EDUCATING THE CHILDREN OF POVERTY
Data-Driven Decisions For Leadership

State Board Of Education Roundtable

September 12, 2016
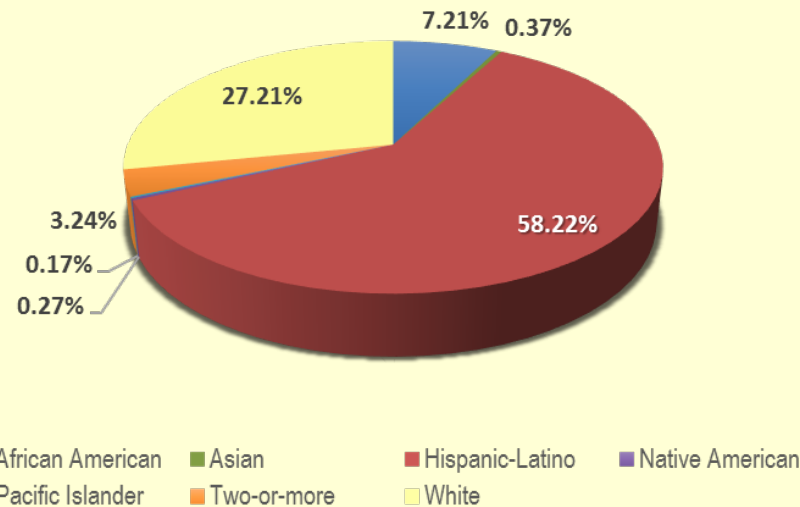
Our Students

46.19% Economically Disadvantaged
10.85% English Learners
7.22% Bilingual
5.16% English as a Second Language
9.78% Special Education

0.81% Homeless
2.46% Immigrant
0.04% Migrant

67,779 students

21.15% Career and Technical Education
5.72% Gifted and Talented

7.21%   0.37%
27.21%
3.24%
0.17%
0.27%
58.22%

■ African American ■ Asian ■ Hispanic-Latino ■ Native American
■ Pacific Islander ■ Two-or-more □ White

Our Schools and Staff

46 Elementary
14 Middle
8 High
8 Alternative Programs

Average Elementary Class Size:
18.9 - 22.2

4,305 Teachers
9,292 Employees
Teachers> **5** years of experience
All Subjects: **53%**

$551.1 Million budget for the 2015-16 school year

$487.0 Million Operating Expenditures. $7,163 per-student spending
2013-14 TEA Financial Data Report

Moving the Needle

91.7%
90.4%
89.9%
90.4%
89.0%
87.1%

4-Year Graduation Rates

2010 Class   2011 Class   2012 Class   2013 Class   2014 Class   2015 Class

Accountability Ratings:
District Rating: Met Standard

Campus Rating: **100%** Met Standard

North East Independent School District

2015-16 data, except where indicated

How to
improve
achievement
for students
in poverty...

- **How do we leverage** available research and data to maximize our limited resources (financial, material, human, time)?

- How do we manage the tension between the need for systematized processes, structures, and practices with the need for differentiation (and innovation and iteration) to address the unique needs of individual schools and their communities?

