



District Educational Improvement Committee

November 16, 2021
Meeting #2

Agenda

- Welcome New Members
- Approval of Minutes - September 28, 2021 Meeting
- Career and Technical Education Update
- 21-22 Professional Development Plan
- Character Education Program / Legislation
- Health/PE Adoption Process
- TCLAS Information



HELLO

NEW MEMBERS



Approval of Minutes -
09/28/21 DEIC Meeting





CTE : Career and Technical Education

Nikki Nix

MILE Student Enrollment by Program

| Program | Student Enrollment 2020-21 | Student Enrollment 2021-22 |
|-------------------|-------------------------------|--|
| Entrepreneurship | 73 | 104 (+31) |
| Culinary Arts | 43 | 98 (+55) |
| Cybersecurity | 28 | 78 (+50) |
| Engineering | 76 | 92 (+16) |
| Video Game Design | 47 | 91 (+44) |
| Total Enrollment | 267 | 529 (+262) <small>*includes 66 students in Business English, Food Science and Financial Math</small> |



Certifications - By Type (2020-2021)

| Certification Types | | | |
|---|------------|------------|-------------|
| | HHS | MHS | Total |
| PER - Perkins Effectiveness Report | 42 | 84 | 126 |
| IBC - Industry Based Certifications (A-F) | 37 | 55 | 92 |
| Good for Students | 463 | 780 | 1242 |



Certifications - Year over Year

| Year Over Year Certification Numbers | | | |
|---|------------|------------|--------------------------|
| | <u>PER</u> | <u>IBC</u> | <u>Good for Students</u> |
| 2016-2017 | 3 | N/A | No data |
| 2017-2018 | 16 | 16 | No data |
| 2018-2019 | 75 | 68 | 361 |
| 2019-2020 <small>(COVID Impact)</small> | 58* | 58* | 910 |
| 2020-2021 | 126 | 92 | 1242 |



Capstone Experience



Capstone Experience Summary

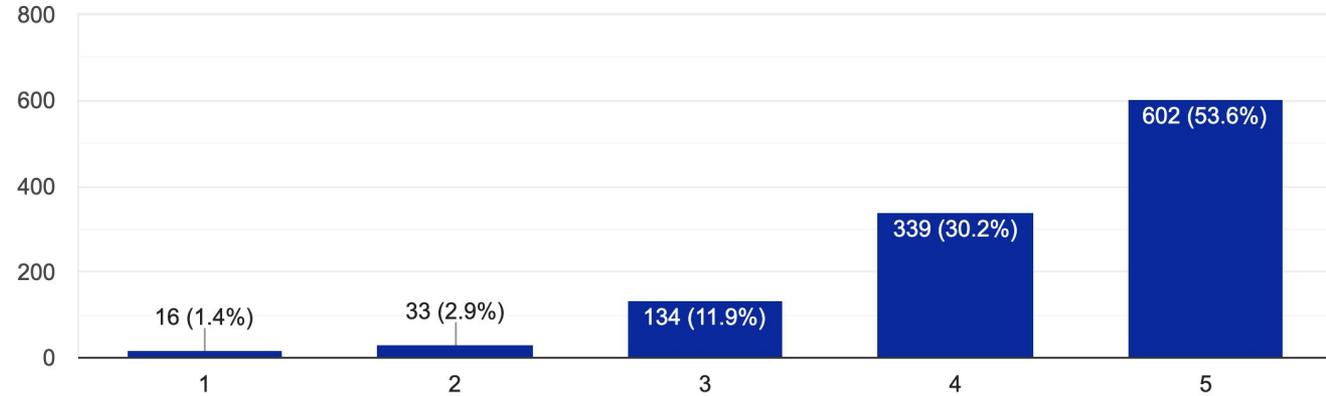
| | MHS | HHS | Total |
|----------------|-----|-----|------------|
| 2019 | 23 | 25 | 48 |
| 2020 | 52 | 26 | 78 |
| 2021 | 141 | 80 | 221 |
| 2021-22 | 205 | 106 | 311 |



