

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, September 16, 2024

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.
- III. Special Recognition
- IV. **DISCUSSION**
 - A. Receive Presentation on Irving Independent School District 2023-2024 School Year Climate Survey Results (D. Galindo) 3
 - B. Receive Presentation on Irving Independent School District State Assessment Results (D. Galindo) 17
 - C. Discuss Items on the September 16, 2024 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 Nonrenewals, Termination, Duties, Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee.

D. Safety and Security - Discussion of District - Wide Intruder Detection Audit Report Findings (A. Smith/ K. Dodge)

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.

C. Public Comments - Individuals Wishing to Address the Board or Make Comments Regarding Issues Not on the Agenda will be Heard at this Time.

VII. **ADJOURNMENT**

**RECEIVE PRESENTATION ON IRVING INDEPENDENT
SCHOOL DISTRICT 2023-2024 SCHOOL YEAR CLIMATE
SURVEY RESULTS:**

Submitted by: Dr. Dorian Galindo, Chief of Staff

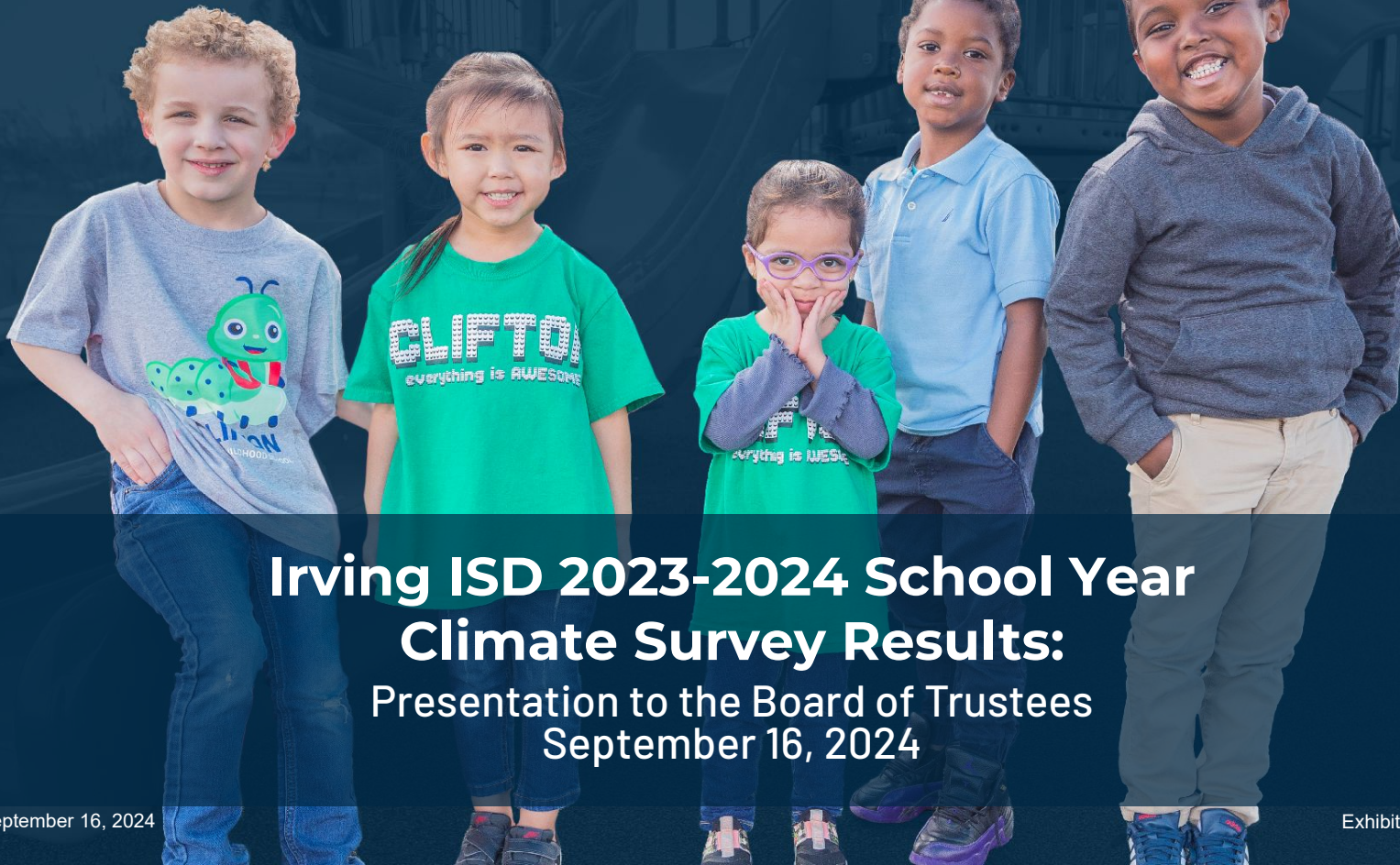
Summary: The Board of Trustees will be presented with an in-depth analysis of the Irving ISD Climate Survey results administered in May of 2024. The presentation will focus on key trends and insights gathered from staff, students, and families, highlighting strengths and areas for improvement across the district. The presentation aims to inform strategic decisions that will enhance the overall school environment and align with the district's commitment to creating a supportive and inclusive atmosphere for all stakeholders.

Attached: Irving ISD 2023-2024 School Year Climate Survey Results



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Irving ISD 2023-2024 School Year Climate Survey Results:

Presentation to the Board of Trustees
September 16, 2024



Introduction

Survey Timeline

- Response window: May 1- May 31, 2024
- Distribution Methods:
 - Employees: emailed link or QR code
 - Parents and students: link on the district website or QR code

Survey Group	Completion Rate
Student	27% (↓7%)
Parent	12% (↓4%)
Teacher	50% (↓15%)
Staff	31% (↓9%)
Campus Leadership	49% (↓21%)
District Leadership	56% (↓5%)
All Responses	20% (↓6%)

