



## District Improvement Team (DIT) Meeting

Thursday, October 1, 2015

5:30 – 7:00 p.m.

### MEETING MINUTES

**ATTENDANCE:** Paulina Briones, Linda Buchman, Roberto Carbajal, Melissa Cisneros, Beth Cole, Katherine Dawson, Allison Gower, Ellen Green, Delfino Guillen, Samuel Karns, Scott Kennedy, Scott LeMaire, Maria Limon, Maria Luna, Rachel Miller, John Pisklak, Georgia Polley, Glenn Ryan, David Sablatura, Elaine Sorsby, Dmel Tatum, Diane Thelen, Shelly Tornquist, Jerry Van Casteren, Kristina Van Arsdel, Leticia Verdinez, Elliott Witney

Percent of DIT members in attendance: 64%

#### **WELCOME & INTRODUCTIONS:**

The DIT Co-Chair Scott LeMaire welcomed members who, in turn, introduced themselves.

#### **TEACHER EVALUATION UPDATE:**

David Sablatura, Exec. Assistant to the Board and Superintendent, and member of the Teacher Evaluation Cross Functional Team provided an update on the student performance portion of the teacher evaluation model. Dr. Sablatura affirmed that the DIT has been working on the development of a new SBISD Teacher Evaluation model with support from the Teacher Evaluation Cross Functional Team. He then introduced Ellen Green, DIT Member and Frostwood Elementary Principal, and Melissa Stadtfeld of SBISD's Accountability and Research Dept.

Ellen and Melissa provided historical context that two years ago, the state put forth the requirement for a new teacher evaluation model. About 85 percent of districts use the current state model and about the same percentage are expected to use the new state-developed model. The DIT at that time affirmed that we wanted to develop our own model aligned with T-2-4, and the Cross Functional Team serves as a resource to the DIT in this process.

Melissa reminded the DIT that the state requires at least 20% of the appraisal be based on student performance, and more specifically on growth. The CFT brought several models to the DIT last year, and the DIT asked for options to consider based on the feedback. The DIT then spent several months studying three possible models. The DIT determined that a one-size fits all model would not be best and that a differentiated model would better suit SBISD.

The focus now is on a good implementation pilot this year based on the DIT decisions last year, with feedback from the DIT as the pilot of the rubric progresses this year. We will pilot the rubric this year with full district-wide pilot next year. A few campuses are piloting the data portion this year.

Melissa reviewed the student growth measures being piloted. (See attached presentation.) For this year's pilot the Shared Attribution option is being used to develop the score. It will not

count. For next year's full district roll out, depending on teacher assignment, we will use shared attribution, teacher attribution and student learning objectives.

Ellen shared that last spring several schools piloted the walk through and electronic procedure. At Frostwood, nine teachers are participating in this year's pilot. They have done the diagnostic and technology portion and take a survey following every step of process to give real-time feedback. This portion of the pilot is expected to wrap up in January. Next steps are collaboration with technology services, develop information video, communications plan and develop the Student Learning Objectives model/scoring to pilot next year. The other 80 percent of the appraisal includes the teacher rubric, goal setting, walk-throughs and observations.

The CFT members will investigate showing the training video to the DIT.

## **DISTRICT UPDATE**

Dr. Muri provided a brief update on the district. He noted that we have added more than 200 students since the first day of school, which is about the number we are up over enrollment projections. Our high school enrollment is above projections, with elementary enrollment below projections.

Dr. Muri shared that he has spent his time since his July 1<sup>st</sup> start date looking, listening and learning as much as possible about SBISD. Beginning October 1, he will move from listening and learning to responding and action. Dr. Muri then shared several data slides. (see attached.)

## **DISTRICT OF INNOVATION**

Dr. Muri shared information about a new opportunity called District of Innovation. This opportunity for Texas school districts was created under House Bill 1842, passed in Spring, 2015. House Bill 1842 gives districts greater local control as the decision makers over the educational and instructional model for students and increases freedom and flexibility, with accountability, relative to state mandates that govern educational programming. It also empowers districts to innovate and think differently.