Student Feedback

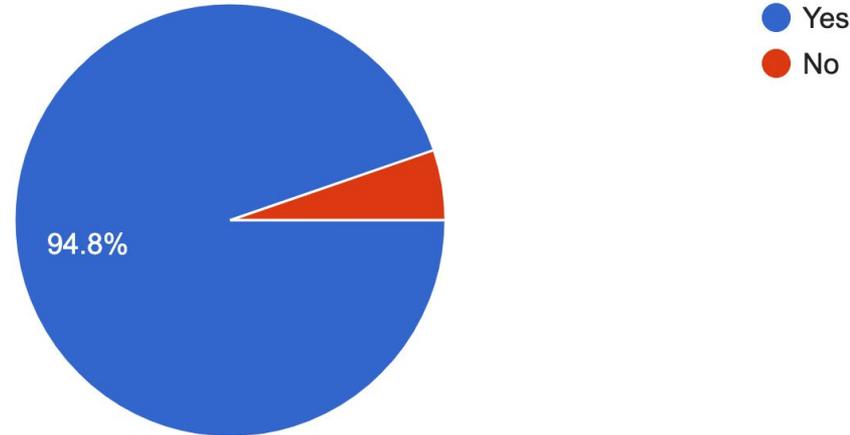
The course work in this class helped me learn new skills to prepare me for college and career or life endeavors.

1,124 responses



I would recommend this course to other students.

1,124 responses



Ways to Partner...

- **Mentor**
- **SME (Subject Matter Expert)**
- **Internships**
- Judge
- Guest Speaker
- Mock Interviews
- Program Evaluation / Feedback



Interested in partnering?

Contact:

nikki.nix@misd.gs



2021-22 Professional Development Plan

Shelle Blaylock

Professional Development Requirements

- ❑ Board Policies:
 - ❑ **DMA(LEGAL):** PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT
 - ❑ **EA(LEGAL):** INSTRUCTIONAL GOALS AND OBJECTIVES
- ❑ T-TESS Evaluation System
 - ❑ PROFESSIONAL PRACTICES AND RESPONSIBILITIES
 - ❑ **DIMENSION 4.2 Goal Setting**
 - ❑ **DIMENSION 4.3 Professional Development**
- ❑ M*POWERED 2024 - Developed by community-based committee in 2017



M*POWERED 2024

YEAR 5

Customization & Personalization of Creativity

Developing the designing of student creativity

M*Powered Academy



Two-day customized summer institute devoted to develop skills to transform instruction & assessment to personalize learning

iSupport Services



Staff support scheduled and provided on demand by district instructional & technology staff

iDesign Days



Four full-day, teacher-led, collaborative designing sessions to achieve personalization on creativity goals

iCoach Magic



Supporting teachers with instructional needs to enhance lessons with rigor and relevance

iLead



Building leaders through ILLs, MALA, and Executive Coaching to build leaders

M*Powered Hours



Trainings designed to meet targeted content and technology needs for new teachers and teachers in need

iShare



Increasing teacher expertise by sharing with colleagues on designing of student creativity

