
THERE'S NO
PLACE LIKE
CISD
Coppell ISD

Our Mission:

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Our Values:



Our Vision: you matter

District Highlights and Updates

Academic Achievements



National Merit

Corporate-Sponsored Scholarship

Recipients

NATIONAL MERIT SCHOLARSHIP PROGRAM



Nitin Pathapati
Perfect Score on the SAT

Fine Arts



The Golden Leaf, Charcoal on paper.



Nuthana Ramaneedi
Junior
Regional Golden Key

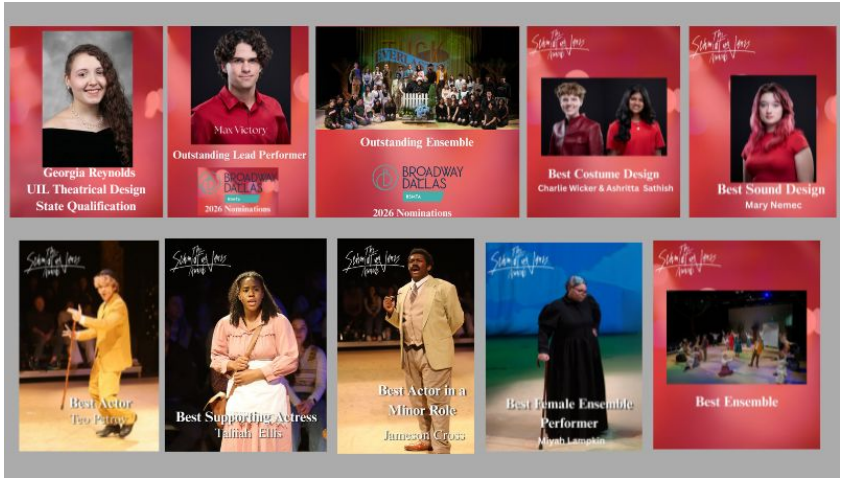


Chalten Country, oil on canvas.



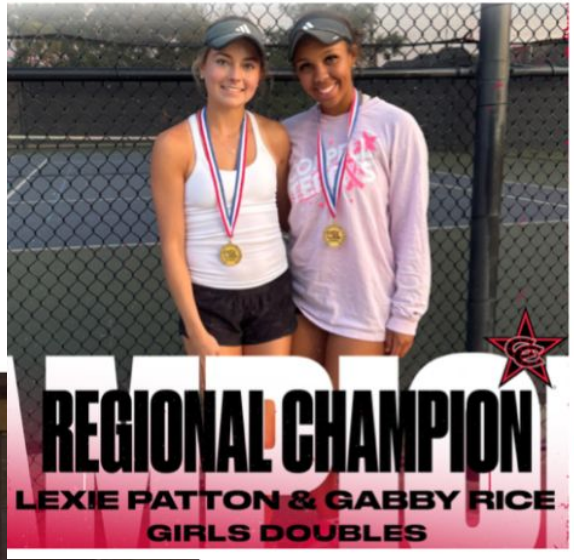
Aadil Salihu
Senior
Regional Golden Key

Scholastic Art & Writing Awards



Athletics




REGIONAL CHAMPION
LEXIE PATTON & GABBY RICE
GIRLS DOUBLES


STATE QUALIFIER
VARSHA SIVAPRASAD
3RD PLACE GIRLS SINGLES

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BOARD
OF TRUSTEES
Award
Coppell ISD

RISE Distinguished Educator Recognition



Dr. Anita e la Isla
Director of ESL, Bilingual, and LOTE Programs



Kaleigh Kerr
Austin Elementary



Christina Coffey
Canyon Ranch Elementary



Lindsey Myers
Canyon Ranch Elementary



Suzette Ronces-Morales
Denton Creek Elementary



Elena Breiner
Denton Creek Elementary



Preeti Malhotra
Richard J. Lee Elementary



Micaela Flores
Valley Ranch Elementary



Olivia Duardo
Valley Ranch Elementary



Jessica Doherty
CMS East



Lexi Morgan
CMS East



Cindy Jacob
CMS North



Libby May
CMS North



Basma Yacoub
CMS West



Madhavi Phadke
CHS9


GEM
Great Employees Matter
Coppell ISD

Spring 2026 Great Employees Matter (GEM)



Annelise Ford
Director of Student & Staff Services



Kevin Lucardi
Laserfiche Architect



Carol Freese
Student Information Systems Coordinator

Spring 2026 Great Employees Matter (GEM)



Brian Terrell

Athletic Trainer

Spring 2026 Great Employees Matter (GEM)



Cristy Runyan

Nurse, CHS9

Spring 2026 Great Employees Matter (GEM)



Ryan Putman

Scoreboard Video Producer, Athletics

Spring 2026 Great Employees Matter (GEM)



Andrea Bollen

Special Education Teacher
Cottonwood Creek Elementary

Spring 2026 Great Employees Matter (GEM)



Lynlie Brown
Learning Coach



Angela Guemmer
Science Teacher
Coppell Middle School North



She'Cara Humphrey
Science Teacher
Coppell Middle School North



Delaney Greer
Science Teacher
Coppell Middle School North

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Invocation and Pledge

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Our Values:



Our Vision: you matter

Open Forum

Our Mission:

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Our Values:



Our Vision: you matter

Introduction



Randy Fite

Chief Operations Officer

Introduction



Sheryl Dennehy

Valley Ranch Elementary Principal

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Our Values:

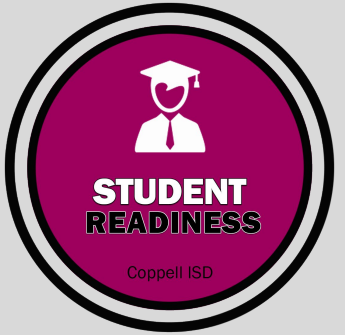


Our Vision: you matter

House Bill 3 Student Achievement Goals Update







Board Adopted Goals

77%

GOAL: 1

Early Childhood Literacy

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 72% to 82% by June 2029.

YEARLY TARGET

2024: 72% **2025:** 74% **2026:** 78% **2027:** 80% **2028:** 81% **2029:** 82%

74%

GOAL: 2

Early Childhood Mathematics

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 65% to 75% by June 2029.

YEARLY TARGET

2024: 65% **2025:** 67% **2026:** 69% **2027:** 71% **2028:** 74% **2029:** 75%

86%

GOAL: 3

College, Career, and Military Readiness (CCMR)

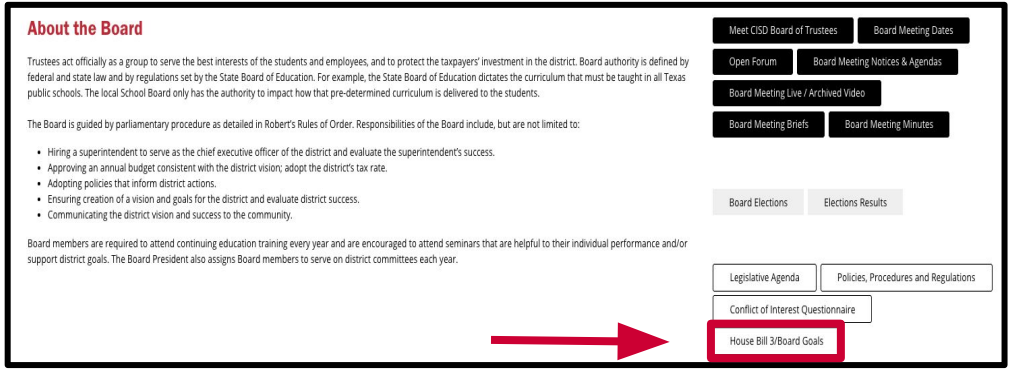
The percentage of graduates that meet the criteria for CCMR will increase from 83% to 93% for the class of 2028

YEARLY TARGET

2024: 83% **2025:** 85% **2026:** 87% **2027:** 89% **2028:** 91% **2029:** 93%

www.coppellisd.com/page/board-of-trustees





NWEA MAP Reminders

One score informs multiple decisions:

- **Achievement**
  - Where are my students/class/school/ district relative to the rigor of the TEKS?
- **Growth**
  - What is the impact of our practices? Are students tackling more rigorous items over time?
- **Proficiency**
  - Are students on track for STAAR/EOC and CCMR?

