

Boerne I.S.D.

District Educational Improvement Committee

Tuesday, April 20, 2021

District Scorecard

2020-2022 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 80% to 81% by 2021	Increase the mean of the School Quality Survey 4.3 to 4.4 by 2022	Increase the mean of the Employee Engagement Survey from 4.11 to 4.2 by 2022	Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring
	Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78% by 2022	Increase the mean of the District Services Survey from 4.3 to 4.4 by 2022	Meet or reduce the current teacher turnover rate of 15.2%, not to exceed state teacher turnover rate of 16.6% by 2022	Achieve Debt Star Transparency Rating with the Texas Comptroller's Office
	Increase the percentage of students at MEETS grade level or above on STAAR at all grades in all subjects from 68% to 71% by 2022	Increase student/staff volunteer service hours from 10K and 11K by 2022	Increase professional participation in district exit process from 80.5% to 85.5% by 2020	Maintain Financial Transparency Rating with the Texas Comptroller's Office
	Increase the percentage of students at MASTERS level on STAAR at all grades in all subjects 37% to 40% by 2022	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 retention of New Teachers to the district. Baseline year.	Maintain a formula for assigned fund balance related to Capital Replacement Plan
	Increase the UIL participation by 5% with a 95% rate of participation eligibility			
	Decrease the number of students, Kindergarten through 8th grade, from Tier 3 Reading levels indicated in BOY to EOY as measured by Istation ISIP by 2% by 2020			

Agenda

DEIC Website & Minutes

Purpose of DEIC

Review of District-Level Information

Subcommittee Update

Future Meetings



Boerne ISD Strategic Plan 2019-2022

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 BELIEVES	Goals	Objectives	Strategies	Action Plans	Progress				
	<p>BISD BELIEVES</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>Student Success 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 support 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>Progress tracking grid for Student Success (1.1.1, 1.2.1, 2.1.1, 2.1.2, 2.2.1, 2.2.2)</p>			
	<p>Customer Service 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>Progress tracking grid for Customer Service (3.1.1, 3.2.1, 3.2.2)</p>				
	<p>Human Capital 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>Progress tracking grid for Human Capital (4.1.1, 4.1.2, 4.2.1, 4.2.2)</p>				
	<p>Fiscal Responsibility 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>	<p>Progress tracking grid for Fiscal Responsibility (5.1.1, 5.1.2, 5.2.1)</p>				

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.

1. Comprehensive Needs Assessment
2. Developing Measurable Goals and Objectives
- 3. Continuous Process Involving All Stakeholders**
 - **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.**
- 4. Integral component of the District Improvement Plan (DIP) development**

2021 - 2022 Federal Grants - Anticipated Preliminary Planning Amounts with Proposed Uses

Title I, Part A (\$550,000) --- **Targeted Assistance Funds** provide supplemental funding for resources to help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards. Fabra ES, Curington ES, and Kendall ES qualify for funds based on their higher percentage of low-income children as compared to the other campuses. These funds support professional and para-professional salaries for Targeted Academic Intervention, professional development, as well as for parent training and involvement.

Title I, Part C (\$2,500) --- **Migrant Education Program Funds** are designed to support programs which 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 or employment. (**Note:** Boerne ISD has agreed to participate in the Region 20 Education Service Center Shared Services Arrangement, which allows a consortium of districts to combine their Title I, Part C federal monies, using ESC-20 as the fiscal and administrative agent, to maximize funding through cooperative spending.

Title II, Part A (\$140,000) --- **Teacher and Principal Training and Recruiting Funds (TPTR)** funds are designated to supplement staff development in district/campus priority areas, enhance recruiting, hiring, and retention of highly qualified teachers and improve the quality of our principal, teacher, and paraprofessional work force through staff development.

Title III, Part A (\$50,000) --- **English Language Acquisition, Language Enhancement, and Academic Achievement Act** ensures that limited English proficient (LEP) students develop English proficiency and meet the same academic achievement standards other students achieve. Funds from this grant support the Family Outreach Program held at the Dual Language campuses and professional development training provided for teachers working with English Learners.

Title III, Part A (\$20,000) --- **Additional Immigrant Funds** are granted to districts that have experienced a significant increase in the percentage and number of immigrant children to provide activities such as family literacy, parent outreach, mentoring, as well as academic and career counseling to immigrant children and youth.

Federal Grants - Continued

Title IV, Part A (\$40,000) --- **Student Support and Academic Enrichment Grant** is designed to improve students' academic achievement by increasing the capacity of the district to provide access to, and opportunities for, a well-rounded education for all students; improve school conditions in order to create a healthy and safe school environment; and improve access to technology in the classroom.

Individuals with Disabilities Education Grant (IDEA-B) (\$1,500,000) --- provides for equitable education to students with disabilities in order to supplement/increase services beyond the level of state and local funds expended for these student programs. The purpose is to ensure that students receive a free and appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Programming includes services to students ranging in ages from ages 3 – 21.

Perkins V: Strengthening Career and Technical Education for the 21st Century (\$51,000) --- addresses needs assessed in the comprehensive local needs assessment to minimize gaps in STEM and nontraditional enrollment courses. Community education is an additional target area. The 2021-22 budget for Perkins V in BISD will allocate resources to improvements in STEM labs, middle school technology, human service lab upgrades, teacher leader stipends, and professional learning for CTE educators on EL strategies.

Elementary and Secondary School Emergency Relief fund II (ESSER II) (\$1,700,000) --- included allowable uses of funds related to preventing, preparing for, and responding to COVID-19 under the CARES Act (ESSER). It includes addressing learning loss and needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care , preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings.

