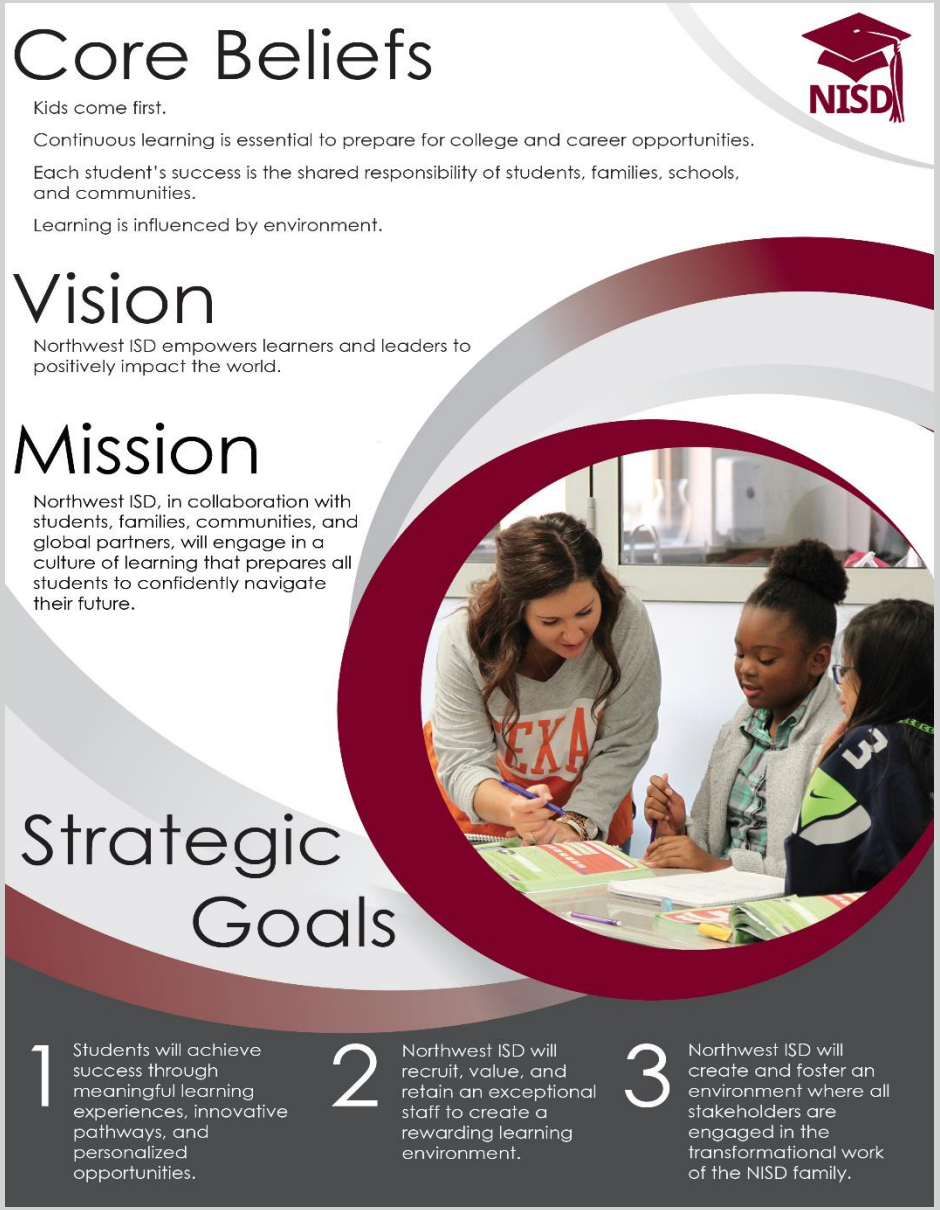
NISD Elementary & Secondary Education Effectiveness Report