PERCENTILES				
LOW	LOW AVG	AVERAGE	HIGH AVG	HIGH
< 21ST	21ST – 40TH	41ST – 60TH	61ST – 80TH	> 80TH



Reliability = High
Validity = High

Table 3.6. MAP Growth Cut Scores—ELA/Reading

STAAR ELA								
Grade	Did Not Meet		Approaches		Meets		Masters	
3	720-1344		1345-1466		**1467**-1595		1596-2120	
4	820-1413		1414-1551		**1552**-1662		1663-2210	
5	830-1474		1475-1591		**1592**-1699		1700-2220	
6	880-1534		1535-1633		**1634**-1748		1749-2280	
7	890-1563		1564-1668		**1669**-1770		1771-2290	
8	980-1591		1592-1697		**1698**-1802		1803-2360	
MAP Growth Reading (Fall)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-153	1-10	154-172	11-51	**173**-188	52-85	189-350	86-99
3	100-169	1-15	170-185	16-48	**186**-199	49-78	200-350	79-99
4	100-182	1-20	183-199	21-57	**200**-210	58-79	211-350	80-99
5	100-190	1-20	191-203	21-48	**204**-215	49-75	216-350	76-99
6	100-196	1-20	197-209	21-49	**210**-221	50-75	222-350	76-99
7	100-198	1-17	199-211	18-44	**212**-223	45-71	224-350	72-99
8	100-199	1-14	200-213	15-40	**214**-225	41-67	226-350	68-99
MAP Growth Reading (Winter)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-163	1-12	164-181	13-51	**182**-195	52-83	196-350	84-99
3	100-178	1-17	179-193	18-49	**194**-205	50-76	206-350	77-99
4	100-189	1-21	190-205	22-58	**206**-214	59-77	215-350	78-99
5	100-195	1-19	196-208	20-49	**209**-219	50-74	220-350	75-99
6	100-201	1-22	202-212	23-47	**213**-224	48-75	225-350	76-99
7	100-202	1-18	203-214	19-44	**215**-225	45-70	226-350	71-99
8	100-203	1-15	204-216	16-41	**217**-227	42-66	228-350	67-99
MAP Growth Reading (Spring)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-168	1-13	169-185	14-50	**186**-199	51-81	200-350	82-99
3	100-182	1-18	183-196	19-49	**197**-208	50-76	209-350	77-99
4	100-192	1-22	193-207	23-57	**208**-216	58-76	217-350	77-99
5	100-198	1-22	199-210	23-49	**211**-220	50-72	221-350	73-99
6	100-203	1-23	204-214	24-48	**215**-225	49-74	226-350	75-99
7	100-204	1-20	205-215	21-43	**216**-226	44-69	227-350	70-99
8	100-205	1-17	206-217	18-40	**218**-228	41-66	229-350	67-99

Table 3.5. MAP Growth Cut Scores—Mathematics

STAAR Mathematics								
Grade	Did Not Meet		Approaches		Meets		Masters	
3	860-1359		1360-1470		**1471**-1599		1600-2070	
4	910-1461		1462-1556		**1557**-1689		1690-2130	
5	1000-1514		1515-1633		**1634**-1775		1776-2200	
6	1070-1615		1616-1744		**1745**-1888		1889-2350	
7	1150-1702		1703-1792		**1793**-1964		1965-2400	
8	1240-1753		1754-1858		**1859**-2008		2009-2470	
MAP Growth Mathematics (Fall)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-167	1-28	168-180	29-67	**181**-192	68-91	193-350	92-99
3	100-181	1-31	182-193	32-65	**194**-203	66-87	204-350	88-99
4	100-193	1-34	194-203	35-61	**204**-213	62-83	214-350	84-99
5	100-197	1-22	198-209	23-51	**210**-221	52-79	222-350	80-99
6	100-203	1-24	204-218	25-59	**219**-231	60-85	232-350	86-99
7	100-210	1-29	211-220	30-51	**221**-236	52-82	237-350	83-99
8	100-211	1-24	212-223	25-47	**224**-239	48-78	240-350	79-99
MAP Growth Mathematics (Winter)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-176	1-28	177-189	29-67	**190**-200	68-89	201-350	90-99
3	100-189	1-31	190-200	32-63	**201**-211	64-87	212-350	88-99
4	100-200	1-36	201-210	37-62	**211**-220	63-83	221-350	84-99
5	100-202	1-22	203-215	23-52	**216**-227	53-79	228-350	80-99
6	100-208	1-25	209-223	26-59	**224**-236	60-84	237-350	85-99
7	100-213	1-28	214-224	29-51	**225**-240	52-82	241-350	83-99
8	100-215	1-26	216-226	27-47	**227**-242	48-77	243-350	78-99
MAP Growth Mathematics (Spring)								
Grade	Did Not Meet		Approaches		Meets		Masters	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
2	100-182	1-31	183-194	32-65	**195**-205	66-88	206-350	89-99
3	100-194	1-32	195-205	33-63	**206**-215	64-84	216-350	85-99
4	100-204	1-35	205-214	36-60	**215**-224	61-81	225-350	82-99
5	100-206	1-23	207-219	24-52	**220**-231	53-78	232-350	79-99
6	100-211	1-26	212-226	27-58	**227**-239	59-83	240-350	84-99
7	100-216	1-29	217-227	30-52	**228**-243	53-81	244-350	82-99
8	100-217	1-26	218-228	27-46	**229**-244	47-76	245-350	77-99

Early Childhood Literacy
NWEA MAP Data
Progress Measures Goal 1

NWEA MAP Reading 61st percentile and above Percentage of students

	NWEA MAP Reading 3rd grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**75%**	**69%**
Af. Amer.	68%	39%
Hispanic	66%	53%
White	75%	64%
Asian	77%	77%
Special Ed (current)	46%	35%
Eco. Dis.	52%	35%

	NWEA MAP Reading 2nd grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**+ 9 71%**	**73%**
Af. Amer.	56%	54%
Hispanic	60%	52%
White	73%	52%
Asian	+ 4 73%	76%
Special Ed (current)	+ 10 42%	48%
Eco. Dis.	+ 10 44%	45%

