INSTRUCTIONAL CONTINUITY LACKLAND ISD'S LEVERAGING LEARNING PLAN

LACKLAND
Independent School District

Table of Contents

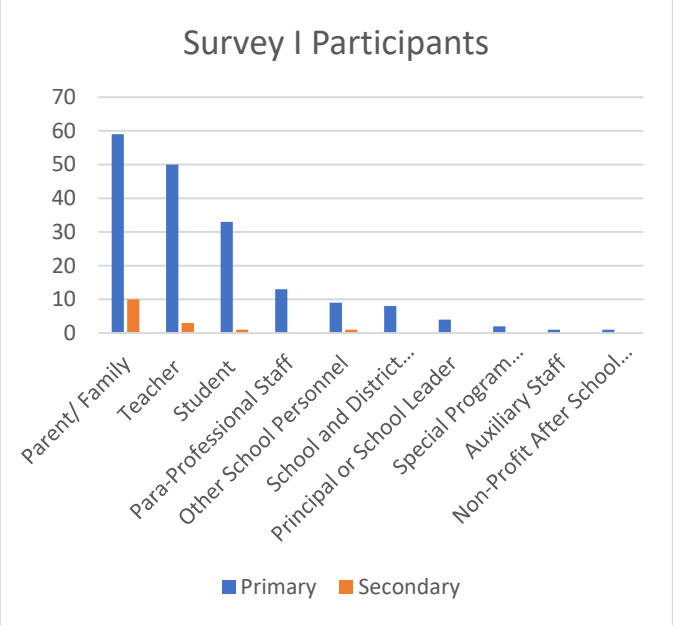
INSTRUCTIONAL CONTINUITY

Overarching Goals

Campus	Goals
District	Student grade level achievement results will rebound to achievement levels earned during the 2018-2019 school year for the 2021-2022 school year and sustained to meet goals related to closing the achievement gaps.
Lackland Elementary	Elementary students will continue to make 5% gains in each grade level reporting category to rebound to 2019 scores.
Stacey Jr/Sr High School	Students grade levels will attain 5% growth in achievement on STAAR in Approaches, Meets, and Masters categories.

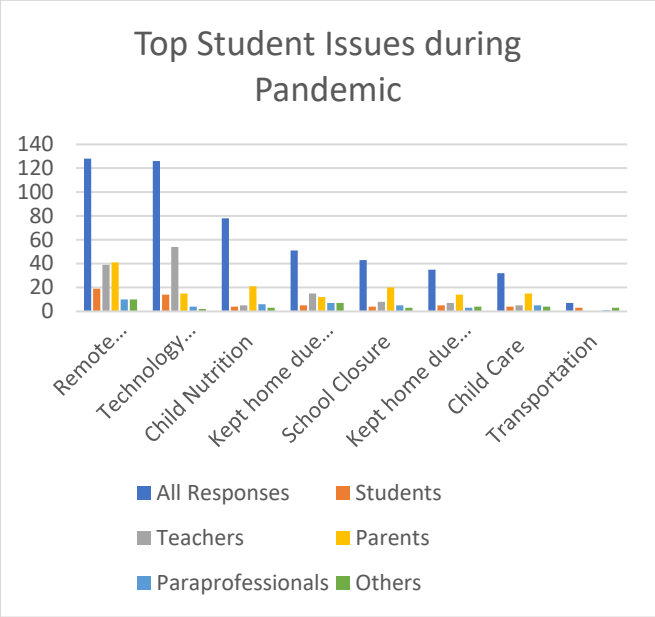
Stakeholder Input

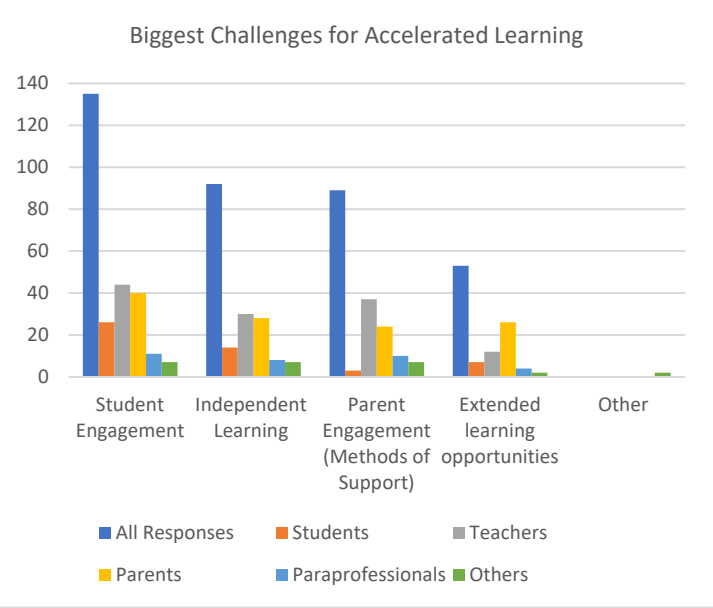
Survey I (linked here)

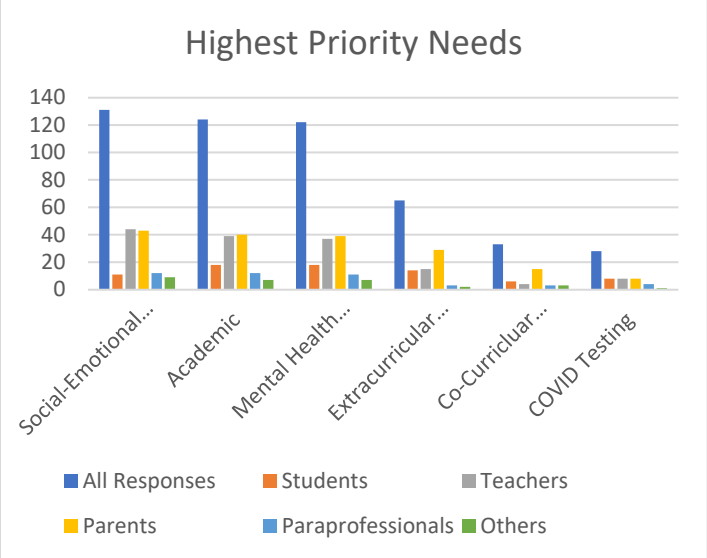


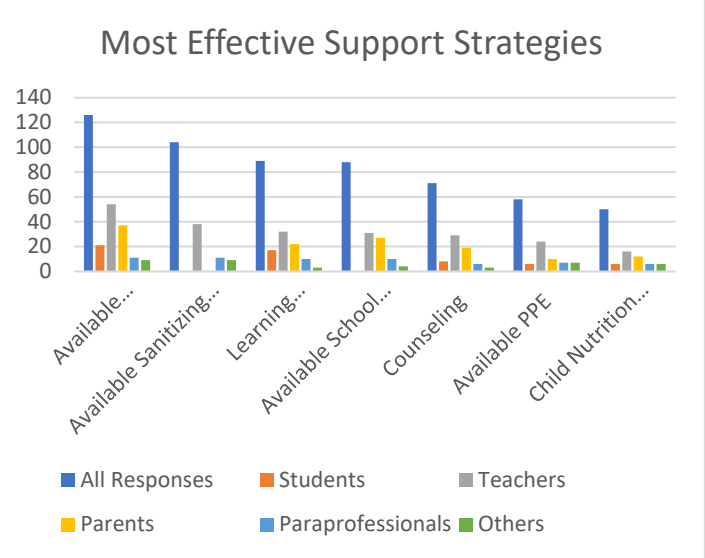
The Lackland Leverage Learning plan component Survey I engaged 189 participants. This survey shows the primary category and secondary category selected by the stakeholder.

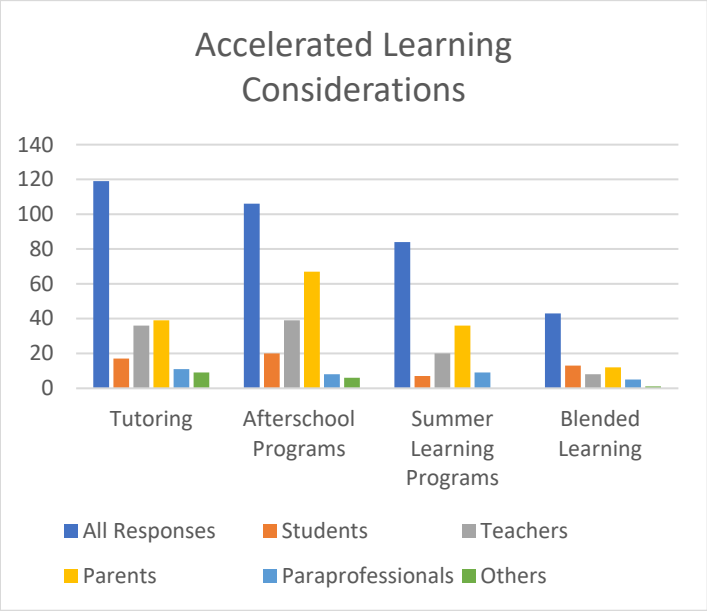
The following graphs reflect participant responses to survey questions.

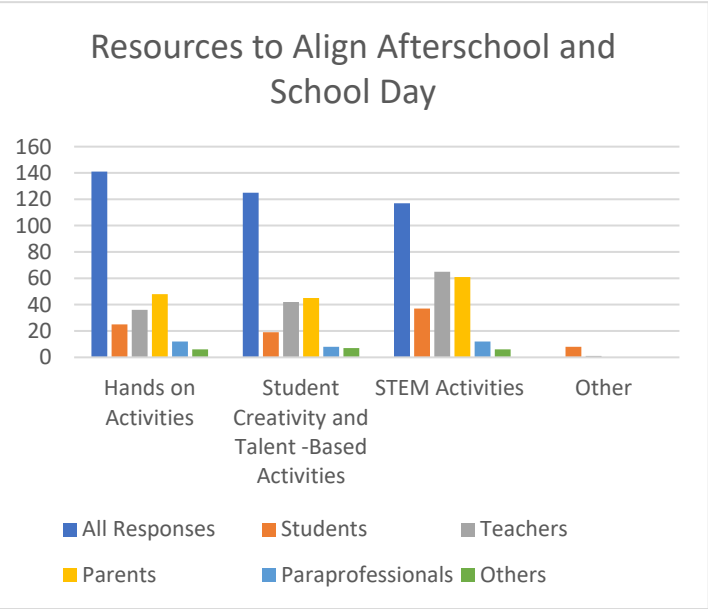

Top Student Issues during Pandemic
140
120
100
80
60
40
20
0
Remote...
Technology...
Child Nutrition
Kept home due...
School Closure
Kept home due...
Child Care
Transportation
All Responses
Students
Teachers
Parents
Paraprofessionals
Others

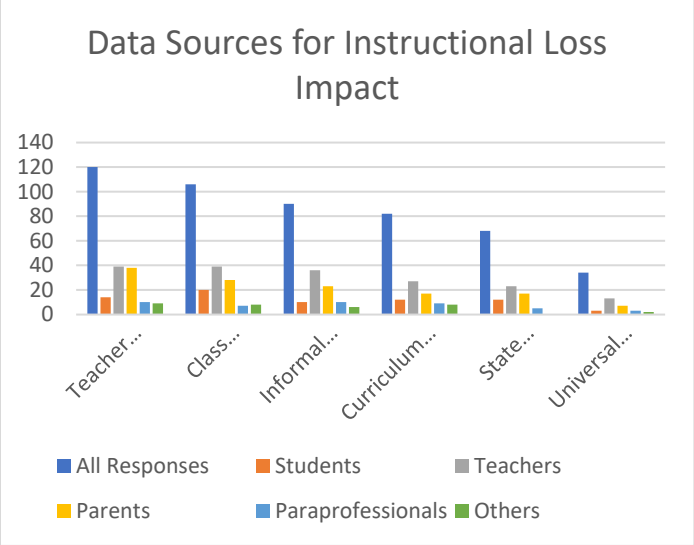

Biggest Challenges for Accelerated Learning
140
120
100
80
60
40
20
0
Student Engagement
Independent Learning
Parent Engagement (Methods of Support)
Extended learning opportunities
Other
All Responses
Students
Teachers
Parents
Paraprofessionals
Others

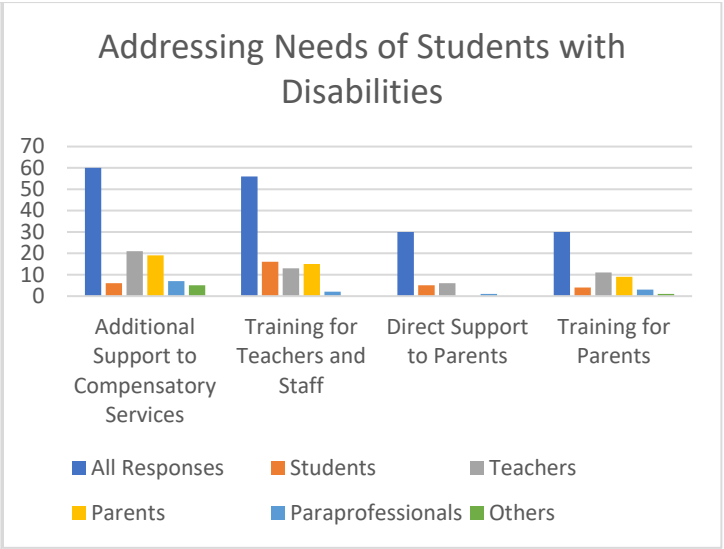

Highest Priority Needs
140
120
100
80
60
40
20
0
Social-Emotional...
Academic
Mental Health...
Extracurricular...
Co-Curricular...
COVID Testing
All Responses
Students
Teachers
Parents
Paraprofessionals
Others


Most Effective Support Strategies
140
120
100
80
60
40
20
0
Available...
Available Sanitizing...
Learning...
Available School...
Counseling
Available PPE
Child Nutrition...
All Responses
Students
Teachers
Parents
Paraprofessionals
Others









Stakeholder Input Round II

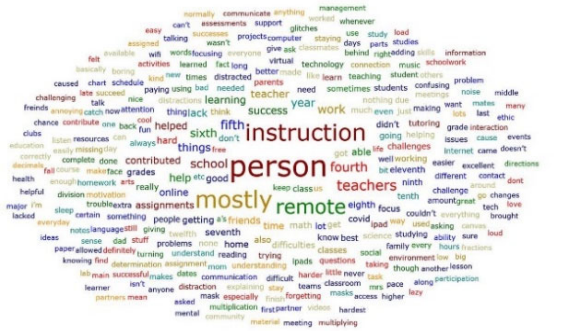
To gain input from our stakeholders, Lackland ISD utilized two rounds of input, a quantitative survey round and a qualitative free-response round.

Analysis of Survey Round II

In the first round, a survey was distributed to parents, students, teachers, and staff via an online web form. Those responding to the survey answered questions by selecting from a list of pre-defined options. Each question contained an "other" option that allowed the respondent to provide additional information. A screenshot of the survey is included in Exhibit A at the end of this plan.

Data in this survey were then tabulated by answer choice to determine the number of respondents who had selected a particular answer choice. These were then rank-ordered by those choices receiving the greatest number of responses.

