Spring Branch Independent School District
District Improvement Team
Thursday, April 5, 2018
5:00 – 7:00 pm
Wayne Schaper Leadership Center Board Room
AGENDA

Welcome   DIT Chair, Anne Daily
Approval of Minutes

Every Student Succeeds Act (ESSA)   Lawanda Coffee, Director
                                                              External Funding & Compliance

COMPASS – Data Dashboard   Melissa Stadtfeld, Coordinator of Assessment

District Update   Dr. Scott Muri, Superintendent of Schools

FINAL 2017-18 DIT Meeting Date:

Thursday, May 4

District Improvement Team (DIT) Meeting
Thursday, March 1, 2018
5:00 – 7:00 p.m.
MINUTES

ATTENDANCE: Katherine Dawson, Suzanne Farrow, Cynthia Fratina, Thurmeliues Deshawn Glover, Elizabeth Kimzey, Jessica Licarione, Cameron Madden, Nathan Mesler, Mark Miller, Valerie Muniz, Jane Primrose, Mary Reed, Maria Schick, Warren Sloan, Maria Solorzano, Roberto White

Percent of DIT members in attendance: 42.1%

WELCOME:

As DIT Chair Ann Dailey was unable to attend, SBISD Community Relations Officer, Linda Buchman welcomed everyone to the March, 2018, meeting and asked the DIT members to review the January meeting minutes. Following the review, a motion was made by Nathan Mesler and seconded by Cynthia Fratina for the approval of the January minutes.

SAFETY/SECURITY CONVERSATION:

Dr. Muri opened with comments about the recent school shooting in South Florida and measures taken by SBISD to protect students. SBISD's top priority is the safety and security of students, a responsibility that the district takes seriously. Dr. Muri provided information about current safety measures and practices, along with some ideas of ways the district is thinking about safety measures for the future. Dr. Muri introduced SBISD Police Chief, Bruce Dareing. Chief Dareing provided the DIT with his personal background and provided examples of ways the SBISD Police Department is actively working to keep the district safe. Dr. Muri and Chief Dareing provided time for questions from the DIT.

TAPR REPORT:
Keith Haffey, Executive Director of Assessment and Compliance, provided the DIT with a presentation of the TAPR report. The presentation slides are attached.

STUDENT/PARENT HANDBOOK/CODE OF CONDUCT:

Community Superintendents Kristin Craft and Jennifer Parker asked the DIT for their feedback regarding the current SBISD Student Code of Conduct and SBISD Student/Parent Handbook. The feedback provided by the DIT will help inform any edits or changes that maybe required prior to the upcoming school year. The form and links to each handbook will be emailed to the DIT before the end of the week, and DIT members are asked to share feedback via email.

2019-2020 CALENDAR PARAMETERS:

Linda Buchman reviewed draft 2019-2020 Calendar Parameters to solicit input prior to taking to the Board at the April Workshop meeting for Trustee input before finalizing for Board approval. The parameters will inform the DIT's work to develop calendar options for 2019-20. The DIT was asked for feedback regarding the necessity to send out a community and staff survey about the week at Thanksgiving. Consensus was the DIT did not feel it is necessary to send out a survey at this time. The DIT expressed that having two choice calendars one with the full week off for Thanksgiving and the other without would be sufficient. Linda reviewed the parameters that will be presented to the Board of Trustees. The DIT recommended the removal of the bullet around placing bad weather dates at the end of the school year.

There being no further business, the meeting was adjourned.

Every Student Succeeds Act (ESSA)

April 5, 2018

Inspiring minds.
Shaping lives.

Spring Branch
Independent School District

Agenda

★ **Highly Effective Teachers**

★ **Title I, Part A**

   ◆ **Improving Basic Programs**

★ **Title II, Part A**

   ◆ **Teacher and Principal Training and Recruiting**

★ **Title III, Part A**

   ◆ **English Language Acquisition, Language Enhancement, and Academic Achievement Act**

★ **Title IV, Part A**

   ◆ **Student Support and Academic Enrichment Program**

★ **TEA Priorities and District ESSA Goals**

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Highly Effective Teacher

★ **District Equity Plan was submitted in December**

★ **SBISD Definition of a Highly Effective Teacher:
"*An effective teacher encourages limitless curiosity for every child while building collectively on strengths to reach all challenges, maximize learning, and ensures all students make significant academic progress. An effective teacher is guided by a strong moral compass and finds joy in teaching.*"**

★ **Family Survey**

Title I, Part A

★ **Title I, Part A funds provide supplemental resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards.**

★ **Title I, Part A supports schools in implementing school-wide program operates to benefit ALL students on the campus.**

◆ **Schoolwide programs are exactly that…SCHOOLWIDE...with flexibility to serve any student on the campus needing support to meet the State's challenging content and student performance standards.**

◆ **Campuses that have a student population of at least 40% economically disadvantaged are served as schoolwide.**

★ **These programs must use effective methods and instructional strategies that are evidence based.**

Title I, Part A cont.