	NWEA MAP Reading 1st grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**+ 2 69%**	**72%**
Af. Amer.	54%	55%
Hispanic	54%	71%
White	74%	69%
Asian	72%	72%
Special Ed (current)	51%	39%
Eco. Dis.	39%	57%

	Kindergarten	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**+ 10 73%**	**74%**
Af. Amer.	58%	46%
Hispanic	64%	62%
White	82%	82%
Asian	72%	70%
Special Ed (current)	58%	54%
Eco. Dis.	+ 6 52%	55%

- Overall Cohort Size
- Economically Disadvantaged
- Hispanic

Early Childhood Literacy Action Steps and Professional Learning

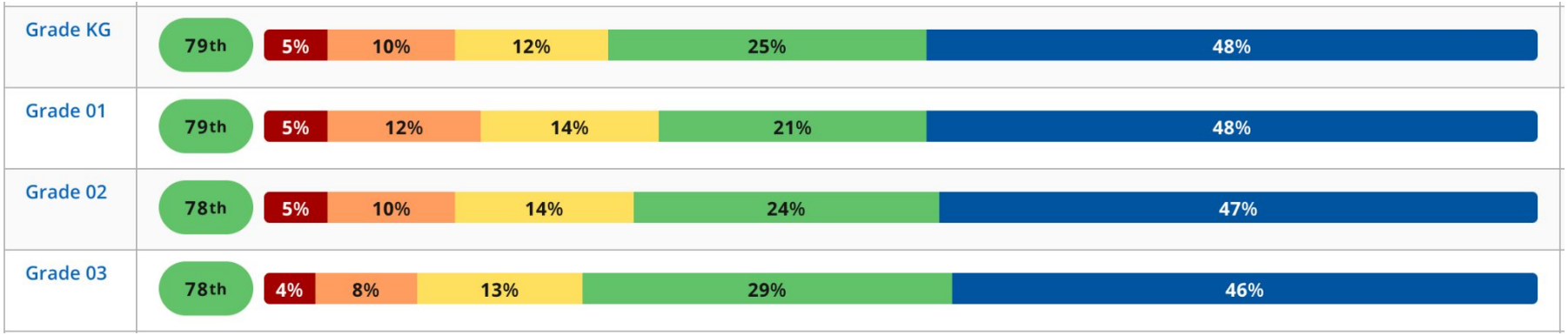
Data Talks with Campus Leaders





mCLASS Benchmark Comparison





NWEA MAP Achievement

Goal 1
Action Steps 5 & 6

Professional Learning 2026-2027

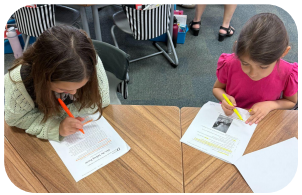
Professional Learning Communities (PLC)

High Quality Tier 1 Practices	Small Group Instruction	Science of Teaching Reading	District Aligned Resources

+

District Professional Learning	Campus Professional Learning	Content Academies	Texas Reading Academies

Multi-Tier Systems of Support (MTSS)







Goal 1
Action Step 3

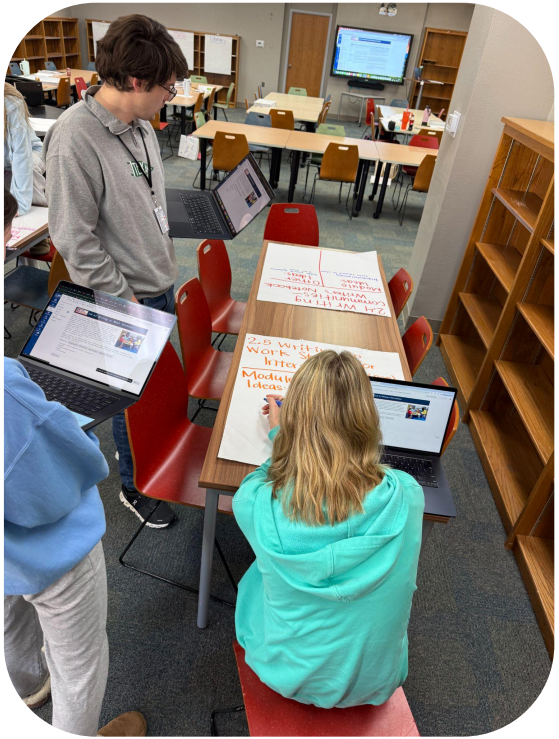
Literacy Content Academies 2025-2026

K-2 Focus (Spring) and 3-5 Focus (Fall)

- Writing About Reading (Constructed/Reader's Responses)
- Learning Progressions in Reading and Writing
- Rubrics and Learner Friendly Checklists
- Writing Scoring Calibration
- Data Collection and Small Group Instruction
- Learner Goal Setting
- Grade Level Professional Learning Communities

Top Action Steps and Goals for Implementation (Self Reflections)

- Learner Goal Setting and Data Tracking
- Writing About Reading (Constructed/Reader's Responses)
- Deeper Use of Rubrics and Progressions



Goal 1
Action Step 3

Texas Reading Academies

TRA Participants Year/Cohort 6 2025-2026		
K-3 General Education Classroom Teachers	6/11	55%
Special Education Teachers - Resource	2/11	18%
Special Education Teachers - Special Programs	3/11	27%



100% of Participants Have Completed All Course Content

Goal 1
Action Step 2

Early Childhood Math
NWEA MAP Data
Progress Measures Goal 2

NWEA MAP Math 61st percentile and above
Percentage of students

	NWEA MAP Math 3rd grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**78%**	**69%**
Af. Amer.	58%	36%
Hispanic	51%	51%
White	77%	73%
Asian	86%	84%
Special Ed (current)	50%	45%
Eco. Dis.	42%	33%

	NWEA MAP Math 2nd grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**75%**	**69%**
Af. Amer.	44%	41%
Hispanic	51%	47%
White	75%	69%
Asian	83%	74%
Special Ed (current)	44%	43%
Eco. Dis.	46%	39%

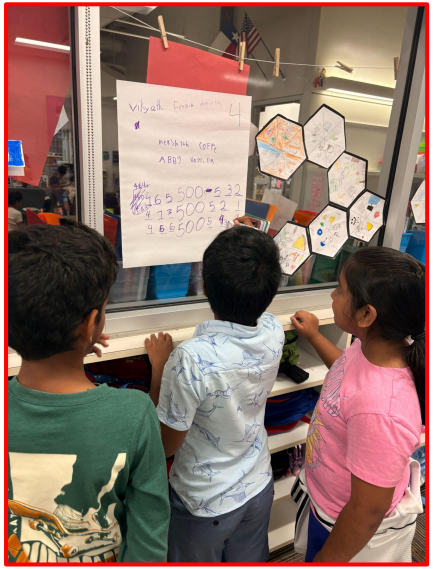
	NWEA MAP Math 1st grade	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**75%**	**66%**
Af. Amer.	64%	53%
Hispanic	59%	68%
White	77%	80%
Asian	78%	76%
Special Ed (current)	56%	51%
Eco. Dis.	47%	41%

	NWEA MAP Math Kindergarten	
	MOY Winter 2026 Actuals	EOY Spring 2026 Goal
All Students	**80%**	**78%**
Af. Amer.	63%	42%
Hispanic	71%	59%
White	84%	85%
Asian	81%	77%
Special Ed (current)	64%	55%
Eco. Dis.	54%	50%

Early Childhood Math Action Steps and Professional Learning

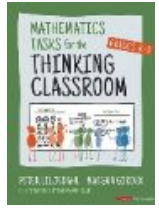
Professional Learning | Math Academy

- Building Thinking Classrooms involves using **highly engaging thinking tasks** to initiate a culture of thinking.
- At first, many of these are non-curricular, but the culture of thinking is developed through their use so that curricular tasks then also become highly engaging!
- A consultant from Region 10 came to train our educators and a lot of them took the tasks back to their classrooms to implement right away.









