



# CHILDREN'S CABINET

**Quarter 2 Meeting** — October 13, 2023





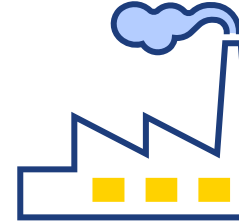
**Welcome**

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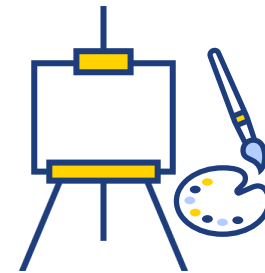
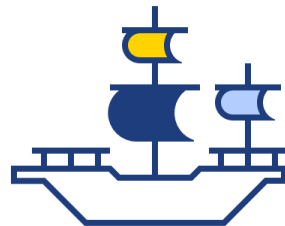




# Community Builder



At your table, or among the Zoomies, discuss:  
Who is your favorite historical figure and why?





# Objectives

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- Review key accomplishments towards *Always Learning*
- Receive an update and provide feedback on the Initial Rightsizing Recommendation
- Understand changes to TEA accountability and SAISD's Board Goals



# Housekeeping



- Make sure your parking is validated.
- Next meeting date will Wednesday, February 28, 2024



# *Always Learning Update*



# Our Declaration

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**The San Antonio ISD is an inclusive *familia* that is the destination for transformational learning that makes the impossible a reality by demonstrating an urgent and relentless commitment to love, nurture, and teach all our students as if they are our own so that they realize their power to shape the world.**





# Always Learning Progress

Selected project collaboration software and uploaded plan.  
Timelines reviewed with an eye towards doability and capacity.  
Director of Strategic Initiatives hired to manage and build the process to monitor progress.

## Building Blocks



## Training

Trained staff on new software and progress monitoring process.  
Reports and dashboards under final phase of development.  
Departments have completed several projects and continue to update all progress via the software.



Dashboards and automations will help District Leaders and the public understand progress.

Outcome monitoring through quarterly reports and reviews beginning in spring 2024.

Individualized support provided through Executives and Director of Strategic Initiatives.

## Monitoring







# *Always Learning Accomplishments*

**146**

**TIMELINE  
MILESTONE  
PROJECTS  
HAVE BEEN  
COMPLETED  
TO DATE**

- Developed the Thriving Profiles
- Established a relentless focus on equity
- Begun work on a long term- financial sustainability plan
- Completed the Special Education audit with the Council of the Great City Schools
- Optimizing our resources, including our facilities
- Established Superintendent’s Committees
- Established a Maintenance “Blitz Team” to aggressively address deferred maintenance
- Began Student Outcomes Based Governance via Board Goal Monitoring process



# Rightsizing





# Overview

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**A. Update**

**B. Panel discussion**

**C. Table activity**



## 2.A Rightsizing Update



# Timeline



**JUNE 20**  
Board Approves Rightsizing Resolution



**SEPTEMBER 18**  
Board Presented INITIAL Rightsizing Recommendation



**NOVEMBER 13**  
Board Acts on FINAL Rightsizing Recommendation

# Updated Rightsizing Framework



Values

Continue unique and specialty programs without disruption.

Define equity: reduce unintentional differences in resource allocation; and tie judgments of equity beyond material resources to fairness and justice.

Recognize academic performance, but also that rightsizing is about achieving a more equitable distribution of academic resources.



Primary Criteria

The primary criteria have gone from general ideas to include specific thresholds and continued to be adjusted based on community input. The thresholds determine whether a school is considered, but do not determine whether a school will be closed or receive students.



Contextual Criteria

Families did not want to lose academic services as the result of a neighborhood closure.

Many called attention to some neighborhoods benefiting from the investment of assets such as parks or small businesses, while others have seen the reverse.

