

For more data, use OnTrack online www.houstonisd.org/ot. Scores for "Review Scores" and "My Scoreboard"

_____(student), promise to make all efforts to improve my performance to be successful now and for the future. Date: / /



NWEA MAP Middle-of-Year Data

Assessment	Administration	Approaches	Meets	Masters
3rd Grade Math	24-25 MOY MAP	53%	24%	7%
	23-24 Spring STAAR	53%	34%	8%
4th Grade Math	24-25 MOY MAP	38%	17%	2%
	23-24 Spring STAAR	40%	21%	6%
5th Grade Math	24-25 MOY MAP	64%	27%	10%
	23-24 Spring STAAR	62%	19%	1%
3rd Grade RLA	24-25 MOY MAP	73%	47%	13%
	23-24 Spring STAAR	69%	39%	12%
4th Grade RLA	24-25 MOY MAP	58%	28%	10%
	23-24 Spring STAAR	64%	26%	3%
5th Grade RLA	24-25 MOY MAP	73%	43%	18%
	23-24 Spring STAAR	58%	38%	12%
5th Grade Science	24-25 MOY MAP	49%	10%	0%
	23-24 Spring STAAR	31%	13%	4%

Green fields demonstrate an improvement from STAAR 2024

Targeted Improvement Plans



G E “Buddy” West Elementary
Principal Nora Gonzalez

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	63	71	66	72	-
2023	46	82	n/a	n/a	-
2024	56	38	n/a	n/a	CS

G E “Buddy” West Elementary

Essential Action

Level 5: Effective Instruction

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

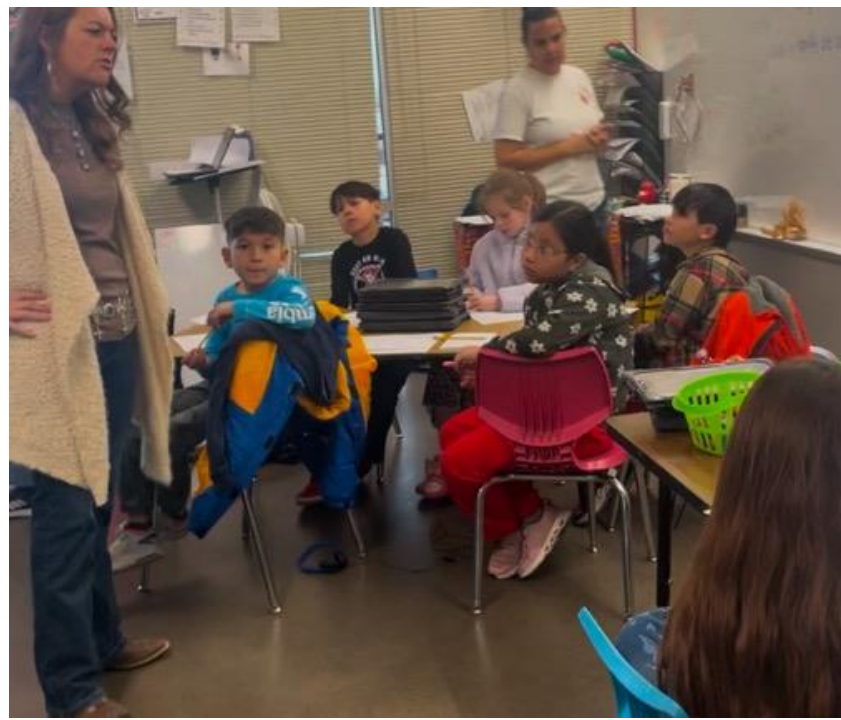
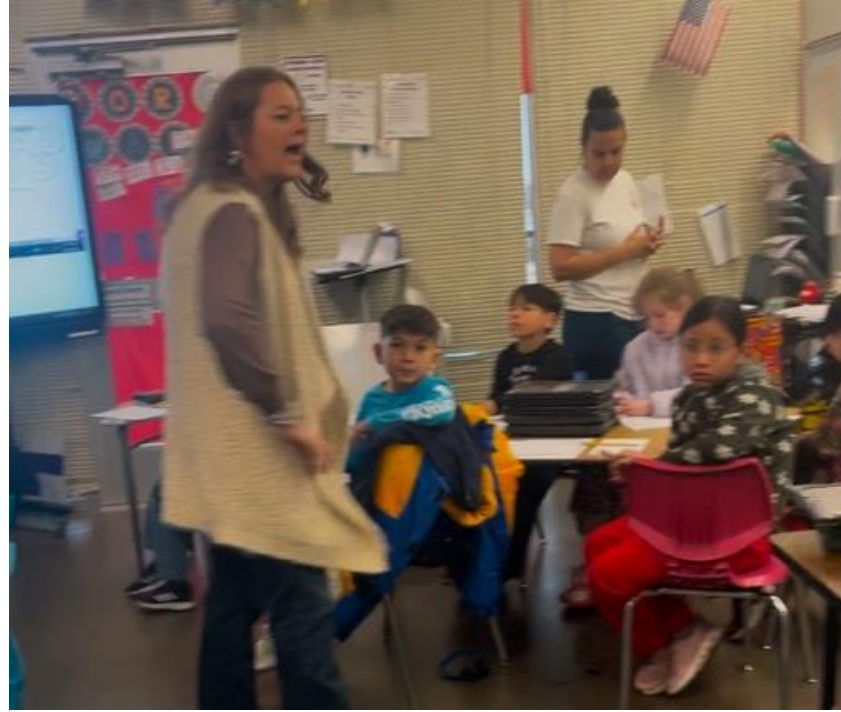
Desired Annual Outcome and Strategies

