

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES  
5:00 PM

Irving ISD Board Room  
2621 West Airport Freeway  
Irving, TX 75062  
Monday, March 27, 2023

**A G E N D A**

- I. **CALL TO ORDER FOR 5:00 P.M. WORK SESSION**
- II. **PUBLIC COMMENTS**
  - A. Public Comment - Individuals wishing to address the Board on agenda items or make comments regarding issues not on the agenda will be heard at this time.
- III. Special Recognition
- IV. **DISCUSSION**
  - A. Receive Overview of Gifted and Talented Program Evaluation 2021-2022 (D. Galindo) 3
  - B. Receive Overview of the Annual Texas Academic Performance Report (TAPR) (D. Galindo) 21
  - C. Discuss Items on the March 27, 2022 Regular Board Meeting Agenda
- V. **EXECUTIVE SESSION** - The Board may recess the Open Meeting and reconvene in a Closed Meeting pursuant to the following sections of the Texas Government Code and as authorized by Sections 551.071-551.076 and 551.082-551.084 therefore of
  - A. Section 551.071 - To seek the advice of the Board's attorney about:
    - 1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation
    - 2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.
  - B. Section 551.072 - To deliberate the purchase, exchange, sale, lease or value of real property if such deliberation in open session would have a detrimental effect on the Board's position in negotiations with a third party
  - C. Section 551.074 - To deliberate the appointment, employment, resignation, evaluation, reassignment, proposed nonrenewals, termination, duties, discipline,

or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

D. Safety and Security

VI. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.

A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation

B. Consider Action Regarding Purchase, Exchange, Sale, Lease or Value of Real Property

VII. **ADJOURNMENT**



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# IRVING

INDEPENDENT SCHOOL DISTRICT



IRVING  
*Independent School District*

Gifted and Talented and  
Advanced Academics  
**21-22 Program Evaluation**

March 27, 2023

Exhibit IV-A  
WS

# Purpose of Report

In accordance with Texas Education Code §29.124 and the *Texas State Plan* for the Education of Gifted/Talented Students (Revised 2019), each school district shall annually certify to the commissioner that the district <sup>5</sup> has established a program for gifted and talented students. Following both statutes, this report contains data from the 2021-2022 school year to summarize effectiveness in ensuring student academic success for the 4,512 gifted and talented students in Irving Independent School District.

# Fidelity of Services

The Gifted and Talented (GT) Program in Irving Independent School District (IISD) serves students to meet their advanced academic needs. The program serviced 4,512 students (14% of the district's population) during the 2021-2022 school year.

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The department has three goals:

1. To provide equitable and effective identification of gifted students
2. To maintain equitable participation and achievement in advanced academic opportunities
3. To engage and support the parents of gifted and talented students through a variety of enrichment activities

# Student Assessment & Identification

## Referral ⇒ Screening ⇒ Selection

1. Referral/Screening allowed once every calendar year
2. Aptitude, Achievement, and Portfolio
3. Equitable with Qualitative and Quantitative Data

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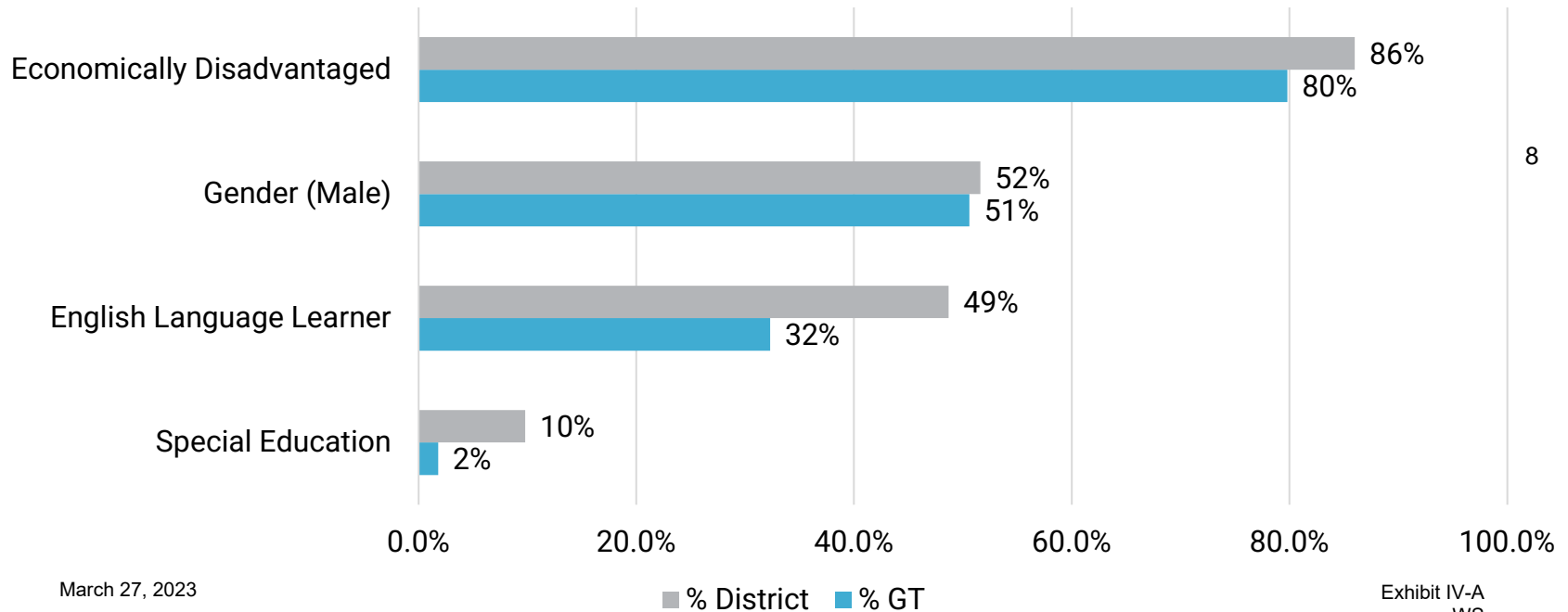
## Self-contained services

Talent Development Model - develop gifts; scheduled as Advanced  
Transition from Elementary to Middle to High School



# Equity of Services: Student Group

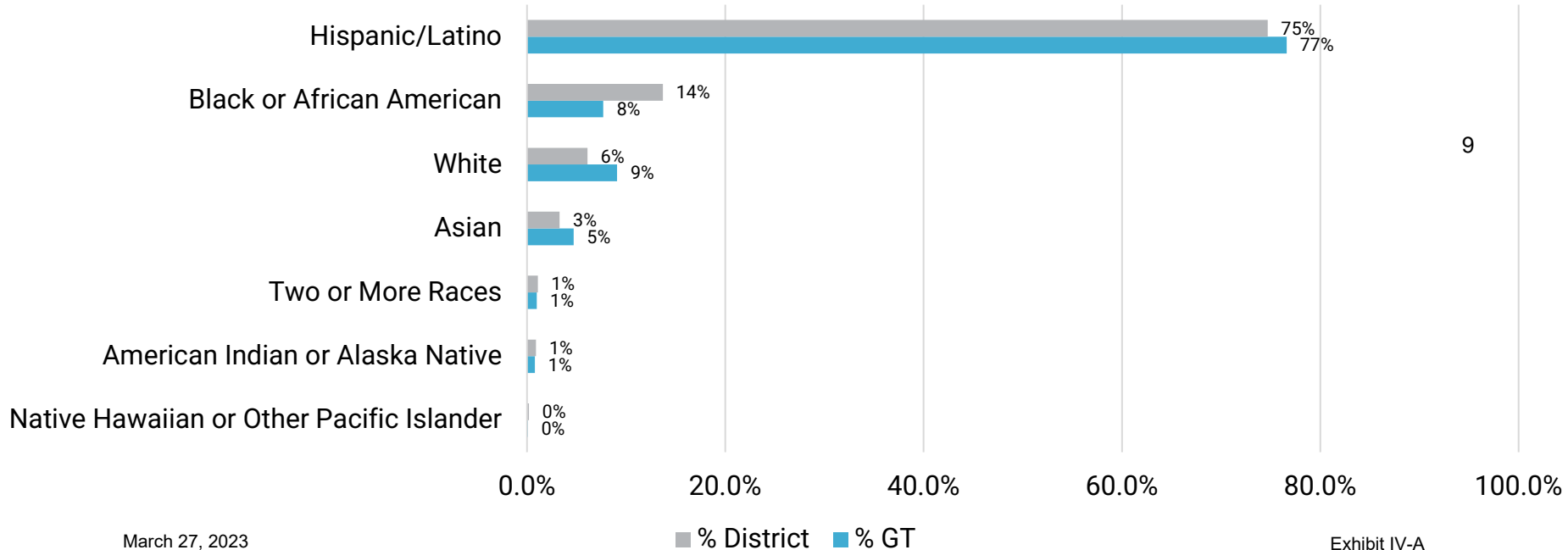
Percentage of GT Participation by Student Group versus Percentage by Student Group across District





# Equity of Services: Race/Ethnicity

Percentage of GT Participation by Race/Ethnicity versus Percentage by Race Ethnicity across District



