

Boerne I.S.D.

District Education Improvement Committee

February 28, 2019

Agenda

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Purpose of DEIC and Overview of District Improvement Planning Process

Update of District Level Information

Breakout Sessions to Review Department Initiatives

Subcommittee Update

Future Meetings

Welcome and Announcements

Purpose of DEIC

[DEIC Website](#)

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Texas Education Code Section §11.251

Overview of the District Improvement Plan Process

District Improvement Planning Process

Comprehensive Needs Assessment

1. Demographics
2. Student Achievement
3. Perceptions
4. Processes and Programs

Acknowledging the district's status honestly and transparently greatly enhances our ability to determine what steps to take in the improvement planning process.

Continuous Improvement Planning

We are currently formally monitoring our progress towards reaching goals established in the District Improvement Plan.

We are also looking at the data, demographic and student achievement data that we received recently. Mrs. Farber will present that to you today. This continuous process enables the district to assess the effectiveness of current efforts and make changes if data indicates a need to change course.

It also allows us to begin preparing for a new school year and that is reflected in the information Dr. Stewart is presenting today.

Texas Academic Performance Report (TAPR)

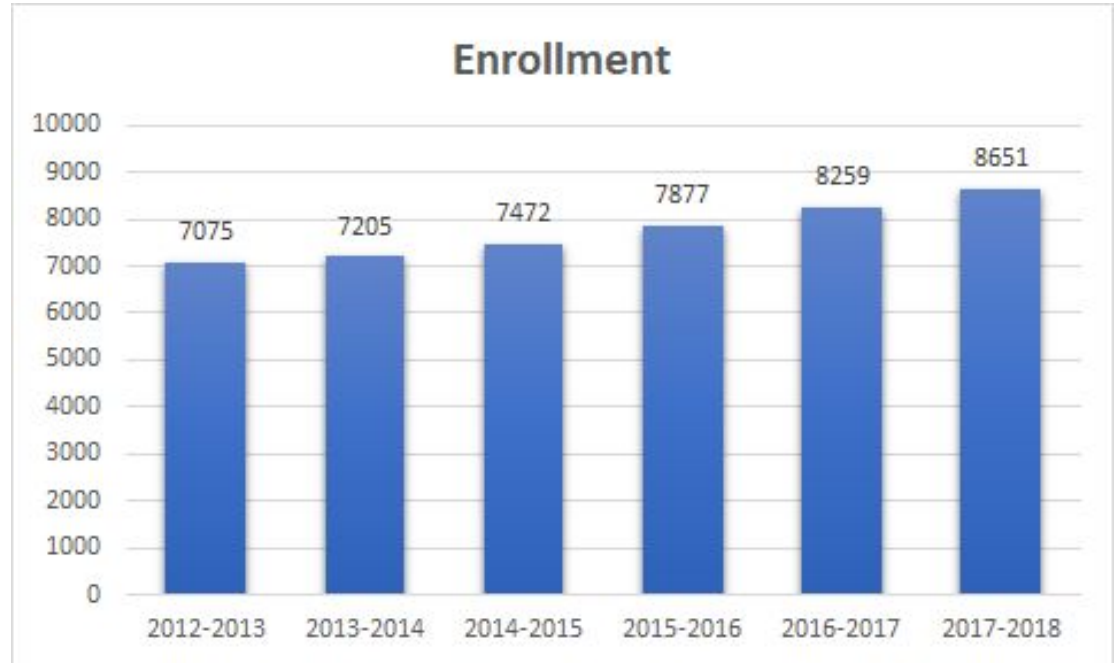
The Texas Academic Performance Reports (TAPR), formerly known as The Academic Excellence Indicator System (AEIS) reports, are an annual report of a wide range of information on the performance of students in each school and district in Texas. These reports also provide information on staff, finances, programs, and demographics for each school and district.

The reports are available on the Texas Education Agency website.

