

Innovative Approaches to Public School Options and Poverty

Pedro Martinez, Superintendent of the San Antonio Independent School
District (SAISD)

Background

- Arrived in SAISD in the Summer of 2015
- Low Performance in comparison to ISDs on the whole including our urban counterparts
 - Behind other urban ISDs on reforms
- Density of Poverty
- Finding Innovative Solutions to improve student achievement rather than making excuses

Our Challenges

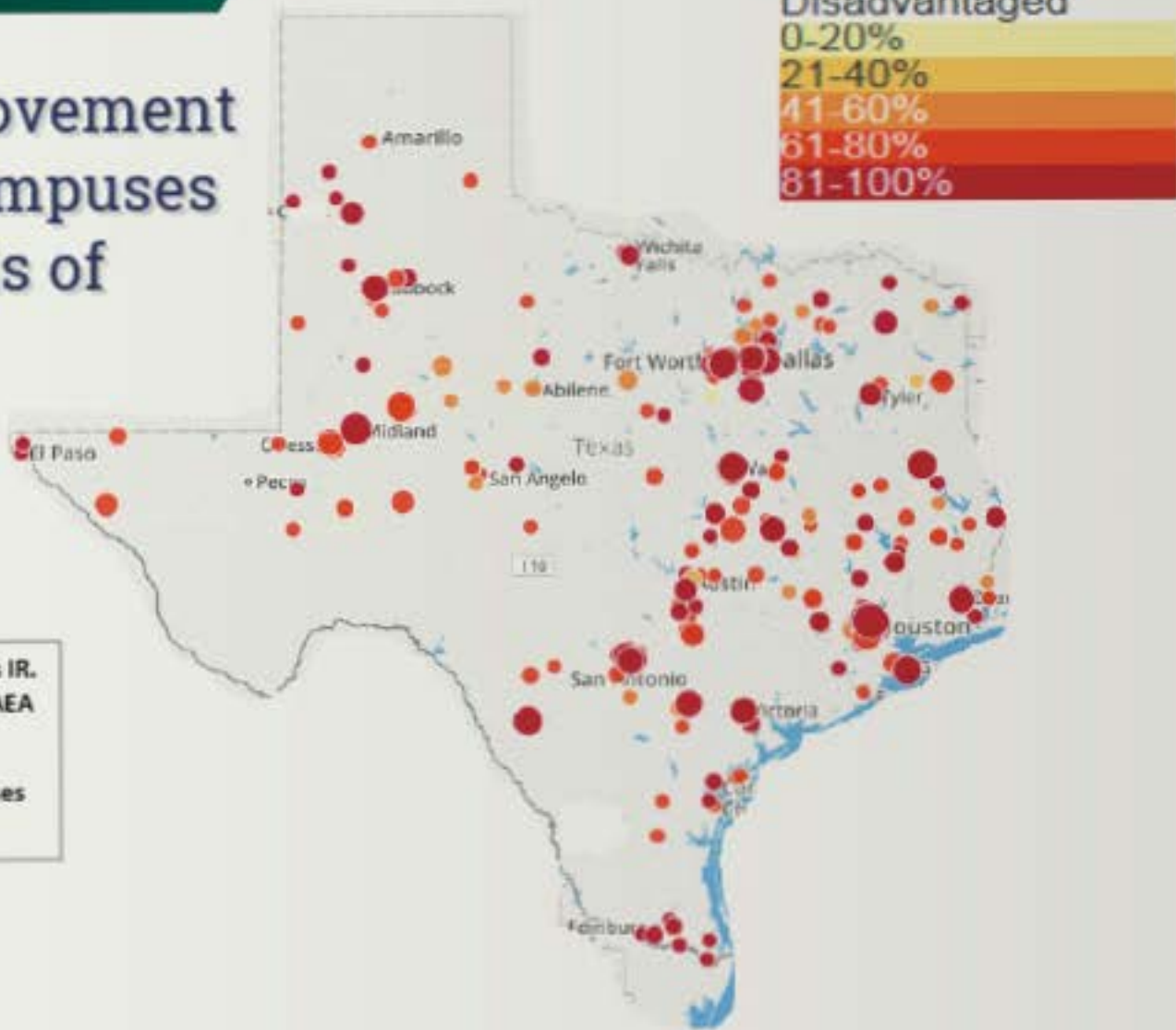
- In 2015, less than 40% of students in San Antonio ISD were entering college without remediation
- With the state setting an ambitious but proper goals of 60x30, how is a district with this baseline supposed to meet those goals?
 - 93% Economically Disadvantaged
 - 19% English Language Learners
 - 5% College-Ready on the SAT in 2015
 - 18 IR Campuses
 - Median Income of \$30,000
 - 50% Single Parent Households (9% of those are Single Fathers)
 - 50% Home Ownership

THE CHALLENGES

Almost all Improvement Required (IR) campuses enroll high levels of economically disadvantaged students

2017 Campus Ratings by number of years IR.
N = 8,757 Campuses both AEA and Non-AEA
(includes charters)

N = 371 Improvement Required Campuses
(includes 50 charter campuses)

