

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES  
5:00 PM

Irving ISD Board Room  
2621 West Airport Freeway  
Irving, TX 75062  
Monday, September 18, 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.
- III. Special Recognition
- IV. **DISCUSSION**
  - A. Receive Presentation on Irving Independent School District State Assessment Results. (D. Galindo) 3
  - B. Receive Presentation on Irving Independent School District Attendance Boundary Changes. (D. Galindo) 31
  - C. Discuss Items on the September 18, 2023 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.

C. Public Comments - individuals wishing to address the Board or make comments regarding issues not on the agenda will be heard at this time.

VII. **ADJOURNMENT**

**RECEIVE PRESENTATION ON IRVING INDEPENDENT SCHOOL DISTRICT STATE ASSESSMENT  
RESULTS:**

**Submitted by:** Dr. Dorian Galindo, Chief of Staff

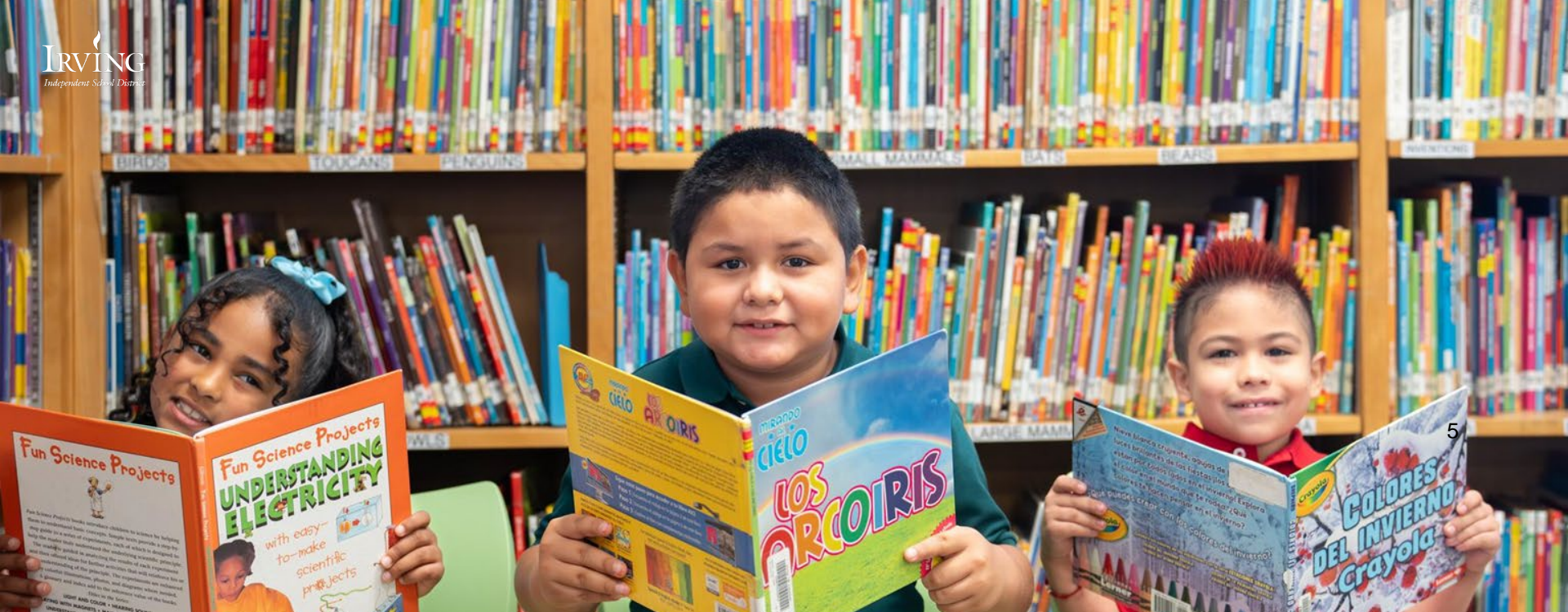
**Summary:** A presentation will be provided to the Board on Irving ISD's state assessment results and a comprehensive analysis of the data, including both strengths and areas for improvement. The goal of the presentation is to ensure that all stakeholders, including students, parents, teachers, and community members, have a clear understanding of the district's educational outcomes before the state accountability results are publicly available on September 28<sup>th</sup>.

**Attached:** Irving ISD State Assessment Performance Results: A Four Year Review



# IRVING

**INDEPENDENT SCHOOL DISTRICT**



# Irving ISD State Assessment Performance Results: A Four Year Review

September 18, 2023

Dr. Dorian Galindo, Chief of Staff

Exhibit IV-A



# TEA Released Analytical Reports

- **Source of Data:** <https://txreports.emetric.net>
- Provides historical comparison of state, campus, region, & district STAAR 3-8 & EOC results (official accountability reports will be publicly available **September 28th** now sometime **October....**)
- Tonight's presentation includes:
  - Overall Irving ISD results by grade across 4 years
  - STAAR version only (alternate results not included)
  - All versions (English and Spanish Combined)

6



# A Recap of Performance Standards

- STAAR/EOC performance standards are related to test performance on the expectations defined by the curriculum standards
- Cut scores are established by the agency that define performance levels for an assessment
- The labels for performance standards are:
  - **Masters Grade Level**
  - **Meets Grade Level**
  - **Approaches Grade Level**
  - **Did Not Meet Grade Level**

7



# Performance Standard Definitions

## ● Masters Grade Level

- students are expected to **succeed in the next grade or course with little or no academic intervention**. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

## ● Meets Grade Level

- students have a **high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention**. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

## ● Approaches Grade Level

- students are **likely to succeed in the next grade or course with targeted academic intervention**. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts

## ● Did Not Meet Grade Level

- students are **unlikely to succeed in the next grade or course without significant, ongoing academic intervention**. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.



# Before we dive into the results...

- Overall performance as displayed will be greater than 100%
- Wait?! What?! Why?!
  - Because TEA displays performance results that include students achieving approaches, meets, and masters in the following way:

9





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# Overview of Performance by Subject

10

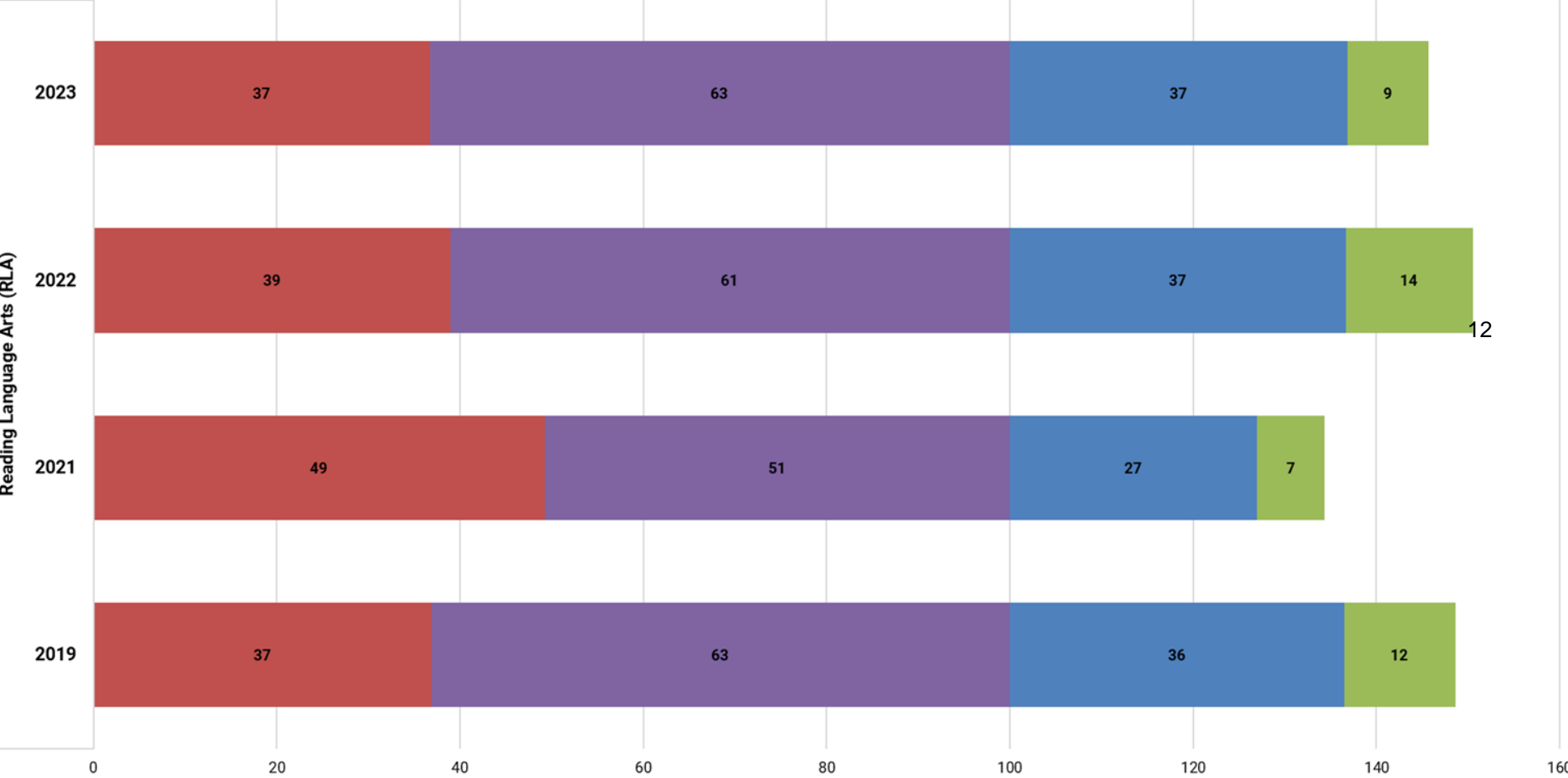
# Overall Performance by Subject (STAAR 3-8 and EOC Combined)

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



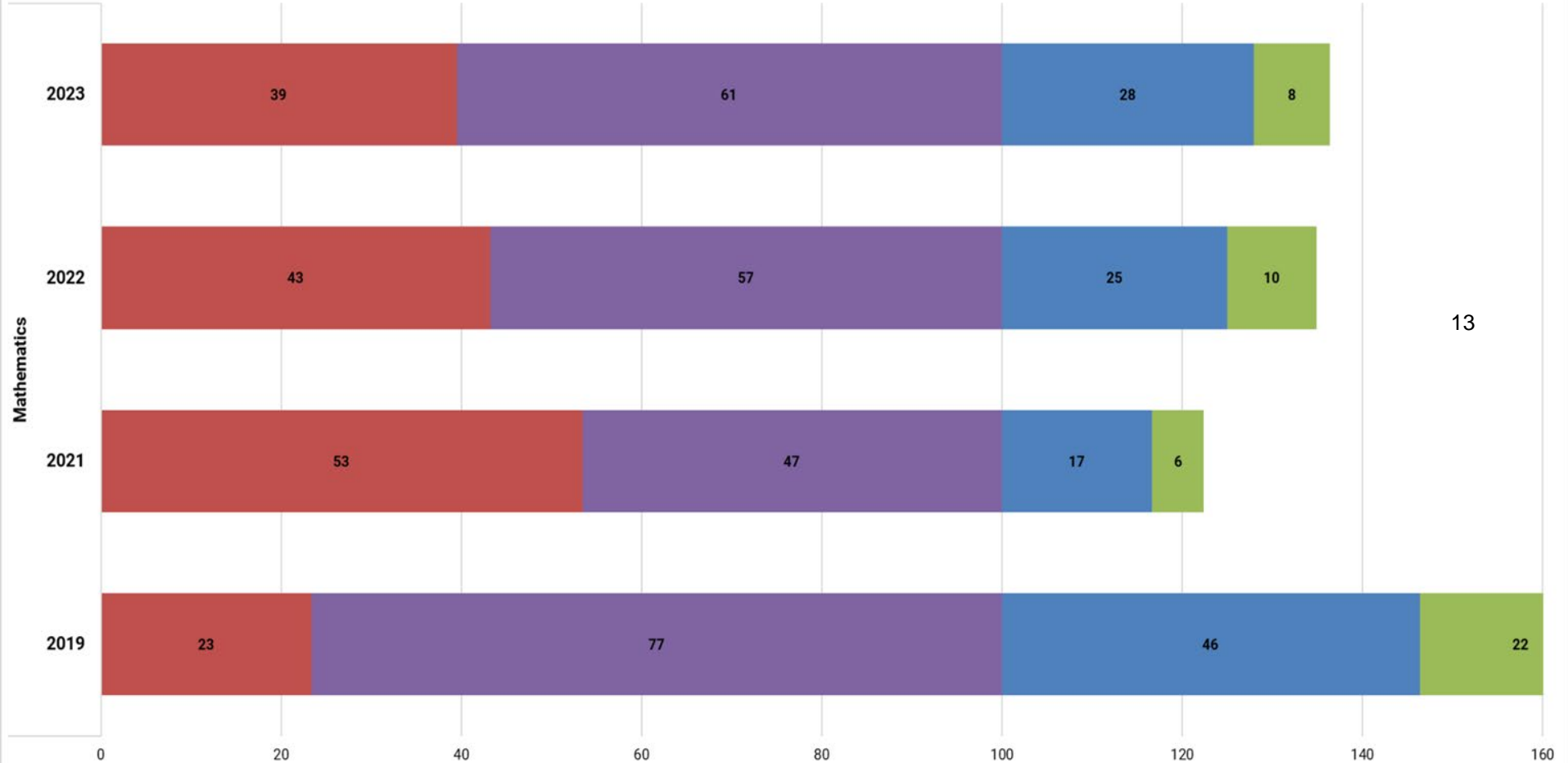
# Overall Performance by Reading Language Arts (RLA): All Grades/EOC Combined

