

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 June 5, 2023, beginning at 5:15 PM Westwood Administration Office.

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**
 - 2.A. Board to approve the agenda as presented
3. **Closed Session**
 - 3.A. Board to acknowledge teacher contracts
 - 3.B. Superintendent evaluation
 - 3.C. Board to consider District of Innovation Contract
 - 3.D. Board to consider Director of Technology Contract
4. **INVOCATION**
5. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
6. **OPEN FORUM /AUDIENCE PARTICIPATION --Policy BED (Local)**
7. **ACTION ITEMS**
 - 7.A. Elect Board Officers for the 2023-2024 school year
 - 7.B. Board to vote on items discussed in closed session
 - 7.B.1. Board to consider and possibly approve District of Innovation Contract
 - 7.B.2. Board to consider and possibly approve Director of Technology Contract
8. **INFORMATION ITEMS**
 - 8.A. **Bond Update**
Presenter: Corey Guidrey

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: Bond Update

Administrator Responsible: Wade Stanford

Summary: Robert Reyes, Fitzpatrick Architects, will present an update on the progress of the construction associated with Bond 2021.

Administration's Recommendation: N/A

Possible Motion:

Attachments:

Board Approval Required

YES

X NO

8.B. Service Center Contracts - Region 7 and 10- First Read

Service Agreements for Contract Year 2023/2024

As of Tuesday, May 30, 2023, WESTWOOD ISD has proposed the selection of the following services:

Academic Content Cooperative

Academic Content Cooperative	\$15615.00
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Administrative Leadership Cooperative

Administrative Leadership Cooperative	\$1750.00
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Career and Technical Education Contracted Services

CTE - Contracted Service	\$5442.00
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Digital Learning

Digital Learning Basic Membership Fee	\$2500.00
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Discovery Education Experience	\$4030.00
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4 Libraries	\$16000.00
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BrainPOP	\$5328.00
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BrainPOP ELL	\$157.25
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Individual ZOOM Accounts	\$50.00
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4

ESSA Contracted

Title I, Part A Complete Services Package	\$10082.00
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Funding & Accountability and OnDataSuite

Funding & Accountability	\$2771.00
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OnDataSuite Software	\$6380.00
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Fine Arts Cooperative

Fine Arts	\$500.00
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Gifted and Talented

G/T	\$11960.00
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Health, Nurses, and PE Cooperative

Nurses, Health, and PE	\$1233.00
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Prime IT

Prime IT	Call For Pricing*
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Purchasing Cooperative

Purchasing Cooperative	\$1066.00
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Professional School Counselor	
Professional School Counselor	\$1566.00
School Safety and Security Cooperative	
School Safety Cooperative	\$6266.00
Superintendent Support Services	
Superintendent Support Services	\$2500.00
TEKS Resource System	
TEKS Resource System	\$8291.84
TExGUIDE	Call For Pricing*
ARP Homeless II SSA	
ARP Homeless II SSA	Call For Pricing*
Bilingual/ESL Title III SSA	
Title III Bilingual/ESL - SSA	Call For Pricing*
TEHCY Homeless - Shared Service	
TEHCY Homeless - SSA	Call For Pricing*
Title I, Part C Migrant Education SSA	
Title I, Part C - Migrant Education Program SSA	Call For Pricing*
Total of proposed selections	\$103488.09

Westwood Information Item Information

Date: June 12, 2022

Subject: Region 10 Support - PEIMS and Skyward Student Support Services

Administrator Responsible: Mindy Place

Summary: PEIMS and Skyward support is sought from Region 10. Read and review the proposed contract agreement.

Administrations' Recommendation: Continue PEIMS Skyward support from Region 10 with the following package:

Level 1: Region 10 Skyward User Group Meetings Only

Tier 1 Skyward Support

PEIMS Support via TSDS/PEIMS Co-op

The total cost of this package requested is \$4,345.00

Board Approval Required **YES** **NO**

8.C. Finance Update
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: Finance Update

Administrator Responsible: Mr. Johnson

Summary: 1% Raise and Budget Considerations, Year Percentage Spent by Function YTD

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

Board Approval Required YES **X** NO

8.D. Curriculum Moment
Presenter: Tracie Robinson

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



June 2023 Curriculum Moment

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





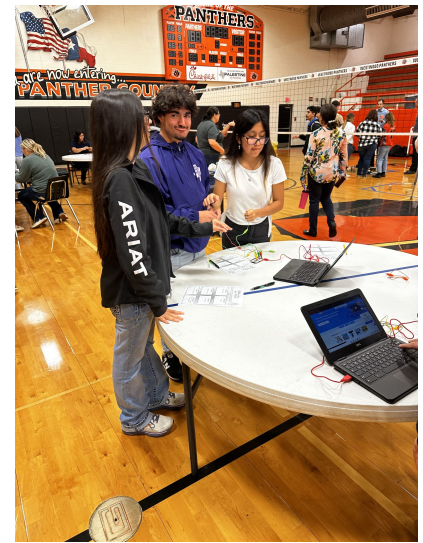
Learning through Engagement



IRobot and Westwood University¹³

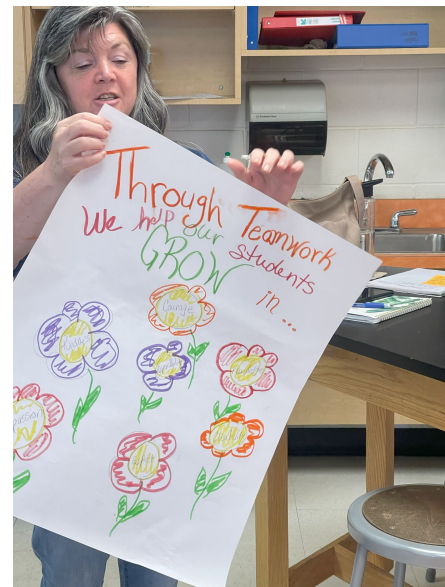


I Robot Day May 8, 2023



I Robot Day May 8, 2023



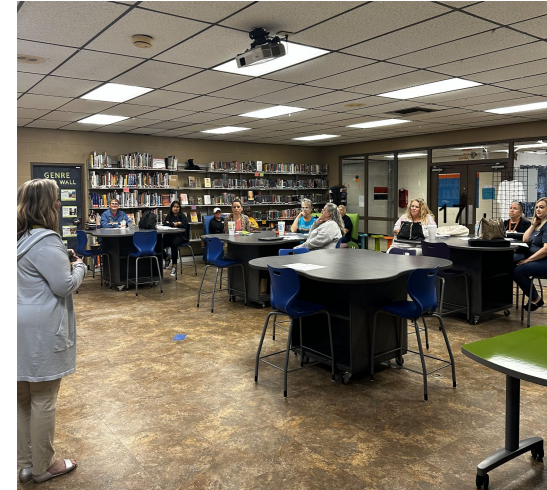
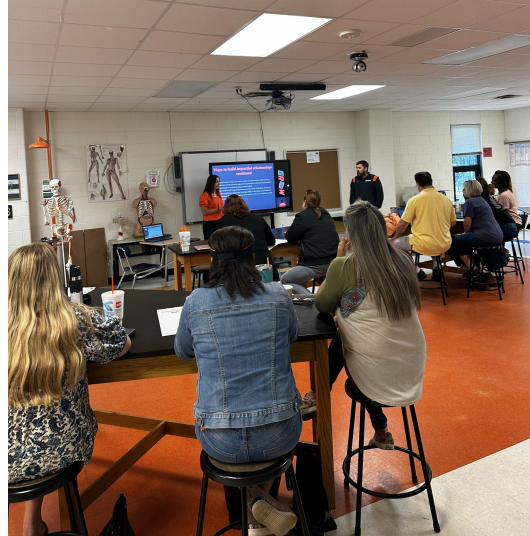


May 23-May 24, 2023



Westwood University

You're
OFF
TO
Great
PLACES!
Oh,
THE
Places
You'll Go!



