

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, October 17, 2022

A G E N D A

I. CALL TO ORDER FOR 5:00 P.M. WORK SESSION

II. PUBLIC COMMENTS

A. 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.

III. Special Recognition

IV. DISCUSSION

A. Receive Presentation on Campus Leadership Development and Support (A. Gomez/S. Peragine/J. Estrada/I. Little) 3

B. Receive an Overview of the Bilingual/ESL Program Evaluation for the 2020-2021 School Year to Include a Detail of BIL/ESL Services, Graduation Rate Comparisons, and End of the Year Data (J. Gorena/D. Galindo) 20

C. Discuss Items on the October 17, 2022 Regular Board Meeting Agenda

V. 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 non-renewals, termination, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee

VI. **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

VII. **ADJOURNMENT**

Receive Presentation on Campus Leadership Development and Support

SUBMITTED BY: Ahna Gomez, Chief of Schools,
Imelda Little, Executive Director of PK-8,
Sheila Peragine, Executive Director of PK-8,
Joe Estrada, Executive Director of PK-8, and
Jennifer McKee, Director of Early Childhood

BACKGROUND:

School Leadership will present an overview of the ongoing Support, Collaboration, and Leadership Development provided for Campus Administrators.

Attached: Presentation on Campus Leadership Development and Support



IRVING

INDEPENDENT SCHOOL DISTRICT

October 17, 2022

Exhibit IV-A



School Leadership October 17, 2022

5

The principal is the second most influential school-level factor on student achievement, after teacher quality.