Under ESSA there will be a focus on well-rounded education

- English, Reading or Language Arts
- Math
- Science
- Civics & Government
- Economics
- History
- Geography
- Foreign Language
- Arts

- Writing
- Computer Science
- Engineering
- Physical Education
- Music
- Career & Technical Education
- Health
- Technology

2018-2019 Estimated Planning Entitlement

★ **Estimated Funding**

  ◆ **Approximately $9,300,000**

★ **Proposed Activities**

  ◆ **Parental involvement opportunities**

  ◆ **Private, non-profit participation**

  ◆ **Pre-K Support**

  ◆ **Staff development**

  ◆ **Services to homeless students at non-Title I campuses**

  ◆ **School of Origin transportation for homeless students**

  ◆ **Summer Schools**

  ◆ **Intervention programs**

  ◆ **Instructional resources**

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Title II, Part A

★ **Title II, Part A funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly effective teachers in the classroom and highly effective principals and assistant principals in schools.**

★ **The program uses evidence based professional development and holds districts and schools accountable for improvements in student academic performance.**

2018-2019 Estimated Planning Amount

★ **Estimated Funding**

   ♦ **Approximately $1,000,000**

★ **Proposed Activities**

   ♦ **Supplemental professional development in the content areas including the integration of technology into instruction for improving teaching, learning, and technology literacy**

   ♦ **Private, non-profit participation**

   ♦ **Parental involvement opportunities**

   ♦ **Teacher recruitment**

Title III, Part A

★ **Title III, Part A funds are used to ensure that English language learners (ELL) and immigrant students attain English language proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.**

2018-2019 Estimated Planning Amount

★ **Estimated Funding**

  ♦ **Approximately $1,000,000 for English Learners**

  ♦ **Unsure of Immigrants Funds 2018-2019**

★ **Proposed Activities**

  ♦ **Provides high-quality language instruction**

  ♦ **Provides high-quality professional development to classroom teachers, principals, and administrators**

  ♦ **Provides tutors**

  ♦ **Welcome center support**

  ♦ **Pre-K support**

Title IV, Part A

★ **Competitive grant for the 2018-2019**

★ **Purpose: Improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to--**

- ◆ **provide access to, and opportunities for, a well-rounded education for all students**

- ◆ **improve school conditions for student learning in order to create a healthy and safe school environment; and**

- ◆ **Improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.**

TEA Priorities

★ **Recruit, support, and retain teachers and principals**

★ **Build a foundation of reading and math**

★ **Connect high school to career and college**

★ **Improve low-performing schools**

ESSA Identified 5 Year District Goal

★ **Build a foundation of reading and math**

★ **Post-Secondary Readiness (Achievement)**

★ **By June 2022, at least 59% of SBISD students will demonstrate college-readiness through academic performance.**

Questions???

Lawanda Coffee, Director
External Funding and Compliance
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Lawanda.coffee@springbranchisd.com
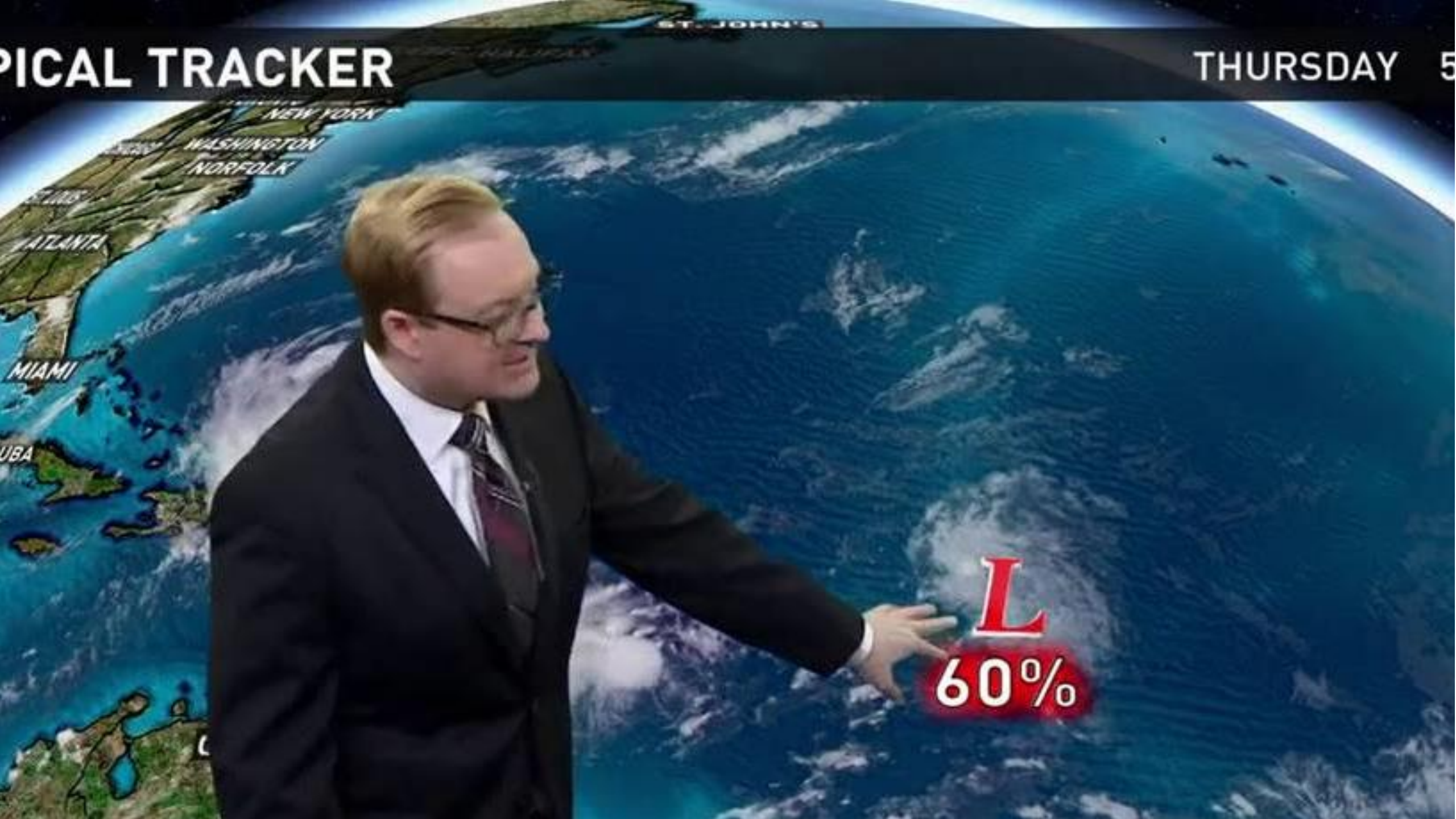
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ST. JOHN'S