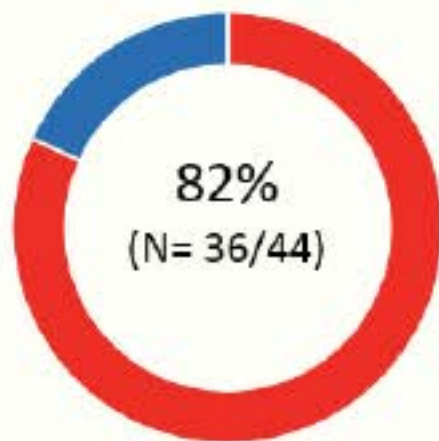


Sources: 2017 TEA Accountability Summary, TEA Accountability Data Download Files, August 2017. Map prepared by cubitplanning.com

THE CHALLENGES

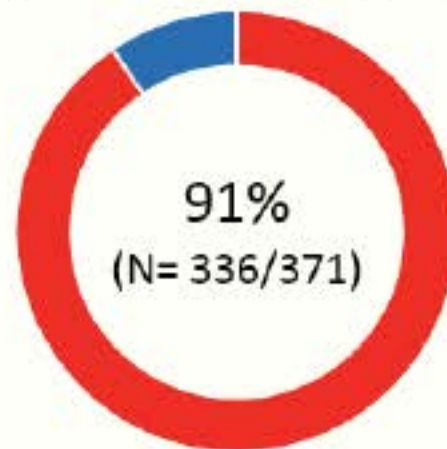
Almost all Improvement Required (IR) districts and campuses enroll 60% or more economically disadvantaged students

2017 Districts Rate
"Improvement Required"



■ IRs Serving 60% or More Economically Disadvantaged Students

2017 Campuses Rate
"Improvement Required"



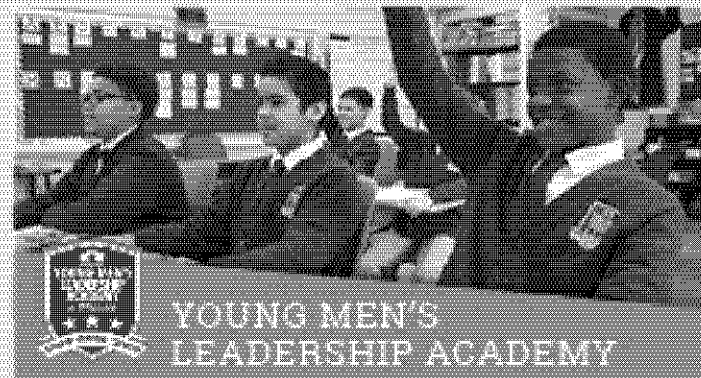
■ IRs Serving 60% or More Economically Disadvantaged Students

Sources: 2017 TEA Accountability Summary, TEA Accountability Data Download Files, August 2017.

Our Response

- SAISD has joined the inaugural cohort of the Texas Education Agency's System of Great Schools (SGS) along with 7 other innovative ISDs (Spring Branch, El Paso, Fort Worth, Galveston, South San Antonio, Manor, and Midland) and is a proud member of the District Charter Alliance (DCA)
- Embraced a vision to create more high quality seats both through the creation of innovative school models
- At the same time, we are developing both local and state strategic partners to develop a third way of running urban, public schools

Opened new, INNOVATIVE schools



New Vision for Career Tech



With P-Tech arriving in future years

Challenged strong schools to get **STRONGER**

NATIONAL BLUE RIBBON RECIPIENTS



TRAVIS EARLY
COLLEGE HIGH SCHOOL



YOUNG WOMEN'S
LEADERSHIP ACADEMY

INTERNATIONAL BACCALAUREATE SCHOOLS & CANDIDATES

BURBANK
HIGH
SCHOOL:
IB WORLD
SCHOOL



JEFFERSON HIGH
SCHOOL

Candidate Year 2

HARRIS MIDDLE SCHOOL

Candidate Year 2

WOODLAWN ACADEMY
IB WORLD SCHOOL

BRISCOE
ELEMENTARY

Candidate Year 1

LONGFELLOW
MIDDLE SCHOOL

Candidate Year 2

TURNAROUND SCHOOLS



GATES ELEMENTARY
4 DISTINCTION DESIGNATIONS



DAVIS MIDDLE SCHOOL
3 DISTINCTION DESIGNATIONS



HIGHLAND PARK ELEMENTARY
2 DISTINCTION DESIGNATIONS

Drawing in **NEW FAMILIES**

For 2018-19: Percent of applications
from Outside the District

For Advanced Learning Academy: **45%** (231 of 514)

For Hawthorne Academy: **38%** (29 of 77)

For CAST Tech High School: **30%** (92 of 308)

For Lamar Elementary: **54%** (78 of 144)

For Irving Dual Language Academy: **33%** (95 of 287)

For Brackenridge HS magnet: **12%** (38 of 322)

