

Georgetown Independent School District

District Improvement Plan

2022-2023



GEORGETOWN ISD

Home of the most inspired students, served by the most empowered leaders...

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Comprehensive Needs Assessment

Demographics

Demographics Summary

GISD continues to be a growing suburban community with increasing housing development, business and industry. Georgetown 2020 population is 67,176 with approximately a total of 14,500 combined staff and students in GISD.

Georgetown ISD serves a diverse and growing population in and around Georgetown, TX with a total student population in grades Pre-K - 12th grade of 13,078 students (Oct 2022). Students in Georgetown ISD represent diverse backgrounds, ethnicities and cultures.

GISD is comprised of 10 elementary schools grades PK-5, 4 middle schools grades 6-8, 2 comprehensive high schools grades 9-12, 1 academic alternative learning high school, 1 disciplinary alternative education program as well as the educational partner of the Successful Transition Education Program (S.T.E.P.) of the Williamson County Juvenile Justice Center.

In 2022-2023 GISD employs 1922 staff members (Sept 2022) that serve in a variety of roles to ensure that GISD learners have all that they need to be successful. 936 classroom teachers, 191 educational aides, 291 administrative and professional staff, and 504 auxiliary staff make up GISD staff members.

Hiring and retaining staff are a challenge in 2022 post-COVID. The table below demonstrates budgeted positions and filled positions.

Position	2022 Budgeted Count	2022 Staff Count
Classroom teachers	1019	936
Educational Aides	197	191
Admin and Professional Staff	302	291
Auxiliary Staff	600	504
Total	2018	1922

Student Demographic data below per GISD PEIMS 2022

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 10/03/2022)	Count	Percent
Gender		
Female	6,377	48.76%
Male	6,701	51.24%
Ethnicity		
Hispanic-Latino	5,725	43.78%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 10/03/2022)	Count	Percent
Race		
American Indian - Alaskan Native	<u>51</u>	0.39%
Asian	<u>378</u>	2.89%
Black - African American	<u>791</u>	6.05%
Native Hawaiian - Pacific Islander	<u>23</u>	0.18%
White	<u>5,501</u>	42.06%
Two-or-More	<u>609</u>	4.66%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 10/03/2022)	Count	Percent
Dyslexia	<u>1,356</u>	10.37%
Gifted and Talented	<u>849</u>	6.49%
Regional Day School Program for the Deaf	<u>2</u>	0.02%
Section 504	<u>1,401</u>	10.71%
Special Education (SPED)	<u>1,987</u>	15.19%
Bilingual/ESL		
Emergent Bilingual (EB)	<u>1,980</u>	15.14%
Bilingual	<u>1,007</u>	7.70%
English as a Second Language (ESL)	<u>1,283</u>	9.81%
Alternative Bilingual Language Program	<u>3</u>	0.02%
Alternative ESL Language Program	<u>2</u>	0.02%
Title I Part A		
Schoolwide Program	<u>4,880</u>	37.31%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	<u>1</u>	0.01%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 10/03/2022)	Count	Percent
At-Risk	<u>2,472</u>	18.90%
Foster Care	<u>28</u>	0.21%
IEP Continuer	0	0.00%
Immigrant	<u>199</u>	1.52%
Intervention Indicator	<u>505</u>	3.86%
Migrant	<u>6</u>	0.05%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 10/03/2022)

Count	Percent
Military Connected	<u>1,426</u> 10.90%
Transfer In Students	<u>110</u> 0.8411%
Unschooler Asylee/Refugee	<u>1</u> 0.0076%

Economic Disadvantage

Economic Disadvantage Total	<u>5,438</u> 41.58%
Free Meals	<u>4,526</u> 34.61%
Reduced-Price Meals	<u>908</u> 6.94%
Other Economic Disadvantage	<u>4</u> 0.03%

Homeless and Unaccompanied Youth

Homeless Status Total	<u>44</u> 0.34%
Shelter	0 0.00%
Doubled Up	<u>26</u> 0.20%
Unsheltered	<u>2</u> 0.02%
Hotel/Motel	<u>16</u> 0.12%
Not Unaccompanied Youth	<u>35</u> 0.27%
Is Unaccompanied Youth	<u>9</u> 0.07%

Staff Demographics per TEA

Updated staff demographics for 2022 not available from TEA.

Demographics Strengths

Georgetown ISD serves a diverse student population with strong family engagement from a variety of cultural and ethnic backgrounds. This diversity creates opportunities for students to learn from others in ways that may be more difficult in a homogenous demographic.

Georgetown, TX continues to experience historic growth rates nearing 10% total population growth, this is a strength as with this growth comes opportunity, diversity, and vibrance.

In Georgetown ISD and the larger community, education is a high priority; this is evidenced by strong graduation rates and completion rates year after year.

The community of Georgetown values a rich educational experience; for this reason, GISD is proud to support a variety of growing and successful student programs. These include but are not limited to:

- Career and Technical Education
- Fine Arts
- Athletics
- Underwater robotics, aerospace engineering, rocketry
- NJROTC and dozens of student clubs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GISD was not able to fully staff all budgeted positions due to student enrollment growth demanding more teachers and attrition. **Root Cause:** Unprecedented local and regional growth around GISD have reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.

Student Learning

Student Learning Summary

Student Learning

GISD considers evidence of student learning from multiple sources with a focus on growth. In addition to the Texas required assessment, STAAR/EOC, GISD utilizes NWEA MAP Growth Assessment and mClass Amplify Assessment to monitor student growth on an interim basis (beginning, middle and end of year). The COVID 19 pandemic impacted student outcomes much like across the State and Country.

Our data review affirms a continued focus on developing literacy and numeracy skills at our early grade levels will be crucial to recover from lost learning time due to the pandemic and a slower recovery in mathematics than in reading skills. Our students who are economically disadvantaged and who are English language learners experienced greater impacts from the pandemic. Identifying learning needs and aligning resources to support reducing those gaps will be instrumental in supporting the identified learning needs.

GISD Board of Trustees set targets around Literacy and Numeracy at the 3rd grade. This target utilizes multiple measures of data that ultimately calculates a total 3rd grade level of literacy or numeracy at 3rd grade. **Bolded numbers represent a target that was met.**

	2021 Baseline	2022 Target	2022 Actual
Overall Numeracy	64%	70%	73%
MAP Measure	59%	64%	78%
STAAR Measure	56%	60%	64%
Standards Based Measure	23%	28%	45%

	2021 Baseline	2022 Target	2022 Actual
Overall Literacy	70%	75%	80%
MAP Measure	56%	62%	68%
STAAR Measure	66%	71%	75%
Standards Based Measure	10%	17%	45%

Additionally, College Career Military Readiness (CCMR) is a top priority for GISD and the GISD Board of Trustees. CCMR has undergone many changes recently with regard to the different indicators for what would constitute career or military ready. GISD continues to focus on ensuring that all graduates are CCMR by 2025. Focused attention will continue to be on pathways aligned to industry based certifications as well as ensuring students are Texas Success Initiative (TSI) Complete in both reading and math. With the TSI component, CCMR is an additional measure of literacy and numeracy at the graduate level.

GISD Board Goals and annual targets for CCMR: The 2022 target % of graduates who are CCMR was 67%, the actual % of graduates is **74%**. The target for 2023 is 80%.

College Career Military Readiness is a measure that is 1 year in lag, meaning that results that are reported in 2022 are based off of students who graduated in 2021. **Bolded numbers represent a target that was met.**

		Baseline			Actual	Progress Targets				
		18-19	19-20	20-21	21-22	21-22	22-23	23-24	24-25	25-26
College Career Military Readiness										
Goal (HB 3 Goal)	All GISD graduates will meet CCMR by 2025.	(71%)	(77%) 65%	60%	74%	67%	80%	90%	100%	
PM 1	Increase the percent of graduates scoring a 3 or higher on an AP exam.	26%	22%	21%	25%	27%	28%	29%	30%	
PM 2	Increase the number of students who earn college credit by successfully completing dual credit courses and/or OnRamps courses.	12%	13%	16%	22%	20%	23%	26%	30%	
PM 3	Increase the number of students that earn an Industry Based Certification.	3%	2%	9%	19%	11%	13%	15%	16%	
PM 4	Increase the number of graduates who meet the threshold for CCMR through TSI Reading and Math standards.	47%	45%	46%	56%	54%	62%	72%	80%	
PM 4.1	-TSI Reading Language Arts Complete	62%	64%	81%	75%	83%	85%	87%	90%	
PM 4.2	-TSI Math Complete	50%	48%	49%	64%	55%	62%	69%	75%	

Additional student learning data attached in the addendums.

Student Learning Strengths

Focused efforts to recover learning time lost due to the COVID 19 pandemic were effective in many regards. Considering student performance on STAAR/EOC:

- Average change in STAAR reading indicators grades 3-8 shows 9% increase
- Average change in STAAR math indicators grades 3-8 shows 2% increase
- Of all 15 “passing” indicators grades 3-8 (all subjects), 14 of 15 increased from 2021; 1 indicator remained unchanged
- 71% of performance indicators for STAAR/EOC math maintained or improved from 2021
- 79% of performance indicators for STAAR/EOC reading maintained or improved from 2021
- 44% of performance indicators for STAAR/EOC science maintained or improved from 2021
- 50% of performance indicators for STAAR/EOC social studies maintained or improved from 2021

In looking at the data, areas of focus for 22-23 include: math, middle school instruction, special education and english language learner outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student outcomes in mathematics lag behind outcomes in reading/language arts. **Root Cause:** Current research suggests students were able to work on literacy skills at home during Covid more so than math skills; Specific skill areas (i.e. fractions) were impacted multiple years in a row due to COVID interruptions resulting in doubly impacted skills in multiple cohorts of students; Gaps in resources and instructional practices have been identified & targeted.

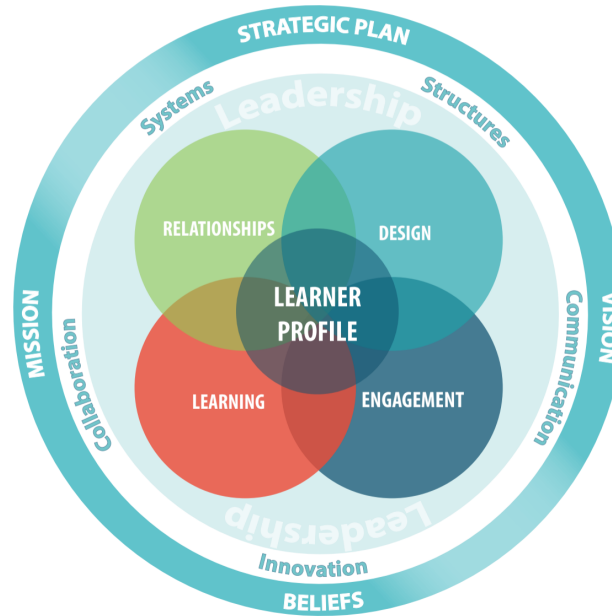
Problem Statement 2 (Prioritized): A need for improvement exists for middle school academic growth. **Root Cause:** COVID disruptions in transition from elementary to middle grades; Gaps in resources and standards aligned instructional practices have been identified and targeted.

Problem Statement 3 (Prioritized): Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. **Root Cause:** Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

District Processes & Programs

District Processes & Programs Summary

Georgetown ISD strives to align our work and systems to a set of frameworks developed to ensure we are staying true to who we are. The GISD strategic framework centers our focus on Learning, Engagement, Relationships, Design and the Learner Profile; surrounding those tenets we believe that Leadership plays a crucial role in our ability to live out our intentions. These tenets and leadership is supported by innovative systems, structures, processes and an emphasis on collaboration and communication to ensure our focus is sustained. Finally, the entirety of the framework is rooted in our GISD Vision, Mission and Beliefs.



This framework guides our development of additional systems and processes in GISD. You will see this focus throughout the district represented in many different ways.

Instructional

GISD's core instructional framework is rooted in Designing Engaging Work, taking into account the social and academic motives/needs of the learners (the who of the learning) and designing learning to meet the needs of the specific “who”. This process is captured in the GISD Leading Learning Document found [HERE](#)

With a focus on early literacy and numeracy, GISD utilizes Reader/Writer Workshop & Math Workshop to create more opportunities for small group instruction and personalized learning. All instruction is focused on standards-aligned practices that engage students in being persistent, committed and attentive, and learning what they need to learn.

Curricular

GISD provides teachers with a comprehensive curriculum for each subject and grade level utilizing the High Priority Learning Standards framework. This framework expands the TEKS/Standards to better represent the content, skills, and cognitive demand for each unit. The curriculum also provides Enduring Understandings, Essential Questions, Suggested

Instructional Resources and Activities, Digital lesson samples as well assessment resources. All resources are conventionally located online at the Georgetown Academic Tools for Excellence or The GATE.

Personnel

GISD Believes that leadership development is vital to our success. With that comes a focus on taking care of our people, whether through celebration and acknowledgment, or supporting through coaching and mentoring programs at all levels. Teacher networks are established at the campus level through Professional Learning Communities (PLC); these PLCs are supported by campus administrators, learning design coaches, and department leaders. Campus and district administrators engage in a similar collaborative process with teammates with similar roles supported by supervisors and coaches (examples include monthly principal downloads, HCLL leadership cohorts, assistant principal learning, district leadership team learning, assistant principal preparation academy, etc...).

Organizational

In addition to campus planning efforts, GISD Leaders develop campus and departmental pathway aligned to the strategic work of GISD. Pathways serve as a leading tool for campus and department leaders to plan beyond improvement efforts alone and include efforts of opportunity.

District Processes & Programs Strengths

As GISD emerges from 2+ years of managing the COVID 19 pandemic, many new systems and processes exist as a result of. For example, communications processes occur with far more frequency and diversity of format and media than ever before and flexibility of scheduling and making adjustments to processes occur with much more regularity. Action teams have become a primary function for obtaining diverse input and perspectives when the District is working on complex issue.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student services are requiring more time, energy and attention than previous years. This need is spreading administrative and teacher staff capacity thin following the challenge of navigating the pandemic. **Root Cause:** COVID 19 impact student attendance, discipline, and connection with students.

Perceptions

Perceptions Summary

Perceptions

Student Experience Survey - Students grade 3-11 participated in a student experience survey in May of 2022. This survey was conducted in class during the school day to allow students the opportunity to share feedback and perceptions in 5 domains. 3 domains of social emotional learning (interpersonal, intrapersonal, cognitive) and 2 domains of environment and engagement. Students responded to questions using a 3 point scale. Results were heat mapped accordingly. Below are the highest and lowest scored questions for each grade set. Additional results are attached as an addendum.

Elementary School Highest Rated

1. I speak to others in a polite way. (please/thank you). (2.6)
2. I can work well in a group project at school. (2.56)
3. I am able to finish writing assignments. (2.51)

Elementary School Lowest Rated

1. At this school, kids are kind to each other. (1.45)
2. I am able to read well. (1.57)
3. I look at problems in more than one way. (1.62)

Middle School Highest rated

1. I contribute in group work. (2.55)
2. I am able to read well. (2.44)
3. I speak to others in a polite way. (please/thank you). (2.41)

Middle School Lowest rated

1. At this school, kids are kind to each other. (1.53)
2. When I come to school my mind is open and I want to learn. (1.73)
3. A person at this school has encouraged me about my options after high school. (1.76); I think of interesting questions when I am in class. (1.76)

High School Highest Rated

1. I contribute when I'm in group work. (2.60)
2. I speak to others in a polite way (say please/thank you). (2.56)
3. I am able to read well. (2.51)

High School Lowest Rated

1. I feel comfortable in the restrooms. (1.45)
2. At this school, kids are kind to each other. (1.57)
3. I think of interesting questions when I am in class. (1.62)

Staff & Parent Survey

At the conclusion of the 2021-2022 school year GISD staff and parents were provided a survey to examine their perceptions of their work, the workplace environment and overall satisfaction. Administered digitally in both spanish and english. High lights are shared below, additional results are attached as an addendum.

+2825 parent responses (+800 from last year)

+886 staff responses (+275 from last year)

Most favorable parent responses were for the following questions:

"Overall, how much respect do you think the teachers at your student's school have for the students?" (~75%)

"Does you student have an adult at school whom they trust?" (~73%)

"In general, how safe does you student feel at school?" (~69%)

Least favorable parent responses:

"How motivating are the classroom lessons at your student's school?" (~48%)

"How challenging are the classroom lessons at your student's school?" (~49%)

"To what extent does your student have choices in how to show their learning?" (~51%)

Most favorable staff responses:

"I find my work interesting." (~89%)

"I enjoy collaborating with my colleagues." (~85%)

"I am committed to GISD's Vision, Mission, & Beliefs." (~87%)

Least favorable staff responses:

"I am encouraged to express my concerns openly." (~60%)

"I think GISD is moving in the right direction." (~52%)

"I feel like there are opportunities for me to grow professionally in GISD." (~58%)

Perceptions Strengths

In the student survey, student responses indicated overall, students felt best about politely engaging and collaborating with others students.

In the parent survey, parents remarked highest towards trust, connection to school, and safety at school. Areas to focus on were highlighted as lesson engagement.

In the staff survey, staff remarked highest around connection to GISD Vision, Mission and Beliefs as well as who they work with and they work they do together. Areas to focus on are perceptions around professional growth and employment safety to share concerns.