Analysis of Free-Response Questions Round II



[Student Survey and Responses]

[Teacher Survey and Responses]

[Staff Survey and Responses]

Based on the results from the survey round, the district asked our students, our teachers, and our staff free-response questions during a second round of stakeholder input. The individuals in these groups typed their answers to these questions into a web-based form.

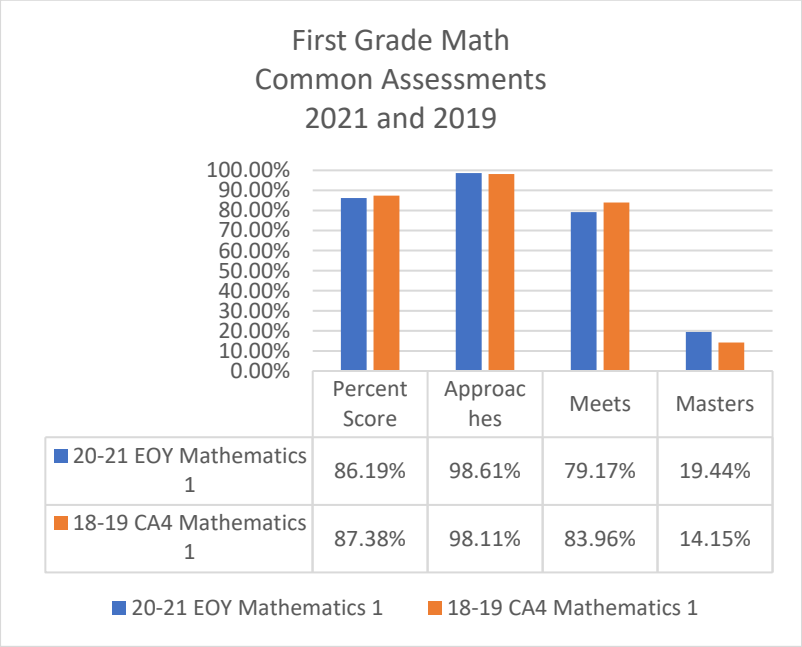
We applied qualitative research methods to these responses in order to visualize themes across all those who responded. Sentences and sections of each individual's response were highlighted and categorized under a code.[1] If a number of individuals mentioned the same or a similar concept, then that was determined to be a theme. In general, themes are discussed from those that are *most* strong to those that are *least* strong. In other words, if more individuals discussed a theme, that theme is discussed first.

Numbers appearing before a quote from an individual are merely a citation: they do not indicate frequency in any way.

[1] For qualitative researchers, the data was subjected to a free code analysis, as potential answers from respondents were not clear enough to lend themselves to a priori coding.

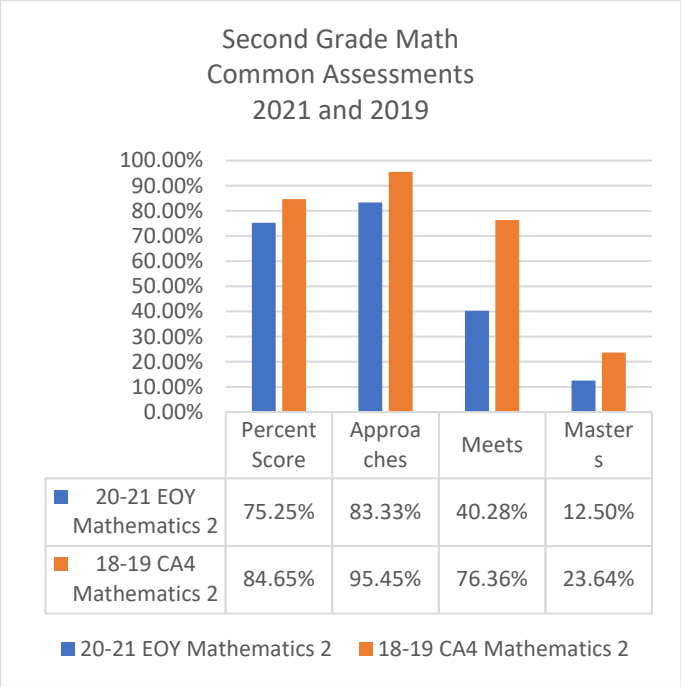
Achievement Data and Analysis

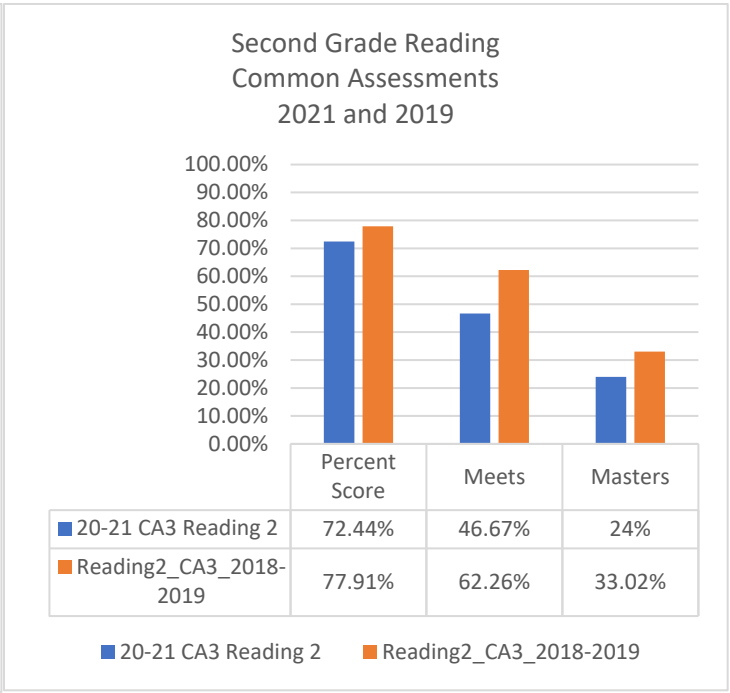
First Grade



First Grade Achievement Profile

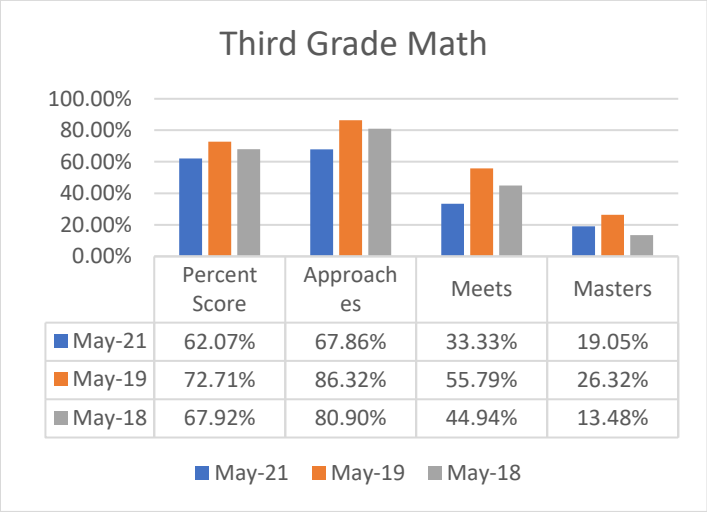
Second Grade



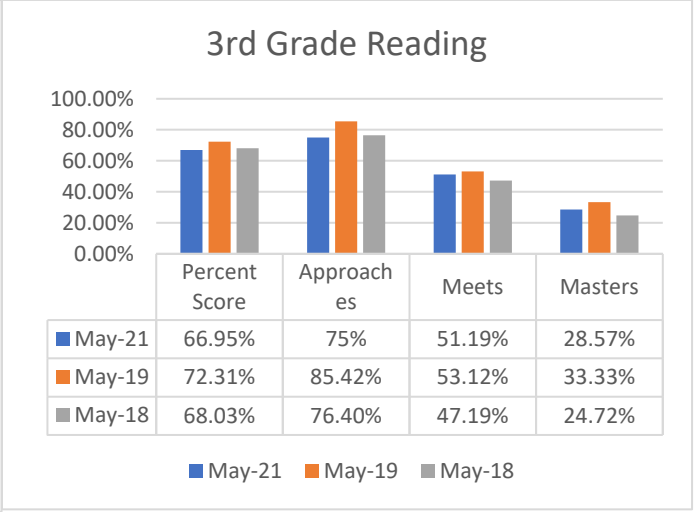


Second Grade Achievement Profile

Third Grade



	Percent Score	Approaches	Meets	Masters
May-21	62.07%	67.86%	33.33%	19.05%
May-19	72.71%	86.32%	55.79%	26.32%
May-18	67.92%	80.90%	44.94%	13.48%



	Percent Score	Approaches	Meets	Masters
May-21	66.95%	75%	51.19%	28.57%
May-19	72.31%	85.42%	53.12%	33.33%
May-18	68.03%	76.40%	47.19%	24.72%

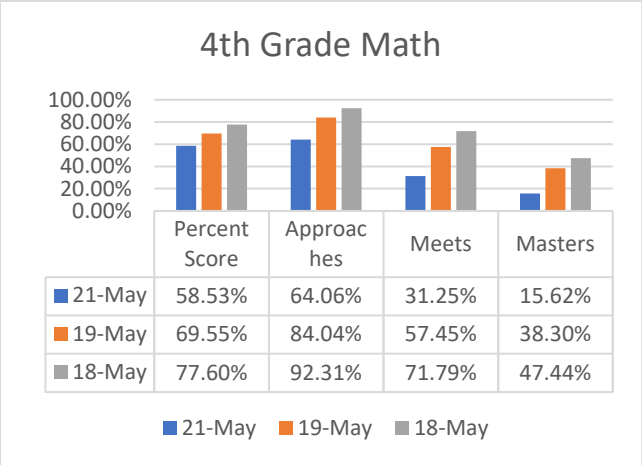
Third Grade Math Achievement Profile

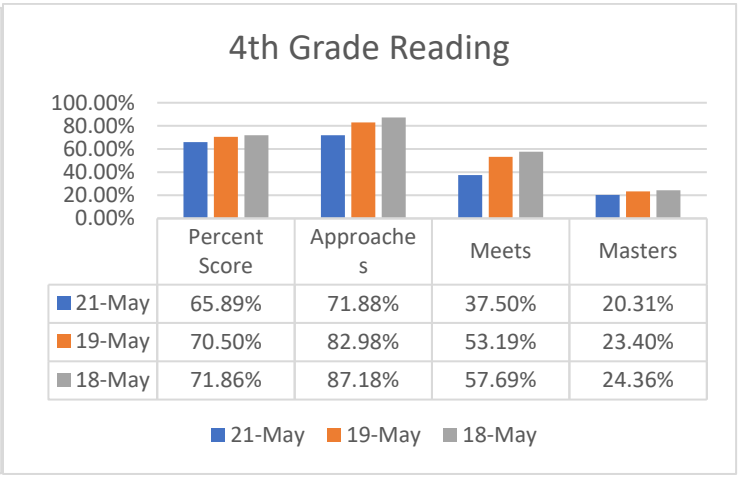
Third Grade Reading Achievement Profile

Third Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Reading R1 Understand a variety of written texts across genres-82.2% Math R1 Numerical Representations and Relationships-72.07% R4 Data Analysis and Personal Financial Literacy-64.2%	Reading R2 Understand and analyze literary texts-62.8% R3 Understand and analyze informational texts-64.29% Math R2 Computations and Algebraic Relationships-59.54% R3 Geometry and Measurement-52.2%	Summer Enrichment Camps (Library, GT, Yoga, Art, Arts & Crafts, Dance, Theatre) Reading Academy Elementary PD Plan Math PD: August 2-6 Success for All Reading Roots (New Edition): August 2	Literably

Fourth Grade





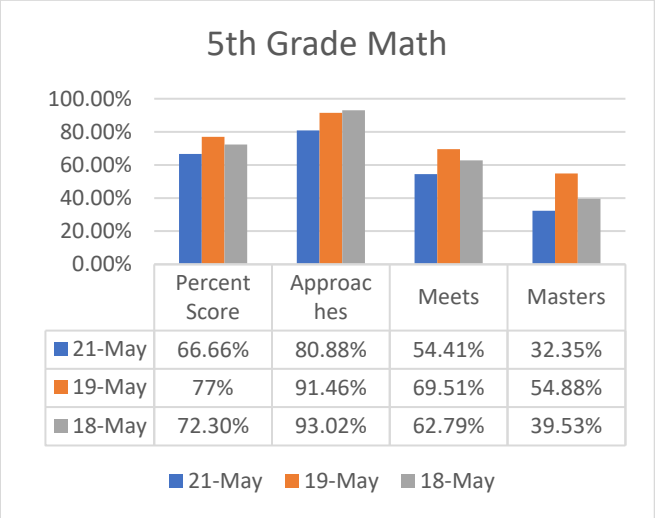
Fourth Grade Math Achievement Profile

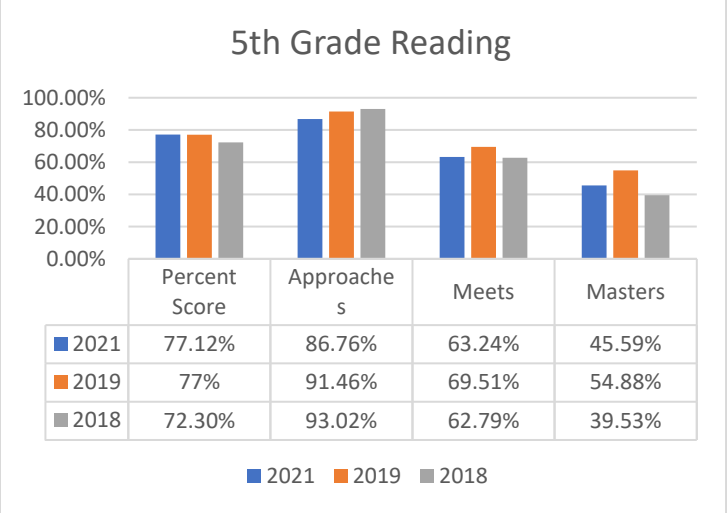
Fourth Grade Reading Achievement Profile

Fourth Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Reading R1 Understand a variety of written texts across genres-70.04% Math R1 Numerical Representations and Relationships-67.02% R2 Computations and Algebraic Relationships-60.17%	Reading R2 Understand and analyze literary texts-62.8% R3 Understand and analyze informational texts-64.29% Math R3 Geometry and Measurement-50.95% R4 Data Analysis and Personal Financial Literacy-54.76%	Summer Enrichment Camps (Library, GT, Yoga, Art, Arts & Crafts, Dance, Theatre) Reading Academy Elementary PD Plan Math PD: August 2-6 Success for All Reading Roots (New Edition): August 2	Literably