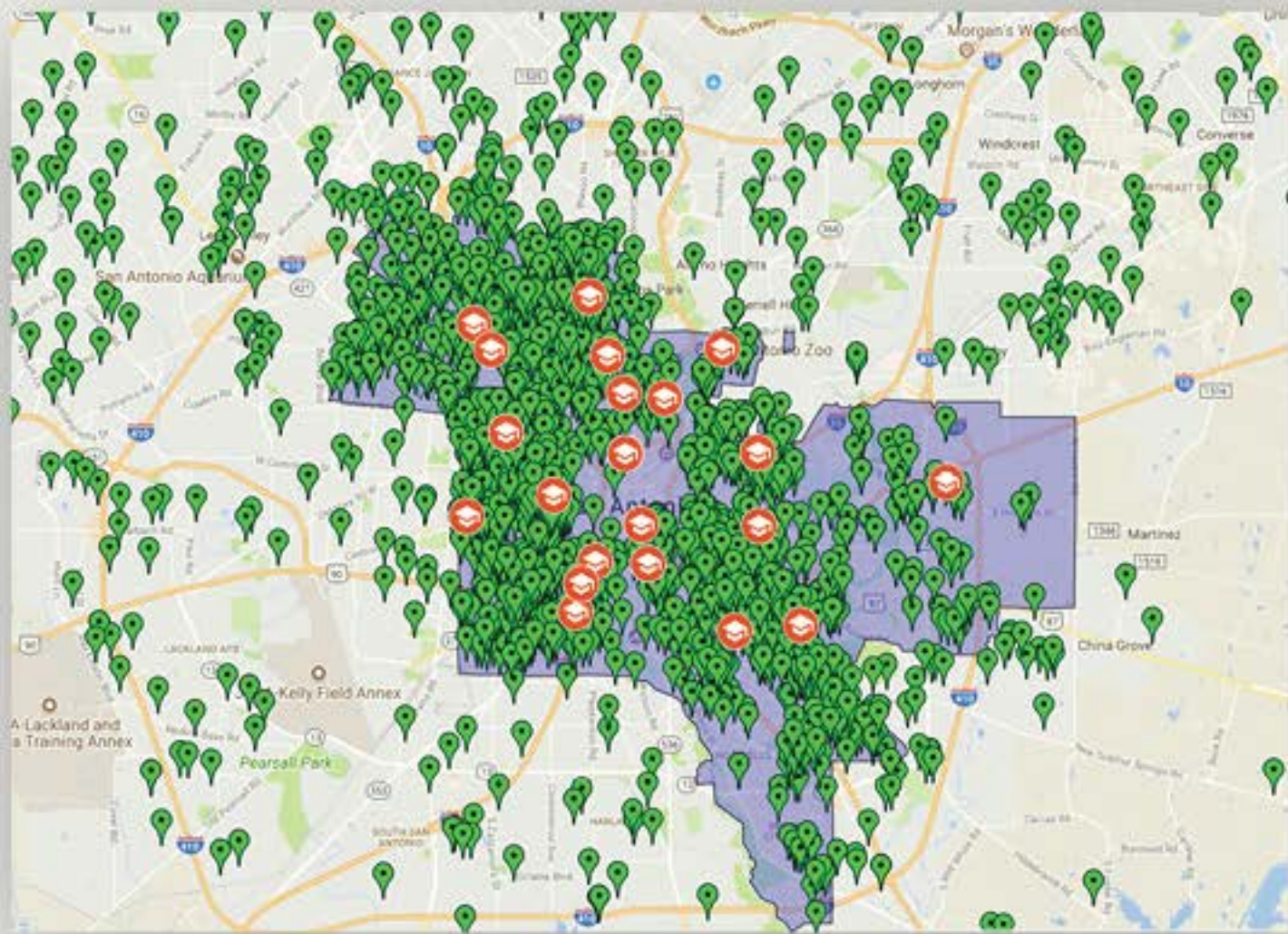
For Steele Montessori: **47%** (216 of 456)

For Burbank HS magnet: **16%** (40 of 257)

For Twain Dual Language Academy: **46%** (279 of 602)

For Jefferson HS magnet: **13%** (39 of 304)

Applications Across Bexar County



Strategic Partners



ALAMO
COLLEGES
DISTRICT

NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR

RELAY / GSE



DEMOCRACY PREP
PUBLIC SCHOOLS
Work Hard. Go to College. Change the World!

Master Teachers

(Teachers with a track record of **achieving high levels of student success.**)



250+ Master Teachers hired for the 2017-18 school year

Lab Schools



Trinity University
with **ADVANCED LEARNING ACADEMY**
pipeline already delivering new teachers for us