We listened to the community

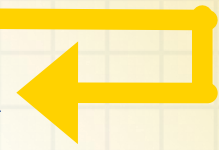


and improved our Framework



RIGHTSIZING INITIAL RECOMMENDATIONS

# DECISION FRAMEWORK



## VALUES



## PRIMARY CRITERIA



## CONTEXTUAL CRITERIA

### NORMS we embrace, aligned with the Board's Guards and Guardrails

- Create thriving schools
- Serve families and students
  - **ensure seamless continuity of academic program (such as dual language, International Baccalaureate, single gender, special education)**
  - **provide dedicated transportation to assigned schools if distance is greater than 2 miles or crosses a hazard; hubbed for choice schools**
- **Organize services by high school neighborhood**
  - **put early childhood back in neighborhood elementary schools**
  - **offer both academy and comprehensive middle schools**
  - **locate choice options in each neighborhood**
- Stand by our staff
  - **where possible and where staff wants, permit staff to follow their students**
- Drive toward equity
  - **reduce unintended unequal resource allocation**
  - **focus on fair and just, substantially similar allocation of resources**
- Do not abandon buildings
- Upgrade remaining buildings and programs

### STATISTICS we use to evaluate ALL schools

Schools that cross one or more of the thresholds will be considered for rightsizing

#### Enrollment:

- **Specialty HS < 400**
- **MS < 450**
- **Academy < 500**
- **ES < 350**

#### Facility Use:

- **All levels < 75%**

#### Facility cost per pupil:

- **Specialty HS > \$9,473**
- **MS > \$8,979**
- **Academy > \$8,587**
- **ES > \$8,464**



### Unique school CHARACTERISTICS that will help distinguish receiving schools

- School Characteristics
  - **unique academic programs, such as dual language programming, International Baccalaureate, single gender.**
  - high priority academic services, such as self-contained special education and bilingual education services
  - grade level configuration, especially irregular ones
  - **diversity of regional academic choices**
- Enrollment
  - five year trends
  - choice in/choice out
  - HS neighborhood enrollment trends
- Facility Condition
  - recent and proposed bond and technology investments
  - historic significance of the building
- Partners
- Neighborhood and regional factors and community considerations
  - **diversity of regional academic choices**
  - **historic trends of investment and/or divestment**
  - **proximity of non-academic assets, such as parks and municipal services, small businesses, etc.**

# Initial Recommendation

## Close

- Lamar Elementary School
- Pershing Elementary School
- Carroll Early Childhood Center
- Douglass Elementary School
- Gates Elementary School
- Miller Elementary School
- Tynan Early Childhood Center
- Forbes Elementary School
- Foster Elementary School
- Highland Park Elementary School
- Collins Garden Elementary School
- Lowell Middle School
- Riverside Park Elementary School
- Knox Early Childhood Center
- Ogden Elementary School
- Storm Elementary School
- Baskin Elementary School
- Huppertz Elementary School
- Nelson Early Childhood Center

## Merge

- Green Elementary School & Bonham Academy
- Gonzales Early Childhood Center & Twain Dual Language Academy
- Beacon Hill Elementary School & Cotton Academy

## Redesign

- Washington Elementary School
- Japhet Academy

## Re-locate

- Steele Montessori



# Rightsizing Equity Report

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## **How did the rightsizing actions positively or negatively impact our commitment to equity for major student subgroups?**

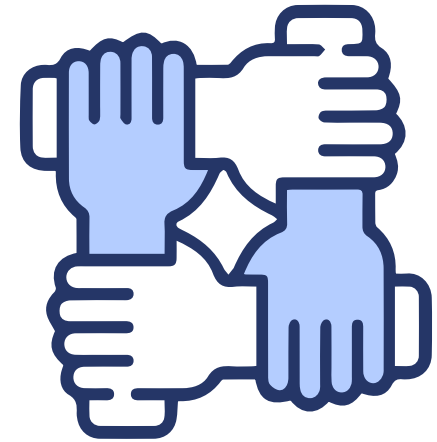
The demographics of the closing campuses closely mirror the districtwide demographic data, suggesting that no student subgroup was disproportionately affected.