House Bill 1842 sets forth a process for becoming a District of Innovation. The DIT is integral to the process and will vote on the Local Innovation Plan as required under the law. DIT members were provided with a flow-chart that outlines the DIT role and a proposed timeline which Dr. Muri walked them through. He shared the importance of the DIT members staying well-informed and engaged. The DIT will be represented in the composition of the strategic planning committee. This will be a regular agenda item in the months ahead.

The DIT engaged in a rich discussion about the opportunities for SBISD as the first Texas school district to embark on the journey to become a District of Innovation.

Scott LeMaire, DIT Co-Chair reflected on the Teacher Evaluation work the DIT has done and on this new opportunity provided under House Bill 1842. There being no further business, the meeting was concluded.

# Student Growth Measures *for the New* *SBISD Teacher Appraisal System*

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SPRING BRANCH ISD CROSS FUNCTIONAL TEAM

TEACHER APPRAISAL AND EVALUATION – DATA TEAM

# Scores Differentiated by Assignment

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- Assignments with a State Assessment/Norm-Referenced Assessment (grades 3 through high school)
- Assignments without a State Assessment – All grade levels
- Split Assignments – State Assessment/Without State Assessment

# Performance Data Included

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- Shared Attribution – Applies to all teachers in the school; uses EVAAS
- Teacher Attribution – Applies to teachers with a state or norm-referenced assessment; uses EVAAS
- Student Learning Objectives – Applies to all teachers; team developed

# Shared Attribution

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- All members of the school community contribute to the success of students
- Uses the EVAAS Composite Report for the campus
  - Elementary – STAAR Math/Reading
  - Middle – STAAR Math/Reading
  - High - SAT

	<b>Appraisal Score – Value Added</b>	<b>Relationship to Rubric</b>
<b>G*</b>	4	Refining
<b>G</b>	3	Performing
<b>Y</b>	2	Advancing
<b>R</b>	1	Foundational
<b>R*</b>	0	-



# Shared Attribution

- High School SAT Composite

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Composite	2014	311	829.3	47	841.3	49	-14.0 R*	6.5

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Composite	2014	391	1146.6	87	1076.2	81	65.1 G*	6.1



# Teacher Attribution

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- Applies to teachers in a grade level/subject with a state assessment or norm-referenced test
- Uses the EVAAS Teacher Report

	Appraisal Score – Value Added	Relationship to Rubric
G*	4	Refining
G	3	Performing
Y	2	Advancing
R	1	Foundational
R*	0	-





# Teacher Attribution

- 3<sup>rd</sup> Grade Mathematics

Teacher Growth Measures and Standard Errors				
Year	Growth Measure	Standard Error	Reference Group Index	Reference Group
2013	33.9	19.4	1.75	Level 4
2014	-5.4	19.3	-0.28	Level 3
2015	2.9	1.9	1.51	Level 4



# Student Learning Objectives (SLOs)

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- Academic growth targets teachers set at the beginning of a course and strive to achieve by the end
- Target an area of high need based on a review and analysis of available data
- Determine a teacher's impact on student learning within a given instructional interval
- May target all students or a subpopulation of students



# Student Learning Objectives (SLOs)

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- All teachers develop SLOs – in content/grade level teams
- Use pre- and post- assessments to measure growth
- Targets set for each student
- Not about pass/fail



# Student Learning Objectives (SLOs)

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- 4<sup>th</sup> Grade Reading
  - This SLO targets 65 English language Learners in bilingual classes

Students will make inferences about expository text, describe explicit and implicit relationships among ideas in expository texts, and summarize information & main ideas and supporting details in expository texts; meanings of unfamiliar words in texts will be determined using context, dictionaries, and glossaries.



