Boerne I.S.D.
District Education Improvement Committee

Tuesday, February 25, 2020

Agenda

Welcome / Announcements / DEIC Website & Minutes

Subcommittee Update

Review of District Level Information

Purpose of DEIC / Student Performance Review

Future Meetings

Boerne ISD

Attendance Zone Committee

Consider attendance zones for all
BISD Elementary Schools
that will provide relief for
overcrowded campuses

Goal of this Committee

To guide our work…..
Identify what we know.

- Growth is coming
- Campuses will grow at different rates
- Fastest growth is occurring along I-10
- Neighborhoods will be rezoned
- Some students will move as a result of rezoning
- Roadways are disconnected
- Facilities will remain unchanged

Next Steps

February 24

March 23

April 20

Meeting Dates

March 24 through April 10

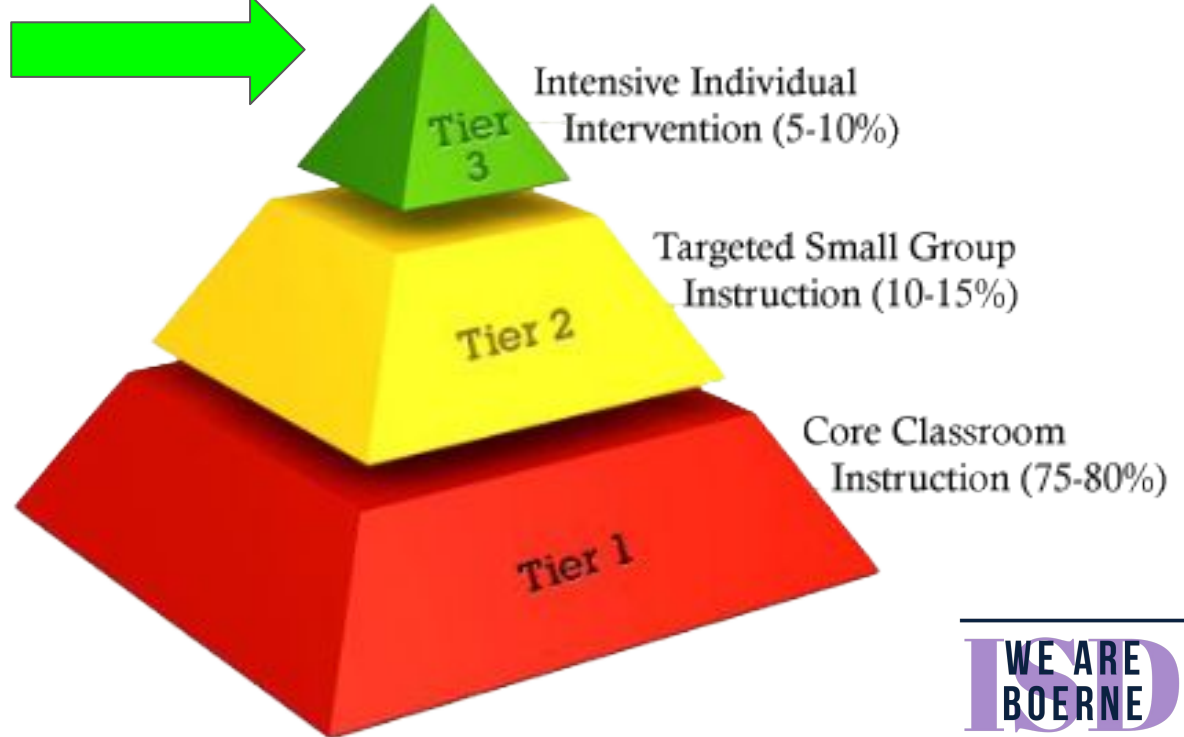Thoughtexchange will be used as a way to collect opinions and ideas on proposed scenarios.

Community Input

District Information

- Review of Safety & Wellness Team
- Student Assessment Data

Enter as a Campus
Emerge as a District
BISD 2019-2020

WE ARE
BOERNE
ISD

Annual Performance Report

and

Texas Academic Performance Report

2019 Overview

Annual Performance Report 2019

Texas Academic Performance Reports (TAPR)

Financial PEIMS 2017-18

Accreditation Status

Campus Performance Objectives

Special Education Determination Status (FERPA-compliant)

District Summary of Serious Violent & Criminal Incidents (FERPA-compliant)