# Service Design and Curriculum & Instruction

Kinder	1	2	3	4	5	6	7	8	9	10	11	12																							
<p>All kinder screened and GT Identified, and grouped for instruction by March 1<sup>st</sup>.</p> <p>Served through Research 4 Discovery</p> <p>45-90 minutes per week</p>	<p><b>Self-Contained</b></p> <p>Enrichment for mathematics</p> <p>Enrichment for ELAR with small-group instruction at child's instructional reading level.</p> <p>Delivery of science and social studies using gifted strategies.</p>	<p><b>Self-Contained</b></p> <p>Compacted and accelerated curriculum for Math and ELAR to prepare for middle school level of instruction and acceleration.</p> <p>Delivery of science and social studies using gifted strategies.</p>	6 GT ELA/ Humanities			7 GT ELA/ Humanities			GT English I/ Humanities			English II GT			AP Language & Composition GT			AP Seminar Capstone Course I			AP Literature & Composition GT			AP Research Capstone Course II			AP Seminar Capstone Course I			English V Genre Study			AP Research Capstone Course II		
			Math 6GT			Math 7GT			Algebra I GT			Geometry GT			Algebra II GT			PreCalculus GT			AP Calculus AB or BC														
			Science 6 GT*			Science 7 GT*			Biology GT**			Chemistry GT			AP Physics I GT			AP Statistics			AP Computer Science			AP Computer Sci Principles											
			6 <sup>th</sup> grade Honors World Cultures			7 <sup>th</sup> grade Honors Texas History			8 <sup>th</sup> grade Honors US History			AP Human Geography/ Honors World Geography (Dual Lang)			AP World History			AP US History			AP US Gov't			AP Comp Gov't			AP Macro			AP Micro					

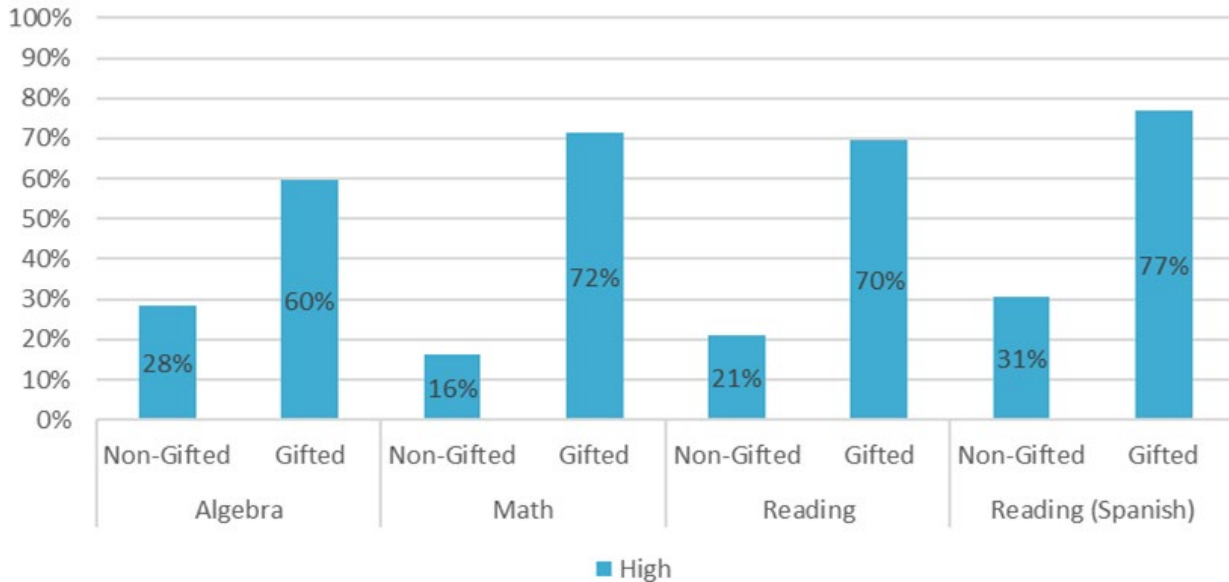
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# Academic Achievement: MAP

NWEA MAP Achievement Quintiles: High-Average and High



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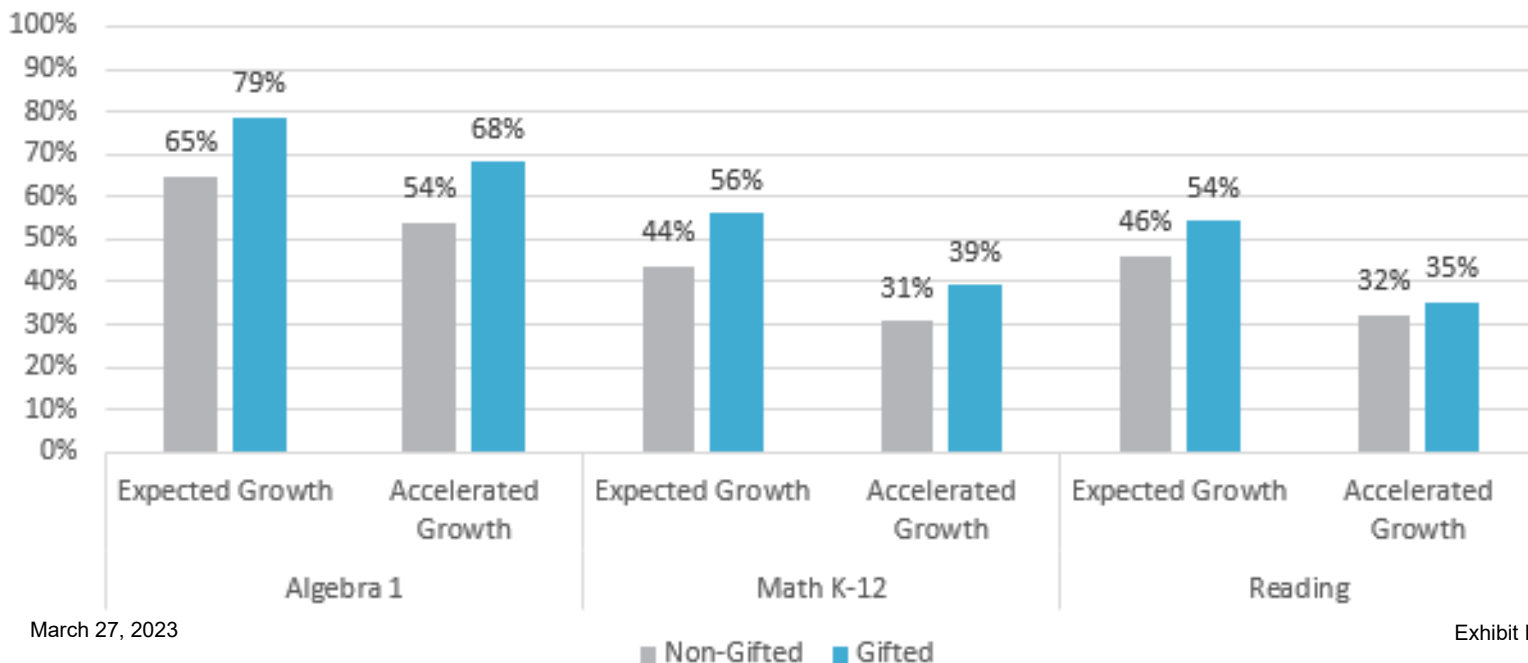
**In 2022, gifted students performed at higher levels than non-gifted students on nearly all assessment outcomes.**  
March 27, 2023

Exhibit IV-A  
WS

# Gifted MAP Growth

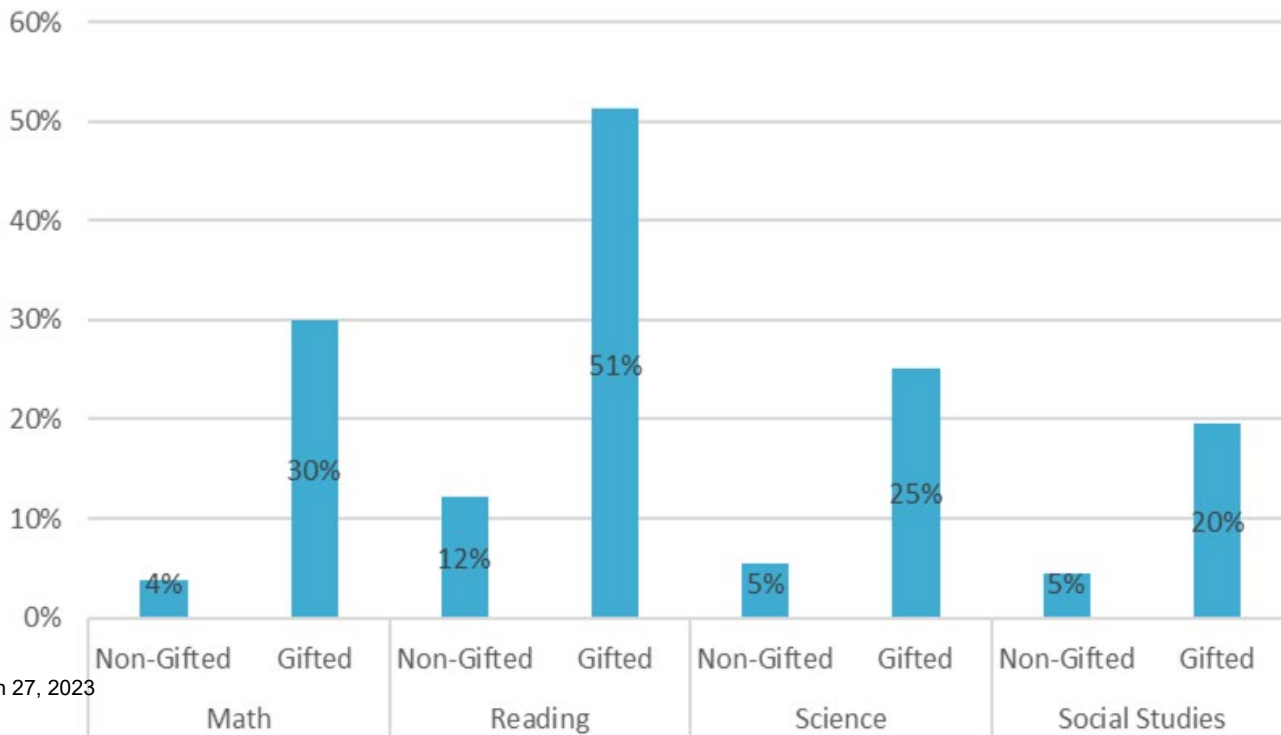
Most gifted students experienced above-average growth in the 2022 school year.

