

Boerne I.S.D.

District Education Improvement Committee

Monday, April 27, 2020

Purpose of DEIC

- District Improvement Planning process - The February 2020 DEIC meeting was a review of data regarding student performance in order to budget and adjust processes and programs to meet identified needs as part of our continuous improvement process. [DEIC February 2020 Presentation](#)
- The following slides are a summary of:
 1. the federal Every Student Succeeds Act (ESSA) grant funds with anticipated grant award amounts and proposed uses of the funds based on the District's ongoing data analysis and needs assessment.
 2. the proposed uses of our State Compensatory Accelerated Instruction allocation.

**ESSA and State
Compensatory Accelerated
Instruction Budget
Presentation
2020 - 2021**

Federal Every Student Succeeds Act (ESSA)

Program Intent and Key Points

Title I, Part A - Improving Basic Programs: The purpose and intent of the program is to provide supplemental funding to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments. Boerne ISD utilizes a Targeted Assistance model that requires that campuses served must have a higher low-income percentage than the district average (~19%).

Title I, Part C - Education of Migratory Children: The purpose and intent of the program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to postsecondary education and/or employment. (All funds flow directly to ESC20 for services).

Title II, Part A - Supporting Effective Instruction: The purpose and intent of the program is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other

school leaders; as well as increase the number of effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Act: The purpose and intent is to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.

Title IV, Part A - Student Support and Academic Enrichment: The overarching goal of Title IV, Part A, is to increase the capacity of districts, campuses, and communities to meet the following three goals:

- ✓ Provide all students access to a well-rounded education
- ✓ Improve academic outcomes by maintaining safe and healthy students
- ✓ Improve the use of technology to advance student academic achievement

All ESSA Expenditures Must Be:

- Allowable
- Reasonable
- Consistent with District and Campus Goals and Objectives
- Documented in District and Campus Improvement Plans

Program	SY 19 - 20 Final Amount	SY 20-21 Projected Preliminary Planning Amount
Title I, Part A	\$524,253	\$551,623
Title I, Part C	\$689	\$2067
Title II, Part A	\$132,852	\$139,795
Title III, Part A	\$40,740	\$43,681
Title IV, Part A	\$38,099	\$40,114

School Year 19 – 20 Overview of ESSA Allocations

<h2>Student Success</h2> <p>Prepare students to be College, Career, and Military Ready</p>	<h2>Customer Service</h2> <p>Provide quality service to both internal and external customers</p>	<h2>Human Capital</h2> <p>Provide a quality work environment so that every employee can perform at the highest levels</p>	<h2>Fiscal Responsibility</h2> <p>Create efficiencies at all levels of the organization</p>
<p>Title I:</p> <ul style="list-style-type: none"> District Reservation for Homeless Youth - \$200 District Reservation for Students in Facilities - \$200 District Parent Activities - \$400 Campus Title I Teachers & TA's (CES, FES, KES) - \$516,434 	<p>Title I:</p> <ul style="list-style-type: none"> Campus Parent Activities- \$6000 	<p>Title I:</p> <ul style="list-style-type: none"> ICLE Coaching for CES, FES, KES Staff - \$14,000 (Carryover amount from 18-19) 	<p>Title I:</p> <ul style="list-style-type: none"> District and Campus Management System for Tracking/Evaluating Federal Expenditures - \$2000
		<p>Title II:</p> <ul style="list-style-type: none"> District Professional Development for Teachers and Administrators of EL Students - \$3000 District Principal and Staff Training Designed to Increase Teacher Effectiveness and Student Achievement - \$116,000 District Supplies/Materials for Training - \$1507 District Travel for Principal and Staff Training – \$4475 All Campuses Supplemental Online GT Training - \$4600 Private School Equitable Share - \$2724 	
<p>Title III:</p> <p>Family Literacy Events (CES, FES, KES) - \$1950 Tutoring for EL Students (CES, FES, KES) - \$10,000</p>		<p>Title III:</p> <ul style="list-style-type: none"> District Contracted Services for Professional Development - \$24,000 District Supplies and Materials for Professional Development - \$2300 District Travel for Professional Development = \$2000 Private School Equitable Share - \$348 ESC20 Contract for Teacher Coaching (BMSN & BMSS) - \$15,000 (carryover amount from 18-19) 	
<p>Title IV:</p> <ul style="list-style-type: none"> Professional Development designed to increase effective use of technology in the classroom - \$3932 Accelerated Math Summer Courses - \$10,000 District Staff Safety Training and Materials - \$10,000 Social Media Monitoring Service - \$13,500 Private School Equitable Share - \$781 			

