



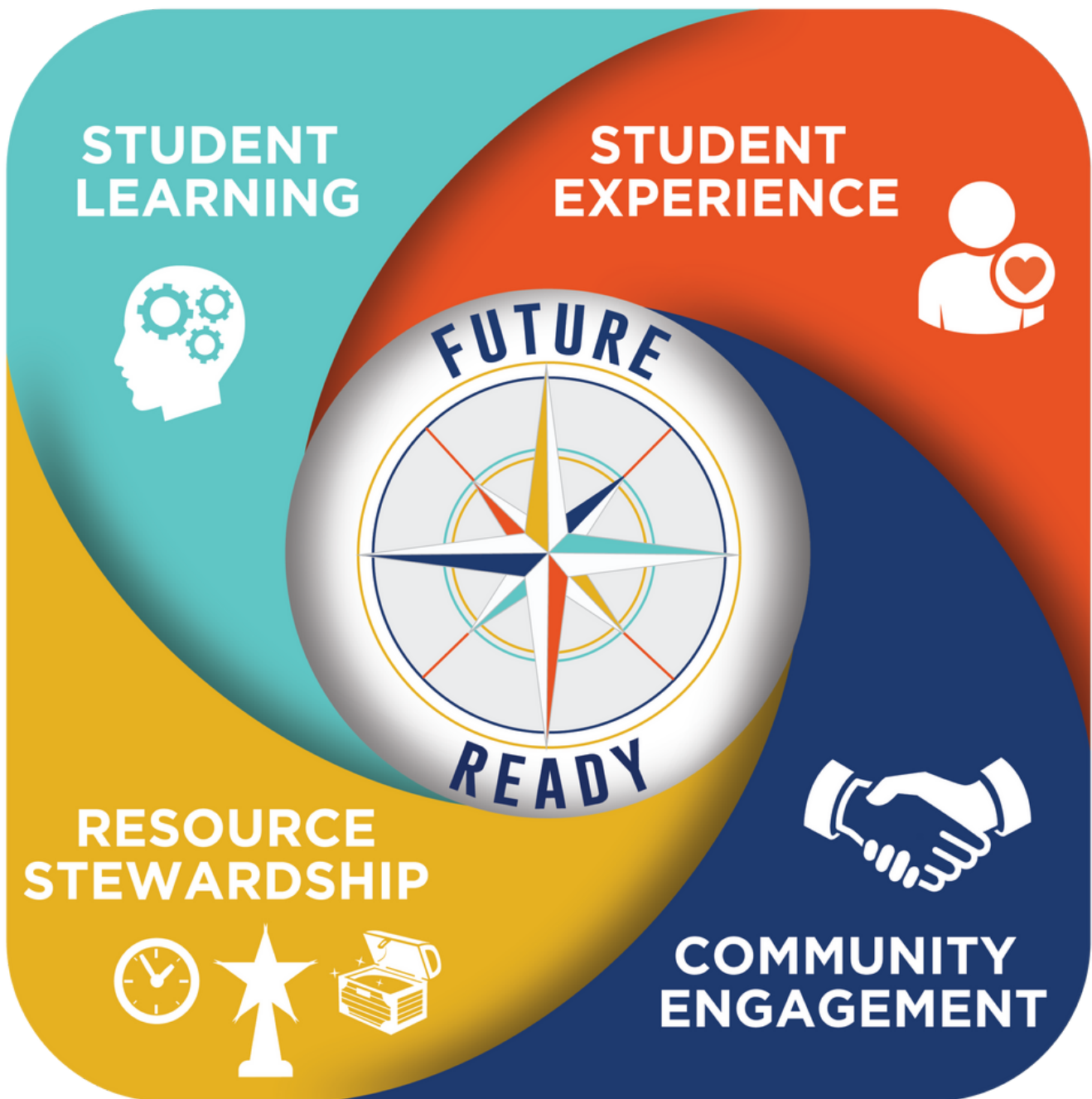
# LEWISVILLE ISD

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In Lewisville ISD, our promise to our students, staff, parents and the communities we serve is simple - All of our students enjoy thriving, productive lives in a future they create. This phrase illustrates who we are as a district, and demonstrates LISD's fundamental organizational values.

# Our vision is built on *four cornerstones:*

Student Learning, Student Experience, Community Engagement and Resource Stewardship. These guiding principles underscore our commitment to real innovation and limitless opportunities for each of our students.



# LISD LEGISLATIVE PRIORITIES



**Advocate** for an account"ability" system that focuses on improvement, is forward-facing, and not stigmatizing.  
**Support** increases in funding to support the transition to fully online state assessments required by HB 3906.



**Advocate** for changes to Texas Reading Academies and accelerated learning regulations that will improve student and educator efficiency.  
**Support** policies that improve student and educator health and wellness.



**Advocate** for comprehensive property tax reforms that will ensure property tax revenue generated in the school district stays in the school district.  
**Support** oversight of unfunded mandates that negatively impact school fund balances.  
**Increase** funding to the School Safety Allotment



**Advocate** for educational equity among traditional public schools, charter schools, or vouchers where entities and/or individuals receive public funds.  
**Support** policies and practices that inform parents of their existing parental rights and responsibilities.