Priority Problem Statements

Problem Statement 1: GISD was not able to fully staff all budgeted positions due to student enrollment growth demanding more teachers and attrition.

Root Cause 1: Unprecedented local and regional growth around GISD have reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student outcomes in mathematics lag behind outcomes in reading/language arts.

Root Cause 2: Current research suggests students were able to work on literacy skills at home during Covid more so than math skills; Specific skill areas (i.e. fractions) were impacted multiple years in a row due to COVID interruptions resulting in doubly impacted skills in multiple cohorts of students; Gaps in resources and instructional practices have been identified & targeted.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A need for improvement exists for middle school academic growth.

Root Cause 3: COVID disruptions in transition from elementary to middle grades; Gaps in resources and standards aligned instructional practices have been identified and targeted.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers.

Root Cause 4: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student services are requiring more time, energy and attention than previous years. This need is spreading administrative and teacher staff capacity thin following the challenge of navigating the pandemic.

Root Cause 5: COVID 19 impact student attendance, discipline, and connection with students.

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data








- Budgets/entitlements and expenditures data

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).






Evaluation Data Sources: Board Target Dashboard, Evaluation instrument for all grades k-12.

Strategy 1 Details		Reviews			
Strategy 1: Learner Profile Action Team will develop prototype assessment instrument(s) for piloting at campus level to inform revision and finalization of the instrument. Strategy's Expected Result/Impact: Teachers and students are better equipped to assess Learner Profile growth and provide specific feedback. Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback, Chief Strategist for Learning Design		Formative			Summative
		Dec	Mar	May	Aug
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Students in grades K-8 will develop intra-personal and interpersonal skills that align to the GISD Learner Profile. These future ready skills include: Communicates, Collaborates, Respectful Relationships, Adapts, Preserves, Self-Knowledge, and Personal Responsibility. In GISD, these are considered our SEL competencies.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-8 campuses will have campus level committees that are supported by the SEL specialist. These committees will deepen their learning around SEL and will work to establish and review campus goals. Campus goals will be gathered using a common format which allows the campus the autonomy to set goals as well as our district to be knowledgeable and support the work.</p> <p>All elementary and middle school campuses will be provided with lessons and resources that align to the intra-personal and interpersonal skills from the GISD Learner Profile. Using this resource (or one developed by the campus), students will gain a deeper understanding of these future ready skills and reflect on their personal growth.</p> <p>Campuses will conduct a formative assessment in grades 3-8 (Student Experience Survey - Mini) in the early-Fall. Campuses will utilize this formative assessment to determine if students are progressing in their campus-level goals around these skills and adjust accordingly. Campuses will conduct a larger summative assessment in the late-Spring (Student Experience Survey). Both surveys will include both the teacher and student voice and perspective.</p> <p>Strategy's Expected Result/Impact: As a result of this work, campuses will set and monitor goals and receive resources to support the growth toward their goals. The impact of this work can be seen in the campus level work around Tier I behavior systems. The strategies provided to campuses provide explicit instruction in both interpersonal and intra-personal skills which are desired positive behavior skills.</p> <p>Through the ongoing learning experience around the Learner Profile traits, we expect that the comparison of teacher perspective of student skills and the student's own self-report on these skills be will within 10% of each other as reported on the summative Student Experience Survey. Goal response rate for the Student Experience Survey is 85% for campuses. Each campus will receive report with results from the survey.</p> <p>Staff Responsible for Monitoring: Counseling Services</p>	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

80% of graduates in GISD will graduate meeting the state's CCMR criteria in 2023.

28% of graduates in GISD enrolled in an AP course will successfully complete the AP exam with a score of 3 or higher.

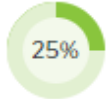


23% of graduates in GISD will earn college credit by successfully completing dual credit courses and/or OnRamps courses.







13% of graduates in GISD will meet the threshold for CCMR through earning an Industry Based Certification (IBC) by August of 2023.

62% of GISD graduates will meet the threshold for CCMR through TSI Reading and Math standards by August of 2023.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Align GISD offered CTE IBCs to local industry in greater Georgetown area. Strategy's Expected Result/Impact: Increased cooperative potential with surrounding employers and industry partners. Increase the number of reported IBCs to the state via PEIMS. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Implement CTE Advisory Groups to better align curriculum and offerings with community needs. Strategy's Expected Result/Impact: Improve alignment of offerings and curriculum offered to students. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Complete curriculum writing and resource development for courses w/ a lens of literacy and numeracy. Strategy's Expected Result/Impact: Curriculum writers will create content with a shared understanding in increasing literacy and numeracy as it pertains to all coursework. Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, CTE Director, Director of Assessment and Feedback, Curriculum Coordinators, and Future Readiness Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 4 Details	Reviews			
Strategy 4: Increase communication about the benefits of AP exams. Strategy's Expected Result/Impact: Increase AP student exam involvement. Increase teacher participation in APSI or AP summer professional learning to 80% Staff Responsible for Monitoring: Director of Teaching and Learning, Advanced Academic Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 5 Details	Reviews			
Strategy 5: Refine high school intervention math and reading course documents to better align support for students taking the TSIA2 Strategy's Expected Result/Impact: Implementation with fidelity the use of targeted resources to support TSIA2. Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Humanities and STEM coordinators	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade by 2025.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

82% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, or Standards Based Assessments in 2023.

70% of grade 3 students will demonstrate passing standard on the STAAR assessment in 2023.

44% of grade 3 students will meet or master grade level standards on the STAAR assessment in 2023.



83% of grade 3 students will demonstrate passing equivalent on the MAP Growth Assessment in 2023.








52% of grade 3 students will demonstrate Met Standard on all identified numeracy standards in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in numeracy for grades K-3. Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality first instruction in numeracy for general education students. Staff Responsible for Monitoring: Special Education Director, Elementary Coordinator for Math Problem Statements: Student Learning 1, 3 Funding Sources: IDEA-B, CEIS funds - 224 IDEA B, SpEd	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Implement Math Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts. Strategy's Expected Result/Impact: Improved classroom math instructional practices aligned to standards. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Provide strategic professional learning for teachers and campus administrators around differentiated math instruction for number sense, operations, reasoning, and word problems. Strategy's Expected Result/Impact: Greater implementation of math workshop model in elementary classrooms. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Provide district-supported math intervention resources and continual training for elementary math interventionists on implementation and best practices. Strategy's Expected Result/Impact: Greater growth on NWEA MAP student performance measure. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary STEM Coordinator Problem Statements: Student Learning 1, 2	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 5 Details	Reviews			
Strategy 5: Provide professional learning and training for developing standards aligned formative assessments and follow up support for data analysis Strategy's Expected Result/Impact: Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation). Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Student outcomes in mathematics lag behind outcomes in reading/language arts. Root Cause: Current research suggests students were able to work on literacy skills at home during Covid more so than math skills; Specific skill areas (i.e. fractions) were impacted multiple years in a row due to COVID interruptions resulting in doubly impacted skills in multiple cohorts of students; Gaps in resources and instructional practices have been identified & targeted.
Problem Statement 2: A need for improvement exists for middle school academic growth. Root Cause: COVID disruptions in transition from elementary to middle grades; Gaps in resources and standards aligned instructional practices have been identified and targeted.
Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. Root Cause: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade by 2026.

Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).



75% of grade 8 students will demonstrate passing standard on Math STAAR Assessment in 2023.

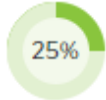




45% of grade 8 students will demonstrate "meets" or "masters" on Math STAAR Assessment in 2023.

52% of grade 8 students will demonstrate passing equivalent on Math MAP Growth Assessment in 2023.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Implement Math professional learning through PLCs and GISD district PL days in which teachers receive instructional strategies regarding number sense and math discourse, and opportunities to witness and practice model teaching. Strategy's Expected Result/Impact: Improved classroom math instructional practices aligned with standards Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Math Coordinator Problem Statements: Student Learning 1, 2	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Provide district-supported math intervention resources and continual training for secondary math interventions. Strategy's Expected Result/Impact: Greater growth in NWEA MAP student performance Increase in Tier 2 intervention support Staff Responsible for Monitoring: Director of assessment and feedback, director of teaching and learning, secondary math coordinator	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details		Reviews			
Strategy 3: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Assessment, Math Secondary Coordinator, Assessment Coordinator Problem Statements: Student Learning 1, 2		Formative			Summative
		Dec	Mar	May	Aug
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Student outcomes in mathematics lag behind outcomes in reading/language arts. Root Cause: Current research suggests students were able to work on literacy skills at home during Covid more so than math skills; Specific skill areas (i.e. fractions) were impacted multiple years in a row due to COVID interruptions resulting in doubly impacted skills in multiple cohorts of students; Gaps in resources and instructional practices have been identified & targeted.
Problem Statement 2: A need for improvement exists for middle school academic growth. Root Cause: COVID disruptions in transition from elementary to middle grades; Gaps in resources and standards aligned instructional practices have been identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, mClass & Standard Based Teacher Assessments.

85% of grade 3 students will demonstrate grade level numeracy as determined by STAAR, NWEA MAP, DRA or Standards Based Assessments in 2023.

80% of grade 3 students will demonstrate passing standard on the STAAR assessment in 2023.

53% of grade 3 students will meet or master grade level standards on the STAAR assessment in 2023.



75% of grade 3 students will demonstrate passing equivalent on the mClass Assessment in 2023.




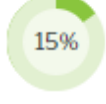

52% of grade 3 students will demonstrate Met Standard on all identified literacy standards in 2023.








High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP, mClass, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 1: Dual Language coordinator and coach (in coordination with ELAR coordinator and campus learning design coaches and administrators) will implement Spanish literacy labs (2 minimum) and follow up with targeted coaching (weekly) on shared reading with phonics and "dictado" writing strategies for teachers of second language learners.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their capacity to provide high quality shared reading and writing experiences that focus on developing decoding and encoding skills for second language learners. This in turn will lead to an increase in student literacy levels as measured by DRA/EDL, Mclass, and other formative assessment measures.</p> <p>Staff Responsible for Monitoring: Fed programs director, Dual Language Coordinator, Dual Language Coach</p> <p>Title I: 2.4, 2.6 - Equity Plan</p> <p>Problem Statements: Student Learning 3</p>				

Strategy 2 Details	Reviews			
Strategy 2: Special Education Department (through IDEA B, CEIS funds) will provide funding and support in professional learning for teachers of general education students in an effort to increase quality of first instruction in literacy for grades K-3. Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality first instruction in a balanced literacy program for general education students. Staff Responsible for Monitoring: Special Education Director, Coordinator for Elementary ELAR Problem Statements: Student Learning 3 Funding Sources: IDEA-B, CEIS funds - 224 IDEA B, SpEd	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Implement English Literacy Lab Professional Learning in which teachers receive embedded classroom feedback, witness model teaching, and practice strategies in front of experts. Strategy's Expected Result/Impact: Improved classroom reading/language arts instructional practices aligned to standards. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Provide strategic professional learning for teachers and campus administrators around differentiated reading/language arts instruction for balanced literacy. Strategy's Expected Result/Impact: Greater implementation of balanced literacy framework in elementary classrooms. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 5 Details	Reviews			
Strategy 5: Provide district-supported reading/language arts intervention resources and continual training for elementary RLA interventionists on implementation and best practices. Strategy's Expected Result/Impact: Greater growth on mCLASS student performance measure. Staff Responsible for Monitoring: Director of Assessment, Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize data from universal screeners (mCLASS) to better inform instructional practices and guide PLC conversations. Strategy's Expected Result/Impact: Greater growth on RLA assessment student performance measures. Staff Responsible for Monitoring: Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 7 Details	Reviews			
Strategy 7: Continue implementation of TEA Reading Academy requirement. Strategy's Expected Result/Impact: Completion of Academy by 100 additional teachers/administrators this academic year resulting in improved reading instructional practices. Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Elementary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 8 Details	Reviews			
Strategy 8: Provide professional learning and training for developing standards aligned formative assessments and follow up support for data analysis. Strategy's Expected Result/Impact: Teachers will be better equipped to develop standards (TEKS) aligned assessments to better measure learning progress against the TEKS. Teachers will have specific information for which to design follow up instruction (enrichment or remediation). Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, Coordinator of Assessment & Feedback, Data Analyst	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 9 Details	Reviews			
Strategy 9: Provide professional learning and focused coaching for content-based language instruction (ESL strategies) to multiple campus groups (integrating 7 steps to a language rich interactive classroom, Toma la Palabra, and ELPS Toolkit) . Strategy's Expected Result/Impact: Teachers will be better equipped to provide content based language instruction to second language learners (English or Spanish as a second language) resulting in greater growth on TELPAS and Spanish LAS progress monitoring. Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition Coordinators and Coach Results Driven Accountability - Equity Plan Problem Statements: Student Learning 3 Funding Sources: - 261 Title III	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. Root Cause: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: 100% of GISD students will demonstrate grade level literacy (vocabulary, fluency, oral & reading comprehension, writing) by the end of 8th grade by 2026.

Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR & Standard Based Teacher Assessments.

85% of grade 8 students will demonstrate passing standard on Reading STAAR Assessment in 2023.



55% of grade 8 students will demonstrate "meets" or "masters" on Reading STAAR Assessment in 2023.


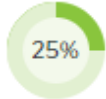





56% of grade 8 students will demonstrate passing equivalent on Reading MAP Growth Assessment in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Every campus will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development and content support. Strategy's Expected Result/Impact: Increase in emergent bilingual students reaching 1 year growth or more on TELPAS (2022 was 30%); decreased percentage of Emergent Bilingual students in the "did not meet" category for STAAR or EOC assessments Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition coordinators and coach, campus admin teams Results Driven Accountability - Equity Plan Problem Statements: Student Learning 2, 3 Funding Sources: - 261 Title III - \$55,800	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Implement RLA professional learning (to include KAT training) through PLCs and GISD district PL days in which teachers receive instructional strategies regarding balanced literacy, along with opportunities to witness and practice model teaching. Strategy's Expected Result/Impact: Improved classroom literacy instructional practices aligned with standards Staff Responsible for Monitoring: Director of Teach and Learning, Secondary Humanities Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Provide district-supported reading intervention resources and continual training for secondary reading interventions. Strategy's Expected Result/Impact: Greater growth in NWEA MAP student performance Increase in Tier 2 intervention support Staff Responsible for Monitoring: Director of Assessment and Feedback, Director of Teaching and Learning, Secondary Humanities Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning and training for developing standards-aligned assessments that support STAAR Redesign and reflect the depth of knowledge requirements. Strategy's Expected Result/Impact: Teacher and student increased familiarity with STAAR 2.0 and intentional practice with new question types. Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Assessment, Humanities Secondary Coordinator, Assessment Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 5 Details	Reviews			
Strategy 5: Secondary science teachers will work to embed literacy through the 5E model and have students write evidence to support their claims/conclusions. Teachers will be supported in this through targeted professional learning and model instruction. Strategy's Expected Result/Impact: Improved literacy performance, improved secondary science performance Staff Responsible for Monitoring: Director of Teaching and Learning, Secondary Science Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 7 Problem Statements:






Student Learning
Problem Statement 2: A need for improvement exists for middle school academic growth. Root Cause: COVID disruptions in transition from elementary to middle grades; Gaps in resources and standards aligned instructional practices have been identified and targeted.
Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. Root Cause: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 8: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Transition Specialist will provide professional development and collaborate with case managers to develop and review transition plans that prepare students with disabilities for out-come based results in the areas of post-secondary education, competitive integrated employment, community living, and self-determination. Success will be measured by Transition Specialist conducting SPP 13 audits every 9 weeks to ensure students with disabilities have results-oriented post-secondary transition plans and that the plans meet federal and state compliance requirements. Strategy's Expected Result/Impact: 100% compliance on SPP 13, higher quality transition plans that support students SPIN (strengths, preferences, interests and needs), aligns better with the Moonshot for personalized education for each student Staff Responsible for Monitoring: Special Education Director, Transition Specialist	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Grow attendees in the Personalized Learning Collaborative (paying special attention to EVHS Algebra I teachers) in the understanding of how to implement elements of personalized learning. Strategy's Expected Result/Impact: Greater understanding of the impact personalized learning has on student outcomes through micro-groups such as EVHS Algebra teachers who have collectively committed to this learning Staff Responsible for Monitoring: Director of Teaching and Learning, Personalized and Professional Learning Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: The two high school campuses will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development, EOC support and credit recovery. Strategy's Expected Result/Impact: Increase in emergent bilingual students reaching 1 year growth or more on TELPAS; decreased percentage of Emergent Bilingual students in the "did not meet" category for EOC exams, and increase in Emergent Bilingual graduation rates. Staff Responsible for Monitoring: Federal Programs Director, Language Acquisition coordinator, campus LPAC administrator Results Driven Accountability - Equity Plan Problem Statements: Student Learning 3 Funding Sources: - 261 Title III - \$12,600	Formative			Summative
	Dec	Mar	May	Aug
				




Strategy 4 Details		Reviews			
Strategy 4: GISD will implement high impact tutoring (during the year) and targeted summer school to support students that did not meet standard on the 2022 STAAR/EOC assessments. Strategy's Expected Result/Impact: 40% of students receiving tutoring will move from did not meet to approaches or above on the 2023 assessments or retests (TCLAS 6 required goal). Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Director of Assessment		Formative			Summative
		Dec	Mar	May	Aug
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. Root Cause: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 9: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple outlets and resources for parent and teacher communication to foster a common understanding of SBRC Strategy's Expected Result/Impact: Strengthened standards-based learning practices Staff Responsible for Monitoring: Director of Assessment and Feedback, Assessment Coordinator, Director of Teaching and Learning	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: GISD will leverage the use of Special Education LDCs to provide real time learning and support for Special Education resource and inclusion teachers at the Elementary and Middle School levels. LDCs will participate in a coaching cycle protocol and share success stories and applications of innovative personalized learning that is impacting student outcomes. Strategy's Expected Result/Impact: The use of Special Education LDCs will provide support for campuses and build capacity in teachers. Staff Responsible for Monitoring: Special Education Director Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Expand the use of Schoology Student Mastery Reporting and Formative (online software) in secondary schools to provide targeted feedback and track progress towards goals related to academic growth on high priority learning standards and provide professional learning for staff. Strategy's Expected Result/Impact: Schoology is the learning management system for GISD. Formative is a complimentary software that works with Schoology to provide quick formative assessments. Both systems assemble and present learning data for staff to make educational decisions about student learning. We expect the expanded use of these systems to positively impact PLC work and have a pronounced positive impact on student agency and personalized learning. Staff Responsible for Monitoring: Chief Strategists, Executive Director of Technology, Director of Digital Learning Funding Sources: - 199 General Fund, SCE	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 4 Details		Reviews			
Strategy 4: Expand the use of Schoology Student Mastery Reporting and Formative (online software) in secondary schools to provide targeted feedback and track progress towards goals related to growth in Learner Profile attributes by adding the attributes and providing professional learning for staff. Strategy's Expected Result/Impact: By adding Learner Profile attributes to our LMS system we will be able to better collect and report data for students as they grow in these important skills. Staff Responsible for Monitoring: Chief Strategists, Executive Director of Technology, Director of Digital Learning Funding Sources: - 199 General Fund, SCE		Formative			Summative
		Dec	Mar	May	Aug
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 3: Students in special education and emerging bilingual students' learning outcomes lag behind non-special education and non-EB/EL peers. Root Cause: Disproportionate impacts of pandemic on students with specialized and/or linguistic needs. Increasing numbers of students with specialized and linguistic needs; resource and instructional needs identified and targeted.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 10: Coordinate and collaborate with Fiscal Agent to meet the unique educational needs of migratory children and the Migrant Education Program state and federal requirements.








