

Agenda of Regular Meeting

The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held May 16, 2022, beginning at 6:30 PM Westwood High School
1820 Panther Blvd.
Palestine, Texas 75801.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to COVID-19 coronavirus, the meeting will be conducted by video-conference. At least a quorum of the Board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.123 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

An electronic copy of the agenda packet is attached to the online notice www.westwoodisd.net
Members of the public who desire to address the Board regarding an item on this agenda must comply with the following registration procedures: send a request through Zoom Chat from 6:15 pm – 6:30 pm the day of the meeting. Including name and topic.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**
3. **INVOCATION**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **ACTION ITEMS**
 - 5.A. **Board to consider and approve the agenda as presented**
6. Brenda Bing to swear in District 3 and 7 board trustees - May 7, 2022, uncontested board election
 - 6.A. Recognition of Students and Faculty
Presenter: Principals

Westwood ISD
Paraprofessional of the year
May 2022
Board Meeting – May 16, 2022

Primary - Roxy Wendland

Elementary – Kristina Arthur

Junior High – Madison Robinson

High School – Brenda Pool

Administration-Britni Calzada



Westwood Primary

Para of the Month Nomination Form

Proud to be a Panther!

- Prepared:** Punctual with good attendance.
- Respectful:** Follows directives at all times, exhibits care for others. Listens.
- Orientated:** Sets goals and works to achieve them. Moving toward high standards.
- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self motivated.

Para:

Mrs. Wendland

Grade:

Nominated By:

Mrs. Gayso

What **PROUD** characteristics has this **Panther** exhibited?

Mrs. Wendland's love for all children and staff shines through in all she does every day! She is truly an inspiration as she supports all learners to believe in themselves (children and staff) and serves selflessly filling multiple roles throughout our campus.



Westwood Primary

Student of the Month Nomination Form

Proud to be a Panther!

- P**repared: Punctual with good attendance. Brings materials to class.
- R**espectful: Follows directives at all times, exhibits care for others. Listens.
- O**rientated: Sets goals and works to achieve them. Moving toward high standards.
- U**nderstanding: Accepting of others and logically analyzes choices and decisions to be made.
- D**etermined: Strives to make each day a great day. Self motivated.

Student's name:	Erique Mateo Salinas	Grade:	Head Start
Nominated By:	Mrs. Catala (Ellis)		

What **PROUD** characteristics has this **Panther** exhibited?

Mateo is a sweet, caring, dedicated student who is always following the rules and striving to learn more and help others. He is a focused and hardworking boy who is extremely respectful and comes well prepared to school.



Westwood Primary

Student of the Month Nomination Form

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- Orientated:** Sets goals and works to achieve them. Moving toward high standards.
- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self motivated.

Student's name:	Chloe Brown	Grade:	K
Nominated By:	Rachel Salyer		

What **PROUD** characteristics has this **Panther** exhibited?

Chloe is an amazing young lady. She is always doing the right thing and has great manners. She is a good friend to everyone and a great example for her class. She is funny and loves to laugh. We have enjoyed getting to know Chloe.



Westwood Primary

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- U**nderstanding: Accepting of others and logically analyzes choices and decisions to be made.
- D**etermined: Strives to make each day a great day. Self motivated

Astonus Hernandez

Grade: **First**

Nominated By: **Dr. Wright**

What **PROUD** characteristics has this **Panther** exhibited?

Aston has been a model student. He is always ready to learn and above all, he is respectful to teachers and his classmates. He is a leader by example and is an outstanding student, as well as self motivated. He is excited about becoming a second grader!



Westwood Primary

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- Determined:** Strives to make each day a great day. Self motivated.

Student's name:	Santiago Guzman	Grade:	2
Nominated By:	Kasey Howell		

What **PROUD** characteristics has this **Panther** exhibited?

Santiago is a highly respectful student. He is always well prepared for the lesson and ready to ask any questions for understanding. He is very determined in his journey through education and is always ready for a challenge. He is a good friend to all students and sets a big example in my classroom.



Westwood Elementary

Student of the Month Nomination Form

Proud to be a Panther!

- Prepared:** Punctual with good attendance, participates in class, and maintains grades.
- Respectful:** Follows teacher and staff directives at all times, exhibits care for others.
- Orientated:** Sets goals and works to achieve them. Believes is moving toward high standards.
- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self motivated.

Student:	Hunter Haberman	Grade:	3rd
Nominated By:	Mrs. Strean		

What **PROUD** characteristics has this **Panther** exhibited?

He is very creative and always shares his creations. Hunter builds very well with legos and is easily able to adapt to changes in the classroom.



Westwood Elementary

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- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self motivated.

Student:	Kailynn Girard	Grade:	4th
Nominated By:	Mrs. Streaan		

What **PROUD** characteristics has this **Panther** exhibited?

She works very hard in class and often wants extra work. Kailynn has made the most progress in the whole class this school year. She is often a role model to the other students on how to act responsibly in class.



Westwood Elementary

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- Orientated:** Sets goals and works to achieve them. Believes is moving toward high standards.
- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self motivated.

Student:	Destiny Green	Grade:	5th
Nominated By:	Mrs. Knowles, Mrs. Emanuel & Mrs. Verner		

What **PROUD** characteristics has this **Panther** exhibited?

Mrs. Knowles, Mrs. Emanuel and I would like to nominate Destiny Green for May's student of the month. Destiny is a very caring and hard working student. She is constantly asking about how we as her teachers are doing as well as giving great hugs. Destiny is always completing her work and giving her very best.



Westwood Elementary

Student of the Month Nomination Form

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<u>P</u>repared:	Punctual with good attendance, participates in class, and maintains grades.
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<u>O</u>rientated:	Sets goals and works to achieve them. Believes is moving toward high standards.
<u>U</u>nderstanding:	Accepting of others and logically analyzes choices and decisions to be made.
<u>D</u>etermined:	Strives to make each day a great day. Self motivated.

Student:	Christian Estrada	Grade:	6th
Nominated By:	Mrs. Lambert		

What **PROUD** characteristics has this **Panther** exhibited?

Christian has shown great improvement since the beginning of the school year in his academics, leadership, and behavior. Christian does his work in class without having to be asked numerous times. He works well with



Westwood Junior High
Student of the Month Nomination Form

PROUD TO BE A PANTHER

- Prepared:** Punctual with good attendance, participates in class and maintains grades.
- Respectful:** Follows teacher and staff directives at all times, exhibits care for others.
- Orientated:** Sets goals and works to achieve them. Believes in moving toward high standards.
- Understanding:** Accepting of others and logically analyzes choices and decisions to be made.
- Determined:** Strives to make each day a great day. Self-motivated.

I nominate: Elena Arriaga

Grade: 7th

Nominated by: Thomas Hanna

What Panther **PROUD** characteristics has this student exhibited:

She has done an awesome job in my BIM class over the past couple of months. She helps her neighbors when they are struggling. Ms. Arriaga consistently turns in her work on time, follows instructions, and greets everyone each day with a smile. She is very quiet and intelligent. I wish more students were like her. She catches onto concepts quickly and is not afraid to figure things out on her own. For these reasons and many more I would like to nominate Ms. Elena Arriaga as Student of the Month.



**Westwood Junior High
Student of the Month Nomination Form**

PROUD TO BE A PANTHER

Prepared: Punctual with good attendance, participates in class and maintains grades.

Respectful: Follows teacher and staff directives at all times, exhibits care for others.

Orientated: Sets goals and works to achieve them. Believes in moving toward high standards.

Understanding: Accepting of others and logically analyzes choices and decisions to be made.

Determined: Strives to make each day a great day. Self-motivated.

I nominate: Emily Aylor

Grade: 8th

Nominated by: Kelli Miller

What Panther **PROUD** characteristics has this student exhibited:

Emily is a class act! She is devoted to her studies and is well versed in a variety of subjects. She is an accomplished writer and an avid reader. I know Emily will be successful in whatever she chooses because she is passionate about her education.



**Westwood Junior High
Paraprofessional of the Year**

PROUD TO BE A PANTHER

- Prepared:** Punctual and organized. Ready at all times!
- Respectful:** Works collegially with fellow staff and is a role model for students.
- Orientated:** Sets goals and works to achieve them. Believes in moving toward high standards.
- Understanding:** Builds positive relationships with students. Cares for each and every child.
- Determined:** Strives to make each day a great day. Determined to provide an excellent education for all students.

Madison Roberson was selected by the Westwood Junior High staff as the Paraprofessional of the Year for 2021-2022.

Ms. Roberson is genuine and caring about the students of Westwood. She is willing to help in any way needed and unselfishly prioritizes the students' needs. She is characterized as been a very dedicated hard worker that is helpful and kind to students and staff. While she holds the students to a high standard, she is right there to support them and give them the necessary tools they need to meet these expectations.

We are very proud to recognize Madison Roberson as the WJH Paraprofessional of the Year and we look forward to seeing Ms. Roberson become an outstanding classroom teacher and mentor in the near future.



Where Panthers Excel Today and Lead Tomorrow

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CTE Director
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Shayla Skief
Band Director
(903)723-9309

Kay Denison
Administrative
Assistant
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WHS SOTM Nomination Form

STUDENT OF THE MONTH QUALIFICATIONS

- Prepared Punctual with good attendance, participates in class and maintains grades
- Respectful Follows teacher and staff directives at all times, exhibits care for others
- Oriented Sets goals and works to achieve them
Believes in moving toward high standards
- Understanding Accepting of others and logically analyzes choices and decisions to be made
- Determined Strives to make each day a great day

I nominate Shaina Yarell grade 9

He/She has proven to be an excellent, PROUD candidate exhibiting

Shaina is an excellent student, takes pride in her work everyday. She recently was out sick for some time, & when she came back was DEDICATED to completing work missed in a timely manner.

Nominated by: _____

Sarah Moreland



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- Oriented Sets goals and works to achieve them. Believes in moving toward high standards
- Understanding Accepting of others and logically analyzes choices and decisions to be made
- Determined Strives to make each day a great day

I nominate Shaina Yazell, grade 9

He/She has proven to be an excellent, PROUD candidate exhibiting
an excellent work ethic. Shaina
is a girl of character - she is
kind to me and to others always.
She maintains the highest grades
and participates in sports, as well.

Nominated by: Mary Russell



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Respectful	Follows teacher and staff directives at all times, exhibits care for others
Oriented	Sets goals and works to achieve them Believes in moving toward high standards
Understanding	Accepting of others and logically analyzes choices and decisions to be made
Determined	Strives to make each day a great day

I nominate Christian Flores grade 10

He/She has proven to be an excellent, PROUD candidate exhibiting

Christian is an excellent student. He maintains exceptional grades and a positive attitude. He is active in extra curriculars but never falls behind. He is a pleasure to have in class.

Nominated by Anna Haney



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- Oriented Sets goals and works to achieve them
- Understanding Believes in moving toward high standards
- Determined Accepting of others and logically analyzes choices and decisions to be made
- Determined Strives to make each day a great day

I nominate Payton Beck, grade 11

He/She has proven to be an excellent, PROUD candidate exhibiting

Strong work ethic, desire to excel in everything he does. Always on time and respectful.

Nominated by Clay Goolsby



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STUDENT OF THE MONTH QUALIFICATIONS

Prepared	Punctual with good attendance, participates in class and maintains grades
Respectful	Follows teacher and staff directives at all times, exhibits care for others
Oriented	Sets goals and works to achieve them
Understanding	Believes in moving toward high standards
	Accepting of others and logically analyzes choices and decisions to be made
Determined	Strives to make each day a great day

I nominate Kaitlyn Armour , grade 12

He/She has proven to be an excellent, PROUD candidate exhibiting

Panther Pride through her service to the campus and its organizations, her unyielding respect for others and self, her determination to reach goals and be successful, her ability to understand and relate to people and tasks. She is very talented and destined to impact others in a positive way.

Nominated by: Bryan Neal



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- Oriented Sets goals and works to achieve them
Believes in moving toward high standards
- Understanding Accepting of others and logically analyzes choices and decisions to be made
- Determined Strives to make each day a great day

I nominate Karthy Armour grade 12th

He/She has proven to be an excellent, PROUD candidate exhibiting

hard-working ^{behavior} and striving for excellence in ~~the~~ every thing

she does, she is reliable +

respectful; a pleasure to have in class.

Nominated by Varell Spacet

6.B. Short Break to view CTE updates and observe CTE classrooms
Presenter: Wade Stanford/Scott Nettles

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: CTE Updates and Classroom Observations

Administrator Responsible: Scott Nettles and Kelly Green

Summary: Career and Technical Education courses are important to providing students with insight into various career opportunities. As Board members visit classrooms, students will share their experiences in various CTE courses that will lead them to future careers opportunities and considerations.

Administration's Recommendation: n/a

Possible Motion: n/a

Attachments: n/a

Board Approval Required YES **NO**

7. **PUBLIC COMMENTS**

8. **INFORMATION ITEMS**

8.A. **Panther Council Update**

Presenter: Students/Wade Stanford

8.B. **Update on the conceptual exterior design of Westwood Middle School**

Presenter: Trey Greer

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Update on the conceptual exterior design of Westwood Middle

School Administrator Responsible: Wade Stanford

Summary: Representatives from Fitzpatrick and Pfluger Architects will present an update on the conceptual design of Westwood Middle School.

Administration's Recommendation: N/A

Board Approval Required YES XNO

8.C. Curriculum Moment
Presenter: Katie Atkins

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: May 2022 Curriculum Moment

Administrator Responsible: Katie Atkins

Summary: Westwood ISD will provide summer learning to achieve the following outcomes:

- Further acceleration in math and literacy in relation to student needs
- Continue to build foundational skills in math and literacy to impact other areas of learning
- Relate math and literacy skills to real-world experiences

Administration's Recommendation: Not applicable

Attachments: May 2022 Curriculum Moment (ppt)

Board Approval Required YES NO

May 2022 Curriculum Moment

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Dr. Katie Atkins

Assistant Superintendent of Curriculum, Instruction, and Leadership

May 16, 2022



Areas of Focus for 2021-2022

- High quality instruction
- High levels of support for students and staff
- Resource and programming review to determine alignment to high priority areas of focus

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#WWEnergyBus

Summer Learning 2022

- Support for students in math and literacy
- Provide authentic and enriching learning experiences²⁹ related to math and literacy
- Campuses have centered their summer learning experiences around the theme of travel



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#WWWay
#WWEnergyBus

Intended outcomes

- Further acceleration in relation to student needs
- Continue to build foundational skills in math and literacy to impact other areas of learning
- Relate math and literacy skills to real-world experiences
- Have fun!

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- June 6-23, 2022 (excluding Fridays)
- 9:30 a.m.-1:30 p.m.
- Breakfast and lunch provided
- Transportation provided

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Coming in June...Staff Development Waiver

Texas Education Code (TEC) §25.081 allows for school districts to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

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We have built this into our 2022-2023 calendar, pending board approval, for the following dates:

- October 7, 2022
- January 3, 2023
- February 17, 2023



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Questions

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8.D. District Improvement Plan
Presenter: Katie Atkins

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: 2022-2023 Westwood ISD District Improvement Plan–First Read

Administrator Responsible: Katie Atkins

Summary: Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff on the improvement of student performance for all student groups, in order to attain state standards with respect to academic excellence indicators.

Administration’s Recommendation: This is a first read only. It will be brought to the Board to consider for approval during the June 2022 board meeting. Please contact Katie Atkins with any questions.

Possible Motion: n/a

Attachments: 2022-2023 Westwood ISD District Improvement Plan (pdf)

Board Approval Required

YES

NO

Westwood Independent School District

District Improvement Plan

2022-2023



Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow.

Core Beliefs

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At WISD, we believe:

In academic excellence for all students
In developing leaders at all levels
Every person is a leader - they lead from where they are
Our students want to excel and have pride in accomplishments
Pride and tradition are foundational to our success
Students have a place to belong
Parental involvement is welcome and parents are encouraged to have a voice
Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
In being the best
We are all a part of the Panther family

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Goal 3: Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.	21
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Westwood Independent School District students are described in the attached 2020-2021 TAPR report on pages 23-25. The report displays both the State of Texas and Westwood Independent School District. It is important to note that during this time, school districts across the State of Texas experienced inconsistencies in attendance among students and staff due to the COVID-19 pandemic.

The number of students in the District according to the 2020-2021 TAPR was 1,352. The ethnic distribution of students includes the following: 19.8% African American (268 students), 24.6% Hispanic (333 students), 49.9% White (675 students), 0.7% American Indian (10 students), 0.4% Asian (6 students), and 4.4% as two or more races (60 students). Of the students enrolled, 48.4% (654 students) are female and 51.6% (698 students) are male.