Key Learnings

- The engagement led to active participation for both students and staff.
- The students and staff would like to see more engaging opportunities for their learning.
- We are off to a great start!



WESTWOOD ISD



8.E. First Read: Campus Improvement Plans 2023-2024 School year
Presenter: Tracie Robinson

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: 2023-2024 Westwood ISD Campus Improvement Plans–1st Read

Administrator Responsible: Dr. Tracie Robinson

Summary:

Each campus shall have a campus improvement plan that is developed, evaluated, and revised annually, in accordance with district policy. The purpose of the campus improvement plans 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 and no action is requested at this time. The campus improvement plans for Westwood Primary, Westwood Elementary, Westwood Junior High, and Westwood High School will be presented in July 2023 for Board approval. Please contact Tracie Robinson with any questions regarding the campus improvement plans.

Possible Motion: n/a

Attachments:

[2023-2024 Westwood Primary Campus Improvement Plan \(pdf\)](#)

[2023-2024 Westwood Elementary Campus Improvement Plan \(pdf\)](#)

[2023-2024 Westwood Junior High Campus Improvement Plan \(pdf\)](#)

[2023-2024 Westwood High School Campus Improvement Plan \(pdf\)](#)

8.F. SHAC Update

Presenter: Tiffany Carwell

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: Annual School Health Advisory Council Report

Administrator Responsible: Tiffany Carwell

Summary: Information will be shared about the 2022-2023 activities of the WISD School Health Advisory Council.

Administration's Recommendation: No recommendations. Information item only.

Attachments: [2022-23 WISD School Health Advisory Council Report to the School Board](#)

Board Approval Required

YES

NO x



Where Panthers Excel Today and Lead Tomorrow

4524 W. Oak St. Palestine, Texas 75801
Phone: 903.729.1776 Fax: 903.729.3696
www.westwoodisd.net

Westwood ISD School Health Advisory Council

Annual Report for 2022 - 2023 School Year

Authority: Each school district in Texas is required in Chapter 28.004 of the Texas Education Code to establish and maintain a district-level School Health Advisory Council. The School Health Advisory Council of the Westwood Independent School District is specifically authorized by the Board of Trustees in District policies BDF (legal) and EHAA (legal).

Purpose: The SHAC is an advisory body, and shall serve to review, provide guidance, and make recommendations regarding health and safety issues within the District to the Board of Trustees. The SHAC is to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending: 1. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes; through a coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco. 2. Strategies for integrating the curriculum components specified above, with the following elements in a coordinated school health program: school health services, counseling and guidance services, a safe and healthy school environment, and school employee wellness.

Responsibility: Policy BDF (legal) requires that the board approve the membership of the SHAC. A majority of the members must be parents of students enrolled in the district who are not employed by the district. The SHAC shall meet at least four times each year.

Meetings held: [SHAC Flyer 22-23](#) September 16, 2022 - November 1, 2022 - February 7, 2023 - April 4, 2023

Members: Parent Members- Michelle Birdow (chair), Westwood ISD Members- Kim Gilbreath, Sonya Brown, Charlotte May, Shinnitta Foreman, Scott Nettles, Kyle Johnson, Wade Stanford, Brendan May, Tiffany Carwell (school liaison)

Wade Stanford
Superintendent

Tracie Robinson
Assistant Superintendent
of Curriculum/ Instruction & Leadership

Kyle Johnson
Assistant Superintendent
of Finance & Operations

Activities of the 2022-2023 SHAC:

- Junior High Health Conference
- SHAC Responsibilities
- Vaccine clinics participation - provided in-district
- School Safety
 - WISD Police Department report
- School Nutrition updates
- Review of Gaggle student supports
- Return to In-Person Instruction and Continuity of Services Plan review
- Fentanyl Information
 - [Texas School Mental Health](#)
 - [TEA Response Toolkit](#)

Goals for the 2023-2024 SHAC:

- [2023-2024 SHAC Flyer](#) (dates not final)
- Utilize [Texas SHAC Network resources](#)
- Keep webpage up-to-date
- Continue to focus on stakeholder involvement

Wade Stanford
Superintendent

Tracie Robinson
Assistant Superintendent
of Curriculum/ Instruction & Leadership

Kyle Johnson
Assistant Superintendent
of Finance & Operations

8.G. Notice of Intent to Apply for Federal Funds
Presenter: Tiffany Carwell

Public Notice of Intent to Apply for Federal Grant Funds

Westwood ISD will apply for ESSA Federal Grants for the August 2023 - September 2024 grant year. Westwood ISD plans to use these funds to support the intent and purpose of said grant.

To provide stakeholder input on these grants and possible use of funds, please complete the Google form at the following link after reviewing the information in this document:

[Stakeholder Input on 2023-2024 Federal Funds / Aporte de las partes interesadas sobre los fondos federales 2023-2024](#)

ESSA Consolidated Grant:

Title Program	Intent and Purpose Expected Entitlement	Summary of planned expenditures
Title I, Part A	<p>The purpose of Title I A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p> <p align="right">\$500,929</p>	<p>Salaries for instructional coaches, specialists, and paraprofessionals</p> <p>Professional development for teachers and staff</p> <p>Programs and supplies that supplement the basic program</p>
Title 1, Part C (Migrant)	<p>The purpose of the Migrant Education Program is to design and support programs that help migratory students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migratory students succeed in school and successfully transition to postsecondary education and/or employment.</p> <p align="right">\$751</p>	<p>The district will apply as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training and identification of students who are in need of migrant program services.</p>

Title II, Part A	<p>The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals,</p>	<p>\$65,817</p> <p>Stipends for teachers who serve as mentors to new-to-profession teachers</p> <p>Professional development for teachers, principals, and leadership teams</p>
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	<p>and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.</p>	
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Title III, PartA (Immigrant)	<p>Title III, PartA of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA), aims to ensure that Emergent Bilingual students (EBs) 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>\$1,600</p> <p>Provide educational programs and activities that help to ensure that immigrant children and youth attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet. Provide enhanced instructional opportunities for immigrant children and youth above and</p>
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		beyond what is being funded with any other federal, state, or local funds.
Title III, PartA (English Language Acquisition)	Title III, PartA of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA), aims to ensure that Emergent Bilingual students (EBs) 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	The district will apply 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.

	academic standards that all children are expected to meet.	
Title IV	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.	Supplemental resources to support academic achievement and student health and safety.

Other formula grants:

Grant Program	Intent and Purpose Expected Entitlement	Summary of planned expenditure
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Rural and Low-Income Schools Program (RLIS)	<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> <p style="text-align: right;">\$39,973</p>	Additional support for Title funding including professional learning, teacher recruitment and parental engagement activities
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Aviso público de intención de solicitar fondos de subvención federal

Westwood ISD solicitará subvenciones federales ESSA para el año de subvención de agosto de 2023 a septiembre de 2024. Westwood ISD planea usar estos fondos para apoyar la intención y el propósito de dicha subvención.