NWEA MAP: Growth Rates



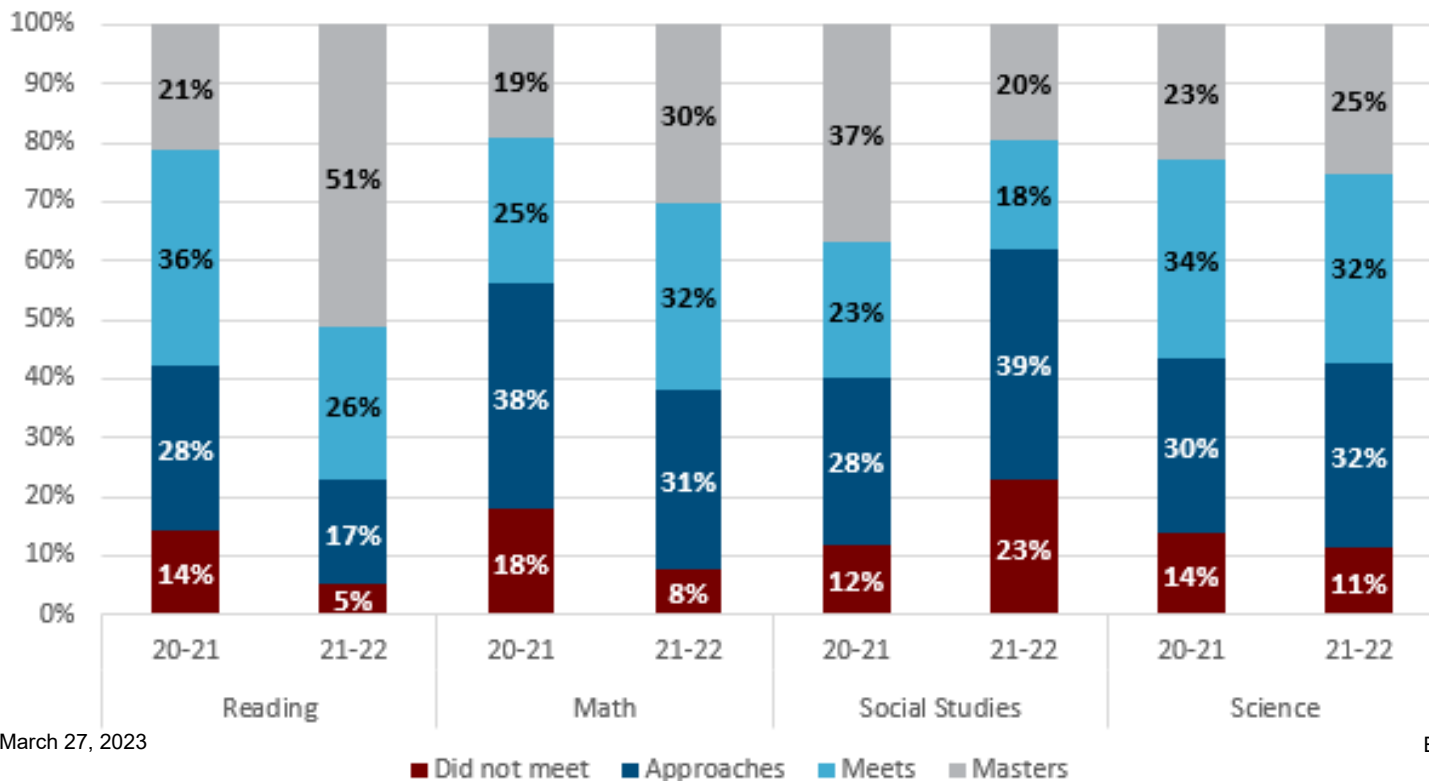
# Academic Achievement: STAAR

STAAR 3-8: Masters Grade Level



# STAAR 3-8 Performance by Subject

STAAR 3-8 Performance Distribution: 2020-2021 vs. 2021-2022

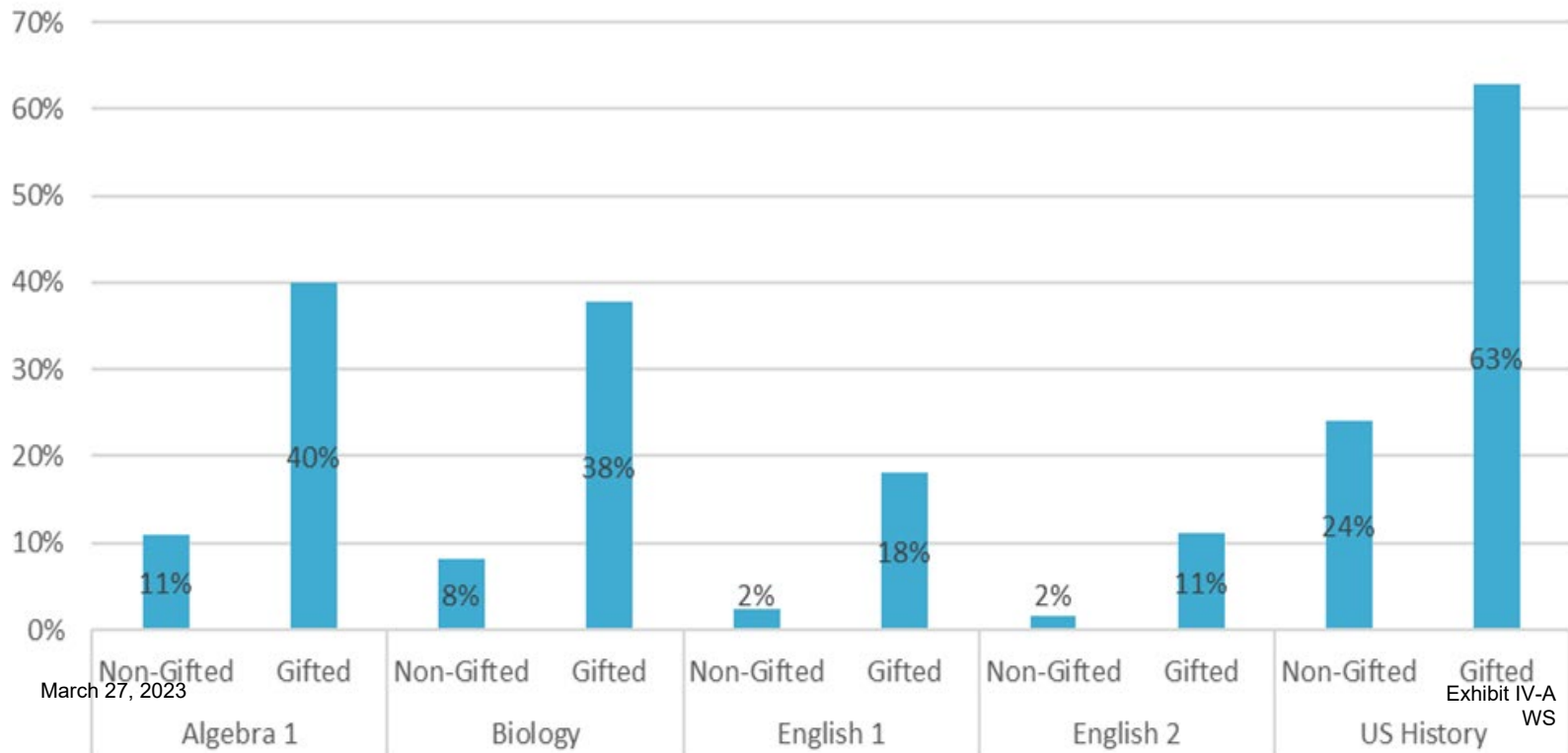


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# Academic Achievement: EOC

STAAR EOC: Masters Grade Level



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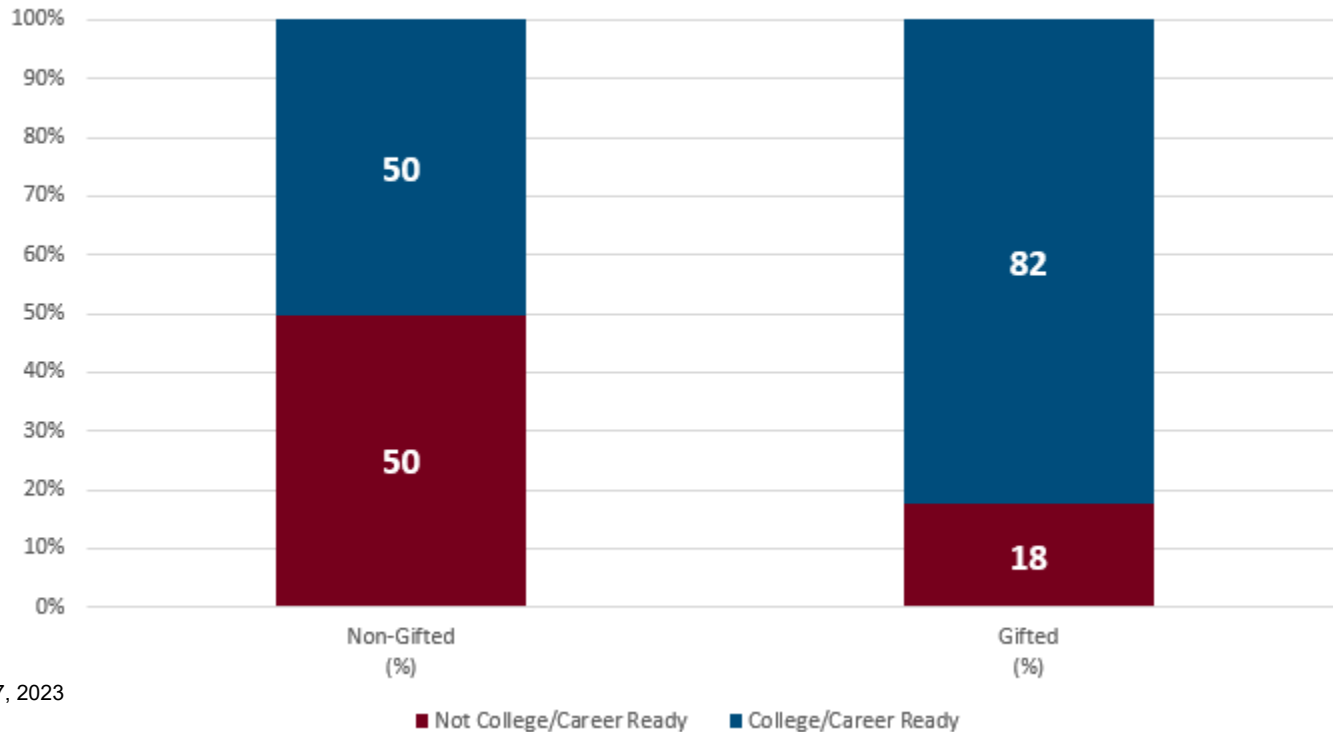
March 27, 2023

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# College and Career Readiness

College and Career Readiness: Gifted vs. Non-Gifted





# Professional Learning

- The number of teachers required to earn credit from Gifted professional learning opportunities exceeds the number of teachers providing Gifted services.
- The GT department monitors the completion of GT 30 Hours and GT update requirements.
- For the teachers and staff required to earn 30 hours, 120 staff members began or completed training.

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# Family and Community Involvement

- GT Awareness Sessions for Families and Teachers
- GT Parent Nights on Campuses
- Kinder GT Parent Nights
- GT Showcases on campuses
- District Showcase at Singley





# Action Steps

We meet the requirements outlined in the Texas State Plan for the Education of Gifted and Talented Students.

- Continue efforts to district-refer students to ensure that underrepresented populations are served towards equity. <sup>19</sup>
- Focus training on critical thinking for all students using Depth and Complexity.
- Promote awareness for gifted student needs across all stakeholders through meetings and showcase opportunities.



# Questions?

Thank you!



# IRVING

INDEPENDENT SCHOOL DISTRICT



**Annual Report 2021-2022  
Presentation to the Board of Trustees by:  
Dr. Dorian Galindo,  
Senior Executive of Performance Outcomes**

# Annual Report: Texas Academic Performance Report (TAPR)

- The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. 23
- The Texas Academic Performance Report (TAPR) is available in two forms:
  - An online TAPR system that is more comprehensive and dynamic than in previous years. The online TAPR system is updated with district and campus academic performance, financial reports, and staff, program, and student demographic data as soon as it becomes available.
  - A shortened PDF version which includes major data points that allow districts to fulfill their public notification requirements.

