EDUCATING THE CHILDREN OF POVERTY
Data-Driven Decisions For Leadership

State Board Of Education Roundtable
September 12, 2016
Our Students

67,779 students

- Economically Disadvantaged: 46.19%
- English Learners: 10.85%
- Bilingual: 7.22%
- English as a Second Language: 5.16%
- Special Education: 9.78%
- Homeless: 0.81%
- Immigrant: 2.46%
- Migrant: 0.04%

21.15% Career and Technical Education
5.72% Gifted and Talented

Source: Fall 2015 PEIMS Submission

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: 53%
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

4-Year Graduation Rates

- 2010 Class: 87.1%
- 2011 Class: 89.0%
- 2012 Class: 89.9%
- 2013 Class: 90.4%
- 2014 Class: 90.4%
- 2015 Class: 91.7%

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?
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 360° View
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

BLUE LINE SOLUTIONS

BLACK LINE SOLUTIONS
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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