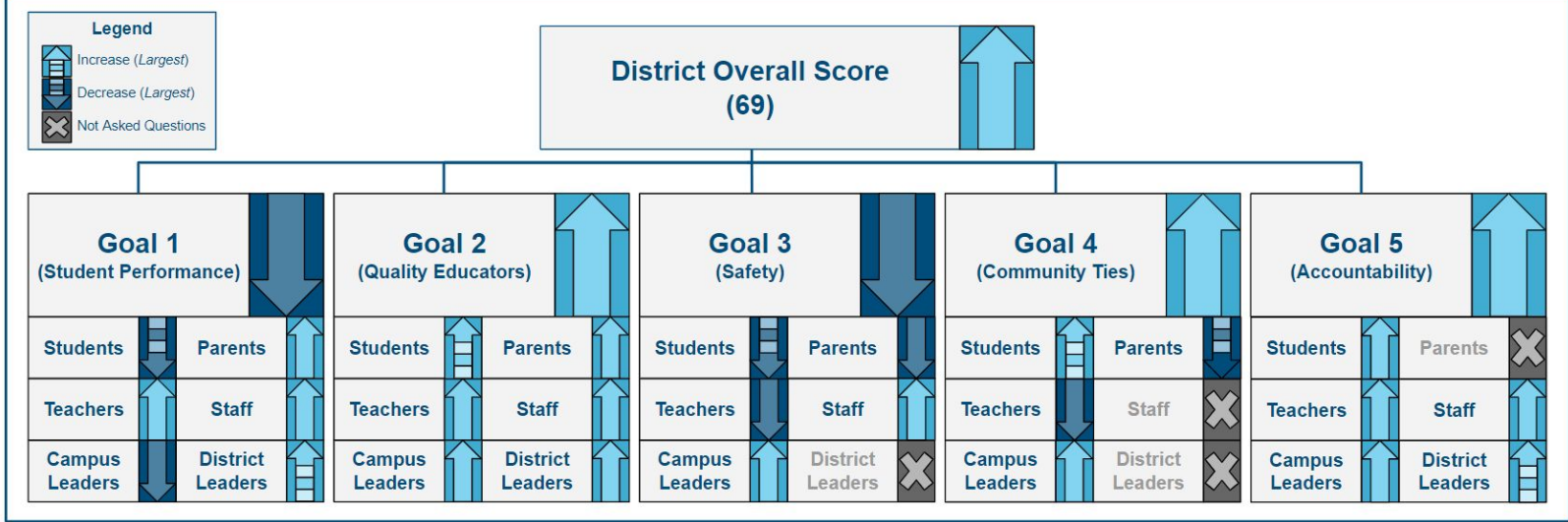
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Climate Survey Objectives

- Maintain consistency for longitudinal analysis
 - 3rd consecutive year of conducting this survey in IISD
 - Minor semantic adjustments to maximize participation
 - Enables trend analysis across stakeholder groups since SY 21-22
- Align questions with old and new Board Goals
- Establish baseline for tracking progress
 - Sets foundation for monitoring and allows for more precise current and future analysis
- Inform resource allocation
 - Helps effectively plan and allocate resources
 - Support achievement of long-term strategic objectives

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District overall score improved from a 67 to a 69¹

- A score of 70 or higher indicates increasingly favorable sentiment and serves as our target.

Positive Trends

- 3 out of 5 Board Goals improved
- Goal 5 jumped from 57 to 72
- Consistent improvement in student perceptions of teacher encouragement

Areas of Concern

- Goals 1 and 3 slightly decreased
- Scores decrease as grade levels increase
- 1 in 2 teacher report taking time off due to work-related stress

Stakeholder Insights

A large, stylized leaf graphic in shades of purple and blue, positioned behind the main title.

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September 16, 2024

Exhibit IV-A

Students

- Main distractions: fatigue, stress, hunger
- Absenteeism reasons: tardiness, discipline avoidance, family obligations
- 33% report bullying as an issue
- 22% identify cyberbullying as a problem

Positive Trend: Improved perception of teacher encouragement and care

Parents

- Alignment with student perceptions on academic expectations
- Communication gaps identified but 80% reported schools welcomed their input
- 81% confident in child's safety at school
- 60% believe discipline is handled fairly

Positive Outcome: 90% recognize the link between attendance and performance

Teachers

- 75% agree campus leaders support student learning and are visible and support a positive culture
- 65% look forward to going to work
- 56% have taken time off due to work-related stress

Area for Improvement: Address work related stress among teachers

Leaders

- 87% report job satisfaction
- 43% have taken time off due to work-related stress
- Increasing agreement on professional treatment and empowerment

Area for Improvement: only 53% agree district leaders make supportive financial decisions

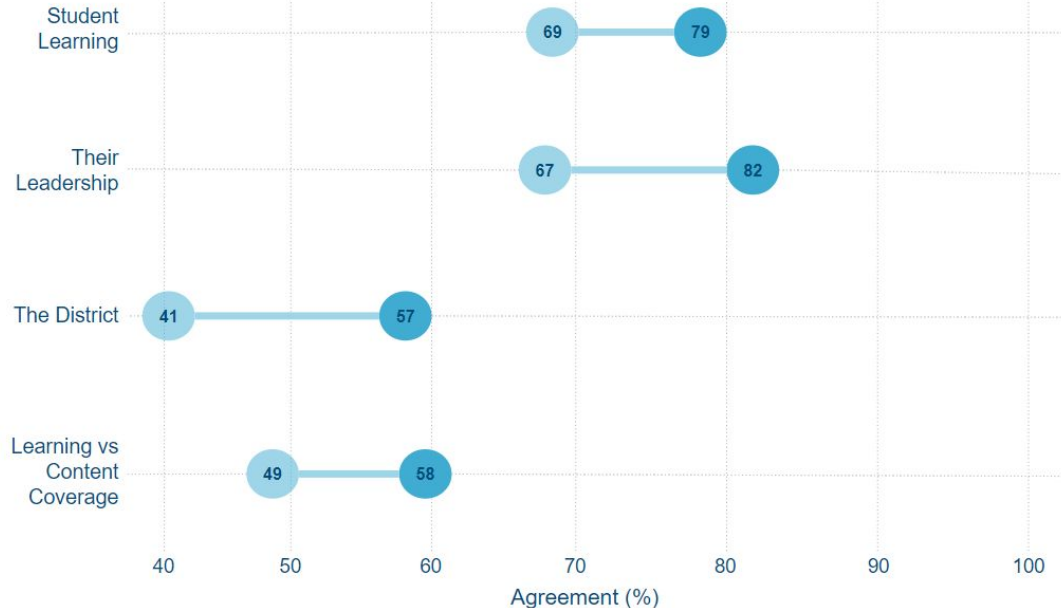


Perceptive Differences Between Teachers & Leaders

Overall % Difference Between Teachers & Leaders

Positive Perceptions Towards:

Teacher Agreement Leadership Agreement



Key Observations

- Proximity bias: **more favorable** views of immediate supervisors
- Staff maintain consistent **positive perceptions** across leadership levels 12
- Divergence in perceptions of **learning focus vs. content coverage**
- One-third of leaders and teachers report inadequate support for data-driven improvements
- Satisfaction and positive perceptions decrease as grade levels increase, also consistent with stakeholder groupings



Cell Phone Usage Input

Staff, Student, & Parent Responses

How much of a problem is cell phone usage in the classroom?

- 58% believe cell phones are a moderate to major problem
- 41% believe cell phones are a minor problem or not a problem at all

If cell phones were restricted in the classroom, which policy would you prefer?

- 41% believe cell phones should not be used in the classroom.
- 48% believe that cell phones could be used for quick responses or teacher discretion.

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Parent Only Response

How concerned are you about your child being distracted by cell phones during instructional time?

