

# Spring ISD | ACE Update – April 24, 2018

## ACE Reviews Latest Results for the District Targeted Improvement Plan

The Advisory Committee on Education received a third-quarter update on Tuesday on the district's Targeted Improvement Plan.

The Texas Education Agency required the district to develop a Targeted Improvement Plan (TIP) for the current school year after it failed to meet Performance Based Monitoring Analysis System (PBMAS) state expectations with our high school dual coded Career Technology Education (CTE) and special education and those who are identified as limited English proficient (LEP), as well as with our overall special education K-8 student population.

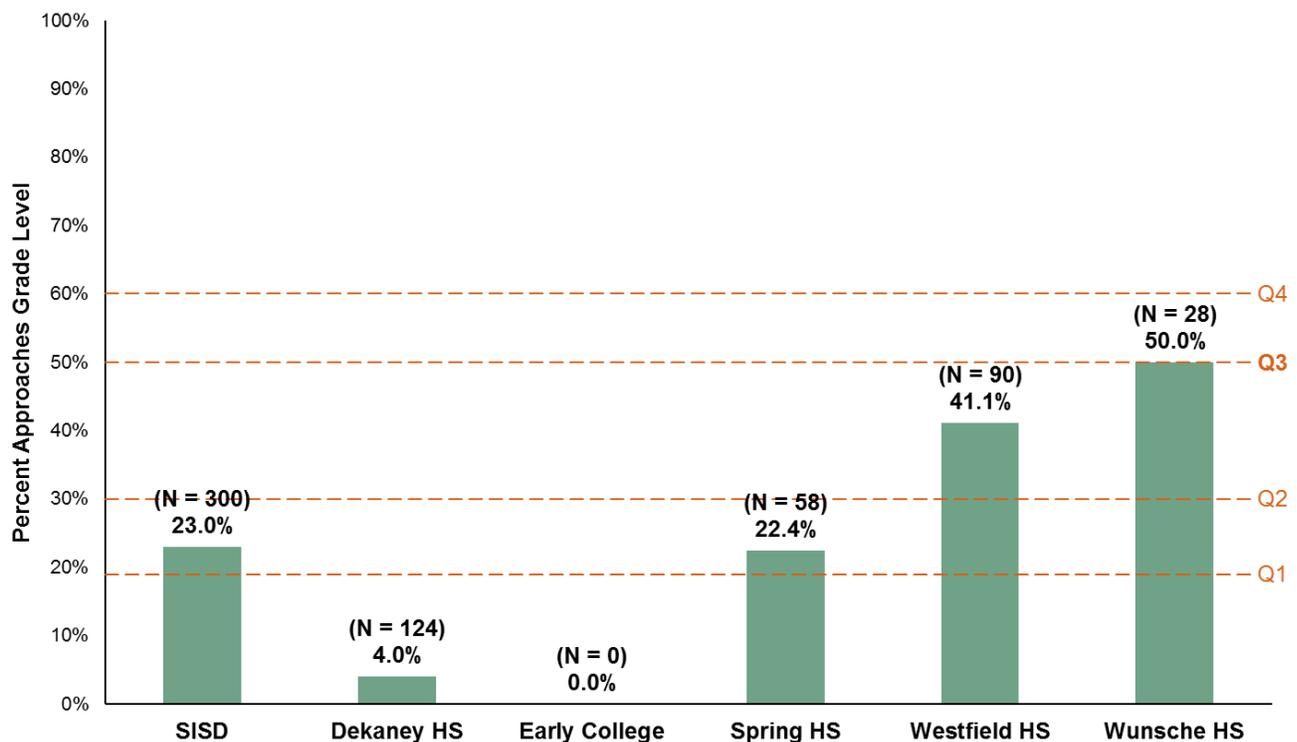
At the time the district wrote its improvement plan, the goal was to make the gains needed to hit the state benchmarks.

“This is probably the third time we’ve been looking at this data so let’s just jump in,” said Superintendent Rodney Watson. He spent the next 15 minutes reviewing the benchmark results.

In particular, he noted that with CTE Limited English Proficiency students, both Wunsche and Westfield high schools were getting closer to the English I goal, while noting that ongoing work was still needed at all the high schools to address gaps.

## Benchmark Results – Q3 Target: 50%

### CTE LEP English I



His review of the results for CTE LEP and Special Education in English II revealed that more progress is needed in those areas, as well, to bring performance up to state standards. Similar work is needed among the elementary and middle school grades in reading.

Superintendent Watson cautioned against teachers feeling discouraged by not hitting all the targets at this point, especially since there has been overall improvement. He noted that the emphasis on the TIP has also pushed the district to go deeper with general education students.

Chief of Staff Julie Hill agreed. "We set the goal very, very high ... but we have to keep in mind that we've made a lot of gains," she said. "There is an area called required improvement. If we make required improvement, we'd be happy."

At the last ACE meeting in March, teachers heard from campus leaders and teachers at four campuses that had been showing notable gains in their benchmark results. The schools are Bailey and Twin Creeks middle schools, and Link and Reynolds elementary schools.

Although each school had some unique approaches to working with Special Education and LEP students, there were common themes and highlights, including a focus on teamwork among the general education and inclusion teachers and a sense of priority for regular and strategic planning sessions.

## **Professional Development Survey Captures Needs and Wants of Teachers**

In early April, the district sent out more than 2,000 surveys to professional teaching staff members as part of a push to better align professional development offerings with what teachers say will help them move the needle on student achievement.

At the ACE meeting on Tuesday, members got to see the results of that survey, which drew nearly a 50 percent response rate from teachers.

