BOERNE ISD

Shining Brighter

THAN EVER!

District Educational Improvement Committee

Thursday, December 9, 2021

Agenda

Welcome DEIC Website

Purpose of DEIC and Overview of District Improvement Planning Process

Review of District-Level Information

Subcommittee Update

Future Meetings

WE ARE
BOERNE
ISD

Aligned to our Strategic Plan, the BISD Scorecard and its Four Pillars continue to guide our work to engage, inspire, and enrich our community through innovative learning experiences.

STUDENT SUCCESS

HUMAN CAPITAL

CUSTOMER SERVICE

FISCAL RESPONSIBILITY

WE ARE BOERNE ISD

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 2022	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
		Goal met: 20-21 4.4	Goal met: 20-21 4.4	Goal met
	Increase the percentage of Economically Disadvantaged students at the Meets Level on STAAR (Grades 3-8) in Reading and Math to Close the Achievement Gap from 33% to 35% 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
	Rewritten due to actual reflection of sub-pop %	Measure waived 20-21	Goal met: 19-20 14.3%	Developing (waiting on response from the Comptroller)
	Increase the percentage of students at MEETS grade level or above on STAAR at all grades in all subjects from 62% to 64% by 2022	Increase student/staff volunteer service hours from 10K and 11K by 2022 (postpone)	Increase professional participation in district exit process from 80.5% to 85.5% by 2022	Maintain Financial Transparency Rating with the Texas Comptroller's Office
	Due to COVID Regression	District closed to volunteers. To date 925 hrs.	Goal not met: 19-20 72%	Goal met
	Increase the percentage of students at MASTERS level on STAAR at all grades in all subjects 34% to 36% 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. 2020-2021	Maintain a formula for assigned fund balance related to Capital Replacement Plan
	Due to COVID Regression	Goal met: 19-20	Measure waived 20-21	Developing
	Maintain the UIL rate of participation eligibility at 95%			
	Goal met in 20-21			
	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 2022			
	Goal met in 20-21			

WE ARE BOERNE

Strategic Plan

Goals	Objectives	Strategies	Action Plans	Progress					
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 support 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.						

as of November 2020

WE ARE BOERNE

Purpose of DEIC

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**
- **Adjustments are made throughout the year in response to incoming data.**
- **The plans are living, breathing documents.**
- **Reflect the most current efforts and resources aimed at meeting long-term goals established by the Board of Trustees.**

Federal Grants Updates: Stakeholder Input Requested

1. **School Health Support Grant - Boerne ISD allocation = $370,735.**

    Some Allowable Activities are:

    - Personal protective equipment
    - Hygiene and cleaning supplies;
    - Portable high-efficiency particulate air (HEPA) fan/filtration systems or other small items that may allow for improved air circulation - Proposed Use
    - Public health events aimed at providing opportunities for increased detection and prevention of COVID-19;
    - Vaccine promotion events and communications;
    - COVID-19 testing-test kits, turn-key testing services, and related support services;
    - Other allowable uses pre-approved by TEA grant program office

Are the questions, concerns, and/or input regarding the potential application and proposed use of funds?

2. American Rescue Plan (ARP) Homeless Formula Grant

The grant is scheduled to be released in January 2022.

Boerne ISD has had 34 students qualify under the McKinney-Vento Act this year, so far.

Some of the anticipated allowable expenditures are
- Expenses related to transportation not otherwise provided
- Supplies to non-school facilities - Identified Need
- School supplies
- Homework Help/Parent Training - Identified Need

Are the questions, concerns, and/or input regarding the potential application and proposed use of funds?

District-Level Information

Dr. Price
BISD Superintendent
Long-Range Steering Committee

Ms. Larissa Flores
BISD Chief Instructional Officer
Review of TAPR

What is TAPR?

- Texas Academic Performance Report
- Comprehensive report on student performance for campuses and districts
- Performance is shown by:
  - Student groups: (Ex: ethnicity, socioeconomic status)
  - School & District Staff
  - Programs
  - Student Demographics

TAPR: Student Demographics

- **Enrollment: 9,617**
  - Male: 51.2%
  - Female: 48.8%

Ethnicity	BISD	State
African American	1%	13%
Hispanic	33%	53%
White	61%	27%
Asian	2%	5%
Other	3%	3%

Sub Population	BISD	State
Economically Dis.	18%	60%
Emergent Bilingual	6%	21%
Special Education	12%	11%
Gifted/Talented	9%	8%
At-Risk	39%	49%

TAPR: Staff Demographics

- **Total Staff: 1,198**
  - Professional: 804
  - Educational Aides: 107
  - Auxiliary: 287