- 61% of parents are somewhat or very concerned with distractions caused by cell phones



Focus Areas & District Improvement Alignment

- This year's Climate Survey results have highlighted key areas for strategic focus that align closely with our existing District Improvement Plan objectives.
- This alignment validates our current initiatives while ensuring responsiveness to stakeholder needs.

	Focus Areas	Aligned Objectives ¹⁴
Enhance Communication Channels	Improve two-way communication and increase parent engagement	5
Refine Instructional Approach	Balance learning focus and content coverage, tailor by school type	6
Cultivate Safe Learning Environments	Strengthen efforts to improve safety and sense of belonging	4
Support Staff Well-being	Address sources of work-related stress and boost satisfaction	5
Advance Data-Driven Decision Making	Expand data literacy and evaluation frameworks	4



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**RECEIVE PRESENTATION ON IRVING INDEPENDENT
SCHOOL DISTRICT STATE ASSESSMENT RESULTS:**

Submitted by: Dr. Dorian Galindo, Chief of Staff

Summary: A presentation will be given to the Board on Irving ISD's state assessment results, providing a comprehensive analysis of the data, highlighting both strengths and areas for improvement. The aim is to ensure that all stakeholders—students, parents, teachers, and community members—gain a clear understanding of the district's educational performance.

Attached: State Assessment Results



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Irving ISD State Assessment Performance Results: A Three Year Review

Presentation to the Board of Trustees



TEA Released Analytical Reports

- **Source of Data:** <https://txresearchportal.com/>
- Provides historical comparison of state, campus, region, & district STAAR 3-8 & EOC results (official accountability reports are on hold due to second lawsuit)
- Tonight's presentation includes:
 - Overall Irving ISD results by grade and subjects across 3 years compared to Statewide and Region 10 results
 - All versions (English and Spanish Combined)

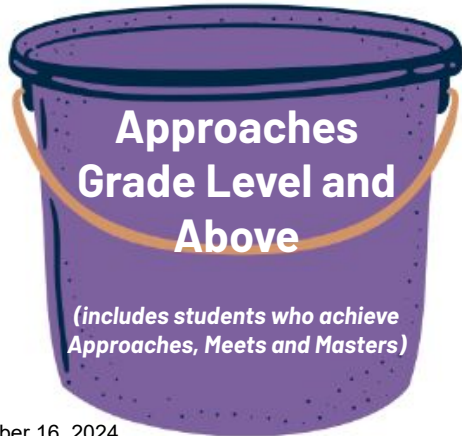
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Before we dive into the results...

- Overall performance as displayed will be greater than 100%
- Wait?! What?! Why?!
 - Because TEA displays performance results that include students achieving **Approaches**, **Meets**, and **Masters** in the following way:

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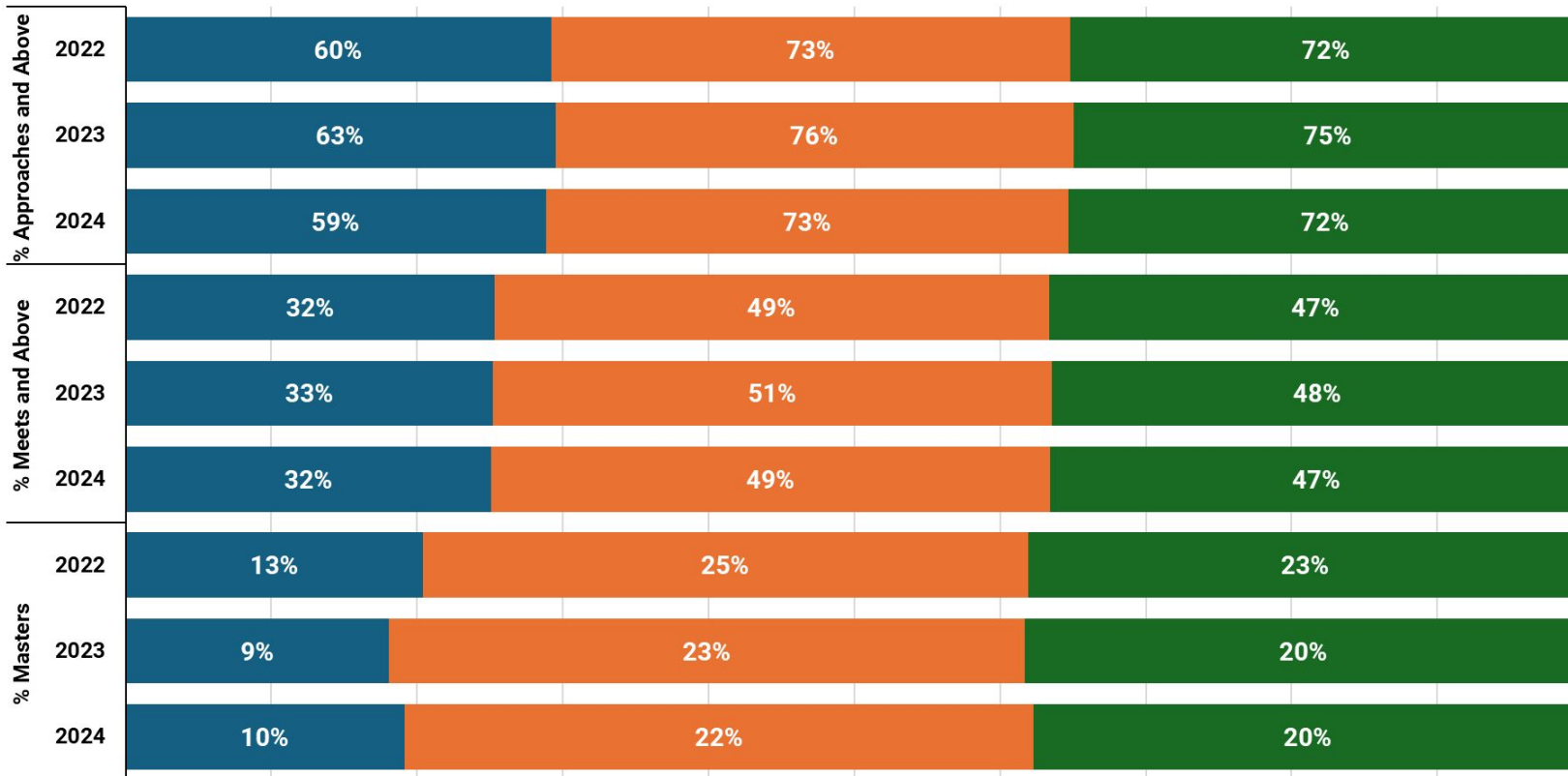



***Overview of STAAR/EOC
Performance Levels
All Subjects/Grades Combined
Comparisons***

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STAAR and EOC All Subjects/All Grades Combined: By Performance Level - Three Year Review