PLCs

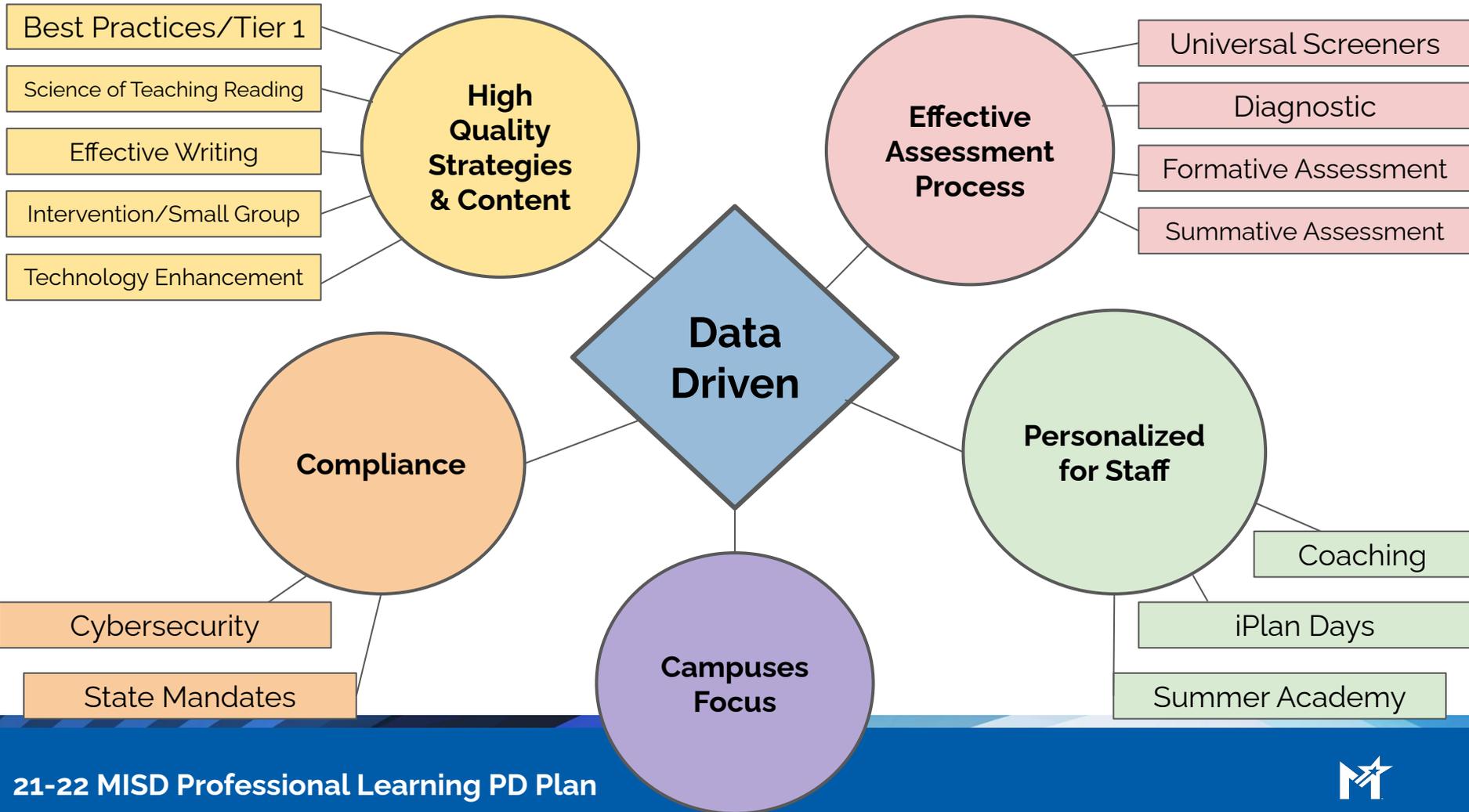


Colleagues collaborating and communicating about best practices & designing of student creativity

M*Powered 2024

Year 5

Customization & Personalization of Creativity



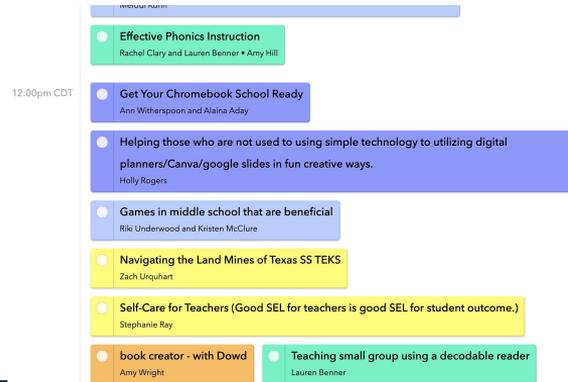
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*Professional Learning
for All
Contents/Teachers*

”

Staff Personalizing Learning Options

- Strategies and Tools for Teachers
 - Over 2596 sessions attended so far...
 - 67 different sessions available for attendees
 - 70 Expert MISD Teachers shared their expertise!



*Powered Summer Academy 2021

June 2, 3, 9, 10

July 28, 29

(Pick any two days to attend)

**Kinder, 1st Gr, Elem
SpEd,
Dyslexia/ESL:**

State Reading Academy:
First day of Academy
EITHER August 4th OR
August 5th
This will count as one day
for your exchange time.

**To receive your exchange
time ALL Teachers must
complete:**

- FACE-TO-FACE: one 3-hour Skyward F2F Training (offered at all session times and days)
- 6 hours of LIVE Virtual M*Powered Summer Academy (Cameras On)
- 3 hours of recorded sessions (from approved list)
- If attending an outside approved PD listed pre-approved by district (list coming soon), you must still attend 3 hours of F2F Skyward and 3 hours of M*Powered Summer Academy
- *More information and details coming soon!*

MIDLOTHIAN ISD
INSPIRING EXCELLENCE



Writing Across the Contents

Elementary:

- Responding to Reading in all Contents
- Providing Appropriate Feedback
- Authentic Writing: Using TEKS Resource System
- Calibrating Written Responses

Secondary:

- The Writing Process/Crafting Literary and Informational Texts
- Authentic Writing: Using TEKS Resource System
- Writing Calibration/STAAR Writing Updates
- Calibrating Written Responses



MAP GROWTH ~ Grades 6-10 Teachers

☐ MAP Growth Assessment (Universal Screener)

