Leading
WITH
Distinction

Coppell ISD

Presented by Kim Caston

The mission of the public education system of this state is to ensure that **all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.**

Texas Education Code, §4.001

Tonight's Agenda

- Instruction in state accountability, with emphasis on the **Texas Essential Knowledge and Skills (TEKS)**, the **State of Texas Assessments of Academic Readiness (STAAR®)**, and the state accountability rating system.

- Instruction in **academic goals & progress monitoring** to improve student outcomes

- Instruction in **school board behaviors** correlated to improved student outcomes

School Board Responsibilities

- Ensure creation of a **vision, mission, and goals** for the district and evaluate district success.

- Hire a **superintendent** to serve as the chief executive officer & instructional leader and **evaluate** the superintendent's success.

- Adopt **policies** that inform district actions.

- Approve an annual **budget** consistent with the district vision.

- **Communicate** the district's vision and success to the community.

Oversight or Management?

"The board of trustees of an independent school district....shall provide *INFORMED OVERSIGHT* regarding student academic achievement and *STRATEGIC LEADERSHIP* for maximizing student performance."

Board Oversight

Adopt clearly defined **RESULTS**

Review plans, programs, & initiatives designed to accomplish **RESULTS**

On-going monitoring of programs and initiatives and course correct if necessary

Supt. Management

Commitment to **RESULTS**

Create plans, identify programs & initiatives to accomplish **RESULTS**

Revise plans, programs & initiatives as needed to to achieve **RESULTS**

VS.

Accountability
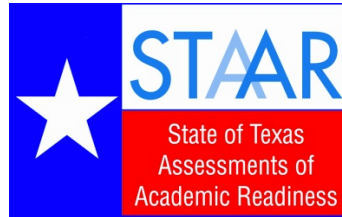
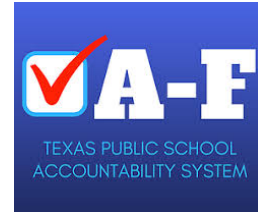# Three Components of Texas Accountability

CURRICULUM

What our students
should be able
to know and do.

ASSESSMENTS

A test to show
what they
know and can do.

ACCOUNTABILITY

How are our
schools/district
doing?

TEKS: Texas Essential Knowledge and Skills

- The TEKS describe what **ALL Texas students** should know and be able to do at the end of each grade level or course.

- The official K-12 curriculum for the state of Texas.

- Defines the curriculum requirements (standards) for every course.

- State-mandated standardized tests measure acquisition of specific knowledge and skills outlined in this curriculum.

TEKS: Texas Essential Knowledge and Skills

The TEKS describe what **ALL Texas students** should know and be able to do at the end of each grade level or course.
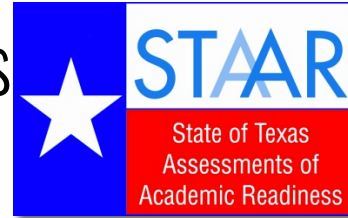
TEKS 3.5A: Algebraic reasoning.

Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

An example of a student's work showing a two-step equation involving addition and subtraction of whole numbers to 1,000:
500 + 300 - 100 = 700

STAAR: State of Texas Assessments of Academic Readiness

STAAR measures the extent students have learned and are able to apply the knowledge and skills defined in the TEKS.

STAAR is designed for:
- Measuring student mastery of the TEKS.
- Determining how much students know and are able to do given grade level expectations.

STAAR is not designed for:
- Formative assessment throughout the school year.
- Describing a child's worth or value.

TEKS and Applying STAAR to Evaluate and Improve Student Outcomes

TEKS 3.5A: Algebraic reasoning.

Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations
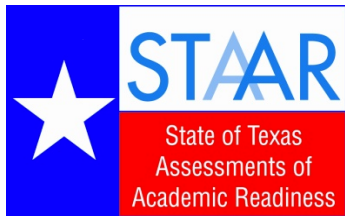
Actual STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A.   736 - 197 - 150 = _____

B.   736 - 197 + 150 = _____

C.   736 + 197 + 150 = _____

D.   736 + 197 - 150 = _____

STAAR:
State of Texas Assessments of Academic Readiness

Measuring STAAR Student Performance

Masters Grade Level
Students are **expected to succeed** in the next grade or course with little or no academic intervention. 75% chance of post-secondary success without remediation.

Meets Grade Level
Students have a **high likelihood of success** in the next grade or course but may still need some short-term, targeted academic intervention. 60% chance of post-secondary success without remediation.

Approaches Grade Level
Students are likely to succeed in the next grade or course with **targeted academic intervention**.

