



2022-2023 Elementary & Secondary Education Effectiveness Report

August 28, 2023

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.



Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

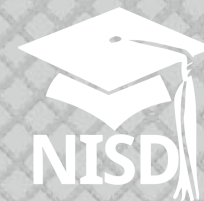
1 Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2 Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

3 Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.



NISD Strategic Framework 2018-2022



2018-2022 Strategic Goal 1

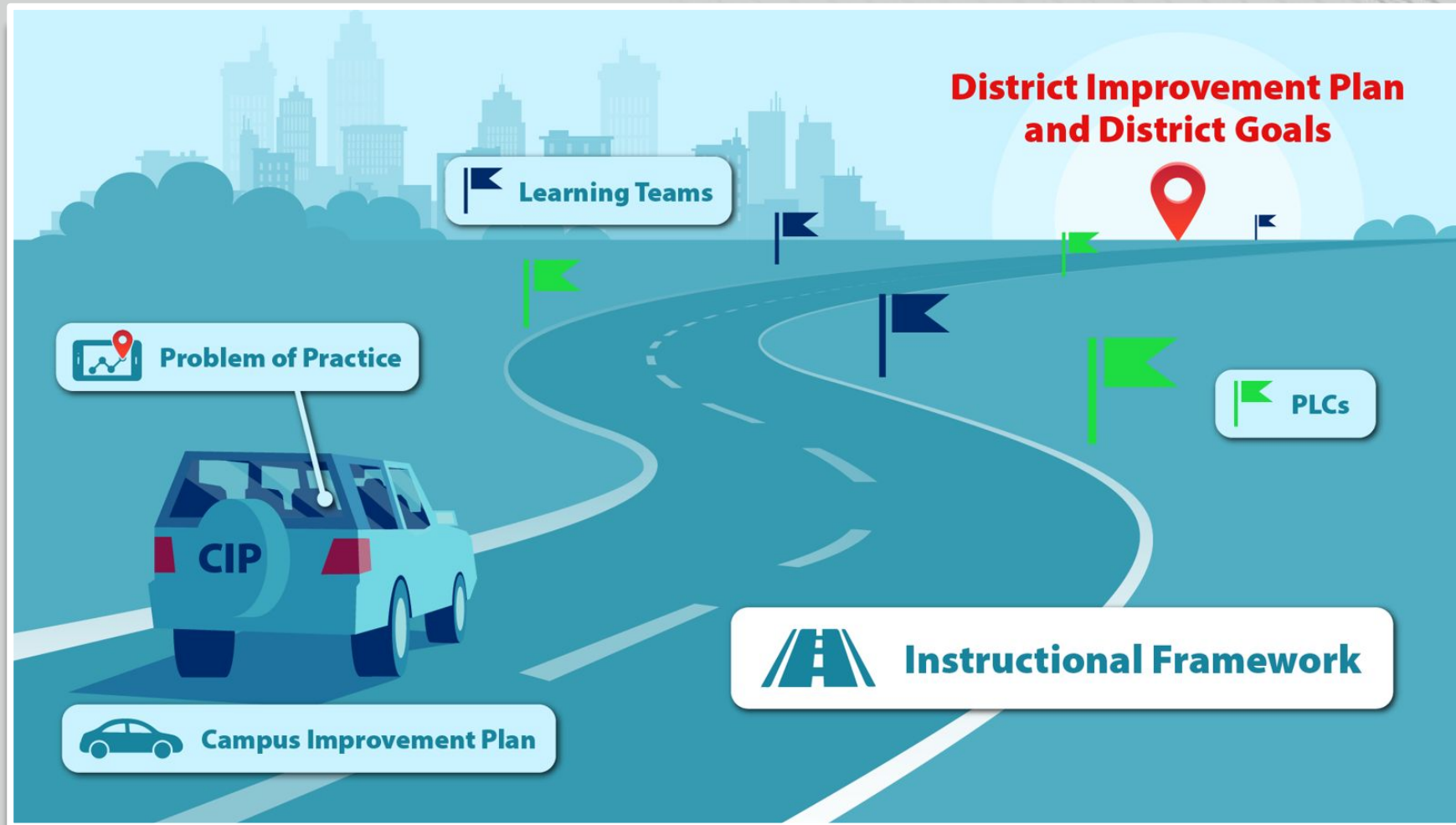
Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2022-2023 Priority Goal

NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.



Learning Cycles Process



Learning Teams

Content Literacy Focus

To meaningfully study a discipline, students must understand how literacy is used in that discipline.

Literacy standards do not replace content standards; they supplement them!

Literacy skills can be applied across multiple disciplines.

The responsibility of content literacy belongs to ALL classroom teachers - not just the ELA teachers.

Teachers should align their instructional purposes to the literacy approaches they select.

Teaching students to memorize and locate information is a general literacy skill. Students must be able to compare multiple accounts of an event, evaluate perspectives, and analyze primary and secondary sources.

1

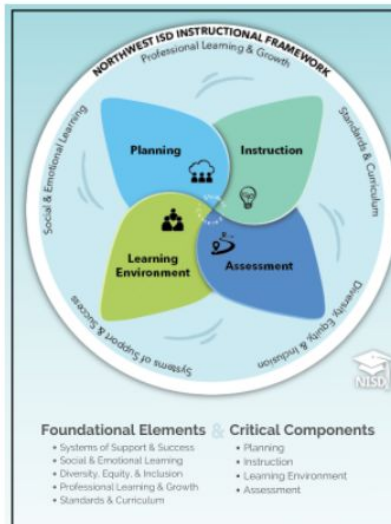
2

3

4

5

Connecting to the Instructional Framework



Planning

- Use **backward design** to plan standards-based lessons with clear **learning targets** that outline student success.
- Use resources to plan lessons and strategies to ensure that students succeed at the **language and level of the standard** while making **relevant** connections to real-world situations.

Instruction

- Focus on content standards and vocabulary to actively engage students in **academic discourse** so they can **critically read, write, and communicate** in all content areas.
- Use **questioning strategies** to foster student conversation and engagement while modeling **metacognitive strategies** to help students recognize, monitor, and self-assess understanding and performance.

In our 2-3 ELA classrooms...

2nd Reading:

Readers are learning strategies for how to tackle texts at higher levels and beginning to jot more about what they are reading.

Keeping Track of Longer Books

Ask your same book partner for help.

Determine what's important.

When you get off track, stop, reread, and answer questions.

Write notes to help you keep track.

3rd Reading:

Readers are debating ideas about characters from two similar books from well crafted jots.

Predictable Debate Questions

- Which character is more _____? (trait)
- Which character is better at solving problems?
- Which character would make a better friend?

2nd Writing:

Writers are drafting poems that convey meaning using different structures.

Trees

Did you know that squirrels plant more trees than people? They sometimes forget where they buried their food. Digging. Down in the ground. Deeper. And faster. He digs his food under the dirt. A few days later he brings A little son. A little water. And BOON! A tree.

Daniel

3rd Writing:

Writers are drafting speeches about things they want changed in their world using opinion writing techniques.

How to Write a Persuasive Speech

1. Pick a topic that you care about.

2. Research the topic.

3. Write a thesis statement.

4. Write an introduction.

5. Write the body of the speech.

6. Write a conclusion.

Learning team members, including administrators, teachers, coaches and central office staff walked classes, collected evidence and left feedback in relation to content literacy look fors.

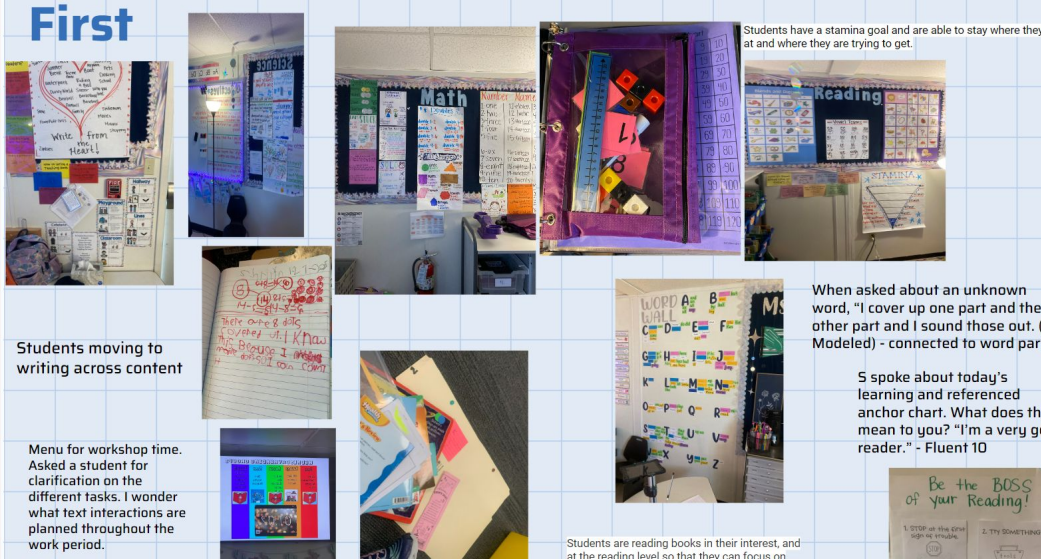
First

Students have a stamina goal and are able to stay where they're at and where they are trying to get.

