GISD District Performance Committee

February 4, 2026

Agenda

- Good Things & Introductions
- District Updates:
  - Brief Update/Q&A from Dr. Padavil
  - Evidences of Progress on the 25-26 District Improvement Plan
- Updates + Vote:
  Possible Adjustments to GISD's District of Innovation Plan

Brief Update / Q&A

With Dr. Padavil

Good Things & Introductions

- Who are you?
- What's your connection to Georgetown ISD?
- SuperBowl: for the football, for the commercials, for the food, or who cares about any of it?

District Update:
Evidences of Progress on the 25-26 District Improvement Plan

GISD Senior Leadership Team

Strategic Priority Area 1

Student Learning, Growth and Progress

SPA #1
Student Learning, Growth, and Progress



1.1 In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

Literacy

Student Goal #1: The Percentage of students on grade level in literacy on

K-5 MAP - Math | Percent At & Above Grade Level | EOY Goal = 66%

On-Track	SY 2024-25			SY 2025-26		Analysis	
	BOY	MOY	EOY	BOY	MOY	MOY to MOY	Distance to Goal
GISD K-5	62%	62%	61%	73%	73%	+ 11	+ 7
Carver ES	61%	61%	59%	72%	67%	+ 6	+ 1
Cooper ES	51%	47%	48%	62%	62%	+ 15	4
Ford ES	8						
Frost ES*	5						
McCoy ES	7						
Mitchell ES*	6						
Purl ES*	4						
San Gabriel ES	7						
Village ES	6						
Williams ES*	4						
Wolf Ranch ES	7						

Strengths	
K - 1st: Letter Name, Word Reading	1st: Phonemic Awareness
Kinder: Decoding	2nd - 5th: Reading Accuracy

Area for Improvement	Improvement Actions
Kinder - Phonemic Awareness	Collaborate with Elementary Principals, TLA to provide supplementary resources and quick checks
1st - Letter Sounds	Collaborate with Elementary Principals, TLA to provide supplementary resources and quick checks
2nd - 3rd - Reading Fluency	Strengthen intervention support by leveraging mClass intervention resources aligned to specific student needs
2nd - 5th - Basic Comprehension	TLA develops an aligned response plan by triangulating mClass data, classroom performance, and unit assessment results to ensure students progress toward mastery of Essential Intervention Standards (EIS)

Numeracy

Student Goal #2: The Percentage of

K-5 MCLASS - Literacy | Percent At & Above Grade Level | EOY Goal = 68%

Off-Track: *Making Progress*	SY 2024-25			SY 2025-26		Analysis	
	BOY	MOY	EOY	BOY	MOY	MOY to MOY	Distance to Goal
GISD K-5 (mCLASS)	55%	56%	64%	58%	58%	+ 2	10
Carver ES	57%	56%	65%	59%	57%	+ 1	9
Cooper ES	53%	53%	62%	52%	54%	+ 1	14
Ford ES							
Frost ES*							
McCoy ES							
Mitchell ES*							
Purl ES*							
San Gabriel ES							
Village ES							
Williams ES*							
Wolf Ranch ES							

Strengths
K-1 & 4th: Numerical Relationships
1st - 5th: Computations & Algebraic Relationships

Area for Improvement	Improvement Actions
2nd & 3rd - Numerical Relationships	Reinforce previously taught content in grades 2 & 3; these grade levels introduce more complex basic math skills that need time and repeated practice to strengthen
K - Computations & Algebraic Relationships	Continued practice throughout second semester with patterns, relationships, representations, comparing and sorting
K - 5: Geometry & Measurement	Direct teach while incorporating numerical relationship skills and computations and algebraic relationships. These units happen in the second semester, however we can incorporate routines throughout the year
K - 5: Data Analysis & Money	

Literacy

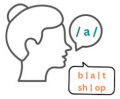
Student Goal #1: The Percentage of students on grade level in literacy on MClass (K-5) will rise from **64%** in June 2025 to **80%** by June 2028.

This will result in a goal of <u>68%</u> for 2026.

K-5 MCLASS - Literacy | Percent At & Above Grade Level | EOY Goal = 68%

Off-Track: *Making Progress*	SY 2024-25			SY 2025-26		Analysis	
	BOY	MOY	EOY	BOY	MOY	MOY to MOY	Distance to Goal
GISD K-5 (mCLASS)	**55%**	**56%**	**64%**	**58%**	**58%**	**+ 2**	**10**
Carver ES	57%	56%	65%	59%	57%	+ 1	9
Cooper ES	53%	53%	62%	52%	54%	+ 1	14
Ford ES	67%	67%	75%	68%	69%	+ 2	**+ 1**
Frost ES*	42%	47%	52%	41%	44%	- 3	24
McCoy ES	59%	60%	64%	61%	64%	+ 4	4
Mitchell ES*	53%	55%	60%	55%	54%	- 1	14
Purl ES*	45%	45%	54%	50%	47%	+ 2	21
San Gabriel ES	68%	70%	77%	69%	70%	-	**+ 2**
Village ES	61%	62%	73%	65%	66%	+ 4	2
Williams ES*	43%	46%	54%	52%	54%	+ 8	24
Wolf Ranch ES	61%	62%	69%	61%	59%	- 3	11

Strengths	
K - 1st: Letter Name, Word Reading	1st: Phonemic Awareness
Kinder: Decoding	2nd - 5th: Reading Accuracy

Area for Improvement	Improvement Actions
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Numeracy

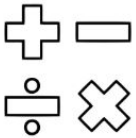
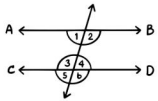
Student Goal #2: The Percentage of students on grade level in math on MAP will rise from **59%** in June 2025 to **80%** by June 2028.

This will result in a goal of <u>66%</u> for 2026.

K-5 MAP - Math | Percent At & Above Grade Level | EOY Goal = 66%

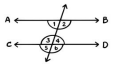
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GISD K-5	**62%**	**62%**	**61%**	**73%**	**73%**	+ 11	**+ 7**
Carver ES	61%	61%	59%	72%	67%	+ 6	+ 1
Cooper ES	51%	47%	48%	62%	62%	+ 15	4
Ford ES	82%	81%	81%	87%	88%	+ 7	**+ 22**
Frost ES*	57%	57%	58%	67%	71%	+ 14	**+ 5**
McCoy ES	75%	74%	74%	82%	86%	+ 12	**+ 20**
Mitchell ES*	60%	57%	55%	69%	66%	+ 9	-
Purl ES*	46%	41%	43%	58%	58%	+ 17	8
San Gabriel ES	76%	78%	76%	86%	86%	+ 9	**+ 20**
Village ES	65%	68%	70%	81%	82%	+ 14	**+ 16**
Williams ES*	45%	46%	49%	65%	63%	+ 17	3
Wolf Ranch ES	73%	72%	73%	80%	79%	+ 5	**+ 13**

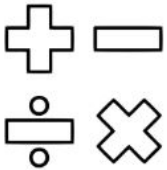
Strengths
K-1 & 4th: Numerical Relationships
1st - 5th: Computations & Algebraic Relationships

Area for Improvement		Improvement Actions
	2nd & 3rd - Numerical Relationships	Reinforce previously taught content in grades 2 & 3; these grade levels introduce more complex basic math skills that need time and repeated practice to strengthen
$(a+b)+c=a+(b+c)$	K - Computations & Algebraic Relationships	Continued practice throughout second semester with patterns, relationships, representations, comparing and sorting
	K - 5: Geometry & Measurement	Direct teach while incorporating numerical relationship skills and computations and algebraic relationships. These units happen in the second semester, however we can incorporate routines throughout the year
	K - 5: Data Analysis & Money	

6-8 MAP - Math | Percent At & Above Grade Level | EOY Goal = 66%

On-Track	SY 2024-25			SY 2025-26		Analysis	
	BOY	MOY	EOY	BOY	MOY	MOY to MOY	Distance to Goal
GISD Middle School	**56%**	**57%**	**53%**	**64%**	**66%**	+ 9	-
Benold Middle School	70%	71%	68%	77%	80%	+ 9	+ 14
Forbes Middle School	56%	NA	52%	61%	61%	-	5
Tippit Middle School	54%	NA	53%	64%	68%	-	+ 2
Wagner Middle School	47%	45%	43%	55%	55%	+ 10	11

Strengths
$(a+b)+c=a+(b+c)$ 6th - 8th: Computations and Algebraic Relationships
 6th - 8th: Geometry and Measurement

Area for Improvement	Improvement Actions
 Numerical Representations and Probability	TLA provide professional learning community (PLC) support to ensure alignment to standards, instruction, tasks, and data with a focus on conceptual understanding and multiple representations, while intentionally spiraling standards and using assessments to monitor student progress through district created assessments
 Data Analysis	TLA provide PLC support to ensure data analysis is NOT taught as a stand-alone skill, but is embedded across multiple courses(ex. science and social studies), with intentional emphasis on student discourse as learners analyze and interpret graphs and data sets

Walk-Throughs

Student Goal #3: The percentage of walkthrough observations demonstrating rigorous, appropriately challenging learning tasks aligned to grade-level standards will increase from the first nine weeks to the last nine weeks, with non-aligned tasks decreasing by at least 15% over the year.

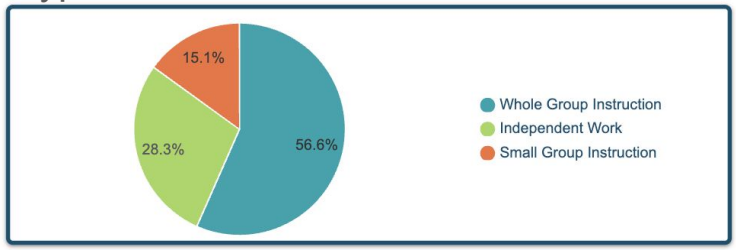
Total Walkthroughs GISD 2025-26
2,711

Total Aligned Objectives 2025-26
1695 (76%)

LEAD GROW SERVE

READING | ELAR Observations

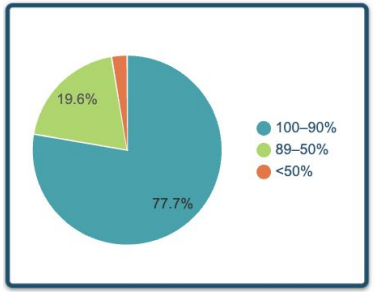
Type of Instruction Observed



Reading / ELAR Questioning

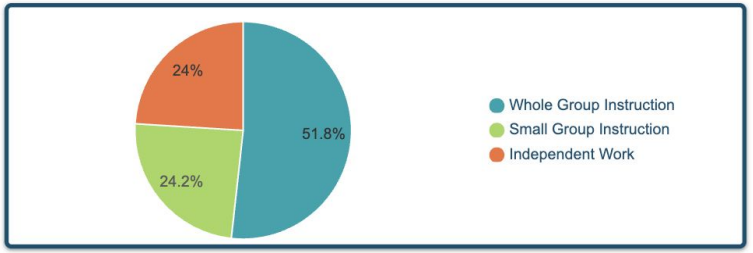


Engagement



MATH Observations

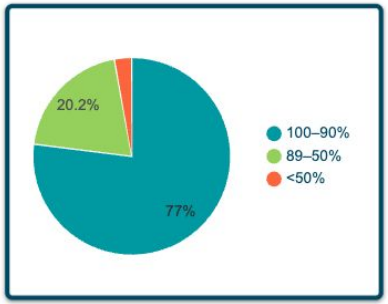
Type of Instruction Observed



Math Questioning



Engagement



SPA #1
Student Learning, Growth, and Progress



1.2 In GISD, we monitor progress toward students developing attributes in the Learner Profile.

- So far this school year, we have recognized **73** students across campuses and at the district level for Learner Profile attributes.

- Fall 2025 survey data shows **70%** of parents feel well informed about their child's progress on learner profile attributes (+1% from Spring 2025).

Scholar's Name Kinley

Grade Level 5th

The Learner Profile trait I demonstrate the best is: adapts and persevers

Because: I adapt to new chalenges and persever like if I get a qesnton rong I try agin

The trait I would like to work on is: creats and inovates

Because: I think I could work on being creative. When I'm working on projects

What will that look like? having creative ideas when working on projects.

Scholar's Name JAXON .F

Grade Level 5th

The Learner Profile trait I demonstrate the best is: creates and innovates

Because: I like to create pictors i have written my own play once.

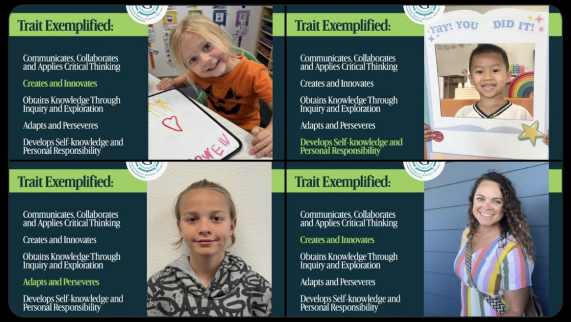
The trait I would like to work on is Develapes self knowledge and personal responsability

Because: I hav a hard time thinking before i act

What will that look like? thinking before i act.

Georgetown ISD ✓
@GeorgetownISD

The GISD Learner Profile Award recognizes standout students and staff who exemplify our learner profile traits in and out of the classroom, as nominated by their campus leaders.
Congratulations to our December recipients! ⭐



11:23 AM · Dec 16, 2025 · **831** Views





benoldbears

benoldbears The Benold GRRRIT Award is celebrated quarterly in which each teacher has the opportunity to nominate one student if they believe this kiddo exceptionally modeled the GISD Learner Profile trait of "Adapt and Persevere". These students are our GRRRIT Award recipients for the 2nd quarter. Special SHOUT OUT to Culver's for helping us celebrate these students by donating their world famous frozen custard as a treat! Congratulations to the following students
6th Grade:
Kensington B.
Colton B.
Jessica D.
7th Grade:
Taylor H.
Emma G.
Mila M.
Anna B.
Cannon G.
Ariana M.
Ava H.
Alisa L.
Andrew G.
Tyler A.
Rosie H.
Delilah B.
8th Grade:

25 likes
1 day ago

SPA #1
Student Learning, Growth, and Progress



1.3 GISD students are prepared for postsecondary education and the workforce.

GISD Board goal: The percentage of graduates meeting the criteria of being College, Career, and Military readiness will grow from 79% in June 2025 to 90% by June 2026.

MOY CCMR outcomes for 2026 (current) graduates:

- Total Grads: **1045**
  - Total *met CCMR*: **840** **(80%)**
  - Total *met CCMR* **+** *On track for CCMR**: **927** **(89%)**
- District CCMR PLC and Advanced Academic Think Tank supporting future ready initiatives
- % of students meeting benchmark on PSAT (11th grade):
  - Math: **28%** (+1%) (-5% TX) (-15% U.S.)
  - ELA: **60%** (+2%) (+3% TX) (-8% U.S)
- % of students meeting benchmark on SAT (12th grade):
  - Math: **28%** (+2%) (-2% TX) (-11% U.S)
  - ELA: **58%** (+5%) (+2% TX) (-7% U.S)

**students who will satisfy CCMR requirements by completing current graduation plan or CTE course.*

SPA #1
Student Learning, Growth, and Progress



1.4 GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Fall 2025 survey data shows:

- **80%** of parents feel well informed about their child's learning progress
  (+3% in Spring 2025)
- **78%** of parents feel their child's progress is reported in a way that is easy to understand
  (+3% in Spring 2025)
- **82%** of parents feel their child receives useful feedback
  (+5% in Spring 2025)

HOME > PARENTS > UNIVERSAL SCREENER

Universal Screener

MAP & mCLASS

In Georgetown ISD, we use universal screeners such as **MAP Growth** and **mCLASS Amplify** to better understand what students already know and what they are ready to learn next. The results from these assessments help teachers personalize instruction and provide targeted support to help every child grow.

Learn more about these screeners and how to read your student's report in the FAQs below.

MAP Growth FAQ

- What is MAP Growth?
- Who takes the MAP Growth screener?
- When will my child take MAP Growth?
- What is a RIT score?
- Is there a passing score?
- What is a percentile rank?
- How is MAP Growth different from STAAR?
- When will I receive my child's MAP Growth report?
- How will teachers use MAP Growth results?
- Are accommodations considered for test takers?

mCLASS FAQ

- What is mCLASS?
- Who takes the mCLASS screener?
- When will my child take the mCLASS screener?
- What skills are measured by mCLASS?
- The mClass instrument is also used as a screener for dyslexia. What does that mean for
- How do these Map and mClass scores compare to report grades?
- How can parents support their students' progress to move from "approaches → meets
- What is mClass Lectura?
- My child takes the STAAR Alt 2 test. Will I receive MAP and mCLASS results for them?

Georgetown Independent School District

507 E. University Avenue
Georgetown, TX 78626
512-943-5000
512-943-5004
communityrelations@georgetownisd.org

map GROWTH

Shawn Tolopsky
Spring 2018 **Family Report**

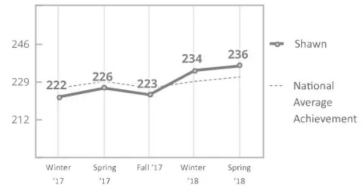
Page 1
Student ID: ST529811468 | Grade 11
Sample High School

What is this report? A summary of how your child is

What do Achievement and Growth mean?
How well your

Mathematics

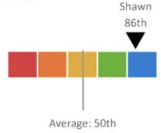
Average Achievement 60th Percentile



Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 60th percentile, which means they scored better than 60% of their peers.

High Growth 86th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 86th percentile, which means they made more progress than 86% of their peers.



Shawn is likely to be:

- *Approaches* on the State XYZ Assessment (if taken in Spring 2018)
- *College ready* on the ACT College Readiness (if taken in Spring 2018)
- *Not On Track* on the SAT (if taken in Spring 2018)

MAP/mClass Parent Letter
K-5

Dear **PARENT/GUARDIAN NAME,**

I am writing to share information about **STUDENT FIRST NAME**'s progress on their Middle of the Year (MOY) assessments: MAP Growth and mCLASS that were administered in early December These assessments are **not graded**, but rather serve as important tools that help us understand how your child is growing as a learner and how we can best support their continued progress in GISD.

About the Assessments
These assessments provide our educators with valuable insights into how each learner is growing and in what areas extra support is needed.

- **mClass (READING):** Students in grades K-5 take this assessment three times a year to measure foundational reading skills, such as phonics, word recognition, and comprehension.
- **MAP Growth (MATH):** Students in grades K-5 take this assessment three times a year. The assessment measures academic growth in **math** over time and helps us identify both areas of strength and skills that may need additional support.
- **mClass Lectura (For Dual Language Students):** Students enrolled in a **dual language program** also take the **mClass Lectura assessment** in addition to mClass (Reading). The mClass Lectura assessment measures reading comprehension skills like mClass does, but is administered in Spanish. You will receive both reports from your student's campus.

Understanding Your Student's Results

These assessments are **not graded** and **do not affect your child's report card**. Instead, they are **instructional tools** that help teachers tailor instruction to meet each student's needs.

For the Middle of the Year testing period:

- **MAP Growth (Math)**
  - **STUDENT FIRST NAME**'s **MAP Growth** score showed **X_Growth_MAP growth** since the Beginning of the Year (BOY) assessment.
  - **He/She** is currently performing in the **X_Percentile_MAP** nationally compared to students in the same grade level, which means they made more progress than **X_Percent_MAP** of their peers.
  -
- **mClass (Reading)**
  - On the **mCLASS** assessment, **STUDENT NAME's** composite score showed **X Growth_mCLASS growth** since the Beginning of the Year (BOY) assessment. *(If your student is enrolled in Dual Language, the number reported above is*

Strategic Priority Area 1

What do you like? What do you have wonders about?

Strategic Priority Area 2

Student and Staff Well-Being

SPA #2
Student + Staff Well-Being



2.1 GISD students are treated with respect and are respectful to each other and to adults.

Year to date data indicates 10% reduction in disciplinary referrals related to disrespect.

Mid Year Student Survey

- "Students at this campus treat each other respectfully" **(+2%ES)** **(-1% HS/MS)**
- "Students at this campus get along well" **(+6%)**

2025 Fall Parent Survey

"Adults at my child's school treat my child with respect" **93%** said yes (**+2%** from Spring 2025)

"Students are respectful to adults" **70%** said yes; (**+7%** from Spring 2025)

"Students are treated with respect" **96%** said yes (**-1%** from Spring 2025)

SPA #2
Student + Staff Well-Being



2.2 GISD employees find meaning and value in their work.

Fall 2025 Staff survey indicators:

- **90%** of staff feel connected to their colleagues (+2%)
- **80%** of staff feel connected to the district (-1%)
- **80%** of staff receive meaningful feedback (+3%)
- **97%** of staff find meaning and value in their work (no change)

So far this year...

- **203** Way to Go Grams
- **98** Teachers of the Month
- **136** Team Members of the Month

SPA #2
Student + Staff Well-Being



2.3 Students feel GISD schools and classrooms are physically and psychologically safe.

Goal: 80% of parents report that their student wants to come to school. Current: **86%**

Goal: Discipline data indicates reduced referrals for students vaping in school. Current: **(-16%** from YTD)

Goal: Data indicates the psychological and mental health supports in the community are utilized by students/families and that GISD staff ensure transition to care as appropriate.

- 37 Carver Center Inquires
- 30 Mental Health Collab Inquires
- 25 Non-Profit Collab Inquires
- 17 BBT Caseworkers w/ GISD Students
- 16 TCHATT

Goal: District safety expectations and protocols are implemented with fidelity.
Internal door audits, emergency operating plans in place, drills and training

Strategic Priority Area 2

What do you like? What do you have wonders about?

Strategic Priority Area 3

Staff Recruitment and Retention

SPA #3
Recruitment and Retention



3.1 Georgetown ISD provides competitive compensation and benefits to employees.

- Fall 2025 survey data shows 64% of staff feel that GISD provides competitive compensation and benefits (up from 57% in Spring 2025 & up from 37% in Fall of 2023)

SPA #3
Recruitment and Retention



3.2 Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

- G.R.E.A.T. Program
  - Total Participants from Cohort 1 & 2 total 25
    - Total Graduates - 8
  - Cohort 3 launches in March
- Teacher Referral Bonus
  - Opportunity to Earn up to $500
  - For 25-26 - 13 employees
  - For 24-25 - 2 employees
- Student Teacher Incentive
  - Spring of 2025 - 15 Eligible
  - $2,000 per Semester
  - $1,000 to join GISD

SPA #3
Recruitment and Retention



3.3 In GISD, professional learning communities thrive across the organization.





Focus on Alignment, Learning, Collaboration and Results

Campus/District Opportunities to learn and collaborate:

- Campus Support Team
- Campus Instructional Leadership Team
- Principal PLCs
- AP Learning

Strategic Priority Area 3

What do you like? What do you have wonders about?

Strategic Priority Area 4

Community and Connectivity

SPA #4
Community & Connectivity

4.1 GISD is transparent with reporting progress and providing access to information.

- Fall Survey
  - **83%** of parents feel well informed about the issues impacting GISD (same)
  - **83%** of parents agree/strongly agree that GISD is transparently reporting progress on priority work (+19% from Spring 2024)

- Parent Square Data
  - 14,027 student families connected
    - 100% contactability
  - 1,431 subscribed community members (+59%)
  - 12,826 posts sent*
  - 39 Smart Alerts executed*
  - 301,676 direct messages executed*

  **so far this school year*

- Social Media - Fall 2024 to Fall 2025 (X, Facebook, Instagram & LinkedIn)
  - 13% increase in followers across all platforms year-over-year
  - 34% increase in engagement across all platforms year-over-year

SPA #4
Community & Connectivity

4.2 Parents and community members feel welcome and invited in GISD schools.

- Fall Survey
  - **90%** of parents report feeling welcomed and invited in their child's school (+4% from Spring 2025)
  - **83%** of parents report the school encourages them to be an active partner in their child's education (+3% from Spring 2025)

- MVPS Indicators
  - **9,368** volunteers registered in the system
    - **299** Watch Dogs
    - **898** Mentors

SPA #4
Community & Connectivity

4.3 GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Community Engagement Opportunities

- CTE Advisory Committee
- Teacher Advisory Committee
- Student Advisory Council
- Citizens Advisory Committee (CAC)
- GISD Ambassadors
- District Performance Council (DPC)
- Student Health Advisory Committee (SHAC)
- Bond Advisory Committee
- Zoning Town Halls

Strategic Priority Area 4

What do you like? What do you have wonders about?

Update + Vote:
Possible Adjustments to GISD's District of Innovation Plan

Lindsay Harris + Stacie Seveska + Leslie Talamantes

What is a District of Innovation Plan?

The District of Innovation concept, passed by the 84th Texas Legislative Session in House Bill 1842, gives traditional public-school districts the flexibility available to Texas charter schools. The law is intended to give districts more local control to suit their individual needs. To be granted these flexibilities, the district must adopt a District of Innovation plan. The term of the designation as a District of Innovation may not exceed 5 years and a renewal must be made to continue as a District of Innovation.

- The GISD Board of Trustees unanimously approved the first GISD District of Innovation plan in February of 2017.
- Our plan and additional information about it can be found on our website at https://www.georgetownisd.org/about-gisd/about-us/district-of-innovation

From November's Meeting:

Next Steps

- Finalize decision on our approach to Teacher Certification impacts
- Email DPC the DOI plan with the proposed changes made to it
  - We'll also include the current plan in the same email
- Vote on these adjustments at February DPC Meeting
- If DPC approves these amendments, the Board of Trustees will consider your recommendations at March Board Meeting

GEORGETOWN ISD
DISTRICT OF INNOVATION PLAN

COLLECTIVE DISTRICT OF INNOVATION COMMITTEE STATEMENT

As a collective group of community and district stakeholders, we enjoyed the opportunity to engage in this process and explore the designation of District of Innovation ("DOI"). By bringing together a wide range of perspectives in such a collaborative environment, we were able to design a plan that we feel will help us reach the full potential of the Georgetown ISD Learner Profile.

From the beginning, we were given full authority to organically create a plan and engaged in open dialogue, disagreements, deep discussion, consensus building and voting for collective approval for the plan as presented. Although a multitude of exemptions are allowable under such a designation, the committee feels that the plan presented best encompasses exemptions that align with the District's vision, mission and strategic plan.

Opportunities for school districts to customize teaching, learning and operations are rare, and we felt like it was our moral imperative to pursue it. **Signed by the District of Innovation Committee.**

STATUTE RECOMMENDED FOR EXEMPTION

TEC §25.0811 FIRST DAY OF INSTRUCTION

CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes the following Belief Statements that guide our actions and decisions related to this recommended exemption:

- **Developing leaders is vital to our success.** Leadership development at all levels drives our performance as a district, and viability as a thriving community.
- **Instruction should be designed based on the needs of the learners.** Learners require customized, well-designed educational experience that develop their unique interests and talents to create a passion for learning.
- **It is our responsibility to prepare students for their future.** A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

RATIONALE

Currently, the first day of school may not be held prior to the fourth Monday of August.

Proposed Changes: Current statute prevents the District from designing calendars that best meet the needs of students. Having the flexibility to set the start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and our community. This empowers us to personalize and customize learning for all District learners, including teachers and staff through professional development, and allows us to balance the amount of instructional time per semester. In addition, by having flexibility in the start and end of the school year, students will be able to enroll in college courses that start in early June, thereby increasing college and career readiness.

Removing the constraints of the current uniform start date will allow Georgetown ISD to implement a possible short first

GISD's Plan

TEA Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**July 31, 2025**
SUBJECT:	**Legislative Updates Related to District of Innovation Prohibitions**
CATEGORY:	**Districts of Innovation**
NEXT STEPS:	**Share with appropriate staff**

During the 89th Legislature, three bills were signed into law by Governor Abbott that include new statutory provisions prohibiting districts from exempting themselves from certain requirements in the Texas Education Code (TEC) through a District of Innovation (DOI) plan. The newly prohibited exemptions are as follows:

House Bill (HB) 2

- **TEC, §21.0032, Employment of Uncertified Classroom Teachers**
  - TEC, §21.0032, is a new statute and should not be confused with TEC, §21.003, which was not changed by HB 2.
  - As a new statute, the exemption prohibition should not impact currently adopted DOI plans.
  - Additional information about the employment of uncertified classroom teachers and more detailed guidance for districts will be communicated in August.

- **TEC, §21.057, Parental Notification**
  - TEC, §21.057, requires districts that assign an inappropriately certified or uncertified teacher to the same class for more than 30 consecutive instructional days during the school year to provide written notice of the assignment to the parents or guardians of each student in that class.
  - Prior to HB 2, districts were permitted to exempt from this statute through a DOI plan. Accordingly, the new prohibition might impact currently adopted DOI plans.

House Bill 6

- **All of Chapter 37, Discipline, Law and Order**
  - HB 6 expands the prohibited exemptions from a few sections of Chapter 37 to include the entire Chapter.
  - The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan.
  - Prior to HB 6, districts were permitted to exempt from certain provisions of Chapter 37 through a DOI plan. Accordingly, this new prohibition might impact currently adopted DOI plans.
  - Additional information about HB 6 and its impacts on student discipline in Texas will be communicated in August.

Senate Bill (SB) 12

- **TEC, §28.004, Local School Health Advisory Council and Health Education Instruction**
  - The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan.

July 2025 Letter from TEA

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

House Bill 2 + TEC §21.0032

Employment of Uncertified Classroom Teachers

What HB2 says:

Section 12A.004(a), Education Code, is amended to read as follows:

(a) A local innovation plan may not provide for the exemption of a district designated as a district of innovation from the following provisions of this title:

(1) A state or federal requirement applicable to an open-enrollment charter school operating under Subchapter D, Chapter 12;

(2) (Subchapters A, C, D, and E, Chapter 11, except that a district may be exempt from Sections 11.1511(b)(5) and (14) and Section 11.162;

(3) The employment of uncertified classroom teachers under Section 21.0032;

(4) Parental notification requirements under Section 21.057;

(5) State curriculum and graduation requirements adopted under Chapter 28; and

(6) Academic and financial accountability and sanctions under Chapters 39 and 39A.

HB2 + TEC §21.0032
Employment of Uncertified Teachers

What our current DOI Plan says:

STATUTE RECOMMENDED FOR EXEMPTION

TEC §21.003 TEACHER CERTIFICATION

CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes the following Belief Statements that guide our actions and decisions related to this recommended exemption:

- **Instruction should be designed based on the needs of the learners.** Learners require customized, well-designed educational experience that develop their unique interests and talents to create a passion for learning.
- **It is our responsibility to prepare students for their future.** A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

RATIONALE

The district is committed to providing an excellent learning experience for students and validates the need for certified teachers.

The instructional plan and offerings for students can be impacted if a quality candidate cannot be found to teach a course due to lack of certification. The district is pursuing this exemption to provide greater flexibility for hiring individuals who are knowledgeable and equipped to fill positions other than bilingual, special education, or PreK. Flexibility in this area will assist the district in finding quality candidates in order to avoid the disruption of an instructional path for students. The exemption from Texas Education Code 21.003 will enable the district to locally certify teachers through a grow your own program in areas of high demand, to better meet the educational needs of our students today and into the future with a sustained plan of filling our teacher pipeline. In addition, this exemption will afford the District the opportunity to hire professionals in certain trades and vocations to teach the crafts of those traders and vocations (such as fine arts, etc.).

PARAMETERS

The District will establish its own local qualification requirements in lieu of the requirements set forth in Texas Education Code § 21.003. This exemption will only be exercised in a limited way in specific situations, adhering to all Chapter 22,Subchapter C, Criminal History requirements, including fingerprinting, and all applicable Board policies. Individuals hired under this exemption will be provided with district-identified training, resources and support.

What HB2 says about delaying new requirements:

There is an application process to delay HB2 teacher certification requirements for foundation curriculum courses until the beginning of the 2029-2030 school year. The application must include an evaluation of how the district will transition to certification during the extension, and be Board approved.

Application for Delay of Teacher Certification Requirements

HB2 + TEC §21.0032
GISD proposed adjustment to DOI

What our current DOI Plan says:

STATUTE RECOMMENDED FOR EXEMPTION

TEC §21.003 TEACHER CERTIFICATION

CONNECTION TO STRATEGIC PLAN

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PARAMETERS

The District will establish its own local qualification requirements in lieu of the requirements set forth in Texas Education Code § 21.003. This exemption will only be exercised in a limited way in specific situations, adhering to all Chapter 22,Subchapter C, Criminal History requirements, including fingerprinting, and all applicable Board policies. Individuals hired under this exemption will be provided with district-identified training, resources and support.

How we propose adjusting the plan to reflect the new legislation:

No change to the DOI is recommended at this time.

House Bill 6 + TEC §37.006

Removal for Certain Conduct

What HB6 says:

Section 12A.004(a), Education Code, is amended to read as follows:

(a) A local innovation plan may not provide for the exemption of a district designated as a district of innovation from the following provisions of this title:

(1) A state or federal requirement applicable to an open-enrollment charter school operating under Subchapter D, Chapter 12;

(2) Subchapters A, C, D, and E, Chapter 11, Except that a district may be exempt from Sections 11.1511(b)(5) and (14) and Section 11.162;

(3) State curriculum and graduation requirements adopted under Chapter 28;

(4) Chapter 37; and

(5) Academic and financial accountability and sanctions under Chapters 39 and 39A.

HB6 + §37.006
Removal of Certain Students

What our current DOI Plan says:

STATUTE RECOMMENDED FOR EXEMPTION

TEC §37.006 MANDATORY DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PLACEMENT FOR E-CIGARETTES

CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes the following Strategic Priority Areas and Objectives that guide our actions and decisions related to this recommended exemption:

- Student and Staff Wellbeing: In GISD, caring adults advocate for students and help them make safe, healthy choices.
- Student and Staff Wellbeing: GISD students are treated with respect and are respectful to each other and to adults.

RATIONALE

Legislation from the 88th Texas Legislative Session (2023) established a requirement for how schools must administer disciplinary consequences concerning e-cigarettes on campus property. The law no longer differentiates between the substance of an e-cigarette (i.e. nicotine or THC) and mandates schools to treat e-cigarette violations the same. Under this legislation, students who are observed possessing, using, selling, giving, or delivering to another person an e-cigarette will be recommended for a mandatory disciplinary alternative education program placement (GAP). This requirement for nicotine e-cigarettes is not in alignment with current law and policy concerning nicotine or tobacco products other than e-cigarettes. By making this offense a mandatory placement to DAEP, it removes the ability of an administrator to consider the whole child and make the best possible placement decision for the student. This exemption provides the flexibility of campus and district administrators to manage student discipline in a way that is consistent with current law and GISD policy regarding tobacco products.

PARAMETERS

- Currently, the consequences for other forms of tobacco, such as cigarettes and chewing tobacco, are campus-based disciplinary actions such as In-School Suspension (ISS).
- The offense of a student possessing, using, selling, giving, or delivering to another person an e-cigarette will result in campus-based disciplinary actions, such as ISS, or a discretionary placement at the GISD disciplinary alternative education program placement (DAEP).
- This approach would align our consequences based on the substance and not the method of delivery.
- In addition, the approach allows our administrators to have discretion in ensuring that students are assigned the most appropriate disciplinary consequences when considering all mitigating factors.

How we propose adjusting the plan to reflect the new legislation:

Delete this exemption from the DOI Plan

Specific Changes to Chapter 37 as a Result of HB6

Section 37.001(a)(2), Education Code, is amended to read as follows:

In addition to establishing standards for student conduct, the student code of conduct must:

specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program, which must expressly provide that an appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code;

Section 37.006(d)(1)(C), Education Code, is amended to read as follows:

If the student:

possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Section 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days;

House Bill 6 + TEC §37.012

Designation of Campus Coordinator

What HB6 says:

Section 12A.004(a), Education Code, is amended to read as follows:

(a) A local innovation plan may not provide for the exemption of a district designated as a district of innovation from the following provisions of this title:

(1) A state or federal requirement applicable to an open-enrollment charter school operating under Subchapter D, Chapter 12;

(2) Subchapters A, C, D, and E, Chapter 11, Except that a district may be exempt from Sections 11.1511(b)(5) and (14) and Section 11.162;

(3) State curriculum and graduation requirements adopted under Chapter 28;

(4) Chapter 37; and

(5) Academic and financial accountability and sanctions under Chapters 39 and 39A.

HB6 + §37.012

Designation of Campus Behavior Coordinator

What our current DOI Plan says:

STATUTE RECOMMENDED FOR EXEMPTION

TEC §37.0012 DESIGNATION OF CAMPUS BEHAVIOR COORDINATOR

CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes the following Belief Statement that guides our actions and decisions related to this recommended exemption:

- Our actions should be student-centered. All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

RATIONALE

Implementation of TEC 37.0012 limits the ability of children to develop positive relationships with a variety of adults who have a vested interest in their mental and emotional development and wellness. Current law restricts the ability of campus administrators and educators to focus on each student's needs through a collaborative disciplinary approach.

A collaborative disciplinary approach will be developed at the campus level and may include: educators, counselors, and administrators. The Assistant Principal/Administrator most closely related to the disciplinary situation will contact the responsible adult of the student(s) involved. Each campus will undergo a development plan process that collaboratively creates a chain of communication that best meets the needs of the campus.

How we propose adjusting the plan to reflect the new legislation:

Delete this exemption from the DOI Plan

What is a Campus Behavior Coordinator (CBC)?

- The CBC's primary responsibility is to maintain student discipline and implement the disciplinary guidelines established in the Texas Education Code (Chapter 37).
- The role was created to ensure that teachers have a clearly identifiable person to contact for students who are not conforming to classroom behavior standards.
- The person designated may be the principal of the campus or any other campus administrator selected by the principal.

CBC Responsibilities

A CBC's duties are crucial for maintaining a safe and productive learning environment. They include, but are not limited to:

- **Enforcing Discipline**: Applying discipline management techniques and administering consequences for student misconduct, as outlined in the district's student code of conduct.
- **Parental Notification**: Promptly notifying a student's parent or guardian when a disciplinary action has been administered.
- **Behavior Referrals**: Addressing teacher-submitted behavior referrals with consistent, age-appropriate interventions and supporting a positive campus climate.
- **Coordinating with Teams**: Collaborating with threat assessment teams to report serious offenses.
- **Progressive Discipline**: Taking progressive steps to improve student behavior and implementing preventative practices to teach appropriate conduct.

*Additional school staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of the subchapter are appropriately implemented.

Let’s Vote

- Recommendation will be based on simple majority of 51%
- Paper Ballots with Name/Campus
- We’ll review right away

Closing Out the Meeting

- **Next Meeting:**

  April 1 @ 5:30pm

  - Updates on District Priority Work + Planning for the New Year
  - Additional impacts from 2025 legislative session