Did Not Meet Grade Level
Students are unlikely to succeed in the next grade or course without **significant, ongoing academic intervention**.
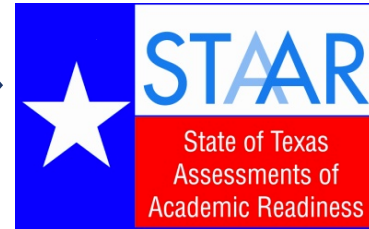
TEKS
Texas Essential Knowledge & Skills

Describes specific knowledge or skills that every K–12 child in Texas is expected to know and be able to do.

ALIGNMENT

STAAR questions are directly aligned to the TEKS for the grade/subject or course being assessed.

STAAR
State of Texas Assessments of Academic Readiness

Measures the extent students have learned and are able to apply the TEKS.

STAAR aligns down to 3rd grade to help ensure post-secondary readiness and to vertically align with the TEKS at each grade level.

3rd   4th   5th   6th   7th   8th   EOC   SAT ACT

STAAR Tested Subjects and Grades

	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH
Reading	●	●	●	●	●	●	●	●	
Writing	INTEGRATED INTO OTHER TESTS								
Math	●	●	●	●	●	●	●	●	
Science			●			●	●		
Social Studies						●			●

High School End of Course Exams:
English 1, English 2, (including Reading and Writing)
Algebra 1, Biology, US History

STAAR is currently going through a redesign to make it align more closely with classroom instruction

Transition to online assessments

Allows students to receive accommodations like they get in the classroom and provides faster results to support accelerated learning.

Addition of new item types

New, non-multiple-choice questions are more like the kind teachers ask in class and give students more ways to show understanding.

Incorporation of cross-curricular passages in RLA

Reading comprehension test questions reference topics that students have learned about in other classes.

Inclusion of writing on all RLA assessments

Combined reading and writing tests better support the interconnected way these subjects are taught.

TEA will continue working closely with educators to implement these changes in the 2022-23 school year

A-F Texas Public School Accountability System

When evaluating districts or high school campuses for A- F, it is more than looking at the STAAR test. We are looking at the percentage of students that are **prepared for college** as evaluated on the SAT or AP exams. Kids taking **dual credit classes**. How many kids are prepared to go right into industry in a way that will **advance their career**.

A-F Texas Public School Accountability System

A-F
TEXAS PUBLIC SCHOOL
ACCOUNTABILITY SYSTEM

Accountability Domains

BEST OF STUDENT ACHIEVEMENT OR SCHOOL PROGRESS: 70% **+** **30%**

STUDENT ACHIEVEMENT
Evaluates the performance across all subjects for all students on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

SCHOOL PROGRESS
Measures campus outcomes in two areas: number of students that grew at least one year academically and achievement of all students with economically disadvantaged percentages.
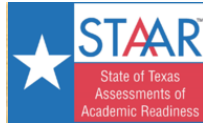
CLOSING THE GAPS
Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.
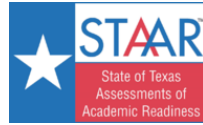
STUDENT ACHIEVEMENT

SCHOOL PROGRESS

CLOSING THE GAPS

Elementary School

Middle School

High School

District

STAAR — State of Texas Assessments of Academic Readiness — 100%

STAAR — State of Texas Assessments of Academic Readiness — 100%

STAAR — State of Texas Assessments of Academic Readiness — 40%

STAAR — State of Texas Assessments of Academic Readiness — 40%
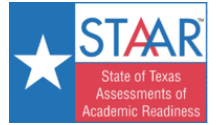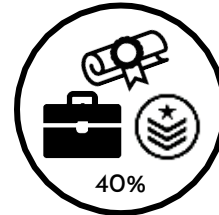
STUDENT ACHIEVEMENT

Evaluates the performance across all subjects for all students on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

+ 40% +

40% +

20%

20%

STUDENT ACHIEVEMENT

SCHOOL PROGRESS

CLOSING THE GAPS

College Ready

- Meet **TSI criteria** in reading and mathematics (SAT/ACT/TSIA/College Prep course)
- Meet criteria of 3 on **AP** or 4 on **IB exams**
- Complete **dual credit** courses (9 hours or more in any subject or 3 hours or more in ELA or mathematics)
- Earn an **associate's degree**
- Complete and qualify for college credit in any subject **OnRamps** course

CCMR Outcomes Bonus

1. Meet **TSI criteria** in reading and mathematics (SAT/ACT/TSIA), **AND**
2. Earn an **associate's degree** or **enroll** in college by fall after graduation

STUDENT ACHIEVEMENT

SCHOOL PROGRESS

CLOSING THE GAPS

Career Ready 💼

- Earn an **industry-based certification**
- Earn a **Level I or Level II** certificate
- Complete **coherent sequence** of coursework aligned with certification*

Special Education Students:
- Graduate with **completed IEP and workforce readiness**
- Graduate under an **advanced degree plan**

CCMR Outcomes Bonus 💵

1. Meet **TSI criteria** in reading and mathematics (SAT/ACT/TSIA), **AND**
2. Earn an **industry-based certification** or earn a **Level I** or **Level II certificate**

Industry Certifications

- State, nationally, or internationally recognized
- End of program
- Stackable
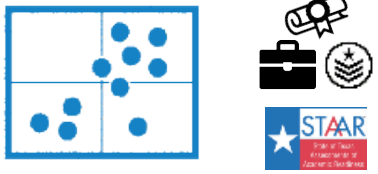- Valuable for industry

245

Domain III
Closing the Gaps

Student Groups

- All students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-continuously Enrolled

Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)

- Growth in Reading and Mathematics (Elementary and Middle Schools)

- 4-year Federal Graduation Rate (High Schools, K-12, and Districts)

- College, Career, and Military Readiness (High Schools, K-12, and Districts)

- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)

- English Language Proficiency Status

STUDENT ACHIEVEMENT

SCHOOL PROGRESS

Academic Growth

Relative Performance

CLOSING THE GAPS

BEST OF:

Grade

Grade

Grade

BEST OF:

70% + 30% = FINAL GRADE

A-F Texas Public School Accountability System

Example of Calculating an Overall Rating

Scaled scores were created to align letter grades and scores used in the A-F academic accountability system to the common conception of letter grades.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		**89**	70%	62.3
School Progress Part A	84	**84**			
School Progress Part B	72				
Closing the Gaps	**81**			30%	24.3
				Overall Score	**87**
				2019 Overall Rating	**B**

Each school and district has a story.

Learn more about your school or district.

Search for your school or district below for an in-depth look into how they are performing in different areas.

🔍 Enter a School or District Name

or

📍 Enter Your Address

Browse Texas Schools

Browse Texas Districts

View A-F Resources

Academic Goals
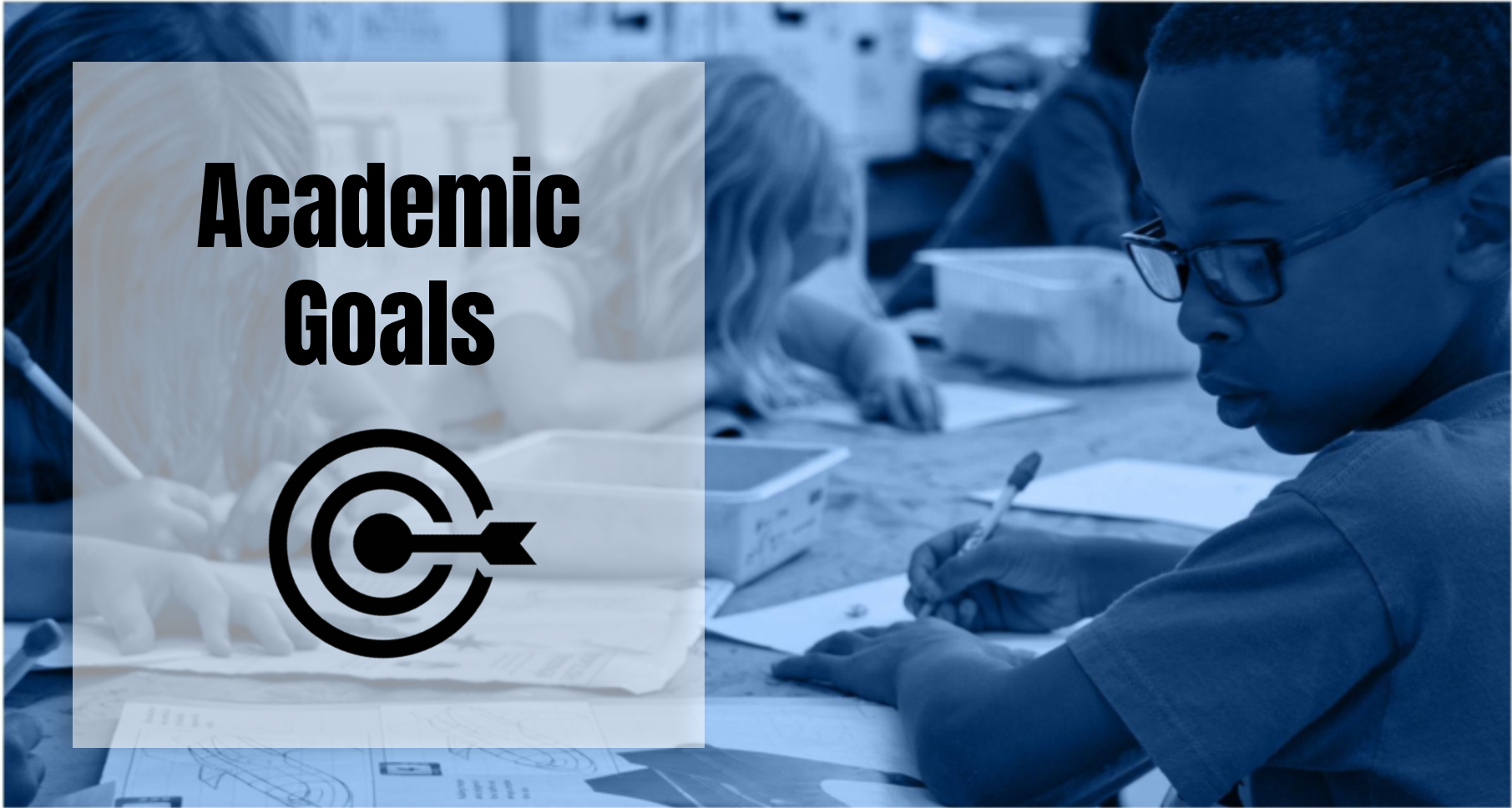
60x30TX

60x30 Educated Population

By 2030, at least 60 percent of Texans aged 25-34 will have a certificate or degree

Completion

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's or master's from an institution of higher education in Texas

Marketable Skills

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills

Student Debt

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions
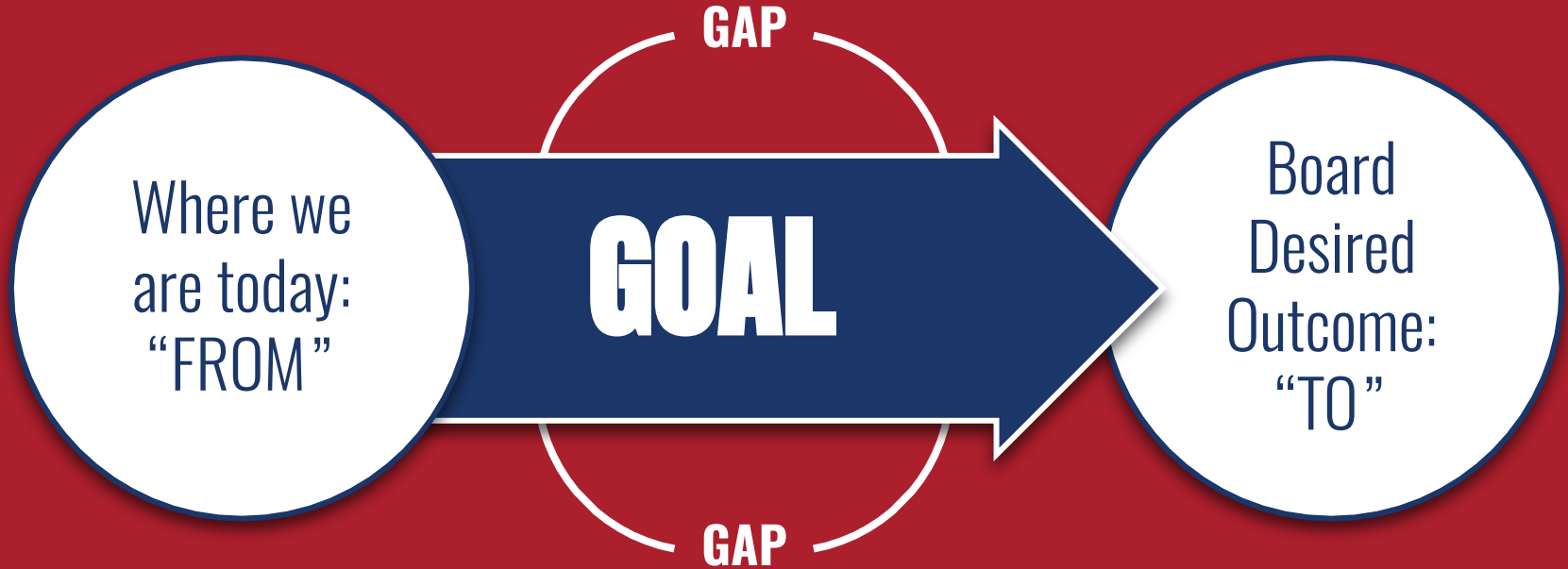
HB 3 Provides Direction for Goal Setting

House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieves goals in three areas:

1. Early Childhood Literacy

2. Mathematics Proficiency

3. College, Career, and Military Readiness
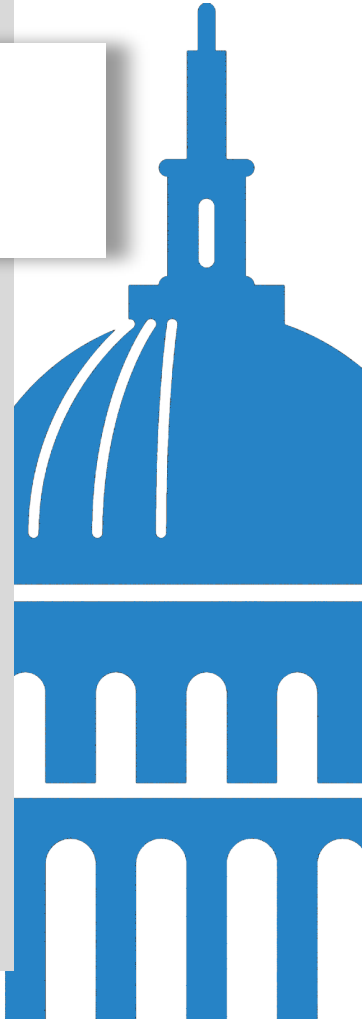
HB 3 Brings Focus to Three High Leverage Areas

1. **Early Childhood Reading**
   a. PK-3 "Learn to Read"
   b. 4-12 "Read to Learn"

1. **Early Childhood Math**
   a. PK-3 Foundational Skills

3. **College, Career, Military Readiness**
   a. Addresses Grades 4-12 learning
   b. Life after High School
   c. Earn a seat at the college or university of choice
   d. A license or certification for a career
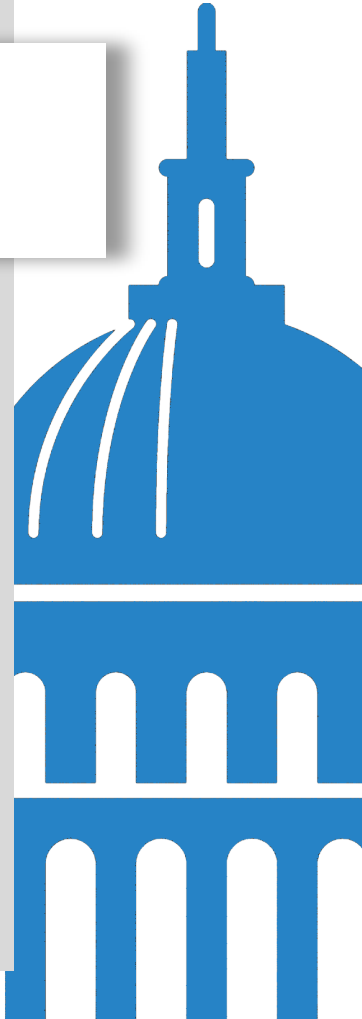
Student Outcome Goals or Board Goals
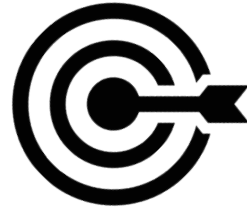
Student Outcome Goals:

Student outcomes that describe what students know or be able to do.

- Includes a baseline, target, population, and deadline
- They challenge the organization
- Require adult behavior change
- Superintendent's first priority for resource allocation
- Influenceable by the superintendent

The Essentials for Robust Goals: S•M•A•R•T
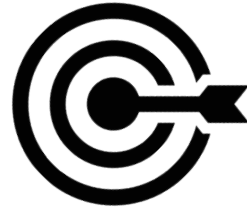
Specific
Measurable
Attainable
Relevant
Timebound

Population: The group of students who will be impacted and/or who are being measured.

Baseline: Goal starting point. Used for comparing and monitoring growth.

Target: Goal desired future state.

Deadline: Month and year when the measure will reach the target.

Which goal drives student performance best?

Increase the percentage of students reading on grade level.

The percent of students who score at the Meets level or above in 3rd grade reading will grow from 47% to 60% by June 2024.

| GOAL 1 | Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 52% by August 2025. | | | | | | | | | |

TARGETS	ALL	AA	A	H	W	ED	SE	EL	CE	NCE
Baseline	39%	37%	42%	39%	40%	32%	20%	30%	42%	36%
August 2021	41%	39%	44%	41%	42%	35%	22%	33%	44%	38%
August 2022	43%	42%	46%	43%	44%	38%	24%	36%	47%	40%
August 2023	46%	45%	49%	46%	47%	41%	26%	39%	50%	42%
August 2024	49%	48%	52%	49%	50%	44%	28%	42%	53%	44%
August 2025	52%	51%	55%	52%	53%	47%	30%	45%	56%	46%

Goal Progress Monitoring
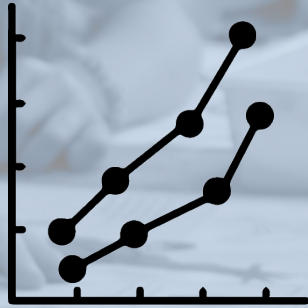
How does the Board know progress is being made?
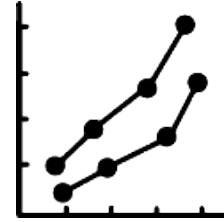
Types of Assessments

August ⬤━━━━━━━━━━━━━━━━━━━━━━━━━⬤ May

Summative:	Tests		Finals		STAAR
Interim:		Benchmark		Benchmark	
Formative:	Quiz	Assignment	Project	Homework	Checks

Academic Progress
Goal Progress Measures
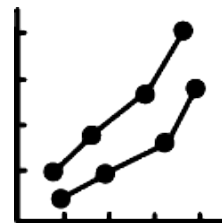
Monitoring vs. Tracking – "What needs to be done"
- Stay the Course
- Course Correct

Goal Progress Measures: Specific indicators used to determine if the Student Outcome Goal is likely to be met or not.
- GPMs include a **baseline**, **target**, **population**, and **deadline**
- **Predictive** of the goal
- **Influenceable** by the Superintendent

GPM 1.1: The percent of K through 3rd grade student that score on grade level in phonemic awareness will increase from 50% to 64% by June 2025.

TARGETS	ALL	AA	A	H	W	ED	SE	EL	CE
Baseline	50%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2021	52%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2022	54%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2023	57%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2024	60%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2025	64%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

GPM 1.2: The percent of K through 3rd grade students that score on grade level in reading comprehension will increase from 48% to 62% by June 2025.

TARGETS	ALL	AA	A	H	W	ED	SE	EL	CE
Baseline	48%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2021	50%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2022	52%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2023	55%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2024	58%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2025	62%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

GPM 1.3: The percent of K through 3rd grade students that score on grade level in reading fluency will increase from 48% to 62% by June 2025.

TARGETS	ALL	AA	A	H	W	ED	SE	EL	CE
Baseline	48%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2021	50%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2022	52%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2023	55%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2024	58%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
June 2025	62%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Monitoring Progress
Monitoring Calendar
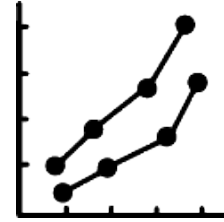
Schedule for student outcome goals and progress measures reported to the Board and leadership evaluations/conferences are conducted.

1. Monitors each goal at least 4 times per year.
2. Monitors no more than 2 student outcome goals per month.
3. Incorporated into Board Meeting Agendas and Planning Calendar

Texas students in special population categories
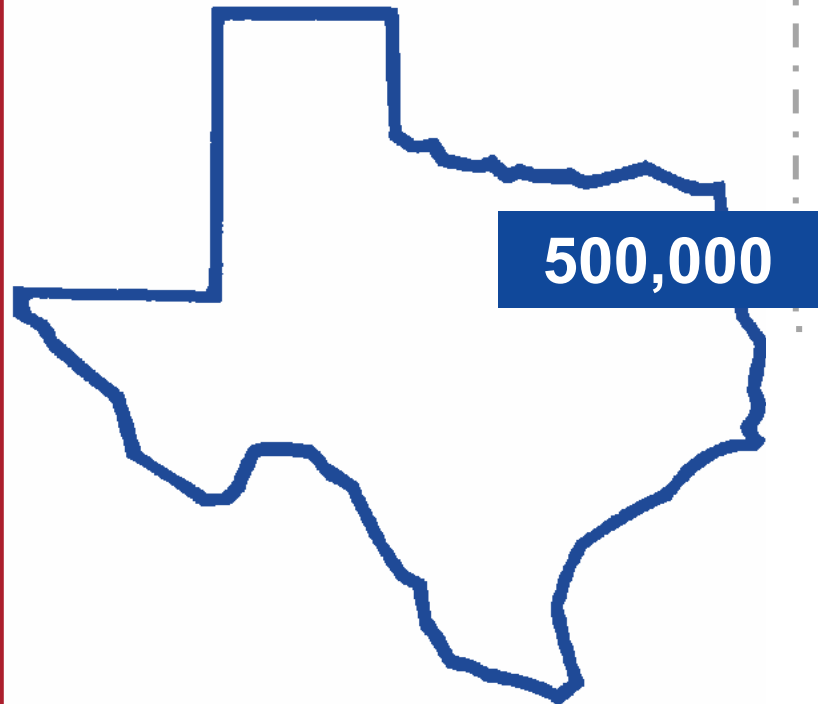
500,000

Emergent Bilingual Students/ English Learners – 20%

Students in Special Education – 11%

Gifted and Talented – 8%

504 **Students in Section 504 – 7%**

Person-first language puts the person before the disability, and describes what a person has, not who a person is.

Person-first language

✓ Student(s) receiving special education services

✓ Students with disabilities

✓ Student with a learning disability

✓ Student with autism, student who has autism

✓ Student who is deaf, student who is hard of hearing

Labeling language

✗ SPED students, special needs students, students with special needs

✗ Disabled students, sped students, students with special needs

✗ Learning-disabled student, student **is** learning-disabled

✗ Autistic student

✗ Deaf student, Hard of Hearing Student, Auditory Impaired, Aided student

What is Least Restrictive Environment (LRE)?

As noted in 19 TAC §89.63 LRE provides placement options, instructional arrangements and settings such as Mainstream, Resource Room, Self-Contained, Homebound, or residential facility.

Goal of LRE: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.

The 13 Eligibilities and Acronyms

VI-Visual Impairment	AU-Autism	ID-Intellectual Disability	SI-Speech Impairment	TBI-Traumatic Brain Injury
OHI-Other Health Impairment	DHH-Deaf/Hard of Hearing	MD-Multiple Disabilities	ED-Emotional Disturbance	OI-Orthopedic Impairment
	SLD-Specific Learning Disability	DB-Deaf-Blind	NCES-Non-categorical Early Childhood	

Serving Emergent Bilingual Students in Texas

Texas students in special population categories
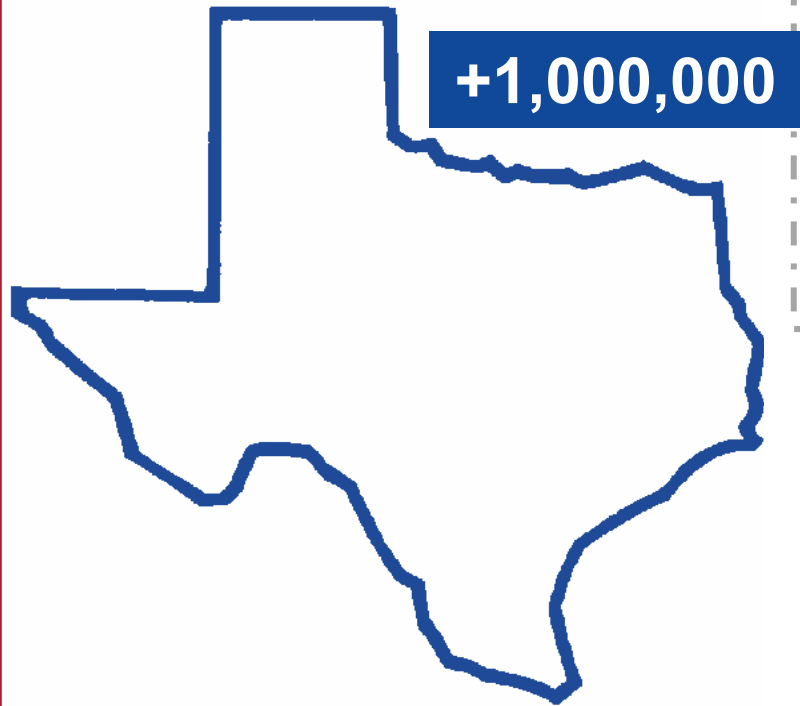
+1,000,000

Emergent Bilingual Students/ English Learners – 20%

Students in Special Education – 11%

Gifted and Talented – 8%

504 **Students in Section 504 – 7%**

Six State-Approved Program Models for EBs

Identified EB students' families deny services — 4%

English as a Second Language (ESL) Program Models
- ESL Pull-Out — 36%
- ESL Content-Based — 14%

Bilingual Education (BE) Program Models
- Transitional Early Exit — 21%
- Transitional Late Exit — 4%
- Dual Language Immersion One-Way — 15%
- Dual Language Immersion Two-Way — 6%

TAC §89.1210 (c) and (d)

Highly Effective School Boards

Do School Boards Matter?

The Effect of School Boards on Student Achievement

To determine whether actions by this group (the school board)...

...has any effect on the achievement of this group (students).

Do School Boards Matter?

Research Proves:
What Happens in the Boardroom Impacts Student Performance

Board Behavior Traps:

- Poor individual meeting preparation
- Board disarray
- Unfocused
- Micromanaging vs. Oversight

- Personal Agendas
- Not respectfully listening to colleagues
- Less time on student achievement
- Less focus on policy

Source: Dr. Thomas Alsbury

High Performing School Boards

- Had more orderly board meetings

- Spent more time talking about student achievement

- Respectfully & attentively engaged with all speakers

- Did not have members trying to advance their own agendas

- Had effective relationships among the team

- Had all trustees thoughtfully consider input from the superin-tendent

- Did not have just one or two members talk excessively throughout the meeting

"The Main Thing is the Main Thing"

ACADEMICS

Curriculum and Instruction

COVID

Teachers & Staff

Extra-Curricular

Facilities

Team of 8 Positive Messaging

- Anchor the message - How 'This' impacts academics

- Consistency of messaging becomes essential

- Appropriate Team of 8 "Communication Lanes" for Stability, Predictability and Consistency to staff and community

- Rule of 3: Times, People, Places

- "10 x 10 x 10"

Positive Messaging: Superintendent

Anchor Message:
We are doing "_____" to support academic achievement for our students.

Superintendent Communication Lane:

Communicator Leadership for Messaging

- Spokesman for the district

- Creates a central and clear list of priorities

- "Head cheerleader" for district results & success

Positive Messaging: Board of Trustees

Anchor Message:
We are doing "_____" to support academic achievement for our students.

Board Communication Lane:

Support the District Messaging

- Appropriate Board messaging within the Board's role
  - Emphasize and link discussions to academics in meeting discussions
  - Ask "How" initiative/program will be messaged to the community
- Support district messaging
- Follow *Board Operating Procedures* for member communication
- Guide the community in engaging with the district

How does the Board . . .

- **<u>Assure</u>** high expectations for student learning?
- **<u>Ensure</u>** that the district is accountable for student success?
- **<u>Create</u>** conditions for student and staff success?
- **<u>Engage</u>** the local community?
- **<u>Demonstrate</u>** responsible school district governance?

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 Set Clear Expectations and Goals

2 Create Conditions for Success

3 Accountability Driven

4 Build Collective Will

5 Learn and Lead Together as a Team

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 **Set Clear Expectations and Goals**

- What are our desired student outcomes?
- Commitment to Vision and Mission
- Board Academic Goals

2 **Create Conditions for Success**

3 **Accountability Driven**

4 **Build Collective Will**

5 **Learn and Lead Together as a Team**

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 Set Clear Expectations and Goals

2 Create Conditions for Success

- What must be supported for success?
- Policy
- Curriculum and Instruction
- Teachers and Staff
- Allocating resources thru the Budget

3 Accountability Driven

4 Build Collective Will

5 Learn and Lead Together as a Team

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 **Set Clear Expectations and Goals**

2 **Create Conditions for Success**

3 **Accountability Driven**
- Focus on Academic Success
- What data will we use?
- Disciplined Progress Monitoring

4 **Build Collective Will**

5 **Learn and Lead Together as a Team**

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 Set Clear Expectations and Goals

2 Create Conditions for Success

3 Accountability Driven

4 Build Collective Will
- What do we need to do to gain community support?
- Engage, inform, and involve the community

5 Learn and Lead Together as a Team

Do School Boards Matter?

High Performing Boards Deliver High Academic Achievement for All

1 Set Clear Expectations and Goals

2 Create Conditions for Success

3 Accountability Driven

4 Build Collective Will

5 Learn and Lead Together as a Team

- Individual commitments
- What information do we need as a team to ensure best decisions are made?

Building Personal CAPACITY as a Board Member

Do School Boards Matter?

Building Personal CAPACITY as a Board Member

Do School Boards Matter?

Personal Knowledge

Subject knowledge of curriculum, instruction, finance, professional development, technology, and human resources to inform trustee decision making

Do School Boards Matter?

Building Personal CAPACITY as a Board Member

Academic Focus
Focus on student goals and performance to improve student learning

Personal Knowledge
Subject knowledge of curriculum, instruction, finance, professional development, technology, and human resources to inform trustee decision making

Do School Boards Matter?

Building Personal CAPACITY as a Board Member

Work Practices — The number of personal hours invested by activity: Meeting preparation • Meetings • Training hours • Event attendance • Intentional campus visits

Academic Focus — Focus on student goals and performance to improve student learning

Personal Knowledge — Subject knowledge of curriculum, instruction, finance, professional development, technology, and human resources to inform trustee decision making

Role of a
Councilman

Governed by individual actions

Represents individuals or groups

Administrator role

Guided by personal experiences, personal perspectives and special interests

VS.

Role of a
Trustee

Functions as part of a team

Represents all students and district

Oversight role

Guided by student performance goals, data and personal subject knowledge

Team of 8 Systems Priorities

Team of 8 Board Roles & Responsibilities Review
Agreed upon Board Operating Procedures
Regular Board Self-assessment
Superintendent Evaluation Process

Implementing Team of Eight Systems for
Stability • Predictability • Unity • Results

Board Operating Procedures Purpose

- Define clearly how to carry out regular Board systems and tasks

- Establish procedural rules governing the operations of the Board

- Define Board expectations with regard to Trustee conduct

Implementing Team of Eight Systems for
Stability • Predictability • Unity • Results

Board Operating Procedures Deliverables

- Provides predictability and consistency for:
  - Board and Team of Eight
  - Staff and the District

- The Board's agreed-upon procedures for "how we will work on the work"

Team of 8 Systems Priorities

Team of Eight Foundation Presentation
Agreed upon Board Operating Procedures
Regular Board self-assessment
Superintendent Evaluation Process

"One Word"