Relay/GSE
with **OGDEN ELEMENTARY SCHOOL**



UTSA
with **Center for Applied Science & Technology (CAST)**

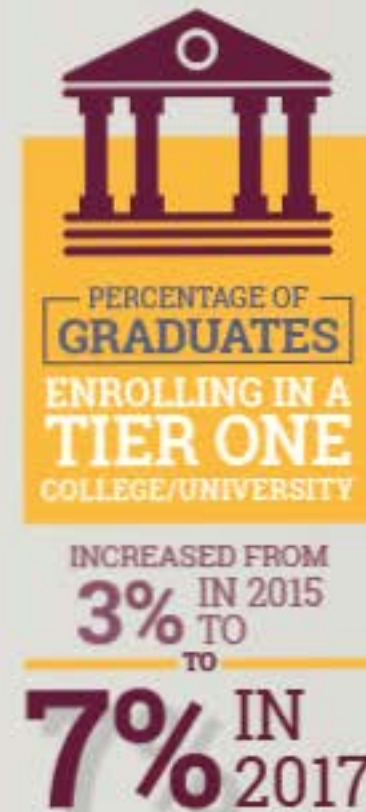


Texas A&M San Antonio
with **P.F. Stewart Elementary School**



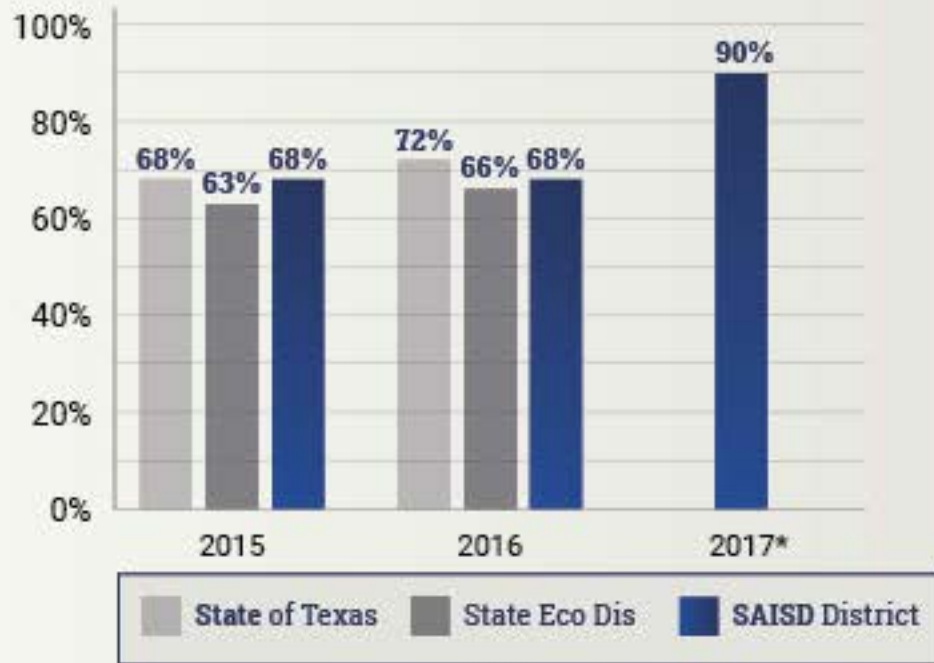
OLLU
with **Rodriguez Elementary School**

More graduates attending college

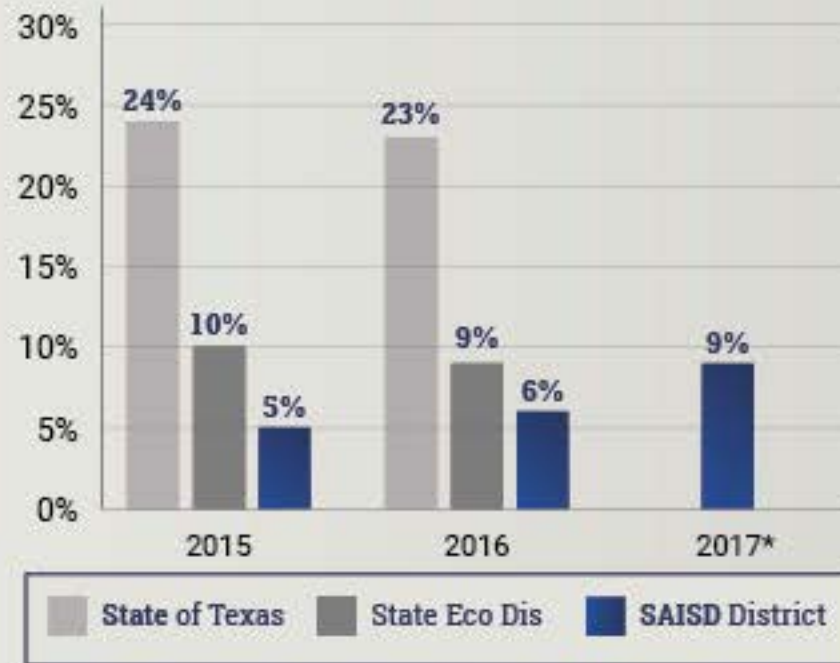


SAT/ACT Participation & Performance Closing the Gap with State Eco Dis

SAT/ACT % Participation



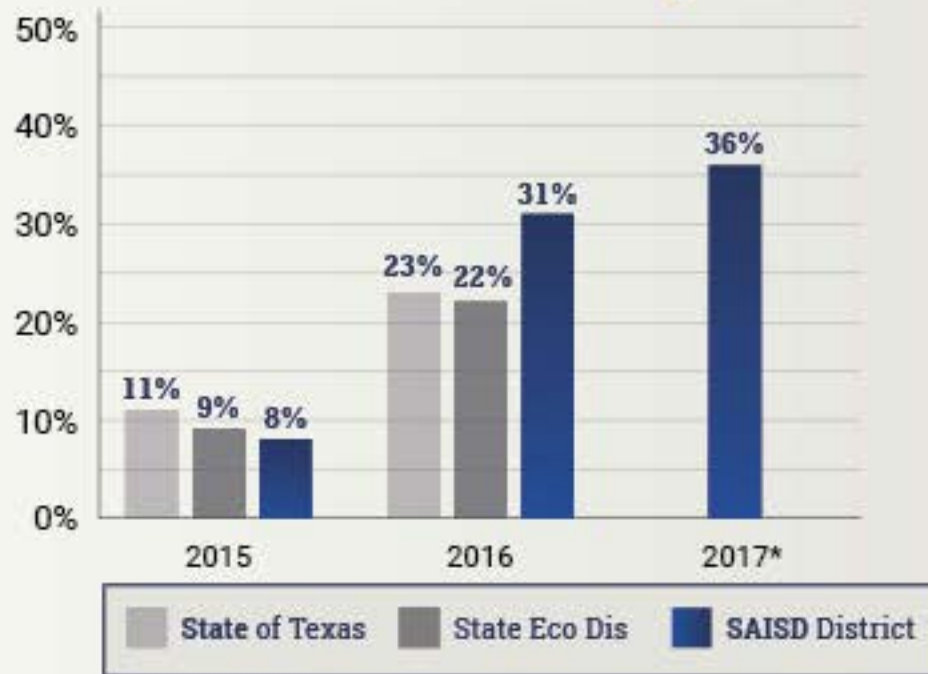
SAT/ACT Performance At or Above Criteria