~ Wallace Foundation, 2018

Principals - Leader of the Organization

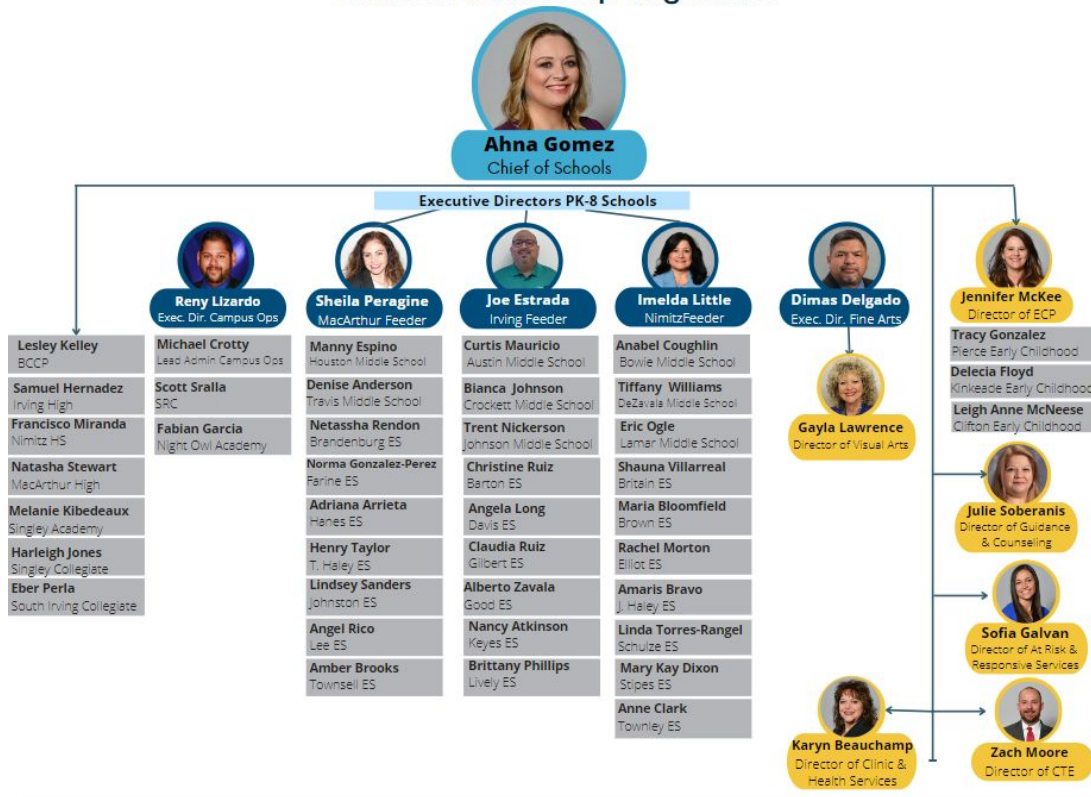
Principal Behaviors

- Engaging in instructionally focused interactions with teachers
- Building a productive school climate
- Facilitating productive collaboration and professional learning communities
- Managing personnel and resources strategically

7

School Leadership Restructuring

School Leadership Org Chart



Principal Support - Principal Supervisor

- Operational Support
 - Guidance & Ideas
 - Calendaring & Task Completion

- Instructional Support
 - Principal Goal Setting & Progress Monitoring
 - Campus Visits
 - Increased Frequency of Visits
 - Instruction Focused
 - Classroom Walkthroughs
 - Collaborative Team Meetings & Planning
 - Team Data Meetings

Principal Support - Principal Supervisor



Irving ISD Leadership Definition

Categories	Competencies	Descriptors: <i>The leader will:</i>
<i>Irving Invests</i> Heart for People	Cultivate Effective Communication	<ul style="list-style-type: none"> ❖ Create a safe environment to collaborate and share ❖ Listen with reflective intent
	Develop Relationships	<ul style="list-style-type: none"> ❖ Grow relationships through empathy and service ❖ Recognize the diverse needs of people ❖ Nurture the growth and well being of others through positive influence
	Establish a Culture of Trust	<ul style="list-style-type: none"> ❖ Demonstrate commitment to others ❖ Establish and model: integrity, honesty, reliability, consistency, trustworthiness, vulnerability
<i>Irving Inspires</i> Unwavering Drive for Success	Foster a Shared Vision	<ul style="list-style-type: none"> ❖ Promote high expectations ❖ Be accountable for results ❖ Utilize data to measure, monitor and improve
	Plan and Execute with Purpose	<ul style="list-style-type: none"> ❖ Establish measurable goals ❖ Identify high yield strategies ❖ Develop, implement, monitor and adjust
	Influence and Manage Change	<ul style="list-style-type: none"> ❖ Promote and champion innovation ❖ Identify the need for and drive change ❖ Encourage risk-taking and de-stigmatize mistakes
<i>Irving Ignites</i> Develop, Inspire and Grow	Promote Continuous Learning	<ul style="list-style-type: none"> ❖ Actively seek feedback ❖ Pursue excellence through self-reflection and personal growth ❖ Provide multiple pathways for growth within the organization
	Cultivate Talent	<ul style="list-style-type: none"> ❖ Recruit, develop and retain human capital ❖ Build capacity, encourage and embrace accountability ❖ Facilitate opportunities aligned to District and personal growth goals
	Inspire Shared Leadership	<ul style="list-style-type: none"> ❖ Empower individual agency and decision-making ❖ Collaborate with stakeholders ❖ Model these behaviors with others

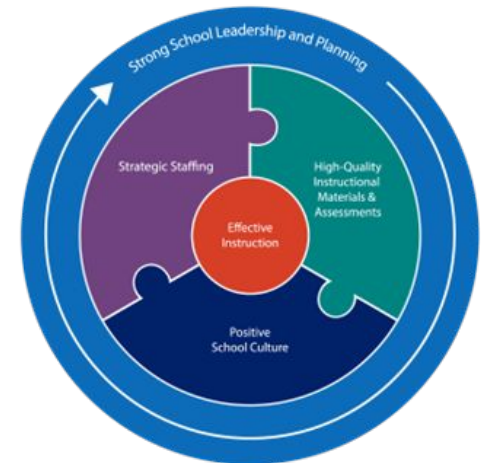
Training and Support - ESF

Title I, 1003 Effective Schools Framework - Focused Support Grant

This grant program is intended to:

- Support the applicant with school-level improvement efforts
- Begin and/or continue engagement in the [Effective Schools Framework](#) continuous improvement process
- Strengthen campus systems
- Build staff capacity
- Improve school outcomes

12



Training and Support - ESF

Title I, 1003 Effective Schools Framework - Focused Support Grant

Grant requirements and submissions including, but not limited to:

- Identification of a Campus Grant Project Contact
- Participation in an ESF-Diagnostic (if the campus has not received one in 3 years)
- Developing an ESF-aligned web-based improvement plan
- Participation in ESF-aligned required trainings
- Funding report submissions and Progress updates

13



Training and Support - Solution Tree

Professional Learning Communities

- Collaborative Culture and Collective Responsibility
- Results Orientation
- Focus on Learning

Response to Intervention at Work

- Essential Skills
- High Levels of Learning
- Systematic Interventions
- Multi-tiered Interventions

Coaching Academy

- Utilizing Common Assessments
- Response to Intervention

School Leadership Collaboration

Principal Mentorship Program

- Highly effective principals as mentors
- 25 hours each semester with each mentee (New Principals)
- Focus on highly effective practices and individual needs of the new principals
- Create goals and provide specific feedback during the year

15

Principal Cohort Groups

- Collaborative meetings with cohort leader support
- Campus visits to observe data meetings of high-quality teams

Dedicated Working Labs with District Support

- Campus Improvement Plan
- Reading Academy
- Targeted Improvement Plan (TIP)

School Leadership Collaboration

Campus Instructional Rounds

- Develop a leadership learning community
- Develop a deep understanding of teaching and learning
- Assist in “coaching” for improved practice
- Reflect on our own professional practice
- Gain new insights and understanding

16

Principal Huddles

- Huddles were once a week during the pandemic and continued last year to touch base and share information
- Held once a month this year to collaborate and provide/gain feedback

Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps (CTG) domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

17

Irving ISD does not have any campuses identified as *Comprehensive Support and Improvement*.

Targeted Improvement Plan - TIP

A targeted improvement plan (TIP) is a structured system that allows campuses to build a year-long action plan. Campuses use targeted improvement plans to break down goals into short cycles, and to analyze possible barriers to achieving the identified school improvement goals.

18

All Targeted Improvement Plans may be found in the school's website after board approval and in [this](#) folder.

Campus Improvement Plan - CIP

The purpose of the Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The planning process is directly linked to, and begins with Comprehensive Needs Assessment (CNA).

19

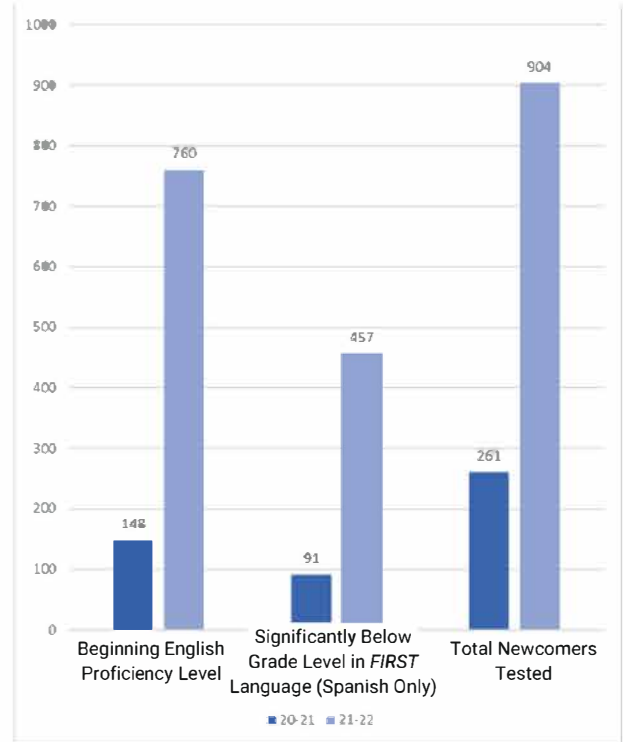
All Campus Improvement Plans may be found in the school's website after board approval and in [this](#) folder.