Fifth Grade





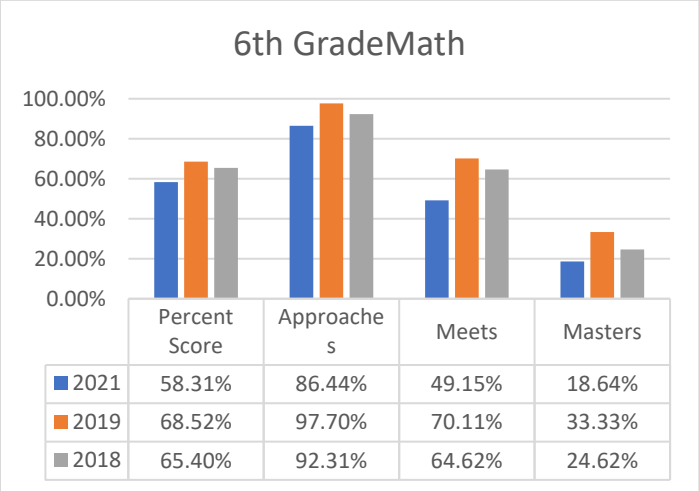
Fifth Grade Math Achievement Profile

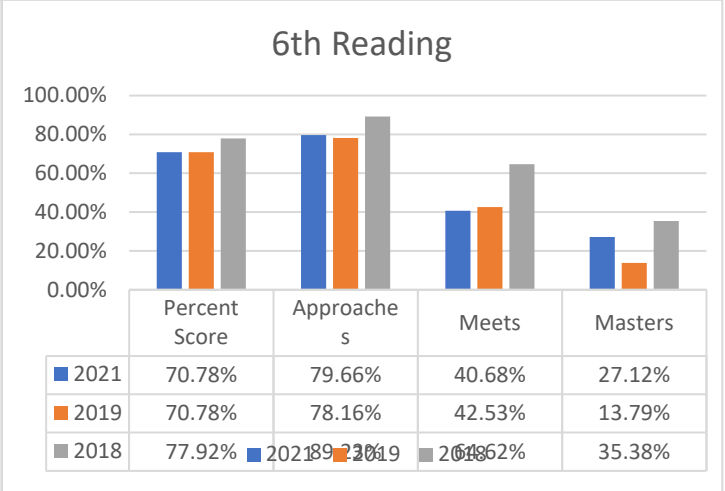
Fifth Grade Reading Achievement Profile

Fifth Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Reading R1 Understand a variety of written texts across genres-72.2% Math R2 Computations and Algebraic Relationships-70.41% R3 Geometry and Measurement-64.34% R4 Data Analysis and Personal Financial Literacy-70.52%	Reading R2 Understand and analyze literary texts-76.21% R3 Understand and analyze informational texts-81.13% Math R1 Numerical Representations and Relationships-57.96%	Summer Enrichment Camps (Library, GT, Yoga, Art, Arts & Crafts, Dance, Theatre) Reading Academy Elementary PD Plan Math PD: August 2-6 Success for All Reading Roots (New Edition): August 2	Literably

Sixth Grade





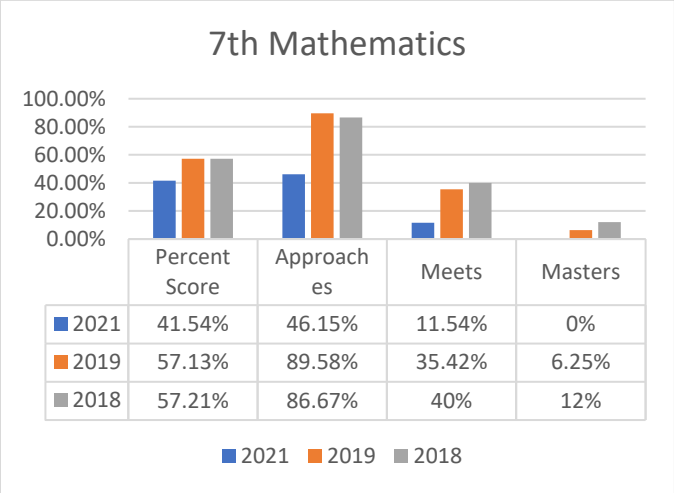
Sixth Grade Math Achievement Profile

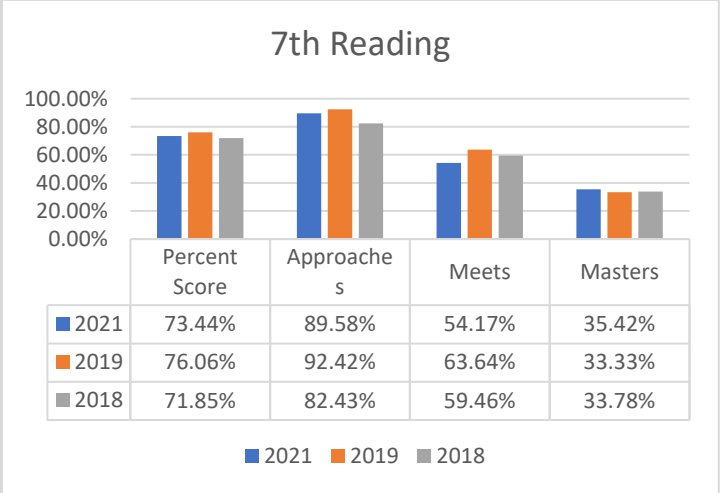
Sixth Grade Reading Achievement Profile

Sixth Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Math - RC 3 62% (Geometry & Measurement) RC 4 63% (Data Analysis & Personal Financial Literacy) Reading – RC 2 78% (Understanding & Analysis of Literary Texts)	Math – RC 1 55% Numerical Relationships & Representations RC 2 – 56% Computations & Algebraic Relationships	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	IStation 6 –8 Math/Reading ALEKS 6-8 Edmentum Plato Courseware 6-8 Chalk Curriculum Mapping

Seventh Grade





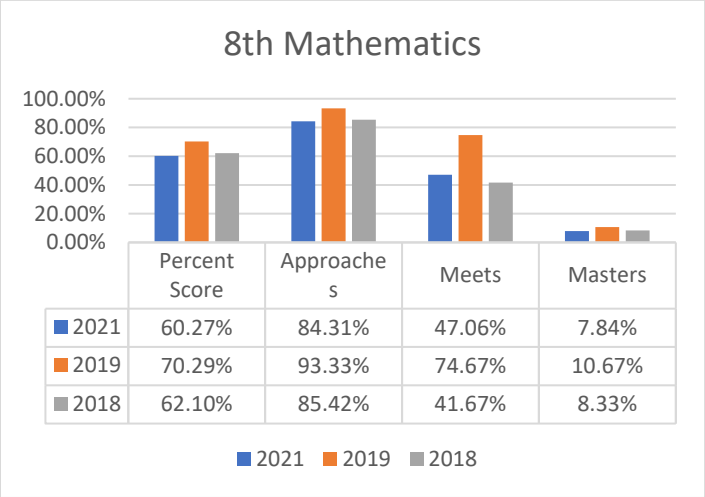
Seventh Grade Math Achievement Profile

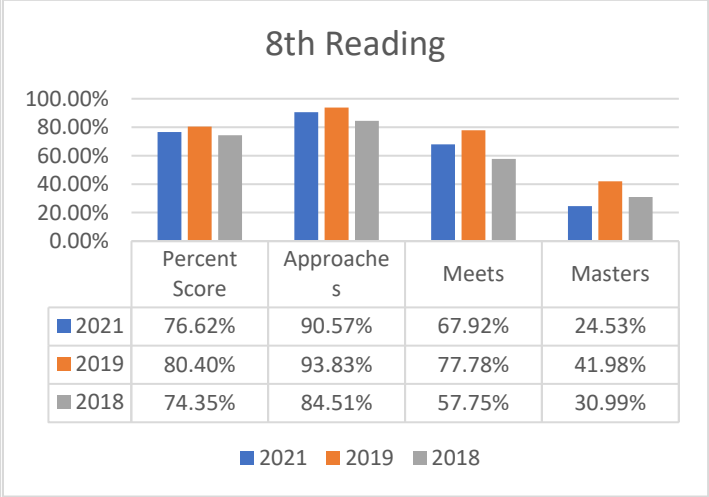
Seventh Grade Reading Achievement Profile

Seventh Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Math – RC 3 62% (Geometry & Measurement) Reading – RC 1 79% (Understanding & Analysis Across Genres) RC 2 73% (Understanding & Analysis of Literary Texts)	Math – RC 4 42% (Data Analysis & Personal Financial Literacy) RC 2 46% (Computations & Algebraic Relationships) RC 1 49% (Probability & Numerical Relationships) Reading – RC 3 71% (Understanding & Analysis of Informational Texts)	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	IStation 6 –8 Math/Reading ALEKS 6-8 Edmentum Plato Courseware 6-8 Chalk Curriculum Mapping

Eighth Grade





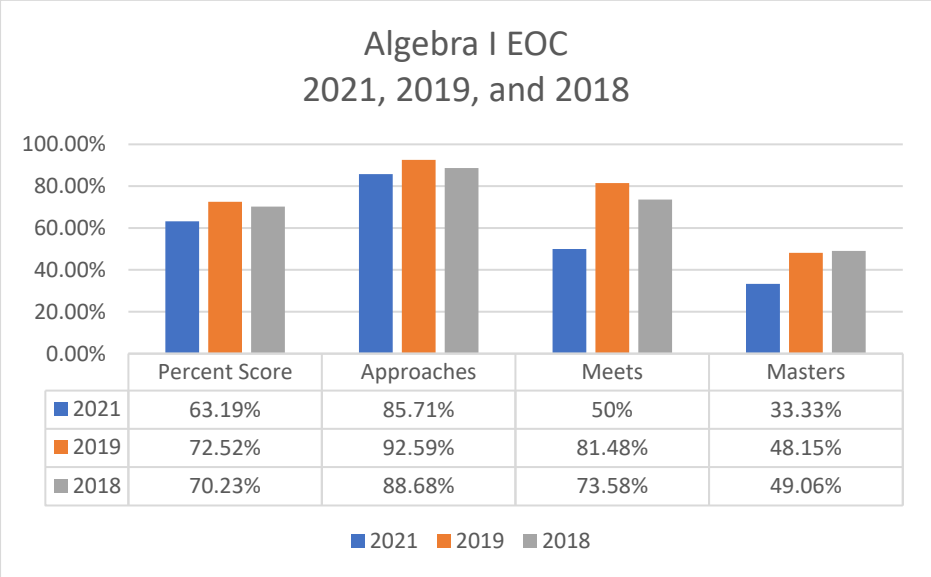
Eighth Grade Math Achievement Profile

Eighth Grade Reading Achievement Profile

Eighth Grade Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
Math – RC 4 68% (Data Analysis & Personal Financial Literacy) Reading – RC 1 85% (Understanding & Analysis Across Genres) RC 2 76% – Understanding & Analysis of Literary Texts	Math – RC 1 60% (Numerical Representations & Relationships) RC2 60% Computations & Algebraic Relationships RC 3 57% (Geometry & Measurement) Reading – RC 3 73% Understanding & Analysis of Literary Texts	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	IStation 6 –8 Math/Reading ALEKS 6-8 Edmentum Plato Courseware 6-8 Chalk Curriculum Mapping

Algebra I

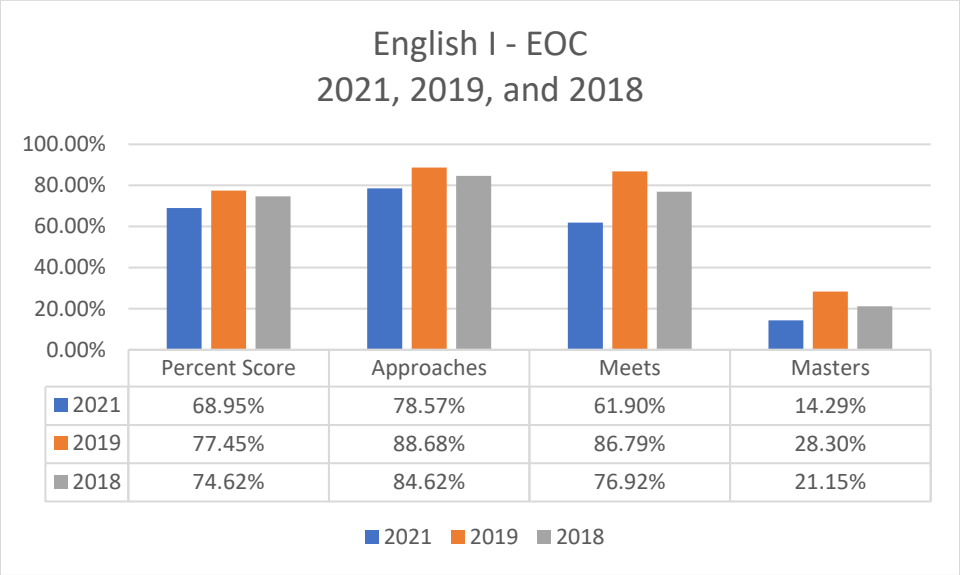


[Algebra I Achievement Profile]

Algebra I Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
RC 1 67% (Number & Algebraic Methods)	RC 4 57% (Algebraic Functions & Equations)	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	Khan Academy Edmentum Plato Courseware – Algebra I Chalk Curriculum Mapping

English I

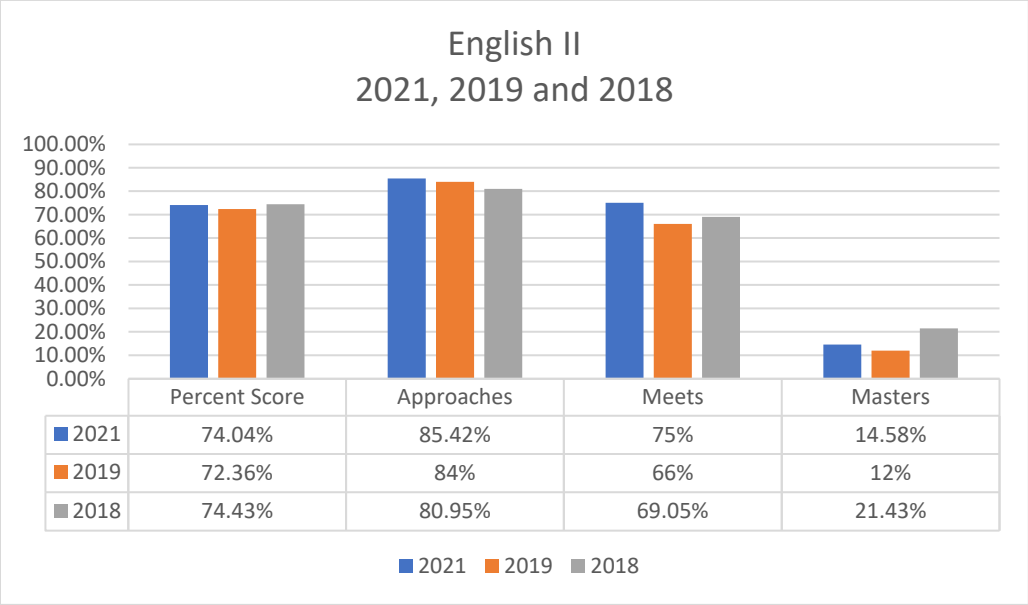


[English I Achievement Profile]

English I Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
RC 6 81% – Editing RC 5 76% – Revision RC 2 74% – Understanding & Analysis of Literary Texts	RC 4 54% - Composition	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	Khan Academy Edmentum Plato Courseware – English I Chalk Curriculum Mapping

