

**Superintendent's Communications Council**  
**Campus Questions**  
**October 1, 2018**

**ELEMENTARY**

**ACFT**

- 1. Is the technology component of the Bond to assist in what we are currently doing or is there a new initiative coming once the Bond passes?**
  - A.** Our philosophy is to be responsive to the learning needs of our students. Often, this requires using software applications for students in order to provide more personalized learning approaches. Obviously, technology facilitates personalized learning. In terms of new initiatives, we are not anticipating anything other than applications that would expand the opportunities for students to learn content any time and any place, as well as provide additional opportunities for interventions.

The Technology Department will always stress the importance and advantages of using technology in the learning process. Access to technology creates opportunity. In conversations with principals at our campus-specific Beginning-of-Year Technology meetings, every principal has expressed an interest in being 1-to-1, or as close to 1-to-1 as possible, in the ratio of students-to-devices. Prior to the 2014 bond, Birdville ISD did not have many technology devices in the actual classrooms. The culture has changed. The District and the Technology Department are focusing on putting technology in the hands of the students. Our digital learning specialists are focusing on helping teachers integrate technology more and more into instruction, where it provides value.

**Birdville**

- 2. Why is protocol different from end-of-year to beginning-of-year as to who gets cut when numbers are projected to be low?**
  - A.** The Human Resources department created a survey to gather feedback on how we make changes in teaching units. We will discuss this with principals as we get closer to staffing.
- 3. When a teacher is cut, they need more time than 2 days to pack up/unpack and get room ready to teach new students. **Can this be increased to 2 days pack up, 2 days unpack, and 1 day to shadow a teacher at new school to learn procedures?****

  - A.** We can review our current practices. The goal is for students to get settled in their new class as soon as possible. We will gather input from principals as well after we weigh the needs of all involved.

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**ELEMENTARY (continued)**

**Birdville (continued)**

**4. When will teachers be notified of the pay increase as proposed for teachers with 14–23 years in addition to the yearly increase to bring these teachers up to competitive pay as outlined this summer on BISD news?**

**A.** Teachers will see the increase in their September check. In addition, all employees will receive salary notifications the first part of October which will reflect their 2018–19 increase.

**Green Valley**

**5.** We understand that the safety of our scholars is paramount to all else. However, by closing and locking all classroom doors, we have created a continual disruption to the classroom learning environment. Scholars are entering and exiting classrooms for a multitude of reasons during the day. This requires the scholars to knock upon return, leaving the teacher or another scholar to stop what they are doing to attend to the door. There are times when scholars knock but no one is able to hear them above the classroom noise, so they are left in the hallway unsafe and lose instructional time as well. The campus is locked at all times, as well as fenced in. Since we already display the red or green card in the classroom windows for a drill or an emergency, **why couldn't we have a "donut stopper" in the door with the door locked and remove it when we have a drill or an emergency?** These devices allow for the door to close quickly in case of an emergency. This practice would help to keep disruptions to the learning process to a minimum.

**A.** I do understand the inconvenience of some of the safety and security measures that we have put into place over the last decade. It is now harder for parents and the community to get into a school, but that also makes it harder for someone who has the intent to create chaos in one of our buildings. All of our measures have been in consultation with local police departments and with the best practices that we have seen at conferences from the Texas School Safety Center. As a District Emergency Management Team, we believe that the best way to keep our students and teachers safe is to teach with the doors locked. This philosophy was supported at the Active Shooter Training and the presentations made in August by the local SROs.

## Superintendent's Communications Council

### Campus Questions

October 1, 2018

Richland

#### ELEMENTARY (continued)

##### Green Valley (continued)

**6. With the centralization of accounting functions and the consolidation of all BISD campus funds, what overall financial benefit is expected? Are there benefits to the campuses who show proper stewardship of their funds?**

- A. Activity fund centralization was not instituted to gain a financial benefit for the District. The goals of centralization were to provide additional oversight and support to campuses in the areas of approved vendors, bank reconciliations, expenditure approvals, and overall internal controls over funds received and expended.

##### Holiday Heights

**7. I know we have an official “grading scale” but are there any policies about “no grades below 50” or “no failing grades for students in the first 6 weeks”?**

I have seen or heard those in previous years. It would be nice to know what the official policy is for elementary students. As we know, it is hard to get a kid back from a 20/30/40.

- A. This is a philosophical question on the purpose of grading. While we agree it is difficult for a student to recover from a low performing grade while there are limited grades taken, this is a discussion for campuses to have to discuss the purpose of grades. Teachers cannot be directed to give students grades within a certain range. I will bring this topic up with principals as well for feedback.

