

Boerne I.S.D.

District Educational Improvement Committee

Tuesday, March 2, 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>1.1 - Construct a professional development plan</p> <p>1.2 - Develop and implement a system of on-going support</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 - Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students</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>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>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>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>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>				

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.**



2019-20
Annual Report
Public Hearing

Boerne ISD

Originally Presented February 8, 2021

Seven Sections to the Annual Report

1. 2019-20 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2018-19 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2019-20 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. 2019-20 TAPR Glossary

Section 1

2019-20 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - Student Assessment Data
- TAPR is published in 2 different formats
 - A comprehensive, “dynamic” online data system
 - Data are added as they become available
 - A PDF version (the “PDF TAPR”)
 - Only includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements (i.e., this Annual Report)

Section 1

2019-20 Texas Academic Performance Report (TAPR)

□ Cover Page

- 2020 Accountability Rating
 - Same rating for the district and all campuses: *Not Rated: Declared State of Disaster*
- 2020 Special Education Determination Status
 - Only reported on the district's TAPR
- 2020 Armed Services Vocational Aptitude Battery (ASVAB) Test
 - Only reported on the district's TAPR and only reported if the District did not offer the ASVAB Career Exploration Program and did not request a waiver from TEA
- 2020 Distinction Designations
 - *No Distinction Designations were awarded at the district or campus level in 2020 due to the absence of 2020 STAAR data*

Section 1

2019-20 Texas Academic Performance Report (TAPR)

2019-20 Texas Academic Performance Report

District Name: **BOERNE ISD**

District Number: **130901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 *Special Education Determination Status:*

Meets Requirements

2019-20 Texas Academic Performance Report (TAPR) - SECTION 1

☐ STAAR Performance

- ☐ All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*
- ☐ Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject

☐ STAAR – Academic Growth

- ☐ Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8)
- ☐ Reported by Grade and Subject

☐ STAAR - Prior Year and Student Success Initiative

- ☐ Progress of Prior Year Non-Proficient Students
- ☐ Student Success Initiative (SSI)

☐ Bilingual Education/English as a Second Language

- ☐ Includes STAAR performance and academic growth measures (disaggregated by various program instructional models) for students identified as current ELs in the 2019-20 school year

☐ STAAR Participation

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

2019-20 Texas Academic Performance Report (TAPR) - SECTION 1

Attendance, Graduation, and Dropout Rates

- Attendance Rate
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rates (State and Federal Rates)
- 5-year Extended Longitudinal Graduation Rates (State)
- 6-year Extended Longitudinal Graduation Rates (State)
- Graduation Plan Rates (Longitudinal and Annual)

Graduation Profile

College, Career and Military Readiness (CCMR)

- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates

CCMR-Related Indicators

- TSIA Results
- CTE Coherent Sequence
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

2019-20 Texas Academic Performance Report (TAPR) - SECTION 1

- **Student Information**
 - Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)
- **Staff Information**
 - Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)
- **Program Information**
 - Student Enrollment by Program
 - Teachers by Program (population served)
- [District TAPR 2019.20.pdf](#)
- [Campus TAPR 2019-20.pdf](#)

The most recent data for this information are from the 2019-20 school year.

Section 2

PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

2018-19 Actual Financial Data (District)

- ☐ Revenues
- ☐ Expenditures
- ☐ Disbursements
- ☐ Tax Rates
- ☐ Fund Balance

2018 - 2019 District Actual Data

2018-19 Actual Financial Data (Campus)

- ☐ Expenditures by Object
- ☐ Expenditures by Function
- ☐ Program Expenditures by Program

Campus Actual Financial Data

2018-19 is the most recent year for which these data are available.

