

## Districtwide Improvement Committee Minutes

October 26, 2005

Rita Polen gave a PowerPoint presentation on the role and purposes of DWIC, which include the development of non-state appraisal criteria, and provision for written comments on requests for waivers. The committee is composed of a diverse group of members, including school staff, district-level staff, parents, and business and community members. The roles of the superintendent and others were outlined in the Leadership Roles and responsibilities document. Ground rules for the team were discussed, including the policy in which the DWIC members build consensus. Rather than decisions being made by at least a majority vote, members are asked if they can support the decision. The committee continues to work through the process until such an agreement can be reached.

The District Improvement Plan Overview was reviewed. The overview explains how the various sections of the plan meet the district plan requirements outlined by the state.

The Results of an Aligned Curriculum outlines how RFISD matches its curriculum to its objectives for the curriculum, as shown by objective results. The data trends are mostly invisible, since the district's population is small. TAKS, Texas Primary Reading Inventory (TPRI) and Advanced Placement results show us how our students are doing. The TPRI is given in grades kindergarten, first and second and is used to diagnose students who need additional reading support and tracks students' reading progress over the course of the year. The TAKS Cohort information was a new data collection that looks at students who are here for two or three years and tracks their progress on the TAKS tests. Adequate Yearly Progress was another new data collection that identifies the results for the district and each campus on the criteria outlined by the state to meet the requirements of the federal program, No Child Left Behind (NCLB). The data identified in the Results of an Aligned Curriculum is analyzed each fall to identify areas of strength and areas that need improvement for our students. It is part of the data collection used by the teachers on each campus to identify their Campus Performance Objectives (CPO).

The committee discussed an additional agenda item concerning the use of cohort groups as we collect data to support our CPOs. A cohort group consists of only those students that were part of the assessments given to collect baseline data, formative data (in January) and summative data (in April/May). Students who leave or who enter during the year are tested but their results are not included in