Based upon the 2020-2021 TAPR, no students identified as “homeless” were enrolled in the District. 0.4% of students (5) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 53.2% of students (719) qualified for Title I, 0.1% of students (1) was identified as “military connected,” and 55.3% (748) were identified as “at risk.” 68.6% of students (928) were identified as “economically disadvantaged,” 31.4% of students (424) were “non-educationally disadvantaged,” 6.4% of students (86) were served under Section 504, 6.7% of students (90) were identified as Emerging Bilingual/English Learners, 0.5% of students (8) received disciplinary placements, 4.4% of students (59) were identified as students with dyslexia, and 1.4% of students (19) were in foster care.

Based upon the 2020-2021 TAPR, 6.1% (82 students) received Bilingual/ESL services, 2.9% (39 students) received Gifted and Talented services, and 14.3% (193 students) received Special Education services.

Student mobility reported in the 2020-2021 TAPR reflects numbers reported during the 2019-2020 school year. During that time 13.4% (192 students) in the District were mobile. This is a similar percentage to the State percentage (13.8%) during that time. As well, student attrition reported in the 2020-2021 TAPR reflects numbers reported during the 2019-2020 school year. During that time, the attrition rate was 19.7% (214 students) in the District. This is slightly higher than the State average of 16.6%.

Demographics Strengths

Several comprehensive strengths were identified in regards to demographics:

- Low drop out rate
- High percentage of graduates
- Implementation of a district wide truancy prevention program
- Through the enrollment procedure, we identify subgroups to make staff aware of student needs
- District has begun a teacher retention process including salary increases and retention bonuses

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students. **Root Cause:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

Problem Statement 2 (Prioritized): Gifted and Talented program is inconsistently implemented across the district. **Root Cause:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

Student Learning

Student Learning Summary

Due to the cancellation of spring 2020 STAAR due to the COVID-19 pandemic, students in 2021 were last assessed in spring 2019. During that time, various instructional modalities were implemented across the state, which disrupted the functionality of educational systems across the country due to COVID-19. The following data has been collected from the 2020-2021 TAPR Report pages 3-16.

- In 2019, all grades/ all subjects were at 67% at “approaches or above” in Westwood ISD. In 2021, all grade/ all subjects were at 60% at “approaches or above” in Westwood ISD.
- In 2019, all grades/ all subjects were at 36% at “meets grade level or above” in Westwood ISD. In 2021, all grade levels/ all subjects were at 32% at “meets grade level or above” in Westwood ISD.
- In 2019, all grades/ all subjects were at 14% at “masters grade level” in Westwood ISD. In 2021, all grade levels/ all subjects were at 11% at “masters grade level” in Westwood ISD.

Student Learning Strengths

Several comprehensive strengths were identified in regards to student learning:

- Despite academic challenges experienced due to the COVID-19 pandemic’s impact upon learning, 8th grade math experienced gains compared to 2019:
 - In 2019, 47% of students scored “meets grade level.” In 2021, 54% of students scored “meets grade level.”
 - In 2019, 8% of students scored “masters grade level.” In 2021, 16% of students scored “masters grade level.”
- Students in Special Education experienced increases in all grade levels/ all subjects:
 - In 2019, 30% of Special Education students scored “approaches grade level or above.” In 2021, 34% of Special Education students scored “approaches grade level or above.”
 - In 2019, 14% of Special Education students scored “meets grade level or above.” In 2021, 16% of Special Education students scored “meets grade level or above.”
 - In both 2019 and 2021, 5% of Special Education students scored “masters grade level.”
- The graduation rate for the Class of 2020 was 97%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in reading from third grade to high school decreased from 2019 (62%) to 2021 (56%) and is below the Region 7 average (71%) and state averages (68%) in 2021. **Root Cause:** Inconsistency of literacy curriculum and Tier 1 instruction across grade levels and campuses.

Problem Statement 2 (Prioritized): Student performance from third-grade to seventh-grade scores are lower than 8th grade reading scores and English I and II EOCs in 2021. **Root Cause:** Inconsistency in evidence-based instructional practices implemented across younger grade levels.

District Processes & Programs

District Processes & Programs Summary

Westwood ISD partners with a variety of companies and programs to support optimal student outcomes. The District also partners with Anderson County Special Education Co-Op to support our Special Education student population. Campus counseling services and related assistance is available, along with Pregnancy-Related Services (PRS) for Westwood ISD students. The increase of industry-based certification offerings continues at the high school level. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

District Processes & Programs Strengths

Several comprehensive strengths were identified in regards to instructional programs and processes:

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- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, and serves as the curricula across the District. Resources adopted by the District are intended as instructional materials to support the teaching of the TEKS and ELPS.
- Campuses implement time periods daily intended for student intervention and/or enrichment.
- All campuses and departments have begun or are in the process of refining team/department meetings to collaboratives.
- Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices.
- All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District.
- Resources no longer in use or overlap with another initial instructional resource will be discontinued in order to streamline materials with a coherent instructional program.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally. **Root Cause:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

Problem Statement 2 (Prioritized): While the District Adoption Committee adopted instructional materials for English Language Arts and Reading under Proclamation 2019, further implementation of high quality phonics instruction is needed in order to address gaps. **Root Cause:** While best practices in phonics instruction is embedded within the current ELAR adoption, many students are in need of systemic, cumulative phonics instruction.

Problem Statement 3 (Prioritized): Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth. **Root Cause:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

Perceptions

Perceptions Summary

To obtain current perceptions impacting student success across the District, a variety of methods have been used, including Thought Exchange, surveys, and qualitative anecdotal feedback. Through the District Site-Based Committee, members have also shared feedback informing perceptions that currently exist across the District among staff, parents, and students.

Perceptions Strengths

Several comprehensive strengths were identified in regards to perceptions:

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- Data obtained throughout the year through surveys and Thought Exchange indicate that students report feeling safe and cared for at school.
- Discipline data, including DAEP placements, have indicated a decreasing trend in negative student behaviors.
- Students are becoming increasingly workforce ready as indicated in CTE numbers.
- Student involvement and voice in District activities and initiatives is increasing as evidenced by the creation of student Marketing and Communication Interns and junior high and high school student involvement in the Superintendent's Panther Council.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The District has seen an increase in the number of reports on bullying. **Root Cause:** The district has not identified a consistent, sustainable method to effectively engage parents as partners in their student's behavior inside and outside of school nor a character education program systemically implemented in schools.

Problem Statement 2 (Prioritized): Teachers feel a lack of support regarding student discipline. **Root Cause:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

Problem Statement 3 (Prioritized): Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district. **Root Cause:** Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

Priority Problem Statements

Problem Statement 1: Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students.

Root Cause 1: Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

Problem Statement 1 Areas: Demographics

Problem Statement 3: Student performance in reading from third grade to high school decreased from 2019 (62%) to 2021 (56%) and is below the Region 7 average (71%) and state averages (68%) in 2021.

Root Cause 3: Inconsistency of literacy curriculum and Tier 1 instruction across grade levels and campuses.

Problem Statement 3 Areas: Student Learning

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Problem Statement 5: While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally.

Root Cause 5: Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 8: The District has seen an increase in the number of reports on bullying.

Root Cause 8: The district has not identified a consistent, sustainable method to effectively engage parents as partners in their student's behavior inside and outside of school nor a character education program systemically implemented in schools.

Problem Statement 8 Areas: Perceptions

Problem Statement 2: Gifted and Talented program is inconsistently implemented across the district.

Root Cause 2: Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

Problem Statement 2 Areas: Demographics

Problem Statement 4: Student performance from third-grade to seventh-grade scores are lower than 8th grade reading scores and English I and II EOCs in 2021.

Root Cause 4: Inconsistency in evidence-based instructional practices implemented across younger grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: While the District Adoption Committee adopted instructional materials for English Language Arts and Reading under Proclamation 2019, further implementation of high quality phonics instruction is needed in order to address gaps.

Root Cause 6: While best practices in phonics instruction is embedded within the current ELAR adoption, many students are in need of systemic, cumulative phonics instruction.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 9: Teachers feel a lack of support regarding student discipline.

Root Cause 9: Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

Problem Statement 9 Areas: Perceptions

Problem Statement 7: Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth.

Root Cause 7: Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 10: Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district.

Root Cause 10: Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

Problem Statement 10 Areas: Perceptions

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Revised/Approved: May 17, 2022





Goal 1: Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2023, character education, social-emotional guidance, and discipline referrals will show a decrease of 10% in disciplinary classroom removals.

Evaluation Data Sources: Discipline Referral Data (Skyward, TSDS)

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Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a character program for K-12 to emphasize and promote positive character traits. Strategy's Expected Result/Impact: Positive behavior reinforcement characteristics in students. Staff Responsible for Monitoring: District Administration Campus Administration Campus counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence. Strategy's Expected Result/Impact: Students will have a clear understanding of proper social interactions and well being. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p>Strategy's Expected Result/Impact: District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p>Staff Responsible for Monitoring: District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.</p> <p>Strategy's Expected Result/Impact: To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys.</p> <p>Strategy's Expected Result/Impact: All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators All campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 1: By the end of the 2022-2023 school year, 100% of students in each subgroup will show growth in both the reading and mathematics state assessments.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.</p> <p>Strategy's Expected Result/Impact: Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue a cohesive district assessment calendar for 2022-2023, including CBA (curriculum-based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY, mClass, CLI Engage Circle, and AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.</p> <p>Strategy's Expected Result/Impact: To create consistency and awareness across the district related to local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.</p> <p>Strategy's Expected Result/Impact: Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Classroom Teachers Instructional Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.</p> <p>Strategy's Expected Result/Impact: Students served through intervention programs will show growth on both local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Campus Counselors Classroom Teachers Instructional Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide continued professional learning, coaching, and modeling of both instructional strategies including blended learning.</p> <p>Strategy's Expected Result/Impact: Increased student agency, goal setting, and self-monitoring as students take ownership of their own learning and understand how to use technology as a tool of a scholar.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Technology Staff Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p>Strategy's Expected Result/Impact: Ensure quality instruction as shown on T TESS and data.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for Emergent Bilingual students. (PBMAS)</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				53
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.</p> <p>Strategy's Expected Result/Impact: Growth of students in both reading and mathematics as well as student engagement and learning outcomes as evidenced by formative and summative assessments aligned to TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.</p> <p>Strategy's Expected Result/Impact: Student ownership of progress and parent support/engagement</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 2: Westwood ISD will implement measures to increase the number of students that meet college, career, and military readiness standards (CCMR).

Evaluation Data Sources: Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.</p> <p>Strategy's Expected Result/Impact: CCMR standards will be implemented in daily teaching and learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors CTE Coordinator Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				54
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education.</p> <p>Strategy's Expected Result/Impact: Students will understand how to be better prepared for their post-secondary setting.</p> <p>Staff Responsible for Monitoring: District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (ie. College application procedures, FASFA application, scholarship opportunities, available industry based certifications, and military careers.</p> <p>Strategy's Expected Result/Impact: Parents and students will be informed of possible post-secondary opportunities with an increase in participation.</p> <p>Staff Responsible for Monitoring: Campus Administrators CTE Coordinator Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Host College Week throughout the district. Encourage all students and employees to wear college colors all week.</p> <p>Strategy's Expected Result/Impact: The district will have a culture of college, career and military awareness and readiness.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration CTE Coordinator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for college and military.</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue Dual-Credit partnerships with local colleges/universities.</p> <p>Strategy's Expected Result/Impact: Students will graduate from high school having already completed several college courses.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase PAP and AP course offerings for students and training for appropriate staff members.</p> <p>Strategy's Expected Result/Impact: Higher pass rate of students on the AP exam.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselors Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Create an age-appropriate college and career fair to enhance student connection to real world opportunities in grades K-12.</p> <p>Strategy's Expected Result/Impact: Deeper exposure to college and career opportunities for students.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration CTE Coordinator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of all students will be taught by highly effective and qualified teachers as well as paraprofessionals will be high quality and SBEC certified.

Evaluation Data Sources: Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all new paraprofessionals to ensure high quality assistance.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be provided with high quality assistance from paraprofessionals.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administrators Administrative Assistants</p>	Formative			Summative
	Nov	Jan	Mar	June
				57
Strategy 2 Details	Reviews			
<p>Strategy 2: Westwood ISD will pay above the state-base for certified teachers to attract quality applicants.</p> <p>Strategy's Expected Result/Impact: Westwood ISD will attract high quality applications by paying above state-base.</p> <p>Staff Responsible for Monitoring: Superintendent District Administration Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.</p> <p>Strategy's Expected Result/Impact: Staff will use local leave days only when necessary resulting in high staff attendance.</p> <p>Staff Responsible for Monitoring: Superintendent Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and execute Campus and District employee celebrations.</p> <p>Strategy's Expected Result/Impact: Higher staff morale.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Action Teams</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p>Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				58
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, and maintain active website.</p> <p>Strategy's Expected Result/Impact: Recruitment of high quality personnel.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p>Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Campus Mentor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide stipends to secondary math, science, and Spanish teachers.</p> <p>Strategy's Expected Result/Impact: Help recruit high demand teaching areas to fill hard to staff positions.</p> <p>Staff Responsible for Monitoring: District Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				59
Strategy 10 Details	Reviews			
<p>Strategy 10: Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.</p> <p>Strategy's Expected Result/Impact: To ensure all teaching staff are highly qualified within their teaching field.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administration Campus teacher mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Recognize staff members who exemplify the Westwood ISD Profile of an Educator.</p> <p>Strategy's Expected Result/Impact: Recognition of exemplary staff member to model to others.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Westwood ISD works to improve superintendent-board-faculty-community relationships/partnerships through open communication.

Performance Objective 1: Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

Evaluation Data Sources: Parental, staff, and community participation through logs, feedback, and surveys.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to expand the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and other up and coming media sources.</p> <p>Strategy's Expected Result/Impact: Transparent communication with all stakeholders.</p> <p>Staff Responsible for Monitoring: Superintendent, Technology Director, Communications Specialist, District Administration Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				60
Strategy 2 Details	Reviews			
<p>Strategy 2: Actively encourage parents and community members to participate in school activities by publicizing events and maintaining district/campus activity calendars on the website and on the district's Facebook account.</p> <p>Strategy's Expected Result/Impact: Connection of weekly/daily information for parents and students; therefore, increasing parent and community support.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Campus Webmasters</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.</p> <p>Strategy's Expected Result/Impact: Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p>Staff Responsible for Monitoring: District Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, Zoom meetings, and Google Hangouts.</p> <p>Strategy's Expected Result/Impact: Increase in parental engagement.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration Counselors Testing Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Parent input and engagement in district/campus processes and procedures.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				61
Strategy 6 Details	Reviews			
<p>Strategy 6: Create and implement a volunteer program to execute across the district.</p> <p>Strategy's Expected Result/Impact: Increase of parent involvement at various campuses.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

Performance Objective 1: Westwood ISD will operate in a fiscally sound manner.

Evaluation Data Sources: Audits and reports

Strategy 1 Details	Reviews			
Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts. Strategy's Expected Result/Impact: Maintain transparent and sound communication. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				62
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 1: Westwood ISD will implement best practices for safe and orderly schools.