Section 3

2019-20 District Accreditation Status

- Each year, TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 3. *Accredited-Probation*
 4. *Not Accredited-Revoked*

- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)

- The District's 2019-20 Accreditation Status is: **ACCREDITED**

Section 3

2019-20 District Accreditation Status



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

2019-2020 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
130901	BOERNE ISD	20	A - Superior	A	ACCREDITED	

Section 4

Campus Performance Objectives

- Campus Improvement Plans (CIP)
 - Each campus has developed and is implementing a CIP, as required by TEC §11.253
 - Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
 - Each campus **periodically measures progress** toward its performance objectives
 - Updated CIPs for the 2019-20 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus
 - **All Campus CIPs 2019.20**

Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for **2017-18 High School Graduates**
 - Student performance is measured by the Grade Point Average (GPA) earned by 2017-18 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2018, Spring 2019, and Summer 2019** are added together and averaged to determine the GPA

Texas Higher Education Coordinating Board

Texas High School Graduates from FY2018 Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
KENDALL									
BOERNE ISD									
	130901002	BOERNE - SAMUEL V CHAMPION H S							
		Four-Year Public University	130	9	14	15	29	63	0
		Two-Year Public Colleges	98	7	17	12	30	29	3
		Independent Colleges & Universities	28						
		Not Trackable	6						
		Not Found	126						
		Total High School Graduates	388						
	130901001	BOERNE H S							
		Four-Year Public University	89	10	8	11	23	34	3
		Two-Year Public Colleges	93	19	11	17	22	22	2
		Independent Colleges & Universities	10						
		Not Trackable	15						
		Not Found	86						
		Total High School Graduates	293						

Section 7

TAPR Glossary

- Each year, TEA prepares and publishes a [TAPR Glossary](#)
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in late winter

Comprehensive Glossary 2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLS):

Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

[General Information about RDA and SPP/APR](#):

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

[Methodology for RDA and SPP/APR](#):

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manual>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

[Data Reports for RDA and SPP/APR](#):

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (district TAPR only): Senate Bill 1849 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Section 5

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2019-20 school year is available for review at the district's central office and is published on the district website.

Section 5

Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2019-20 School Year (To the Extent Permitted under FERPA)		
Reason Code	Description	Boerne ISD
		130901
11	Used, exhibited, possessed firearm	0
12	Used, exhibited possessed illegal knife	0
13	Used, exhibited, possessed illegal club	0
14	Used, exhibited, possessed prohibited weapon	0
16	Arson	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0
18	Indecency with a child	0
19	Aggravated kidnapping	0
29	Aggravated assault against school district employee/volunteer	0
30	Aggravated assault against non-employee/volunteer	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0
36	Felony controlled substance violation	0
37	Felony alcohol violation	0
46	Aggravated robbery	0
47	Manslaughter	0
48	Criminally negligent homicide	0
49	Engages in deadly conduct	0
57	Continuous Sexual Abuse of Young Child or Children	0
Total Incidents		0
Student Enrollment (Fall 2019 PEIMS Snapshot)		9,579
Incident Rate		0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Boerne ISD is committed to keeping students, staff, and visitors safe. The district participates in a multitude of activities specifically designed for that purpose to include the activities below. As a result of the programs, policies, and procedures described in this document, records indicate that Boerne ISD continues to experience safe schools.

- Controlled entry to all campuses
- Perimeter fencing of campuses
- Visitor management system – visitor identification is run through national sex offender database
- Bullet-resistant glass in all campus vestibules
- School Resource Officers at all campuses
- Security personnel stationed at both high schools
- Emergency action plans in place
- Periodic audits of district safety and security procedures
- Campus crisis management teams
- Safety drills
- Active shooter training for all key school staff and local first responders
- Teen Dating Violence curriculum in high school classes through Kendall County Women’s Shelter
- Teen Dating Violence Month activities coordinated through Kendall County Women’s Shelter
- Red Ribbon Week activities
- Increase in the use of PBIS and restorative discipline practices on all campuses
- Individual and group counseling at all campuses
- Partnership with Rise Recovery to provide substance abuse counseling to students
- Student drug testing in accordance with school board policy
- New employee training requirements for district staff in regard to child abuse and suicide prevention
- Parent Education Nights on substance-related and mental health issues
- Mentoring program
- Wellness, Digital Literacy, and Leadership classes at all middle schools
- Safe and Drug-Free resources in each middle school library
- “See Something, Say Something” anonymous reporting tip line added to website for 24/7 emergency reporting
- Emergency Threat Assessments conducted for concerns for harm to self/others
- All teachers, staff, and transportation staff are trained annually in suicide prevention and child abuse awareness education.
- Social Media Monitoring Service
- Social emotional learning curriculum delivered to all district students
- Boerne’s Bright Lights program recognizing social skills
- Increased ratio of counselors to students across the district
- Implementation of “Whole Child” Initiative
- Developed Student Wellness Advisory Team (SWAT)
- Two new at-risk counselors hired to support the neediest students
- ALICE training for all district staff
- BARK monitoring services for students’ Google platforms

