



District Improvement Team (DIT) Meeting
Thursday, December 7, 2017
5:00 – 7:00 p.m.
MINUTES

ATTENDANCE: Kerry Cashiola, Cynthia Fratina, Mary Kowalewski, Alondra Martinez, Nathan Mesler, Mark Miller, Valerie Muniz, Michelle Nguyen, Jose, Oxi, Mark Parenti, Nancy Ramirez, Mary Reed, Pablo Rendon, Erasmo Sanchez, Warren Sloan, Maria Solorzano, D’Andre Weaver, Roberto White

Percent of DIT members in attendance: 47%

WELCOME:

Linda Buchman welcomed everyone to the December, 2017 meeting and asked for DIT members to review the November meeting minutes. Following the review, a motion was made and seconded to approve the minutes. The minutes were unanimously approved.

DISTRICT UPDATE:

Dr. Muri provided the DIT with a district update. He affirmed the outcome of the recent bond election, noting that the 2017 Bond, the 7th largest in state history, passed with an 80 percent approval rating. Dr. Muri then reviewed the various ways in which bond dollars will be expended over the next ten years. He also affirmed that the district will be very clear with timelines and bond projects over the next decade.

Dr. Muri then provided an update on the strategic plan. He reminded the DIT that there are four big “buckets” or strategic focus areas under the plan, and illuminated current work under each as follows:

- **Resilient Foundation**
 - The District is developing a multiple measures strategy, which Dr. Muri detailed later in the meeting.
 - Data dashboards are being developed to make meaningful data more accessible, usable and instructive to make better decisions. We are working with a vendor that specializes in this area to help us tell our data story. The data dashboards will be tied directly to our internal accountability system.
- **Learning Ecosystems**
 - The district was recently awarded a \$1+ million Verizon grant impacting 1500-2000 students at NMS, YES PREP NMS and SWMS. Every child and teacher received a new device with three years of LTE services included. For some families, this opportunity represents the first time they will have internet access in their homes! Teachers are receiving intensive training in coordination and partnership with Digital Promise.
 - Ten schools - eight elementary, one middle, and one high school-are in the first school redesign cohort which recently got underway. SBMS was our pilot school to go through this process last year, and it launched a new instructional model this year as a result. About 90 students are participating. The redesign process is a response to data indicating we do not yet have every child having a great day every day. Thus, we must improve the learning experience. We are redesigning how we do school. We are looking at data and conducting empathy interviews as part of the process to think about how to be better for the students we serve.

- This year, we have expanded a Pre K 3 year old program that was piloted last year. We now have 300 children participating.

Question: Why wasn't this advertised as an option?

- This program is only available for eligible students – low income, military or at-risk factors.

Question: Could we look at making it available for more three year olds?

- We can offer the program currently because we have space in our Pre-K centers. Right now we are at capacity. If we had more capacity we consider expanding.
- Funding is based on eligibility.

- The SAT is currently provided free for every child in SBISD. As some research says the ACT might be a better option, we are conducting our own internal research study. We'd like to provide both options with guidance for students as to which test is most appropriate for them.
- The Summit Learning program launched last year in SBISD. The program is based on a charter model started 11 years ago in California. It is being implemented at Westwood Elementary and the Phoenix High School at AOC. Students own their learning and are responsible for determining how fast or slow they move through the curriculum.
- This year, SBISD is piloting a new dual credit program at Stratford in partnership with University of Texas at Austin called OnRamps. We were notified that HCC wouldn't be able to provide dual credit, and UHD had pulled out two years ago because they couldn't find enough teachers. In the OnRamps model, an SHS teacher and UT professor share responsibility. Ninety students at SHS are part of the pilot. The program could expand. We will need to think differently in the future based on projected shortage of higher ed teachers. Memorial is looking at providing OnRamps next year.
- Trio Electric, HCC, SBISD and other partners have launched the Trio Electric Partnership. The program began after the CEO approached SBISD last year. The program addresses a shortfall in qualified employees in the electrical field and helps SBISD expand our "T" program offerings. Fifty-two students were recruited last spring for the initial cohort. Students take dual enrollment courses at Guthrie as juniors, and work in an apprenticeship model over the summer. Following graduation, students can go straight to work for Trio at \$20/hour and finish earning their journeyman's licensure. If they choose to go to a 4-year university and major in electrical design/engineering Trio will guarantee them a job upon graduation. There is an even split between all five high schools, and there are lots of girls in the program. This summer, the students will earn \$13/hour. The CEO wants 50 kids/year beginning the program going forward.

- **Extraordinary People**

- Opportunity Culture launched this year, to provide expanded opportunity for teacher-leaders in the system. The Multi-Classroom Leader (MCL) is a new role this year. Great teachers with proven track record of success teach part of the day and coach part of the day and earn an additional \$10,000. This year we will expand opportunities with more schools providing the model. We want to keep great teachers with kids and give them opportunities for more leadership and salary.

Question: What are criteria for these roles?

