NEISD DEIC District Improvement Planning Protocol

October 5, 2022

25 minute Initial Protocol for Examining Data and Refining the District Improvement Plan

Purpose: This protocol is for our DEIC to analyze our district data, consider target areas of need, provide feedback on our measurable evaluation goals, and offer suggestions for strategies to improve student outcome.

Materials: All DEIC members were sent a copy of the district improvement plan on September 27th to review prior to our October 5, 2023 meeting. DEIC will be split into 5 groups of six and will be given a hard copy of the DIIP and a chrome book to capture any new thinking.

Getting Started- Overview of Data (3 minutes)

Team members will be split into 5 groups to share their analysis of the data, provide feedback on the goals and strategies, and add any additional information they would like to share in the discussion.

The norms for group work are as follows:

-   Think about the possibilities!
-   Maintain a growth mindset.
-   Ask questions of one another!
-   Learn together and challenge each others' thinking.
-   Put your greatest focus on what you have the most control over!

Roles:
·   **Recorder** (add all new ideas for consideration to a google doc)
·   **Time keeper** (Keep everyone on track with time)
·   **Group facilitator** (Keep everyone focused on the task and continuous improvement)

<u>**Step 1:**</u> **What parts of the data caught your attention?** (Review small text box of data located on the DIIP)

(5 minutes: minutes discussing as a group and making notes on the google doc of what resonated with you in the DIIP) The facilitator reminds the group that in this

phase they are to just state what they see without reaching conclusions or making recommendations. Consider the following:

· **Note what you can see**

· **Note important points that "pop out"**

· **Look for patterns or trends that emerge**

· **Note surprising or unexpected data-**

The facilitator has the group share their observations by going around the group to share their facts

Step 2: What good news is there to celebrate from the data? (5 minutes to identify strengths)

The facilitator asks the group to look for indications of success within the data.

Step 3: What are some areas of concern from the data? (5 min to identify weaknesses)

The facilitator asks the group to look for indications of concern in the data.

Step 4 (5 minutes) : Are the goals aligned with improving student data ?(list the section, target areas, and supporting documentation on the google form for any goals that do not support student growth)?

Are the goals Strategic, Measurable, Attainable, Time Bound (SMART)? (List any goals that are not SMART and make a recommendation)

Make reference around the DIIP goals and make notes of any areas that fail to be SMART on the google form. *The facilitator encourages team members to support their statements with evidence from the DIIP (include page number and target areas).*

Step 5 (5 minutes for documentation of any recommendations and celebrations we want to highlight this evening):

What are our key conclusions? What recommendations does the group have for addressing the problems of practice? What celebrations does the group wish to share with district leaders? This is the action phase of the data analysis. The group may identify a few "yes and" statements and acknowledge any areas we are having success in based on the data.

DEIC will continue to review the DIIP individually and share any additional comments with Debbie Marvin for us to consider prior to finalizing our DIIP on November 6, 2022.

Items that are highlighted were considered and updated on the DIIP

Group 1–Names: Abigail Borel, Sara Patterson, Nikki Young, Symone Samson, Jodi Harris, Amy Kamata	
Steps	**Discussion Notes**
Step 1	We were surprised at the Asian population data. What was the percentage of students who are in that subpop? Which countries were included? Also surprised at low scores for White population. That is evident on some of our own campuses.
Step 2	TELPAS Scores were exceptional. This was good to see after a few years of issues. Science Scores were high.
Step 3	Being able to fix the gaps in Math. Graduation rates were low.
Step 4	Looking at the SPED increase needed we wondered about whether or not 5% was an achievable goal. Mrs. Oates explained that we needed to have a little higher goal to bring up the gaps.
Step 5	Address the problems with SPED by allowing SPED resource teachers to collaborate with one another instead of Gen ED teachers during PLC days.

Group 2–Names: Bonnie Cabeza, Joan Lovin, Julie Magadance, Cynthia Dubose, Vanessa Woodworth, and Selena Valdez	
Steps	**Discussion Notes**
Step 1	We were surprised to see that there wasn't a measurable goal regarding teacher retention and an overall focus area on that.
Step 2	Middle school reading data! The one-to-one technology is a step in the right direction.