"That's a huge response rate, given it's the first time we've surveyed teachers on professional development," said Miguel Perez, executive director of Strategic Planning.

The survey included 21 questions divided into two sections. The first section focused on teachers' rating their ability to implement a program, strategies, or a model based on professional development training that they received prior and/or during the 2017-18 school.

The second section focused on teacher opinions rating the professional development sessions that they want to see continued in 2018-19.

The goal was to gather feedback ahead of the summer, when much of the professional development training is offered. In addition, district administrators are currently mapping out the training that will be offered on the embedded professional development days during the 2018-19 school year.

Watson said the emphasis on professional development is part of the district's overall push to improve student achievement. He noted that more details would be brought to the ACE soon about a new, professional development department to enhance what is being offered to teachers.

The survey showed some clear preferences on what teachers are looking for, including more special education training, data tracking, classroom management, strategies on executing small group instruction, and intervention and restorative discipline practices.

Some teachers also expressed an interest in learning more about adding rigor to their classes. Hill told the ACE on Tuesday that the district is using some outside observers to visit classrooms across the district over the next few weeks to assess what rigor currently looks like in Spring ISD and make recommendations on how to enhance it.

"If they haven't been to your campus, I promise they will be there in the next couple of weeks," Hill said.

As the ACE reviewed the survey data, they also offered their own personal reflections on what additional professional development training should be considered. One teacher expressed interest in exploring different options for younger students, who aren't familiar with computers when using MAP. She said

students in early grades need supplemental resources and additional guidance to help prepare them for the beginning, middle and end of the year MAP screeners.

Another teacher said the district should focus on ensuring the quality of training, especially when using the “Train-the-Trainer” model.

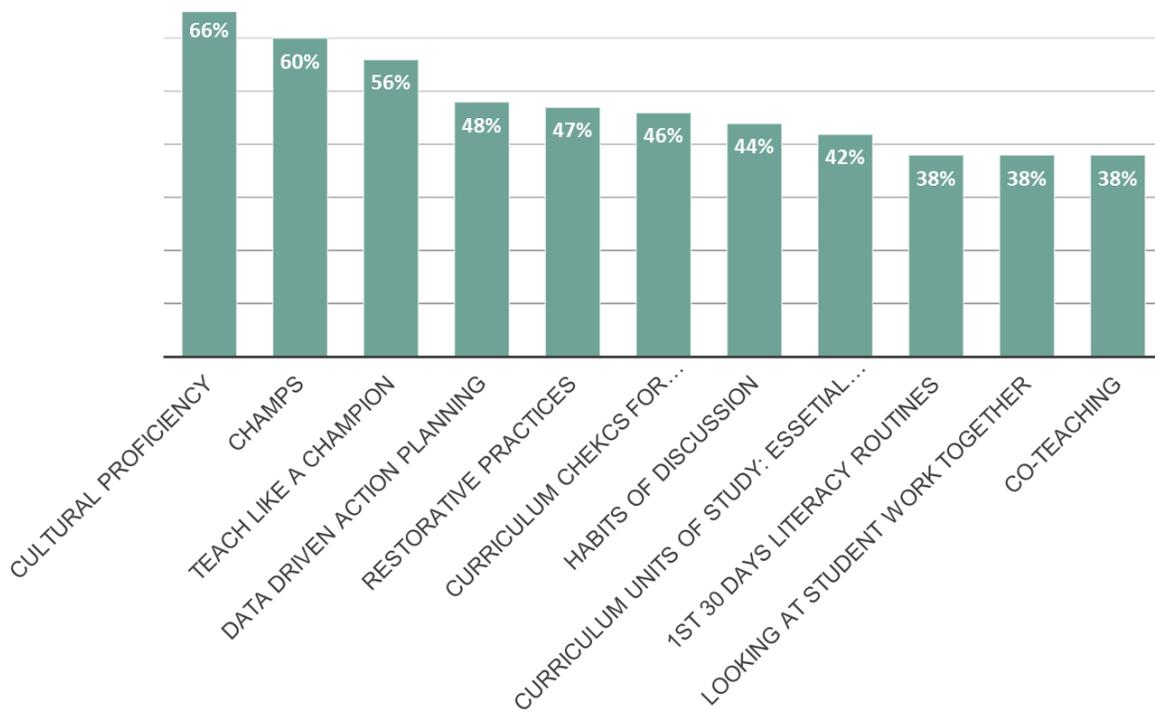
The ACE members also discussed restorative discipline practices and the possibility of bringing that training to all levels, including elementary.

On a related note, both Watson and Hill also asked for feedback from the group on the teacher coaches currently on their campuses. “If we’re going to provide coaches, we want to know your thoughts,” Hill said.

Teachers in the meeting agreed that coaches are needed and that their time needs to be protected to do actual instructional coaching, rather than other activities. Also expressed was the need to have more coaching at the Pre-K and elementary levels, as well as coaching for bilingual teachers.



The chart below summarizes in ranking order the preferred professional development sessions that teachers want to continue next year:



## **Campus Leaders to Set Elections for Next Year's ACE**

The ACE reviewed the policy that governs how members are selected to serve on the advisory group.

By the first Friday of May, each principal will provide opportunities on their campus to nominate and elect a representative and alternate to the group. Chief of Staff Hill encouraged current ACE members to let their principals and colleagues know if they are interested in serving another term.

Superintendent Watson said he wants to make sure ACE members are willing and able to attend the monthly meetings so all campuses can be represented.

## **Next ACE Meeting to be held in May**

The last ACE meeting of the 2017-18 school year will be held in May on a date to be determined. The agenda for that meeting will focus on planning out professional development trainings for the summer and upcoming school year.