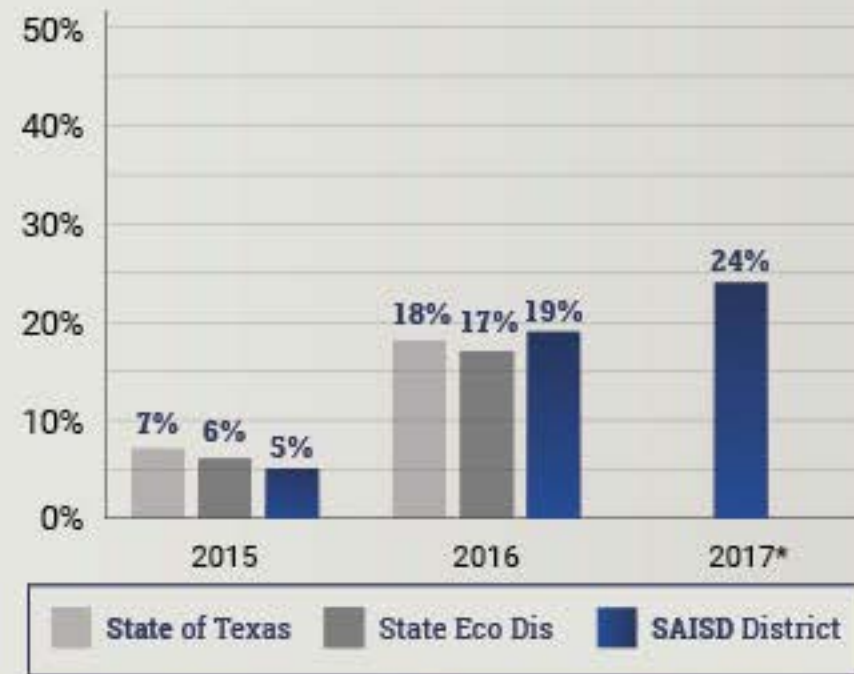
**2017 data is preliminary*

The Texas Success Initiative Assessment Closing the Gap with State While Providing More Access to Students

TSI At or Above Criteria: English



TSI At or Above Criteria: Math



**2017 data is preliminary*

Better Metrics for Measuring Poverty


- Following previous hearings, you have heard the challenges of just defining poverty with a yes/no metric that is no longer reliable
- Alternate Method using quartile blocks consisting of:
 - Census Block Median Income
 - Home Ownership
 - Single Parent Households
 - Education Level of the Block
- Combining these scores provides a more realistic look at the density of poverty in a student's home neighborhood

THE CHALLENGES

Socioeconomic Blocks

320 Census Blocks

Equal number of students in each block

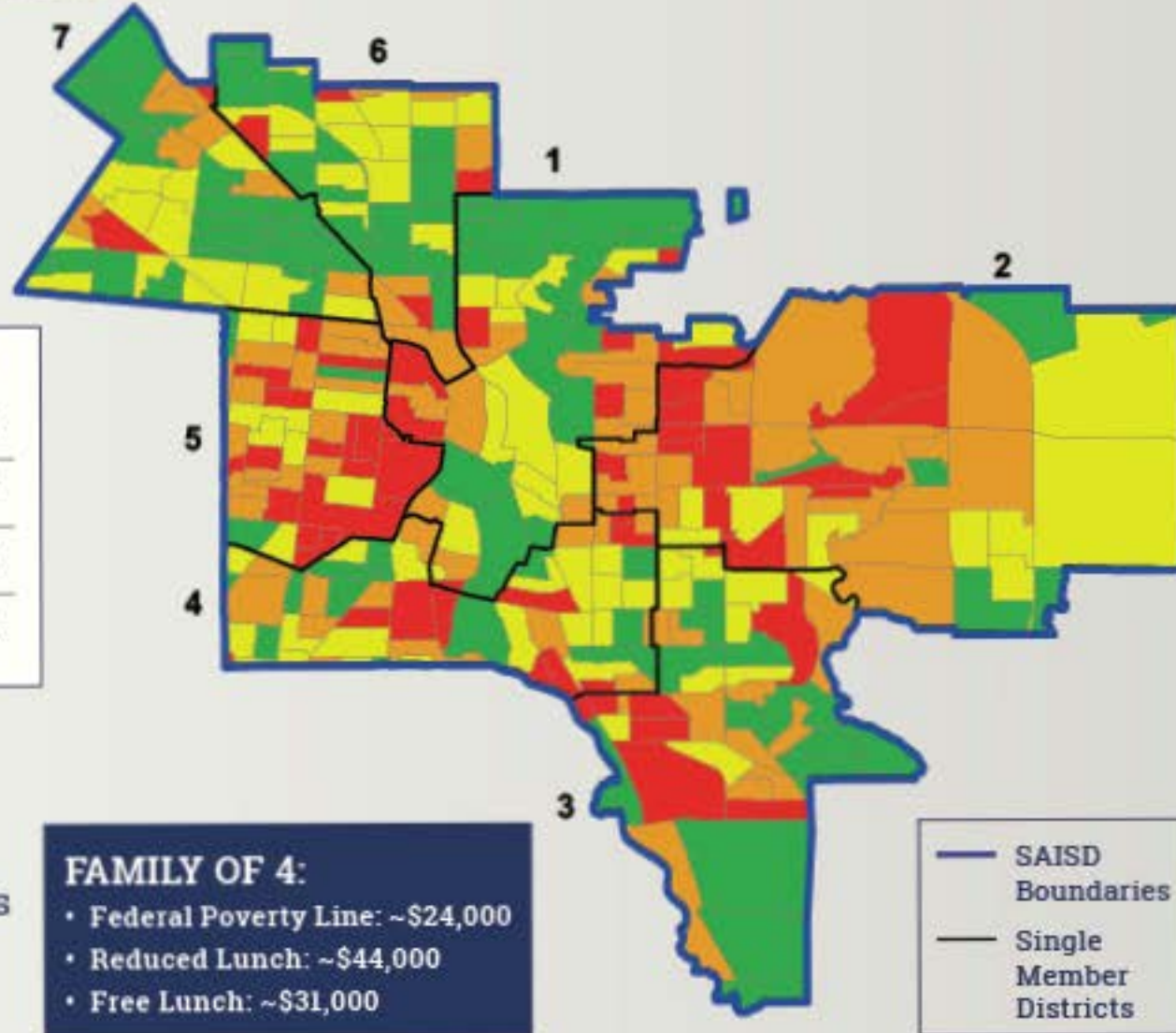
MEDIAN HOUSEHOLD INCOME	
	BLOCK 1: \$ 50,046
	BLOCK 2: \$ 33,557
	BLOCK 3: \$ 27,208
	BLOCK 4: \$ 19,533