Bilingual & ESL Annual Evaluation 2021-2022

- **15,732** Emerging Bilingual Students
- **Increased by 756** students from the previous year
- **49%** of student population
- **350%** increase in newcomer students

Significant Increase in Newcomers

Newcomer testing in grades 3-12
Changes in ONE YEAR



New to the United States

- 1 in 7 Irving ISD students have been enrolled in US Schools less than 3 years.
- Over 50 different languages
- From over 75 countries

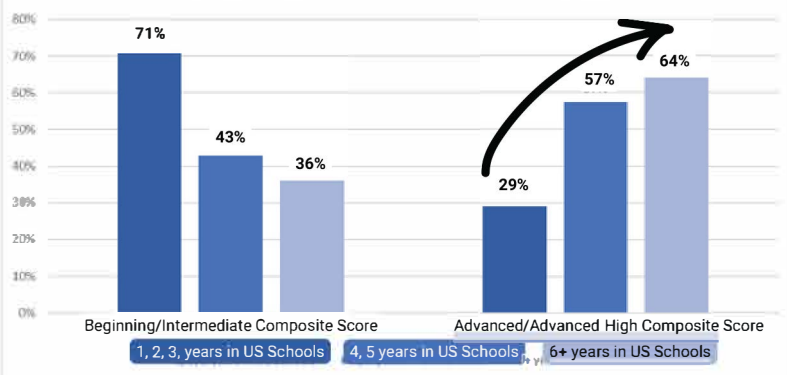
Consistent Progress

33% of Emerging Bilinguals progressed at least one proficiency level on TELPAS

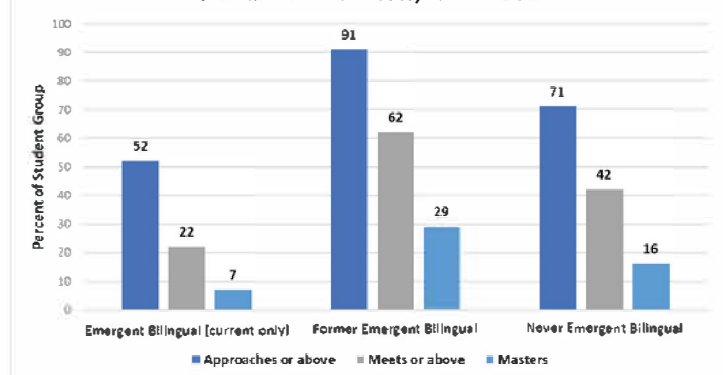
Academic Growth

73% Of Emerging Bilinguals demonstrated growth on STAAR

Composite Score Summary with Years in US Schools

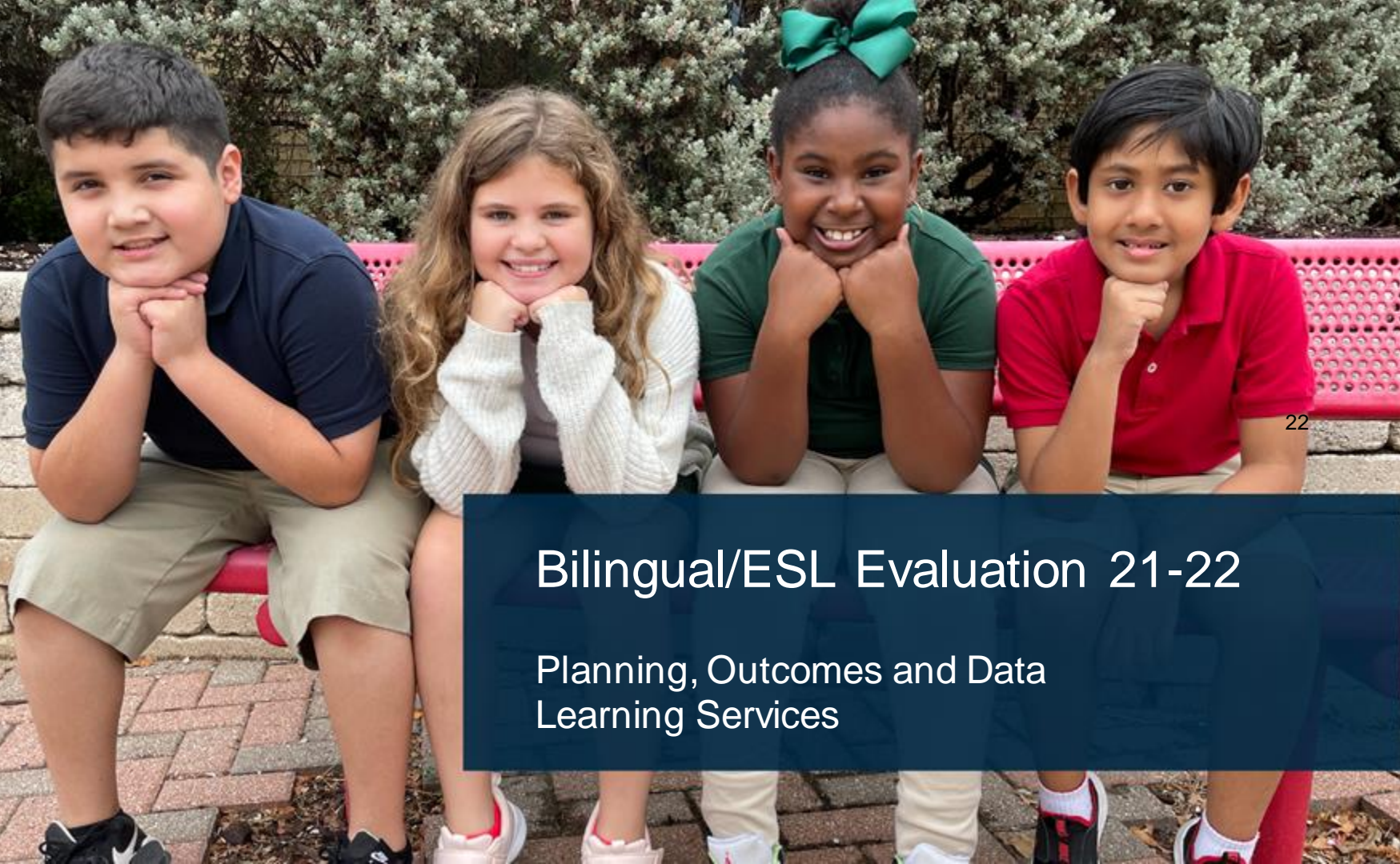


STAAR 2022 All Tests, All Grades





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Bilingual/ESL Evaluation 21-22