Step 3	Math scores
Step 4	Pg.6 Section 1-2 Target Area: School Progress: Supporting coaches to implement student centered coaching focused on teacher ==clarity-WHAT DOES THIS LOOK LIKE??== Pg.7 Section 1-4 Target Area: All Content Areas: can we provide data from the Title I campuses that provided ==Jump Start; how many students. Attended? Did these students? Meet the BOY scores on MAP?== For the extended year campuses: Data on ATTD in the month of June? Growth data? Did the students. Meet BOY scores on MAP? Pg. 7- monitoring student data on a consistent basis - consider addition of discipline data for student groups to see if there is any connection to for sub groups and limited achievement/growth because of missing instruction
Step 5	==We saw that modeling is an important strategy when increasing instructional practices, but there does not seem to be a focus on modeling throughout all of the sections.== The best practices teachers should be using, should be used by *all* district employees. ==We are worried about retaining good teachers.== What is in the plan for that? It seems like the focus is on recruiting new talent. Several places in the DIIP talk about ==character development/executive functioning/SEL/Behavior support==- is there an integrated approach across departments/campuses/district? Pros and Cons of that? Maybe one curriculum is not appropriate for all campuses? Maybe shared language is good? ● Pg. 13 (Sect 2-2)- is the instructional planning guide for instruction of executive function & Social emotional skills a particular curriculum? If so, is this curriculum extended beyond early childhood? If not, is there a need for that to continue to spiral those skills throughout K-12? ● Pg. 21- (Sect 8-1) ongoing teacher training for MTSS to meet instructional needs and social emotional needs of diverse students- Is this a curriculum? ● Pg. 44- (Sect. 24-4) Improve character development- utilizing curriculum- is this a specific curriculum? (see Early childhood/MTSS/PBIS/Well-Being/Guidance)

Group 3–Names:Jessica Esslinger, Sonia Moreno-Rogers, Lisa Thompson, Maria Garcia-Rios, Robert Cater, Rochelle Hans	
Steps	**Discussion Notes**
Step 1	● Subpops surprises (which ones did not meet?)

	• we're back at pre-pandemic levels in many areas including ELAR (WOO!) • Science is high (yay!) • Not sure it is the pandemic for math numbers…it could be something else • 21-22 Math Meets is the lowest • Nice to see that English and Spanish are almost aligned • Hate to see an 89…we can get that one more point
Step 2	• Science is high • TELPAS Scores are awesome • # of distinctions went up
Step 3	• Stop the Bleed may be hard to get with limited time of teachers (goal says 100% of campuses) This instruction can happen during the week before school starts. Or a digital lesson like Infosecurity IQ • Math • Graduation Rates
Step 4	• Increasing 4-5% seems high because "my own student/child" can't get to 2-3% in their MAP or STAAR
Step 5	• Where is the MAP teaching for the teachers? Parents are not hearing good information about it from all the teachers on the campus. Not all teachers are well versed. Should the admin follow up to make sure teachers are "qualified" to teach MAP? • Open up mobile clinics, not just the systems listed there for vaccines and other needs

Group 4–Names: Marco Garza, Diane Hartung, Laura Waldrum, Jacob Collazo, Gina Abrams	
Steps	**Discussion Notes**
Step 1	Gains in reading Achievement in science Pacific Islander population
Step 2	Back to pre-pandemic levels Yay, Science! Telpas - what are they doing and how can we replicate it?
Step 3	Overwhelming teachers Measurement for teacher retention High quality instruction in all classrooms, every day
Step 4	The goals align and achievable

Step 5	Many of the areas have large monetary budgets. Who determines how this money is spent? Do campuses have input? Often campuses are sent resources from district level with no explanation and no teacher input. Yet, teachers are expected to implement these materials. While at the same time, the campus level has identified research based materials that would be appropriate for their population's needs, but can't get the money to purchase these items.

Group 5– Names: Rebecca Gentry, Terri Sanchez, Cheryl Hernandez, Alexandria Martinez, Karen Martinez	
Steps	**Discussion Notes**
Step 1	● Math was concern because the data dropped from where we were in 2019
Step 2	● We are generally getting back to where we were prior to the pandemic ● Our science scores are high ● Our highest scores in RELA in all areas was in 2021 ● 0 ATS ● No new CSI campus
Step 3	● K-2 showed a drop in BOY MAP ● Graduation rate needs to improve ● 13 campuses needed targeted support
Step 4	
Step 5	

This document is to assist DEIC with planning and discussions