English II



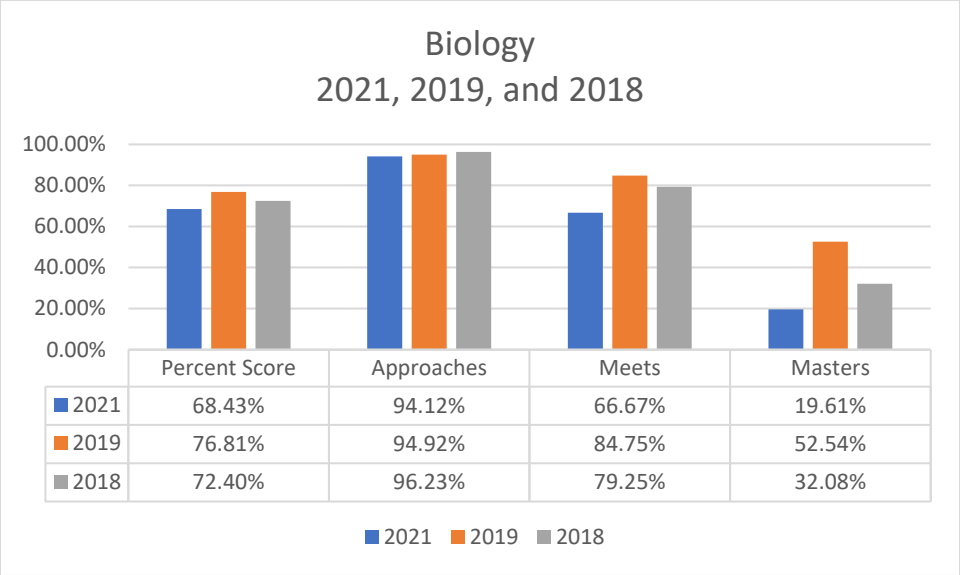
	Percent Score	Approaches	Meets	Masters
2021	74.04%	85.42%	75%	14.58%
2019	72.36%	84%	66%	12%
2018	74.43%	80.95%	69.05%	21.43%

[English II Achievement Profile]

English II Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources

Biology

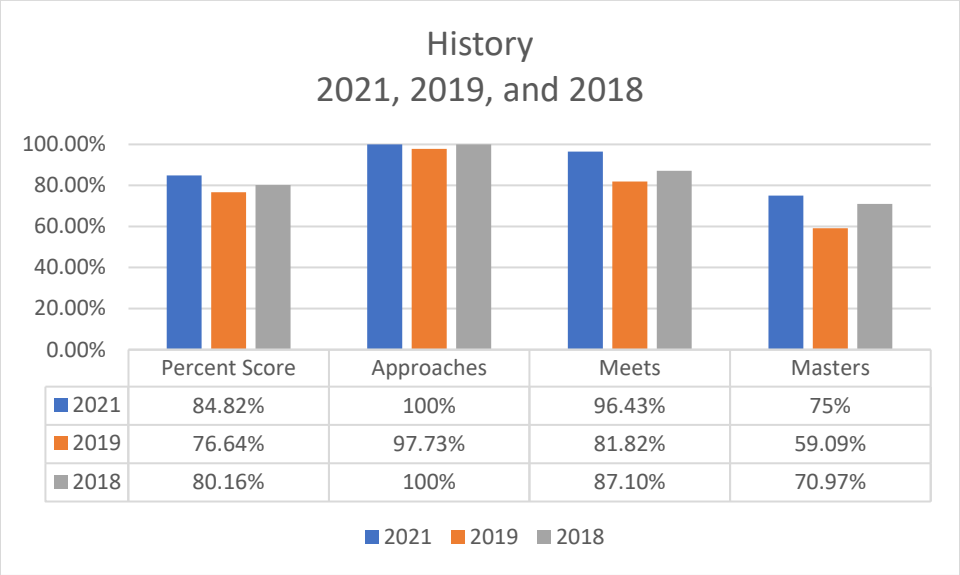


[Biology Achievement Profile]

Biology Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
RC 5 77% – understanding of the interdependence & interactions that occur within an environmental system.	RC 1 58% – Understanding of Cells RC 2 62% – Understanding of genetics	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	Khan Academy Edmentum Plato Courseware – Biology I Chalk Curriculum Mapping

History



Percent Score	Approaches	Meets	Masters
2021	84.82%	100%	96.43%	75%
2019	76.64%	97.73%	81.82%	59.09%
2018	80.16%	100%	87.10%	70.97%

History Achievement Profile

History Needs Assessment

Strengths	Weaknesses	Strategies (ESSER Type)	Resources
RC 2 88% –Understanding of geographic and cultural influences of US History RC 4 85% – Understanding of economic and technological influences of US History	RC 3 81% – Understanding of the role of government and the civic process of US History	After School Tutoring – Tuesday/Thursday B2 - $30/Hr Collaborative Wednesday – Curriculum Writing/Compacting B2 - $25/Hr	Khan Academy Edmentum Plato Courseware – US History Chalk Curriculum Mapping

Appendix A - Survey

Stakeholder Input Communication I

LACKLAND
Independent School District

Dr. Burnie L. Roper, *Superintendent*
Office: 210-357-5002

Dr. Tonya Hyde, *Assistant Superintendent for C&I*
Office: 210-357-5003

Mrs. Rebecca Estrada, *Chief Financial Officer*
Office: 210-357-5005

Mr. Alfredo Concha, *Director of Operations*
Office: 210-357-5019

Dr. R. Kyle Jones, *Director of Technology*
Office: 210-357-5004

May 17, 2021

Dear Lackland ISD Stakeholders,

The link below will lead you to an Elementary and Secondary School Emergency Relief (ESSER) III Grant Stakeholder Survey. Lackland ISD is eligible to receive a grant from the Texas Education Agency as part of the American Rescue Plan. Please read the summary information at the top of the survey and take a few minutes to answer the questions. Your input is critical in determining the best use of these federal funds. Thank you for your time and your input.

The link to the survey is found here:

ESSER III Grant Stakeholder Input Survey (cognitoforms.com)

Please submit the form no later than Friday, May 21, 2021.

Respectfully,

Burnie L. Roper

Dr. Burnie L. Roper
Superintendent of Schools

2460 Kenly Avenue, Building 8265
Lackland Air Force Base
San Antonio, Texas 78236

Phone: (210) 357-5000
Fax: (210) 357-5050
Web: www.lacklandisd.net

ESSER III Grant Stakeholder Input Survey

ESSER III Grant Stakeholder Input Survey

Lackland ISD will apply for a grant from the Texas Education Agency based on funds they received from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER III). The total amount of funding that Lackland ISD is eligible for is $637,837.00. The Texas Education Agency (TEA) will release 2/3 of these funds ($427,350.00) after we complete the required application and submit a "Safe Return to In-Person Instruction and Continuity of Services Plan". The additional 1/3 of the funds are scheduled for release at a later date once the TEA receives approval from the federal granting agency. Our plan must include stakeholder input on how we expect to safely return students to school and provide instructional continuity, and a plan on how these funds should be utilized.

Lackland ISD is seeking input from stakeholders across the district to include LISD staff, parents, community and students as we develop our plan. Your feedback and input is critical and will help inform our plan.

Responses to this survey are due by 5:00pm on **Friday, May 21, 2021** and will be considered as we develop our plan.

Select your stakeholder category. Please select all that apply:

- ☐ Teacher
- ☐ Principal or school leader
- ☐ School and district administrator (including special education administrator)
- ☐ Student
- ☐ Parent/Family
- ☐ Para-Professional Staff
- ☐ Auxiliary Staff
- ☐ Other School Personnel
- ☐ Stakeholders representing the interest of children with disabilities, English learners, children experiencing homelessness, migratory students, children who are incarcerated, children enrolled in after school and summer programs, and other underserved students
- ☐ Non-Profit After School Provider
- ☐ Other
- ☐

Current Issues, Challenges, and Best Practices

In this block of questions, we are requesting your opinion on what students may be experiencing across the district and where Lackland ISD should focus its efforts and what programs are working in our district.

From your perspective, what are the top issues currently facing students in our district during the COVID-19 pandemic?

(Check all that apply)

- ☐ School Closure
- ☐ Remote Instruction
- ☐ Child Care
- ☐ Technology Resources
- ☐ Child Nutrition
- ☐ Social Emotional Concerns

☐ Transportation
☐ Kept students home due to health concerns
☐ Kept students home due to student restrictions
☐ Other
☐

In your opinion, what are the biggest challenges we face in accelerating student learning due to the COVID-19 Pandemic?

Check all that apply
☐ Student Engagement
☐ Independent Learning
☐ Extended learning opportunities (afterschool, summer school)
☐ Parent engagement (How to support daily learning experiences)
☐ Other
☐

What do you believe are the highest priority needs (academic, social, emotional, and/or mental health, etc.) for the remainder of the 2020-2021 school year and for the 2021-2022 school year related to the impact of the COVID-19 pandemic?

Check all that apply
☐ Academic
☐ Co-curricular Activities
☐ Extracurricular Activities
☐ Social Emotional Support
☐ COVID testing
☐ Mental Health Concerns
☐ Other
☐

What strategies have been most effective in supporting the needs of students in Lackland ISD during the COVID-19 pandemic?

Check all that apply
☐ Counseling
☐ Availability of technology resources
☐ Learning Management System (LMS) - Canvas
☐ Availability of school supplies on campus
☐ Child Nutrition Services
☐ Availability of sanitizing products
☐ Availability of Personal Protective Equipment (PPE)
☐ Other
☐

Accelerated Learning and Additional Support Needed

This block of questions is designed to help inform potential programs to ensure student are academically successful in the coming school year.

Beyond the traditional school day, which types of programs do you believe Lackland ISD should consider to accelerate student learning?

Check all that apply

- ☐ Tutoring
- ☐ Afterschool Programs
- ☐ Summer Learning Programs
- ☐ Blended Learning
- ☐ Other
- ☐

In your opinion, what resources, tools, and /or training supports would help Lackland ISD align afterschool activities and the school day to address student needs?

.

Check all that apply.

- ☐ Hands on Activities
- ☐ STEM activities
- ☐ Activities with an emphasis on student creativity and talents
- ☐ Other
- ☐

In your opinion, what data sources are being used to determine the impact of lost instructional time for students? Check all that apply.

Check all that apply

- ☐ Informal Assessments
- ☐ Class Assignments
- ☐ Curriculum Based Assessments
- ☐ Universal Screeners (TXKEA, I-Station, TPRI, etc.)
- ☐ State Assessments
- ☐ Teacher Observations
- ☐ Other
- ☐

When addressing the needs of students with disabilities resulting from the loss of services related to COVID-19, we recognize there are many possible supports. Of the four options listed below, what should the district prioritize?

Please select one:

- O Additional support to implement compensatory services
- O Direct support to parents
- O Training for teachers and staff
- O Training for parents
- O Other
- ⊙

ESSER III - Student Survey Round II

Hyde.Tonya

From: Roper.Burnie
Sent: Tuesday, May 25, 2021 5:58 PM
To: ALL STACEY; ALL ELEM
Subject: ESSER III Follow-Up Survey

Dear Teachers,

Please see the link or QR code for students to complete a follow-up survey concerning ESSER III on Wednesday, May 26th. Please have students complete the survey as earliest as possible.

As a reminder, Lackland ISD has been awarded a grant from the Texas Education Agency based on funds they received from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSR III). The total amount of funding that Lackland ISD is eligible for is $637,837.00. The Texas Education Agency (TEA) will release 2/3 of these funds ($427,350.00) after we complete the required application and submit a "Safe Return to In-Person Instruction and Continuity of Services Plan". Our plan must include stakeholder input on how we expect to safely return students to school and a plan on how these funds should be utilized.

Students may click on the following link to access the survey:
https://www.cognitoforms.com/LacklandISD1/StudentESSERGRANTIIISurveyInput or they may scan the following QR code:

We are asking students in grades 4-12 to complete the survey. The survey will also be posted via an announcement on Canvas.

Respectfully,

Dr. Burnie L. Roper

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Student Survey Feedback

One of the first things that struck me as I read the student feedback was the overall lack of trauma that I had anticipated from students struggling with new learning modalities because of the pandemic. Yes, there were specific mentions of student mood, and some students went so far as to share how the pandemic had affected their health, both mental and physical.

Teachers

Far and away, the students saw their teachers as one of the most impactful things upon their own success. There were many mentions of teachers in general, and of how understanding our teachers were throughout the year:

> 1:197 The teachers understanding of year and how helpful they were.
>
> 1:458 Also how fair my teacher is! She is really nice and this is the best c...
>
> 1:478 The teachers cooperation and their efforts to make it the best school year

Teacher Support

Things didn't end for the students with simply cooperation and understanding, though. There were so many mentions of something that I termed "teacher support" that it merited its own category. A few of the many quotes from this category:

> 1:16 My teachers helped me through a lot of problems and made it fun even though we were in a pandemic
>
> 1:51 Whenever I had questions Mrs.Bragg helped me out, and this was with other teachers too. They helped me whenever I had questions or words that I didn't understand.
>
> 1:101 My teacher, helped me throughout the school year to success in this school year.
>
> 1:156 Things that helped with my success this school year is i had really good teachers that helped me when I needed it

Teacher support didn't appear to vary by attendance category, either. Whether students were primarily in-person, remote, or a mixture, teacher support was often mentioned as a reason for the student's success.

Teacher Challenges

While students were mostly flattering when talking about their teachers, they also weren't afraid to call them out on the few times when they felt that they were lacking. One student wrote:

> 1:485 Some teachers found it very difficult to organize and utilize technology correctly which caused lots of confusion.

While most of the negative comments surrounding teachers were not focused on their proper or improper use of technology, though, the topic of poor communication and/or confusion came up in a handful of instances:

> 1:350 being online and not being able to talk to my teachers face to face

> 1:392 When the teachers don't give that much information
>
> 1:473 Sometimes there was a lack of connection, to the remote learners. So we would only get half of the nstructions, or it as just confusing assignments, to testing dates.

At the same time, there were a number of students who were flattering with respect to how well their teachers communicated with them throughout the academic year. As a possibility for future research, it would be interesting to interview students to determine what caused students to evaluate teacher communication as being weak or poor.

Familial Support

While on the topic of support, I would be remiss if I didn't mention the impact of family support for the students. While family support did not receive as frequent a mention as teacher support, families were often seen as a reason for a student's success:

> 1:6 My parents helped me to stay on task and motivate me to do good in all my schoolwork
>
> 1:292 Working with parents
>
> 1:316 My mom and my dad
>
> 1:327 My parents making it so no assignment stayed missing long, and the extra time i had in ASC
>
> 1:381 My parents helping me as much as they could

While parents often received praise for their support, there was at least one mention about the challenges of learning at home due to the distraction of siblings.

Focus and Distraction

In fact, probably the biggest surprise for me in conducting this research was how often students framed their successes and failures in terms of focus versus distraction. Granted, this has been the focus of my past research, so it is a research interest of mine. However, students discussed focus, lack of focus, distraction, and procrastination *a lot.*

With respect to distraction, students tended to speak of other people when they spoke of distraction in the physical classroom setting, and they tended to speak of things as distractions when they were in the home environment. For example, students shared about the classroom:

> 1:54 The things that did NOT help me learn was all the talking or noise people in our classroom made while they worked
>
> 1:75 Students distracting me
>
> 1:229 Changes and or difficulties i have had was when we didn't have music, usually. I could just hear everyone tapping and i couldn't focus, so I really hope in middle school you can bring something to listen to music with, and also the construction, it's fine now sense I don't have t worry about that in middle school, but that's just another thing that made me distracted
>
> 1:274 Off tasks student

1:317 People hoo talk to me during work

Whereas, in the home environment, there were other things that distracted them:

1:129 Online and the lack of focus because when staying home you have stuff around you that makes you unfocus on school like for an a example Video games, pets, technology, Etc

1:180 iPad distraction, lack of focus, lack of worth ethic

1:399 I got distracted by a lot of things at home.