# Student Learning Objectives (SLOs)

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- Scoring
  - Percent of students meeting the target

Percent of Students Meeting Target	Appraisal Score – Value Added	Potential Relationship to Rubric
76% - 100%	4	Refining
51% - 75%	3	Performing
26% - 50%	2	Advancing
0% - 25%	1	Foundational



# Student Learning Objectives (SLOs)

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- Scoring
  - Calculation

% of Students Meeting Target	Score - Percentage divided by 25 (4 point maximum)
70%	$70/25 = 2.8$






















# Student Learning Objectives (SLOs)

- Scoring
- Scoring Rubric

Score	Descriptive rating	Criteria	Description
4	Refining	<p>Student growth for SLO(s) has <b>exceeded</b> the goal(s).</p> <p>The teacher engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.</p>	<p>Evidence indicates the targeted population's growth exceeded the expectations described in the goal.</p> <p>The teacher set rigorous, superior goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.</p>
3	Performing	<p>Student growth for SLO(s) has <b>met</b> goal(s).</p> <p>The teacher engaged in a data-driven SLO process that resulted in student growth.</p>	<p>Evidence indicates the targeted population met the expectations described in the goal.</p> <p>The teacher set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</p>
2	Advancing	<p>Student growth for SLO(s) has <b>partially met</b> goal(s).</p> <p>The teacher engaged in a SLO process that resulted in inconsistent student growth.</p>	<p>Evidence indicates the targeted population partially met expectations described in the goal.</p> <p>The teacher set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.</p>
1	Foundational	<p>Student growth for SLO(s) has <b>not met</b> goal(s).</p> <p>The teacher engaged in a SLO process that resulted in minimal or no student growth.</p>	<p>Evidence indicates the targeted population has not met the expectations described in the goal.</p> <p>The teacher set inappropriate goal(s); inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.</p>



	2015 – 2016 score reported on appraisal but not included in calculation (EVAAS Pilot)	2016 – 2017 score reported on appraisal but not included in calculation (SLO Pilot)	2017 – 2018 Full implementation with score reported on appraisal
Assignments with State Assessment/Norm Referenced Assessment (Grades 3 through High School)	 Shared Attribution – 20% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Teacher Attribution – 8.5% ES: EVAAS Teacher Report-STAAR MS: EVAAS Teacher Report-STAAR HS: EVAAS Teacher Report-EOC   Student Learning Objective – 8.5%	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Teacher Attribution – 8.5% ES: EVAAS Teacher Report-STAAR MS: EVAAS Teacher Report-STAAR HS: EVAAS Teacher Report-EOC   Student Learning Objective – 8.5%
Assignments without State Assessment – All Levels	 Shared Attribution – 20% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Student Learning Objective – 17%	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Student Learning Objective – 17%
Split Assignment – State Assessment/Without State Assessment	 Shared Attribution – 20% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Teacher Attribution – 8.5% ES: EVAAS Teacher Report-STAAR MS: EVAAS Teacher Report-STAAR HS: EVAAS Teacher Report-EOC   Student Learning Objective – 8.5%	 Shared Attribution – 3% ES: EVAAS Composite Report-STAAR MS: EVAAS Composite Report-STAAR HS: EVAAS Composite Report-SAT   Teacher Attribution – 8.5% ES: EVAAS Teacher Report-STAAR MS: EVAAS Teacher Report-STAAR HS: EVAAS Teacher Report-EOC   Student Learning Objective – 8.5%

SBISD Core Values:



Every Child



Collective Greatness



Collaborative Spirit



Limitless Curiosity



Moral Compass



# Next Steps

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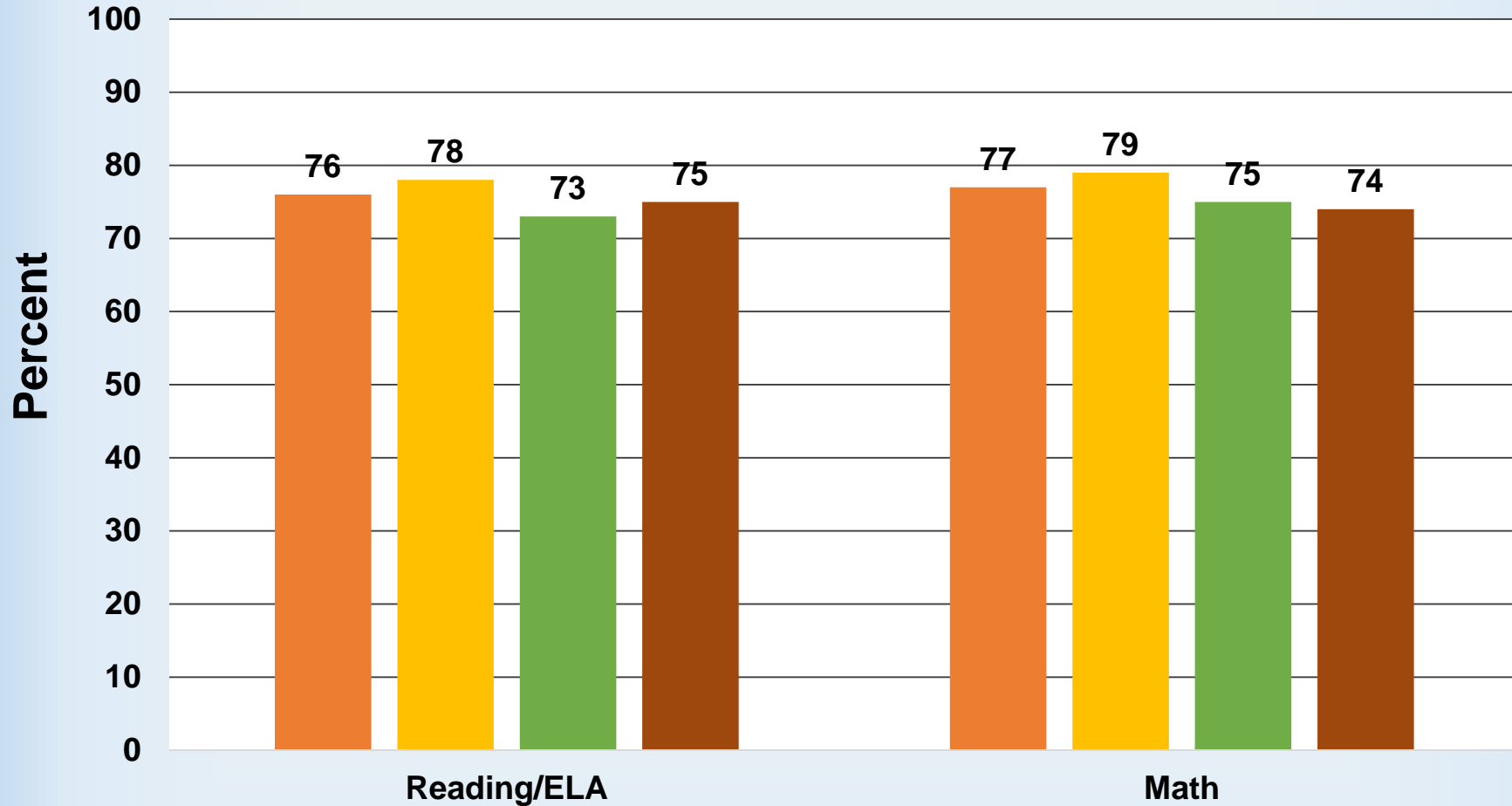
- Collaborate with Technology Services to include data component in the online Teacher Appraisal system
- Begin development of the SBISD SLO process
- Create informational video about the performance data component of the teacher appraisal system





