



State of the District Recap and Bond Update

ACE members received a targeted recap of the recent [State of the District event](#), during which Dr. Watson spoke to an audience of 200 community leaders, business partners, elected officials and district employees about the progress made since the launch of on Spring ISD's five-year strategic plan, Every Child 2020, which recently passed its halfway mark.

The State of the District event, the first of its kind for Spring ISD, marked the announcement of several new initiatives, including plans to offer a Spanish dual-language program in three elementary schools this fall, a new specialty program at Bailey Middle School, the development of a new middle school that will serve as a military prep academy, and a partnership with Emerge, a Houston-based college readiness program that works with high-potential students from underserved communities who want to attend selective colleges and universities.

Also discussed during the ACE meeting were some of the challenges that Spring ISD and other local districts face when looking at flat or declining enrollment figures in recent years.

Dr. Watson also shared the latest architectural renderings for some of the facilities being planned under the [2016 Bond](#) – including the new Roberson Middle School campus and the replacement Spring ISD stadium – and discussed impacts from the expanded transportation offerings and new technology purchases made possible by the bond's passage.

Follow-Up Discussion on EVERYday Counts Attendance Incentive Awards

Dr. Watson spoke with ACE members about the EVERYday Counts Attendance Award drawing on Feb. 5, when 52 Spring ISD teachers each earned \$1,500 incentives, with eligibility based on their attendance so far this school year.

Despite general excitement around the awards, the superintendent also discussed feedback received since the awards drawing, with some teachers feeling the requirements were too stringent and others wondering if there was a way to spread the benefit out more broadly in order to create a more across-the-board incentive, rather than one that would benefit only a relatively small group. In response, Dr. Watson talked about the funding available for the awards, and said that, while other options had been considered, administrators had tried to strike a middle ground between incentivizing good attendance generally and creating an award that would generate added excitement around the attendance campaign. He went on to note that, had the funds been distributed evenly among eligible faculty members, individuals awards could have been as small as \$2-3 on some campuses.

The district plans to hold a second drawing in August for those returning teachers with two or fewer absences during the spring semester. Returning teachers with perfect attendance for the entire school year will also be eligible for one of five \$3,000 awards, also to be announced in August.



Emerge Program to Launch This Spring

ACE members were given a brief introduction to the Emerge program, which the Spring ISD Board of Trustees recently voted to bring to the district. Originally developed as an in-house program at Houston ISD, the Emerge Fellowship is now a Houston-based nonprofit that prepare high-potential students from underserved communities to attend and graduate from selective colleges and universities across the nation.

In talking about the program's potential benefits, Dr. Watson discussed the fact that, when it comes time to think about college, students from lower-income backgrounds can often find themselves without the information and support structures available to other students. As an example, they may think they could never afford to attend an elite Ivy League school, when the truth is that such schools are often deeply invested – philosophically and financially – in recruiting students from diverse backgrounds and family circumstances. Programs like Emerge can help open the door to full-ride scholarships at some of the nation's most selective colleges and universities. By changing students' educational trajectory, those students can be empowered to go further and become agents of change both in the world and in their communities of origin.

As discussed in the meeting, the program will kick off this spring for current juniors, with the district planning to select the first group of rising seniors to participate in the coming months. Spring ISD will become the third district in the area to partner with the Emerge (in addition to Houston ISD and Spring Branch ISD).

The four-year partnership with Emerge approved by the trustees will be funded using a combination of district and grant monies, with the district's portion of the funding for 2018-19 totaling \$73,810.

Students participating in the program will attend college admissions workshops, get personalized assistance with applications, receive SAT/ACT preparation and visit universities during a special summer tour. They will also have an opportunity to meet with current college students from the Houston area who can provide mentoring and advice.

Review of Election of ACE Members

The committee discussed Spring ISD Board Policy related to the election of ACE members. Nominations will be collected and elections held, by secret ballot, at each campus later this spring. For each campus representative, an alternate will also be elected to attend ACE meetings when the primary elected representative is unable to attend.

Dr. Watson also discussed his developing expectations for the committee during the 2018-2019 school year, including his hope of establishing one elementary and one secondary committee member (to be chosen in the fall by the committee) to chair and lead meetings, establish the agenda for discussion, etc. A stipend would likely be offered to each of these individuals for undertaking these additional responsibilities.

The superintendent expressed his hope that this change would help empower the committee membership to drive the discussion and make ACE a more proactive force in advising the superintendent and senior leadership of the needs of the district.