Professional Learning | Math Unit Previews | STEMscopes



Professional Development: Problem Solving and Using Manipulatives



Concrete - Representational - Abstract Approach



Professional Learning | Math Unit Previews | STEMscopes













Professional Learning | District Days

HB3

AUSTIN ELEMENTARY



Mathematics I Samira Khan

THINKING ON PAPER

Elevating Science Notebooks in the Elementary Classroom

MOCKINGBIRD ELEMENTARY

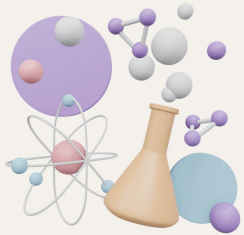
bit.ly/MKBNotebooks

Sign in here!

K-2 Building Thinking Classrooms

Sarah Leishman

sleishman@coppellisd.com



TALKOLOGY 101

Scan QR Code for Attendance

Mathematics Resources Den Time

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Exemplars® K–12

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College, Career, and Military Readiness (CCMR) Data

Progress Measures Goal 3

Balance of College and Career

Goal 3

The percentage of CISD annual graduates earning College, Career, and Military Readiness credit will increase from 83% from the 2023 annual graduates to 93% for 2028 annual graduates (2029 Accountability Year). **Figure 3.**

Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. These targets are NOT scaled scores but component scores.

TSI

GPM 3.1

College Ready: The percent of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). ***Official results from TEA will not be released till mid August 2029.* **Figure 3.1**

Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates.

IBC

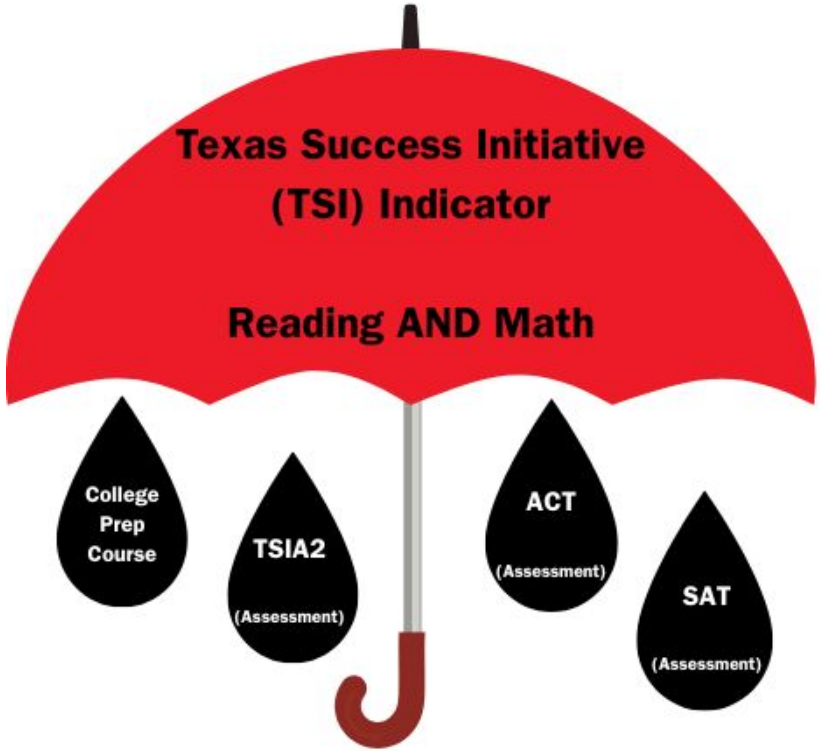
GPM 3.2.

Career Ready: The percentage of graduates who are CTE completers and have earned an aligned industry based certification will increase from 7% in August 2024 (class of 2023) to 25% in August 2029 (class of 2028). ***Official results from TEA will not be released till mid August 2029.* **Figure 3.2**

Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. Due to the CTE phase in requirements for CCMR, CTE Completer and IBC data are not available by student subpopulation. Individual data points for CTE Completer status and IBC status are available by student subpopulation but this combined metric is only reported in total without subpopulation disaggregation. Recall that after full phase in, a career ready CCMR point is earned by both being a CTE Completer AND earning an aligned IBC in the same program of study.

Accountability vs Outcome Bonus (OB)

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	Meets Texas Success Initiative (TSI) criteria *or* Earns dual course credits *or* Meets criteria on AP/IB exams *or* Earns an associate degree *or* Qualifies for OnRamps course credits	Earns an associate degree *or* Meets TSI criteria (college prep courses not applicable) **AND** Enrolls at a postsecondary educational institution immediately following high school
Career Ready	Earns an industry-based certification and aligned program of study completer* *or* Graduates with completed IEP and workforce readiness *or* Graduates with an advanced diploma plan and received special education services *or* Earns a level I or level II certificate	Meets TSI criteria (college prep courses not applicable) **AND** Earns an IBC *or* Earns a level I or level II certificate
Military Ready	Enlists in the U.S. Armed Forces/Texas National Guard	Enlists in the U.S. Armed Forces/Texas National Guard



Accountability vs. Outcome Bonus (OB)

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	Meets Texas Success Initiative (TSI) criteria *or* Earns dual course credits *or* …ria on AP *or* …soci… Qualifies … credits	Earns an associate degree *or* Meets TSI criteria (college prep courses not applicable) **AND** Enrolls at a postsecondary educational institution immediately following high school
Career Ready	Earns an ind… …ication and aligned prog… …ompleter* Graduates … …d IEP and wo… …s Graduates … …oma plan and rece… …ervices *or* Ea… …or leve… …e	Meets TSI criteria (college prep courses not applicable) **AND** Earns an IBC *or* Earns a level I or level II certificate
Military Ready	Enlists … …S. Armed … …Texas National Guard	Enlists in the U.S. Armed Forces/Texas National Guard

District Funding

CCMR OB are awarded annually for achieving a percentage threshold of graduates demonstrating CCM Readiness across three specific student groups

Student Group	CCMR Outcome Bonus Threshold	Awards for each annual graduate above the threshold
Economically Disadvantaged	11% of annual graduates	$5,000
Not Economically Disadvantaged	24% of annual graduates	$3,000
Special Education	0% of annual graduates	~~$2,000~~ raised to $4,000 in the 89th Legislative Session

CISD Example:

	Total Annual Graduates*	Threshold	Number of Graduates Necessary to Meet CCMR OB Threshold**	Total Number of Annual Graduates who Met CCMR OB Criteria	Number of Graduates Above CCMR OB Threshold***
Economically Disadvantaged	107	11%	11	32	21
Non-Economically Disadvantaged	963	24%	231	691	460
Special Education	53	0%	0	8	8

College, Career, and Military Readiness (CCMR)

Action Steps and Professional Learning

Texas College Bridge and TSI (GPM 3.1)