■ IRVING ISD ■ REGION 10 ■ STATE



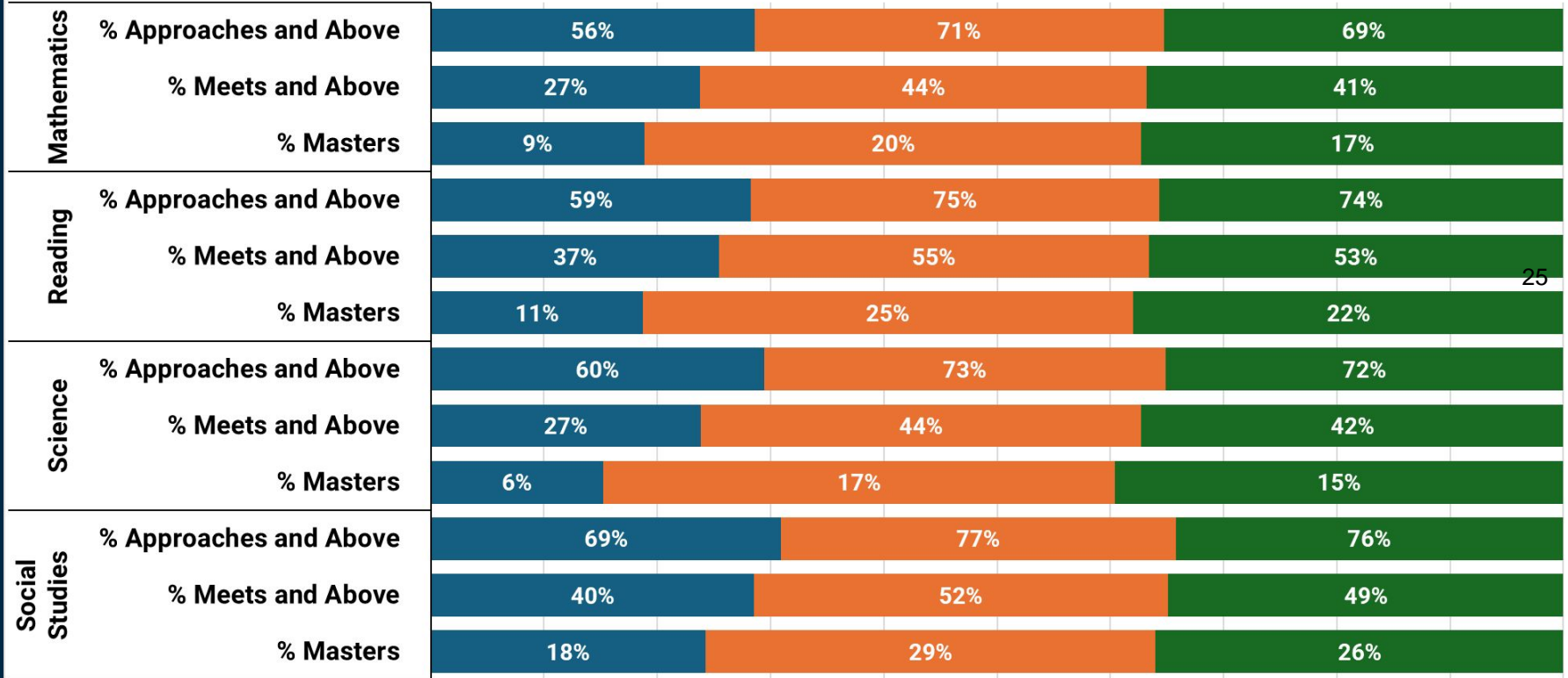


***Overview of 2024 STAAR/EOC
Results by
Performance Levels
and
by Subject***

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STAAR and EOC By Subject - 2024 Performance by Level: (All Grades Combined):

■ IRVING ISD ■ REGION 10 ■ STATE





***Three Year Overview of STAAR/EOC
Percent Meets and Above Performance²⁶
By Subject
Comparisons***

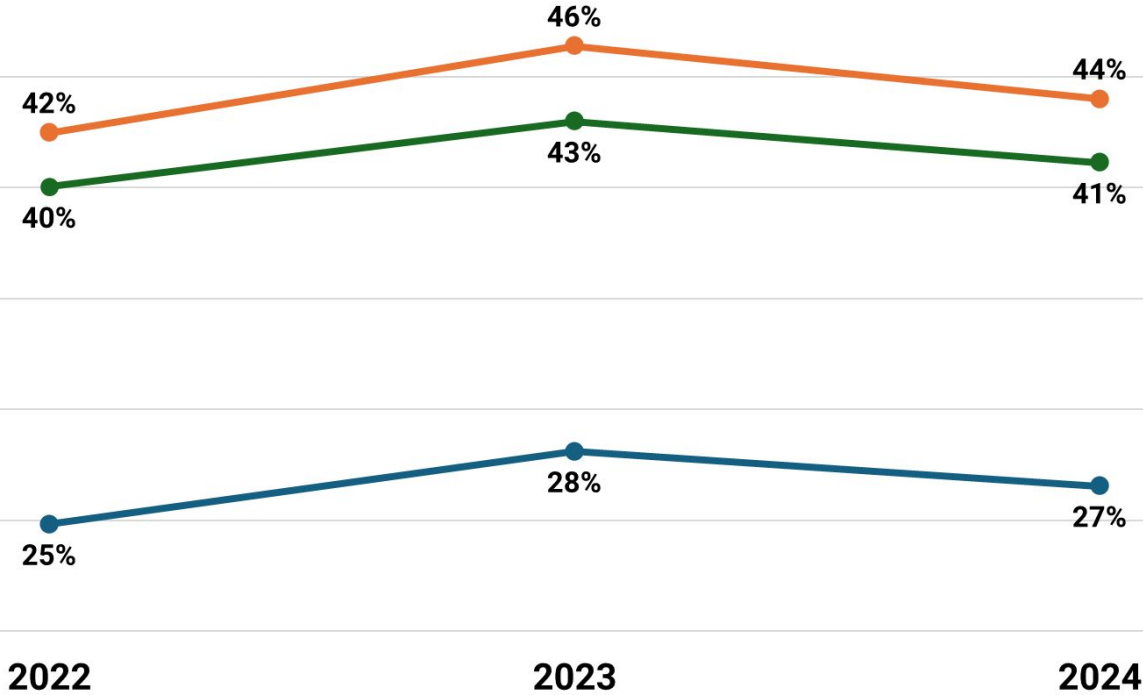


STAAR and EOC Mathematics (All Grades Combined)