Evaluation Data Sources: Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage with the board, staff, and community to continually assess next steps for district buildings. Strategy's Expected Result/Impact: Increase student safety and performance. Staff Responsible for Monitoring: Superintendent District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				63
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors. Strategy's Expected Result/Impact: 100% of required participants will be CPR/First Aid certified. Staff Responsible for Monitoring: District Administration Campus Administration Athletic Director Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure each campus has a trained Crisis Prevention Intervention core team. Strategy's Expected Result/Impact: Proactive safety across the district with 100% trained staff teams. Staff Responsible for Monitoring: District Administration Campus Administration Director of Maintenance Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, DARE, Red Ribbon activities, and Energy Bus character tickets (fuel your ride).</p> <p>Strategy's Expected Result/Impact: Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Law Enforcement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.</p> <p>Strategy's Expected Result/Impact: Continue a culture of proactive school health and safety awareness across the district.</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director SHAC members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Review campus and district safety plans to include:</p> <ul style="list-style-type: none"> - Table Top Scenario Drills - Required Campus Drills - Emergency Management Drills - Child Abuse Awareness - Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor) - Develop an emergency preparedness plan - Continue and expand the Guardian Program - Add surveillance equipment as needed - Additional outside WiFi access points - AED Defibrillator placement and training <p>Strategy's Expected Result/Impact: Preparation in the event of an emergency 100% of staff and students respond appropriately.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 2: Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

Evaluation Data Sources: Increase technology usage of both devices and instructional programs as evident through classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Execute and maintain a district-wide plan to continuously maintain effective and relevant technology.</p> <p>Strategy's Expected Result/Impact: Cohesive plan to phase in throughout multiple years, meeting the needs of learners.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Director of Technology District Site Based Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
				65
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development plan for both instructional technology and general technology program use.</p> <p>Strategy's Expected Result/Impact: Increased usage of technology within daily instruction as observed through walkthroughs.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Technology Director Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Advisory Committee

Committee Role	Name	Position
Administrator	Wade Stanford	Superintendent
Administrator	Katie Atkins	Assistant Superintendent of Curriculum, Instruction & Leadership
Administrator	Kyle Johnson	Assistant Superintendent of Finance and Operations
Administrator	Tiffany Carwell	Special Programs Coordinator
Administrator	Scott Nettles	High School Principal
Administrator	Sonya Brown	Junior High School Principal
Administrator	Shinnitta Foreman	Elementary Principal
Administrator	Charlotte May	Primary Principal
District-level Professional	Richard Bishop	Athletic Director
District-level Professional	Phil Nedbelick	Transportation Director
District-level Professional	Josh Schultz	Director of Maintenance
Classroom Teacher	Jennifer Wright	Kindergarten Teacher
Classroom Teacher	Megan Bedre	JH English/Dyslexia Teacher
Non-classroom Professional	Marla Stanford	HS Paraprofessional
Classroom Teacher	Anna Ramirez	Classroom Teacher
Paraprofessional	Charlene Myer	Lifeskills Paraprofessional
Paraprofessional	Crystal Feagins	Junior High Instructional Paraprofessional
Classroom Teacher	Delaney Knight	CTE Teacher
Administrator	Joy Dildine	Elementary Assistant Principal Intern
Administrator	Mindy Place	PEIMS Director
Paraprofessional	Kaylie Lunsford	
Classroom Teacher	Miranda Peach	5th Grade RLA Teacher
Administrator	Nola Beard	Primary Assistant Principal
District-level Professional	Brendan May	Director of Technology

Addendums

2020-21 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

District Number: 001908

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	72%	54%	17%	57%	64%	-	-	-	40%	56%	*	54%	53%	51%	38%
	2019	76%	75%	57%	43%	52%	64%	-	-	-	*	36%	-	64%	30%	53%	55%
At Meets Grade Level or Above	2021	39%	41%	23%	0%	24%	30%	-	-	-	20%	33%	*	24%	20%	19%	70 0%
	2019	45%	42%	31%	21%	16%	42%	-	-	-	*	27%	-	35%	15%	30%	18%
At Masters Grade Level	2021	19%	19%	11%	0%	10%	16%	-	-	-	0%	0%	*	10%	13%	9%	0%
	2019	27%	25%	18%	14%	8%	25%	-	-	-	*	9%	-	21%	5%	17%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	70%	46%	33%	36%	55%	-	-	-	40%	44%	*	45%	50%	41%	25%
	2019	79%	79%	54%	43%	40%	64%	-	-	-	*	27%	-	60%	30%	51%	36%
At Meets Grade Level or Above	2021	31%	35%	14%	0%	14%	18%	-	-	-	20%	22%	*	10%	31%	12%	0%
	2019	49%	47%	24%	14%	8%	36%	-	-	-	*	18%	-	29%	5%	24%	9%
At Masters Grade Level	2021	14%	16%	5%	0%	5%	5%	-	-	-	20%	0%	*	1%	19%	5%	0%
	2019	25%	23%	6%	7%	0%	9%	-	-	-	*	9%	-	7%	5%	8%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	46%	56%	34%	52%	-	-	-	44%	17%	*	48%	39%	39%	0%
	2019	75%	74%	58%	38%	52%	69%	-	-	-	*	35%	*	59%	58%	54%	40%
At Meets Grade Level or Above	2021	36%	39%	22%	38%	7%	33%	-	-	-	0%	11%	*	17%	35%	20%	0%
	2019	44%	43%	31%	19%	26%	36%	-	-	-	*	25%	*	30%	33%	24%	20%
At Masters Grade Level	2021	17%	18%	8%	19%	0%	12%	-	-	-	0%	6%	*	6%	13%	7%	0%
	2019	22%	20%	17%	14%	4%	23%	-	-	-	*	10%	*	18%	15%	8%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	66%	65%	56%	73%	61%	-	-	-	67%	17%	*	65%	65%	61%	60%
	2019	75%	75%	63%	48%	61%	69%	-	-	-	*	40%	*	60%	70%	61%	60%
At Meets Grade Level or Above	2021	36%	40%	36%	38%	37%	39%	-	-	-	22%	11%	*	38%	30%	30%	40%
	2019	48%	46%	43%	38%	36%	48%	-	-	-	*	30%	*	41%	48%	39%	20%
At Masters Grade Level	2021	21%	24%	18%	38%	17%	15%	-	-	-	0%	6%	*	17%	22%	15%	20%
	2019	28%	26%	20%	19%	14%	21%	-	-	-	*	10%	*	20%	21%	15%	0%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

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At Approaches Grade Level or Above	2021	53%	57%	45%	41%	40%	52%	-	-	-	44%	28%	*	47%	39%	42%	60%
	2019	67%	64%	57%	57%	43%	62%	-	-	-	*	25%	*	53%	67%	56%	20%
At Meets Grade Level or Above	2021	27%	29%	20%	18%	20%	24%	-	-	-	11%	11%	*	23%	13%	21%	40%
	2019	35%	31%	28%	24%	25%	30%	-	-	-	*	20%	*	31%	21%	23%	10%
At Masters Grade Level	2021	8%	8%	1%	6%	0%	0%	-	-	-	0%	0%	*	2%	0%	1%	0%
	2019	11%	8%	9%	0%	4%	13%	-	-	-	*	10%	*	11%	3%	5%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	59%	40%	57%	68%	-	-	-	*	19%	*	63%	48%	57%	64%
	2019	86%	85%	77%	67%	73%	82%	-	*	-	*	33%	*	80%	69%	74%	55%
At Meets Grade Level or Above	2021	46%	45%	29%	20%	9%	45%	-	-	-	*	6%	*	31%	24%	26%	0%
	2019	54%	50%	34%	33%	33%	34%	-	*	-	*	7%	*	35%	33%	28%	9%
At Masters Grade Level	2021	30%	28%	15%	7%	9%	23%	-	-	-	*	0%	*	16%	14%	12%	0%
	2019	29%	26%	16%	11%	18%	15%	-	*	-	*	0%	*	14%	19%	14%	0%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	75%	49%	27%	32%	66%	-	-	-	*	20%	*	50%	45%	44%	30%
	2019	90%	89%	77%	61%	76%	82%	-	*	-	*	33%	*	77%	75%	71%	82%
At Meets Grade Level or Above	2021	44%	49%	20%	7%	9%	32%	-	-	-	*	7%	*	22%	15%	17%	20%
	2019	58%	56%	31%	17%	27%	35%	-	*	-	*	7%	*	31%	31%	25%	18%
At Masters Grade Level	2021	25%	26%	5%	0%	0%	9%	-	-	-	*	0%	*	5%	5%	5%	0%
	2019	36%	34%	17%	11%	18%	17%	-	*	-	*	0%	*	13%	25%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	67%	46%	33%	30%	60%	-	-	-	*	13%	*	51%	33%	43%	18%
	2019	75%	73%	69%	56%	61%	77%	-	*	-	*	27%	*	73%	61%	63%	36%
At Meets Grade Level or Above	2021	31%	34%	15%	7%	4%	26%	-	-	-	*	7%	*	16%	14%	14%	0%
	2019	49%	46%	31%	11%	33%	34%	-	*	-	*	7%	*	32%	28%	28%	9%
At Masters Grade Level	2021	13%	13%	6%	7%	0%	9%	-	-	-	*	0%	*	5%	10%	5%	0%
	2019	24%	21%	11%	0%	18%	11%	-	*	-	*	0%	*	8%	17%	11%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	63%	50%	50%	47%	55%	*	-	-	*	41%	-	51%	44%	46%	14%
	2019	68%	66%	59%	54%	40%	62%	*	-	-	86%	30%	*	65%	40%	50%	14%

Texas Education Agency
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At Meets Grade Level or Above	2021	32%	31%	28%	36%	37%	21%	*	-	-	*	18%	-	28%	31%	27%	0%
	2019	37%	34%	29%	15%	27%	34%	*	-	-	29%	10%	*	30%	25%	18%	0%
At Masters Grade Level	2021	15%	14%	10%	14%	16%	5%	*	-	-	*	0%	-	11%	6%	7%	0%
	2019	18%	15%	12%	15%	13%	10%	*	-	-	14%	0%	*	12%	10%	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	73%	60%	55%	63%	64%	*	-	-	*	41%	-	60%	63%	58%	72 43%
	2019	81%	80%	70%	38%	60%	78%	*	-	-	86%	30%	*	68%	75%	62%	57%
At Meets Grade Level or Above	2021	36%	40%	25%	18%	26%	29%	*	-	-	*	18%	-	26%	19%	24%	0%
	2019	47%	44%	24%	15%	27%	22%	*	-	-	57%	20%	*	27%	15%	20%	0%
At Masters Grade Level	2021	15%	17%	8%	5%	16%	5%	*	-	-	*	12%	-	8%	6%	6%	0%
	2019	21%	17%	6%	8%	7%	6%	*	-	-	0%	0%	*	6%	5%	2%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	72%	59%	42%	67%	64%	-	*	-	*	25%	-	63%	45%	54%	*
	2019	76%	75%	57%	48%	65%	65%	*	-	-	0%	26%	*	60%	48%	47%	18%
At Meets Grade Level or Above	2021	45%	45%	28%	21%	33%	27%	-	*	-	*	6%	-	30%	23%	26%	*
	2019	49%	46%	32%	19%	35%	40%	*	-	-	0%	11%	*	34%	26%	25%	0%
At Masters Grade Level	2021	25%	25%	15%	11%	17%	18%	-	*	-	*	0%	-	15%	14%	10%	*
	2019	29%	27%	17%	5%	15%	27%	*	-	-	0%	5%	*	19%	13%	13%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	62%	26%	6%	25%	35%	-	-	-	*	13%	-	27%	22%	24%	*
	2019	75%	74%	57%	38%	62%	70%	*	-	-	29%	33%	*	61%	46%	54%	67%
At Meets Grade Level or Above	2021	27%	32%	7%	0%	5%	13%	-	-	-	*	6%	-	8%	6%	6%	*
	2019	43%	41%	16%	0%	14%	30%	*	-	-	0%	11%	*	18%	13%	11%	11%
At Masters Grade Level	2021	12%	13%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
	2019	17%	16%	3%	0%	0%	9%	*	-	-	0%	6%	*	2%	8%	3%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	66%	51%	47%	58%	51%	-	*	-	*	13%	-	55%	36%	41%	*
	2019	70%	70%	55%	43%	58%	63%	*	-	-	29%	16%	*	56%	52%	48%	36%
At Meets Grade Level or Above	2021	33%	34%	17%	11%	17%	20%	-	*	-	*	6%	-	17%	18%	16%	*
	2019	42%	39%	29%	19%	25%	42%	*	-	-	0%	11%	*	34%	16%	23%	0%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