Staff	BISD	State
Teachers w/Masters	189 (30%)	25%
Teachers w/Doctorate	6 (1%)	0.7%
Experience: Beginning	24 (4%)	7%
Experience: 1-5 years	115 (18%)	28%
Experience: 6-10 years	143 (23%)	20%
Experience: 11-20 years	220 (35%)	29%
Experience: 20 + years	128 (20%)	16%

TAPR: STAAR

- **Participation Rate 97%**
- **For All Grades and All Subjects:**
  - Performance levels from 2019-2021
    - Approaches: 90% to 85%
    - Meets: 68% to 62%
    - Masters: 38% to 33%

All Subjects	BISD	Region 20	State
Approaches	**-5%**	-12%	-11%
Meets	**-6%**	-9%	-9%
Masters	**-5%**	-6%	-6%

TAPR: Reading & Math

Approaches Grade Level	BISD	Region 20	State
Reading	-4%	-7%	-7%
Math	-6%	-19%	-16%

Meets Grade Level	BISD	Region 20	State
Reading	-4%	-4%	-3%
Math	-9%	-17%	-15%

Masters Grade Level	BISD	Region 20	State
Reading	-3%	-2%	-3%
Math	-7%	-10%	-8%

TAPR: STAAR

- **Increased % from 2019 to 2021 in:**
  - 5th Grade Reading and Math Masters;
  - 6th Grade Math Meets & Masters;
  - 7th Grade Reading Approaches;
  - 7th Math Masters;
  - 8th Grade Science Meets & Masters
  - English 1 Meets & Masters
  - English 2 Meets & Masters

TAPR: Graduation

2019-2020	BISD	State
Foundation No Endorsement	**12.6%**	13.8%
Foundation Endorsement	**4.6%**	4.4%
Foundation Distinguished	**82.5%**	81.2%

TAPR: CCMR

2019-2020	BISD	Region 20	State
CCMR	**70%**	57%	63%
AP Participation (All Subjects)	**43%**	23%	22%
AP Results (All Subjects)	**77%**	56%	59%
SAT/ACT (At/Above Criterion)	**65%**	34%	36%
Advanced/Dual Credit Completion	**47%**	45%	46%
2018-2019 Graduates Enrolled in TX IHE	**63%**	58%	59%
18-19 Graduates enrolled in TX IHE Completing 1 year without Developmental Courses	**92%**	62%	42%

WE ARE BOERNE ISD

Check email for your personal link!
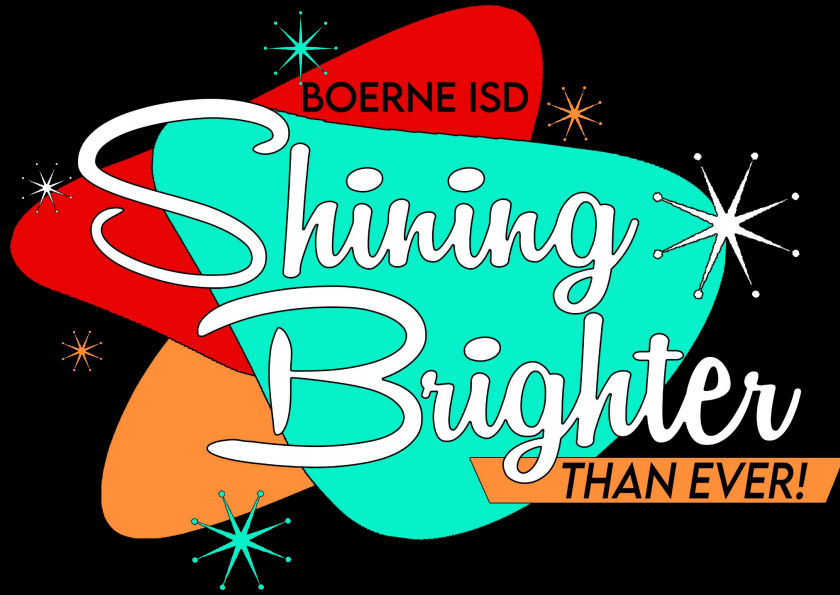
2022-2023 ACADEMIC CALENDAR COMMUNITY VOTING

SUBMIT YOUR CHOICE NOVEMBER 22–DECEMBER 3.

Sub-Committee Update

Calendar vote concluded December 3.
Calendar option A had the highest stakeholder votes (75.48%) will be submitted to Board of Trustees for approval on December 13.

We are grateful for the committee's work!

BOERNE ISD
Shining Brighter
THAN EVER!

Future Meetings
Via Zoom

Thursday, February 10
Thursday, April 21