- How do we as leaders catalyze or accelerate processes and procedures for schools with the highest risk factors?
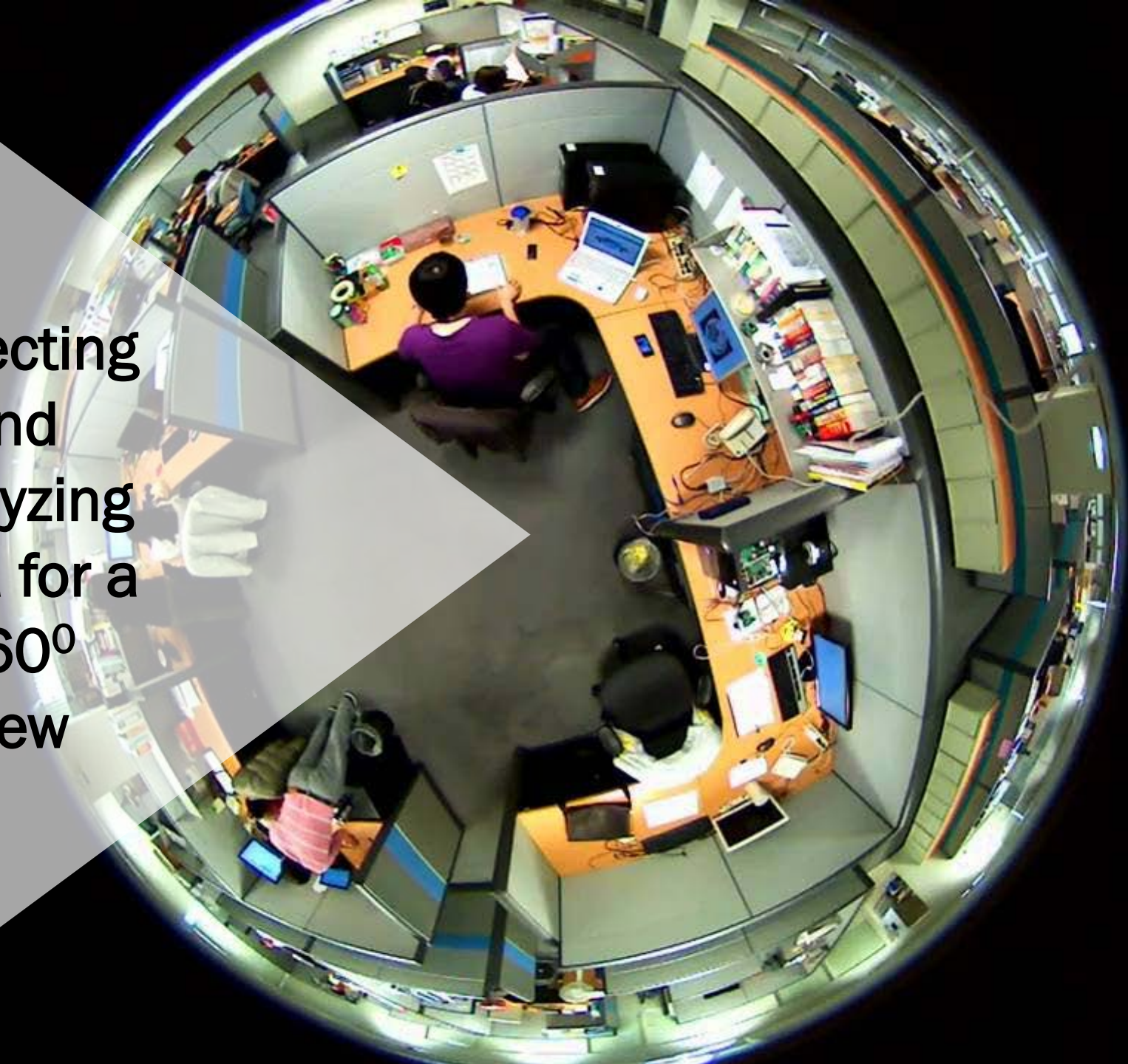
The Leadership Challenge
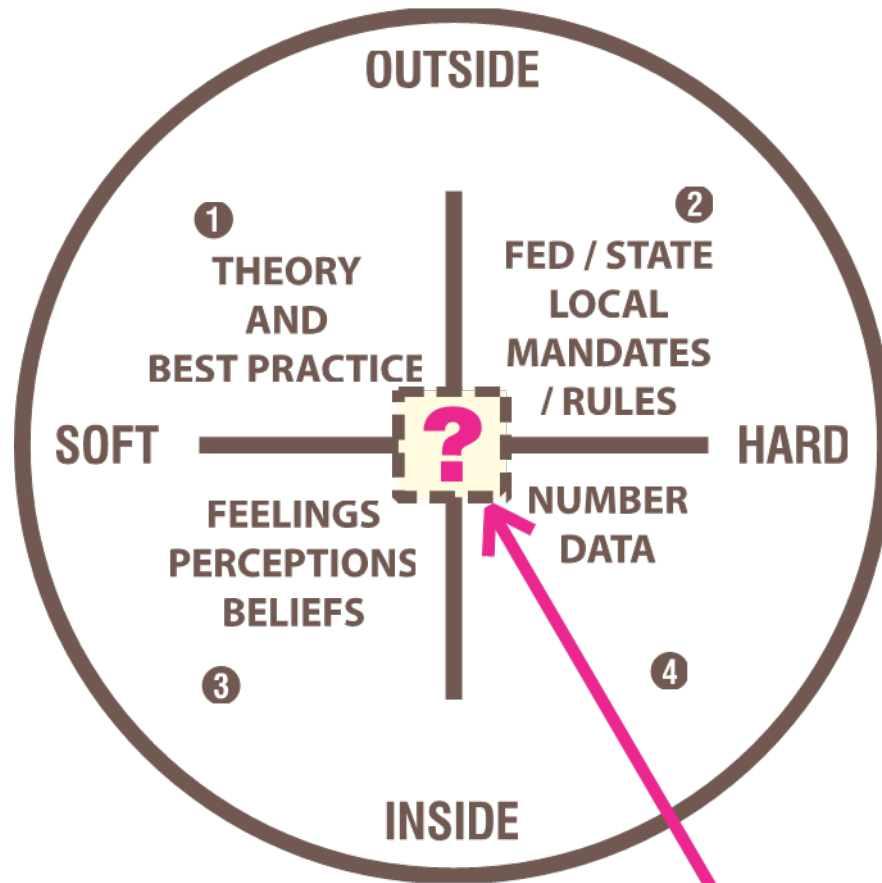
Effective District and Schools...