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At Masters Grade Level	2021	10%	8%	3%	5%	0%	2%	-	*	-	*	0%	-	0%	14%	4%	*
	2019	18%	15%	12%	0%	8%	23%	*	-	-	0%	5%	*	12%	13%	10%	0%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	76%	69%	63%	80%	*	-	-	89%	50%	*	77%	72%	75%	43%
	2019	86%	84%	76%	83%	74%	72%	-	*	-	80%	33%	*	76%	76%	75%	73
At Meets Grade Level or Above	2021	46%	49%	40%	31%	38%	39%	*	-	-	56%	25%	*	41%	36%	38%	29%
	2019	55%	51%	42%	42%	45%	46%	-	*	-	0%	17%	*	46%	29%	38%	29%
At Masters Grade Level	2021	21%	22%	14%	13%	13%	14%	*	-	-	22%	0%	*	18%	4%	12%	0%
	2019	28%	25%	16%	0%	23%	22%	-	*	-	0%	0%	*	18%	10%	13%	7%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	73%	82%	64%	81%	87%	-	*	-	83%	75%	*	82%	80%	80%	67%
	2019	88%	86%	83%	84%	80%	83%	-	-	-	100%	46%	*	86%	74%	83%	79%
At Meets Grade Level or Above	2021	36%	48%	54%	29%	56%	59%	-	*	-	67%	25%	*	57%	48%	53%	33%
	2019	57%	54%	47%	32%	47%	58%	-	-	-	20%	23%	*	48%	44%	44%	29%
At Masters Grade Level	2021	11%	14%	16%	21%	13%	18%	-	*	-	0%	8%	*	16%	16%	14%	0%
	2019	17%	15%	8%	0%	13%	10%	-	-	-	0%	0%	*	7%	11%	11%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	74%	71%	63%	63%	73%	*	-	-	89%	33%	*	70%	72%	71%	29%
	2019	81%	78%	62%	50%	65%	66%	-	*	-	*	27%	*	61%	67%	60%	57%
At Meets Grade Level or Above	2021	43%	47%	34%	13%	25%	36%	*	-	-	67%	17%	*	33%	36%	35%	14%
	2019	51%	46%	33%	21%	26%	44%	-	*	-	*	9%	*	30%	43%	27%	0%
At Masters Grade Level	2021	24%	25%	10%	6%	13%	9%	*	-	-	11%	8%	*	13%	4%	12%	0%
	2019	25%	21%	11%	13%	3%	16%	-	*	-	*	9%	*	13%	0%	7%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	62%	60%	56%	75%	52%	*	-	-	78%	33%	*	66%	48%	56%	57%
	2019	69%	66%	54%	54%	48%	56%	-	*	-	*	27%	*	56%	43%	48%	43%
At Meets Grade Level or Above	2021	28%	30%	23%	25%	6%	27%	*	-	-	33%	17%	*	21%	28%	19%	0%
	2019	37%	33%	19%	17%	16%	24%	-	*	-	*	9%	*	19%	19%	18%	7%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	14%	5%	0%	6%	7%	*	-	-	0%	8%	*	5%	4%	4%	0%
	2019	21%	18%	5%	0%	3%	10%	-	*	-	*	0%	*	4%	10%	6%	0%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	68%	50%	44%	50%	51%	*	-	-	80%	39%	-	52%	43%	45%	10%
	2019	68%	68%	58%	42%	65%	60%	*	*	-	71%	8%	*	61%	49%	55%	74 45%
At Meets Grade Level or Above	2021	50%	50%	35%	32%	36%	36%	*	-	-	40%	28%	-	34%	37%	31%	0%
	2019	50%	48%	40%	19%	49%	45%	*	*	-	43%	4%	*	41%	37%	40%	27%
At Masters Grade Level	2021	12%	10%	7%	4%	5%	11%	*	-	-	0%	17%	-	6%	10%	7%	0%
	2019	11%	10%	4%	0%	3%	6%	*	*	-	0%	0%	*	4%	2%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	59%	48%	58%	65%	-	-	-	71%	23%	-	60%	55%	54%	19%
	2019	68%	68%	58%	48%	63%	63%	-	*	-	*	14%	-	61%	46%	60%	55%
At Meets Grade Level or Above	2021	57%	57%	47%	32%	50%	53%	-	-	-	57%	23%	-	50%	39%	44%	13%
	2019	49%	48%	38%	24%	23%	54%	-	*	-	*	10%	-	39%	36%	38%	9%
At Masters Grade Level	2021	11%	10%	4%	3%	5%	5%	-	-	-	0%	8%	-	6%	0%	3%	0%
	2019	8%	6%	3%	0%	0%	6%	-	*	-	*	10%	-	4%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	78%	81%	82%	79%	82%	*	-	-	88%	80%	-	82%	77%	76%	82%
	2019	85%	82%	83%	50%	97%	86%	*	*	-	*	32%	*	86%	73%	86%	86%
At Meets Grade Level or Above	2021	41%	48%	33%	35%	24%	38%	*	-	-	38%	33%	-	35%	27%	24%	18%
	2019	61%	53%	59%	33%	68%	61%	*	*	-	*	9%	*	63%	43%	55%	57%
At Masters Grade Level	2021	23%	27%	22%	18%	11%	31%	*	-	-	38%	20%	-	22%	23%	19%	9%
	2019	37%	31%	40%	22%	58%	38%	*	*	-	*	9%	*	46%	20%	35%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	84%	90%	87%	89%	91%	-	-	-	*	60%	-	92%	83%	86%	73%
	2019	88%	89%	94%	84%	93%	97%	-	*	-	*	70%	-	95%	93%	95%	57%
At Meets Grade Level or Above	2021	55%	55%	69%	57%	69%	77%	-	-	-	*	20%	-	74%	54%	59%	27%
	2019	62%	60%	62%	26%	60%	76%	-	*	-	*	30%	-	64%	57%	61%	29%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	20%	22%	22%	22%	23%	-	-	-	*	10%	-	22%	21%	21%	0%
	2019	25%	21%	25%	0%	17%	37%	-	*	-	*	10%	-	29%	14%	26%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	86%	64%	86%	90%	-	-	-	100%	50%	-	89%	75%	81%	*
	2019	93%	92%	89%	82%	85%	92%	*	-	-	100%	42%	*	90%	83%	90%	75 57%
At Meets Grade Level or Above	2021	69%	71%	56%	18%	66%	60%	-	-	-	40%	19%	-	54%	69%	48%	*
	2019	73%	70%	61%	46%	50%	72%	*	-	-	67%	8%	*	60%	63%	60%	43%
At Masters Grade Level	2021	43%	43%	28%	9%	31%	29%	-	-	-	40%	6%	-	29%	25%	26%	*
	2019	45%	38%	27%	14%	30%	32%	*	-	-	17%	0%	*	26%	29%	33%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	100%	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2021	69%	62%	62%	*	*	64%	-	-	-	-	-	-	58%	*	*	-
At Masters Grade Level	2021	14%	7%	0%	*	*	0%	-	-	-	-	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	71%	60%	50%	58%	65%	50%	*	-	61%	34%	64%	62%	55%	55%	39%
	2019	78%	77%	67%	56%	65%	72%	40%	100%	-	59%	30%	66%	69%	61%	63%	51%
At Meets Grade Level or Above	2021	41%	44%	32%	24%	30%	36%	38%	*	-	30%	16%	36%	32%	30%	27%	11%
	2019	50%	47%	36%	24%	33%	43%	10%	50%	-	25%	14%	24%	38%	32%	32%	15%
At Masters Grade Level	2021	18%	19%	11%	9%	9%	12%	25%	*	-	9%	5%	4%	11%	11%	9%	1%
	2019	24%	21%	14%	6%	13%	18%	10%	30%	-	7%	5%	15%	14%	12%	12%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	56%	47%	53%	63%	*	*	-	57%	32%	67%	58%	50%	52%	29%
	2019	75%	74%	62%	53%	63%	67%	*	*	-	50%	25%	64%	66%	53%	58%	45%
At Meets Grade Level or Above	2021	45%	45%	32%	28%	31%	36%	*	*	-	30%	18%	44%	33%	32%	29%	6%
	2019	48%	45%	35%	25%	33%	42%	*	*	-	20%	13%	29%	37%	31%	30%	15%
At Masters Grade Level	2021	18%	18%	10%	8%	8%	13%	*	*	-	7%	4%	11%	11%	9%	8%	0%
	2019	21%	18%	12%	6%	11%	16%	*	*	-	5%	5%	21%	13%	9%	10%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	60%	47%	58%	65%	*	*	-	62%	39%	78%	60%	60%	55%	47%
	2019	82%	81%	71%	54%	70%	77%	*	*	-	67%	35%	71%	72%	65%	67%	67%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	42%	28%	18%	24%	33%	*	*	-	28%	17%	33%	28%	27%	23%	16%
	2019	52%	49%	37%	23%	34%	43%	*	*	-	33%	17%	21%	39%	31%	32%	20%
At Masters Grade Level	2021	18%	19%	11%	11%	9%	11%	*	*	-	13%	7%	0%	10%	14%	9%	4%
	2019	26%	24%	16%	10%	17%	18%	*	*	-	9%	6%	7%	16%	15%	13%	4%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	62%	48%	44%	48%	51%	-	*	-	31%	21%	*	51%	38%	42%	76 44%
	2019	68%	67%	56%	50%	51%	62%	*	-	-	45%	21%	*	54%	59%	52%	29%
At Meets Grade Level or Above	2021	30%	31%	19%	14%	19%	22%	-	*	-	8%	9%	*	20%	16%	18%	22%
	2019	38%	35%	29%	21%	25%	35%	*	-	-	18%	15%	*	32%	19%	23%	5%
At Masters Grade Level	2021	9%	8%	2%	6%	0%	1%	-	*	-	0%	0%	*	1%	7%	3%	0%
	2019	14%	12%	10%	0%	6%	17%	*	-	-	9%	8%	*	11%	8%	8%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	70%	65%	65%	74%	*	-	-	79%	32%	*	72%	64%	65%	41%
	2019	81%	80%	75%	62%	72%	81%	-	*	-	67%	39%	60%	76%	73%	71%	50%
At Meets Grade Level or Above	2021	44%	46%	41%	30%	40%	44%	*	-	-	50%	14%	*	42%	36%	35%	14%
	2019	54%	51%	42%	20%	39%	52%	-	*	-	11%	14%	20%	42%	41%	37%	9%
At Masters Grade Level	2021	20%	20%	13%	13%	13%	13%	*	-	-	7%	5%	*	14%	11%	12%	0%
	2019	25%	21%	16%	5%	13%	22%	-	*	-	0%	6%	20%	17%	12%	14%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	76%	75%	59%	82%	74%	*	-	-	86%	43%	*	79%	59%	69%	44%
	2019	81%	79%	71%	69%	63%	74%	*	*	-	80%	35%	*	72%	64%	65%	48%
At Meets Grade Level or Above	2021	49%	50%	41%	22%	44%	46%	*	-	-	36%	18%	*	41%	44%	35%	0%
	2019	55%	51%	40%	33%	29%	48%	*	*	-	40%	9%	*	39%	42%	36%	19%
At Masters Grade Level	2021	29%	28%	17%	4%	22%	20%	*	-	-	14%	7%	*	19%	12%	15%	0%
	2019	33%	28%	16%	8%	14%	21%	*	*	-	10%	0%	*	15%	20%	17%	10%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	47	30	33	58	-	-	-	*	33	*	49	40	40	33
	2018	63	62	63	78	61	62	*	-	-	*	63	*	64	62	60	36
Grade 4 Mathematics	2019	65	65	75	75	70	78	-	-	-	*	70	*	74	78	72	56
	2018	65	65	66	74	60	69	*	-	-	*	67	*	69	59	66	55
Grade 5 ELA/Reading	2019	81	80	80	91	68	83	-	*	-	*	73	*	83	72	79	65
	2018	80	79	71	81	70	68	*	-	-	78	83	*	69	81	71	86
Grade 5 Mathematics	2019	83	83	78	83	85	75	-	*	-	*	77	*	80	74	77	85
	2018	81	81	79	100	80	76	*	-	-	67	67	*	85	56	78	100
Grade 6 ELA/Reading	2019	42	40	40	46	37	40	*	-	-	43	38	*	41	39	36	7
	2018	47	43	38	23	44	42	*	-	-	30	29	*	44	23	33	21
Grade 6 Mathematics	2019	54	51	41	38	47	41	*	-	-	36	25	*	35	61	48	36
	2018	56	53	63	33	62	74	*	-	-	80	61	*	64	61	63	73
Grade 7 ELA/Reading	2019	77	80	73	67	76	76	*	-	-	57	68	*	76	65	68	73
	2018	76	74	66	61	70	68	*	-	-	50	50	*	67	65	62	64
Grade 7 Mathematics	2019	62	66	55	50	63	56	*	-	-	36	67	*	56	50	56	61
	2018	67	70	61	60	60	67	*	-	-	58	82	*	65	53	64	57
Grade 8 ELA/Reading	2019	77	76	70	75	68	66	-	*	-	90	50	*	71	68	70	71
	2018	79	79	81	80	85	81	*	-	-	70	62	-	79	88	79	70
Grade 8 Mathematics	2019	82	83	73	72	73	70	-	-	-	100	64	*	75	65	76	75
	2018	81	83	81	90	80	78	*	-	-	*	85	-	80	83	91	71
End of Course English II	2019	69	67	66	69	60	69	-	*	-	*	59	-	69	55	66	92
	2018	67	67	74	68	65	82	*	-	-	67	59	-	77	64	71	67
End of Course Algebra I	2019	75	69	70	57	80	70	*	*	-	*	29	*	75	50	66	58
	2018	72	68	80	70	74	85	-	*	-	*	38	-	82	76	79	56
All Grades Both Subjects	2019	69	68	65	65	66	67	25	100	-	54	56	80	67	61	64	62
	2018	69	69	69	65	66	72	54	*	-	66	60	69	70	64	68	60
All Grades ELA/Reading	2019	68	67	64	64	60	66	*	*	-	55	54	92	66	57	61	59
	2018	69	67	65	62	64	67	64	-	-	61	53	58	66	62	62	53
All Grades Mathematics	2019	70	69	67	65	72	67	*	*	-	53	58	68	68	64	67	65
	2018	70	70	72	67	68	76	42	*	-	72	66	81	74	66	73	66

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* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	71%	60%	-	-	-	-	-	-	40%	13%	41%	42%	29%	62%	39%	-
	2019	78%	77%	67%	-	-	-	-	-	-	35%	25%	36%		64%		37%	-
At Meets Grade Level or Above	2021	41%	44%	32%	-	-	-	-	-	-	12%	0%	12%	16%	0%	34%	11%	-
	2019	50%	47%	36%	-	-	-	-	-	-	9%	13%	8%		0%		8%	-
At Masters Grade Level	2021	18%	19%	11%	-	-	-	-	-	-	1%	0%	2%	0%	0%	12%	1%	-
	2019	24%	21%	14%	-	-	-	-	-	-	3%	0%	3%		0%		3%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	56%	-	-	-	-	-	-	31%	*	41%	16%	22%	59%	29%	-
	2019	75%	74%	62%	-	-	-	-	-	-	29%	38%	27%		50%		31%	-
At Meets Grade Level or Above	2021	45%	45%	32%	-	-	-	-	-	-	7%	*	5%	11%	0%	35%	6%	-
	2019	48%	45%	35%	-	-	-	-	-	-	9%	13%	8%		0%		8%	-
At Masters Grade Level	2021	18%	18%	10%	-	-	-	-	-	-	0%	*	0%	0%	0%	11%	0%	-
	2019	21%	18%	12%	-	-	-	-	-	-	2%	0%	2%		0%		2%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	60%	-	-	-	-	-	-	48%	*	44%	78%	*	61%	47%	-
	2019	82%	81%	71%	-	-	-	-	-	-	54%	13%	63%		*		54%	-
At Meets Grade Level or Above	2021	37%	42%	28%	-	-	-	-	-	-	17%	*	19%	11%	*	29%	16%	-
	2019	52%	49%	37%	-	-	-	-	-	-	11%	13%	11%		*		10%	-
At Masters Grade Level	2021	18%	19%	11%	-	-	-	-	-	-	4%	*	6%	0%	*	11%	4%	-
	2019	26%	24%	16%	-	-	-	-	-	-	2%	0%	3%		*		2%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	62%	48%	-	-	-	-	-	-	50%	*	50%	-	*	48%	44%	-
	2019	68%	67%	56%	-	-	-	-	-	-	7%	-	7%		-		7%	-
At Meets Grade Level or Above	2021	30%	31%	19%	-	-	-	-	-	-	25%	*	33%	-	*	18%	22%	-
	2019	38%	35%	29%	-	-	-	-	-	-	0%	-	0%		-		0%	-
At Masters Grade Level	2021	9%	8%	2%	-	-	-	-	-	-	0%	*	0%	-	*	2%	0%	-
	2019	14%	12%	10%	-	-	-	-	-	-	0%	-	0%		-		0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	70%	-	-	-	-	-	-	38%	-	24%	67%	*	73%	41%	-
	2019	81%	80%	75%	-	-	-	-	-	-	28%	-	28%		*		38%	-
At Meets Grade Level or Above	2021	44%	46%	41%	-	-	-	-	-	-	15%	-	6%	33%	*	44%	14%	-
	2019	54%	51%	42%	-	-	-	-	-	-	6%	-	6%		*		5%	-
At Masters Grade Level	2021	20%	20%	13%	-	-	-	-	-	-	0%	-	0%	0%	*	15%	0%	-
	2019	25%	21%	16%	-	-	-	-	-	-	0%	-	0%		*		0%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	76%	75%	-	-	-	-	-	-	50%	-	57%	*	*	76%	44%	-
	2019	81%	79%	71%	-	-	-	-	-	-	36%	-	36%		-		36%	
At Meets Grade Level or Above	2021	49%	50%	41%	-	-	-	-	-	-	0%	-	0%	*	*	43%	0%	-
	2019	55%	51%	40%	-	-	-	-	-	-	14%	-	14%		-		14%	
At Masters Grade Level	2021	29%	28%	17%	-	-	-	-	-	-	0%	-	0%	*	*	18%	0%	-
	2019	33%	28%	16%	-	-	-	-	-	-	14%	-	14%		-		14%	

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- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	98%	97%	99%	99%	100%	100%	-	97%	97%	100%	98%	99%	98%	99%
Included in Accountability	83%	89%	92%	90%	94%	93%	80%	50%	-	88%	93%	100%	96%	82%	92%	94%
Not Included in Accountability: Mobile	3%	5%	6%	7%	4%	6%	20%	0%	-	10%	3%	0%	2%	16%	5% ⁸⁰	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	50%	-	0%	1%	0%	0%	1%	0%	3%
Not Tested	12%	6%	2%	3%	1%	1%	0%	0%	-	3%	3%	0%	2%	1%	2%	1%
Absent	2%	1%	1%	3%	1%	1%	0%	0%	-	3%	3%	0%	2%	1%	2%	1%
Other	10%	5%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	98%	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	89%	96%	95%	100%	63%	-	94%	96%	87%	98%	84%	92%	91%
Not Included in Accountability: Mobile	4%	6%	6%	10%	4%	5%	0%	38%	-	6%	4%	11%	2%	15%	7%	9%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	2%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.6%	98.5%	98.5%	98.8%	98.4%	98.3%	*	-	98.4%	98.1%	98.4%	99.2%
2018-19	95.4%	95.8%	95.6%	95.8%	96.2%	95.2%	96.6%	98.4%	-	94.9%	94.6%	95.2%	97.1%
Chronic Absenteeism													
2019-20	6.7%	5.4%	6.9%	7.8%	5.4%	7.7%	8.3%	0.0%	-	3.3%	12.0%	7.6%	2.3%
2018-19	11.4%	10.0%	10.9%	10.6%	8.6%	12.1%	0.0%	0.0%	-	16.1%	16.2%	13.1%	5.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	0.4%	0.0%	1.0%	0.4%	*	*	-	0.0%	0.0%	0.4%	0.0%
2018-19	1.9%	1.4%	0.5%	2.2%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.5%	97.0%	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Received TxCHSE	0.4%	0.3%	1.0%	0.0%	0.0%	2.1%	*	-	-	0.0%	0.0%	1.9%	*
Continued HS	3.9%	3.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	5.4%	3.4%	2.0%	3.4%	0.0%	2.1%	*	-	-	0.0%	0.0%	3.8%	*
Graduates and TxCHSE	90.7%	92.8%	98.0%	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.6%	96.6%	98.0%	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Class of 2019													
Graduated	90.0%	92.4%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.7%	3.2%	1.3%	0.0%	0.0%	2.9%	-	*	-	*	0.0%	2.3%	0.0%
Dropped Out	5.9%	4.0%	2.6%	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	90.4%	92.8%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	94.6%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.1%	2.6%	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	92.6%	95.1%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	95.9%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	95.4%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	1.0%	4.2%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	92.8%	95.9%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	99.0%	95.8%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	99.0%	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Received TxCHSE	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	1.0%	4.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	2.0%	*
Graduates and TxCHSE	93.3%	96.3%	99.0%	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	99.0%	96.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.0%	*
Class of 2017													
Graduated	92.4%	95.0%	99.0%	100.0%	100.0%	98.4%	-	*	-	*	100.0%	95.8%	*
Received TxCHSE	0.7%	0.8%	1.0%	0.0%	0.0%	1.6%	-	*	-	*	0.0%	4.2%	*
Continued HS	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	96.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.5%	97.0%	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Class of 2019	90.0%	92.4%	96.1%	95.2%	94.1%	97.1%	-	*	-	*	100.0%	95.3%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Class of 2019	4.2%	4.6%	1.4%	0.0%	0.0%	3.0%	-	*	-	*	0.0%	2.5%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	84.0%	85.6%	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
Class of 2019	83.5%	84.2%	90.4%	94.7%	93.8%	84.8%	-	*	-	*	0.0%	92.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	89.3%	85.6%	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
Class of 2019	87.6%	88.7%	91.8%	94.7%	93.8%	87.9%	-	*	-	*	0.0%	95.0%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	6.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	4.4%	4.4%	1.4%	0.0%	0.0%	3.0%	-	*	-	*	0.0%	2.6%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.0%	84.8%	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*
2018-19	82.1%	83.1%	90.1%	95.0%	92.3%	84.8%	-	*	-	*	0.0%	92.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.9%	84.8%	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*
2018-19	85.9%	87.3%	91.5%	95.0%	92.3%	87.9%	-	*	-	*	0.0%	94.7%	*

