

Instructional Services

Vision in Action (VIA)

Minutes

Tuesday, October 4, 2016



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

Members Present: Chris Borland, Jennifer Chaudoin, Mareau Crain, Cynthia Denmark, Lisa Drafahl, Ann Garrett, Sandra Gibson, Alex Gomez, Kerry Halstead, Allison Hughes, Karye Maine, Veronica Olvera, Dr. Terri Patterson, Kristi Rizo, Dr. Charla Rudd, Lisa Seawright, Dr. Sharon Shields, Shaunte' Stewart, Lorenz Villa, Dr. Linda Volz, and Marilyn Wilson.

Members Absent: Ginny Ellis, Jennifer Gillen, Dr. Peggy Johnson, Derrick Keller, Sondra Russell, and Bill Terry.

Other(s) Present: Lori Lang, Recorder of Minutes; and from the Special Education Department, Mandi Barnes and Angela Ward.

WELCOME

Dr. Volz called the meeting to order at 1:00 p.m. Everyone was asked to introduce themselves.

Review of Committee Purpose

Dr. Volz reviewed the purpose of this committee, which is noted on the agenda.

Review of Performance-Based Monitoring Report

Dr. Rudd provided a review on the 2016 Performance-Based Monitoring Analysis System (PBMAS) using the handout in the meeting packet. An explanation in how to understand the report was provided. The data in the reports runs two years behind.

- The PBMAS report is confidential.
- Performance Level Indicators are from 0 to 4. 0s are good and 4s are bad.
 - Zeros indicates there is no difference between the standard for the State and the district.
- Bilingual Education/English as a Second Language (Bi/ESL) – Dr. Rudd provided a review of the data.
 - The committee was asked to identify indicators with 3s and 4s.
 - ESL student performance is of concern.
- Career and Technical Education (CTE) – Dr. Rudd asked the groups to repeat the same process for CTE.
 - La Vega High School is the only campus that contributes to this category.
- No Child Left Behind (NCLB) – Dr. Rudd asked the groups to repeat the same process for NCLB.
 - La Vega High School is the only campus that does not contribute to this category.
- Special Education (SPED) – Dr. Rudd and Dr. Volz reported on SPED students' performance and discipline.
 - There are 3s and 4s throughout the SPED category.
 - There were some coding errors that have contributed to these indicators for grades 3-5.
 - Disciplinary Placement – The high number of placements for SPED and African American students sent to DAEP, ISS, and OSS is still an issue for the district.
 - A summary of each category is found on the last page of the PBMAS Report.

Clarifying and Prioritizing Problem Statements & Root Cause Identification

Dr. Rudd led the discussion for clarifying and prioritizing problem statements.

- The district is coming up with a plan of action.
 - Look at problem statements in order to find the problems; not find answers or try to fix at this time.
 - The district's administrative team wrote problem statements for each indicator reporting 3s and 4s, indicating students did not meet the state standard.
- Why are our students performing so poorly? *Various answers are provided below.*
 - Students not comprehending (vocabulary); scaffolding; literacy level; low expectations; knowing students and their instructional needs; teachers not understanding how to teach a skill or strategy; student put in a corner or separated because of his behavior so does not receive the same level of rigorous instruction as the other students; not enough accommodations for the ESL students; high/rigorous level of questions in

STAAR causes a huge task for teachers with a mixture of SPED and ESL students; sense of hopelessness (conscious discipline); hard to empathize with ESL students because teacher does not understand their culture and where they come from; and diversity (the differences in the Spanish dialect between Spanish speaking countries).

▫ What conditions can be controlled by the teacher?

- Next year, there will only be the STAAR testing; accommodations will be very limited and only for severe cases.
- What are our expectations of students? Do their poverty level affect teacher's view of expectation?
- Are campus administrators monitoring teachers to make sure teachers implement strategies expected of them?
- Should we keep as a goal, low expectations, and come up with strategies to increase expectations of students?
- Make sure teachers and administrators who think a "student is dumb" are they confusing "I can't speak English" with "I can't think".
 - A language issue is not a cognition issue. Students can process.

Root Cause Identification

Dr. Rudd led the discussion on root cause identification.

- The Goals:
 - Understand students' strengths and weaknesses.
 - Don't lower expectations but change how you communicate with student.
 - Growth Model – Not have a fixed mindset (student and teacher) but a growth mindset.
 - The teacher will get something out of their students.
 - Yet – You are not there yet.
 - Translation versus trans-adaption.
 - Accommodate Learning – Teachers have a lack of knowledge of what student needs; teach the way they were taught thus fall back into their comfort zone; make sure teachers have the ability to help the students move on; raise the bar on the delivery of instruction; teachers don't understand the power of the ELPS strategies; etc.
 - Print rich classrooms: labels, word walls, sentence stems.
 - Targeted Instruction – How to reteach; how to scaffold; how to manage small classroom; planning based on student data; principals management of time to be in a classroom; flexible space based on student needs; are the resources available to scaffold instruction and target other needs; connect to make relevant to students so they can apply and relate to.

Creating a Plan of Action

Dr. Rudd wrote a sample plan for data meetings. Dr. Rudd will type up the action plan for the first quarter.

- The actual plan is based on the quarters: August-October, November-January, February-March, and April-June.
- Establish the goal for each need.
- What do you want to see at the end of the year?
- What would be the goal for targeted instruction?
 - All students will receive effective instruction based on individual needs and data.
 - Things teachers need to have in place first (Precursors) – Assessment; data (i.e. DMAC, TPRI, STRIDE, ITBS, CPALLs, TELPAS, specific SPED testing); know how to use data; know how to implement findings of the data; match data to needs; what works with your students effectively; know my students (family/living situation, poverty, interests, reading levels); modality of learning; how to manage transitioning of groups; what is non-negotiable and what is not; knowing and understanding the TEKS; building relationships; culturally know what not to do with students; differentiate with students in order to make connections to students; instruction and assessment aligned; flexible grouping based on skill; planned instruction based on the need and best practices; classroom culture; small group management; matching instruction to need; and research based instruction.

ADJOURNMENT

The meeting ended at 2:57 pm. The meetings for the remainder of the year are listed on the agenda. The next meeting is scheduled for November 1, 2016.