2021-2022

NISD
Elementary Education

2021-2022



NISD Strategic Framework 2018-2022

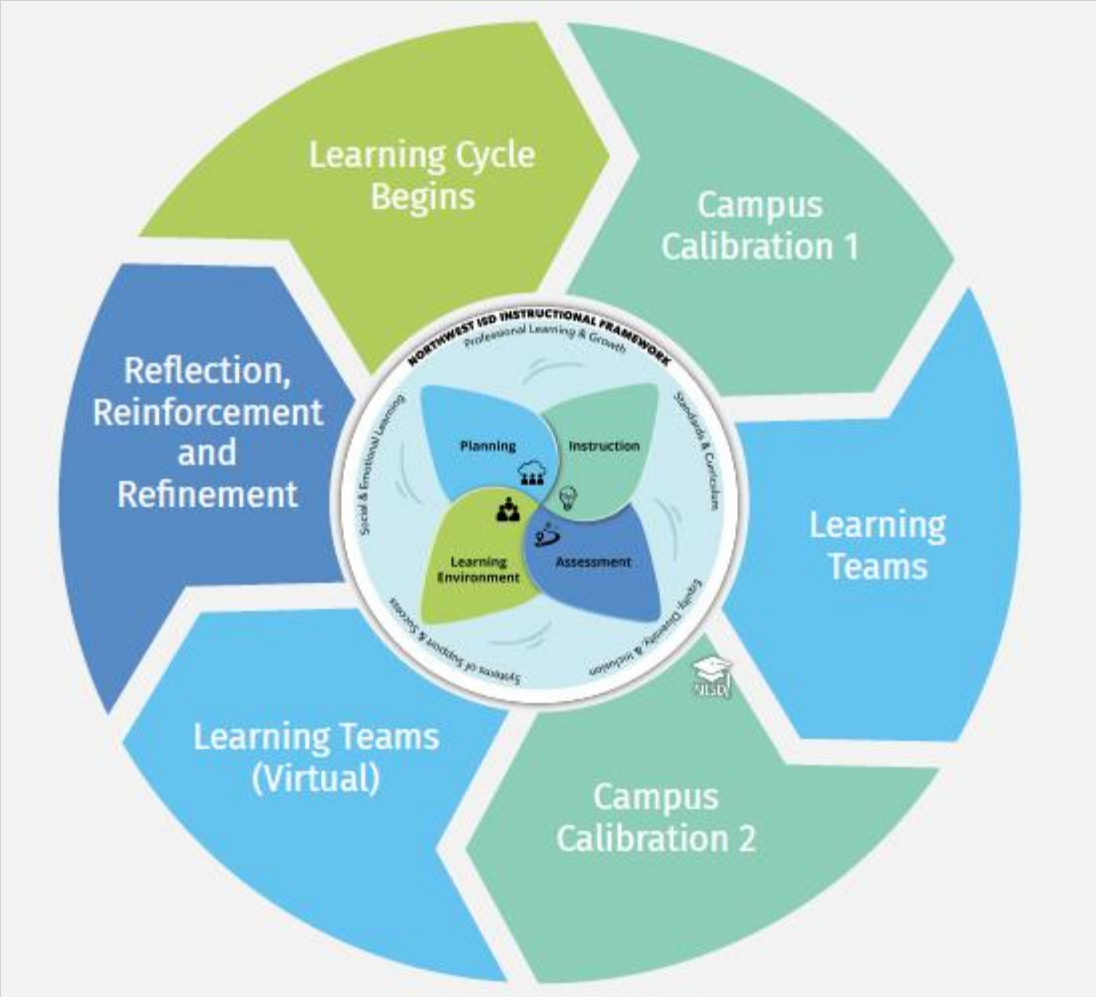
2018-2022 Strategic Goal 1

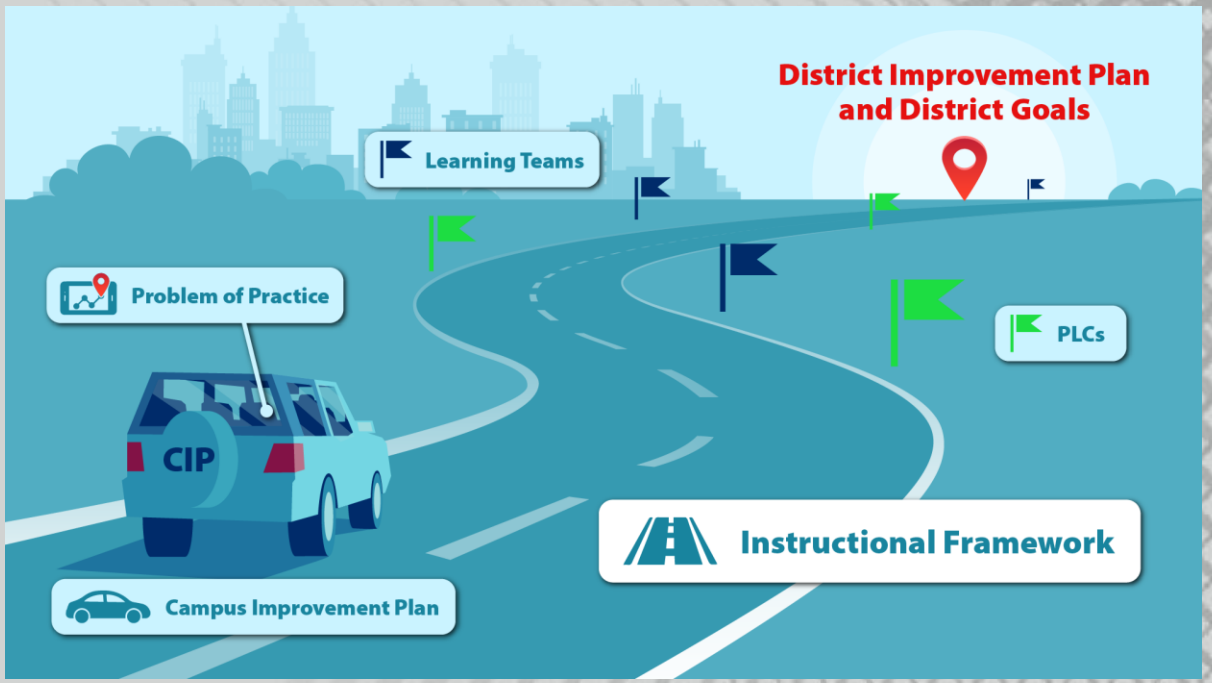
Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2021-2022 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





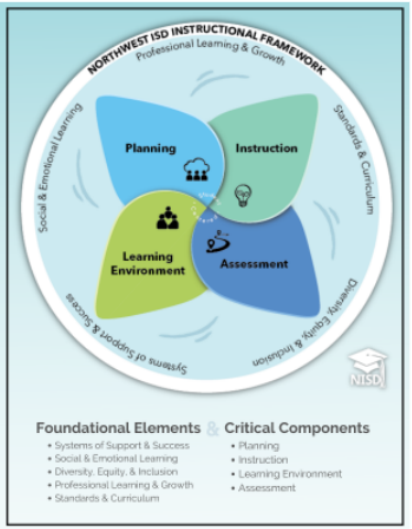
Content Literacy Focus

Learning Team Cycle One

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

1. Literacy standards do not replace content standards; they supplement them!
2. Literacy skills can be applied across multiple disciplines.
3. The responsibility of content literacy belongs to ALL classroom teachers - not just the ELA teachers.
4. Teachers should align their instructional purposes to the literacy approaches they select.
5. 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.

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.

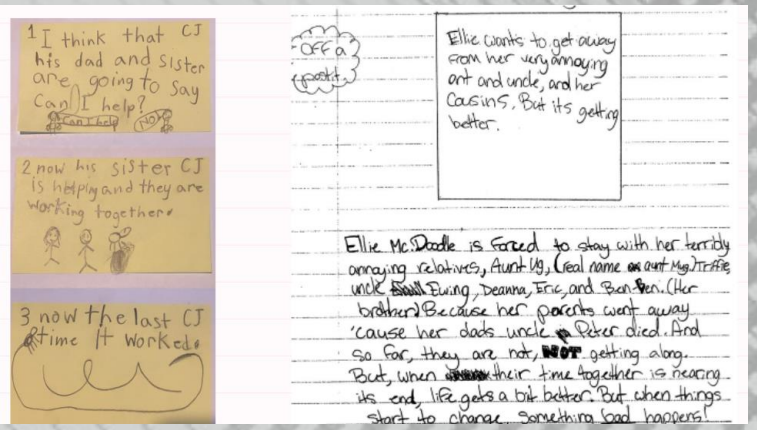
Instruction

- 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.

Learning Teams Cycle 2&3

Why Annotate

- Helps to build understanding of a text while students are reading.
- Helps students trace the development of a text.
- Helps students to make connections to a text.
- Helps to highlight main points and summarize a text while reading.
- Helps students focus on the purpose for reading the text.
- Helps students recall or find information from a text quickly.



Content Literacy Focus

2021-2022 Focus:

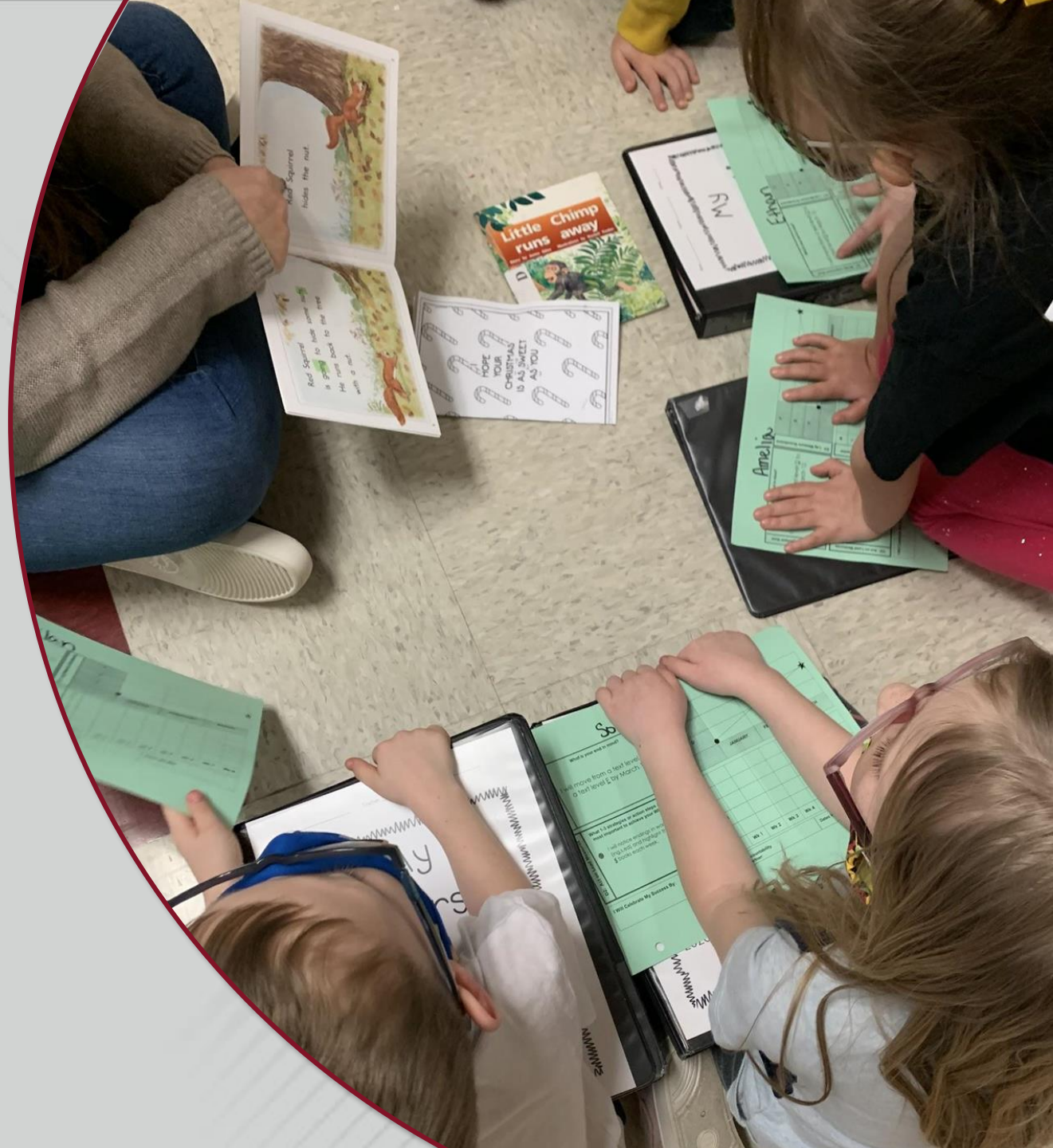
- Focus on supporting math, science, and social studies contents with literacy strategies when reading texts.
  - Text Structures
  - Annotation
- Phonics Curriculum updated to capture more time for Phonological Awareness(K-2)
- Focus on word study in 3-5
- Utilized multiple resources to help identify and close gap with student learning