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Texas Education Agency
2020-21 Graduation Profile (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	99	100.0%	360,220	100.0%
By Ethnicity:				
African American	28	28.3%	44,729	12.4%
Hispanic	19	19.2%	184,060	51.1%
White	46	46.5%	105,215	29.2%
American Indian	1	1.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	5	5.1%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	15	15.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	84	84.8%	292,532	81.2%
Special Education Graduates	11	11.1%	29,018	8.1%
Economically Disadvantaged Graduates	51	51.5%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	29,639	8.2%
At-Risk Graduates	46	46.5%	148,836	41.3%

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Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	59.5%	56.6%	53.6%	63.2%	54.3%	*	-	-	60.0%	63.6%	58.8%	*
2018-19	72.9%	74.2%	69.4%	66.7%	50.0%	77.3%	-	*	-	*	100.0%	66.7%	20.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	47.6%	32.3%	28.6%	42.1%	30.4%	*	-	-	20.0%	0.0%	31.4%	*
2018-19	53.0%	47.5%	41.7%	42.9%	23.1%	48.5%	-	*	-	*	0.0%	41.0%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	51.9%	51.5%	46.4%	52.6%	54.3%	*	-	-	40.0%	0.0%	49.0%	*
2018-19	60.7%	51.5%	55.6%	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	40.6%	24.2%	25.0%	36.8%	17.4%	*	-	-	40.0%	0.0%	27.5%	*
2018-19	48.6%	40.3%	44.4%	47.6%	30.8%	45.5%	-	*	-	*	0.0%	41.0%	20.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	34.9%	22.2%	25.0%	31.6%	17.4%	*	-	-	20.0%	0.0%	23.5%	*
2018-19	44.2%	35.9%	38.9%	42.9%	23.1%	42.4%	-	*	-	*	0.0%	38.5%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	7.6%	3.0%	0.0%	5.3%	4.3%	*	-	-	0.0%	0.0%	3.9%	*
2018-19	21.1%	8.0%	5.6%	0.0%	0.0%	12.1%	-	*	-	*	0.0%	7.7%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	1.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	31.0%	23.2%	17.9%	21.1%	26.1%	*	-	-	20.0%	0.0%	21.6%	*
2018-19	23.1%	31.1%	29.2%	19.0%	23.1%	39.4%	-	*	-	*	0.0%	25.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	2.3%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	20.6%	36.4%	50.0%	36.8%	26.1%	*	-	-	60.0%	63.6%	43.1%	*
2018-19	40.4%	50.2%	46.5%	42.9%	38.5%	50.0%	-	*	-	*	100.0%	44.9%	20.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	14.6%	32.3%	50.0%	31.6%	19.6%	*	-	-	60.0%	27.3%	39.2%	*

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Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	11.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	6.1%	0.0%	5.3%	10.9%	*	-	-	0.0%	54.5%	5.9%	*
2018-19	2.3%	3.1%	8.3%	4.8%	7.7%	12.1%	-	*	-	*	100.0%	5.1%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2018-19	2.7%	3.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%

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Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	35.2%	48.5%	42.9%	42.1%	54.3%	*	-	-	40.0%	0.0%	47.1%	*
	2018-19	33.4%	36.2%	55.6%	57.1%	23.1%	66.7%	-	*	-	*	16.7%	56.4%	20.0%
Mathematics	2019-20	21.2%	23.3%	21.2%	21.4%	36.8%	15.2%	*	-	-	20.0%	0.0%	23.5%	*
	2018-19	24.7%	25.8%	41.7%	47.6%	30.8%	39.4%	-	*	-	*	0.0%	41.0%	20.0%
Both Subjects	2019-20	16.4%	17.6%	18.2%	21.4%	26.3%	15.2%	*	-	-	0.0%	0.0%	17.6%	*
	2018-19	18.8%	20.3%	36.1%	42.9%	23.1%	36.4%	-	*	-	*	0.0%	38.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	6.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	3.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	10.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	7.3%	5.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	4.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	9.2%	3.6%	2.1%	5.3%	4.0%	*	*	-	0.0%	0.0%	3.3%	0.0%
	2019	25.2%	11.7%	7.0%	2.1%	13.3%	7.5%	*	20.0%	-	0.0%	0.0%	9.2%	0.0%
English Language Arts	2020	12.7%	5.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	6.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	1.9%	2.1%	2.1%	5.3%	1.0%	*	*	-	0.0%	0.0%	2.2%	0.0%
	2019	7.4%	2.4%	4.3%	0.0%	10.0%	5.4%	*	0.0%	-	0.0%	0.0%	5.7%	0.0%
Science	2020	9.4%	3.2%	2.6%	2.1%	0.0%	4.0%	*	*	-	0.0%	0.0%	1.1%	0.0%
	2019	10.4%	3.9%	3.2%	2.1%	3.3%	3.2%	*	20.0%	-	0.0%	0.0%	4.6%	0.0%
Social Studies	2020	12.4%	4.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	5.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	48.5%	42.9%	*	*	*	-	-	-	-	-	*	-
	2019	51.0%	39.8%	23.1%	*	*	42.9%	-	*	-	-	-	25.0%	-
English Language Arts	2020	50.1%	44.8%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	35.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	48.4%	*	*	*	*	-	-	-	-	-	*	-
	2019	52.2%	42.0%	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Science	2020	47.6%	44.1%	40.0%	*	-	*	-	-	-	-	-	*	-
	2019	40.6%	40.3%	50.0%	*	*	*	-	*	-	-	-	*	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	31.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	54.8%	47.5%	60.7%	47.4%	43.5%	*	-	-	20.0%	27.3%	45.1%	*
	2018-19	75.0%	54.2%	44.4%	57.1%	30.8%	39.4%	-	*	-	*	16.7%	43.6%	0.0%
At/Above Criterion for All Examinees	2019-20	35.7%	29.8%	21.3%	17.6%	22.2%	20.0%	-	-	-	*	*	21.7%	-
	2018-19	36.1%	33.6%	31.3%	8.3%	*	53.8%	-	*	-	*	*	23.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1019	950	909	938	982	-	-	-	*	*	924	-
	2018-19	1027	1046	1024	961	*	1066	-	*	-	*	*	1023	-
English Language Arts and Writing	2019-20	513	516	478	464	457	496	-	-	-	*	*	461	-
	2018-19	517	530	519	484	*	542	-	*	-	*	*	515	-
Mathematics	2019-20	506	503	472	445	481	486	-	-	-	*	*	463	-
	2018-19	510	516	505	477	*	524	-	*	-	*	*	508	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	19.5	15.6	*	*	*	-	-	-	-	-	*	-
	2018-19	20.6	20.0	20.6	18.4	*	22.0	-	*	-	-	-	20.1	-
English Language Arts	2019-20	19.9	19.2	14.3	*	*	*	-	-	-	-	-	*	-
	2018-19	20.3	19.8	20.2	18.1	*	20.3	-	*	-	-	-	19.2	-
Mathematics	2019-20	20.1	19.2	17.1	*	*	*	-	-	-	-	-	*	-
	2018-19	20.4	19.7	20.5	17.6	*	23.6	-	*	-	-	-	21.0	-
Science	2019-20	20.5	19.9	15.4	*	*	*	-	-	-	-	-	*	-
	2018-19	20.8	20.4	21.2	19.6	*	23.2	-	*	-	-	-	21.0	-

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Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	40.1%	29.7%	32.2%	27.8%	30.0%	*	*	-	26.3%	16.7%	28.0%	5.6%
	2018-19	44.6%	40.5%	43.3%	38.1%	42.1%	44.7%	*	66.7%	-	50.0%	6.3%	42.2%	13.3%
English Language Arts	2019-20	18.2%	15.2%	10.0%	7.0%	7.4%	12.7%	*	*	-	5.3%	1.9%	7.8%	0.0%
	2018-19	17.8%	16.0%	7.1%	6.2%	5.3%	7.9%	*	16.7%	-	7.7%	0.0%	7.0%	0.0%
Mathematics	2019-20	20.7%	18.8%	16.8%	17.4%	13.8%	18.0%	*	-	-	18.8%	0.0%	16.4%	0.0%
	2018-19	20.4%	19.3%	13.6%	14.3%	10.8%	13.8%	*	50.0%	-	0.0%	0.0%	11.4%	0.0%
Science	2019-20	22.4%	21.9%	24.4%	31.3%	22.8%	23.2%	*	*	-	15.8%	15.7%	22.2%	5.9%
	2018-19	21.7%	21.3%	15.5%	19.5%	12.2%	14.4%	*	50.0%	-	15.4%	4.4%	17.0%	7.1%
Social Studies	2019-20	24.6%	14.7%	8.5%	6.0%	6.3%	10.8%	*	*	-	5.9%	0.0%	7.4%	0.0%
	2018-19	23.6%	14.9%	25.0%	13.9%	27.0%	28.7%	*	0.0%	-	35.7%	0.0%	23.0%	6.7%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	73.4%	91.9%	96.4%	89.5%	91.3%	*	-	-	80.0%	100.0%	88.2%	*
	2018-19	59.0%	76.1%	86.1%	85.7%	84.6%	84.8%	-	*	-	*	83.3%	84.6%	60.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.1%	44.4%	52.4%	30.8%	42.4%	-	*	-	*	0.0%	38.5%	20.0%
	2017-18	53.4%	51.1%	48.5%	68.2%	47.8%	45.1%	-	-	-	0.0%	25.0%	44.9%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	25.8%	100.0%	*	-	100.0%	-	-	-	-	-	*	-
	2017-18	60.7%	56.8%	63.8%	28.6%	90.0%	73.9%	-	-	-	-	*	42.9%	-

Texas Education Agency
2020-21 Student Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,352	100.0%	5,359,040	100.0%	1,352	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	0	0.0%	20,991	0.4%
Pre-Kindergarten	68	5.0%	196,560	3.7%	68	5.0%	197,093	3.7%
Kindergarten	82	6.1%	360,865	6.7%	82	6.1%	361,349	6.7%
Grade 1	97	7.2%	380,973	7.1%	97	7.2%	381,403	7.1%
Grade 2	99	7.3%	379,725	7.1%	99	7.3%	380,122	7.1%
Grade 3	91	6.7%	380,802	7.1%	91	6.7%	381,135	7.1%
Grade 4	94	7.0%	385,090	7.2%	94	7.0%	385,364	7.2%
Grade 5	94	7.0%	395,436	7.4%	94	7.0%	395,649	7.4%
Grade 6	94	7.0%	414,197	7.7%	94	7.0%	414,357	7.7%
Grade 7	107	7.9%	421,222	7.9%	107	7.9%	421,347	7.8%
Grade 8	92	6.8%	422,386	7.9%	92	6.8%	422,505	7.9%
Grade 9	115	8.5%	436,396	8.1%	115	8.5%	436,523	8.1%
Grade 10	119	8.8%	420,502	7.8%	119	8.8%	420,705	7.8%
Grade 11	112	8.3%	388,143	7.2%	112	8.3%	388,443	7.2%
Grade 12	88	6.5%	362,888	6.8%	88	6.5%	364,600	6.8%
Ethnic Distribution:								
African American	268	19.8%	680,285	12.7%	268	19.8%	681,401	12.7%
Hispanic	333	24.6%	2,835,771	52.9%	333	24.6%	2,840,982	52.9%
White	675	49.9%	1,418,789	26.5%	675	49.9%	1,424,251	26.5%
American Indian	10	0.7%	18,712	0.3%	10	0.7%	18,755	0.3%
Asian	6	0.4%	253,856	4.7%	6	0.4%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	60	4.4%	143,368	2.7%	60	4.4%	143,763	2.7%
Sex:								
Female	654	48.4%	2,620,239	48.9%	654	48.4%	2,624,722	48.9%
Male	698	51.6%	2,738,801	51.1%	698	51.6%	2,746,864	51.1%
Other Student Information:								
Economically Disadvantaged	928	68.6%	3,229,178	60.3%	928	68.6%	3,233,417	60.2%
Non-Educationally Disadvantaged	424	31.4%	2,129,862	39.7%	424	31.4%	2,138,169	39.8%
Section 504 Students	86	6.4%	387,490	7.2%	86	6.4%	387,622	7.2%
EB Students/EL	90	6.7%	1,108,207	20.7%	90	6.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	8	0.5%	66,833	1.2%				
Students w/ Dyslexia	59	4.4%	241,070	4.5%	59	4.4%	241,197	4.5%
Foster Care	19	1.4%	17,033	0.3%	19	1.4%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	5	0.4%	108,025	2.0%	5	0.4%	108,092	2.0%
Migrant	3	0.2%	16,657	0.3%	3	0.2%	16,733	0.3%
Title I	719	53.2%	3,457,855	64.5%	719	53.2%	3,464,887	64.5%
Military Connected	1	0.1%	144,596	2.7%	1	0.1%	144,683	2.7%
At-Risk	748	55.3%	2,634,284	49.2%	748	55.3%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	82	6.1%	1,123,936	21.0%	82	6.1%	1,124,413	20.9%
Gifted and Talented Education	39	2.9%	443,781	8.3%	39	2.9%	443,849	8.3%
Special Education	193	14.3%	595,885	11.1%	193	14.3%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	193		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	118	61.1%	253,352	42.5%				
Students with Physical Disabilities	26	13.5%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	28	14.5%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	192	13.4%	726,083	13.8%				
By Ethnicity:								
African American	32	2.2%	148,832	2.8%				
Hispanic	49	3.4%	372,491	7.1%				
White	98	6.9%	160,748	3.1%				
American Indian	1	0.1%	2,944	0.1%				
Asian	4	0.3%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	8	0.6%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	25	11.5%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	9.2%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	142	15.2%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	214	19.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.1%	1.4%	7.1%	4.8%
Grade 1	10.8%	1.9%	0.0%	3.2%
Grade 2	2.3%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	4.7%	4.7%	0.0%	7.8%

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	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,039	0.2%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	16.0	17.7
Grade 1	15.4	18.0
Grade 2	15.7	18.0
Grade 3	14.4	18.2
Grade 4	15.4	18.3
Grade 5	15.2	19.8
Grade 6	18.2	19.4
Secondary:		
English/Language Arts	14.4	15.7
Foreign Languages	20.3	17.8
Mathematics	14.5	16.9
Science	14.3	17.9
Social Studies	16.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	262.8	100.0%	745,316.3	100.0%
Professional Staff:	152.6	58.1%	479,219.1	64.3%
Teachers	125.9	47.9%	369,395.4	49.6%
Professional Support	14.6	5.6%	78,787.8	10.6%
Campus Administration (School Leadership)	9.1	3.5%	22,378.5	3.0%
Central Administration	3.0	1.1%	8,657.4	1.2%
Educational Aides:	46.5	17.7%	79,348.7	10.6%
Auxiliary Staff:	63.7	24.2%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,290.0	n/a
Part-time Librarians	1.0	n/a	582.0	n/a
Full-time Counselors	4.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	66.2	25.2%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	11.9	9.4%	41,186.3	11.1%
Hispanic	6.0	4.7%	104,985.0	28.4%
White	106.1	84.3%	210,367.3	56.9%
American Indian	1.0	0.8%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	1.0	0.8%	4,320.9	1.2%
Teachers by Sex:				
Males	34.6	27.5%	88,006.1	23.8%
Females	91.3	72.5%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.8%	4,422.7	1.2%
Bachelors	102.2	81.2%	269,818.0	73.0%
Masters	21.7	17.3%	92,432.5	25.0%
Doctorate	1.0	0.8%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	42.4	33.6%	24,880.4	6.7%
1-5 Years Experience	32.9	26.2%	102,753.7	27.8%
6-10 Years Experience	14.0	11.1%	74,854.8	20.3%
11-20 Years Experience	23.8	18.9%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	10.9	8.6%	47,975.4	13.0%
Over 30 Years Experience	2.0	1.6%	11,278.0	3.1%
Number of Students per Teacher	10.7	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.0	6.4
Average Years Experience of Principals with District	5.8	5.5
Average Years Experience of Assistant Principals	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	4.8
Average Years Experience of Teachers:	7.7	11.2
Average Years Experience of Teachers with District:	2.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$41,416	\$50,849
1-5 Years Experience	\$40,474	\$53,288
6-10 Years Experience	\$45,285	\$56,282
11-20 Years Experience	\$54,318	\$59,900
21-30 Years Experience	\$57,279	\$64,637
Over 30 Years Experience	\$40,541	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$45,391	\$57,641
Professional Support	\$61,263	\$68,030
Campus Administration (School Leadership)	\$72,457	\$83,424
Central Administration	\$114,517	\$109,662
Instructional Staff Percent:	59.2%	64.6%
Turnover Rate for Teachers:	34.5%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,870.6	6.2%
Career and Technical Education	9.0	7.1%	18,987.7	5.1%
Compensatory Education	6.8	5.4%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	96.6	76.7%	262,447.1	71.0%
Special Education	10.0	7.9%	34,862.5	9.4%
Other	3.5	2.8%	13,442.2	3.6%