[Texas Academic Performance Report \(TAPR\)](#)

TAPR

- 995.1 staff members
 - 66.7% (teachers, professional & administrative support)
- Teachers by Years of Experience
 - 11-20 years = 37.1%
- Average Years Experience of Teachers
 - 13.9 years



9 Schools

8,651 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS



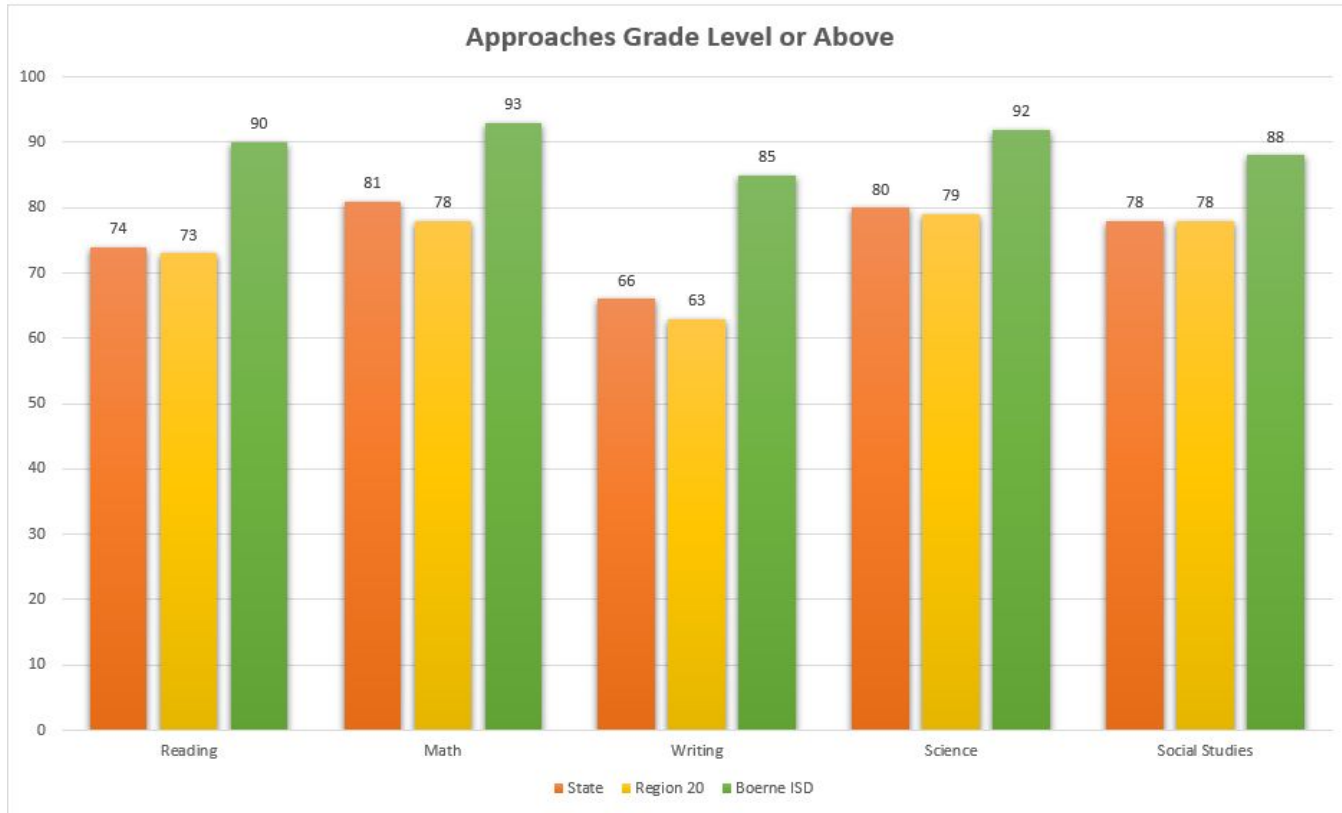
The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.