Students moving to writing across content

When asked about an unknown word, "I cover up one part and the other part and I sound those out. (S Modeled) - connected to word parts

S spoke about today's learning and referenced anchor chart. What does this mean to you? "I'm a very good reader." - Fluent 10



The collage consists of six photographs arranged in three rows. The top row shows a heart-shaped poster with 'Write from Heart' and 'Read from Heart', a purple display with numbers and letters, and a 'Reading' anchor chart with a stamina goal. The middle row shows a student's handwritten note about a dog, a 'Math' anchor chart, and a 'WORD WALL' with letters A-Z. The bottom row features a menu for workshop time, a 'Possible Words' chart, and a 'Be the BOSS of your Reading!' poster with instructions.

Learning Teams

Math

The scope and sequence for each unit contains writing ideas and also suggests any supplemental resource lessons that provide writing opportunities for students.

6-7 Compacted

Lone STAAR - Gr 6 TE

- Set 1 - 2 Cluster 1
- Set 22 - 23 Cluster 2
- Set 25 Cluster 2
- Set 41 Cluster 3
- Set 45 Cluster 3

Other Resources



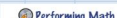
- 6.2A [Rational Numbers: Venn Diagram Vio](#)
- 6.2B [Rational Numbers: Absolutely Puzzlin](#)
- 6.2D [Rational Numbers: Stock Values](#)
- 6.2C [Rational Numbers: Olympic Swimmin](#)
- 6.3C [Rational Number Operations: Racin](#)
- 6.3D [Rational Number Operations: Golf](#)
- 6.3D [Rational Number Operations: Gam](#)
- 6.11A [The Coordinate Planes: Pirate's Treas](#)

Journaling/Critical Writing Opportunities

- [Journaling/Critical Writing Opportunity: Engaging Mathematics Grade 7](#)
- [Where do I belong? Pg. 2-3](#)
- [Always, Sometimes Never Pg. 12-13](#)
- [Engaging Mathematics Grade 6](#)
- [Determining Opposites pg. 4-5](#)
- [Determining Opposites and Absolute Value pg. 6-9](#)
- [Comparing and Ordering Integers and Rational Numbers pg. 12-36](#)

Geometry

- [Journaling/Critical Writing Opportunities](#)
- [In an equilateral triangle, are all the measures of the exterior angles of the triangle equal? Justify your response.](#)
- [Explain if it is possible for the measure of an exterior angle of a triangle to be equal to the measure of a remote interior angle?](#)
- [Explain why two of the altitudes of a right triangle are its legs.](#)
- [Determine if the altitude of a triangle can also be the median of a triangle? Justify your response.](#)



- [G.5A: Parallel Lines](#)
- [G.5A: Triangles and perpendicular bisectors](#)
- [G.5A: Quadrilaterals](#)
- [G.5D: Triangle Segments](#)
- [G.5D: Triangle Areas](#)
- [G.5D: Pythagorean Theorem](#)
- [G.6D: Triangle Segments](#)

6th Math



- 6.4E [Jawbreaker Machine: Jawbreaker Machine](#)
- 6.4F [Rates and Ratios: Race Racers](#)
- 6.4D [Rates and Ratios: Class Money Distribution](#)
- 6.5B [Rates and Ratios: After School Time](#)
- 6.5B [Rates and Ratios: Candy Canes](#)
- 6.5B [Rates and Ratios: Space Garden: Expansion](#)
- 6.5C [Rates and Ratios: Space Garden: Expansion](#)

Guiding Questions

- Describe how you can write a percent as a rate per one-hundred.
- Explain how you can use proportional reasoning to find the percent of a given number.
- Analyze how you can use proportional reasoning to find the whole when given both the part and the percent.
- How can you use visual representation to model percents?

7th Math

Questions to ask

- What do you notice about the placement of the negative sign in the fraction?
- What representation is missing for this rational number?
- Do any digits repeat? How many? How many digits should go under the bar in the decimal?

Questions to ask

- How did you determine what operation to use?
- How can you tell if your answer makes sense?
- What is another way to complete the required calculation?
- Is there more than one way to write the problem as a product or quotient?

Closing the Distance - Rational Number Operations



Performing Math 7.2A



Longstar set 41 cluster 3

Alg 1

Writing Prompt - Systems: (Formative Assessment)

Real Efficient Strategy

- [A.5C: Systems of Linear Equations: Shannon's Table](#)
- [A.5C: Systems of Linear Equations: Fundraising](#)
- [A.5C: Systems of Linear Equations: Rose Garden](#)

GI/T Recommendations:

- Differentiating Instruction with Menus: Systems of Equations Points Menu (Pages 107-109). Recommend introducing at the beginning of the unit so that students can work on it throughout in replacement of regular homework.
- <https://drive.google.com/file/d/1Y0C4UJL8-S-QISU6tH-VtR8M2DZu6v/view?usp=sharing>
- Students are given 4 scenarios involving two coupon options and have to determine which option is the best deal for each scenario. (Fairly basic)
- <http://robertkaplinsky.com/work/mischaite-coupon/>

Resources and Lesson Ideas

Engaging Mathematics - Page 119, 121, 123, 125

Math GPS - Page 59 - 64

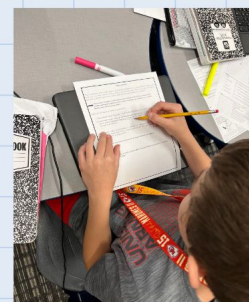
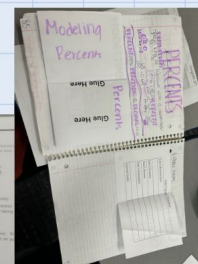
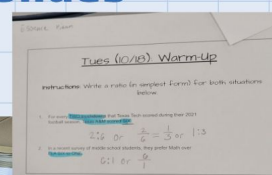
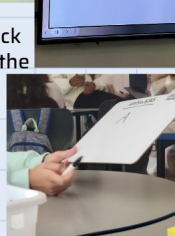
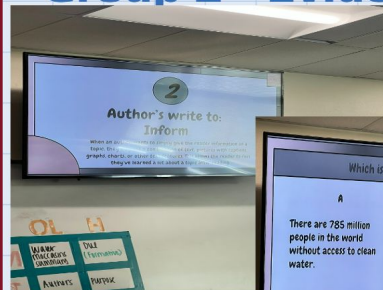
HMH Algebra 1, p. 314 - 480

HMH - p. 403-416

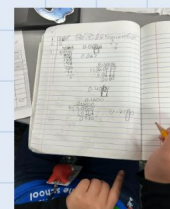
Journaling/Critical Writing Opportunities

- 9.1 Have students write a journal entry explaining how to solve a system of equations graphically. Students should mention both exact and approximate solutions.
- 9.2 Have students write a journal entry that summarizes how to solve a system of equations by substitution. Students should mention how to decide which equation to use for the substitution.
- 9.3 Have students write a journal entry explaining how to solve a system of linear equations by eliminating a variable. They should include how you know whether to add or subtract the equations.
- 9.4 Have students summarize in their journals the different methods that can be used to solve a system of linear equations. Students should mention which method they prefer to use, and why.

Group 2 - Evidence Slides



Evidence of annotating



After being given quick info, students chose the correct answer using whiteboards. Quick partner justification then shared whole group.

Learning Teams → Principal PLC

| | | |
|-------------|---|--|
| Seven Hills | November Evidence of Progress & Next Steps | |
| | Evidence of Progress: <ul style="list-style-type: none">• Writing boards up• Discussed alignment in Leadership Team, PLCs, and staff PD• Coaching Cycle Walks Continue• Instructional Bottom Lines<ul style="list-style-type: none">◦ Reviewed in PD◦ Self-Assessment◦ Grade Level Teams identified challenges and celebrations◦ Priority areas identified for coaching support with specific teachers and teams• Lifting<ul style="list-style-type: none">◦ Instruction model changed◦ Leadership Teams crafted new look fors◦ Rolling out to teachers in December | Next Steps: <ul style="list-style-type: none">• Math problem solving continued focus on alignment<ul style="list-style-type: none">◦ Lunch and Learn◦ Address next steps identified in the math journal reflection protocol• Constructed Responses/CERS<ul style="list-style-type: none">◦ Lunch and Learn jot progression◦ Exemplar modeling◦ What opportunity to write constructed responses are students having? |

What are some areas of reinforcement to consider?