Student Performance in Post Secondary Institutions

Boerne ISD District and Campus Ratings

Boerne ISD – Accredited

Special Education – Meets Requirements

District Rating – A

Campus Ratings – Met Standard all 10 campuses

Distinctions – 9 awarded to campuses

Annual Performance Report 2019
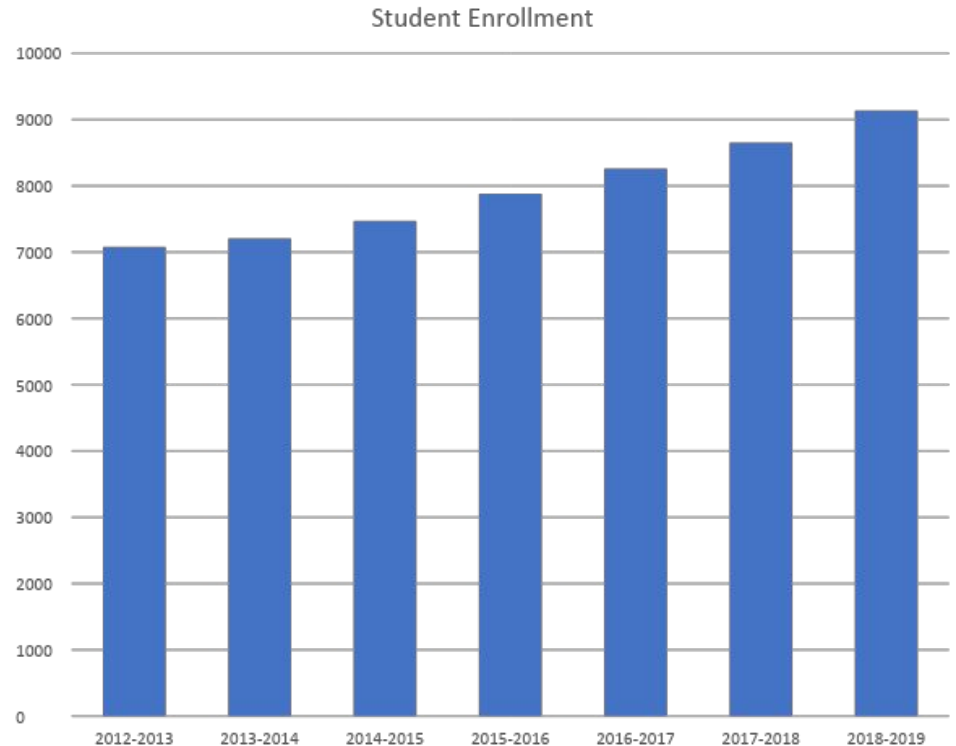
1074 staff members

    66.6% (teachers, professional & administrative support)

Teachers by Years of Experience

    11-20 years = 35.8%

Average Years Experience of Teachers

    13.5 years

Student Enrollment

TAPR REPORT

Accountability Summary

Texas Education Agency
2019 Accountability Ratings Overall Summary
BOERNE ISD (130901)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		93	A
STAAR Performance	65	91	
College, Career and Military Readiness	79	95	
Graduation Rate	99.5	95	
School Progress		86	B
Academic Growth	72	84	B
Relative Performance (Eco Dis: 18.3%)	72	86	B
Closing the Gaps	94	95	A

Distinction Designations

Postsecondary Readiness	Not Earned

	Boerne ISD	Region 20	State
Reading	89	73 (+16)	75 (+14)
Math	92	79 (+13)	82 (+10)
Writing	84	65 (+19)	68 (+16)
Science	93	80 (+13)	81 (+12)
Social Studies	91	80 (+11)	81 (+10)

Approaches Grade Level

	Boerne ISD	Region 20	State
Reading	68	46 (+22)	48 (+10)
Math	69	48 (+21)	52 (+17)
Writing	56	35 (+21)	38 (+18)
Science	73	52 (+21)	54 (+19)
Social Studies	72	55 (+17)	55 (+17)

Meets Grade Level

	Boerne ISD	Region 20	State
Reading	36	19 (+17)	21 (+15)
Math	39	24 (+15)	26 (+13)
Writing	25	12 (+13)	14 (+11)
Science	42	23 (+19)	25 (+17)
Social Studies	51	34 (+17)	33 (+18)