Did Not Meet Approaches and Above Meets and Above Masters



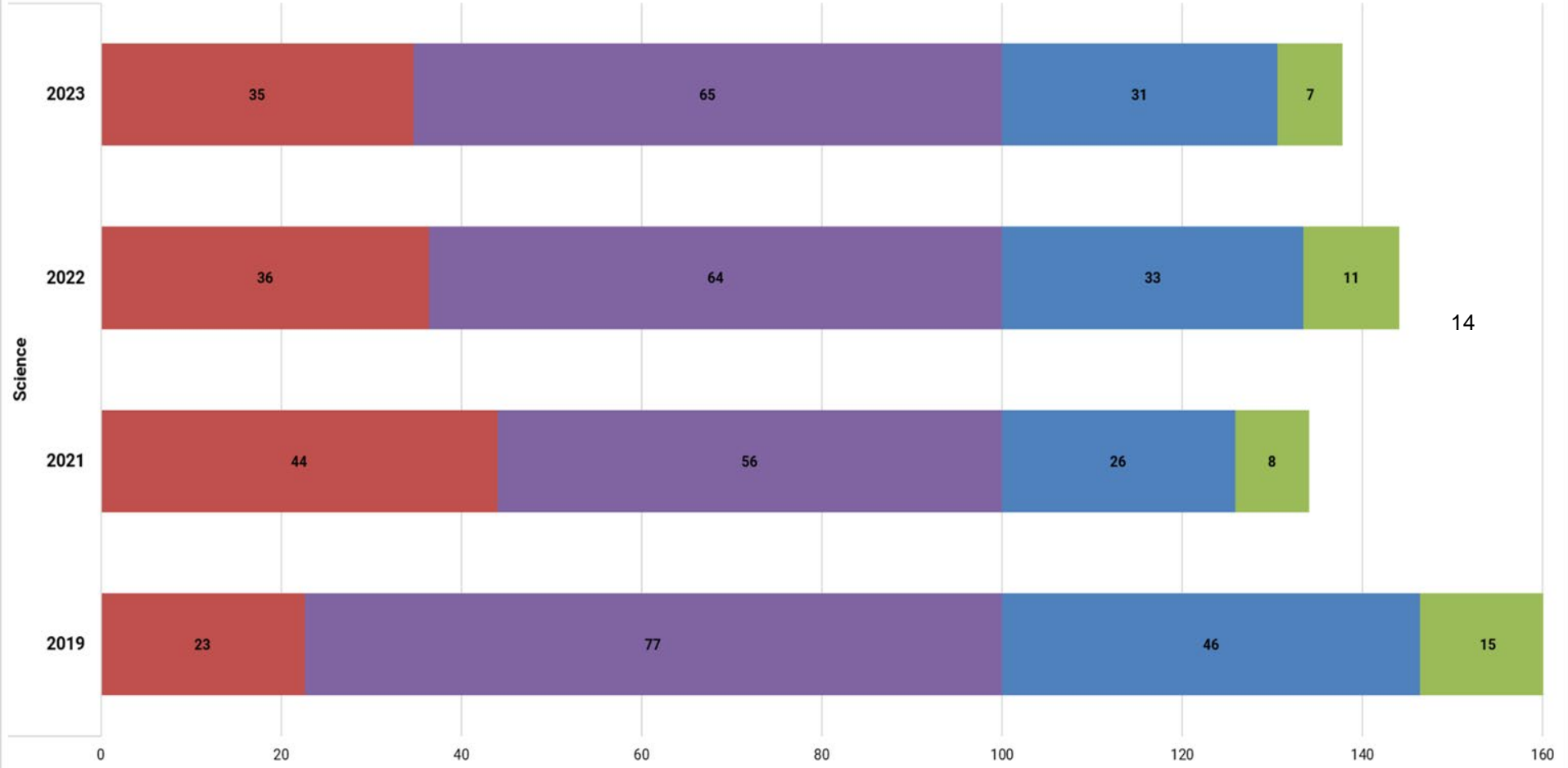
# Overall Performance by Mathematics: All Grades/EOC Combined

Did Not Meet Approaches and Above Meets and Above Masters



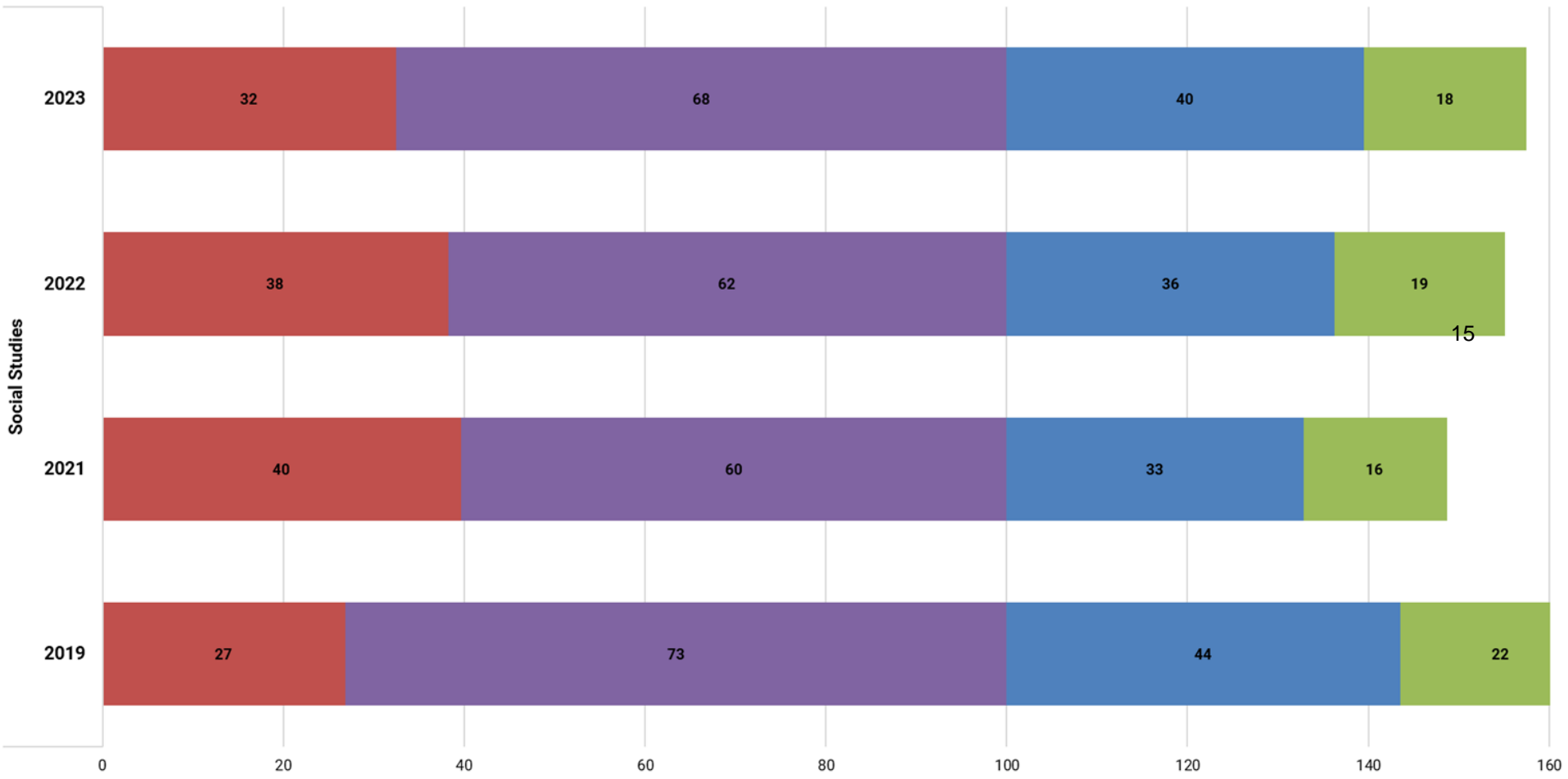
# Overall Performance by Science: 5th and 8th, Biology EOC Combined

Did Not Meet Approaches and Above Meets and Above Masters



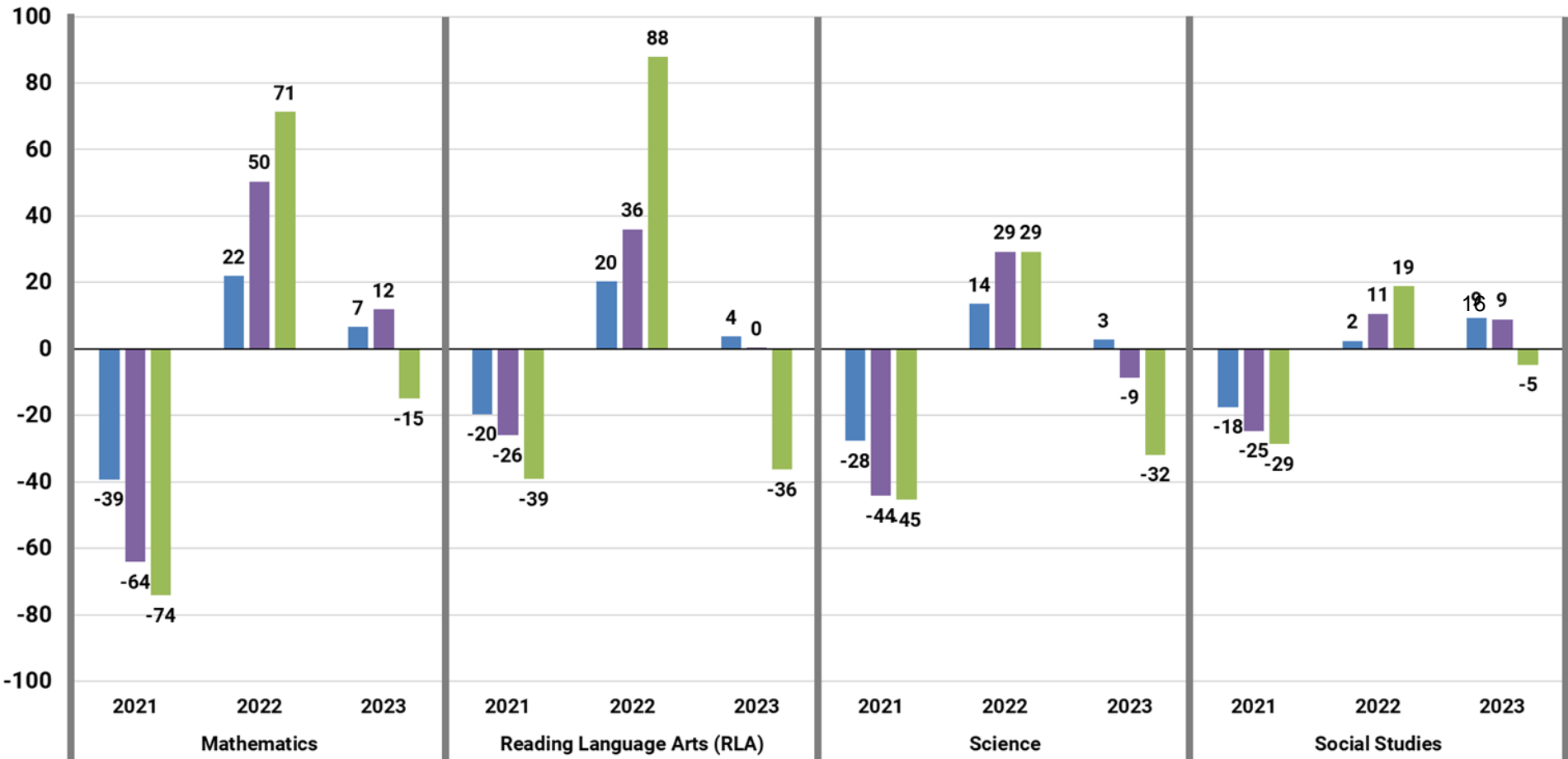
# Overall Performance by Social Studies: 8th and US History EOC Combined

Did Not Meet Approaches and Above Meets and Above Masters



# Percent Change Across Three Years: Overall Performance by Subject (STAAR 3-8 and EOC Combined)

■ % Change: Approaches and Above    
 ■ % Change: Meets and Above    
 ■ % Change: Masters





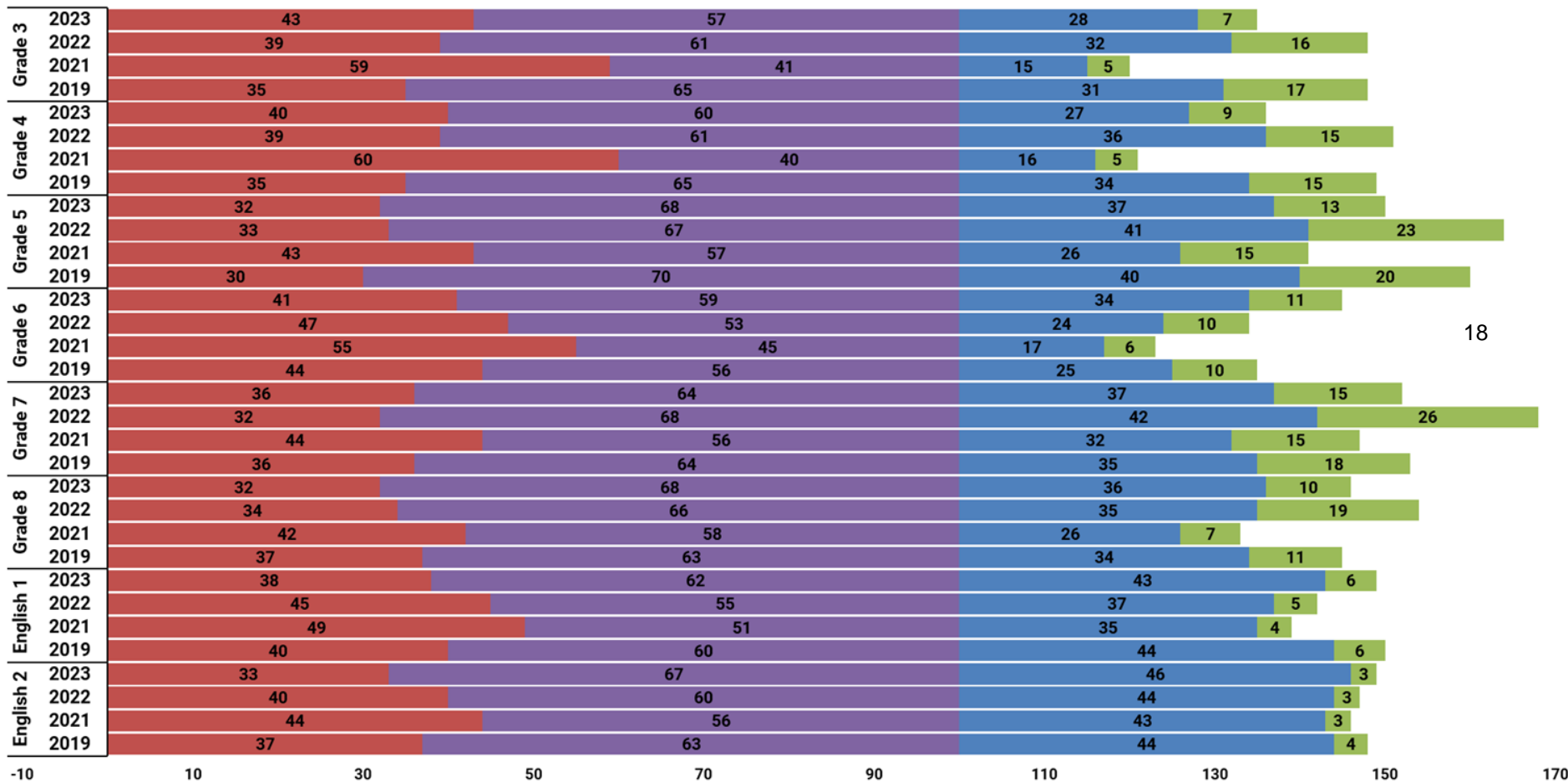
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# Reading Language Arts (RLA) Performance by Grade