- A lot of writing!
 - Students are being asked to explain their thinking.
 - Writing is happening in ALL content areas
- Routines, expectations and procedures are clear and contribute to a positive learning environment.
- Evidence of student collaboration.
- Relationships and culture- students and staff!
- Engagement
- Discourse & academic conversations

What are some areas of refinement to consider?

- Consistent goal setting across contents and grade levels.
 - Buy-in
- Alignment
 - Journal expectations
 - Anchor Charts
 - Teach students how to utilize them
- Academic Vocabulary
 - How to display- Content? Strand? Skill?
 - Teach students to utilize the word wall.
 - Supporting students to use academic vocabulary in writing/speaking

Host campuses received feedback and then each campus team collaborated on evidence of progress and next steps.

All campuses (elementary, middle and high) came together in the afternoon for Principal PLC where there were discussions about alignment as well as areas to consider for reinforcement and refinement. Campuses left with adjusted look fors for the next round of learning teams walks.

NISD Elementary Education

2022-2023



Content Literacy Focus

2022-2023 Focus:

- Focus on literacy strategies across content areas when reading texts.
 - [Strategies for Increasing Comprehension](#)
 - Curriculum documents to include literacy strategies in all content areas.
- Updated curriculum and assessments to include constructed response opportunities.



End of Year DRA Data

*22-23 % at End of
Year Goal*

| |
|------------|
| Kinder 74% |
| First 71% |
| Second 76% |
| Third 73% |
| Fourth 80% |
| Fifth 81% |

*22-23 % Making At
Least 1 Year's Growth*

| |
|------------|
| Kinder 74% |
| First 69% |
| Second 72% |
| Third 71% |
| Fourth 83% |
| Fifth 82% |

Early Childhood Reading 5 Year Goal

The percent of **third-grade students** performing at the **Approaches level or higher on STAAR Reading** will **increase 6 percentage points** each year with the goal of 92% by 2024.

| 2020* <i>*2019 Data</i> | 2021 | 2022 | 2023 Goal | 2023 Results | 2024 |
|----------------------------|------|------|--------------|-----------------|------|
| 83% | 74% | 82% | 86% | 82% | 92% |

STAAR Performance Reading

| 3rd | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 82 | 77 | 77 |
| Meets | 58 | 51 | 51 |
| Masters | 24 | 20 | 20 |

| 4th | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 84 | 78 | 78 |
| Meets | 57 | 48 | 47 |
| Masters | 28 | 22 | 21 |

STAAR Performance Reading

| 5th | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 88 | 81 | 81 |
| Meets | 66 | 57 | 56 |
| Masters | 39 | 29 | 28 |

2018-2022 Strategic Goal 1

Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2022 -2023 Priority Goal

NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.



Early Childhood Math 5 Year Goal

The percent of third-grade students performing at the Approaches level or higher on STAAR Math will increase 8 percentage points each year with the goal of 95% by 2024.

| 2020* *2019 Data | 2021 | 2022 | 2023 Goal | 2023 Results | 2024 |
|---------------------|------|------|--------------|-----------------|------|
| 82% | 71% | 76% | 87% | 75% | 95% |

STAAR Performance Math

| 3rd | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 75 | 71 | 73 |
| Meets | 47 | 43 | 44 |
| Masters | 20 | 19 | 19 |

| 4th | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 71 | 69 | 70 |
| Meets | 48 | 47 | 47 |
| Masters | 23 | 22 | 22 |

STAAR Performance Math

| 5th | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 82 | 78 | 80 |
| Meets | 54 | 49 | 50 |
| Masters | 26 | 21 | 21 |

STAAR Performance Science

| 5th | District 22-23 | Region 22-23 | State 22-23 |
|----------|-------------------|-----------------|----------------|
| Approach | 70 | 66 | 64 |
| Meets | 40 | 36 | 34 |
| Masters | 23 | 16 | 15 |

NISD Secondary Education

2022-2023



2018-2022 Strategic Goal 1

Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2022-2023 Priority Goal

NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

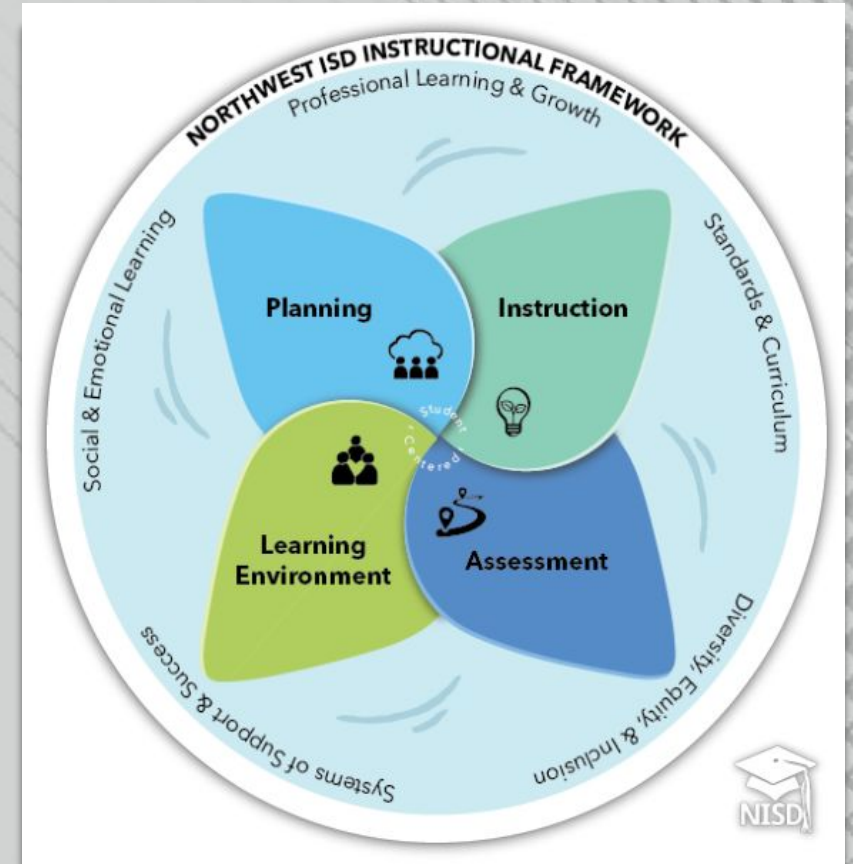


Focus on Content Literacy

Secondary Content Literacy

2022-2023 Focus:

- Focus on literacy strategies across content areas when reading texts.
 - [Strategies for Increasing Comprehension](#)
 - Curriculum documents to include literacy strategies in all content areas.
- Updated curriculum and assessments to include constructed response opportunities as well as updated assessment to include technology enhanced question types.



2018-2022 Strategic Goal 1

Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2022-2023 Priority Goal

NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.



STAAR/EOC Performance Reading/Writing

| 6th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 83 | 76 | 76 |
| Meets | 57 | 51 | 52 |
| Masters | 25 | 22 | 22 |

| 7th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 87 | 77 | 77 |
| Meets | 66 | 54 | 52 |
| Masters | 34 | 27 | 26 |

STAAR/EOC Performance Reading/Writing

| 8th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 88 | 81 | 82 |
| Meets | 65 | 55 | 56 |
| Masters | 32 | 27 | 27 |

STAAR/EOC Performance

Reading/Writing

| ELA 1 | 22-23 | Region 22-23 | State 22-23 |
|----------|-------|-----------------|----------------|
| Approach | 84 | 72 | 71 |
| Meets | 71 | 56 | 51 |
| Masters | 21 | 15 | 14 |

| ELA 2 | 22-23 | Region 22-23 | State 22-23 |
|----------|-------|-----------------|----------------|
| Approach | 84 | 75 | 74 |
| Meets | 70 | 58 | 56 |
| Masters | 11 | 9 | 9 |

STAAR/EOC Performance Mathematics

| 6th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 81 | 76 | 74 |
| Meets | 45 | 40 | 38 |
| Masters | 13 | 16 | 15 |

| 7th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 66 | 61 | 61 |
| Meets | 39 | 35 | 35 |
| Masters | 14 | 10 | 10 |

STAAR/EOC Performance Mathematics

| 8th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 81 | 74 | 74 |
| Meets | 53 | 44 | 44 |
| Masters | 20 | 17 | 16 |

| Algebra 1 | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 85 | 77 | 78 |
| Meets | 52 | 45 | 45 |
| Masters | 27 | 24 | 24 |

STAAR/EOC Performance Science

| 8th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 81 | 73 | 72 |
| Meets | 57 | 45 | 45 |
| Masters | 23 | 16 | 16 |

| Biology | 22-23 | Region 22-23 | State 22-23 |
|----------|-------|-----------------|----------------|
| Approach | 94 | 89 | 89 |
| Meets | 74 | 59 | 57 |
| Masters | 31 | 23 | 22 |