# STAAR Longitudinal District Performance Level 2 Phase 1

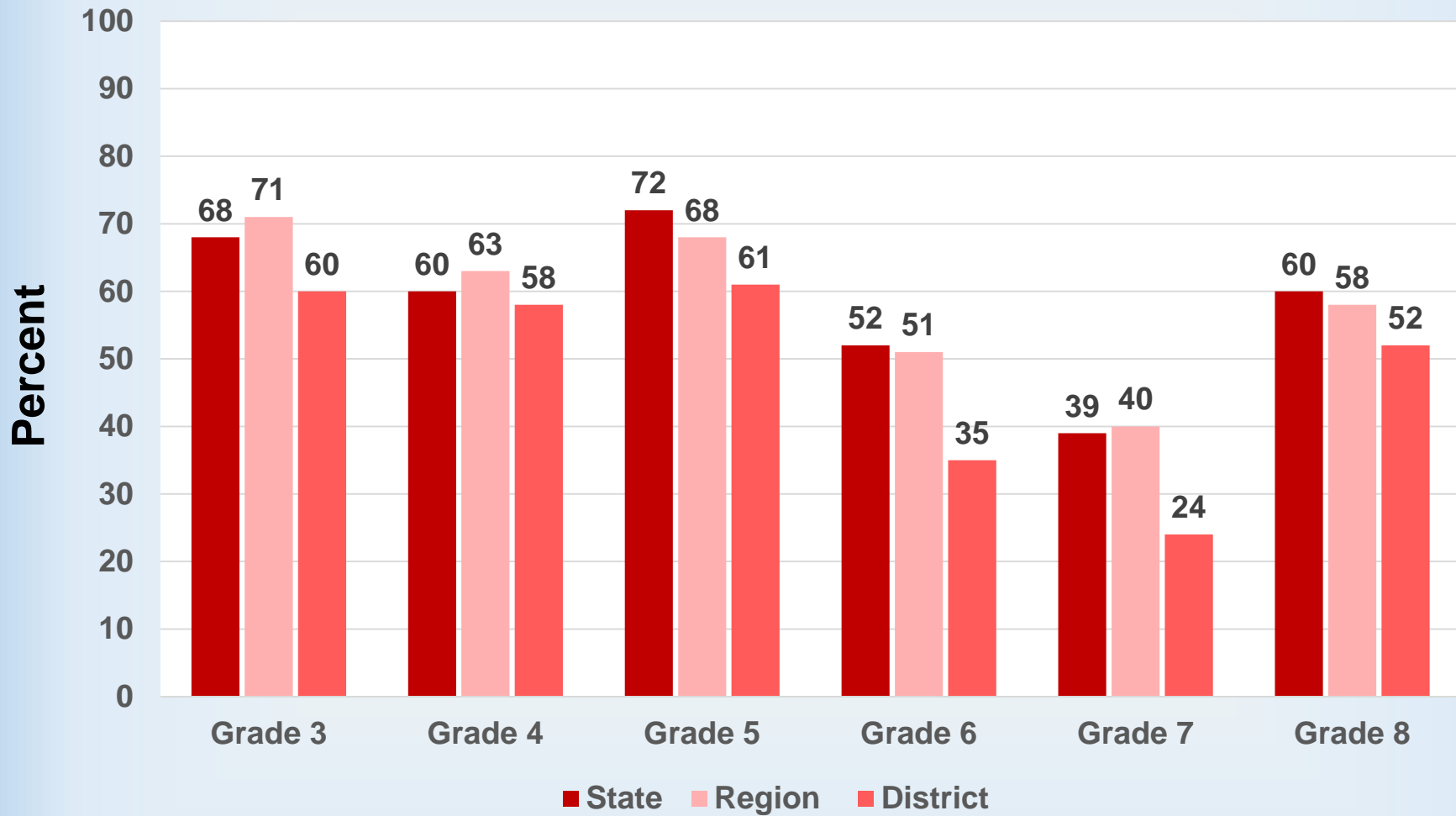
2012 2013 2014 2015



Sources: Texas Academic Performance Reports, 2012-2014  
SBISD State Accountability Report, 2015  
TEA Bridge Study Summary, 2015



