

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 8, 2023, beginning at 6:00 PM Westwood Primary
1701 West Point Tap Road
Palestine, TX 75803.

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**
6. Brenda Bing to swear in Districts 2, 4, 5, and 6 School Board Trustees -uncontested trustee election cancelled for May 6, 2023
 - 6.A. Recognition of Students and Faculty

Westwood ISD
Paraprofessional of the year
May 2023
Board Meeting – May 8, 2023

Primary - Melissa Temple
Elementary- Heather Thompson
Junior High- Ashley Frazier
High School- Edna Stanhope
Administration – Pam Walding

Student of the Month

May

I nominate Ari Eke

For Student of the Month

Nominated by Debbie Jenkins

Positive-Remains focused on the opportunities available in every challenge.

Active-Creates a positive environment by being engaged and involved.

Noble-Treats others kindly and does the right things even when no one is watching.

Teamwork-Works together and lifts others up.

Heartful-Compassionate and always thinking of others.

Excellence-Performs at their personal best and believes in themselves and others.

Ready-Ready to learn.

In the space below, please give examples of how this person exhibits PANTHER characteristics.

Ari is a very smart and caring boy. He is always ready to learn new things and works great with other students. He seems to just know when someone needs a hug or a high five. Ari is always kind to other students and will ask others to play outside. Ari is an excellent student who will do great things in the future.

Student of the Month

May

I nominate _____ **Maylasia Hall** _____

For Student of the Month

Nominated by **___Mrs. Dildine_____**

Positive-Remains focused on the opportunities available in every challenge.

Active-Creates a positive environment by being engaged and involved.

Noble-Treats others kindly and does the right things even when no one is watching.

Teamwork-Works together and lifts others up.

Heartful-Compassionate and always thinking of others.

Excellence-Performs at their personal best and believes in themselves and others.

Ready-Ready to learn.

In the space below, please give examples of how this person exhibits PANTHER characteristics.

Malaysia is a sweet and vibrant student. She has worked hard all year in her academic studies and has improved very well. She is always willing to help other students and myself. She is compassionate about others and their feelings and is wanting everyone to succeed in class, our little cheerleader. She has been a great joy to have in my class.

Student of the Month

May

I nominate

Temple Warfield

For Student of the Month

Nominated by

Kindergarten Team

Positive-Remains focused on the opportunities available in every challenge.

Active-Creates a positive environment by being engaged and involved.

Noble-Treats others kindly and does the right things even when no one is watching.

Teamwork-Works together and lifts others up.

Heartful-Compassionate and always thinking of others.

Excellence-Performs at their personal best and believes in themselves and others.

Ready-Ready to learn.

In the space below, please give examples of how this person exhibits PANTHER characteristics.

Temple is a pleasure to have in class. She is caring and hardworking. She actively participates in class and is ready and willing to work as a team to get the task complete.

Board

Student of the Month

May

I nominate Wyatt Mcmeans

For Student of the Month

Nominated by Kasey Howell

Positive-Remains focused on the opportunities available in every challenge.

Active-Creates a positive environment by being engaged and involved.

Noble-Treats others kindly and does the right things even when no one is watching.

Teamwork-Works together and lifts others up.

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Ready-Ready to learn.

In the space below, please give examples of how this person exhibits PANTHER characteristics.

Wyatt Mcmeans is a positive and compassionate student. I have enjoyed having him in my class. Wyatt has been working really hard in class and has come a long way this year. His dedication to his learning is truly excellent. He is amazing at teamwork and helping other students when they need it. Wyatt is a great example of a panther.



Westwood Junior High
Student of the Month May 2023

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.

Congratulations to our selected 7th grade Student of the Month for May, Christian Estrada.
Nominated by: Mrs. C. Feagins
Christian always come to school ready to learn and participate fully in the learning. He maintains consistent grades and participates in activities in class. Christian listens to his teachers and fellow classmates and is ready to help others whenever the opportunity is available. He is a student that sets goals for himself and works diligently to achieve them. He makes great decisions and strives to make each day the best he can for himself and others.
We are proud of the growth Christian has made this year and are looking forward to seeing him achieve great things in the future.

Where Panthers Excel Today and Lead Tomorrow



1820 Panther Blvd. Palestine, Texas 75803

Phone: 903.729.1773 Fax: 903.723-8695

www.westwoodisd.net

Scott Nettles
Principal
(903)723-9302

Angela Johnson
Assistant Principal
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Richard Bishop
Athletic Director
(903)723-9311

Jeffery Tauber
Counselor
(903)729-1773

Kelly Green
CTE Director
(903)729-1773

Shayla Skief
Band Director
(903)723-9309

Kay Denison
Administrative
Assistant
(903)723-9302

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 Evangelista, Cesar, grade 9

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

Cesar represents what we want
our students to be, not only
in the classroom but also
in his extra curricular activities

Nominated by: Edwin Miller
World Geography



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

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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

I nominate Lylli Oatman, grade 10

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

Lylli is a shy, quiet, young lady. She is new to the Westwood family. I am proud to nominate Lylli as the WHS Student of the Month. She comes to class prepared. She works hard and goes beyond the assignment given in class. Math requires practicing the concepts taught. If I shorten an assignment by assigning only the even problems, Lylli does all the problems. When asked why? She said I need the practice! Lylli does not only care about the grade, but wants to know why a particular question was marked incorrect. Lylli not only exhibits the PROUD qualifications but also many of our FUTURE READY characteristics. She is a pleasure to have in class.

Nominated by: Natalie Russell
Pre AP Algebra II



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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 Maribel Lara, grade 11

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

excellent school spirit and
good work ethic. She
works hard in class
and maintains a solid
class average.

Nominated by: Ken LaFleur
U.S. History



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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

I nominate Trenelvin Butler, grade 12

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

Trenelvin is always eager to learn new things. He is the first to volunteer for any task and does his very best on each job. He's the most pleasant, eager, and respectful student a teacher could ask for!

Nominated by: Lance Thomas

7. **PUBLIC COMMENTS**
8. **INFORMATION ITEMS**
 - 8.A. **Panther Council Update**

Westwood ISD Agenda Item Information

Meeting Date: May 8, 2023

Subject: Panther Council Update

Administrator Responsible: Wade Stanford

Summary:

The Panther Council will update the school board on their past activities, future activities and next steps to increase the student voice in the district. Three students will speak to the

Administration's Recommendation: Not Applicable

Board Approval Required YES X NO

8.B. Curriculum Moment
Presenter: Dr. Tracie Robinson

Westwood ISD Agenda Item Information

Meeting Date: May 8, 2023

Subject: May 2023 Curriculum Moment

Administrator Responsible: Dr. Tracie Robinson,

Summary:

Summer learning for staff and students at Westwood ISD will provide our learners the opportunity to have authentic, enriching, and engaging learning experiences for all staff through Westwood University for staff and through summer learning for students at their achievement level for grades PK-12.

The purpose of summer learning for students is to provide remediation and acceleration to students based on individual student needs as well as provide opportunities for high school students to earn loss credit due to attendance or grades

The 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. The district has identified those days on the 2023-2024 school calendar.

Administration's Recommendation: Not Applicable

Board Approval Required YES X NO

WESTWOOD ISD



Westwood's Finest

BE A PRIDEFUL PANTHER!

p
a
n
t
h
r
e

POSITIVE |

Panthers will remain focused on the opportunities available in every challenge.

ACTIVE |

Panthers create a positive environment by being engaged and involved.

NOBLE |

Panthers treat others kindly and do the right things even when no one is watching.

TEAMWORK |

Panthers work together and lift each other up.

HEARTFUL |

Panthers are compassionate and are always thinking of others.

EXCELLENCE |

Panthers perform at their personal best and BELIEVE in themselves and others.

READY |

Panthers are ready to learn!



WESTWOOD INDEPENDENT SCHOOL DISTRICT



May 2023 Curriculum Moment

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Dr. Tracie Robinson
Assistant Superintendent of Curriculum,
Instruction and Leadership



Westwood University

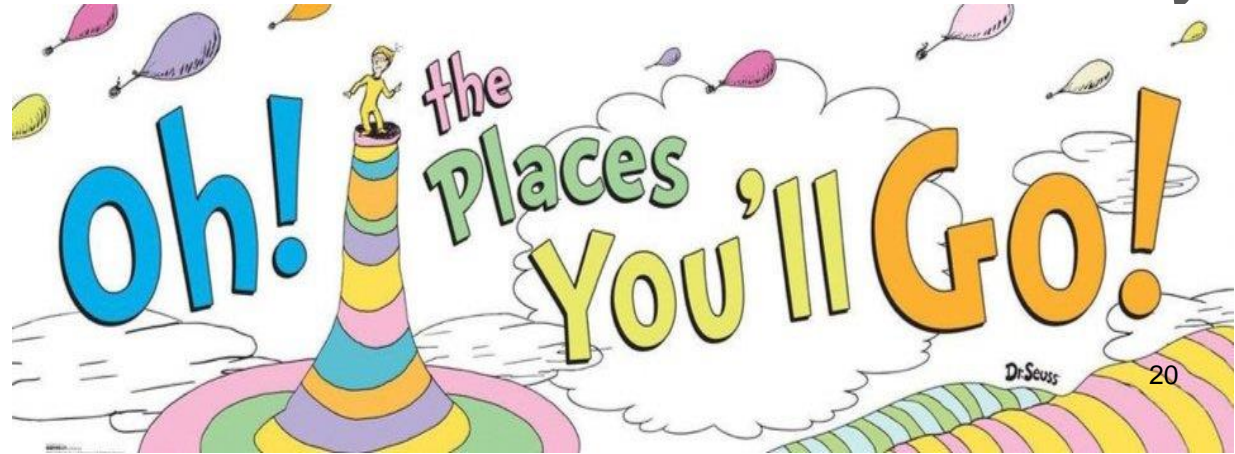


Dates

- May 23, 2023 and May 24, 2023
- August 2, 2023 and August 3, 2023



Westwood University



Updates:

- Registration is open to all employees.
- Click [here](#) for registration information.
- For those who do not have access to Eduphoria, click [here](#).



Summer Learning



Purpose



- To provide authentic, enriching, and engaging learning experiences for all students at their achievement level for grades PK-12.
- To provide remediation and acceleration to students based on individual student needs
- To provide opportunities for high school students to earn loss credit due to attendance or grades.



Summer Learning



Intended Outcomes:



- Students should end summer school with:
 - Stronger foundational skills in math and literacy
 - The ability to connect and apply their learning to real-life experiences.
 - At least one field experience that supports student learning.



Summer Learning



- Staff Hours: 8:30-1:00 p.m.
- Student Hours: 9:00 a.m.-12:30 p.m.
- Dates
 - May 25, 2023–Summer School PD (all campuses)
 - May 26, 2023–Teacher Prep Day (all campuses)
 - June 5, 2023–June 22, 2023 (excluding Fridays)
 - WPS, WES, and WJHS
 - June 5, 2023-June 30, 2023 (excluding Fridays)
 - WHS
 - June 26, 2023–WPS, WES, and WJHS Teacher Work Day
 - June 30, 2023–end time at 3:00 p.m. on the last day.
- Breakfast and lunch provided
- Transportation provided

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Staff Development Waiver–Informational

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 operation²⁴

We have built this into our 2023-2024 calendar, pending board approval, for the following dates:

- October 9, 2023
- January 3, 2024
- February 19, 2024



WESTWOOD ISD



8.C. District Improvement Plan
Presenter: Dr. Tracie Robinson

Westwood ISD Agenda Item Information

Meeting Date: May 8, 2023

Subject: 2023-2024 Westwood ISD District Improvement Plan–First Read

Administrator Responsible: Dr. Tracie Robinson

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 2023 board meeting.

Possible Motion: n/a

Attachments: 2023-2024 Westwood ISD District Improvement Plan

Westwood Independent School District

District Improvement Plan

2023-2024



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood ISD located in Palestine, Texas has 1332 students according to the 2021-2022 TAPR . The ethnic distribution of students includes the following: 19.7% African American (263 students), 26.2% Hispanic (349 students), 48% White (639 students), 0.7% American Indian (9 students), 0.5% Asian (6 students), and 4.9% as two or more races (65 students.) Of the students enrolled, 44% (644 students) are female and 51.7% (688 students) are male.

Based upon the 2021-2022 TAPR, two students identified as “homeless” were enrolled in the District. 0.3% of students (4) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 74% of students, 0.1% of students (1) was identified as “military connected,” and 55.1% (734) were identified as “at risk.” 74% of students (988) were identified as “economically disadvantaged,” 26.0% of students (346) were “non-educationally disadvantaged, 7.7% of students (103) were served under Section 504, 7.1% of students (95) were identified as Emerging Bilingual/English Learners, 0.5% of students (11) received disciplinary placements, 5.8% of students (77) were identified as students with dyslexia, and 1.9% of students (15) were in foster care.

Based upon the 2021-2022 TAPR, 6.1% (90 students) received Bilingual/ESL services, 3.2% (43 students) received Gifted and Talented services, and 14.5% (193 students) received Special Education services. Student mobility reported in the 2021-2022 TAPR reflects numbers reported during the 2021-2022 school year. During that time 17.5% (235 students) in the District were mobile. This is a similar percentage to the State percentage (13.6%) during that time. As well, student attrition reported in the 2021-2022 TAPR reflects numbers reported during the 2020-2021 school year. During that time, the attrition rate was 17% (175 students) in the District. This is slightly lower than the State average of 18.9%

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

STAAR Performance for 2021-2022 indicated

In 2022, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2021, all grades/ all subjects were at 60% at “approaches or above” in Westwood ISD which demonstrates an increase by 9% at approaches for all students. In 2022, all grades/ all subjects were at 40% 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 which is an 8% increase. In 2022, all grades/ all subjects were at 16% at “masters grade level” in Westwood ISD. In 2021, all grade levels/ all subjects were at 11% at “masters grade level” in Westwood ISD which is a 5% increase.

Because of the STAAR redesign, student achievement data will not be available until Fall of 2023.

Student Learning Strengths

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Several comprehensive strengths were identified in regards to student learning:

- All grades ELAR/Reading saw growth among all demographic groups:
 - From 2021 to 2022, The district increased from 56% to 70% approaches.
 - All student groups increased at the approaches, meets and master's levels.
 - 3rd Grade reading increased from 54% to 79% approaches from 2021 to 2022 and increased by more than 10% in all student groups
- Students in Special Education experienced increases in all grade levels/ all subjects:
 - In 2022, 37% of Special Education students scored “approaches grade level or above.” In 2021, 34% of Special Education students scored “approaches grade level or above.”
 - In 2022, 18% of Special Education students scored “meets grade level or above.” In 2021, 16% of Special Education students scored “meets grade level or above.”
 - In 2021, 6% of Special Education students scored “masters grade level” which was an increase from 2021.
- The graduation rate for the Class of 2021 increased to 97.8% from 97%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Even though there were gains in ELAR, the district ELAR/Reading scores (70%) were below Region 7 (76%) and the State (75%) in 2022.

Root Cause: Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

Problem Statement 2 (Prioritized): 7th grade math scores (37%) were significantly below the region (63%) and state scores (61%). **Root Cause:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

District Processes & Programs

District Processes & Programs Summary

Curriculum & Instruction - WISD continues to focus on the consistent implementation of the district-adopted curriculum. Phonics instruction continues to be a focus as we move into the 2023-24 school year.

Professional learning is imperative to developing and retaining staff. In addition to administrators and teachers, WISD focuses on the development of instructional paraprofessionals as well. The district continually explores pathways to assist paraprofessionals in obtaining their teacher certification. Furthermore, Westwood ISD has received the Principal Preparation grant for the last six years which has provided several teachers with the opportunity to earn their Masters in Instructional Leadership with Principal Certification. Several of these participants continue to serve the district in various roles including campus leadership. Campus administrators use TTESS data to identify areas of professional learning for teachers. Westwood ISD holds Westwood University each summer to provide staff with an opportunity to engage in professional development that is aligned with the needs of the district. The curriculum department organizes this event; utilizing Westwood staff, Region 7 specialists, and other sources for professional learning covering curriculum and instruction.

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Westwood ISD receives federal funding from the Every Student Succeeds Act (ESSA) federal grant to implement federal programs throughout the district. WISD has also received funding from the Rural and Low Income School grant. A brief description of each program and the typical funding amount can be found in the table below.

Federal Grant	Description	Summary of Historical Expenditures	Estimated Funding Amount
<p>Title I, Part A Improving Basic Programs</p>	<p>The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Westwood Primary and Elementary receive Title I funds and implement a Schoolwide Program on their campus where all students benefit from Title I programming. The Junior High campus went through the Title I year-long planning process during the 2022-23 school year and that campus is expected to start receiving Title I funding during the 2023-2024 school year.</p>	<ul style="list-style-type: none"> • Salaries for instructional coaches, specialists, and paraprofessionals • Professional development for teachers and staff • Programs and supplies that supplement the basic program 	<p>\$500,000</p>
<p>Title II, Part A Supporting Effective Instruction</p>	<p>The purpose of Title II is to increase student achievement consistent with the challenging state academic standards, and improve the quality and effectiveness of teachers, principals, and other school leaders.</p>	<ul style="list-style-type: none"> • Stipends for teachers who serve as mentors to new-to-profession teachers • Professional development for teachers, principals, and leadership teams 	<p>\$80,000</p>

Federal Grant	Description	Summary of Historical Expenditures	Estimated Funding Amount
<p>Title III, Part A</p> <p>English Language Acquisition, Language Enhancement, and Academic Achievement</p>	<p>Title III, Part A aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.</p>	<p>The district applies as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training to staff to support them in meeting the needs of students served in our English as a Second Language program.</p>	<p>\$9,000</p>
<p>Title IV, Part A</p> <p>Student Support and Academic Enrichment</p>	<p>The purpose of Title IV is to improve the academic achievement of all students by providing a well-rounded education, improving school conditions for student learning, and improving technology to enhance academic and digital literacy. TEA recommends Title IV, Part A, Subpart 1, federal grant funds be prioritized to implement school safety on campuses, counseling, and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention.</p>	<ul style="list-style-type: none"> • Supplemental resources to support academic achievement and student health and safety 	<p>\$25,000</p> <p>36</p>
<p>Title V, Part B Subpart 2</p> <p>Rural and Low-Income Schools Program</p>	<p>The purpose of the Rural and Low-Income Schools (RLIS) program is to provide financial assistance to rural districts to meet local academic needs. RLIS funds a variety of activities including teacher recruitment and professional development, support for educational technology, parental involvement activities and more.</p>	<ul style="list-style-type: none"> • Professional development for staff • Carryout activities under other Title programs 	<p>\$40,000</p>

The district must continually review federal programming with all stakeholders to maximize funds to target student achievement. The district would benefit from better communication of federal programming.

In addition to the aforementioned federal programs, 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 students who require special education services. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

Westwood ISD uses ParentSquare as the main source of communication between the school and parents and guardians. Additionally, emails, phone calls, and parent-teacher conferences are used to communicate with parents. High school student marketing interns assist with communicating positive and important information via social media apps, the school website, and local communication sources such as the Palestine Herald Press. Westwood ISD will grow this marketing program in the 2023-24 school year.

Industry-based certification offerings are reviewed every year by the CTE Director and high school campus. The district continues to see an increase in students obtaining IBCs which has led to increased funding for the CTE program.

Programs of Study: Animal Science, Applied Agriculture Engineering, Business Management, Carpentry, Healthcare Therapeutic, Law Enforcement, Marketing and Sales, Teaching and Training, and Welding

WISD students have many opportunities to be involved with extracurricular opportunities: Agriculture, Robotics, Spanish Club, Athletics, Band, Science Club,

Gifted and Talented Programs: Pull-out and Full-time Inclusion

Campus counseling services and related assistance is available for all WISD students. Pregnancy-Related Services (PRS) are provided to students as needed.

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Teletherapy: WISD will continue with the implementation of Gaggle Therapy as funding allows. Also, the district will begin implementation of TCHAT (state-funded teletherapy) in the 2023-2024 school year.

Students in third grade and above are provided with a Chromebook which they are responsible for bringing to school every day. PK-2nd grade students have access to technology at school. Keyboarding is part of the special rotation at the primary school where they use Keyboarding Without Tears to increase students' skills.

District Processes & Programs Strengths

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

- 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.
- Intentional morale builders are built into the calendar at the district and campus levels.

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 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 3: Even though there were gains in ELAR, the district ELAR/Reading scores (70%) were below Region 7 (76%) and the State (75%) in 2022. 40

Root Cause 3: Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 7th grade math scores (37%) were significantly below the region (63%) and state scores (61%).

Root Cause 4: Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

Problem Statement 4 Areas: Student Learning

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 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 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 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 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 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

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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
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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

- 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
- 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

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

Performance Objective 1: By May 2024, district-wide implementation of character education, social-emotional guidance, and discipline referrals will lead to a decrease of 10% in disciplinary classroom removals.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a character program for K-12 to emphasize and promote positive character traits.</p> <p>Strategy's Expected Result/Impact: Positive behavior reinforcement characteristics in students.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus counselors</p>	Formative			Summative ⁴⁴
	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.</p> <p>Strategy's Expected Result/Impact: Students will have a clear understanding of proper social interactions and well being.</p> <p>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			
Strategy 4: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses. Strategy's Expected Result/Impact: To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
				45
Strategy 6 Details	Reviews			
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. Strategy's Expected Result/Impact: All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD. Staff Responsible for Monitoring: District Administrators Campus Administrators All campus staff	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 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 2023-2024 school year, 100% of students in each student group will show growth in both the reading and mathematics state assessments.

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 2023-2024, 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
				48
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: Provide professional learning through the Professional learning communities framework to ensure effective collaboratives for all administrators, teachers, and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Effective collaboratives that increase rigor in student work based on data</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Teachers</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 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 district wide programs to increase the opportunities for students to 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
				49
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. (i.e. 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 and 100% of 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 ongoing professional development to all paraprofessionals to ensure high quality assistance based on employee need.</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
				52
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			
Strategy 4: Plan and execute Campus and District employee celebrations. Strategy's Expected Result/Impact: Higher staff morale. Staff Responsible for Monitoring: District Administration Campus Administration Campus Action Teams	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification. Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				53
Strategy 6 Details	Reviews			
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, maintain active website and explore alternative certification programs. Strategy's Expected Result/Impact: Recruitment of high quality personnel. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district. Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover. Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Campus Mentor Teachers	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
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). Staff Responsible for Monitoring: District Administration Campus Administration Campus personnel	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide stipends to secondary math, science, and Spanish teachers. Strategy's Expected Result/Impact: Help recruit high demand teaching areas to fill hard to staff positions. Staff Responsible for Monitoring: District Administration	Formative			Summative
	Nov	Jan	Mar	June
				54
Strategy 10 Details	Reviews			
Strategy 10: Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate. Strategy's Expected Result/Impact: To ensure all teaching staff are highly qualified within their teaching field. Staff Responsible for Monitoring: District Administration Human Resource Specialist Campus Administration Campus teacher mentors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Recognize staff members who exemplify the Westwood ISD Profile of an Educator and PANTHER Core Values through teacher of the month and teacher of the year program. Strategy's Expected Result/Impact: Recognition of exemplary staff member to model to others. Staff Responsible for Monitoring: District Administration Campus Administration	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 4: Westwood ISD will improve all relationships through effective, open, two-way communication with all stakeholders.

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
				55
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, Parent Square 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, virtual meetings, and other opportunities for engagement.</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 and community members 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
				56
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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<p>Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts through public transparency efforts available online and through board meetings.</p> <p>Strategy's Expected Result/Impact: Maintain transparent and sound communication.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				57
<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
				58
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, Energy Bus character tickets (fuel your ride), digital citizenship and safe internet use.</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
				59
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure updates for all departmental plans to include:</p> <ul style="list-style-type: none"> --Annual Compliance Training through Eduhero - Annual 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
				60
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>				

RDA Strategies

Goal	Objective	Strategy	Description
2	1	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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cox	Instructional Coach	Curriculum and Instruction	1
Ashleigh Bishop	Instructional Coach	Curriculum and Instruction	1
Brooke Barnett	Instructional Coach	Curriculum and Instruction	1
Heather Thompson	Instructional Paraprofessional		1
Karie Kowalski	Instructional Paraprofessional		1
Talia Hodge	Interventionist	Intervention	1

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District Advisory Committee

Committee Role	Name	Position
Administrator	Wade Stanford	Superintendent
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 Nedbalek	Transportation Director
District-level Professional	Josh Shultz	Director of Maintenance
Classroom Teacher	Jennifer Wright	Kindergarten Teacher
Classroom Teacher	Megan Bedre	JH English/Dyslexia Teacher
Classroom Teacher	Anna Ramirez	Junior High Science Teacher
Administrator	Mindy Place	PEIMS Director
Classroom Teacher	Kaylie Lunsford	CTE Teacher
Classroom Teacher	Miranda Verner	5th Grade RLA Teacher
Administrator	Nola Beard	Primary Assistant Principal
District-level Professional	Brendan May	Director of Technology
Administrator	Tracie Robinson	Assistant Superintendent of Curriculum, Instruction, & Leadership
Classroom Teacher	Jason Kennedy	High School Science Teacher
Paraprofessional	Joyce Morrow	JH Library Paraprofessional
Paraprofessional	Kristi Kennedy	High School Lifeskills Paraprofessional
Classroom Teacher	Rhyne Acuff	JH Art Teacher
Classroom Teacher	Jennifer McDonald	5th grade RLA Teacher
District-level Professional	Brandon Carroll	Food Services Supervisor
Classroom Teacher	Kasey Howell	2nd Grade Teacher
Administrator	Sonja Dodd	Assistant Principal Intern
Classroom Teacher	Tonya Randolph-Lewis	CTE Teacher

Committee Role	Name	Position
Parent	Tara Bellone	Parent
Parent	Jennifer Crosby	Parent
Parent	Isabel Lara	Parent
Parent	Russell Hauck	Parent
Parent	Rachel Sparks-Rechner	Parent
Parent	Crystal Rogers	Parent

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

District Number: 001908

2022 Accountability Rating: B

2022 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	76%	78%	79%	58%	90%	79%	-	*	-	100%	53%	*	81%	70%	79%	*
	2021	67%	72%	54%	17%	57%	64%	-	-	-	40%	56%	*	54%	53%	51%	38%
At Meets Grade Level or Above	2022	51%	51%	51%	26%	57%	58%	-	*	-	40%	33%	*	54%	40%	46%	*
	2021	39%	41%	23%	0%	24%	30%	-	-	-	20%	33%	*	24%	20%	19%	68
At Masters Grade Level	2022	30%	28%	26%	11%	19%	35%	-	*	-	20%	7%	*	23%	35%	17%	*
	2021	19%	19%	11%	0%	10%	16%	-	-	-	0%	0%	*	10%	13%	9%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	73%	70%	63%	76%	72%	-	*	-	40%	53%	*	71%	65%	65%	*
	2021	62%	70%	46%	33%	36%	55%	-	-	-	40%	44%	*	45%	50%	41%	25%
At Meets Grade Level or Above	2022	43%	44%	45%	37%	57%	44%	-	*	-	20%	33%	*	48%	35%	40%	*
	2021	31%	35%	14%	0%	14%	18%	-	-	-	20%	22%	*	10%	31%	12%	0%
At Masters Grade Level	2022	21%	21%	28%	16%	33%	33%	-	*	-	20%	20%	*	30%	20%	22%	*
	2021	14%	16%	5%	0%	5%	5%	-	-	-	20%	0%	*	1%	19%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	79%	56%	83%	85%	-	*	-	*	42%	*	81%	74%	77%	67%
	2021	63%	67%	46%	56%	34%	52%	-	-	-	44%	17%	*	48%	39%	39%	0%
At Meets Grade Level or Above	2022	54%	52%	52%	19%	54%	63%	-	*	-	*	33%	*	57%	41%	47%	44%
	2021	36%	39%	22%	38%	7%	33%	-	-	-	0%	11%	*	17%	35%	20%	0%
At Masters Grade Level	2022	28%	25%	19%	0%	21%	25%	-	*	-	*	0%	*	19%	19%	16%	22%
	2021	17%	18%	8%	19%	0%	12%	-	-	-	0%	6%	*	6%	13%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	72%	31%	83%	78%	-	*	-	*	58%	*	76%	63%	65%	78%
	2021	59%	66%	65%	56%	73%	61%	-	-	-	67%	17%	*	65%	65%	61%	60%
At Meets Grade Level or Above	2022	43%	42%	42%	13%	50%	44%	-	*	-	*	33%	*	41%	44%	37%	56%
	2021	36%	40%	36%	38%	37%	39%	-	-	-	22%	11%	*	38%	30%	30%	40%
At Masters Grade Level	2022	23%	22%	20%	6%	21%	24%	-	*	-	*	8%	*	20%	19%	14%	22%
	2021	21%	24%	18%	38%	17%	15%	-	-	-	0%	6%	*	17%	22%	15%	20%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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 Approaches Grade Level or Above	2022	81%	81%	72%	67%	71%	74%	-	-	-	78%	21%	*	71%	73%	69%	50%
	2021	73%	73%	59%	40%	57%	68%	-	-	-	*	19%	*	63%	48%	57%	64%
At Meets Grade Level or Above	2022	58%	57%	49%	40%	47%	53%	-	-	-	56%	11%	*	47%	53%	41%	33%
	2021	46%	45%	29%	20%	9%	45%	-	-	-	*	6%	*	31%	24%	26%	0%
At Masters Grade Level	2022	36%	34%	26%	33%	18%	35%	-	-	-	11%	5%	*	21%	37%	23%	17%
	2021	30%	28%	15%	7%	9%	23%	-	-	-	*	0%	*	16%	14%	12%	69 0%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	78%	75%	69%	82%	71%	-	-	-	78%	32%	*	79%	67%	72%	67%
	2021	70%	75%	49%	27%	32%	66%	-	-	-	*	20%	*	50%	45%	44%	30%
At Meets Grade Level or Above	2022	48%	49%	40%	25%	44%	44%	-	-	-	33%	11%	*	38%	43%	37%	33%
	2021	44%	49%	20%	7%	9%	32%	-	-	-	*	7%	*	22%	15%	17%	20%
At Masters Grade Level	2022	25%	25%	19%	19%	21%	21%	-	-	-	11%	0%	*	13%	33%	18%	17%
	2021	25%	26%	5%	0%	0%	9%	-	-	-	*	0%	*	5%	5%	5%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	69%	62%	47%	65%	68%	-	-	-	56%	16%	*	65%	57%	59%	33%
	2021	62%	67%	46%	33%	30%	60%	-	-	-	*	13%	*	51%	33%	43%	18%
At Meets Grade Level or Above	2022	38%	41%	39%	27%	41%	44%	-	-	-	33%	5%	*	37%	43%	34%	17%
	2021	31%	34%	15%	7%	4%	26%	-	-	-	*	7%	*	16%	14%	14%	0%
At Masters Grade Level	2022	18%	19%	18%	20%	15%	24%	-	-	-	11%	5%	*	16%	23%	14%	17%
	2021	13%	13%	6%	7%	0%	9%	-	-	-	*	0%	*	5%	10%	5%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	71%	69%	53%	80%	74%	-	-	-	20%	29%	*	69%	68%	66%	82%
	2021	62%	63%	50%	50%	47%	55%	*	-	-	*	41%	-	51%	44%	46%	14%
At Meets Grade Level or Above	2022	43%	43%	42%	29%	28%	60%	-	-	-	0%	18%	*	44%	39%	37%	27%
	2021	32%	31%	28%	36%	37%	21%	*	-	-	*	18%	-	28%	31%	27%	0%
At Masters Grade Level	2022	23%	23%	24%	18%	12%	37%	-	-	-	0%	6%	*	27%	18%	19%	9%
	2021	15%	14%	10%	14%	16%	5%	*	-	-	*	0%	-	11%	6%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	73%	47%	24%	40%	65%	-	-	-	0%	18%	*	47%	46%	43%	36%
	2021	68%	73%	60%	55%	63%	64%	*	-	-	*	41%	-	60%	63%	58%	43%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	39%	38%	16%	12%	4%	26%	-	-	-	0%	0%	*	15%	18%	9%	9%
	2021	36%	40%	25%	18%	26%	29%	*	-	-	*	18%	-	26%	19%	24%	0%
At Masters Grade Level	2022	16%	15%	4%	6%	0%	7%	-	-	-	0%	0%	*	5%	4%	1%	0%
	2021	15%	17%	8%	5%	16%	5%	*	-	-	*	12%	-	8%	6%	6%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	74%	55%	83%	80%	-	-	-	71%	63%	*	70%	85%	73%	78%
	2021	69%	72%	59%	42%	67%	64%	-	*	-	*	25%	-	63%	45%	54%	*
At Meets Grade Level or Above	2022	56%	55%	49%	45%	35%	57%	-	-	-	57%	26%	*	45%	59%	44%	11%
	2021	45%	45%	28%	21%	33%	27%	-	*	-	*	6%	-	30%	23%	26%	*
At Masters Grade Level	2022	37%	35%	29%	32%	17%	32%	-	-	-	43%	16%	*	26%	37%	26%	11%
	2021	25%	25%	15%	11%	17%	18%	-	*	-	*	0%	-	15%	14%	10%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	37%	24%	32%	47%	-	-	-	40%	16%	*	35%	43%	32%	22%
	2021	55%	62%	26%	6%	25%	35%	-	-	-	*	13%	-	27%	22%	24%	*
At Meets Grade Level or Above	2022	31%	33%	12%	0%	11%	18%	-	-	-	20%	16%	*	11%	14%	12%	0%
	2021	27%	32%	7%	0%	5%	13%	-	-	-	*	6%	-	8%	6%	6%	*
At Masters Grade Level	2022	13%	14%	3%	0%	5%	3%	-	-	-	0%	11%	*	4%	0%	3%	0%
	2021	12%	13%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	64%	56%	66%	69%	-	*	-	38%	29%	-	65%	59%	59%	50%
	2021	73%	77%	76%	69%	63%	80%	*	-	-	89%	50%	*	77%	72%	75%	43%
At Meets Grade Level or Above	2022	58%	57%	34%	22%	38%	41%	-	*	-	0%	6%	-	37%	26%	27%	0%
	2021	46%	49%	40%	31%	38%	39%	*	-	-	56%	25%	*	41%	36%	38%	29%
At Masters Grade Level	2022	37%	35%	24%	22%	28%	24%	-	*	-	0%	0%	-	26%	19%	20%	0%
	2021	21%	22%	14%	13%	13%	14%	*	-	-	22%	0%	*	18%	4%	12%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	60%	57%	56%	65%	-	-	-	56%	12%	-	63%	54%	54%	50%
	2021	62%	73%	82%	64%	81%	87%	-	*	-	83%	75%	*	82%	80%	80%	67%
At Meets Grade Level or Above	2022	40%	40%	31%	10%	24%	43%	-	-	-	33%	6%	-	32%	29%	25%	0%
	2021	36%	48%	54%	29%	56%	59%	-	*	-	67%	25%	*	57%	48%	53%	33%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	14%	14%	3%	0%	0%	4%	-	-	-	11%	0%	-	3%	4%	1%	0%
	2021	11%	14%	16%	21%	13%	18%	-	*	-	0%	8%	*	16%	16%	14%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	74%	67%	56%	62%	80%	-	*	-	25%	35%	-	70%	59%	59%	17%
	2021	68%	74%	71%	63%	63%	73%	*	-	-	89%	33%	*	70%	72%	71%	29%
At Meets Grade Level or Above	2022	45%	43%	32%	22%	24%	42%	-	*	-	13%	6%	-	32%	33%	25%	0%
	2021	43%	47%	34%	13%	25%	36%	*	-	-	67%	17%	*	33%	36%	35%	14%
At Masters Grade Level	2022	24%	21%	9%	6%	3%	14%	-	*	-	0%	0%	-	10%	7%	8%	0%
	2021	24%	25%	10%	6%	13%	9%	*	-	-	11%	8%	*	13%	4%	12%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	58%	49%	33%	45%	62%	-	*	-	13%	24%	-	51%	44%	47%	0%
	2021	57%	62%	60%	56%	75%	52%	*	-	-	78%	33%	*	66%	48%	56%	57%
At Meets Grade Level or Above	2022	31%	27%	21%	11%	21%	26%	-	*	-	0%	6%	-	22%	19%	16%	0%
	2021	28%	30%	23%	25%	6%	27%	*	-	-	33%	17%	*	21%	28%	19%	0%
At Masters Grade Level	2022	18%	15%	9%	11%	3%	12%	-	*	-	0%	0%	-	10%	7%	9%	0%
	2021	14%	14%	5%	0%	6%	7%	*	-	-	0%	8%	*	5%	4%	4%	0%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	68%	62%	54%	74%	-	-	-	92%	43%	-	70%	62%	66%	31%
	2021	67%	68%	50%	44%	50%	51%	*	-	-	80%	39%	-	52%	43%	45%	10%
At Meets Grade Level or Above	2022	47%	47%	48%	38%	21%	61%	-	-	-	92%	24%	-	51%	42%	45%	15%
	2021	50%	50%	35%	32%	36%	36%	*	-	-	40%	28%	-	34%	37%	31%	0%
At Masters Grade Level	2022	11%	9%	3%	0%	3%	5%	-	-	-	0%	0%	-	4%	0%	2%	0%
	2021	12%	10%	7%	4%	5%	11%	*	-	-	0%	17%	-	6%	10%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	63%	58%	62%	67%	-	-	-	56%	29%	-	64%	59%	59%	31%
	2021	71%	71%	59%	48%	58%	65%	-	-	-	71%	23%	-	60%	55%	54%	19%
At Meets Grade Level or Above	2022	55%	54%	37%	17%	37%	50%	-	-	-	22%	21%	-	35%	41%	32%	6%
	2021	57%	57%	47%	32%	50%	53%	-	-	-	57%	23%	-	50%	39%	44%	13%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	9%	7%	9%	0%	8%	15%	-	-	-	11%	13%	-	8%	14%	8%	0%
	2021	11%	10%	4%	3%	5%	5%	-	-	-	0%	8%	-	6%	0%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	73%	83%	68%	90%	85%	-	*	-	89%	62%	-	88%	74%	86%	75%
	2021	73%	78%	81%	82%	79%	82%	*	-	-	88%	80%	-	82%	77%	76%	82%
At Meets Grade Level or Above	2022	43%	42%	46%	26%	43%	52%	-	*	-	67%	23%	-	49%	42%	45%	72 0%
	2021	41%	48%	33%	35%	24%	38%	*	-	-	38%	33%	-	35%	27%	24%	18%
At Masters Grade Level	2022	27%	25%	24%	16%	13%	28%	-	*	-	44%	8%	-	25%	21%	21%	0%
	2021	23%	27%	22%	18%	11%	31%	*	-	-	38%	20%	-	22%	23%	19%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	87%	89%	76%	93%	-	-	-	92%	67%	-	88%	85%	85%	45%
	2021	82%	84%	90%	87%	89%	91%	-	-	-	*	60%	-	92%	83%	86%	73%
At Meets Grade Level or Above	2022	55%	54%	52%	44%	35%	64%	-	-	-	67%	38%	-	51%	56%	45%	18%
	2021	55%	55%	69%	57%	69%	77%	-	-	-	*	20%	-	74%	54%	59%	27%
At Masters Grade Level	2022	21%	18%	18%	6%	6%	29%	-	-	-	33%	10%	-	18%	19%	17%	0%
	2021	22%	20%	22%	22%	22%	23%	-	-	-	*	10%	-	22%	21%	21%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	86%	89%	83%	89%	-	-	*	71%	50%	-	85%	88%	84%	67%
	2021	88%	90%	86%	64%	86%	90%	-	-	-	100%	50%	-	89%	75%	81%	*
At Meets Grade Level or Above	2022	68%	66%	56%	47%	43%	71%	-	-	*	43%	22%	-	56%	58%	46%	25%
	2021	69%	71%	56%	18%	66%	60%	-	-	-	40%	19%	-	54%	69%	48%	*
At Masters Grade Level	2022	42%	37%	20%	16%	14%	24%	-	-	*	14%	6%	-	21%	15%	17%	0%
	2021	43%	43%	28%	9%	31%	29%	-	-	-	40%	6%	-	29%	25%	26%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	91%	*	100%	91%	-	-	-	*	-	-	91%	-	86%	-
	2021	95%	95%	100%	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2022	64%	57%	35%	*	50%	27%	-	-	-	*	-	-	35%	-	21%	-
	2021	69%	62%	62%	*	*	64%	-	-	-	-	-	-	58%	*	*	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	13%	6%	0%	*	0%	0%	-	-	-	*	-	-	0%	-	0%	-	
	2021	14%	7%	0%	*	*	0%	-	-	-	-	-	-	0%	*	*	-	
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	69%	56%	69%	75%	-	100%	*	62%	37%	60%	70%	65%	65%	51%	
	2021	67%	71%	60%	50%	58%	65%	50%	*	-	61%	34%	64%	62%	55%	55%	39%	
At Meets Grade Level or Above	2022	48%	47%	40%	26%	36%	48%	-	100%	*	38%	18%	30%	40%	39%	34%	73	20%
	2021	41%	44%	32%	24%	30%	36%	38%	*	-	30%	16%	36%	32%	30%	27%	11%	
At Masters Grade Level	2022	23%	22%	16%	11%	12%	21%	-	88%	*	13%	6%	5%	16%	17%	14%	7%	
	2021	18%	19%	11%	9%	9%	12%	25%	*	-	9%	5%	4%	11%	11%	9%	1%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	70%	58%	70%	75%	-	*	-	68%	38%	78%	71%	68%	68%	55%	
	2021	68%	71%	56%	47%	53%	63%	*	*	-	57%	32%	67%	58%	50%	52%	29%	
At Meets Grade Level or Above	2022	53%	52%	45%	30%	38%	55%	-	*	-	44%	21%	44%	45%	43%	40%	22%	
	2021	45%	45%	32%	28%	31%	36%	*	*	-	30%	18%	44%	33%	32%	29%	6%	
At Masters Grade Level	2022	25%	23%	19%	13%	14%	24%	-	*	-	10%	6%	11%	18%	20%	16%	7%	
	2021	18%	18%	10%	8%	8%	13%	*	*	-	7%	4%	11%	11%	9%	8%	0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	72%	66%	50%	69%	71%	-	*	-	60%	33%	44%	68%	60%	61%	55%	
	2021	66%	72%	60%	47%	58%	65%	*	*	-	62%	39%	78%	60%	60%	55%	47%	
At Meets Grade Level or Above	2022	42%	41%	34%	18%	35%	39%	-	*	-	35%	16%	11%	34%	33%	29%	21%	
	2021	37%	42%	28%	18%	24%	33%	*	*	-	28%	17%	33%	28%	27%	23%	16%	
At Masters Grade Level	2022	20%	19%	14%	9%	13%	17%	-	*	-	15%	6%	0%	14%	15%	12%	9%	
	2021	18%	19%	11%	11%	9%	11%	*	*	-	13%	7%	0%	10%	14%	9%	4%	
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	73%	65%	68%	81%	-	*	-	62%	40%	*	75%	67%	67%	35%	
	2021	71%	76%	70%	65%	65%	74%	*	-	-	79%	32%	*	72%	64%	65%	41%	
At Meets Grade Level or Above	2022	47%	46%	41%	31%	34%	50%	-	*	-	41%	18%	*	40%	44%	35%	13%	
	2021	44%	46%	41%	30%	40%	44%	*	-	-	50%	14%	*	42%	36%	35%	14%	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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	2022	21%	19%	15%	10%	8%	22%	-	*	-	17%	5%	*	15%	17%	13%	4%	
	2021	20%	20%	13%	13%	13%	13%	*	-	-	7%	5%	*	14%	11%	12%	0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	74%	68%	62%	66%	75%	-	*	*	40%	37%	-	68%	66%	64%	44%	
	2021	73%	76%	75%	59%	82%	74%	*	-	-	86%	43%	*	79%	59%	69%	44%	
At Meets Grade Level or Above	2022	50%	47%	38%	30%	33%	47%	-	*	*	20%	14%	-	39%	38%	30%	74	17%
	2021	49%	50%	41%	22%	44%	46%	*	-	-	36%	18%	*	41%	44%	35%	0%	
At Masters Grade Level	2022	30%	26%	15%	14%	9%	18%	-	*	*	7%	3%	-	16%	11%	13%	0%	
	2021	29%	28%	17%	4%	22%	20%	*	-	-	14%	7%	*	19%	12%	15%	0%	
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																		
3rd Graders																		
Reading and Mathematics	2022	36%	36%	37%	21%	48%	40%	-	*	-	20%	33%	*	39%	30%	30%	*	
	2021	24%	26%	11%	0%	14%	14%	-	-	-	0%	22%	*	10%	13%	9%	0%	
Reading and Mathematics Including EOC	2022	36%	36%	37%	21%	48%	40%	-	*	-	20%	33%	*	39%	30%	30%	*	
	2021	24%	26%	11%	0%	14%	14%	-	-	-	0%	22%	*	10%	13%	9%	0%	
Reading Including EOC	2022	51%	51%	51%	26%	57%	58%	-	*	-	40%	33%	*	54%	40%	46%	*	
	2021	38%	41%	23%	0%	24%	30%	-	-	-	20%	33%	*	24%	20%	19%	0%	
Math Including EOC	2022	43%	44%	45%	37%	57%	44%	-	*	-	20%	33%	*	48%	35%	40%	*	
	2021	31%	35%	14%	0%	14%	18%	-	-	-	20%	22%	*	10%	31%	12%	0%	
4th Graders																		
Reading and Mathematics	2022	36%	34%	33%	6%	38%	38%	-	*	-	*	33%	*	33%	33%	29%	33%	
	2021	26%	28%	18%	31%	7%	27%	-	-	-	0%	11%	*	14%	30%	16%	0%	
Reading and Mathematics Including EOC	2022	36%	34%	33%	6%	38%	38%	-	*	-	*	33%	*	33%	33%	29%	33%	
	2021	26%	28%	18%	31%	7%	27%	-	-	-	0%	11%	*	14%	30%	16%	0%	
Reading Including EOC	2022	54%	52%	52%	19%	54%	63%	-	*	-	*	33%	*	57%	41%	47%	44%	
	2021	36%	39%	22%	38%	7%	33%	-	-	-	0%	11%	*	17%	35%	20%	0%	
Math Including EOC	2022	43%	42%	42%	13%	50%	44%	-	*	-	*	33%	*	41%	44%	37%	56%	
	2021	36%	40%	36%	38%	37%	39%	-	-	-	22%	11%	*	38%	30%	30%	40%	
5th Graders																		
Reading and Mathematics	2022	41%	40%	35%	27%	35%	38%	-	-	-	33%	11%	*	32%	40%	30%	17%	
	2021	34%	35%	14%	7%	0%	25%	-	-	-	*	7%	*	16%	10%	13%	0%	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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)
Reading and Mathematics Including EOC	2022	41%	40%	35%	27%	35%	38%	-	-	-	33%	11%	*	32%	40%	30%	17%
	2021	34%	35%	14%	7%	0%	25%	-	-	-	*	7%	*	16%	10%	13%	0%
Reading Including EOC	2022	58%	57%	49%	40%	47%	53%	-	-	-	56%	11%	*	47%	53%	41%	33%
	2021	46%	45%	29%	20%	9%	45%	-	-	-	*	6%	*	31%	24%	26%	0%
Math Including EOC	2022	48%	49%	40%	25%	44%	44%	-	-	-	33%	11%	*	38%	43%	37%	33%
	2021	44%	49%	20%	7%	9%	32%	-	-	-	*	7%	*	22%	15%	17%	75 20%
6th Graders																	
Reading and Mathematics	2022	31%	30%	14%	12%	0%	26%	-	-	-	0%	0%	*	13%	18%	7%	0%
	2021	24%	25%	20%	18%	26%	19%	*	-	-	*	18%	-	22%	13%	18%	0%
Reading and Mathematics Including EOC	2022	31%	30%	14%	12%	0%	26%	-	-	-	0%	0%	*	13%	18%	7%	0%
	2021	24%	25%	20%	18%	26%	19%	*	-	-	*	18%	-	22%	13%	18%	0%
Reading Including EOC	2022	43%	43%	42%	29%	28%	60%	-	-	-	0%	18%	*	44%	39%	37%	27%
	2021	32%	31%	28%	36%	37%	21%	*	-	-	*	18%	-	28%	31%	27%	0%
Math Including EOC	2022	40%	38%	16%	12%	4%	26%	-	-	-	0%	0%	*	15%	18%	9%	9%
	2021	36%	40%	25%	18%	26%	29%	*	-	-	*	18%	-	26%	19%	24%	0%
7th Graders																	
Reading and Mathematics	2022	32%	32%	24%	9%	22%	30%	-	-	-	43%	16%	*	25%	22%	22%	0%
	2021	26%	28%	14%	11%	17%	13%	-	*	-	*	6%	-	14%	14%	13%	*
Reading and Mathematics Including EOC	2022	33%	32%	24%	9%	22%	30%	-	-	-	43%	16%	*	25%	22%	22%	0%
	2021	27%	28%	14%	11%	17%	13%	-	*	-	*	6%	-	14%	14%	13%	*
Reading Including EOC	2022	56%	55%	49%	45%	35%	57%	-	-	-	57%	26%	*	45%	59%	44%	11%
	2021	45%	45%	28%	21%	33%	27%	-	*	-	*	6%	-	30%	23%	26%	*
Math Including EOC	2022	37%	36%	25%	9%	22%	32%	-	-	-	43%	16%	*	26%	22%	23%	0%
	2021	32%	35%	18%	11%	17%	22%	-	*	-	*	6%	-	18%	18%	14%	*
8th Graders																	
Reading and Mathematics	2022	27%	30%	13%	0%	5%	25%	-	-	-	0%	6%	-	10%	18%	5%	0%
	2021	21%	30%	20%	0%	17%	26%	-	-	-	33%	17%	*	21%	19%	20%	17%
Reading and Mathematics Including EOC	2022	41%	38%	27%	11%	24%	37%	-	*	-	0%	6%	-	27%	26%	18%	0%
	2021	33%	39%	34%	19%	31%	34%	*	-	-	56%	17%	*	36%	28%	31%	29%
Reading Including EOC	2022	58%	57%	34%	22%	38%	41%	-	*	-	0%	6%	-	37%	26%	27%	0%
	2021	47%	49%	40%	31%	38%	39%	*	-	-	56%	25%	*	41%	36%	38%	29%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	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)
Math Including EOC	2022	48%	46%	36%	11%	34%	48%	-	*	-	13%	6%	-	37%	33%	28%	0%
	2021	43%	53%	60%	38%	63%	64%	*	-	-	78%	25%	*	64%	52%	56%	43%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	34%	26%	12%	25%	33%	-	*	-	24%	15%	11%	26%	27%	21%	16%
	2021	26%	29%	16%	13%	13%	20%	*	*	-	10%	13%	22%	16%	17%	15%	3%
Reading and Mathematics Including EOC	2022	36%	35%	28%	14%	28%	34%	-	*	-	24%	15%	11%	28%	28%	22%	16%
	2021	28%	30%	19%	15%	15%	22%	*	*	-	18%	13%	22%	19%	19%	16%	5%
Reading Including EOC	2022	53%	53%	46%	31%	43%	55%	-	*	-	34%	20%	44%	47%	43%	40%	29%
	2021	41%	42%	28%	26%	23%	33%	*	*	-	24%	15%	44%	28%	29%	26%	5%
Math Including EOC	2022	43%	42%	34%	18%	35%	40%	-	*	-	29%	15%	11%	34%	33%	29%	24%
	2021	37%	42%	29%	19%	26%	34%	*	*	-	32%	14%	33%	29%	29%	25%	17%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
WESTWOOD ISD (001908) - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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	2022	77	73	90	80	93	92	-	*	-	*	60	*	89	91	90	100
	2019	61	60	47	30	33	58	-	-	-	*	33	*	49	40	40	33
Grade 4 Mathematics	2022	74	68	89	90	89	87	-	*	-	*	90	*	87	93	85	100
	2019	65	65	75	75	70	78	-	-	-	*	70	*	74	78	72	56
Grade 5 ELA/Reading	2022	87	84	91	100	88	94	-	-	-	75	79	*	89	94	88	100
	2019	81	80	80	91	68	83	-	*	-	*	73	*	83	72	79	65
Grade 5 Mathematics	2022	79	76	75	90	76	65	-	-	-	81	74	*	75	76	80	75
	2019	83	83	78	83	85	75	-	*	-	*	77	*	80	74	77	85
Grade 6 ELA/Reading	2022	61	61	78	67	83	80	-	-	-	*	60	*	80	73	77	100
	2019	42	40	40	46	37	40	*	-	-	43	38	*	41	39	36	7
Grade 6 Mathematics	2022	61	56	52	67	46	51	-	-	-	*	54	*	53	48	57	35
	2019	54	51	41	38	47	41	*	-	-	36	25	*	35	61	48	36
Grade 7 ELA/Reading	2022	88	89	87	83	100	79	-	-	-	100	84	*	87	86	87	100
	2019	77	80	73	67	76	76	*	-	-	57	68	*	76	65	68	73
Grade 7 Mathematics	2022	60	58	49	47	47	52	-	-	-	*	44	*	51	42	44	50
	2019	62	66	55	50	63	56	*	-	-	36	67	*	56	50	56	61
Grade 8 ELA/Reading	2022	83	81	70	69	59	75	-	*	-	75	71	-	68	78	69	50
	2019	77	76	70	75	68	66	-	*	-	90	50	*	71	68	70	71
Grade 8 Mathematics	2022	74	74	69	67	72	70	-	-	-	63	47	-	76	43	65	67
	2019	82	83	73	72	73	70	-	-	-	100	64	*	75	65	76	75
End of Course English II	2022	71	71	78	69	84	77	-	-	-	67	79	-	76	86	75	71
	2019	69	67	66	69	60	69	-	*	-	*	59	-	69	55	66	92
End of Course Algebra I	2022	67	61	66	57	70	62	-	*	-	88	50	-	66	67	68	33
	2019	75	69	70	57	80	70	*	*	-	*	29	*	75	50	66	58
All Grades Both Subjects	2022	74	71	75	74	77	73	-	*	-	75	66	71	75	74	74	75
	2019	69	68	65	65	66	67	25	100	-	54	56	80	67	61	64	62
All Grades ELA/Reading	2022	78	77	82	78	84	82	-	*	-	78	73	86	81	85	81	89
	2019	68	67	64	64	60	66	*	*	-	55	54	92	66	57	61	59
All Grades Mathematics	2022	69	65	67	69	68	65	-	*	-	73	59	57	68	64	67	60
	2019	70	69	67	65	72	67	*	*	-	53	58	68	68	64	67	65

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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
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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	2022	74%	74%	69%	-	-	-	-	-	-	50%	90%	46%	47%	33%	70%	51%	86%	
	2021	67%	71%	60%	-	-	-	-	-	-	40%	13%	41%	42%	29%	62%	39%	-	
At Meets Grade Level or Above	2022	48%	47%	40%	-	-	-	-	-	-	21%	70%	15%	16%	22%	42%	20%	44%	
	2021	41%	44%	32%	-	-	-	-	-	-	12%	0%	12%	16%	0%	34%	11%	-	
At Masters Grade Level	2022	23%	22%	16%	-	-	-	-	-	-	6%	20%	6%	0%	0%	17%	7 ⁸	19%	
	2021	18%	19%	11%	-	-	-	-	-	-	1%	0%	2%	0%	0%	12%	1%	-	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2022	75%	76%	70%	-	-	-	-	-	-	55%	100%	54%	33%	*	71%	55%	91%	
	2021	68%	71%	56%	-	-	-	-	-	-	31%	*	41%	16%	22%	59%	29%	-	
At Meets Grade Level or Above	2022	53%	52%	45%	-	-	-	-	-	-	24%	60%	18%	22%	*	47%	22%	64%	
	2021	45%	45%	32%	-	-	-	-	-	-	7%	*	5%	11%	0%	35%	6%	-	
At Masters Grade Level	2022	25%	23%	19%	-	-	-	-	-	-	5%	0%	7%	0%	*	19%	7%	55%	
	2021	18%	18%	10%	-	-	-	-	-	-	0%	*	0%	0%	0%	11%	0%	-	
All Grades Mathematics																			
At Approaches Grade Level or Above	2022	72%	72%	66%	-	-	-	-	-	-	59%	80%	48%	75%	*	67%	55%	77%	
	2021	66%	72%	60%	-	-	-	-	-	-	48%	*	44%	78%	*	61%	47%	-	
At Meets Grade Level or Above	2022	42%	41%	34%	-	-	-	-	-	-	26%	80%	19%	13%	*	35%	21%	46%	
	2021	37%	42%	28%	-	-	-	-	-	-	17%	*	19%	11%	*	29%	16%	-	
At Masters Grade Level	2022	20%	19%	14%	-	-	-	-	-	-	12%	40%	10%	0%	*	15%	9%	8%	
	2021	18%	19%	11%	-	-	-	-	-	-	4%	*	6%	0%	*	11%	4%	-	
All Grades Science																			
At Approaches Grade Level or Above	2022	76%	77%	73%	-	-	-	-	-	-	9%	-	11%	*	*	75%	35%	100%	
	2021	71%	76%	70%	-	-	-	-	-	-	38%	-	24%	67%	*	73%	41%	-	
At Meets Grade Level or Above	2022	47%	46%	41%	-	-	-	-	-	-	0%	-	0%	*	*	44%	13%	17%	
	2021	44%	46%	41%	-	-	-	-	-	-	15%	-	6%	33%	*	44%	14%	-	
At Masters Grade Level	2022	21%	19%	15%	-	-	-	-	-	-	0%	-	0%	*	*	17%	4%	0%	
	2021	20%	20%	13%	-	-	-	-	-	-	0%	-	0%	0%	*	15%	0%	-	
All Grades Social Studies																			
At Approaches Grade Level or Above	2022	75%	74%	68%	-	-	-	-	-	-	50%	-	50%	-	*	69%	44%	83%	
	2021	73%	76%	75%	-	-	-	-	-	-	50%	-	57%	*	*	76%	44%	-	
At Meets Grade Level or Above	2022	50%	47%	38%	-	-	-	-	-	-	14%	-	14%	-	*	41%	17%	33%	
	2021	49%	50%	41%	-	-	-	-	-	-	0%	-	0%	*	*	43%	0%	-	
At Masters Grade Level	2022	30%	26%	15%	-	-	-	-	-	-	0%	-	0%	-	*	16%	0%	0%	
	2021	29%	28%	17%	-	-	-	-	-	-	0%	-	0%	*	*	18%	0%	-	
School Progress Domain - Academic Growth Score																			

Texas Education Agency
2021-22 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, 2022 and 2019 School progress and STAAR progress measure 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
All Grades Both Subjects	2022	74%	71%	75%	-	-	-	-	-	-	72%	*	75%	50%	*	75%	75%	70%
	2019	69%	68%	65%	-	-	-	-	-	-	58%	-	58%		*		59%	
All Grades ELA/Reading	2022	78%	77%	82%	-	-	-	-	-	-	87%	*	85%	*	*	81%	89%	65%
	2019	68%	67%	64%	-	-	-	-	-	-	53%	-	53%		*		54%	
All Grades Mathematics	2022	69%	65%	67%	-	-	-	-	-	-	59%	*	65%	33%	*	68%	60%	75%
	2019	70%	69%	67%	-	-	-	-	-	-	64%	-	64%		*		65%	

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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
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	97%	100%	99%	-	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	92%	92%	92%	92%	97%	-	100%	*	98%	92%	67%	96%	85%	96%	95%
Not Included in Accountability: Mobile	5%	5%	6%	5%	8%	2%	-	0%	*	2%	7%	33%	3%	14%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	2%	1%	3%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	2%	1%	3%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	98%	100%	98%	-	*	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	92%	93%	91%	97%	-	*	-	97%	91%	64%	96%	84%	96%	91%
Not Included in Accountability: Mobile	5%	5%	6%	4%	8%	2%	-	*	-	3%	8%	36%	3%	14%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	1%	5%
Not Tested	1%	2%	1%	2%	0%	2%	-	*	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	2%	1%	2%	0%	2%	-	*	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	97%	100%	98%	-	*	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	92%	94%	92%	97%	-	*	-	98%	92%	64%	96%	85%	96%	96%
Not Included in Accountability: Mobile	5%	5%	7%	3%	8%	2%	-	*	-	2%	7%	36%	3%	14%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	3%	0%	2%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	2%	0%	1%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	1%	0%	1%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	98%	100%	99%	-	*	-	100%	100%	*	100%	99%	99%	100%
Included in Accountability	93%	92%	94%	88%	94%	98%	-	*	-	100%	95%	*	97%	86%	97%	100%
Not Included in Accountability: Mobile	4%	5%	6%	10%	6%	2%	-	*	-	0%	5%	*	3%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	1%	2%	0%	1%	-	*	-	0%	0%	*	0%	1%	1%	0%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	1%	2%	0%	1%	-	*	-	0%	0%	*	0%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	98%	93%	100%	99%	-	*	*	100%	100%	-	99%	97%	98%	100%
Included in Accountability	94%	92%	93%	88%	90%	96%	-	*	*	100%	95%	-	96%	84%	95%	100%
Not Included in Accountability: Mobile	4%	5%	5%	5%	10%	3%	-	*	*	0%	5%	-	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	81
Not Tested	2%	3%	2%	7%	0%	1%	-	*	*	0%	0%	-	1%	3%	2%	0%
Absent	1%	2%	2%	7%	0%	1%	-	*	*	0%	0%	-	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	83%	88%	*	100%	85%	-	-	-	*	-	-	88%	-	88%	-
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%	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%
Reading																
Assessment Participant	89%	95%	98%	97%	99%	99%	*	*	-	98%	98%	100%	98%	100%	98%	100%
Included in Accountability	83%	89%	92%	91%	94%	93%	*	*	-	88%	94%	100%	95%	83%	92%	92%
Not Included in Accountability: Mobile	3%	5%	6%	6%	4%	6%	*	*	-	10%	3%	0%	2%	16%	5%	3%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	1%	5%
Not Tested	11%	5%	2%	3%	1%	1%	*	*	-	2%	2%	0%	2%	0%	2%	0%
Absent	2%	1%	1%	3%	1%	1%	*	*	-	2%	2%	0%	2%	0%	2%	0%
Other	10%	5%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	94%	98%	95%	98%	98%	*	*	-	98%	96%	100%	97%	98%	97%	98%
Included in Accountability	84%	89%	90%	87%	92%	92%	*	*	-	87%	93%	100%	95%	79%	90%	91%

Texas Education Agency
2021-22 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	7%	8%	5%	6%	*	*	-	11%	4%	0%	2%	18%	6%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	4%
Not Tested	12%	6%	2%	5%	2%	2%	*	*	-	2%	4%	0%	3%	2%	3%	2%
Absent	2%	1%	2%	5%	1%	1%	*	*	-	2%	4%	0%	2%	1%	2%	2%
Other	10%	5%	1%	1%	2%	1%	*	*	-	0%	0%	0%	1%	1%	1%	0%
Science																
82																
Assessment Participant	87%	94%	98%	97%	100%	99%	*	-	-	88%	95%	*	98%	100%	98%	100%
Included in Accountability	84%	89%	92%	87%	96%	92%	*	-	-	82%	93%	*	95%	83%	92%	100%
Not Included in Accountability: Mobile	3%	5%	7%	10%	4%	7%	*	-	-	6%	3%	*	2%	17%	6%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	6%	2%	3%	0%	1%	*	-	-	12%	5%	*	2%	0%	2%	0%
Absent	2%	1%	2%	3%	0%	1%	*	-	-	12%	5%	*	2%	0%	2%	0%
Other	10%	5%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	94%	99%	97%	100%	99%	*	-	-	100%	94%	*	99%	100%	99%	100%
Included in Accountability	84%	89%	95%	90%	96%	94%	*	-	-	100%	88%	*	98%	84%	97%	100%
Not Included in Accountability: Mobile	3%	5%	4%	7%	2%	5%	*	-	-	0%	3%	*	0%	16%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	2%	0%	*	-	-	0%	3%	*	1%	0%	1%	0%
Not Tested	13%	6%	1%	3%	0%	1%	*	-	-	0%	6%	*	1%	0%	1%	0%
Absent	3%	1%	1%	3%	0%	1%	*	-	-	0%	6%	*	1%	0%	1%	0%
Other	10%	5%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	78%	68%	*	*	85%	-	-	-	-	-	-	71%	*	40%	-

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

Texas Education Agency
2021-22 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													
2020-21	95.0%	95.1%	94.5%	93.3%	95.1%	94.7%	91.6%	98.1%	-	94.2%	93.1%	93.9%	94.5%
2019-20	98.3%	98.6%	98.5%	98.5%	98.8%	98.4%	98.3%	*	-	98.4%	98.1%	98.4%	99.2%
Chronic Absenteeism													
2020-21	15.0%	14.4%	18.4%	26.1%	14.0%	17.3%	30.0%	0.0%	-	19.7%	25.9%	21.4%	18.4%
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%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	1.6%	0.9%	0.4%	0.0%	1.0%	0.4%	*	*	-	0.0%	0.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	91.8%	97.8%	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	3.5%	1.1%	4.5%	0.0%	0.0%	-	*	-	*	11.1%	0.0%	0.0%
Dropped Out	5.8%	4.3%	1.1%	0.0%	5.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	92.2%	97.8%	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	95.7%	98.9%	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
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%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	95.2%	97.0%	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Received TxCHSE	0.5%	0.4%	1.0%	0.0%	0.0%	2.1%	*	-	-	0.0%	0.0%	1.9%	*
Continued HS	1.1%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	3.7%	2.0%	3.4%	0.0%	2.1%	*	-	-	0.0%	0.0%	3.8%	*
Graduates and TxCHSE	92.7%	95.7%	98.0%	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	93.8%	96.3%	98.0%	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*

Texas Education Agency
2021-22 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 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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	95.1%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Received TxCHSE	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.1%	2.6%	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	93.2%	95.7%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.9%	97.4%	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	91.8%	97.8%	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
Class of 2020	90.3%	92.5%	97.0%	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Class of 2020	4.3%	5.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	82.1%	82.2%	81.0%	77.8%	83.7%	-	*	-	*	0.0%	75.0%	50.0%
Class of 2020	83.5%	84.0%	85.6%	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 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 2021	85.7%	87.2%	82.2%	81.0%	77.8%	83.7%	-	*	-	*	0.0%	75.0%	50.0%
Class of 2020	87.8%	89.3%	85.6%	89.3%	94.4%	77.8%	*	-	-	100.0%	0.0%	79.6%	*
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	4.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	4.4%	6.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	80.8%	81.1%	81.8%	75.0%	81.8%	-	*	-	*	0.0%	73.3%	50.0%
2019-20	81.8%	82.0%	84.8%	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	85.2%	81.1%	81.8%	75.0%	81.8%	-	*	-	*	0.0%	73.3%	50.0%
2019-20	85.8%	87.9%	84.8%	85.7%	94.7%	78.3%	*	-	-	100.0%	0.0%	80.4%	*

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Texas Education Agency
2021-22 Graduation Profile (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	95	100.0%	358,842	100.0%
By Ethnicity:				
African American	22	23.2%	44,018	12.3%
Hispanic	16	16.8%	183,306	51.1%
White	55	57.9%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	1	1.1%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	1	1.1%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	18	18.9%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	77	81.1%	287,316	80.1%
Other Graduates:				
Special Education Graduates	9	9.5%	31,028	8.6%
Economically Disadvantaged Graduates	45	47.4%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	6.3%	32,809	9.1%
At-Risk Graduates	51	53.7%	155,884	43.4%
CTE Completers	22	23.2%	99,076	27.6%

Texas Education Agency
2021-22 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)													
2020-21	65.2%	63.9%	80.0%	81.8%	81.3%	78.2%	-	*	-	*	22.2%	68.9%	66.7%
2019-20	63.0%	59.5%	56.6%	53.6%	63.2%	54.3%	*	-	-	60.0%	63.6%	58.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	46.5%	43.2%	22.7%	31.3%	56.4%	-	*	-	*	0.0%	35.6%	0.0%
2019-20	53.4%	47.6%	32.3%	28.6%	42.1%	30.4%	*	-	-	20.0%	0.0%	31.4%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	51.4%	54.7%	40.9%	43.8%	63.6%	-	*	-	*	0.0%	55.6%	0.0%
2019-20	59.7%	51.9%	51.5%	46.4%	52.6%	54.3%	*	-	-	40.0%	0.0%	49.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	38.2%	38.9%	22.7%	31.3%	49.1%	-	*	-	*	0.0%	26.7%	0.0%
2019-20	47.9%	40.6%	24.2%	25.0%	36.8%	17.4%	*	-	-	40.0%	0.0%	27.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	33.0%	36.8%	18.2%	31.3%	47.3%	-	*	-	*	0.0%	26.7%	0.0%
2019-20	43.2%	34.9%	22.2%	25.0%	31.6%	17.4%	*	-	-	20.0%	0.0%	23.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	8.0%	3.2%	0.0%	0.0%	5.5%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	21.1%	7.6%	3.0%	0.0%	5.3%	4.3%	*	-	-	0.0%	0.0%	3.9%	*
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	30.7%	27.4%	9.1%	12.5%	40.0%	-	*	-	*	0.0%	20.0%	0.0%
2019-20	24.6%	31.0%	23.2%	17.9%	21.1%	26.1%	*	-	-	20.0%	0.0%	21.6%	*
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	1.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	31.6%	56.8%	72.7%	75.0%	43.6%	-	*	-	*	22.2%	51.1%	66.7%
2019-20	18.7%	20.6%	36.4%	50.0%	36.8%	26.1%	*	-	-	60.0%	63.6%	43.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	25.5%	56.8%	72.7%	75.0%	43.6%	-	*	-	*	22.2%	51.1%	66.7%

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Texas Education Agency
2021-22 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
2019-20	13.2%	14.6%	32.3%	50.0%	31.6%	19.6%	*	-	-	60.0%	27.3%	39.2%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	2.4%	3.0%	6.1%	0.0%	5.3%	10.9%	*	-	-	0.0%	54.5%	5.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2019-20	3.7%	4.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*

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Texas Education Agency
2021-22 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	2020-21	25.9%	31.5%	35.8%	22.7%	18.8%	47.3%	-	*	-	*	0.0%	31.1%	0.0%
	2019-20	30.1%	35.2%	48.5%	42.9%	42.1%	54.3%	*	-	-	40.0%	0.0%	47.1%	*
Mathematics	2020-21	19.4%	20.7%	25.3%	9.1%	18.8%	34.5%	-	*	-	*	0.0%	17.8%	0.0%
	2019-20	21.2%	23.3%	21.2%	21.4%	36.8%	15.2%	*	-	-	20.0%	0.0%	23.5%	*
Both Subjects	2020-21	14.4%	15.9%	20.0%	9.1%	12.5%	27.3%	-	*	-	*	0.0%	11.1%	0.0%
	2019-20	16.4%	17.6%	18.2%	21.4%	26.3%	15.2%	*	-	-	0.0%	0.0%	17.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	11.3%	23.2%	27.3%	25.0%	20.0%	-	*	-	*	0.0%	33.3%	0.0%
	2019-20	7.3%	6.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Mathematics	2020-21	10.3%	11.7%	24.2%	18.2%	25.0%	27.3%	-	*	-	*	0.0%	20.0%	0.0%
	2019-20	9.7%	10.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Both Subjects	2020-21	4.9%	5.0%	11.6%	9.1%	18.8%	10.9%	-	*	-	*	0.0%	11.1%	0.0%
	2019-20	4.2%	4.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	10.3%	4.5%	0.0%	2.3%	6.9%	-	*	-	0.0%	0.0%	2.0%	0.0%
	2020	22.0%	9.2%	3.6%	2.1%	5.3%	4.0%	*	*	-	0.0%	0.0%	3.3%	0.0%
English Language Arts	2021	12.1%	5.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.7%	5.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	2.3%	3.0%	0.0%	2.3%	4.3%	-	*	-	0.0%	0.0%	1.0%	0.0%
	2020	6.4%	1.9%	2.1%	2.1%	5.3%	1.0%	*	*	-	0.0%	0.0%	2.2%	0.0%
Science	2021	8.7%	3.7%	3.0%	0.0%	0.0%	5.2%	-	*	-	0.0%	0.0%	1.0%	0.0%
	2020	9.4%	3.2%	2.6%	2.1%	0.0%	4.0%	*	*	-	0.0%	0.0%	1.1%	0.0%
Social Studies	2021	11.6%	4.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.4%	4.0%	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	2021	48.6%	41.9%	33.3%	-	*	37.5%	-	-	-	-	-	*	-
	2020	59.0%	48.5%	42.9%	*	*	*	-	-	-	-	-	*	-
English Language Arts	2021	42.7%	39.1%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	47.9%	33.3%	-	*	40.0%	-	-	-	-	-	*	-
	2020	56.5%	48.4%	*	*	*	*	-	-	-	-	-	*	-
Science	2021	41.4%	44.4%	33.3%	-	-	33.3%	-	-	-	-	-	*	-
	2020	47.6%	44.1%	40.0%	*	-	*	-	-	-	-	-	*	-

Texas Education Agency
2021-22 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	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	49.0%	40.0%	45.5%	18.8%	43.6%	-	*	-	*	11.1%	31.1%	0.0%
	2019-20	76.7%	54.8%	47.5%	60.7%	47.4%	43.5%	*	-	-	20.0%	27.3%	45.1%	*
At/Above Criterion for All Examinees	2020-21	32.9%	27.6%	28.9%	0.0%	*	41.7%	-	-	-	*	*	21.4%	-
	2019-20	35.7%	29.8%	21.3%	17.6%	22.2%	20.0%	-	-	-	*	*	21.7%	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	993	990	851	*	1064	-	-	-	*	*	931	-
	2019-20	1019	1019	950	909	938	982	-	-	-	1110	710	924	-
English Language Arts and Writing	2020-21	504	503	506	444	*	542	-	-	-	*	*	477	-
	2019-20	513	516	478	464	457	496	-	-	-	570	397	461	-
Mathematics	2020-21	498	491	483	407	*	522	-	-	-	*	*	454	-
	2019-20	506	503	472	445	481	486	-	-	-	540	313	463	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.5	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.2	19.5	15.6	13.0	15.0	20.0	-	-	-	-	-	18.7	-
English Language Arts	2020-21	19.6	19.2	*	-	-	*	-	-	-	-	-	-	-
	2019-20	19.9	19.2	14.3	12.0	13.0	19.0	-	-	-	-	-	17.3	-
Mathematics	2020-21	19.9	19.2	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.1	19.2	17.1	15.7	16.0	20.5	-	-	-	-	-	19.3	-
Science	2020-21	20.3	19.9	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.5	19.9	15.4	11.0	17.0	20.5	-	-	-	-	-	19.3	-

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Texas Education Agency
2021-22 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	2020-21	42.5%	37.4%	35.9%	32.0%	25.6%	45.6%	*	*	-	15.8%	25.0%	32.0%	23.1%
	2019-20	46.3%	40.1%	29.7%	32.2%	27.8%	30.0%	*	*	-	26.3%	16.7%	28.0%	5.6%
English Language Arts	2020-21	16.3%	14.2%	8.2%	1.7%	5.5%	13.0%	*	-	-	0.0%	0.0%	5.0%	0.0%
	2019-20	18.2%	15.2%	10.0%	7.0%	7.4%	12.7%	*	*	-	5.3%	1.9%	7.8%	0.0%
Mathematics	2020-21	19.3%	17.7%	7.6%	4.3%	7.1%	9.5%	*	*	-	5.6%	0.0%	6.8%	0.0%
	2019-20	20.7%	18.8%	16.8%	17.4%	13.8%	18.0%	*	-	-	18.8%	0.0%	16.4%	0.0%
Science	2020-21	20.6%	21.3%	33.1%	33.3%	21.1%	42.1%	*	*	-	15.8%	23.2%	28.2%	23.1%
	2019-20	22.4%	21.9%	24.4%	31.3%	22.8%	23.2%	*	*	-	15.8%	15.7%	22.2%	5.9%
Social Studies	2020-21	22.8%	14.1%	6.4%	0.0%	4.3%	10.9%	*	*	-	0.0%	0.0%	3.8%	0.0%
	2019-20	24.6%	14.7%	8.5%	6.0%	6.3%	10.8%	*	*	-	5.9%	0.0%	7.4%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	45.6%	43.4%	50.0%	47.4%	37.0%	*	-	-	40.0%	18.2%	41.2%	*
	2018-19	52.6%	49.1%	44.4%	52.4%	30.8%	42.4%	-	*	-	*	0.0%	38.5%	20.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 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	1,332	100.0%	5,402,928	100.0%	1,332	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	2	0.2%	14,290	0.3%	2	0.2%	21,375	0.4%
Pre-Kindergarten	70	5.3%	222,767	4.1%	70	5.3%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	70	5.3%	188,798	3.5%	70	5.3%	189,474	3.5%
Kindergarten	94	7.1%	370,054	6.8%	94	7.1%	371,502	6.8%
Grade 1	71	5.3%	384,494	7.1%	71	5.3%	386,232	7.1%
Grade 2	105	7.9%	382,008	7.1%	105	7.9%	383,838	7.1%
Grade 3	97	7.3%	383,078	7.1%	97	7.3%	384,872	7.1%
Grade 4	93	7.0%	383,959	7.1%	93	7.0%	386,011	7.1%
Grade 5	100	7.5%	387,945	7.2%	100	7.5%	389,971	7.2%
Grade 6	94	7.1%	398,640	7.4%	94	7.1%	400,447	7.4%
Grade 7	98	7.4%	418,486	7.7%	98	7.4%	418,788	7.7%
Grade 8	108	8.1%	424,287	7.9%	108	8.1%	424,544	7.8%
Grade 9	103	7.7%	475,437	8.8%	103	7.7%	475,746	8.8%
Grade 10	105	7.9%	408,393	7.6%	105	7.9%	408,700	7.5%
Grade 11	103	7.7%	389,034	7.2%	103	7.7%	389,454	7.2%
Grade 12	89	6.7%	360,056	6.7%	89	6.7%	362,157	6.7%
Ethnic Distribution:								
African American	263	19.7%	690,999	12.8%	263	19.7%	694,302	12.8%
Hispanic	349	26.2%	2,850,147	52.8%	349	26.2%	2,860,754	52.7%
White	639	48.0%	1,420,166	26.3%	639	48.0%	1,427,241	26.3%
American Indian	9	0.7%	17,944	0.3%	9	0.7%	18,028	0.3%
Asian	6	0.5%	259,342	4.8%	6	0.5%	261,788	4.8%
Pacific Islander	1	0.1%	8,443	0.2%	1	0.1%	8,477	0.2%
Two or More Races	65	4.9%	155,887	2.9%	65	4.9%	156,780	2.9%
Sex:								
Female	644	48.3%	2,640,313	48.9%	644	48.3%	2,650,563	48.8%
Male	688	51.7%	2,762,615	51.1%	688	51.7%	2,776,807	51.2%
Economically Disadvantaged	986	74.0%	3,278,452	60.7%	986	74.0%	3,289,420	60.6%
Non-Educationally Disadvantaged	346	26.0%	2,124,476	39.3%	346	26.0%	2,137,950	39.4%
Section 504 Students	103	7.7%	400,729	7.4%	103	7.7%	401,648	7.4%
EB Students/EL	95	7.1%	1,171,661	21.7%	95	7.1%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	11	0.7%	34,054	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	77	5.8%	270,260	5.0%	77	5.8%	270,966	5.0%
Foster Care	15	1.1%	15,338	0.3%	15	1.1%	15,409	0.3%
Homeless	2	0.2%	61,433	1.1%	2	0.2%	61,687	1.1%
Immigrant	4	0.3%	108,510	2.0%	4	0.3%	108,787	2.0%
Migrant	3	0.2%	14,366	0.3%	3	0.2%	14,426	0.3%
Title I	727	54.6%	3,473,996	64.3%	727	54.6%	3,487,333	64.3%
Military Connected	1	0.1%	176,253	3.3%	1	0.1%	176,554	3.3%
At-Risk	734	55.1%	2,892,191	53.5%	734	55.1%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	90	6.8%	1,182,035	21.9%	90	6.8%	1,185,511	21.8%
Career and Technical Education	515	38.7%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	315	78.8%	1,159,913	71.0%				
Gifted and Talented Education	43	3.2%	434,269	8.0%	43	3.2%	435,356	8.0%
Special Education	193	14.5%	624,256	11.6%	193	14.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	193		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	115	59.6%	268,673	43.0%				
Students with Physical Disabilities	28	14.5%	129,679	20.8%				
Students with Autism	**	**	91,742	14.7%				
Students with Behavioral Disabilities	30	15.5%	125,096	20.0%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	235	17.5%	705,063	13.6%				
By Ethnicity:								
African American	56	4.2%	131,970	2.5%				
Hispanic	28	2.1%	342,504	6.6%				
White	133	9.9%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	18	1.3%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	49	21.7%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	3.4%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	175	19.1%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	175	17.9%	772,746	18.9%				

Texas Education Agency
2021-22 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	1.3%	1.9%	0.0%	5.2%
Grade 1	0.0%	2.9%	0.0%	4.2%
Grade 2	0.0%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	0.0%	1.0%
Grade 4	1.3%	0.7%	0.0%	0.7%
Grade 5	1.3%	0.5%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.6%
Grade 7	1.3%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	10.6%	10.5%	11.8%	14.1%

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	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.9	18.7
Grade 1	14.0	18.7
Grade 2	16.6	18.6
Grade 3	15.5	18.7
Grade 4	15.2	18.8
Grade 5	16.5	20.2
Grade 6	17.7	19.2
Secondary:		
English/Language Arts	15.4	16.3
Foreign Languages	20.7	18.4
Mathematics	15.3	17.5
Science	16.1	18.5
Social Studies	19.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	265.1	100.0%	749,473.4	100.0%
Professional Staff:	147.3	55.6%	480,632.3	64.1%
Teachers	120.6	45.5%	369,695.8	49.3%
Professional Support	11.6	4.4%	80,190.4	10.7%
Campus Administration (School Leadership)	12.1	4.6%	22,091.4	2.9%
Central Administration	3.0	1.1%	8,654.8	1.2%
Educational Aides:	51.0	19.2%	82,972.4	11.1%
Auxiliary Staff:	66.8	25.2%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	4.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	79.1	29.9%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	14.0	11.6%	41,286.1	11.2%
Hispanic	8.0	6.6%	106,866.5	28.9%
White	97.7	80.9%	208,485.4	56.4%
American Indian	1.0	0.8%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	30.5	25.3%	89,015.4	24.1%
Females	90.2	74.7%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	2.0	1.7%	5,187.9	1.4%
Bachelors	97.7	80.9%	268,560.2	72.6%
Masters	19.0	15.7%	93,139.5	25.2%
Doctorate	2.0	1.6%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	12.0	9.9%	29,215.8	7.9%
1-5 Years Experience	42.1	34.9%	98,764.8	26.7%
6-10 Years Experience	21.0	17.4%	76,197.2	20.6%
11-20 Years Experience	23.6	19.5%	105,811.4	28.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	17.0	14.1%	48,804.6	13.2%
Over 30 Years Experience	5.0	4.1%	10,902.0	2.9%
Number of Students per Teacher	11.0	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.5	6.3
Average Years Experience of Principals with District	6.0	5.4
Average Years Experience of Assistant Principals	1.4	5.5
Average Years Experience of Assistant Principals with District	1.4	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	10.3	11.1
Average Years Experience of Teachers with District:	3.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$29,672	\$51,054
1-5 Years Experience	\$39,253	\$54,577
6-10 Years Experience	\$43,155	\$57,746
11-20 Years Experience	\$52,525	\$61,377
21-30 Years Experience	\$57,159	\$65,949
Over 30 Years Experience	\$54,824	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$44,741	\$58,887
Professional Support	\$63,612	\$69,505
Campus Administration (School Leadership)	\$69,527	\$84,990
Central Administration	\$121,228	\$112,797
Instructional Staff Percent:		
Instructional Staff Percent:	61.1%	64.9%
Turnover Rate for Teachers:		
Turnover Rate for Teachers:	30.6%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:		
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	3,305	\$6,188
Exemplary	-	-	1,564	\$12,202
Master	-	-	681	\$21,922

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	13.0	10.8%	19,365.5	5.2%
Compensatory Education	7.4	6.1%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	86.2	71.4%	261,685.1	70.8%
Special Education	7.7	6.4%	35,441.0	9.6%
Other	6.4	5.3%	12,775.1	3.5%

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- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Westwood ISD Title I, Part A Program Plan

Title I, Part A

LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	<p>Westwood ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 32 of the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2022-2023 school year, District Committee meetings are scheduled for the following dates: 09/27/2022, 10/06/2022, 12/06/2022, 01/24/2023, 02/21/2023, and 04/11/2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2023-2024 District Improvement Plan in April and May.</p>
Coordination	<p>Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> ● Title I, Part C ● Title III, Part A ● Title IV, Part A ● Title V, Part B ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● Head Start Act ● McKinney-Vento Homeless Assistance Act ● ESSER II & III ● SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs</p>

	included.
Challenging State Academic Standards	Westwood ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of ongoing teacher support for instructional coaching. Additionally students receive targeted, small-group intervention instruction provided by two certified teachers, after-school tutorials with TEKS-aligned materials, and four paraprofessionals who work with small groups of students.
Periodic Review and Revisions	Westwood ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for November, January, and March and a summative evaluation scheduled for June 99 to evaluate the effectiveness of the plan.
Required Descriptions:	
<p>Description #1: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>Westwood ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Westwood ISD campuses have committees that meets a minimum of each six weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and benchmarks. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized</p>

	<p>by students weekly. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes Collaboratives (PLCs) on each campus to share expertise and work collaboratively.</p>
<p>Description #2: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Westwood ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p>
<p>Description #3: How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)</p>	<p>The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions.</p>
<p>Description #4: The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Westwood ISD uses a composite of Direct Certification and a locally-developed income survey form as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p>Description #5: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where</p>	<p>Westwood Primary and Elementary have gone through the process of operating schoolwide programs. Westwood Junior High will go through this process during the 2022-2023 school year. A comprehensive needs assessment is done annually utilizing the multiple measures of data. Data is analyzed to determine areas of strength, weakness, problem statements, and root</p>

<p>appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs</p>	<p>causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.</p>
<p>Description #6: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p><u>Enrollment:</u> The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <p><u>Attendance:</u> The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.</p> <p><u>Success:</u> The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</p>
<p>Description #7: The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Westwood ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2022-2023 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p>
<p>Description #8: If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education</p>	<p>Our pre-kindergarten classes are located on our primary campus. There are various transition activities, including field trips to the kindergarten classroom and eating lunch in the cafeteria. The Primary campus hosts separate parent meetings that focus on prekindergarten and kindergarten transitions, in order to assist parents in becoming familiar with the next grade level</p>

<p>programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>expectations.. The pre-k classes visit kindergarten classrooms and kindergarten students visit 1st grade classrooms during the spring, in order for students to become familiar with what to expect when they move to the next grade level. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum in accordance with the Pre-kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive instruction.</p>
<p>Description #9: How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A</p>	<p>N/A</p> <p style="text-align: right;">102</p>
<p>Description #10: How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills 	<p>Westwood ISD implements strategies to facilitate effective transitions for students. From junior high to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Junior high students also attend a career pathway day to explore available options in high school. New Freshman students attend a day camp before the school year to ease the transition to high school.</p> <p>Westwood ISD works hard to coordinate with its higher education partner and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
<p>Description #11: How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include</p>	<p>Westwood ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Westwood ISD has implemented a</p>

<p>identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p>
<p>Description #12: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate. 	<p>Westwood ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. Every Junior High student takes a semester of interpersonal studies and a year of Business Information Management. Students are shown each high school pathway via student created videos and in person tours. Junior High students are given the option to take Principles of Agriculture as an 8th grader and receive high school credit.</p> <p>High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities. A large percent of high school students graduate with four or more classes in a specific pathway as well as an industry-based certification that can help them gain a competitive edge when applying for jobs out of high school. We currently offer seven pathways, each ending in a TEA industry-based certification.</p> <p>The district evaluates local labor market data annually to ensure the programs of study offered are aligned with high demand, high wage jobs in the area.</p>
<p>Description #13: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 	<p>N/A</p>

Title II, Part A DIP Requirements

Title II, Part A	
LEA Plan Requirement	Description of Requirement
Alignment of Activities to the Challenging State Academic Standards	<p>Westwood ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
Meaningful Consultation	<p>Westwood ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on pages 34-35 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: TBD. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well.</p>

Coordination

Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part B
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- ESSER III
- SCE

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Program coordination with community partners, such as ACCESS to provide mental health training to staff also takes place routinely.

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.

Prioritization of Funds

Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

System of Professional Growth and Improvement	Westwood ISD has a district-wide system of Professional Growth and Improvement. Please see the following link to view the description of the system of professional growth and improvement. 2023-2024 Professional Learning Handbook
Private Nonprofit School Participation	Each March, Westwood ISD directly communicates with all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district's website and Facebook page. Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.

Appendix- Title IV, Part A DIP Requirements

Title IV, Part A	
LEA Plan Requirement	Description of Requirement
<p style="text-align: center;">Description of Funded Programs and Activities, Program Objectives, and Intended Outcomes Related to Well-Rounded Education</p>	<p>Westwood ISD funds the following programs and activities to support well-rounded education: Robotics activities</p> <p>Westwood ISD funds the following programs and activities to support safe and healthy students: School Counselor Professional Learning, Social Emotional Learning Program/Curriculum</p> <p>The first program objective for these activities is: Westwood ISD will provide well-rounded education opportunities for primary and elementary students through a supplemental enrichment course during music instruction.</p> <p>The district expects these activities to have the following intended outcomes: In Westwood ISD, at least 80% of primary and elementary students will engage in problem-solving and conflict resolution activities during music instruction for at least 30 minutes every two weeks by May 2023.</p> <p>The second program objective for these activities is Westwood ISD will provide well-rounded education opportunities for students through a district-wide after-school robotics program. The district expects these activities to have the following intended outcomes: Westwood ISD will increase student involvement in robotics with 100% of campuses engaging in robotics programming by May 2023.</p> <p>Westwood ISD will evaluate the progress of these program objectives and intended outcomes three times a year (November, March, and May). The district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.</p>

<p>Meaningful Consultation</p>	<p>The Westwood ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on pages 34-35 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2022-2023 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: TBD. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.</p>
<p>Prioritization of Funds</p>	<p>Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by the criteria listed above. .Notes related to the rationale for expenditures by campus are included in the spreadsheet.</p>

2023-2024 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 identified 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="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (STAAR), or were granted a EB 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="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EB in the Student Designation section of the Texas New Generation System (TX-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: 2023-2024

Filled Out By: Tiffany Carwell
Date: 05/04/2023

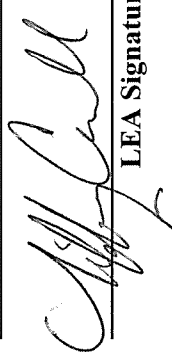
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on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

Goal(s): 11 100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-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			
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 TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 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. 	<p>Before the end of each month, August 2023-July 2024</p> <p>Before 1st Day of School</p>	<p>NGS Specialist</p> <p>MEP contact</p>	<p>PFS tracking report</p> <p>PFS report</p>
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies			
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. 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. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	<p>ongoing</p> <p>end of each grading period</p> <p>ongoing</p>	<p>district migrant contact, principal, teacher or district assigned personnel</p> <p>district staff</p> <p>MEP staff</p>	<p>PFS reports/ completed student reviews</p> <p>emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters</p> <p>calendars, meeting notes</p>

Westwood ISD

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	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	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 will serve PFS students.	ongoing	PFS student review forms
Additional Activities			
▪			



 LEA Signature _____ Date Completed 5/04/2023

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
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, 2023 and April, 2024	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, 2023 and April, 2024	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
	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
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 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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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	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2024	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, 2024	COEs, TEA guidance	TEA report

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Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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

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
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

8.D. Finance Update
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: May 8, 2023

Subject: Finance Update

Administrator Responsible: Mr. Johnson

Summary: Finance Update, 2023 Purchases Spotlight, Year Percentage Spent by Function
YTD

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

Board Approval Required YES **X** NO

Finance Update

Kyle Johnson
5/8/2023

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District Purchasing Highlights 2023

- New 54 passenger SPED bus with a Lift
- 5 New WISD Police Department Vehicles fully wrapped and outfitted
- Uniforms, weapons and all needed accessories for a 5 person Police Department
- New Band Instruments for the 6th Grade Band
- New, updated phone system for the entire district
- New Plasma Cutter for the Ag Department
- Replaced and upgraded multiple doors in the district, buzz/intercom systems at each campus, and entry resistant film on most windows in the district
- New, updated turf for the football/multi-sport field

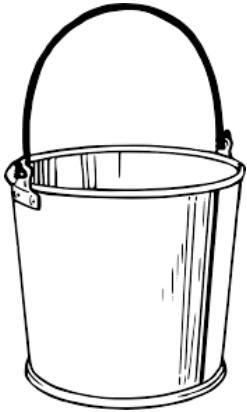
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@WESTWOODISD
#WWWay
#WWEnergyBus

Budget Buckets

Local Revenue Bucket

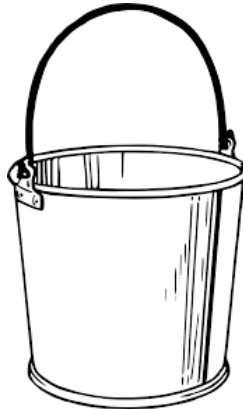


Budgeted - \$5,969,461
April Actual - \$5,933,346

Budget Priorities:

- 1) Facilities
- 2) Compensation

State Revenue Bucket



Budgeted - \$9,703,039
Latest Projection - \$10,074,469

Contingency Bucket



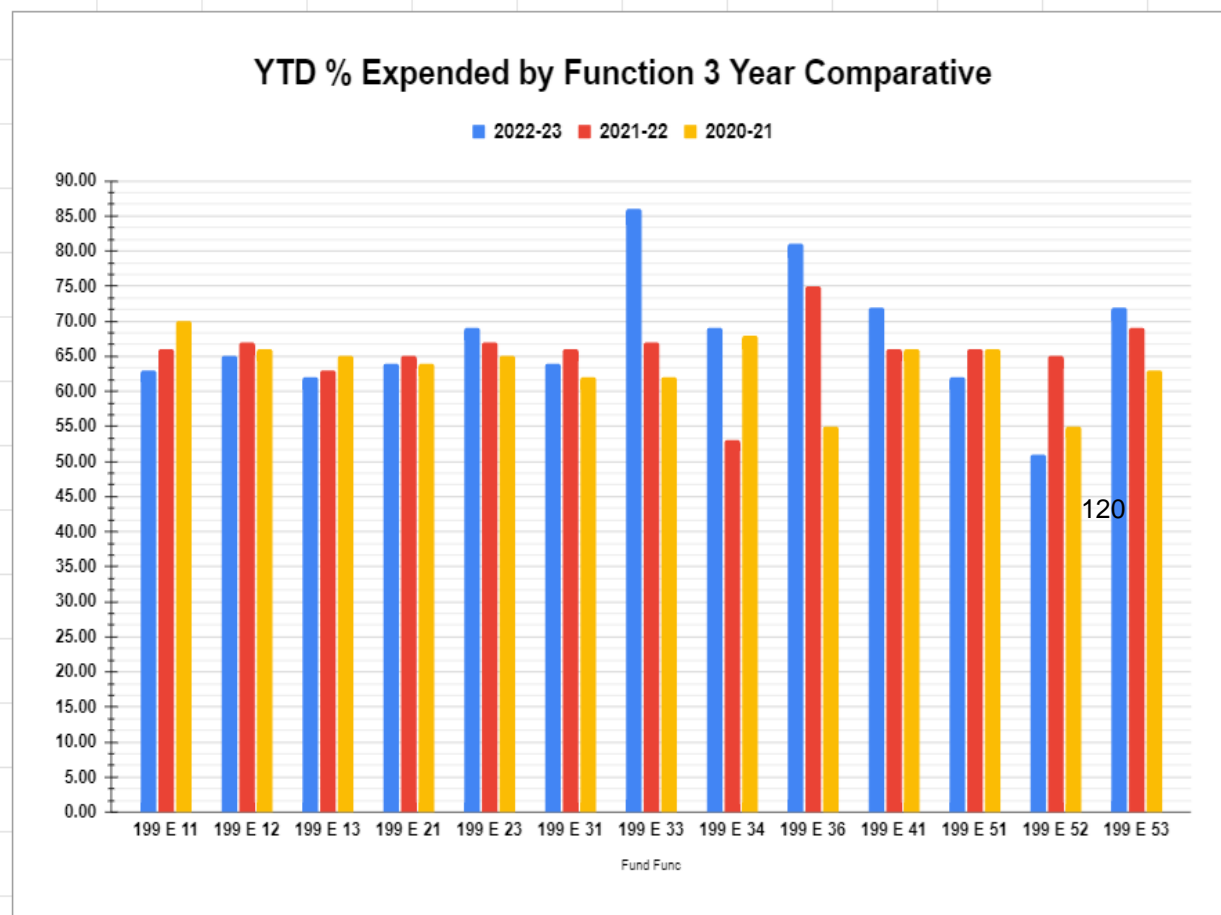
Budgeted - \$500,000
Current - \$307,509

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@WESTWOODISD
#WWWay
#WWEnergyBus

Fund Func	2022-23	2021-22	2020-21
199 E 11	63.00	66.00	70.00
199 E 12	65.00	67.00	66.00
199 E 13	62.00	63.00	65.00
199 E 21	64.00	65.00	64.00
199 E 23	69.00	67.00	65.00
199 E 31	64.00	66.00	62.00
199 E 33	86.00	67.00	62.00
199 E 34	69.00	53.00	68.00
199 E 36	81.00	75.00	55.00
199 E 41	72.00	66.00	66.00
199 E 51	62.00	66.00	66.00
199 E 52	51.00	65.00	55.00
199 E 53	72.00	69.00	63.00



8/12 = 67%

** Every Director, whose budget is over 700% spent, has been conacted. PO's were stopped except for emergencies April 21, 2023

** Some percentages are higher because they have already put in their final big orders for the school year for supplies needed in August

8.E. Health Services Update
Presenter: Kim Gilbreath

STUDENT HEALTH

2022-2023



IMMUNIZATIONS



**6th Annual
Immunization/Flu
clinic for staff**



100%

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



**Spring vaccine clinic
was held for
incoming 7th graders
and high school
seniors**

VISION, HEARING & SPINAL SCREENINGS



Vision & Hearing Screenings

- Primary- 511
- Elementary- 356
- Junior High- 161

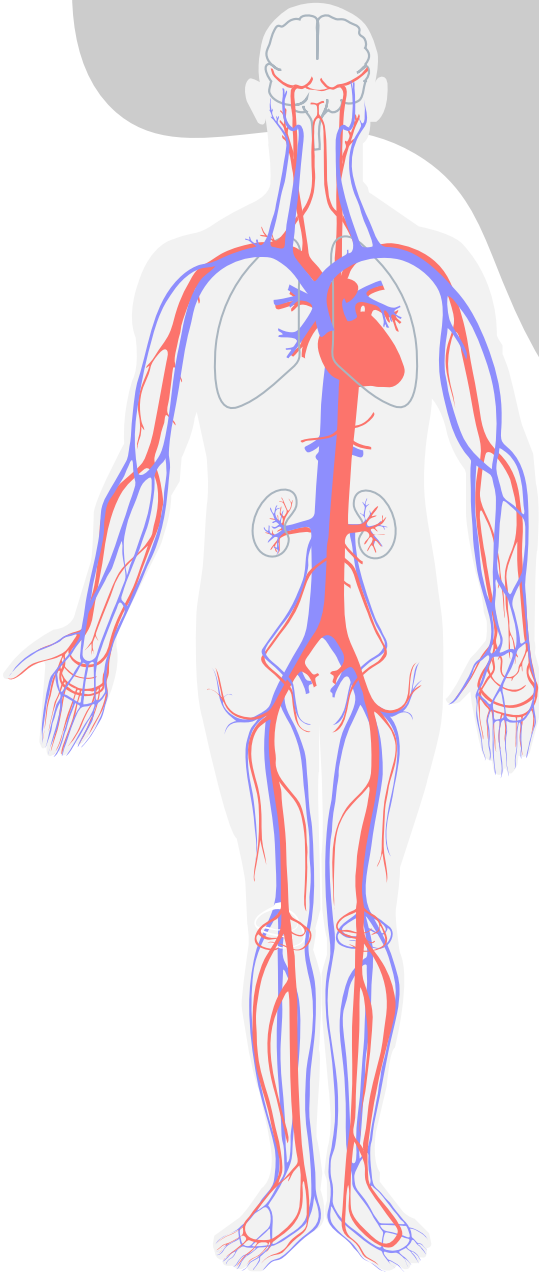
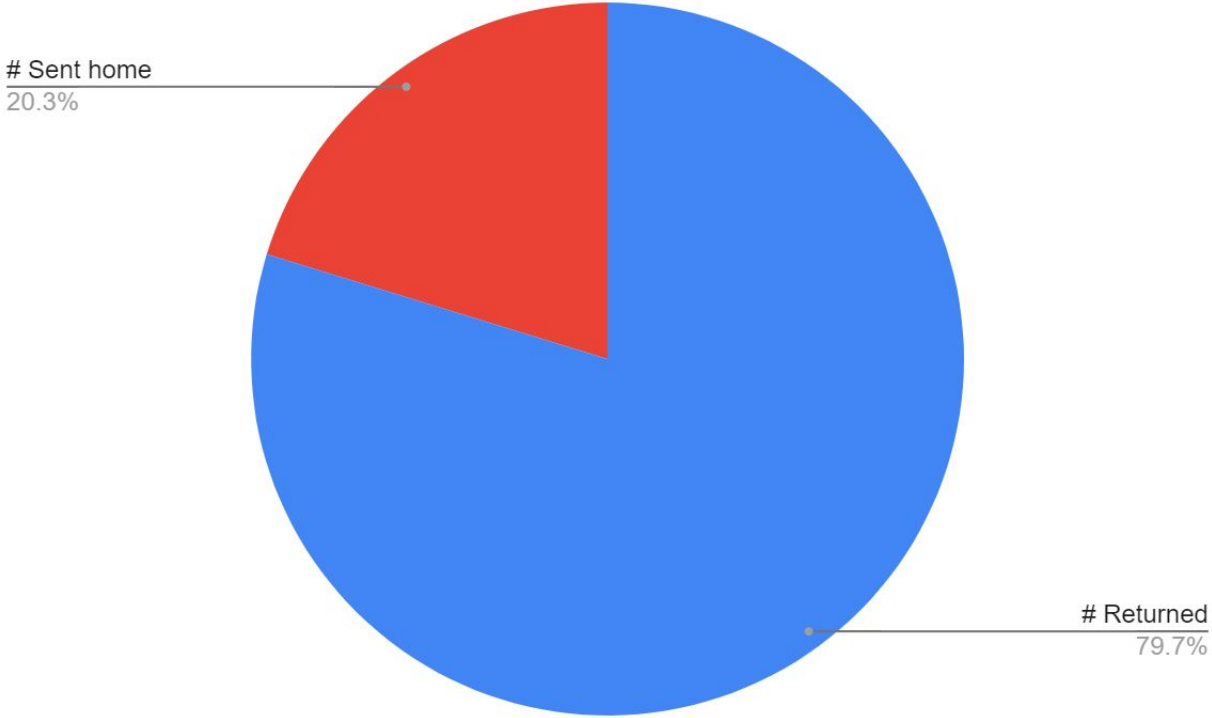
Spinal Screenings

- Elementary- 44 (5th grade girls)
- Junior High- 122 (7th grade girls and 8th grade boys)

Nurse Clinic Visits- District-Wide 2022-23

Total # of visits: 4,908

of students returned to class: 3,914



Nurse Clinic Visit by Ailment, District-Wide, 2022-23

Total number of visits: 4908

Primary:

- Injuries- 424
- Stomach Ache- 215

Elementary:

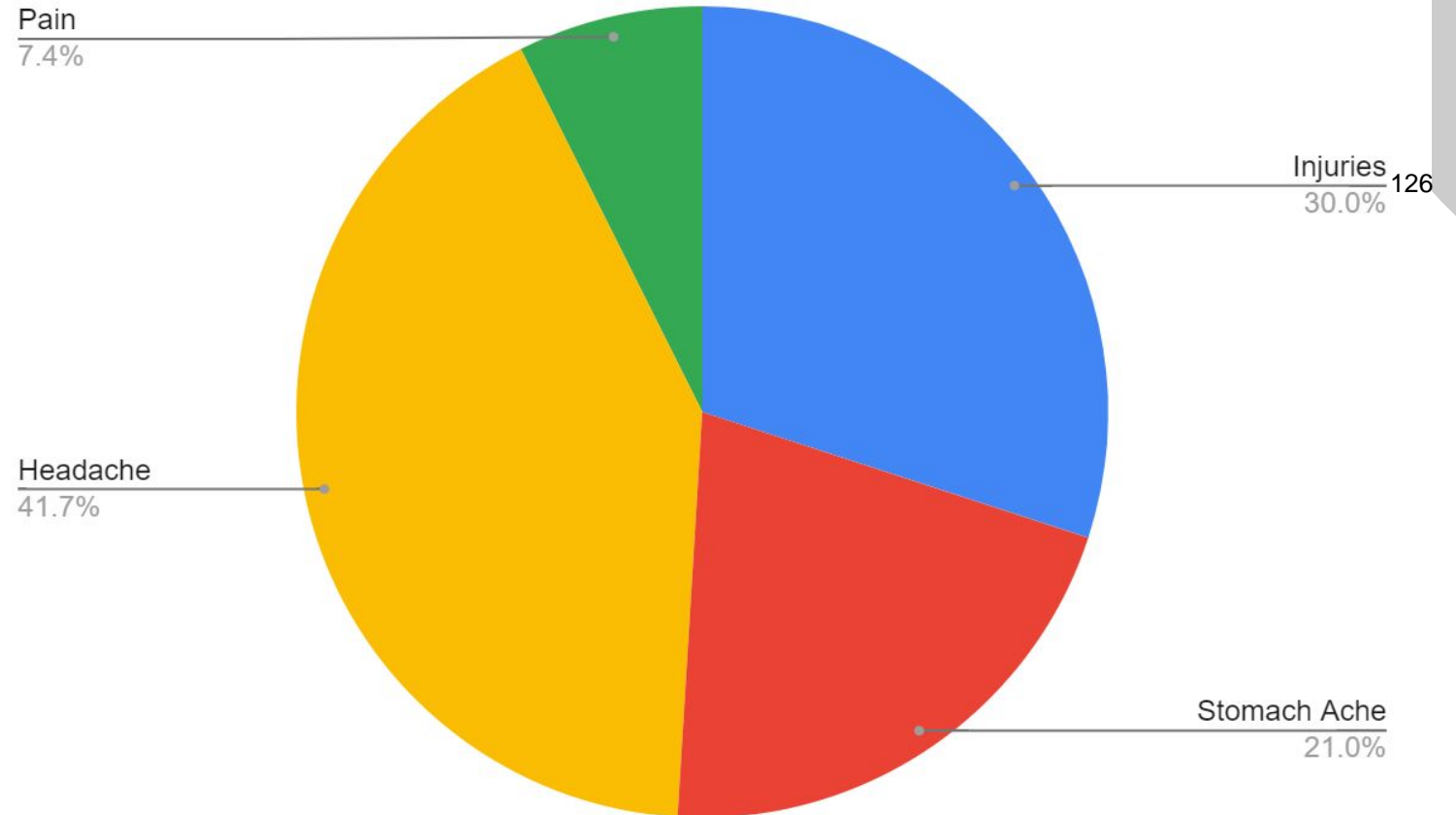
- Headaches- 290
- Stomach Ache- 120

Junior High:

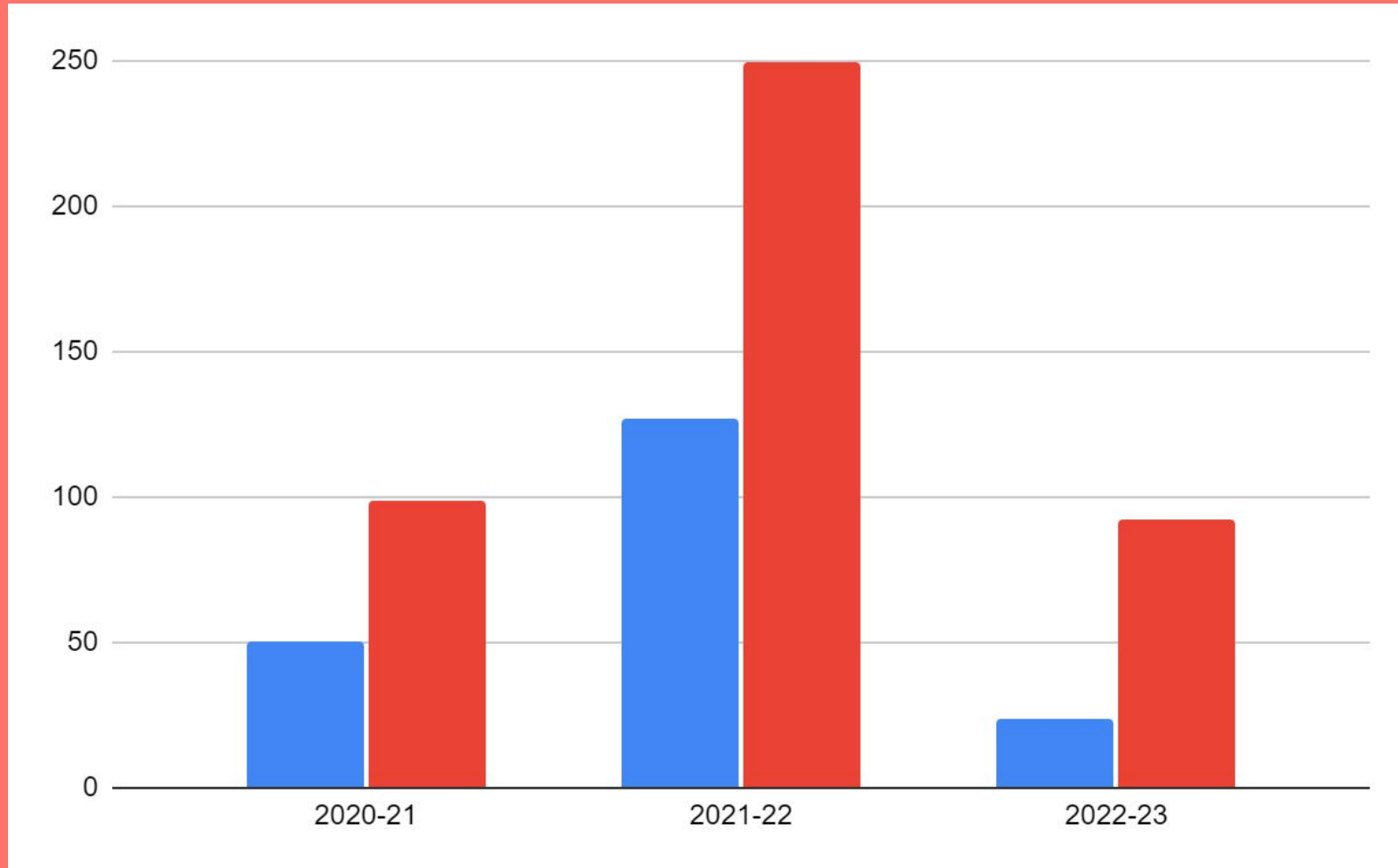
- Headaches- 112
- Injuries- 56

High School:

- Headaches- 264
- Pain- 118



DISTRICT COVID CASES



2020-21

- 50 staff
- 99 students¹²⁷

2021-22

- 127 staff
- 250 students

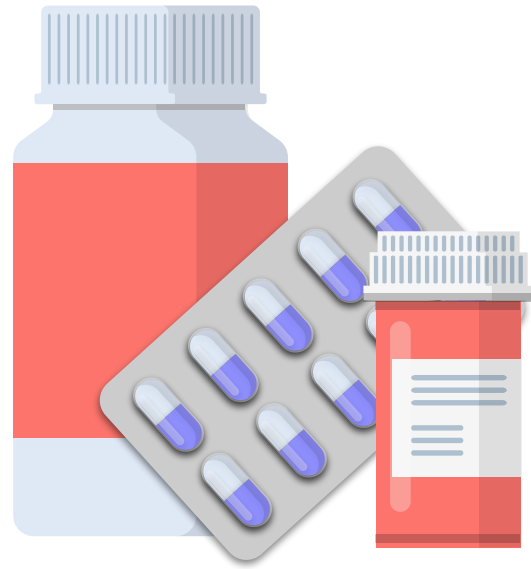
2022-23

- 24 staff
- 92 students

Blue: Staff
Red: Students

2023-24 ALL-DISTRICT LEARNING DAYS

128



Do you have any questions?

kpgilbreath@westwoodisd.net

- CPR: Hands-On
- Stop the Bleed
- Choking
- Seizure Awareness
- Narcan and Fentanyl Training

HEALTHY CHILDREN LEARN BETTER



SCHOOL NURSES MAKE IT HAPPEN

8.F. Discussion of possible timber management procedures
Presenter: Wade Stanford

Westwood ISD Agenda Item Information

Meeting Date: May 8, 2023

Subject: Discussion of Possible Timber Management Procedures

Administrator Responsible: Wade Stanford

Summary: Mick Schmitt of Farmers National Company will present timber management options for improving the appearance of the District property on Loop 256 and timber management options for the District property beside the Primary campus.

Administration's Recommendation: N/A This is an information item.

Possible Motion: Information item only

Attachments:

Board Approval Required

YES

X NO

8.G. Student and Adult meal prices for out-of-town travel
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: May 8, 2023

Subject: Adult and Student Meal Reimbursement Rates

Administrator Responsible: Mr. Johnson

Summary: Currently, WISD pays \$7.50/student per meal on any out of town travel, either for academics or extracurricular activities. Due to the increase in food prices the district is proposing to increase this amount to \$10/student per meal.

Currently, WISD pays \$8 for breakfast, \$12 for lunch, and \$20 for dinner for staff for a total of \$40/day, when they are out of town for school business travel. Due to the increase in food prices the district is proposing to increase this amount to \$8 for breakfast, \$18 for lunch, and \$33 for dinner for a total of \$59/day.

The district would also like to discuss the possibility of making this a per diem reimbursement instead of a per meal reimbursement and some of the advantages and disadvantages this brings.

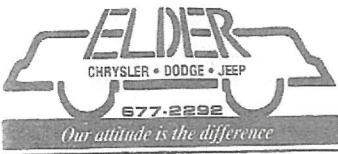
Administration's Recommendation: This is for information purposes only.

Board Approval Required

YES

X NO

8.H. New truck for the Agriculture Department
Presenter: Kyle Johnson



1798 E. HWY. 31
ATHENS, TEXAS 75751

This Truck

DEALERSHIP MISSION

To provide our customers with a shopping, buying, service and ownership experience that consistently satisfies each individual's needs and exceeds their expectations in a comfortable, supportive environment.

CustomerOne

INVOICE No. 87533
STOCK No. T513458
DATE 04/21/23
I.D. No. 9C7WRTCL2PG513458

PURCHASER'S NAME WESTWOOD ISD ZIP CODE _____
PURCHASER'S ADDRESS _____
CITY & STATE _____ BUS. PHONE _____ RES. PHONE _____
PLEASE ENTER MY ORDER FOR 2023 (Quantity) (Yr. Mod.) NEW USED RAM CAR TRUCK
MODEL RAM 3500 BODY TYPE 4WD CREW 172.4" COLOR _____ KEY Nos. _____
TO BE DELIVERED ON OR ABOUT _____ 20 _____ SALESMAN _____
S.S. # _____ D.L. # _____ D.O.B. _____

Fill Out this Section if Used Car is Traded In		
MAKE OF USED VEHICLE		
YEAR	BODY TYPE	
LICENSE		
ODOMETER READING		
I.D. NO.		
BALANCE OWED TO		
ADDRESS		
USED VEHICLE ALLOWANCE	\$	NONE
BALANCE OWED ON VEHICLE	\$	NONE
NET ALLOW. ON USED VEH.	\$	NONE
	\$	
	\$	
CASH WITH ORDER	\$	NONE
TOTAL CREDIT (TRANS. TO RIGHT COL.)	\$	NONE
LIEN		

I ACKNOWLEDGE THAT THE ACCESSORIES ADDED TO MY VEHICLE ARE:
 MOPAR NON MOPAR N/A
 X
The Dealer's inventory tax charge is intended to reimburse the dealer for ad valorem taxes on its motor vehicle inventory. The charge, which is paid by the dealer to the county tax assessor-collector, is not a tax imposed on a consumer by the government, and is not required to be charged by the dealer to the consumer.

ACCESSORIES		\$ 10795.00
EXTENDED SERVICE CONTRACT		NONE
SELLING PRICE	\$	71460.00
REBATE	\$	NONE
SELLING PRICE AFTER REBATE	\$	82255.00
STATE SALES TAX	\$	NONE
DEALER'S INVENTORY TAX	\$	328.20
LICENSE	\$	NONE
STATE INSPECTION	\$	23.75
TITLE TRANSFER	\$	48.00
DOCUMENTARY FEE *	\$	150.00
TOTAL OF ABOVE ITEMS	\$	82804.95
TOTAL CREDIT (Transfer from Left Column)	\$	NONE
BALANCE (Due on Delivery in Event of Cash Sale)	\$	82804.95

THIS ORDER MAY BE CANCELLED BY EITHER PARTY UNTIL SIGNED AND ACCEPTED BY DEALER AND PURCHASER AND ACCEPTED BY FINANCING AGENCY ACCEPTABLE TO DEALER AS TO ANY DEFERRED BALANCE.

DRAFT AMOUNT
\$ 82804.95

* A DOCUMENTARY FEE IS NOT AN OFFICIAL FEE. A DOCUMENTARY FEE IS NOT REQUIRED BY LAW BUT MAY BE CHARGED TO BUYERS FOR HANDLING DOCUMENTS RELATING TO THE SALE. A DOCUMENTARY FEE MAY NOT EXCEED A REASONABLE AMOUNT AGREED TO BY THE PARTIES. THIS NOTICE IS REQUIRED BY LAW.

NOTICE TO USED VEHICLE PURCHASER: "The information you see on the (FEDERAL TRADE COMMISSION) window form for this vehicle is part of this contract. Information on the window form overrides any contrary provisions in the contract of sale."

DISCLAIMER OF WARRANTIES

Any warranties on the products sold hereby are those made by the manufacturer. The Seller, ELDER CHRYSLER-DODGE-JEEP, hereby expressly disclaims all warranties, either express or implied, including any implied warranty of merchantability or fitness for a particular purpose, and ELDER CHRYSLER-DODGE-JEEP neither assumes or authorizes any other person to assume for it any liability in connection with the sale of said products.

THIS ORDER IS NOT BINDING UNTIL ACCEPTED BY DEALER - NO LIABILITY OR PROPERTY DAMAGE INSURANCE INCLUDED.

I UNDERSTAND AND AGREE TO THE TERMS OF THIS ORDER AND UNDERSTAND IT IS SUBJECT TO THE TERMS AND CONDITIONS ON THE FRONT AND REVERSE SIDES HEREOF AND ACKNOWLEDGE THAT I HAVE BEEN GIVEN THE OPPORTUNITY TO READ SUCH TERMS.
CONSUMER REPORT: I agree that a consumer report may be obtained in connection with this credit application and that consumer reports may be obtained in connection with an update, renewal or which application was made. If I ask, I will be told whether or not a consumer report(s) was/were obtained, and if such report(s) was/were obtained, told the name and address of the consumer the report(s). CREDIT INVESTIGATION: I authorize the selling dealer or Chrysler Credit to start a credit investigation based upon the above information, which information was voluntarily provided, is true and accurate. BANKRUPTCY: A bankruptcy proceeding is not presently in progress nor expected.
COPY RECEIVED: I agree that I received a copy of this credit application.

PURCHASER'S SIGNATURE _____ CO. SIGNATURE _____
ELDER CHRYSLER-DODGE-JEEP

BY _____ (Name and Title) **135** DATE 04/21/23

ELDER CHRYSLER-DODGE-JEEP FURTHER STATES THAT THE ODOMETER MILEAGE INDICATED OF THE VEHICLE PURCHASED AS DESCRIBED.

ABOVE IS 5 MILES (S409 (a) OF THE MOTOR VEHICLE INFORMATION AND COST SAVINGS ACT OF 1972, PUBLIC LAW 92-513)



Kyle Frith
 H: (903) 330-7847
 rjfrith@westwoodisd.net

Stock # D13374

2023 Ram 3500 Chassis Cab, Body Type:Crew Cab Chassis-Cab
 Color:Bright White Clearcoat, 17 Miles VIN:3C7WRTCL4PG557803

Purchase (Monthly)	
	1 Mo
\$0	\$83,126 - \$83,146

MSRP/Retail	\$82,205.00
Selling Price	\$82,205.00
Government Fee	\$117.25
Proc/Doc Fee	\$150.00
Mastertech Theft	\$299.00
WINDOW TINT 2 WINDOW	\$199.00
Total Taxes	\$155.90
Amount Financed	\$83,126.15

 Customer Signature Date

 Manager Signature Date

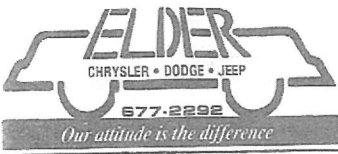
With Approved Credit.

9. **ACTION ITEMS**

9.A. Board to consider and possibly approve timber management procedures

9.B. Board to consider and possibly approve a new truck for the Ag. Department

Presenter: Kyle Johnson



1798 E. HWY. 31
ATHENS, TEXAS 75751

This Truck

DEALERSHIP MISSION

To provide our customers with a shopping, buying, service and ownership experience that consistently satisfies each individual's needs and exceeds their expectations in a comfortable, supportive environment.

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CITY & STATE _____ BUS. PHONE _____ RES. PHONE _____
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MODEL RAM 3500 BODY TYPE 4WD CREW 172.4" COLOR _____ KEY Nos. _____
TO BE DELIVERED ON OR ABOUT _____ 20 _____ SALESMAN _____
S.S. # _____ D.L. # _____ D.O.B. _____

MAKE OF USED VEHICLE		Fill Out this Section if Used Car is Traded In	
YEAR	BODY TYPE		
LICENSE			
ODOMETER READING			
I.D. NO.			
BALANCE OWED TO			
ADDRESS			
USED VEHICLE ALLOWANCE	\$	NONE	
BALANCE OWED ON VEHICLE	\$	NONE	
NET ALLOW. ON USED VEH.	\$	NONE	
	\$		
	\$		
CASH WITH ORDER	\$	NONE	
TOTAL CREDIT (TRANS. TO RIGHT COL.)	\$	NONE	
LIEN			

I ACKNOWLEDGE THAT THE ACCESSORIES ADDED TO MY VEHICLE ARE:
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ELDER CHRYSLER-DODGE-JEEP

BY _____ (Name and Title) **138** DATE 04/21/23

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Kyle Frith
 H: (903) 330-7847
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Stock # D13374

2023 Ram 3500 Chassis Cab, Body Type:Crew Cab Chassis-Cab
 Color:Bright White Clearcoat, 17 Miles VIN:3C7WRTCL4PG557803

Purchase (Monthly)	
	1 Mo
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Selling Price	\$82,205.00
Government Fee	\$117.25
Proc/Doc Fee	\$150.00
Mastertech Theft	\$299.00
WINDOW TINT 2 WINDOW	\$199.00
Total Taxes	\$155.90
Amount Financed	\$83,126.15

 Customer Signature Date

 Manager Signature Date

With Approved Credit.

9.C. Board to consider Consent Agenda

9.C.1. Minutes of Regular Board Meeting, April 17, 2023

Regular Meeting

Monday, April 17, 2023 6:00 PM

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

Carolyn Booker: Present
Angela Choate: Present
Jeff Cooper: Present
Sam Estes: Present
Jess Huddleston: Present
Bryan Jones: Present
Ronnie Stanhope: Absent

Others present: Kyle Johnson, Wade Stanford, Tracie Robinson, Brendan May, Sonya Brown, Charlotte May, Shinitta Foreman, Scott Nettles Brenda Bing

Samantha Estes showed to the meeting at 6:04pm

1. CALL TO ORDER AND ESTABLISH QUORUM

Discussion: Dr. Booker called the meeting to order at 6 pm

2. ROLL CALL

3. INVOCATION

Discussion: Invocation given by Sonya Brown

4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. Action Items

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

Action(s):

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

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Absent

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

6. Recognition of Students and Faculty

Discussion: The powerlifting team and Coach Glen Tunstall were recognized for their success this year. 3 of the female lifters made it to the State Tournament.

The UIL Debate Team and their Coach Kathy Elton were recognized for making it to the State UIL Meet.

Junior High Band and Director Brenna Wilkerson were recognized for winning sweepstakes. Director Shayla Skief, the high school band director, recognized the 2 students that made it to State for alto and baritone saxophone. Campus Principals recognized their students and staff of the month:
High School - Teacher- Kenneth LaFleur Students - Cora Osei Adjei, Sara Ferretiz, Shannon Jackson, and Lawrence Strube
Junior High- Teacher- Rhyne Acuff Students - Katelyn Englehart and Jeremiah Baldovino
Elementary - Teacher - Erin Barron Students - Santiago Guzman, Avery Boadu, Mia Vega, and Aiven Graves
Primary- Teacher -David Matthews Students - Tatum Morris, Olivia Hunt, Ariana Asberry, and Asan Pinson

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

Discussion: None

8. INFORMATION ITEMS

8.A. Curriculum Update

Discussion: Dr. Robinson gave her monthly curriculum update to the board of trustees. The theme for Westwood University will be 'Oh The Places We Will Go'. There will be 50 sessions to choose from during the 4 days. She also discussed with the board about the STAAR Redesign and gave them a link so that they can go see the different types of questions for different grade levels.

Presenter: Tracie Robinson

8.B. First read: TEKS Certification

Discussion: Dr. Robinson updated the board of trustees on the TEKS Clarification Process. This is a first read and the board will approve the plan next month.

Presenter: Tracie Robinson

8.C. Finance Update

Discussion: Kyle Johnson gave the board a financial update. He discussed Property Tax Talking Points coming out of Austin during the 88th Legislative session. He also discussed budget actauls through March 31, 2023.

Presenter: Kyle Johnson

8.D. Announce Board Training Hours

Discussion: Dr. Booker announced the board training hours for each board member.

Presenter: Carolyn Booker

9. ACTION ITEMS

9.A. Board to consider Food Service renewal contract for the 2023-2024 school year

Action(s):

Motion to approve the renewal contract for SFE to

continue to serve Westwood ISD as the FSMC for the 2023-24 school year. This motion, made by Angela Choate and seconded by Sam Estes, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess
Huddleston: Yea

Bryan Jones: Yea

Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

9.B. Board to consider Depository Contract renewal

Action(s):

Motion to approve Southside Bank as the depository institution for Westwood ISD for the dates beginning September 1, 2023 and ending on August 31, 2025. This motion, made by Jess Huddleston and seconded by Bryan Jones, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess
Huddleston: Yea

Bryan Jones: Yea

Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

9.C. Board to consider a resolution to reject any diversion of public dollars to private entities in the form of education savings accounts and similar voucher schemes

Action(s):

Motion to pass a resolution to reject any diversion of public dollars to private entities in the form of education savings accounts and similar voucher schemes. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea
Sam Estes: Yea
Jess
Huddleston: Yea
Bryan Jones: Yea
Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

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

Action(s):

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

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess
Huddleston: Yea

Bryan Jones: Yea

Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

10.A. Minutes of Regular Board Meeting March 20, 2023

10.B. Fundraisers

11. **CLOSED SESSION**

Discussion: Dr. Booker took the meeting into closed session at 7:20pm

11.A. Acknowledge professional contracts

11.B. Real property

11.C. Police Officers

12. **Reconvene from Closed Session**

Discussion: The board reconvened in an open session at 8:16 pm.

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

Action(s):

The board approved adding Courtney Katz and Jonathan Conley to the Westwood ISD Police Force for the 2023-2024 school year. This motion, made by Jess Huddleston and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea
Jeff Cooper: Yea
Sam Estes: Yea
Jess
Huddleston: Yea
Bryan Jones: Yea
Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1
Board approved Arron McDonald as Police Officer for the district to begin on May 1, 2023. This motion, made by Bryan Jones and seconded by Jeff Cooper, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea
Sam Estes: Yea
Jess
Huddleston: Yea
Bryan Jones: Yea
Ronnie
Stanhope: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

14. **ADJOURNMENT**

Discussion: 8:20 pm

Board Secretary

- 9.C.2. Fundraisers
- 9.C.3. TEKS Certification

Westwood ISD Agenda Item Information

Meeting Date: May 8, 2023

Subject: 2023-2024 Allotment and TEKS Certification Form

Administrator Responsible: Dr. Tracie Robinson

Summary:

In accordance with Texas Education Code, §31.004, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with 19 Texas Administrative Code (TAC) §66.105, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C). The TEKS Certification 2023–24 Survey includes a section to allow LEAs to certify they meet this requirement.

Administration’s Recommendation:

Take action to approve TEKS Certification form for the 2023-2024 school year.

Board Approval Required YES NO

WESTWOOD ISD



Westwood's Finest

BE A PRIDEFUL PANTHER!

p
a
n
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e

READY |
Panthers are ready to learn!

POSITIVE |

Panthers will remain focused on the opportunities available in every challenge.

ACTIVE |

Panthers create a positive environment by being engaged and involved.

NOBLE |

Panthers treat others kindly and do the right things even when no one is watching.

TEAMWORK |

Panthers work together and lift each other up.

HEARTFUL |

Panthers are compassionate and are always thinking of others.

EXCELLENCE |

Panthers perform at their personal best and BELIEVE in themselves and others.



WESTWOOD INDEPENDENT SCHOOL DISTRICT



TEKS Certification

150

Dr. Tracie Robinson
Assistant Superintendent of Curriculum,
Instruction and Leadership



TEKS Certification

In accordance with Texas Education Code, §31.004, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

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Process

In response to feedback from last year's process, the agency refined the TEKS Certification Process and will utilize the following tools:

- [TEKS Certification 2023-24 Form:](#)
 - Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- TEKS Certification 2023-24 Survey:
 - Web-based application where LEAs will submit their responses, collected on the TEKS Certification 2023-24 Form, and where LEAs will upload the signature page of the Form.
- Required Action:
 - Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
 - Submission of the TEKS Certification 2023-24 Survey and upload of the ratified TEKS Certification 2023-24 Form.

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WESTWOOD ISD



TEKS Certification 2023-24 Form

TEKS Certification 2023-24 Form	1
Survey Pre-Work:	3
Instructions to Complete the TEKS Certification Process for 2023-24	3
Additional Supports	4
Review Terminology.....	4
About the Qualtrics Survey	4
TEKS Certification and Allotment Survey	5
Background Information	5
District Information.....	5
Reading Language Arts TEKS Certification	6
Scope and Sequence - All Grade Levels RLA	6
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English Reading Language Arts K-5 Instructional Materials.....	6
Spanish Reading Language Arts K-5 TEKS Coverage Certification	7
Spanish Reading Language Arts K-5 Instructional Materials.....	7
English Reading Language Arts 6-8 TEKS Coverage Certification.....	9
English Reading Language Arts 6-8 Instructional Materials.....	9
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English Reading Language Arts 9-12 Instructional Materials.....	10
Mathematics TEKS Certification.....	11
Mathematics K-5 TEKS Coverage Certification	11
Mathematics K-5 Instructional Materials	11
Mathematics 6-8 TEKS Coverage Certification	12
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Mathematics 9-12 TEKS Coverage Certification	13
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Science TEKS Certification.....	18
Science K-5 TEKS Coverage Certification.....	18
Science K-5 Instructional Materials.....	18
Science 6-8 TEKS Coverage Certification.....	19

Science 6-8 Instructional Materials.....	19
Science 9-12 TEKS Coverage Certification.....	20
Science 9-12 Instructional Materials.....	20
Phonics Informational Questions.....	21
Children’s Internet Protection	21
Additional Informational Questions (Optional)*	21
TEKS Certification and Allotment Survey Ratification [Printed and uploaded PDF]	23
Other Certified Subject Areas:	24

Survey Pre-Work:

TEKS Certification 2023–24 Form

In accordance with [Texas Education Code §31.004](#), local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C). The TEKS Certification 2023–24 Survey includes a section to allow LEAs to certify they meet this requirement.

In response to feedback from last year's process, the agency refined the TEKS Certification Process and will utilize the following tools:

TEKS Certification 2023-24 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

TEKS Certification 2023-24 Survey:

Web-based application where LEAs will submit their responses, collected on the TEKS Certification 2023-24 Form, and where LEAs will upload the signature page of the Form.

This year's TEKS Certification Process requires:

- The completion of the TEKS Certification 2023-24 Form,
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the TEKS Certification 2023-24 Survey and upload of the signature page of the ratified TEKS Certification 2023-24 Form.

TEA recommends that LEAs complete these steps by **May 1, 2023**. The TEKS Certification 2023-24 Survey can be accessed beginning on March 20, 2023, on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2023, and is scheduled to reopen on May 15, 2023. **Completion of the TEKS Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2023.**

TEKS Certification 2023–24 Survey submissions received after May 15, 2023, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the TEKS Certification Process for 2023-24

1. **Review the TEKS Certification 2023-24 Form.**
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete TEKS Certification 2023-24 Form:** Complete the TEKS Certification 2023–24 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **TEKS Certification 2023-24 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit TEKS Certification 2023-24 Survey:** Complete the online TEKS Certification 2023–24 Survey by answering the questions. Inside the survey you will upload the signature page of the signed Allotment and TEKS

Certification 2023–24 Form from Step 4. The survey will be open for submissions beginning Monday, March 20, 2023, and will be located on the [Instructional Materials website](#).

Additional Supports

- The TEA will be hosting a webinar to review the TEKS Certification 2023–24 Process on *Monday, March 20, at 2:00 p.m. CDT*. You can find the registration link [here](#).
- The TEA will host office hours on *Tuesday, March 28, at 11:00 a.m. CDT*. Registration link for office hours can be found [here](#).
- For questions about the TEKS Certification 2023–24 form, survey, or process, please submit a [Help Desk ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

About the Qualtrics Survey

Within the Qualtrics survey, you will be given a list of commonly known publishers and products. Should your district use a district-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

TEKS Certification 2023–24 Form

Background Information

QUESTION 1.0: Name of person completing this form

Dr. Tracie Robinson

QUESTION 1.1: Your email address

tmrobinson@westwoodisd.net

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Material Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

07

QUESTION 2.1: District or Charter Name and County District Number

001908

QUESTION 2.2: Superintendent's Name

Wade Stanford

QUESTION 2.3: Superintendent's email address

wstanford@westwoodisd.net

QUESTION 2.4: School board president's or governing body's name

Dr. Carolyn Booker

QUESTION 2.5: School board president's or governing body's email address

cbooker@westwoodisd.net

QUESTION 2.6: Date of the school board meeting at which the TEKS Certification Form was presented and approved

May 8, 2023

Reading Language Arts TEKS Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0: Do you manage the scope and sequence of your reading language arts content at a LEA (district or charter) level? Please indicate your LEA’s approach to managing the scope and sequence of the reading language arts content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use Texas Resource System (TRS) scope and sequence	N/A
QUESTION 3.1:	Kindergarten – 2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3 rd –5 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6 th –8 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9 th - 12 th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K–5 English RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

- Yes
 No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 English RLA full- subject publisher/ product used:

•K-2: *Fountas & Pinnell*

Grades 3–5 English RLA full- subject publisher/ product used:

•3-5: *Fountas & Pinnell*

QUESTION 5.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 English RLA supplemental publisher/ product used:

Renaissance Learning, Study Island

Grades 3–5 English RLA supplemental publisher/ product used:

Renaissance Learning, Study Island,

Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0: For school year 23–24 will your LEA make materials available for use that cover 100% of the **K-5 Spanish RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single select]

Yes

No

Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–2 Spanish RLA full- subject publisher/ product used:

Fountas and Pinnell

Grades 3–5 Spanish RLA full- subject publisher/ product used:

Fountas and Pinnell

QUESTION 7.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–2 Spanish RLA supplemental publisher/ product used:

Renaissance Learning, Study Island

Grades 3–5 Spanish RLA supplemental publisher/ product used:

Renaissance Learning, Study Island

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0: For school year 2023–24 will your LEA make materials available for use that cover 100% of the **English 6-8 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 English RLA full- subject publisher/ product used:

<i>Units of Study</i>

QUESTION 9.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 6-8 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 English RLA supplemental publisher/ product used:

<i>Renaissance Learning, Study Island</i>

English Reading Language Arts 9-12 TEKS Coverage Certification

QUESTION 10.0 For school year 2023-24 will your LEA make materials available for use that cover 100% of the **English 9-12 RLA TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
- No

English Reading Language Arts 9-12 Instructional Materials

QUESTION 11.0 Share the full-**subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 English RLA full- subject publisher/ product used:

<i>Units of Study</i>

QUESTION 11.1 Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **English 9-12 RLA** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 English RLA supplemental publisher/ product used:

<i>Renaissance Learning, Study Island</i>

Mathematics TEKS Certification

QUESTION 12.0: Do you manage the scope and sequence of your mathematics content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the mathematics content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use Texas Resource System (TRS) scope and sequence	N/A
Question 12.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 12.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0: For school year 2023-24 will your LEA make materials available for use that cover 100% of the **K–5 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics K-5 Instructional Materials

QUESTION 14.0: Share the **full-subject** publisher/ product that teachers in your LEA will use regularly (once a week or more, on average) for **K–5 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K–5 Mathematics full- subject publisher/ product used:

Stemscopes Math

QUESTION 14.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K–5 Mathematics supplemental publisher/ product used:

Renaissance Learning, Study Island

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0 For school year 2023-24 will your district make materials available for use that cover 100% of the **6-8 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6-8 Instructional Materials

QUESTION 16.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Mathematics full- subject publisher/ product used:

Grade 6—Stemscopes Math

Grades 7-8--McGraw Hill - Glencoe Math

QUESTION 16.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **6-8 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6–8 Mathematics supplemental publisher/ product used:

Study Island, Renaissance Learning

Mathematics 9-12 TEKS Coverage Certification

QUESTION 17.0: For School Year 2023-24 will your LEA make materials available for use that cover 100% of the **9-12 Mathematics TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

Mathematics 9-12 Instructional Materials

QUESTION 18.0: Share the **full-subject** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9-12 Mathematics full- subject publisher/ product used:

McGraw Hill - Glencoe Math

QUESTION 18.1: Share the **supplemental** publisher/product that teachers in your LEA or charter will regularly use (once a week or more, on average) for **9-12 Mathematics** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9-12 Mathematics supplemental publisher/ product used:

Renaissance Learning, Study Island

Social Studies TEKS Certification

QUESTION 19.0: Do you manage the scope and sequence of your social studies content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the social studies content in each of the following grade bands. [Single Select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use Texas Resource System (TRS) scope and sequence	N/A
Question 19.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.2:	3rd –5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.3:	6th –8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 19.4:	9th - 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0: For school year 2023-24 will your LEA make materials available that cover 100% of the Grades K–5 Social Studies TEKS? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Social Studies K-5 Instructional Materials

QUESTION 21.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Studies full- subject publisher/ product used:

Savvas My World

QUESTION 21.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Social Studies supplemental publisher/ product used:

Discovery Education

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Social Studies 6-8 Instructional Materials

QUESTION 23.0: Select **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6-8 Social Studies full- subject publisher/ product used:

McGraw Hill - Glencoe

QUESTION 23.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6-8 Social Studies supplemental publisher/ product used:

Savvas My World

Social Studies 9-12 TEKS Coverage Certification

QUESTION 24.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Social Studies TEKS**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials.)

Yes

No

Social Studies 9-12 Instructional Materials

QUESTION 25.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 - 12 Social Studies full- subject publisher/ product used:

McGraw Hill

QUESTION 25.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Social Studies** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band

Grades 9 - 12 Social Studies supplemental publisher/ product used:

Discovery Education

Science TEKS Certification

QUESTION 26.0: Do you manage the scope and sequence of your science content at a LEA (district or charter) level? Please indicate your LEA's approach to managing the scope and sequence of the science content in each of the following grade bands. [Single select for each grade band]

		Do not manage scope and sequence at a LEA level	Use product-specific scope and sequence	Use LEA-developed scope and sequence	Use Texas Resource System (TRS) scope and sequence	N/A
Question 26.1:	Kindergarten – 2nd Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.2:	3rd – 5th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.3:	6th – 8th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Question 26.4:	9th – 12th Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **K–5 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

Science K-5 Instructional Materials

QUESTION 28.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-5 Social Science full- subject publisher/ product used:

McGraw Hill

QUESTION 28.1: Share the **supplemental** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **K-5 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades K-5 Science supplemental publisher/ product used:

Discovery Education

Science 6-8 TEKS Coverage Certification

QUESTION 29.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **6-8 Science TEKS**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 6-8 Instructional Materials

QUESTION 30.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 6 - 8 Science full- subject publisher/ product used:

McGraw Hill

QUESTION 30.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **6-8 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 6 - 8 Science supplemental publisher/ product used:

Discovery Education

Science 9-12 TEKS Coverage Certification

QUESTION 31.0: For school year 2023-24 will your LEA make materials available that cover 100% of the **9-12 Science TEKS**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

Science 9-12 Instructional Materials

QUESTION 32.0: Share the **full-subject** publisher/product that teachers in your LEA will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades 9 – 12 Science full- subject publisher/ product used:

McGraw Hill

QUESTION 32.1: Share the **supplemental** publisher/product that teachers in your district or charter will regularly use (once a week or more, on average) for **9-12 Science** instruction to ensure coverage of 100% of the TEKS (do not include products used to build classroom libraries).

Supplemental Materials: Materials not designed to cover 100% of the TEKS but designed to complement, enrich, and/or extend supports in a particular subject and/or grade band.

Grades 9 - 12 Science supplemental publisher/ product used:

na

Phonics Informational Questions

QUESTION 33.0 Share the full-**subject** publisher/ product that teachers in your district will use regularly (once a week or more, on average) for Grades **K-3 Phonics RLA** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials: Full sets of materials designed to provide the teacher with everything needed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band, including scope and sequence, daily lesson plans, and student materials.

Grades K-3 Phonics RLA full- subject publisher/ product used:

HMH Into Reading Texas

Children’s Internet Protection

The Children's Internet Protection Act

The Children’s internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0 Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?*

Yes

No

QUESTION 35.1 If “**Yes**” is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- Math

QUESTION 36.0 **How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)***

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 37.0

Assessment Platform: Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <div style="border: 1px solid black; padding: 2px;"><i>Insert here</i></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <div style="border: 1px solid black; padding: 2px;"><i>Insert here</i></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <div style="border: 1px solid black; padding: 2px;"><i>Insert here</i></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[TEKS Certification and Allotment Survey Ratification \[Printed and uploaded PDF\]](#)

In accordance with Texas Education Code [§31.04](#), school districts and open-enrollment 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) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas:

Please select each subject in the required curriculum below for which your LEA provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

001908

District or Charter Name:

Westwood ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

May 8, 2023

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, LEAs will submit this form to the TEA through an electronic TEKS Certification 2023–24 Survey. The survey will be available on the [TEA State-Adopted Instructional Materials webpage](#) beginning on **Monday, March 20, 2023.**

10. CLOSED SESSION

- 10.A. Acknowledge Teacher Contracts
- 10.B. Possible discussing of real property for the district
- 10.C. Possible approval of Assistant Principal at the Junior High
- 10.D. Possible approval of a Junior High Principal
- 10.E. 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

- 12.A. Board to consider and possibly offer a contract for Assistant Principal at the Junior High
- 12.B. Board to consider and possibly approve offering a contract for Principal at the Junior High

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