Elementary and Secondary School Emergency Relief fund III (ESSER III) (\$4,250,000) --- included allowable uses of funds related to preventing, preparing for, and responding to COVID-19 under the CARES Act (ESSER). It includes addressing learning loss and needs of low-income students, students with disabilities, English learners, migrant students, children in foster care, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings.

Federal Emergency Management Agency (FEMA)/Texas Division of Emergency Management (TDEM) (\$5,000 - \$500,000) --- grant funds that are available for pre and post emergency or disaster related expenses such as with the COVID-19 Pandemic and Winter Storm Uri declared disasters.

District Information

- District Update
- Interim Spring STAAR Results



Progress Monitoring Spring 2021 Interim Testing Data Report

April 19, 2021

Scorecard



STUDENT
SUCCESS



HUMAN
CAPITAL



CUSTOMER
SERVICE



FISCAL
RESPONSIBILITY

Increase the percentage of students at MEETS grade level or above on STAAR in all subject areas.

STAAR Interim Test

- ◇ **Measures student understanding of a broader span of student expectations to monitor progress and identify intervention needs**
- ◇ **Predicts summative performance on the STAAR test; not a formative assessment**
- ◇ **Fully aligned to TEKS/Not a part of State Accountability**



STAAR Interim Tests

- ◆ **Two testing opportunities for In-person & E-Learning students**
 - ◆ **Fall 2020:**
 - ◆ **3-8 Reading & Math, Algebra 1**
 - ◆ **Spring 2021:**
 - ◆ **All subjects**

STAAR Interim Test - How it Works

- ◇ **Adaptive test** - based on student answers in the first 12-15 questions, they are then routed to 1 of 3 levels for the second set of questions.
 - ◆ This provides an accurate view of where a student stands academically
- ◇ Results show an average of the % of Predicted Meets Level



STAAR - Passing Performance

Example:

3rd Grade Math

Approaches = 53%

Meets = 75%

Masters = 88%

- ◇ For all grades and subjects the **Meets** percentages differ
- ◇ All District goals are set at **Meets** Level

Grades 3 & 4

Elementary

Grade	Math - GOAL 65%			Reading - GOAL 63%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
3						
Tested		614	711		604	721
% Predicted Meets		24%	37%		38%	45%

Elementary

Grade	Math - GOAL 62%			Reading - GOAL 59%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
4						
Tested		576	641		572	636
% Predicted Meets		25%	41%		43%	55%



Grade 5

Elementary									
Grade 5	Math - GOAL 73%			Reading - GOAL 74%			Science - GOAL 68%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		645	714		637	714			720
% Predicted Meets	23%	53%	63%	47%	66%	62%			36%



Middle School - 6th & 7th Grade

Middle School						
Grade 6	Math - GOAL 60%			Reading - GOAL 54%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		785	789		784	785
% Predicted Meets	34%	43%	54%	51%	42%	50%

Middle School						
Grade 7	Math - GOAL 69%			Reading - GOAL 67%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		744	734		748	757
% Predicted Meets	35%	36%	47%	35%	66%	62%

Middle School - 8th Grade

Middle School												
Grade 8	Math - GOAL 79%			Reading - GOAL 74%			Science - GOAL 70%			Social Studies - GOAL 57%		
	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		442	452		725	722			737			729
% Predicted Meets	10%	17%	22%	47%	50%	60%			50%			25%

High School - Algebra 1

Middle School			
8th Grade Algebra I GOAL 99%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		269	262
% Predicted Meets	37%	59%	77%

High School			
HS Algebra I GOAL 60%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested		417	412
% Predicted Meets	16%	13%	24%

High School - English 1 & English 2

High School			
English 1 GOAL 76%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested			721
% Predicted Meets			63%

High School			
English 2 GOAL 74%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested			723
% Predicted Meets			58%

High School - Biology & US History

High School			
Biology GOAL 80%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested			746
% Predicted Meets			62%

High School			
US History GOAL 87%	BOY August 2020	Interim Nov. 2020	Interim Spring 2021
Tested			599
% Predicted Meets			77%

Summary

- On average, we have cut learning loss from BOY testing to Spring Interim by 50% in Reading & Math.

2020 - 2021 BISD - Learning Loss as compared to 2019 STAAR Meets Results		
Average of all tested students	BOY August 2020	Interim Spring 2021
Reading	-22%	-11%
Math	-44%	-23%

Additional Learning Opportunities


Summer School 2021



2021 BISD Summer School

Elementary

Recovery Programs

- ◇ Bilingual
- ◇ Extended School Year
-  ◇ K-4 Recovery

Enrichment Programs

- ◇ Science Mill
- ◇ Camp Invention

2021 BISD Summer School

Secondary

Recovery Programs

- NEW** ◇ Learning Bridge Camps: 6th & 9th grade
- ◇ Language Academy
- ◇ EOC Retest
- NEW** ◇ HS Credit Recovery

Enrichment Programs

- ◇ Math Accelerated Courses
- NEW** ◇ TSIA Camp
- NEW** ◇ STEM Camp
- ◇ Camp Invention

THANK YOU!

ANY QUESTIONS?



Breakout Sessions

*Departmental
Overviews*

Subcommittee Assignments

- Teaching and Learning & Technology/Student Information Systems
- Finance & Operations/Safety and Security
- Human Resources & Communications/Community Partnerships
- Whole Child Services & Extra-Curricular Activities

Future Meeting Dates

- *Special Meeting Wednesday, May 12, 2021*