Planning, Outcomes and Data
Learning Services

BIL/ESL Evaluation

Meet

- State and federal requirements

Communicate

- Progress with all stakeholders

Reflect

- Strengths and opportunities for growth

Emergent Bilingual Students in Irving ISD

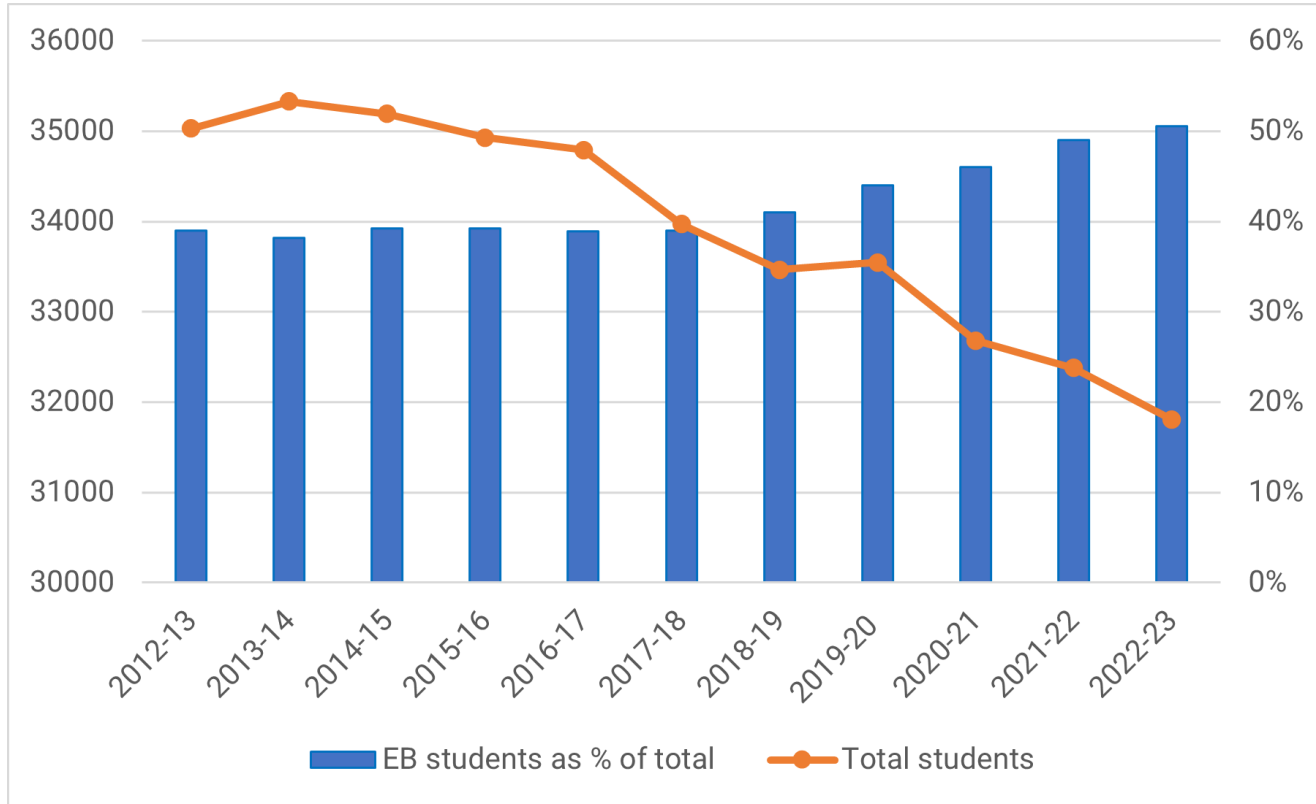
15,732 Emergent Bilingual Students

49% of all students

765 increase from previous year

91% Economically Disadvantaged

Enrollment Trends

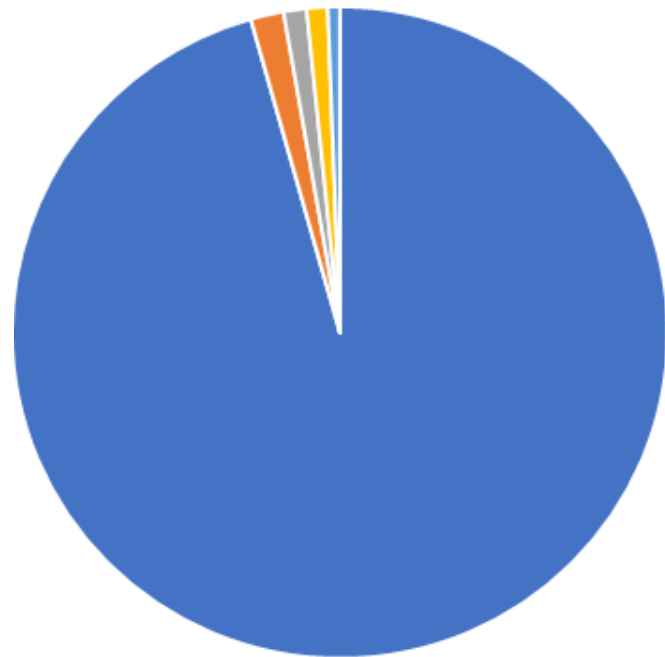


Languages Represented