## **Were any of our more disenfranchised student groups negatively impacted?**

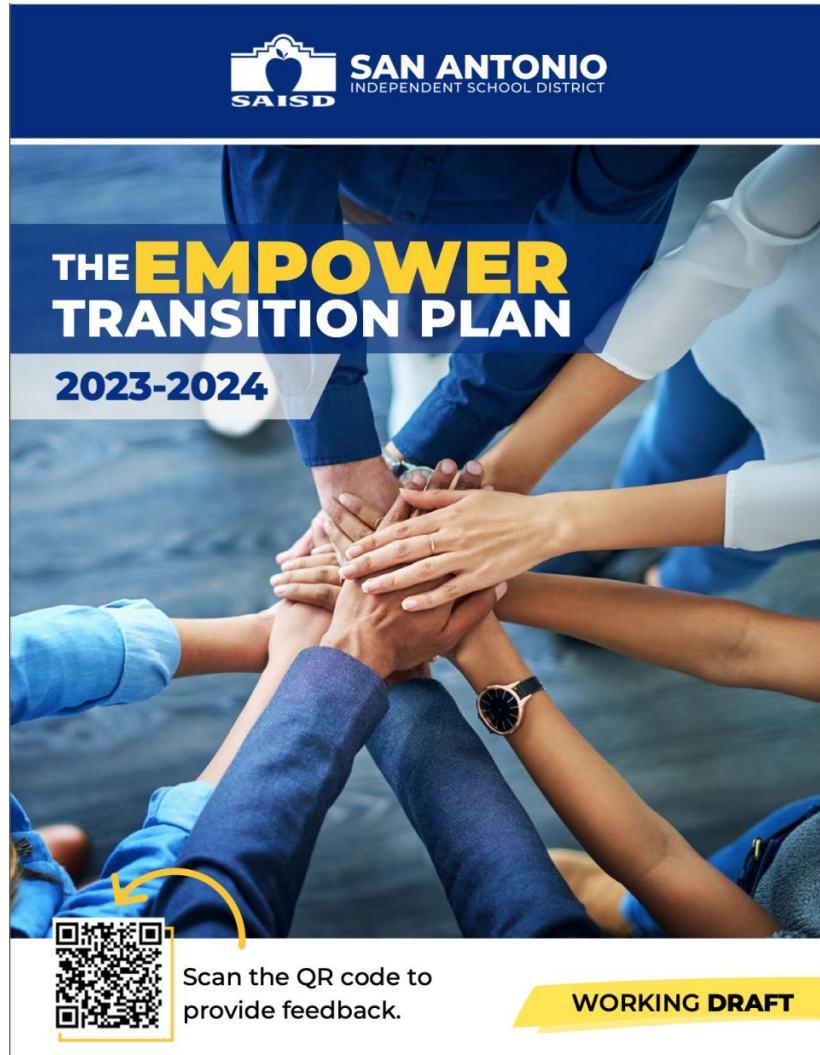
There is no evidence to suggest that any student group was either overrepresented or underrepresented in a way that would indicate negative impacts on equity.

## **How did decisions related to school closures, mergers, or other changes ensure equity and inclusivity in the process?**

The analysis demonstrates that decisions related to school closures, mergers, and other changes adhered to the commitment to equity.



# The Empower Transition Plan



The goal of the Empower Plan is to deliver VIP services to all impacted campuses—families and employees—with an extremely high degree of effectiveness to assure as successful a transition as possible.

# Neighborhood Meetings



## Data Exploration

See the analytics  
guiding our choices



## The Empower Plan

Transition support for  
families and staff



## Community Conversations

Share your voice with  
the community, trustees  
and the Superintendent

Meetings will take place from September to November at campuses across the district.

# Initial Recommendation Feedback

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Where did we  
**APPLY THE  
FRAMEWORK  
CORRECTLY**  
in our initial  
recommendation

How could  
we  
apply the framework  
**TO IMPROVE THE  
RECOMMENDATION**



# 2.B Rightsizing Panel Discussion

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# Panelists

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**Mario Barrera**

**Charity Nathaniel**

**Melinda Teplitzky**



**Alejandra Lopez**

**Virginia Parker**



# 2.C Rightsizing Table Activity

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# Protocol

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## A. Jot

What have we done to meet expectations of the Rightsizing Framework?  
What could we do to better meet the expectations of the Framework?  
Lingering questions?