BLOCKS BASED ON:

- Median Income
- Single-Parent Households
- Home Ownership
- Adult Education

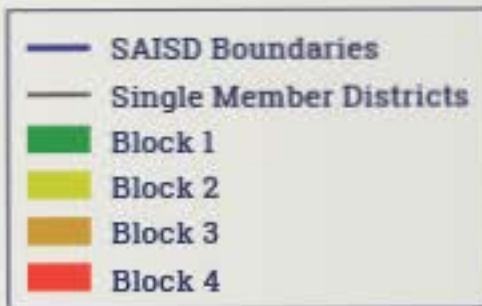
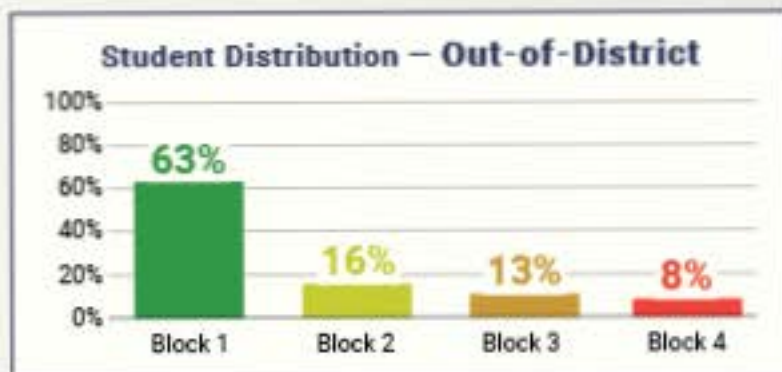
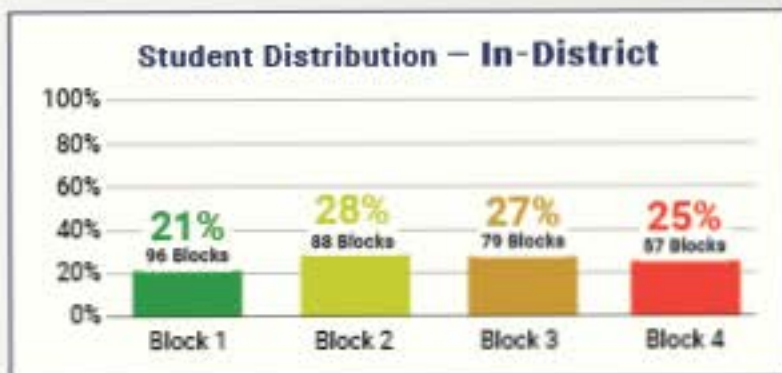
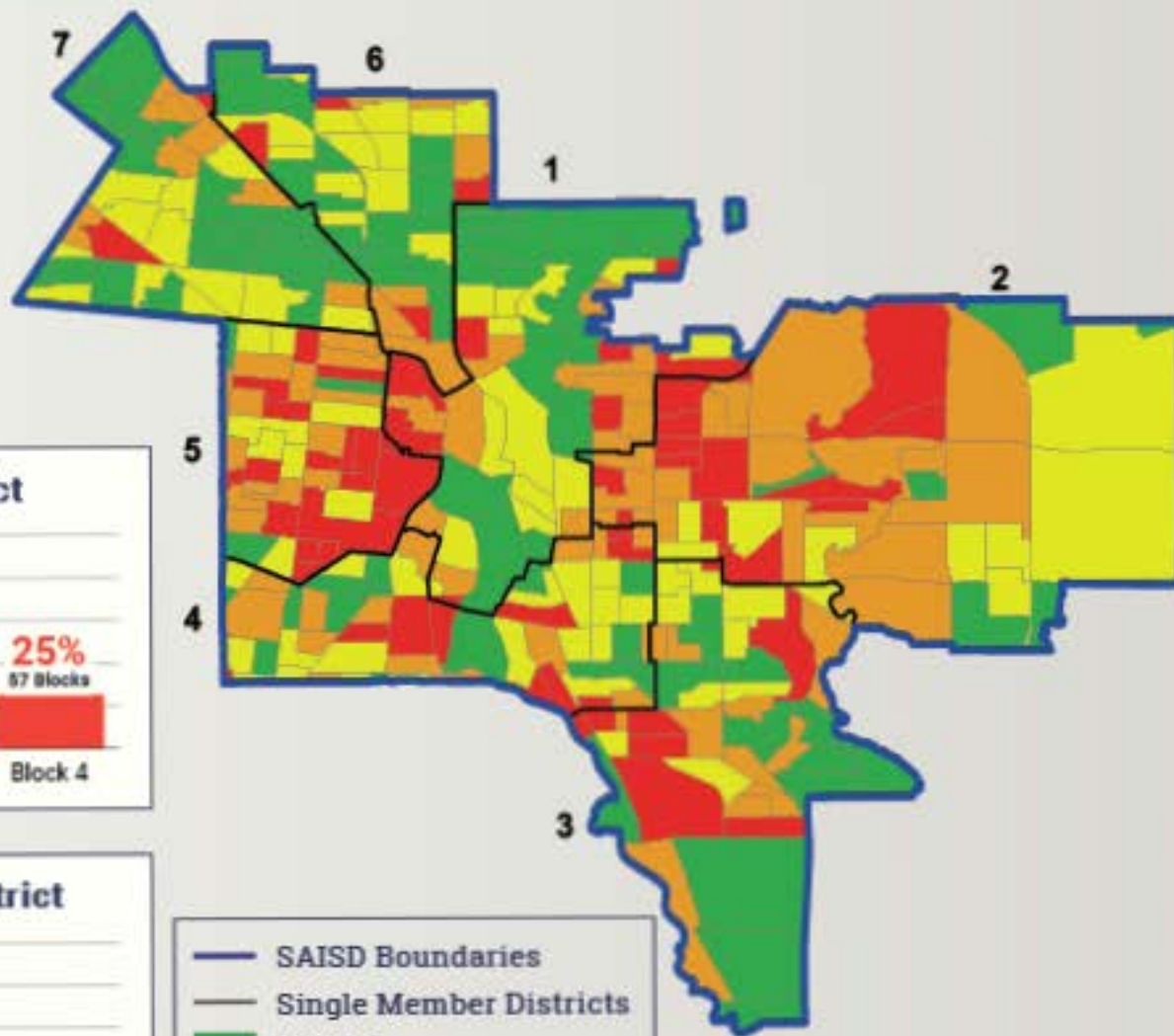
FAMILY OF 4:

- Federal Poverty Line: ~\$24,000
- Reduced Lunch: ~\$44,000
- Free Lunch: ~\$31,000



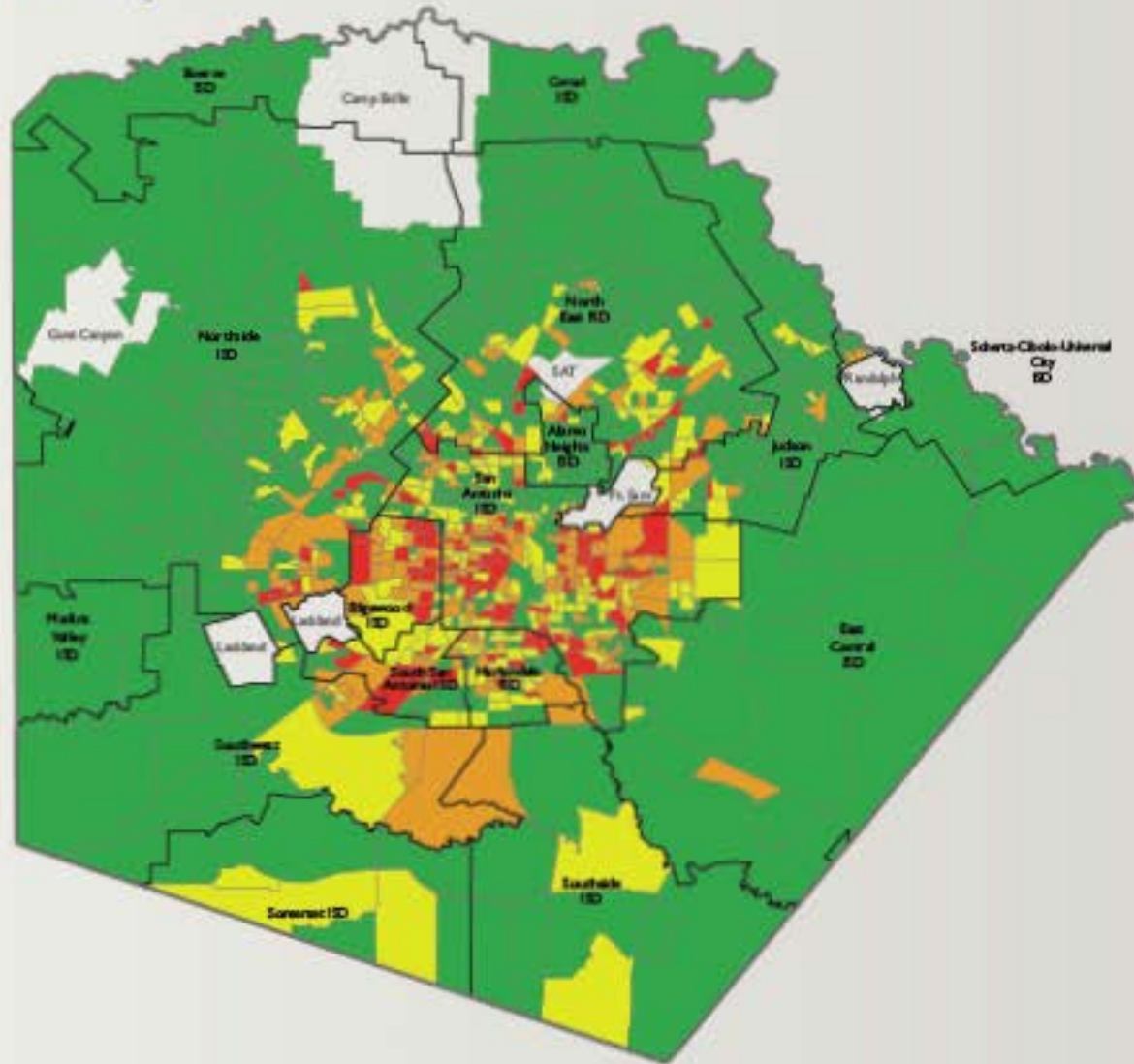
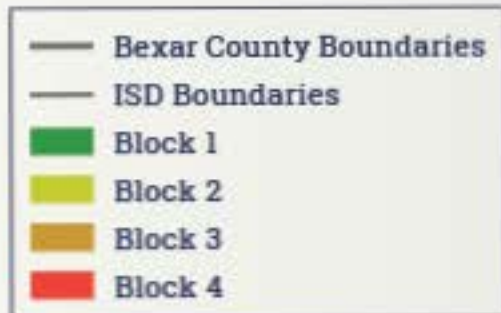
THE CHALLENGES

Students Residing In and Out of District



THE CHALLENGES

82% of red is SAISD,
Harlandale,
Edgewood
and South San



SB 1882

- SAISD worked with the legislature this past session to create financial incentives for districts and charters/eligible non-profit entities to build more excellent schools in Texas
 - The current incentives would be \$1404 per pupil per year for SAISD and it's higher for other urban ISDs with lower M&O Tax Rates
- This bill allows for a 2 year accountability pause for turnaround implementation along with a financial incentives to encourage more innovative partnerships
- ISDs can partner with existing TEA charters (as we currently do with John H Wood) or bring in charters from other states (Democracy Prep) or other similar entities
- Campuses must be held accountable through student performance agreements

Democracy Prep

- SAISD is bringing in Democracy Prep, a successful charter turnaround operator, to run Stewart Elementary, an IR5 campus, next school year as a PreK-5 school
- Democracy Prep runs successful turnaround schools in New York, New Jersey, DC, Louisiana, and Nevada
- Will serve the current attendance zone of Stewart ES, which includes a higher than normal percentage of ELL & SPED Students
- Campus will serve ALL students
- Democracy Prep only runs on public funds and does not take private philanthropy unlike most schools

Relay

- This school year, the Relay Graduate School of Education began operating Ogden Elementary, an IR4 Pre-K-6 Elementary School
- Relay is one of the leading innovative colleges of education in America working on teacher/principal prep
 - The founders created the Uncommon Schools Network, one of the most successful charter networks in America