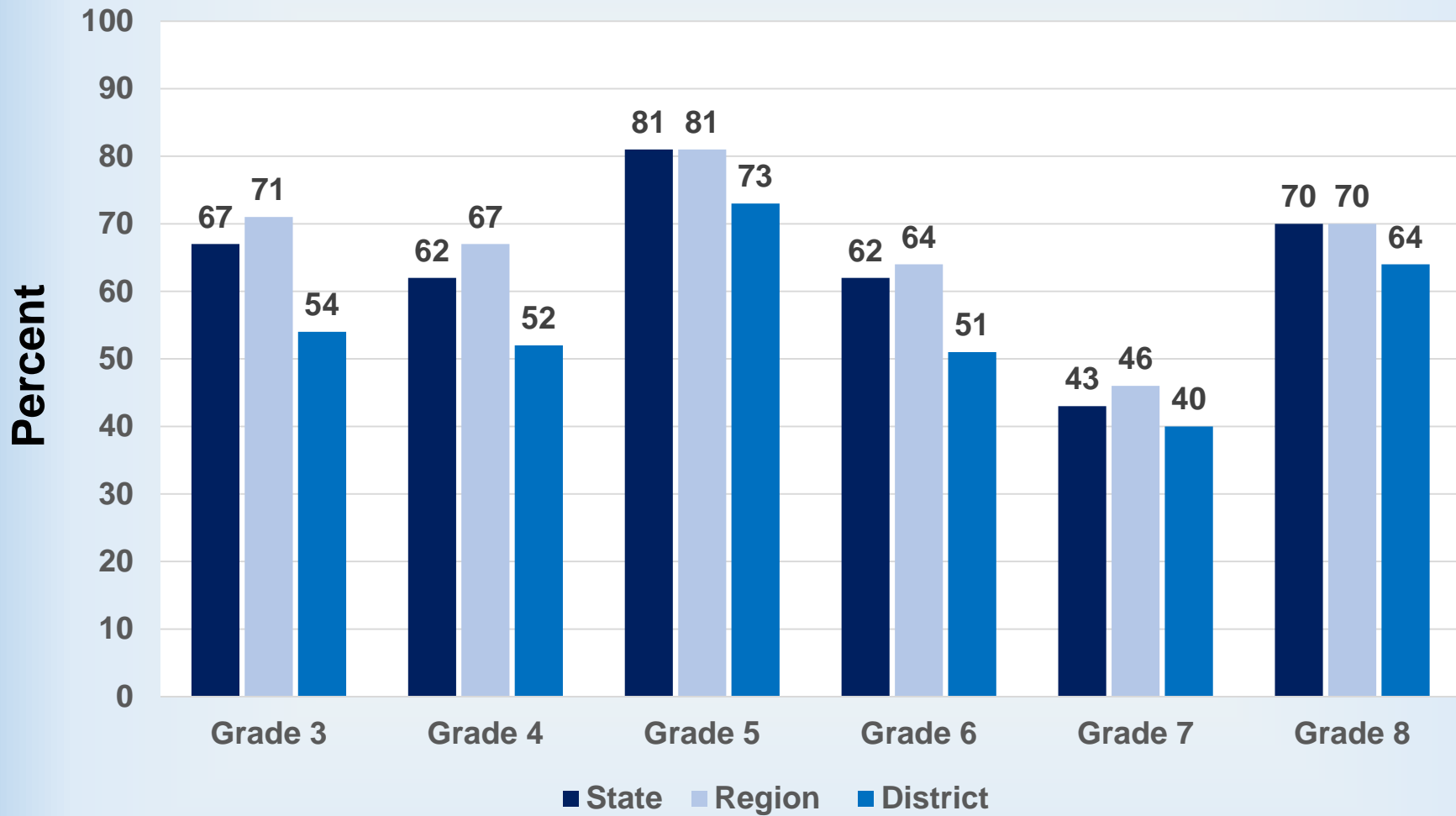
# 2014 STAAR Reading/ELA Level 2 Phase 1 English Language Learners