% Meets and Above Performance: A Three Year Review

IRVING ISD REGION 10 STATE

50%
45%
40%
35%
30%
25%
20%

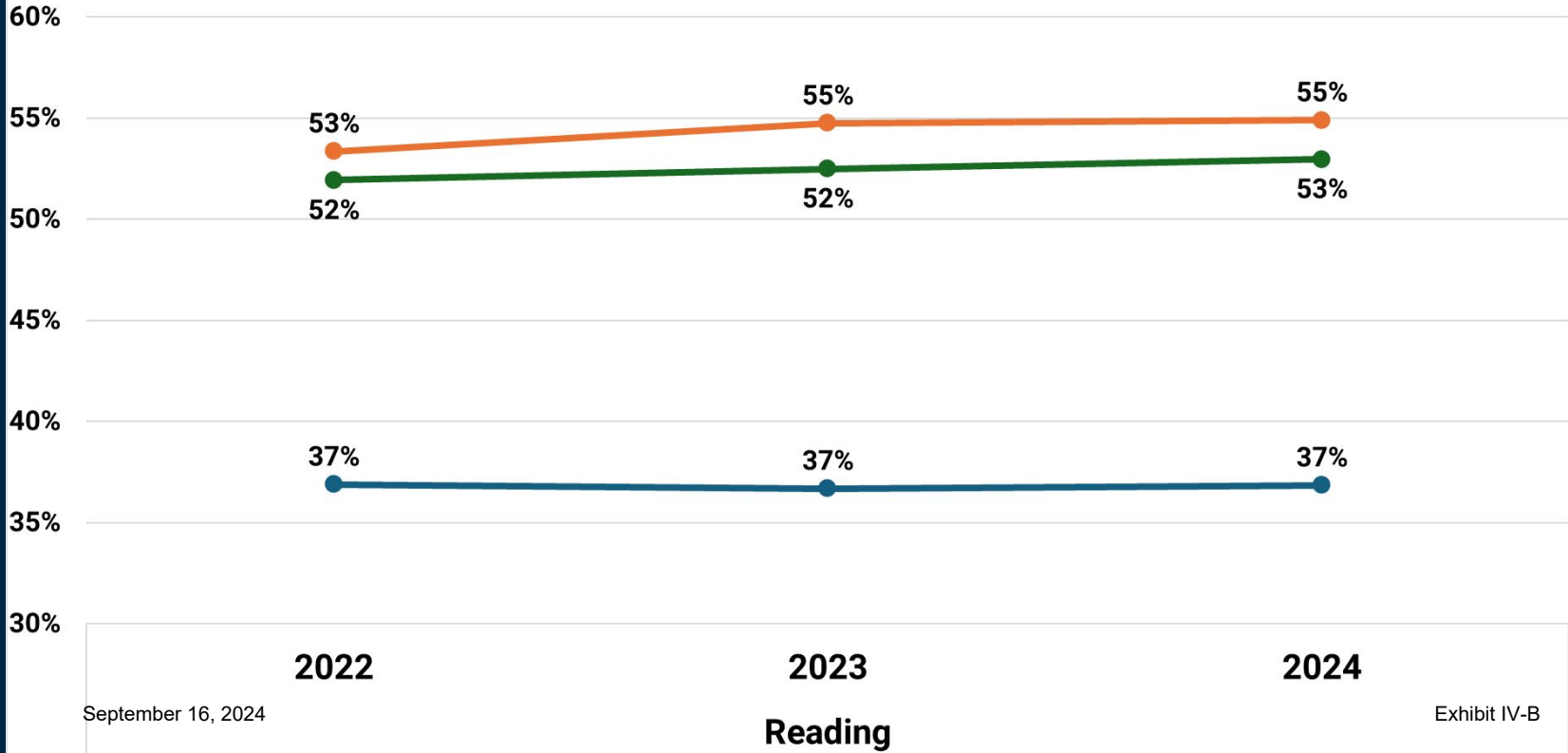


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STAAR and EOC Reading (All Grades Combined)

% Meets and Above Performance: A Three Year Review

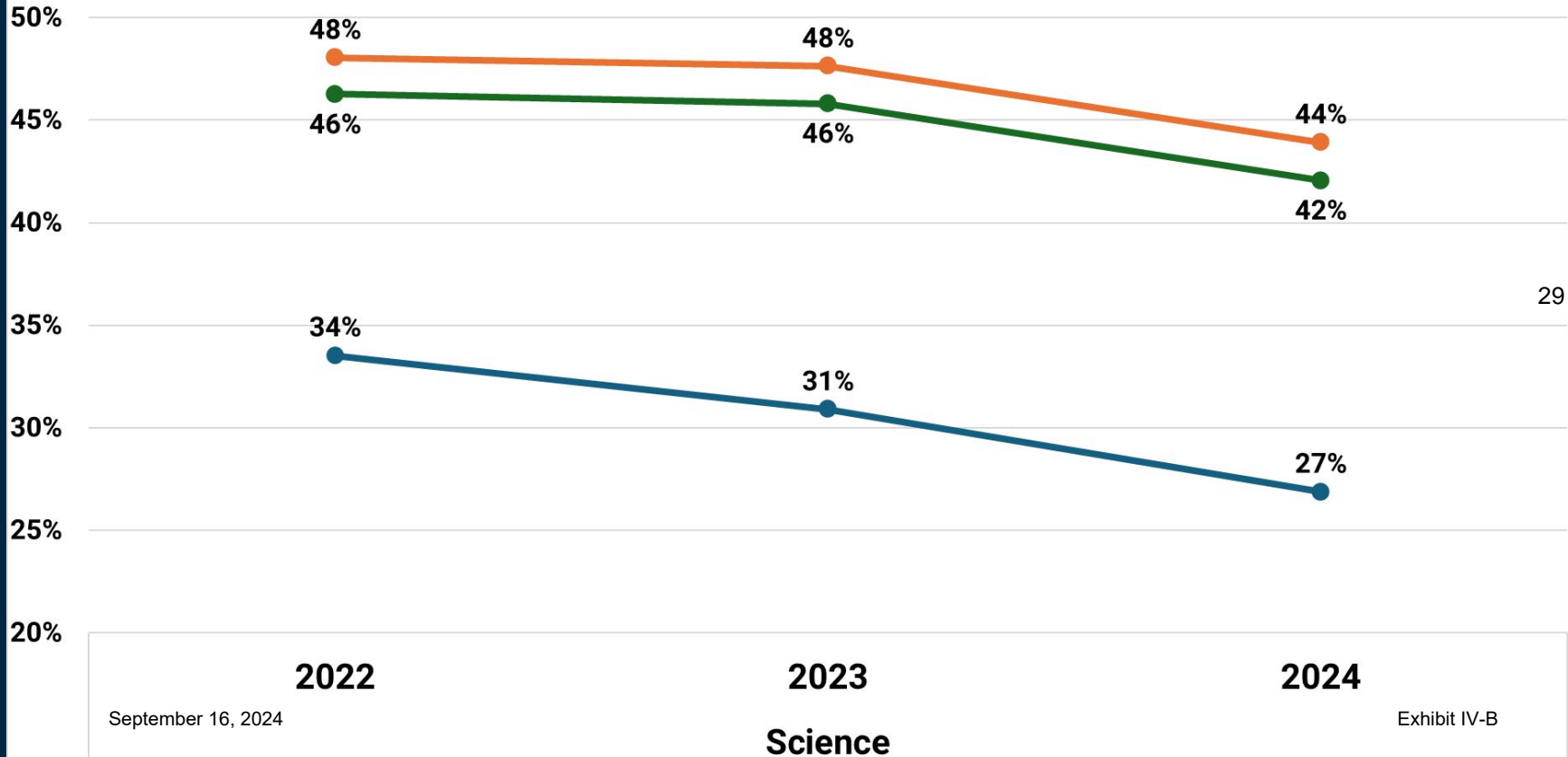
IRVING ISD REGION 10 STATE



STAAR and EOC Science (All Grades Combined)