NEW YORK

WASHINGTON
NORFOLK

ATLANTA

MIAMI

UBA

L
60%

Supporting PLCs
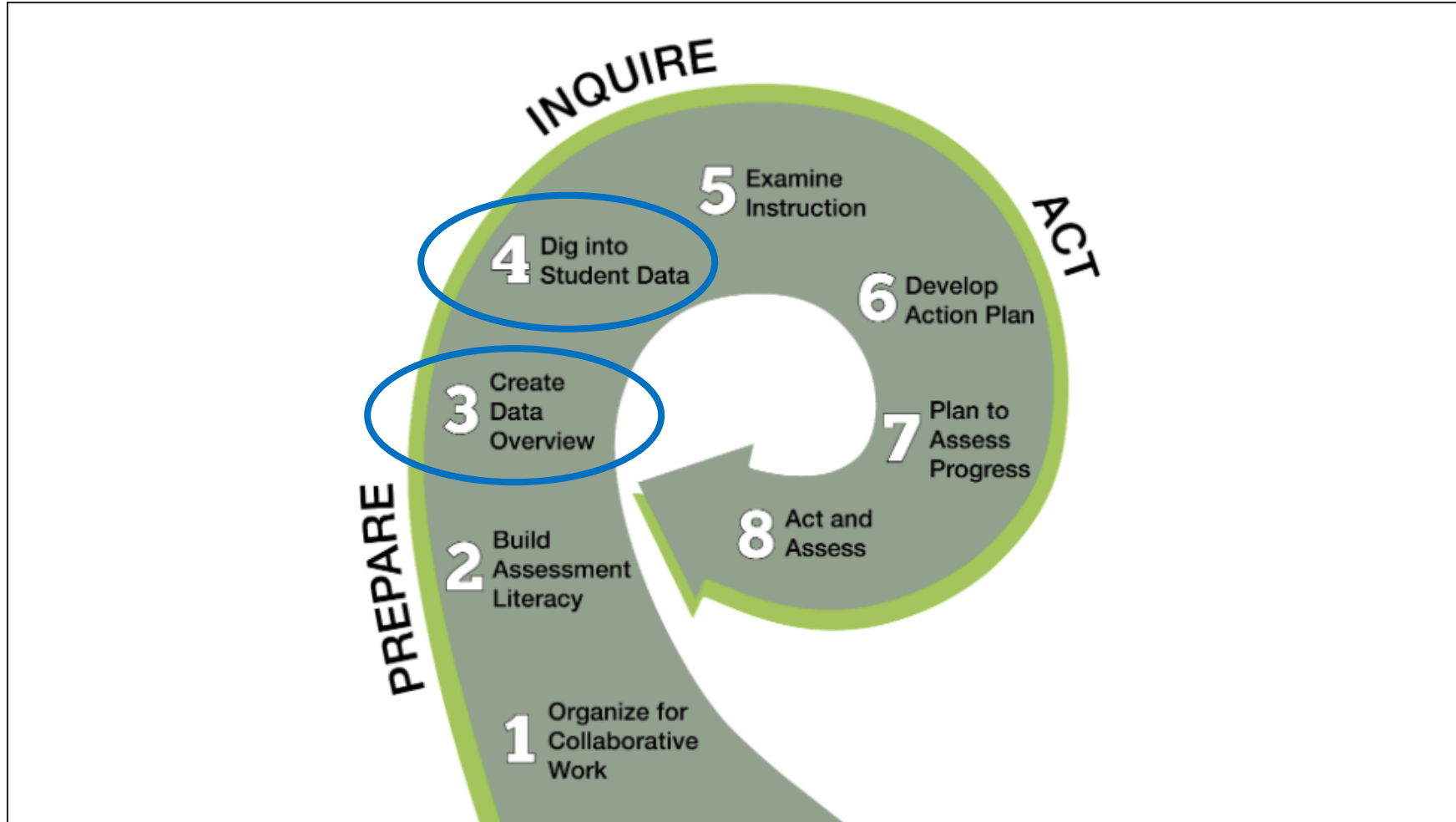
How will we measure the progress of Every Child?