Para proporcionar comentarios de las partes interesadas sobre estas subvenciones y el posible uso de los fondos, complete el formulario de Google en el siguiente enlace después de revisar la información en este documento:

[Stakeholder Input on 2023-2024 Federal Funds / Aporte de las partes interesadas sobre los fondos federales 2023-2024](#)

ESSA Subvención consolidada:

Título	Intención y propósito Derecho esperado	Resumen de gastos planificados
Título I, Parte A	<p>El propósito del Título I A es</p> <p style="text-align: right;">\$500,929</p> <p>brindar a todos los niños una oportunidad importante de recibir una educación justa, equitativa y de alta calidad, y cerrar las brechas en el rendimiento educativo.</p>	Salarios para entrenadores de instrucción, especialistas y paraprofesionales Desarrollo profesional para maestros y personal Programas y suministros que complementan el programa básico

<p>Título 1, Parte C (Migrante)</p>	<p>El propósito del Programa de Educación para Migrantes es diseñar y apoyar programas que ayuden a los estudiantes migratorios a superar los desafíos de la movilidad, las barreras culturales y de idioma, el aislamiento social y otras dificultades asociadas con un estilo de vida migratorio. Estos esfuerzos tienen como objetivo ayudar a los estudiantes migratorios a tener éxito en la escuela y hacer una transición exitosa a la educación postsecundaria y/o al empleo.</p> <p style="text-align: right;">\$751</p>	<p>El distrito presentará la solicitud como parte de un Acuerdo de servicio firmado con la Región 7 que brindará servicios al distrito, incluido el desarrollo profesional y la capacitación y la identificación de los estudiantes que necesitan los servicios del programa migrante.</p>
<p>Título II, Parte A</p>	<p>El propósito del Título II, Parte A es aumentar el rendimiento de los estudiantes de acuerdo</p> <p style="text-align: right;">\$65,817</p>	<p>Estipendios para maestros que actúan como mentores de</p>

	<p>con los exigentes estándares académicos del Estado; mejorar la calidad y eficacia de los maestros, directores y otros líderes escolares; aumentar la cantidad de maestros, directores y otros líderes escolares efectivos que sean efectivos para mejorar el rendimiento académico de los estudiantes en las escuelas; y proporcionar a los estudiantes de minorías y de bajos ingresos un mayor acceso a maestros, directores y otros líderes escolares eficaces. La intención de la financiación es apoyar a los educadores en su trabajo para mejorar la calidad general de la instrucción y garantizar la igualdad de oportunidades educativas para todos los estudiantes.</p>	<p>maestros nuevos en la profesión</p> <p>Desarrollo profesional para maestros, directores y equipos de liderazgo</p>
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<p>Título III, Parte A (Inmigrante)</p>	<p>El Título III, Parte A de la Ley de Educación Primaria y Secundaria (ESEA), según lo reautorizado bajo la Ley Every Student Succeeds (ESSA), tiene como objetivo garantizar que los estudiantes bilingües emergentes (EB) y los estudiantes inmigrantes alcancen el dominio del inglés y desarrollen altos niveles académicos. logro en ingles. El Título III también ayudará a todos los estudiantes de inglés a cumplir con los mismos estándares académicos estatales desafiantes que se espera que cumplan todos los niños.</p> <p style="text-align: right;">\$1,600</p>	<p>Proporcionar programas y actividades educativas que ayuden a garantizar que los niños y jóvenes inmigrantes alcancen un alto nivel de dominio del inglés en las materias académicas y puedan cumplir con los mismos exigentes estándares académicos estatales que se espera que cumplan todos los niños. Proporcionar mejores oportunidades de instrucción para niños y jóvenes inmigrantes más allá de lo que se financia con cualquier otro fondo federal, estatal o local.</p>
<p>Título III, Parte A (Adquisición del Idioma Inglés)</p>	<p>El Título III, Parte A de la Ley de Educación Primaria y Secundaria (ESEA), según lo</p> <p style="text-align: right;">\$9,669</p>	<p>The district will apply as part of a Signed Service El distrito presentará la</p>

	reautorizado bajo la Ley Every Student Succeeds (ESSA), tiene como objetivo garantizar que los estudiantes bilingües emergentes (EB) y los estudiantes inmigrantes alcancen el dominio del inglés y desarrollen altos niveles académicos. logro en ingles. El Título III también ayudará a todos los estudiantes de inglés a cumplir con los mismos estándares académicos estatales desafiantes que se espera que cumplan todos los niños.	solicitud como parte de un Acuerdo de servicio firmado con la Región 7 que brindará servicios al distrito, incluido el desarrollo profesional y la capacitación del personal para ayudarlos a satisfacer las necesidades de los estudiantes atendidos en nuestro programa de inglés como segundo idioma.
Title IV	El propósito del Título IV es \$38,728 mejorar el rendimiento académico de todos los estudiantes proporcionando una educación integral, mejorando las condiciones escolares para el aprendizaje de los estudiantes y mejorando la tecnología para mejorar la alfabetización académica y digital.	Recursos complementarios para apoyar el rendimiento académico y la salud y seguridad de los estudiantes.

Otras becas de fórmula:

Título	Intención y propósito Derecho esperado	Resumen de gastos planificados
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Programa de Escuelas Rurales y de Bajos Recursos (RLIS) El propósito del programa de Escuelas Rurales y de Bajos Ingresos (RLIS) es brindar asistencia financiera a los distritos rurales para	satisfacer las necesidades académicas locales. RLIS financia una variedad de actividades que incluyen reclutamiento de maestros y desarrollo \$39,973 Apoyo adicional para la financiación del Título,	incluido el aprendizaje profesional, la contratación de maestros y las actividades de participación de los padres.
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	profesional, apoyo para tecnología educativa, actividades de participación de los padres y más.	
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8.H. Consideration and Discussion of Special Education Program Services
Presenter: Wade Stanford

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: Consideration and Discussion of Special Education Program Services

Administrator Responsible: Wade Stanford

Summary: Westwood ISD is a member of the Anderson County Special Education Co-Op. The Co-Op provides leadership, oversight, guidance, and some services to the member districts.

The administration will discuss the effectiveness and efficiency of this educational arrangement and explore other options.

Administration's Recommendation: N/A

Possible Motion:

Attachments:

Board Approval Required

YES

X NO

9. **ACTION ITEMS**

- 9.A. Board to consider paying staff members for unused local days for the 2022-2023 school year

Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: June 5, 2023

Subject: Consider Paying Staff for Unused Local Days in 22-23

Administrator Responsible: Wade Stanford

Summary: The district has paid staff members \$50 per day for unused local days for approximately 13 years. The maximum potential cost of this payment for the 2022-2023 school year is \$9,975.

Administration's Recommendation: The district recommends paying staff \$50 per day for unused local leave days in the 2022-2023 school year at an estimated cost of \$9,975.

Possible Motion: I move that Westwood ISD pay staff \$50 per day for unused local leave days in the 2022-2023 school year at an estimated cost of \$9,975.

Board Approval Required



YES

NO

9.B. Compensation plan effective date for the 2023-2024 school year
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: 2023-24 Compensation Plan Effective Date

Administrator Responsible: Mr. Johnson

Summary: Consider and Authorize All 2023-24 Contracts or Work Schedules Beginning on or After July 1, 2023 Be Paid the Salary as Established in the 2023-24 Compensation Plan to be Adopted at a Later Date

Administration's Recommendation: The district would recommend a motion to "Authorize All 2023-24 Contracts or Work Schedules Beginning on or After July 1, 2023 Be Paid the Salary as Established in the 2023-24 Compensation Plan to be Adopted at a Later Date."

Board Approval Required **YES** **NO**

10. Board to consider approval of consent agenda

10.A. Minutes of Regular Board Meeting May 8, 2023, and Special Board Meeting May 15, 2023.

Regular Meeting
Monday, May 8, 2023 6:00 PM Central

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: Absent
Ronnie Stanhope: Present

Present: 6, Absent: 1.