Goal by May 2025:

All campus teachers will receive timely, clear, and actionable feedback and coaching.

Strategies:

- **Observation/Feedback Cycles:**
 - Provide teachers with action steps for improvement.
 - Provide bi-weekly one to one coaching sessions with each Multi Classroom Leader.
- **Evidence-Based Intervention:**
 - Model the desired behavior.
 - Provide opportunities for the teacher to model the action step with the MCL before implementation.



Tools Config

Start Date: 7/1/2023 End Date: 1/28/2025 View Only My Data

Items per page: 25 1 - 5 of 5

Action Steps	Videos	Date ↑	Actions
om Leader Rubric (MCL): Domain 4	None	09/24/24	Open Completed
om Leader Rubric (MCL): Domain 1	None	09/23/24	Open Completed
om Leader Rubric (MCL): Domain 4	None	09/10/24	Open Completed
om Leader Rubric (MCL): Domain 1	None	09/17/24	Open Completed
om Leader Rubric (MCL): Domain 4	None	09/10/24	Open Completed

91

NWEA MAP Middle-of-Year Data

Assessment	Administration	Approaches	Meets	Masters
3rd Grade Math	24-25 MOY MAP	53%	28%	5%
	23-24 Spring STAAR	63%	37%	10%
4th Grade Math	24-25 MOY MAP	62%	28%	6%
	23-24 Spring STAAR	55%	27%	8%
5th Grade Math	24-25 MOY MAP	61%	28%	6%
	23-24 Spring STAAR	74%	28%	5%
3rd Grade RLA	24-25 MOY MAP *	50%	25%	4%
	23-24 Spring STAAR	57%	30%	14%
4th Grade RLA	24-25 MOY MAP *	61%	24%	7%
	23-24 Spring STAAR	61%	30%	9%
5th Grade RLA	24-25 MOY MAP *	64%	32%	11%
	23-24 Spring STAAR	66%	38%	12%
5th Grade Science	24-25 MOY MAP	39%	10%	2%
	23-24 Spring STAAR	39%	14%	3%

Green fields demonstrate an improvement from STAAR 2024

*MOY MAP RLA Results include only English assessments, though some students may test in Spanish on STAAR

Next Steps

- Board approval of Targeted Improvement Plans
- Continue 90-day cycle reviews of TIP plan and artifacts
- Use artifacts and data collected from each cycle to determine the next 90-day action steps
- Monitor student data for progress

Feedback and Questions