Through (Within 6 years)

Completed Higher Education (T, M, 2, 4)

To (After HS)

Enrolled in Higher Education (T, M, 2, 4)

Ready (PK12)

Post-Secondary Readiness (Achievement + Gap Closing)

School Connectedness

Student Growth

The Learner's JOURNEY

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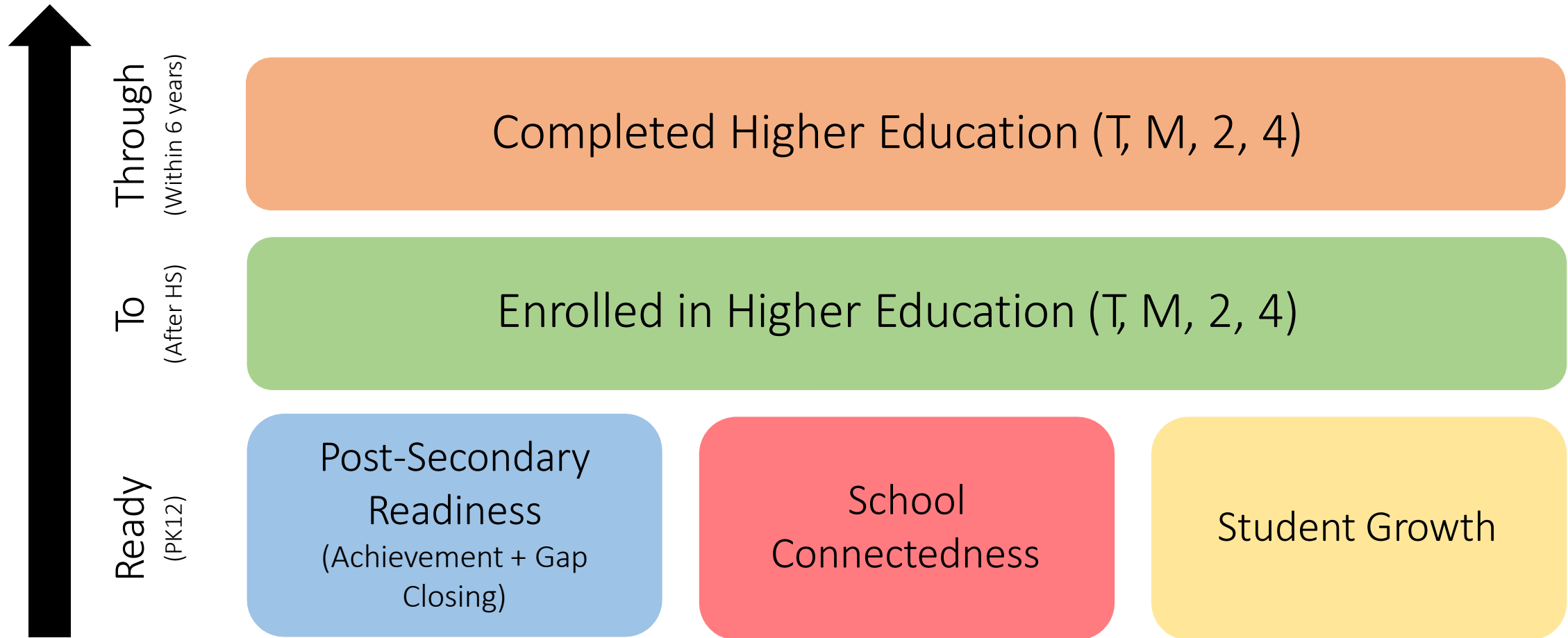
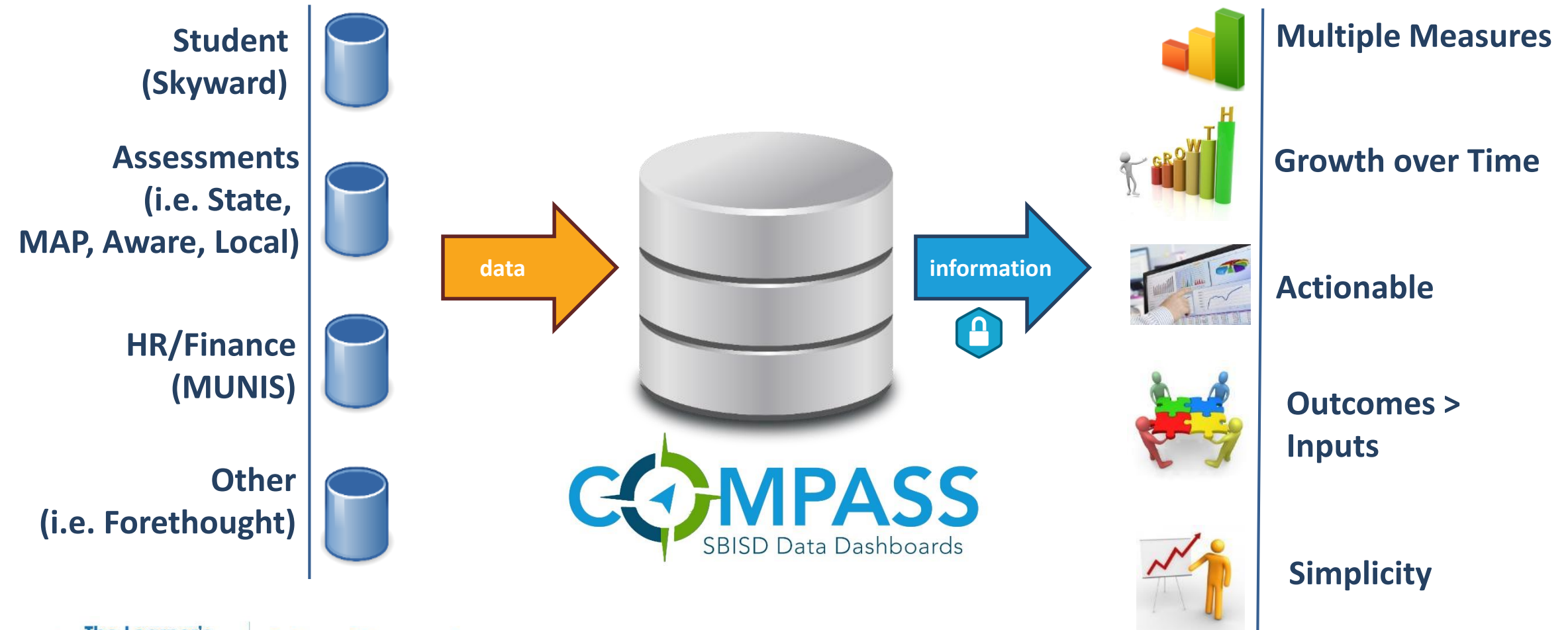|	Measure	District Baseline (SY2017)	SY2018 Goals/Subgoals	SY2019 Goals/Subgoals	SY2020 Goals/Subgoals	SY2021 Goals/Subgoals	SY2022 Goals/Subgoals
Through	Postsecondary 6-year Completion (T, M, 2, 4)	44%	Every SBISD Graduate will attain a technical certificate, military training, or a two-year or four-year degree. This goal will be referred to as "Spring Branch T-2-4." The District will pursue the SBISD T-2-4 goal by increasing the number of students who complete a technical certificate, military training, or a two-year or four-year degree from 44% to 72% by 2022.				
To	Postsecondary Enrollment (T, M, 2, 4)	63%	By November 2018, **at least 67%** of Spring Branch ISD graduates will have enrolled successfully in a post-secondary option (T, M, 2, 4).	By November 2019, **at least 70%** of Spring Branch ISD graduates will have enrolled successfully in a post-secondary option (T, M, 2, 4).	By November 2020, **at least 73%** of Spring Branch ISD graduates will have enrolled successfully in a post-secondary option (T, M, 2, 4).	By November 2021, **at least 77%** of Spring Branch ISD graduates will have enrolled successfully in a post-secondary option (T, M, 2, 4).	By November 2022, **at least 82%** of Spring Branch ISD graduates will have enrolled successfully in a post-secondary option (T, M, 2, 4).
Ready	Student Growth	**No district baseline** National Average: 50%	By June 2018, **at least 50%** of SBISD students meet or exceed growth targets.	TBD	TBD	TBD	TBD
	School Connectedness	**No district baseline** National Average w/ Panorama Education: 62%	By June 2018, **at least 62%** of SBISD students will feel connected both as individuals and learners.	TBD	TBD	TBD	TBD