Evaluation Data Sources: By mid-June, 2023 LEA rep. will have disseminated required information to identified campus personnel and will have collected/completed required Texas Generation Systems (TX-NGS) reports for data entering.

Strategy 1 Details	Reviews			
Strategy 1: Participate in beginning, mid, and end-of-year SSA meetings offered by Region 13's Migrant Education Program team. Strategy's Expected Result/Impact: Migrant students will receive any supports needed through the Shared Service Agreement with Region 13. Staff Responsible for Monitoring: Federal Programs Director	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.



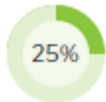
Evaluation Data Sources: Board Dashboard








Strategy 1 Details	Reviews			
Strategy 1: Campus and District teams will continue to build the pilot CBAS. Current efforts will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. Strategy's Expected Result/Impact: Campuses and District departments will have identified areas for which to provide accountability in addition to and beyond state and federal requirements. Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback; CBAS development team	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders, campus teams, and district leaders will participate in learning opportunities about accountability, effective assessment and feedback practices, and processes for creating community-based accountability systems. Strategy's Expected Result/Impact: Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. Staff Responsible for Monitoring: Chief Strategist for Assessment & Feedback	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Campus and district leaders will continue participation in the Texas Public Assessment Consortium (TPAC) in order to learn and collaborate with other Texas school districts that are building and implementing community-based accountability systems. Strategy's Expected Result/Impact: Campuses and District departments will finish building the remaining pillars of the CBAS with Key Questions, System Responses, and Evidences. Staff Responsible for Monitoring: Chief Strategist for Assessment and Feedback	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The Special and Federal Programs departments will offer parent and family engagement opportunities throughout the year to provide resources about district and community programs, as well as activities for math and literacy that families can use at home to support the academic progress of their special needs, emergent bilingual or economically disadvantaged child. These include parenting classes, adult ESL classes at three sites for parents, community/district information fairs, and TEA webinar watch parties for parent, family, and community engagement of Emergent Bilingual student families.</p> <p>Strategy's Expected Result/Impact: Families will gain a better understanding of district programs and resources. Families will have ESL classes as well as strategies to support math and reading at home, increasing the academic engagement and success of their child.</p> <p>Staff Responsible for Monitoring: Special and federal programs directors and teams (PK/Title 1 Coordinator, Dual Language Coordinator, ESL Coordinator, SpEd Coordinators, Parent/Family Engagement Specialists)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - Equity Plan</p> <p>Funding Sources: - 211 Title I, Part A, - 261 Title III, - 224 IDEA B, SpEd</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the numbers of students and families participating and benefiting from Special Olympics by continued support of Adapted PE teachers, additional marketing and recruitment, addition of sports that we are competing in. We would also like to increase the number of student partners and volunteers in this second year of district SO delegation.</p> <p>Strategy's Expected Result/Impact: Increase the participation and impact of SO in our community.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Coordinators</p>	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Continue and enhance ongoing communication efforts to keep stakeholders informed, connect decisions to the vision/mission/beliefs/priorities of the district, and gather input. Weekly communication efforts with staff and parents, quarterly efforts with staff through Fred's 4, ongoing feedback opportunities, and outreach opportunities with community groups will continue and be revised for improvements as needed. Strategy's Expected Result/Impact: Increased input and feedback opportunities from stakeholders; Increased connection to the work and decisions of the district Staff Responsible for Monitoring: Chief Strategist for Leadership and Culture; Executive Director for Communication and Community Engagement; Chief Strategists and Superintendent	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Expand opportunities to engage our community, leveraging a volunteer portal to facilitate and connect our community to district opportunities. Strategy's Expected Result/Impact: Efforts to continue to expand how we use this portal to connect with and engage volunteers in our schools. Staff Responsible for Monitoring: Communications and community engagement team in partnership with district staff who may help facilitate partner relationships that serve students.	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 5 Details	Reviews			
Strategy 5: Create more robust opportunities for community members to partner and serve the students of GISD. Strategy's Expected Result/Impact: More community members, parents and staff are engaged, serving and acting as champions for GISD. Staff Responsible for Monitoring: Communication staff in partnership with district staff Problem Statements: Demographics 1 - District Processes & Programs 1	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: GISD was not able to fully staff all budgeted positions due to student enrollment growth demanding more teachers and attrition. Root Cause: Unprecedented local and regional growth around GISD have reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.
District Processes & Programs
Problem Statement 1: Student services are requiring more time, energy and attention than previous years. This need is spreading administrative and teacher staff capacity thin following the challenge of navigating the pandemic. Root Cause: COVID 19 impact student attendance, discipline, and connection with students.

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 3: Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d))



Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
Strategy 1: Duties and responsibilities of the SRO: Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed. Enforcement of Federal, State and Local criminal laws and ordinances. Investigations of criminal activity and accidents occurring at assigned campuses. Provide traffic control during the arrival and departure of students on an as- needed basis, based upon a law enforcement determination of need. Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment. The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate. Make the principal of the school aware of any law enforcement action taken, as soon as practicable. At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law. Advise the principal before requesting additional police assistance on campus, when practicable. Coordinate their activities with the principal and staff members concerned. Seek permission, advice, and guidance prior to enacting any program within the School. Encourage individual and small group discussions with students, to further establish rapport with the students. Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature. Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.				








<p>Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from campus staff, students and parents.</p> <p>Assist the principal in identifying situations or school protocol, on campus or during school-sponsored events, which have a potential for becoming dangerous situations, and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.</p> <p>Maintain detailed and accurate records of the operation of the School Resource Officer Program.</p> <p>School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.</p> <p>Instructional responsibility of the SRO at the secondary schools:</p> <p>All instruction by the SRO shall be as a guest speaker. The Principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.</p> <p>Make a variety of specialized, short-term law related presentations available to the high school faculty and students.</p> <p>Develop an expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.</p> <p>Duties and Responsibilities of Supervisor</p> <p>Program development and administration.</p> <p>Approving reports, overseeing problem solving efforts, providing leadership, training, direction, evaluations,</p> <p>Establishing rapport with the school Principals and GISD staff.</p> <p>Performing scheduled and non-scheduled visits to the school campuses.</p> <p>Liaison with School Principals.</p> <p>Strategy's Expected Result/Impact: This strategy will create clarity for a positive partnership between Georgetown Police Department and Georgetown ISD.</p> <p>Staff Responsible for Monitoring: Director of Campus Operations and School Safety</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Design Teams and Action Teams will be utilized to research, design, gather input, recommend, problem-solve and advance work on topics and tasks related to the priority work of the district. These teams will use representatives from stakeholder groups impacted by the work and staff that are passionate or have backgrounds in the work, regardless of title.</p> <p>Attendance Action Team 22-23: Campus and district leaders will monitor implementation of the Action Team's Plan and use ongoing/current year attendance data to adjust and improve the plan for better outcomes.</p> <p>Hiring Action Team 22-23: Due to staffing shortages and increased demand for staff due to growth, campus and district leaders will design and implement a recruiting action plan that includes a Fall 2022 and Spring 2023 GISD job fair as well as targeted recruitment with university partners.</p> <p>Budget Process 22-23: As part of the process to reduce expenditures, increase revenue and adopt a more balanced budget, a budget design team and action teams will be utilized in the 22-23 District Budget process. Input from all stakeholder groups, problem-solving with members of the organization regardless of title, and communication across the organization will be priorities.</p> <p>Strategy's Expected Result/Impact: High quality plans & products; Increased collaboration across departments and the district; Plans & products that reflect voice and have ownership of many; Advancement of district's goals & priority work</p> <p>Staff Responsible for Monitoring: Chief Strategists & Executive Directors</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and support learning community and collaboration opportunities and routines among principals, assistant principals, Executive Directors, Building 2 directors, and other leadership groups.</p> <p>Strategy's Expected Result/Impact: Increased collaboration in decision-making; Improved workflow; Increased ownership of work throughout groups; Leaders growing leaders</p> <p>Staff Responsible for Monitoring: Chief Strategist of Leadership and Culture</p>	Formative			Summative
	Dec	Mar	May	Aug
				






Strategy 3 Details	Reviews			
Strategy 3: Continue the use of key stakeholder groups like DPC, SHAC, the PTA Council, the Chamber of Commerce's Cornerstone group for collaboration, input, and feedback around district decisions and work. Strategy's Expected Result/Impact: Improved decisions and work; Positive relationships between the district and the stakeholder groups; Better understanding of our stakeholders Staff Responsible for Monitoring: Chief Strategist of Leadership Development and Culture	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Monthly PLC meetings will be offered for all Title 1 campus principals to collaborate and discuss how to allocate and spend Title 1 funds to best support the academic achievement of economically disadvantaged students and to best support family involvement activities on their campuses. Strategy's Expected Result/Impact: Title 1 principals will feel equipped to collaborate on best practices and successful strategies for service Title 1 campuses and families. This will lead to more thoughtful decision making and collaboration among campuses on what is working well for our students and families, leading to greater academic gains. Staff Responsible for Monitoring: Federal programs director, Title 1 Coordinator Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: GISD was not able to fully staff all budgeted positions due to student enrollment growth demanding more teachers and attrition. Root Cause: Unprecedented local and regional growth around GISD have reduced available candidates for hiring; Pandemic related staffing struggles; Higher resignations and retirements than historically typical due to new and increased work related challenges in Post-Covid schooling.
District Processes & Programs
Problem Statement 1: Student services are requiring more time, energy and attention than previous years. This need is spreading administrative and teacher staff capacity thin following the challenge of navigating the pandemic. Root Cause: COVID 19 impact student attendance, discipline, and connection with students.






Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
Strategy 1: Implement a routine, ongoing coaching model for district leaders that centers around leadership goals, pathway work, and advancement of district goals and priorities. District leaders will continue to participate in coaching sessions. Strategy's Expected Result/Impact: Growth in leadership behaviors of district leaders; Improved pathway work; Progress on district goals and priority work Staff Responsible for Monitoring: Chief Strategists	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Create and support opportunities for leaders to participate in professional learning on leading in the areas of GISD priority work. (Such as PLC, instructional leadership in targeted areas, MTSS, learning organization, competency-based learning, personalized learning, attendance, Capturing Kids' Hearts, Designing Engaging Work, etc.) Strategy's Expected Result/Impact: Increased leadership skills & knowledge; Improved systems for implementation and advancement of priorities Staff Responsible for Monitoring: Chief Strategist for Leadership & Culture	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.







Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
Strategy 1: Explore additional recognition opportunities for all stakeholder groups, including ongoing staff recognition programs for employees throughout the organization, revising the Lead Grow Serve award and the End of the Year Employee Awards process and program. Strategy's Expected Result/Impact: Improved relationships among stakeholder groups; Increased connections to the vision/mission/beliefs/work of the district; Clarity on aligned, successful work through highlighted examples Staff Responsible for Monitoring: Chief Strategist for Leadership & Culture; Executive Director of Communications & Community Engagement	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning.

Evaluation Data Sources: The district will utilize several feedback loops, including DLT, professional learning meetings, and surveys, to ensure that the activities to be carried out under Title II, Part A are aligned with the challenging State academic standards.

Strategy 1 Details	Reviews			
Strategy 1: Design improved feedback strategies, collect feedback, and utilize feedback to ensure that GISD Grow Professional Learning sessions meet the needs of staff. Strategy's Expected Result/Impact: Staff reporting that GISD Grow met their needs. Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Personalized and Professional Learning Coordinator	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize multiple strategies to ensure that teachers and staff are aware of and understand the GISD Curriculum, Instructional Frameworks, and resources (including the GATE). Strategy's Expected Result/Impact: Improved classroom practices aligned to standards. Staff Responsible for Monitoring: Chief Strategist for Learning and Design, Director of Teaching and Learning, Curriculum Coordinators	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	6	9	Provide professional learning and focused coaching for content-based language instruction (ESL strategies) to multiple campus groups (integrating 7 steps to a language rich interactive classroom, Toma la Palabra, and ELPS Toolkit) .
1	7	1	Every campus will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development and content support.
1	8	3	The two high school campuses will implement focused tutoring of Emergent Bilingual students outside of school hours with a focus on language development, EOC support and credit recovery.

Plan Notes

TEST

District Funding Summary

224 IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	IDEA-B, CEIS funds		\$0.00
1	6	2	IDEA-B, CEIS funds		\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
199 General Fund, SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3			\$0.00
1	9	4			\$0.00
Sub-Total					\$0.00
261 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	9			\$0.00
1	7	1			\$55,800.00
1	8	3			\$12,600.00
2	2	1			\$0.00
Sub-Total					\$68,400.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00

Addendums

Texas Education Agency
2022 STAAR Performance
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	7,888	6,544	3,054	1,987	19,473	
Approaches GL or Above	5,530	4,125	2,120	1,462	13,237	68%
Meets GL or Above	3,633	1,952	1,207	942	7,734	40%
Masters GL	1,591	810	413	547	3,361	17%
Total Percentage Points						125%
Component Score						42

Texas Education Agency
2022 STAAR Performance
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	68%	59%	56%	81%	61%	82%	67%	71%	52%	49%	49%	32%	75%	67%	69%
At Meets GL Standard or Above	40%	28%	27%	54%	31%	58%	28%	39%	23%	20%	20%	14%	46%	40%	39%
At Masters GL Standard	17%	10%	10%	25%	16%	32%	11%	18%	7%	7%	7%	4%	22%	17%	17%
Number of Tests															
At Approaches GL Standard or Above	13,237	580	4,961	6,732	49	331	12	565	3,557	1,913	1,936	985	398	8,894	4,343
At Meets GL Standard or Above	7,734	279	2,388	4,490	25	233	5	310	1,572	789	806	431	242	5,279	2,455
At Masters GL Standard	3,361	100	863	2,107	13	130	2	145	506	258	259	119	119	2,298	1,063
Total Tests	19,473	986	8,830	8,339	80	403	18	800	6,823	3,940	3,965	3,056	529	13,178	6,295
Participation															
% participation 2020-21	90%	85%	91%	91%	92%	90%	93%	88%	90%	94%	95%	88%	88%	91%	88%
% participation 2021-22	98%	99%	98%	98%	97%	100%	91%	98%	98%	99%	99%	98%	99%	98%	98%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	70%	65%	59%	82%	65%	85%	83%	75%	55%	50%	50%	33%	75%	69%	73%
At Meets GL Standard or Above	46%	38%	33%	61%	32%	64%	17%	45%	29%	24%	25%	15%	51%	46%	47%
At Masters GL Standard	20%	13%	12%	29%	16%	36%	17%	21%	9%	8%	8%	4%	24%	20%	21%
Number of Tests															
At Approaches GL Standard or Above	5,530	257	2,120	2,748	20	136	5	241	1,571	814	820	417	159	3,664	1,866
At Meets GL Standard or Above	3,633	149	1,183	2,041	10	103	1	144	814	399	405	190	109	2,434	1,199
At Masters GL Standard	1,591	53	435	971	5	58	1	67	267	132	132	54	51	1,056	535
Total Tests	7,888	394	3,619	3,350	31	160	6	320	2,839	1,642	1,649	1,248	212	5,320	2,568
Participation															
% participation 2020-21	91%	86%	92%	91%	93%	89%	90%	87%	90%	96%	96%	89%	90%	92%	88%
% participation 2021-22	98%	99%	99%	98%	100%	99%	78%	98%	98%	99%	99%	98%	98%	99%	98%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	63%	50%	51%	77%	59%	79%	50%	60%	46%	47%	47%	27%	75%	63%	62%
At Meets GL Standard or Above	30%	18%	18%	43%	26%	50%	25%	27%	15%	14%	14%	11%	40%	31%	28%
At Masters GL Standard	12%	5%	6%	19%	15%	29%	0%	13%	4%	4%	4%	3%	20%	13%	12%
Number of Tests															
At Approaches GL Standard or Above	4,125	167	1,524	2,131	16	112	4	170	1,075	602	610	292	136	2,767	1,358
At Meets GL Standard or Above	1,952	59	532	1,206	7	71	2	75	348	181	183	118	72	1,341	611
At Masters GL Standard	810	17	172	539	4	41	0	37	102	54	54	28	37	546	264