- ☐ Purpose
- ☐ How-to Assess
- ☐ Data Interpretation
- ☐ Essential Reports
- ☐ Additional Reports

Areas Impacted:

- Grades 6-8 Reading
- Grades 6-8 Math
- Grade 8 Science
- Algebra I (*Grades 8 and 9*)
- Geometry
- Biology
- English I & II
- Any other HS student in need of a diagnostic assessment



“

*Professional Learning
for Specialized Groups*

”

MISD Professional Development in Reading

Elementary Reading Academy

- Who:
 - Kindergarten Teachers
 - First Grade Teachers
 - Elementary Special Education Teachers
 - Elementary ESL Teachers
 - Elementary Dyslexia Teachers
- 60 hours of blended learning, including artifacts and quizzes

Secondary Reading Apprenticeship

- 32 teachers from all contents
- Total of Hours of Training: 14 hours
- Topics:
 - RA Dimensions; Metacognitive Conversation
 - Scaffolding and Questioning
 - Language and Text Complexity
 - Extensive Reading and Formative Assessment I
 - Surfacing and Building Schema and Visualizing
 - Building Knowledge of Disciplinary Practices and Formative Assessment II

Additional Groups

- **Counselors** - Mental Health Awareness
- **Special Education** - Connecting Standards to Instruction, Standards-based IEPs
- **Dyslexia** - Science of Teaching Reading
- **ESL** - Secondary ESL Region 10 cohort
- **Bilingual** - Teaching Academic Vocabulary, Student Needs based on Current Data, Strengthening Instruction Through Alignment and Rigor
- **iCoaches** - Student-focused Coaching Cycle
- **Campus Administrators** - Best Practices to Impact Tier 1, Writing Across the Curriculum, Data Analysis





Character Education Program Adoption

Becky Wiginton

Character Education HB 1026 & SB 123 (amended)

CHARACTER TRAITS AND PERSONAL SKILLS INSTRUCTION.

- (a) The State Board of Education shall integrate positive character traits and personal skills into the *essential knowledge and skills adopted for kindergarten through grade 12, as appropriate*.
- (b) The State Board of Education **must** include the following positive character traits and personal skills:
- (1) courage;
 - (2) trustworthiness, including honesty, reliability, punctuality, and loyalty;
 - (3) integrity;
 - (4) respect and courtesy;
 - (5) responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
 - (6) fairness, including justice and freedom from prejudice;
 - (7) caring, including kindness, empathy, compassion, consideration, patience, generosity, [and] charity, and interpersonal skills;
 - (8) good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
 - (9) school pride; and
 - (10) gratitude.



Character Education

HB 1026 86th & SB 123 87th Legislative Session (amended)

relating to instruction in positive character traits and personal skills in public schools.

(c) Each school district and open-enrollment charter school **must adopt a character education program** that includes the positive character traits and personal skills listed in Subsection (b). In developing or selecting a character education program under this section, a school district shall consult with a committee selected by the district that consists of:

- (1) parents of district students;
- (2) educators; and
- (3) other members of the community, including community leaders.

[TEA Character Traits](#)



Program Selection Process

Each campus will provide one program selection

DEIC: review programs

Considerations include

- complete program components that meet law requirement
- cost
- grade level appropriateness

February DEIC: Make final recommendations





Health/PE Materials Adoption

Tanesha Yusuf

Decision Making Process - Timeline

Committee members will:

1. Nov. - Jan. - Learn more about available programs from vendors
2. Jan. 12 - Identify needs, goals, and criteria to evaluate resources
3. Jan. 12-31 - Rate the materials using the TEA evaluation process
4. Feb. 2 - Review ratings and determine top two programs
5. Feb. - Public has an opportunity to review any materials of consideration
6. Feb. 3-23 - Teach from top two programs and reflect
7. March - Meet to discuss top two and vote
8. April board meeting - Take recommendation to the Board



MISD District Level IMA Committee

The Purpose of the MISD District Level IMA Committee: To evaluate campus IMA requests and determine cost effectiveness of each selection.

- Department of Learning: Department of Learning
- Finance Department: Jim Norris
- Specialized Learning Department: Melissa Wolfe
- Technology Department: Leslie Garanki/Jessica McWhorter
- Elementary Administrators: Karena Blackwell & Hollye Walker
- Middle School Administrator: Amanda Rodgers
- High School Administrator: Krista Tipton
- Instructional Materials Administrator: Tanesha Yusuf
- Instructional Materials Manager: Daniella Walton



MISD Health/PE Committee

The MISD Health & PE Adoption Committee is comprised of staff representatives from each campus, from both general education and special education.