% Meets and Above Performance: A Three Year Review

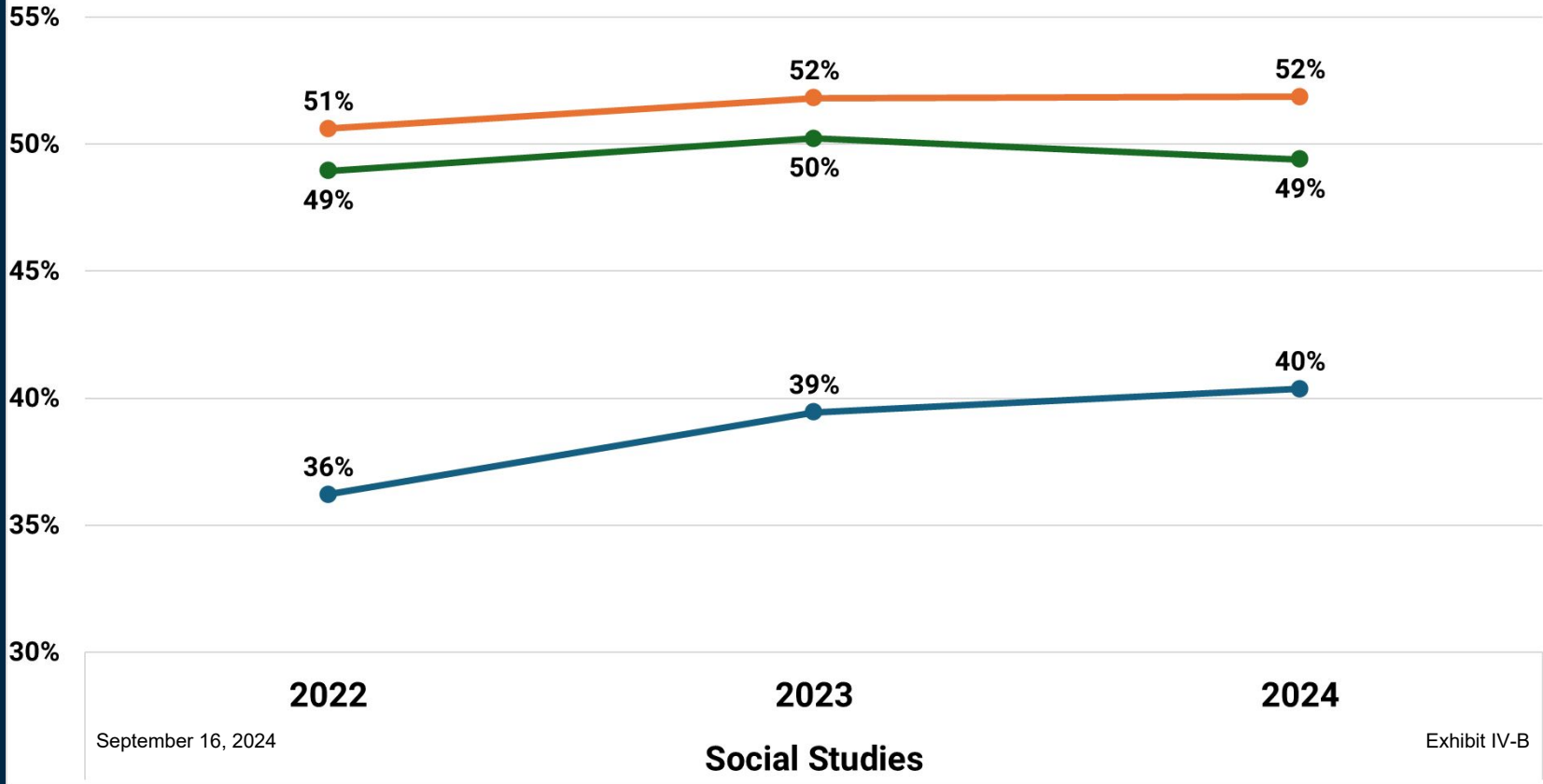
IRVING ISD REGION 10 STATE



STAAR and EOC Social Studies (All Grades Combined)

% Meets and Above Performance: A Three Year Review

IRVING ISD REGION 10 STATE





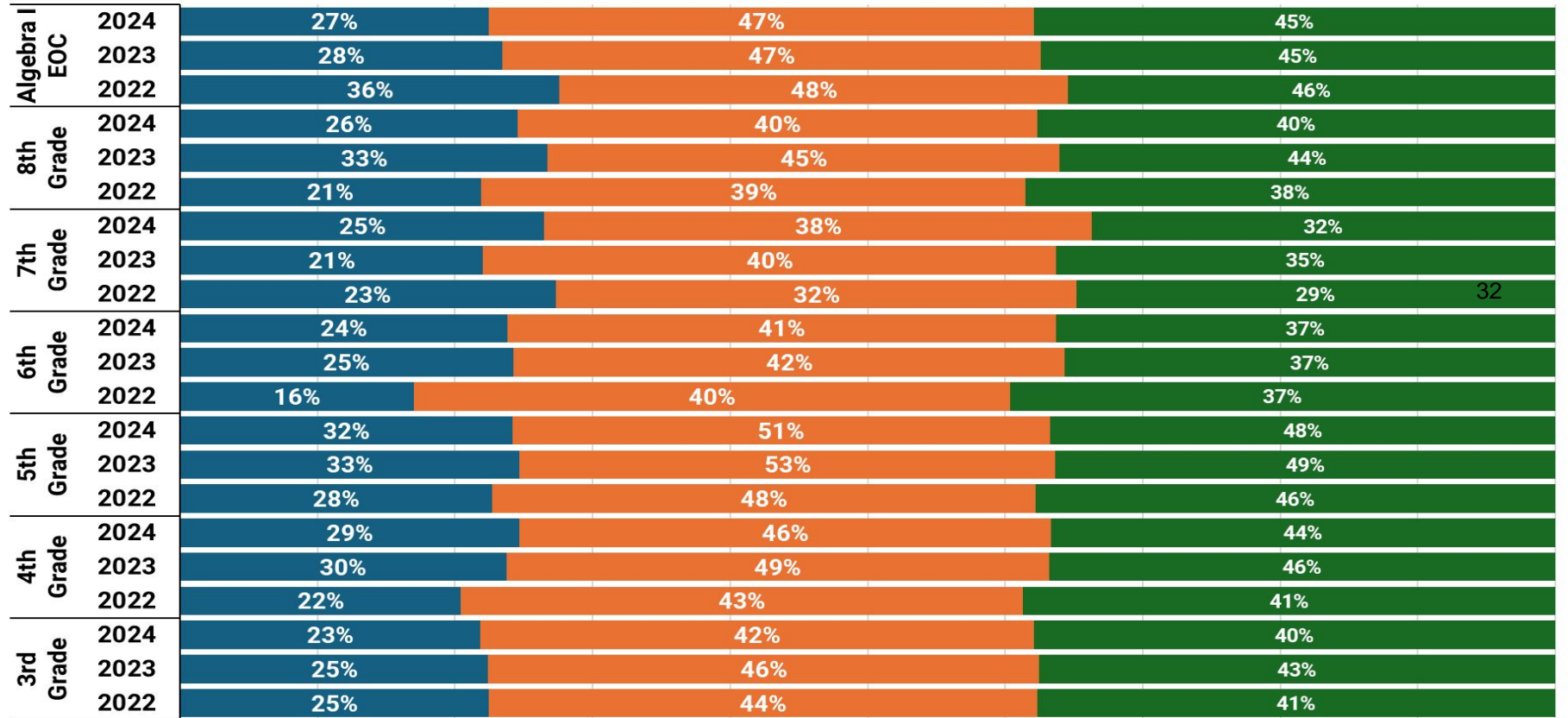
***Three Year Overview of STAAR/EOC
Percent Meets and Above Performance
by Subject and by Grade
Comparisons***