Texas Education Agency
2022 STAAR Performance
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	6,544	335	2,966	2,783	27	141	8	281	2,347	1,288	1,297	1,077	182	4,368	2,176
Participation															
% participation 2020-21	91%	84%	92%	92%	92%	91%	100%	88%	91%	95%	95%	88%	89%	92%	89%
% participation 2021-22	99%	99%	99%	99%	97%	100%	100%	99%	98%	99%	99%	99%	100%	99%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	69%	59%	57%	83%	53%	84%	*	73%	55%	49%	49%	34%	76%	69%	71%
At Meets GL Standard or Above	40%	28%	26%	54%	27%	59%	*	40%	22%	17%	18%	13%	44%	39%	40%
At Masters GL Standard	14%	10%	7%	20%	13%	30%	*	15%	5%	4%	4%	3%	22%	14%	13%
Number of Tests															
At Approaches GL Standard or Above	2,120	92	774	1,100	**	53	*	91	570	303	308	156	66	1,414	706
At Meets GL Standard or Above	1,207	44	350	722	**	37	*	50	224	108	113	61	38	814	393
At Masters GL Standard	413	16	89	269	**	19	*	18	48	25	25	14	19	283	130
Total Tests	3,054	156	1,366	1,325	**	63	*	124	1,040	622	627	460	87	2,064	990
Participation															
% participation 2020-21	89%	84%	90%	89%	91%	91%	83%	92%	88%	94%	94%	88%	85%	90%	88%
% participation 2021-22	98%	100%	98%	98%	94%	100%	*	98%	97%	98%	98%	96%	97%	98%	98%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	74%	63%	62%	85%	71%	77%	*	84%	57%	50%	51%	44%	77%	74%	74%
At Meets GL Standard or Above	47%	27%	37%	59%	57%	56%	*	55%	31%	26%	27%	23%	48%	48%	45%
At Masters GL Standard	28%	14%	19%	37%	29%	31%	*	31%	15%	12%	12%	8%	25%	29%	24%
Number of Tests															
At Approaches GL Standard or Above	1,462	64	543	753	**	30	*	63	341	194	198	120	37	1,049	413
At Meets GL Standard or Above	942	27	323	521	**	22	*	41	186	101	105	62	23	690	252
At Masters GL Standard	547	14	167	328	**	12	*	23	89	47	48	23	12	413	134
Total Tests	1,987	101	879	881	**	39	*	75	597	388	392	271	48	1,426	561
Participation															
% participation 2020-21	88%	84%	86%	90%	86%	92%	*	93%	86%	90%	90%	85%	81%	90%	83%
% participation 2021-22	97%	98%	97%	96%	88%	98%	*	94%	95%	97%	97%	95%	100%	97%	97%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 College, Career, and Military Readiness
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

Calculation Table

	Annual Graduates	
	Count	Percentage
	Credit	
Total		
Total graduates	881	
Total credit for CCMR criteria	655	74%

Data Table

	Annual Graduates	
	Count	Percentage
Credit		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	497	56%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	666	76%
Met TSI assessment criteria	88	10%
Met ACT criteria	41	5%
Met SAT criteria	455	52%
Earned credit for a college prep course	305	35%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	562	64%
Met TSI assessment criteria	159	18%
Met ACT criteria	36	4%
Met SAT criteria	268	30%
Earned credit for a college prep course	224	25%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	218	25%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	161	18%
Industry-Based Certifications		
Earned an industry-based certification from approved list	170	19%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	75	9%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	43	5%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	27	3%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2022 Closing the Gaps
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	6	26	23%	50%	11.5
Graduation Status	3	8	38%	10%	3.8
ELP Status	0	1	0%	10%	0.0
School Quality Status	10	10	100%	30%	30.0
Closing the Gaps Score					45

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	No	Yes	No	No		No	No	No	No	Yes	Yes	Yes		
% at Meets GL Standard or Above	46%	38%	33%	61%	32%	64%	13%	45%	29%	25%	15%	51%	46%	47%		
# at Meets GL Standard or Above	3,633	149	1,183	2,041	10	103	1	144	814	405	190	109	2,434	1,199		
Total Tests (Adjusted)	7,888	394	3,619	3,350	31	160	8	320	2,839	1,649	1,248	212	5,320	2,568		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No	No	No		No	No	No	No	No	No	No		
% at Meets GL Standard or Above	30%	18%	18%	43%	26%	50%	25%	27%	15%	14%	11%	40%	31%	28%		
# at Meets GL Standard or Above	1,952	59	532	1,206	7	71	2	75	348	183	118	72	1,341	611		
Total Tests (Adjusted)	6,544	335	2,966	2,783	27	141	8	281	2,347	1,297	1,077	182	4,368	2,176		
Total Indicators															6	26
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Academic Growth Score	71%	68%	68%	74%	80%	88%	*	75%	68%	67%	66%	70%	71%	72%		
Growth Points	3,125.0	138.5	1,363.0	1,409.5	**	84.0	*	115.0	1,031.5	616.0	430.0	86.5	2,254.5	870.5		
Total Tests	4,375	204	1,996	1,907	**	96	*	154	1,507	926	655	123	3,161	1,214		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No	No	No	No		No		No	No	No	No	Yes	No	No		
Academic Growth Score	59%	57%	55%	65%	53%	64%	*	58%	54%	53%	49%	74%	59%	61%		

Texas Education Agency
2022 Closing the Gaps
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Growth Points	2,388.0	108.5	1,037.0	1,091.5	**	55.5	*	85.5	786.5	485.0	324.5	82.5	1,689.5	698.5		
Total Tests	4,028	192	1,896	1,687	**	87	*	147	1,455	915	663	112	2,887	1,141		
Total Indicators															13	24
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	No	Yes (1)	No	Yes (1)				Yes (1)	No	No	No					
2020 % Graduated	94.8%	84.4%	93.0%	96.8%	-	-	-	100.0%	92.9%	90.9%	79.7%					
2021 % Graduated	93.0%	95.7%	90.2%	94.5%	*	100.0%	*	94.7%	88.6%	83.1%	74.4%					
2021 # Graduated	872	44	339	432	*	17	*	36	226	59	67					
2021 Total in Class	938	46	376	457	*	17	*	38	255	71	90					
Total Indicators															3	8
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										30%						
TELPAS Progress										449						
TELPAS Total										1,479						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No	No	No		No	No	No	No	Yes	No	No		
STAAR Component Score	42	32	31	53	36	57	35	43	27	25	17	48	41	42		
% at Approaches GL Standard or Above	68%	59%	56%	81%	61%	82%	67%	71%	52%	49%	32%	75%	67%	69%		
% at Meets GL Standard or Above	40%	28%	27%	54%	31%	58%	28%	39%	23%	20%	14%	46%	40%	39%		
% at Masters GL Standard	17%	10%	10%	25%	16%	32%	11%	18%	7%	7%	4%	22%	17%	17%		
Total Tests	19,473	986	8,830	8,339	80	403	18	800	6,823	3,965	3,056	529	13,178	6,295		
Total Indicators															1	13
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	70%	53%	64%	77%	*	72%	*	70%	55%	55%	59%	50%	74%	53%		
# Students Meeting CCMR	657	27	239	349	*	13	*	28	136	52	65	5	551	106		
Total Students	942	51	373	456	*	18	*	40	248	94	110	10	743	199		
Total Indicators															10	10
Participation 2020-21																

Texas Education Agency
2022 Closing the Gaps
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	91%	86%	92%	91%	93%	89%	90%	87%	90%	96%	89%	90%	92%	88%		
# Participants	6,871	298	3,193	2,926	28	131	9	253	2,520	1,259	899	137	4,849	2,022		
Total Tests	7,571	346	3,485	3,225	30	148	10	290	2,797	1,317	1,012	152	5,280	2,291		
Mathematics																
% Participation	91%	84%	92%	92%	92%	91%	100%	88%	91%	95%	88%	89%	92%	89%		
# Participants	5,805	256	2,634	2,526	24	117	6	213	2,117	1,006	764	117	4,135	1,670		
Total Tests	6,355	304	2,860	2,753	26	128	6	243	2,320	1,061	866	131	4,473	1,882		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	99%	99%	98%	100%	99%	78%	98%	98%	99%	98%	98%	99%	98%		
# Participants	8,399	437	3,906	3,477	33	188	7	336	2,977	1,837	1,327	226	5,452	2,947		
Total Tests	8,533	441	3,962	3,537	33	189	9	344	3,033	1,853	1,360	230	5,531	3,002		
Mathematics																
% Participation	99%	99%	99%	99%	97%	100%	100%	99%	98%	99%	99%	100%	99%	98%		
# Participants	6,922	373	3,141	2,901	28	165	10	297	2,439	1,391	1,130	194	4,455	2,467		
Total Tests	7,016	376	3,184	2,944	29	165	10	300	2,481	1,403	1,146	194	4,511	2,505		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Graduation Rate
GEORGETOWN ISD (246904) - WILLIAMSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	93.9%	97.8%	91.4%	95.2%	*	100.0%	*	94.7%	90.0%	85.5%	75.3%
# Graduated	872	44	339	432	*	17	*	36	226	59	67
Total in Class	929	45	371	454	*	17	*	38	251	69	89
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	97.4%	92.7%	96.7%	98.3%	*	90.0%	*	100.0%	96.5%	98.4%	88.6%
# Graduated	889	38	349	461	*	9	*	30	304	60	62
Total in Class	913	41	361	469	*	10	*	30	315	61	70
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	97.3%	90.0%	97.2%	97.9%	100.0%	88.9%	-	97.1%	95.5%	93.9%	88.4%
# Graduated	853	27	353	427	5	8	-	33	296	62	76
Total in Class	877	30	363	436	5	9	-	34	310	66	86
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.9%	0.0%	1.2%	0.6%	0.0%	0.0%	11.1%	1.2%	1.9%	2.0%	1.2%
% Dropped Out - Conversion	91.0%										
# Dropped Out	36	0	21	12	0	0	1	2	24	7	6
# of Students	4,075	179	1,703	1,933	15	73	9	163	1,271	345	482

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

2022 English Language Proficiency Status

District Name	GEORGETOWN ISD	District Number <small>(enter 6-digit county-district #, no hyphens or spaces)</small>	246904
---------------	----------------	---	--------

2022 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	# TELPAS/TELPAS Alt Progress <small>(# Students TELPAS or TELPAS Alt Progress)</small>	449
	# TELPAS / TELPAS Alt <small>(# Students included for TELPAS or TELPAS Alt)</small>	1,479
	EL Proficiency <small>(only evaluated in Domain III if # Students TELPAS ≥ 25)</small>	30%

TELPAS Summary	# TELPAS Progress / # TELPAS =	445	1,470	30%
# of Students who scored Advanced High in 2022	185	Prior Year Used for Comparison		
		N/A		
	Group 1			
# of Students who scored below Advanced High in 2022 and whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u> from the prior year used in determining EL Proficiency (2021, 2020, 2019 or 2018)	11	Prior Year Used for Comparison		
		2021	9	
		2020	0	
		2019	2	
	Group 2	2018	0	
# of Students who scored below Advanced High in 2022 and whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u> from the prior year used in determining EL Proficiency (2021, 2020, 2019 or 2018)	249	Prior Year Used for Comparison		
		2021	207	
		2020	17	
		2019	25	
	Group 3	2018	0	
# of Students who scored below Advanced High in 2022 and whose Composite TELPAS Rating DID NOT IMPROVE from the prior year used in determining EL Proficiency (2021, 2020, 2019 or 2018)	1,025	Prior Year Used for Comparison		
		2021	910	
		2020	27	
		2019	78	
	Group 4	2018	10	

Performance of students who scored Advanced High in 2022 AND had a TELPAS Composite Rating from a prior year	# whose Composite TELPAS Rating <u>IMPROVED 3 LEVELS</u>	2
	# whose Composite TELPAS Rating <u>IMPROVED 2 LEVELS</u>	13
	# whose Composite TELPAS Rating <u>IMPROVED 1 LEVEL</u>	78
	# whose Composite TELPAS Rating <u>DID NOT IMPROVE</u>	78
	Total # Scoring Advanced High in 2022 with a prior year Score	171

TELPAS Alternate Summary	# TELPAS Alt Progress / # TELPAS Alt =	4	9	44%
# of Students who scored Basic Fluency in 2022	3	Prior Year Used for Comparison		
		N/A		
	Group 5			
# of Students who scored below Basic Fluency in 2022 and whose Composite TELPAS Alternate Rating <u>IMPROVED</u> from the prior year used in determining EL Proficiency (2021, 2020 or 2019)	1	Prior Year Used for Comparison		
		2021	1	
		2020	0	
		2019	0	
	Group 6			
# of Students who scored below Basic Fluency in 2022, and whose Composite TELPAS Rating <u>DID NOT IMPROVE</u> from the prior year used in determining EL Proficiency (2021, 2020 or 2019)	5	Prior Year Used for Comparison		
		2021	5	
		2020	0	
		2019	0	
	Group 7			



Georgetown ISD Board Workshop

July 18, 2022

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Public Comment

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Today's Workshop

- **District Data Review**
- **Strategic Planning Discussion**

www.georgetownisd.org/board

For meeting dates, agendas and more

District Data Review

Today's Approach

- Data perspectives:
 - Achievement
 - Growth
 - Surveys
- Some Data Insights
- Takeaways & Next Steps

Academic Data:

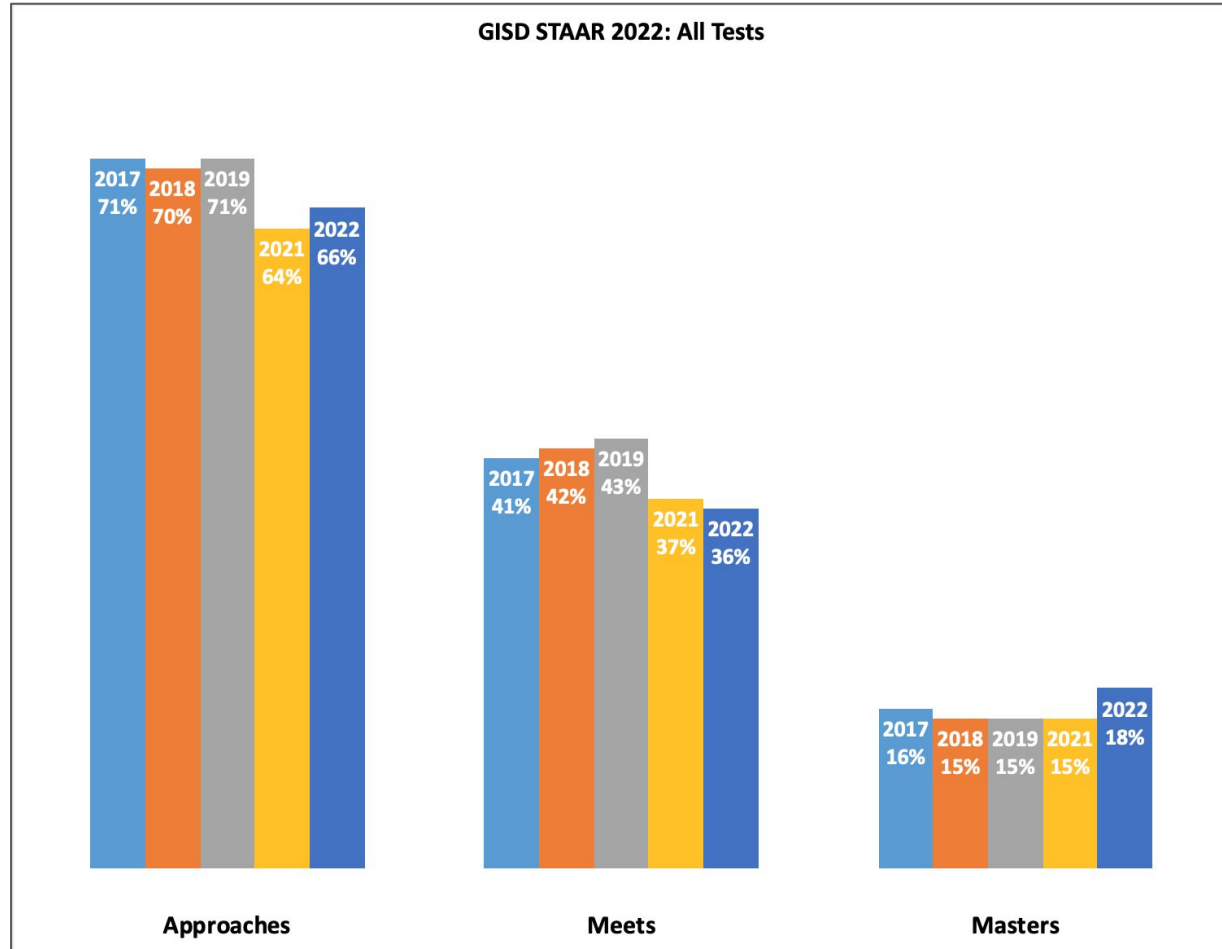
- 2022 STAAR Results
 - End of Year MAP
 - mCLASS