Focus on Literacy

Balanced Literacy

2021-2022 Focus:

- Extended the Literacy Lounge site to help further support teachers and administrators.
- Focused on individualized and small group instruction for reading, writing, and phonics
- Focused on supporting teachers on utilizing their read alouds to boost comprehension skills



End of Year DRA Data

20-21 % at End of Year Goal	*21-22 % at End of Year Goal*	*20-21 % Making At Least 1 Year's Growth*	*21-22 % Making At Least 1 Year's Growth*
Kinder 75%	Kinder 73%	Kinder 79%	Kinder 74%
First 69%	First 68%	First 84%	First 82%
Second 77%	Second 74%	Second 88%	Second 85%
Third 71%	Third 75%	Third 84%	Third 85%
Fourth 79%	Fourth 82%	Fourth 86%	Fourth 87%
Fifth 84%	Fifth 84%	Fifth 90%	Fifth 90%

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* **2019 Data*	2021	2022 Goal	2022 Results	2023	2024
83%	74%	80%	82%	86%	92%

STAAR Performance Reading

3rd	18-19	20-21	21-22	△	State 21-22
Approach	83	74	81	+7	77
Meets	55	48	58	+10	52
Masters	38	27	37	+10	31

4th	18-19	20-21	21-22	△	State 21-22
Approach	81	67	82	+15	77
Meets	53	40	60	+20	54
Masters	29	21	34	+13	28

STAAR Performance Reading

5th	18-19	20-21	21-22	△	State 21-22
Approach	83	74	86	+12	80
Meets	55	48	66	+18	57
Masters	38	27	47	+20	37

STAAR Performance Reading

4th	18-19	20-21	21-22	△	State 21-22
Approach	81	67	82	+15	77
Meets	53	40	60	+20	54
Masters	29	21	34	+13	28

5th	18-19	20-21	21-22	△	State 21-22
Approach	83	74	86	+12	80
Meets	55	48	66	+18	57
Masters	38	27	47	+20	37

2018-2022 Strategic Goal 1

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

2021 -2022 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 Goal	2022 Results	2023	2024
82%	71%	79%	76%	87%	95%

STAAR Performance Math

3rd	18-19	20-21	21-22	△	State 21-22
Approach	82	70	76	+6	70
Meets	53	37	46	+9	42
Masters	28	19	23	+4	21

4th	18-19	20-21	21-22	△	State 21-22
Approach	79	68	71	+3	69
Meets	55	43	44	+1	41
Masters	37	26	27	+1	23

STAAR Performance Math

5th	18-19	20-21	21-22	△	State 21-22
Approach	89	77	80	+3	75
Meets	68	50	51	+1	46
Masters	49	29	26	-3	23

STAAR Performance Math

4th	18-19	20-21	21-22	△	State 21-22
Approach	79	68	71	+3	69
Meets	55	43	44	+1	41
Masters	37	26	27	+1	23

5th	18-19	20-21	21-22	△	State 21-22
Approach	89	77	80	+3	75
Meets	68	50	51	+1	46
Masters	49	29	26	-3	23

STAAR Performance Science

5th	18-19	20-21	21-22		State 20-21
Approach	80	77	74	-3	66
Meets	56	43	45	+2	37
Masters	28	18	22	+4	17


CHALLENGE ACCE

NISD
Secondary Education

2021-2022

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Content Literacy Focus

Learning Team Cycles

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

1. Literacy standards do not replace content standards; they supplement them!
2. Literacy skills can be applied across multiple disciplines.
3. The responsibility of content literacy belongs to ALL classroom teachers - not just the ELA teachers.
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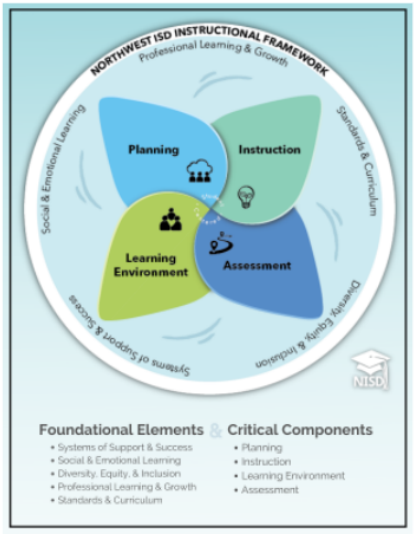
Connecting to the Instructional Framework



Planning

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Content Literacy

"Content area literacy is a **cognitive** and **social** practice involving the ability and desire to **read**, **comprehend**, **critique** and **write** about multiple forms of print. [These] **multiple forms of print** include textbooks, novels, magazines, Internet materials and other sociotechnical sign systems conveying information, emotional content, and ideas to be considered from a critical stance."

Learning Teams Cycles

Why Annotate

- Helps to build understanding of a text while students are reading.
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- Helps to highlight main points and summarize a text while reading.
- Helps students focus on the purpose for reading the text.
- Helps students recall or find information from a text quickly.

Content Literacy Focus

2021-2022 Focus:

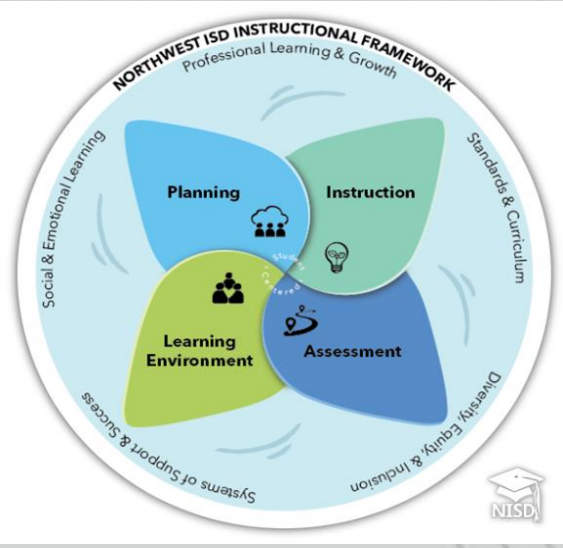
- Focus on supporting content vocabulary and academic language
- Annotation strategies
- Strategies for supporting student discourse
- Strategies for demonstrating student thinking through explanation and justification

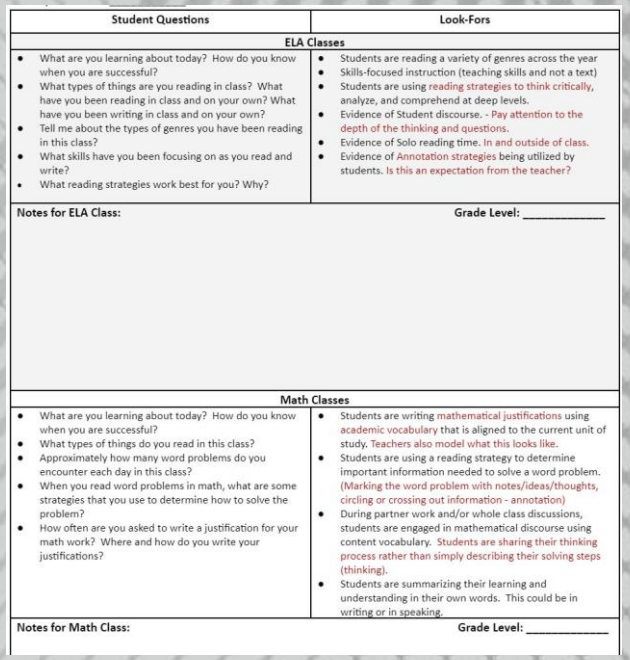
Focus on Content Literacy

Secondary Content Literacy

2021-2022 Focus:

- We implemented the instructional framework by focusing on Planning and Instruction Domains.
- Focus on consistent walkthrough data with specific look fors (Ex. Aligned Learning Targets, annotation strategies, opportunities for student discourse, exemplars of student work, etc.)