17

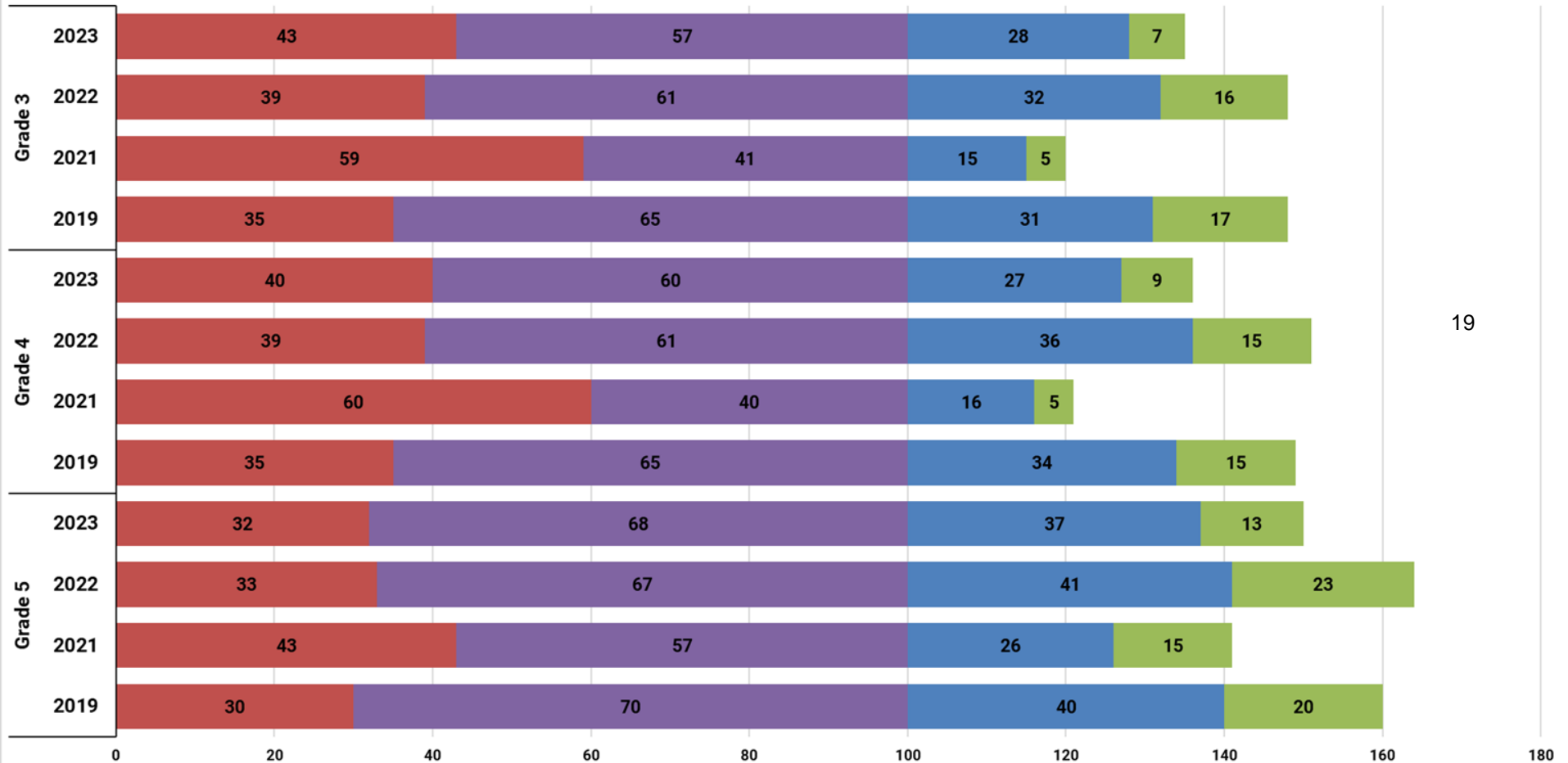
# STAAR/EOC Reading Language Arts Performance by Grade and EOC

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



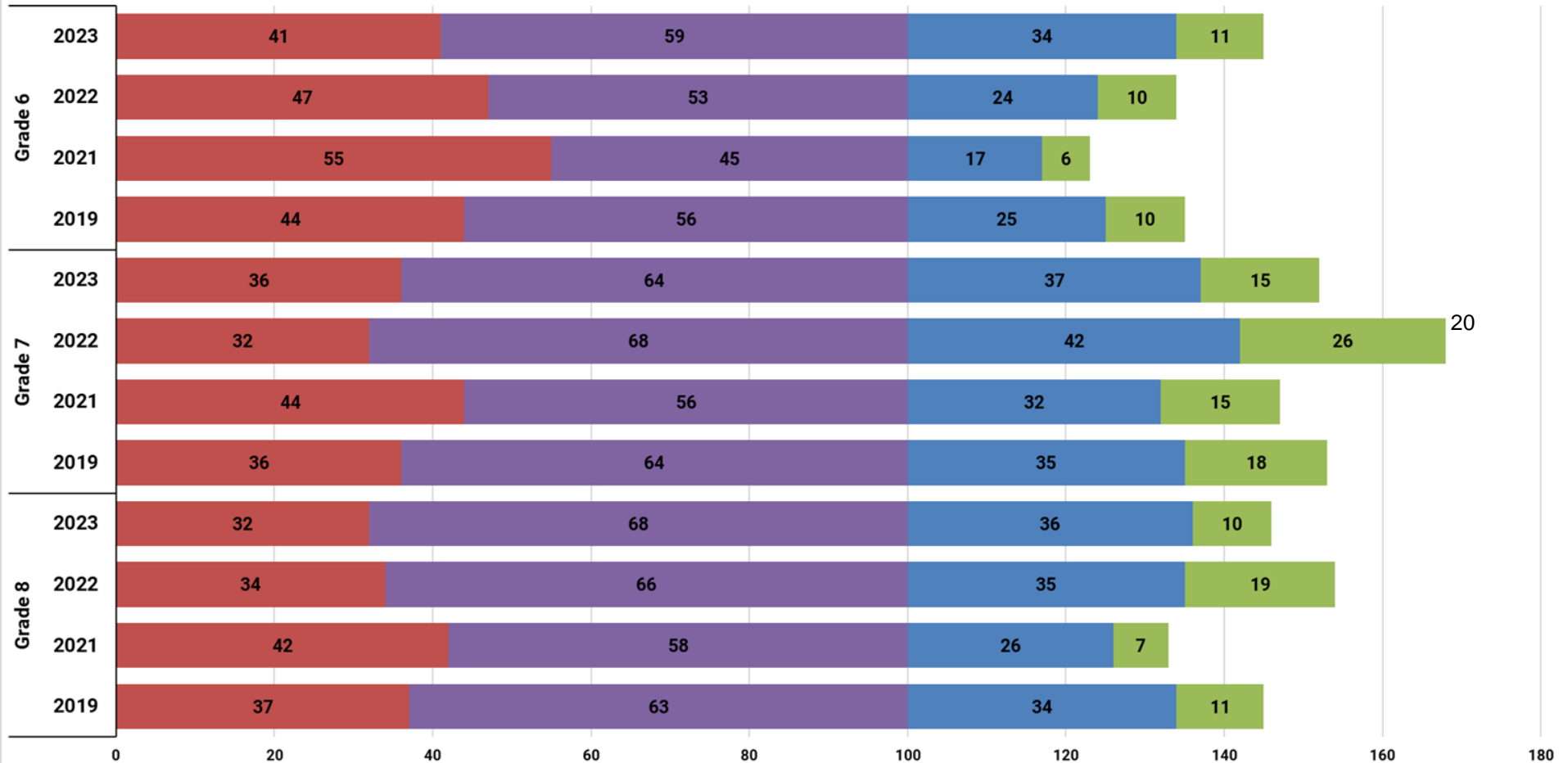
# STAAR Reading Language Arts Performance: 3-5 (Elementary)

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



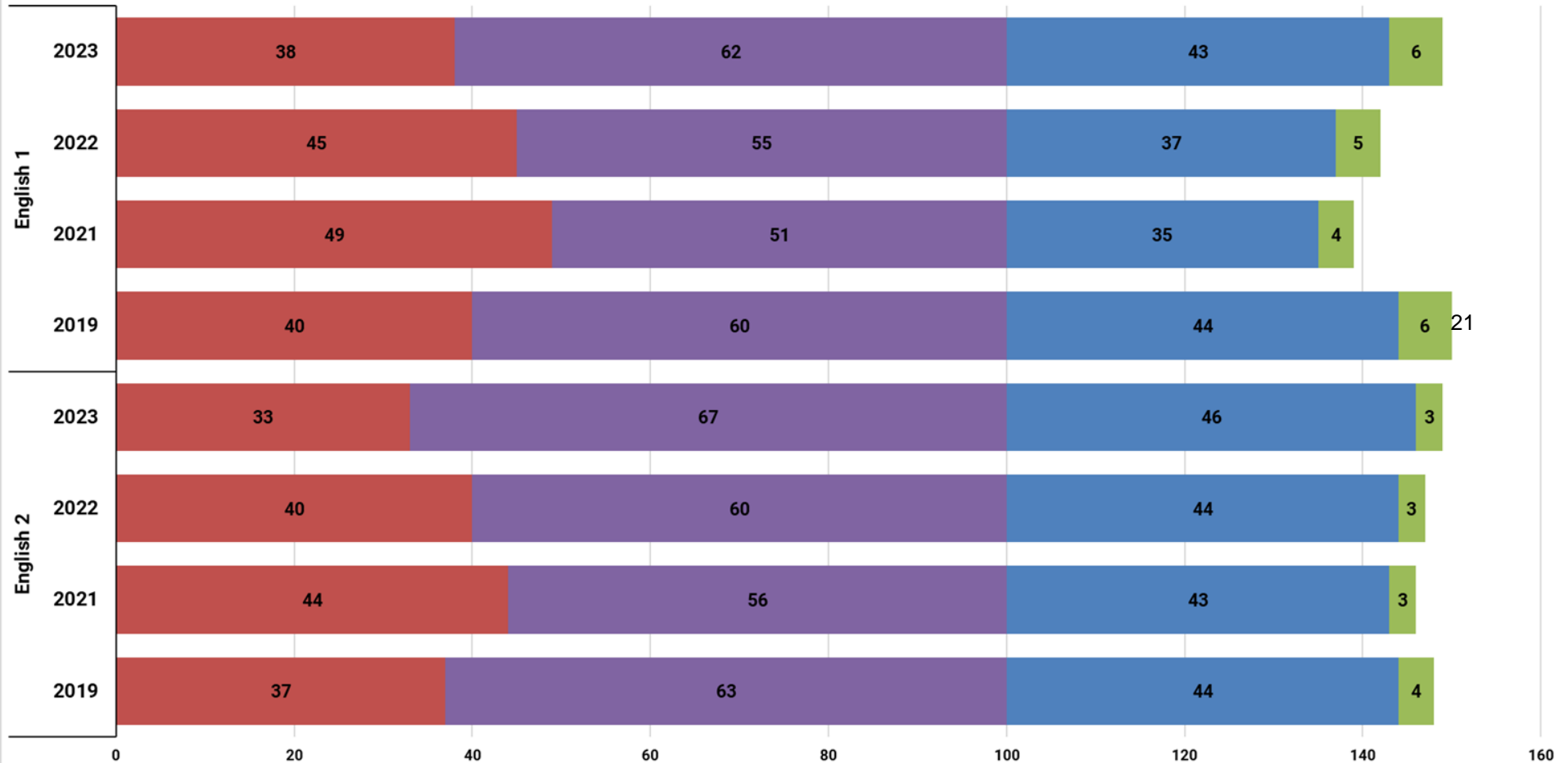
# STAAR Reading Language Arts Performance: 6-8 (Middle)