Others present: Kyle Johnson, Wade Stanford, Tracie Robinson, Tiffany Carwell, Richard Bishop, Brenda Bing, Brendan May, Britni Calzada, Hollie Casteneda, Catilin Cheatham, Charlotte May, Shinita Foreman, Sonya Brown, Scott Nettles, Kim Gilbreath, see list for others

1. CALL TO ORDER AND ESTABLISH QUORUM

Dr. Carolyn Booker called the meeting to order at 6pm

2. ROLL CALL

3. INVOCATION

Invocation given by Jeff Cooper.

4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. ACTION ITEMS

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

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

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

Swearing in of Districts 2, 4, 5, and 6 School Board Trustees will occur at a later date.

6.A. Recognition of Students and Faculty

Coach Bishop recognized Jonathan Trejo for making it to State Track in the 800 meters.

Campus principals recognized their paraprofessionals of the year:

Primary: Melissa Temple

Elementary: Heather Thompson

Junior High: Ashley Frazier

High School: Edna Stanhope

Administration Office - Pam Walding

Campus Principals recognized their students of the month:
Primary:Ari Eke, Maylasia Hall, Temple Warfield, and Wyatt McMeans

Elementary:Natsalie Fernandez, Rose Salinas, Emely Bustos and Ernest Vela

Junior High: Denise Vigil and Christian Estrada

High School: Evanglisa Cesar, Lylli Oatman, Maribel Lara and Tramelvin Butler

7. PUBLIC COMMENTS

None

8. INFORMATION ITEMS

8.A. Panther Council Update

2 members of the Panther Council updated the board on the though exchange they did with the students and the staff of the high school and the presentation they did for a conference for school boards in Round Rock at the Kalihari Resort. They also discussed how they have now been invited to SLI in San Antonio to present their thought exchange again to school board members. The main finding was there was some favoritism shown by some teachers to certain students on the campus.

8.B. Curriculum Moment

Dr. Robinson gave her Curriculum Moment for the moment. She went back over Westwood University dates and opportunities. She went over the purpose of the Summer Learning Program.

8.C. District Improvement Plan

Dr. Robinson went over the updated District Improvement Plan.

8.D. Finance Update

Mr. Johnson gave his Financial Update. It spotlighted the major purchases approved by the board this year and gave actual budget numbers.

8.E. Health Services Update

Nurse Gilbreath gave a Health Department update with numbers of screenings and immunizations given this year. She also gave a total number of visits in the district this year to the different campus nursing offices.

8.F. Discussion of possible timber management procedures

Board approved phase I of timber management award bid from Bridges and Son. This motion, made by Jeff Cooper and seconded by Angela Choate, Passed.

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

Yea: 6, Nay: 0, Absent: 1

Mick Schmitt of Farmers National Company presented to the board on 3 bids for mulching 20 acres of land owned by the school district on Loop 256. There are 3 best estimate bids:

Bridges and Sons - \$19,050
Timber Wolf Land - \$28,000
Collins Land & Timber - \$36,300

He discussed the positives and negatives of mulching company doing the work over getting rid of the timber and stumps without a mulching company. Estimated start date is May 15, 2023. Mr. Cooper asked about trench burning and Mr. Schmitt said you have to be careful for several reasons with this and will need a very large trench. He also asked about clearing the fence line facing Loop 256. Mrs. Schmitt said there is a right of way owned by the state or the city and so no will not include clearing the fence.
He also proposed a plan to cut timber off of the 11 acres next to the Primary.

8.G. Student and Adult meal prices for out-of-town travel

Mr. Johnson discussed an increase of student meal reimbursement rates from \$7.50 to \$10 per trip. He also discussed raising the adult per diem from \$40 to \$59 a day (\$8 for lunch, \$18 for lunch, \$33 for dinner). This is needed to get up to date with GSA Standards and to help offset the rising cost of food.

8.H. New truck for the Agriculture Department

Mr. Johnson discussed the possible purchase of a new Ag Truck. The possible purchase is a Dodge Ram 3500 1 ton diesel, 4 door, 4x4 cab and chassis with a steel skirted flatbed. This will help with the growing number of ag trips for projects and animal shows. The price for the truck and the added accessories from Elder Dodge in Athens is \$83,126.15.

9. ACTION ITEMS

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

Motion to approve the mulching of the Timber Management Program using Bridges and Sons with a bid of \$19,050 for the land owned by the district on the Loop. This motion, made by Jeff Cooper and seconded by Sam Estes, Passed.

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

On a motion by Jeff Cooper and a second by Angela Choate the board unanimously approved the recommendation from Mick Schmitt of Farmer's National Company Forestry to harvest forestry with a "cutter select" method of harvest for the 11 acres off West Point Tap Rd and selected areas adjacent to the baseball field.

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

Motion to approve the purchase of new ag truck and accessories from Elder Dodge for the price of \$83,126.15. This motion, made by Carolyn Booker and seconded by Jess Huddleston, Passed.

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

9.C. Board to consider Consent Agenda

Motion to approve the consent agenda as presented. This motion, made by Jess Huddleston and seconded by Angela Choate, Passed.

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

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

9.C.2. Fundraisers

9.C.3. TEKS Certification

10. CLOSED SESSION

Board went into closed session at 8:24 pm

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

Board came out of closed session at 9:16 pm

12.A. Board to consider and possibly offer a contract for Assistant Principal at the Junior High
The Board approved offering a professional contract to Cassie Huddleston as Assistant Principal at the Junior High. This motion, made by Sam Estes and seconded by Angela Choate, Passed.

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

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

The board approved offering a professional contract for Laura Jones as Principal at Westwood Junior High. This motion, made by Jeff Cooper and seconded by Ronnie Stanhope, Passed.

Bryan Jones: Absent, Carolyn Booker: Yea, Angela Choate: Yea, Jeff Cooper: Yea, Sam Estes: Yea, Jess Huddleston: Yea, Ronnie Stanhope: Yea
Yea: 6, Nay: 0, Absent: 1

13. Future agenda item request and events

14. ADJOURNMENT

Adjournment 9:22 pm

Special Meeting

Monday, May 15, 2023 12:00 PM
Westwood Administration Office

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

1. CALL TO ORDER AND ESTABLISH QUORUM

2. ROLL CALL

3. INVOCATION

Discussion: Carolyn Booker gave the Lord's prayer

4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. ACTION ITEM

5.A. Board to consider and approve the agenda

Action(s):

Board approved the agenda as presented. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Absent

Jeff Cooper: Yea

Sam Estes: Absent

Jess Huddleston: Yea

Bryan Jones: Yea

Ronnie Stanhope: Yea

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

6. PUBLIC COMMENTS

7. ACTION ITEMS

7.A. Brenda Bing to swear in District 2, 4, 5, and 6 School Board Trustees - uncontested trustee election canceled May 6, 2023

Discussion: Brenda Bing swore in board of trustees Jess Huddleston-District 4, Bryan Jones - District 6, Jeff Cooper - District 2 and Ronnie Stanhope - District 5, each trustee took the

official oath of office for their new term

8. **Adjournment**

Discussion: Meeting was adjourned at 12:05 pm.

Board Secretary

- 10.B. Fundraisers
- 10.C. Investment Report

Westwood I.S.D.

MEMO

TO: Board Members
 FROM: Kyle Johnson
 SUBJECT: Investment Report
 DATE: June 5, 2023

This report is for the period March through May, 2023. All cash monies not needed for the everyday operation of the school district are invested in the Govt. Overnight Fund of the Lone Star Investment Pool, one Certificate Of Deposit with First Bank and Trust, and the CDARS program through Texas National Bank of Jacksonville.