## B. Talk

## C. Post



# Initial Recommendation Feedback

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Where did we  
**APPLY THE  
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How could  
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## **3. State Accountability**





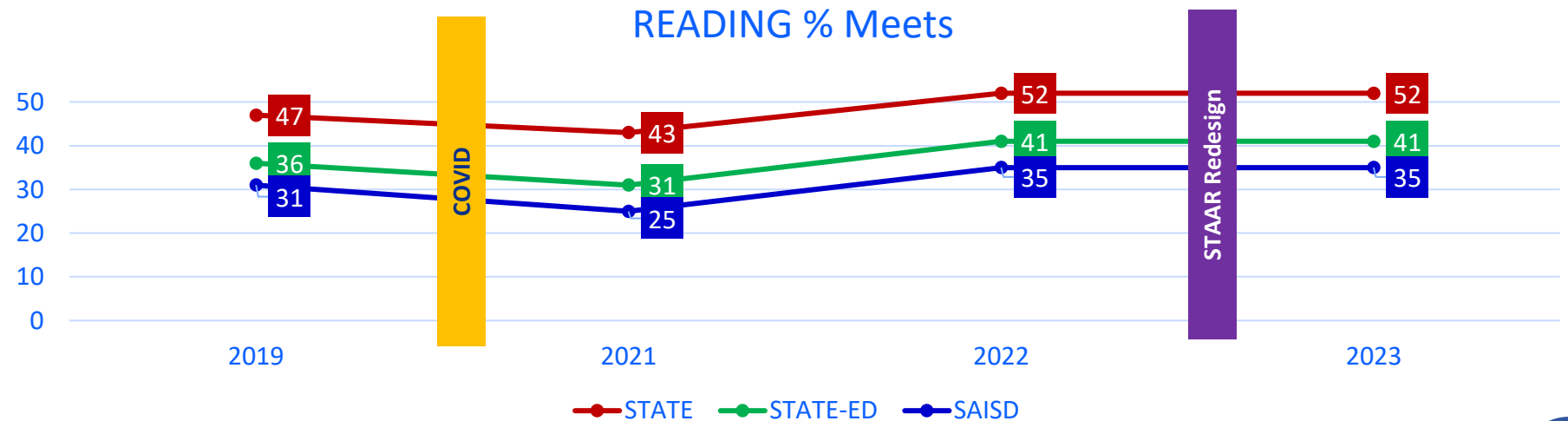
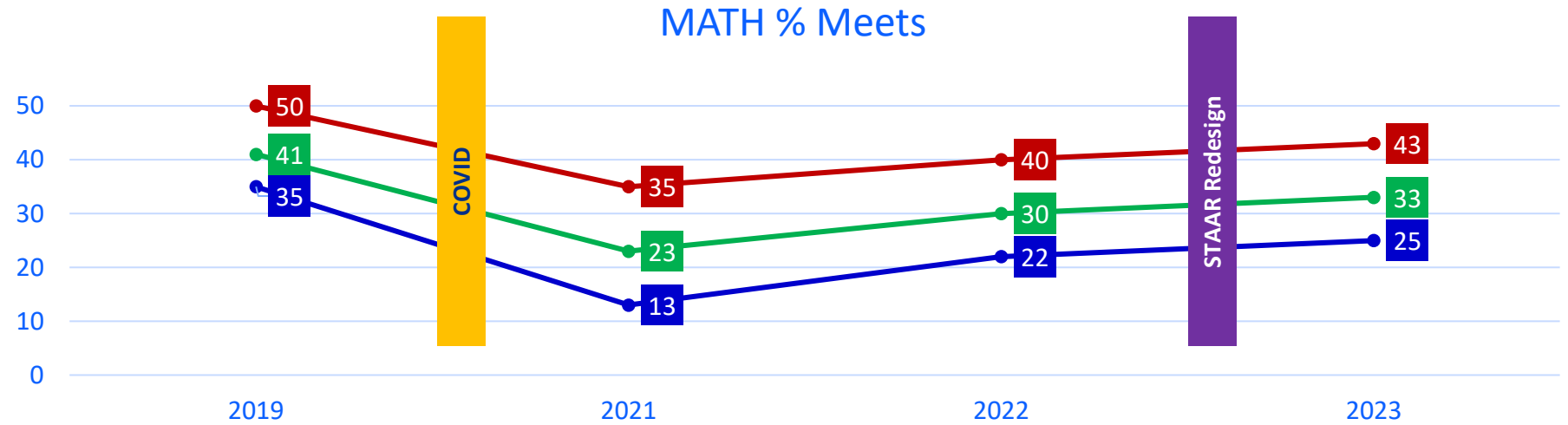
**And how are the  
children?**

