

New Braunfels Independent School District

District Improvement Plan

2021-2022 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
District Processes & Programs	10
Perceptions	12

Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Needs Assessment Overview

The biggest challenge for all schools will be to continue to recover from the Covid-19 school closures in the Spring of 2020, as well as the impact the pandemic had on instructional learning environments during the 2020-21 school year. We will continue to assess the academic readiness of each student for core content knowledge and adjust TEKS-based instruction accordingly.

Demographics

Demographics Summary

New Braunfels ISD serves approximately 9,500 students halfway between Austin TX and San Antonio TX in Comal and Guadalupe Counties, which is currently one of the fastest growing areas in the nation. New Braunfels is a city rich with history, culture and tradition, making it an ideal place for families to move to. As a result, the district as a whole continues to increase enrollment. Due to this rapid growth taxpayers of NBISD approved the 2018 Bond which allowed NBISD to open a new middle school, moved the current NBHS-Ninth Grade Center to the current NBMS building and plan to demolish the current NBHS-NGC structure this school year. The previous NBHS-NGC property will be the site of a new elementary school to replace two older elementary school buildings. Continued rapid growth and reaching capacity at existing schools in the next several years led the Facilities Planning Committee to recommend to the NBISD Board of Trustees a bond election in November 2021.

Demographics for NBISD from the 2019-2020 TEA Texas Academic Performance Report which came out in December 2020 are approximately 2% AFRICAN AMERICAN, 48% HISPANIC, 46% WHITE, 1% ASIAN and 3% Two or More Races. Approximately 38% of students are Economically Disadvantaged with 37% of students meeting the At-Risk criteria. and English Language Learners make up 9% of the student population, with a majority of native Spanish speakers. The student mobility rate is historically around 15%.

Demographics Strengths

NBISD has excellent community support for education and the work of the schools. Growth is strong, but manageable with excellent community support for the past bond elections. Intentionally balanced attendance zones support demographic equity across the district. A full-day, four-year-old PreK program at Lone Star Early Childhood Center is available to serve all eligible and tuition basis four-year olds. The Dual Language program for students in K-5 based at two elementary schools; one for each middle school "feeder pattern" side of the district (East or West of IH 35). Two demographically balanced middle schools serve grades 6-8. Freshmen attend the NBHS-Ninth Grade Center, sophomores, juniors and seniors attend NBHS or the academic alternative campus; School of Choice.

DEIC members credit great students, community support, low teacher turnover and growing numbers of students with increasing property values as positive demographic aspects of our district. Keeping balanced of population by socio-economics/diversity at each school is also very important. We address growth and plan ahead.

Parent and Community Engagement was a challenge during the 2020-21 school year due to COVID restrictions in place on campuses. However, parents continued to work in partnership with teachers and other school staff if they chose the remote learning option for their student or their student was placed in isolation/quarantine due to COVID. NBISD counselors, drop out prevention coordinator, homeless liaison, at-risk service providers, and Communities in Schools directors continued community outreach and coordination to meet the needs of families in NBISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1: District attendance rate improved last year to 96.51%. **Root Cause:** Various causes, continue to research. Pre-K and kindergarten are most often the most problematic grade levels, followed by high school students' attendance rates which indicates a trend of declining during the spring semester each year. Economically Disadvantaged students are also at risk for lower attendance rates.

Problem Statement 2: Future NBISD facilities must be well planned to accommodate student growth and provide equitable access to high quality schools. **Root Cause:** New Braunfels is one of the fastest growing cities in Texas. During the 2020 school year, enrollment fluctuated due to COVID. However, at the start of 2021, enrollment is back up to

over 9,600 students.

Problem Statement 3: Students At Risk for failure must be identified, reviewed annually and provide supplemental services. While many of these students achieve the Approaches standard on state tests, many do not achieve the "Meets" standard and many do not have significant individual growth from one year to the next. **Root Cause:** More effective and differentiated instructional practices are needed especially for Special Program and At Risk students

Problem Statement 4: Homeless students may need a variety of services to be academically successful. Not all students needing the services are receiving them because only two percent of the NBISD student population are classified as homeless. **Root Cause:** Under identification in this sub-population.

Problem Statement 5: Lack of parent engagement with student learning, urgency for attendance and consistent homework support.. **Root Cause:** Participation in school student activities may be hindered by specific times, language barriers perception of being unwelcome, and the pandemic. Lack of parent awareness and understanding of the critical importance of daily school attendance and academic encouragement at home.

Problem Statement 6: Intensive intervention for freshmen and sophomores that have earned few academic credits, repeatedly failed state test, and need positive behavior/mental health support. **Root Cause:** Some freshman and sophomore students are not successful at a traditional high school setting.