Middle of the Year Star 360: Reading Results

An analysis of the test results show that while the majority of students demonstrated growth, many students began the school year below grade level and are still reading below grade. As such, the goal is to push for rapid acceleration in order to get the students up to grade level. Strategies that will be implemented include:

1. School Accountability Data Talks:

- Principal and teacher review data by grade level, by teacher, and by student
- Review the 80% expectation of all students reading at grade level

2. Individual Student Action Plans:

- Teachers develop individual student action plans submitted to the principals

3. Ongoing Implementation and Monitoring:

- Daily implementation of lessons and ongoing monitoring of student performance

Student Levels Based on MAP – Reading

Grade	Beginning of Year			Middle of Year		
	Total	On or Above Grade Level	Below Grade Level	Total	On or Above Grade Level	Below Grade Level
	N	N (%)	N (%)	N	N (%)	N
Kinder	1,510	1080 (71.5%)	430 (28.5%)	1,510	780 51.7%	730 (48.3%)
Grade 1	1,747	931 (53.3%)	816 (46.7%)	1,747	842 48.2%	905 (51.8%)
Grade 2	1,688	1039 (61.6%)	649 (38.4%)	1,688	877 51.9%	811 (48.0%)
Grade 3	1,940	1176 (60.7%)	764 (39.4%)	1,940	1084 55.9%	856 (44.1%)
Grade 4	1,929	1223 (63.4%)	706 (36.6%)	1,929	1042 54.0%	887 (46.0%)
Grade 5	2,007	1273 (63.4%)	734 (36.6%)	2,007	1230 61.3%	777 (38.7%)
Grade 6	1,782	1104 (62.0%)	678 (38.0%)	1,782	869 48.7%	913 (51.2%)
Grade 7	1,788	1120 (62.7%)	668 (37.4%)	1,788	991 55.5%	797 (44.6%)
Grade 8	1,739	1182 (68.0%)	557 (32.0%)	1,739	1018 58.6%	721 (41.5%)
Total	16,130	10,182 (62.8%)	6,002 (37.2%)	16,130	8733 (54.2%)	7,397 (45.9%)

Note: Includes all BOY Reading results through October 6, 2017 and all MOY results through January 26, 2018; Only students who completed both BOY and MOY assessments, who also had growth data, and were in the 2017 PEIMS Fall Snapshot are included.

MAP MOY Predicted STAAR Reading Performance

Grade	N Tested	Did Not Pass		Pass	
		N	%	N	%
Grade 2	1,688	811	48.0%	877	52.0%
Grade 3	1,940	866	44.6%	1,074	55.4%
Grade 4	1,929	926	48.0%	1,003	52.0%
Grade 5	2,007	826	41.2%	1,181	58.8%
Grade 6	1,782	913	51.2%	869	48.8%
Grade 7	1,788	728	40.7%	1,060	59.3%
Grade 8	1,739	592	34.0%	1,147	66.0%
Total	12,873	5,662	43.9%	7,211	56.0%

In 2016-2017 Spring ISD scored 60% passing or higher on the Reading STAAR at the end of the year.

In 2017-2018 Spring ISD is predicted to have a 56% passing or higher on the Reading STAAR as of January.

Note: Includes all MOY results through January 26, 2018; Only students who completed both BOY and MOY assessments, who also had growth data, and were in the 2017 PEIMS Fall Snapshot are included.

Targeted Improvement Plan (TIP) Q3 Update

Chief of Staff Dr. Julie Hill facilitated a presentation to the committee on the latest data and results from the district's Targeted Improvement Plan (TIP). As background, while TEC §11.253 requires all campuses to develop comprehensive campus improvement plans, the TIP (required by TEC §39.106) is specifically designed to address areas of low performance identified by the state accountability rating system. The TEA requires districts to develop a TIP if certain Performance-Based Monitoring Analysis System (PBMAS) expectations are not met, and Spring ISD is now in the third quarter of a TIP focused on improving CTE and SPED performance metrics.

Dr. Hill went over the latest benchmark test results in these areas, comparing them against the expectations and goals set out in the plan. She discussed the fact that, while the district has seen gains and growth in the relevant benchmark data, the projected targets are still not, generally, being met. As the conversation unfolded with Dr. Hill, Dr. Watson and ACE members, topics discussed included looking for ways to make the gains more systemic and wide-reaching; finding productive, organic ways to connect teachers with the best coaching; and providing other resources as needed to ensure student success.

As a step in this direction, it was decided that, for the group's next meeting, selected principals and teachers will be invited to speak with the ACE members about teacher coaching and development and related topics.

Summer Duty and Summer School Key Dates Update

The committee was informed of the currently planned dates for the beginning and ending of the 2018 summer duty schedule, as well as the planned dates for the 2018 summer school session.

- Summer Duty Schedule: Current planning lists June 15th as the first Friday off for this summer, with August 3 as the last Friday off before the regular academic-year duty schedule resumes.
- Spring ISD Summer School is currently slated to run Tuesday, June 5 through Thursday, June 28.

Upcoming ACE Meetings

The committee will hold its next meeting on March 19. The April meeting date, as voted on by committee members, will be Tuesday, April 24.