Masters Grade Level

STAAR Performance at Passing Standard
All Subjects - All Grades
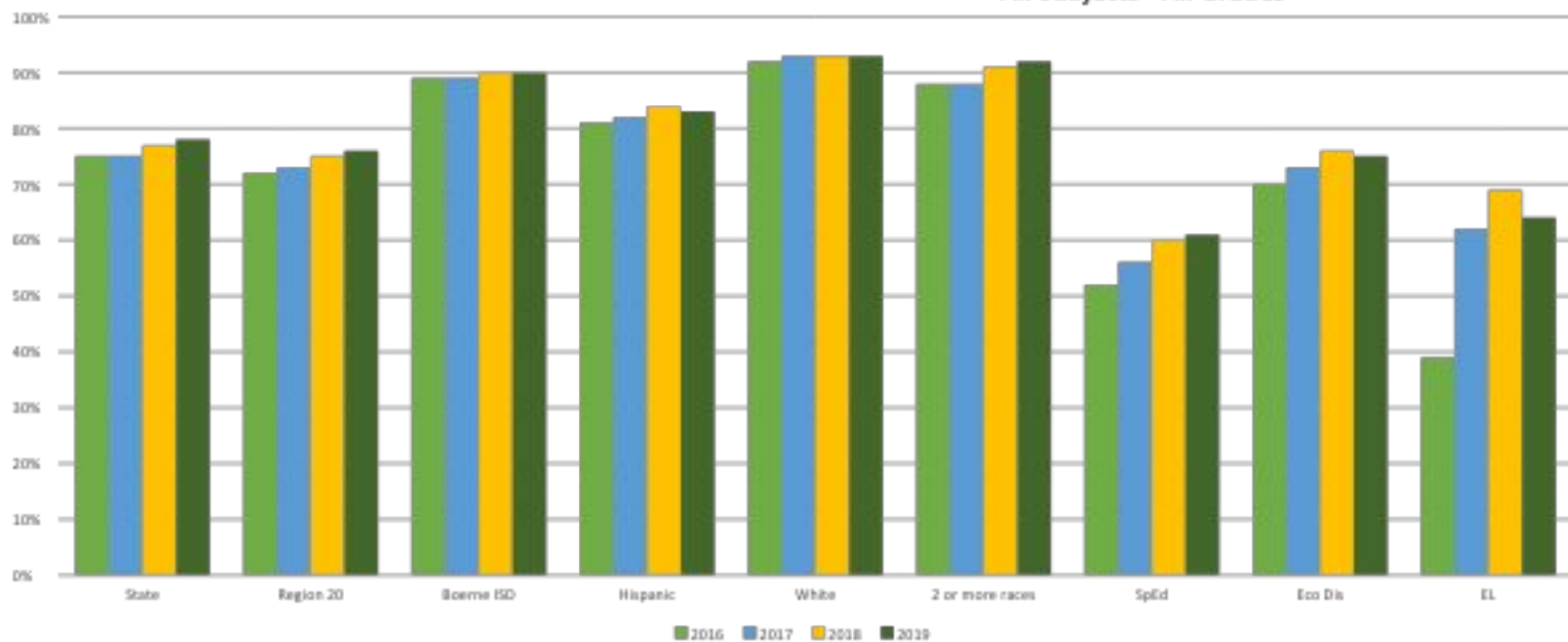
Graduation

Annual Performance Report 2019

4-Year Federal Graduation Rate

Without Exclusions

	Class of 2017	Class of 2018
Graduated	98.5%	98.6% (+0.1%)
African American	85.7%	100% (+14.3%)
Hispanic	96.5%	98.2% (+1.7%)
White	99.3%	99.0% (-0.3%)
Special Education	85.3%	87.2% (+1/9%)
Economically Disadvantaged	94.4%	94.6% (+0.2%)
English Learners	77.8%	100% (+22.2%)

TAPR REPORT

Postsecondary Readiness

Annual Performance Report 2019

	Boerne ISD	Region 20	State
RHSP/DAP Graduates annual rate (2017-18)	**33.3%**	21.7%	37.7%
Advanced/Dual Course Completion (grades 9-12)	**47.2%**	41.5%	43.4%
AP Results greater/equal criterion (grades 11-12)	**32.0%**	12.7%	13.1%
Avg SAT score (annual grads)	**1149**	1001	1036
Avg ACT Score (annual grads)	**24.2**	21.0	20.6
Enrollment in TX Higher Ed (2016-17)	**60.1%**	53.1%	54.6%
Completed 1 year without remediation	**76.7%**	55.3%	59.2%