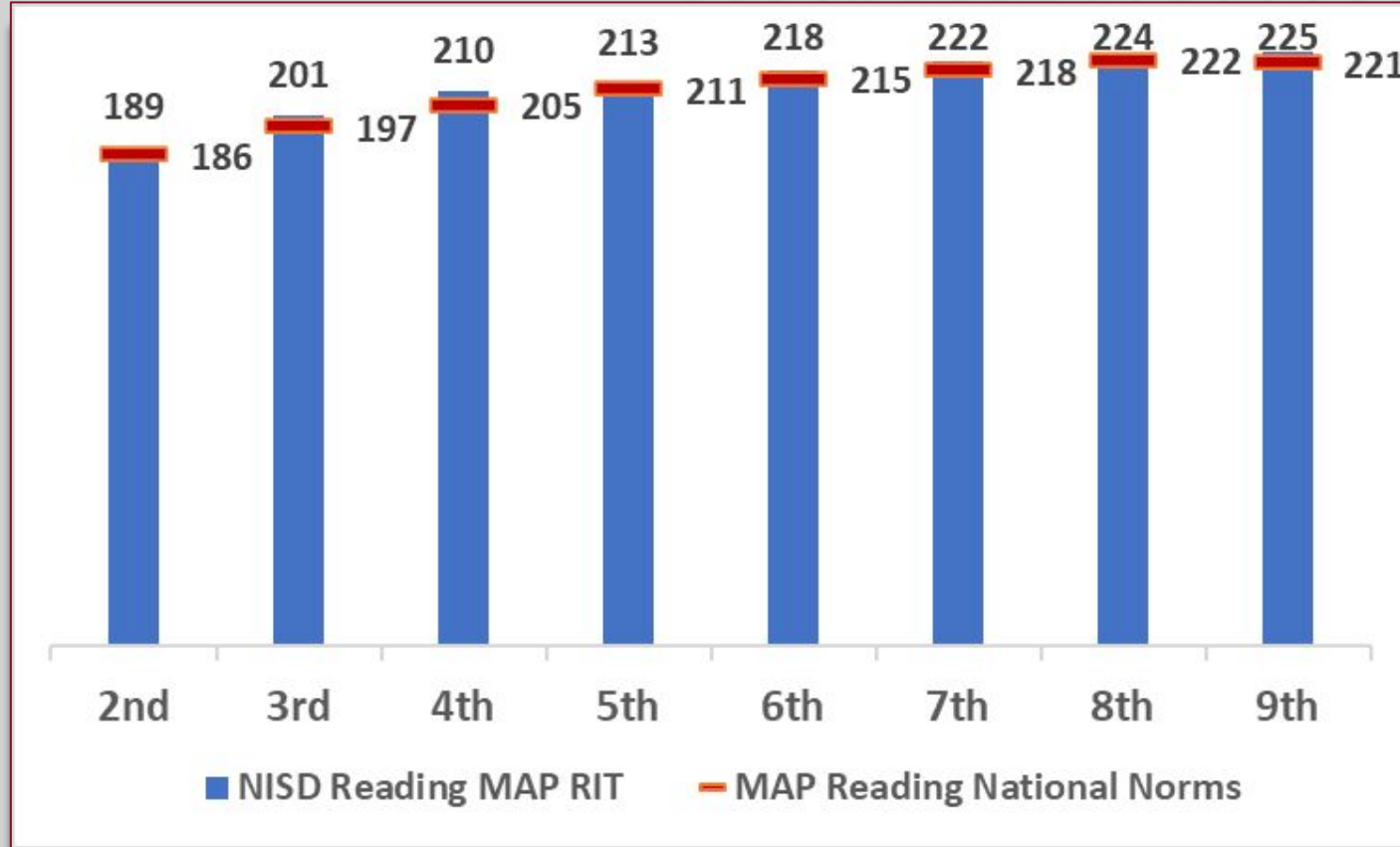
STAAR/EOC Performance

Social Studies

| 8th Grade | 22-23 | Region 22-23 | State 22-23 |
|-----------|-------|-----------------|----------------|
| Approach | 72 | 61 | 60 |
| Meets | 41 | 32 | 31 |
| Masters | 21 | 16 | 15 |

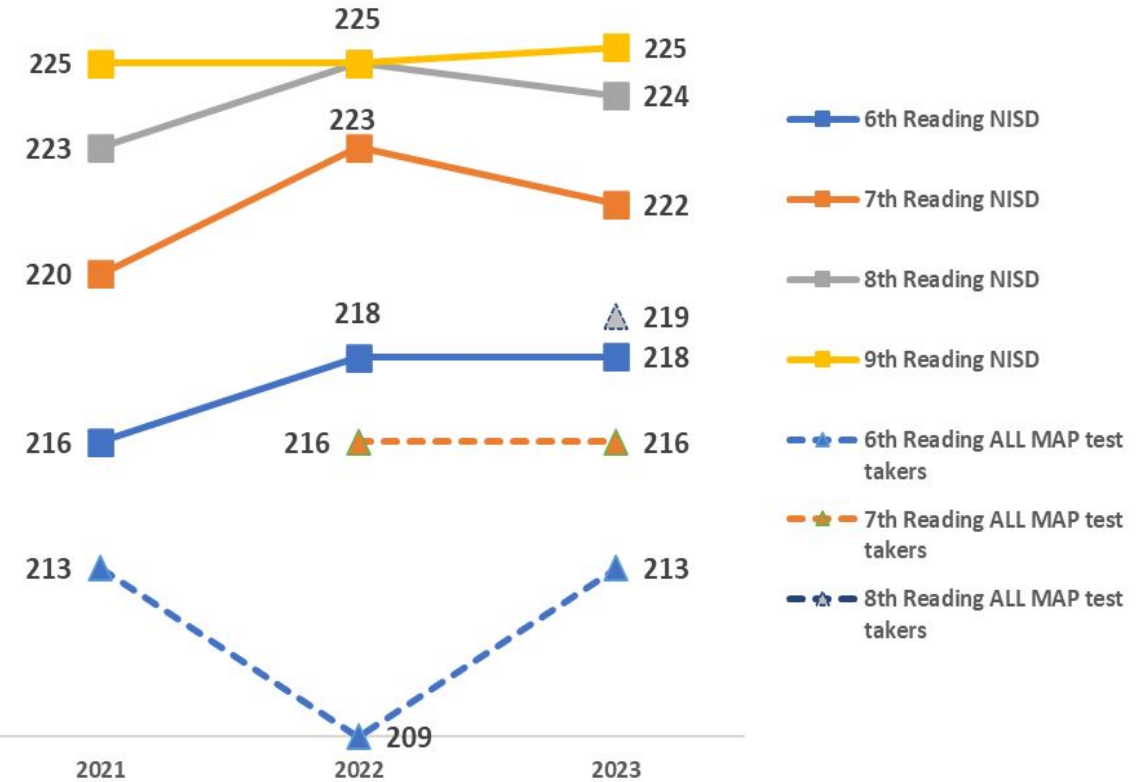
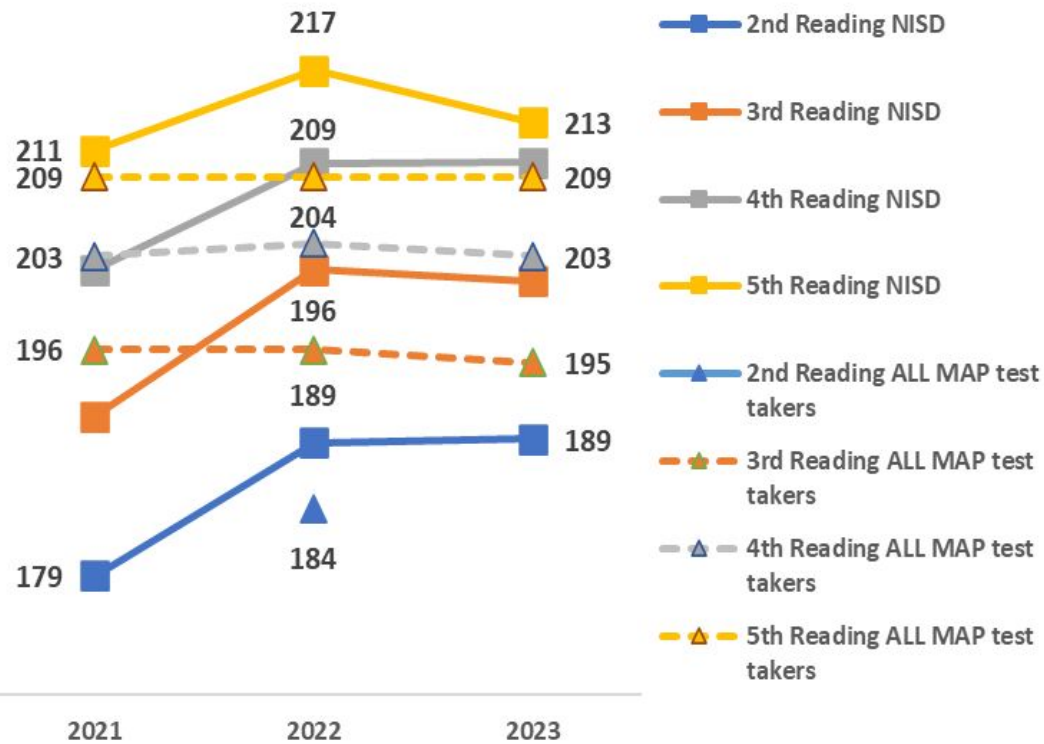
| US History | 22-23 | Region 22-23 | State 22-23 |
|------------|-------|-----------------|----------------|
| Approach | 98 | 95 | 95 |
| Meets | 84 | 73 | 71 |
| Masters | 53 | 41 | 39 |