- Texas College Bridge (TCB) is a College Prep Course
- Successful completion of TCB meets College Ready for CCMR Accountability for the class of 2026
- Successful completion of TCB helps students prepare to pass the TSIA2 exam

Texas College Bridge			
	23/24	**24/25**	**25/26**
Actively Engaged Through English 4	18	347	299
Actively Engaged Through Math (Pre-Cal and Stats)	27	281	290

Texas College Bridge and TSI (GPM 3.1)

Coppell High School Action Steps:

- TSIA tested 195 seniors in the Fall who needed a CCMR point
- CHS teachers who are incorporating TCB into their courses received a collaboration day on January 21st to setup and plan their TCB roll out

New Tech Action Steps:

- New Tech: Seniors who need a CCMR point are working through College Bridge during flex Fridays
- English TSI test was administered to all Juniors and Seniors who needed a CCMR point on November 19th and administered Math TSI test to all Juniors who needed a CCMR point on Feb. 4th

Turning Point Action Steps (new this year):

- All seniors in need of TSIA were tested on December 16
- All Juniors and Seniors who enroll in Turning Point after Jan. 22, 2026 who need a CCMR point are working through Texas College Bridge

Career and Technical Education (GPM 3.2)

Industry Based Certifications	
Title	**Programs of Study**
Adobe InDesign	Graphic Design & Multimedia Arts
Adobe Photoshop	Arts/Audio Visual Technology and Communications
Adobe Express	Marketing and Sales
Medical Assistant	Healthcare Therapeutic
EMT	Healthcare Therapeutic
Pharmacology	Healthcare Therapeutic
SolidWorks Computer Aided Design	Engineering Foundations
C-103 Certified I4.0 Associate - Robot System Operations Certification	Robotics
CodeHS Python Level 1 (Sunset)	Computer Science
CPEP Exam (Certified Entry-Level Python Programmer)	Computer Science
Educational Aide 1	Teaching and Coaching
Microsoft Excel Expert	Business Management/Accounting and Financial Services
Microsoft Word Expert	Business Management
Microsoft Access Expert	Business Management
Digital Video Production	Arts/Audio Visual Technology and Communications
Social Media Marketing (Sunset)	Marketing and Sales

Career and Technical Education (GPM 3.2)

Additional Action Steps: Stakeholder Engagement

- **Continued professional learning for multiple stakeholder groups on CCMR to raise awareness**
  - CTE Curriculum Academies
  - iLead, DEIC, Learning Coaches, Superintendent Business Advisory Council, and CTE Advisory Committee Meetings
  - CTE PLC Meetings
  - District and Campus Counselor Meetings
  - Parent Education Video
  - Updated District CTE Webpage/CTE Opportunities GuideBook
  - School Choice Fair
  - Middle School Parent Nights
  - One on One Personal Graduation Planning with students and counselors



Career and Technical Education (GPM 3.2)

Additional Action Steps: Program/IBC Alignment and Expansion

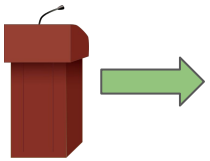
- Conducted a district-wide audit of all CTE Programs of Study using the **updated TEA Programs of Study** frameworks for the 2026–2027 school year, confirming strong overall alignment of CISD programs to TEA requirements. Made minor adjustments to POS and IBCs to ensure alignment, support progression toward completer status, and strengthen CCMR eligibility and outcome bonus funding.
- Planned and identified **three additional CTE courses to be offered at the middle school level** beginning in the 26-27 school year to increase early exposure and student interest in CTE pathways.
- Initiated planning for **new Drone and Pilot CTE programs** to be offered at the New Tech campus as it transitions to a school-within-a-school model.
- Aligned **Dallas College** CTE courses offerings to **certification programs in Air Conditioning & Refrigeration Technology (HVAC), Electrical Technology (Electrician), Construction, and Automotive Technology.**



Goal Progress Monitoring Calendar

What's Next?

HB 3 Monitoring



Coppell ISD and all campuses House Bill 3 Board Adopted Goals Monitoring Calendar 2025-2026 School Year		
Month	**Goal/Goal Progress Measure (GPM)**	**Subject**
August *(progress presented at Board Meeting)*	Overview of all Goals and Goal Progress Measures (GPM)	
	Goal 1 and Goal 2	Reading and Math STAAR Meets GL
	Goal 3	College, Career, Military Ready (CCMR)
September/October *(progress presented in October Board Updates)*	GPM 1.1 & 2.1	NWEA MAP Reading and Math 3rd grade BOY
	GPM 1.2 & 2.2	NWEA MAP Reading and Math 2nd grade BOY
	GPM 1.3 & 2.3	NWEA MAP Reading and Math 1st grade BOY
	GPM 1.4 & 2.4	NWEA MAP Reading and Math Kindergarten BOY
November *(progress presented in Board Updates)*	GPM 3.1 and 3.2	CCMR: TSI and CTE (completer estimates based on October snapshot current enrollment)
April *(progress presented at Board Meeting)*	GPM 1.1 & 2.1	NWEA MAP Reading and Math 3rd grade MOY
	GPM 1.2 & 2.2	NWEA MAP Reading and Math 2nd grade MOY
	GPM 1.3 & 2.3	NWEA MAP Reading and Math 1st grade MOY
	GPM 1.4 & 2.4	NWEA MAP Reading and Math Kindergarten MOY
May/June *(progress presented in June Board Updates)*	GPM 1.1 & 2.1	NWEA MAP Reading and Math 3rd grade EOY
	GPM 1.2 & 2.2	NWEA MAP Reading and Math 2nd grade EOY
	GPM 1.3 & 2.3	NWEA MAP Reading and Math 1st grade EOY
	GPM 1.4 & 2.4	NWEA MAP Reading and Math Kindergarten EOY
	GPM 3.1 & 3.2	CCMR: TSI and CTE (review IBC results for most recent SY)

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Intervention Services Updates
SB 568 Report

Stephanie Flores, Executive Director of Intervention Services

Intervention Services Overview

Special Education

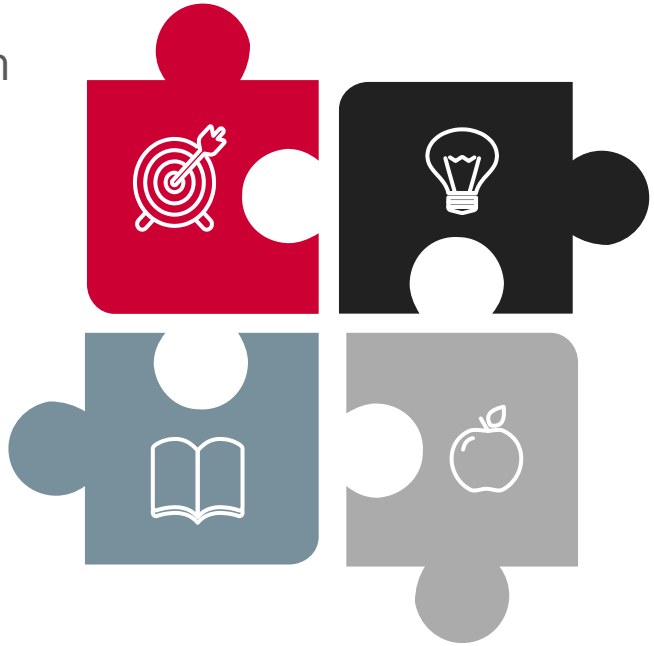
Eligibility based on disability and a need for Specially Designed Instruction