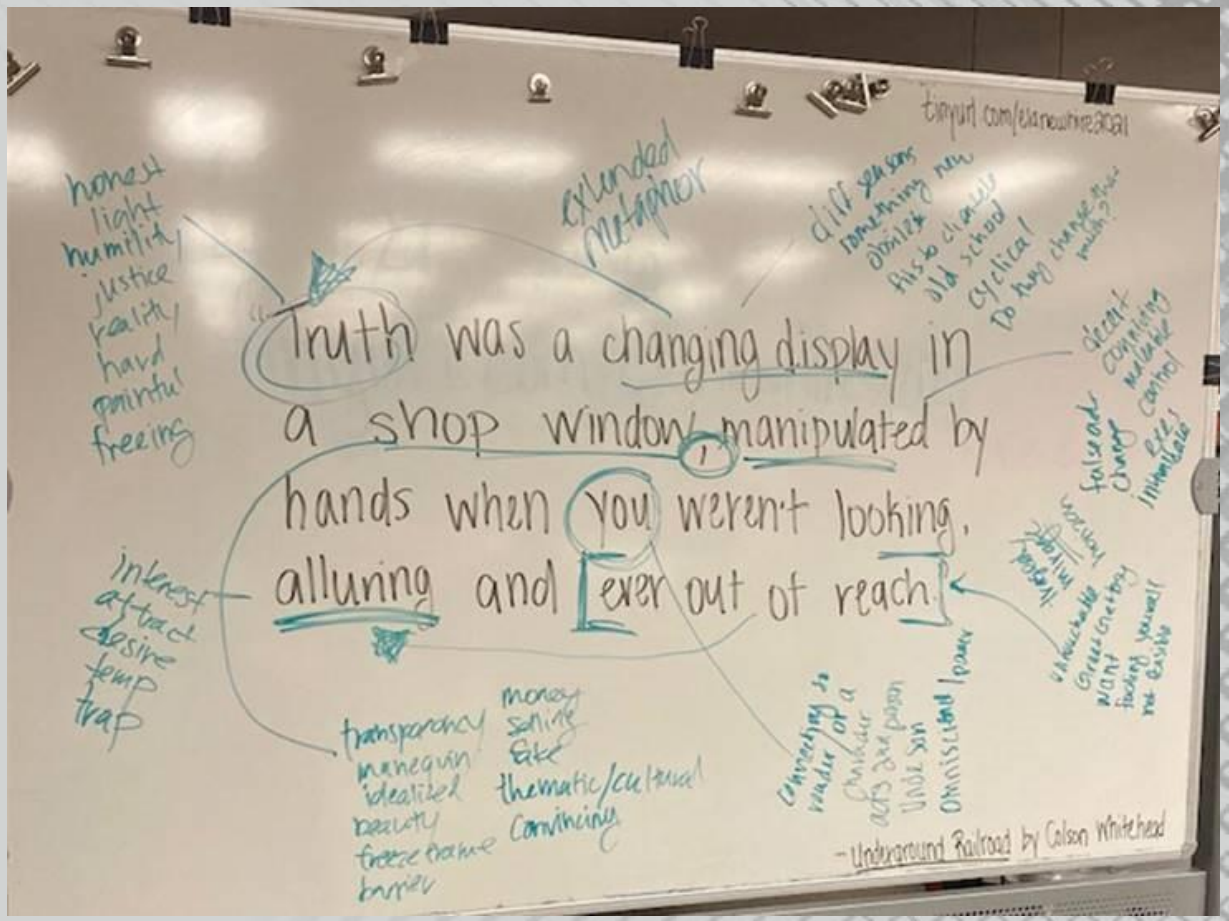


Student Questions	Look-Fors
ELA Classes	
• What are you learning about today? How do you know when you are successful? • What types of things are you reading in class? What have you been reading in class and on your own? What have you been writing in class and on your own? • Tell me about the types of genres you have been reading in this class? • What skills have you been focusing on as you read and write? • What reading strategies work best for you? Why?	• Students are reading a variety of genres across the year • Skills-focused instruction (teaching skills and not a text) • Students are using reading strategies to think critically, analyze, and comprehend at deep levels. • Evidence of Student discourse. - Pay attention to the depth of the thinking and questions. • Evidence of Solo reading time. In and outside of class. • Evidence of Annotation strategies being utilized by students. Is this an expectation from the teacher?
Notes for ELA Class:	**Grade Level:** _____
Math Classes	
• What are you learning about today? How do you know when you are successful? • What types of things do you read in this class? • Approximately how many word problems do you encounter each day in this class? • When you read word problems in math, what are some strategies that you use to determine how to solve the problem? • How often are you asked to write a justification for your math work? Where and how do you write your justifications?	• Students are writing mathematical justifications using academic vocabulary that is aligned to the current unit of study. Teachers also model what this looks like. • Students are using a reading strategy to determine important information needed to solve a word problem. (Marking the word problem with notes/ideas/thoughts, circling or crossing out information - annotation) • During partner work and/or whole class discussions, students are engaged in mathematical discourse using content vocabulary. Students are sharing their thinking process rather than simply describing their solving steps (thinking). • Students are summarizing their learning and understanding in their own words. This could be in writing or in speaking.
Notes for Math Class:	**Grade Level:** _____

Learning Teams Cycles- ELA

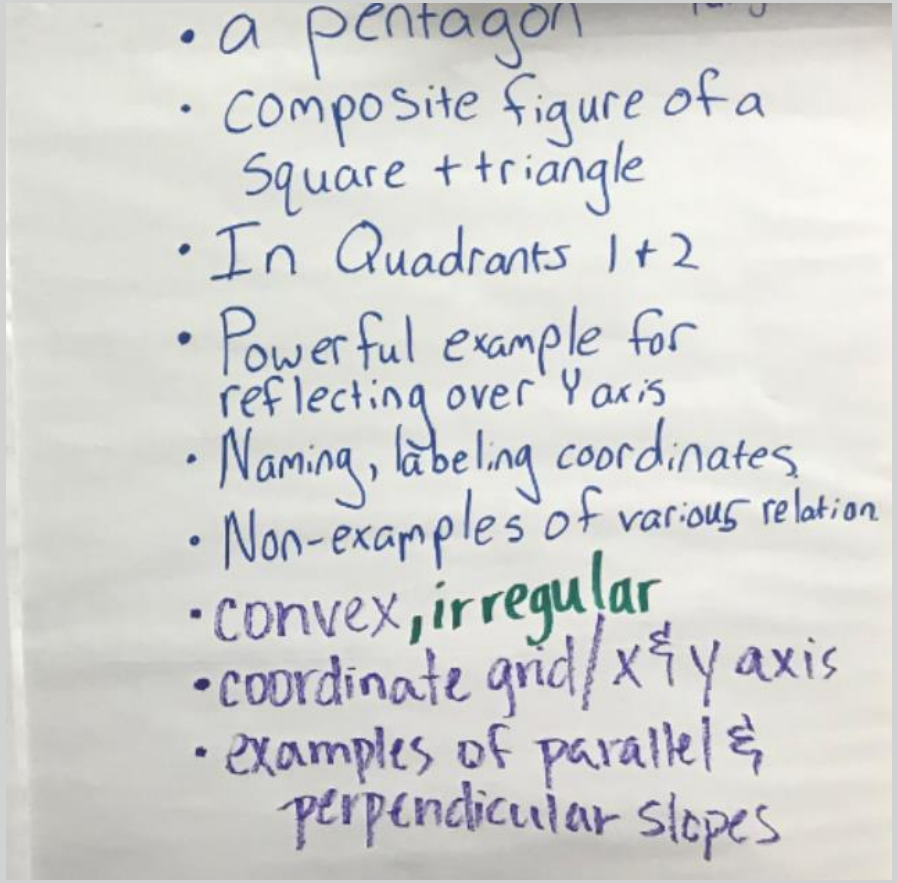
*	Important
———	Key Word or Detail
⬭	Unfamiliar Word
✓	I Understand
?	I Don't Understand
!	I'm Surprised
∞	I Made a Connection
Words & Comments	I'm Thinking