MAP Reading: NISD consistently outscored the Reading National Norms

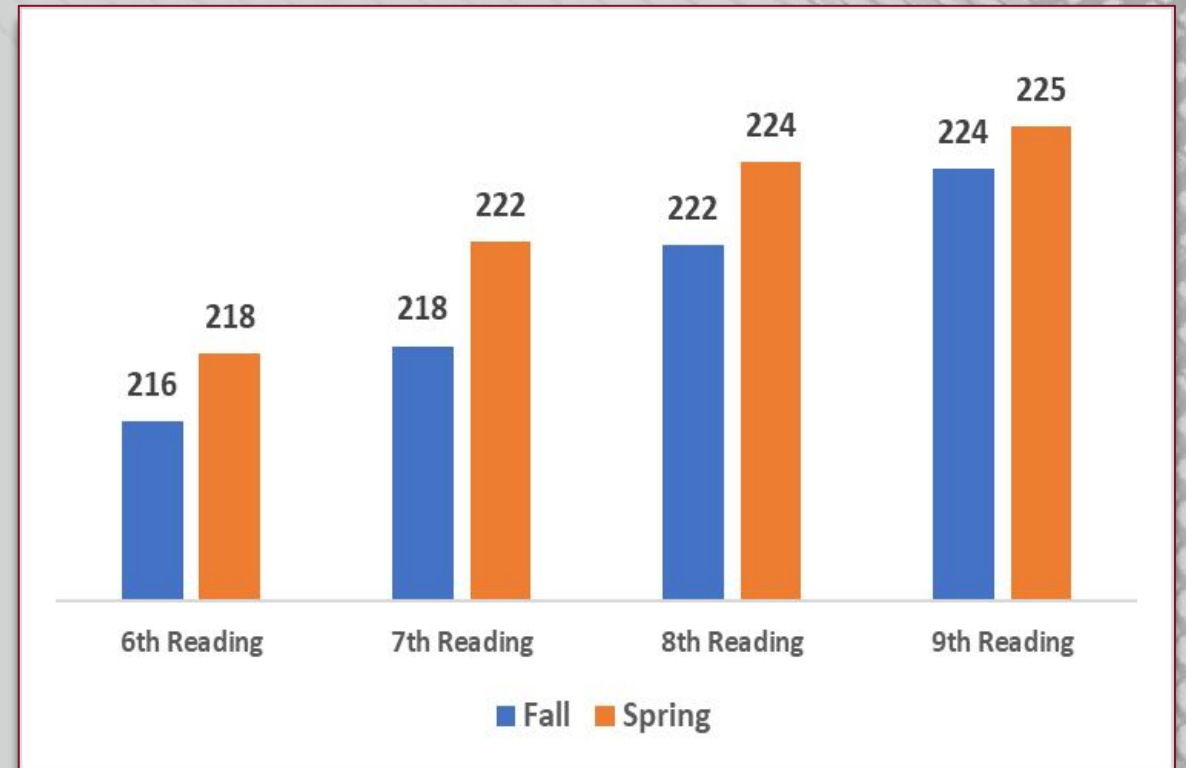
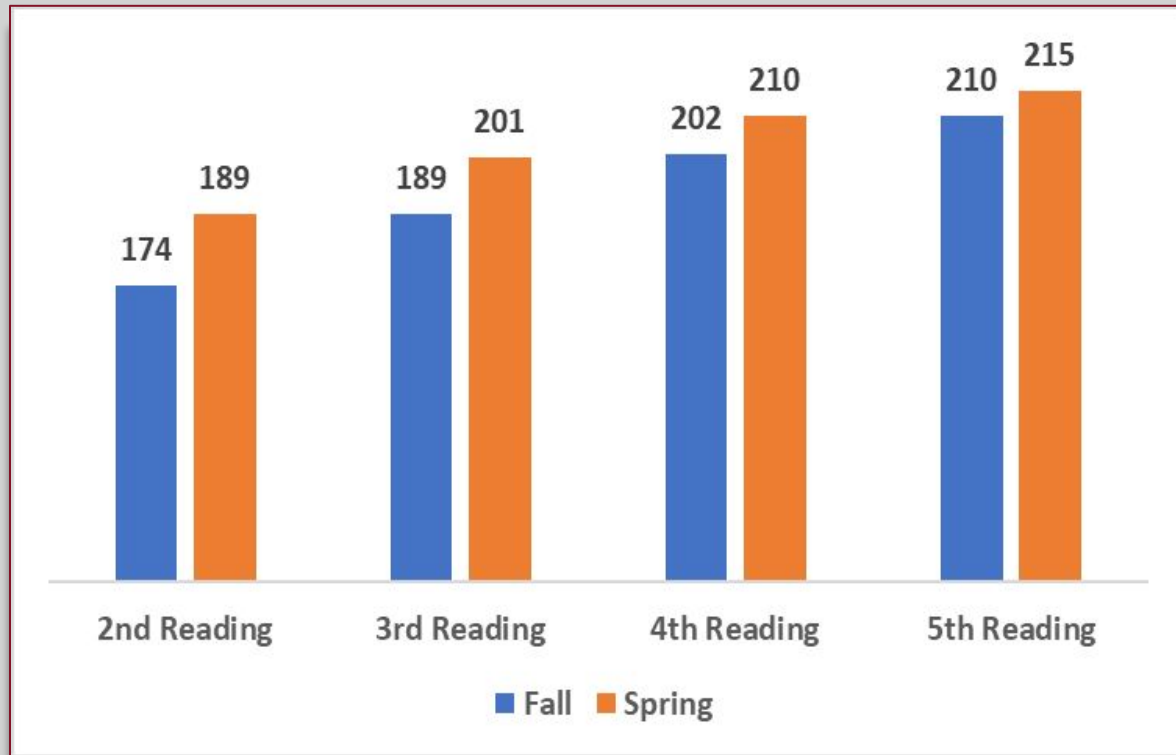