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Georgia Franks
Position	Director of Student Information Systems
Phone	830-357-2042
Email	georgia.franks@boerneisd.net

District Information

- District Update
- MOY Assessment Overview

February 8, 2021

Progress Monitoring



**Reading/Language Arts
K-8**

January (MOY) Update



District Scorecard Goal: 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 2021

Tier 3 BOY= 18%

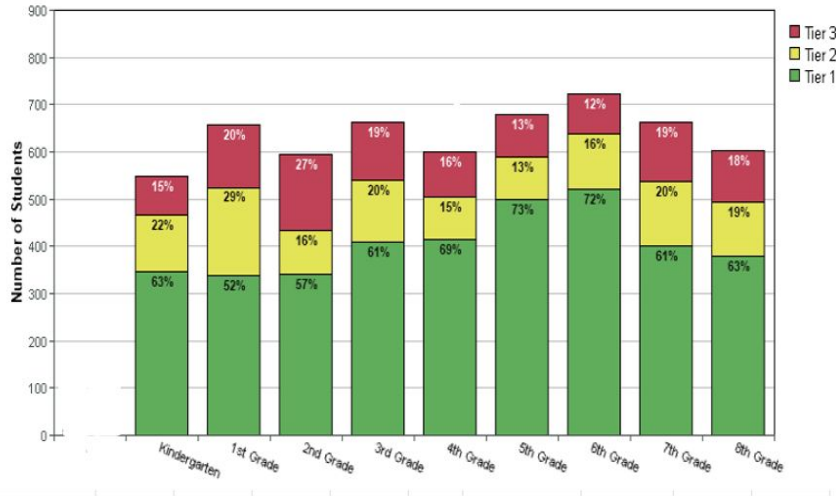
BISD-MOY- ISIP-January 2021	# Students Tested	Tier 3	Tier 3 Goal: Decrease	Tier 2	Tier 1	Tier 1 Goal: Increase
Kindergarten	569	19%	Increase 4%	20%	60%	Decrease 3%
Grade 1	665	21%	Increase 1%	23%	56%	Increase 4%
Grade 2	599	14%	Decrease 13%	17%	69%	Increase 12%
Grade 3	697	14%	Decrease 5%	14%	72%	Increase 11%
Grade 4	617	13%	Decrease 3%	17%	71%	Increase 3%
Grade 5	700	12%	Decrease 1%	12%	77%	Increase 4%
Grade 6	759	10%	Decrease 2%	12%	78%	Increase 6%
Grade 7	725	13%	Decrease 3%	18%	69%	Increase 9%
Grade 8	705	15%	Decrease 3%	15%	70%	Increase 6%
Total	6036	15%	Decrease 3%	16%	69%	Increase 3%