# 2023 STAAR Performance: Reading & Math

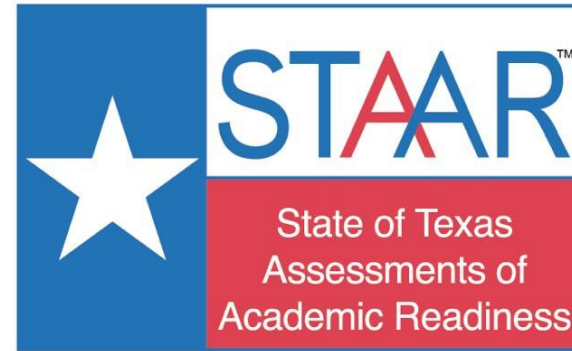
State, State-Economically Disadvantaged, and District scores dropped from 2019 to 2021, following the pandemic but increased in 2022.

In 2023, the STAAR assessment was redesigned and the cut scores for Approaches, Meets, & Masters were dramatically changed.

While small positive changes were noted in the 2023 data for Math, the 2023 Reading performance remained stable at the State, State-ED, and District levels.



# STAAR Redesign



The STAAR Redesign included:

- 1** Transition tests to online assessments that provided accommodations for all students;
- 2** Added new non-multiple-choice items to each test;
- 3** Used reading passages on content that students have learned in other classes; and
- 4** Embedded writing into all RLA/SLAR assessments

# STAAR Redesign: Online Testing & Accommodations

## Effective teachers ...

... support all students' learning needs with **appropriate accommodations.**



## The STAAR redesign ...

... moves **assessments online** to provide robust accommodations for students with specific learning needs.



# STAAR Redesign: New Question Types

## Effective teachers ...

... provide various  
**open-ended question  
formats** for students.



## The STAAR redesign ...

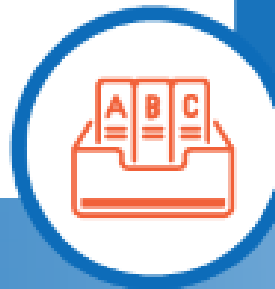
... includes the addition of  
**new, non-multiple-choice  
questions** more like the kind  
teachers ask in class.



# STAAR Redesign: Cross-Curricular Passages

## Effective teachers ...

... coherently **build students' background knowledge** and vocabulary in all subject areas.



## The STAAR redesign ...

... **prioritizes cross-curricular RLA passages** that reference topics students have learned about in other classes.





# STAAR Redesign: Evidence-Based Writing

## Effective teachers ...

... **ask students to write** about what they read using evidence from text.



## The STAAR redesign...

... **includes writing on all RLA tests**, reflects updated TEKS, and has students write text-based responses.



# Accountability Redesign

## **1** Accountability Domains

### **2** Domain 1 – Student Achievement

- New scale scores for A-F for CCMR & Grad Rate

### **3** Domain 2 – School Progress

- 2A: New methodology for measuring student growth

### **4** Domain 3 – Closing the Gaps

- New Focus Group replaces multiple groups previously evaluated
- Performance targets set for each campus type
- New scoring methodology to acknowledge movement toward the target

### **5** District Calculations

- New proportional ratings based on the performance of each campus rating

# State Accountability: Domain Weighting



**Domain 1: Student  
Achievement**



**Domain 2: School  
Progress**



**Domain 3: Closing the  
Gaps**

**Best of Achievement or Progress  
Weight: 70%**

**Weight:  
30%**

# Domain 1: Student Achievement

## New Cut Scores

### Domain 1

- Graduation Scale Scores increased by 2 points for highest of Class of 2020, 2021, or 2022
- CCMR Scale Scores increased significantly for 2022 graduates