■ NISD MAP RIT Score ● Norms Mean Score

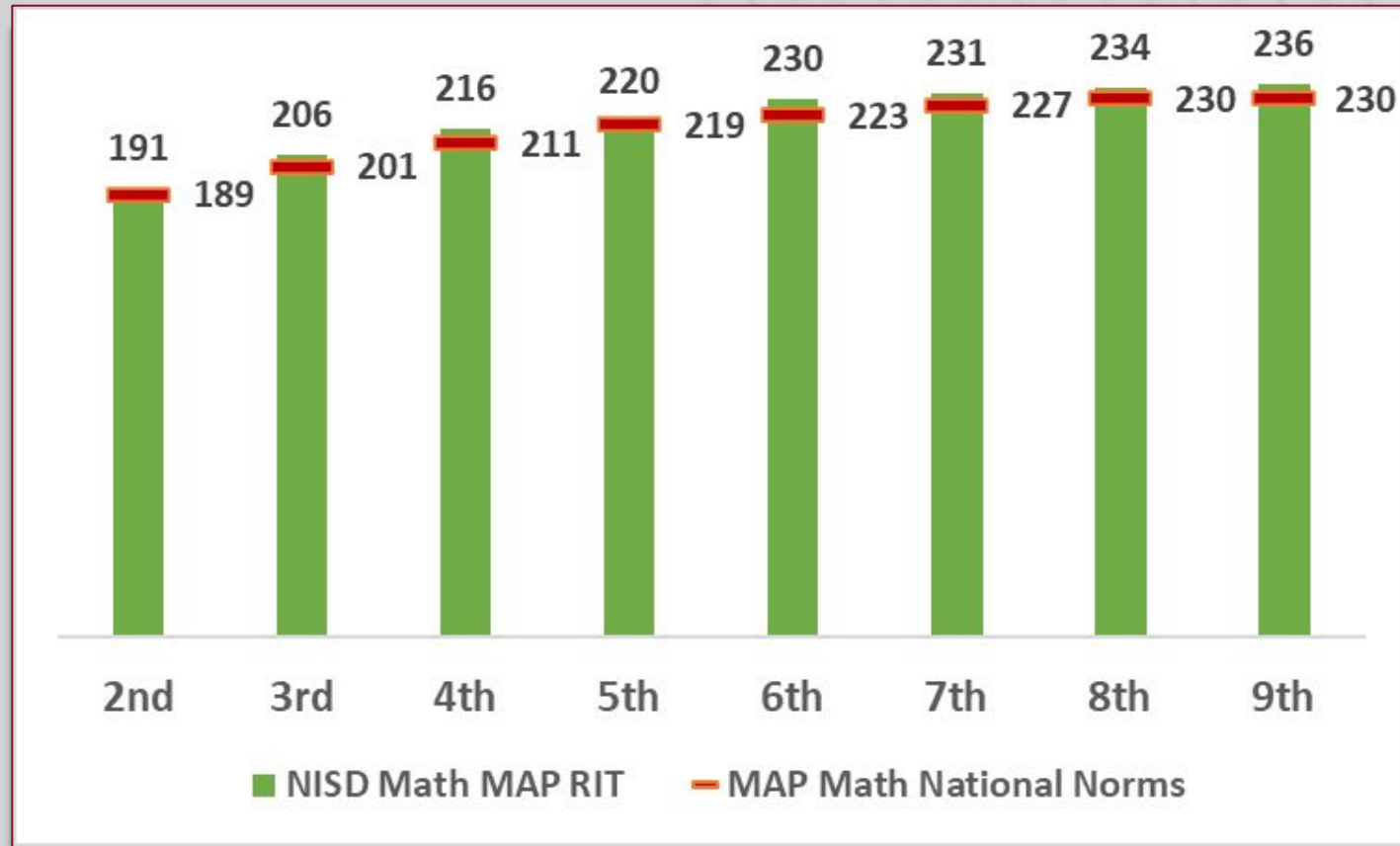
MAP Reading



Map Reading

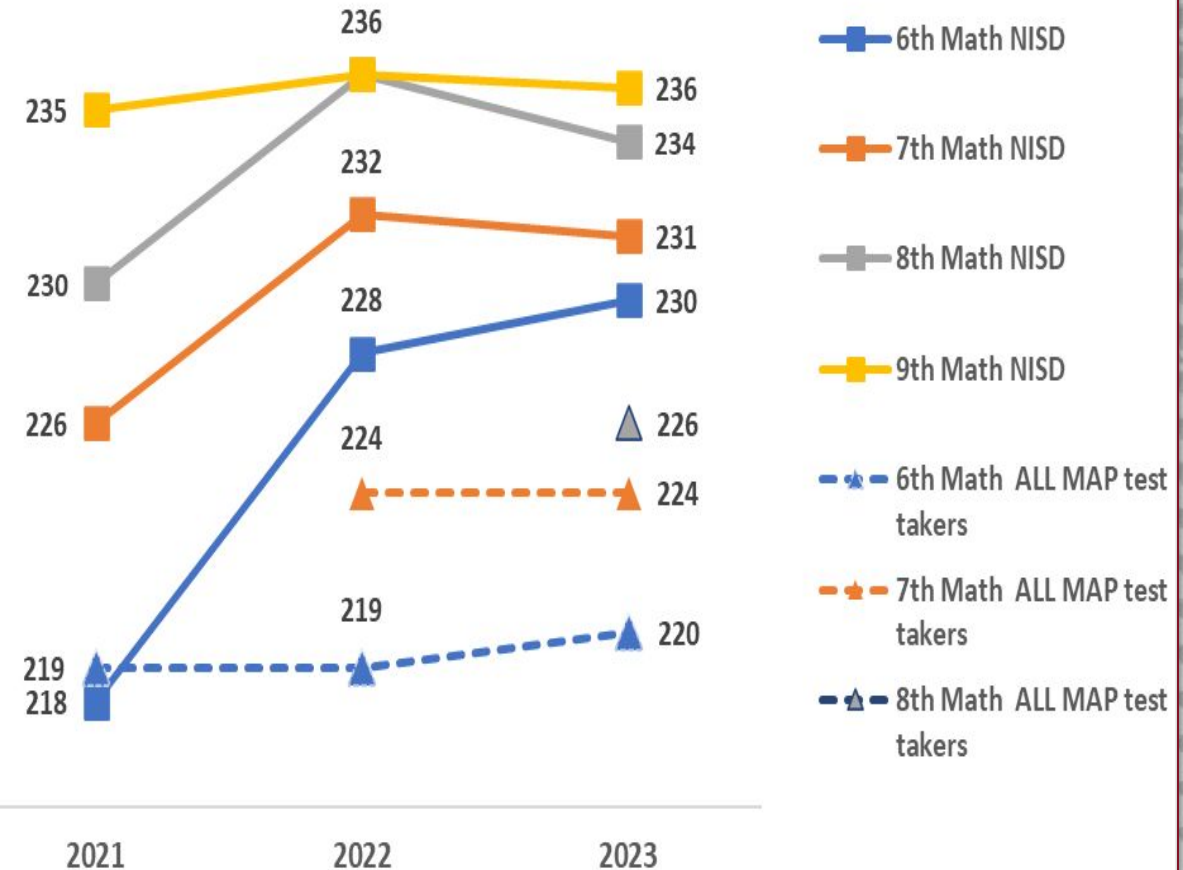
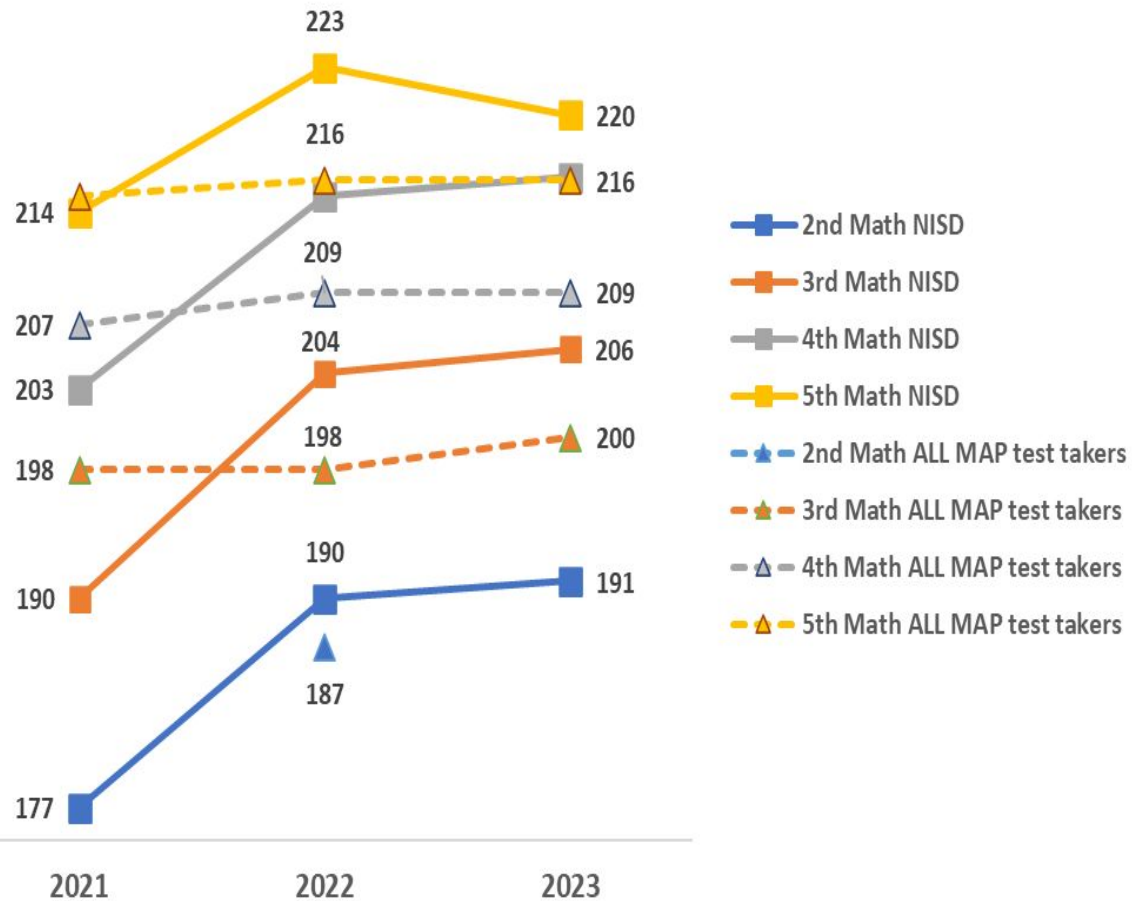


MAP Math: NISD consistently outscored the Math National Norms.

