

APPROVED

MAR 22 2018

By: *Carmelita*



Meeting: San Antonio Independent School District - District Leadership Team
Date: Thursday, February 15, 2018
Location: Pickett Family Center
Chairperson: Mr. Pedro Martinez, Superintendent of Schools
Co-Chairman: Ms. Kristina Johnson, Asst. Principal, Estrada Achievement Center
Members Present/Absent: See information at the end of the minutes

Call to order: DLT Meeting was called to order at 4:45 p.m. by Co-Chairman Kristina Johnson and the minutes of the January 18 meeting were approved by acclamation.

Agenda # 1 District Improvement Plan (DIP) Presentation by Mr. Mark Cantú, Director of School Improvement, Office of Academics

Mr. Cantu presented on the importance of a district improvement plan, how it is connected to a campus improvement plan, and the framework around the DIP

- TEA utilizes two frameworks for continuous improvement planning. The Texas Accountability Intervention System Framework is used to drive the district processes.
- The state requires improvement teams at both the campus and district level. On the federal side, they also require that we come together and meet regularly to discuss these processes.
- We are really trying to bring in community and business leaders along with campus leaders in order to include the voice of our most important stakeholders as we work through these processes.
- Our superintendent has pushed out what the vision at SAISD looks like (reform and improvement) which means we truly never arrive to success. We have to close the gap until we get to 100% of passing. We want to plan in order to have a continuous cycle of improvement.
- On the outer ring of this plan are the district commitments, which include high expectations and a sense of urgency. This serves as a way to understand the action steps that are needed to be successful.
- The inner ring includes support systems. We are always improving the process to address all students.
- Next, are the critical success factors which include the turn-around framework and ensures that we can turn around a campus and sustain it. We have found that one the strongest indicators of a successful campus is to maintain teacher quality-

which aligns with our district initiative of Master Teacher. The second would be leadership effectiveness which will move us to sustainability.

- The heart of the framework is the continuous improvement cycle which is broken up into four parts: data analysis, needs assessment, improvement plan and implementation and monitoring. This is a part of a yearlong planning.
 - Data analysis (What)- identify trends
 - Need assessment (Why)- Determine why gaps exist
 - Improvement Plan (How)- Create performance objectives and identify a strategy
 - Implement and Monitor- Determine level of impact and quarterly reporting in Plan4Learning
- Framework
 - Performance goals and objectives timeline has been outlined down to the strategies that will eventually outline what is best practice. This will drive every improvement plan regardless of campus.
 - Lowest performing campuses have a very targeted plan. The closer we get to teachers and students the more focused that target gets.

Ms. Carmen Vázquez-Gonzalez, Governmental & Community Relations, noted the indicates the plan will be presented to DLT on May 31, however our last DLT meeting will be May 17 and we would be happy to welcome you back on that date.

Agenda #2 Pedro Martinez, Superintendent

Mr. Martinez previewed some of the remarks he will make at his State of the District address on February 16. He said that when we give access to our children to a quality education, our children respond very positively. More students are graduating ready for college, and less remediation entering college. One of the measures that the state uses is the TSI assessment which is the assessment that every college student has to take to determine whether remedial classes will be necessary. Some higher ed institutions have taken advantage of this, which causes many students to take remedial courses that do not count toward their graduation credit. SAISD is now exceeding the state average for this test measurement.

- We have to prepare our students not only for the state assessments, but for the national assessments that the 'game makers' value the most. Our number one goal and focus will be on our students.

Questions

- Regina Hunter, Sam Houston HS parent, asked: have you all ever thought about taking some of those excellent teachers and bringing them into other schools, putting them into some of those classrooms, and have them learn about strategies in order to have our kids excel?
 - Response: We received \$46 million through the TIF Grant and kicked off an initiative to elevate our current teachers and pay them a little more and encourage them to come into our most struggling schools. This is a way to keep our best teachers through the Master Teacher program with more than 300 teachers identified.
- Do the number of graduates include special education children?

- Response: The majority of the students are not special needs children. Sadly, not too many go to college. We are working to address our special needs population. We're dissecting different needs because the impact of mental/cognitive disabilities and poverty, race, and gender complicate all of those components.
- Anastasia Rodriguez, teacher at Lanier Hs, asked how are we measuring the effectiveness of our master teachers? And are we using them effectively since we are investing so much money in them?
 - Response: I had to make a decision to either wait two years to develop the program. We decided that it was not worth waiting that our kids need attention urgently. Our master teachers work the equivalent of 40 instructional days- 20 days in the summer and 20 days during the school year (supplemented through extended time). We are losing so many of our first and second year teachers, so we want the master teachers to also serve as mentors to our newer teachers in order to prevent high turnover rates.