General Operating Fund


Purchase Date	Security Type	Amount	Maturity	Int. Rate	Int. Earned
Lone Star					
Beginning Balance		\$9,961,662.27			
March	Deposit W/D	\$ -			\$39,281.11
		\$ (1,000,000)			
April	Deposit W/D	\$ 800,000			\$35,295.11
		\$ (1,300,000)			
May	Deposit W/D	\$ 500,000			\$36,246.76
		\$ (1,000,000)			
Lone Star Ending Balance		\$ 8,072,485	(INC INTEREST)		\$ 110,822.98

Balance					
1/10/2023	1-Yr CD	\$ 1,109,740	1/10/2024	4.70%	\$ 12,860.82
4/20/2023	CDARS	\$ 1,110,668	4/18/2024	4.59%	\$ 10,915.65
					\$ 23,776.47

Total Qtrly Interest \$134,599.45

This report is in compliance with the strategies as approved and the Public Funds Investment Act.


 Wade Stanford
 Superintendent


 Kyle Johnson
 Assistant Superintendent of Finance and Operations

2022 Bond Proceeds and Debt Service		
	Bond Proceeds	Debt Service
March	\$146,971.13	\$3,133.32
April	\$143,379.11	\$3,210.80
May	\$149,760.63	\$3,955.50
Int Earned	\$440,110.87	\$10,299.62

c-dars	
MAR	\$2,564.91
APR	\$3,474.40
MAY	\$4,876.34
	\$10,915.65

10.D. Staff Development Waiver for the 2023-2024 school year

Westwood ISD Agenda Item Information

Meeting Date: June 5, 2023

Subject: Staff Development Waiver

Administrator Responsible: Dr. Tracie Robinson

Summary:

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: The administration recommends that the board approves the 2023-2024 Staff Development Waiver.

Possible Motion: I move that the Board approves the Staff Development Waiver for the 2023-2024 school year.

Board Approval Required X YES NO

10.E. Approve the District Improvement Plan 2023-2024

Westwood Independent School District

District Improvement Plan

2022-2023



Mission Statement

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

Vision

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

Core Beliefs

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

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

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

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

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

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

Demographics Strengths

Several comprehensive strengths were identified in regards to demographics:

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

Several comprehensive strengths were identified in regards to student learning:

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

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Problem Statements Identifying Student Learning Needs

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

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

District Processes & Programs

District Processes & Programs Summary

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

District Processes & Programs Strengths

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

- 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. 61
- 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:

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

Problem Statements Identifying Perceptions Needs

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

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 5 Areas: District Processes & Programs

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

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

Problem Statement 8 Areas: Perceptions

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 6 Areas: District Processes & Programs

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

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

Problem Statement 9 Areas: Perceptions

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

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

Problem Statement 7 Areas: District Processes & Programs

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

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

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

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Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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Employee Data

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

Parent/Community Data

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

Goals





Revised/Approved: May 17, 2022

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

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

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

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

Strategy 3 Details	Reviews			
<p>Strategy 3: The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p>Strategy's Expected Result/Impact: District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p>Staff Responsible for Monitoring: District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.</p> <p>Strategy's Expected Result/Impact: To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys.</p> <p>Strategy's Expected Result/Impact: All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators All campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: By the end of the 2022-2023 school year, 100% of students in each subgroup will show growth in both the reading and mathematics state assessments.

Targeted or ESF High Priority

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

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

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase use of both local and state data collected to provide evidence of learning to assist with targeted intervention.</p> <p>Strategy's Expected Result/Impact: Targeted intervention groups created to increase student growth in both reading and mathematics.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Classroom Teachers Instructional Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.</p> <p>Strategy's Expected Result/Impact: Students served through intervention programs will show growth on both local and state assessments.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Campus Counselors Classroom Teachers Instructional Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				70
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
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
				71
Strategy 9 Details	Reviews			
<p>Strategy 9: Pilot the implementation of student-led parent conferences focusing on reading and mathematics progress in multiple grade levels.</p> <p>Strategy's Expected Result/Impact: Student ownership of progress and parent support/engagement</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





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

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

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

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

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

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





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

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

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and execute Campus and District employee celebrations.</p> <p>Strategy's Expected Result/Impact: Higher staff morale.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Action Teams</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p>Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, and maintain active website.</p> <p>Strategy's Expected Result/Impact: Recruitment of high quality personnel.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				76
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p>Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Instructional Coaches Campus Mentor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
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
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
				77
Strategy 11 Details	Reviews			
Strategy 11: Recognize staff members who exemplify the Westwood ISD Profile of an Educator. 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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





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

Strategy 4 Details	Reviews			
<p>Strategy 4: Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, Zoom meetings, and Google Hangouts.</p> <p>Strategy's Expected Result/Impact: Increase in parental engagement.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration Counselors Testing Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Parent input and engagement in district/campus processes and procedures.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
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
				79
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Audits and reports

Strategy 1 Details	Reviews			
Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts. Strategy's Expected Result/Impact: Maintain transparent and sound communication. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<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
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
				81
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure each campus has a trained Crisis Prevention Intervention core team. Strategy's Expected Result/Impact: Proactive safety across the district with 100% trained staff teams. Staff Responsible for Monitoring: District Administration Campus Administration Director of Maintenance Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June

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



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Execute and maintain a district-wide plan to continuously maintain effective and relevant technology.</p> <p>Strategy's Expected Result/Impact: Cohesive plan to phase in throughout multiple years, meeting the needs of learners.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Director of Technology District Site Based Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
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
				83
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Advisory Committee

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

Addendums

2020-21 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

District Number: 001908

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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

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

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	72%	54%	17%	57%	64%	-	-	-	40%	56%	*	54%	53%	51%	38%
	2019	76%	75%	57%	43%	52%	64%	-	-	-	*	36%	-	64%	30%	53%	55%
At Meets Grade Level or Above	2021	39%	41%	23%	0%	24%	30%	-	-	-	20%	33%	*	24%	20%	19%	0%
	2019	45%	42%	31%	21%	16%	42%	-	-	-	*	27%	-	35%	15%	30%	18%
At Masters Grade Level	2021	19%	19%	11%	0%	10%	16%	-	-	-	0%	0%	*	10%	13%	9%	0%
	2019	27%	25%	18%	14%	8%	25%	-	-	-	*	9%	-	21%	5%	17%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	70%	46%	33%	36%	55%	-	-	-	40%	44%	*	45%	50%	41%	25%
	2019	79%	79%	54%	43%	40%	64%	-	-	-	*	27%	-	60%	30%	51%	36%
At Meets Grade Level or Above	2021	31%	35%	14%	0%	14%	18%	-	-	-	20%	22%	*	10%	31%	12%	88 0%
	2019	49%	47%	24%	14%	8%	36%	-	-	-	*	18%	-	29%	5%	24%	9%
At Masters Grade Level	2021	14%	16%	5%	0%	5%	5%	-	-	-	20%	0%	*	1%	19%	5%	0%
	2019	25%	23%	6%	7%	0%	9%	-	-	-	*	9%	-	7%	5%	8%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	46%	56%	34%	52%	-	-	-	44%	17%	*	48%	39%	39%	0%
	2019	75%	74%	58%	38%	52%	69%	-	-	-	*	35%	*	59%	58%	54%	40%
At Meets Grade Level or Above	2021	36%	39%	22%	38%	7%	33%	-	-	-	0%	11%	*	17%	35%	20%	0%
	2019	44%	43%	31%	19%	26%	36%	-	-	-	*	25%	*	30%	33%	24%	20%
At Masters Grade Level	2021	17%	18%	8%	19%	0%	12%	-	-	-	0%	6%	*	6%	13%	7%	0%
	2019	22%	20%	17%	14%	4%	23%	-	-	-	*	10%	*	18%	15%	8%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	66%	65%	56%	73%	61%	-	-	-	67%	17%	*	65%	65%	61%	60%
	2019	75%	75%	63%	48%	61%	69%	-	-	-	*	40%	*	60%	70%	61%	60%
At Meets Grade Level or Above	2021	36%	40%	36%	38%	37%	39%	-	-	-	22%	11%	*	38%	30%	30%	40%
	2019	48%	46%	43%	38%	36%	48%	-	-	-	*	30%	*	41%	48%	39%	20%
At Masters Grade Level	2021	21%	24%	18%	38%	17%	15%	-	-	-	0%	6%	*	17%	22%	15%	20%
	2019	28%	26%	20%	19%	14%	21%	-	-	-	*	10%	*	20%	21%	15%	0%
Grade 4 Writing																	