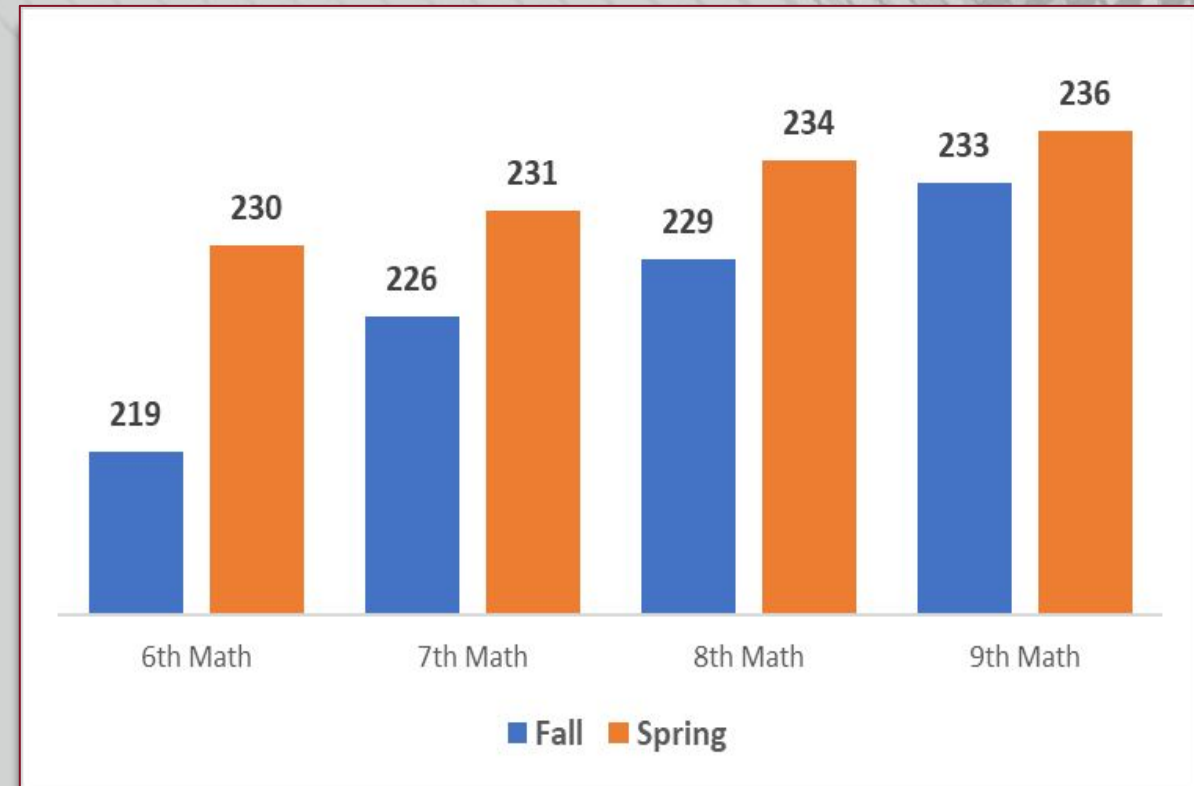
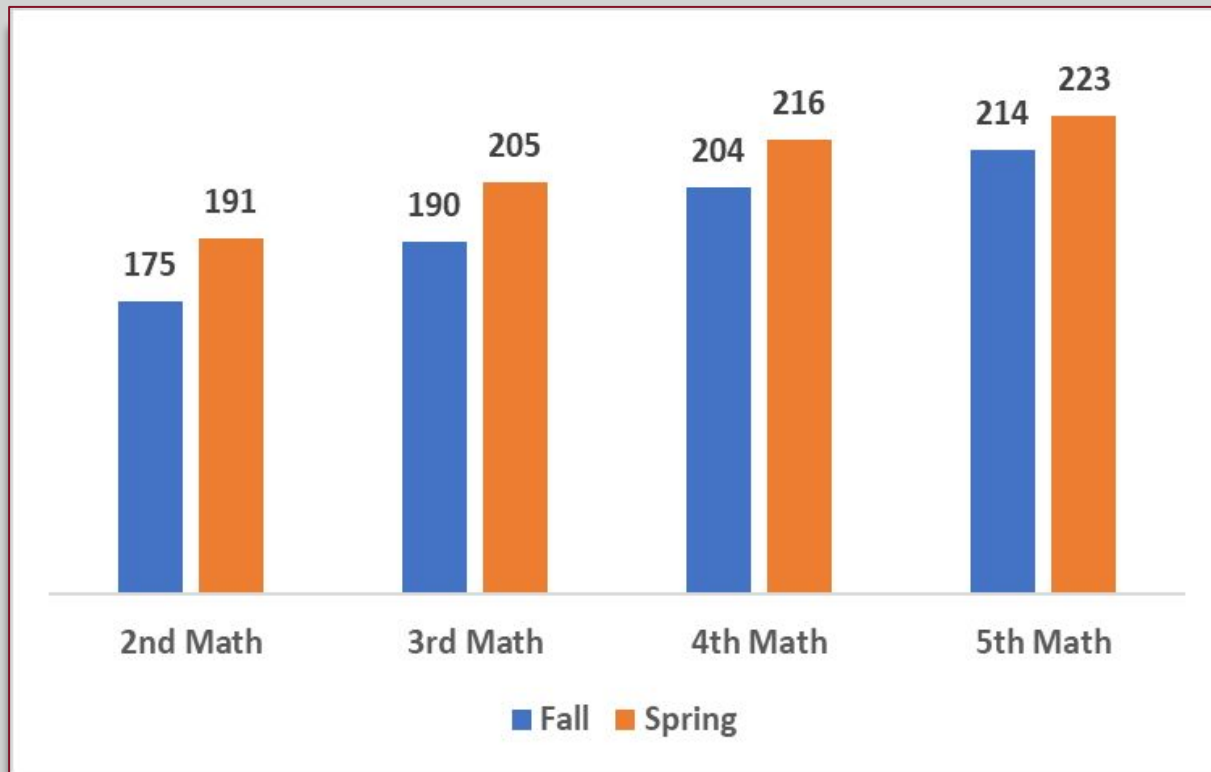


