

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES  
6:30 PM

Irving ISD Board Room  
2621 West Airport Freeway  
Irving, TX 75062  
Monday, October 19, 2020

**A G E N D A**

I. **CALL TO ORDER AND INVOCATION FOR 6:30 P.M. WORK SESSION**

II. PUBLIC COMMENT

Individuals wishing to address the Board on agenda items or make comments regarding issues not on the agenda will be heard at this time.

Beginning on September 21, 2020, Irving ISD will accommodate those who wish to comment in person to the School Board during open Board Meeting Sessions. In order to do so and maintain safety guidelines Irving ISD will provide each commenter with a specific time during the meeting in which they will address the Board in person. If you wish to address the Board in person during the regular scheduled meeting, please call 972-600-5456 to receive your scheduled time.

A. Non-Agenda Related Topics

B. Agenda Related Topics

III. DISCUSSION ITEMS

A. Receive Presentation on Verizon Innovative Learning Schools 3  
(VILS) Program and Learning Labs (P. Alvarado/A. McQuarters)

B. Receive Overview of the Measures of Academic Progress (MAP) 16  
Fall 2020-2021 District Performance (D. Galindo/C. Trotter)

C. Receive Overview of Bilingual/ESL Program Evaluation 2019-2020  
(B. De La Sierra/C. Laird/Y. Fan)

D. Receive Overview of Gifted and Talented Program Evaluation 49  
2019-2020 (H. Nasky/C. Laird/Y. Fan)

E. Discuss Items on October 26, 2020 Regular Board Meeting Agenda

IV. **EXECUTIVE SESSION** - The Board may recess the Open Meeting and reconvene in a Closed Meeting pursuant to the following sections of the Texas Government Code and as authorized by Sections 551.071-551.076 and 551.082-551.084 therefore of

- A. Section 551.071 - To seek the advice of the Board's attorney about:
    - 1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation
    - 2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.
  
  - B. Section 551.072 - To deliberate the purchase, exchange, sale, lease or value of real property if such deliberation in open session would have a detrimental effect on the Board's position in negotiations with a third party
  
  - C. Section 551.074 - To deliberate the appointment, employment, resignation, evaluation, reassignment, proposed nonrenewals, termination, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
- V. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.
- A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation
  - B. Consider Action Regarding Purchase, Exchange, Sale, Lease or Value of Real Property
  - C. Consider Action Regarding Public Officer(s) or Employee(s) Considered in Executive Session as Authorized by Section 551.074, Texas Government Code
- VI. ADJOURNMENT

**RECEIVE PRESENTATION ON VERIZON INNOVATIVE LEARNING SCHOOLS  
(VILS) PROGRAM AND LEARNING LABS**

The attached presentation provides an updated status and overview of the Verizon Innovative Learning Schools (VILS) project. This update includes the status of our two new VILS Labs (at Travis and Lady Bird Johnson Middle Schools) as well as our new High School 9<sup>th</sup> grade program.

Attachment:

- PowerPoint Presentation



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Exhibit III-A

# Verizon Innovative Learning Schools (VILS) and Learning Labs

## Verizon and Irving ISD Partnership


- 2016 VILS Cohort 4-- \$14,359,543  
Austin MS, Bowie, MS, Crockett MS, Houston MS, Lamar MS
- 2018 VILS Cohort 6 -- \$8,520,822  
DeZavala MS, Johnson MS, Travis MS
- 2019 Verizon Innovative Learning Labs --\$565,000  
Austin MS
- 2019 Verizon Innovative Learning Labs -- \$1,100,000  
Johnson MS, Travis MS
- VILS Cohort 7 High School Program -- \$3,487,559  
Cardwell CPC, Irving HS, Irving HS, MacArthur HS, Nimitz HS, Singley Academy<sup>5</sup>

# New 9th Grade Program at All Irving High Schools


## Verizon launches new 9th grade pilot program at all Irving High Schools

- One of two districts in the country to be selected for this pilot.
- All 9th grade teachers, students, administrators and support staff will receive a device
- Students will receive the following:
  - Newest iPad
  - High Speed Internet with 30 Gig of data each month
  - Keyboard
  - Headphones


# VILS Program Outcomes and Goals




Increase Student  
Achievement




Increase Student  
Engagement




Increase Student and  
Teacher Tech & STEM  
Proficiency



Increase Student STEM  
Interest




Increase Student  
Problem-Solving Skills



Increase Student  
Collaboration Skills



Increase Student  
Communication Skills



Increase Student  
Confidence

# Program Implementation

## October 2020

- Teachers receive devices
- Lead VILS teachers trained virtually
- All teachers trained and supported in use of iPads
- Devices distributed for in-person and remote learners
- Parent/student information digital citizenship sessions scheduled

# Verizon Innovative Learning Schools (VILS) and Learning Labs

## The WHY behind the WHAT

- Students learn tech development and design thinking
- Open & infinite mindset

“The visionary has capacity for imagination, creativity, and what is not tangible.”  
Simon Sinek – *The Infinite Game*

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Exhibit III-A

# Verizon Innovative Learning Schools (VILS) and Learning Labs

## Austin Middle School

- Grand opening February 2020
- Academic courses began August 2020
- Approximately 160 students per semester enrolled
- 100% of all students will engage in the lab



# Verizon Innovative Learning Schools (VILS) and Learning Labs

## Curriculum

4 courses developed by Arizona State University

- Immersive Media\*\* Currently being taught
- Artificial Intelligence and Coding
- Digital Product Innovations
- Smart Solutions



# Verizon Innovative Learning Schools (VILS) and Learning Labs

## Travis & Lady Bird Johnson

- Awarded Spring 2020
- Construction began September 2020
- Expected completion mid November 2020
- Courses begin August 2021
- Current opportunity to apply for a lab at de Zavala MS.

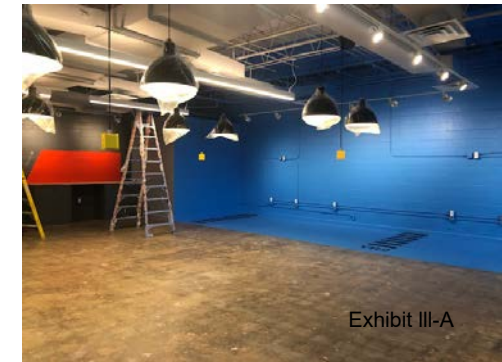


Exhibit III-A

# Verizon Innovative Learning Schools (VILS) and Learning Labs

Community

Specialty focus

Austin - Assistive Tech and Wearable Solutions

Lady Bird Johnson – Net Zero

Travis – Arts, Culture and Community

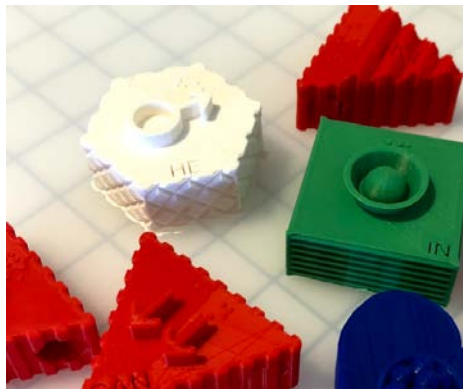


Exhibit III-A

# Verizon Innovative Learning Schools (VILS) and Learning Labs

## Irving ISD Departments and Schools working together

- Tech Services
- Facilities
- Networking
- Communications
- Planning, Research and Evaluation
- Curriculum & Instruction
- Middle & High School Leadership

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Exhibit III-A



Thank you!