# STUDENT LEARNING

## LISD Stance: Account for all the student's abilities

LISD is home to a large Asian refugee population. Based on TEA accountability, our Asian population is underperforming at several campuses where the refugee population is concentrated. However, when you take into account local accountability, this population is excelling.

They not only learn the language and fill in academic gaps, but they engage in leadership opportunities such as a student advisory committee that plans events to celebrate their culture. They successfully graduate from our campuses with the main concentration of students having a 100% graduation rate for the class of 2021.

We currently serve Emergent Bilingual (EB) families from approximately 74 language backgrounds. There are a total of 91 languages spoken throughout our communities.



## New EB Enrollment by Home Country, 2020-22

Home Country	2020-21	2021-22	Fall 2022
Venezuela	34	189	180
Mexico	42	102	103
Honduras	20	67	65
India	8	22	43
El Salvador	15	25	37
Columbia	5	9	37
South Korea	20	34	36
Guatamala	2	17	31
Ukraine	1	3	20
Brazil	2	13	16





# Accountability

	Local	Current data points in TEA accountability
Standardized Assessments (STAAR, ACT, SAT, TSI, etc.)		✓
Student Engagement in Co-curricular	✓	
Local assessments	✓	
Engagement in fine arts, PE	✓	
GPA and grades	✓	
Community Service	✓	
Graduation Rates	✓	
CCMR	✓	✓ (HS Only)
Stakeholder input (surveys)	✓	✓ (HS Only)

In Lewisville ISD, one of our core beliefs is that every student is uniquely capable and deserves to be challenged each day. This belief in the holistic assessment of each individual student led to the creation of LISD’s Campus Profiles, which we feel better serve our students through a comprehensive community-based accountability system that looks beyond high-stakes, multiple-choice tests.

These meaningful assessments have value for students, parents, and teachers, and measure what each community deems important in promoting college and career readiness.

If A-F Ratings and accountability for public education institutions is due to the provision of taxpayer dollars to school districts, then this should apply to any education institution receiving public funds.

## LISD Stance: HB 3906 online assessments require infrastructure investments.

The cost to implement online assessments is \$10M, which is equivalent to the salaries of 153 teachers.

Elementary students typing full essays based on reading passage (keyboard skills plus content) is not developmentally appropriate and places additional burden on teachers to have students master keyboarding skills by third grade.

STAAR redesign changes are significant, including question format changes. A pause in accountability should be provided as the assessment moves to online.

The timing of changing assessments should take into account the focus school districts have on student mental health as a result of the impacts of COVID.



# STUDENT EXPERIENCE

## LISD Stance: Time is the other currency teachers need.

Teachers have always had a full plate and with the additional HB requirements (HB4545, HB 3) that come with large time commitments, the elementary classroom teachers' role has become nearly impossible to do.

Elementary classroom teachers are responsible for understanding the TEKS and planning instruction for four content areas. In addition to planning and instruction, there are numerous mandatory trainings as stated in the TEA Clearinghouse list that require their time. Some examples include early mental health intervention; bullying and cyberbullying; drug and alcohol prevention; human trafficking; trauma informed care; technology safety; school safety; and epinephrine auto-injector training.

The time frame for the Reading Academies does not take into account the already full working hours of teachers and requires them to give up personal time, without pay, to complete Reading Academies taking on average 160 hours of module requirements.

While embedded tutoring offers benefits, the "one size fits all" approach to the mandated accelerated learning time requirements and student to staff ratios create additional hurdles for student success and teacher prep time.

Both mandates strain teachers' time and add to staffing challenges.

TEA coordinates with Higher Education to include the Reading Academies as part of teacher prep programs for future teachers during internships and student teaching and/or allow hours earned to be transferred for credit to a Masters Degree program.

Regarding HB 4545, the following public comment was provided to TEA in May 2022:

*"In Lewisville ISD, among current 4th and 5th graders, we have 2,734 qualifying students who require 128,010 hours of accelerated instruction in a 3:1 ratio. If we were to meet all of these hours outside of the contract school day at this ratio, it would cost the district \$1,932,289 for just these two grade levels this year alone. Students in grades 6-12 require 332,700 hours with a tutoring cost of \$5,022,051 at this ratio. We are currently using ESSER III funds to pay teachers supplementary pay outside their contract hours; however, this is obviously a short-term solution. The totals above do not include the cost of transportation."*

## The cost to implement the tutoring requirements of HB4545 is equivalent to the salaries of more than 100 teachers.

The public comment continued:

*"Since STAAR/EOC test results are typically made available mid- to late-June, school districts are forced to scramble and prioritize ALC/ARD meetings with parents over planning and implementing focused summer school programs for struggling students that require 30+ hours of accelerated instruction. Regardless of whether a student missed one question on STAAR or 20 questions, the current requirements mandate 30 hours for all students for each STAAR test they fail.*

*Why are parents still being deprived of their parental choice to opt their students out of accelerated instruction?"*



## LISD Stance: Prioritize thriving, productive lives.

### Character Education

The state has mandated character education TEKS and the expectation for positive character traits, along with SB 9 requirements to provide student learning on human trafficking, child abuse, dating violence, and family violence. LISD utilizes content from the Children's Advocacy Center of North Texas, Second Step, and restorative practices from a long list of resources about mental health on TEA's website. However, while there are instructional materials processes for vetting resources for content areas, there is not a vetting process for these more challenging and critical topics.