- Scott Florenza-Miller Elementary
- William Probst - Mt. Peak Elementary
- Joey Foster - Longbranch Elementary
- Cindy Williams - District
- Kayleigh Jenkins - Frank Seale Middle School
- Campus Administrators - IMA committee members
- District Administration: Tanesha Yusuf, Becki Krsnak, Melissa Wolfe, Shannon Thompson





TCLAS Grants

Shelle Blaylock

A young boy with short dark hair, wearing a plaid shirt, is sitting at a desk and smiling while looking at a laptop. His right hand is on the keyboard. To his right is a white mug on a saucer. The background is a bright, out-of-focus indoor setting with a window and a chair.

Texas COVID Learning Acceleration Supports (TCLAS)

Congratulations!



715+

LEAs awarded TCLAS
supports across all
20 Regions!



\$534,000

10 Available Decision Points for Districts in TCLAS

| Accelerated Learning Strategies | | | | |
|---|--|--|--|--|
| Strategic Planning | Instructional Materials | Teacher Pipelines | More Time | Innovative School Models |
| Decision 1: LEA Accelerated Learning Strategic Planning | Decision 2: HQIM Core Approved Products <small>Choice by Subject/Grade Level</small> | Decision 4: Teacher recruitment support | Decision 6: Tutoring Supports | Decision 9: P-TECH |
| | Decision 3: HQIM Supplemental Approved Products <small>Various Types of Products</small> | Decision 5: Residency Program Support | Decision 7: School Day/Calendar Redesign | Decision 10: New School Models |
| | | | Decision 8: Strong Summer Program | |
| <u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Resilient School Support Program (RSSP) | <u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Texas Home Learning (THL) / CRIMSI Math Innovation Zones Dyslexia tools Phonics Reading System College Prep Course | <u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Grow Your Own (GYO) Teacher Residencies | <u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Additional Days School Year (ADSY) Vetted Texas Tutor Corps | <u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> PTECH Texas Regional Pathways Network School Action Fund (SAF) |

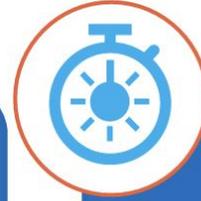
Recap: To Catch Kids Up, Schools Must Make Significant Changes



Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year



Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus



More time for the students most in need, including in the summer and with targeted **tutoring**

High Impact Tutoring

- High-impact tutoring leads to substantial learning gains for students by supplementing students' classroom experiences, provided that the program is implemented with fidelity to the key attributes of high-impact tutoring.

If effectively implemented, high impact tutoring programs can result in significant student progress

HIT programs have a few key attributes¹...



Well-trained, consistent tutor (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students



High quality instructional material aligned to standards and core classwork



One-to-one or small group for individualized support (1-to-3 maximum ratio recommended)²



Embedded in the school day or immediately before or after, to maximize student access



At least three sessions per week for sustained support, 30 minutes minimum/30 hours total



Data-driven with tutors building sessions around student strengths and needs

...and can have a significant impact on student outcomes



Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size³



*The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and **equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th***

— Dr. Matthew Kraft, Annenberg Institute, Brown University^{1,4}

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University. <https://doi.org/10.26300/21-335>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: "I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not" (Source: [Education Week](https://www.educationweek.org)); 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University. <https://doi.org/10.26300/20-267>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-251.

Accelerated Learning Strategies in TCLAS

Accelerated Learning Strategies

Strategic Planning

Instructional
Materials

Teacher Pipelines

More Time

Innovative School
Models

What this support can include:

Teacher Residencies

High-quality, sustainable teacher residency planning and implementation support in partnership with an Educator Preparation Program.

Strategic Staffing

Grant funding for **teacher resident stipends** and access to **strategic staffing design and implementation supports**.

Grow Your Own

Pathways for High School Students



\$8,000 - \$10,000 per high school |
\$5,000 - \$10,000
per Education and Training teacher

Pathways for Paraprofessionals



\$7,500 - \$18,000
tuition reimbursement per candidate

Grow Your Own pathways with funding for HS students and paraprofessionals to become teachers

Grow Your Own: Goals

Facilitate increased entry of **qualified, diverse candidates** into the teaching profession, particularly in rural and small school settings by



- providing supports for **paraprofessionals to become certified teachers** and



- **elevating the perception of the teaching profession** through the expansion of **high-quality Education and Training (E&T) courses** at the high school level.