Top 5 Languages

Spanish	14,575
French	244
Nepali	175
Arabic	147
Bengali	82

Top 5 Languages



26

■ Spanish ■ French ■ Nepali ■ Arabic ■ Bengali

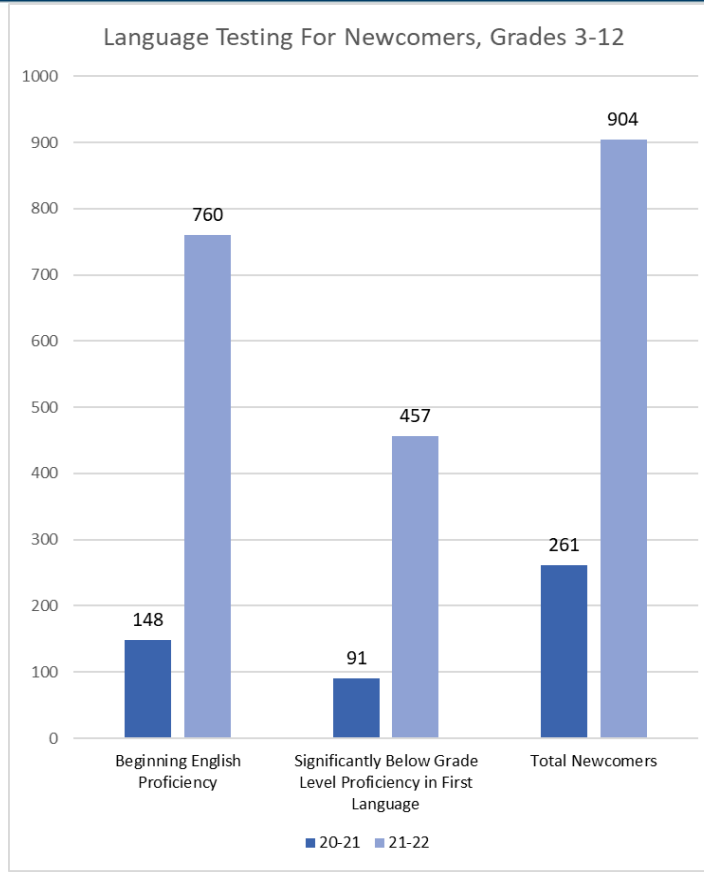
Demographics of Emergent Bilingual Students

	English Learners (%)	All Students (%)
Gender		
Female	47	49
Male	53	52
Students by Instructional Program		
Economically Disadvantaged	91	86
Special Education	8	8
Gifted and Talented	9	14
Ethnicity/Race		
Hispanic	86	72
Black	3	13
White	4	8
Asian	3	3
Other	3	3