APPROACHES GRADE LEVEL

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.



MASTERS GRADE LEVEL

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

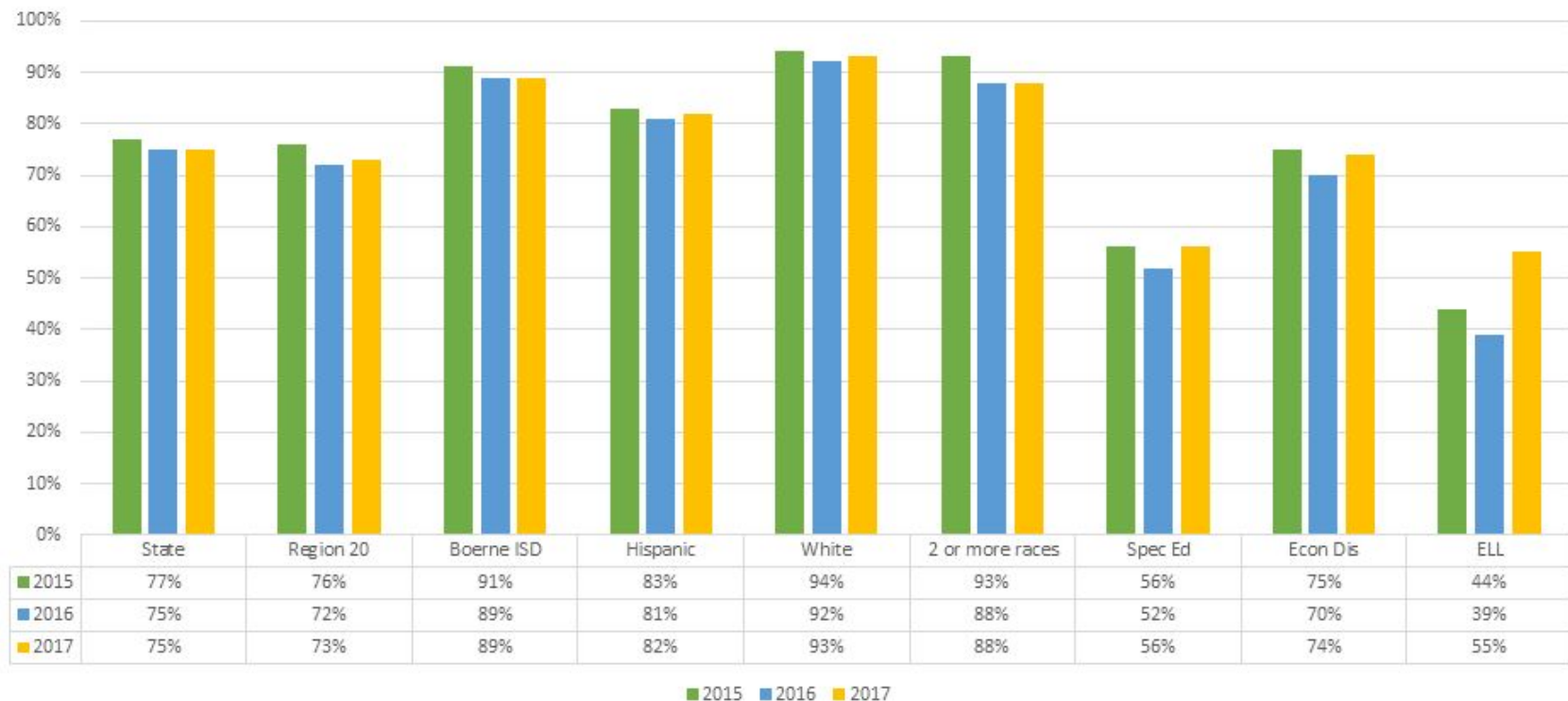


MEETS GRADE LEVEL

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

** For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

STAAR Performance at Passing Standard All Subjects - All Grades



Annual Dropout Rate

Annual Dropout Rates (2016-17)

