



CISD DISTRICT SITE-BASED COMMITTEE MINUTES

Date: February 5, 2025

Time: 8:30 AM

Facilitator: Ms. Amanda Rueda

In Attendance: Cabinet member: Michael Tapia Committee members: Melissa Williams, Juan Ferreira, Irene Gardea, Maria Dean, Karen Garcia, Nancy Rubio, Antonio Alvarez, Jose Ramirez, Annette Jaramillo, Ruben Robledo, Edna De La Fuente, Rogelio Baeza, Cinthya Hernandez, Lisa Saucedo, Juan Ferreira, Lorraine Bustamante, Rubio Rios.

Minutes by:

Laura Flores, Administrative Assistant, Secondary Curriculum and Instruction

Presenter: Ms. Amanda Rueda

Topics: 2023-24 Texas Academic Performance Report (TAPR) Update, Effective Schools Framework, Attendance Waivers, Approval of November 6, 2024 minutes.

Ms. Amanda Rueda, Assistant Director of Data and Accountability, began the meeting at 8:30 a.m., welcomed the members, and thanked them for attending.

2023-24 Texas Academic Performance Report (TAPR) Update:

Amanda Rueda- TAPR update- 2023-2024 Annual update was shared with the committee. Ms. Rueda shared how to access the District's Annual Report.

- Go to www.Clintweb.net
- Click Departments
- Click on Accountability and Testing
- Click on TAPR Reports from the left-side options

The 2023-24 Annual Report was accessed and the eight sections were shared but will only focus on Section 1 because it is related to STAAR testing and accountability.

Section 1: 2023-24 Texas Academic Performance Report (TAPR)

The Annual Report is the “final” report for the 2023-24 school year. The data in the 2023-24 Annual Report is not new and is simply the final reporting for the 2023-24 school year.

- Information is compiled by TEA for every district and campus visit using PEIMS and student assessment data.
- TAPR is published in PDF format which includes a wide range of information on the performance of students in each district and campus in the state. Performance is also shown disaggregated by student groups, including ethnicity and socioeconomic status. It

provides information on school and district staff, programs, and student demographics.

Section 1: Accessing the 2023-24 TAPR, the report is available in PDF printable format.

The cover page of the TAPR Report includes the campus name and number. Typically, the cover page also included the following: accountability ratings, special education determination status, distinction designations. As of December 2024, the TAPR does not include A–F ratings or Distinction Designations. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

The STAAR performance-reported for the 2023 and 2024 school year included all three performance rates which include: Approaches grade level or above, Meets grade level or above, Masters grade level. The following was reported for the following:

- Each Assessment (including SAT for Accelerated Testers)
- All Grades All Subjects
- All Grades by Subject
- By Enrolled Grade (3rd Graders through 8th Graders) at Meets Grade Level or above
- Reading (Grade 3-8 assessments and EOCS)
- Math (Grade 3-8 assessments and EOCS)

An example of the 3rd grade TAPR STAAR reading performance table was shared. The percentages were as follows:

- Approaches grade level or above: 68% in 2023, 66% in 2024
- Meets grade level or above: 37% in 2023, 34% in 2024
- Masters grade level: 9% in 2023, 11% in 2024

The school progress showing academic growth was also shared. For example, Grade 4 ELA/Reading showed the following growth, 49% in 2023 increasing to 65% in 2024. Academic growth which is a combination of annual growth and accelerated learning are not reported.

Bilingual Education/English as a Second Language includes the following components:

- | | |
|---------------------------------|---|
| 1. Total BE | 8. Total ESL |
| 2. BE trans Early Exit | 9. ESL Content Based |
| 3. BE trans Late Exit | 10. ESL Pull-Out |
| 4. BE Dual Two- Way | 11. EB/ESL with Parental Denial |
| 5. BE Dual One- Way | 12. Never Emergent Bilingual (EB) English |
| Learner (EL) | 13. Total EB/EL |
| 6. Alternative Language Program | 14. Monitored and Former EB/EL |



(ALP) Bilingual (Exception)
7. ALP ESL (Waiver)

The following percentages were shared for the 2023-24 school year for Bilingual Education for all grades all levels.

- Approaches grade level or above: 69% in 2023, 70% in 2024
- Meets grade level or above: 38% in 2023, 40% in 2024
- Masters grade level: 11% in 2023, 11% in 2024

STAAR Participation- district reported that 100% of students took the STAAR for 2023 and 2024 school year.

The attendance rate was also reported which was 92.3% for 2021-22 and 93.3% in 2022-23 with dropout rates of 1.2% reported in 2021-22 and 1.1% in 2022-23.