Problem Statement 7: Transitions from Pre-Kindergarten to Kindergarten need **Root Cause:** Head Start student services are dropped at the end of PreK

Student Learning

Student Learning Summary

NBISD began face to face instruction at the start of the 2020-21 school year, as well as offered a remote option to any student. Remote learning contributed to many challenges during the school year including parents being able to change learning options each 9-weeks, which then contributed to teacher changes and disruptions of schedules across the district. Teachers worked diligently to meet these challenges head-on. State testing resumed during the 2020-21 school year but remote learners did not have to come to campus to test if they did not want to, which does not give us an accurate picture of overall district performance in relation to STAAR testing. Due to the continued disruption the pandemic caused, districts and campuses across the state again received the label “NOT RATED”. Districts and campuses only received raw data from testing. Additionally, Academic Growth in Domain II and Growth Status in Domain III have no data because it addresses 1 year's growth and there was no STAAR tests in 2020. No scaled scores were given and TEA discouraged districts in trying to estimate what scaled scores would have been compared to 2019. However, it is important to look at raw data from 2019 compared to 2020 and factor in participation rate as we continue to address how to accelerate learning of our students. Below is a raw score comparison in each domain from 2018 to 2021.

Accountability Summary 2018 - 2021				
Name of District	NEW BRAUNFELS ISD			
Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	56	58		53
College, Career and Military Readiness (2018-2020 Rules)	54	60	74	
% Military Enlistment	1	4	14.3	<- Hand enter from 2020 CCMR Accountability Data Report*
% CTE Coherent Sequence	5	8	12	
College, Career and Military Readiness (2021 Rules) **	48	48	47.7	53
Graduation Rate	97.5	97.5	96.6	97.0
School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	72	69		
Relative Performance (STAAR Performance and CCMR)	55	59		53
Relative Performance (% EcoDis)	35.8%	38.4%		40.2%
Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	96%	100%		71%
Growth Status	83%	63%		
Graduation Status	50%	33%		33%
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	92%	100%		85%
School Quality Status (CCMR)	50%	100%		75%

Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)** The calculation of CCMR changed significantly in 2021. The following 2 data measures that were included in the calculation of CCMR in 2018, 2019 and 2020 were excluded beginning in 2021:

- The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC.

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

Schools identified as Comprehensive Support, Targeted, and Targeted Assistance will continue to address specific areas of concern in their campus improvement plans.

Early literacy was a focus this year as Kinder -3rd grade teachers participated in the Reading Academy. Baseline data was established using mClass and DRA/EDL reading levels and are:

Kinder On or Above Level:

mClass	DRA
56%	71%

1st Grade On or Above Level:

mClass	DRA
61%	59%

2nd Grade On or Above Level:

mClass	DRA
60%	66%

NBISD will continue to fund Early Literacy Coaches at each elementary as they continue to coach teachers on implementing the Science of Reading as learned in the Reading Academy. Additional mClass and DRA/EDL data will be used to evaluate the effectiveness.

Student Learning Strengths

Curriculum was reviewed for school start and integration of “missed TEKS” was addressed in all content area Year at a Glance documents for those TEKS foundational

understandings that need more development. This would allow for teachers to provide just in time learning on concepts that might have been missed from March to May 2020 as it related to new grade level TEKS.

NBISD did see some declines, especially in Math and Science, which is consistent with the state. However, starting school in a face to face environment with 60% of our students and requiring students to return to face to face instruction who were not demonstrating success in remote learning contributed to NBISD scores that were above the state averages, in some subject areas more than 15 points. It's important to celebrate subject areas that acutally out performed NBISD students who "Met" grade level standards from 2019: English II, US History, and 5th, 6th and 7th grade Reading.

Second Language Learners scoring in the Advanced high catagory outperformed area school districts in Reading, Writing and Listening. Speaking continues to be an area of concern.

Memorial Elementary earned a D rating in 2019. This year, due to COVID-19, SB 1365 allowed schools rated with a D or F to be eligible for and Alternative Evaluation if they had 95% participation on all STAAR tests. Memorial earned a average scaled score of 75 in Academic Achievement and Relative Performance, earning them an Acceptable rating for the 2021 accountability year!

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Accelerated instruction is needed to meet the academic needs of all students, especially in light of learning during a pandemic. Performance in STAAR in 2021 was below performance in 2019 in the majority of tested areas. **Root Cause:** Accurate identification of students' current knowledge on targeted skills is missing when it comes to planning Tier I instruction so that learning is dedicated to skills students don't know.

Problem Statement 2: Foundation language arts and mathematics performance needs to improve. **Root Cause:** Primary students (K-3rd) must build a strong, functional understanding of TEKS to build upon for 'reading to learn' and higher level math problem solving. K-2 intervention is needed.

