

**NORTHSIDE INDEPENDENT SCHOOL DISTRICT
5900 EVERS ROAD, SAN ANTONIO, TEXAS 78238**

**Called Meeting of the Board of Trustees - EISO TRAINING
Wednesday, July 30, 2025
5:00 PM**

Members present

**Bobby Blount, Karen Freeman, David Salcido, Karla Duran,
Laura Zapata, Sonia Jasso, Carol Harle**

Staff present

**Dr. Craft, Deonna Dean, Dr. Jordan, Jessica Palomares, Lori Gallegos,
Megan Bradley, Susan Cleveland, Jo Ann Fey**

1. Superintendent

Discussion, Information, Not Applicable: A. Evaluating and Improving Student Outcomes (EISO) Training
Introduction of all staff present

Strategic Framework

• Core Beliefs • Learner Profile • Mission and Vision • Strategic Goals

2024-2025 Board-Superintendent Goals

1. Continue to foster and develop the Northside culture.
2. Improve participation and achievement in the broad variety of academic and co- and extracurricular programs offered in Northside ISD.
3. Ensure there is a high-quality teacher in every classroom and a high-quality principal at every campus.
4. Implement a comprehensive system focused on school safety, SEL/mental health support, and whole child development.
5. Market the District in such a way that Northside ISD is the district of choice for every student, teacher, staff member, and parent.

Agenda: This training will provide an overview and discussion of:

• The Texas Essential Knowledge and Skills (TEKS), which are the state standards • The State of Texas Assessments of Academic Readiness (STAAR) • The A-F Accountability System • Goal-Setting and Progress Monitoring

Then we'll take a look at Northside ISD and discuss:

• 2025 STAAR Results • 2025-2026 District Improvement Plan • 2025 Accountability Forecast • Next Steps

Texas Essential Knowledge and Skills (TEKS)

The TEKS are the state standards that outline what students should know and be able to do in each subject and grade level in Texas public schools.

In addition, the TEKS:

• Guide lesson planning and assessment design • Serve as the foundation for curriculum development and instructional practices • Determine the content of state-mandated tests like the STAAR

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A-F Accountability System

The A-F accountability system is a statewide tool used to evaluate the academic performance of public schools and assign letter grades (A-F) to districts and campuses:

• Grades are based on student performance across three domains • Highly correlated to student economic disadvantage TEKS.

Domain I: Student Achievement This domain shows how much students know and are able to do by the end of the school year. Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level. For high schools and districts, ratings are also based on how many students graduate and whether graduates are ready for college, a career, or the military.

Domain II: School Progress. This domain is based on a comparison of how students are performing. In part, this domain is based on how many students showed academic growth in reading and math on the STAAR tests. This domain also looks at a school's relative performance compared to similar campuses.

Domain III: Closing the Gaps. This domain is meant to help ensure attention is given to every student. Ratings look at groups of students, compare their performance to specific targets, assign points based on the progress each group is making toward targets, and contribute to the overall rating. A-F

A-F Ratings Background

2017-2018 First Time Districts received A-F ratings 2018-2019 First Time Campuses received A-F ratings 2019-2020 No A-F Ratings - Declared State of Disaster 2020-2021 No A-F Ratings - Declared State of Disaster 2021-2022 Ratings for A, B, or C; No Ratings for D or F 2022-2023 TEA Temporary Injunction - ratings withheld 2023-2024 TEA Temporary Injunction - ratings withheld Apr 2025 2023 A-F Ratings released Aug 2025 2024 and 2025 A-F Rating Released

10 MIN BREAK

Goal-Setting and Progress Monitoring

Goal-setting and progress monitoring are crucial for success in any endeavor, from personal development to professional projects. Clear goals provide direction and motivation, while progress monitoring allows for adjustments along the way. In addition, they:

- Increase focus and motivation
- Improve performance
- Inform decision-making
- Allow for early detection of issues to remedy

Quality Goals -SMART GOALS

SPECIFIC Is the goal clear with specific desired outcomes?

MEASURABLE: How can the goal be tracked to see progress as well as completion?

ACHIEVABLE Can the goal be reasonably accomplished within the timeframe?

RELEVANT Does the goal align with our values and long-term objectives?

TIME-BOUND is the deadline clear as well as the checks along the way?

INPUTS - Resources and activities invested in a particular program, process, or strategy; usually knowable at the beginning of a cycle.

OUTPUTS - The result of a particular set of inputs; usually knowable in the midst of a cycle

OUTCOMES - The impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect to the intended beneficiary

There can be adult outcomes -Example: parent engagement, staff retention, etc, and student outcomes -Example: unit assessments, MAP growth/achievement, etc.

2025 STAAR and District Improvement Plan

Reading DIP Strategies

Implement and monitor systems of support to ensure the cognitive demand of the TEKS is met in all K-5 Reading classrooms.

Strengthen the instructional leadership expertise for campus Reading leaders.

Implement and monitor systems of support for targeted priorities in RLA instruction.

Math DIP Strategies

Implement and monitor systems supports to ensure the cognitive demand of the TEKS is met in all K-8 Math classrooms.

Monitor and respond to student assessment data to ensure student growth.

Strengthen the instructional leadership expertise for campus Math leaders.

Science DIP Strategies

Implement and monitor systems of support to ensure the cognitive demand of the TEKS is met in all 5th-grade Science classrooms.

Strengthen the Science instructional leadership expertise for campus administrators.

Monitor and respond to student assessment data to ensure student growth.

CCMR DIP Performance Objective

By the end of the 25-26 school year, increase student performance in CCMR to the following:

- ❖ CCMR All 25-26 Seniors
- ❖ CCMR Special Ed 25-26 Seniors
- ❖ CCMR Emergent Bilingual 25-26 Seniors
- ❖ CCMR 25-26 TAPR*: Each of the following student groups will increase their TAPR CCMR rate by 3%

Strategies

1. Implement a communication plan to educate key stakeholders about the benefits of CCMR opportunities.
2. Develop systemic processes to increase CCMR success for all students and with a focus on SE and EB student groups.
3. Implement initiatives and systems to increase CCMR success in all areas where we are underperforming in comparison to the state.

2024 and 2025 Accountability Forecast

- Celebrations
- Improvement Required
- Gray Zone

Next Steps

As you're aware, both the Texas Administrative Code and the Texas Education Code outline responsibilities of school boards to set goals and monitor their progress for effectiveness.

Next steps will include:

- The setting of the 25-26 Board-Superintendent Goals
- The completion of the 25-26 District Improvement Plan with Action Steps
- The review and adoption of the 25-26 required HB 3 goals in grade 3 reading and math, as well as CCMR
- Regular progress monitoring to measure progress and make tweaks

2. Open Session

Information: A. Any required action by the Board concerning matters considered in closed meeting will be taken in open session.

Information: B. All items will be discussed in Open Session, therefore, no Executive Session is needed on this agenda.

3. Adjournment

Procedural: A. Adjourn the Meeting

There being no further business, the meeting was adjourned at 8:12 p.m.

Northside ISD, Board Secretary