	Post-Secondary Readiness (Achievement)	37%	By June 2018, **at least 44%** of SBISD students will demonstrate college-readiness through academic performance.	By June 2019, **at least 47%** of SBISD students will demonstrate college-readiness through academic performance.	By June 2020, **at least 50%** of SBISD students will demonstrate college-readiness through academic performance.	By June 2021, **at least 54%** of SBISD students will demonstrate college-readiness through academic performance.	By June 2022, **at least 59%** of SBISD students will demonstrate college-readiness through academic performance.
	Post-Secondary Readiness (Gap-Closing)	ED & NonED: 44% ELL & NonELL: 32% SWD & NonSWD: 33% AfrAm & White: 52% Hisp & White: 46%	By June 2018, SBISD will close existing achievement gaps by **at least 5%** while all performance improves. • ED & NonED: **39%** • ELL & NonELL: **27%** • SWD & NonSWD: **28%** • AfrAm & White: **47%** • Hisp & White: **41%**	By June 2019, SBISD will close existing achievement gaps by **at least 3%** while all performance improves. • ED & NonED: **36%** • ELL & NonELL: **24%** • SWD & NonSWD: **25%** • AfrAm & White: **44%** • Hisp & White: **38%**	By June 2020, SBISD will close existing achievement gaps by **at least 3%** while all performance improves. • ED & NonED: **33%** • ELL & NonELL: **21%** • SWD & NonSWD: **22%** • AfrAm & White: **41%** • Hisp & White: **35%**	By June 2021, SBISD will close existing achievement gaps by **at least 4%** while all performance improves. • ED & NonED: **29%** • ELL & NonELL: **17%** • SWD & NonSWD: **18%** • AfrAm & White: **37%** • Hisp & White: **31%**	By June 2022, SBISD will close existing achievement gaps by **at least 5%** while all performance improves. • ED & NonED: **24%** • ELL & NonELL: **12%** • SWD & NonSWD: **13%** • AfrAm & White: **32%** • Hisp & White: **26%**