Could My District Benefit From This Support? (pg. 47)

Does our LEA

- have **teacher shortages**?
- have **demographic gaps** between students and teachers?
- have **high attrition rates**?
- have **paraprofessionals** interested in getting **certified**?
- offer programs that **encourage and prepare high school students** to pursue a **career in teaching**?

ANY LEA may apply for this support!



Grow Your Own: Types of Support (pg. 23)

4.a: Paraprofessionals to Become Certified



\$7,500 - \$18,000

tuition reimbursement per candidate

- \$18,000 for Bachelor's and Certification
- \$7,500 for Certification Only
- Max 6 candidates per LEA

Choose from the following:

- ✓ 4a
- ✓ 4b and 4c
- ✓ BOTH!

4.b and 4.c: Education & Training Programs



- Max 2 candidates per high school

In the chat, enter which option you are currently most interested in.

Grow Your Own: Education and Training Programs



Education and Training curriculum available fall 2022

! **Industry-Based Certification** available for students who complete 2 or more E&T courses (must include Instructional Practices or Practicum)

Grow Your Own: Implementation Timeline



Upcoming DEIC Dates and Potential Meeting Topics*

December 14, 2021 ~ TENTATIVE

- Feedback on 22-23 Academic Calendar

February 24, 2022

- TAPR Presentation
- Character Education Resource Selection Input
- District of Innovation (DOI) Input, Diversity Council Update

March 24, 2022

- Comprehensive Needs Assessment (CNA) - Establish Sub-committees
- Input on Math/Science Gap Adoption Materials
- Diversity Council Update

March - April 2022 ~ CNA Sub-committee meetings

April 28, 2022

- Development of Needs to Inform 2022-23 DIP
- LEAP Academy Update and CTE Update



**Topics may be modified as needed for input from DEIC arise.*





Shelle Blaylock

Assistant Superintendent of Curriculum and Instruction

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2021-22 DIP Input

Shelle Blaylock

2021 STAAR Performance

| | All Students | EL (Current) |
|------------------------------------|--------------|--------------|
| ELA/Reading | | |
| At Approaches GL Standard or Above | 79% | 46% |
| At Meets GL Standard or Above | 55% | 17% |
| At Masters GL Standard | 24% | 6% |
| Mathematics | | |
| At Approaches GL Standard or Above | 81% | 60% |
| At Meets GL Standard or Above | 54% | 28% |
| At Masters GL Standard | 27% | 8% |
| Writing | | |
| At Approaches GL Standard or Above | 71% | 38% |
| At Meets GL Standard or Above | 36% | 5% |
| At Masters GL Standard | 10% | 0% |

| | All Students | EL (Current) |
|------------------------------------|--------------|--------------|
| Science | | |
| At Approaches GL Standard or Above | 85% | 53% |
| At Meets GL Standard or Above | 57% | 17% |
| At Masters GL Standard | 28% | 1% |
| Social Studies | | |
| At Approaches GL Standard or Above | 81% | 30% |
| At Meets GL Standard or Above | 57% | 14% |
| At Masters GL Standard | 36% | 5% |



School Progress Domain

[TAPR TEA Link](#)

1. Click on **year** you want for TAPR report
2. Choose **District** and type in Midlothian
3. Choose to view as **TAPR System (HTML)**
4. Click on **View Report**
5. Under **PERFORMANCE** at the top, click on **Bilingual/ESL**
6. Scroll down to **Academic Growth Score** and look at **Total EL**



Emergent Bilingual Performance Objective

First year to have a Performance Objective on this specialized group.

Goal 1, Performance Objective 8: Increase Emergent Bilingual students' performance by 10 percentage points in each content on STAAR assessments by May 2022.

Revisions:

Each Emergent Bilingual student will increase his/her performance by 10 percentage points in reading and math on STAAR assessments by May 2022.

OR

Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.