Of course, these are *general* trends. There were certainly *things* that distracted them at school, such as the aforementioned construction near the 5th grade wing, and there were certainly *people* that distracted them at home, such as their siblings.

While there is likely teacher bias towards the classroom providing a more distraction-free environment, the research does not appear to bear that out: there were students who found less distractions at home, and there were students who found the classroom to be less distracting. Thus, while distraction was often cited as negatively impacting student success, different students found different environments to be distracting.

When writing about *focus*, students viewed the ability to focus as a key factor to achieving success. For example:

1:127 Focusing and a good work ethic

1:177 Time in the day to do Assignments and only having to focus on certain classes everyday

1:195 Focusing on the task at hand and time management.

1:364 What contributed my success is asking questions and paying attention to the teachers

Similarly, students viewed the *lack* of focus as something that posed a challenge to their learning:

1:425 Some challenges or difficulties that contributed to my lack of success is turning in assignments late, multitasking with some things, sometimes lack of focus

1:247 Lack of focus

1:56 Not being able to focus

Like with distraction, there were students who found the classroom environment a difficult place in which to focus, and there were students who found the home environment a difficult place in which to focus:

1:104 One difficulty i had was focusing and it disturb me by people yelling in the class

1:17 Being online brought my grades down because I couldn't focus and being brought helped me

As such, while focus was seen as instrumental to success – and the lack thereof as detrimental – there wasn't a clear runaway winner for an environment that fostered focus, or that inhibited it.

Interestingly, though, students split their comments across the separate notions of distraction and focus. While they spoke uniformly about teacher support, some students framed their success as maintaining focus and their challenge as losing it while others spoke of their success as remaining distraction-free versus the challenge of having a distractor present. I would suspect that this is largely due to the perception of control: if a student perceived that she or he was in control of the environment, they were more likely to assign any success or blame to themselves. If, on the other hand, the student perceived themselves as having little control over the situation – and the blame was, therefore, located elsewhere – they framed the issue as a distraction.

Regardless, this is likely an area in which we should engage in further research. My own past research and the research of Dr. Gloria Mark suggests that distraction results from students being in a distracted state: if there is sufficient focus on the part of the student, then a distractor tends to have no influence and learning continues. It is only when a student is *already in* a distracted stated that a distractor can exert its influence. By learning more about what our students experienced, we may be able to help them develop skills to better maintain a focused state.

Other Students

In terms of maintaining a successful state, students both maligned and praised their fellow classmates. I've already shared how they were viewed as a source of distraction, but students were also frequently credited by their peers as a factor in achieving success:

> 1:49 Stress balls and my friends helping me.
>
> 1:78 Ummm things that contributed was Probably my friends because they help me
>
> 1:258 my friends that help me and how I learned a lot.

This could be viewed as surprising, since the pandemic could have made those friends feel more distant than ever. However, students made no distinction in their comments between in-person and remote support: it was not something that appeared to enter their thinking when determining whether they felt supported.

Similarly, one might assume that students missed the social interaction, and, to a certain extent, that was true:

> 1:469 Not being able to socialize.
>
> 1:488 I do feel like lack of social interaction impacted me in a way, but I knew i couldn't go to school because i need to be close to people, and because of COVID that isn't possible right now.

However, while there were obviously students who missed the socialization aspect of school, that socialization did not come up very often as either a source of success or a challenge. Note that I am *not* making a statement about whether the lack of socialization had some other impact on students. Rather, students simply did not list it as contributing to their success or challenges.

Online Versus In-Person

Similarly, the impact of in-person learning wasn't as dramatic as one might assume. While there were a number of students who did list in-person instruction as a source of success, the number of mentions was easily a fifth of the mentions of teachers and teacher support. Those who did mention in-person

instruction tended to attribute it as a success to either helping bring focus to their work or because it was easier than remote work:

> 1:175 Going to school in person helped me focus more because I was basically forced to since I wasn't on my own at home.
>
> 1:254 Being at school instead of remote cause remote is harder.

Again, while it was impactful for the success of a significant subsection of our students, support from others – teachers, parents, and other students – were much more powerful.

Students were more apt to talk about online attendance and content. In keeping with the previous notion that in-person learning was more difficult than online, students often mentioned online learning as a challenge that they faced:

> 1:109 When i was online i had low grades and i came to school i now have mostly all b+ or a+
>
> 1:182 Having to learn virtual, but I got used to it.
>
> 1:196 A challenge was virtual learning .

Some of these challenges were due to technological aspects. Again, there were students who mentioned the distraction of the home environment as posing a challenge to their online learning. Regardless, online learning was often characterized as a challenge for students.

There were, however, some students who felt that the online environment contributed positively to their success. For example:

> 1:480 Learning lab, having an a & b day schedule and having the option to be online.
>
> 1:464 Extra time to work on homework from being online
>
> 1:466 The good communication and accessible to online learning and being able to work at my own pace

A potential direction for further research here would be to examine whether students felt that they overcame the challenges posed by online learning or whether those challenges persevered.

Technology

As alluded to earlier, technology was sometimes mentioned as a challenge that was overcome. No doubt, this was because this was a new learning modality for many students. Moreover, if technology is your vehicle through which you attend class, whether or not it works – and works smoothly – becomes vital. Not surprisingly, then, our most-often-issued device, the Apple iPad, received a handful of negative feedback:

> 1:142 Having iPad troubles like glitches.
>
> 1:144 Things not working on iPad like glitches.
>
> 1:265 Sometimes the iPads percentage changes and it is incorrect so when it says it's a 0 percent when it might be 70 percent.

On the converse, though, some students chose to mention the iPad as a source of success:

> 1:122 iPads were good.
>
> 1:165 My family, my teachers, my resources such as my calculator, my iPad, and my computer.

Thus, while students certainly felt the pain when technology didn't work like it should, they were also eager to have it to connect them back to the campus, their fellow classmates, and their teachers. Students mentioned it as a source of success for them.

One surprise was the specific mention of Microsoft Teams by five students. In *every* single instance, the students mentioned Teams as a source of success:

> 1:121 Teams communication with teachers.
>
> 1:132 Things that contributed to my success during this school year is, teams help me by share the screen and etc, face to face, and meeting new people to help me.

This is surprising because, as a technology, it's somewhat ancillary to the "work" of online education. Canvas, where all of the students' assignments and content was stored, received only three mentions, two as a challenge and one as a success. While it didn't come up often at all, it was in all instances viewed as a source of success.

One area that generated significant issues for students – and one over which we had little control – was the network. Students often mentioned network speed and WiFi as hampering their learning. One particularly bright student commented:

> 1:190 Wi-fi issues really buffered my learning.

Should we be faced with a remote learning scenario in the future, we may wish to do research into ways that we can speed performance irrespective of the network or connection. For example, colleagues have begun experimenting with satellites from Elon Musk's SpaceX as a source for faster internet. Our students who are located in remote areas suffer from download speeds, and traditional efforts to counteract internet deficiencies, such as mobile hotspots, often provide no advantage in those rural areas because of the distance to the cell phone tower. Small satellite dishes could be a way to bring internet to those locations that are ill-served by existing technologies.

Suggestions for Further Research

Finding ways to maximize bandwidth – or, at least, to provide more bandwidth to students at their homes would likely be a worthwhile endeavor regardless of whether school is in-person or remote. As a district, we've been increasingly focused on online resources in an effort to reduce costs, provide richer resources, and increase student outcomes. With the possibility that such resources may be used outside of the home, it might be worth it to consider how most of our students access the internet and the speed of those connections.

Another topic worthy of further consideration is the challenges posed by online learning. While this survey illustrated that students found online learning a challenge, it didn't really parse how it posed a challenge, nor was it a good indicator of whether the challenge had been overcome: was online learning a skill that was mastered, or do students still feel like they're falling short? With bodies such as UNESCO

stating that pandemics are likely to *increase* in frequency, it would behoove us to know more about the challenges surrounding online learning.

Similarly, it would be worth our time to consider the nature of distraction and focus for the students. What, in each of those environments, caused students to feel one or the other? Further research here could help us target strategies to help students feel more focused.

Finally, support was important for our students in achieving success. Whether that was from parents, friends, or teachers, students often felt bolstered by their support. It would be interesting to learn more about the specific types of support that students felt most enhanced their success.

Summary

This support could potentially have translated into weaker sentiments of trauma. Again, while there were student expressions of frustration and anxiety surrounding the pandemic, most of these were relatively mild. Students were impressed with their accomplishments in certain subjects, disappointed in other subjects, and mentioned grades. These are all very normal concerns for students.

Teachers were a clearly powerful force in helping students feel success. Parents were also deeply appreciated for their support, and friends lent a helping hand as well. In terms of funding, we would likely be well-advised, based on this evidence, to consider how we could bolster our students' support network. Things like additional academic support in the form of tutoring, trainings for parents on how to best support their student, and even peer coaching efforts could all potentially prove valuable.

Focus, distraction, and procrastination all factored into our students' evaluation of their success and/or challenges. Some were focused at school; and some were focused at home. Some were distracted at school; and some were distracted at home. This would suggest, at least at initial blush, that one environment was not better or worse. Instead, it might make sense for us to look into programming that could help students master their focus and minimize their distraction, thereby equipping them for success in whatever environment they are.

Technology was both viewed as an asset and a challenge. Students liked the resources that they had through technology, but things like iPad problems and network issues got in the way of their learning. Potential possibilities for funding here could include upgrading devices. For students with networking issues, it may be worth looking into internet access options like satellite that are not as dependent on the current infrastructure in the student's location.

Throughout all of the above, flexibility was key. Students were very pleased that their teachers were flexible in a difficult year. They enjoyed that they had the option to transition between online and in-person learning when it made sense for them. Some students preferred the flexibility of the online environment, as they felt that it allowed them to exercise some level of choice over their daily schedule and how they tackled their work. Students liked how the technology resources helped to meet their varying needs. Overall, this combined to create an environment for our children that seemed to work well to provide needed, customizable support in a rather challenging year.

Teacher ESSER Survey and Results - Round II

Hyde.Tonya

From: Roper.Burnie
Sent: Tuesday, May 25, 2021 6:09 PM
To: ALL LISD
Subject: ESSER III Follow Survey for Staff

Dear Staff,

Please complete one of the surveys below according to your job classification. As a reminder, Lackland ISD has been awarded a grant from the Texas Education Agency based on funds they received from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSR III). The total amount of funding that Lackland ISD is eligible for is $637,837.00. The Texas Education Agency (TEA) will release 2/3 of these funds ($427,350.00) after we complete the required application and submit a "Safe Return to In-Person Instruction and Continuity of Services Plan". Our plan must include stakeholder input on how we expect to safely return students to school and a plan on how these funds should be utilized.

The link for teachers, nurses, librarians, instructional coaches/facilitators, speech pathologists, and counselors is located here: https://www.cognitoforms.com/LacklandISD1/TeacherESSERIIIGrantSurvey

The link for paraprofessionals, clerical, and technical staff is located here: https://www.cognitoforms.com/LacklandISD1/ParaprofessionalTechnicalAndClericalStaffESSERIIIGrantSurvey

We appreciate your cooperation and support.

Respectfully,

Dr. Burnie L. Roper
Superintendent of Schools
Lackland Independent School District
2460 Kenly Avenue
Building 8265
San Antonio, TX 78236
210-357-5002
210-357-5050 (Fax)
roper.b@lacklandisd.net

LACKLAND Independent School District

GO PUBLIC

Teacher ESSER III Grant Survey

This form will be used to gather additional data to inform instructional programs from teachers, nurses, librarians, instructional coaches/facilitators, speech language pathologists and counselors.

Please select your current assigned campus

- ◯ Lackland Elementary School
- ◯ Stacey Jr/Sr High School
- ◯ District Staff

Please rate the following with 1 being the lowest and 5 being the highest

	1	2	3	4	5
Please rate the degree to which you perceive there was student learning loss during the 2020-2021 year.	◯	◯	◯	◯	◯

What resources would you recommend to address student learning loss, if any?

Roper.Burnie

From: Jones.Kyle
Sent: Thursday, May 27, 2021 5:58 PM
To: Roper.Burnie; Hyde.Tonya
Subject: Qualitative Analysis: First Pass
Attachments: ESSER Grant - Teacher.xlsx; ESSER Grant - Teachers.pdf

So, I brought the data into ATLAS.ti and did a "free code" analysis. This is basically means that I, the researcher, decide the codes as I go along . . . this is differentiated from "a priori coding," where I decide on what the codes are ahead of time and then try to make the quotes fit to those codes. Both have their place, but I think free coding is likely better in this instance because we have no idea what the teachers are going to say. 😉

Attached is the resulting "code book" (Excel file) . . . the end listing of all the codes as I read the data, interpreted the data, and assigned a code to it. If we had the luxury of more time, we'd then use this code book as an "a priori" set and have multiple people try to use the codes to see how much they agree with one another. Meh. This is likely good enough for where we are.

Also attached is the resulting "coded" document. This shows all of the entries with the codes that I applied to them to the right of the text. Some quotes have more than one code because the single quote crosses multiple codes. Cognito exports these as a spreadsheet, and I had to copy it to a Word document to do the analysis. As a result, the line numbering is a little wonky. Each line number represents a different entry from a different teacher. When I do the students, I'll likely see if I can get this come in cleaner, as it's easier to refer to "line X" when we're talking about a specific quote.

Here are my observations:

1. **Academic Support.** Far and away, it would seem like teachers feel that academic support will be necessary for students to overcome any learning loss. When I say "academic support," I'm meaning things outside the traditional classroom where classroom instruction is being reinforced. Things like tutoring, learning labs, summer camps, etc.
2. **In-Person Instruction.** Not surprisingly, our teachers felt strongly that in-person instruction was going to be a huge plus in terms of reducing learning loss. This is particularly interesting when we pair this with the fact that teachers rated the "learning loss" as a 3 out of 5 (5 being worst). If the learning loss was only moderate, why do teachers think that in-person instruction is going to be such a boon for eradicating it? I think the answer likely lies in the fact that there's some fun to being an entertainer . . . to being the person on the stage. Teacher feels emptier without a "studio audience."
3. **Technology.** Technology factored in as well. There were some specific mentions of apps that teachers thought would work. Interestingly, although teachers thought that in-person instruction was so vital, there were a number of suggestions of apps that could help "teach" students skills at home at which they were weak. There were a handful of mentions of technology inadequacies (i. e. had an iPad but needed a full laptop). Overall, though, there was a feeling that more instruction/training was needed: students needed to come out-of-the-gate knowing how to use Canvas, and parents needed to be trained on how to monitor student progress in both Canvas and the gradebook.
4. **Flipped Classroom.** There were a handful of mentions of flipped classrooms as a strategy for addressing learning loss. While the numbers weren't as dramatic as other things suggested, flipped classroom, as a teaching strategy, is very precise . . . so I found it interesting that there were that many mentions of it for about 56 entries

1

In short, it looks like teachers think that we ought to use the money on academic support. We need to use technology to both identify a student's shortcomings AND to teach/re-teach those concepts when possible, and use tutors and learning labs when we can't. Also, we need to do flipped classrooms so that students can receive more individualized help from their teacher when they're in the classroom. Finally, we need to train students AND parents on the technology devices and apps that we're using so that they can navigate around any problems and self-monitor their/their child's own progress.