- Build leadership capacity
- Support data-based decision making
- Ensure an equitable distribution of resources
- Recruit and retain high capacity teachers
- Ensure high-expectation teaching
- Support professional learning
- Create strong instructional management systems

Collecting and Analyzing Data for a 360⁰ View

360°
DATA VIEW

OUTSIDE

1 THEORY AND BEST PRACTICE

2 FED / STATE LOCAL MANDATES / RULES

SOFT

?

HARD

FEELINGS PERCEPTIONS BELIEFS

NUMBER DATA

3

4

INSIDE

I WISH I KNEW

North East ISD Example:

- Data Coaching Process

- Engages campus- and district-level leaders in collaborative inquiry around identified data
- Provides an opportunity for early course correction
- Allows campus leaders a forum to "rehearse" plans of action
- Aligns collaborative conversations across the district

North East ISD Example:

- Continuum of Support (Low vs. High Touch)

- Distributes resources equitably
- Ensures staff is strategically placed based on need
- Allows for differentiated professional development plans with multiple points of entry

North East ISD Example:

- Solution Team Principals and Specialists

- Identifies and places highest capacity staff in schools of greatest need

- Ensures team is nimble and responsive

- Empowers the team lead with the ability to accelerate processes to quickly address campus needs

- Provides flexibility in procedures and practices

North East ISD Example:

- 3-year Teaching Commitment Regulation

- Adjusts hiring practices to increase recruitment and retention
- Provides professional development to support teachers' learning and growth
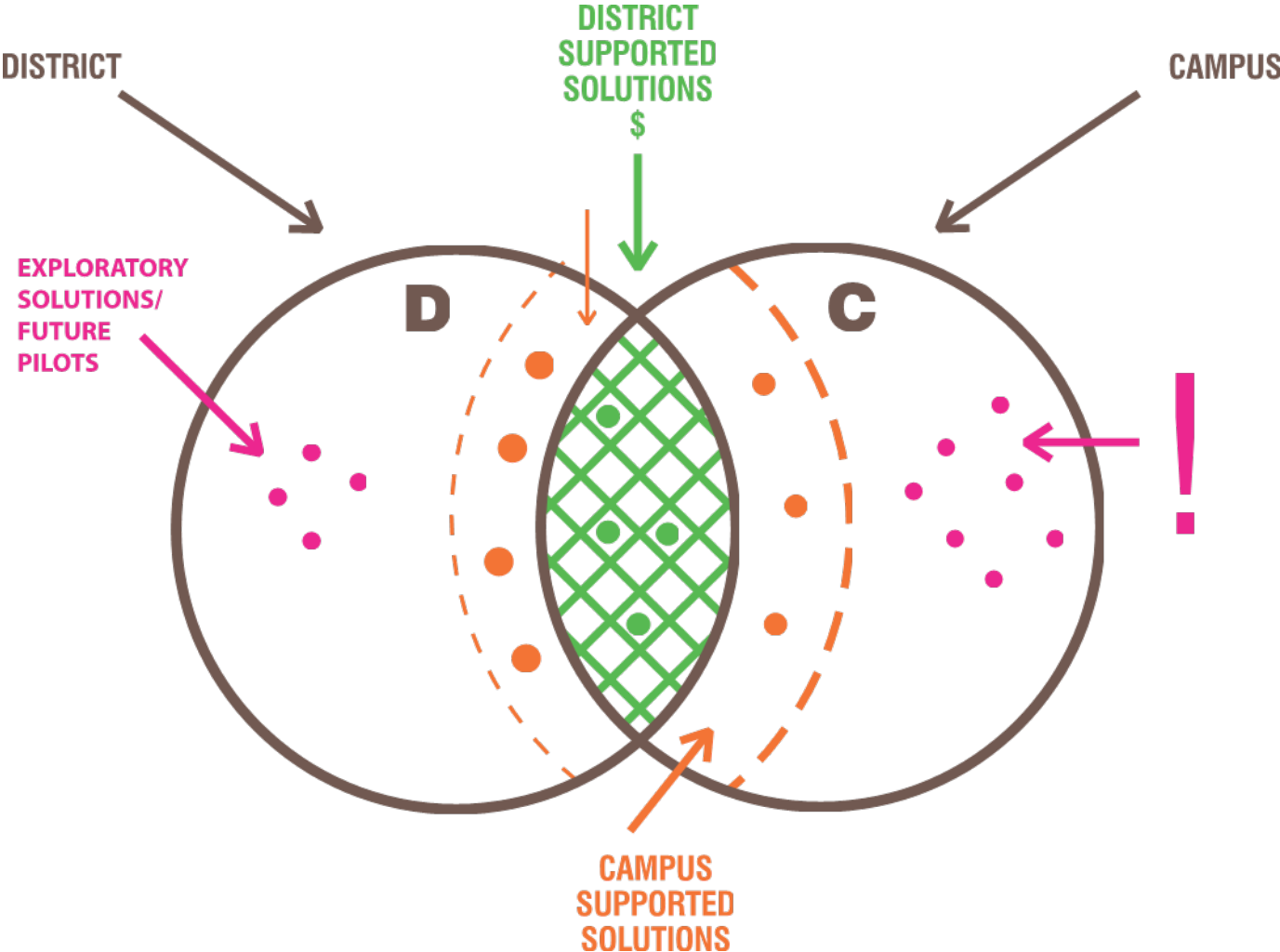- Allows transfers after 3 years