1,762 learners
13% of CISD

Dyslexia

Services and therapy for learners with Dyslexia, general education screeners and evaluation

840 Learners
222 Direct Dyslexia Services



Section 504

Eligibility based on disability or impairment that substantially limits major life activities

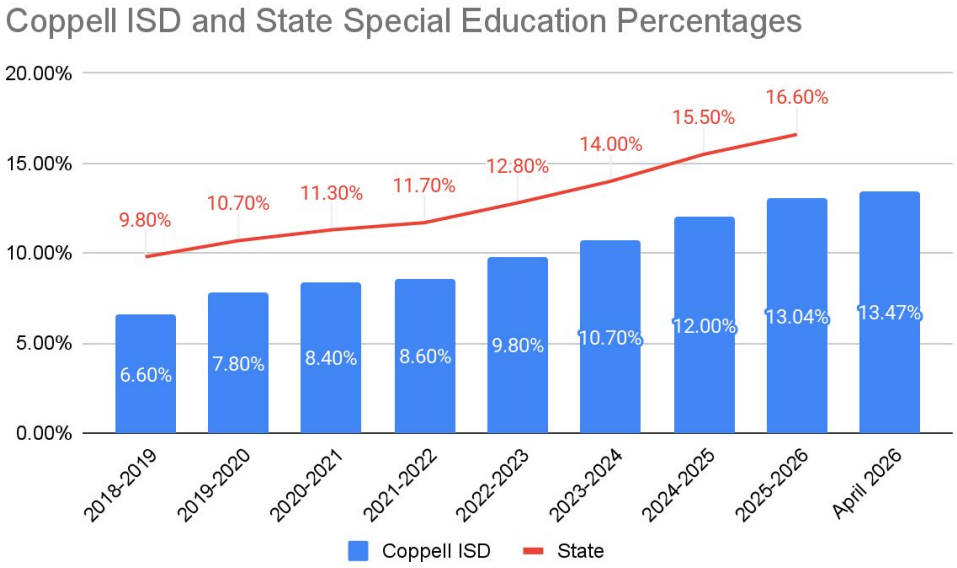
738 learners
5.4% of CISD

Early Childhood

Includes PreKindergarten (ages 4-6) and Early Childhood Special Education (ages 3-6)

273 in PreKindergarten (PK)
62 Early Childhood Special Education (ECSE)
6 campuses

Intervention Services



This figure shows the steady rise in the percentage of students enrolled in special education at CISD since 2018-19. The percentage has increased significantly over the last seven years, mirroring the trend in the state average. CISD remains approximately 3% below the state average. The National Average is 15.2%.

Compliance and Reporting: SPP

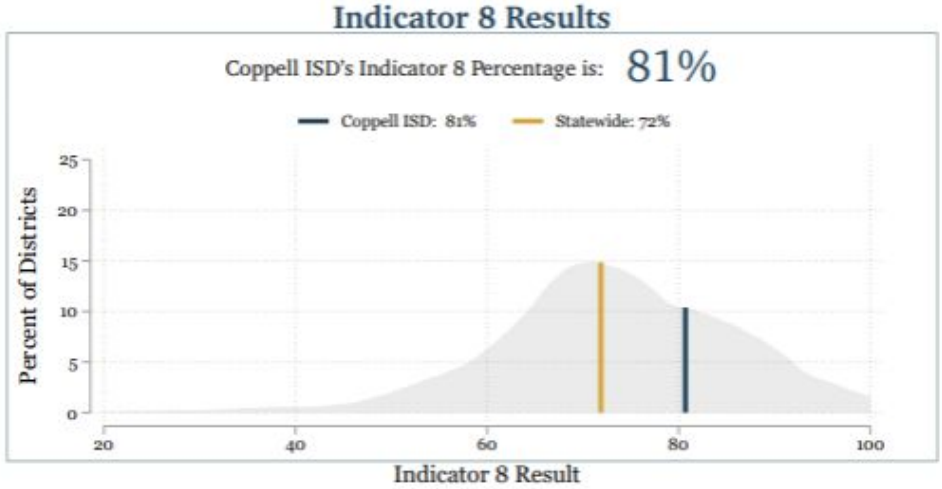
State Performance Plan (SPP) Indicators

Annual Report Card

Key Indicators:
Timely Evaluations (ChildFind)
Early Childhood Outcomes
Post-Secondary Transition

STATE PERFORMANCE PLAN COMPLIANCE

100%	100%	100%	100%
SPP 11A COMP	SPP 11B COMP	SPP 12 COMP	SPP 13 COMP



Indicator 8: The percent of parents with a child receiving special education services who report that their child's school facilitated parent involvement as a means of improving services for children with disabilities (IDEA).

Compliance and Reporting: RDA

Results-Driven Accountability (RDA)

Performance & Outcomes for Special Populations

Key Indicators:
STAAR
Graduation
Discipline
Disproportionality

Performance Level Summary by Each Program Area

2024 Performance Level Counts									
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	21	1				*4*	*1*	*3*	
OSP	10							*2*	
SPED	19	3						*10*	3

Determination Levels

For information about LEA Determinations visit Local Education Agency Public Reporting; Reports and Determinations or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

	Determination Level
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Meets Requirements (DL 1)
SPED	Meets Requirements (DL 1)

While the majority of areas fall in the performance level 0 or 1, and the district has an overall Determination Level of 1, there are areas of significant disproportionationality to address.

District Improvement Plan and Strategic Support Plan

District Improvement Plan
Goal 1: Performance Objective 2

Strategy 8 :

Continue implementation plan for significant disproportionality
Identification of Asian learners with Autism
Placement of Asian learners in Self-contained setting
Discipline of Hispanic and African American learners

Strategy 10 :

Revise implementation guidelines for Special Programs in the least restrictive environment
Creation of new program, AIM

Special Education
Strategic Support Plan
Action Steps

11 Representation :

Evaluation Review Panels
Professional Learning

13 Placement:

Least Restrictive Environment (LRE) focus on more to less restrictive settings

Create a new program (AIM) for learners to increase academic, communication, social and behavior needs.

15 Discipline:

Support campus discipline procedures and data review with Assistant Principals

AIM - Achieving Independence and Momentum





AIM Focus: To bridge the gap between specialized support and the general education environment, ensuring students can successfully generalize their skills in inclusive elementary settings.