School Year 20 – 21 Proposed/Estimated ESSA Allocations

<h2 style="text-align: center;">Student Success</h2> <p style="text-align: center;">Prepare students to be College, Career, and Military Ready</p>	<h2 style="text-align: center;">Customer Service</h2> <p style="text-align: center;">Provide quality service to both internal and external customers</p>	<h2 style="text-align: center;">Human Capital</h2> <p style="text-align: center;">Provide a quality work environment so every employee can perform at the highest levels</p>	<h2 style="text-align: center;">Fiscal Responsibility</h2> <p style="text-align: center;">Create efficiencies at all levels of the organization</p>
<p style="text-align: center;">Title I:</p> <ul style="list-style-type: none"> • District Reservation for Homeless Youth - \$200 • District Reservation for Students in Facilities - \$200 • District Parent Activities - \$400 • Campus Title I Teachers & TA's (CES, FES, KES) - \$520,000 	<p style="text-align: center;">Title I:</p> <ul style="list-style-type: none"> • Campus Parent Activities- \$6000 		<p style="text-align: center;">Title I:</p> <ul style="list-style-type: none"> • District and Campus Management System for Tracking/Evaluating Federal Expenditures - \$2000
		<p style="text-align: center;">Title II:</p> <ul style="list-style-type: none"> • District Professional Development for Teachers and Administrators of EL Students - \$3000 • District Principal and Staff Training Designed to Increase Teacher Effectiveness and Student Achievement - \$120,000 • District Supplies/Materials for Training - \$1500 • District Travel for Principal and Staff Training – \$4500 • All Campuses Supplemental Online GT Training - \$5000 • Private School Equitable Share - \$3000 	
<p style="text-align: center;">Title III:</p> <ul style="list-style-type: none"> • Family Literacy Events (CES, FES, KES) - \$2000 • Tutoring for EL Students or PD for Staff (CES, FES, KES) - \$10,000 		<p style="text-align: center;">Title III:</p> <ul style="list-style-type: none"> • District Contracted Services for Professional Development - \$24,000 • District Supplies and Materials for Professional Development - \$2300 • District Travel for Professional Development = \$2000 	
<p style="text-align: center;">Title IV:</p> <ul style="list-style-type: none"> • Professional Development designed to increase effective use of technology in the classroom - \$4000 • Accelerated Math Summer Courses - \$10,000 • District Staff Safety/Student Mental Health Training and Materials - \$10,000 • Social Media Monitoring Service - \$13,500 • Private School Equitable Share - \$800 			

STATE COMPENSATORY EDUCATION (SCE) Program Intent and Key Points

State Compensatory Education funds are supplemental to the regular education program for students identified as being at risk of dropping out of school and used in programs designed to increase academic achievement on state assessments and reduce the dropout rate.

Texas public school districts are required to offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria in order to reduce any disparity in performance on assessment instruments administered.

Each District that is required to provide accelerated instruction shall separately budget sufficient funds for that purpose. A district may not budget state compensatory funds for any other purpose until the district adopts a budget to support additional accelerated instruction.

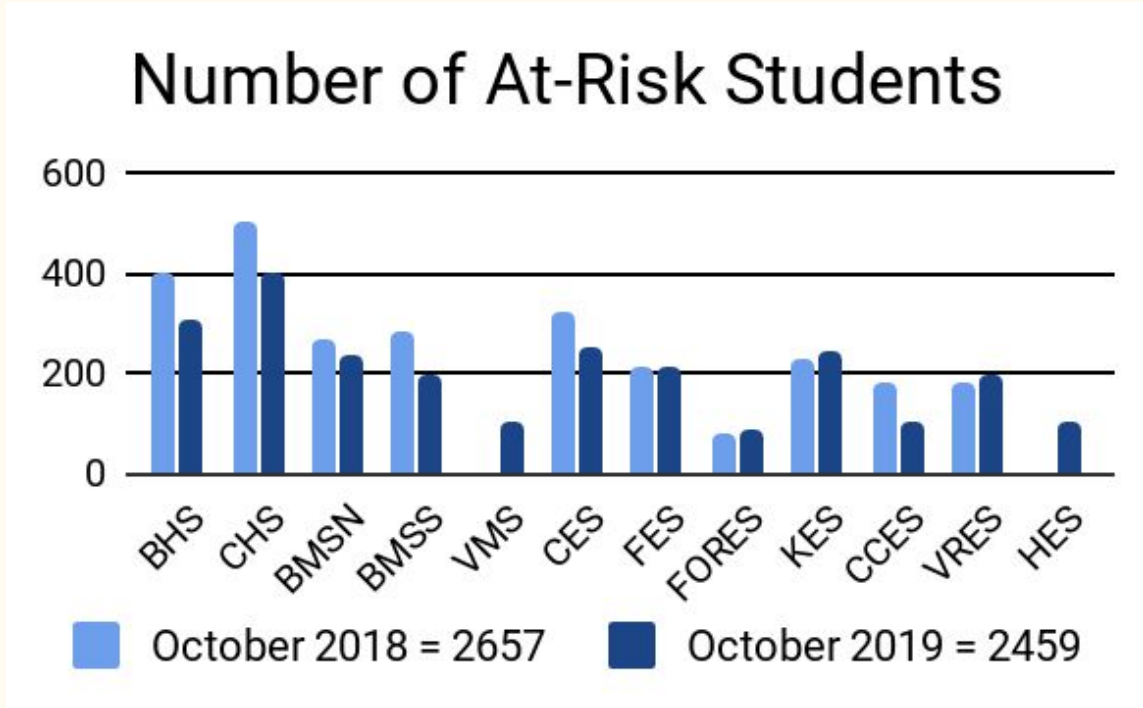
Each campus requested SCE Accelerated Instruction (AI) tutoring funds during the budgeting process and based the requests on their campus data and needs assessments.