Data should help us identify needs in our system, and the system should be flexible enough to allow for adjustments, innovation, and iteration.
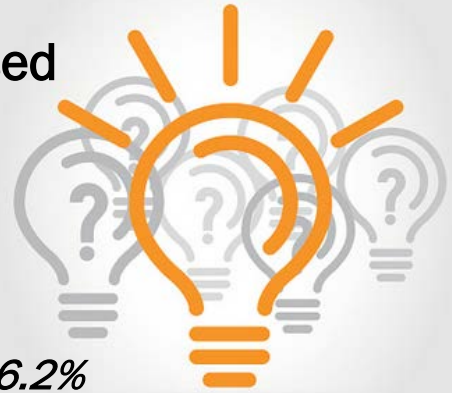
No one size fits all

Innovation Mind Map

Innovation Mind Map
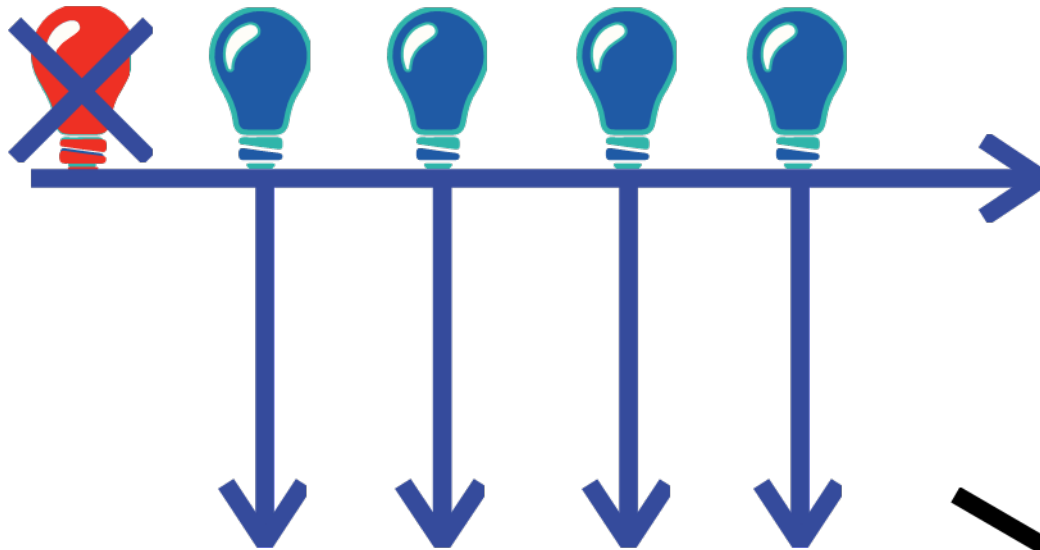
North East ISD Campus-based Example:

- Computer-based Leveled Intervention for Reading

- Allowed for individualized instruction using a computer-based program

- Increased learning time for the most at-risk students

- Leveraged the support of paraprofessionals

2015-16 STAAR data increased by 16.2%

# High-Poverty/High Performing School Principal Example:

- ## A Case Study at Olmos Elementary School

All STAAR first administration tests only. All subjects at the standard for that year:

- 2016 - 73.68% (met all System Safeguards)
- 2015 - 71.11% (met all System Safeguards)
- 2014 - 52.74% (missed 6 System Safeguards)
- 2013 - 45.48% (missed 9 System Safeguards)

Ten Strategies from a Successful Principal
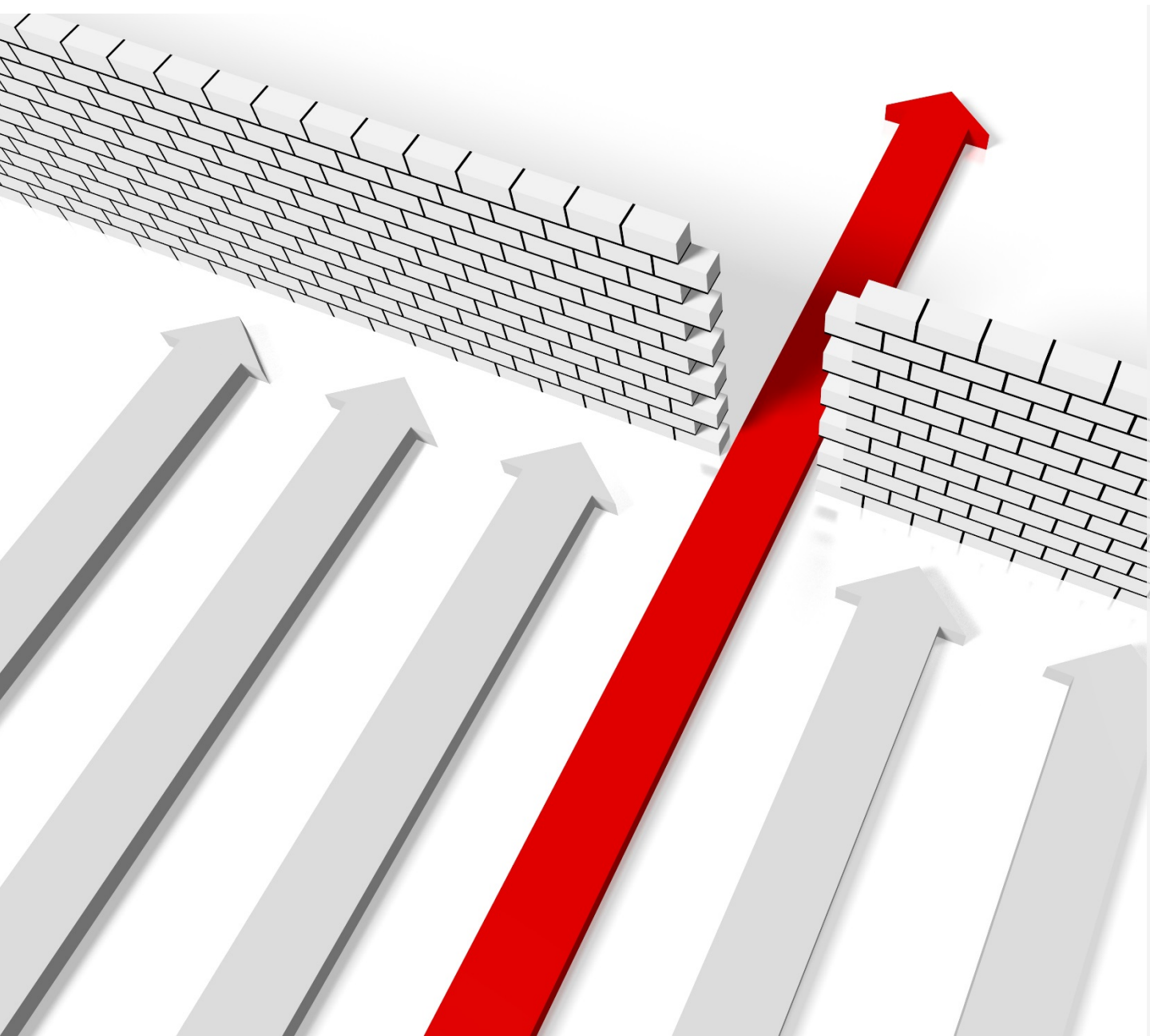
1. Know the data
2. Surround yourself with a strong team
3. Build relationships
4. Make learning relevant
5. Set expectations
6. Address issues immediately
7. Provide time for students to apply learning (concrete to abstract)
8. Provide enrichment/ extension for all students
9. Give teachers time
10. Be present and visible

Questions/Comments

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