Texas Higher Education Coordinating Board

Annual Performance Report 2019

Texas Higher Education Coordinating Board

Boerne ISD – Class of 2018

654 Graduates
- 31.8% - Four-year TX public
- 20.7% - Two-year TX public
- 7.4% - Private TX

GPA
- 85.5% at TX Four-year >2.0
- 79.4% at TX Two-year > 2.0

Campus Summary

Annual Performance Report 2019

Campus	Overall Rating	Distinction Designations
BHS	A	Science
CHS	A	
BMSN	B	
BMSS	B	
CES	B	
FES	B	Science, Postsecondary Readiness
FORES	A	ELAR/Reading, Science, Comparative Closing the Gaps, Postsecondary Readiness
KES	A	ELAR/Reading, Comparative Closing the Gaps
CCES	A	
VRES	B	

Finance Data

Annual Performance Report 2019

PEIMS Financial Standard Reports

District Value

- 81.84% Residential (increase from 81.04%)
- 13.08% Business (decrease from 13.59%)

Instructional Expenditures Ratio 65.1% (increase from 62.4%)

Serious Violent and Criminal Incidents

Annual Performance Report 2019

Serious Violent and Criminal Incidents

0.05% of total discipline incidents

State Mandatory Removal – DAEP

State Mandatory Expulsion

FERPA compliant

Annual Performance Report 2019

- Annual Performance Report
  - Administration Building-hard copy
  - District web site

  - **Georgia Franks**-*Student Information*
    Georgia.franks@boerneisd.net

  - **Annie Seiter**-*Special Education Determination Status*
    Ann.seiter@boerneisd.net

  - **Tami Charest** *Report on Violent or Criminal*
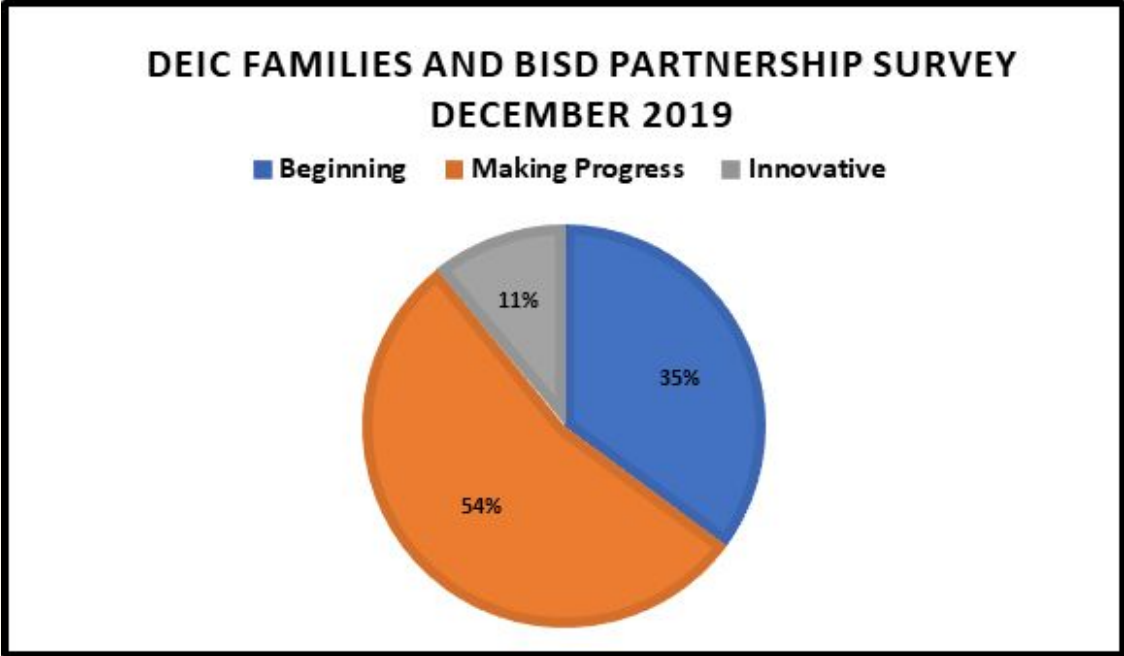   Tami.charest@boerneisd.net

  - **Tish Grill –** *PEIMS Financial Standard Reports (2016-17 Financial Actual Reports)*
    Tish.grill@boerneisd.net

Subcommittee Update

- Attendance Zone Committee

- Parental Involvement Committee

Parental Involvement Committee Update

Results of DEIC Parental Involvement Survey

Purpose of DEIC - District and Campus site-based decision-making committees were designed to ensure that teachers, parents, and other community members have an active voice in local educational matters.