**Receive Overview of the Measures of Academic Progress (MAP) Fall 2020-2021 District Performance**

In Irving Independent school district, Measures of Academic Progress (MAP), a computer interim assessment, creates a personalized assessment experience by adapting to each student's learning level. This presentation summarizes the results of the 2020-2021 MAP fall assessment.

\*\*Attachment



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Exhibit III - B



# Report on Measures of Academic Progress (MAP) Fall 2020

October 19, 2020

Exhibit III - B



# Preparing for Remote Testing

## The Student Assessment Department :

- Prepared resources for staff, students and parents so that MAP could be administered remotely
- Created an assessment schedule by campus so that the district could provide support throughout the testing window
- Worked closely with tech services to troubleshoot any issues and provide support
- Offered two evening/night sessions to help younger students who needed assistance from working parents

## Preparing for Remote Testing

- Campus testing coordinators started a google document with helpful tips they learned throughout the window and shared with all campus MAP coordinators
- Campuses were offered multiple make-up testing sessions
- Total number of students that completed testing by the end of the first testing window:
  - Elementary campuses: 90% of all eligible students
  - Middle School campuses: 77% of all eligible students
  - High School campuses: 66% of all eligible students

# Map Overview

- Testing in Reading , Math, Language, and Algebra subjects
- Testing is done 3 times a year
- **RIT** score shows the level of the student's abilities
- **Percentile** shows us where each student ranks in their grade level
- **Conditional Growth Percentile** shows us where a student's growth ranks compared to like students.
- **MAP** shows us specifically what skills a student needs across the content areas and helps us provide targeted interventions

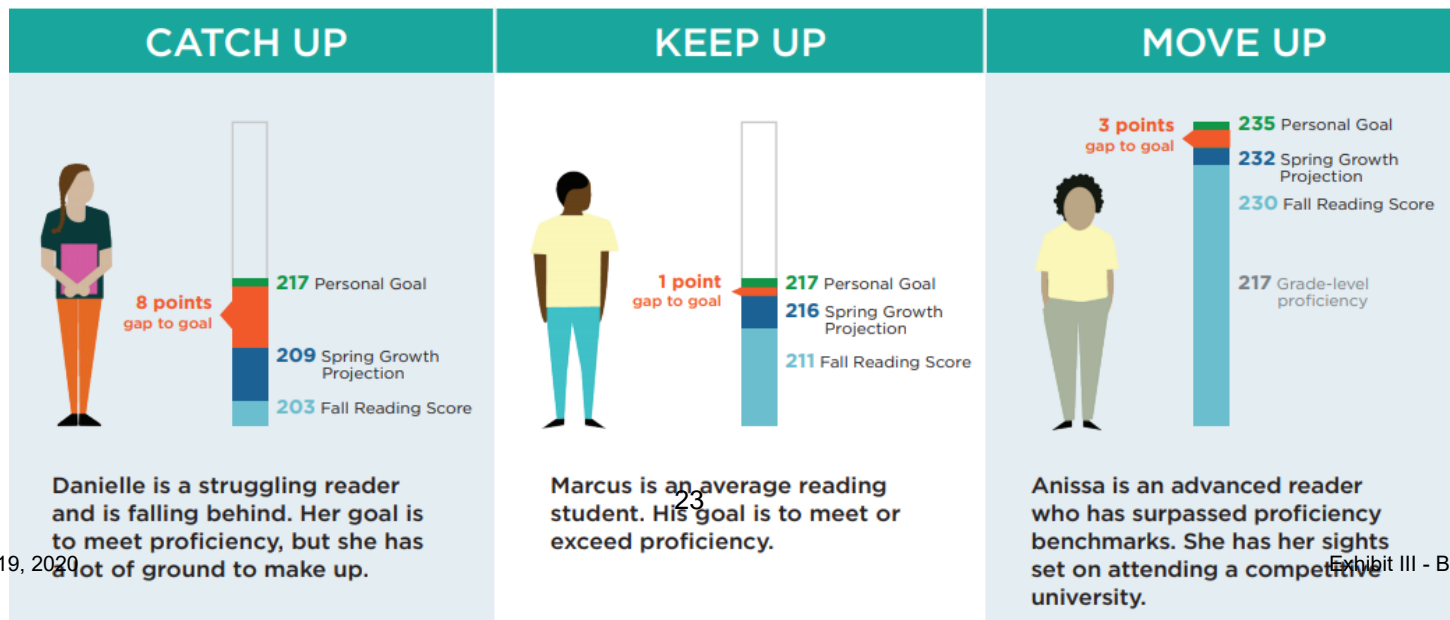
## Remote Testing

- Irving ISD was one of the first districts to test remotely this year
- Online was successfully administered by each campus
- Extended testing window for flexibility
- Plans in place to retest where needed
- Kindergarten tested during last window until October 16<sup>th</sup>

# How do we use MAP data?

## Setting meaningful and realistic growth goals

All students deserve the opportunity to work toward meaningful and realistic academic goals. Teachers can have individual and class-wide goal setting conversations with specificity and precision, using NWEA® normative data.



# What is Conditional Growth?

- Conditional growth compares students with similar starting achievement looking at the grade level, grade, subject area, and number of instructional weeks between test administrations.
- A student with a conditional growth of 50% means that the student's growth was greater than 50% of similar students in the NWEA norm group. A student with a conditional growth score of 75% means that the student's growth was greater than 75% of students in the NWEA norm group.
- Our conditional growth scores for students are comparisons from MAP fall 2019 to fall 2020.

## Summary

- This year's BOYMAP was conducted 100% remotely
- Approximately 70% of students were tested
- Conditional growth percentile shows that Irving students are within the expected range of growth
  - Elementary – 45.7%
  - Middle – 45.2%
  - High- 53.6%

## Summary

- Data outliers and new normative data means challenges in measuring potential “COVID Slide”
- Data is in Edugence and OnData Suite for campuses to access the data and plan interventions
- Dreambox supports math interventions by linking MAP data to target student needs

# Summary Data

	RIT Score Average	
	Reading	Math
1	167	172
2	174	177
3	181	185
4	191	196
5	198	205
6	207	211
7	212	218
8	215	223
9	217	223
10	219	213
11	202	209
12	204	191

Fall to Fall Conditional Growth Percentile	
Reading	Math
59	71
53	60
48	48
46	43
42	35
47	33
47	39
50	38
54	51
55	N/A
73	N/A
87	N/A

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## Limitations

- Outliers in the 1<sup>st</sup> and 99<sup>th</sup> percentiles may need to retest
- Outliers skew summary data
- MAP has new reporting based on 2020 norms
- 30% of students still need to be tested on each campus

## **Receive Overview of Bilingual/ESL Program Evaluation 2019-2020**

Bilingual/ESL will present the 2019-2020 program evaluation. The report will detail BIL/ESL services, graduation rate comparisons, end of year data, and outreach of the program this past year. (Blanca De La Sierra and Dr. Cynthia Jaid)

Attachment:

- Bilingual/ESL Program Evaluation 2019-2020

# Bilingual & ESL Education

## 2019-2020 Annual Evaluation Report

### Program Overview

During the 2019-2020 school year, 14,721 students received bilingual/ESL services.

