

Board Report September 2019

Curriculum and Instruction

District Improvement Planning

District level administrators have started the improvement planning process around our new goals and pictures of success. We have identified key strengths and areas of concern through a comprehensive needs assessment. The improvement plan will define how each area of concern will be addressed through a specific strategy so that the associated problem statement can be eliminated or significantly reduced so our goals may be met. Campuses will then tailor each campus improvement plan based on their needs while also supporting the district plan.

NWEA MAP

Students and teachers in grades K-8 have begun academic growth conversations that align with NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) data and growth goals. NWEA MAP is a math, reading and language usage assessment that provides data that reflects what students are ready to learn. Administrators, teachers, students, and parents are provided academic growth information from the MAP testing which occurs three times per year. Campuses across the district have begun MAP testing or will begin testing this month. Additionally, student learning information from NWEA MAP math is used in the newly purchased curricular program Compass Math Pathway to create personalized learning pathways in math for K-5 students.

ELAR TEKS and Instructional Materials Training

English Language Arts/Reading teachers from K-8 have participated in training in their new curriculum standards as well as their new instructional materials. Ongoing training and support will be provided throughout the year by the publisher as well as the C & I team.

Accountability

Accountability ratings have been posted for districts across the State. As a district we received an overall rating of a "B". This is the first year campuses across the State have been given a letter grade rating. The Intermediate and Junior High both received an overall grade of "C" and the High School Received an overall grade of a "B". The JH and Intermediate campuses achievement is solely based on STAAR result. The High School's letter grade is based on EOC results and College, Career and Military Readiness standards. However all three campuses must participate in school improvement activities due to just falling short of Federal Accountability targets. The JH campus made significant gains this past year. The administrators, teachers and students are to be commended for the academic growth. The JH campus received four distinctions- English Language Arts/Reading, Social Studies, Top 25% in Academic Growth, and Top 25% in Closing the Gaps. Our HS campus earned one distinction in English Language Arts/Reading.

Our legislators' and TEA's idea of the A-F system was to provide clarity, however, it has not. Our rating was based on pages and pages of data, many different formulas, and includes over 12,000 data points.

We all understand letter grades, but the final letter grade you earn on a report card is based on products and knowledge evidenced in multiple ways through many pieces of work throughout an entire school year. To take that same concept of a letter grade and have it come down to essentially one test - it is not the same. Our schools, teachers, students and ultimately our community are much more than a letter grade. During the October board meeting we will look closer out our ratings/letter grade by domains and the implications of these ratings.

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