Annotation Strategies

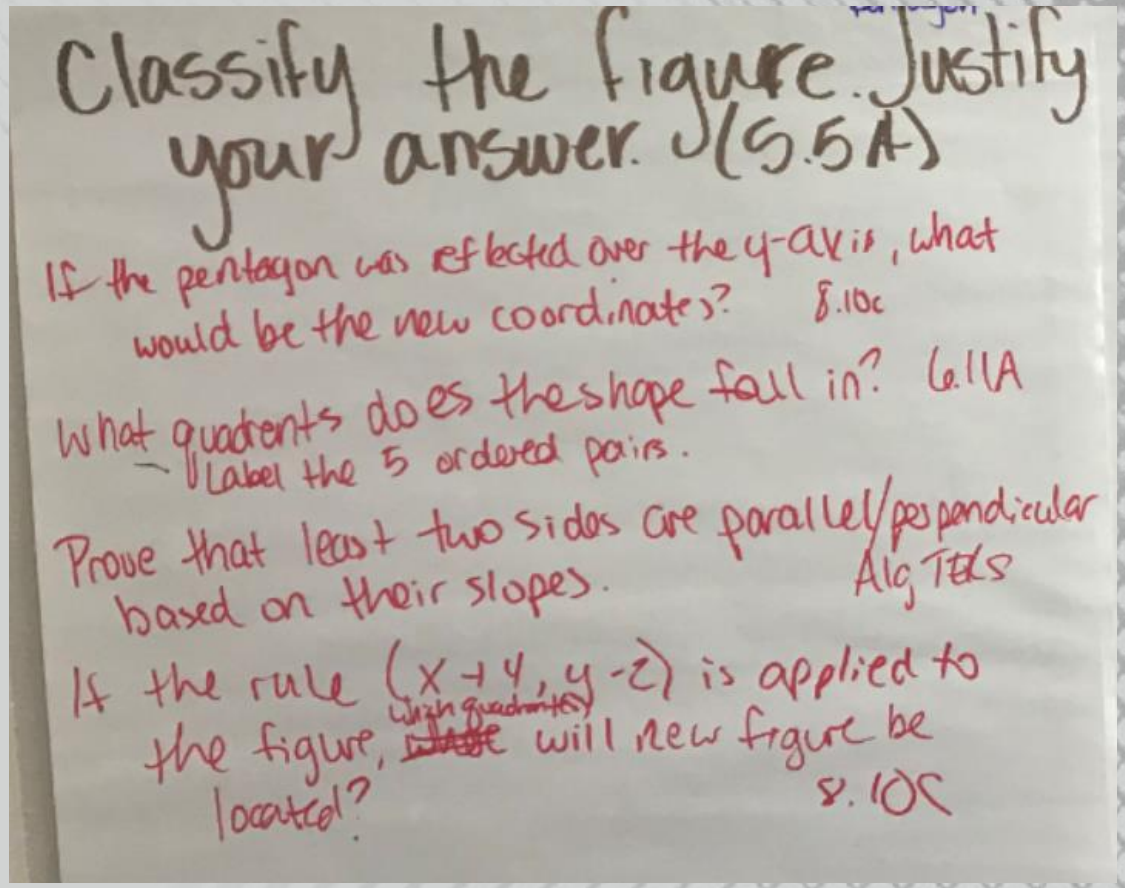


Visible Thinking Strategies

Learning Teams Cycles- Math

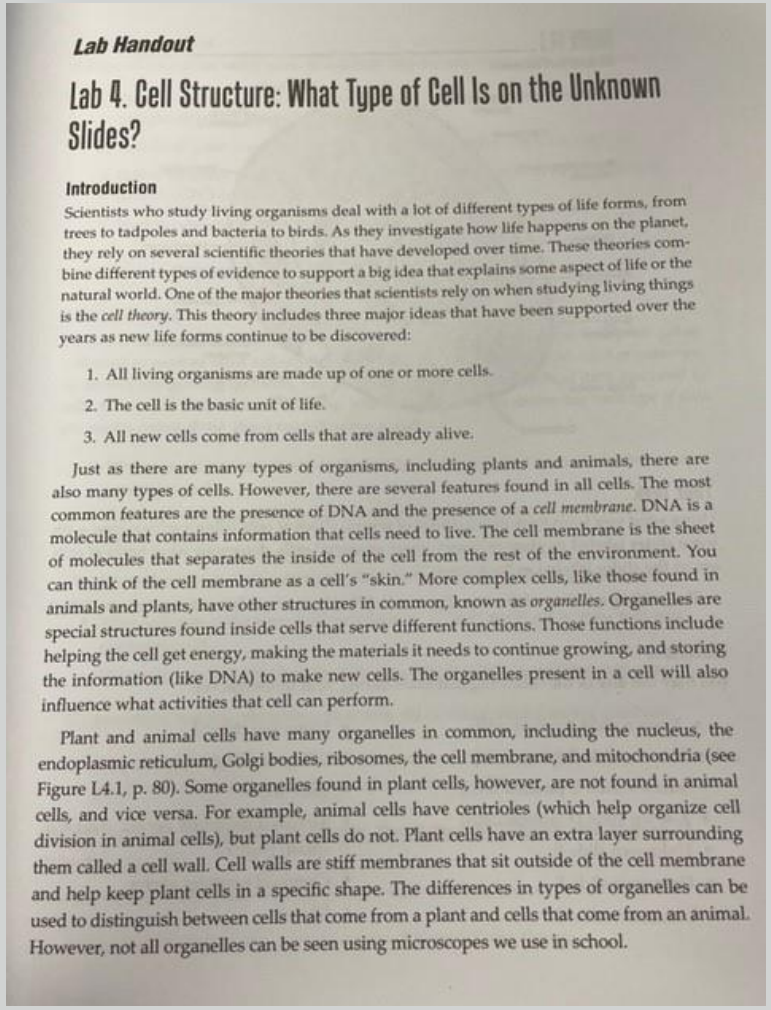


Deep understanding of Standards



Justification Strategies

Learning Teams Cycles- Science



Lab Handout

Lab 4. Cell Structure: What Type of Cell Is on the Unknown Slides?

Introduction

Scientists who study living organisms deal with a lot of different types of life forms, from trees to tadpoles and bacteria to birds. As they investigate how life happens on the planet, they rely on several scientific theories that have developed over time. These theories combine different types of evidence to support a big idea that explains some aspect of life or the natural world. One of the major theories that scientists rely on when studying living things is the *cell theory*. This theory includes three major ideas that have been supported over the years as new life forms continue to be discovered:

1. All living organisms are made up of one or more cells.
2. The cell is the basic unit of life.
3. All new cells come from cells that are already alive.

Just as there are many types of organisms, including plants and animals, there are also many types of cells. However, there are several features found in all cells. The most common features are the presence of DNA and the presence of a *cell membrane*. DNA is a molecule that contains information that cells need to live. The cell membrane is the sheet of molecules that separates the inside of the cell from the rest of the environment. You can think of the cell membrane as a cell's "skin." More complex cells, like those found in animals and plants, have other structures in common, known as *organelles*. Organelles are special structures found inside cells that serve different functions. Those functions include helping the cell get energy, making the materials it needs to continue growing, and storing the information (like DNA) to make new cells. The organelles present in a cell will also influence what activities that cell can perform.

Plant and animal cells have many organelles in common, including the nucleus, the endoplasmic reticulum, Golgi bodies, ribosomes, the cell membrane, and mitochondria (see Figure L4.1, p. 80). Some organelles found in plant cells, however, are not found in animal cells, and vice versa. For example, animal cells have centrioles (which help organize cell division in animal cells), but plant cells do not. Plant cells have an extra layer surrounding them called a cell wall. Cell walls are stiff membranes that sit outside of the cell membrane and help keep plant cells in a specific shape. The differences in types of organelles can be used to distinguish between cells that come from a plant and cells that come from an animal. However, not all organelles can be seen using microscopes we use in school.