# Annual Report: Texas Academic Performance Report (TAPR)



**TEA**  
Texas Education Agency

Search tea.texas.gov

Home > Performance Reporting Division > Texas Academic Performance Reports > 2021-22 Texas Academic Performance Report

## 2021-22 Texas Academic Performance Reports

[Performance Reporting](#)

[Campus Report](#)  
[District Report](#)  
[Region Report](#)  
[State Report](#)  
[Glossary](#)  
[Data Download](#)

While the PDF version of the TAPR includes only major data points and is designed to allow districts to fulfill their [public notification requirements](#), the [Texas Performance Reporting System \(TPRS\)](#) provides additional data in a comprehensive system to help inform stakeholders. Unlike TAPR, TPRS is updated on a rolling basis as data becomes available.

Search by individual [campus](#) or [district](#).

TAPR data are also available by [ESC region](#) and for the entire [state](#).

The [TAPR Glossary](#) provides definitions, describes methodologies, and lists sources for each tab in the TAPR system.

The TAPR Glosario provides the Spanish translation of the glossary and will be available January 2023.

The [TAPR Guidelines](#) help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the TAPR.

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- [TEA TAPR Reports](#)
- [Performance Outcomes and Data Campus TAPR Links](#)
- Locations to request physical copies:  
**District TAPR-** Performance Outcomes and Data Department,  
**Campus TAPR-** Campus Libraries or Offices

# Annual Report: 2021-2022 Accreditation Status and PEIMS Financial Standard Reports

- TEA [website](#):

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- Current accreditation status: 2021-2022 Accreditation Statuses (will not be issued - see related correspondence below)

- Last available accreditation status:

DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status
IRVING ISD	10	A - Superior	B	ACCREDITED

- **PEIMS Financial Standard Reports (2021-2022 Financial Actual Reports)**

The financial section of the TAPR is provided by the State Funding Division.

These reports can be accessed from a link on the last page of the TAPR or at

<http://tea.texas.gov/financialstandardreports>

# Annual Report: 2021-2022 Accountability Ratings and Distinction Designations Awarded

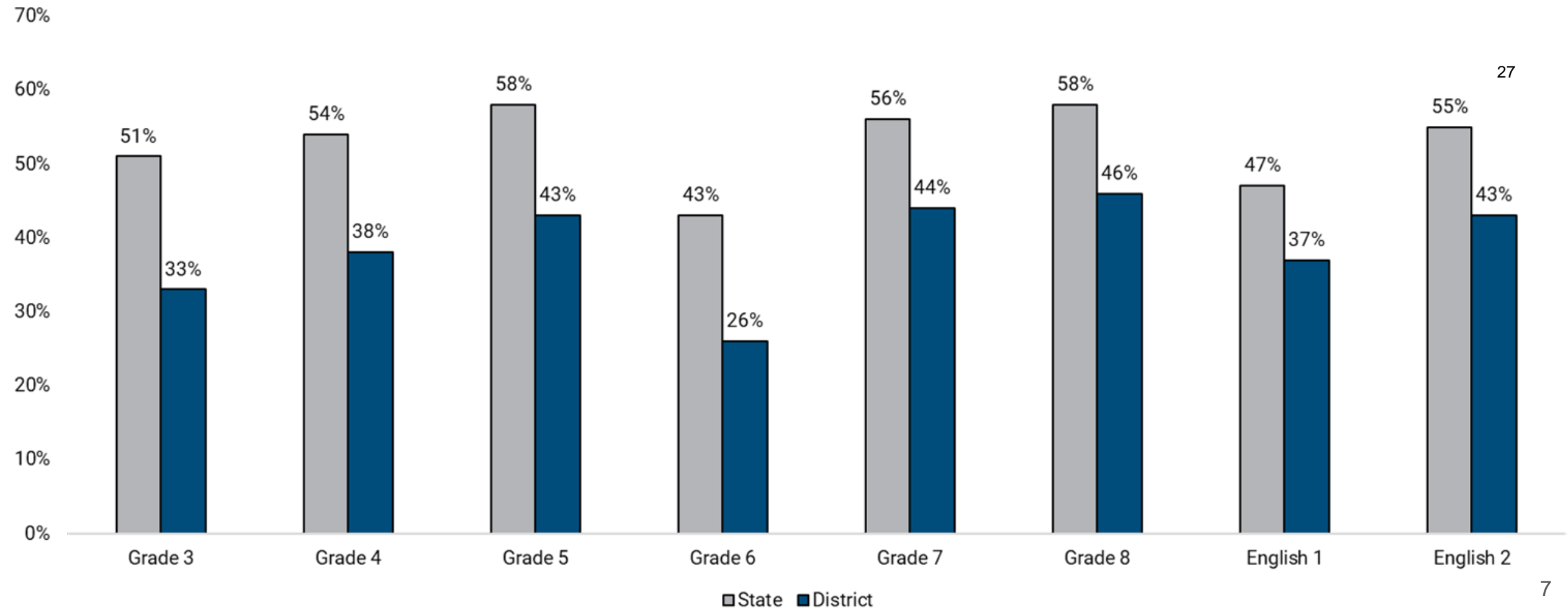
- 2022 Accountability Rating: B
- 2022 Special Education Determination Status: *Needs Assistance*
- 15 Campus Distinction Designations

Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>84</b>	<b>B</b>
<b>Student Achievement</b>		<b>75</b>	<b>C</b>
STAAR Performance	36	62	
College, Career and Military Readiness	53	80	
Graduation Rate	96	90	
<b>School Progress</b>		<b>89</b>	<b>B</b>
Academic Growth	75	89	<b>B</b>
Relative Performance (Eco Dis: 86.3%)	45	82	<b>B</b>
Closing the Gaps	39	73	<b>C</b>

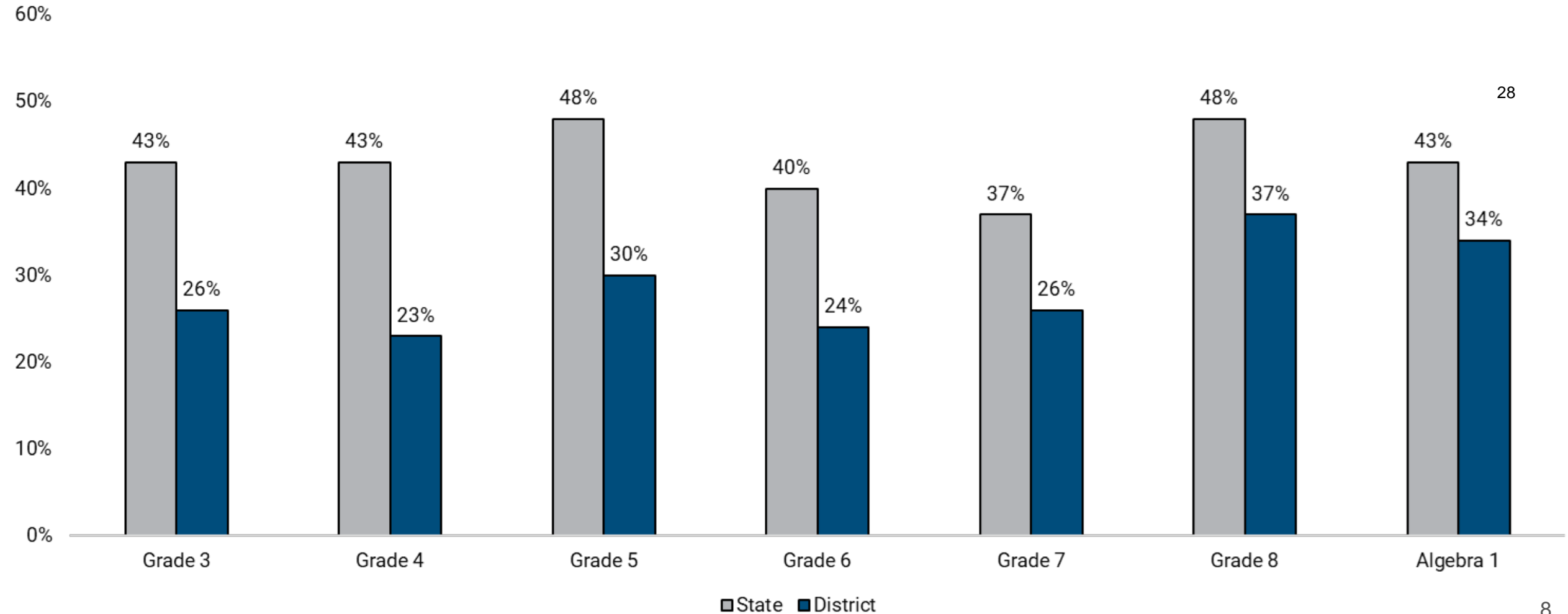
# STAAR 2022: Reading by Grade Level

Reading: Meets Grade Level or Above



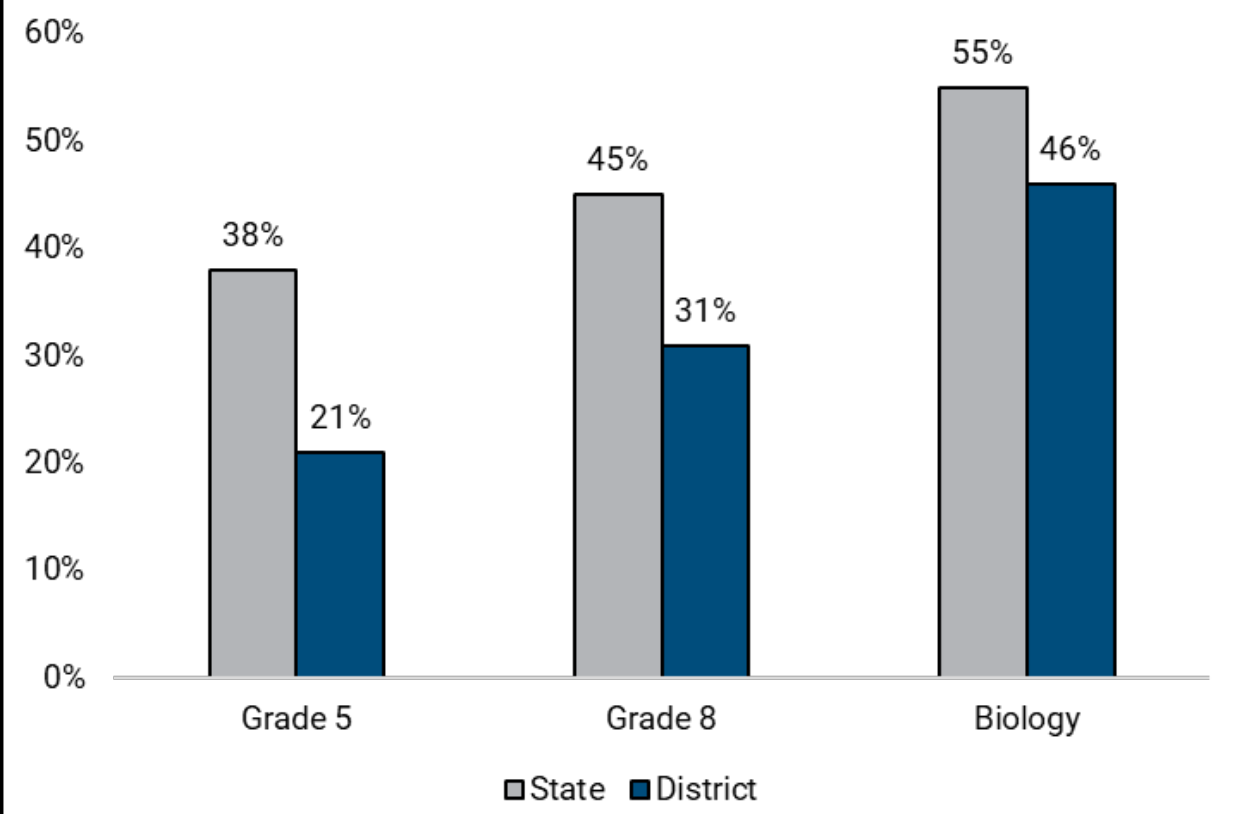
# STAAR 2022: Mathematics by Grade Level