STAAR District Overview

Historical by performance
levels

All grade levels and
content areas combined

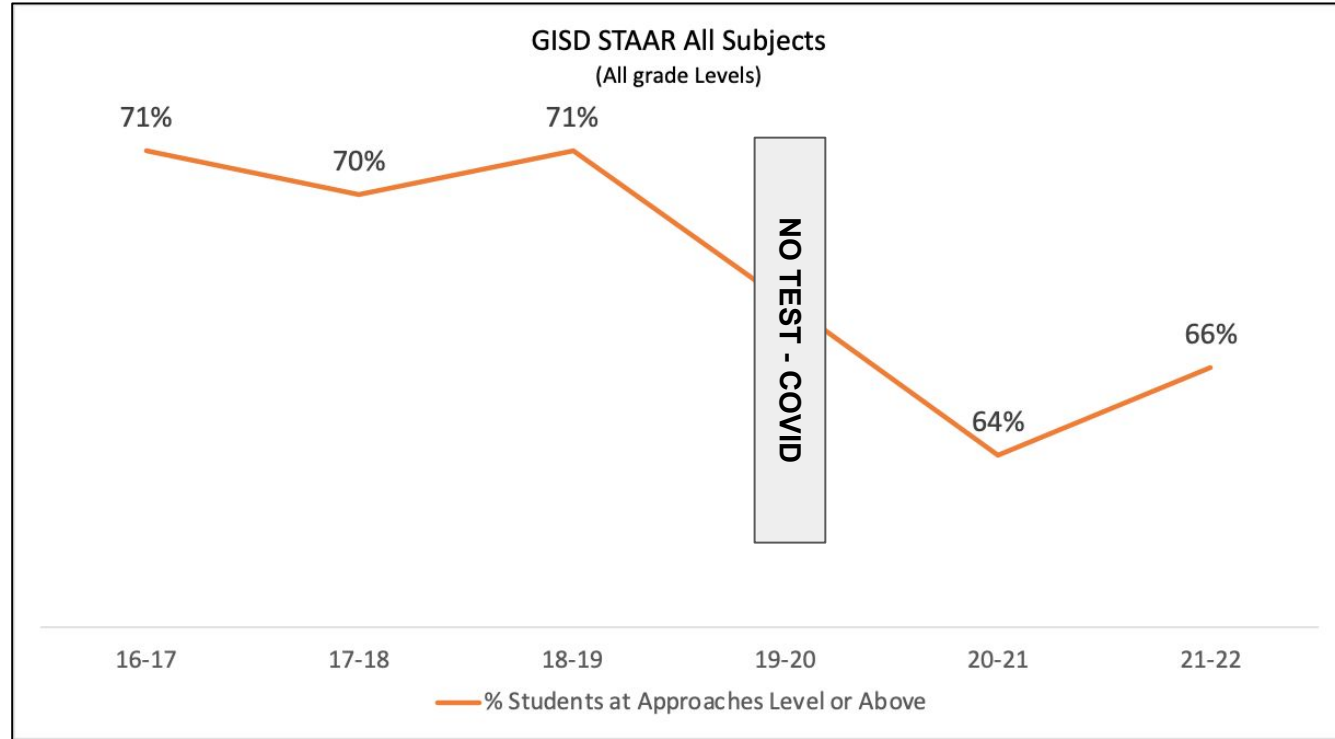
Includes Spanish
versions



STAAR District Overview

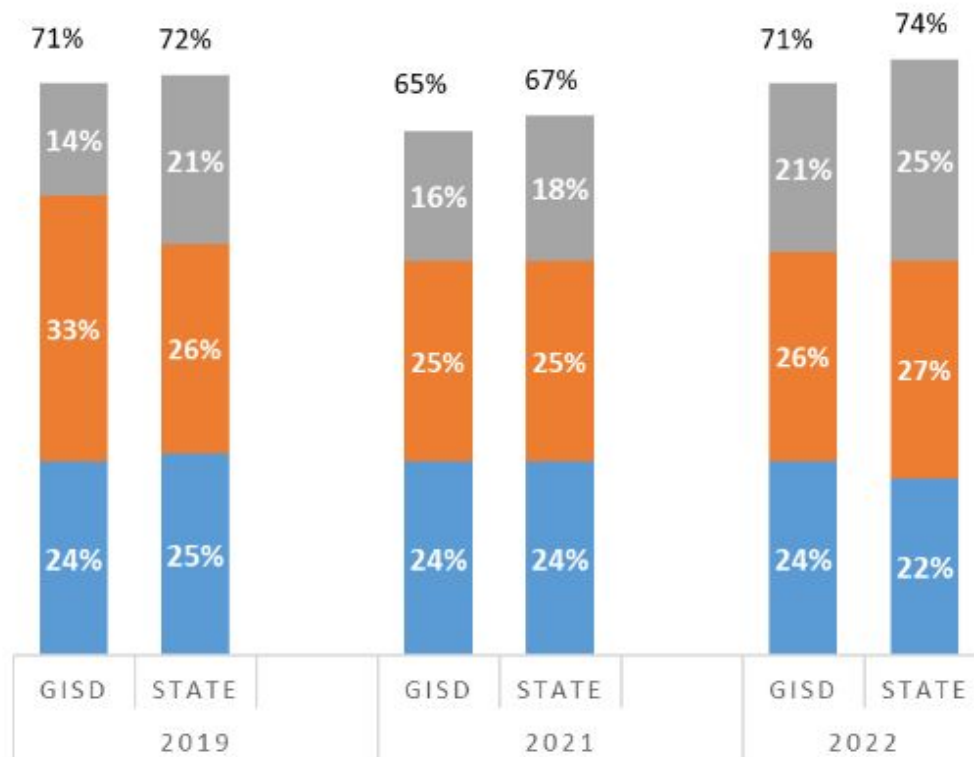
All STAAR tests
combined (includes
Spanish)

Historical approaches
level performance



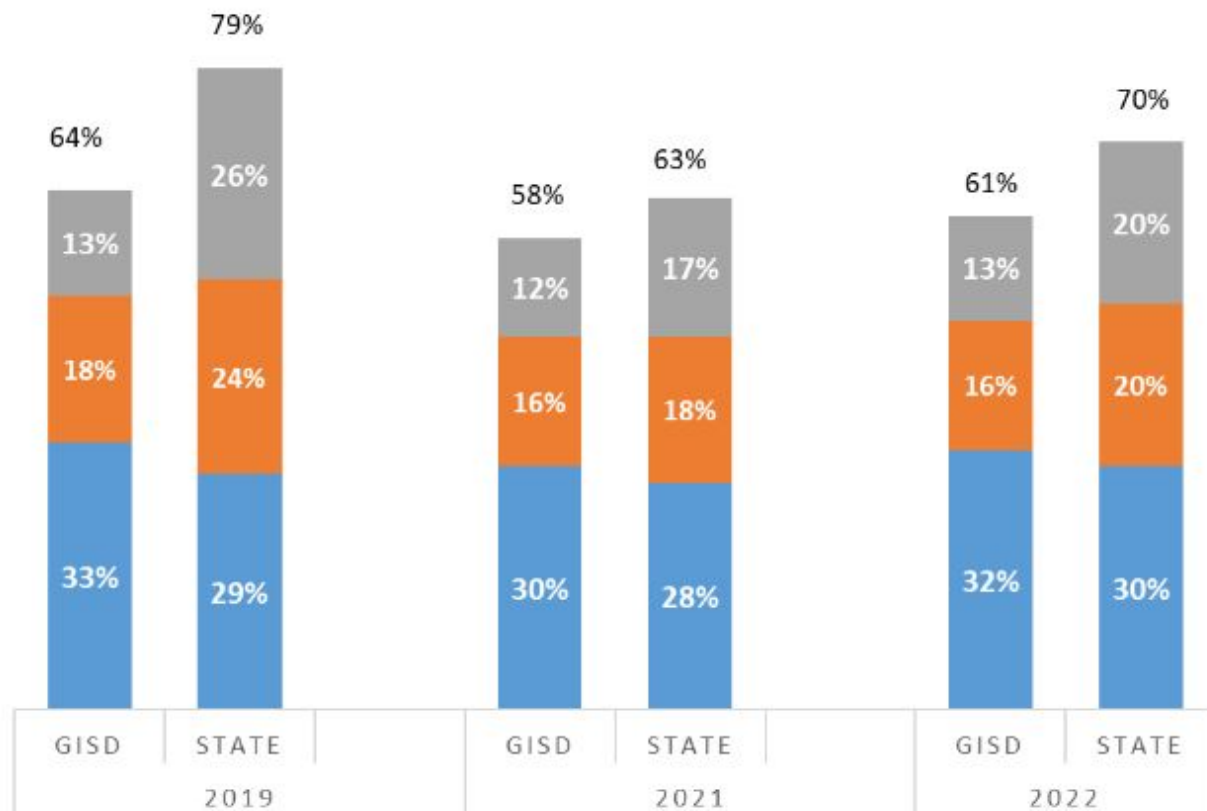
STAAR ALL GRADES READING/ELA

■ Approaches ■ Meets ■ Masters



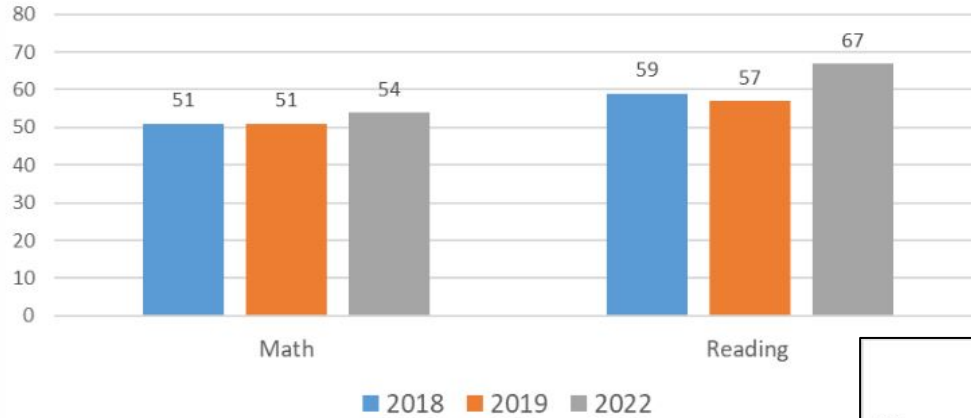
STAAR ALL GRADES MATH

■ Approaches ■ Meets ■ Masters

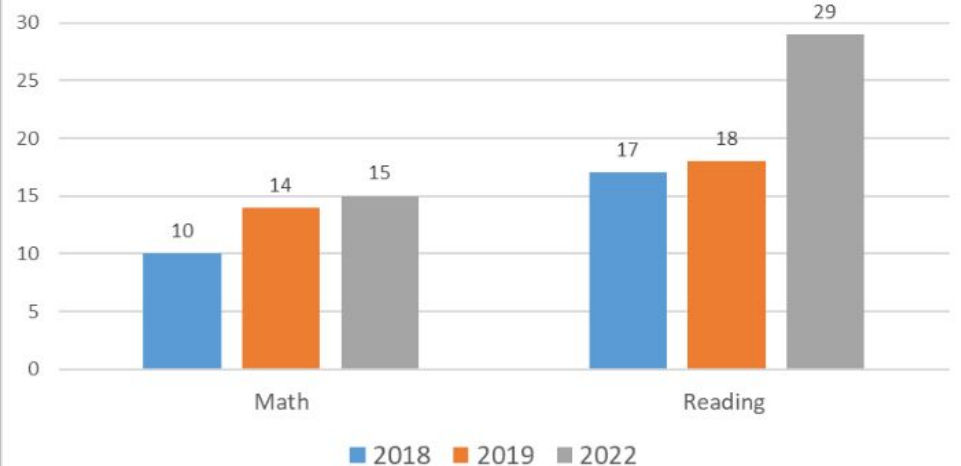


STAAR Growth Measures

% GISD Students with Expected or Accelerated Growth on STAAR

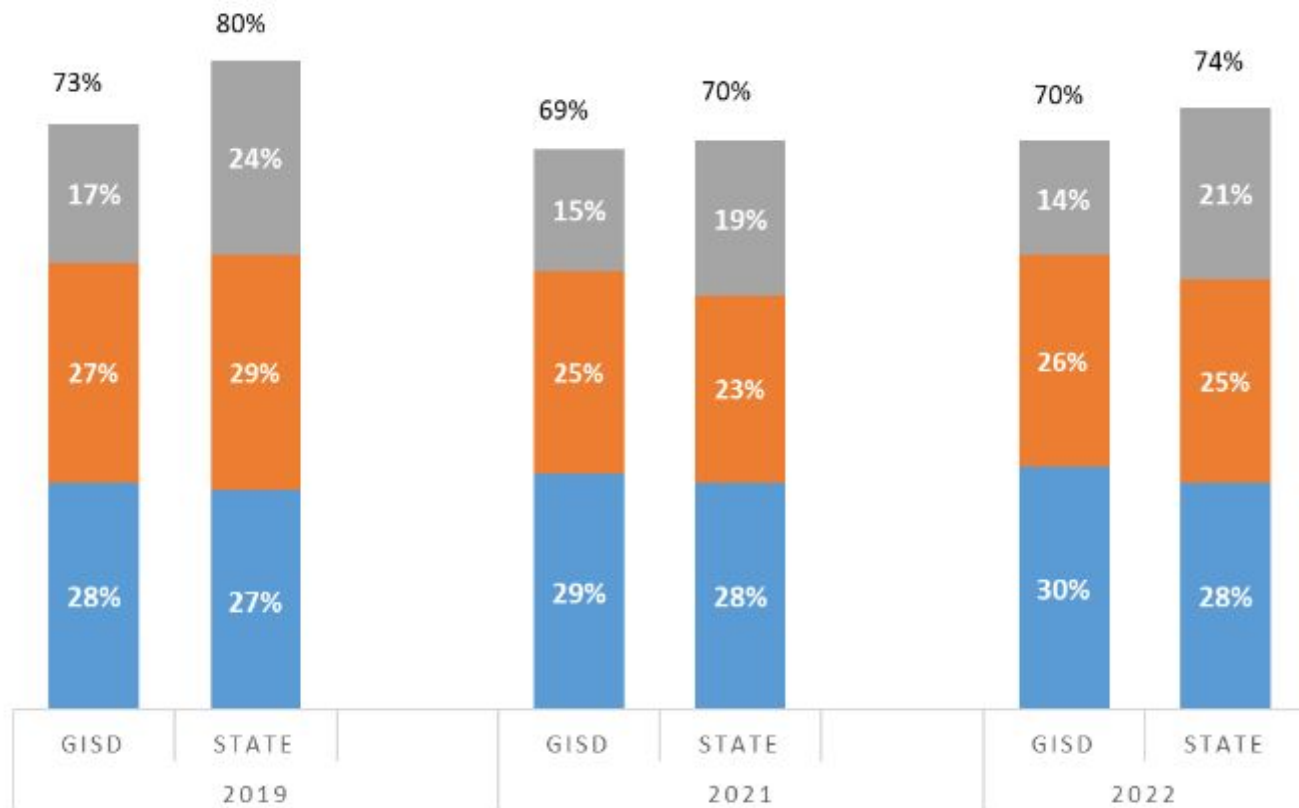


% GISD Students with Accelerated Growth on STAAR



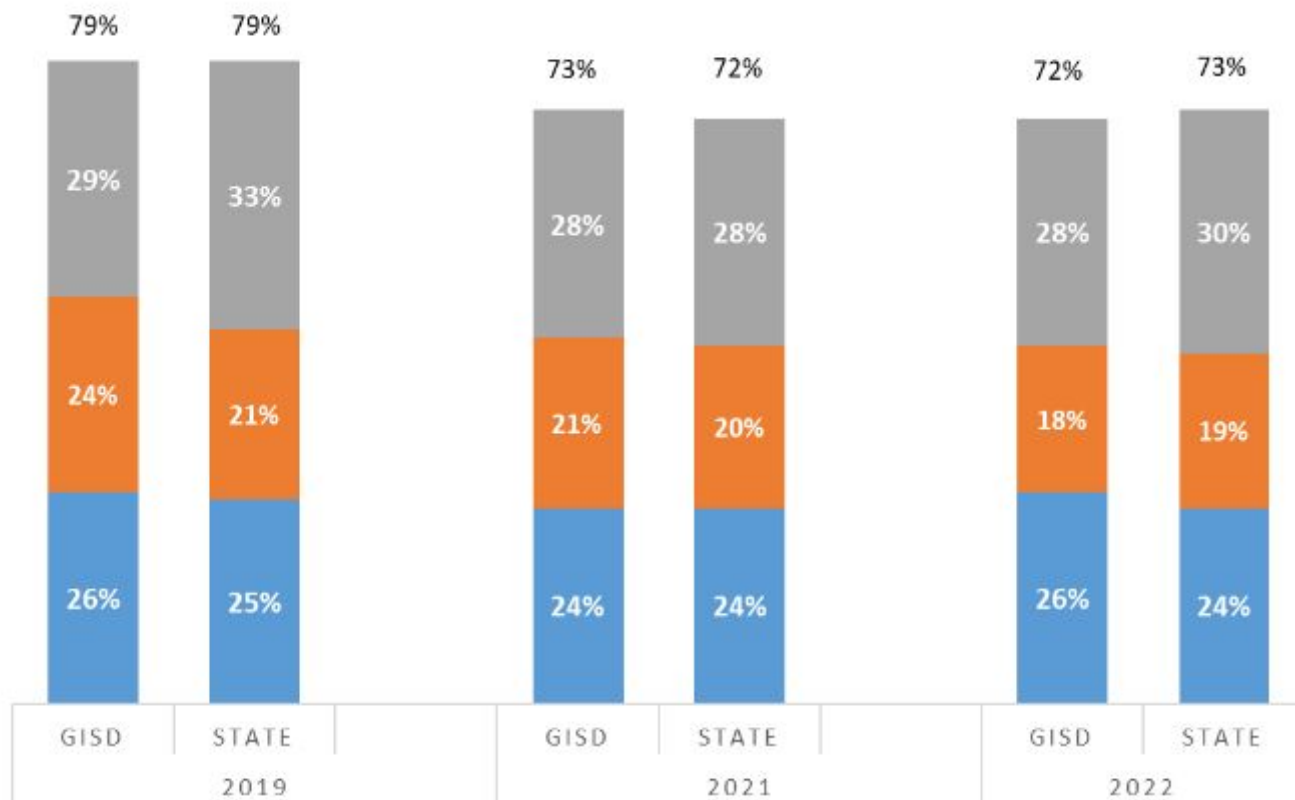
STAAR SCIENCE GRADES 5, 8 AND BIOLOGY EOC