District Improvement Planning Process

I. **Begins with a Comprehensive Needs Assessment (CNA).**
- Begins well before the school year starts.
- Requires examination of all aspects of the district in an honest and transparent manner.
- Gives direction for the district and campuses for developing goals, objectives, and strategies

II. **Goals, Objectives, and Strategies**
- Goals are established by the Board of Trustees and designed to be reached in 3-5 years.
- Objectives are unique to the district/campus, designed to be reached in one year, and are measurable.
- Strategies are the activities that move the district/campus toward achieving the objective and often identify the funds necessary for implementing the strategy.

III. **Continuous Process Involving All Stakeholders - Parent and Family Engagement**
- Adjustments are made throughout the year in response to incoming data.
- Living, breathing documents
- Reflect the most current efforts and resources aimed at meeting long-term goals established by the Board of Trustees.

Student Performance Review
Boerne ISD 2018 - 2019 Federal Report Card

Every district that receives Title I, Part A funding is responsible for distributing the state-, district- and campus-level report cards to each of its campuses, the parents of all enrolled students, and the general public.

Boerne ISD has:
- Emailed a letter to all parents
- Posted the information to each campus website and the district website
- Made hard copies available for viewing at each campus and Central Office
- Social Media announcements (pending)
- Procedures in place for translation requests

Federal Report Cards

Student Data is Specific to Federally Funded or Federally Mandated Programs

The report reviews student academic performance, student discipline data, graduation rates of subpopulations that include:

- English Learners
- Migrant
- McKinney-Vento (Homeless)
- Foster Care
- Military Connected
- Economically Disadvantaged (Free/Reduced Lunch)
- IDEA-B (Special Education)
- CTE - Career and Technical Education
- Race/Ethnicity Groups

Results Driven Accountability
District Overall Scores

Program Areas:

- Bilingual Education (BE) and English as a Second Language (ESL)   **PL 0**
- Career and Technical Education (CTE)   **PL .2**
- Every Student Succeeds Act (ESSA) - Title I   **PL 0**
- Special Education (SPED)   **PL .3**

Districts are evaluated in each program area and assigned an overall performance level (PL). The district will be assigned a PL0, PL1, PL2, PL3, or PL4 for each indicator and program.

Boerne ISD scores are all below a Performance Level of 1. That means we are not required to develop and submit a plan of improvement to the State and that further activities are optional.   TEA Results Driven Accountability

Subscores we will be reviewing closely as a result of our commitment to continuous improvement:

- CTE SPED STAAR EOC Passing Rate (ELA)
- SPED STAAR EOC Passing Rate (ELA)
- SPED STAAR 3-8 Passing Rate (Writing)
- SPED STAAR 3-8 Passing Rate (Math)
- SPED STAAR 3-8 Passing Rate (Science)
- TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
- ESL STAAR 3-8 Passing Rate
- Title I, Part A STAAR 3-8 Passing Rate (Math)
- Title I, Part A STAAR 3-8 Passing Rate (Science)

New Topics

Future Meeting Dates

- *Tuesday, April 21, 2020*

Strategic Plan

Boerne ISD Strategic Plan 2018-2021

BOERNE INDEPENDENT SCHOOL DISTRICT

Vision Statement:
Our community will engage students and adults in a challenging educational environment that inspires creativity and enriches lives for today's realities and tomorrow's possibilities.
Engage. Inspire. Enrich.

Mission of BISD:
The Boerne Independent School District engages, inspires, and enriches our community through innovative learning experiences.

BISD BELIEFS

- All students have talents and gifts and deserve the highest
- quality education
- All students should have opportunities to achieve high levels of success
- Children matter to the community and should experience a sense of belonging
- Children grow best with family and community nurturing
- All students must be post-high school ready to enter the workforce and/or higher education
- In educating the whole child by addressing not only academics but social/emotional needs
- Education is a partnership involving students, families, community, and the district
- In fostering an atmosphere of open communication
- In a culture of collaboration and respect of all stakeholders
- In the importance of community partnerships
- Our staff is student-centered and dedicated to excellence
- Continuous development of staff is essential to student success
- In attracting and retaining the highest quality staff
- In being good stewards of the taxpayers' dollars
- In providing safe and secure schools for students and staff