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



# English I and English 2 EOC Performance:

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters





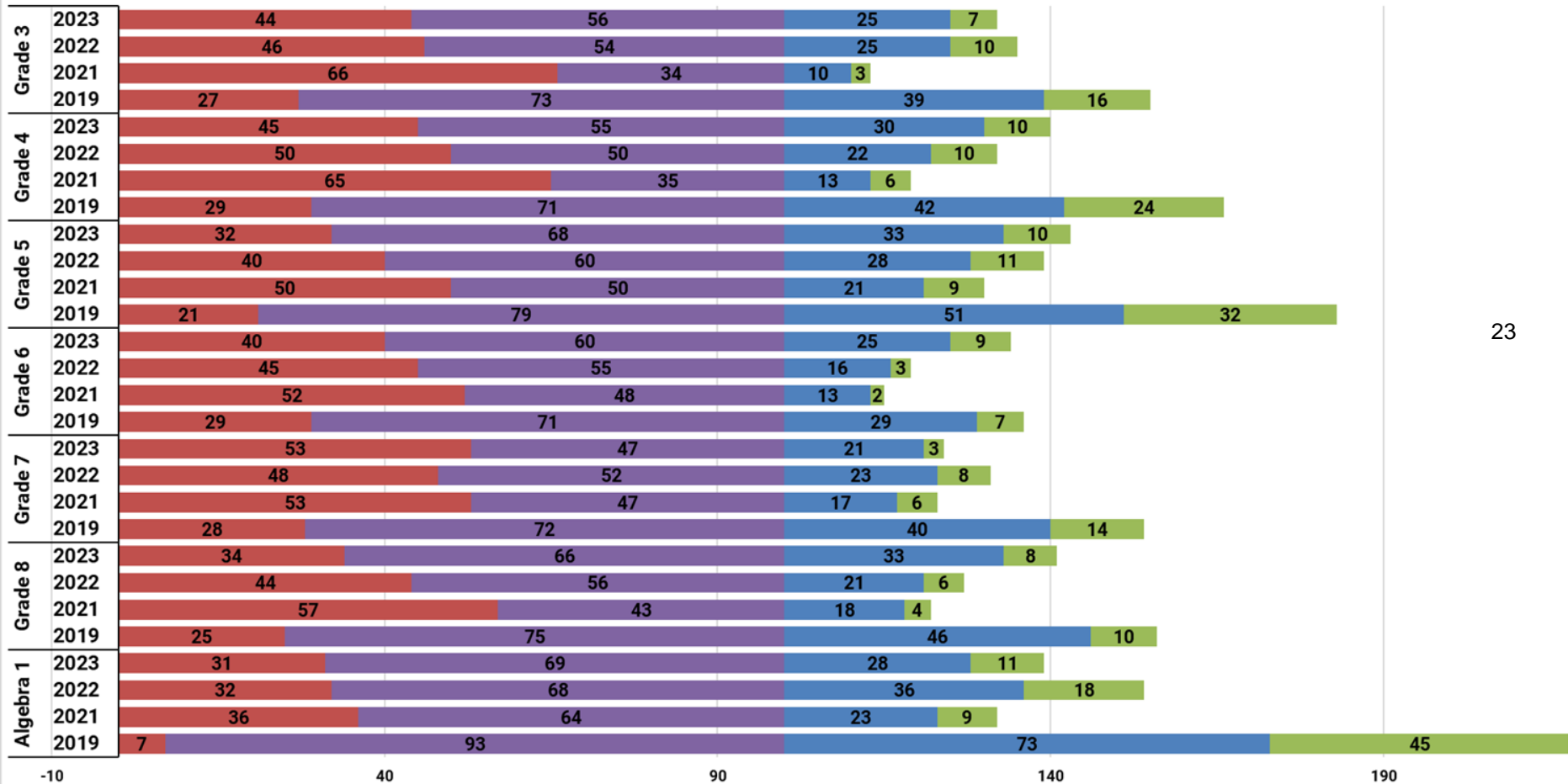
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# Mathematics Performance by Grade

22

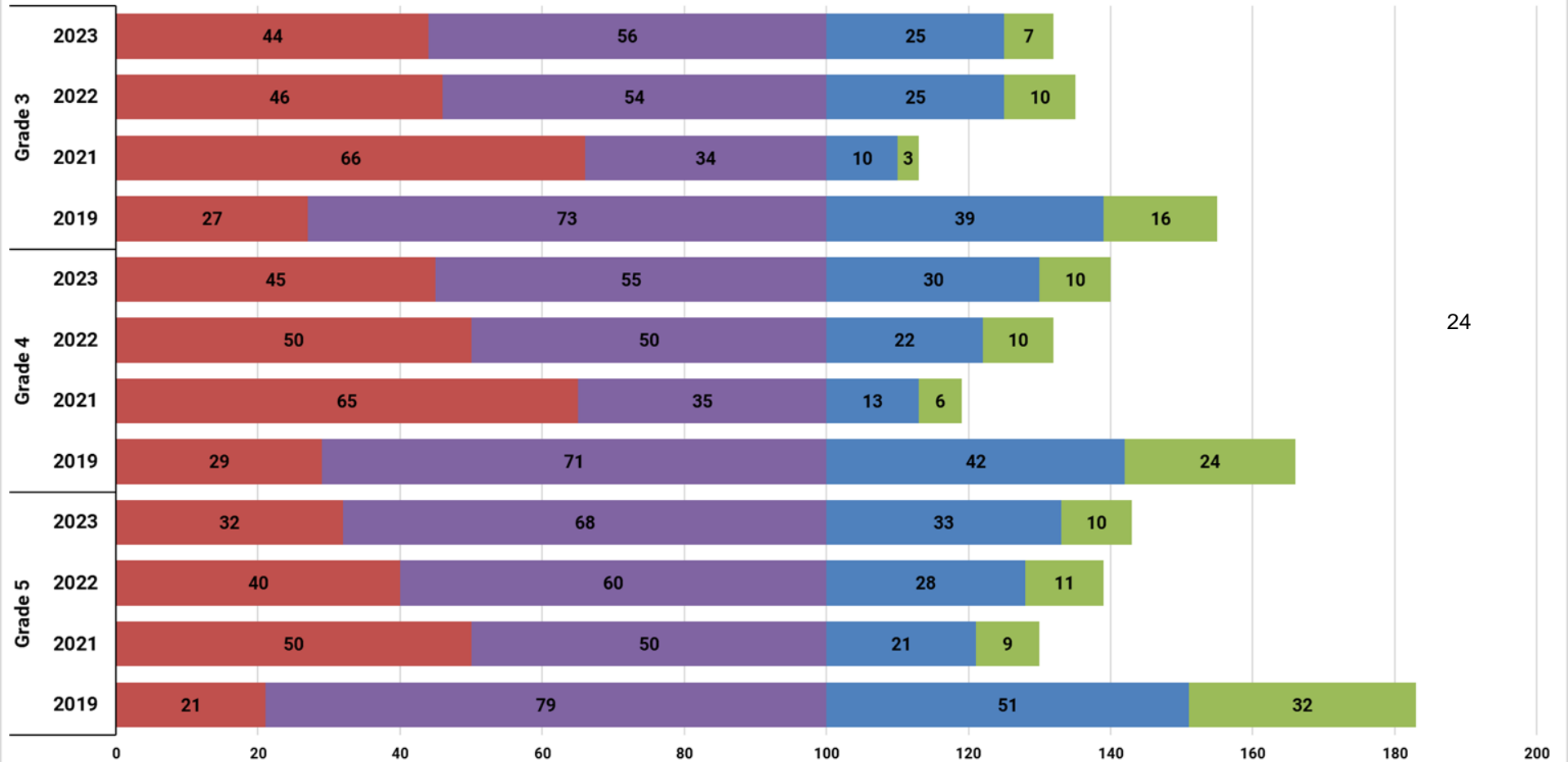
# STAAR/EOC Mathematics Performance by Grade and EOC

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



# STAAR Mathematics Performance: 3-5 (Elementary)

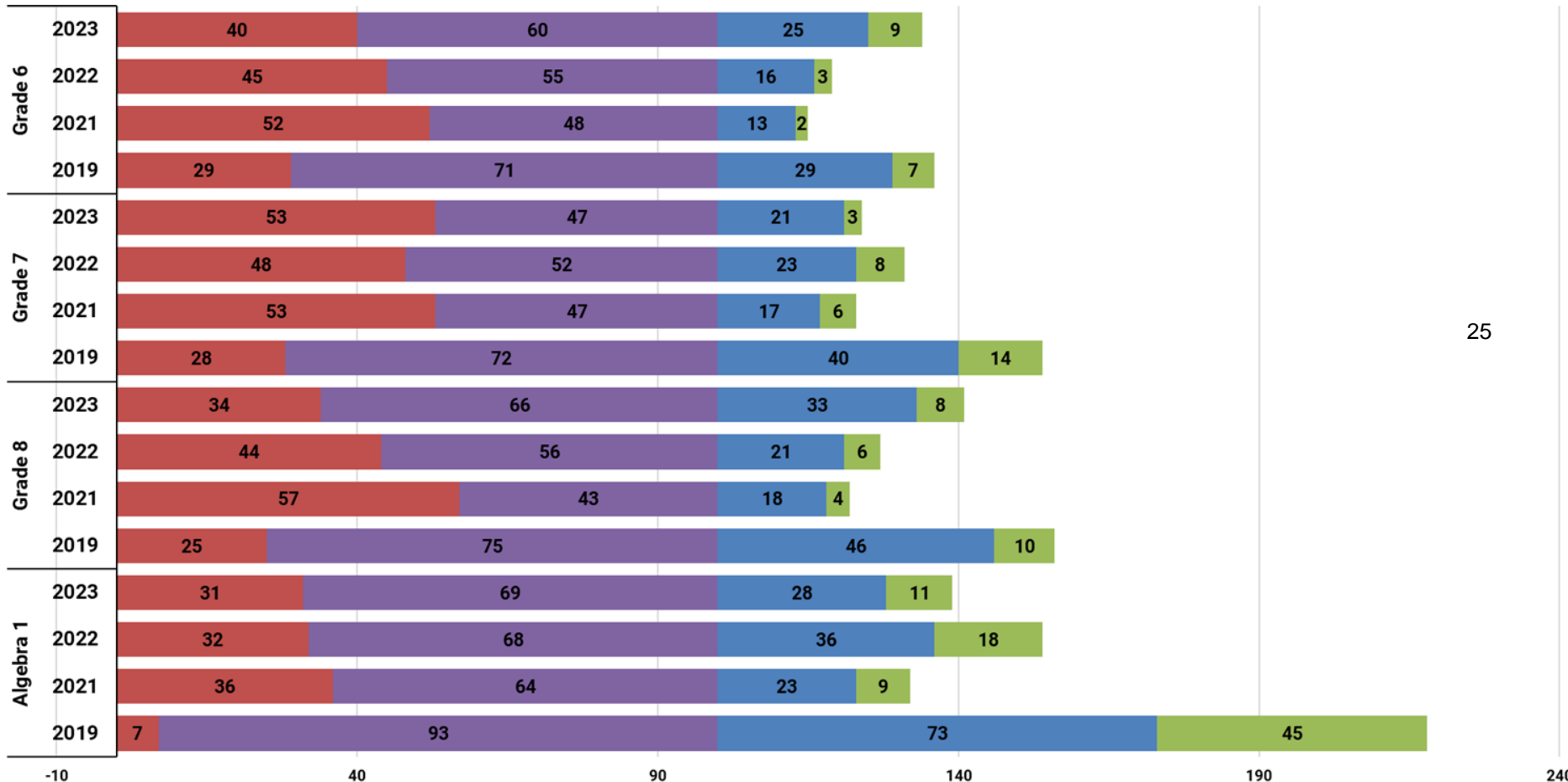
■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



24

# STAAR/EOC Mathematics Performance: 6-8 (Middle) and Algebra I

■ Did Not Meet   
 ■ Approaches and Above   
 ■ Meets and Above   
 ■ Masters



25



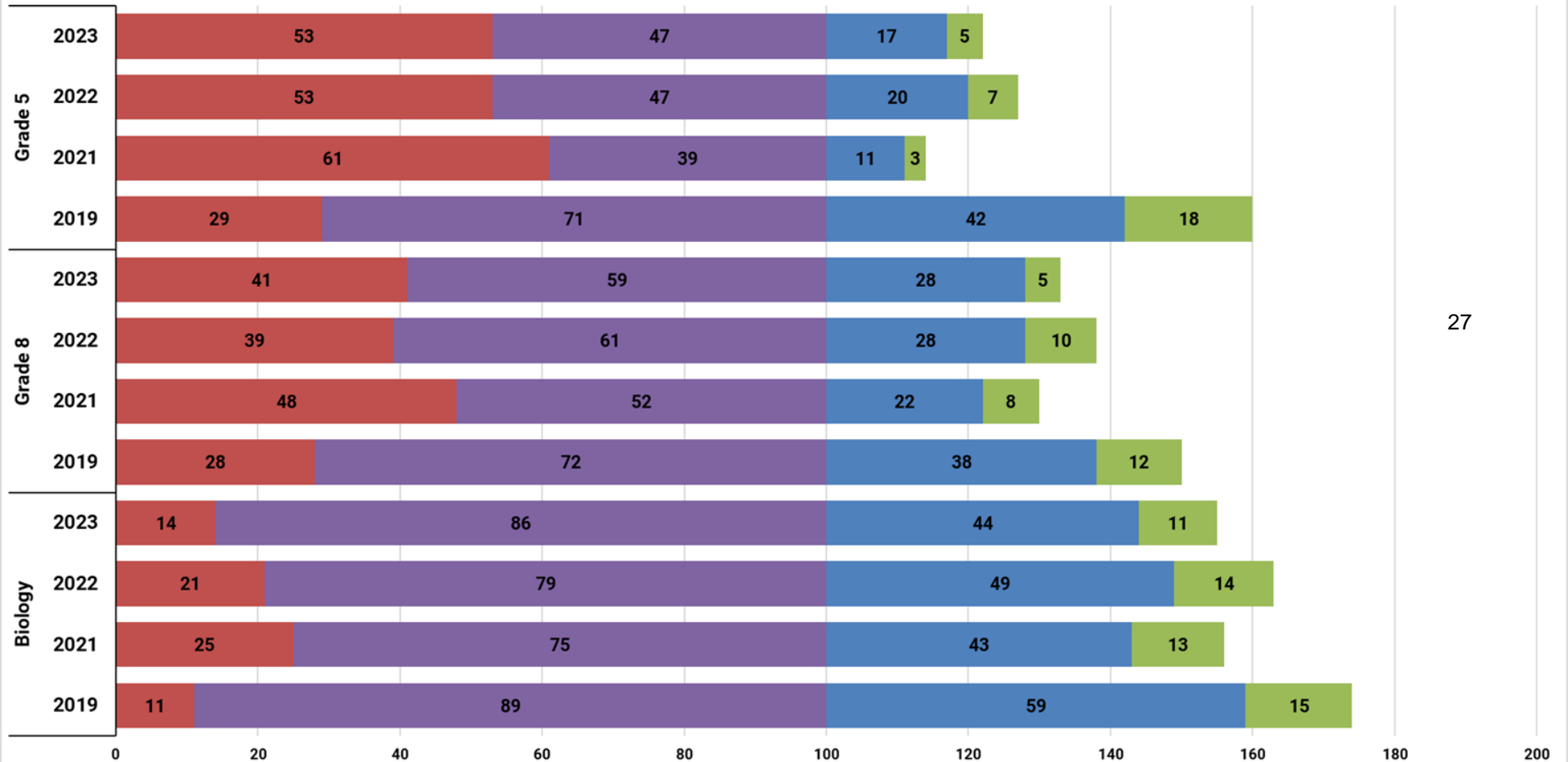
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# Science Performance by Grade