	Graduation Rates		College, Career, Military Ready	
	Prior Year	Current Year	Prior Year	Current Year
<b>A (90)</b>	96	<b>98</b>	60	<b>88</b>
<b>B (80)</b>	94	<b>96</b>	48	<b>78</b>
<b>C (70)</b>	92	<b>94</b>	39	<b>64</b>
<b>D (60)</b>	86	<b>88</b>	26	<b>51</b>

- High Schools were significantly impacted by the change in Cut Scores for CCMR.

# Domain 2: School Progress

## New Methodology

### Domain 2A: Student Academic Growth

- Annual Growth is now based on previous year performance level compared to current year versus expected individual scale score growth.
- Bonus:** ¼ points were added for students who passed (Approaches or higher) Reading or Math in 2023 who did not pass (Did Not Meet) in 2022.

ACADEMIC GROWTH FOR ACCOUNTABILITY METHODOLOGY							
		2023 STAAR					
		LOW DNM	HIGH DNM	LOW APP	HIGH APP	MTS	MAS
2022 STAAR	Accelerated Learners	LOW DNM	0	1	1.25		
		HIGH DNM	0	0.5	1.25		
	LOW APP	0	0	0.5	1		
	HIGH APP	0	0	0	0.5	1	
	MTS	0	0	0	0	1	
	MAS	0	0	0	0	0	1

- Schools were significantly impacted by the new growth methodology. Low performing students who previously were able to meet expected growth were less likely to receive credit for improvement.

**Domain 2B: Relative Performance** (performance scale scores adjusted based on % economically disadvantaged) – **No Significant Change**

# Domain 3: Closing the Gaps

## New Methodology

### Domain 3

- Student Groups decreased from 15 possible groups to a maximum of 4.
  - All Students
  - Two Lowest Performing Race/Ethnicity
  - Focus Group is a unique count of: Eco Dis, SPED, EB +4, Mobile (Homeless/Migrant/Foster)
- Performance targets were set for each campus type versus one target for all schools.
- Campuses now earn from 0-4 points for each performance measure instead of 0 or 1:
  - Reading & Math on Grade level
  - Growth in Reading & Math
  - English Language Proficiency
  - STAAR Performance (ES,MS) or CCMR (HS)

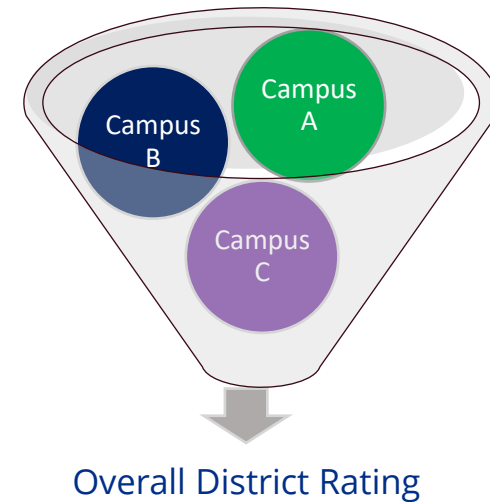
### How do you earn points for each group with at least 10 tests?

4 points	Meet or Exceed Long Term Target
3 points	Met Interim Target
2 points	On-Track Growth toward Interim Target
1 point	Any improvement of 1% or more (Grad=0.1)
0 points	No Improvement from previous year

- The impact of these changes were mixed. Campuses that previously received full credit were now scaled down while others who previously received no credit were able to earn partial credit.