### Key Demographics Summary:

- 46% Female
- 88% Economically Disadvantaged
- 8% Special Education
- 7% Gifted and Talented
- 88% Hispanic

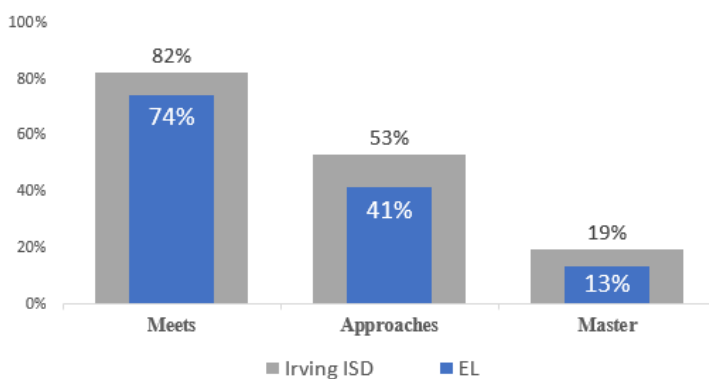
### Services offered:

- Transitional bilingual early exit programs
- Dual language immersion/two-way programs
- ESL-sheltered instruction.

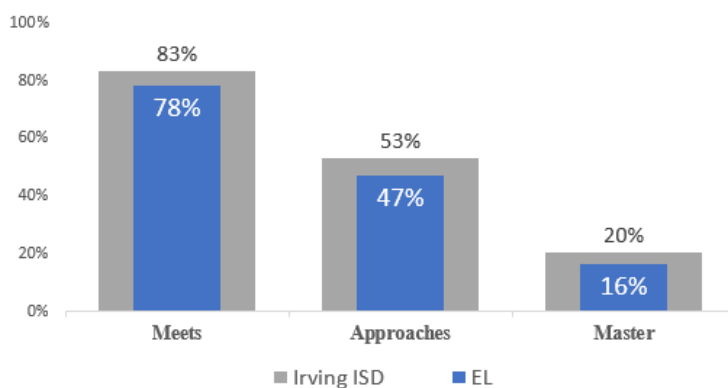
## Academic Achievement

The Lead4forward Summative EOY Performance Levels rating results indicated that GT students outperformed the district average.

### Reading Summative End-of-Year Level Comparison



### Math Summative End-of-Year Level Comparison



# Bilingual & ESL Education

## 2019-2020 Annual Evaluation Report

### Reclassification Rate

	2016-2017	2017-2018	2018-2019	2019-2020
Elementary School	10%	7%	4%	2%
Middle School	13%	7%	1%	1%
High School	4%	2%	3%	1%

### Community Outreach Highlight

#### ONE-WAY DUAL LANGUAGE

# Q & A

Early education and elementary school parents and families are invited to virtual Q&A sessions to learn more about the new one-way dual language program.

Learn more at [IrvingISD.net/LanguageServices](http://IrvingISD.net/LanguageServices).

**WEDNESDAY, SEPT. 2**  
 10 - 11:30 AM or  
 5 - 6:30 PM

**ZOOM ID**  
 967 2865 4490

**PASSWORD**  
 486262

Early Childhood and Elementary School families were invited to participate in a virtual Q & A Session to learn more about the new Dual Language One-Way program.



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**19-20  
Bilingual/ESL  
Program Evaluation**

# TEA Requirements

## TAC §89.1265. Evaluation. (COMMISSIONER'S RULES)

- (a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062

# Federal Requirements

## ESSA SEC. 3121. EVALUATIONS. (FEDERAL STATUTE)

EVALUATION COMPONENTS- An evaluation provided by an eligible entity under subsection (a) shall –

1. provide an evaluation of children enrolled in a program or activity conducted by the entity using funds under subpart 1 (including the percentage of children) who –
  - A. are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency;
  - B. have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children;
  - C. are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet; and are not receiving waivers for the reading or language arts <sup>35</sup>assessments under section 1111(b)(3)(C);