26

# STAAR/EOC Science Performance

■ Did Not Meet 
 ■ Approaches and Above 
 ■ Meets and Above 
 ■ Masters





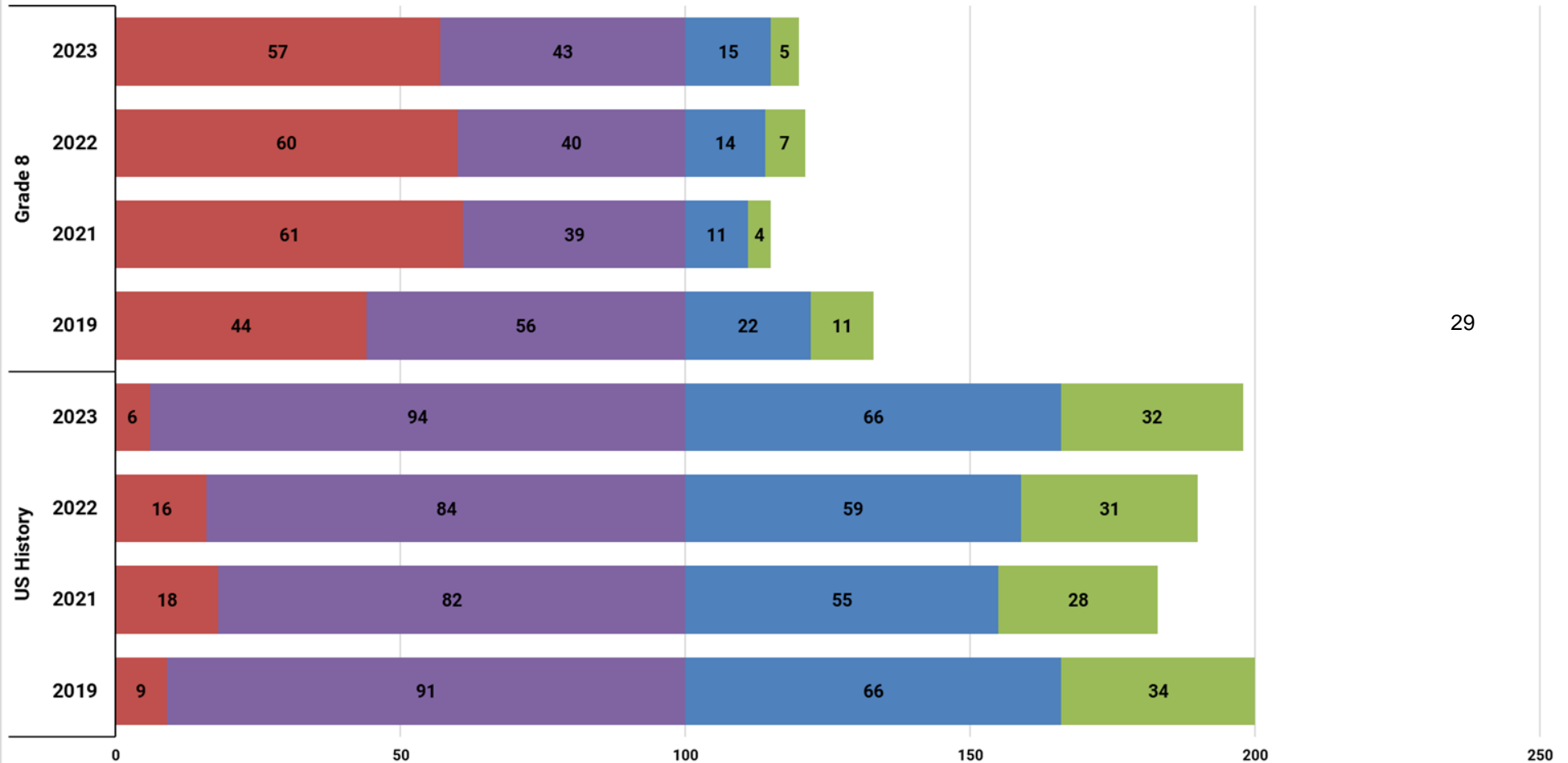
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# Social Studies Performance by Grade

28

# STAAR/EOC Social Studies Performance

■ Did Not Meet    
 ■ Approaches and Above    
 ■ Meets and Above    
 ■ Masters





# Questions?

**RECEIVE PRESENTATION ON IRVING INDEPENDENT SCHOOL DISTRICT ATTENDANCE  
BOUNDARY CHANGES:**

**Submitted By:** Dr. Dorian Galindo, Chief of Staff

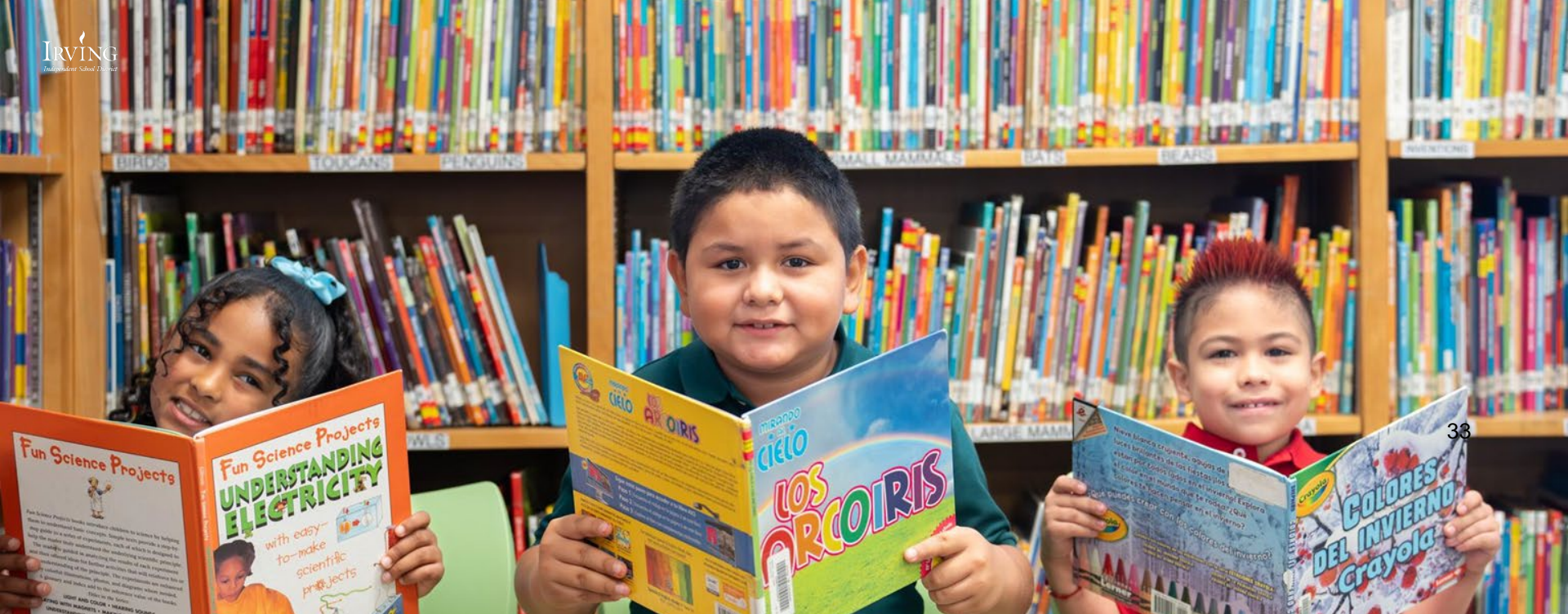
**Summary:** A presentation will be provided to the Board to explore changes to attendance boundaries at the elementary and middle school levels. The district is seeking permission from the board to move forward in presenting the information to the community and stakeholders. The district will be providing information regarding the attendance boundary changes during Town Hall meetings during the month of November.

**Attached:** District Attendance Boundary Changes: Approval for Consideration



# IRVING

INDEPENDENT SCHOOL DISTRICT



## District Attendance Boundary Changes: Approval for Consideration

Dr. Dorian Galindo, Chief of Staff  
Mr. Roy Zamora, Director of Planning, Evaluation, and Research

September 18, 2023

Exhibit IV-B

# Texas public schools & student enrollment, raise questions

Some districts could feel implications, as fun

**Texas public schools expect decreases in student enrollment**  
February 13, 2023

Share this story with a friend:

- Facebook
- Twitter
- Email



December 15, 2021  
Heard on All Things  
CORY TU



In fall  
A year

September 18, 2023

EDUCATION

# Harlandale ISD board votes to close five schools amid enrollment struggles

The fates of the schools were decided at a special board meeting on Monday night.

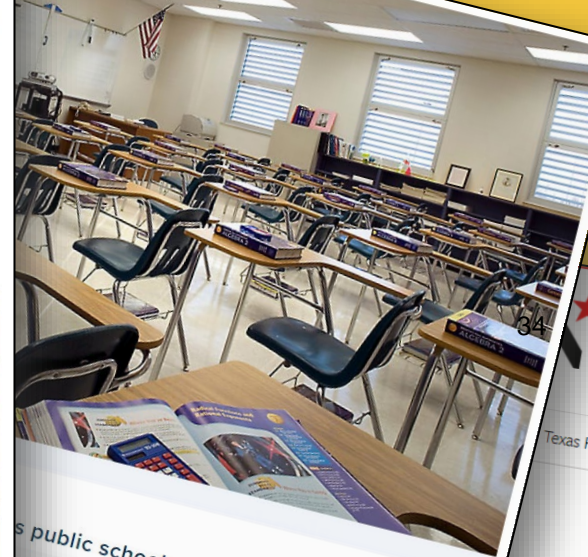


Author: KENS 5 Staff (KENS 5), Allysa Tellez (KENS)  
Published: 6:08 AM CDT March 27, 2023



By Erin Slowey - Data Reporter, San Antonio Business Journal  
Oct 25, 2021, 12:58pm EDT

Districts



public schools

and will continue to decline for at least the next decade, Commissioner Mike Morath told Senate budget writers at

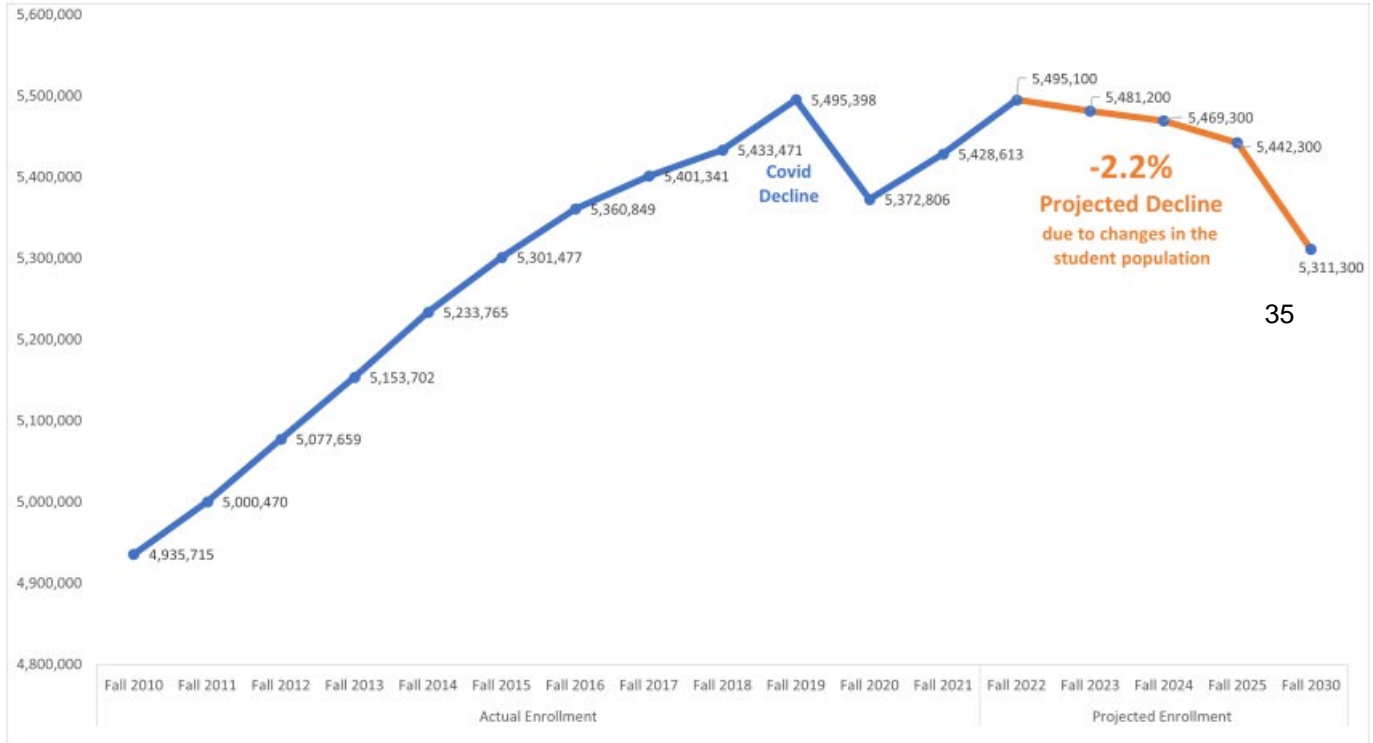
Exhibit IV-B

THE WORLD NEEDS MORE GOVERNMENT



# Statewide: Enrollment in Texas public schools is projected to decline over time

Historically, enrollment in Texas public schools has linearly **increased over time**. Texas saw a **significant drop** in enrollment with the COVID-19 pandemic. While enrollment has rebounded, NCES **projects a decline in statewide enrollment over time** due to factors that impact the school-age population.