## Mathematics: Meets Grade Level or Above

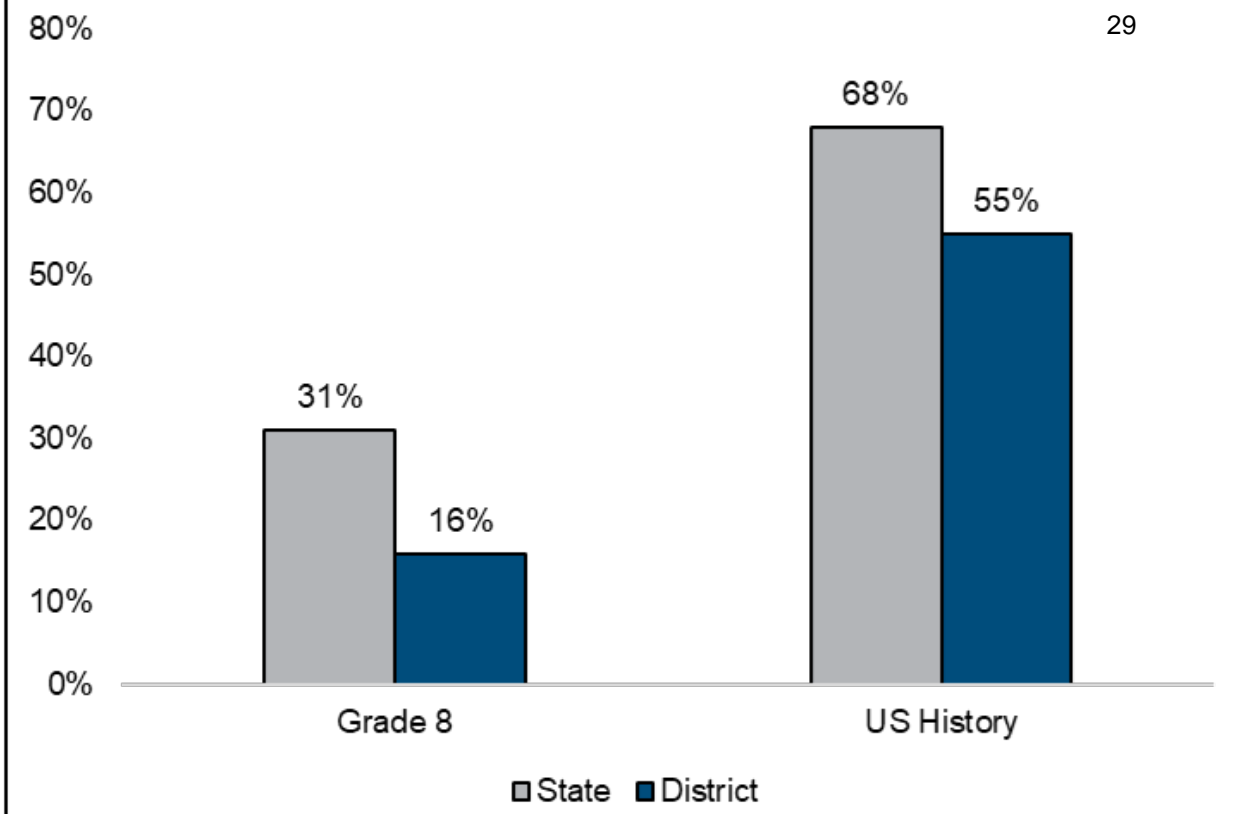


# Other STAAR 2022 Subjects:

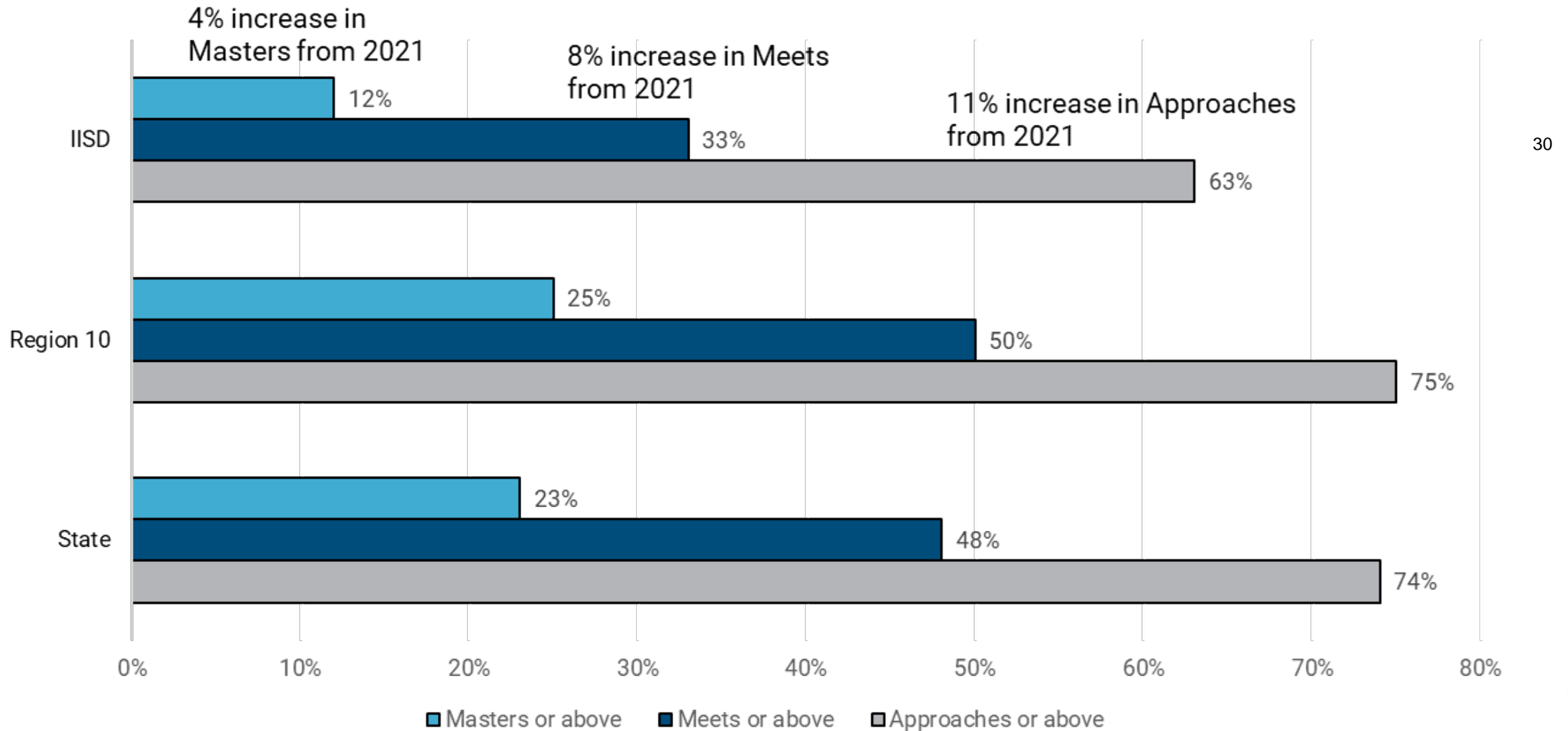
## STAAR 2022: Science Meets Grade Level or Above



## STAAR 2022: Social Studies Meets Grade Level or Above

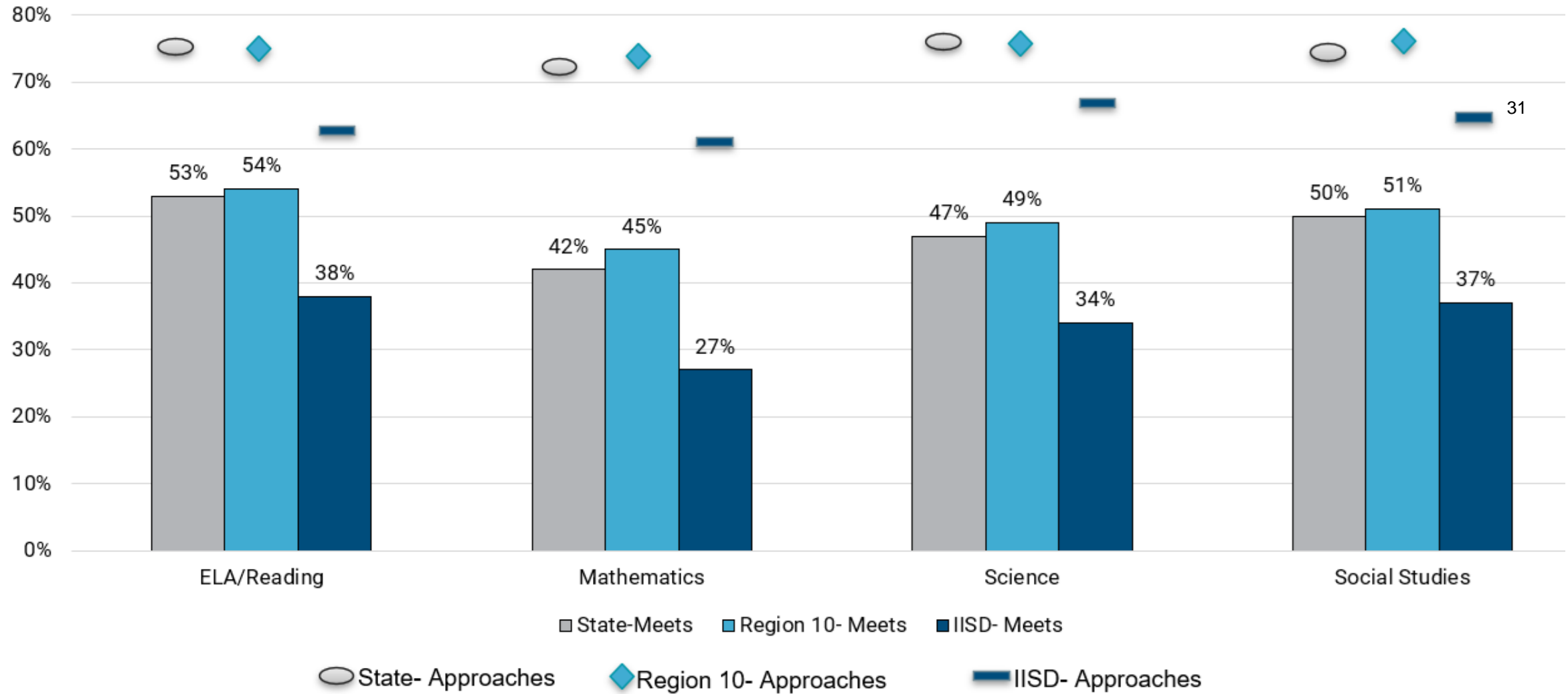


# STAAR 2022: All Grades/All Subjects by Performance



# STAAR 2022: All Grades by Subject

## Approaches and Meets









# 2021-2022 STAAR Participation Rates

	State	Region 10	IISD	
Assessment Participation	88%	82%	94%	↑
Included in Accountability	83%	87%	89%	↑
Not Tested	12%	8%	6%	↓

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# District vs. State Comparison of Attendance Rates

	State		District	
	Attendance Rate	Chronic Absenteeism	Attendance Rate	Chronic Absenteeism
2020-2021*	95%	15%	96% 	12% 
2019-2020	98%	7%	99% 	7% 
	Attrition Rate	Mobility Rate	Attrition Rate	Mobility Rate
2020-2021	19%	14%	20% 	13% 

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\*2020-2021: COVID virtual/hybrid learning