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STAAR Mathematics 3-8 and Algebra I EOC (by Grade/EOC)

% Meets and Above Performance: A Three Year Review

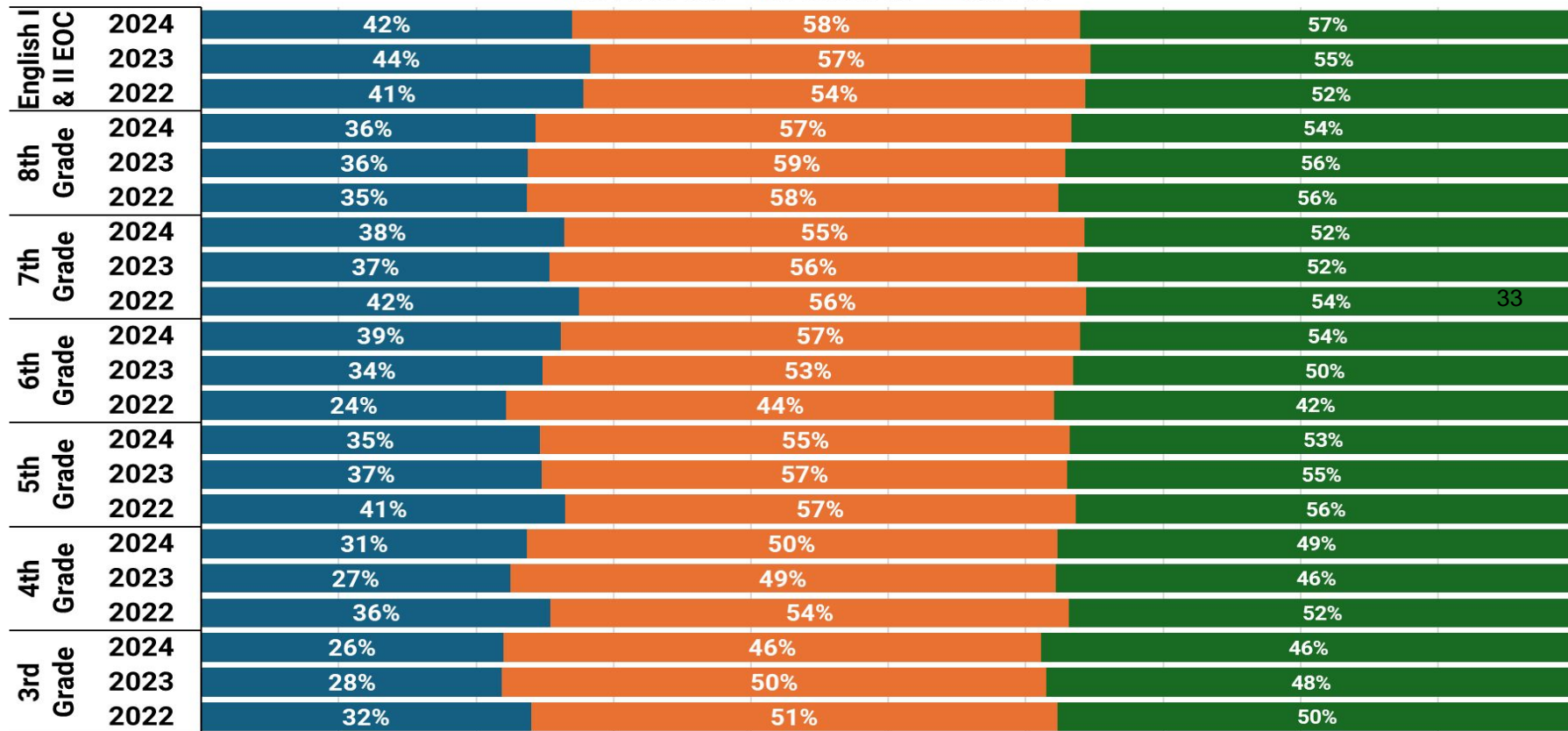
■ IRVING ISD ■ REGION 10 ■ STATE



STAAR Reading 3-8 and English I & II EOC (by Grade/EOC)