# Bilingual/ESL Services in Irving ISD

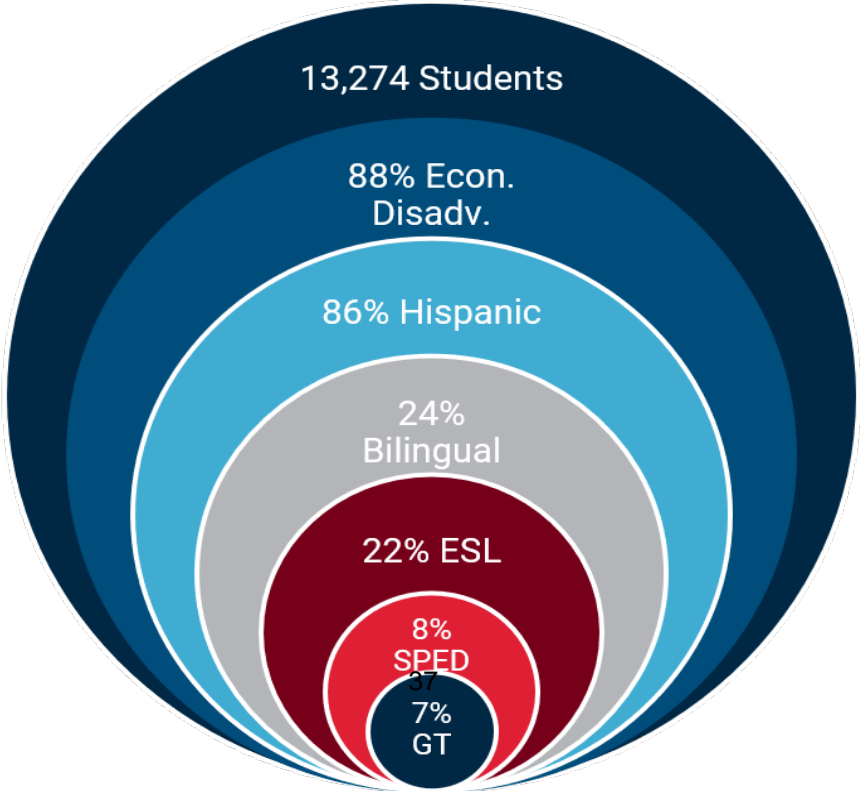
## Elementary

- Transitional-Early Exit Model
- Dual Language-Two Way
- ESL Content Based

## Secondary

- ESL Pull-Out
- Dual Language

# English Learners in Irving ISD

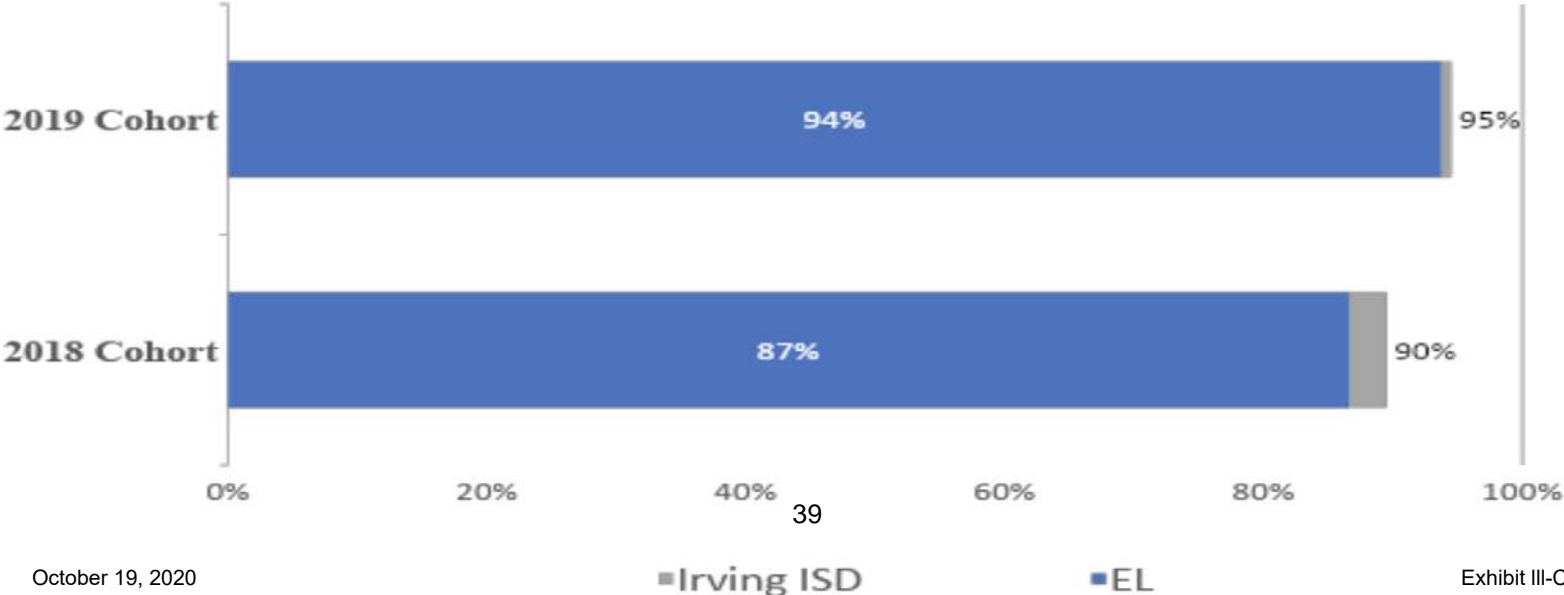


# ELs Achievement Review

- Graduation
- Reading Performance
- Math Performance
- Reclassification

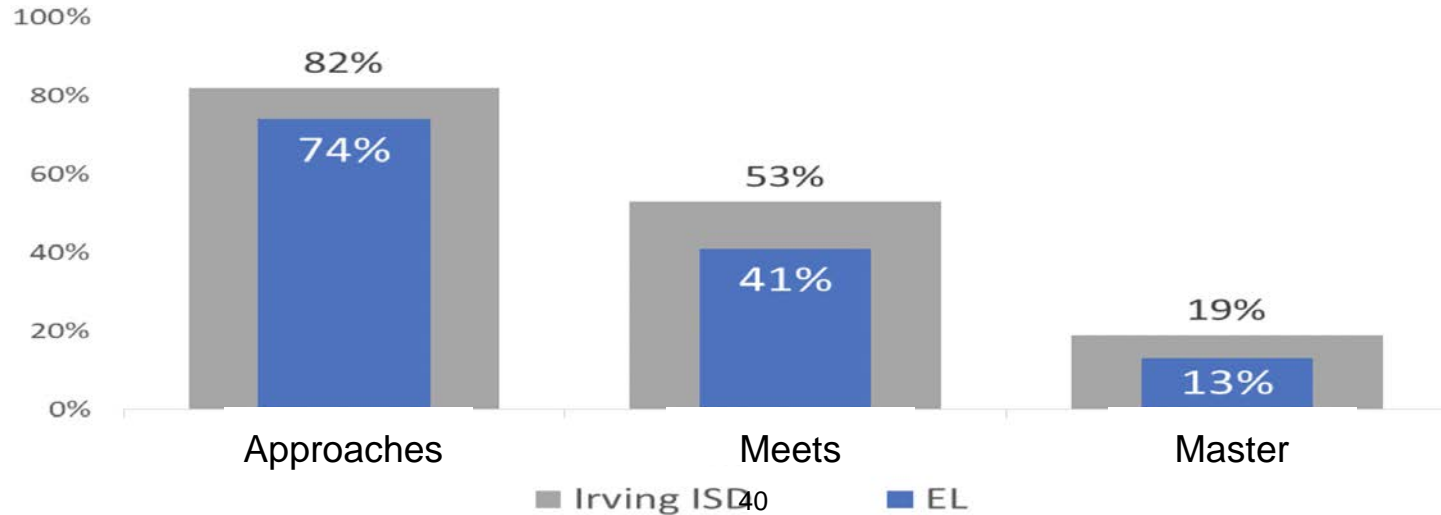
# Graduate Rate Comparison

The graduation gap between ELs and district overall has **decreased**.



# Reading Summative Data End-Of-Year Level Comparison

According to Lead4ward EOY Summative Performance Rating, ELs underperformed the district overall in reading.



October 19, 2020

Exhibit III-C

*Disclaimer: Summative EOY data is subjective data rated by teacher. Please considered it with caution.*

