

Welcome!

Thank you for joining us this evening.

We will start at 5 PM.

Please use the link in chat or the QR code below for attendance.



GPISD Educational Improvement
Committee
(August Meeting)



**Thank
you**

Agenda

Review the 22-23 State Compensatory Education Evaluation,

Revise the draft District Improvement Plan (goals and performance objectives), and

Discuss and vote on District of Innovation Plan Amendments



2022-2023

**State Compensatory
Education Evaluation**



State Compensatory Education (SCE) Program Goals

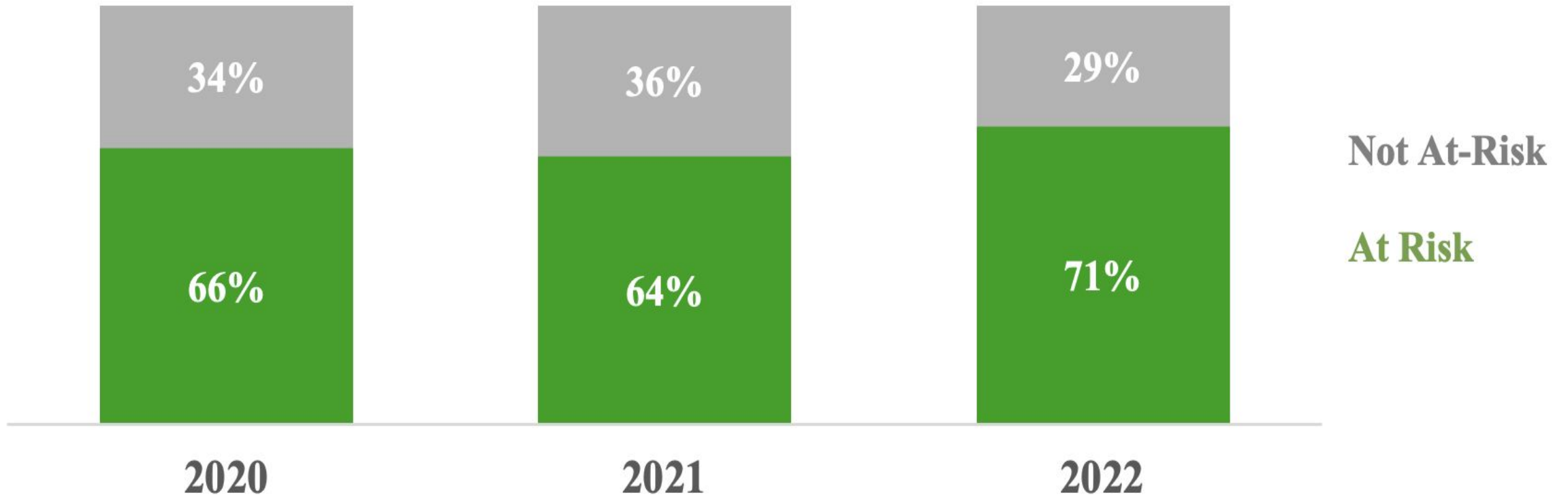
- Reducing any disparity in the performance on assessment instruments administered under TEC, Chapter 39, Subchapter B
- Reducing any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students
- Reducing any disparity in the rates of high school completion between educationally disadvantaged students and all other district students
- Holding an annual public hearing to discuss the results of the LEA's evaluation of the accelerated instruction programs and services
- Including the results of this evaluation in the school district's District Improvement Plan (DIP) and campus improvement plan (CIP) or the charter school instructional plan.

Evaluation Question 1: GPISD At-Risk Student Profile

In the 2021-2022 school year, 18,631 students were identified as at-risk, representing 71% of the GPISD student population. In the past three years, the number of at-risk students has fluctuated, while the percentage has increased by 5%.