- What type of cell is on the unknown slides?
- How will you define the different categories of cells (e.g., what makes a plant cell a plant cell, what makes an animal cell an animal cell)?

7.12 DI - differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, mitochondrion, chloroplast, and vacuole.

Learning Teams Cycles
Social Studies

Contextualization Activity

Instructions: You will be shown a picture and you will be given 30-60 seconds to write down the story/info you are getting from the picture. Then you will be shown a second picture. How does the second picture provide context to the first? (how does it tell more of the story? Change your perspective/meaning of the image?

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STAAR/EOC Performance
Reading/Writing

6th Grade	18-19	20-21	21-22	△	State 21-22
Approach	79	70	77	+7	67
Meets	47	37	49	+12	40
Masters	23	17	25	+8	21

7th Grade	18-19	20-21	21-22	△	State 21-22
Approach	86	79	88	+9	76
Meets	61	54	66	+12	52
Masters	40	32	47	+15	35

STAAR/EOC Performance Reading/Writing

8th Grade	18-19	20-21	21-22	△	State 21-22
Approach	88	81	88	+7	80
Meets	69	52	64	+12	54
Masters	43	22	43	+21	35

STAAR/EOC Performance
Reading/Writing

7th Grade	18-19	20-21	21-22	△	State 21-22
Approach	86	79	88	+9	76
Meets	61	54	66	+12	52
Masters	40	32	47	+15	35

8th Grade	18-19	20-21	21-22	△	State 21-22
Approach	88	81	88	+7	80
Meets	69	52	64	+12	54
Masters	43	22	43	+21	35

STAAR/EOC Performance
Reading/Writing

ELA 1	18-19	20-21	21-22	△	State 21-22
Approach	82	82	77	-5	63
Meets	72	69	63	-6	50
Masters	24	19	13	-6	11

ELA 2	18-19	20-21	21-22	△	State 21-22
Approach	84	83	83	0	71
Meets	71	72	72	0	57
Masters	14	15	12	-3	9

STAAR/EOC Performance
Mathematics

6th Grade	18-19	20-21	21-22	△	State 21-22
Approach	90	83	84	+1	70
Meets	63	52	52	0	35
Masters	34	28	23	-5	14

7th Grade	18-19	20-21	21-22	△	State 21-22
Approach	76	51	55	+4	57
Meets	33	13	16	+3	27
Masters	5	3	3	0	11

STAAR/EOC Performance
Mathematics

8th Grade	18-19	20-21	21-22	△	State 21-22
Approach	92	80	80	0	68
Meets	69	51	47	-4	37
Masters	39	16	17	+1	13

Algebra 1	18-19	20-21	21-22	△	State 21-22
Approach	94	88	85	-3	72
Meets	80	60	57	-3	44
Masters	56	34	34	0	28

STAAR/EOC Performance
Science

8th Grade	18-19	20-21	21-22	△	State 21-22
Approach	92	83	83	0	71
Meets	72	61	55	-6	42
Masters	24	36	31	-5	22

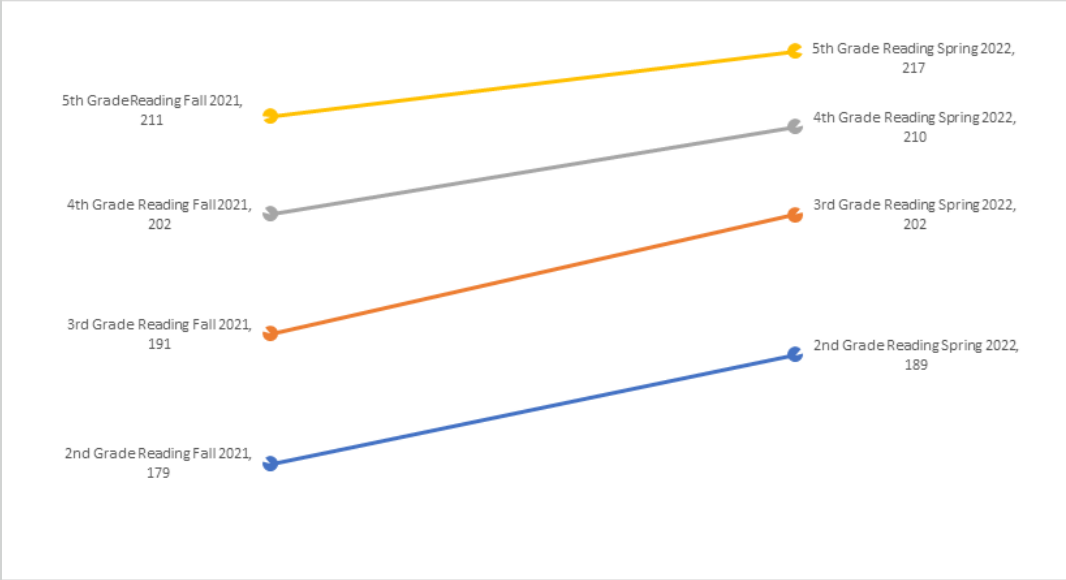
Biology	18-19	20-21	21-22	△	State 21-22
Approach	96	92	90	-2	81
Meets	81	74	72	-2	56
Masters	41	32	32	0	23

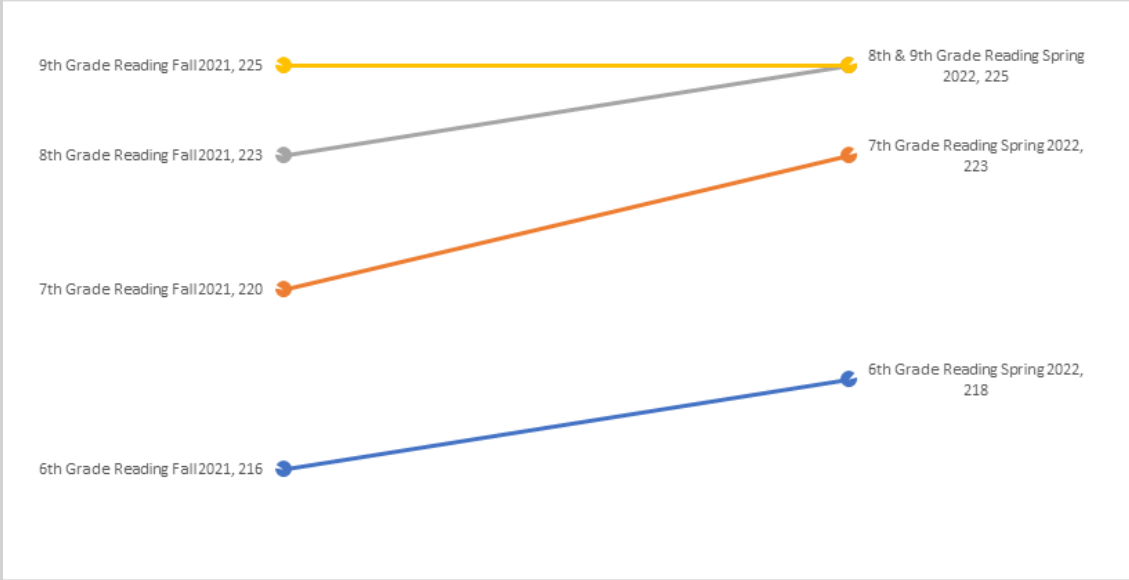
STAAR/EOC Performance
Social Studies

8th Grade	18-19	20-21	21-22	△	State 21-22
Approach	81	74	77	+3	57
Meets	52	41	44	+3	28
Masters	33	20	27	+7	17

US History	18-19	20-21	21-22	△	State 21-22
Approach	97	96	95	-1	88
Meets	88	86	84	-2	70
Masters	63	64	60	-4	43