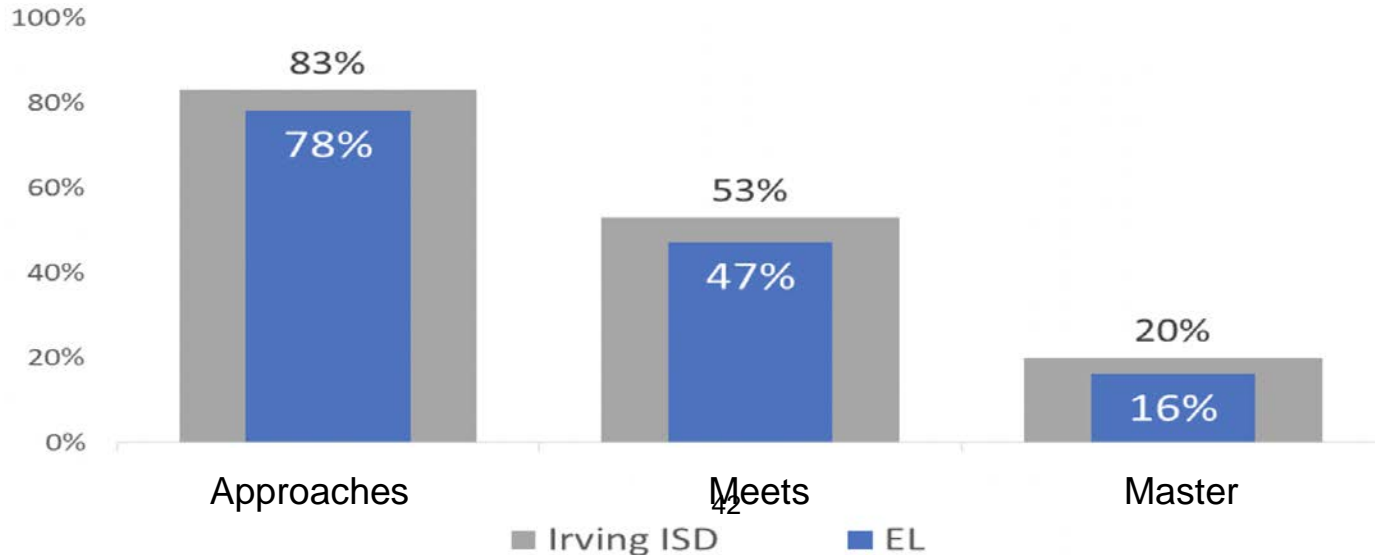
# Reading MAP Data

ELs underperformed the district overall in MAP reading.

	2018-2019	2019-2020	Trend
ELs	43%	36%	↓
District	53%	47%	↓

# Math Summative Data End-Of-Year Level Comparison

According to Lead4ward EOY Summative Performance Rating, ELs underperformed the district overall in math.





October 19, 2020

Exhibit III-C

*Disclaimer: Summative EOY data is subjective data rated by teacher. Please considered it with caution.*

# Math MAP Data

ELs underperformed the district overall in MAP math.

	2018-2019	2019-2020	Trend
ELs	21%	25%	
District	51%	50%	

# Reclassification Rates

The EL reclassification rates have been decreasing for the past four years.

	2016-2017 *	2017-2018	2018-2019	2019-2020 *
Elementary School	10%	7%	4%	2%
Middle School	13%	7%	1%	1%
High School	4%	2%	3%	1%

October 18, 2020  
Disclaimer: 2019-2020 reclassification data has limitation in data quality, please considered it with caution. Exhibit III-C

# District Response

Building Literacy of Our Mentees (BLOOM)

BIL/ESL HUB Resource Page

1,000+ Summer Home Learning Kits

Professional Learning Collaboration with Region 10

Listening and Speaking Digital Resource

C&I Collaboration

Professional Learning and Coaching

## Early Childhood Virtual Summer Program

- 200 students
- *"The program exceeded my expectations. I was very amazed with how the curriculum provided great success with student learning."*

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## Elevate Summer School Enrichment (Elementary/Secondary)

- 700 students
- *"Thank you for teaching our kiddos. I think this summer literacy program is very helpful to students."*
- *"I feel it gives kids a routine to do some schoolwork during summer, so they are not totally off track when school starts whether it be in person or online."*
- *"These kids inspire me to push through, never give up, and be proud of myself and my hard work."*

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Exhibit III-C

## 2019-2020

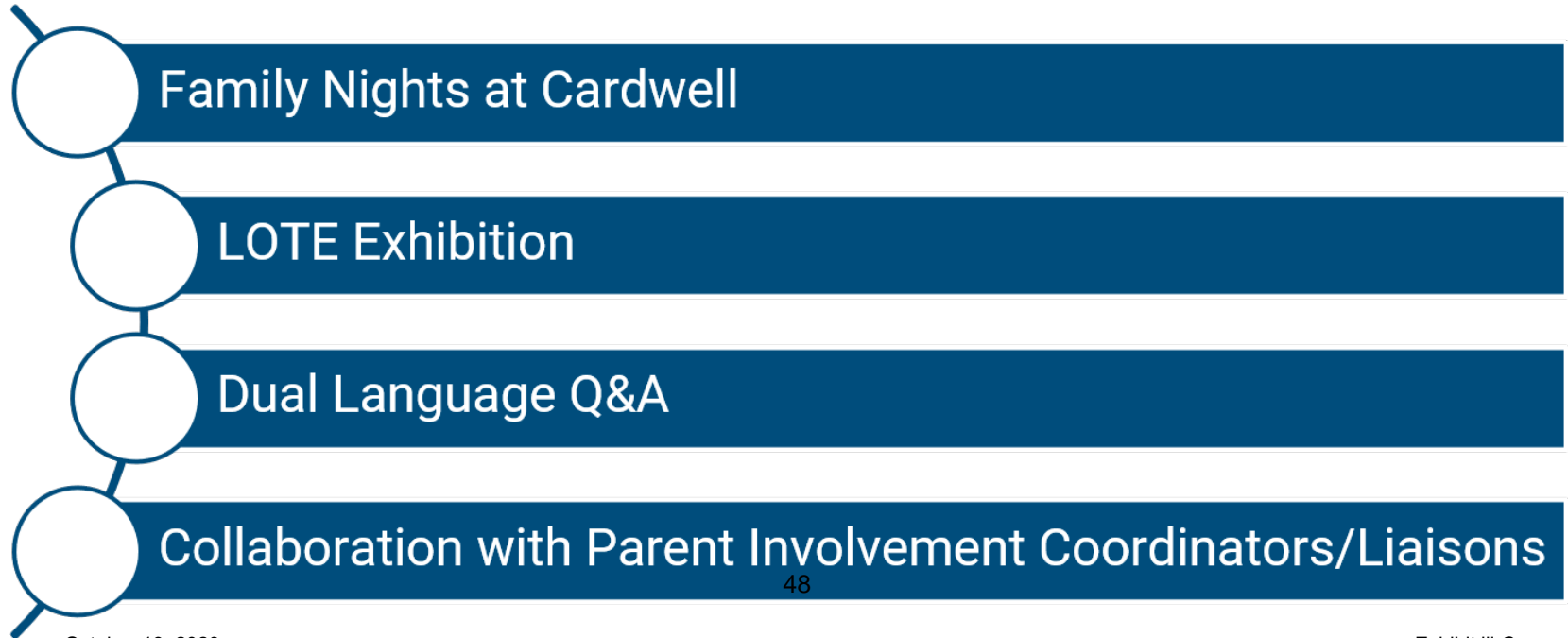
- Transitional-Early Exit
- Dual Language-Two Way
- ESL Content Based
- ESL Pull Out

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## 2020-2021

- Dual Language-One Way
- Dual Language-Two Way
- ESL Content Based
- ESL Pull Out

# Family/Community Outreach



**Receive Overview of Gifted and Talented Program Evaluation 2019-2020**

Gifted/Advanced Academics will present the 2019-2020 program evaluation. The report will detail performance, equity, and outreach of the program this past year. (Holley Nasky, Yolanda Flores, and Dr. Cynthia Jaid)

\*\* Attachment



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Exhibit III - D



# Gifted Program Evaluation

2019-2020

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Exhibit III - D

# GT Program Evaluation

The effectiveness of G/T services must be evaluated annually, and the data used to modify and update district and campus improvement plans. Parents must be included in the evaluation process (State Plan 5.3C). Districts shall evaluate services annually through a locally developed process that meets the requirements of law and rule.