Through an iterative process, bringing multiple, major district data systems together to support decision-making.

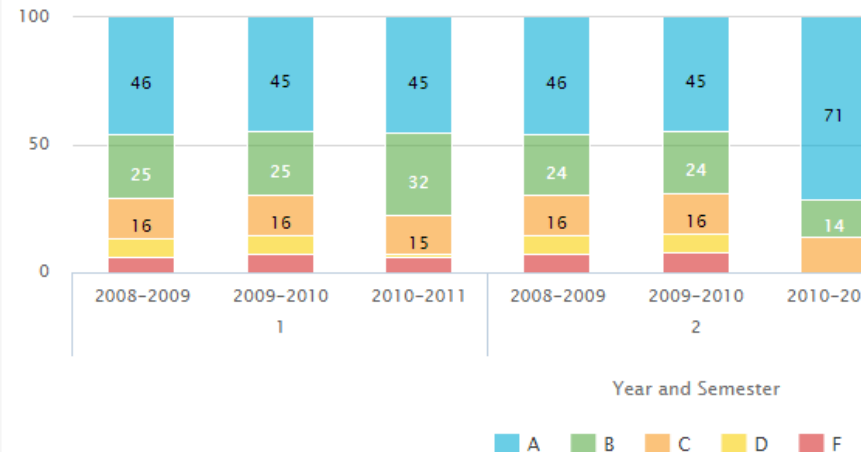# DATA MANAGEMENT:
BRINGING DATA TOGETHER > VALUABLE INSIGHTS

Student
(Skyward)

Assessments
(i.e. State,
MAP, Aware, Local)

HR/Finance
(MUNIS)

Other
(i.e. Forethought)

data

information

COMPASS
SBISD Data Dashboards

Multiple Measures

Growth over Time

Actionable

Outcomes >
Inputs

Simplicity

The Learner's
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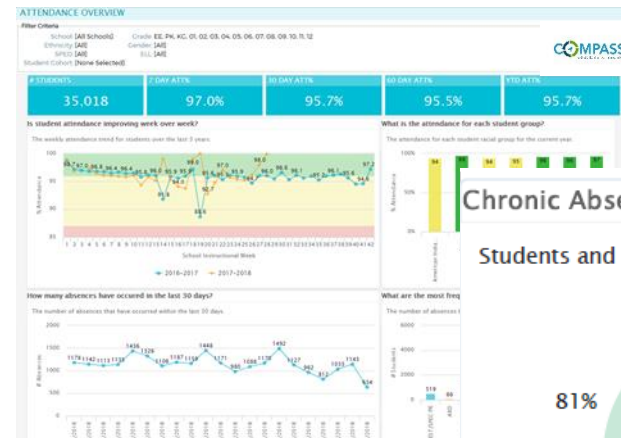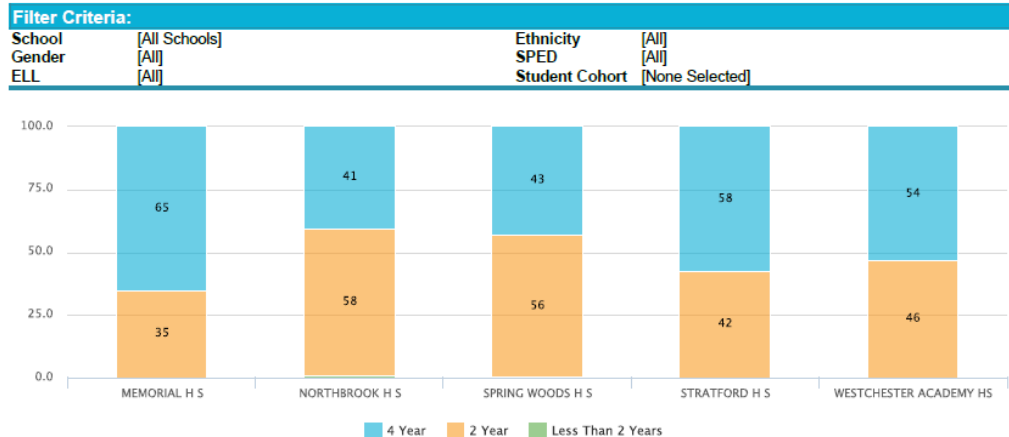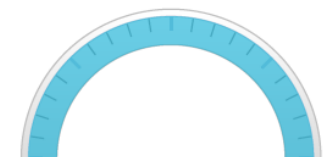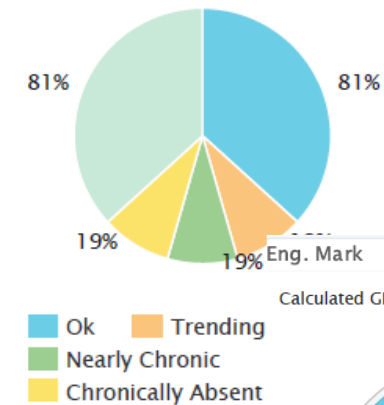
MS

Telling our Data Story
Sharing results with our community

T-2-4 Success

SBISD is committed to doubling the number of students who complete some form of post-secondary education.