MAP Reading Growth





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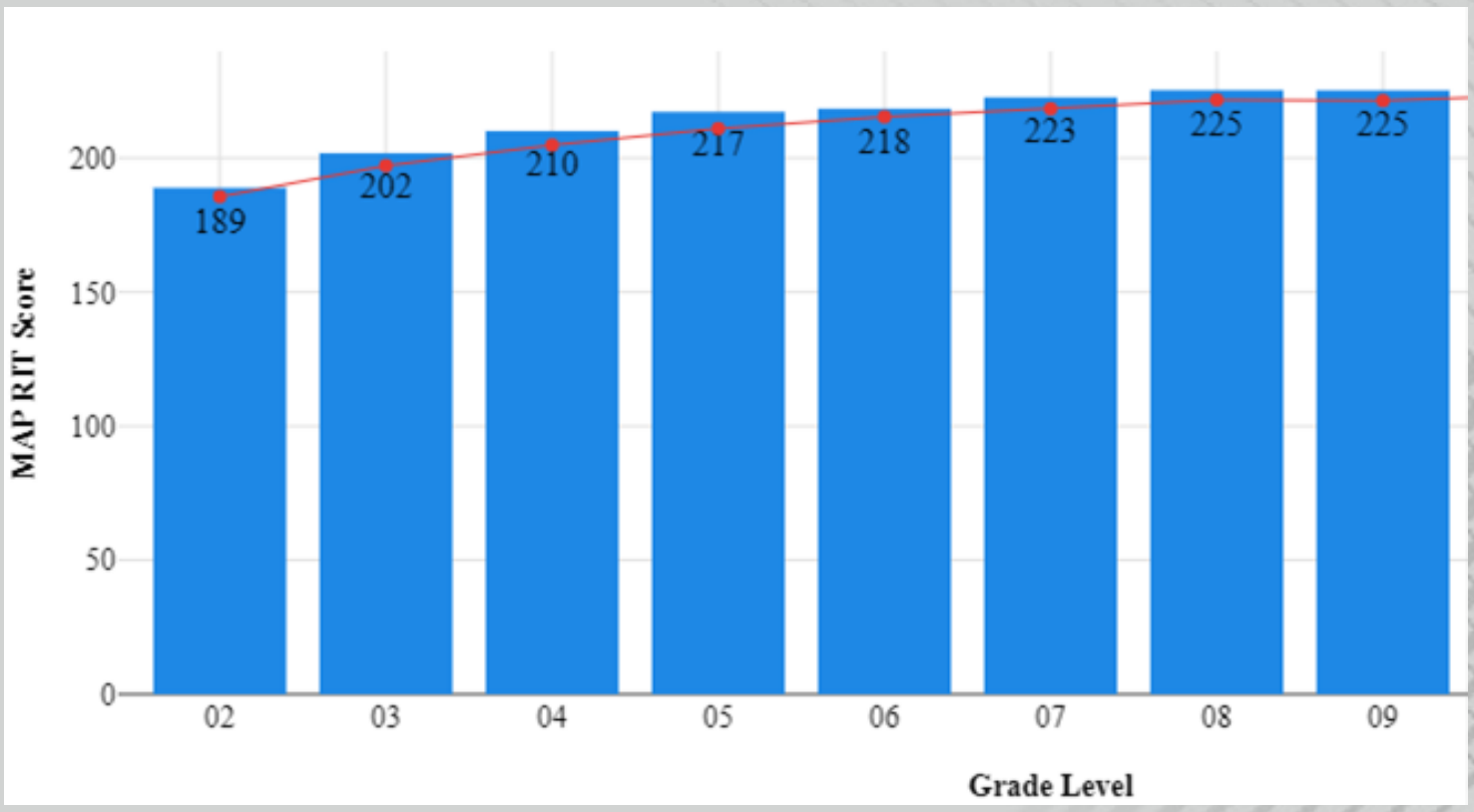
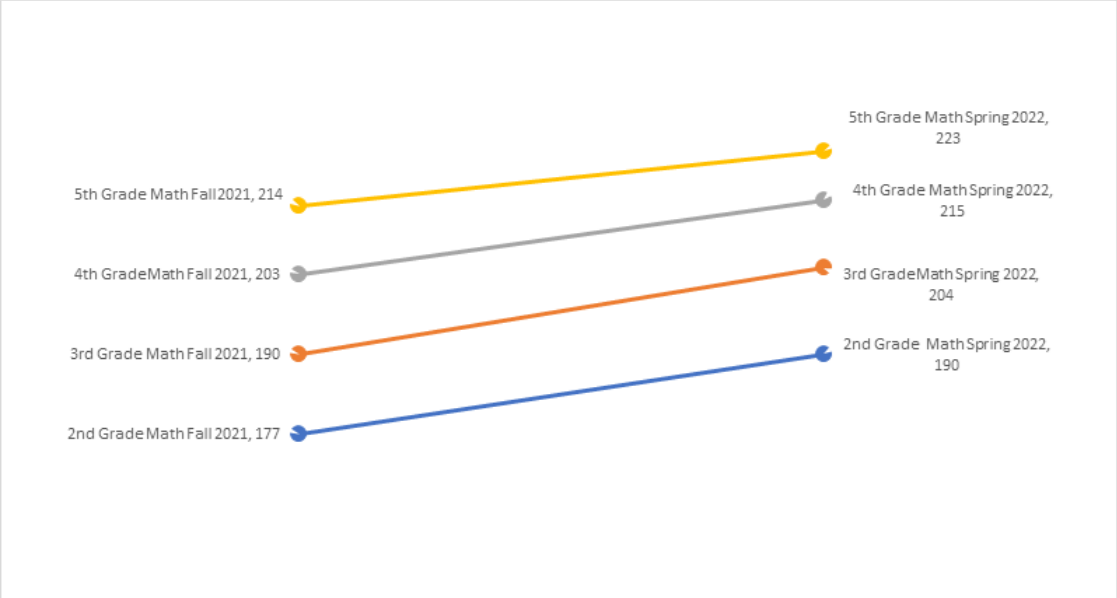
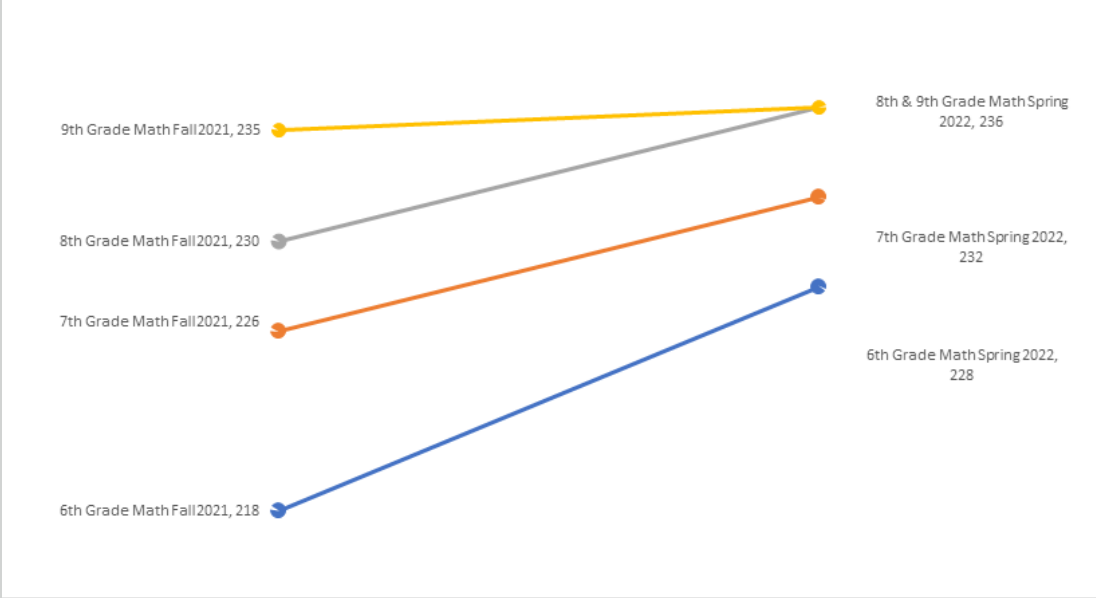