Problem Statement 3: Special Education students perform below other student groups in all grade and content areas. **Root Cause:** More effective and differentiated instructional practices with smaller teacher to student ratios are needed especially for Special Education students. Identification for SpEd has required documentation that students are performing below grade level; when a student can successfully perform at grade level they are considered for exit.

Problem Statement 4: While over 300 teachers have participated in the Project-Based Learning training, many teachers still need professional development and support in this area. **Root Cause:** Project based learning requires lots of practice and planning. Students need more opportunities to think, work at solving a problem, fail and persist to try again. Resiliency is critical to life long success.

Problem Statement 5: Students must be prepared for post-high school endeavors including college, career and military service. **Root Cause:** Post-secondary and regional workforce entities have communicated the need for future employees who possess marketable skills including 21st century skills. TEA has significantly redefined the standards for meeting the CCMR standards.

Problem Statement 6: Fidelity to effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS. **Root Cause:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, more students should be able to achieve the "Meets" or "Masters" level of achievement.

Problem Statement 7: English Learner (EL) students are behind their non-EL peers in academic achievement, graduation rates and post secondary readiness. Oral proficiency is below standard as indicated by TELPAS. **Root Cause:** More focus needs to be placed on addressing the language objectives in all content areas

Problem Statement 8: TEA now requires teachers to be evaluated in the area of student growth and improvement. **Root Cause:** There is a lack of formal district procedures and expectations in regards to student growth/progress.

Problem Statement 9: Graduation rates for Special Education, English Language Learners and Economically Disadvantaged subgroups is below the 90% federal and state standards. **Root Cause:** More effective and differentiated instructional practices are needed for Special Program and Economically Disadvantaged students such as: 504/Dyslexia, At Risk, EL,GT and Sp Ed students.

Problem Statement 10: Oak Run Middle School and Lamar Elementary are identified as "Targeted" by federal accountability. Targeted Improvement Plans will be needed to focus on areas for specific improvement. **Root Cause:** Not enough students achieved the "Met" standard on Reading and Math tests STAAR in 2019. Due to COVID-19, state assessments were given in 2021 but all campuses received the rating "Not Rated: Declared State of Disaster" that would remove these labels from ORMS and LE. These schools will continue working on improvements in designated areas for the 21-22 school year.

District Processes & Programs

District Processes & Programs Summary

Instructionally, NBISD has many strong academic support programs including a Pre-K full day program, Dual Language program, Career and Technology Education and AP/Dual credit program. Positive Discipline Systems, including Restorative Discipline. Many professional development opportunities are offered through-out the year and during the summer PD Academy. Students continue to have the opportunity to participate in extra-curricular experiences to develop the whole child, such as: UIL competitions, Bluebonnet Book Competition, Special Olympics, after school clubs, and special campus family nights. It's important to note that due to the pandemic, many of these opportunities were put on hold or were offered in limited capacity. NBISD continues to partner with Communities In Schools and other programs that work to support students and their families beyond the classroom. The NB Ed Foundation supports classroom teachers with grants annually and sponsors field trips for elementary students.

New teachers to the profession are offered support through campus mentors. An area to address is training for the mentors on effective support systems needed by new teachers. The addition of Early Literacy Coaches at each elementary campus contributed to the high success rate of K-3rd grade teachers completing the TEA required Reading Academy - 99.5%.

District Processes & Programs Strengths

Large numbers of NBISD students participate in a variety of stellar extracurricular programs such as athletics, band, theater, dance, cheer and many special interest clubs. Our Green Cord project promotes and recognizes service to the community by our students. We hope that every student will develop a special interest and place to belong.

Strengths include: a focus on health during the pandemic, offering remote continuity of instruction to all students during the 2021-22 school year, many options for PD, collaboratives and classroom coaching, PBL training, technology training/badges, positive discipline capacity development, AP/Dual Credit courses, services to homeless students and families, strong drop-out prevention and recovery, CTE pathways for endorsements and certifications. The Human Resources Department has greatly increased the support offered to new employees at welcoming orientation events. "STAY" interviews have gathered many 'best practices' ideas to expand and support. Technology infra-structure, services and instructional support are excellent. Professional development is robust and readily available. Excellent and often communication during the school year to keep parents informed of the every changing landscape due to the pandemic.

Across both elementary and secondary we have seen a decrease in behavior issues. Elementary campuses have consistently implemented Restorative Practices over the past several years and work with district behavior specialists to pinpoint and address areas of concern as they arise. This process was set to expand in secondary schools during the 2020-21 school year but training was delayed due to the pandemic. Training has been conducted with teams from all secondary schools during the summer of 2021 and behavior specialists will work to support secondary campuses as they begin to use Restorative Practices on these campuses.