### Educator Support

LISD has prioritized funds to provide raises to staff to the tune of nearly \$14 million for the 2022-23 school year, with campus staff in particular receiving a 4-percent of midpoint raise. The state provided less than \$300K to LISD for teacher raises.

We know classroom paraprofessionals can greatly contribute to not only the quality of education provided in the classroom, but also to the quality of life for the teachers they help support. However, TEA's requirements for classroom paraprofessionals is a lengthy process for prospective employees, none of which is required for charter schools. LISD advocates for a simplified process to hire these critical employees.





# RESOURCE STEWARDSHIP

## LISD Stance: Keep school district dollars in the school district.

Record high inflation has driven costs up by 12.5 percent since HB 3 was passed in 2019. We are paying more for insurance, gas, utilities, and most importantly, compensation costs to support a teacher workforce that is able to prepare students for the future. The \$37 million in supplemental federal stimulus funds received by LISD is set to expire in 2024. The current formula will not be able to adjust to our instructional needs and inflationary cost drivers. An automatic annual adjustment to the basic allotment in the school funding formula will help to keep up with rising costs year over year. An increase of the basic allotment to \$700 will increase funds to \$35M.



*LISD estimates that it will pay \$54 million in recapture back to the state.*

At the state level, the annual cost of recapture to taxpayers is higher than ever, exceeding \$3 billion.

Please consider ways to reduce this burden on school districts and taxpayers and to reinvest unexpected high recapture costs back into public education.





## ***LISD Stance: Rising Costs require rises in allotments.***

Unfunded mandates significantly impact school budgets. Allotments for programs such as special education, bilingual, pre-k, and transportation fall short of supporting mandates. For example, in 2021-22 the district spent \$17.8M on transportation with \$3.2M in funding received.

LISD uses the Instructional Materials and Technology Allotment (IMTA) funding to fund instructional materials. Funding decreased by 65% and did not include consideration for GAP renewals which we paid \$2.5M for the 2022-23 school year.

This shortfall of funding will also require us to possibly hold off on purchasing the 2023 GAP renewals until the IMTA 2023-2025 funds. This funding also does not cover all content areas or dual credit courses.



## ***LISD Stance: Increase funding to the School Safety Allotment.***

Through the support of the 2017 Bond package, voters approved \$28.8M for safety and security.

LISD facilities have spent \$8.7M to outfit each building with a secure vestibule.

This year, LISD allotted an additional \$3M to expand its safety and security team.

We put additional school resource officers throughout the district's entire 127 square mile footprint.

***Nothing*** is more important than the safety of our students and staff.

# COMMUNITY ENGAGEMENT

***LISD Stance: Public Dollars require public accountability.***

For any entity that is provided public funds for PK-12 education - STAAR, TEKS, A-F Ratings/School Improvement Requirements/TEKS (No Common Core)/Submission of spending to TEA through PEIMS

In a traditional ISD, school board members are locally elected and belong to the community in which they serve. Families are aware of and have access to board meetings and board members.

Board members not associated with traditional public schools are not always from Texas.





***LISD Stance: Parental engagement is essential in each student's achievement and academic success.***

Texas Education Code Chapter 26 already establishes parental rights – and LISD is a strong supporter of parent's rights for their child's education. LISD parents already have the ability to request alternative assignments, access teaching materials and academic programs, partner with administration on discipline, not have their child's student directory information released and provide consent required for certain activities.

LISD is an open enrollment district that allows families to choose which campus and learning program best meets their child's needs.



We have 2,413 students on a transfer away from their zoned neighborhood campus to another school within the district.

- 383 approved transfers were from students zoned for our 27 Title I campuses. Transportation is not provided, therefore these are the numbers of students who are interested in open enrollment and can provide their own transportation. If vouchers are provided to give students from Title 1 schools a chance to go somewhere else and transportation is not provided based on our open enrollment analysis, it is unlikely those vouchers would benefit Title 1 students. Additionally, students at our Title 1 schools receive free breakfast and lunch; additional tutoring through Title 1 funds spent on tutors; support from social workers connecting families to resources for food insecurity needs, clothing, and medical assistance; and support from counselors for mental health and trauma.
- 1,116 of those are students attending LISD from outside the district.

The most common request we get for parents to have rights on something is to opt out of state mandated testing (STAAR) and the associated required accelerated instruction through HB 4545. In fact, HB 4545 passed in the legislative session last year actually does not give parents the right to opt their child out of the required accelerated instruction, yet LISD has worked diligently to support parents and their choices for their students.





Find helpful materials and additional information at [lisd.net/legislativepriorities](https://lisd.net/legislativepriorities).