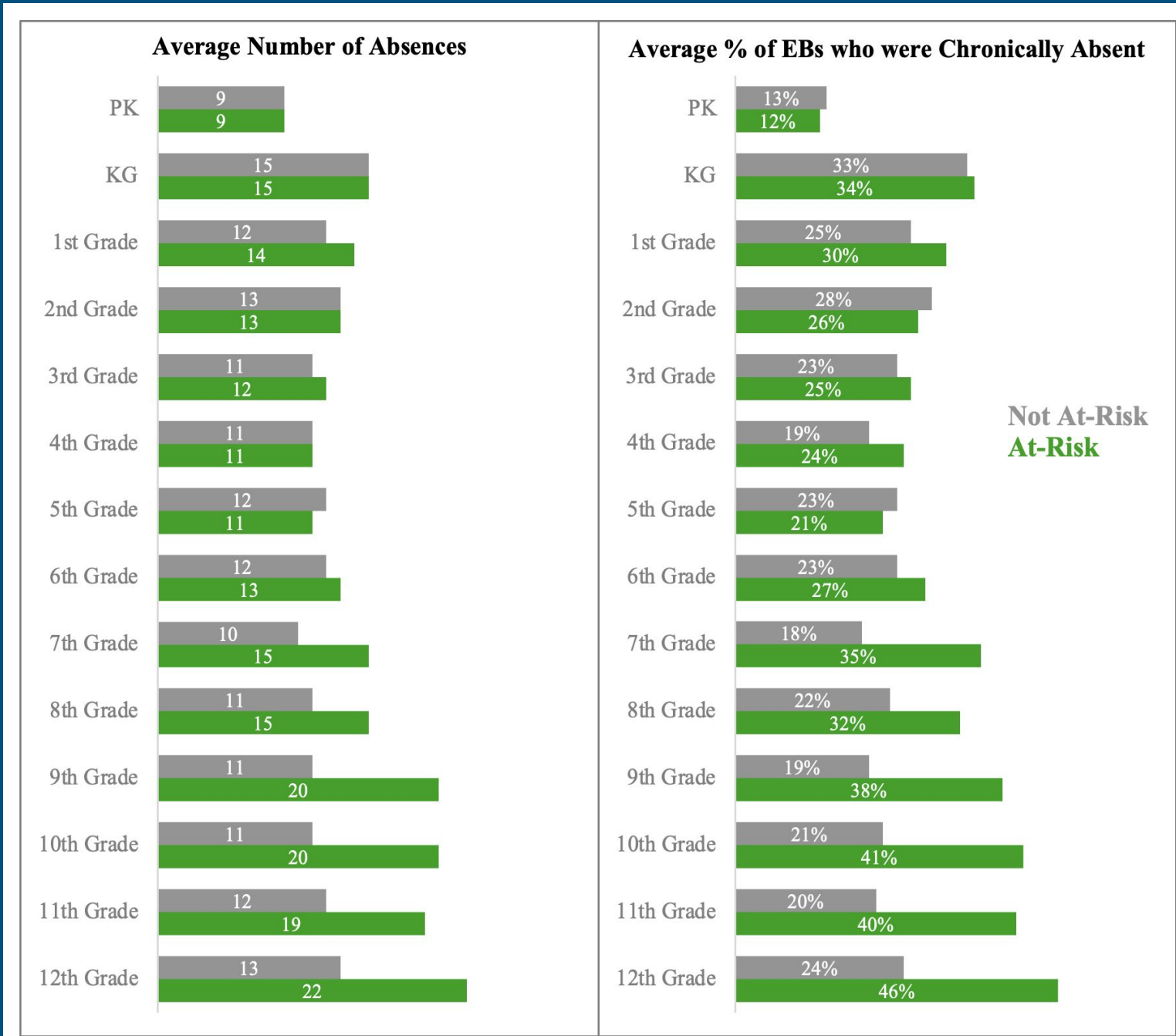
School Year	Data Type	At Risk	Not at Risk	Enrollment
2019-2020	Number	19,174	10,092	29,266
	Percentage	66%	34%	
2020-2021	Number	17,957	10,273	28,230
	Percentage	64%	36%	
2021-2022	Number	19,351	8,069	27,420
	Percentage	71%	29%	

The percentage of at-risk students has **increased** by 5% since 2019-2020.



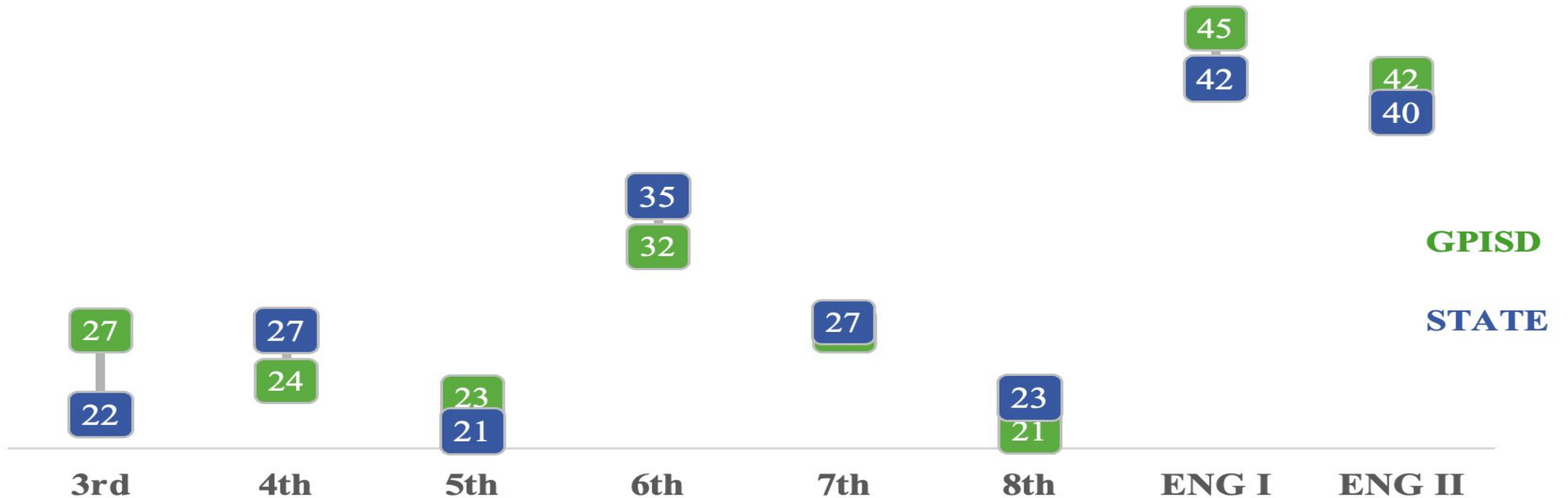
Evaluation Question 2: Attendance Matters

The attendance data indicated that, on average, an at-risk student had 15 absences in the 2021-2022 school year, which is three more than students who are not at risk.



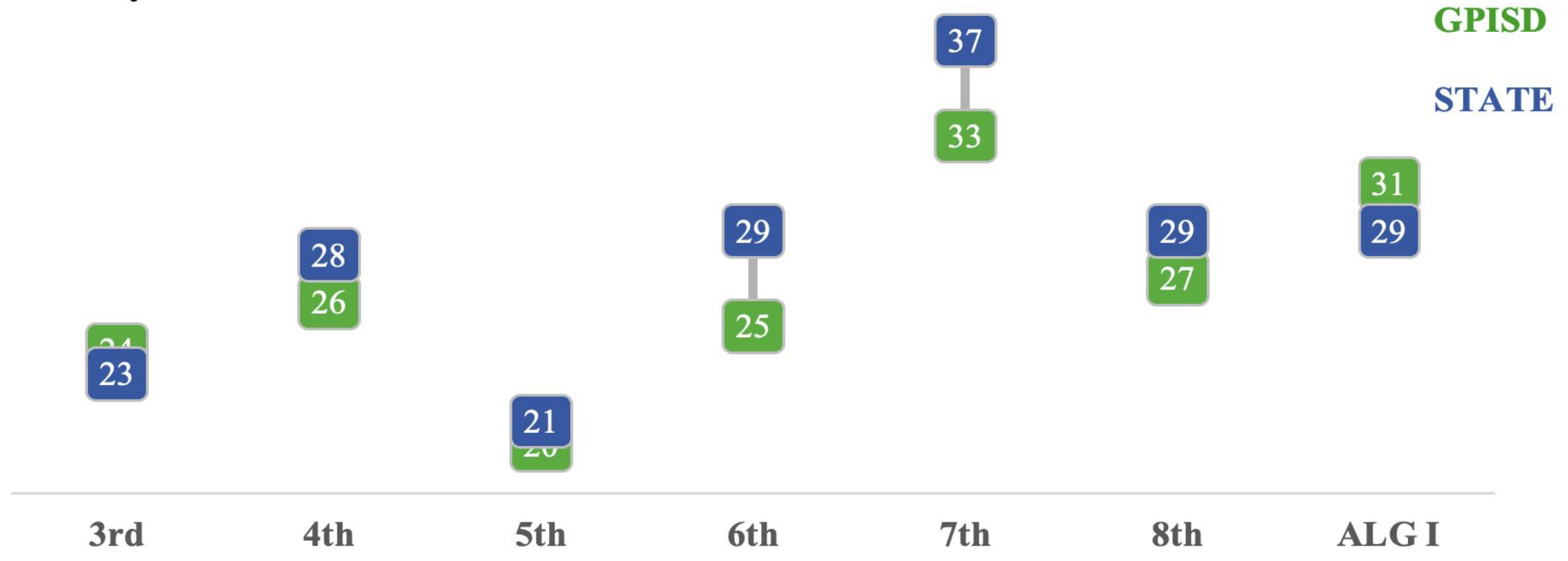
Evaluation Question 3: STAAR/EOC Achievement Gap Reading

GPISD achievement gaps in reading remains similar to the **State** average during 2021-2022 school year.



Evaluation Question 3: STAAR/EOC Achievement Gap Math

GPISD achievement gaps in math remains similar to the **State** average during 2021-2022 school year



Data Source: Texas Assessment Analytical Portal, 07/17/2023

Evaluation Question 4: High School Completion

The four year graduation rate is calculated for at-risk students and those who are not at risk. The results suggested that a slightly lower percentage of at-risk students graduated within 4 years than students who are not at risk. Compared to the class of 2020, the class of 2021 at-risk students graduated at a higher rate. Additionally, the graduation gap decreased from 7.6% to 2.1%.

		Number of Students	Completion Rate
Class of 2021	At Risk	1,575	90.0%
	Not at Risk	695	92.1%
Class of 2020	At Risk	1,422	88.5%
	Not at Risk	855	96.1%

Data Source: Four-Year Graduation and Dropout Data (state accountability), Class of 2020; Four-Year Graduation and Dropout Data (state accountability), Class of 2021.

District Improvement Plan

DRAFT

THE PLAN



The Texas Education Agency (TEA) has set four Strategic Priorities that must serve as the cornerstones of plan development and for progress measurement and evaluation. GPISD has flexibility to address additional local priorities.

The TEA Strategic Priorities are:

1. Recruiting, supporting and retaining teachers and principals
2. Building a foundation of reading and math
3. Connecting high school to career and college
4. Improving low-performing schools

The Local Strategic Priorities are:

5. Update and Expand Instructional Technology
6. Support Parent and Community Engagement
7. Safety and Well Being

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

GPISD LOCAL STRATEGIC PRIORITIES

STRATEGIC PRIORITIES



RECRUIT, SUPPORT
AND RETAIN
TEACHERS AND
PRINCIPALS



BUILD A
FOUNDATION
FOR READING
AND MATH



CONNECT HIGH
SCHOOL TO
CAREER AND
COLLEGE



IMPROVE
LOW-PERFORMING
SCHOOLS



UPDATE AND EXPAND
INSTRUCTIONAL
TECHNOLOGY



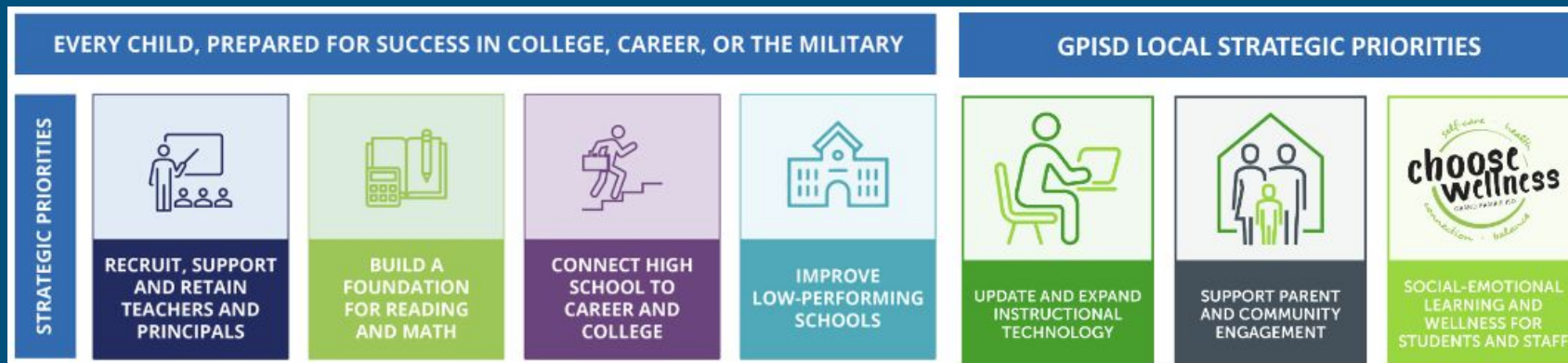
SUPPORT PARENT
AND COMMUNITY
ENGAGEMENT



SOCIAL-EMOTIONAL
LEARNING AND
WELLNESS FOR
STUDENTS AND STAFF

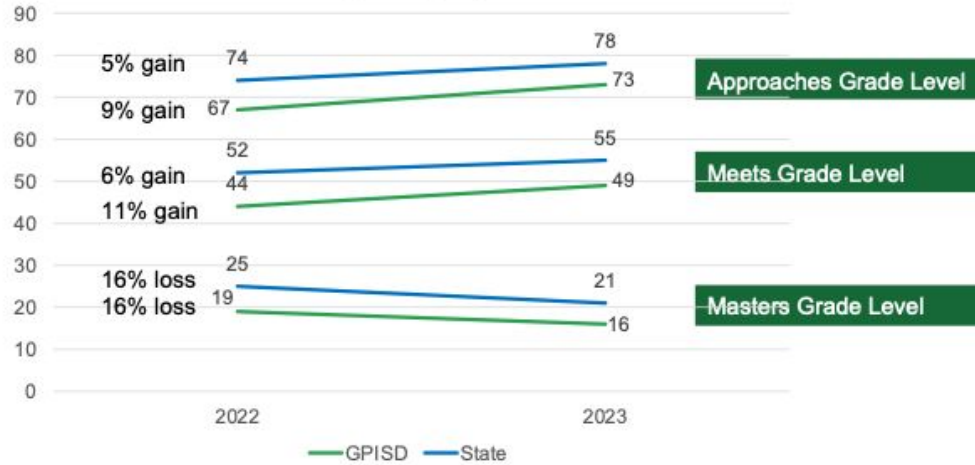
DIP Goal 1 – Student Achievement

- By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA.
- *Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates.*
- (TEA Strategic Priorities: 2, 3, 4)



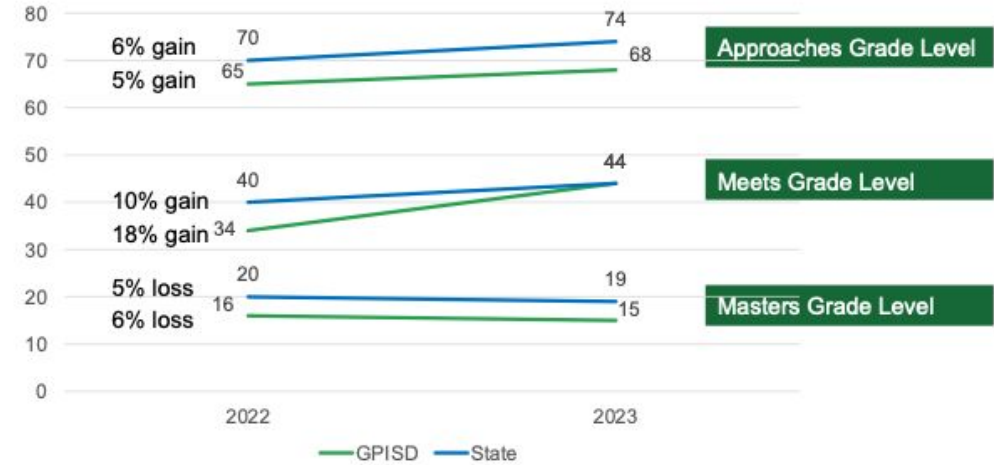
Student Performance Data

Reading Language Arts



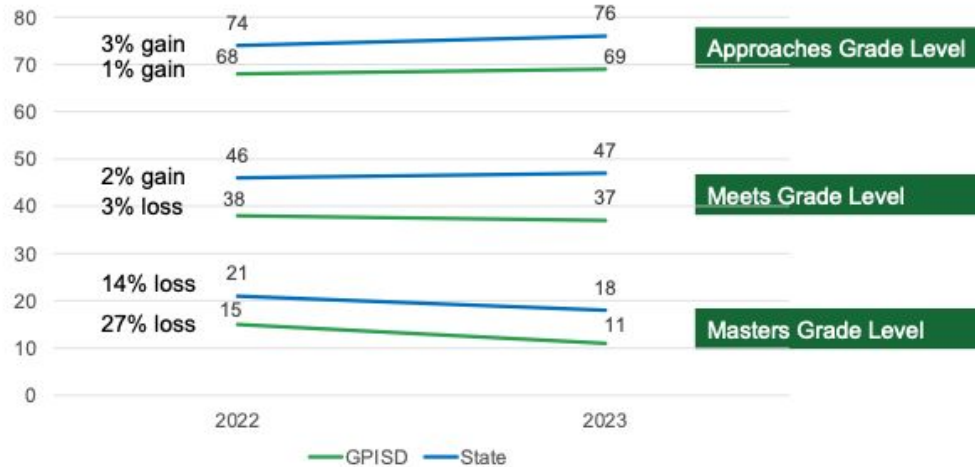
Student Performance Data

Math



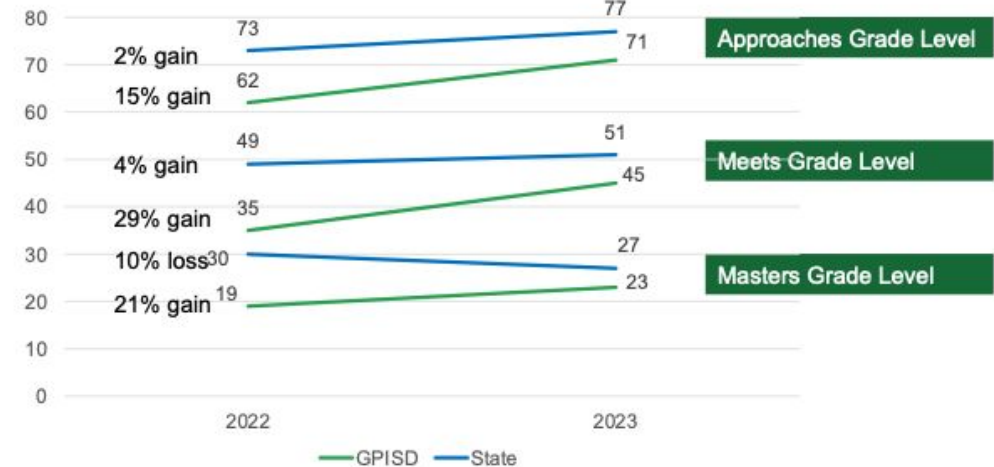
Student Performance Data

Science



Student Performance Data

Social Studies

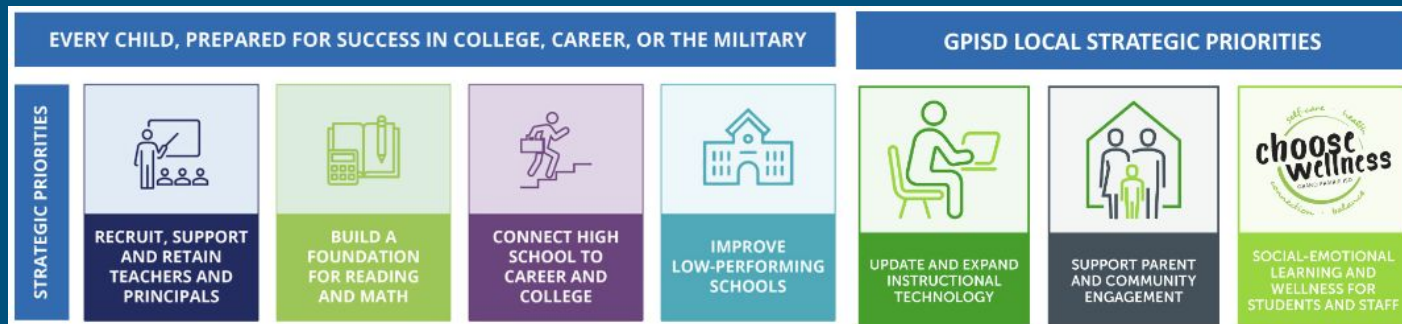


DIP Goal 1 – Student Achievement

- **Performance Objective 1.1:** Increase the academic achievement for all students as measured by district and state assessment performance and growth.
- **Performance Objective 1.2:** Provide high-quality early education initiatives and programs. (ESSA requirement)
- **Performance Objective 1.3:** Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR postsecondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)
- **Performance Objective 1.4:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)
- **Performance Objective 1.5:** Provide additional academic and social emotional initiatives and support for grades 6th and 9th.

DIP Goal 2 – Recruitment, Support and Retention of Personnel

- By Fall 2024, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR).
- *Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations.*
- (TEA Strategic Priority 1)

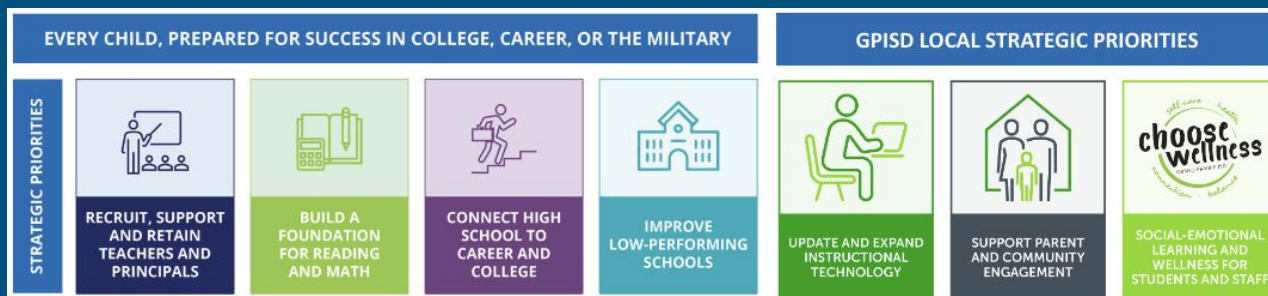


DIP Goal 2 – Recruitment, Support and Retention of Personnel

- **Performance Objective 2.1:** Continue to support district’s leadership mission and goals: We Create Success-We Lead by Example-We Empower People through leadership development initiatives and professional development for teachers and staff to improve student learning.
- **Performance Objective 2.2:** Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.
- **Performance Objective 2.3:** Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, Migrant and At-Risk students as identified) in all subject areas. (ESSA requirement)

DIP Goal 3 - Parent/Community Engagement

- **By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning.**
- *Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation.*
- **(TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)**



Glow

Feel free to add "glows" and "grows" in chat



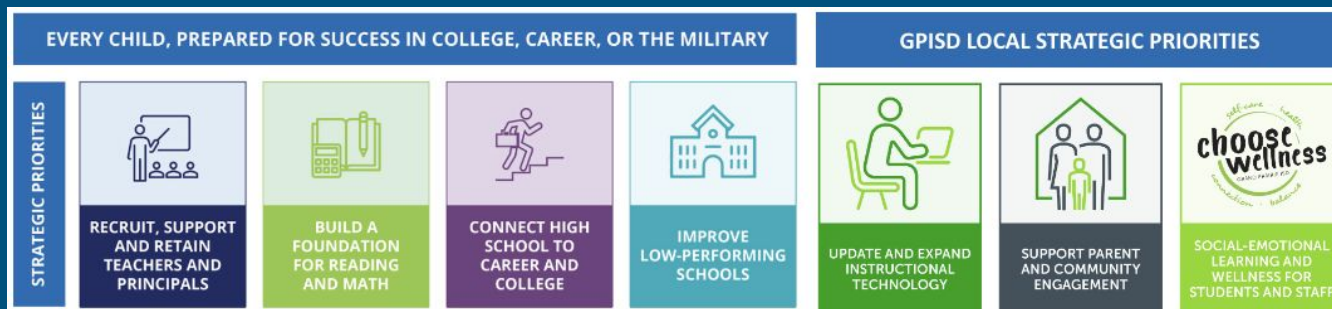
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DIP Goal 3 - Parent/Community Engagement

- **Performance Objective 3.1:** Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

DIP Goal 4 - Instructional Technology

- By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas.
- *Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs.*
- (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)



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Grow

DIP Goal 4 - Instructional Technology

- **Performance Objective 4.1:** Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.
- **Performance Objective 4.2:** GPISD will continue to design and implement a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

DIP Goal 5: Safety and Well-Being

- By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals.
- *Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.*
- (Local Strategic Priority 7)



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Feel free to add "glows" and "grows" in chat



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DIP Goal 5: Safety and Well-Being

Performance Objective 5.1: GPISD will continue to ensure the safety and well-being of students, staff, parents and community members.

Performance Objective 5.2: Provide an effective student management framework to reduce discipline referrals, increase restorative practices, and increase attendance rates to ensure student success.

Performance Objective 5.3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

Performance Objective 5.4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

THE PLAN





School Board Meeting to Consider Goals

September
14th at 7pm



DOI COMMITTEE PROPOSED AMENDMENTS



WHAT IS A DISTRICT OF INNOVATION?

A District of Innovation is a concept passed by the 84th Legislative Session in HB 1842 that gives traditional independent school districts most of the flexibilities available to open enrollment charter schools. To access these flexibilities, a district must adopt an innovation plan.



CURRENT DOI PLAN



- **Uniform School Start Date** (ie. To allow for flexibility in programming as needed)
- **Minimum Minutes of Instruction** (ie. To allow for flexibility in alternative settings and half-day programming)
- **Class Size Ratio** (ie. To prevent the need for waivers in the event that there is an isolated incident where classes must exceed the student/teacher ratio)
- **Teacher Certification** (ie. For hard to fill positions such as CTE programs)

RECOMMENDED AMENDMENTS

- 37.0012 Campus Behavior Coordinators
- 37.105 Ejection of Individuals from Facilities
- 45.205 Depository Contracts
- 37.006 Mandatory E-Cigarette DAEP Placement

RECOMMENDED AMENDMENTS

Campus Behavior Coordinators

- Texas Education Code §37.0012 constrains campus governance by requiring one person at each campus to be designated to serve as the campus behavior coordinator.
- Exemption from Texas Education Code §37.0012 allows GPISD campus principals to divide and/or delegate campus behavior coordinator duties to assistant principals as needed and appropriate.

RECOMMENDED AMENDMENTS

Ejection of Individuals from Facilities

- Texas Education Code §37.105 applies to rejecting unruly guests from campuses and school events.
- The Texas Legislature changed the law on how school administrators can eject unruly guests from school events. This applies to parents and community members, not students. Under the law, the guest must be given a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he can appeal the ejection.
- An exemption from this provision would allow GPISD, in very limited circumstances, to remove guests from school events whose behavior is extremely disruptive or a severe and continuing threat to the safety and security of students, staff and the community without warning or written notice.

RECOMMENDED AMENDMENTS

Depository Contracts

- Texas Education Code §45.205 requires the district to re-bid depository contracts every two years.
- The district could extend the term for up to three additional two-year terms, avoiding the disruption of campus operations. Before the renewals take place, the bank would furnish a proposal to the district regarding its proposed services and fees.
- An exemption from this provision would allow GPISD to extend a bank depository contract up to three additional two-year terms if the bank is providing effective and acceptable quality services.

RECOMMENDED AMENDMENTS

Mandatory Vape/E-Cigarette DAEP Placement

- The 2023 Texas Legislature passed House Bill 114 amending Texas Education Code § 37.006(a), which now requires mandatory DAEP placement for the “possession, use, sale, giving, or delivering of an e-cigarette, or any component part of an e-cigarette.”
- Vaping is a serious violation of the Student Code of Conduct. However, DAEP does not have the capacity to accommodate this volume of students. Also, requiring mandatory DAEP placement for possession of a vape, including paraphernalia associated with vaping, regardless of whether this is a first or subsequent incident, ties the hands of administrators.
- The statute requires students to be moved back and forth from DAEP and the home campus ISS as space at DAEP is available, which would cause significant academic disruption to a student.
- An exemption from this provision would allow the district to impose a more targeted ISS program directed at substance abuse prevention, awareness, and restorative practices instead of mandatory DAEP placement for a first vape/e-cigarette offense.

COMMITTEE VOTE ON DOI AMENDMENTS

- (1) **Campus Behavior Coordinators** – An exemption would allow GPISD campus principals to divide and/or delegate campus behavior coordinator duties to assistant principals as needed and appropriate.
- (2) **Ejection of Individuals from Facilities** — An exemption from this provision would allow GPISD, in very limited circumstances, to remove guests from school events whose behavior is extremely disruptive or a severe and continuing threat to the safety and security of students, staff and the community without warning or written notice.
- (3) **Depository Contracts** -- An exemption from this provision would allow GPISD to extend a bank depository contract up to three additional two-year terms if the bank is providing effective and acceptable quality services.
- (4) **Mandatory VAPE/E-Cigarette DAEP Placement** -- An exemption from this provision would allow the district to impose a more targeted ISS program directed at substance abuse prevention, awareness, and restorative practices instead of mandatory DAEP placement for a first vape/e-cigarette offense.

Voting Form

Please use the link in chat or this QR code to record your vote on the four proposed amendments.





Upcoming EIC Meetings

November 15- Formative Review

January 17- Formative Review

March 27- Formative Review
(including review of 24-25 Goals, Objectives,
and Strategies)

May 15- May/June Formative Review