Source: Texas Academic Performance Report



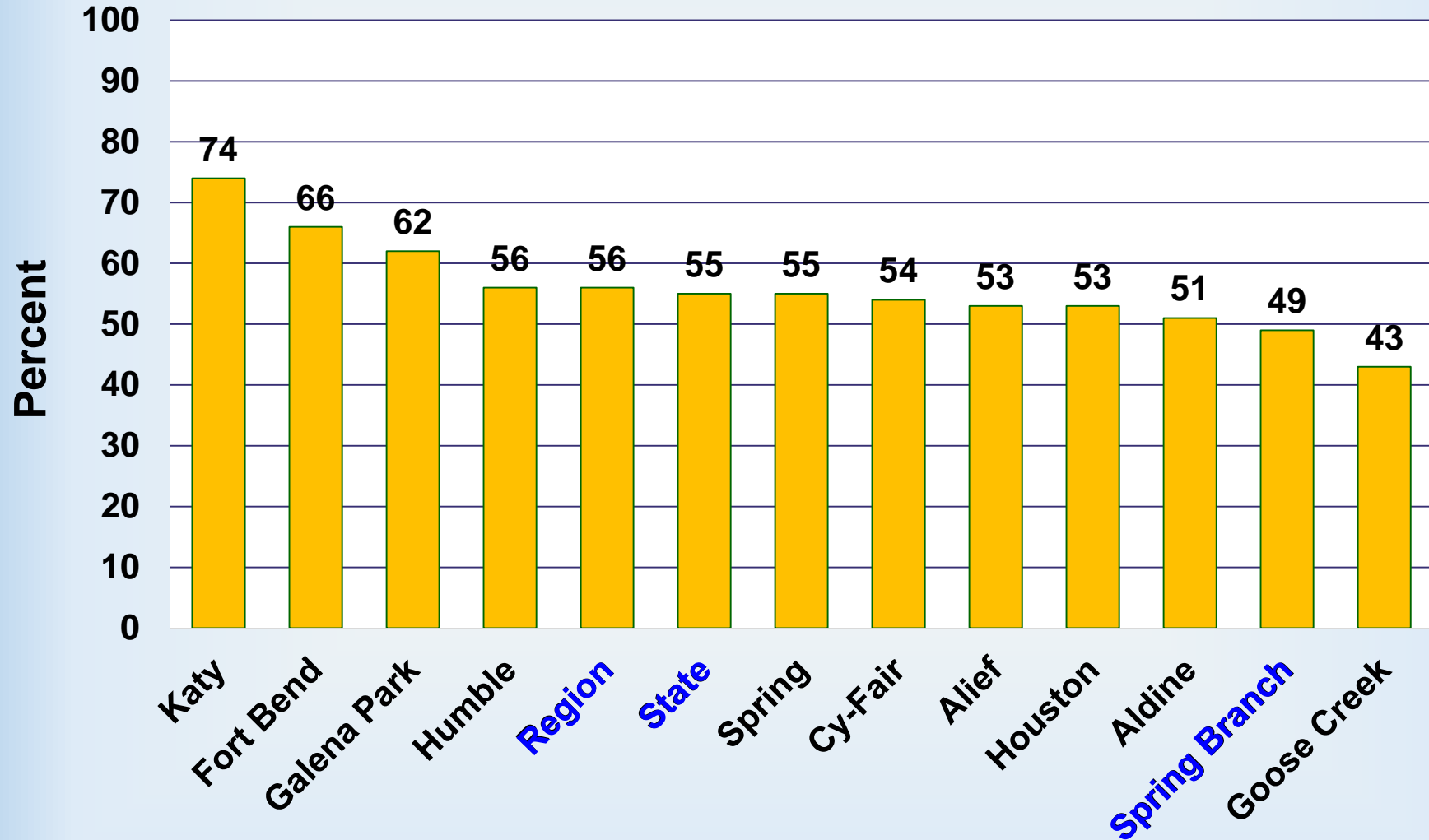
# 2014 STAAR Math Level 2 Phase 1 English Language Learners