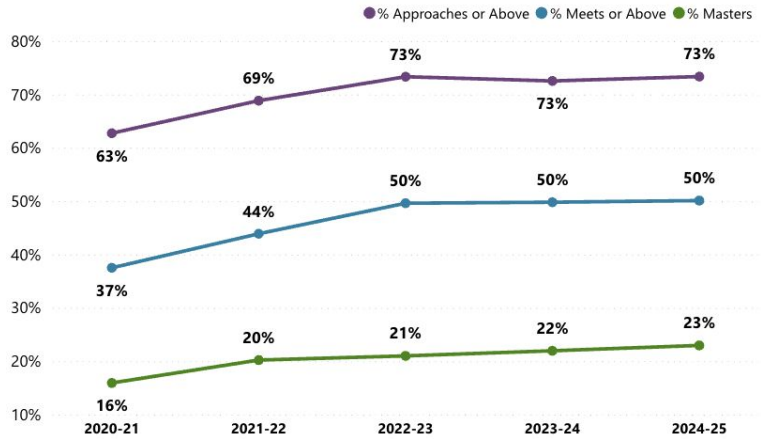
Outcomes in Instructional Setting and Academic Growth

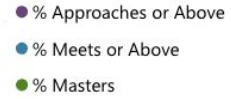
	General Education more than 50%
Beginning of the Year	47.3%
Current	61.1%

	Learners who showed growth from BOY to MOY
NWEA MAP English	70.5%
NWEA MAP Math	91%
mClass	100%

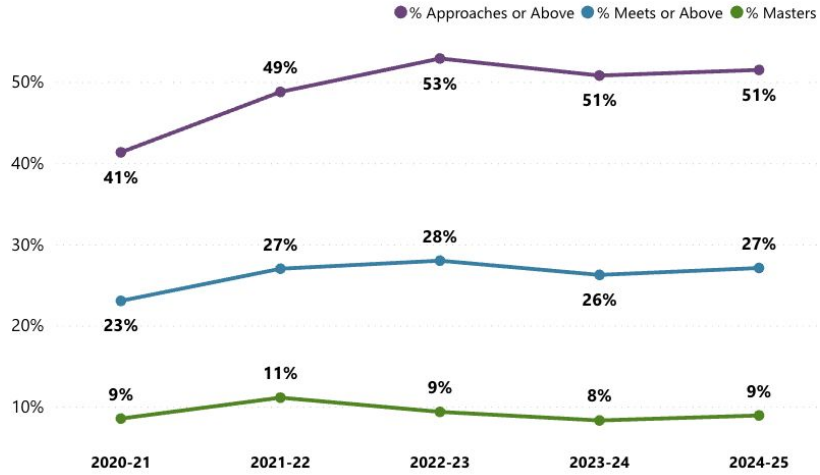
STAAR and STAAR Alt2 - Special Education

Coppell ISD Special Education





Texas Special Education



At Approaches GL Standard or Above

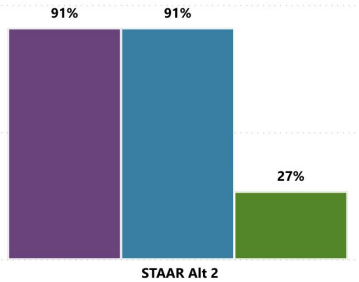


At Meets GL Standard or Above



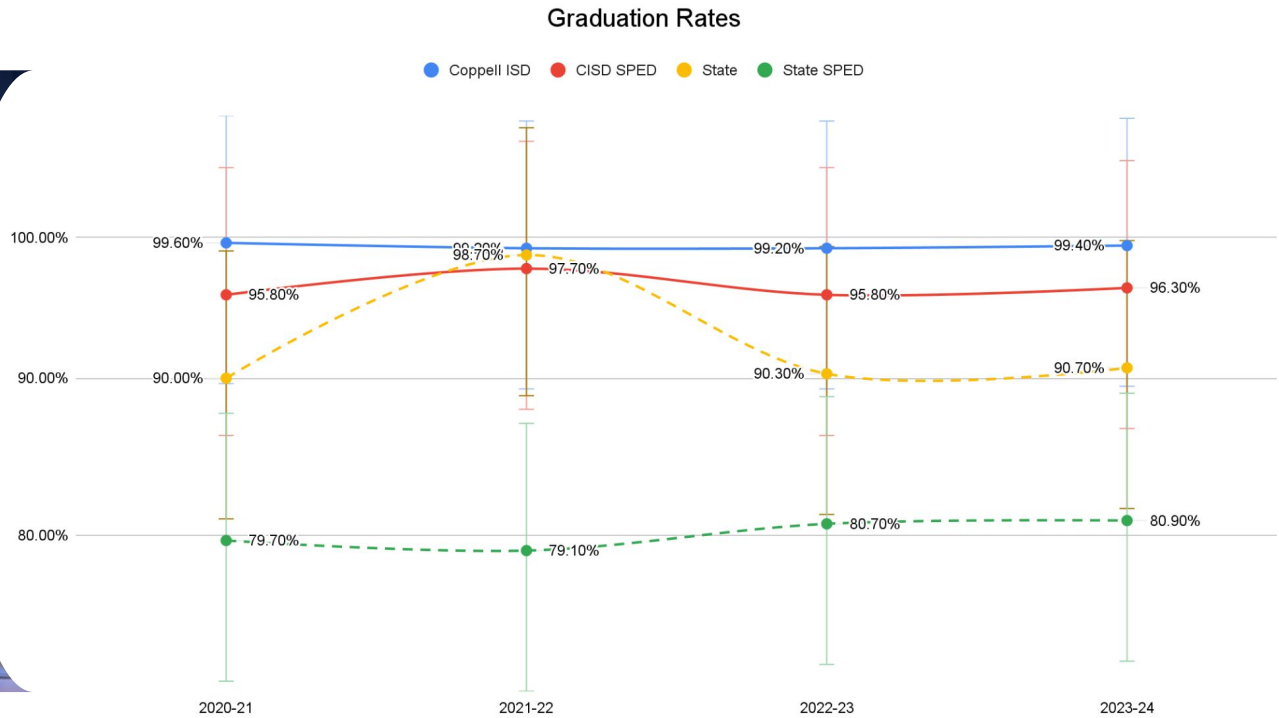
At Masters GL Standard





Special Education Graduation Rates





Special Education graduation rates include IEP Continuers, who are students remaining enrolled beyond four years to meet transition goals and are officially counted as graduates upon completion of their individualized programs.

College, Career, and Military Readiness - Special Education

CCMR COPPELL ISD SPECIAL EDUCATION	2022-2023	2023-2024	Trend
Career, College or Military Ready (CCMR)	73.6%	**91.2%**	▲ +17.6%
Met TSI Criteria (Both Subjects)	15.1%	**19.3%**	▲ +4.2%
IEP & Workforce Readiness Completion	11.3%	**19.3%**	▲ +8.0%
Dual Credit Course Participation	3.8%	**7.0%**	▲ +3.2%
Industry Based Certification (IBC)	7.5%	**7.0%**	▼ -0.5%





CCMR is an area of growth in Special Education. We expect to continue to make progress in this area by expanding inclusive opportunities.