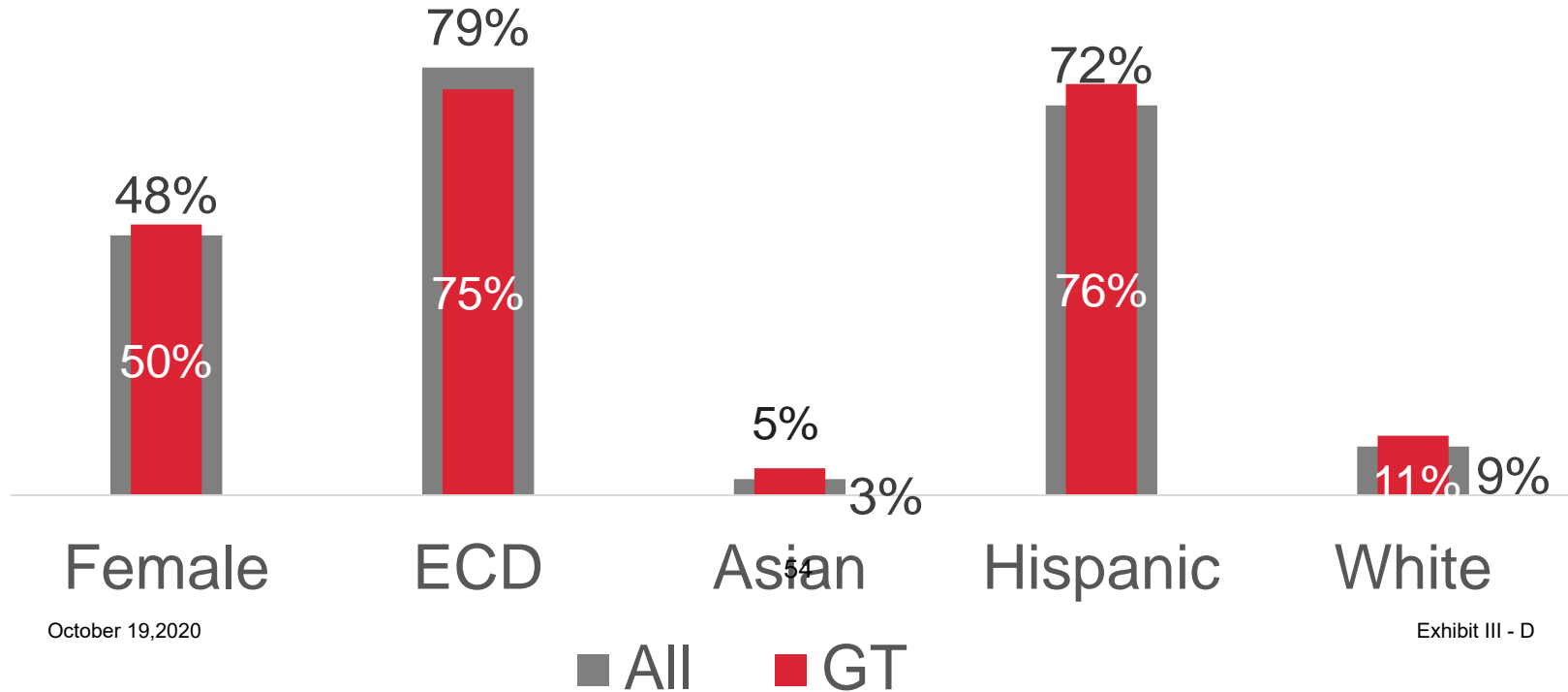
# GT Student Population

During the 2019-2020 school year,

- 4,640 students received GT services
- 14% of the total population (state average 5-6%).

GT students were adequately identified for the majority of demographic subgroups.