- Evidence of success is required. There is a very specific job description and rigorous interview process.

Question: Do you have to have all “5s” in TTESS?

- No. You must have data that shows evidence of student growth.

Question: We see some teachers who are always everywhere, and others who are not. How can we reward those teachers who are impacting kids but may not be reflected in the data?

- It’s hard when you tie money to “greatness” as that can be different for every child. In SBISD we offer a lot of stipends and ways teachers can make money in addition to classroom –they don’t always cover time teachers spend. Opportunity culture is one way to help mentor/shape colleagues. There are different ways to contribute – so many work behind the scenes. Relationships are also critical. How do you quantify that?
 - The Vanguard Program just announced our third Cohort this week. Vanguard teachers are great teachers who also are great technology users. Vanguard teachers get training and additional tools, and are responsible for increasing their own skills while expanding the skills of others.
- **Customized Supports**
 - As we consider how to leverage the power and potential of our community, this year we have added an additional parent liaison role. Our primary target is to make sure we pay attention to our non-native English speakers. In this role, we will be focused on how we communicate more effectively with our families. As an example, we are purchasing headsets for schools so parents can feel better a part of meetings and information sessions.

Following a review of the Learner’s Journey activities, Dr. Muri shared information with the DIT about the district’s five IR (Improvement Required) schools based on the state accountability model. We must show improvement or state consequences could be imposed. We have named these “Catalyst schools and are levying greater support for them.

Question: How does that number compare to prior years?

- It really depends on state accountability system – could be more or less. Under the federal ESSA guidelines, every state must identify the lowest five percent of schools. Here it’s based on the A-F system.

Question: Are these the same as last year?

- NO – three are IR 1 schools. 2 are in IR 3—Woodview/Treasure Forest

Question: When is the year the state can do something?

- Year Five. Under the law, there are three options if a school hits IR5. They are: (1) close the school for ten years. or change the grade /configuration and send the children to another school, (2) give the school to a charter program, or (3) the entire district/board is taken over by the state.

Question: Does the state provide extra funding for IR schools?

- Yes – funding level depends on which year status a school is in. Fortunately, our IR 3 schools are trending upwards. Treasure Forest had the greatest gains in the system last year. A challenge at TFE is that a new shelter has opened nearby, with lots of families moving in and out.

Dr. Muri also discussed the Spring Branch Education Foundation's Harvey Relief Fund. The goal was to raise \$20,000, and \$1 million has been raised. Funds have been given through gift cards to families of SBISD students and staff displaced by Harvey, and \$50,000 has been granted to Communities in Schools to provide further supports. Having CIS staff at these campuses has been critical to assist our most in need families and children.

Question: What did state decide about state testing this year?

- Dr. Muri stated he believes we will all take state tests. The decision would be announced ultimately by the TEA Commissioner and the federal government to determine. The Commissioner has a desire to help impacted schools.

MULTIPLE MEASURES:

Dr. Muri reviewed with the DIT the multiple measures strategy recently presented to the Board of Trustees.

Key facts include:

- We are a multiple measures district. Very important.
- The Board is looking at the T24 goal based on expiration in 2017.
- Our Postsecondary enrollment – "To" – numbers will be down. We have kids refusing to submit college applications because they are afraid to share their information. We are seeing at our high schools a dip in the number.
- Sub goals to help drive our outcomes and help every teacher to see their role and responsibility, regardless of grade.
- We are using the MAP assessment for student growth – hoping at least 50 % will see growth, which is the national norm for the map assessment.

Question: Is our military entrance number still very low?

- We give the test (ASFAB) for kids considering military but we don't give to all kids. Our ROTC program is at Guthrie. We have a small number of kids enrolling.

Question: Are there any other options for undocumented students?

- There is so much unknown. A big piece is fear of sharing information.

Question: How many undocumented students are there in SBISD? Will they automatically be registered for HCC at SWHS? Could we bring in foreign universities who might be interested in our kids? Could we make a point of thinking differently?

- We estimate there are about 4000 kids – a significant percentage of our population.

Question: We have gone through the T-2-4 cycle and we are only at 44%, so how does board look at that? Sounds like it was lofty back then, but is it a good aspiration if time has changed? Would they think of some other type of goal?

- T24 will remain the goal. The debate is around the number. As a reminder, the first group of students was already out the door before we could really do much to impact the number, and they are not through with higher education yet! It's a six year lagging indicator.

A teacher on the DIT noted that the Panorama Survey is better than the Tripod survey we used to use. He noted, however, that some students don't see the point in the survey, and they don't understand what the questions mean. They are very ambiguous. Dr. Muri noted that right now, this is the best in class survey option.

Question: What can we use to compare ourselves against others?

- Tests like NAPE and PISA that are national and international assessments can be used.

In closing, Linda Buchman reminded the DIT members that the DIT will hold a joint public hearing with the District on the TAPR report at the January 22 Board Meeting, and all DIT members are invited to attend.

There being no further business, the meeting was adjourned.