College, career and military readiness (CCMR) were reported for the 2022-2023 and 2021-2022 graduates. For example College Ready was 93% for 2022-23.

Student information, staff information and program information such as TIA was also reported. Tables were shared showing total students 10,239, total staff 1,663 and teachers that are part of the Texas Incentive Allotment. Those included 15 Recognized, 77 Exemplary and 55 Master.

Effective Schools Framework- Targeted Improvement Plans

- TSL trainings were attended by district leadership to identify needs
- New Teacher Center has been providing support for the Fall and Spring Semesters
- TSL - Coaches and Liasons have been working with the campuses
- Campuses Identify LEVERS that are a focus based on data.
- Action Plans have been developed to meet the needs of the campus to implement the LEVERS.
- Campus teams monitor the improvement plans

The following is the W.D. Surratt Elementary Targeted Improvement Plan:

Targeted Improvement Plans LEVERS

LEVER 1.3 - Strong Leadership and Planning by implementing the TIL coaching protocol campus wide.

LEVER 5.1- Effective classroom routines and instructional strategies by enhancing classroom instruction through co-teaching, differentiation, and intervention strategies.



LEVER 5.3- Data-Driven Instruction by using data to drive instructional decisions and improve student outcomes.

The following is the East Montana Middle Targeted Improvement Plan:
Targeted Improvement Plans LEVERS

LEVER 1.3 - Strong Leadership and Planning by implementing the TIL coaching protocol campus wide.

LEVER 4.1 - Daily use of high-quality instructional Materials in 100% of Math, ELAR, and Science Classrooms.

LEVER 5.2 - Build teacher capacity through observation and feedback cycles.

LEVER 5.3 - Data-Driven Instruction by using data to drive instructional decisions and improve student outcomes in all of the Math, ELAR, and Science classrooms

The following is the Horizon Middle School Targeted Improvement Plan:
Targeted Improvement Plans LEVERS

LEVER 1.3 - Strong Leadership and Planning by implementing the TIL coaching protocol campus wide.

LEVER 4.1 - Daily use of high-quality instructional Materials in 100% of Math, ELAR, and Science Classrooms.

LEVER 5.3 - Data-Driven Instruction by using data to drive instructional decisions and improve student outcomes in all of the Math, ELAR, and Science classrooms

State Performance Indicators

Results Driven Accountability- The RDA system is a data-driven framework developed and implemented annually for local educational agencies (LEAs) by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA). This system is used by the TEA as one part of its annual evaluation of LEA performance and program effectiveness.

The following are the goals set by Special Populations meeting which include representatives from Bilingual Education, Special Education, Counselor Director, Content Coordinators, Assistant Superintendent and Assessment.

The Special Education goal is to increase the number of passing students for STAAR 8th grade Social Studies and 5th and 8th grade Science. The Bilingual Education goal is to decrease the number of beginning reading proficiency for TELPAS. Other Special Population goal to provide support for students dropping out of school from grade 7-12. These plans are locally created and locally monitored.



2024-25 Attendance Waivers TEA allows districts or campuses to request that any instructional day, with attendance at least ten (10) percentage points below the last school year's average attendance, be excused from ADA calculations for the current school year. Allowable reasons are related to weather, health, or safety.

During the first two weeks of January 2025, Clint ISD, like most of Texas, had severe cold weather and a weather advisory. Clint ISD schools experienced lower than average attendance rates due to the frigid temperatures.

If TEA approves the waivers, it will increase the final attendance percentages for this campus. That day will be removed from their average attendance.

The following campuses had a drop in attendance on the following days due to weather. Campuses must have a 10% or lower variance from the final 2023-24 attendance.

Tuesday, January 9, 2025

REMS 82.19%

WDS 82.46%

RSE 81.59%

MVE 82.31%

CTW 82.06%

Tuesday, January 21, 2025

EMMS 82.83%

REMS 84.73%

MVE 82.52%

Motion to approve the attendance waivers as presented.

1st motion to approve - Edna de la Fuente MVHS

2nd motion to approve - Karen Garcia HHS

Everyone in Favor - Yes.

Opposed - N/A



Approval of minutes from November 6, 2024 minutes

Motion to Approve Minutes:

1st motion to approve -Rubi Rios REMS

2nd motion to approve -Lorraine Bustamante DHE

Everyone in Favor - Yes.

Opposed - N/A

Q & A

None at this time.

This concludes today's meeting.

A reminder will be sent out for the next meeting.

Next Meeting :

April 9, 2025 at 8:30 AM

Board Room (700)

Motion to adjourn meeting

1st motion to adjourn- Karen Garcia HHS

2nd motion to adjourn- Nancy Rubio GT Rep.

Meeting adjourned at 9:05 a.m.