Source: Texas Academic Performance Report



# 2014 STAAR Reading/ELA Level 2 Phase 1 English Language Learners



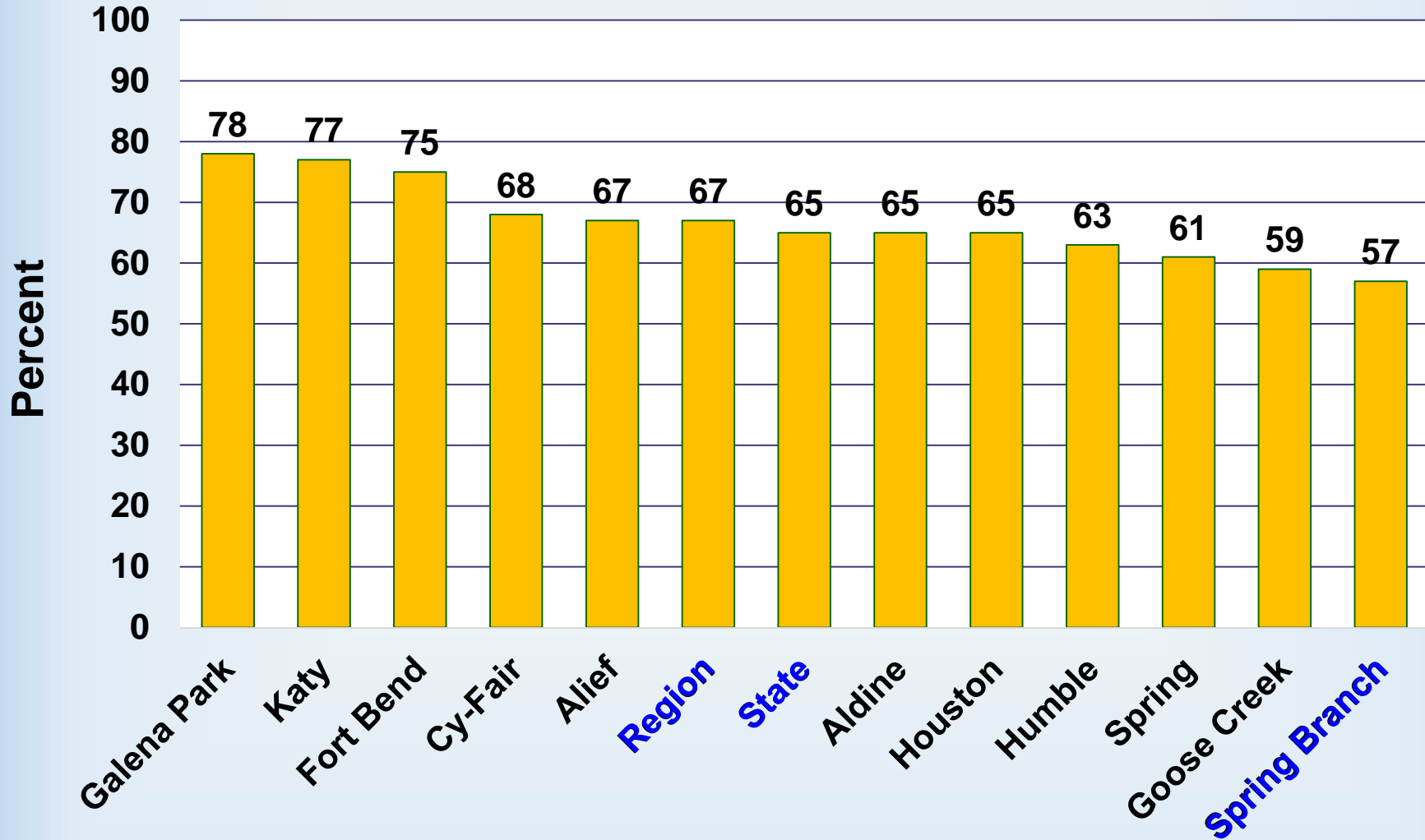
Source: Texas Academic Performance Report



# 2014 STAAR Math

## Level 2 Phase 1

### English Language Learners



Source: Texas Academic Performance Report