Making a Difference With Data
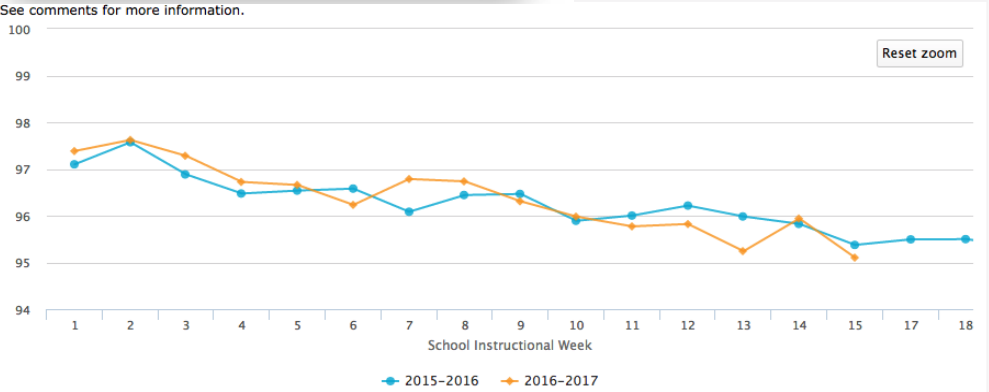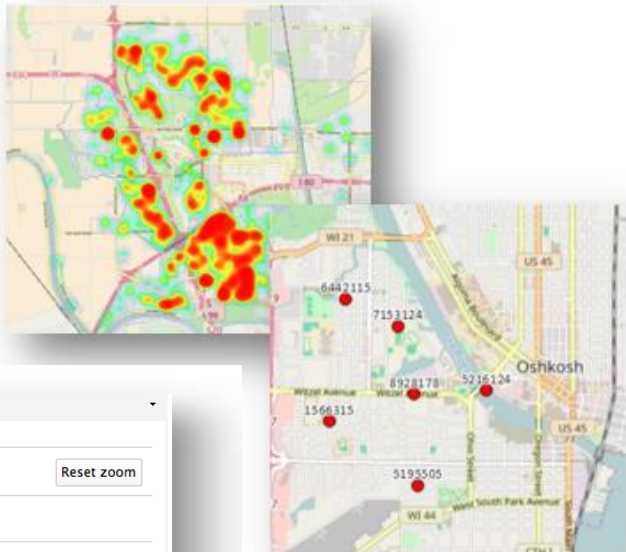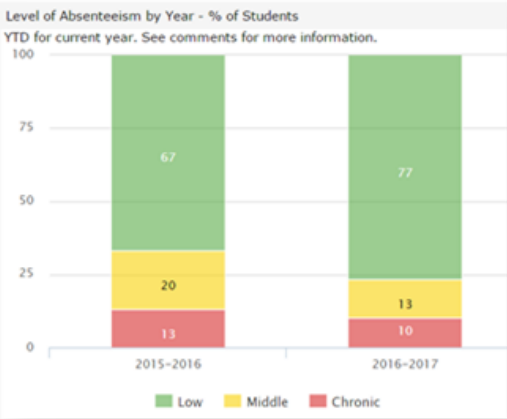
Supporting PLCs – An Example