% Meets and Above Performance: A Three Year Review

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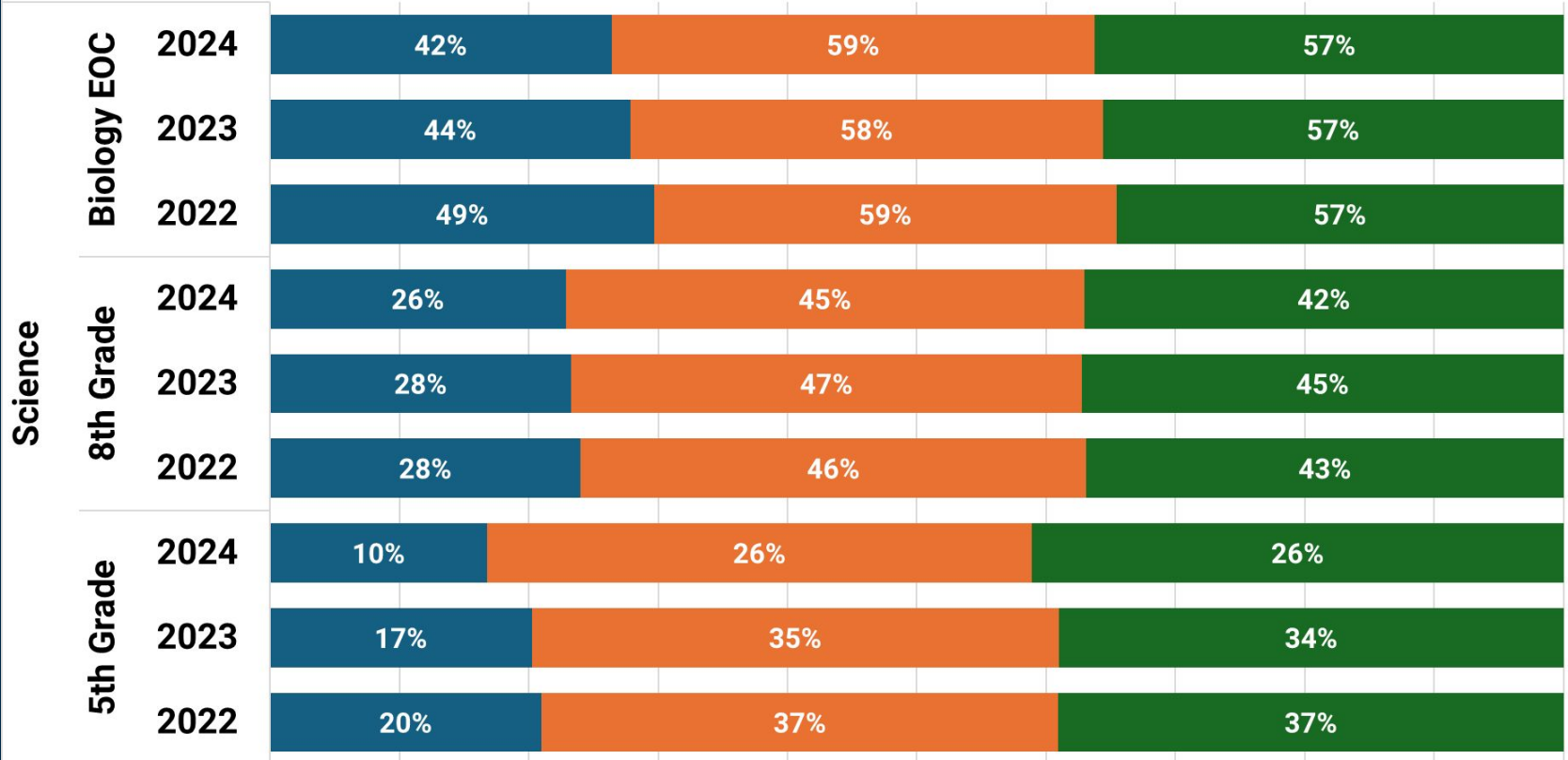


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STAAR Science and Biology EOC (by Grade/EOC)

% Meets and Above Performance: A Three Year Review

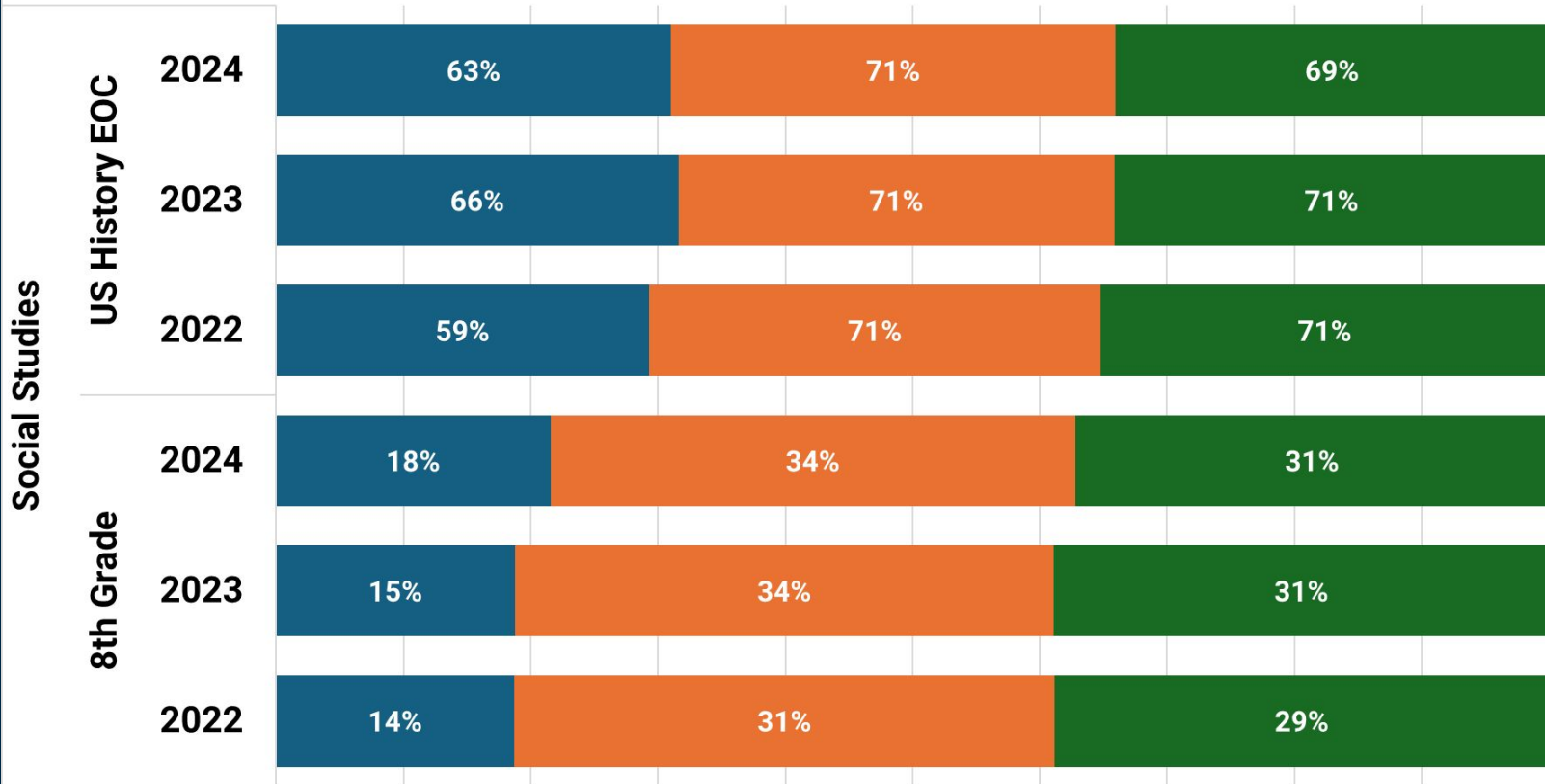
■ IRVING ISD ■ REGION 10 ■ STATE



STAAR Social Studies and US History EOC (by Grade/EOC)

% Meets and Above Performance: A Three Year Review

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A stylized graphic of a flame or fire, rendered in shades of purple and blue, positioned in the upper right quadrant of the slide.

Questions?

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