

Instructional Services

Vision in Action (VIA)

Minutes
Wednesday, October 22, 2014



Meeting Conductors: Peggy Johnson, Dr. Charla Rudd and Linda Volz.

Members Present: Beth Aldridge, Dr. Valerie Baxter, Chris Borland, Kristen Chamblee, Lyndsie Davis, Cynthia Denmark, Lisa Drafahl, Amanda Endsley, Ann Garrett, Jeremy Gilbert, Leslie Harris, Brittany Hartley, Peggy Johnson, Aaron King, Joanie Moody, Dr. Terri Patterson, Michelle Ramos, Kristi Rizo, Candice Ross, Dr. Charla Rudd, Lisa Seawright, Dr. Sharon Shields, Shaunte' Stewart, Linda Volz, Marilyn Wilson, and Jennifer Wright.

Members Absent: Ashley Brittain, Ginny Ellis, Joanna Maloney, Jennifer Pharris, Michelle Provan, and Shasta Sneed.

Other(s) Present: Lori Lang, Recorder of Minutes.

WELCOME

Dr. Rudd called the meeting to order at 1:00 p.m. The committee was grouped by campus.

Reviewing of Committee Purpose

Dr. Rudd reviewed with committee members the purpose of this committee.

- Review data results achieved against plan of action established in the Campus Improvement Plans (CIPs) and the District Improvement Plan (DIP).
- Monitor district-wide implementation plans.
- Return to campus and talk about what we discuss here.
- You are the visionary, the lantern that filters information to everyone on your campus, from secretary to bus drivers.

Reviewing of Student Performance

Dr. Rudd provided a review on the 2014 Accountability System using a PowerPoint presentation that was presented on the screen. Handouts were also provided in the meeting packet. An explanation in how to understand the report was provided.

- Students not enrolled for 60 consecutive days are not on the report.
 - Students enrolled on the PEIMS fall snapshot date (the last Friday in October) are evaluated for ratings.
- Districts and campuses receive separate ratings.
 - The two ratings are Met Standard or Improvement Required.
- Data used to calculations each of the four Indices.
 - What it means to be at Level 1, Level 2, or Level 3.
 - Level 1 is unsatisfactory performance on the exam.
 - Level 2 calculates passing the exam.
 - Level 3 is equivalent to commended performance on the exam.
 - How to reach the target score and how to calculate points were reviewed.
 - One point is assigned for each percentage of tests at the Met or Exceeded progress level.
- **Index 1: Student Achievement** – Measures percentage passing (percentage of tests meeting the Performance Standard). Measures campus and district performance based on satisfactory student achievement combined over all subjects for all students.
 - We want to see students making progress in the different test areas and in each ethnic group.
 - Use tutorials and interventions to help students meet the 83% passing requirement for our district.
 - Do our DIP and CIPs identify who needs interventions?

- Are the expended funds providing improvement?
- Team members identified areas in the plan that addressed student achievement.
- **Index 2: Student Progress** – Measures percentage of students who Met Progress and percentage who Exceeded Progress. Measures student progress by subject and by student demographics: ethnicity, special education, and English Language Learners (ELLs).
 - Index measures growth from year to year.
 - Each campus has a target to reach. Districts target is 16.
 - Districts are rated from highest percentage to lowest. All schools falling in the 5% marker are put on an improvement plan.
 - La Vega Junior High George Dixon Campus did not meet the standard.
 - There are no scores for high school.
- **Index 3: Closing Performance Gaps** – Examines the academic achievement of economically disadvantaged students and the two lowest performing ethnic student population groups.
 - For La Vega ISD, our three sub pops are African American, Hispanic, and Eco. Disadvantaged.
 - Mr. Gilbert stated that we need to focus on all sub groups and not just on these three.
 - Score calculation: One point earned for every Eco. Disadvantaged, African American, and Hispanic student passing; and two points for each Level III score.
- **Index 4: Postsecondary Readiness** – Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.
 - The four components are: STAAR, graduation rate, graduation diploma plan, and postsecondary readiness.

Special Education STAAR Assessments 2014-15 – Ms. Volz provided an overview of the Special Education assessments, STAAR A and STAAR Alternate 2.

- STAAR A
 - STAAR A may be administered to students with identified disabilities – if they receive services in special education, dyslexia or a related disorder and are receiving Section 504 services.
 - Students should regularly be receiving accommodations in classroom instruction similar to those found in STAAR A prior to testing.
- STAAR Alternate 2
 - STAAR Alternate 2 is redesigned as a standardized item-based assessment.
 - For significantly lower functioning students with cognitive disabilities.
 - There is a two-week assessment window instead of two months as in the past.
- Practice test sessions are available in TAMS for teachers and students to become familiar with technology tools.
 - There is a teacher guide but the student component is not yet available.

Performance Based Monitoring

Dr. Rudd provided a brief overview of the performance based monitoring information for NCLB, ESL/Bilingual, CATE, and Special Education. Tentatively, it appears the Staging Levels are as follows:

- Level 3 – Special Education
- Level 2 – NCLB
- Level 1 – ESL/Bilingual
- Level 0 – CATE

District Improvement Plan

Dr. Rudd directed the campus groups to review their CIP and the DIP (one each provided per campus).

- SMART goal correlations were discussed. Make sure the five components are included.
- Make sure the results are addressed in the plans.
- Campuses are assessing students every three (3) weeks and are reviewing results at campus data meetings.
- Campuses are to bring data to the VIA meetings so we can measure growth regularly by grade level and content.
- Mr. Borland stated that we need to determine the criteria for growth for our district.
 - Consistency and the level of rigor for benchmarks are not the same district-wide.
- The next district benchmark is scheduled for February in which we can monitor for progress.
- What TEKS are measured?

- Do we look only at TEKS taught in the October benchmark to get a true measure of growth?
 - The October benchmark provides a baseline to measure against the three campus-based assessments to determine progress measure among the same TEKS taught.
 - Dr. Shields stated that some TEKS are taught through other sources such as SuccessMaker to show growth.
- Mr. Borland stated that campuses look at every little piece and the district should look at trends in order to be productive.

ADJOURNMENT

The meeting ended at 2:54 pm. The next meeting is scheduled for November 4, 2014.