R. Kyle Jones, Ed. D. / Director of Technology
jones.k@lacklandisd.net

Lackland Independent School District
Office: (210) 357-5004 / Fax: (210) 357-5050
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http://www.lacklandisd.net
Book a Meeting with Me: https://go.oncehub.com/DrKyleJones

2

1	What resources would you recommend to address student learning loss, if any?		
2			
3			
4	If I know nothing else, I know the answer will not be found in a program, platform, is the coming together as a profession and doing the work of studying our standards attending to the needs of students, and sharing our strengths with others. The best to address student learning loss is in the expertise of teachers and the ability to coll across grade levels and subject areas. More than ever, as professionals, we have to ways we may have not yet realized. Following a year when we've been forced to soc make this more difficult, but for the sake of the students' growth, it is unavoidable. content, resources, and knowledge will benefit students and teachers in the end. Th MOST difficult of all, however, if navigated appropriately, it will help ease the strain follow. That is a heavy charge to undertake, but it will highlight the importance of b nurturing trustful relationships with students, families, and peers to make our educa better, because our future and the futures of students literally depends on it.	1:3 It is... 1:4 The... 1:5 ... 1:6 Tha...	Collaboration Collaboration Teacher Expertise Content: Alignment Trust
5			
6	Expand resources for teachers, students, and parents	1:7	Resources: Expans...
7			
8	I will suggest all the resources that we have but most of all learning resource	1:8	Resources: Learning
9	For years, teachers have stayed numerous hours after school to provide tutoring tr compensate for an out of date reading program-SFA. Putting all safety and security aside, during the emergency remote learning last year and on into the 20-21 school huge deficiencies with the SFA Program and I'm not the only one. Instead of puttin program that will not allow for online use of their materials, will the district entertai different reading program that meets our students' and district's changing needs? I willing to reallocate funds to another more robust program we may remedy some o Corporate failed to address for the last year and a half. Issues consisting of zero onli no online books that interest our population of readers, separate classes for reading alignment to the TEKS, and questions of rigorous content and then some. Instead c reinventing the wheel year after year to supplant the inadequate program we can re updated version based on new researched based data versus from the 1980's. If wil purchase a program that encompasses all of our needs into one, online programmin and mortar materials, alignment to the TEKS in scope and sequence, and a program enough to meet the state requirements and students' needs. For example, we curre diagnostic and intervention program iStation. The reading program that goes along Imagine It. If we utilize a different program like Imagine It to meet the ever changin students, we can deliver the same rigorous instruction to students whether they are homework or in school. Learning doesn't have to end at 3:15. We are trying to mod ongoing and never should end especially once students cross the threshold of their	1:9 For years, teachers have stayed num... 1:10 If we ...	Content: Reading Content: SFA Negative Learning: Online Positive

9	Classes. Teachers could utilize the flipped classroom, a pedagogical approach in whi instruction moves from the group learning space to the individual learning space, ar group space is transformed into a dynamic, interactive engaged learning environme teachers guide students as they apply concepts and engage creatively in the subject Additionally, other reading programs includes an integration between reading and E enable us to utilize the same program for reading, spelling, language arts and writte program that will pull from the text, all the spelling words in context, language arts s emphasized in the weekly story, as well as written expression skills as students are r can meet our students' growing needs. Having a new reading program that address needs in one will alleviate us pulling from all directions to supplement a program th for us in more ways than one. Imagine It is just one program that does all of that an version of all materials including the all texts, but there are so many more robust pr This would also solve our piecemeal approach to reading when students are at hom Imagine It, there are multiple reading programs out there that are aligned to our cu meet the level of complexity necessary for our students to be successful moving for does not. For our special populations, whether the stories are online or delivered ir be accommodated to also allow for highlighting the text, text to speech, audio versi then some, whether the student is learning from school or needs additional support Additionally, if we utilize a new reading program that integrates all of Reading and E can cut down on the separate classes needed to provide instruction to both. That w minutes per week to assist in other areas and help alleviate our lack of transition tin from class to class throughout the day. That means more time for actual instruction during instruction to account for zero minutes to transition clear across campus. If v anything from this year and a half experience, it should be that learning loss is real e your reading program fails the students, teachers and community it is supposed to s for All Reading Program claims to be the bedrock on which all else may be built, but expensive reading program did nothing to support us when we needed them most. the learning loss and replace the dilapidated SFA Reading Program at Lackland Elem	1:10	Learning: Online Negative Learning: Special ... Learning: Learnin... Content: SFA Learning: Learnin... Negative	1:11 1:12 1:13 1:14 1:15 1:16	Learning: Flipped ... Content: SFA Negative
10	ABC mouse				
11	Parent meetings after 4 weeks of seeing that student is failing/struggling academic a regular follow up after suggestions have been made within a 2 week period. Re-ev with child and parents within 6 weeks of contact to see if any improvements have b consulting with staff and parent about trying new interventions and monitor for pro again 2 weeks after and as needed once significant progress has been made.	1:17	Parents: Meetings Parents: Meetings	1:18 Re-ev...	
12	More money and time for teachers to learn about and apply blended/flipped learn their classrooms. Having students take devices home, and use them to watch direct allows for more in-class time to be used for small group and one on one assistance, for supporting student learning losses at this time. All students need reliable devices (which may not be an iPad, but a laptop) and teac	1:20 1:21 H... 1:22	Learning: Flipped ... Learning: Flipped ... Learning: Learnin... Teachers: Time Technology: Devic...	1:19	Resources: Money Teachers: Time

12	time to learn about and prepare these types of lessons.	1:22		
13	Depends on what skills were lost, but for math we could use Aleks, Delta Math.	1:23	Technology: Apps	
14				
15	Opportunities for parents to take to learn how to best support children at home. P	1:24	Parents: Parental ...	
	differentiated by grade level or grouped grade levels. Ex: PK, K-1, 2-3, 4-5			
16	Staff training on how to fill gaps, what/how to differentiate for different levels in th	1:25	Content: Different...	
	lesson plan/game plan for teachers - to enrich and intervene in the classroom.		Teacher: Training	
17	Targeted curriculums for struggling readers and students lacking in math skills	1:26	Content: Different...	
18				
19	SEL; Physical Activity resources as many of our students have been very inactive fo	1:29	Students: Physical...	
20	Unsure of any programs/resources.		Students: SEL	
21				
22	Students dont always have enough of a small group or time to have things broken	1:30	Students: Interacti...	
	This year was particularly the problem, they did not have the right structure due to			
	and weather and we can not predict our weather. It has been an amazing year			
23	Interventions in eagle time, scaffolding of lessons, pre-assessments to determine n	1:31	Content: Different...	
24	While all the content was covered, my content (Robotics and Engineering) was nea		Students: Assessm...	1:32 W... Content: Interacti...
	fully grasp without the hands on components of the course that was not available to		Students: Interven...	
	or even in-person students due to COVID restrictions. The biggest resource I feel we	1:33	Students: In-Person	
	students in the classroom.			
25	Recommend that all students return face to face and hold them and parents accou	1:34	Parents: Parental ...	
	absences and missing assignments.		Students: In-Person	
26	1. Therapists in schools (not MFLCs). MFLCs cannot/do not share information with	1:35	Students: SEL	
	2. A learning lab period. Many students cannot attend after-school tutorials.		Students: Academ...	
	3. Hire more aides to assist students in general ed.	1:36	Students: Schedule	1:37 Students: Academ...
	4. Hire an ESL teacher. We do not support the LEP students in the classroom.	1:38	Students: Academ...	
27	I feel students needed a lot of social emotional support this year.	1:39	Students: SEL	
28	Summer school	1:40	Students: Academ...	
29	Learning lab as a Learning resource center and study help organized by teacher bas	1:41	Students: Academ...	
	Students on the cusp where 30 minutes is all they need.			
	If teachers have to have a 7th class, make it a study hall or inclusion class.	1:42	Students: Academ...	
	implement attendance awards; because after of year of back and forth, students are	1:43	Students: In-Person	
	to stay home more than ever.			
	Family courses at the beginning of the year, in person and on zoom; how canvas wo	1:44	Parents: Meetings	
	into ascender, set the tone and the expectations early.		Parents: Parental ...	
			Technology: Apps	

29	This year policies on dress code, hair color, and phones were not enforced... if teach be expected to enforce them, then the administrations needs to enforce them too,	1:45	Students: Conduct			
30						
31	More social and emotional support is needed in my opinion.	1:46	Students: SEL			
32	Chrome books or laptops instead of iPads for high school students. Certain elemen curriculum, especially in the Foundations of CyberSecurity, AP Computer Science A, could not be done on an iPad. The software to complete yearbook pages did not wo	1:47	Technology: Devic...	1:48 Ce...	Technology: Devic...	
33	Summer school, Remediation classes, tutoring, I don't know - I'm hoping parents sl students to school because the biggest loss I saw was with students who either had participation in online coursework and were online only or were face to face but hac absences.	1:49	Students: Academ...	1:50 I'm h...	Students: Absences	
34	Tutoring labs with teachers available from all the core subjects. I think Saturday sch should be implemented as well for students struggling early on.	1:51	Students: Academ...			
35	RTI and spiraling instruction, tutoring, learning lab.	1:52	Content: Different...			
36	After school tutoring		Students: Academ...	1:53	Students: Academ...	
37						
38						
39						
40	Technology that works consistently and is up to date (i.e. students' iPads frequentl at inappropriate times; required apps for classes either were not installed or were sl Technology boot camps so that students know how to use the technology. Improvement courses in all content areas, not just Math and ELA.	1:54	Technology: Apps			
		1:55	Technology: Devic...			
			Technology: Instru...			
		1:56	Students: Academ...			
41	I think technology put our students behind. The resources we need are our teache	1:57	Technology: Limit...			
42	Students need in-person learning with the teachers. In-person learning provides c complexity, specificity, a genuine workplace-ready environment, resources, qualifie support personnel, and technology that is up and ready to go.	1:58 St...	Students: Academ...			
			Students: In-Person			
			Technology: Limit...			
43	Offer and make available continual, high quality on-line resources this summer, so in learning.	1:59	Students: Academ...			
			Technology: Instru...			
	Tutoring next year	1:60	Students: Academ...			
44	In person. RTI process in place to address student concerns. Child Find process to id with learning disabilities is not friendly and we are turned down when we have stud concerns. Everyone wants to pass the buck and avoid doing their job. After school tu more often than usual.	1:61	Students: In-Person	1:62 RTI pr...	Students: Academ...	
45	After school tutoring, credit recovery, and Saturday School	1:63	Students: Academ...			
46	Rapid result formative assessments like on IXL or Albert.io we can get quick data ch skills and move forward with material with less time to disaggregate and analyze the programs provide reports or simple reporting options.	1:64 Ra...	Students: Assessm...			
			Technology: Apps			
47	I believe if we were to use the TEKS resource system we might be more consistent	1:65	Content: Alignment			
			Technology: Apps			

Staff ESSER Survey and Results - Round II

Hyde.Tonya

From: Roper.Burnie
Sent: Tuesday, May 25, 2021 6:09 PM
To: ALL LISD
Subject: ESSER III Follow Survey for Staff

Dear Staff,

Please complete one of the surveys below according to your job classification. As a reminder, Lackland ISD has been awarded a grant from the Texas Education Agency based on funds they received from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSR III). The total amount of funding that Lackland ISD is eligible for is $637,837.00. The Texas Education Agency (TEA) will release 2/3 of these funds ($427,350.00) after we complete the required application and submit a "Safe Return to In-Person Instruction and Continuity of Services Plan". Our plan must include stakeholder input on how we expect to safely return students to school and a plan on how these funds should be utilized.

The link for teachers, nurses, librarians, instructional coaches/facilitators, speech pathologists, and counselors is located here: https://www.cognitoforms.com/LacklandISD1/TeacherESSERIIIGrantSurvey

The link for paraprofessionals, clerical, and technical staff is located here: https://www.cognitoforms.com/LacklandISD1/ParaprofessionalTechnicalAndClericalStaffESSERIIIGrantSurvey

We appreciate your cooperation and support.

Respectfully,

Dr. Burnie L. Roper
Superintendent of Schools
Lackland Independent School District
2460 Kenly Avenue
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210-357-5002
210-357-5050 (Fax)
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LACKLAND Independent School District

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Paraprofessional, Technical, and Clerical Staff ESSER III Grant Survey

This form collects data to inform instructional programs and supports for the 2021-2022 school year.

Please select the category that best defines your role

- O Paraprofessional
- O Technical Staff
- O Clerical Staff

What challenges or difficulties did you have in 2020-2021 due to the pandemic that you didn't have the year before?

Paraprofessional, Technical, and Clerical Feedback

Overall, the response rate for this group was very low. There were a total of thirteen respondents, but two of those respondents did not complete the actual survey question.

It is also worth noting that we asked this group only a single question: What challenges or difficulties did you have in 2020-2021 due to the pandemic that you didn't have the year before? As such, responses were primed to be a challenge due to the pandemic.

Pandemic Precautions

Of the eleven responses that could be evaluated, by far and away the most frequent topic mentioned was pandemic precautions. Many of these focused on the additional work caused by the precaution:

> 1:10 The only challenges that we really had was making sure that all employees that had been around a positive covid tested individual, was them having to be out the 10 to 14 days. As it is I am short staffed then to have 1 or 2 employees out at the same time was pretty difficult. However, we somehow managed.
>
> 1:12 Social distancing in the cafeteria.
>
> 1:7 Sanitizing the area that students use after each (Specials) class was always a rush with little/less transition time before the next class comes in.

There were challenges posed both by the additional work that was placed on these individuals specifically related to the pandemic precautions as well as the need to fulfill additional tasks for those who were absent due to isolation needs.

Pandemic Fears and Anxiety

Even with precautions in place, a handful of respondents were genuinely fearful, stressed, and/or anxious:

> 1:2 The constant worry and anxiety of the exposure of Covid-19 and being around students and staff that might not have taken the same safety procautions as I did.
>
> 1:3 Challenges that we faced this year included some anxiety and stress due to the pandemic. Helping our students stay safe on daily bases and help them follow our safety protocols.
>
> 1:6 Staff is experiencing more stress due to increased workloads, personal loss, health-related risks, panic and anxiety surrounding school policies . . .

Thus, there were at least a handful of respondents who experienced some form of anxiety or stress from the pandemic.

Summary

Most of the respondents in this group mentioned the additional work caused by the pandemic, whether that was due to the need for extra work for pandemic precautions or the shortage of workers from isolation requirements. As such, staffing could be a potential area for funding: having additional staff and/or readily-available and trained substitute staff could reduce the workload for these individuals.

There was some concern with stress and anxiety caused by the pandemic. A potential area for funding here could be mindfulness training focusing on these specific types of employees and their unique needs, emphasizing stress and anxiety reduction.

Overall, though, numbers of respondents to this instrument were low, and, as a result, few themes emerged from their responses. Future research might be merited to better/further assess their needs.