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Potential 2027 Bond Planning

Life Cycle, Repair, and Replacement

Property/Facilities Advisory Committee Recommendations

Property/Facilities Advisory Committee Process

- Met four times - August 4th, August 25th, February 6th, and March 24th

- Initially discussed all aspects of land and buildings of Pinkerton, New Tech, and a “general” footprint elementary school

    - Highest and best uses
    - Age and condition of facilities
    - Acreage
    - Surrounding area (e.g. neighborhood, commercial, etc.)
    - Potential future uses for school district
    - Potential future uses for outside entities
    - Discussed selling, long-term renting, or repurposing for district uses
    - Discussed repurposing a closed facility to combine three administration buildings into one and selling other facilities to help cover the cost of repurposing

Property/Facilities Advisory Committee Process

- Discussed additional factors in making recommendation(s) to the Board
  - Declining enrollment (e.g. lower birth rates, empty nesters not selling/moving, home affordability)
  - CISD Budget deficits
  - Temporary uses of buildings by district
    - Daily and evening rentals
    - Staff development meeting spaces
    - Housing an elementary campus that is being renovated

- Once potential footprint school was off the table, the focus for the February 6th meeting was redirected to only the recommendations Pinkerton and New Tech.
  - One-half of Pinkerton is currently being housed and utilized by curriculum and special education, as well as, the library used for staff development
  - The other half of Pinkerton is being rented to outside entities on a regular basis
  - It is estimated that the current rental revenue is covering the operational costs of Pinkerton
  - The New Tech building on Samuel Ave will be housing Lakeside students for the 2026-27 school year while their home campus is under construction. This is estimated to save between $1.5M and $2.0M by not renting portables at the Lakeside site. Then, New Tech can house Austin Elementary during the 2027-28 school year while their campus is under construction.

Recommendation to Board of Trustees

Continue current uses of Pinkerton and New Tech while waiting a minimum of two years to re-evaluate the future of the two properties.

- New Tech building to house elementary schools while home campuses are being renovated
- Pinkerton to house overflow of curriculum and special education departments, while also renting facility for daily and evening use in order to cover operational costs of maintaining building.

Reasons:

- Too many unknowns regarding future enrollment (e.g. will enrollment continue to decline, stabilize, or increase?)
- Will the lack of state funding cause CISD to rethink the use of facilities?
- The use of the former New Tech building will save a minimum of $3 million in bond funds over the next two academic years.

Potential Life-Cycle Projects/Replacements

- HVAC Life-Cycle Replacements (Old R22 Freon Refrigerant Units)
- Safety and Security Upgrades (Example: Entry Vestibules & IP Clocks)
- Kitchen Equipment Replacements
- New Buses & Service Vehicles
- Technology Infrastructure (devices must be separate proposition)
- Roof Replacements (Several Footprint Schools and CHS Field House)
- Elevator Replacements
- Concrete Replacement
- Athletic Turf Replacements (2-3 Fields)
- Miscellaneous Electrical and Plumbing Upgrades
- Miscellaneous Furniture and Equipment (Schools and Maintenance)
- Elementary Walking Track Full Replacements (2023 Bond Only Resurfaced)
- Gymnasium Wood Floor Replacements
- Student Buses
- Band Instruments & Equipment, Art Equipment, Uniforms, and Library Books

Technology Infrastructure & Devices

Replacement Cycle for Student and Staff Devices (5 Years)	Coppell ISD provides all learners and staff with role-specific devices. To ensure these assets remain **functional, secure, and manageable**, they are equipped with essential enterprise software.
Networking (5 - 7 Years)	Our network is built upon a secure, high-performance network architecture that ensures seamless connectivity and rigorous data protection from the core to the edge.
Infrastructure (30+ Years)	IP intercoms/ PA, digital signage, data center upgrades, and armored fiber

Potential Bond Capacity

Estimates are based on current property value data with property value growth estimates of 3% or less.

I & S Tax Rate	Facilities (30 Years)	Technology (5 Years)	Total Capacity
$0.25	$112,490,000	$36,000,000	$148,490,000
$0.27	$208,000,000	$40,000,000	$248,000,000
$0.30	$340,000,000	$40,000,000	$380,000,000

Potential Bond Timeline

2025-2026 School Year

April 27, 2026

Board Meeting Discussion regarding possible facility and bond planning

Spring/Summer 2026

Board member recommendations for Bond Steering Committee membership

2026-2027 School Year

Summer 2026

Committee Charge by Board of Trustees

Fall/Winter 2026

Bond Steering Committee Meetings (At least 4 meetings)

Bond Propsoition Updates throughout the process (30 days before and after election)

Fall 2026

Facilities Tour(s)

Community Feedback Session(s)

Fall/Winter 2026-2027

Board Meeting/Board Workshops with Possible Committee Recommendation from Bond Steering Committee

February 2027

Deadline to call a bond election

May 1, 2027

Potential Bond Election

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Discussion of 2026 Bond Issuance, 2016 Bond Refunding or Cash Defeasance

Mr. George Williford, Hilltop Securities

Series 2026 Bond Issuance

Series 2026 Bond Issue Project proceeds:	**$ 80.76 million**
• Proposition A – Buildings & Buses	$ 70.76 million
• Proposition B – Technology	$ 10.00 million
Repayment term:	30 Years for Prop A
Planned pricing/sale:	May 27, 2026 or after

Remaining authorization from 2023 election after 2026 issue:

• Proposition A	$ 80,056,000
• Proposition B	$ 14,092,000
• Proposition D	$ 582,000
	$ 94,629,300

An estimated $0.01 or less increase to the I & S Tax Rate

Potential Refunding

The District also has potential refunding (refinancing) opportunity for portions of the following issues:

<u>Callable Principal - $71,295,000 at 4% Interest</u>	
• Series 2016A	$ 1,050,000
• Series 2016B	$ 66,160,000
• Series 2016C	$ 4,120,000
<u>Likely Refunding - $36,460,000 at 4% Interest</u>	
• Series 2016A	$ 410,000
• Series 2016B	$ 31,930,000
• Series 2016C	$ 4,120,000

Minimum Target Savings: 3% value of refunded principal or $1.1 Million

Potential Cash Defeasance

The District also has cash defeasance opportunity for portions of the following issues:

• Series 2016A	$ 1,050,000
• Series 2016B	$ 66,160,000
• Series 2016C	$ 4,120,000

Transfer $9,000,000 of I & S Fund balance to an escrow account to defease a portion of the above Series 2016 bonds.

Preliminary Timetable of Events – Unlimited Tax School Building Bonds, Series 2026

DATE	EVENT
Monday April, 27, 2026	Board to consider action on Order authorizing issuance and establishing parameters, delegating pricing authority
Tuesday May 5, 2026	Submission of Information to Rating Agencies
May 14 & 15, 2026	Calls with Ratings Agencies
Thursday May 21, 2026	Receipt of Ratings
Thursday May 21, 2026	Preliminary official statement distributed & posted
Wednesday May 27, 2026*	Marketing and pricing of bond issue* by underwriters, overseen by Hilltop Securities as financial advisor

**subject to market conditions and meeting established parameters*

Proposed Resolution #1 - 2026 Bond Sale & 2016 Refunding

Authorizing the issuance of
"Coppell Independent School District Unlimited Tax School Building Bonds, Series 2026"

Parameters:
(i) the aggregate original principal amount of the Bonds shall not exceed $80,760,000;
(ii) the true interest cost rate of the Bonds shall not exceed 5.50%; and
(iii) the final maturity of the Bonds shall not exceed August 15, 2057.

Delegation of authority to Pricing Officer:
Superintendent of Schools or the Chief Financial Officer authorized to act on behalf of the District in selling and delivering the Bonds and carrying out the other procedures specified in this Order

Proposed Resolution #2 - 2016 Cash Defeasance

Authorizing the defeasance and redemption of certain outstanding bonds of the District

Delegation of authority to Pricing Officer:
The Board authorizes the Superintendent of Schools or the Chief Financial Officer to determine the principal amount of Bonds to be defeased in an amount not to exceed $9,000,000.

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THERE'S NO
PLACE LIKE
CISD
Coppell ISD