Grades 7-8- 0.0 %

Grades 9-12 -0.1 %

Annual Dropout Rates (2015-16)

Grades 7-8- 0.2 %

Grades 9-12 -0.0 %

Annual Dropout Rates (2014-15)

Grades 7-8- 0.1 %

Grades 9-12 -0.0 %

Graduation Cohorts 15, 16, 17 (longitudinal measure/without exclusion)



Blank Cells - Indicates results are masked due to small numbers to protect student confidentiality

TAPR

- **College Readiness Indicators**

- Above the state and region
- RHSP/DAP annual rate - 82.8 %
- Advanced/Dual Course Completion
(Grade 9-12) - 43.8 %
- AP/IB (scored above 3 or 4) - 67.9 %
- SAT/ACT
 - 1141 SAT
 - 24.0 ACT

- **Graduates from 2015-16 (TAPR)**

- Enrollment in TX Higher ED - 62.4 %
- Completing One- Year without Remediation - 76.7 %

District Information

- New Topics
- Strategic Planning Process
- District Scorecard Review

School Board Information

www.boerneisd.net > Explore BISD > Leadership

[Boerne ISD Board of Trustees](#)

[Agendas & Minutes](#)



Strategic Plan Timeline

April 12, 2018	April 25, 2018	May, 2018 and August, 2018	September 25, 2018	October, 2018 thru December, 2018	January, 2019
<p>Board Meeting Vision Mission Goals</p> <p>Community Overview Explanation of Strategic Planning Process</p>	<p>Strategic 50 - Day 1</p> <p>Establish action statement for identified goals</p>	<p>Community Forums</p> <p>Demographics Finance Student Panel Higher Ed / Military Business and Industry Technology</p>	<p>Strategic 50 - Day 2</p> <p>Refine action statements for identified goals</p>	<p>Action Team Meetings</p> <p>Research and design action steps for identified goals.</p> <p>Strategic 50 - Day 3</p> <p>Presentation of Action Plans by Action Teams</p>	<p>Board Meeting</p> <p>Presentation of Strategic Plan for approval by the Board of Trustees</p> <p>Strategic Plan website</p> <p>www.boerneisd.net/strategicplanning</p>

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.

Mission of BISD:

The Boerne ISD, in cooperation with the parents and community, prepares its students for lifelong academic success, responsible citizenship, and sound character.