Appendix B - Achievement Data

First Grade

First Grade Math

	20-21 EOY Mathematics 1	18-19 CA4 Mathematics 1
Elementary		
Total Students	72	106
Percent Score	86.19%	87.38%
Approaches	98.61%	98.11%
Meets	79.17%	83.96%
Masters	19.44%	14.15%
Economic Disadvantage		
Total Students	23	28
Percent Score	86.43%	85.46%
Approaches	100%	96.43%
Meets	78.26%	75%
Masters	17.39%	14.29%
Black/African American		
Total Students	9	10
Percent Score	82.33%	85.20%
Approaches	100%	90%
Meets	55.56%	70%
Masters	11.11%	20%
Hispanic		
Total Students	15	21
Percent Score	85.93%	86.62%
Approaches	100%	95.24%
Meets	80%	80.95%
Masters	6.67%	9.52%
Two or More Races		
Total Students	11	19
Percent Score	86.27%	87.89%
Approaches	100%	100%
Meets	81.82%	78.95%
Masters	18.18%	21.05%
White		
Total Students	35	55
Percent Score	86.66%	87.80%
Approaches	97.14%	100%
Meets	82.86%	89.09%
Masters	22.86%	12.73%

LEP		
	20-21 EOY Mathematics 1	**18-19 CA4 Mathematics 1**
Total Students	*	*
Percent Score	92%	90%
Approaches	100%	100%
Meets	100%	100%
Masters	0%	0%
Special Ed Indicator		
Total Students	6	10
Percent Score	77.83%	80.10%
Approaches	100%	90%
Meets	50%	60%
Masters	0%	0%

Second Grade

Second Grade Math

	20-21 EOY Mathematics 2	18-19 CA4 Mathematics 2
Elementary		
Total Students	72	110
Percent Score	75.25%	84.65%
Approaches	83.33%	95.45%
Meets	40.28%	76.36%
Masters	12.50%	23.64%
Economic Disadvantage		
Total Students	24	19
Percent Score	68.17%	89.95%
Approaches	75%	100%
Meets	20.83%	84.21%
Masters	0%	42.11%
Black/African American		
Total Students	7	17
Percent Score	71.14%	77.59%
Approaches	85.71%	82.35%
Meets	42.86%	76.47%
Masters	14.29%	5.88%
Hispanic		
Total Students	19	22
Percent Score	77.63%	84.91%
Approaches	94.74%	100%
Meets	42.11%	68.18%
Masters	0%	18.18%
Two or More Races		
Total Students	14	16
Percent Score	73.57%	88%
Approaches	85.71%	100%
Meets	28.57%	75%
Masters	0%	31.25%
White		
Total Students	32	53
Percent Score	75.47%	85.26%
Approaches	75%	96.23%
Meets	43.75%	79.25%
Masters	25%	26.42%

LEP		
	20-21 EOY Mathematics 2	**18-19 CA4 Mathematics 2**
Total Students	*	*
Percent Score	69.67%	79%
Approaches	66.67%	100%
Meets	0%	50%
Masters	0%	0%
Special Ed Indicator		
Total Students	8	10
Percent Score	61.38%	77.10%
Approaches	50%	90%
Meets	12.50%	70%
Masters	0%	10%

Second Grade Reading

	20-21 CA3 Reading 2	Reading2_CA3_2018-2019
Elementary		
Total Students	75	106
Percent Score	72.44%	77.91%
-		92.45%
Meets	46.67%	62.26%
Masters	24%	33.02%
Economic Disadvantage		
Total Students	24	20
Percent Score	71.08%	78.40%
-		90%
Meets	33.33%	65%
Masters	16.67%	30%
Black/African American		
Total Students	7	18
Percent Score	72%	74.50%
-		88.89%
Meets	57.14%	50%
Masters	28.57%	33.33%
Hispanic		
Total Students	20	21
Percent Score	71.90%	77.43%
-		90.48%
Meets	40%	71.43%
Masters	35%	23.81%
Two or More Races		
Total Students	15	14
Percent Score	74.20%	79.86%
-		100%
Meets	40%	57.14%
Masters	20%	35.71%
White		
Total Students	33	51
Percent Score	72.06%	78.27%
-		92.16%
Meets	51.52%	62.75%
Masters	18.18%	35.29%

LEP		
	20-21 CA3 Reading 2	**Reading2_CA3_2018-2019**
Total Students	*	*
Percent Score	60.50%	63%
-		100%
Meets	0%	0%
Masters	0%	0%
Special Ed Indicator		
Total Students	9	10
Percent Score	54%	69.90%
-		70%
Meets	11.11%	40%
Masters	0%	30%

Third Grade

Third Grade Math

	May 2021 STAAR Mathematics, Grade 3	May 2019 STAAR Mathematics, Grade 3	May 2018 STAAR Mathematics, Grade 3
Elementary			
Total Students	84	95	89
Percent Score	62.07%	72.71%	67.92%
Approaches	67.86%	86.32%	80.90%
Meets	33.33%	55.79%	44.94%
Masters	19.05%	26.32%	13.48%
Economic Disadvantage			
Total Students	28	23	18
Percent Score	62%	68.65%	61%
Approaches	64.29%	78.26%	61.11%
Meets	32.14%	56.52%	44.44%
Masters	17.86%	26.09%	11.11%
Black/African American			
Total Students	10	10	14
Percent Score	56.60%	70.90%	62.64%
Approaches	50%	80%	78.57%
Meets	20%	60%	14.29%
Masters	0%	20%	7.14%
Hispanic			
Total Students	21	31	20
Percent Score	59.90%	67.45%	70.90%
Approaches	66.67%	80.65%	90%
Meets	33.33%	45.16%	40%
Masters	14.29%	16.13%	5%
Two or More Races			
Total Students	17	13	9
Percent Score	62.12%	81.08%	72.11%
Approaches	64.71%	84.62%	100%
Meets	35.29%	76.92%	55.56%
Masters	23.53%	46.15%	0%
White			
Total Students	35	39	43
Percent Score	64.37%	74.03%	68.42%
Approaches	74.29%	92.31%	74.42%
Meets	34.29%	56.41%	55.81%
Masters	25.71%	28.21%	23.26%

Third Grade Reading

	May 2021 STAAR Reading, Grade 3	May 2019 STAAR Reading, Grade 3	May 2018 STAAR Reading, Grade 3
Elementary			
Total Students	84	96	89
Percent Score	66.95%	72.31%	68.03%
Approaches	75%	85.42%	76.40%
Meets	51.19%	53.12%	47.19%
Masters	28.57%	33.33%	24.72%
Economic Disadvantage			
Total Students	28	23	18
Percent Score	64.11%	70.61%	62.39%
Approaches	78.57%	73.91%	61.11%
Meets	39.29%	60.87%	50%
Masters	25%	39.13%	22.22%
Black/African American			
Total Students	10	10	14
Percent Score	66.50%	75.50%	66.29%
Approaches	70%	100%	64.29%
Meets	60%	60%	42.86%
Masters	30%	30%	14.29%
Hispanic			
Total Students	21	31	20
Percent Score	63.95%	70.16%	72.45%
Approaches	66.67%	77.42%	90%
Meets	47.62%	51.61%	50%
Masters	33.33%	32.26%	15%
Two or More Races			
Total Students	17	14	9
Percent Score	67.41%	74.07%	71.22%
Approaches	82.35%	85.71%	88.89%
Meets	47.06%	57.14%	44.44%
Masters	29.41%	42.86%	11.11%
White			
Total Students	35	39	43
Percent Score	67.89%	72.23%	67.26%
Approaches	77.14%	87.18%	72.09%
Meets	51.43%	48.72%	51.16%
Masters	22.86%	33.33%	37.21%

Fourth Grade

Fourth Grade Math

	May 2021 STAAR Mathematics, Grade 4	May 2019 STAAR Mathematics, Grade 4	May 2018 STAAR Mathematics, Grade 4
Elementary			
Total Students	64	94	78
Percent Score	58.53%	69.55%	77.60%
Approaches	64.06%	84.04%	92.31%
Meets	31.25%	57.45%	71.79%
Masters	15.62%	38.30%	47.44%
Economic Disadvantage			
Total Students	17	16	11
Percent Score	55.53%	66.56%	79.73%
Approaches	58.82%	75%	90.91%
Meets	17.65%	43.75%	72.73%
Masters	11.76%	31.25%	54.55%
Black/African American			
Total Students	8	15	11
Percent Score	54.25%	68.13%	75.27%
Approaches	62.50%	80%	100%
Meets	25%	60%	72.73%
Masters	12.50%	46.67%	18.18%
Hispanic			
Total Students	13	22	24
Percent Score	55.85%	69.86%	77.58%
Approaches	53.85%	81.82%	87.50%
Meets	23.08%	63.64%	79.17%
Masters	7.69%	36.36%	54.17%
Two or More Races			
Total Students	12	13	12
Percent Score	59.17%	71.23%	80.25%
Approaches	66.67%	92.31%	100%
Meets	33.33%	53.85%	75%
Masters	8.33%	30.77%	41.67%
White			
Total Students	30	41	30
Raw Score	20	24	26
Approaches	66.67%	85.37%	90%
Meets	33.33%	56.10%	63.33%
Masters	23.33%	41.46%	53.33%

Fourth Grade Reading

	May 2021 STAAR Reading, Grade 4	May 2019 STAAR Reading, Grade 4	May 2018 STAAR Reading, Grade 4
Elementary			
Total Students	64	94	78
Percent Score	65.89%	70.50%	71.86%
Approaches	71.88%	82.98%	87.18%
Meets	37.50%	53.19%	57.69%
Masters	20.31%	23.40%	24.36%
Economic Disadvantage			
Total Students	17	16	11
Percent Score	65.47%	64.56%	72.36%
Approaches	76.47%	75%	100%
Meets	29.41%	37.50%	45.45%
Masters	17.65%	18.75%	18.18%
Black/African American			
Total Students	8	15	11
Percent Score	63.25%	65.73%	72.91%
Approaches	62.50%	60%	90.91%
Meets	37.50%	53.33%	63.64%
Masters	25%	26.67%	9.09%
Hispanic			
Total Students	13	22	24
Percent Score	70.54%	71.27%	76.29%
Approaches	92.31%	90.91%	91.67%
Meets	53.85%	50%	62.50%
Masters	7.69%	27.27%	45.83%
Two or More Races			
Total Students	12	13	12
Percent Score	66.17%	74.62%	74.42%
Approaches	75%	100%	91.67%
Meets	33.33%	53.85%	66.67%
Masters	16.67%	23.08%	16.67%
White			
Total Students	30	41	30
Percent Score	63.60%	71.71%	66.60%
Approaches	63.33%	85.37%	80%
Meets	30%	56.10%	46.67%
Masters	23.33%	19.51%	16.67%

Fifth Grade

Fifth Grade Math

	April 2021 STAAR Mathematics, Grade 5	April 2019 STAAR Mathematics, Grade 5	April 2018 STAAR Mathematics, Grade 5
Elementary			
Total Students	68	82	86
Percent Score	66.66%	77%	72.30%
Approaches	80.88%	91.46%	93.02%
Meets	54.41%	69.51%	62.79%
Masters	32.35%	54.88%	39.53%
Economic Disadvantage			
Total Students	16	15	16
Percent Score	62.81%	68.33%	70.25%
Approaches	68.75%	80%	87.50%
Meets	50%	60%	62.50%
Masters	31.25%	46.67%	37.50%
Black/African American			
Total Students	3	10	12
Percent Score	76%	77.60%	64.42%
Approaches	100%	100%	91.67%
Meets	66.67%	60%	33.33%
Masters	66.67%	40%	16.67%
Hispanic			
Total Students	22	27	24
Percent Score	66.82%	74.44%	72.67%
Approaches	77.27%	88.89%	95.83%
Meets	63.64%	70.37%	58.33%
Masters	27.27%	48.15%	45.83%
Two or More Races			
Total Students	14	13	7
Percent Score	68.64%	77.23%	84.86%
Approaches	85.71%	92.31%	100%
Meets	57.14%	76.92%	85.71%
Masters	28.57%	61.54%	57.14%
White			
Total Students	29	31	39
Percent Score	64.62%	78.29%	73.26%
Approaches	79.31%	90.32%	92.31%
Meets	44.83%	67.74%	69.23%
Masters	34.48%	61.29%	43.59%

Fifth Grade Reading

	April 2021 STAAR Reading, Grade 5	April 2019 STAAR Mathematics, Grade 5	April 2018 STAAR Mathematics, Grade 5
Elementary			
Total Students	68	82	86
Percent Score	77.12%	77%	72.30%
Approaches	86.76%	91.46%	93.02%
Meets	63.24%	69.51%	62.79%
Masters	45.59%	54.88%	39.53%
Economic Disadvantage			
Total Students	16	15	16
Percent Score	72.56%	68.33%	70.25%
Approaches	81.25%	80%	87.50%
Meets	50%	60%	62.50%
Masters	31.25%	46.67%	37.50%
Black/African American			
Total Students	3	10	12
Percent Score	83.33%	77.60%	64.42%
Approaches	100%	100%	91.67%
Meets	66.67%	60%	33.33%
Masters	66.67%	40%	16.67%
Hispanic			
Total Students	22	27	24
Percent Score	76.77%	74.44%	72.67%
Approaches	81.82%	88.89%	95.83%
Meets	68.18%	70.37%	58.33%
Masters	45.45%	48.15%	45.83%
Two or More Races			
Total Students	14	13	7
Percent Score	73.36%	77.23%	84.86%
Approaches	78.57%	92.31%	100%
Meets	50%	76.92%	85.71%
Masters	42.86%	61.54%	57.14%
White			
Total Students	29	31	39
Percent Score	78.55%	78.29%	73.26%
Approaches	93.10%	90.32%	92.31%
Meets	65.52%	67.74%	69.23%
Masters	44.83%	61.29%	43.59%

Sixth Grade

Sixth Grade Math

	May 2021 STAAR Mathematics, Grade 6	May 2019 STAAR Mathematics, Grade 6	May 2018 STAAR Mathematics, Grade 6
Jr/Sr High			
Total Students	59	87	65
Percent Score	58.31%	68.52%	65.40%
Approaches	86.44%	97.70%	92.31%
Meets	49.15%	70.11%	64.62%
Masters	18.64%	33.33%	24.62%
Economic Disadvantage			
Total Students	15	15	13
Percent Score	49.13%	65%	66.92%
Approaches	80%	100%	100%
Meets	20%	53.33%	69.23%
Masters	6.67%	33.33%	15.38%
Black/African American			
Total Students	6	10	16
Percent Score	64.50%	61.10%	57.94%
Approaches	83.33%	100%	87.50%
Meets	66.67%	70%	43.75%
Masters	33.33%	10%	18.75%
Hispanic			
Total Students	19	23	23
Percent Score	52.26%	67.09%	68.35%
Approaches	84.21%	100%	95.65%
Meets	36.84%	69.57%	73.91%
Masters	5.26%	30.43%	26.09%
Masters	-	-	0%
Two or More Races			
Total Students	5	10	8
Percent Score	59.20%	75.10%	64.13%
Approaches	100%	100%	75%
Meets	60%	60%	62.50%
Masters	20%	60%	37.50%
White			
Total Students	28	42	15
Percent Score	61.39%	69.43%	71.07%
Approaches	85.71%	95.24%	100%
Meets	53.57%	71.43%	73.33%
Masters	25%	35.71%	26.67%