September 18, 2023

Exhibit IV-B

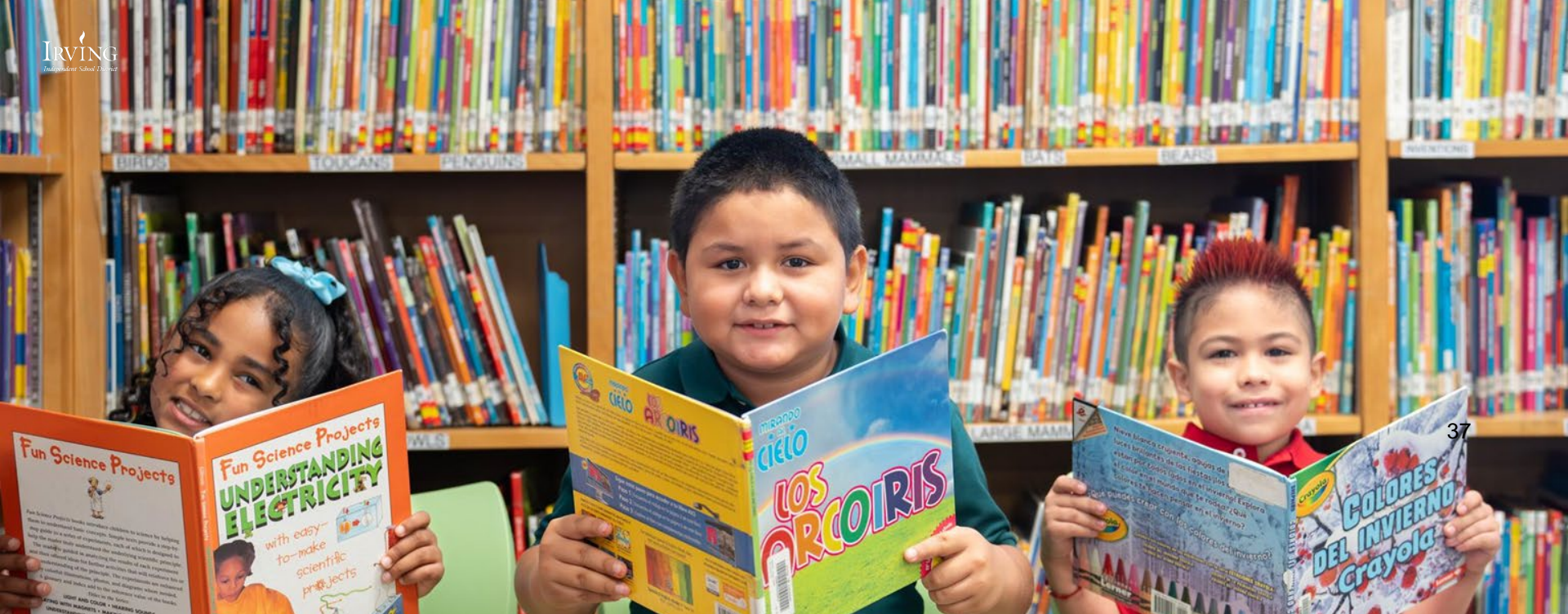
[Link to TEA Presentation](#)



# Guiding Factors in Boundary Change Decisions:

- Enrollment balance
- Financial impact/responsibility
- Communities and feeder patterns
- Balance over/under capacity (classroom and campus)
- Special program placement and enrollment

36

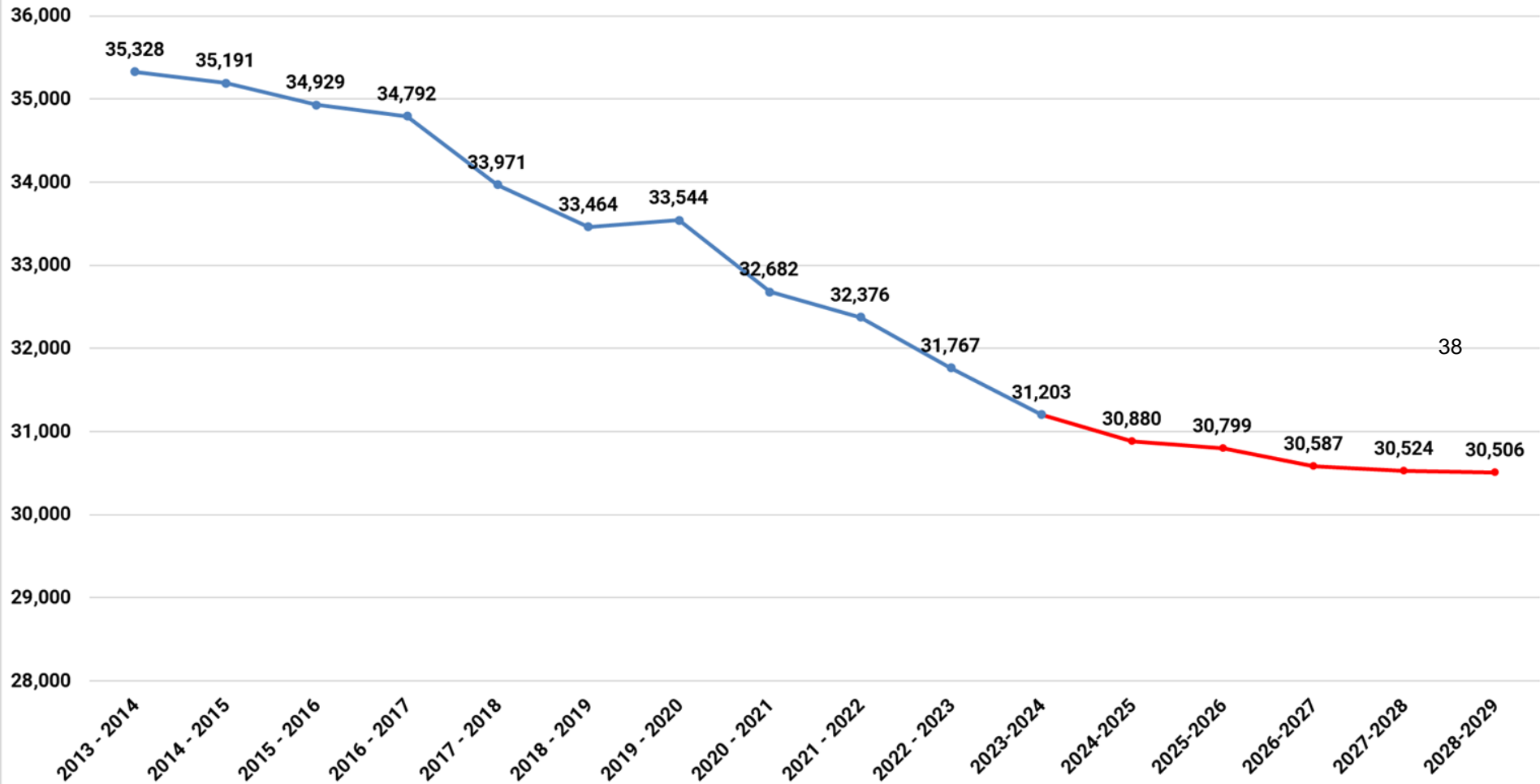


# Historical Enrollment and Future Projections: A Review

September 18, 2023

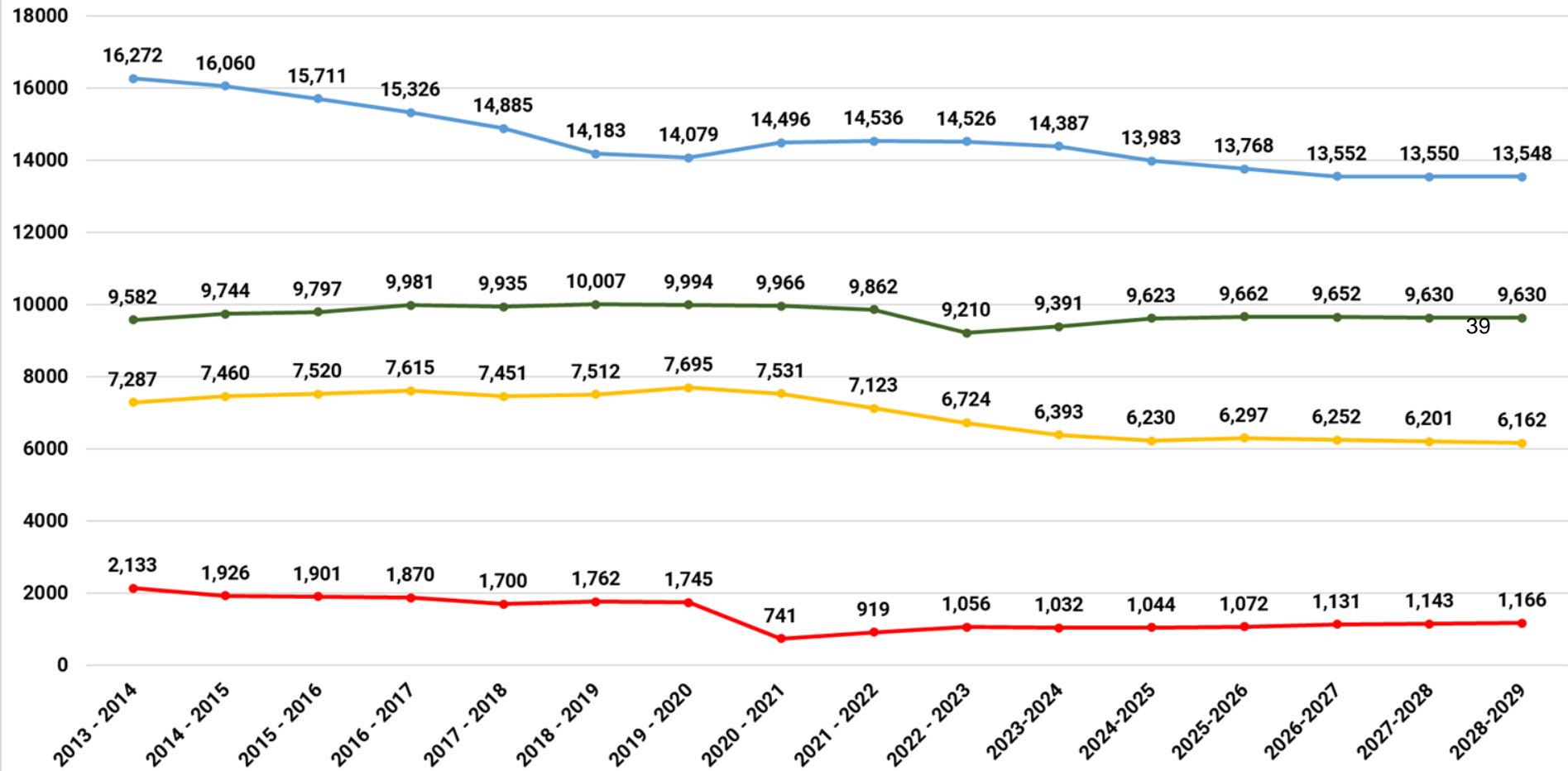
Exhibit IV-B

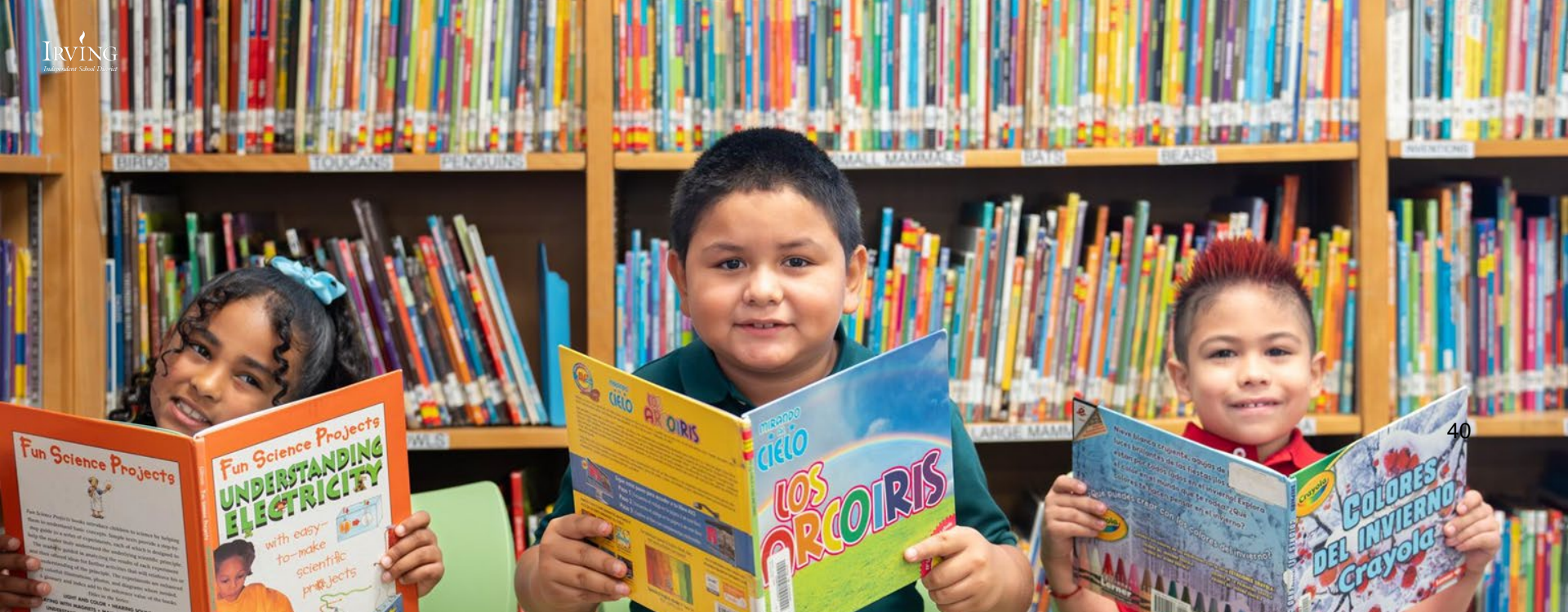
# Historical and Future Enrollment Projections