STUDENT SUCCESS

Texas public school districts required to offer additional accelerated instruction to each student who meets one or more at-risk criteria in order to reduce any disparity in performance on assessment instruments administered. A student at risk of dropping out of school includes each student who is under 26 years of age and who:

- Was not advanced from one grade level to the next for one or more school years
- If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
- Did not perform satisfactorily on an assessment instrument administered to the and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
- Is pregnant or is a parent
- Has been placed in an alternative education program during the preceding or current school year
- Has been expelled in accordance during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
- Is homeless
- Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution

Boerne ISD “At-Risk” Student Enrollment



Evaluation of School Year 2018 - 2019 SCE Funded EOC Tutoring

Boerne ISD continually monitors and evaluates the effectiveness of all strategies. The charts below are an example of one of the measures used to evaluate the effectiveness of the Accelerated Instruction tutoring plan.

Students Requiring Accelerated Instruction After Initial EOC Exams (Failures)

EOC Exam	BHS 2018	BHS 2019	CHS 2018	CHS 2019
Algebra 1	13	24	26	28
Biology	19	18	20	14
ELA I	32	52	46	46
ELA II	48	51	46	39
US History	6	12	9	11
Total	118	157	147	138

June 2109 EOC Retest Repeated Failures after Accelerated Instruction Tutoring

EOC Exam	BHS Failures	Retest Success Rate	CHS Failures	Retest Success Rate
Algebra 1	0	100%	1	96%
Biology	4	78%	3	79%
ELA I	6	89%	7	85%
ELA II	4	92%	3	92%
US History	0	100%	2	78%
Total	14		16	

STUDENT SUCCESS

The proposed SCE tutoring budgets efforts are designed to ensure that all Boerne ISD students graduate from high school and are prepared to be **College, Career, and Military Ready**.

Campus	At-Risk 2019 Snapshot Date	Proposed 20-21 SCE Tutoring Budget
Boerne Academy	Students reflected in HS Counts	\$10,000
BHS	307	\$25,000 (EOC) \$5,000
CHS	401	\$22,000 (EOC) \$5,000
BMSN	240	\$14,000
BMSS	199	\$12,000
VMS	105	\$13,500
CES	251	\$22,500

Campus	At-Risk 2019 Snapshot Date	Proposed 20-21 SCE Tutoring Budget
FES	215	\$15,000
FORES	89	\$2500
KES	246	\$11,000
CCES	106	\$17,000
VRES	199	\$9000
HES	101	\$5500
Total	2459	189,000\$

STUDENT SUCCESS

SCE (AI) Budget Summary

The proposed AI tutoring budget of \$189,000 reflects an expenditure of \$76.86 per At-Risk student ($\$189,000/2459$). That represents the equivalent of almost three hours of supplemental tutoring per At-Risk student.

Additionally, the bulk of the SCE AI allocation will be used to pay the salaries (in full, or in part) of 13-15 employees to include Reading Interventionists, Teaching Assistants, supplementary contracted mental health services at Boerne Academy, and a supplementary counselor for Boerne Academy. The expenditure for these positions is estimated to be \$500,000 for School Year 2020-2021 and represents an expenditure average of \$12.30 per At-Risk student across the district ($\$500.000/2459 = \12.30).

Your Feedback is Important

Please provide any feedback by May 5, 2020.

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