Goals	Objectives	Strategies	Action Plans	19-20	20-21	21-22
Student Success Prepare students to be College, Career, and Military Ready	1 - Build a framework for professional development and a support system for all BISD faculty and staff	1.1 - Construct a professional development plan	1.1.1 - Provide an engaging professional development system that is personalized, purposeful, and maximizes all staff's individual contributions to increase student success.			
		1.2 - Develop and implement a system of on-going support	1.2.1 - Create and maintain a comprehensive support system for all BISD staff that is relevant to individual roles and personal growth, and that supports student success.			
	2 - Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students	2.1 - Create a culture that values the process of learning	2.1.1 - Develop systems and policies that support student learning.			
			2.1.2 - Add professional supports for educators to implement practices that create a culture that values the process of learning.			
		2.2 - Provide opportunities for students to practice the skills they are learning in a real-life environment	2.2.1 - Develop BISD policies that leverage student engagement in existing and new program opportunities.			
			2.2.2 - Develop and promote opportunities for students to practice and obtain skills in real life situations.			
Customer Service Provide quality service to both internal and external customers	3 - Every BISD member will take ownership in providing and creating a welcoming, compassionate environment	3.1 - Integrate opportunities to build trusting relationships among students, staff, families, and community members	3.1.1 - Establish a unified and consistent customer service culture for building positive relationships with all stakeholders by developing and implementing a communication structure that is transparent, timely, responsive, and informative.			
		3.2 - Develop core expectations or practice for customer service delivery throughout BISD	3.2.1 - Establish a uniform communication plan between community, district, campuses, classrooms and families.			
			3.2.2 - Develop and implement mentoring, training, and support programs for employees and families to establish consistent, welcoming, transparent customer service throughout BISD.			
Human Capital Provide a quality work environment so every employee can perform at the highest level	4 - Create a comprehensive career pathway development plan characterized by an innovative, flexible and collaborative staff of connected lifelong learners	4.1 - Utilize all available data to drive decision making and planning to support employee needs	4.1.1 - Create and implement training and support for new and existing staff to support employee growth and needs for greater student success.			
			4.1.2 - Collect, analyze, publish and respond to an ongoing collection of decision-making data.			
		4.2 Attract and retain talent according to a holistic profile of a BISD educator	4.2.1 - Review, develop, and implement a robust benefits package that will attract and benefit all BISD staff members.			
			4.2.2 - Develop a career mentoring program that includes all BISD leader involvement working towards promoting positive leadership strategies and career advancement pathways.			
Fiscal Responsibility Create efficiencies at all levels of the organization	5 - Implement all operational efficiencies to enable BISD to offer all desired innovative programs which prepare students for a successful future	5.1 - Evaluate the effectiveness of programs and systems to ensure we are achieving our mission	5.1.1 - Identify and prioritize district programs and systems for evaluation based on district mission and annual goals.			
			5.1.2 - Design and implement an evaluation matrix to assess district programs and systems.			
		5.2 - Educate all stakeholders regarding their vital role in the financial management of our district	5.2.1 - Construct a communications pathway to educate our BISD stakeholders with transparent financial information.			

September 2019

District Scorecard

		2019-2020 District Scorecard		
FOCUS	**Student Success**	**Customer Service**	**Human Capital**	**Fiscal Responsibility**
OBJECTIVES	Prepare students to be College, Career, and Military Ready	Provide quality service to both internal and external customers	Provide a quality work environment so every employee can perform at the highest levels	Create efficiencies at all levels of the organization
PROGRESS MONITORING	*Increase the percentage of graduates who are CCMR from 71% to 75%*	*Increase the mean of the Parent Satisfaction Survey from 3.97 to 4.10*	*Increase the mean of the Employee Engagement Survey from 4.13 to 4.20*	*Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring*
	Increase potential college credit earned by 2% from 9084 to 9264	*Increase the mean of the District Services Survey from 4.00 to 4.10*	*Meet or reduce the current teacher turnover rate of 14.2%, not to exceed state teacher turnover rate of 16.6%*	*Maintain a formula for assigned fund balance related to Capital Replacement Plan*
	Increase the number of industrial certifications earned by 5% from 186 to 197	*Establish a baseline of 10K student/staff volunteer service hours*	*Increase professional participation in district exit process from 80.5% to 85.5%*	*Implement refurbishment and replacement plan*
	Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78%	*Professional Learning feedback results will have a 90% approval rating as defined by scores of 4's or 5's on post professional development surveys*	*Increase overall participation in district exit process from 41.8% to 46.8%*	*Maintain a minimum of a Gold Level Transparency Rating with the Texas Comptroller's Office*
	Increase the percentage of students approaching grade level or above from 90% to 92%	*Increase online registration from 50% to 90%*		
	Increase masters level on all tests at all grades in all subjects 37% to 40%			
	Increase the UIL participation by 5% with a 95% rate of participation eligibility			

January 2019