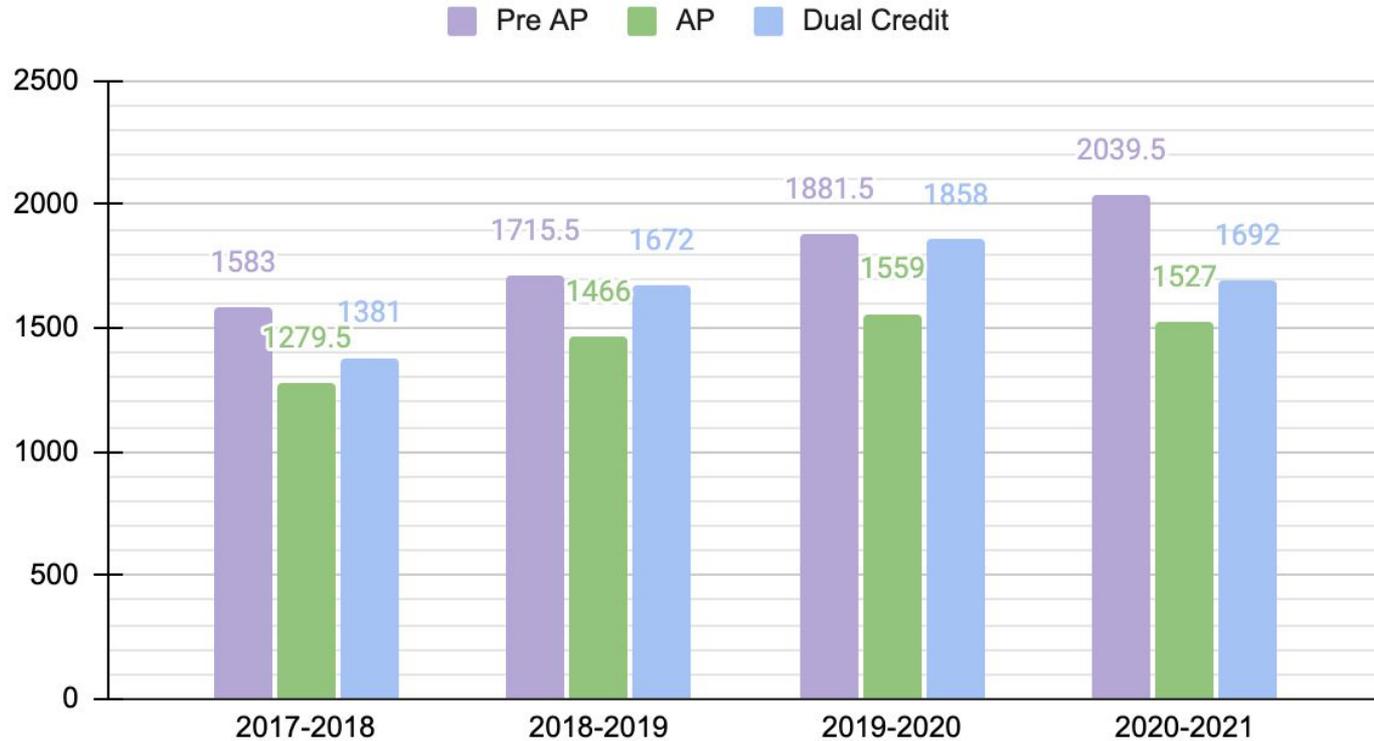
Advanced Academic Enrollment Rates in 2020-2021

| Algebra I | Part. Rate | African American | Hispanic | White | Special Ed | EL |
|----------------------------|--------------|------------------|----------|-------|------------|-------|
| Dieterich Middle School | 38.8% | 22.0% | 30.2% | 45.8% | 0.0% | 0.0% |
| Frank Seale Middle School | 20.9% | 13.6% | 15.1% | 32.6% | 0.0% | 0.0% |
| Walnut Grove Middle School | 30.6% | 27.3% | 31.9% | 33.2% | 0.0% | 12.5% |