■ Approaches ■ Meets ■ Masters



STAAR SOCIAL STUDIES GRADES 8 AND US HISTORY EOC

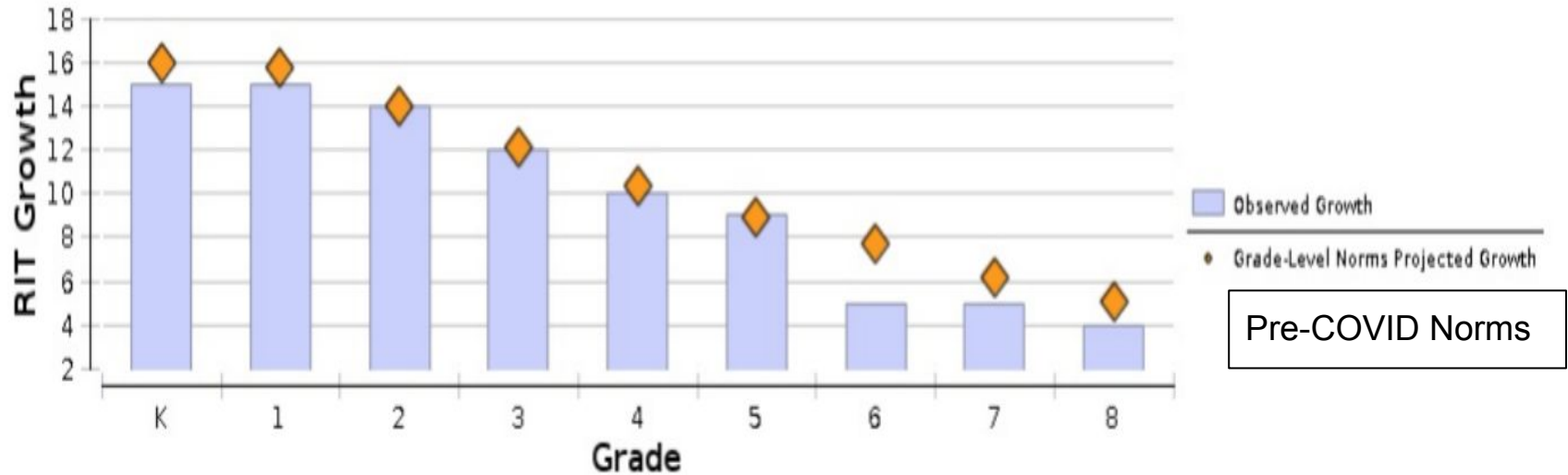
■ Approaches ■ Meets ■ Masters



NWEA MAP Growth - Math

Math Growth Grades K-8

Math: Math K-12



mCLASS Performance - Kindergarten

2021-22 mCLASS Amplify: Kindergarten Composite Score
% of Students in Each Performance Category



mCLASS Performance - 1st Grade

2021-22 mCLASS Amplify: Grade 1 Composite Score
% of Students in Each Performance Category



mCLASS Performance - 2nd Grade

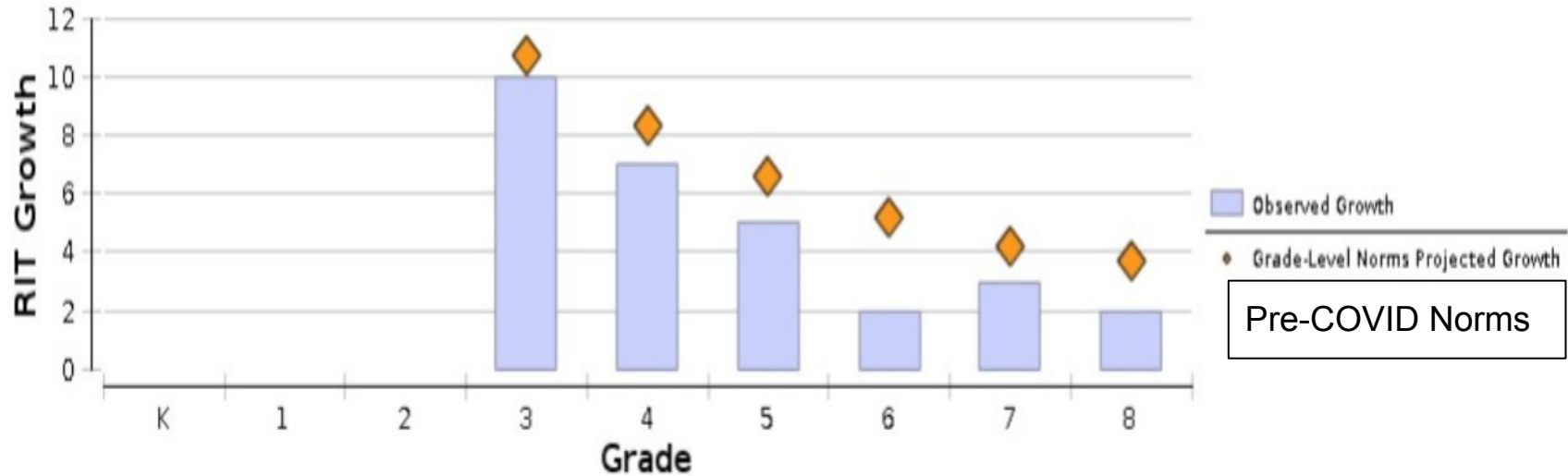
2021-22 mCLASS Amplify: Grade 2 Composite Score
% of Students in Each Performance Category



NWEA MAP Growth - Reading

MAP Reading Growth Grades K-8

Language Arts: Reading



Takeaways & Next Steps - Academic Data

- Data used to inform Summer and year-long curriculum writing
 - Adjustments to YAGs to support missed learning
 - Supplementing with recently purchased Tier 1 and intervention materials into our curriculum documents, including mClass Amplify
 - Impact of 21-22 Omicron absences
 - Impact of missed learning on non-yearly assessments (i.e., Science 8)
- Elementary Math, Language Arts, and Spanish Language Arts Learning Labs are having a positive impact on the Reporting Categories of emphasis
- KAT Training for 4th and 5th grade ELAR & Middle School



Takeaways & Next Steps - Academic Data

- Adjustments to Dual Language for more Spanish instruction
- Additional collaboration with SPED department to create alignment in supporting inclusion/resource students (including 2 new SPED Learning Design Coaches)
- Focus on instructional look-fors and intervention at Middle School
- High School students seem to be impacted in a greater way in their Covid recovery
 - June retesters will not count in our accountability rating in August
 - Work happening around Secondary Tier 1 supports and interventions
- TFAR & Standards Based Reports Cards
 - Additional formative assessment options
 - Updated rubrics, alignment, continued training



Student Experience Survey (SES) Results Summary

SES = SEL + Environment + Instruction

Student Experience Survey				
Domain 1 Intrapersonal	Domain 2 Interpersonal	Domain 3 Cognitive	Domain 4 Environment	Domain 5 Instructional
7-8 questions	9-10 questions	8 questions	8-9 questions	9-13 questions

- Administered to all students willing to participate in grades 3-11
- Parents and students were allowed to preview the questions prior to the survey and allowed to opt out
- Administered in English and Spanish

Student Experience Survey

Level	Total Students	Total Response	Total Percentage
Elementary (3-5)	2,715	2,467	90.9%
Level	Total Students	Total Response	Total Percentage
Middle (6-8)	2,829	2,359	83.3%
Level	Total Students	Total Response	Total Percentage
High (9-11)	2,985	2,095	70%

The survey questions/results are broken down into five categories:

- Intrapersonal questions examine student abilities to understand and manage the self
- Interpersonal questions examine student abilities to understand and relate to others
- Cognitive questions examine student awareness of the power of the mind
- Environmental questions examine student experiences of classroom learning
- Instructional questions examine student experiences of classroom learning

Student Experience Survey

- ▶ Data heat mapped to provide for opportunities to sort and filter based on colors
- ▶ Response 0 = Never
- ▶ Response 3 = Always

0 - .6
.61 - 1.2
1.21 - 1.809
1.81 - 2.409
>2.41

Elementary Overall Results

Overall District Averages						
	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
District	2.26	2.45	2.13	2.28	2.27	2.40
Males	2.25	2.39	2.11	2.25	2.27	2.40
Females	2.26	2.51	2.14	2.30	2.27	2.40
SPED	2.21	2.40	2.13	2.24	2.18	2.30
504	2.21	2.46	2.07	2.25	2.30	2.31
LEP	2.26	2.43	2.15	2.28	2.29	2.39
At Risk	2.22	2.43	2.10	2.25	2.24	2.35
Gifted	2.36	2.49	2.20	2.35	2.34	2.49
Eco Dis	2.19	2.40	2.10	2.23	2.20	2.34
American Indian / Alaskan Native	2.49	2.68	2.40	2.52	2.62	2.59
Asian / Pacific Is / Hawaiian	2.35	2.42	2.22	2.33	2.42	2.52
Black / African-American	2.21	2.42	2.12	2.25	2.06	2.37
Hispanic	2.24	2.44	2.12	2.26	2.28	2.37
Multi-Race (Two or More)	2.14	2.41	2.01	2.18	2.22	2.35
White / Non - Hispanic	2.28	2.47	2.14	2.30	2.27	2.43

The Highest and Lowest Rated Questions for Elementary School Students

Highest Rated

1. I speak to others in a polite way. (please/thank you). (2.6)
2. I can work well in a group project at school. (2.56)
3. I am able to finish writing assignments. (2.51)

Lowest Rated

1. At this school, kids are kind to each other. (1.45)
2. I am able to read well. (1.57)
3. I look at problems in more than one way. (1.62)

Middle School Overall Results

Overall District Averages						
	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
District	2.11	2.20	1.95	2.09	1.97	2.13
Males	2.15	2.13	1.96	2.08	2.01	2.12
Females	2.08	2.26	1.94	2.10	1.94	2.14
SPED	2.00	2.06	1.85	1.97	1.94	2.00
504	2.03	2.13	1.91	2.03	1.92	2.03
LEP	2.08	2.15	1.92	2.05	2.06	2.09
At Risk	2.05	2.14	1.88	2.02	1.95	2.05
Gifted	2.24	2.27	2.14	2.22	2.00	2.32
Eco Dis	2.01	2.09	1.82	1.97	1.95	2.00
American Indian / Alaskan Native	2.32	2.44	2.22	2.33	2.33	2.38
Asian / Pacific Is / Hawaiian	2.21	2.23	2.05	2.17	2.11	2.35
Black / African-American	2.07	2.11	1.91	2.03	1.93	2.08
Hispanic	2.07	2.15	1.88	2.03	1.99	2.06
Multi-Race (Two or More)	2.11	2.19	2.00	2.10	2.03	2.17
White / Non - Hispanic	2.16	2.25	2.01	2.14	1.95	2.18

The Highest and Lowest Rated Questions for Middle School Students

Highest rated

1. I contribute in group work. (2.55)
2. I am able to read well. (2.44)
3. I speak to others in a polite way. (please/thank you). (2.41)

Lowest rated

1. At this school, kids are kind to each other. (1.53)
2. When I come to school my mind is open and I want to learn. (1.73)
3. A person at this school has encouraged me about my options after high school. (1.76); I think of interesting questions when I am in class. (1.76)

High School Overall Results

	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
District Overall	2.18	2.23	1.98	2.13	1.80	2.15
Overall Males	2.21	2.16	1.98	2.11	1.87	2.11
Overall Females	2.15	2.30	1.99	2.15	1.72	2.19
Overall SPED	2.07	2.11	1.83	2.00	1.81	2.04
Overall 504	2.07	2.17	1.91	2.05	1.71	2.00
Overall LEP	2.17	2.17	1.99	2.11	1.93	2.11
Overall At Risk	2.13	2.19	1.93	2.09	1.77	2.07
Overall Gifted	2.22	2.29	2.03	2.18	1.71	2.26
Overall Eco Dis	2.09	2.12	1.88	2.03	1.77	2.02
Overall American Indian	2.04	2.00	1.79	1.94	1.61	2.09
Overall Asian / Pacific Is / Hawaiian	2.28	2.19	1.99	2.16	1.57	2.19
Overall Black / African-American	2.19	2.18	2.08	2.15	1.74	2.23
Overall Hispanic	2.14	2.17	1.93	2.08	1.84	2.09
Overall Multi-Race (Two or More)	2.01	2.05	1.86	1.97	1.58	1.97
Overall White / Non - Hispanic	2.20	2.28	2.02	2.17	1.74	2.19

The Highest and Lowest Rated Questions for High School Students

Highest Rated

1. I contribute when I'm in group work. (2.60)
2. I speak to others in a polite way (say please/thank you). (2.56)
3. I am able to read well. (2.51)

Lowest Rated

1. I feel comfortable in the restrooms. (1.45)
2. At this school, kids are kind to each other. (1.57)
3. I think of interesting questions when I am in class. (1.62)

Takeaways & Next Steps - SES Data

- District + campus-level data disaggregation
- Campus-level SEL goal-setting + implementation planning for intra + interpersonal domains
- Use in campus planning for the 2022-2023 school year
- Continue to serve as a valued tool in work across the district, such as:
 - Attendance action team
 - Curriculum writing
 - CBAS
 - Discipline Data Reviews

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GISD Parent Spring Survey Summary

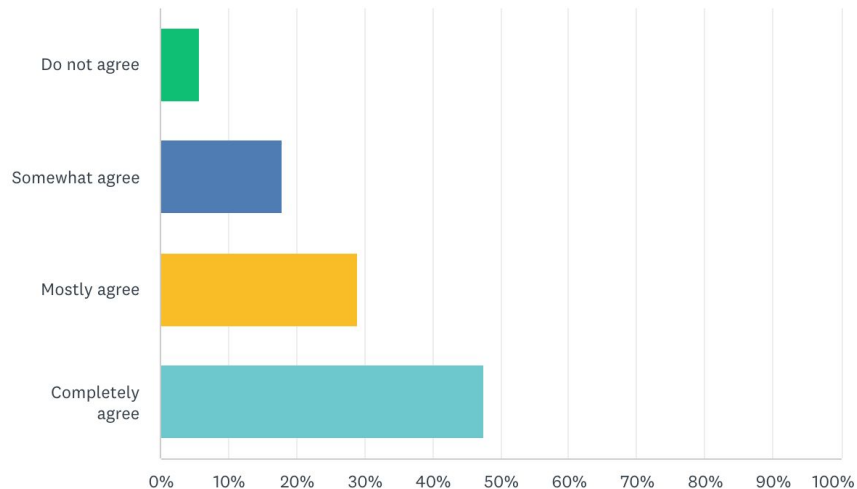
GISD Staff & Family Survey

- Administered anonymously
- Administered digitally May - June 2021
- Available in both English and Spanish
- Survey Responses:
 - 2825 parents (+800 from last year)
 - 886 staff (+275 from last year)

Most Favorable Responses

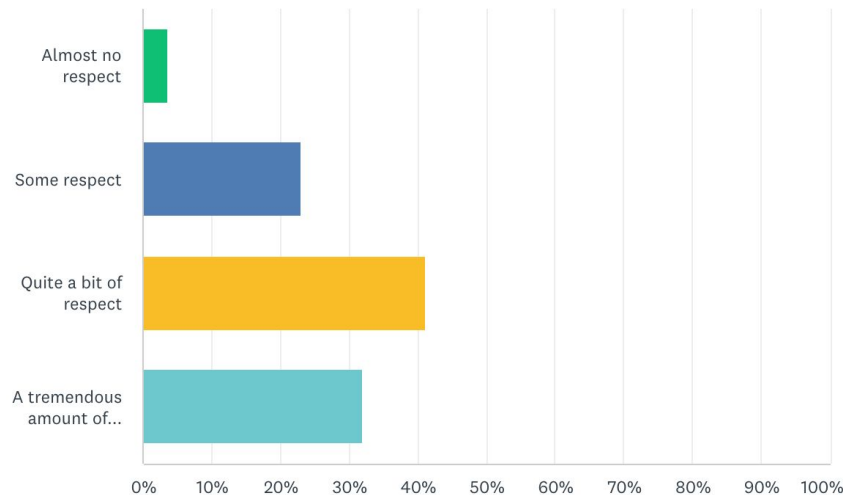
Does your student have an adult at school whom they trust?