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified⁹⁶ as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Westwood ISD
Region: 7

Priority for Service (PFS) Action Plan

School Year: 2021-22

Filled Out By: Tiffany Carwell
Date: June 3, 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

Goal(s): 100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.	Objective(s): To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2021-July 2022	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make 	ongoing	MEP staff	calendars, meeting notes

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individualized home and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

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LEA Signature

Date Completed

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate 100
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Westwood ISD and ESC Migrant Contacts	September, 2020 and April, 2021	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Westwood ISD and ESC Migrant Contacts	September, 2020 and April, 2021	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys 101
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Westwood ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Westwood ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Westwood ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

**Identification and Recruitment
Action Plan 2021-2022**

Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2020- November 1, 2020. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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**Identification and Recruitment
Action Plan 2021-2022**

Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	103 Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2021	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2021	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data 104

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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**Identification and Recruitment
Action Plan 2021-2022**

Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Westwood ISD	September - October 2020	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Westwood ISD	November, 2020	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Westwood ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Westwood ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

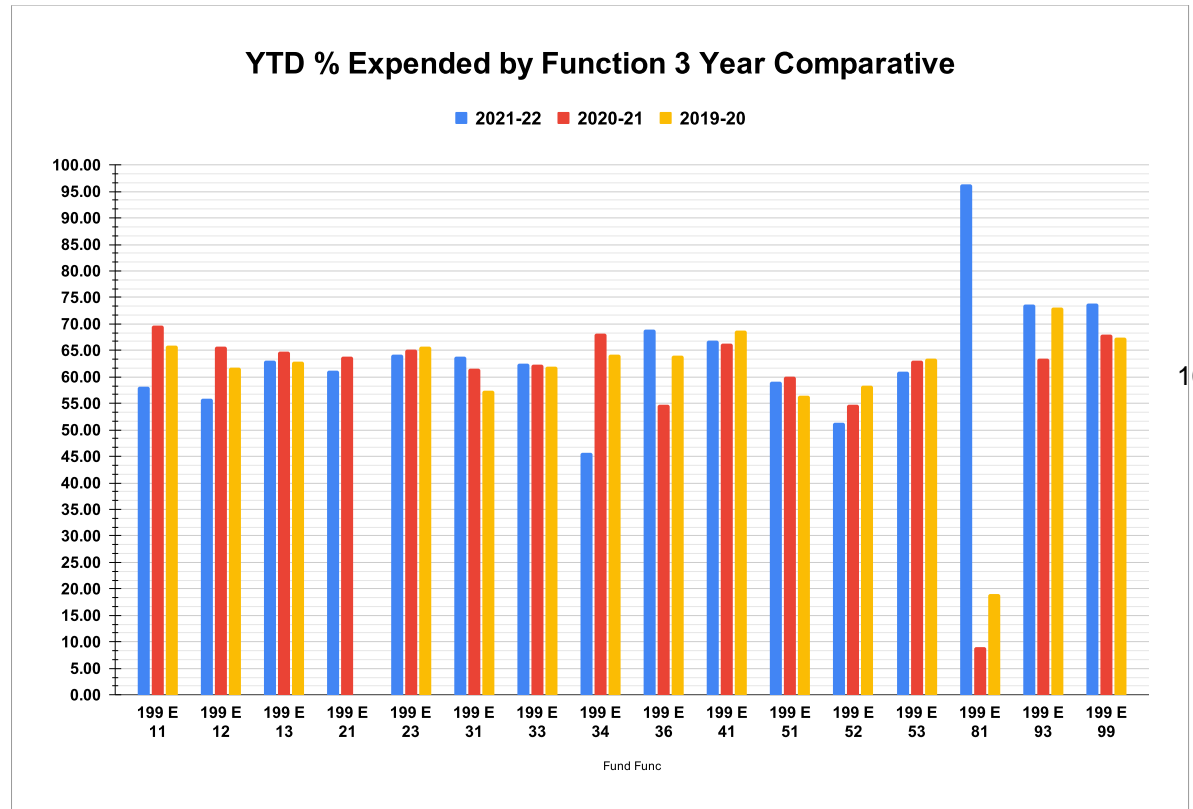
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8.E. Finance Update

Presenter: Kyle Johnson

Fund Func	2021-22	2020-21	2019-20
199 E 11	58.23	69.70	65.89
199 E 12	55.90	65.64	61.71
199 E 13	63.13	64.84	62.91
199 E 21	61.17	63.87	0
199 E 23	64.27	65.17	65.69
199 E 31	63.81	61.61	57.48
199 E 33	62.54	62.37	61.89
199 E 34	45.62	68.18	64.14
199 E 36	68.88	54.81	63.98
199 E 41	66.76	66.20	68.77
199 E 51	59.02	60.14	56.53
199 E 52	51.38	54.68	58.3
199 E 53	61.00	63.00	63.41
199 E 81	96.27	8.98	19.00
199 E 93	73.57	63.54	73.14
199 E 99	73.79	68.08	67.48

8/12 = 66%



Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Finance Update

Administrator Responsible: Mr. Johnson

Summary: Finance Update on expenditures by Function by percentage compared to previous 2 years as of April 30, 2022. Update on Operational Minutes Adjustment and PVS Results.

Administration's Recommendation: This is for information purposes only.

Board Approval Required YES **X** NO

Budget Update

May 2022

Operational Minutes Adjustment Update

	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	Total
21-22 Total Eligible Days Present	31,347.500	35,511.000	29,527.000	37,232.500	37,232.500	37,232.500	
21-22 Total Ineligible Days Present	138.000	149.000	126.500	137.000	137.000	137.000	
21-22 Total Days Present	31,485.500	35,660.000	29,753.500	37,369.500	37,369.500	37,369.500	134,268.500
21-22 Total Days Present	31,485.500	35,660.000	29,753.500	37,369.500	37,369.500	37,369.500	
21-22 Total Days Absent	3,246.500	1,814.000	1,494.500	3,949.500	3,949.500	3,949.500	
21-22 Total Days Membership	34,732.000	37,474.000	31,248.000	41,319.000	41,319.000	41,319.000	144,773.000

21-22 Actual Avg % Attend Rate (21-22 Total Days Present / 21-22 Total Days Membership) **92.74% (B)**

Determination of Eligibility for Adjustment:

The district's Actual Average Attendance Rate Eligible for the Refined ADA Adjustment? **Yes**

The district's TPAR: **95.01% (A)**

92.74% (B)

Determination of Adjusted ADA:

Enter actual ADA for each of the 4 six weeks below:

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	Avg
1,165.430	1,225.240	1,234.630	1,170.130	1,198.858

Actual Average Attendance Rate TPAR **92.74%**
95.01%

Enter Actual	Enter Actual	Enter Actual	Enter Actual	Enter Actual	Enter Actual	Annual ADA
Avg: 4 Six Week	5th Six Weeks	6th Six Weeks	6th Six Weeks	6th Six Weeks	6th Six Weeks	1,230.073
1,228.147	1,222.850	1,245.000	1,245.000	1,245.000	1,245.000	
ADA Adjustment, if applicable						

Property Value Study Update

- The Comptroller only accepted a small amount of the PVS appeals presented
- Original PVS Value Estimate = \$580,112,393
- Updated PVS Value Estimate = \$576,538,338
- Local Property Value = \$551,170,736
- State shows WISD receiving taxes on higher value, which lowers district's State Revenue
- State's Summary of Finance not updated yet with new numbers so we don't know the effect on our CY Revenue yet
- Next step is an informal appeal meeting, which should happen in the next couple of weeks.

Next Steps

- Wait for informal appeal to receive final Value Estimates for CY
 - This information and actual ADA from 6th Six weeks will let us know the full effect on CY budget
 - Budget cleanup has begun to offset estimated effects of these factors
- Budget Preparation Continues
 - Cleanup of Salary Negotiations
 - Using estimated Property Values for Preliminary Revenue Projections, but will wait for Final Values in July to finalize Revenue Projections for 22-23
 - Compensation Plan Scenarios being looked at based on Preliminary budget estimates
- June Board Budget Workshop
 - Dates? Week of June 20th or 27th?

8.F. Health Services Update
Presenter: Kim Gilbreath

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Health Service Update

Administrator Responsible: Wade Stanford/Kim Gilbreath Summary:

Kim Gilbreath will present the annual health service update.

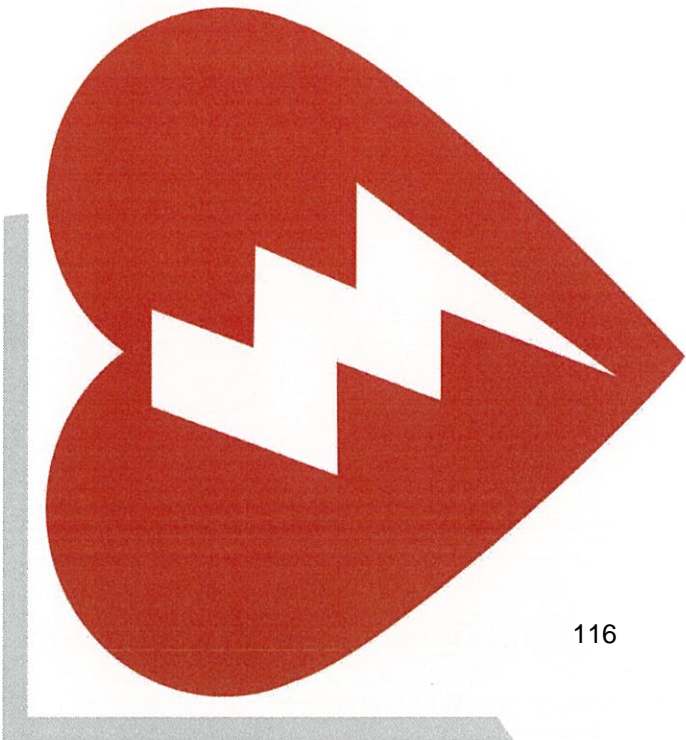
Administration's Recommendation: N/A

Board Approval Required YES NO

STUDENT HEALTH

2021-2022





AED

ESSA Title IV – Student Support & Academic Enrichment Grant

New AEDs

- > 5 AEDs & 3 cabinets \$7,967
- > 4 located in Primary, Elementary, JHS, WHS
- > 1 located with Athletic Trainer

Existing AEDs

- > Softball, Baseball, and Football Fields
- > Jr High and High School Gyms

IMMUNIZATIONS



**5th Annual
Immunization/Flu
clinic for staff**



100%

**DHSH Reporting
12/22- 100%
compliant.**



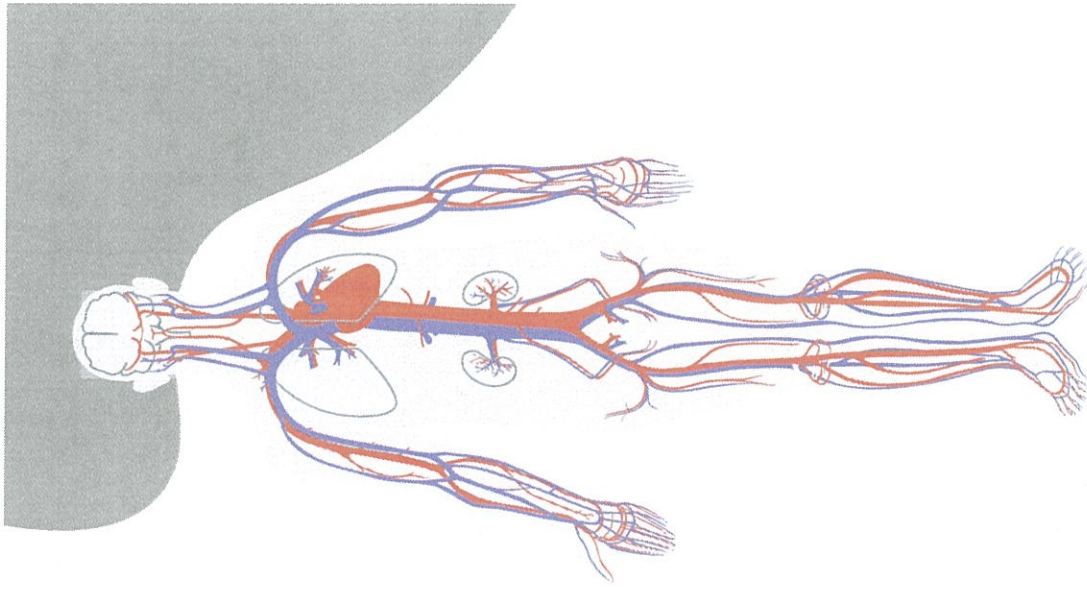
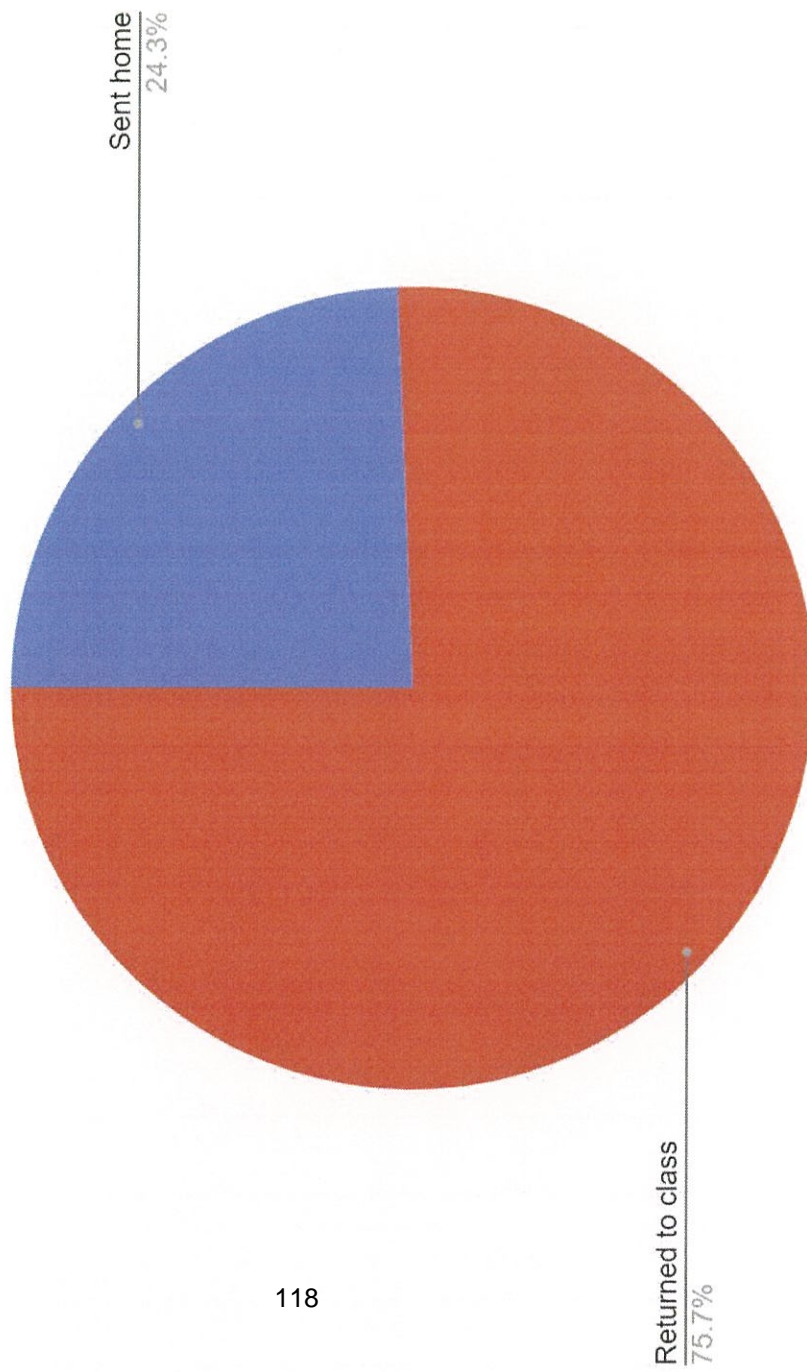
**COVID vaccines
provided for the
public 8/10 and
9/18**