Tier Information



September BOY Testing

All Grades - Sep 2020

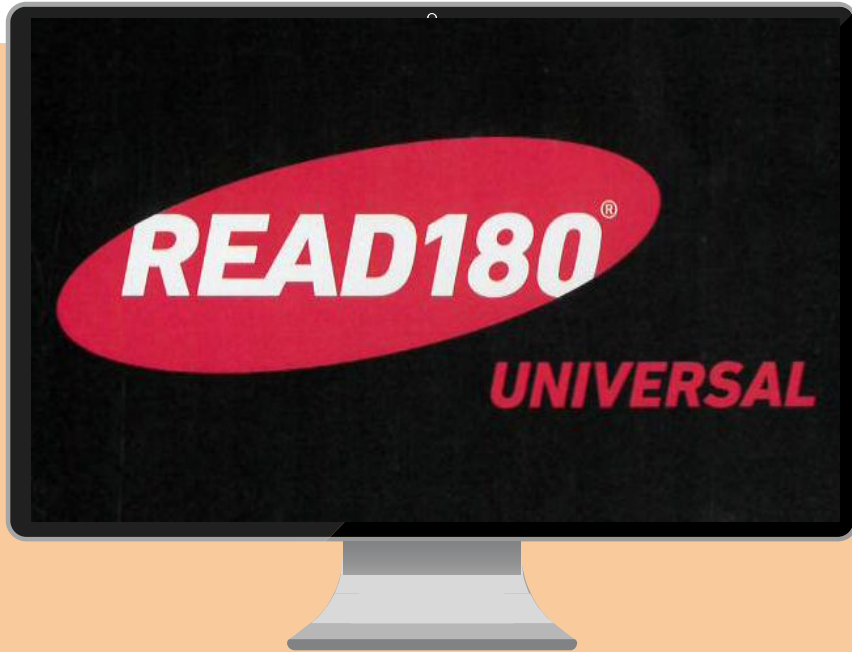


January MOY Testing

All Grades - January 2021



Targeted Reading activities available through Istation are being used for teacher small group instruction to intervene for specific skills.



Reading/Language Arts
8-12

September BOY Testing



District/School Proficiency Report

DISTRICT: BOERNE INDEPENDENT SCHOOL DISTRICT

Time Period: 08/12/20 – 05/26/21

Total Schools: 5
Total Reading Inventory Students: 55

Boerne Independent School District (55 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	0	0%
Proficient	6	11%
Basic	16	29%
Below Basic	33	60%

- Baseline assessment

January MOY Testing



District/School Proficiency Report

DISTRICT: BOERNE INDEPENDENT SCHOOL DISTRICT

Time Period: 08/12/20 – 05/26/21

Total Schools: 5
Total Reading Inventory Students: 77

Boerne Independent School District (77 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	0	0%
Proficient	6	8%
Basic	22	29%
Below Basic	49	64%

- 77 students are enrolled in the Read 180 program as of 2/1/21. (+22 from BOY)

Reading Inventory Average Growth - Lexile Scores



- **22** students were added to the program in January; now total of 77
- **86%** of MS students identified as Beginning Readers have shown substantial Lexile growth.
- Of students enrolled in the program from BOY to MOY, **79%** have met or exceeded Lexile growth goals.

Students	September (BOY)	January (MOY)	Growth +/-	May (EOY)
MS students enrolled since <u>August 2020</u>	571	789	+ 218	
HS students enrolled since <u>August 2020</u>	705	804	+ 99	
MS students enrolled in program <u>Jan. 2021</u>		771		
HS students enrolled in program <u>Jan. 2021</u>		834		

Reading Comprehension Assessment Lexile Performance Bands				
Grade	Below Basic	Basic	Proficient	Advanced
6	BR-725	730-920	925-1070	1075 and Above
7	BR-765	770-965	970-1120	1125 and Above
8	BR-785	790-1005	1010-1185	1190 and Above
9	BR-845	850-1045	1050-1260	1265 and Above
10	BR-885	890-1075	1080-1335	1340 and Above
11 / 12	BR-980	985-1180	1185-1385	1390 and Above



Math
K-8

Imagine Math September (BOY) Benchmark Performance



Performance Level	Did Not Meet	Approaches	Meets	Masters
District Total Students	3977	1223	532	134
	63.4%	19.5%	8.5%	2.1%

Imagine Math January (MOY) Benchmark Performance

Performance Level	Did Not Meet	Approaches	Meets	Masters
District Total Students	2781	1769	842	213
	44.2%	28.1%	13.4%	3.4%

MOY Update

- Anticipated growth at MOY was expected to be 50 points.
 - The average student growth was 120 points across all grade levels, spanning from 57-163 points increase by grade level.
- Student engagement in Imagine Math is related to their growth measures on the MOY benchmark.

How is this data used?

- Data used to create target groups for interventions and individualized plans by student.
- Teachers continue to use data to address learning gaps.

**Our continued challenge remains to accurately measure concept mastery for all students equally due to varying methods of delivery.*





THANK YOU!

Breakout Sessions

*Departmental
Overviews*

Subcommittee Assignments

Teaching and Learning

Finance

Human Resources

Technology/Student Information Systems

Communications/Community Partnerships

Operations/Safety and Security

Extra-Curricular Activities

Whole Child Services

Future Meeting Dates

- *Tuesday, April 20, 2021 - via Zoom*