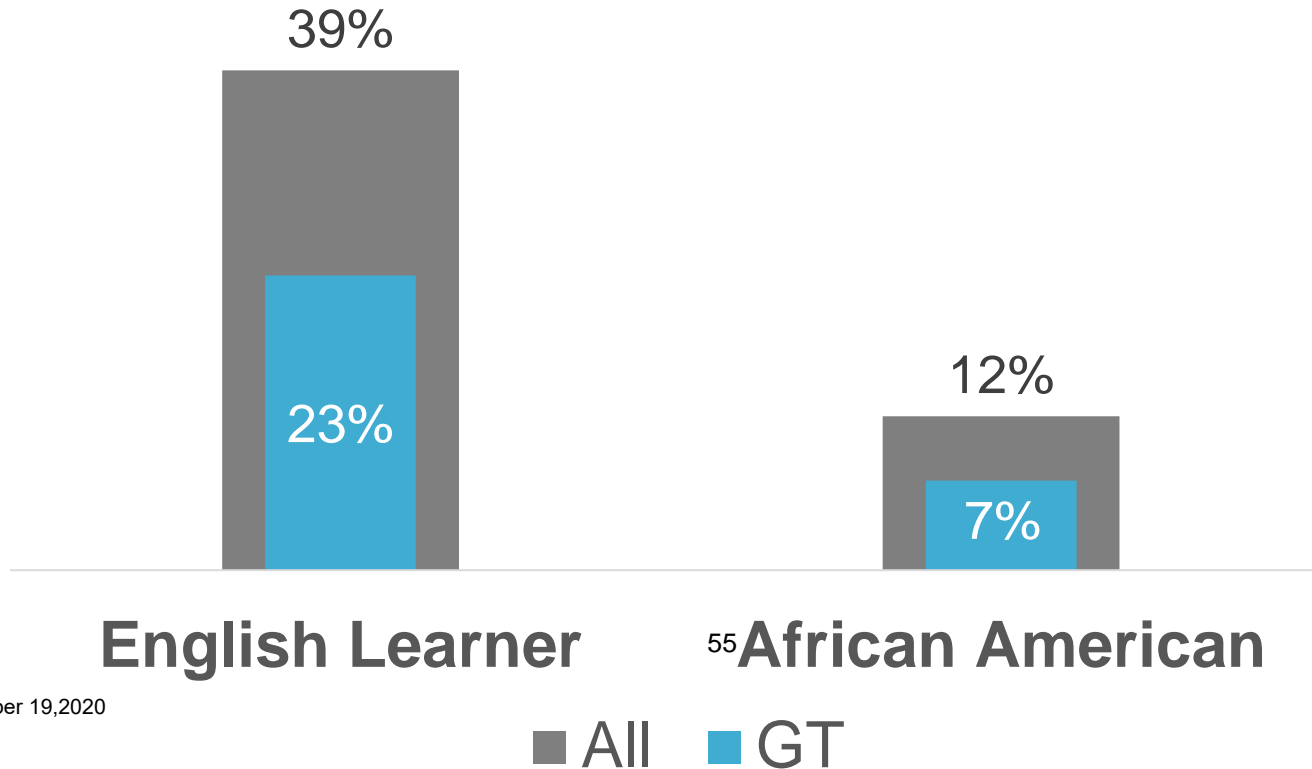
# Adequately Identified Sub Populations



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Exhibit III - D

# Under-Identified Sub Populations

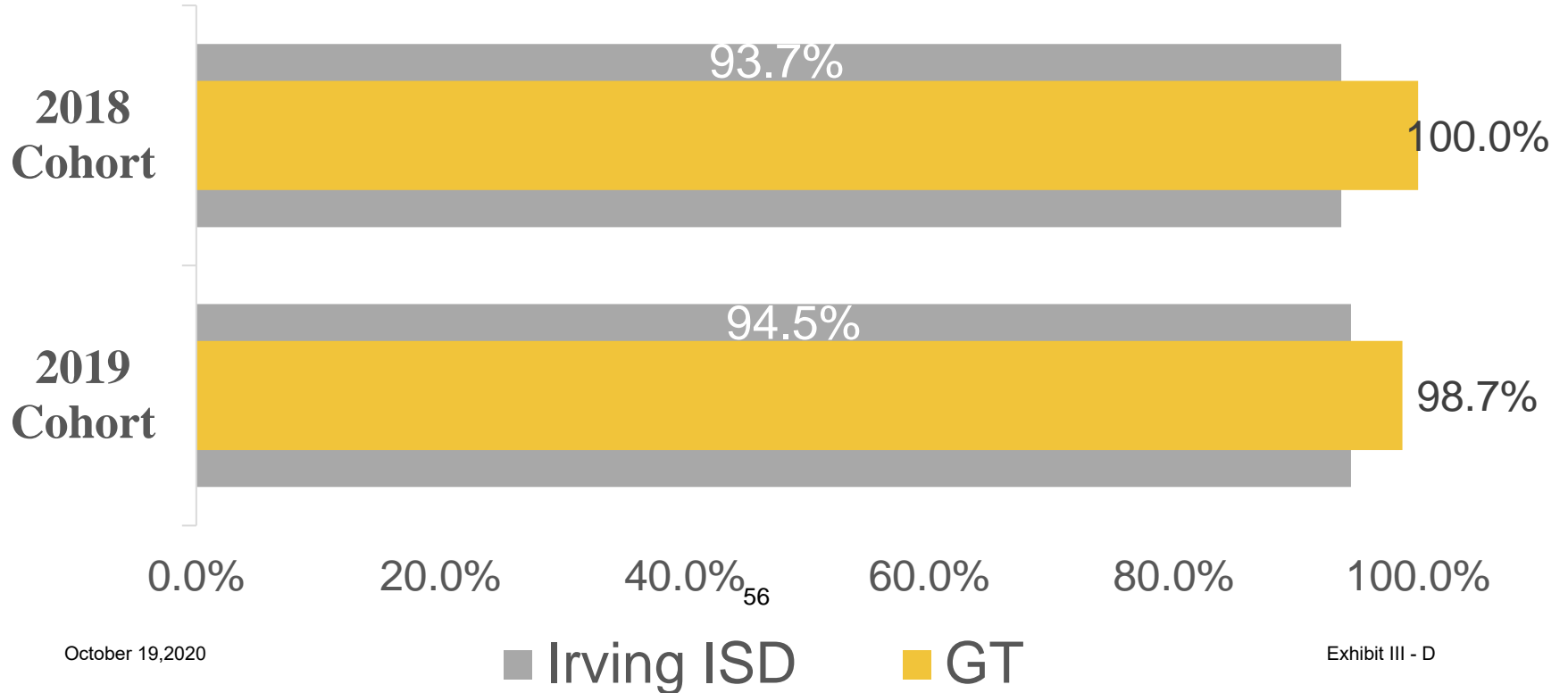


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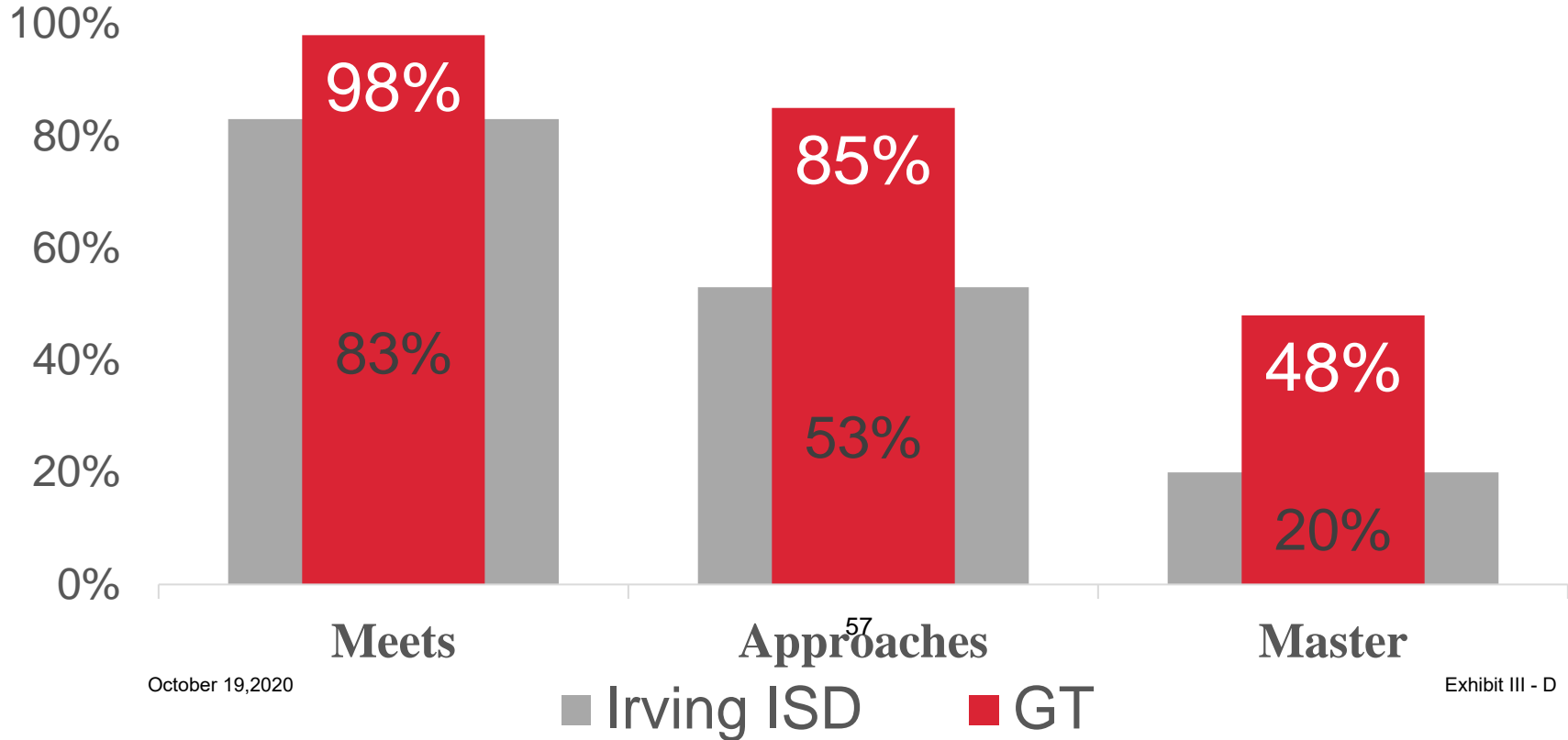
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Exhibit III - D