##### Richland

**8. Is there any future plan for an early childhood center in BISD?**

- A. Not at this time. We know that an early childhood center would benefit students who otherwise cannot be served under our current model. However, this would require local funding which would diminish funds that are currently used for our preK–12 programs. Without an additional funding source, an early childhood center is probably not feasible at this time.

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**ELEMENTARY (continued)**

**Snow Heights**

9. Upper-grade, departmentalized teachers value the BAS assessment but feel it is too long of an assessment for older students. The progress monitoring schedule provided by the district suggests completing 4 tests a week/per reading class. However, at our campus, departmentalized teachers in grades 3–5 have conducted 7 1/2 hours of testing on average in a given week of testing and have only completed 4 students (1 per class with a total of 60 students) following the district expectations of determining the child's independent and highest instructional level. Our principal has provided a sub to help all 3–5 departmentalized reading teachers complete testing and those teachers were able to complete 7 students in an entire day of testing.

These teachers are competent reading teachers with extensive training in running records and reading benchmark assessments, like the BAS. It is understood that grades 3–5 teachers are to receive help from the interventionist, resource teacher and academic coach; however, we feel that creates additional conflicts: the interventionist and resource teacher must cancel groups or not meet IEP minutes in order to complete testing; students are pulled at irregular times affecting Tier 1 instruction; it is strongly felt that the classroom teacher should be able to sit beside and listen to every child read, but the length of this assessment creates the need for others to test students instead.

**In light of this data, we would like to ask if an IRI, like the Burns & Roe, could not be considered as a more efficient assessment for upper elementary?** It is widely used by upper-grade teachers across the country, is widely promoted by literacy experts in the field, and gives a significant amount of data on student reading, similar to the BAS. Our teachers have used this assessment in the past and found the scoring/leveling aligns compatibly with the BAS, but needs far less time to implement. A grade level of 60 students can be assessed (independent, instructional and frustration levels) in roughly 1 to 2 weeks in comparison to the BAS, which will take 5 to 6. We believe teachers need to see value in the assessment they are giving, but also practicality. It is important that teachers in grades 3–5 can quickly assess students, build small groups and then instruct to ensure all students meet or exceed a year's growth in reading.

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**ELEMENTARY (continued)**

**Snow Heights (#9 continued)**

- A. Birdville used the Burns & Roe inventory for many years in BRAVO and although the inventory does provide some good information, here are some reasons why the Burns & Roe would not be aligned to our vision for students gaining one-year's growth.
- Passages are outdated and do not contain any picture clues, which makes it more difficult for young readers.
  - Many of the passages reference vocabulary that is also outdated, such as camera film.
  - The Burns & Roe IRI also does not allow for continued progress monitoring as it only measures on grade level and not discreet levels as the F&P does.
  - Here is a link to show a comparison of the F&P reading levels with the Burns & Roe grade levels. An example is where the Burns & Roe would show a student at a second-grade level, the F&P BAS would show specifically whether a student was at a level J, K, L, or M. This information is needed to provide the targeted instruction using the F&P Literacy Continuum that a student needs in order to grow at least one year. [Reading Assessment Tools-Correlation Chart](#)

We knew and understood that the first time the F&P was given, it would take longer to administer and determine the reading level, as it did for K-2 last year. We created a plan to assist the upper-grade departmentalized teachers, and we gathered input last spring, for the plan that is currently in place, from academic coaches, principals, Dr. Holland, and Jaimie Smith. As we continue to give this assessment, the amount of time needed to assess each student will be less than the first time. In addition, we will gather input from all stakeholders at the end of the year to relook at the current plan for administering the F&P BAS. This would include coordinators, literacy specialists, academic coaches, principals, teachers, interventionists, SPED, Dr. Holland, and Jaimie Smith.

In conclusion, the F&P benchmark assesses comprehension in a way that is aligned with the way students are being assessed on STAAR, asking the reader to demonstrate thinking and understanding within, about, and beyond the text. The Burns & Roe IRI requires students to remember details from the passage they have read and does not allow the student to refer back to the passage to answer comprehension questions.

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**MIDDLE SCHOOLS**

**Watauga**

- 10.** When the raise was approved for this year, there was mention of additional measures needed to bring teachers with 11–24 (?) years to area average salaries. **Is this reflected in the 2018–19 pay scale, or is it being looked at for the future?**
- A.** The Board reviewed data from the Texas Association of School Boards that identified three employee groups in BISD's pay structure that need additional salary adjustments to move them closer to the DFW market levels. The adjustments included teachers with 11 to 23 years of experience and are reflected in the 2018–19 hiring schedule.