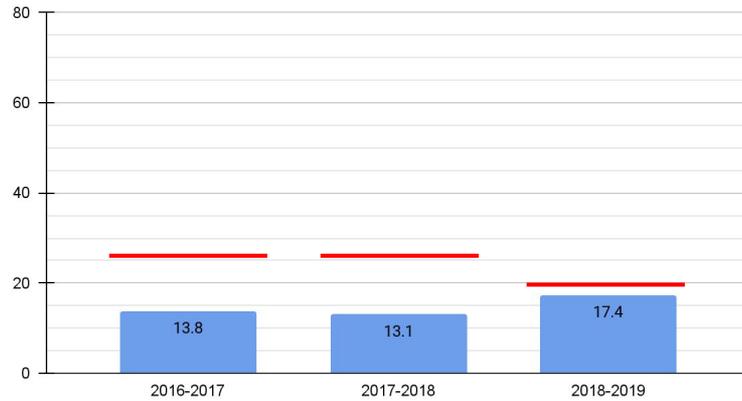
Pre AP, AP, and DC Enrollment

Pre AP, AP and Dual Credit

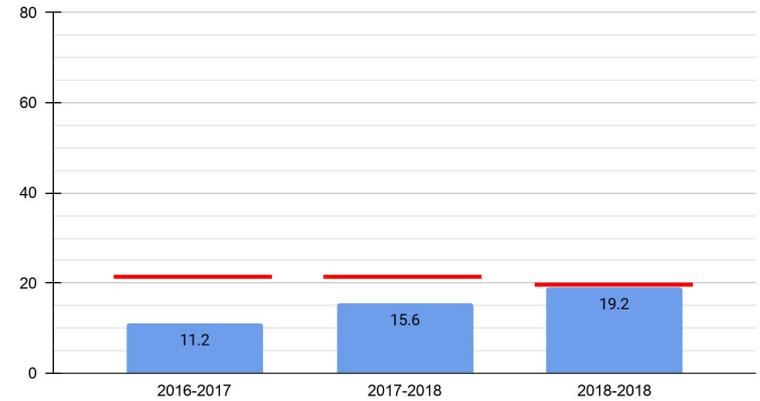


AP Participation Rate - 2017-2019 TAPR — = State Rate

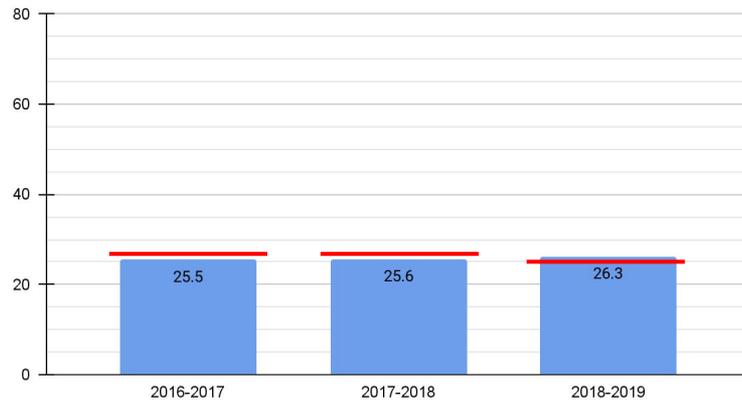
Students - African American



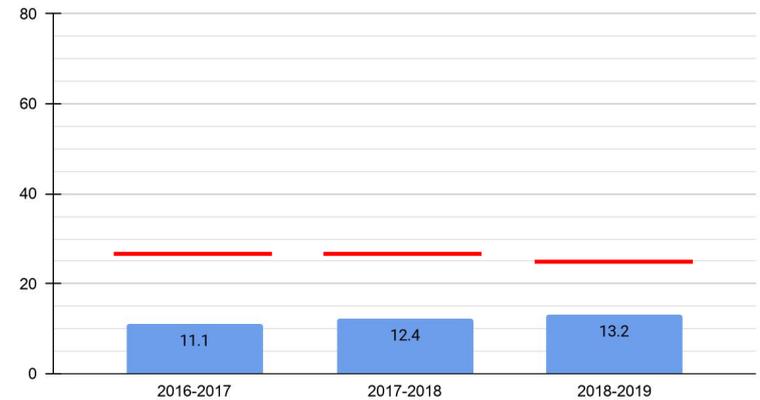
Students - Hispanic



Students - White



Students - Economically Disadvantaged



MISD CCMR Goal

The percent of graduates that meet the requirement for CCMR will increase from 68.3% to 80% by June 2024.

MISD Baseline is 68.3% from 2019. ***How do we use historical data and the MISD teaching and learning lens of the Learner Experience to set the measurable component of the goal?***

| Yearly Target Goals | | | | |
|--------------------------|---|---|---|--|
| 2020 (2018-2019 data) | 2021 (PROJECTED from 2019-2020 data) | 2022 (PROJECTED from 2020-2021 data) | 2023 (PROJECTED from 2021-2022 data) | 2024 (PROJECTED from 2022-2023 data) |
| 70% | 72% | 75% | 78% | 80% |
| 71.7% | PROJECTED: 59.9% *expected COVID impact | Projected: 52.5% *as of 06/07/20 | Projected: 31.9% *as of 06/07/20 | |

Advanced Academic/CCMR Performance Objective

2019-2020: Goal 1, Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned.

CCMR based on 2018-2019 Graduates - 75.9%

2020-2021 Goal 1 Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

CCMR based on 2019-2020 Graduates - 61% (Impacted by Covid)



Advanced Academic/CCMR Performance Objective

Goal 1, Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points by end of 2021-22 school year.

Wonderings:

- Do we want to continue to push enrollment as a goal?
- Do we want to change enrollment increase to participation increase in taking AP exams?
- Do we want to increase by more than 2% knowing we took a dip due to Covid?