■ NISD MAP RIT Score ● Norms Mean Score

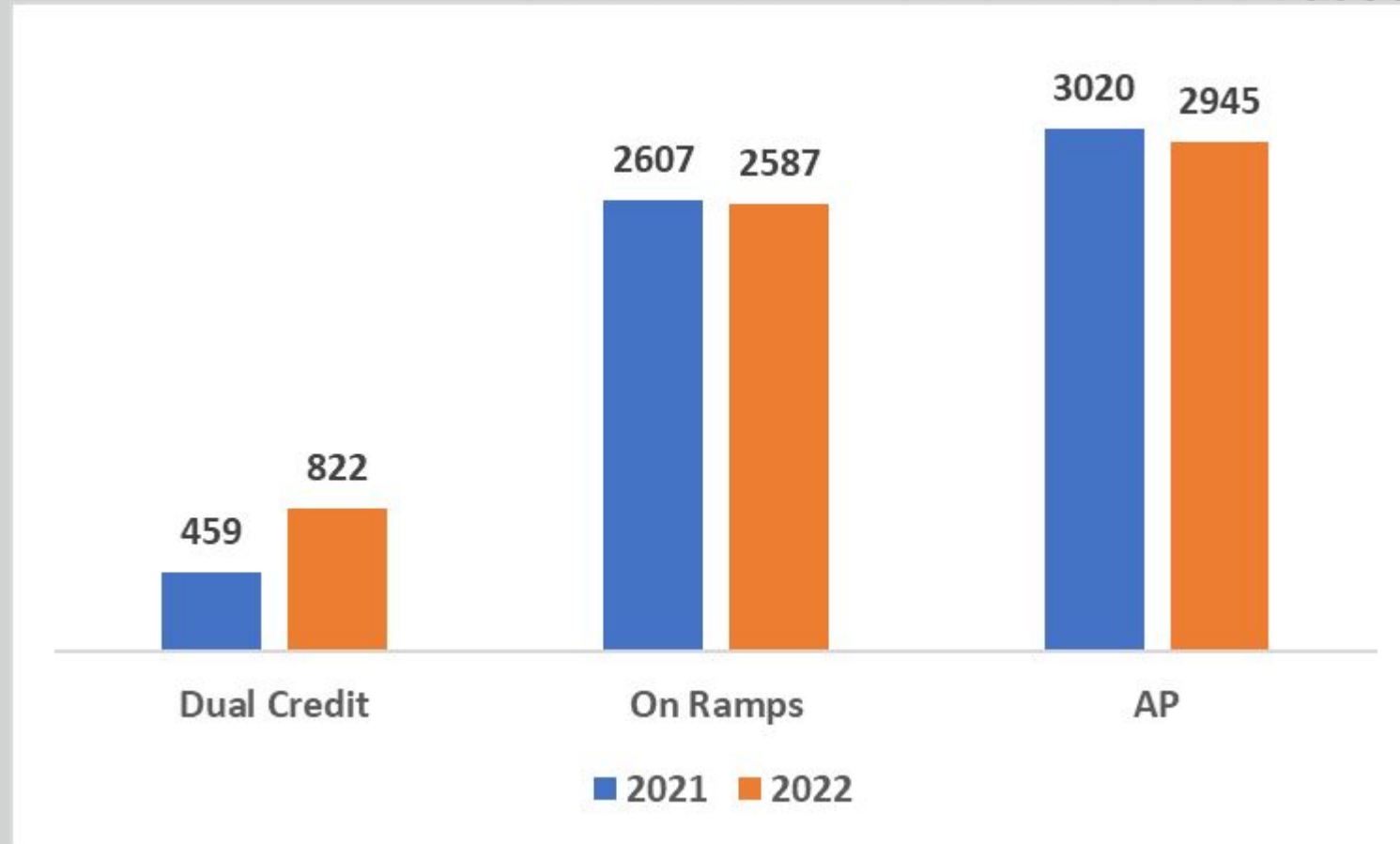
MAP Math



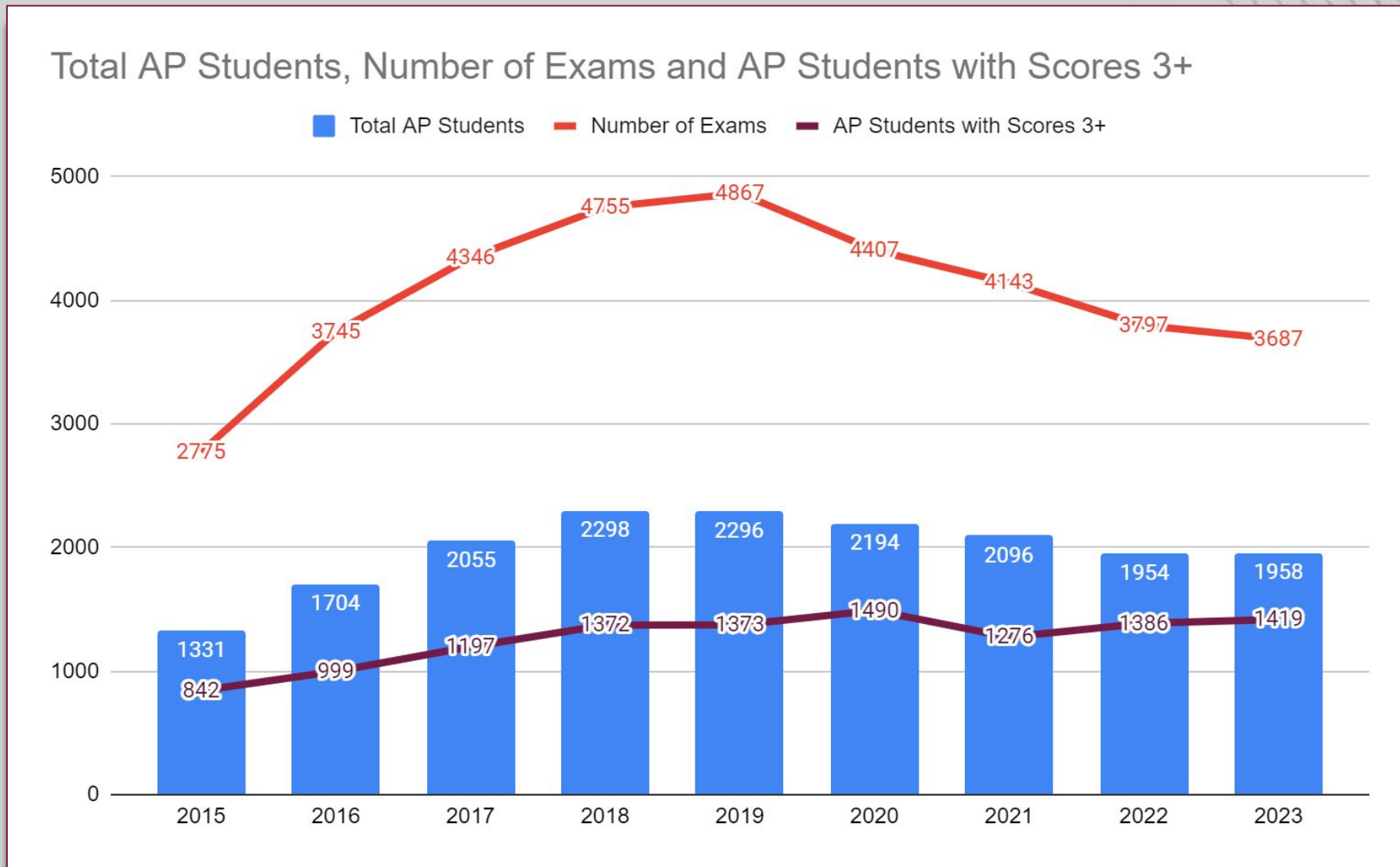
MAP Math



Advanced Academics



Advanced Academics - AP Exams



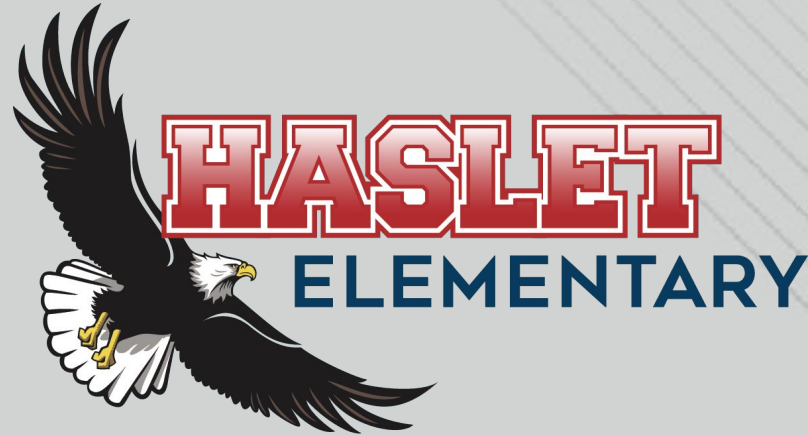
2022-2023 Celebration In Person Campus Events!!



2022-2023 Accomplishments



Kay Granger Elementary National
School of Character



Haslet Elementary
School Transforming
Learning



Seven Hills and Prairie View
Lighthouse Schools

2022-2023 Accomplishments

Regional Tournament

- 67 teams competed (elementary, middle and high)
- 48 teams medaled
- 11 advanced to State
- 22 Rising Stars (K-2) teams
- 4 students were awarded the Magellan Award

Lone Star Finals

- 4 teams placed and advanced to Globals

Globals

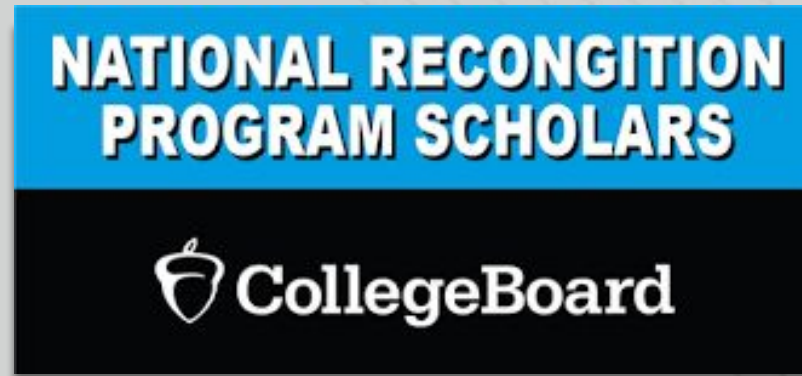
- Lakeview - 12th
- Byron Nelson #1 - 12th
- Byron Nelson #2 - 3rd
- NHS - 4th & 7th



2022-2023 Accomplishments



7 District National Merit Finalists



118 students earned distinction through the National Recognition Program (based on PSAT and AP Scores)



5182 certifications earned through Career & Technical Education programs

Challenges

- ★ Continued work in closing achievement gaps
- ★ Fast growth
- ★ Changing demographics
- ★ Student behavior



On the Horizon

- ★ Continued Learning Teams focus on Content Literacy
- ★ Supporting campuses in the area of student behavior through behavior framework training, coaching and feedback
- ★ Fast Growth: Focus with onboarding new students, families and staff



On the Horizon

- ★ Opening 43 full day Pre-K classrooms in Fall 2023
- ★ Opening of Alan and Andra Perrin Elementary in Fall 2024
- ★ New Pike Middle School in Fall 2024
- ★ Opening 2 Early Childhood Centers in Fall 2025





2022-2023 Elementary & Secondary Education Effectiveness Report

Questions?