Sixth Grade Reading

	May 2021 STAAR Reading, Grade 6	May 2019 STAAR Reading, Grade 6	May 2018 STAAR Reading, Grade 6
Jr/Sr High			
Total Students	59	87	65
Percent Score	70.78%	70.78%	77.92%
Approaches	79.66%	78.16%	89.23%
Meets	40.68%	42.53%	64.62%
Masters	27.12%	13.79%	35.38%
Economic Disadvantage			
Total Students	14	15	13
Percent Score	61.14%	67.13%	78.62%
Approaches	64.29%	73.33%	92.31%
Meets	14.29%	26.67%	69.23%
Masters	14.29%	6.67%	30.77%
Black/African American			
Total Students	8	10	16
Percent Score	76.50%	71.30%	76.06%
Approaches	100%	90%	87.50%
Meets	50%	40%	68.75%
Masters	37.50%	0%	12.50%
Hispanic			
Total Students	17	23	23
Percent Score	63.47%	66.74%	76.78%
Approaches	64.71%	65.22%	91.30%
Meets	29.41%	30.43%	60.87%
Masters	11.76%	8.70%	26.09%
Two or More Races			
Total Students	5	10	8
Percent Score	65.40%	71.10%	77.63%
Approaches	60%	70%	87.50%
Meets	40%	60%	62.50%
Masters	20%	20%	62.50%
White			
Total Students	28	42	15
Percent Score	74.29%	73.12%	81.73%
Approaches	85.71%	85.71%	93.33%
Meets	42.86%	47.62%	66.67%
Masters	35.71%	19.05%	53.33%

Seventh Grade

Seventh Grade Math

	May 2021 STAAR Mathematics, Grade 7	May 2019 STAAR Mathematics, Grade 7	May 2018 STAAR Mathematics, Grade 7
Jr/Sr High			
Total Students	26	48	75
Percent Score	41.54%	57.13%	57.21%
Approaches	46.15%	89.58%	86.67%
Meets	11.54%	35.42%	40%
Masters	0%	6.25%	12%
Economic Disadvantage			
Total Students	5	6	13
Percent Score	43.20%	63.67%	52.38%
Approaches	60%	100%	84.62%
Meets	0%	50%	15.38%
Masters	0%	16.67%	7.69%
Black/African American			
Total Students	5	9	14
Percent Score	32.40%	53.11%	52.21%
Approaches	20%	88.89%	92.86%
Meets	0%	22.22%	21.43%
Masters	0%	0%	0%
Hispanic			
Total Students	7	15	15
Percent Score	54.71%	60%	54.47%
Approaches	85.71%	93.33%	86.67%
Meets	14.29%	46.67%	33.33%
Masters	0%	0%	6.67%
Two or More Races			
Total Students	*	*	8
Percent Score	41.50%	70.33%	51.38%
Approaches	50%	100%	75%
Meets	50%	33.33%	25%
Masters	0%	33.33%	0%
White			
Total Students	12	20	35
Percent Score	37.67%	53.90%	60.31%
Approaches	33.33%	85%	85.71%
Meets	8.33%	30%	51.43%
Masters	0%	10%	20%

Seventh Grade Reading

	May 2021 STAAR Reading, Grade 7	May 2019 STAAR Reading, Grade 7	May 2018 STAAR Reading, Grade 7
Jr/Sr High			
Total Students	48	66	74
Percent Score	73.44%	76.06%	71.85%
Approaches	89.58%	92.42%	82.43%
Meets	54.17%	63.64%	59.46%
Masters	35.42%	33.33%	33.78%
Economic Disadvantage			
Total Students	10	10	13
Percent Score	73.40%	81.30%	70.77%
Approaches	90%	100%	76.92%
Meets	40%	80%	53.85%
Masters	20%	40%	30.77%
Black/African American			
Total Students	7	12	14
Percent Score	70.71%	70.58%	68.50%
Approaches	100%	83.33%	92.86%
Meets	42.86%	75%	42.86%
Masters	14.29%	16.67%	14.29%
Hispanic			
Total Students	14	21	15
Percent Score	79.86%	76.10%	74.67%
Approaches	100%	95.24%	80%
Meets	64.29%	66.67%	73.33%
Masters	35.71%	23.81%	40%
Two or More Races			
Total Students	6	5	7
Percent Score	74.17%	92.80%	59.57%
Approaches	83.33%	100%	57.14%
Meets	66.67%	100%	28.57%
Masters	50%	100%	14.29%
White			
Total Students	21	27	35
Percent Score	69.86%	74.85%	74.23%
Approaches	80.95%	92.59%	82.86%
Meets	47.62%	48.15%	68.57%
Masters	38.10%	33.33%	42.86%

Eighth Grade

Eighth Grade Math

	April 2021 STAAR Mathematics, Grade 8	April 2019 STAAR Mathematics, Grade 8	April 2018 STAAR Mathematics, Grade 8
Jr/Sr High			
Total Students	51	75	48
Percent Score	60.27%	70.29%	62.10%
Approaches	84.31%	93.33%	85.42%
Meets	47.06%	74.67%	41.67%
Masters	7.84%	10.67%	8.33%
Economic Disadvantage			
Total Students	9	13	13
Percent Score	55.78%	69.54%	56%
Approaches	88.89%	100%	76.92%
Meets	33.33%	61.54%	30.77%
Masters	0%	7.69%	0%
Black/African American			
Total Students	6	16	14
Percent Score	49.17%	69.94%	52.64%
Approaches	66.67%	93.75%	64.29%
Meets	16.67%	87.50%	28.57%
Masters	0%	6.25%	0%
Hispanic			
Total Students	19	21	14
Percent Score	61.21%	69.76%	68.14%
Approaches	84.21%	95.24%	100%
Meets	47.37%	61.90%	50%
Masters	5.26%	14.29%	7.14%
Two or More Races			
Total Students	6	9	5
Percent Score	61.83%	77.11%	59%
Approaches	83.33%	100%	80%
Meets	50%	88.89%	20%
Masters	0%	11.11%	20%
White			
Total Students	20	28	14
Percent Score	62.25%	68.75%	67.36%
Approaches	90%	89.29%	92.86%
Meets	55%	71.43%	57.14%
Masters	15%	10.71%	14.29%

Eighth Grade Reading

	April 2021 STAAR Reading, Grade 8	April 2019 STAAR Reading, Grade 8	April 2018 STAAR Reading, Grade 8
Jr/Sr High			
Total Students	53	81	71
Percent Score	76.62%	80.40%	74.35%
Approaches	90.57%	93.83%	84.51%
Meets	67.92%	77.78%	57.75%
Masters	24.53%	41.98%	30.99%
Economic Disadvantage			
Total Students	8	12	15
Percent Score	80.38%	77.75%	64.20%
Approaches	100%	91.67%	66.67%
Meets	62.50%	75%	40%
Masters	50%	33.33%	20%
Black/African American			
Total Students	6	13	15
Percent Score	72.83%	77.08%	62.67%
Approaches	83.33%	92.31%	66.67%
Meets	50%	76.92%	13.33%
Masters	16.67%	23.08%	13.33%
Hispanic			
Total Students	17	21	17
Percent Score	77.82%	81.19%	71.29%
Approaches	94.12%	95.24%	70.59%
Meets	76.47%	76.19%	58.82%
Masters	17.65%	42.86%	17.65%
Two or More Races			
Total Students	6	9	7
Percent Score	70.17%	77.22%	84%
Approaches	83.33%	88.89%	100%
Meets	66.67%	88.89%	71.43%
Masters	0%	22.22%	71.43%
White			
Total Students	23	35	31
Percent Score	78.17%	81.71%	79.65%
Approaches	91.30%	94.29%	96.77%
Meets	65.22%	77.14%	77.42%
Masters	39.13%	51.43%	38.71%

Algebra I

	Spring 2021 STAAR EOC, Algebra I	Spring 2019 STAAR EOC, Algebra I	Spring 2018 STAAR EOC, Algebra I
Jr/Sr High			
Total Students	42	54	53
Percent Score	63.19%	72.52%	70.23%
Approaches	85.71%	92.59%	88.68%
Meets	50%	81.48%	73.58%
Masters	33.33%	48.15%	49.06%
Economic Disadvantage			
Total Students	6	10	8
Percent Score	58.50%	62.50%	69.13%
Approaches	83.33%	80%	100%
Meets	33.33%	80%	62.50%
Masters	16.67%	20%	50%
Black/African American			
Total Students	6	10	5
Percent Score	51.33%	51.20%	55.20%
Approaches	66.67%	70%	80%
Meets	33.33%	40%	40%
Masters	0%	0%	20%
Hispanic			
Total Students	8	11	11
Percent Score	54.25%	73.36%	71.73%
Approaches	87.50%	100%	81.82%
Meets	25%	90.91%	81.82%
Masters	12.50%	54.55%	54.55%
Two or More Races			
Total Students	6	3	6
Percent Score	67.83%	62.33%	70.50%
Approaches	83.33%	100%	100%
Meets	50%	66.67%	83.33%
Masters	50%	0%	33.33%
White			
Total Students	20	27	29
Percent Score	70.35%	78.93%	71%
Approaches	95%	96.30%	89.66%
Meets	65%	92.59%	72.41%
Masters	50%	62.96%	51.72%

English I

	Spring 2021 STAAR EOC, English I	Spring 2019 STAAR EOC, English I	Spring 2018 STAAR EOC, English I
Jr/Sr High			
Total Students	42	53	52
Percent Score	68.95%	77.45%	74.62%
Approaches	78.57%	88.68%	84.62%
Meets	61.90%	86.79%	76.92%
Masters	14.29%	28.30%	21.15%
Economic Disadvantage			
Total Students	10	11	11
Percent Score	72%	69.09%	79.36%
Approaches	90%	81.82%	100%
Meets	80%	81.82%	90.91%
Masters	10%	9.09%	18.18%
Black/African American			
Total Students	8	11	7
Percent Score	68.50%	62.82%	73.14%
Approaches	87.50%	63.64%	85.71%
Meets	62.50%	63.64%	85.71%
Masters	12.50%	0%	14.29%
Hispanic			
Total Students	11	11	14
Percent Score	68.55%	76.27%	80.50%
Approaches	72.73%	90.91%	100%
Meets	63.64%	90.91%	85.71%
Masters	18.18%	18.18%	21.43%
Two or More Races			
Total Students	4	4	7
Percent Score	78.50%	82%	80.43%
Approaches	100%	100%	85.71%
Meets	75%	100%	85.71%
Masters	25%	25%	28.57%
White			
Total Students	18	26	22
Percent Score	68.39%	84%	71.32%
Approaches	77.78%	96.15%	77.27%
Meets	61.11%	96.15%	68.18%
Masters	11.11%	46.15%	22.73%

English II

English II	2021	2019	2018
Total Students	48	50	42
Percent Score	74.04%	72.36%	74.43%
Approaches	85.42%	84%	80.95%
Meets	75%	66%	69.05%
Masters	14.58%	12%	21.43%
Economic Disadvantage			
Total Students	10	8	10
Percent Score	68.60%	67.50%	73.50%
Approaches	80%	62.50%	90%
Meets	60%	62.50%	80%
Masters	10%	12.50%	10%
Black/African American			
Total Students	8	7	6
Percent Score	67.38%	65%	61%
Approaches	75%	57.14%	50%
Meets	62.50%	42.86%	33.33%
Masters	0%	0%	16.67%
Hispanic			
Total Students	18	15	12
Percent Score	71.06%	71.87%	74.08%
Approaches	72.22%	86.67%	83.33%
Meets	66.67%	73.33%	58.33%
Masters	16.67%	13.33%	8.33%
Two or More Races			
Total Students	7	5	*
Percent Score	75.86%	79.20%	90.33%
Approaches	100%	100%	100%
Meets	85.71%	80%	100%
Masters	14.29%	20%	66.67%
White			
Total Students	15	19	20
Percent Score	80.33%	75.37%	75.30%
Approaches	100%	89.47%	85%
Meets	86.67%	68.42%	80%
Masters	20%	15.79%	20%
Special Ed Indicator			
Total Students	5	6	5
Percent Score	53.80%	58.83%	55.20%
Approaches	20%	33.33%	20%
Meets	20%	33.33%	20%
Masters	0%	0%	0%

Biology

	Spring 2021 STAAR EOC, Biology	Spring 2019 STAAR EOC, Biology	Spring 2018 STAAR EOC, Biology
Jr/Sr High			
Total Students	51	59	53
Percent Score	68.43%	76.81%	72.40%
Approaches	94.12%	94.92%	96.23%
Meets	66.67%	84.75%	79.25%
Masters	19.61%	52.54%	32.08%
Economic Disadvantage			
Total Students	10	9	10
Percent Score	80.60%	65.33%	70.20%
Approaches	100%	77.78%	90%
Meets	100%	66.67%	70%
Masters	40%	44.44%	30%
Black/African American			
Total Students	12	11	7
Percent Score	59.83%	56.36%	67.71%
Approaches	83.33%	72.73%	100%
Meets	50%	45.45%	71.43%
Masters	8.33%	18.18%	28.57%
Hispanic			
Total Students	13	14	14
Percent Score	68.62%	77%	76%
Approaches	100%	100%	100%
Meets	61.54%	85.71%	85.71%
Masters	15.38%	42.86%	35.71%
Two or More Races			
Total Students	6	5	7
Percent Score	76%	83.60%	79.43%
Approaches	100%	100%	100%
Meets	83.33%	100%	85.71%
Masters	33.33%	60%	42.86%
White			
Total Students	19	28	23
Percent Score	73.16%	83.43%	69.87%
Approaches	100%	100%	91.30%
Meets	78.95%	96.43%	73.91%
Masters	26.32%	71.43%	30.43%

History

	Spring 2021 STAAR EOC, US History	Spring 2019 STAAR EOC, US History	Spring 2018 STAAR EOC, US History
Jr/Sr High			
Total Students	28	44	31
Percent Score	84.82%	76.64%	80.16%
Approaches	100%	97.73%	100%
Meets	96.43%	81.82%	87.10%
Masters	75%	59.09%	70.97%
Economic Disadvantage			
Total Students	*	7	7
Percent Score	77%	75.43%	75.29%
Approaches	100%	85.71%	100%
Meets	100%	71.43%	71.43%
Masters	50%	71.43%	57.14%
Black/African American			
Total Students	*	9	5
Percent Score	91%	62.78%	69.40%
Approaches	100%	88.89%	100%
Meets	100%	55.56%	60%
Masters	100%	22.22%	40%
Hispanic			
Total Students	7	11	5
Percent Score	81.29%	79.55%	78.60%
Approaches	100%	100%	100%
Meets	100%	90.91%	80%
Masters	57.14%	72.73%	60%
Two or More Races			
Total Students	5	4	6
Percent Score	87%	81.50%	82%
Approaches	100%	100%	100%
Meets	100%	100%	100%
Masters	80%	75%	66.67%
White			
Total Students	14	18	12
Percent Score	85.43%	79.67%	86.08%
Approaches	100%	100%	100%
Meets	92.86%	83.33%	100%
Masters	78.57%	61.11%	91.67%