- This model requires a Master Teacher along with a Mentee Teacher in every classroom along with a blended learning curriculum
- The mentee teacher cohort each year will take on a new school to turnaround in a future school year (Storm ES in 18-19)
- Without support from local and national funders, we cannot sustain this innovative model

What happens to ISDs without philanthropy?

- SAISD is able to execute most of these models, not on state/local dollars, but rather due to generous gifts from private philanthropy
- Ultimately, the only funding that is sustainable is funding through public funds as their portion of funding is far larger than any philanthropic gift
- As the state wants to expand these innovative models outside of San Antonio, without philanthropy, how is it going to be possible to transform campuses in rural areas with IR campuses such those in East Texas and the Panhandle.

Recommendations

- Refine the metrics for poverty to factor in a sliding scale of the intensity of poverty rather than a yes/no test to create a more nuanced measure of poverty than the current comp ed weight
 - One solution could be student-based poverty weights to replace comp ed (.3 for Block 4, .2 for Block 3, .1 for Block 2, and 0 for Block 1)
- Create a 3rd option for SB 1882 to include Dallas ISD's ACE model or similar teacher retention programs
- Continue to align state grants to ISDs doing innovative work with students in struggling schools

Conclusion

- It is possible for student who live in Block 4-the densest poverty in our state-to succeed in school
- It requires innovative strategies with additional targeted resources
- Developing a pipeline of future teacher leaders better prepared to face the realities of dense poverty in schools
- Seek out deep partners that share the values of your community
- Parents will respond to innovative options that are tailored to meet their needs
 - Our goal is to have a great school option for every child in San Antonio