# 4 Year Graduation and (Gr 9-12) Annual Dropout Rates: A Historical Review and Comparison

## Graduation Rate

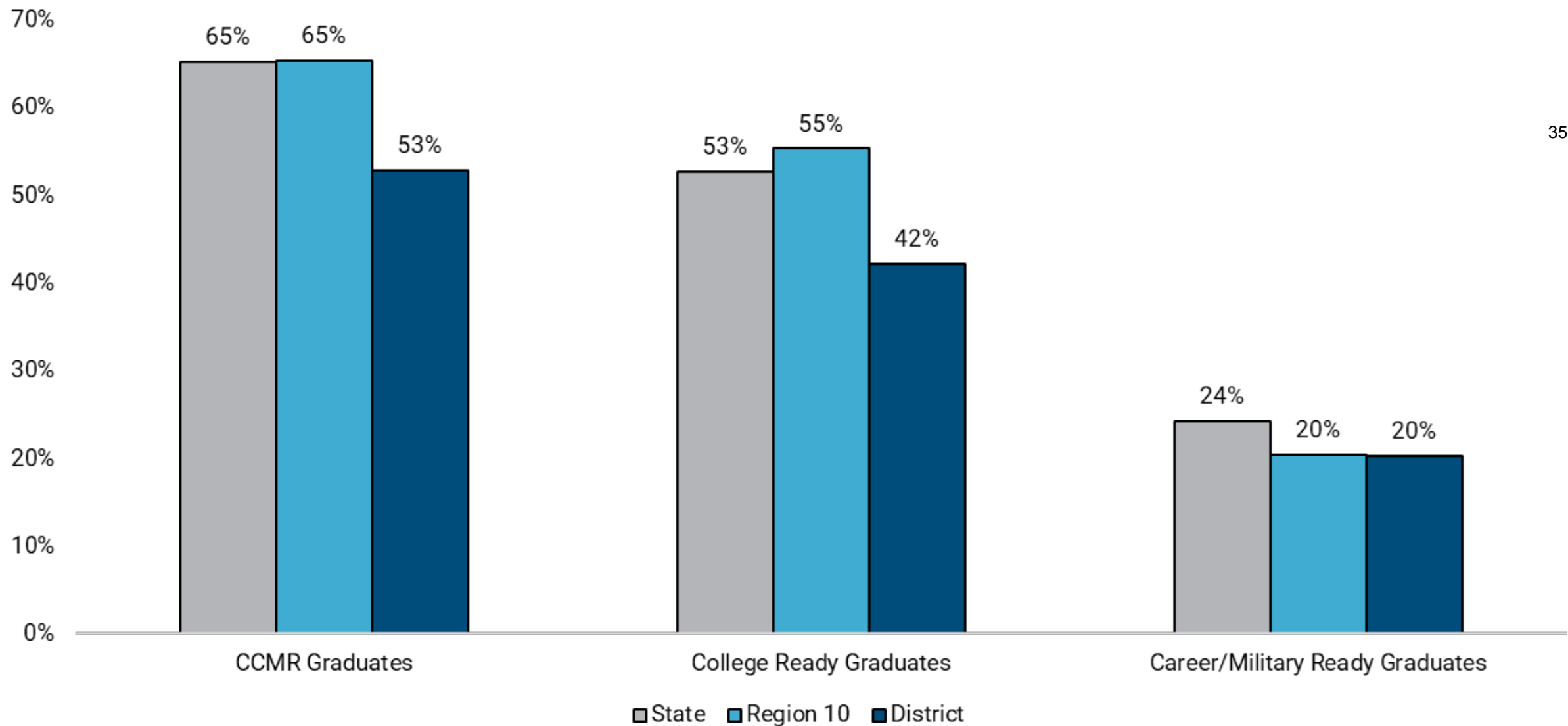
	IISD		State
Class of 2021	95%	↑	90%
Class of 2020	94%	↑	90%

## Drop Out Rate

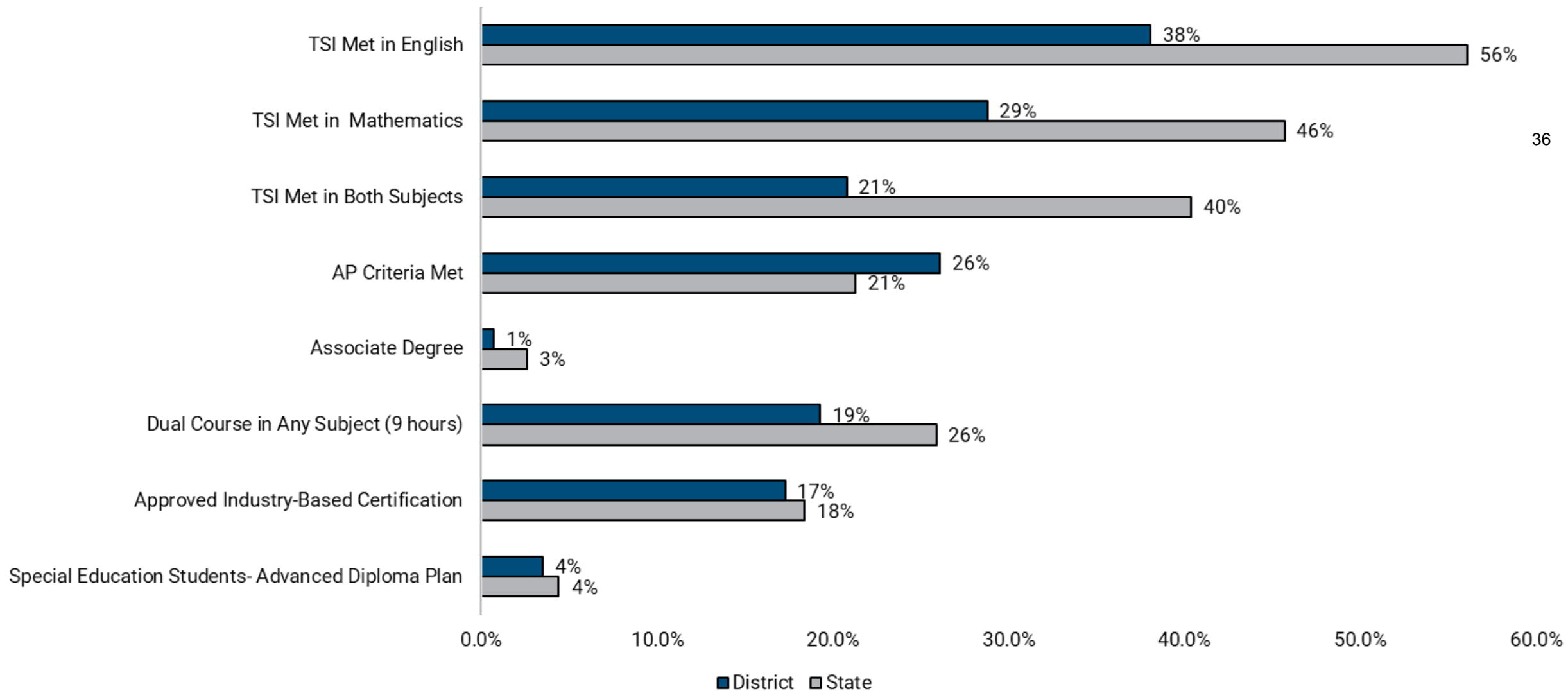
	IISD		State
2020-2021	1.8%	↓	2.4%
2019-2020	0.8%	↓	1.6%

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# College, Career, and Military Ready Class of 2021