MAP RIT Score Norms Mean Score

MAP Math Growth





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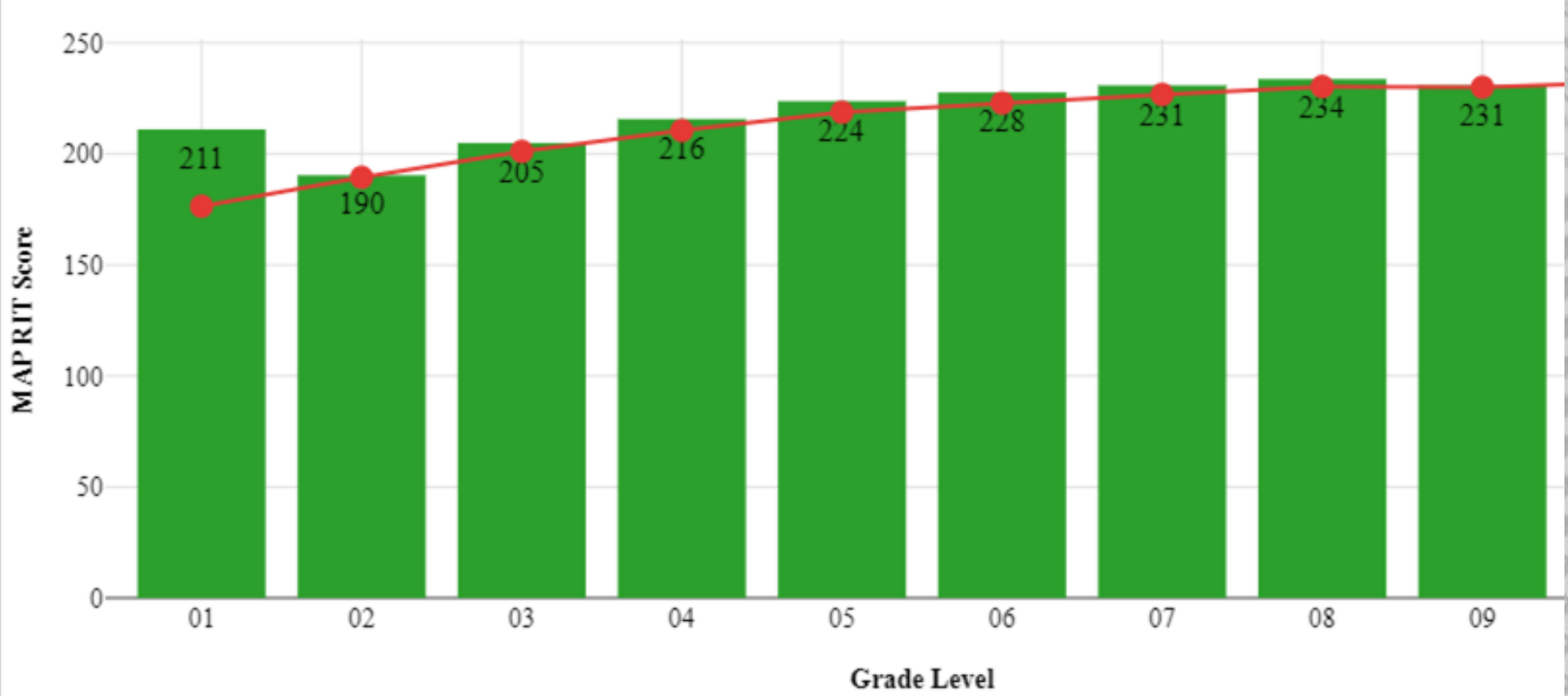


MAP RIT Score

Norms Mean Score

Accomplishments

May 2, 2022

As teachers and their students have had to adapt during the ongoing COVID-19 pandemic, the Texas Medical Association (TMA) recognized three Texas science teachers who successfully passed the test with its 2022 Ernest and Sarah Butler Awards for Excellence in Science Teaching. The winners were announced today during TexMed, TMA's annual conference, held this year in Houston.

TMA awards elementary, middle, and high school teachers for playing an instrumental role in stirring students' interest and excitement in science to potentially inspire them to pursue a career in medicine. TMA gives cash prizes to winning teachers and resource grants to their schools to enhance their science programs. Physician judges named an overall grand prize winner and two distinguished award winners this year.

Grand Prize Winner

TMA selected **Valerie Valadez-Sims** of Clara Love Elementary School in **Justin** as the **Grand Prize winner**. She will receive $20,000, and her school will receive a $5,000 resource grant. (Read more about Mrs. Valadez-Sims below.)

Texas Medical Association Grand Prize Winner

Harvard Leadership Institute Nominees

TEPSA Student Leadership Award (4 Consecutive Years)

Accomplishments

President Biden named Medlin Middle School Math Teacher Kristy Butler as a recipient of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

JAMES M. STEELE
EARLY COLLEGE HIGH SCHOOL

Steele Early College High School has an anticipated recruiting class of 100 and will enter competition in UIL Academics, One Act Play and Debate.

Professional Certifications earned continues to grow district wide with 4 students qualified for the 2022 MicroSoft Office US National Championships

Challenges

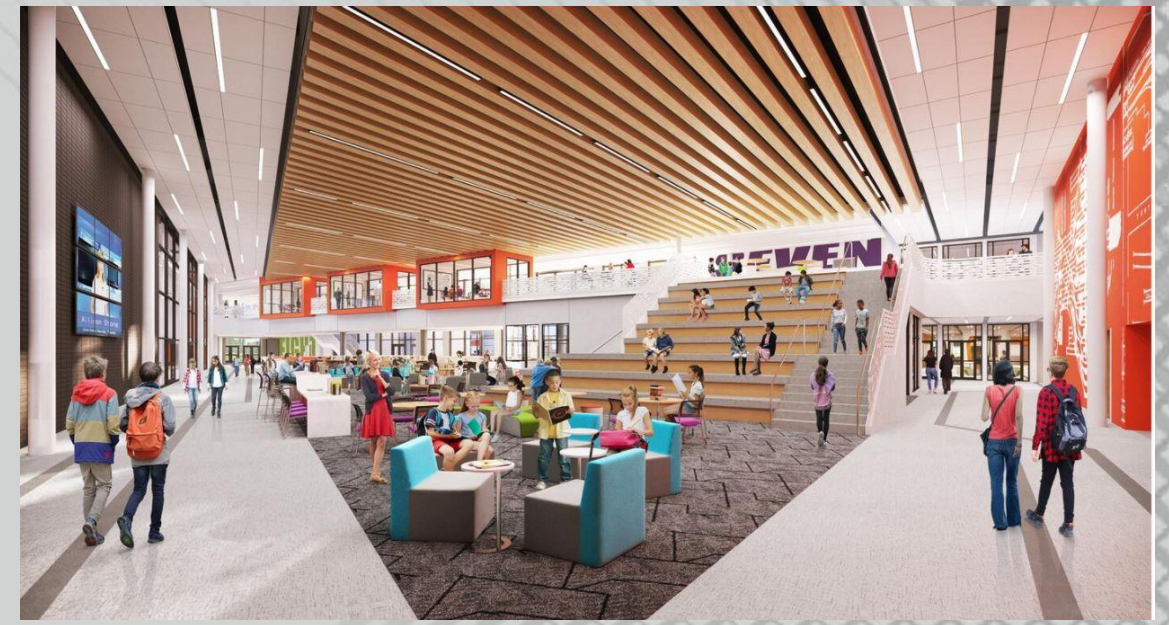
- ★ Continued work in closing achievement gaps
- ★ HB 4545 Interventions
- ★ Fast growth
- ★ Student behavior and attendance

On the Horizon

- ★ Continued emphasis on accelerating learning to help close COVID19 gaps
- ★ Continued Learning Teams focus on Content Literacy
- ★ Increased campus support with student behavior through targeted training and resources
- ★ Fast Growth: Focus with onboarding new students, families and staff

On the Horizon

- ★ Focus on Freshman year and monitoring student progress
- ★ Opening of Molly Livingood Carter and Johnny Daniel Elementary in Fall 2023
- ★ Opening of CW Worthington Middle School in Fall 2023



NISD Elementary & Secondary Education Effectiveness Report

2021-2022