# Graduation Rate Comparison



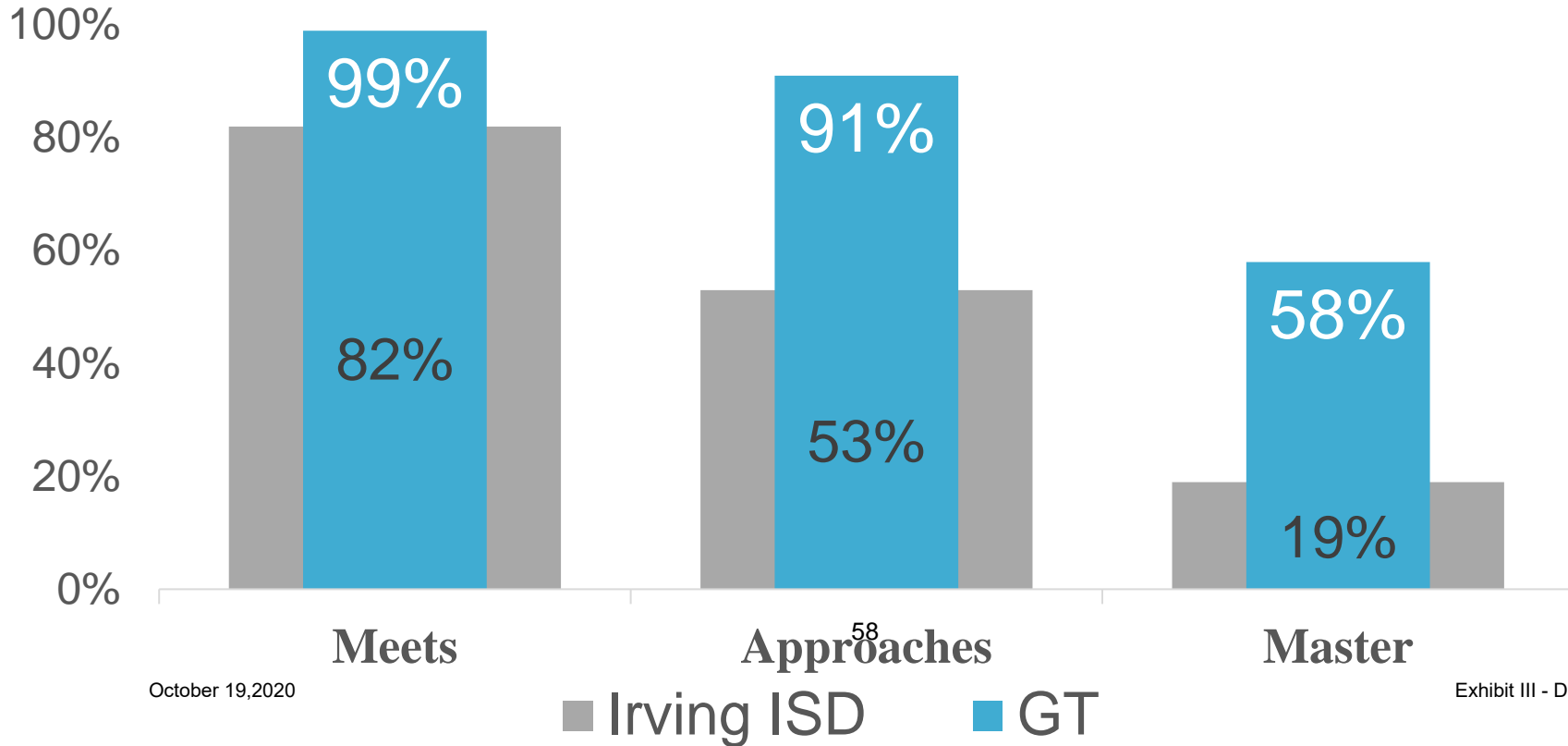
# Reading Summative End-of Year Level Comparison



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Exhibit III - D

# Math Summative End-of Year Level Comparison



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Exhibit III - D

# Gifted Service Design

Kinder	1	2	3	4	5	6	7	8	9	10	11	12			
<p>All kinder screened and GT Identified, and grouped for instruction by March 1<sup>st</sup>.</p> <p>Served through Research 4 Discovery</p> <p>45-90 minutes per week</p> <p>October 19, 2020</p>	<p>Self-Contained</p> <p>Accelerated curriculum for math</p> <p>Enrichment for ELAR with small-group instruction at child's instructional reading level.</p> <p>Delivery of science and social studies using gifted strategies.</p>	<p>Self-Contained</p> <p>Compacted and accelerated curriculum for Math and ELAR to prepare for middle school level of instruction and acceleration.</p> <p>Delivery of science and social studies using gifted strategies.</p>	6 GT ELA/ Humanities	7 GT ELA/ Humanities	GT English I/ Humanities	English II GT	AP Language & Composition GT	AP Seminar Capstone Course I	AP Literature & Composition GT	AP Research Capstone Course II	AP Seminar Capstone Course I	English V Genre Study	AP Research Capstone Course II		
												Independent Study Mentorship I	Independent Study Mentorship II		
			Algebra Topics GT	Algebra I GT	Geometry GT	Algebra II GT	Pre Calculus GT	AP Calculus AB	AP Calculus BC GT						
								AP Statistics AP Computer Science AP Computer Sci Principles							
			Science 6 GT*	Science 7 GT*	Biology GT**	Chemistry GT	AP Physics I GT	AP Biology AP Chemistry AP Physics 2 or C AP Environmental Science							
			6 <sup>th</sup> grade Honors World Cultures	7 <sup>th</sup> grade Honors Texas History	59 8 <sup>th</sup> grade Honors US History	AP Human Geography/ Honors World Geography (Dual Lang)	AP World History	AP US History	AP US Gov't AP Comp Gov't AP Macro AP Micro						

# Parent, Family, and Community Engagement

- The G/T/Advanced Academics department offered a variety of parent, family, and community engagement activities during 2019 -2020.
- It's important to recognize that despite the impact of COVID-19, parent, family, and community engagement efforts were continued throughout the distance learning with remoter webinars and events hosted by the department.

# Parent, Family, and Community Engagement

- August 6th GT Awareness for parents at Singley
- Various elementary GT parent nights that we supported
- Kinder GT awareness sessions to support campuses
- AP Super Saturdays through January– College Board consultants came and shared their knowledge and support for our AP students
- 7th Grade Field Trip to SMU and the George Bush Library
- Destination Imagination – competed at regional tournament
- Quarantine GT resources on website for parents
- GT Virtual Showcase Days– students came online for Zoom and shared their research projects with other district winners and parents.
- Summer GT resources on website for parents
- Summer GT Webinar series in English and Spanish

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# Action Plan

- Restart identification of GT students with 2nd six weeks window
- Continue growth in identifying more of African American students (we've moved from 5%)
- We look forward to a one-way dual program more equitably representing the LEP students who are benefiting from our talent development