ELL Classification	Date Entered District	Date Entered US Schools	ELL Years	Latest CELDT Overall Perf Level	Latest CELDT Listening Perf Level	Latest CELDT Speaking Perf Level	Latest CELDT Reading Perf Level	Latest CELDT Writing Perf Level	Reclassification Date	Prev Yr SBA ELA Scale Score	Prev Yr SBA ELA Perf Level	Curr Yr SBA ELA Scale Score	Curr Yr SBA ELA Perf Level	SBA ELA Gain / Slide	Curr Yr SBA Reading	Curr Yr SBA Writing	Curr Yr SBA Speaking / Listening	Curr Yr SBA Research
EL	08/23/2010	08/23/2010	6															
EL	08/23/2010	08/23/2010	6															
EL	08/25/2016	08/25/2016	0															
EL	08/25/2016	08/25/2016	0															
EL	08/17/2010	08/17/2010	6	INT	EADV	EADV	INT	INT		2335	Not Met	2419	Not Met	84	Below	Below	At or Near	At or Near
EL	08/17/2010	08/17/2010	6	EADV	EADV	INT	INT	ADV		2411	Not Met	2456	Nearly Met	45	Below	Above	At or Near	Below
EL	08/17/2010	08/17/2010	6	ADV	EADV	ADV	INT	EADV		2445	Nearly Met	2383	Not Met	-62	Below	Below	At or Near	Below
EL	08/19/2013	08/19/2013	3	INT	EADV	EADV	INT	INT		2467	Nearly Met	2504	Met	37	At or Near	At or Near	At or Near	Above
EL	12/01/2015	12/01/2015	1	BEG	BEG	BEG	BEG	BEG			Not Tested				Not Tested	Not Tested	Not Tested	Not Tested
EL	08/17/2010	08/17/2010	6	INT	INT	INT	INT	EADV		2334	Not Met	2309	Not Met	-25	Below	Below	Below	Below
EL	08/20/2014	05/01/2013	3	INT	INT	EADV	INT	INT		2363	Not Met	2408	Not Met	45	Below	Below	At or Near	At or Near
EL	08/20/2014	08/19/2010	6	EADV	ADV	EADV	EADV	EINT		2397	Not Met	2420	Not Met	23	Below	Below	At or Near	At or Near
EL	08/17/2010	08/17/2010	6	EADV	INT	ADV	EADV	INT		2409	Not Met	2459	Nearly Met	50	At or Near	Below	At or Near	At or Near
EL	08/17/2010	08/17/2010	6	INT	ADV	EADV	EINT	EINT		2368	Not Met	2413	Not Met	45	At or Near	Below	Below	At or Near
EL	08/17/2010	08/17/2010	6	EADV	EADV	ADV	INT	EADV		2380	Not Met	2374	Not Met	-6	Below	Below	Below	At or Near
EL	08/20/2012	08/15/2010	6	INT	INT	EADV	BEG	EINT		2357	Not Met	2426	Not Met	69	Below	Below	At or Near	At or Near
EL	08/17/2010	09/24/2009	7	EADV	EADV	ADV	INT	INT		2366	Not Met	2440	Not Met	74	Below	At or Near	Below	At or Near
EL	08/17/2010	08/17/2010	6	EADV	EADV	EADV	INT	EADV		2419	Nearly Met	2417	Not Met	-2	Below	At or Near	At or Near	Below
RFEP	08/17/2010	08/17/2010							02/27/2015	2556	Exceeded	2555	Met	-1	At or Near	At or Near	At or Near	Above
RFEP	11/03/2011	08/01/2009							09/08/2014	2377	Not Met	2431	Not Met	54	Below	Below	Below	At or Near

Creating Student Cohorts

Create custom cohorts and monitor across any metric. Share cohorts with others that have similar access.

Project Charter

Steering Committee	Project Team	Work Streams
Elliott Witney	Melissa Stadtfeld	• Academic Data
Tyler Ream	Mark Maxwell	• HR Data
Christina Masick	Raymundo Lopez	• Finance Data
Kristin Craft	Ariana Sherman	• Other Data
Ann Worley	Uyen Tieu	• Communications & Change Management
Karen Heeth	Allison Tennyson	
David Bender	Tera Harris	• Training
David Vesling	David Vesling	
Melissa Wiland	Melissa Wiland	

Data Warehouse Project Charter

Project Timeline & Milestones (When)

	Activity	Date		Activity	Date
✓	Project Pre-Planning (RFP, initiation, etc.)	July – September 2017 **COMPLETE**	✓	Phase 4 – Implement Tertiary Data Domains.	January 2018 **COMPLETE**
✓	Project Kick-Off (Vendor Onsite)	October 2017 **COMPLETE**	✓	Phase 5 – Conclude Data Mappings. Testing & Training.	February 2018 **COMPLETE**
✓	Phase 1 – Software Delivery & Hosting Services. Establish Product Maintenance.	October 2017 **COMPLETE**		Phase 6 – Implement Quaternary Data Domains.	March **IN PROGRESS (80%)** Will move at the pace of validation work and content feedback
✓	Phase 2 – Environment Setup & Implement Primary Data Domains.	November 2017 **COMPLETE**		Project Debrief & Analysis	April
✓	Phase 3 – Implement Secondary Data Domains.	December 2017 **COMPLETE**		Data Warehouse & Dashboard Enhancements & Roadmap Items	May

What have we accomplished?

Phase	High-Level Phase of Work	Completion Date (4.4)	(3.22)	(2.15)	(1.30)	(12.12)	(11.16)	(10.26)
1	**Contract, Planning and Software Delivery**	100%	100%	100%	100%	100%	100%	**100%**
2	**Stand Up Environment & Implement Primary Data Domains** Build Core Data Tables for School, Facility, Student, Staff, Calendar, Course, Class, Scales, Enrollment, Attendance, Marks, and Discipline data	100%	100%	100%	100%	**100%**	80%	60%
3	**Build Next Layers of Data Tables** Assessments & Scores, Staff Qualifications, PD, Evaluations, Surveys, etc.	100%	100%	**100%**	50%	40%	20%	10%
4/5/6	**Content, Validations, Rework, Metrics, Trainings**	100%/100%/ **80%**	100%/100%/ **75%**	**100%/100%/ 30%**	30%	20%	5%	5%

The Learner's JOURNEY

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Next Steps and Opportunities for Involvement