Ms. Rodriguez suggested it might be a good idea to survey regular teachers as well since they may have more knowledge about the campus and community.

- Elizabeth Garcia, Executive Director for the Maestro Entrepreneur Center, we are a small business accelerator program and we are revitalizing our local neighborhood. This summer we launched a pilot program for young entrepreneurs and we provided the resources and mentors. By the end of the session, they rose to the occasion and delivered. It is about creating the opportunities and I think the direction that you are taking with the school district, I can see that there is so much activity and we offer to be a support to you.
- Kristina Johnson, DLT co-chair, said Estrada has seen an increase in mental health issues and some students are not diagnosed as special ed. We need mental health professionals in the district or in the schools to help us. It is no longer about educating a child or feeding a child.
 - RESPONSE: We are seeing more issues around trauma. Texas does not have a lot of safety nets. What we are doing is piloting two clinics. One at Davis Middle School, Tafolla, we want health and mental health services to see how families respond.
- Erica Wycoff, Edison HS licensed clinical social worker: I am able to look at what's going on with students, help transition them back into school and create a safe place for students. What is your take on adding more clinical social workers within the schools?
 - RESPONSE: We had funding to set up a clinical social worker and we are working with a donor to expand it [Brackenridge and Edison]. We just don't have enough funding from the state. However, we have a generous community that's investing in our district.

- Theresa Graham, Storm ES teacher: I don't feel safe anymore. What are we doing about school safety?
 - RESPONSE: The one thing that is so sad is that this is becoming more and more common. We have to be careful not to become numb to it. We have a dedicated police force for our schools. I think it's just something that we just have to work with our staff and please know that we are working really hard.

Agenda #3 Ms. Overview of MAP by Ms. Liza Rosenthal, Coordinator of Accountability and Compliance in the Accountability, Research, Evaluation, & Testing Dept.

- Measures of Academic Progress (MAP) Testing: An adaptive, online assessment, that will give feedback to teachers on what the level of understanding is of their students.
 - Adaptive assessments start kids off at the same point but changes in questioning to adjust to where they are.
 - The learning continuum moves from pre-K to 12
- The difference between MAP and STAAR is that STAAR shows where they are in that grade level as opposed to MAP, which demonstrates where students are above or below that grade level.
 - This gives teachers an amazing tool down to the granular level where each student is because students do not start on the same page.
- This is only our second year and we are excited about the data we see
 - One opportunity it gives us is to compare our kids to the national norm which gives a bigger picture. It also is related directly to the TEKS. We can use those results to project STAAR performance.
- There are all types of reporting tools that teachers and administrators can access. We get into the idea of not only, "are our students doing well" but, "are they moving?"
- We are seeing improvement from last year to this year. Our tier 3 performance bands are decreasing, which is a good thing. Our tier 1 students are seeing increases.
- MAP has limited adaptability for high school and Spanish, however it was made for k-8th grade.

Announcements/Adjourn Meeting Kristina Johnson, DLT Co-Chairman

- **Meeting adjourned at 6:15 pm.**

Attendance Report for February 15, 2018

Present

Arredondo, Jenny
Barnhouse, Lisa
Bustamante, Melissa
Casanova, Jennifer
Cordova, Yesenia
Davis, Gloria
Dillard, Brian
Eguia-Garcia, Elizabeth
Esquivel, Monica
Graham, Theresa
Harris, Eliza
Hunter, Regina
Johnson, Kristina
King, Eboney
Martinez, Pedro
McKnight, Dwight
Richardson, Andre
Rodriguez, Anastasia
Rodriguez, Jessica
Rosales, Juanita

Shafer, Jennifer
Vasquez, Noemi
Vázquez-González,
Carmen
White, Monica
Wyckoff, Erika
Young, Mary

Excused Absence

Dow, Dr. Pauline
Espinoza, Manuel
Farwell, Kelley
Parker, Samantha
Sparks, Brian
Villa, Eva
Thompson, Toni

Absent

Castilleja, Leonard R.
Castro, Monica
Cruz, Maria

Davis, Emma
Flake, Natalie
Garza, Larry
Garza, Steven
May, Julie
Orozco, Nicole
Smith, Barbara
Weiland, Christine

Others Present

Cantú, Mark
Curiel, Joe
De Leon, Rosa
Flores, Irene
Guardia, John
Rosenthal, Liza
Silvas, Rebecca
Solis, Cynde
Uribe, Sandra