# Historical and Future Enrollment Projections by Campus Level

Early Childhood Schools Elementary Schools Middle Schools High Schools





# Analysis of Campus Utilization:

## A Comparison of North and South 183

September 18, 2023

Exhibit IV-B



# Campus vs. Classroom Utilization

## Campus Capacity Utilization:

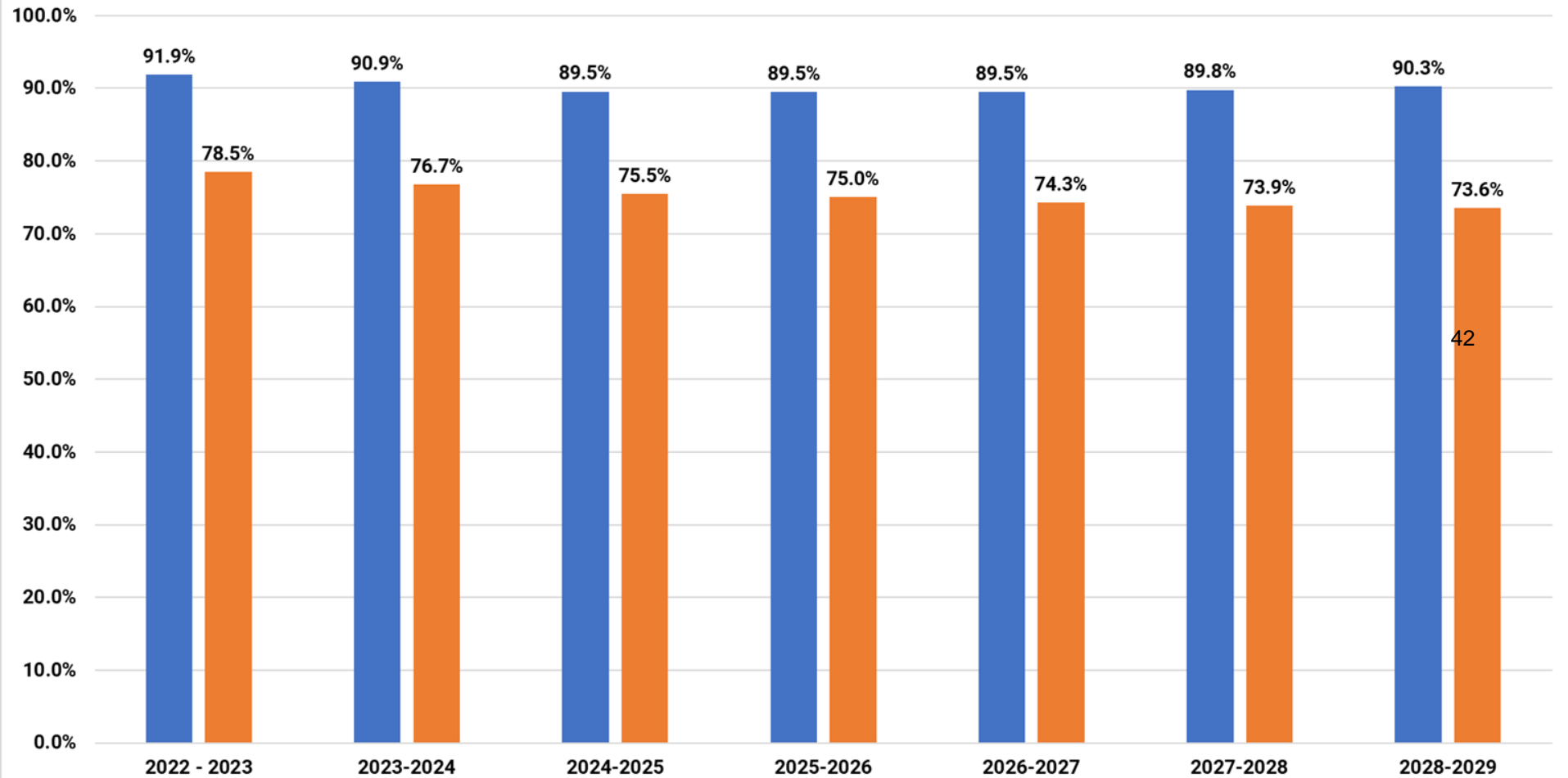
- Looks at the broader picture of how well the entire campus is being used
- Considers not only classrooms but also other facilities such as cafeterias, libraries, gyms, etc
- The goal is to ensure that the entire campus is being utilized efficiently and that resources are allocated effectively to support various activities and services

## Classroom Capacity Utilization:

- Focuses on how efficiently individual classrooms are used within a campus
- Involves measuring the percentage of time that a specific classroom is occupied or in use compared to its total available time<sup>41</sup>
- It is essential that classrooms are not left vacant when they could be utilized for other purposes or classes

# All Campuses - Capacity Utilization Analysis: A Comparison of North and South 183

■ N ■ S





# Overview of Findings: All Campuses

- **Overall, when comparing the north and south of 183, average campus utilization in the south is significantly lower compared to the north by 13% - 17% year to year**
- **This year, the north is at 90.9% utilization compared to 76.7% in the south**
- **Campuses in the south may be underutilized compared to campuses in the north**

43



# Early Childhood Schools

September 18, 2023

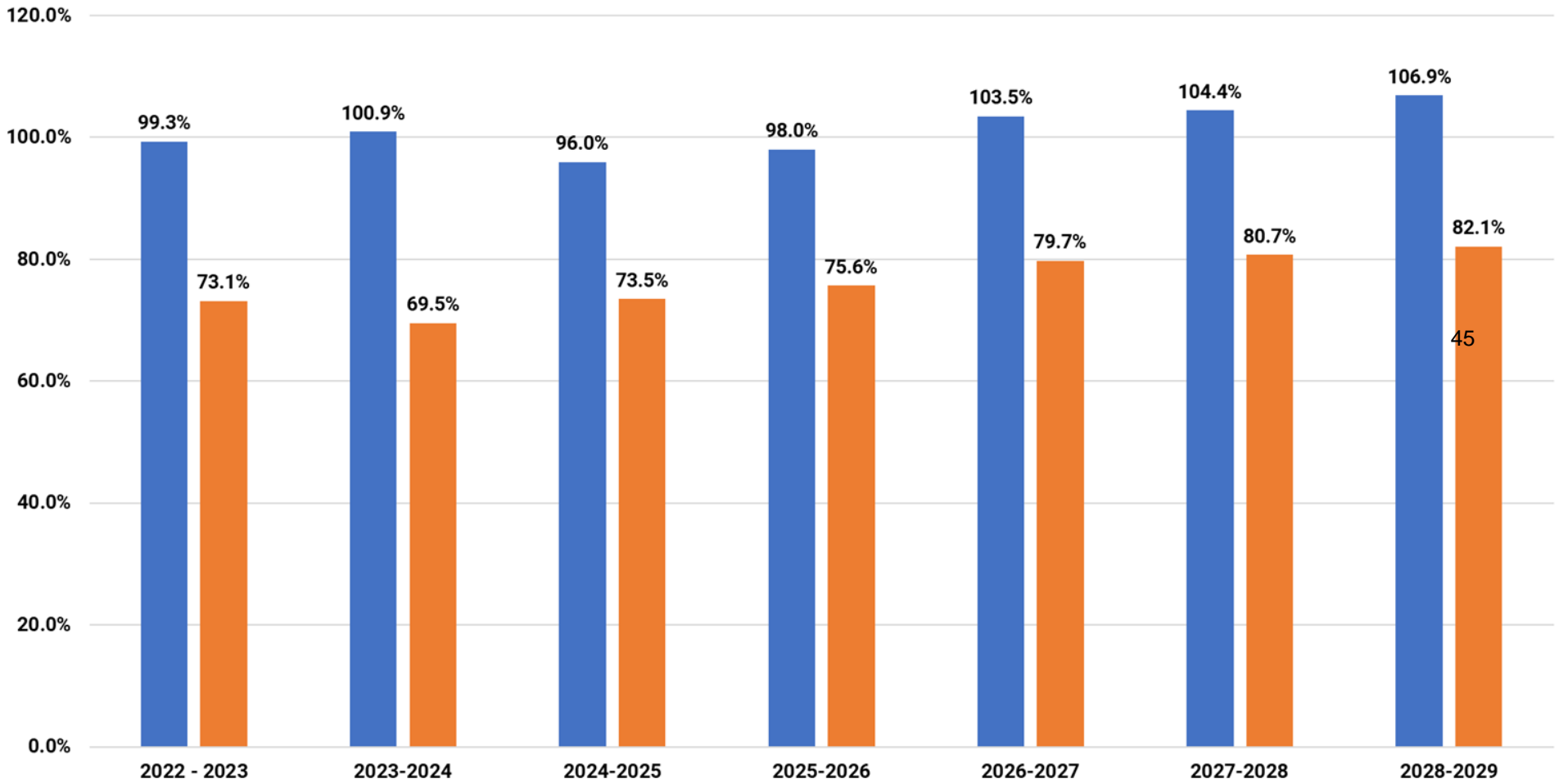
Comparison of North and  
South 183 and Campus  
Utilization based on  
Current and Future  
Projected Enrollment

44

Exhibit IV-B

# Early Childhood Schools - Capacity Utilization Analysis: A Comparison of North and South 183

■ N ■ S





# Overview of Findings: Early Childhood

- **Overall, when comparing the north and south of 183, average campus utilization for early childhood schools in the south is significantly lower compared to the north by 22% - 31% year to year**
- **This year, the north is at 100.9% utilization compared to 69.5% in the south**
- **Early Childhood Schools in the south may be underutilized compared to the one in the north**

46



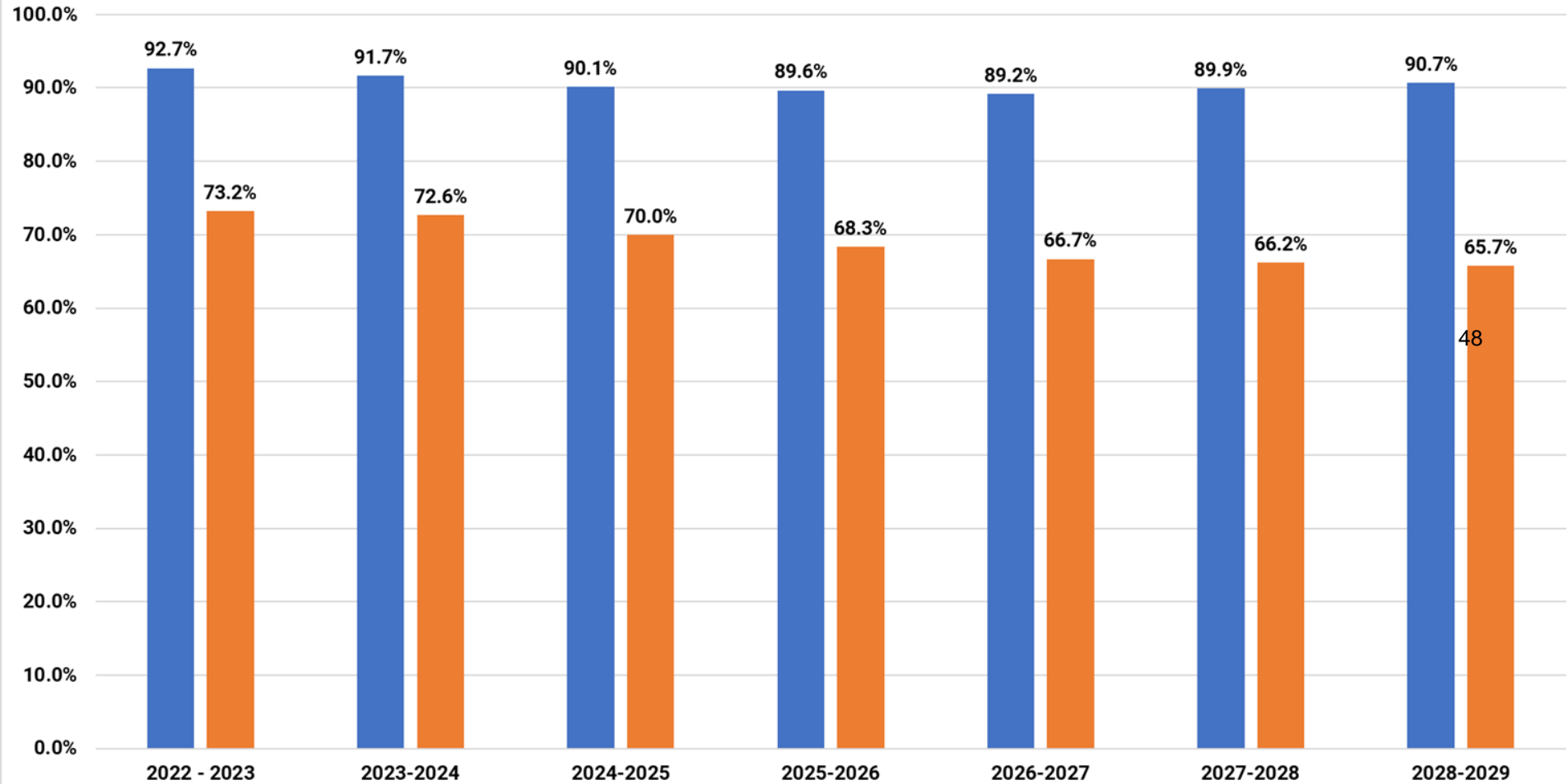
# Elementary Schools

Comparison of North and  
South 183 and Campus  
Utilization based on  
Current and Future  
Projected Enrollment