Answered: 2,144 Skipped: 680



Overall, how much respect do you think the teachers at your student's school have for the students?

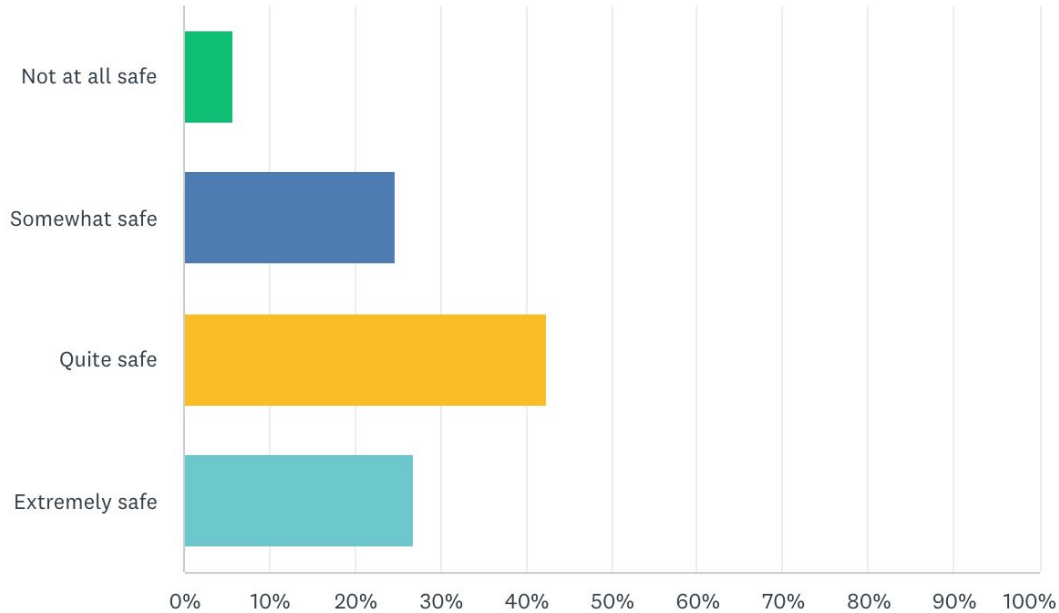
Answered: 2,144 Skipped: 680



Most Favorable Responses

In general, how safe does your student feel at school?

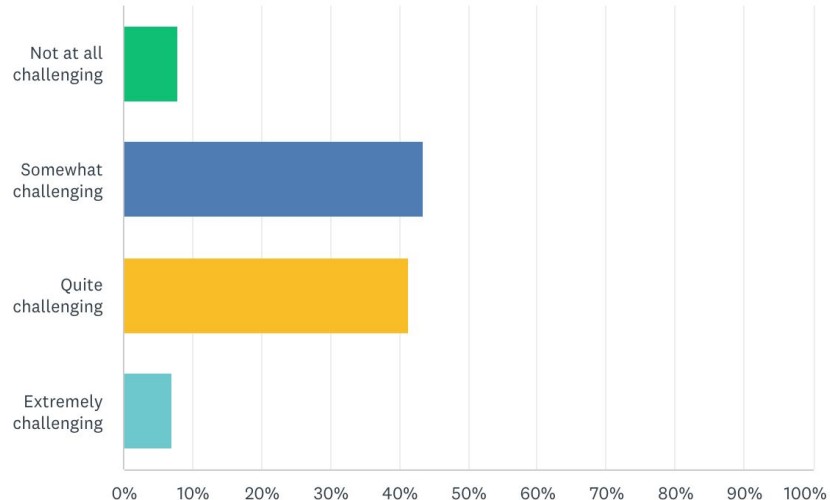
Answered: 2,140 Skipped: 684



Least Favorable Responses

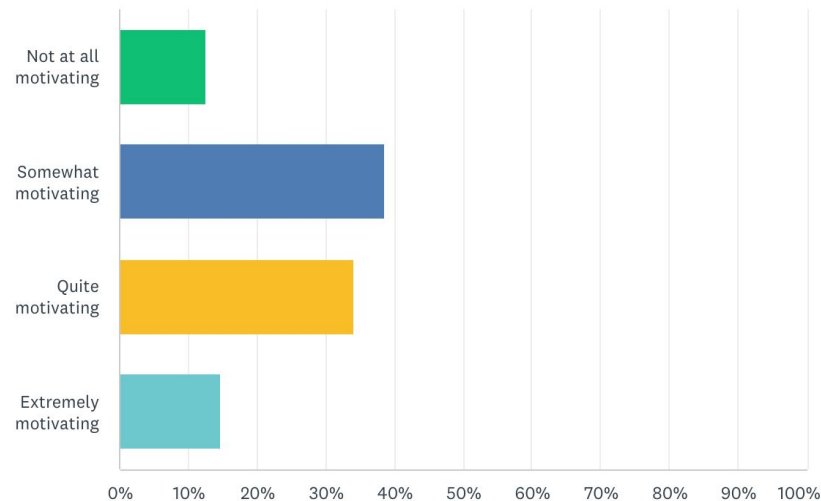
How challenging are the classroom lessons at your student's school?

Answered: 2,135 Skipped: 689



How motivating are the classroom lessons at your student's school?

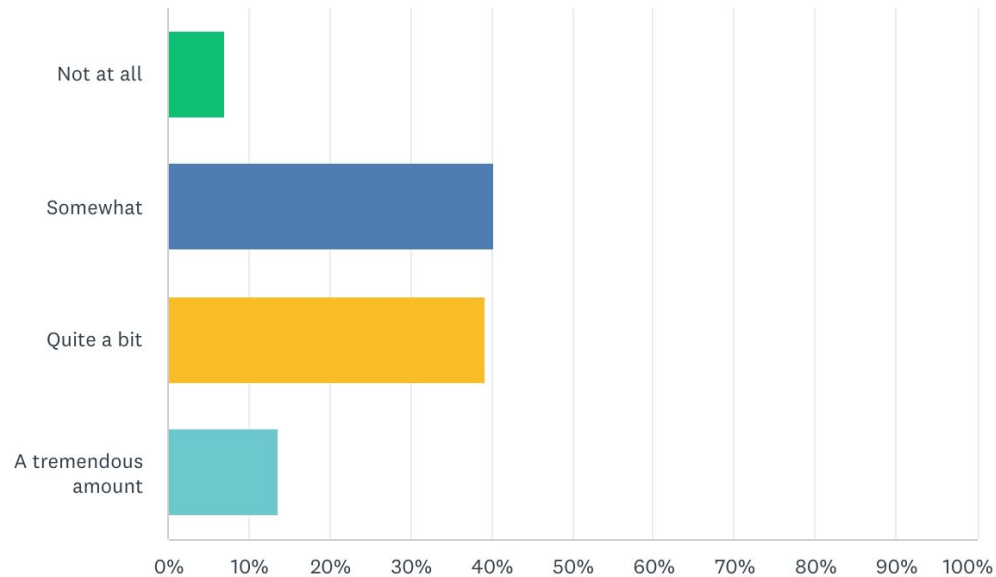
Answered: 2,139 Skipped: 685



Least Favorable Responses

To what extent does your student have choices in how to show their learning?

Answered: 2,132 Skipped: 692

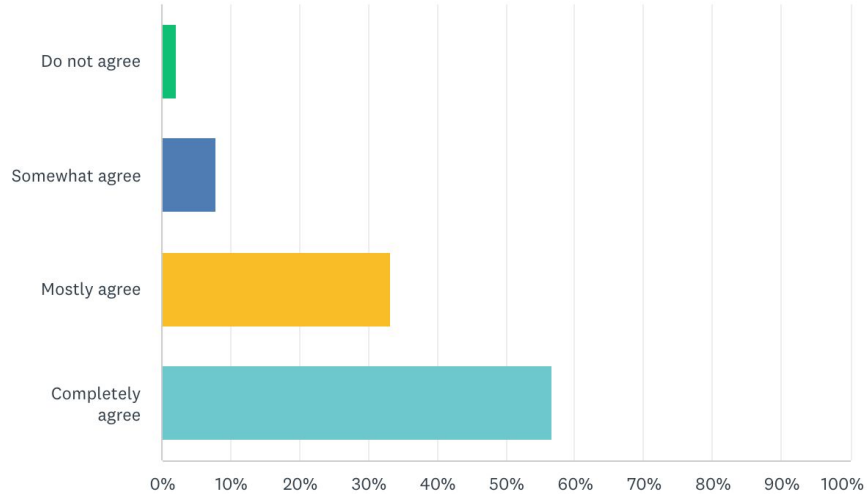


GISD Staff Spring Survey Summary

Most Favorable Responses

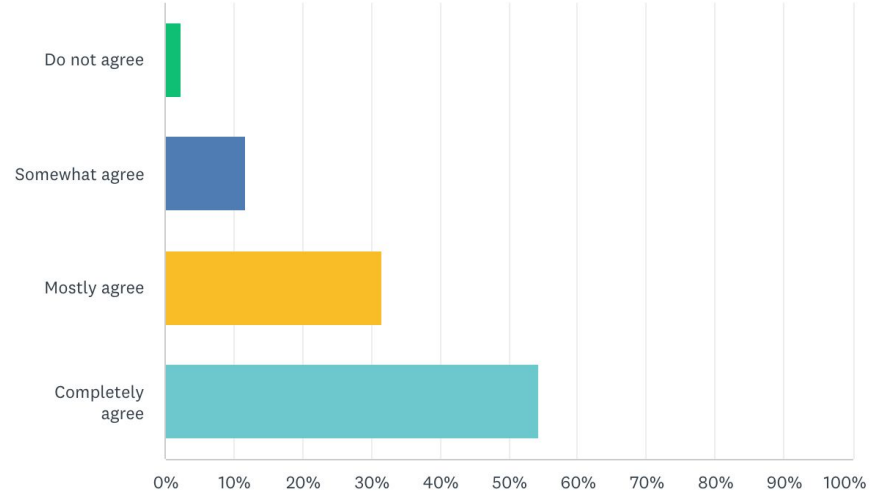
I find my work interesting.

Answered: 883 Skipped: 3



I enjoy collaborating with my colleagues.

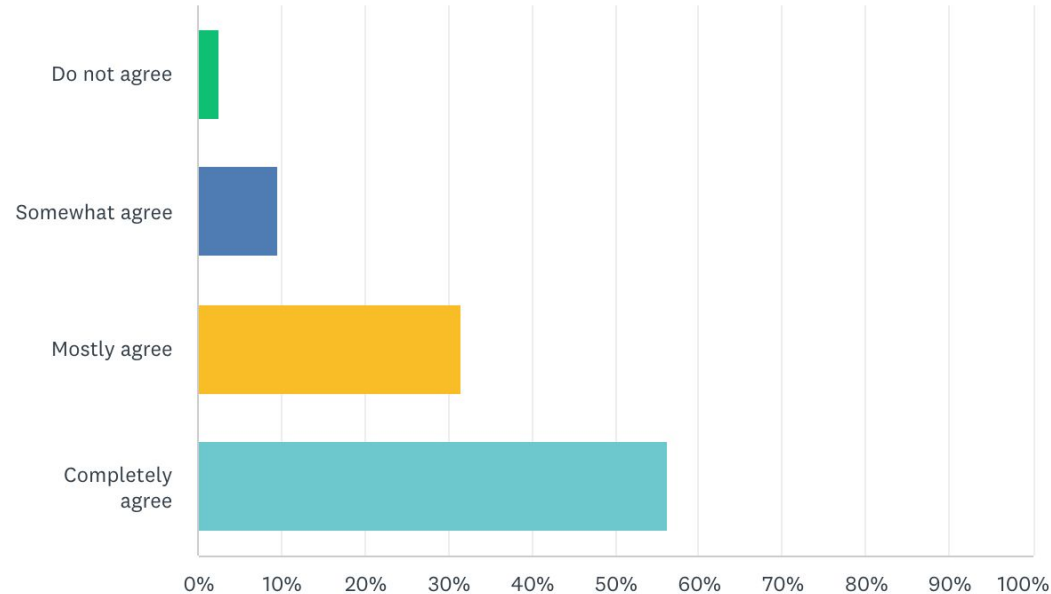
Answered: 879 Skipped: 7



Most Favorable Responses

I am committed to GLSD's vision, mission and beliefs.

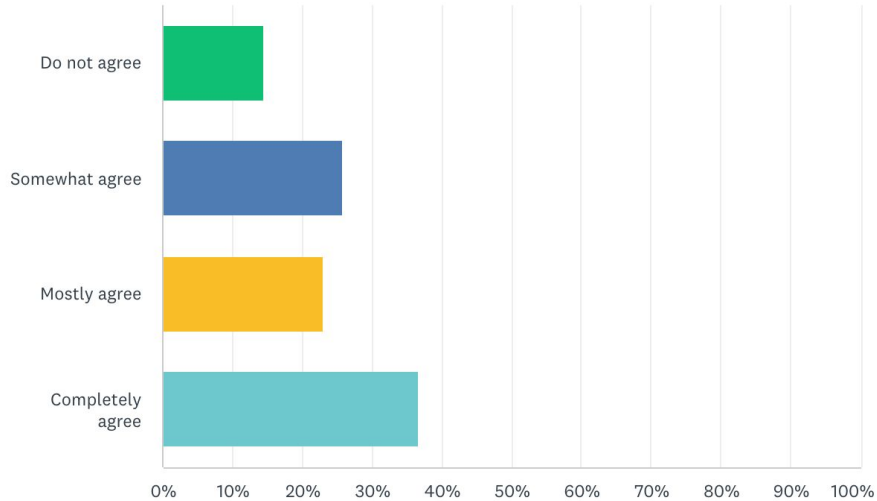
Answered: 879 Skipped: 7



Least Favorable Responses

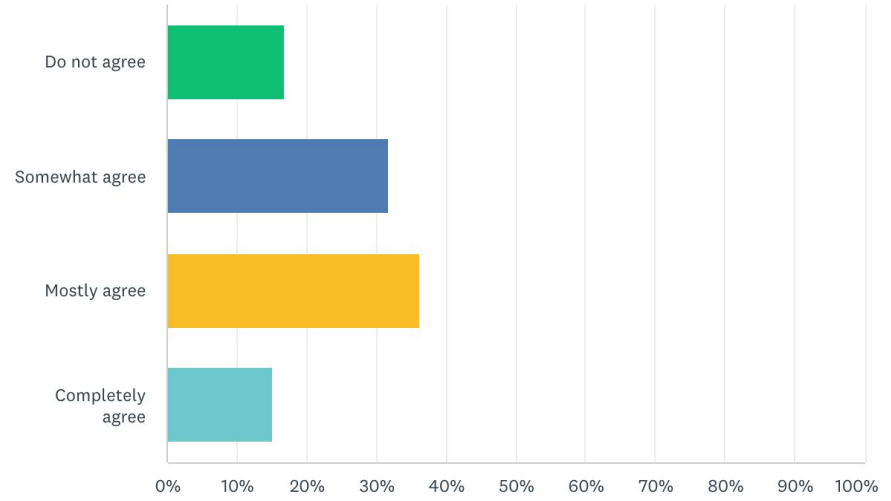
I am encouraged to express my concerns openly.

Answered: 882 Skipped: 4



I think GISD is moving in the right direction.