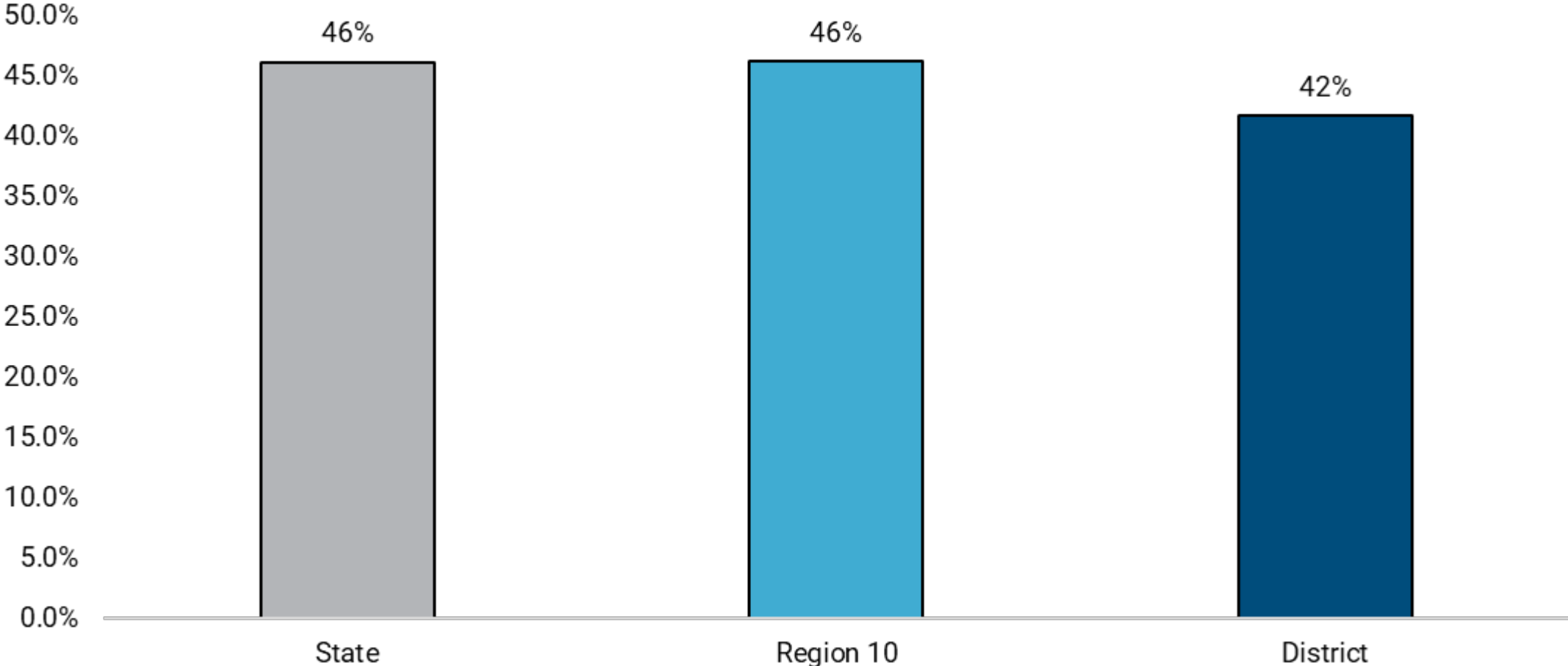


# College and Career Indicators Class of 2021

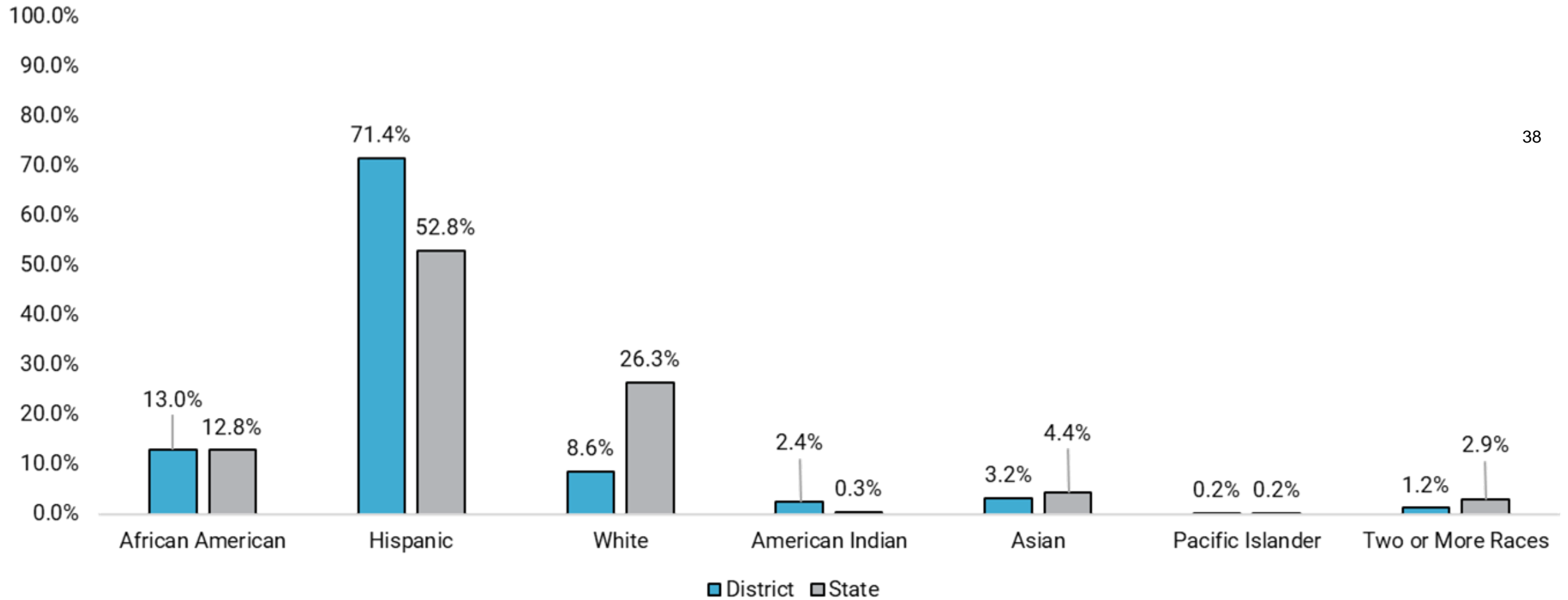


# College Enrollment: Class of 2021

Graduates enrolled in Texas Institute for Higher Education

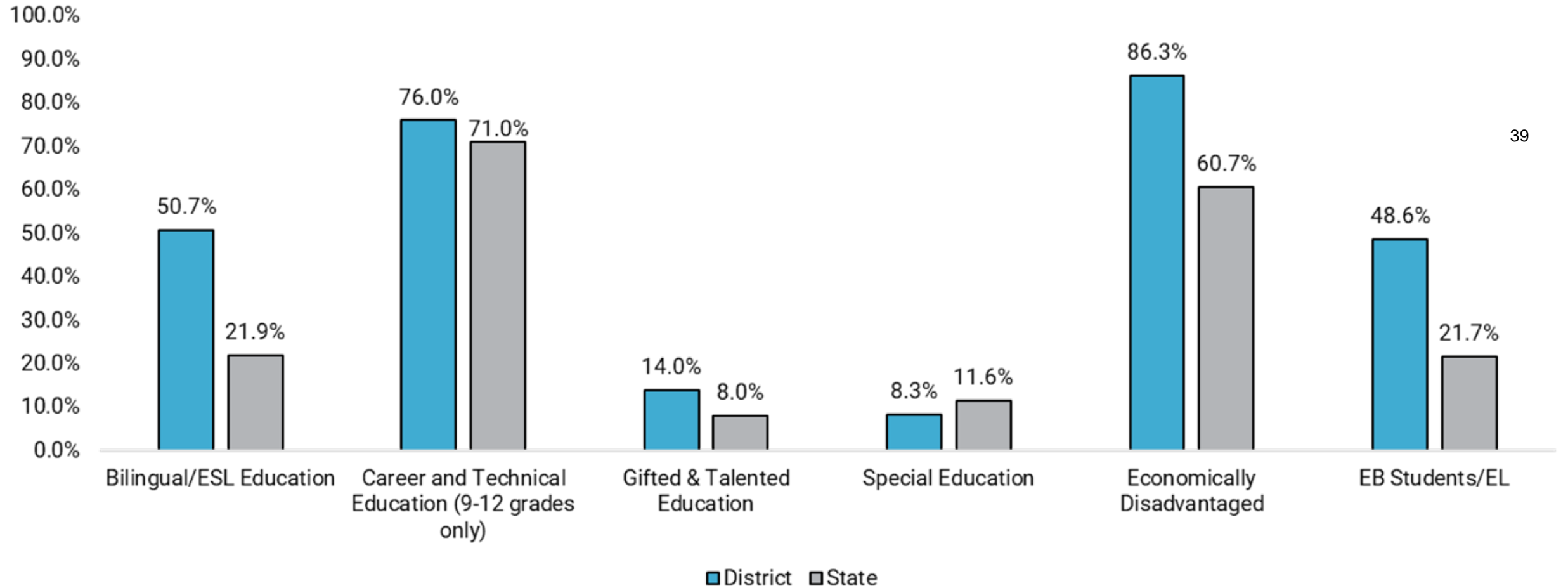


# 2021-2022 Student Demographics: Race and Ethnicity



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# 2021-2022 Student Enrollment by Program



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# Texas Higher Education Coordinating Board (THECB)

## Report on Higher Education

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:
  - Percentage of students within each GPA reporting band by high school

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# Texas Higher Education Coordinating Board (THECB) GPA Report on 2019-2020 High School Graduates

	<b>2 Year College GPA of 3.0 or Higher</b>	<b>Number of Graduates Completing One Year at 2-Year College</b>	<b>4 Year College GPA of 3.0 or Higher</b>	<b>Number of Graduates Completing One Year at 4-Year University</b> <sup>41</sup>
Irving HS	21%	152	43%	45
MacArthur HS	13%	200	43%	58
Nimitz HS	26%	129	56%	51
Jack E. Singley Academy	27%	142	27%	67
District	27%	623	33%	221

# Annual Report: Misconduct Incident Report

The number and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act<sup>42</sup>

Descriptions of school violence prevention and violence intervention policies and procedures used to protect students

Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

# Annual Report: Misconduct Incident Report

Discipline Reason	Actions Assigned ISS		Actions Assigned OSS		Actions Assigned DAEP		Overall Change <sup>43</sup>
	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	
04-CONTROLLED SUBSTANCE/DR	153	150	274	223	312	265	↓
05-ALCOHOL VIOLATION	18	26	27	32	27	39	↑
21-VIOLATED LOCAL CODE OF	4,999	3,485	1,439	979	102	44	↓
26-TERRORISTIC THREAT	28	25	27	28	36	27	↓
27-ASSAULT-DISTRICT EMPLOY	31	31	52	30	28	21	↓
28-ASSAULT-NON DISTRICT EMP	101	141	105	163	113	179	↑
36-FELONY CONTROLLED SUBS	19	62	40	142	37	140	↑
41-FIGHTING/MUTUAL COMBAT	278	481	335	348	37	N/A	↑
61-BULLYING TEC 37.0052(B)	N/A	12	N/A	12	N/A	N/A	
Total	5627	4413 ↓	2299	1957 ↓	692	715 ↑	↓

## For more information

**Please contact:**

**Dr. Dorian Galindo, Senior Executive of Performance Outcomes and Data**  
**972-600-5097 or [dgalindo@irvingisd.net](mailto:dgalindo@irvingisd.net)**

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**TAPR District and Campus Reports are located online at:**  
**[Performance Outcomes and Data Campus TAPR Links](#)**