	Goals	Objectives	Strategies	Action Plans
<p><u>BISD BELIEFS</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Student Success</u></p> <p>Prepare students to be College, Career, and Military Ready</p>	<p>1 - Build a framework for professional development and a support system for all BISD faculty and staff</p> <p>2 - Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students</p>	<p>1.1 - Construct a professional development plan</p> <p>1.2 - Develop and implement a system of on-going support</p> <p>2.1 - Create a culture that values the process of learning</p> <p>2.2 - Provide opportunities for students to practice the skills they are learning in a real-life environment</p>	<p>1.1.1 - Provide an engaging professional development system that is personalized, purposeful, and maximizes all staff's individual contributions to increase student success.</p> <p>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.</p> <p>2.1.1 - Develop systems and policies that support student learning.</p> <p>2.1.2 - Add professional supports for educators to implement practices that create a culture that values the process of learning.</p> <p>2.2.1 - Develop BISD policies that leverage student engagement in existing and new program opportunities.</p> <p>2.2.2 - Develop and promote opportunities for students to practice and obtain skills in real life situations.</p>
	<p><u>Customer Service</u></p> <p>Provide quality service to both internal and external customers</p>	<p>3 - Every BISD member will take ownership in providing and creating a welcoming, compassionate environment</p>	<p>3.1 - Integrate opportunities to build trusting relationships among students, staff, families, and community members</p> <p>3.2 - Develop core expectations or practice for customer service delivery throughout BISD</p>	<p>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.</p> <p>3.2.1 - Establish a uniform communication plan between community, district, campuses, classrooms and families.</p> <p>3.2.2 - Develop and implement mentoring, training, and support programs for employees and families to establish consistent, welcoming, transparent customer service throughout BISD.</p>
	<p><u>Human Capital</u></p> <p>Provide a quality work environment so every employee can perform at the highest level</p>	<p>4 - Create a comprehensive career pathway development plan characterized by an innovative, flexible and collaborative staff of connected lifelong learners</p>	<p>4.1 - Utilize all available data to drive decision making and planning to support employee needs</p> <p>4.2 Attract and retain talent according to a holistic profile of a BISD educator</p>	<p>4.1.1 - Create and implement training and support for new and existing staff to support employee growth and needs for greater student success.</p> <p>4.1.2 - Collect, analyze, publish and respond to an ongoing collection of decision-making data.</p> <p>4.2.1 - Review, develop, and implement a robust benefits package that will attract and benefit all BISD staff members.</p> <p>4.2.2 - Develop a career mentoring program that includes all BISD leader involvement working towards promoting positive leadership strategies and career advancement pathways.</p>
	<p><u>Fiscal Responsibility</u></p> <p>Create efficiencies at all levels of the organization</p>	<p>5 - Implement all operational efficiencies to enable BISD to offer all desired innovative programs which prepare students for a successful future</p>	<p>5.1 - Evaluate the effectiveness of programs and systems to ensure we are achieving our mission</p> <p>5.2 - Educate all stakeholders regarding their vital role in the financial management of our district</p>	<p>5.1.1 - Identify and prioritize district programs and systems for evaluation based on district mission and annual goals.</p> <p>5.1.2 - Design and implement an evaluation matrix to assess district programs and systems.</p> <p>5.2.1 - Construct a communications pathway to educate our BISD stakeholders with transparent financial information.</p>

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	<p><i>Increase the percentage of graduates who are CCMR from 71% to 75%</i></p> <p><i>Increase potential college credit earned by 2% from 9084 to 9264</i></p> <p><i>Increase the number of industrial certifications earned by 5% from 186 to 197</i></p> <p><i>Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78%</i></p> <p><i>Increase the percentage of students approaching grade level or above from 90% to 92%</i></p> <p><i>Increase masters level on all tests at all grades in all subjects 37% to 40%</i></p> <p><i>Increase the UIL participation by 5% with a 95% rate of participation eligibility</i></p>	<p><i>Increase the mean of the Parent Satisfaction Survey from 3.97 to 4.10</i></p> <p><i>Increase the mean of the District Services Survey from 4.00 to 4.10</i></p> <p><i>Establish a baseline of 10K student/staff volunteer service hours</i></p> <p><i>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</i></p> <p><i>Increase online registration from 50% to 90%</i></p>	<p><i>Increase the mean of the Employee Engagement Survey from 4.13 to 4.20</i></p> <p><i>Meet or reduce the current teacher turnover rate of 14.2%, not to exceed state teacher turnover rate of 16.6%</i></p> <p><i>Increase professional participation in district exit process from 80.5% to 85.5%</i></p> <p><i>Increase overall participation in district exit process from 41.8% to 46.8%</i></p>	<p><i>Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring</i></p> <p><i>Maintain a formula for assigned fund balance related to Capital Replacement Plan</i></p> <p><i>Implement refurbishment and replacement plan</i></p> <p><i>Maintain a minimum of a Gold Level Transparency Rating with the Texas Comptroller's Office</i></p>

Breakout Sessions

Department Overviews

Teaching and Learning - AS115

Finance and Operations - AS117

Human Resources - AS112

Administrative Services - AS109

[Technology and Communications]

Subcommittee Update



Will be presented for Board approval late spring/early summer

Future Meeting Dates

- April 23, 2019