**HIGH SCHOOLS**

**Shannon**

- 11.** **How does the district monitor the air and water qualities in the schools and how often are they tested?**
- A.** Proactive indoor environmental quality evaluations are performed at each campus on a two-year rotation. Half of the campuses are evaluated each year by an independent consultant. Water quality testing was performed August – November of 2016. There is no further testing scheduled at this time.

# CESD Reading Assessment Correlation Chart

Grade Level	Assessment Tools						Lexile	Power School Value	
	Fountas & Pinnell	PM Benchmark	Jerry Johns Basic Reading Inventory	Burns & Roe		COLI			GB+
1st	A	1	AAA, BBB, CCC, DDD, EEE	Preprimer	Comprehension 75%+ = D Comprehension 85%+ = E	F1	1-3	1	
	B	2	AA, BB, CC, DD, EE						
	C	3-4							
	D	5-6	A, B, C, D, E	Primer	Comprehension 75%+ = F Comprehension 85%+ = G	F2	4-7	1.5	
	E	7-8							
	F	9-10							
	G	11-12	A, B, C, D, E 7141	1st	Comprehension 75%+ = H Comprehension 85%+ = I	F3	200-299	2	
	H	13-14							
	I	15-16							
2nd	J	17-19	A, B, C, D, E 8224	2nd	Comprehension 75%+ = J Comprehension 85%+ = L Comprehension 100% = M	F4	8-11	300-399	
	K	20-22							
	L								
3rd	M	23	A, B, C, D, E, U, LL 3183	3rd	Comprehension 70%+ = N Comprehension 80%+ = O Comprehension 90%+ = P	F5	12-14	400-499	
	N								
	O								
4th	P	24-25	A, B, C, D, E, U, LL 5414	4th	Comprehension 70%+ = Q Comprehension 80%+ = R Comprehension 90%+ = S	F6	15-19	500-599	
	Q								
	R								
5th	S	26-27	A, B, C, D, E, U, LL 8595	5th	Comprehension 70%+ = T Comprehension 80%+ = U Comprehension 90%+ = V	F7	20-24	600-699	
	T								
	U								
6th	V	29-30	A, B, C, D, E, U, LL 6867	6th	Comprehension 70%+ = W Comprehension 90%+ = X	F8	25-27	700-799	
	W								
	X								
7th	Y	28-30	A, B, C, D, E, U, LL 3717	7th	Comprehension 70%+ = Z	Please use color to align with Power-School value.	28-30	900-999	
	Z								
8th			A, B, C, D, E, U, LL 8183	8th				1000-1050	7
9th			U, LL 4959	9th				1050-1100	8
10th			U, LL 1047	10th				1100-1150	9
11th			U, LL 1187	11th				1150-1200	10
12th			U, LL 1295	12th				1200-1250	11
								1250-1275	12

Reading Assessment	Time	Specificity	Cost	Comprehension	Levels Covered	Other
Jerry Johns Basic Reading Inventory	Relatively quick to individually administer	Thorough, but only one level per grade	Inexpensive	Specific Questions Available	PreK - 12	Only text (pictures only in grade 1) Not a book format (which can be both good and bad) Narrative & Expository Forms
Fountas & Pinnell	More time consuming to individually administer	Thorough, more than one level per grade	Expensive	Specific Questions Available	K-8	Book format with pictures (both good and bad) Can be difficult to assess if teacher has not read story Narrative & Expository Book for each level
PM Benchmark	Relatively quick to individually administer	Very specific, several levels per grade	Expensive	Only a few questions available, mostly retell	K-5	Book format with pictures (both good and bad)
Burns & Roe	Relatively quick to individually administer	Thorough, but only one level per grade	Inexpensive	Specific Questions Available	K-12	Only text Older, but updated Narrative & Expository mixed
Yopp-Singer	Quick and easy to administer	Very specific information to early learning years	Inexpensive	N/A	Pre-K - 1	Test of phoneme segmentation

The EYE	Administered throughout CESD for K students	Specific information about domains of early childhood development	Provided to all K teachers by CESD	N/A	K	Emphasis on reading readiness skills
WE Can	More time consuming to individually administer	Very thorough specific information to early learning years	Inexpensive	N/A	Pre-K - 1	Emphasis on early learning skills
Scholastic 3-minute Assessment	Quite fast (though not usually 3 minutes)	Used for screening	Inexpensive	Retell	1-8	This can give a quick idea of where students are at.