# State Accountability: Proportional District Ratings

SAMPLE DISTRICT:	# Students	% of Students	Domain 1 Scale Score	Domain 1 Points (Score x % of Students)	Domain 2A Scale Score	Domain 2A Points (Score x % of Students)	Domain 2B Scale Score	Domain 2B Points (Score x % of Students)	Domain 3 Scale Score	Domain 3 Points (Score x % of Students)	Campus Rating
Campus A	4,000	40%	72	28.8	75	30.0	83	33.2	64	25.6	C
Campus B	2,000	20%	81	16.2	85	17.0	87	17.4	79	15.8	B
Campus C	1,500	15%	65	9.75	70	10.5	75	11.3	69	10.4	C
Campus D	1,000	1%	47	4.7	50	5.0	60	6.0	59	5.9	F
Campus E	500	.5%	78	3.9	72	3.6	80	4.0	70	3.5	C
District	10,000			64		66		72		61	

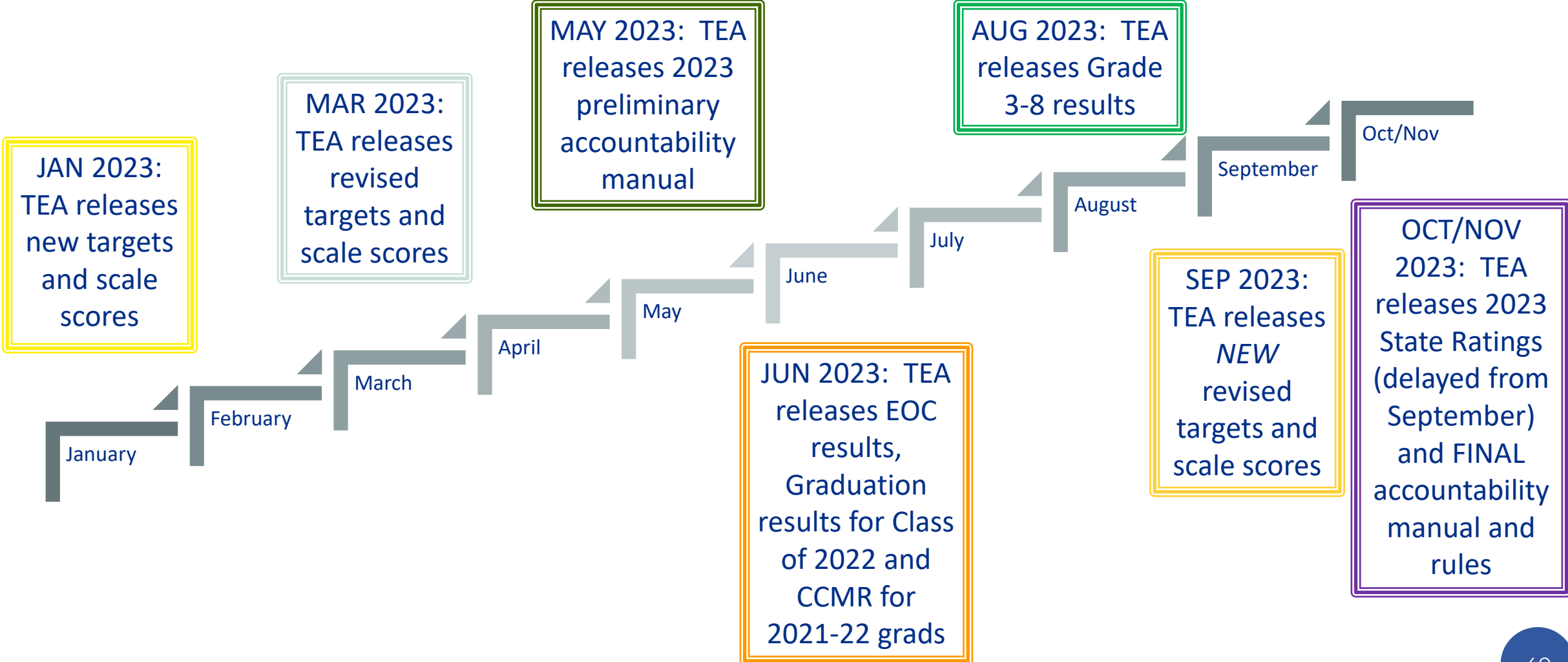


Best of 1 or 2A or 2B:  $72 \times 70\% = 50.4$       Domain 3 Score:  $61 \times 30\% = 18.3$