Nurse Clinic Visits, Primary Campus, 2021-22

Total number of visits: 2104

Number of students returned to class: 1592

Number of students sent home: 512



Nurse Clinic Visit by Ailment, Primary Campus, 2021-22

Total number of visits: 2104

Injuries: 444

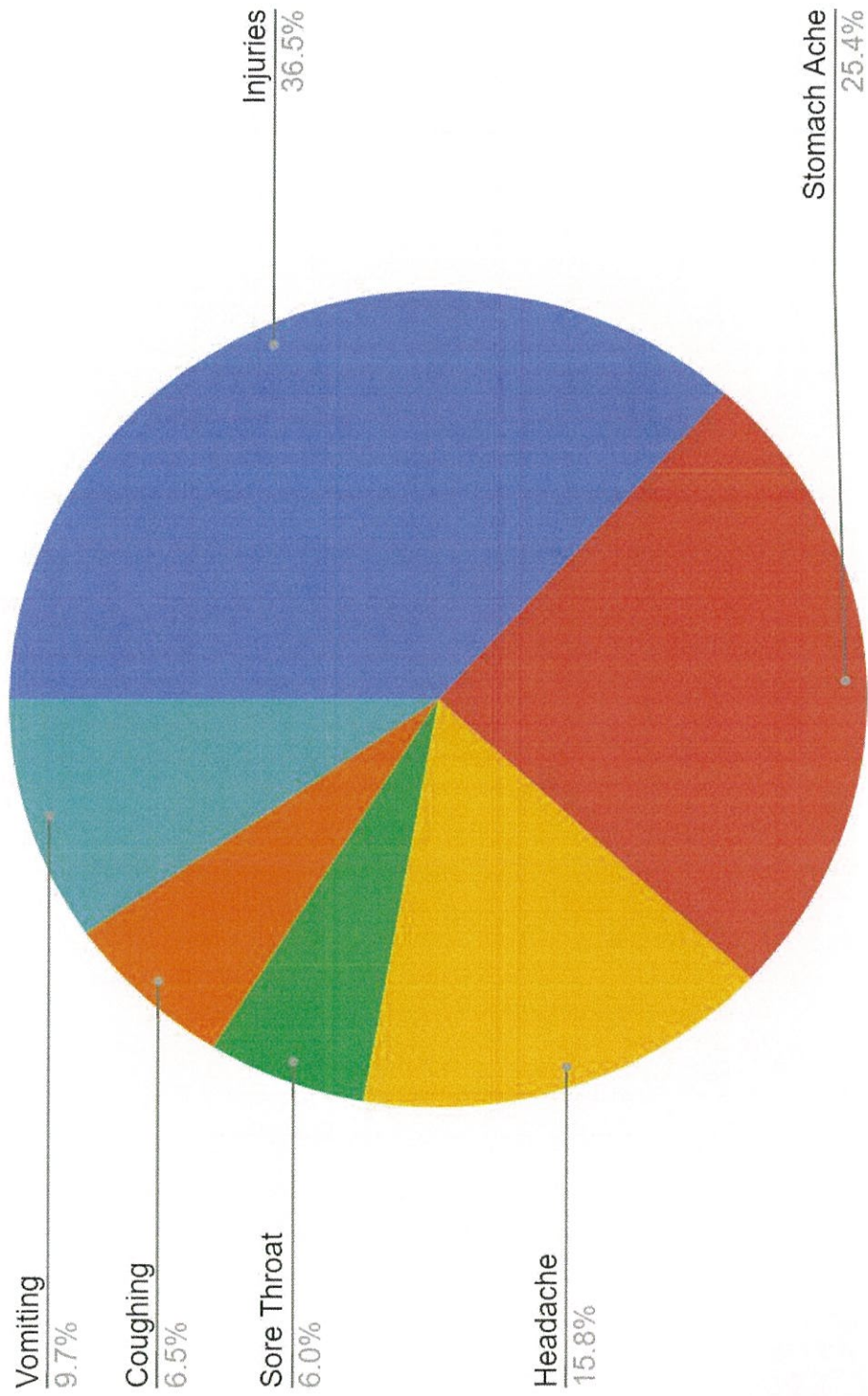
Stomach Ache: 309

Headache: 192

Sore Throat: 73

Coughing: 79

Vomiting: 118



NURSING INTERVENTIONS

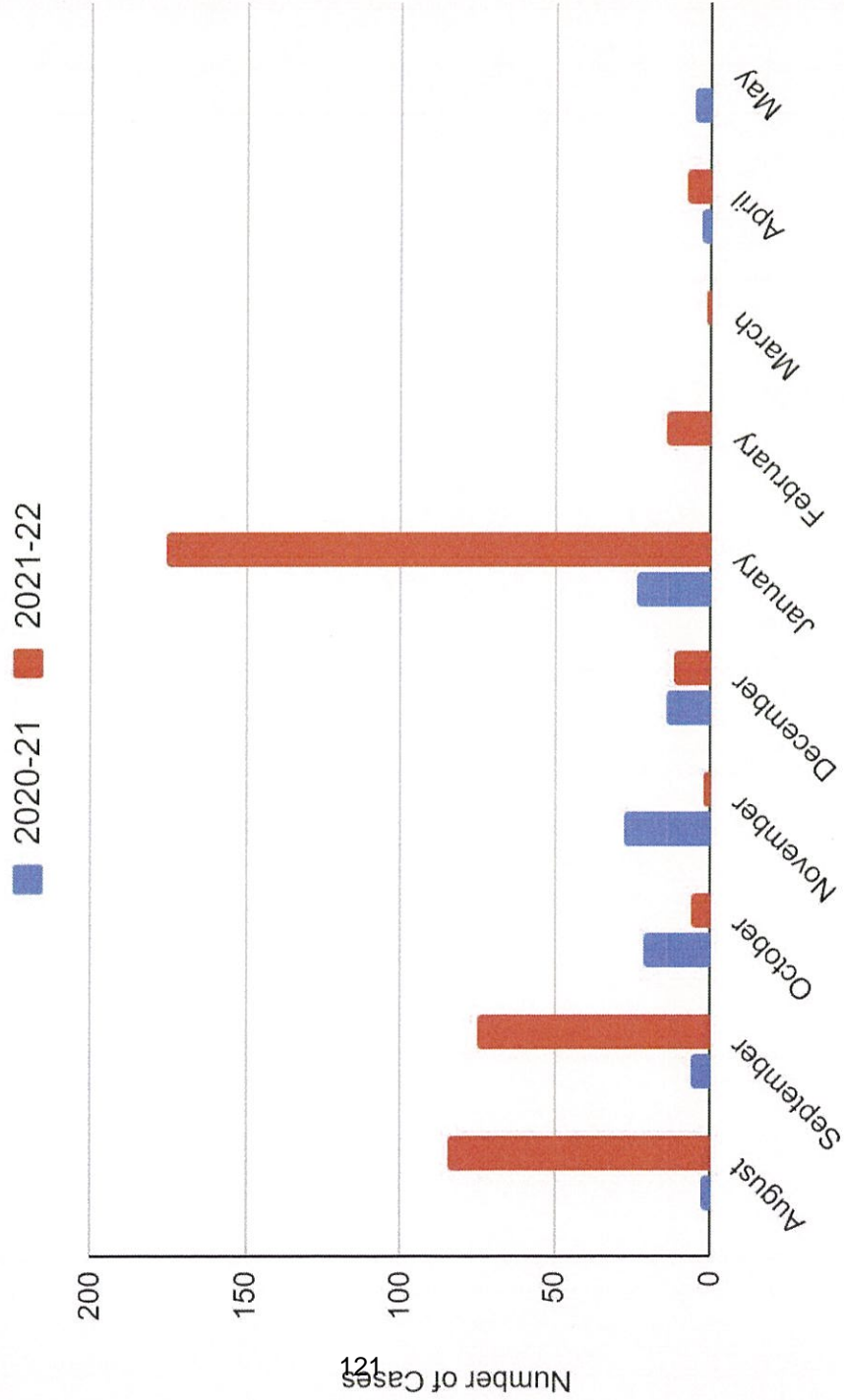
PRIMARY CAMPUS

Care provided:

- 1598 students rested
- 307 students received medicine
- 863 cups of water provided
- 540 ice packs distributed



DISTRICT COVID CASES



2020-21

- 50 staff
- 99 students

2021-22

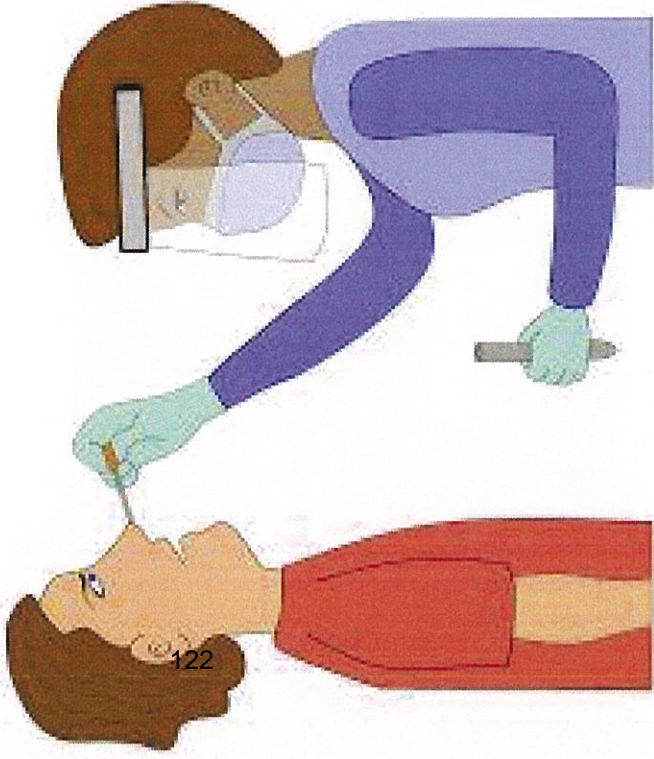
- 127 staff
- 250 students

January 2022

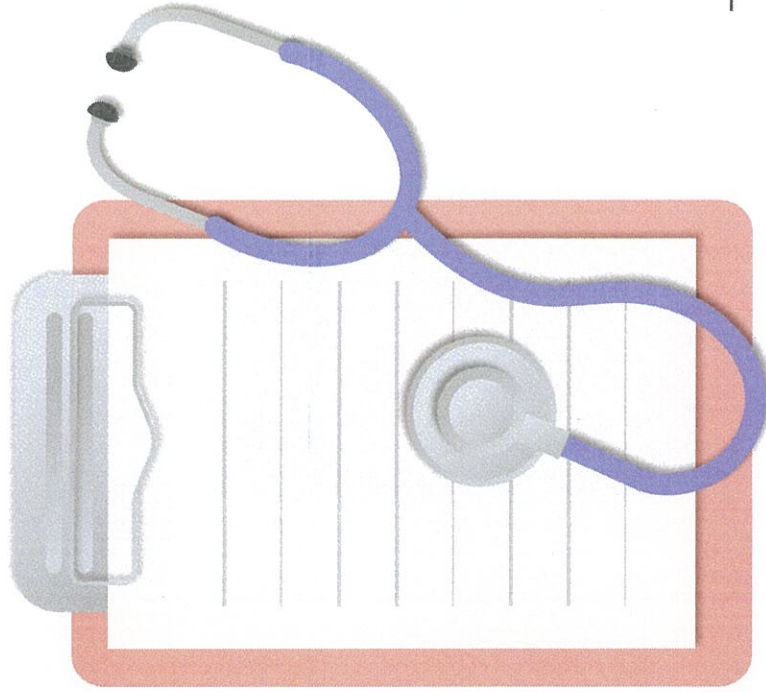
- 77 staff
- 99 students

COVID TESTING

- Obtained 2,000 Covid Tests through the School Health Support Grant, saving the district ~ \$15,000!
- 496 Staff tests performed,
- 66 Positives found through close contact testing



Coming Soon to a School Near You! 2022-23



What is it?

- Telehealth visits with students in the nurse's office
- Parents will call in or Facetime during visit
- Provider can prescribe antibiotics
- Nurses will administer OTC medications in office
- Personal insurance/Medicaid accepted
- Self Pay accepted

Benefits

- No cost to district!
- Maximize learning and academic achievement
- Reduces health-related absences

HEALTHY CHILDREN LEARN BETTER

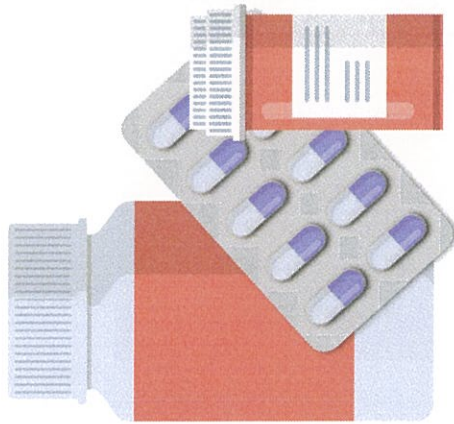


SCHOOL NURSES MAKE IT HAPPEN

THANK YOU!

Do you have any questions?

kpgilbreath@westwoodisd.net



9. **ACTION ITEMS**

9.A. Board to consider and possibly approve the final conceptual exterior design of Westwood Middle School

Presenter: Trey Greer

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Board to consider Architectural Firms for the development of master facility plans and any other related construction projects.

Administrator Responsible: Wade Stanford

Summary: The District requested proposals for architectural services for the development of a master facility plan and any related construction projects as per the guidelines of the District attorney. The District received one proposal by the deadline of 2:00 pm on May 12, 2022.

Administration's Recommendation:

Recommended Motion: I move to approve the proposal for architectural services for the development of a master facility plan and any related construction projects submitted by Fitzpatrick Architects.

Board Approval Required X YES NO

9.B. Board to consider SFE Food Service contract for the 2022-2023 school year
Presenter: Kyle Johnson/Brandon Carroll

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: FSMC Contract Renewal

Administrator Responsible: Mr. Johnson

Summary: To renew the FSMC Contract with Southwest Food Excellence (SFE) for the 22-23 school year. There was a first read of the contract in April.

Administration's Recommendation: Motion to “**Approve the FSMC Contract Renewal with Southwest Food Excellence (SFE) for the 2022-2023 school year.**”

Board Approval Required

YES NO

9.C. Board to consider and possibly approve TEKS Certification for 2022-2023
Presenter: Katie Atkins

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: 2022-2023 TEKS Certification and Allotment Form

Administrator Responsible: Katie Atkins

Summary: School districts and charter schools are required to certify annually to the State Board of Education and the Commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charter schools must submit certifications to receive access to 2022-2023 instructional materials through EMAT.