Bilingual / ESL Programs

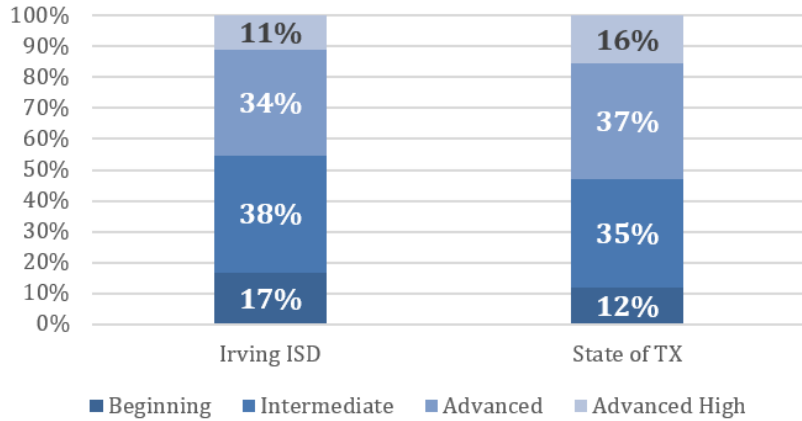
Model	Grade Levels	Students served (#)
Dual language immersion/ one-way	PreK-2	3,381
Transitional bilingual education/ early exit	3-5	1,616 ²⁸
Dual language immersion/ two way	PK-11	1,892
Content Based	PreK-5	1,625
Pull-out	6-12	6,233

Significant Increase in Newcomers

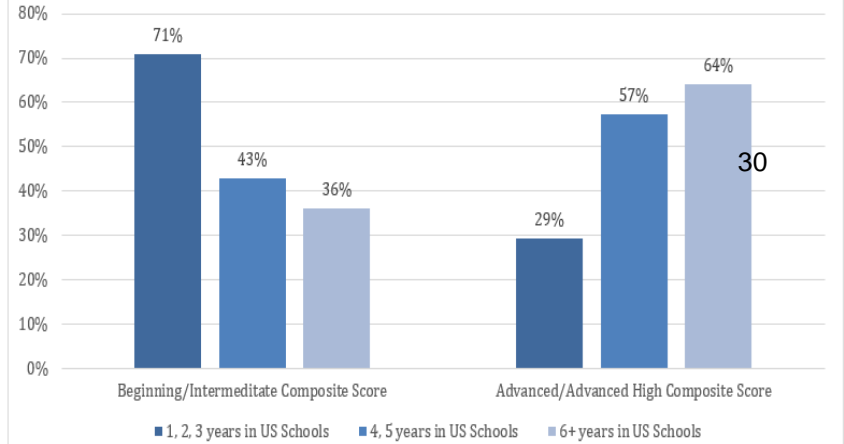


2022 TELPAS

2022 TELPAS Composite



Composite Score Summary with Years in US Schools



2022 TELPAS Growth

Students Who Progressed At Least One Proficiency Level - (%)

Grade	2019	2021	2022	Change from 2021
1	67	49	48	-1%
2	38	25	28	+3%
3	51	31	42	+11%
4	28	17	27	+10%
5	45	39	41	+2%
6	22	21	27	+6%
7	22	29	34	+5%
8	23	32	33	+1%
9	19	13	22	+9%
10	28	24	27	+3%
11	21	35	28	-7%
12	21	28	23	-5%

2022 STAAR Reading/English EOC

	Total Number of students in Group	APPROACHES	MEETS	MASTERS
Non-Emergent Bilingual	7869	63%	40%	16%
Current Emergent Bilingual	10963	45%	21%	8%
1, 2, 3 Years in US Schools	2489	36%	17%	7%
4, 5 Years in US Schools	2611	57%	31%	13%
6+ Years in US Schools	5863	43%	19%	5%
Exited, Monitoring Year 1	88	98%	84%	36%
Exited, Monitoring Year 2	228	96%	74%	43%
Exited, Monitoring, Year 3	238	97%	76%	45%
Exited, Monitoring Year 4	442	93%	71%	32%
Former (post monitoring)	1547	84%	68%	14%
ALL Students	21375	57%	34%	13%

Responding to the Data

Collaboration

- Departments
- Campuses
- Local
- State

Instructional and SEL Support

- Curriculum Revisions
- Extended Learning
- Counselors
- Resources

Professional Learning

- 608 Sessions 33
- 2,630 Attendees
- 15,606 Hours



34



Thank You!