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

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

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	57%	45%	41%	40%	52%	-	-	-	44%	28%	*	47%	39%	42%	60%
	2019	67%	64%	57%	57%	43%	62%	-	-	-	*	25%	*	53%	67%	56%	20%
At Meets Grade Level or Above	2021	27%	29%	20%	18%	20%	24%	-	-	-	11%	11%	*	23%	13%	21%	40%
	2019	35%	31%	28%	24%	25%	30%	-	-	-	*	20%	*	31%	21%	23%	10%
At Masters Grade Level	2021	8%	8%	1%	6%	0%	0%	-	-	-	0%	0%	*	2%	0%	1%	0%
	2019	11%	8%	9%	0%	4%	13%	-	-	-	*	10%	*	11%	3%	5%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	59%	40%	57%	68%	-	-	-	*	19%	*	63%	48%	57%	64%
	2019	86%	85%	77%	67%	73%	82%	-	*	-	*	33%	*	80%	69%	74%	55%
At Meets Grade Level or Above	2021	46%	45%	29%	20%	9%	45%	-	-	-	*	6%	*	31%	24%	26%	0%
	2019	54%	50%	34%	33%	33%	34%	-	*	-	*	7%	*	35%	33%	28%	9%
At Masters Grade Level	2021	30%	28%	15%	7%	9%	23%	-	-	-	*	0%	*	16%	14%	12%	89 0%
	2019	29%	26%	16%	11%	18%	15%	-	*	-	*	0%	*	14%	19%	14%	0%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	75%	49%	27%	32%	66%	-	-	-	*	20%	*	50%	45%	44%	30%
	2019	90%	89%	77%	61%	76%	82%	-	*	-	*	33%	*	77%	75%	71%	82%
At Meets Grade Level or Above	2021	44%	49%	20%	7%	9%	32%	-	-	-	*	7%	*	22%	15%	17%	20%
	2019	58%	56%	31%	17%	27%	35%	-	*	-	*	7%	*	31%	31%	25%	18%
At Masters Grade Level	2021	25%	26%	5%	0%	0%	9%	-	-	-	*	0%	*	5%	5%	5%	0%
	2019	36%	34%	17%	11%	18%	17%	-	*	-	*	0%	*	13%	25%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	67%	46%	33%	30%	60%	-	-	-	*	13%	*	51%	33%	43%	18%
	2019	75%	73%	69%	56%	61%	77%	-	*	-	*	27%	*	73%	61%	63%	36%
At Meets Grade Level or Above	2021	31%	34%	15%	7%	4%	26%	-	-	-	*	7%	*	16%	14%	14%	0%
	2019	49%	46%	31%	11%	33%	34%	-	*	-	*	7%	*	32%	28%	28%	9%
At Masters Grade Level	2021	13%	13%	6%	7%	0%	9%	-	-	-	*	0%	*	5%	10%	5%	0%
	2019	24%	21%	11%	0%	18%	11%	-	*	-	*	0%	*	8%	17%	11%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	63%	50%	50%	47%	55%	*	-	-	*	41%	-	51%	44%	46%	14%
	2019	68%	66%	59%	54%	40%	62%	*	-	-	86%	30%	*	65%	40%	50%	14%

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	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	32%	31%	28%	36%	37%	21%	*	-	-	*	18%	-	28%	31%	27%	0%	
	2019	37%	34%	29%	15%	27%	34%	*	-	-	29%	10%	*	30%	25%	18%	0%	
At Masters Grade Level	2021	15%	14%	10%	14%	16%	5%	*	-	-	*	0%	-	11%	6%	7%	0%	
	2019	18%	15%	12%	15%	13%	10%	*	-	-	14%	0%	*	12%	10%	8%	0%	
Grade 6 Mathematics																		
At Approaches Grade Level or Above	2021	68%	73%	60%	55%	63%	64%	*	-	-	*	41%	-	60%	63%	58%	43%	
	2019	81%	80%	70%	38%	60%	78%	*	-	-	86%	30%	*	68%	75%	62%	57%	
At Meets Grade Level or Above	2021	36%	40%	25%	18%	26%	29%	*	-	-	*	18%	-	26%	19%	24%	0%	
	2019	47%	44%	24%	15%	27%	22%	*	-	-	57%	20%	*	27%	15%	20%	0%	
At Masters Grade Level	2021	15%	17%	8%	5%	16%	5%	*	-	-	*	12%	-	8%	6%	6%	0%	
	2019	21%	17%	6%	8%	7%	6%	*	-	-	0%	0%	*	6%	5%	2%	0%	
Grade 7 Reading																		
At Approaches Grade Level or Above	2021	69%	72%	59%	42%	67%	64%	-	*	-	*	25%	-	63%	45%	54%	90	*
	2019	76%	75%	57%	48%	65%	65%	*	-	-	0%	26%	*	60%	48%	47%	18%	
At Meets Grade Level or Above	2021	45%	45%	28%	21%	33%	27%	-	*	-	*	6%	-	30%	23%	26%	*	
	2019	49%	46%	32%	19%	35%	40%	*	-	-	0%	11%	*	34%	26%	25%	0%	
At Masters Grade Level	2021	25%	25%	15%	11%	17%	18%	-	*	-	*	0%	-	15%	14%	10%	*	
	2019	29%	27%	17%	5%	15%	27%	*	-	-	0%	5%	*	19%	13%	13%	0%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2021	55%	62%	26%	6%	25%	35%	-	-	-	*	13%	-	27%	22%	24%	*	
	2019	75%	74%	57%	38%	62%	70%	*	-	-	29%	33%	*	61%	46%	54%	67%	
At Meets Grade Level or Above	2021	27%	32%	7%	0%	5%	13%	-	-	-	*	6%	-	8%	6%	6%	*	
	2019	43%	41%	16%	0%	14%	30%	*	-	-	0%	11%	*	18%	13%	11%	11%	
At Masters Grade Level	2021	12%	13%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*	
	2019	17%	16%	3%	0%	0%	9%	*	-	-	0%	6%	*	2%	8%	3%	0%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2021	63%	66%	51%	47%	58%	51%	-	*	-	*	13%	-	55%	36%	41%	*	
	2019	70%	70%	55%	43%	58%	63%	*	-	-	29%	16%	*	56%	52%	48%	36%	
At Meets Grade Level or Above	2021	33%	34%	17%	11%	17%	20%	-	*	-	*	6%	-	17%	18%	16%	*	
	2019	42%	39%	29%	19%	25%	42%	*	-	-	0%	11%	*	34%	16%	23%	0%	

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At Masters Grade Level	2021	10%	8%	3%	5%	0%	2%	-	*	-	*	0%	-	0%	14%	4%	*
	2019	18%	15%	12%	0%	8%	23%	*	-	-	0%	5%	*	12%	13%	10%	0%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	76%	69%	63%	80%	*	-	-	89%	50%	*	77%	72%	75%	43%
	2019	86%	84%	76%	83%	74%	72%	-	*	-	80%	33%	*	76%	76%	75%	64%
At Meets Grade Level or Above	2021	46%	49%	40%	31%	38%	39%	*	-	-	56%	25%	*	41%	36%	38%	29%
	2019	55%	51%	42%	42%	45%	46%	-	*	-	0%	17%	*	46%	29%	38%	29%
At Masters Grade Level	2021	21%	22%	14%	13%	13%	14%	*	-	-	22%	0%	*	18%	4%	12%	0%
	2019	28%	25%	16%	0%	23%	22%	-	*	-	0%	0%	*	18%	10%	13%	7%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	73%	82%	64%	81%	87%	-	*	-	83%	75%	*	82%	80%	80%	67%
	2019	88%	86%	83%	84%	80%	83%	-	-	-	100%	46%	*	86%	74%	83%	91 79%
At Meets Grade Level or Above	2021	36%	48%	54%	29%	56%	59%	-	*	-	67%	25%	*	57%	48%	53%	33%
	2019	57%	54%	47%	32%	47%	58%	-	-	-	20%	23%	*	48%	44%	44%	29%
At Masters Grade Level	2021	11%	14%	16%	21%	13%	18%	-	*	-	0%	8%	*	16%	16%	14%	0%
	2019	17%	15%	8%	0%	13%	10%	-	-	-	0%	0%	*	7%	11%	11%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	74%	71%	63%	63%	73%	*	-	-	89%	33%	*	70%	72%	71%	29%
	2019	81%	78%	62%	50%	65%	66%	-	*	-	*	27%	*	61%	67%	60%	57%
At Meets Grade Level or Above	2021	43%	47%	34%	13%	25%	36%	*	-	-	67%	17%	*	33%	36%	35%	14%
	2019	51%	46%	33%	21%	26%	44%	-	*	-	*	9%	*	30%	43%	27%	0%
At Masters Grade Level	2021	24%	25%	10%	6%	13%	9%	*	-	-	11%	8%	*	13%	4%	12%	0%
	2019	25%	21%	11%	13%	3%	16%	-	*	-	*	9%	*	13%	0%	7%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	62%	60%	56%	75%	52%	*	-	-	78%	33%	*	66%	48%	56%	57%
	2019	69%	66%	54%	54%	48%	56%	-	*	-	*	27%	*	56%	43%	48%	43%
At Meets Grade Level or Above	2021	28%	30%	23%	25%	6%	27%	*	-	-	33%	17%	*	21%	28%	19%	0%
	2019	37%	33%	19%	17%	16%	24%	-	*	-	*	9%	*	19%	19%	18%	7%

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At Masters Grade Level	2021	14%	14%	5%	0%	6%	7%	*	-	-	0%	8%	*	5%	4%	4%	0%
	2019	21%	18%	5%	0%	3%	10%	-	*	-	*	0%	*	4%	10%	6%	0%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	68%	50%	44%	50%	51%	*	-	-	80%	39%	-	52%	43%	45%	10%
	2019	68%	68%	58%	42%	65%	60%	*	*	-	71%	8%	*	61%	49%	55%	45%
At Meets Grade Level or Above	2021	50%	50%	35%	32%	36%	36%	*	-	-	40%	28%	-	34%	37%	31%	0%
	2019	50%	48%	40%	19%	49%	45%	*	*	-	43%	4%	*	41%	37%	40%	27%
At Masters Grade Level	2021	12%	10%	7%	4%	5%	11%	*	-	-	0%	17%	-	6%	10%	7%	0%
	2019	11%	10%	4%	0%	3%	6%	*	*	-	0%	0%	*	4%	2%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	59%	48%	58%	65%	-	-	-	71%	23%	-	60%	55%	54%	19%
	2019	68%	68%	58%	48%	63%	63%	-	*	-	*	14%	-	61%	46%	60%	92 55%
At Meets Grade Level or Above	2021	57%	57%	47%	32%	50%	53%	-	-	-	57%	23%	-	50%	39%	44%	13%
	2019	49%	48%	38%	24%	23%	54%	-	*	-	*	10%	-	39%	36%	38%	9%
At Masters Grade Level	2021	11%	10%	4%	3%	5%	5%	-	-	-	0%	8%	-	6%	0%	3%	0%
	2019	8%	6%	3%	0%	0%	6%	-	*	-	*	10%	-	4%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	78%	81%	82%	79%	82%	*	-	-	88%	80%	-	82%	77%	76%	82%
	2019	85%	82%	83%	50%	97%	86%	*	*	-	*	32%	*	86%	73%	86%	86%
At Meets Grade Level or Above	2021	41%	48%	33%	35%	24%	38%	*	-	-	38%	33%	-	35%	27%	24%	18%
	2019	61%	53%	59%	33%	68%	61%	*	*	-	*	9%	*	63%	43%	55%	57%
At Masters Grade Level	2021	23%	27%	22%	18%	11%	31%	*	-	-	38%	20%	-	22%	23%	19%	9%
	2019	37%	31%	40%	22%	58%	38%	*	*	-	*	9%	*	46%	20%	35%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	84%	90%	87%	89%	91%	-	-	-	*	60%	-	92%	83%	86%	73%
	2019	88%	89%	94%	84%	93%	97%	-	*	-	*	70%	-	95%	93%	95%	57%
At Meets Grade Level or Above	2021	55%	55%	69%	57%	69%	77%	-	-	-	*	20%	-	74%	54%	59%	27%
	2019	62%	60%	62%	26%	60%	76%	-	*	-	*	30%	-	64%	57%	61%	29%

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At Masters Grade Level	2021	22%	20%	22%	22%	22%	23%	-	-	-	*	10%	-	22%	21%	21%	0%
	2019	25%	21%	25%	0%	17%	37%	-	*	-	*	10%	-	29%	14%	26%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	86%	64%	86%	90%	-	-	-	100%	50%	-	89%	75%	81%	*
	2019	93%	92%	89%	82%	85%	92%	*	-	-	100%	42%	*	90%	83%	90%	57%
At Meets Grade Level or Above	2021	69%	71%	56%	18%	66%	60%	-	-	-	40%	19%	-	54%	69%	48%	*
	2019	73%	70%	61%	46%	50%	72%	*	-	-	67%	8%	*	60%	63%	60%	43%
At Masters Grade Level	2021	43%	43%	28%	9%	31%	29%	-	-	-	40%	6%	-	29%	25%	26%	*
	2019	45%	38%	27%	14%	30%	32%	*	-	-	17%	0%	*	26%	29%	33%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	100%	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2021	69%	62%	62%	*	*	64%	-	-	-	-	-	-	58%	*	*	93
At Masters Grade Level	2021	14%	7%	0%	*	*	0%	-	-	-	-	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	71%	60%	50%	58%	65%	50%	*	-	61%	34%	64%	62%	55%	55%	39%
	2019	78%	77%	67%	56%	65%	72%	40%	100%	-	59%	30%	66%	69%	61%	63%	51%
At Meets Grade Level or Above	2021	41%	44%	32%	24%	30%	36%	38%	*	-	30%	16%	36%	32%	30%	27%	11%
	2019	50%	47%	36%	24%	33%	43%	10%	50%	-	25%	14%	24%	38%	32%	32%	15%
At Masters Grade Level	2021	18%	19%	11%	9%	9%	12%	25%	*	-	9%	5%	4%	11%	11%	9%	1%
	2019	24%	21%	14%	6%	13%	18%	10%	30%	-	7%	5%	15%	14%	12%	12%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	56%	47%	53%	63%	*	*	-	57%	32%	67%	58%	50%	52%	29%
	2019	75%	74%	62%	53%	63%	67%	*	*	-	50%	25%	64%	66%	53%	58%	45%
At Meets Grade Level or Above	2021	45%	45%	32%	28%	31%	36%	*	*	-	30%	18%	44%	33%	32%	29%	6%
	2019	48%	45%	35%	25%	33%	42%	*	*	-	20%	13%	29%	37%	31%	30%	15%
At Masters Grade Level	2021	18%	18%	10%	8%	8%	13%	*	*	-	7%	4%	11%	11%	9%	8%	0%
	2019	21%	18%	12%	6%	11%	16%	*	*	-	5%	5%	21%	13%	9%	10%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	60%	47%	58%	65%	*	*	-	62%	39%	78%	60%	60%	55%	47%
	2019	82%	81%	71%	54%	70%	77%	*	*	-	67%	35%	71%	72%	65%	67%	67%

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At Meets Grade Level or Above	2021	37%	42%	28%	18%	24%	33%	*	*	-	28%	17%	33%	28%	27%	23%	16%	
	2019	52%	49%	37%	23%	34%	43%	*	*	-	33%	17%	21%	39%	31%	32%	20%	
At Masters Grade Level	2021	18%	19%	11%	11%	9%	11%	*	*	-	13%	7%	0%	10%	14%	9%	4%	
	2019	26%	24%	16%	10%	17%	18%	*	*	-	9%	6%	7%	16%	15%	13%	4%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	62%	48%	44%	48%	51%	-	*	-	31%	21%	*	51%	38%	42%	44%	
	2019	68%	67%	56%	50%	51%	62%	*	-	-	45%	21%	*	54%	59%	52%	29%	
At Meets Grade Level or Above	2021	30%	31%	19%	14%	19%	22%	-	*	-	8%	9%	*	20%	16%	18%	22%	
	2019	38%	35%	29%	21%	25%	35%	*	-	-	18%	15%	*	32%	19%	23%	5%	
At Masters Grade Level	2021	9%	8%	2%	6%	0%	1%	-	*	-	0%	0%	*	1%	7%	3%	0%	
	2019	14%	12%	10%	0%	6%	17%	*	-	-	9%	8%	*	11%	8%	8%	0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	70%	65%	65%	74%	*	-	-	79%	32%	*	72%	64%	65%	94	41%
	2019	81%	80%	75%	62%	72%	81%	-	*	-	67%	39%	60%	76%	73%	71%	50%	
At Meets Grade Level or Above	2021	44%	46%	41%	30%	40%	44%	*	-	-	50%	14%	*	42%	36%	35%	14%	
	2019	54%	51%	42%	20%	39%	52%	-	*	-	11%	14%	20%	42%	41%	37%	9%	
At Masters Grade Level	2021	20%	20%	13%	13%	13%	13%	*	-	-	7%	5%	*	14%	11%	12%	0%	
	2019	25%	21%	16%	5%	13%	22%	-	*	-	0%	6%	20%	17%	12%	14%	3%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	76%	75%	59%	82%	74%	*	-	-	86%	43%	*	79%	59%	69%	44%	
	2019	81%	79%	71%	69%	63%	74%	*	*	-	80%	35%	*	72%	64%	65%	48%	
At Meets Grade Level or Above	2021	49%	50%	41%	22%	44%	46%	*	-	-	36%	18%	*	41%	44%	35%	0%	
	2019	55%	51%	40%	33%	29%	48%	*	*	-	40%	9%	*	39%	42%	36%	19%	
At Masters Grade Level	2021	29%	28%	17%	4%	22%	20%	*	-	-	14%	7%	*	19%	12%	15%	0%	
	2019	33%	28%	16%	8%	14%	21%	*	*	-	10%	0%	*	15%	20%	17%	10%	

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

- Indicates there are no students in the group.

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

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

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

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

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

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

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	71%	60%	-	-	-	-	-	-	40%	13%	41%	42%	29%	62%	39%	-
	2019	78%	77%	67%	-	-	-	-	-	-	35%	25%	36%		64%		37%	
At Meets Grade Level or Above	2021	41%	44%	32%	-	-	-	-	-	-	12%	0%	12%	16%	0%	34%	11%	-
	2019	50%	47%	36%	-	-	-	-	-	-	9%	13%	8%		0%		8%	
At Masters Grade Level	2021	18%	19%	11%	-	-	-	-	-	-	1%	0%	2%	0%	0%	12%	1%	-
	2019	24%	21%	14%	-	-	-	-	-	-	3%	0%	3%		0%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	56%	-	-	-	-	-	-	31%	*	41%	16%	22%	59%	29%	-
	2019	75%	74%	62%	-	-	-	-	-	-	29%	38%	27%		50%		31%	
At Meets Grade Level or Above	2021	45%	45%	32%	-	-	-	-	-	-	7%	*	5%	11%	0%	35%	6%	-
	2019	48%	45%	35%	-	-	-	-	-	-	9%	13%	8%		0%		8%	
At Masters Grade Level	2021	18%	18%	10%	-	-	-	-	-	-	0%	*	0%	0%	0%	11%	0%	-
	2019	21%	18%	12%	-	-	-	-	-	-	2%	0%	2%		0%		2%	96
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	60%	-	-	-	-	-	-	48%	*	44%	78%	*	61%	47%	-
	2019	82%	81%	71%	-	-	-	-	-	-	54%	13%	63%		*		54%	
At Meets Grade Level or Above	2021	37%	42%	28%	-	-	-	-	-	-	17%	*	19%	11%	*	29%	16%	-
	2019	52%	49%	37%	-	-	-	-	-	-	11%	13%	11%		*		10%	
At Masters Grade Level	2021	18%	19%	11%	-	-	-	-	-	-	4%	*	6%	0%	*	11%	4%	-
	2019	26%	24%	16%	-	-	-	-	-	-	2%	0%	3%		*		2%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	62%	48%	-	-	-	-	-	-	50%	*	50%	-	*	48%	44%	-
	2019	68%	67%	56%	-	-	-	-	-	-	7%	-	7%		-		7%	
At Meets Grade Level or Above	2021	30%	31%	19%	-	-	-	-	-	-	25%	*	33%	-	*	18%	22%	-
	2019	38%	35%	29%	-	-	-	-	-	-	0%	-	0%		-		0%	
At Masters Grade Level	2021	9%	8%	2%	-	-	-	-	-	-	0%	*	0%	-	*	2%	0%	-
	2019	14%	12%	10%	-	-	-	-	-	-	0%	-	0%		-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	70%	-	-	-	-	-	-	38%	-	24%	67%	*	73%	41%	-
	2019	81%	80%	75%	-	-	-	-	-	-	28%	-	28%		*		38%	
At Meets Grade Level or Above	2021	44%	46%	41%	-	-	-	-	-	-	15%	-	6%	33%	*	44%	14%	-
	2019	54%	51%	42%	-	-	-	-	-	-	6%	-	6%		*		5%	
At Masters Grade Level	2021	20%	20%	13%	-	-	-	-	-	-	0%	-	0%	0%	*	15%	0%	-
	2019	25%	21%	16%	-	-	-	-	-	-	0%	-	0%		*		0%	
All Grades Social Studies																		

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

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

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

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

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

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

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

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

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2022-23 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="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP¹¹⁴ Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are over age for their current grade level.

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

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

School District: Westwood ISD
Region: 7

Priority for Service (PFS) Action Plan

Filled Out By: Tiffany Carwell
Date: May 10, 2022

School Year: 2022-23

***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).*

<p><u>Goal(s):</u></p> <p>100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.</p>	<p><u>Objective(s):</u></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2022-July 2023	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	ongoing	MEP staff	calendars, meeting notes

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

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LEA Signature

Date Completed

11. **Future agenda item request and events**
12. **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