Administration's Recommendation: Please approve the 2022-2023 TEKS Certification and Allotment Form

Possible Motion: I move that we approve the 2022-2023 TEKS Certification Allotment Form

Attachments: 2022-2023 TEKS Certification and Allotment Form (pdf)

Board Approval Required

YES

NO

NOTE: This template is for planning purposes only, and will not be submitted to the Texas Education Agency. Please submit your responses using this form: <https://app.smartsheet.com/b/form/bf5755712b724621a1ae5c78c80e2f4c>

First and Last Name: Katie Atkins
 E-mail: klatkins@westwoodisd.net
 District Name: Westwood ISD
 County District Number: 001-908

Certification of Math Instructional Materials				
	Product(s) you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22. List all that apply.	What is your district's approach to covering 100% of the standards for math?	What implementation approach does your district take for math materials?	Notes
Grades K-5 Grades 6-8 Grades 9-12	TEKS Resource System (TRS) TEKS Resource System (TRS) TEKS Resource System (TRS)	Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence	All school leaders required to implement district's approach	133 •K-6 Stemscopes •7-8: McGraw Hill Glencoe •9-12: McGraw Hill Glencoe; Cengage Learning, 2nd Edition; Big Ideas Math; BFW Publishers; 2nd Edition; Pearson: Math For Your World; 2nd Edition

Certification of RLA Instructional Materials				
	Product(s) you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22. List all that apply.	What is your district's approach to covering 100% of the standards for RLA?	What implementation approach does your district take for RLA materials?	Notes
Grades K-2 Grades 3-5 Grades 6-8 Grades 9-12	TEKS Resource System (TRS) TEKS Resource System (TRS) TEKS Resource Systems (TRS) TEKS Resource System (TRS)	Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence	All school leaders required to implement district's approach	•K-5: Fountas & Pinnell •6-8: Lucy Calkins •9-12: Booksource libraries and bookclubs

Certification of Science Instructional Materials				
	Product(s) you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22. List all that apply.	What is your district's approach to covering 100% of the standards for science?	What implementation approach does your district take for science materials?	Notes
Grades K-5 Grades 6-8 Grade 9-12	TEKS Resource Systems (TRS) TEKS Resource Systems (TRS) TEKS Resource System (TRS)	Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence	All school leaders required to implement district's approach	•K-8 - StemScopes •9-12 - HMH; Pearson

Certification of Social Studies Instructional Materials				
	Product(s) you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22. List all that apply.	What is your district's approach to covering 100% of the standards for social studies?	What implementation approach does your district take for social studies materials?	Notes
Grades K-5 Grades 6-8 Grades 9-12	TEKS Resource Systems (TRS) TEKS Resource System (TRS) TEKS Resource System (TRS)	Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence	All school leaders required to implement district's approach	•K-6: Pearson: My Word •Harcourt; Exploros •McGraw Hill; Oxford; 9th Edition; Pearson

9.D. Board to consider and possibly approve the budget amendment as presented
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: 2021-2022 Budget Amendment 22-06

Administrator Responsible: Mr. Johnson

Summary: Money moved Function 11 to Function 13 for staff professional development from Brad Wade to enhance the effectiveness of technology and its uses for instructional purposes throughout the district.

Administration's Recommendation: The board approve the budget amendment 22-06 as presented. This has historically been a consent agenda item.

Board Approval Required YES NO

9.E. Board to consider and possibly approve the process to fill Board Trustee District 4 vacancy

Presenter: Board

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: District 4 Board Trustee Vacancy

Administrator Responsible: Wade Stanford

Summary: During the April Board Meeting, the Trustees discussed the process of filling the vacant Board Trustee position in District 4.

Two options were discussed:

- 1) Fill the vacancy until the next trustee election**
- 2) Order a special election to fill the vacancy for the unexpired term**

The majority of discussion centered on filling the vacancy until the next trustee election through a process of advertising for applications, interviewing interested candidates, and naming a candidate.

Administration's Recommendation:

Board Approval Required XYES NO

9.F. Board to rescind the action taken on the Campus Master Plan and Architectural Services for Administration and Transportation/ Maintenance Facility on April 18, 2022.

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Rescind Campus Master Plan and Architectural Services for Administration and Transportation/ Maintenance Facility action on April 18, 2022

Administrator Responsible: Wade Stanford

Summary: During the April 18, 2022 Board Meeting, action was taken to approve a proposal for the development of a campus master plan and architectural services for administration and transportation/maintenance facilities. Since that action, our attorney has shifted their opinion on the need for the District to request proposals.

Administration's Recommendation:

Recommended Motion: I move to rescind the Campus Master Plan and Architectural Services for Administration and Transportation/ Maintenance Facility action on April 18, 2022.

Board Approval Required XYES NO

9.G. Board to consider Architectural Firms for the development of master facility plans and any other related construction projects.

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Board to consider Architectural Firms for the development of master facility plans and any other related construction projects.

Administrator Responsible: Wade Stanford

Summary: The District requested proposals for architectural services for the development of a master facility plan and any related construction projects as per the guidelines of the District attorney. The District received one proposal by the deadline of 2:00 pm on May 12, 2022.

Administration's Recommendation:

Recommended Motion: I move to approve the proposal for architectural services for the development of a master facility plan and any related construction projects submitted by Fitzpatrick Architects.

Board Approval Required YES NO

9.H. Board to consider approval of the Construction Procurement Method pertaining to the master plan

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Construction Procurement Method pertaining to the Facility Master Plan

Administrator Responsible: Wade Stanford

Summary: In school construction, there are three main methods for construction delivery:

Construction Manager - Agent

Construction Manager - At-Risk

Competitive Sealed Proposals

The Bond 2021 construction is under Construction Manager - At -Risk.

Administration's Recommendation:

Recommended Motion: I move to approve the construction procurement method pertaining to the facility master plan as Construction Manager - At Risk.

Board Approval Required XYES NO

9.I. Board to consider Construction Manager at Risk

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Consider Construction Manager at Risk

Administrator Responsible: Wade Stanford

Summary: The District requested proposals for construction services for possible construction projects related to the master facility plan as per the guidelines of the District attorney. The District received one proposal by the deadline of 2:00 pm on May 12, 2022.

Administration's Recommendation:

Recommended Motion: I move that we approve Jackson Construction as Construction Manager - At-Risk for support services facility construction projects related to the master facility plan.

Board Approval Required XYES NO

9.J. Board to consider Local Policy - EHB and EHBAA
Presenter: Tiffany Carwell

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Local Policy Update

Administrator Responsible: Tiffany Carwell

Summary: The attached local policies include requirements for ongoing training for staff in best practices for educating students with dyslexia, as well as, the development and implementation of an individualized education program by the child's third birthday when a student transitions from early childhood intervention to early childhood special education.

Administration's Recommendation: The administration recommends that the local policy be accepted as presented.

Possible Motion: I move that we accept Local Policy EHB and EHBAA as presented.

Attachments:

Board Approval Required YES NO

SPECIAL EDUCATION
IDENTIFICATION, EVALUATION, AND ELIGIBILITY

EHBAA
(LOCAL)

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

Westwood ISD
001908

CURRICULUM DESIGN
SPECIAL PROGRAMS

EHB
(LOCAL)

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.

9.K. Board to consider authorization to transfer funds between functional codes
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: May 16, 2022

Subject: Authorization to Transfer Funds Between Functional Codes

Administrator Responsible: Mr. Johnson

Summary: Being able to make these changes between functions without the necessity of presenting such changes to the Board for approval would allow us to operate more efficiently and in a timelier manner. This would only apply to transfers between functions and would not be appropriate if ADDITIONAL funds are needed to be added to the total budget. All additional funds requested would be included in an amendment and presented to the Board for approval.

Administration's Recommendation: A motion for the Board to “authorize the Assistant Superintendent of Finance and Operations to transfer budget allocations between functions provided there is *NO* increase in the amount of the total budget for the remainder of the 2021-22 fiscal year.”

Board Approval Required

YES

NO



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DATE: May 16, 2022

SUBJECT: Authorization to Transfer Funds Between Functional Codes

BACKGROUND INFORMATION:

With a budget of approximately \$16.5 million serving a student population of more than 1,300, it is frequently necessary to make changes from the original budget plan. As such, staff members often find it necessary to transfer budget allocations between functional codes. Current state regulations require that any budget changes between functions be approved by the Board.

An example of a transfer between functions would be, we determine a need for staff training after budget adoption. To appropriately account for this, we would need to transfer funds budgeted in Function 11 (instruction) to Function 13 (staff development). Per state regulations, when that transfer from function 11 to 13 occurred, this would need to be included in a budget amendment and presented to the Board for approval. In this example, there is no change in the total amount of the budget, only a transfer between function codes.

ADMINISTRATIVE CONSIDERATION:

Being able to make these changes between functions without the necessity of presenting such changes to the Board for approval would allow us to operate more efficiently and in a timelier manner. This would only apply to transfers between functions and would not be appropriate if ADDITIONAL funds are needed to be added to the total budget. All additional funds requested would be included in an amendment and presented to the Board for approval.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board authorize the administrative staff to transfer budget allocations between functions provided there is **NO** increase in the amount of the total budget.

Submitted by: _____
Kyle Johnson
Assistant Superintendent of Finance
And Operations

Board Approved: _____
Carolyn Booker
Board President

Wade Stanford
Superintendent

Katie Atkins
Assistant Superintendent
of Curriculum, Instruction & Leadership

Kyle Johnson
Assistant Superintendent
of Finance & Operations

9.L. Board to consider Consent Agenda

9.L.1. Minutes of Regular Board Meeting, April 18, 2022

Regular Meeting

Monday, April 18, 2022 6:30 PM

Westwood Primary, 1701 West Point Tap Road, Palestine, TX 75803

Carolyn Booker: Present

Angela Choate: Present

Jeff Cooper: Present

Bryan Jones: Present

Mike Kelly: Present

Ronnie Stanhope: Present

Others present: Wade Stanford, Kyle Johnson, Brendan May, Dr. Katie Atkins, Tiffany Carwell, Shinnitta Foreman, Scott Nettles, Sonya Brown, Charlotte May, Brenda Bing, Josh Shulz, Phil Nedbalek, see list for others.

Ronnie Stanhope was present at 7:11pm.

1. CALL TO ORDER AND ESTABLISH QUORUM

Discussion: Meeting called to order by President Dr. Carolyn Booker at 6:30pm.

2. ROLL CALL

3. INVOCATION

Discussion: Invocation given by Mrs. Sonya Brown

4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. Action Items

Presenter: Board

5.A. Board to consider approval of the agenda as presented

Action(s):

Motion to approve the agenda as presented. This motion, made by Mike Kelly and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6. Recognition of Students and Faculty

Presenter: Principals

Discussion: Teachers and students of the month are presented by the campus principals:

High School: Yanneth Harris - Teacher
Kaylee Castillo, Brandi Douglas, Alyssa Davis, and Steven Diaz

Junior High: Shannon Hansel - Teacher
Yazmin Zamarippa and Dereon Titus

Elementary: Kelsee Webb- Teacher
Cammie Carriere, Jennifer Sanchez, Kalysta
Johnson, and Braden Foreman

Primary: Jennifer Wright - Teacher
Sam Cheatham, Donnie Wardell, Amen Morris, and
Ja'Mariya Tolliver
Auxiliary- Hilda Chavarri

**7. OPEN FORUM AUDIENCE PARTICIPATION - POLICY BED
(Local)**

Discussion: None

8. INFORMATION ITEMS

8.A. Support Services Update

Discussion: Josh Shulz presented an annual update of the Maintenance Department. Discussed about the tasks accomplished in the summer of 2021, including touch-up painting on all campus, refinishing all gym floors, waxing all floors and replacing all faulty lamps. Gave an update on the custodial team for the year and the maintenance team. Maintenance team has closed close to 1,000 work orders throughout the year. Grounds crew have cleared 99% of the fences in the district.

Presenter: Phil
Nedbalek/Josh Shultz

Phil Nedbalek presented an annual update of the Transportation Department. There are 16 bus routes in the district and 23 total vehicles in the fleet. The focus every day is safety for kids and cleanliness of the buses. The safety program is up-to-date and there are safety meetings monthly. Added insulation and lighting to the building. Renovated the mechanics office. Currently waiting on 2 new buses that were ordered in the fall. Summer will be the time for preventative maintenance and deep cleaning of the buses. Transport 1,400-1,500 students per day, including morning and evening routes.

8.B. Westwood ISD Bond 2021 Update

Discussion: Fitzpatrick and Pluger Architects gave an update on the bond work progress on the Junior High project. Showed an update with all wood in areas of the new Junior High and a mixture of wood and steel at the Junior High. Question from the board about the new brick matching the old brick. Architects are starting studies on matching those bricks up. Next, a phasing map was shown to the board so they could see in which order the build would take place.

Presenter:
Fitzpatrick and
Pfluger Architects

8.C. Facility Master Plan

Discussion: Fitzpatrick and Pluger Architects presented the Westwood Facility Master Plan to

Presenter: Trey Greer

the board. Presentation showed the possible location of a new transportation building, administration building, spring sports athletic complex, theater arts and CTE buildings at the High School, new build at the Primay, and new gym/building at the High School.

8.D. Curriculum Update

Presenter: Katie Atkins

Discussion: Dr. Katie Atkins gave an update to the board on Westwood University course offerings for this summer (May 23-25, 2022).

8.E. First read: TEKS Certification

Presenter: Katie Atkins

Discussion: Dr. Katie Atkins discussed the TEKS clarification certification for this school year. This is the first read and will be brought to the board for approval in May.

8.F. Finance Update

Presenter: Kyle Johnson

Discussion: Mr. Kyle Johnson gave a financial update to the board. He showed the percent spent by function compared to the last 2 years. He also gave a budget preparation update and provided the board with information on the Operational Minutes Adjustment that will hold the district harmless for low ADA in the first 4 six weeks of the school year.

8.G. First Read SFE Contract

Presenter: Kyle Johnson

Discussion: Mr. Kyle Johnson discussed the contract renewal for services by SFE for child nutrition for the 22-23 school year. This is a first read and will be brought back in May for approval.

8.H. Discuss vacant position Board of Trustee - District 4

Presenter: Dr. Carolyn Booker

Discussion: Dr. Carolyn Booker discussed the open board of trustee position for District 4. One option is to fill the vacancy until the next election. Dr. Booker would like to take action in May to fill this. They would advertise, take applications, interview and appoint in June.

9. ACTION ITEMS

9.A. Board to consider a proposal for Campus Master Plan and Architectural Services for Administration and Transportation/Maintenance Facility

Presenter: Trey Greer

Action(s):

Motion to approve the proposal for Campus Master Plan and Architectural Services for Administration and Transportation/Maintenance Facility. This motion, made by Carolyn Booker and seconded by Bryan Jones, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Bryan Jones: Yea
Mike Kelly: Yea
Ronnie Stanhope: Yea

Voting Summary: Yea: 6, Nay: 0

9.B. Board to consider the conceptual design of Westwood Middle School **Presenter:** Trey Greer

Discussion: Board wanted to table this motion until a further date.

9.C. Board to consider TASB Risk Management approval **Presenter:** Kyle Johnson

Action(s):

Motion to approve the updated TASB IPA. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea
Bryan Jones: Yea
Mike Kelly: Yea
Ronnie Stanhope: Yea

Voting Summary: Yea: 6, Nay: 0

9.D. Board to consider a resolution to consider Wade Stanford as Superintendent of the year. **Presenter:** Board

Action(s):

Motion to pass a resolution to consider Wade Stanford as Superintendent of the year. This motion, made by Bryan Jones and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea
Bryan Jones: Yea
Mike Kelly: Yea
Ronnie Stanhope: Yea

Voting Summary: Yea: 6, Nay: 0

10. **Board to consider approval of Consent Agenda**

Action(s):

Motion to approve the consent agenda as presented. This motion, made by Mike Kelly and seconded by Jeff Cooper, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Bryan Jones: Yea
Mike Kelly: Yea
Ronnie Stanhope: Yea

Voting Summary: Yea: 6, Nay: 0

10.A. Minutes of Regular Board Meeting March 21, 2022

10.B. Fundraisers

10.C. Board to consider Wade Stanford as designating authority to the Regional Advisory Committee for Region 7

10.D. Renewal of Lemon Auctioneer **Presenter:** Kyle Johnson

11. CLOSED SESSION

Discussion: Dr. Carolyn Booker took the meeting into closed session at 8:55 pm

11.A. Acknowledge professional contracts **Presenter:** Board

11.B. Assistant Principal Westwood Elementary

11.C. Real property

12. Reconvene from Closed Session

Presenter: Dr. Carolyn Booker

Discussion: President Carolyn Booker opened the meeting up to coted on items discussed in closed session at 9:37 pm.

13. Discussion and Possible Approval of Action Arising from Closed Session

Presenter: Dr. Carolyn Booker

Action(s):

Board approved Kayla Warren as assistant principal at the Elementary. This motion, made by Jeff Cooper and seconded by Mike Kelly, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Yea

Voting Summary: Yea: 6, Nay: 0

Board approved taking bids for logging the 53 area property. This motion, made by Bryan Jones and seconded by Ronnie Stanhope, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Bryan Jones: Yea

Mike Kelly: Yea

Ronnie Stanhope: Yea

Stanhope:

Voting Summary: Yea: 6, Nay: 0

14. **ADJOURNMENT**

Discussion: Adjournment at 9:39 pm.

Presenter: Dr.
Carolyn Booker

Board Secretary

9.L.2. Fundraisers

10. CLOSED SESSION

10.A. Acknowledge Teacher Contracts

10.B. Possible discussing of real property for the district

10.C. Texas Government Code: 551.072

Discussing purchase, exchange, lease, or value of real property

11. Reconvene from Closed Session

12. Discussion and possible approval of action arising from closed session

13. Future agenda item request and events

14. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees