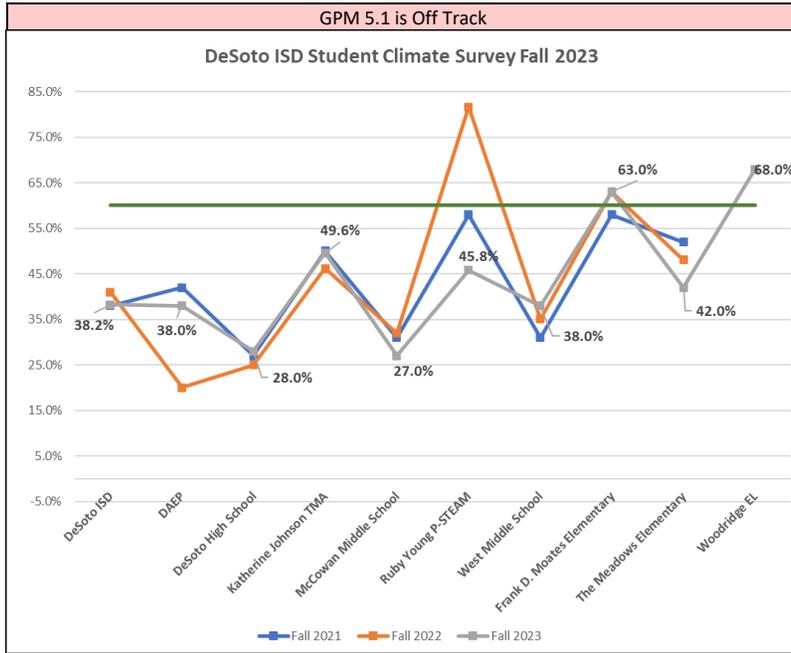


Constraint 5: The superintendent will not allow culture & climate to fall below the nationally normed 80th percentile on satisfaction per survey data amongst students and staff with at least 70% respondents.

GPM 5.1: The percentage of overall positive responses on the School Climate questions for students on the Panorama survey will increase from 39.1% in December 2019 to 71.3% in May 2025.



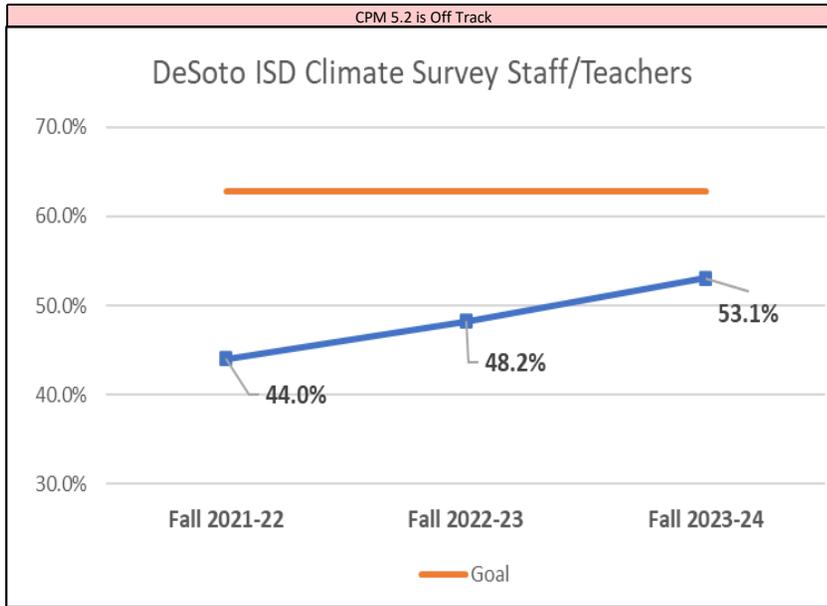
Campus Group Targets						
	23-24 Total # of Student Participants	23-24 MOY % of Students w/Positive Responses	22-23 MOY % of Students w/Positive Responses	Diff MOY (23-24 to 22-23)	23-24 Board Target %	% Distance from Board Target
DeSoto ISD	3209	38.2%	41.0%	-2.8%	60.0%	-21.8%
DAEP	20	38.0%	20.0%	18.0%	60.0%	-22.0%
DeSoto High School	1203	28.0%	25.0%	3.0%	60.0%	-32.0%
Katherine Johnson TMA	351	49.6%	46.2%	3.4%	60.0%	-10.4%
McCowan Middle	390	27.0%	32.0%	-5.0%	60.0%	-33.0%
Ruby Young P-STEAM	193	45.8%	81.6%	-35.8%	60.0%	-14.2%
West Middle School	369	38.0%	35.1%	2.9%	60.0%	-22.0%
Frank D. Moates	406	63.0%	62.9%	0.1%	60.0%	3.0%
The Meadows	235	42.0%	48.1%	-6.1%	60.0%	-18.0%
Woodridge EL	43	68.0%	*	*	60.0%	0.08

MOY Participation 2023-24 compared to EOY Participation 2022-23				
	2023-24		2022-23	
DeSoto ISD	3218/4594	70.0%	3445/4924	70.0%
DHS	1207/2071	58.3%	1493/2204	67.7%
KJ TMA	352/364	96.7%	305/430	70.9%
McCowan MS	391/679	57.6%	727/787	92.4%
RY STEAM	193/202	95.5%	173/173	100.0%
West MS	370/396	93.4%	367/442	83.0%
Moates EL	407/528	77.1%	472/522	90.4%
Meadows EL	235/280	83.9%	322/366	88.0%
Woodridge EL	43/43	100.0%		

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

Constraint 5: The superintendent will not allow culture & climate to fall below the nationally normed 80th percentile on satisfaction per survey data amongst students and staff with at least 70% respondents.

GPM 5.2: The percentage of overall positive responses on the School Climate questions for School Staff and Teachers on the Panorama survey will increase from 39.8% in December 2019 to 75.2% in May 2025.



	Campus Group Targets					
	23-24 Total # of Staff/Teacher Participants	23-24 MOY % of Participants w/Positive Responses	22-23 MOY % of Participants w/Positive Responses	Diff MOY (23-24 to 22-23)	23-24 Board Target %	% Distance from Board Target
DeSoto ISD	559	53.1%	48.2%	4.9%	62.8%	-9.7%
DeSoto ISC	66	51.0%	51.2%	-0.2%	62.8%	-11.8%
DeSoto Campus Staff	493	53.4%	47.7%	5.7%	62.8%	-9.4%
DAEP	14	41.4%	60.0%	-18.6%	62.8%	-21.4%
DeSoto High School	100	31.8%	34.4%	-2.6%	62.8%	-31.0%
Katherine Johnson TMA	40	66.9%	63.3%	3.6%	62.8%	4.1%
McCowan Middle School	39	74.0%	81.7%	-7.7%	62.8%	11.2%
Ruby Young P-STEAM	32	60.3%	55.2%	5.1%	62.8%	-2.6%
West Middle School	45	39.2%	43.1%	-3.9%	62.8%	-23.6%
Frank D. Moates Elementary	43	59.7%	56.3%	3.4%	62.8%	-3.1%
The Meadows Elementary	40	50.0%	46.2%	3.8%	62.8%	-12.8%
Cockrell Hill Elementary	49	65.6%	32.9%	32.7%	62.8%	2.8%
Woodridge Elementary	42	57.9%	47.4%	10.5%	62.8%	-4.9%
Amber Terrace ECLC	52	66.1%	*	*	62.8%	3.3%

MOY Participation 2023-24 compared to MOY Participation 2022-23				
	2023-24		2022-23	
	DeSoto ISD	494/603	81.9%	604/646
DeSoto ISC	66/177	37.3%	86/226	38.1%
DAEP	14/14	100.0%	9/13	69.2%
DHS	101/191	52.9%	181/196	92.3%
KJ TMA	40/44	90.9%	49/49	100.0%
McCowan MS	39/58	67.2%	71/77	92.2%
RY PSA	32/32	100.0%	29/33	87.9%
West MS	45/48	93.8%	51/54	94.4%
Moates EL	43/47	91.5%	48/50	96.0%
Meadows EL	40/40	100.0%	39/43	90.7%
Cockrell Hill EL	49/49	100.0%	70/74	94.6%
Woodridge EL	39/39	100.0%	57/62	91.9%
Amber Terrace ECLC	52/53	98.1%	*	*

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

Continuous Improvement Report - Panorama Culture Data

School Year: 2023-24

Semester: Fall

Major Finding	Who	Analysis	Next Steps
<p>The data demonstrates a 2% increase related to emotion regulation which indicates how well students regulate their emotions. Additionally, the data also shows how the district remained steady in areas related to positive feelings, grit, mindset and challenging feelings.</p>	<p>3rd through 5th Grade Students Student SEL Competencies</p>	<p>Glow data points for 3-5: * The district saw a minimum of a 2% increase in all questions under emotion regulation which lead to 45% percent of students responded favorably. * Frank D. Moates saw a 5% increase in emotion regulation.</p> <p>Grow data points for 3-5: * There was a 5% decrease under grit, specifically when asked "How often do you stay focused on the same goal for more than 3 months at a time". * 44% of students responded favorably when asked "During the past week, how often did you feel worried", which is a 3 percent decrease from fall 2022.</p>	<p>1) Student Services will collaborate with the Executive Director of School Improvement and school leadership to identify opportunities through the panorama playbook to specifically strengthen teacher-student relationships. These strategies will be embedded into the Campus Professional Development plan.</p> <p>2) The Superintendent will meet with members of the Superintendent student advisory group to discuss survey data and strategies for improvement from the students' perspective.</p>
<p>The data shows the district increased 2% in school climate with 55% of students responding favorably. Furthermore, the data indicates small decreases in engagement, sense of belonging and rigorous expectations.</p>	<p>3rd through 5th Grade Student Supports + Environment</p>	<p>Glow data points for 3-5: * The data shows that 70% or more students responded favorably to all categorical questions centered around rigorous expectations. * Woodridge Fine Arts Academy lead all campuses and reported 68% of favorable responses in school climate.</p> <p>Grow data points for 3-5: * While rigorous expectations remain high with overall 75% of student responding favorably, there was a decrease of 5% from Spring 2023. * When asked "how often does your teacher make you explain your answers" 70% of students responded favorably however, this was a 10% decrease from spring 23.</p>	<p>1) Panorama Coordinator in collaboration with teaching and learning department will plan and implement professional learning opportunities for rigorous learning expectations.</p> <p>2) The Superintendent, Chief Academic Officer, and the district Panorama Coordinator, will meet periodically to progress monitor established interventions for each campus to address rigorous expectation, and focused learning.</p>

<p>The data displays that grades 6-12 increased by 1% in favorable responses in the respective categories of both, positive and challenging feelings while remaining steady in all other categories including grit, growth mindset, and emotion regulation.</p>	<p>6th through 12th Grade Students Students Student SEL Competencies</p>	<p>Glow data points for 6-12: * 74% students responded favorably when asked how often do you feel excited which is a 3% increase from fall 2022. * West Middle School lead all campuses with 61% of students responding favorably when asked about positive feelings.</p> <p>Grow data points for 6-12: * While the district did increase in positive and challenging feelings amongst the 6-12 grade level, there was no increase in all remaining categories including grit, growth mindset, and emotion regulation.</p>	<p>1) The Chief Academic Officer, Executive Director of School Improvement and the district panorama coordinator will host intervention and professional learning opportunities with targeted staff focus groups that will yield vital feedback for campus leaders and teachers to improve student SEL growth by utilizing the panorama playbook and other frameworks.</p>
<p>Reports indicate that overall district saw decreases between 1-3% in all categories including rigorous expectation, cultural awareness and action, Teacher-student relationships, sense of belonging, school climate, and engagement.</p>	<p>6th through 12th Grade Students Student Supports + Environment</p>	<p>Glow data points for 6-12: * There was a 2% increase from spring '23 in favorable responses when asked "How often do your teachers make you explain your answers". Data indicates that 57% of students responded favorably. * Katherine Johnson TMA lead all campuses with 74% of students responding favorably to questions centered around rigorous expectations. * 73% of students responded favorably when asked "how many of your teachers are respectful towards you".</p> <p>Grow data points for 6-12: * Reports indicate that only 32% of students responded favorably when asked "how often do your teachers seem excited to be teaching your classes" which is a 4% decrease from spring '23. * Only 35% of students believe their teachers will be concerned when asked "If you walked into class upset, how many of your teachers would be concerned".</p>	<p>1) The Chief Academic Officer, and other members of school leadership and the department of teaching and learning will continue with targeted staff focus groups through professional learning that will yield vital feedback for campus leaders and teachers to increase the excitement factor and teacher-student relationships by utilizing the panorama playbook.</p>

<p>Overall ISC increased anywhere between 5-10% in all categories including well-being, professional learning, and school climate with the most notable increase of 10% coming in professional learning.</p>	<p>ISC Staff</p>	<p>Glow data points for ISC: * Data reflects a overall 10% increase in professional learning. * There was a 20% increase in well-being when asked "How often do you feel hopeful and happy at work". * 70% of ISC staff responded favorably when asked "How respectful are the relationships between staff". This was a 7% increase from spring '23.</p> <p>Grow data points for ISC: * 45% of staff are trusted quite a bit or a tremendous amount when asked "To what extent are staff trusted to work in the way they think is best". This is a 1% percent decrease from spring '23. * "When asked how much does your work matter to you" 98% of ISC staff responded favorably, however, this is a 2% decrease from spring '23.</p>	<p>1) As a response, the district has created district culture and climate committee, through this committee the Superintendent will grow staff relationships to by engaging activities that increase trust and sense of belonging amongst ISC staff.</p>
<p>Overall school staff at campuses saw an increase anywhere between 2-10% all categories including belonging, well-being, staff-family realtionships, school climate, professional learning, and feedback and coaching.</p>	<p>School Staff</p>	<p>Glow data points for School Staff: * 64% of school staff members responded favorably when asked about how respectful are the relationships between staff and students. * The district saw a 10% increase from spring '23 "when asked how positive is the work envionrment" at their respective campus.</p> <p>Grow data points for School Staff: * There was a 1% decrease centered the usefulness and frequency of the feedback recieved on their campus. * Only 71% of school staff members feel effective at thier jobs right now, which is a 1% decrease from spring '23.</p>	<p>1) The Chief Academic Officer will work with the district panorama coordinator and professional learning department to callaborate and incorporate opportunities for teachers and staff members to have input on creative effective ways to individualize professional development, feedback and work effectiveness.</p>
<p>There was a minimum of a 5% increase in 3 out of 7 categories including feedback and coaching, professional learning, and school climate.</p>	<p>Teachers</p>	<p>Glow data points for Teachers: * With a 8% percent increase in feedback and coaching from spring '23. * 10% increase when ask "how much feedback do you recieve on your teaching". * "When asked "how relevant have your professional development opportunities been to the content you teach" the district saw a 11% increase from fall spring '23 with 51% of teachers responding favorably.</p> <p>Grow data points for Teachers: * 37% of teachers responded favorably when asked "how much input do you have into individualizing your own professional development opportunities", which is a 1% percent decrease from spring '23 administration. * Though 78% of teachers responded favorable when asked "how much respect do colleagues in your school show", there was a 3% decrease from spring '23.</p>	<p>1) The Chief Academic Officer will work with student services, district panorama coordinator and the professional learning department to callaborate and incorporate opportunities for teachers to have input on creative effective ways to individualize profesional development and engaging activites.</p>

<p>The data demonstrates a continued improvement at the classroom level relating to climate, emotion regulation, professional learning and coaching and feedback. School leadership will continue to support campus leadership in strategically implementing best practices to positively impact culture and climate.</p>	<p>Campus Leadership</p>	<p>Overall, campuses have improved in the feedback and coaching with teachers and school staff. In addition, campus leadership remains on the steady incline with school climate and professional learning. Furthermore campus leadership will continue to support student initiatives by engaging students to increase cultural awareness and excitement.</p>	<p>1) Campus Leadership will utilize data to update the Culture and Climate goal in the Campus Improvement Plan. Performance objectives will be created to address the topics that are identified.</p> <p>2) Campus Leadership will incorporate strategies from the Panorama Playbook when addressing performance objectives.</p>
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Summary

The fall 2023 data indicates that the district has improve drastically in professional learning and feedback and coaching, which were identified as areas of growth. The district also increased in emotion regulation in grades 3-5 which indicates the effectiveness of campus lead SEL practices across the district. Furthermore the district increased in school climate, which has been indentified as area of growth and a district constraint. Looking ahead, we must continue our improvement by focusing on the following growth areas:

(1) Improve teacher-student relationships and student engagement as there was no increase in grades 3-5 and a decrease of 3% in grades 6-12.

(2) Improve student engagement and sense of belonging as data shows a steady decline in categories centered around teacher and student excitement.