$$50.4 + 18.3 = 69 = \mathbf{D}$$

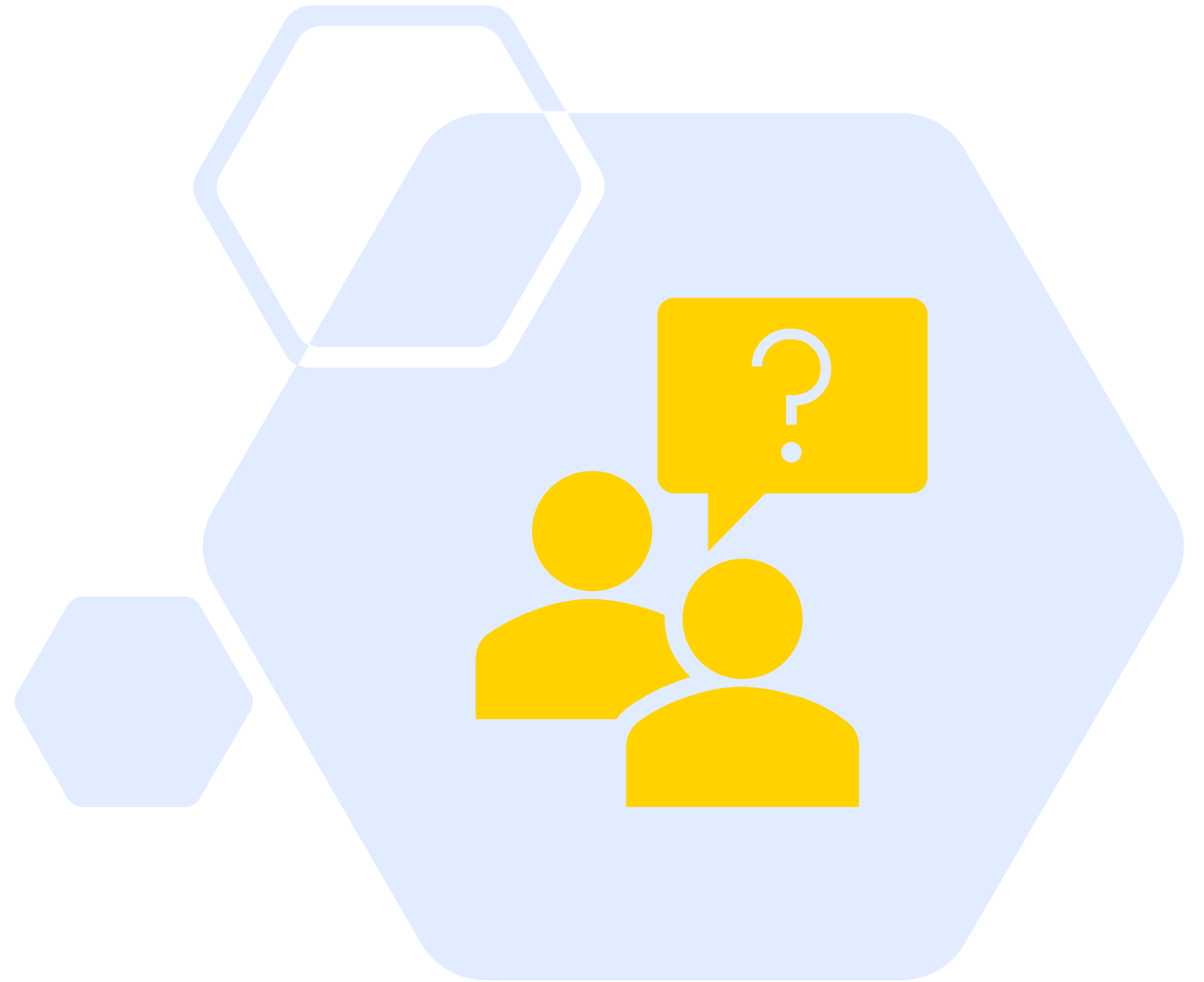
Overall Result for **SAMPLE DISTRICT**

# State Accountability: 2023 Data Release Timeline





# Questions





# DREAM BIG

*Unleash the **Power of Familia***

*and **Lead with Heart***



**Next Children's Cabinet: Wednesday,  
February 28, 2024**