Financial integrity and ratings are strong. The budget planning calendar has been revamped to begin this process in early fall and will include several Board of Trustee workshops to review budget requests and priorities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Some NBISD schools are very old buildings and have inferior facilities ; such as smaller classrooms, several separate buildings with outside passages, aging fixtures and facilities. Safety must be maintained at all facilities. **Root Cause:** Several elementary schools are well over 50 years old. Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency.

Problem Statement 2: More training and support is needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Resources of time and funding to train teachers and administrators are limited. In addition, the pandemic has brought on the need for additional student and family support, particularly in regards to social-emotional learning.

Problem Statement 3: Up-to-date academic resources and textbooks are needed to meet state TEKS coverage requirements. **Root Cause:** State funding is insufficient to purchase 100% of new adoption instructional materials for all 8 years of the adoption.

Problem Statement 4: Continuous review of state, local and federal financial resources and expenditures is needed to provide for the many need of district students. Partnership with local community entities should expand. **Root Cause:** State funding has diminished and insufficient to provide for current costs of high quality education. Local revenues are becoming a larger part of the overall district budget. Attendance related to the pandemic has a negative impact on state funding due to ADA.

Problem Statement 5: Teachers must be continuously supported with high quality professional development, especially in the areas of project based instruction, differentiation and serving students with a variety of needs and levels. **Root Cause:** Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 6: Early educational support is critical to future school success and graduation, indicating a continued need for a full day, high quality educational program. **Root Cause:** Educationally disadvantaged and limit English proficient children struggle in school if support is not available early.

Problem Statement 7: Transitional strategies, including providing students with an understanding of graduation requirements and post-secondary readiness, are needed to prepare students for post-secondary success. **Root Cause:** Students are often unaware of choices and/or skills needed to succeed after high school graduation.

Problem Statement 8: Services must be provided for students with a diverse range of special needs; including, but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness. **Root Cause:** NBISD has a diverse student population with special needs.

Problem Statement 9: Coordination and integration between academic and career and technical programs is needed to promote skill attainment, work-based opportunities that provides students with in-depth interactions with industry professionals. **Root Cause:** Authentic, "real world" experiences are need for students to fully explore post-secondary options.

Problem Statement 10: Current CTE programs and certifications are insufficient compared to area workforce and economic needs. **Root Cause:** Industry, economic and workforce needs are rapidly changing, especially in the NBISD fast growth corridor between San Antonio and Austin.

Problem Statement 11: PLCs are not implemented consistently and effectively at most campuses. **Root Cause:** Lack or training and support for administrators and staff on quality Professional Learning Communities.

Perceptions

Perceptions Summary

As one of the first publicly funded school districts in Texas, NBISD has a long history of community support for public education. Values are based on strong, traditional beliefs about excellence in education, support for teachers and good citizenship. We do business transparently and invite public engagement with numerous opportunities to participate and provide input regarding district procedures and decisions. Parents and community members have always been welcomed at our schools and events, but this changed during the 2020-21 school year due to the pandemic. When asked, being able to visit campuses and participate in activities and volunteer were high priorities of our parents. Our vision statement is "Every student. Every day". This very much defines the values of our district. Parent surveys at the end of the year indicated an average of 4.3 out of 5 on overall positive climate of the campuses.

Perceptions Strengths

All schools embrace our district mission and vision to "Engage, Empower, Learn - Every student. Every day". There is strong parent, teacher and community support for respect and responsibility within a compassionate, caring environment. Teachers in NBISD meet certification standards and are highly qualified for their instructional assignments. Staff salary is competitive to our geographic area and staff training and support is a priority.

NBISD has a strong culture of excellence and achievement and a Unicorn unity with love of the "Horn"! New Braunfels is a popular place for families to live and is a growing community. There is great parent and community participation in district events such as athletics, band and Special Olympics. The district has numerous partnerships with the city and other entities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflict, family concerns, and student mental health problems are sometime difficult to identify and address.

Problem Statement 2: Social media and instant technology can create misunderstandings, confusion and controversy; NBISD must strive to communicate often, accurately and through a variety of formats. **Root Cause:** Almost every individual at school has a device capable of sending instant information, however individual perspectives vary so details are not always accurate.

Problem Statement 3: NBISD schools and facilities are much older than others and must be made more secure to improve the safety of students and staff. **Root Cause:** District schools and facilities were built at a time when an open, welcoming environment was prioritized. The buildings are in many different states of age, configuration and access.

Problem Statement 4: Some NBISD students need behavioral and/or mental health support beyond the classroom or even campus level. Mental health is a priority. **Root Cause:** Worldly events, compounded by the stress of living in a pandemic, have created stressful learning environments for our students and staff.