47

# Elementary Schools - Capacity Utilization Analysis: A Comparison of North and South 183

■ N ■ S





# Overview of Findings: Elementary

- **Overall, when comparing the north and south of 183, average campus utilization for elementary schools in the south is significantly lower compared to the north by 19% - 25% year to year**
- **This year, the north is at 91.7% utilization compared to 72.6% in the south**
- **Elementary Schools in the south may be underutilized compared to those in the north**

49



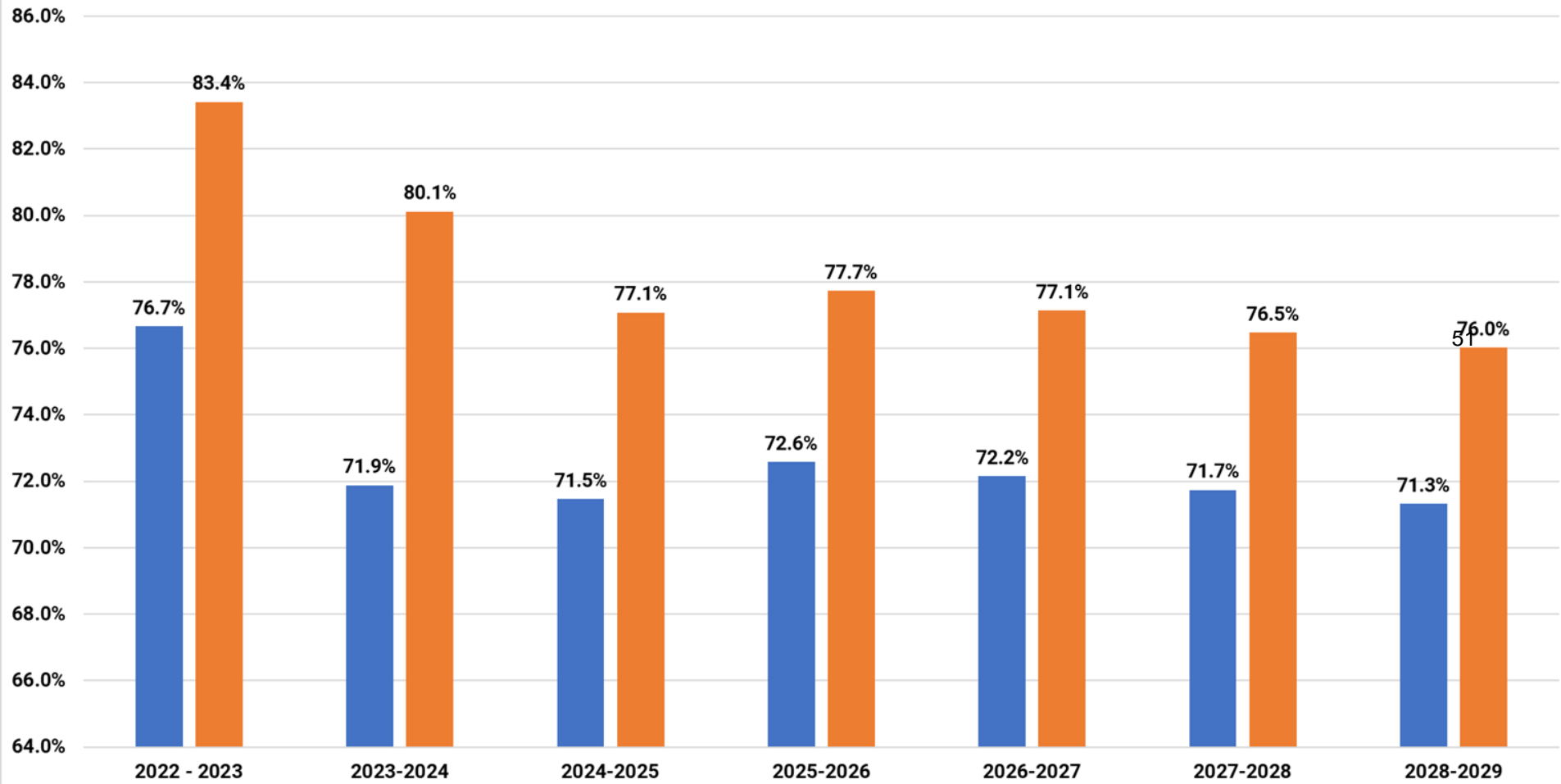
# Middle Schools

Comparison of North and  
South 183 and Campus  
Utilization based on  
Current and Future  
Projected Enrollment

50

# Middle Schools - Capacity Utilization Analysis: A Comparison of North and South 183

■ N ■ S





# Overview of Findings: Middle

- **Overall, when comparing the north and south of 183, average campus utilization for middle schools in the north is significantly lower compared to the south by 5% - 8% year to year**
- **This year, the north is at 71.9% utilization compared to 80.1% in the south**
- **Middle Schools in the north may be SLIGHTLY underutilized compared to those in the south**

52



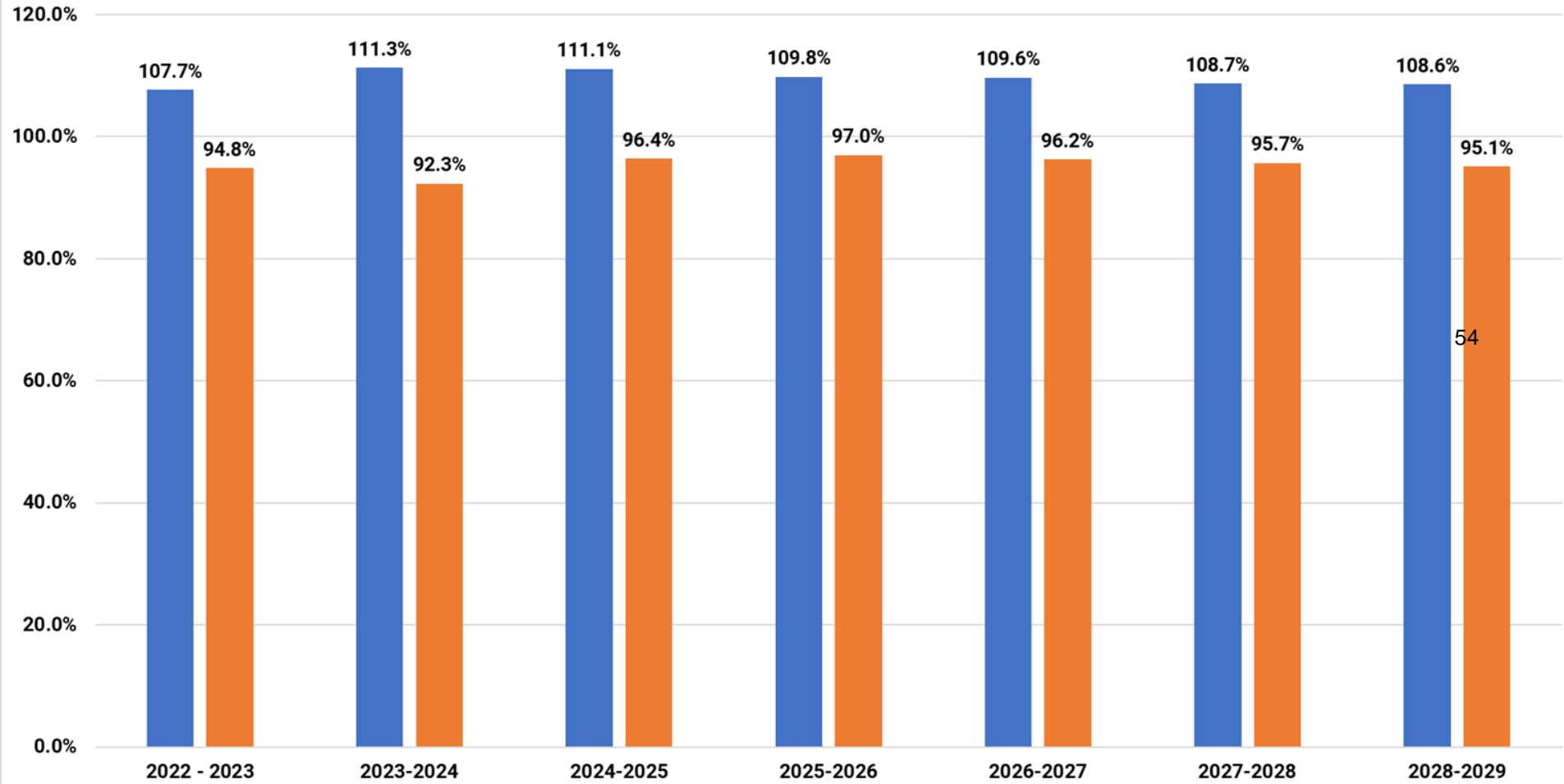
# High Schools

Comparison of North and  
South 183 and Campus  
Utilization based on  
Current and Future  
Projected Enrollment

53

# High Schools - Capacity Utilization Analysis: A Comparison of North and South 183

■ N ■ S



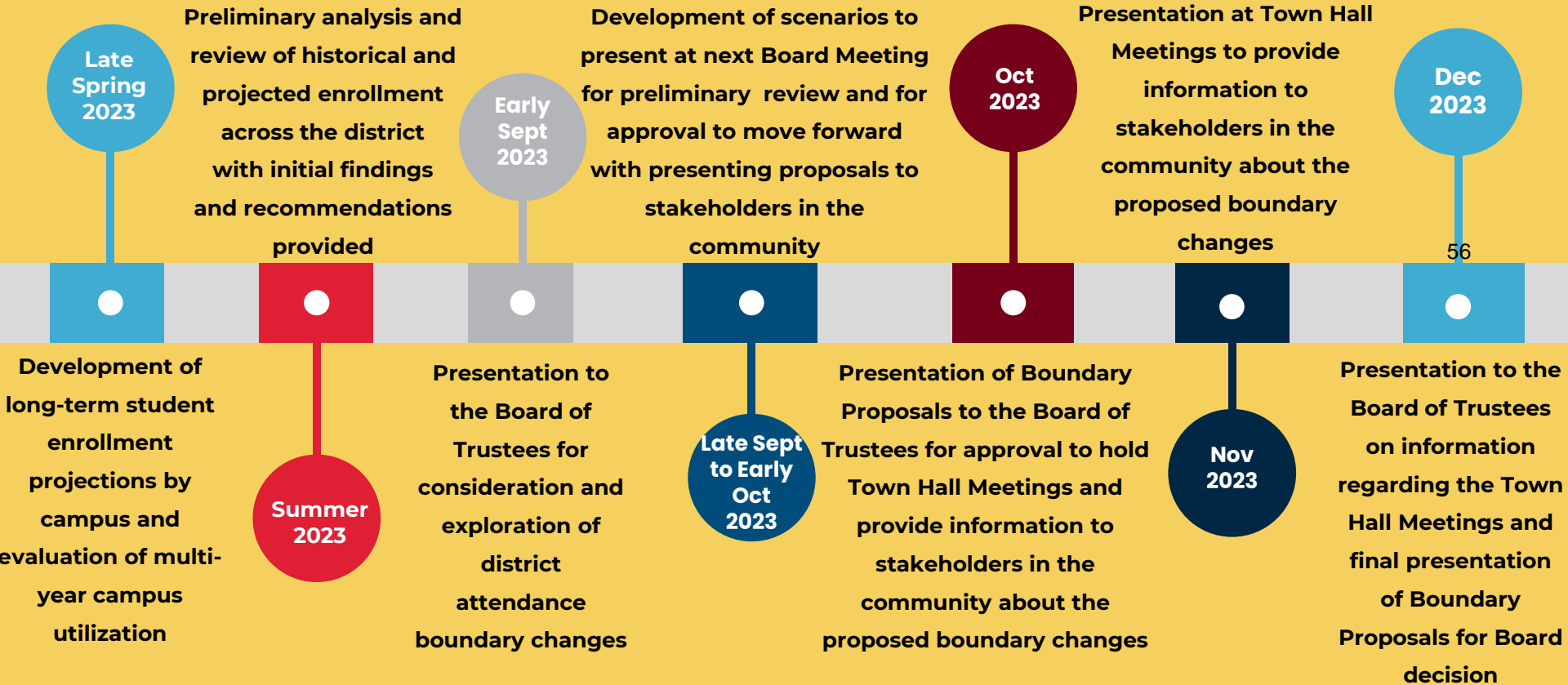


# Overview of Findings: High

- **Overall, when comparing the north and south of 183, average campus utilization for high schools in the south is significantly lower compared to the north by 13% - 19% year to year**
- **This year, the north is at 111.3% utilization compared to 92.3% in the south**
- **High Schools in the south may be underutilized compared to those in the north**

55

# Timeline of Events:





# Next Steps:

- **Develop boundary proposals that consider multiple factors, assumptions, and considerations**
- **Assess impact on student populations, transportation, school capacity<sup>57</sup> (classroom and campus) utilization, and academic programs**
- **Present recommendations to the Board at the October Board meeting**
- **Communicate to stakeholders in the Irving ISD community about the potential boundary changes**

A large, faint, light-yellow graphic in the background. It features a stylized flame or leaf-like shape with a central flame, surrounded by several short, radiating lines, resembling a sun or a light source. The word "Questions?" is centered over this graphic in a bold, blue, sans-serif font.

# Questions?

58