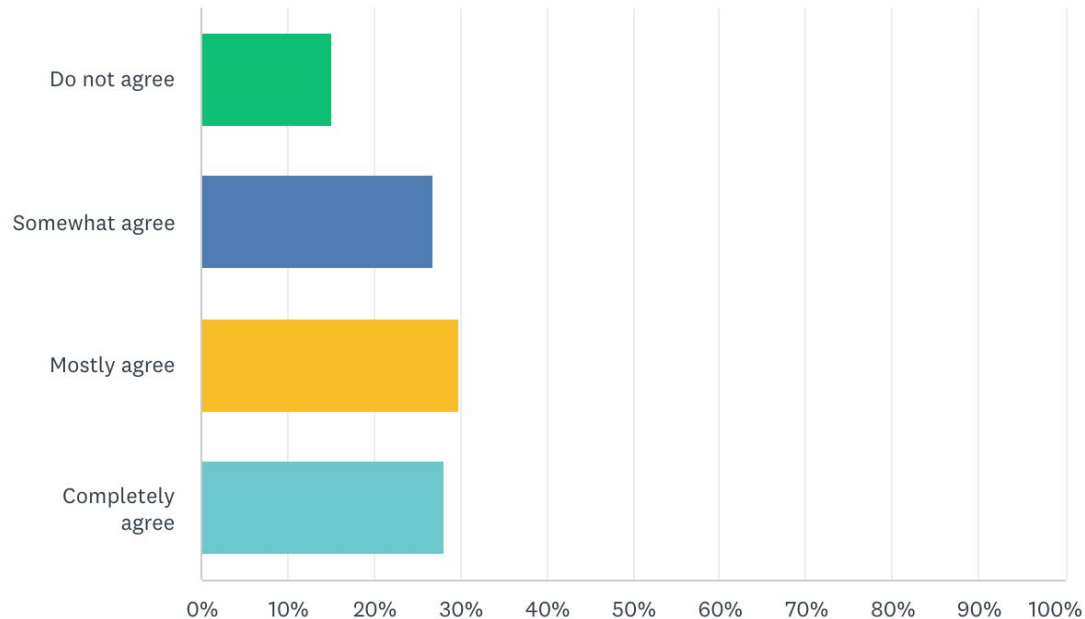
Answered: 881 Skipped: 5



Least Favorable Responses

I feel like there are opportunities for me to grow professionally in GISD.

Answered: 883 Skipped: 3



Takeaways & Next Steps

- Evidence that our adults worked incredibly hard to maintain trust and relationships with students during a very disrupted year
- Staff find value in their work and connection to colleagues
- Support campuses and departments with results and possible appropriate action steps
- Adjustments to survey methods to include increase frequency and relevance of timing

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Thank you

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Georgetown ISD Board Workshop

August 15, 2022

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Public Comment

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Today's Workshop

- **2022 State Accountability**
- **2023-2024 Budget Discussion**
- **Update: Attendance Action Team**

www.georgetownisd.org/board

For meeting dates, agendas and more

2022 State Accountability



2022 Accountability Update

Georgetown ISD



2017-18	A-F Accountability ratings for <u>districts</u> only
2018-19	A-F Accountability ratings for campuses and districts
2019-20	All districts and campuses rated <i>Not Rated - Declared State of Disaster</i> (COVID- no STAAR administered)
2020-21	All districts and campuses rated <i>Not Rated - Declared State of Disaster</i> (COVID)
2021-22	Ratings of A, B, C, or <i>Not Rated</i> . Any domain or overall score less than 70 will receive the label: <i>Not Rated</i>
<i>Coming soon!</i>	
2022-23	A-F Accountability 2.0 Framework to be released Fall 2022

Historical Look at the Texas A-F Accountability Rating System

Accountability System Domains



Better of Achievement or Progress
70%

30%



Student
Achievement

Domain 1



School
Progress

Domain 2



Closing
The Gaps

Domain 3

Domain 1-Student Achievement



Elementary School



STAAR Includes %:

- Approaches level (Passing)
- Meets level
- Masters level



Middle School



STAAR Includes %:

- Approaches level (Passing)
- Meets level
- Masters level



High School
+ Districts



- College, Career, Military Ready (CCMR)
- Graduation Rates

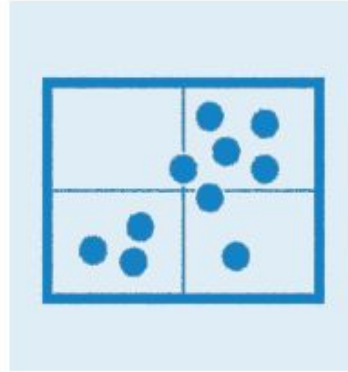
Domain 2-School Progress



Part A: Student Growth



Part B: Relative Performance



School Progress: Part A - Academic Growth



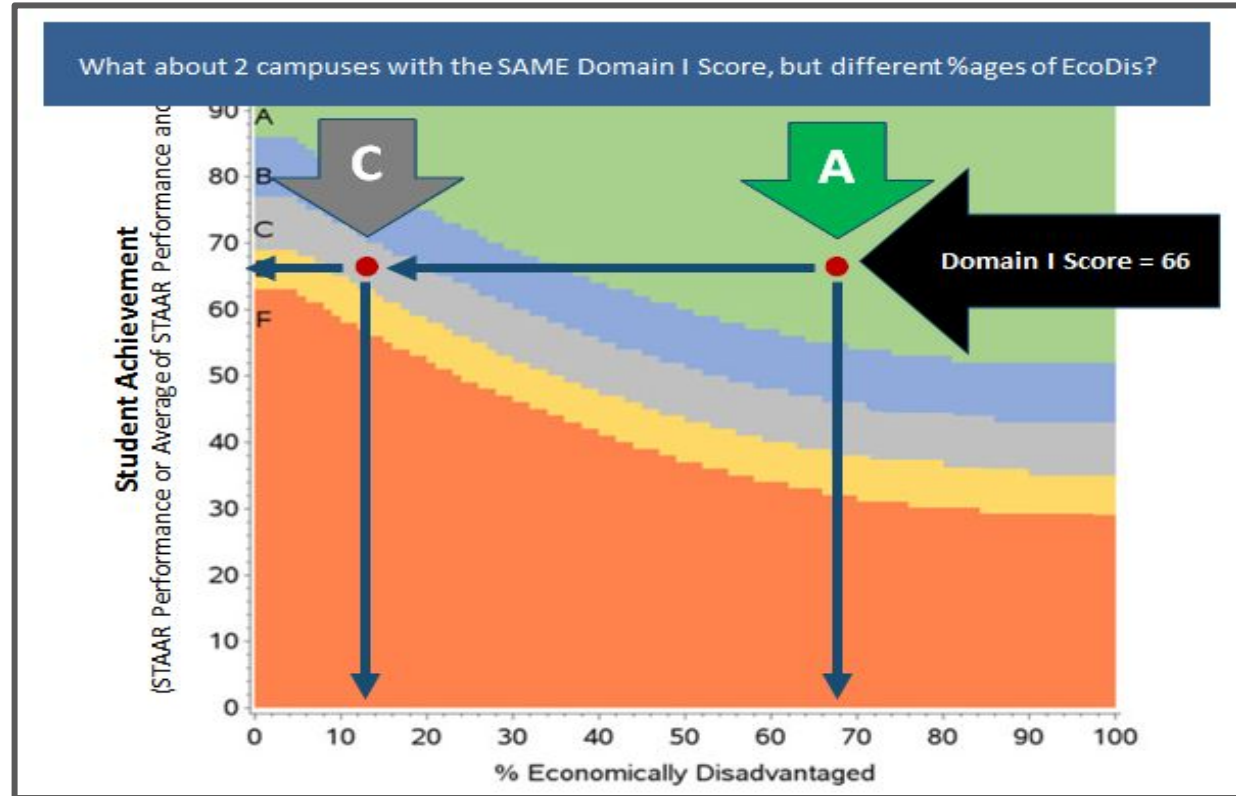
The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year in reading and math.

Current-Year Performance on STAAR					
Prior-Year Performance on STAAR		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	Did Not Meet Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Approaches Grade Level	Met or Exceeded Growth Expectation=1 point, Else=0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point	1 point
	Meets Grade Level	0 points	0 points	Met or Exceeded Growth Expectation=1 point, Else=0.5 point	1 point
	Masters Grade Level	0 points	0 points	0 points	1 point

School Progress: Part B - Relative Performance



Relative performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.



Closing the Gaps

Domain 3

Disaggregated Student Groups

Elementary and Middle Schools:

- STAAR performance at the *Meets* level in reading/math
- STAAR progress measures (students who improve reading/math performance from previous year)
- TELPAS performance
- STAAR performance for all grade levels and subjects

Closing the Gaps

Domain 3

Disaggregated Student Groups

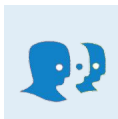
High Schools and Districts

- STAAR performance at the *Meets* level in reading/math
- TELPAS performance
- Graduation Rate
- CCMR (College Career and Military Readiness)

Federal accountability rating associated with Domain 3

Student Group Achievement Target

Race/Ethnicity



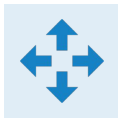
Special Education



English Learners (ELs)



Continuously Enrolled & Mobile



Economically Disadvantaged



% of Student Groups that Meet Target

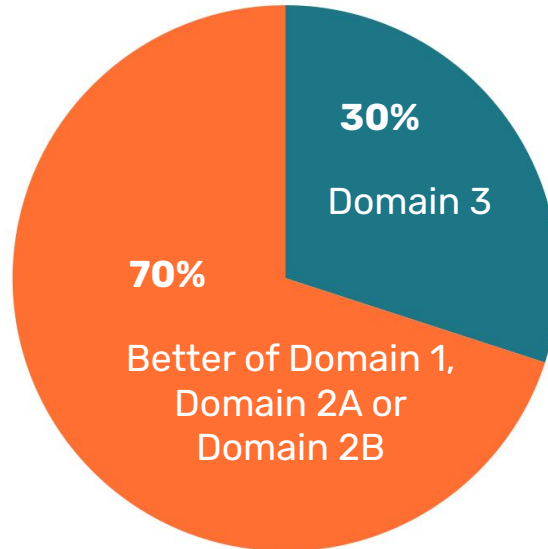
Overall Domain Grade



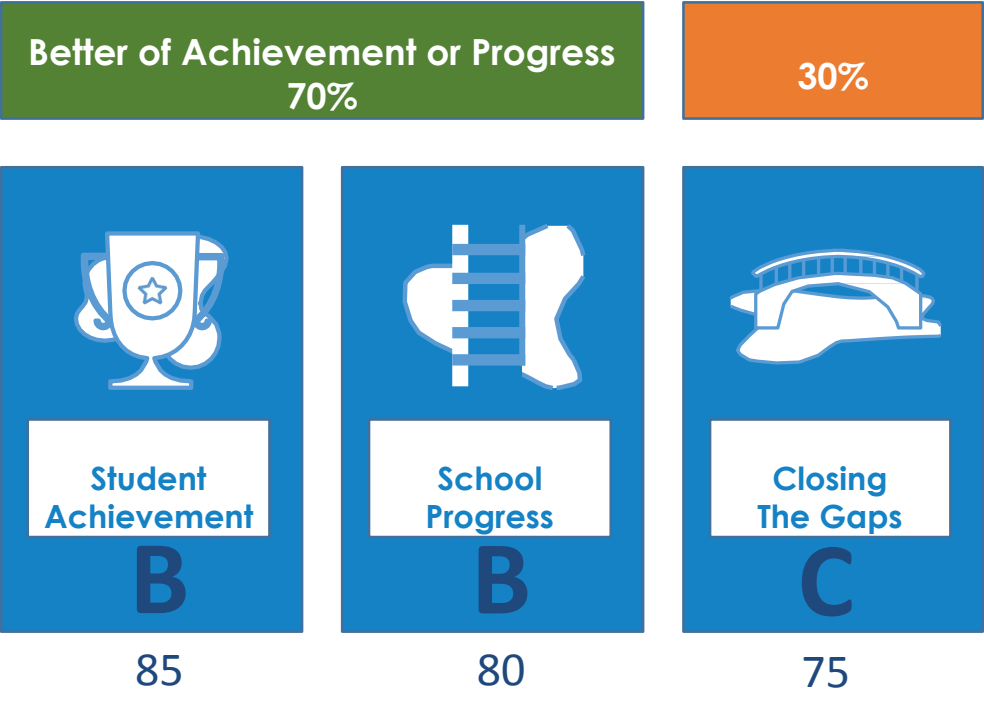
2022 Accountability System

For 2022 all districts and campuses will receive a label of A, B, C, or *Not Rated*. Any domain or overall score less than 70 will receive the label: *Not Rated*

Overall Accountability Rating



District Results Summary



Summary of 2022 State Ratings

- In 2022, GISD continues to be rated a B
- In 2022, 2 schools are rated NR
 - In 2019, 4 schools were rated an F and 2 schools were rated a D
 - While Cooper Elementary is NR, they improved their overall accountability score by 12 points
 - While Wagner Middle School is NR, they improved their overall accountability score by 2 points
- 14/16* schools either maintained or improved letter grade rating from 2019
- 9/16* schools improved letter grade rating from 2019
- 12/16* schools increased in their overall numerical accountability score from 2019

**Williams Elem excluded from total school count since this is rating year 1*

Campus Results Summary

	2019	2022		2019	2022
GISD	B	B	Cooper Elementary	F	NR
EVHS	B	C	Ford Elementary	B	B
GHS	B	B	Frost Elementary	F	B
Richarte	B	A	McCoy Elementary	B	C
Benold Middle	C	B	Mitchell Elementary	C	B
Forbes Middle	D	C	Purl Elementary	C	C
Tippit Middle	F	C	Village Elementary	C	C
Wagner Middle	F	NR	Williams Elementary	—	C
Carver Elementary	D	B	Wolf Ranch Elementary	C	B

*To align with Senate Bill 1365, a Not Rated (NR) label is used when domain or overall scale is below 70.

Federal Accountability - Domain 3

- Targeted Support & Improvement (TSI)
- Additional Targeted Support (ATS)
- Comprehensive Support & Improvement (CSI)

- TSI - 1 student group consistently underperforming*
- ATS - 1 student group met 0 target indicators
- CSI - Lowest 5% Domain 3 score of title 1 schools

*Consistently underperforming: a student group that does not meet 3 of the same targets for 3 consecutive years

Student Group

Achievement Target

Race/Ethnicity



Special
Education



English
Learners (ELs)



Continuously
Enrolled &
Mobile



Economically
Disadvantaged



Summary of 2022 Federal Ratings

- In 2022, 9 schools have federal indicators for additional support due to subgroup performance
 - 7 out of these 9 schools are TSI
 - Although Frost is still CSI, this is a required 2-year distinction from 2019 that cannot be removed until 2023
- In 2019, 13 schools had federal indicators for additional support due to subgroup performance

Federal Accountability Summary

	2019	2022		2019	2022
GISD			Cooper Elementary	TSI	TSI
EVHS	-	TSI	Ford Elementary	ATS	-
GHS	ATS	-	Frost Elementary	CSI	CSI
Richarte	TSI	-	McCoy Elementary	-	-
Benold Middle	TSI	-	Mitchell Elementary	TSI	TSI
Forbes Middle	TSI	TSI	Purl Elementary	-	TSI
Tippit Middle	TSI	TSI	Village Elementary	TSI	-
Wagner Middle	ATS	ATS	Williams Elementary		-
Carver Elementary	TSI	TSI	Wolf Ranch Elementary	TSI	-

*TSI & ATS build & retain a local Targeted Improvement Plan; CSI build and submit TIP to TEA

Continued Improvement

- Continue to support specific campus learning needs identified in collaboration with campus leadership
- Continue and bolster just-in-time or campus-specific professional learning (Learning labs, PLC learning, ELL strategies, Dual language support, CKH, etc.)
- Additional literacy and math support for Middle Schools
- Modified, individualized staffing allocations (APs, LDCs, teachers)
- Additional technology/instructional resources (mClass Amplify 3-5; KAT 4-5; KAT MS, Math180 pilot)
- Expanded coaching and direct support

Questions?

Thank you

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GISD

	Early Literacy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 37% to 51% by August 2025.													
Yearly Target Goals														
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023		2024		2025 (Target)					
37%	COVID	39% (36%)	42% (50%)		45%		48%		51%					
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	34%	23%	51%	-	57%	-	43%	20%	20%	32%	18%	38%	35%
	2020 (COVID)													
	2021 (COVID)	38% (16%)	28% (23%)	53% (50%)	-	58% (44%)	-	46% (38%)	25% (18%)	37% (17%)	42% (31%)	39% (11%)	25% (37%)	23% (0%)
	2022	44% (45%)	34% (37%)	55% (62%)	-%	59% (79%)	-	50% (41%)	32% (18%)	42% (27%)	47% (68%)	44% (34%)	32% N/A	30% (50%)
	2023	49%	42%	58%	-	61%	-	54%	40%	48%	51%	50%	40%	38%
	2024	56%	52%	60%	-	62%	-	58%	50%	55%	57%	56%	50%	49%
GISD Targets	2025	63%	63%	63%	-	63%	-	63%	63%	63%	63%	63%	63%	63%
	Texas Domain 3 Closing the Gaps Targets													
		32%	37%	60%	-%	74%	-	56%	19%	33%	36%	29%	46%	42%

	Early Numeracy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.													
Yearly Target Goals														
2019 (Baseline)	2020	2021 (Actual)	2022	2023		2024						2025 Target		
35%	COVID	38% (25%)	41% (34%)	44%		47%						51%		
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	9%	22%	49%	-	57%	-	57%	26%	17%	27%	17%	36%	30%
	2020 (COVID)													
	2021 (COVID)	13% (6%)	27% (13%)	52% (38%)	-	58% (19%)	-	58% (24%)	31% (12%)	32% (9%)	40% (13%)	35% (9%)	22% (26%)	22% (20%)
	2022	20% (24%)	34% (21%)	54% (47%)	-	59% (57%)	-	59% (24%)	37% (13%)	38% (13%)	45% (33%)	40% (20%)	29% N/A	29% (34%)
	2023	29%	41%	57%	-	61%	-	61%	44%	45%	50%	47%	a	37%
	2024	43%	51%	60%	-	62%	-	62%	53%	53%	56%	54%	48%	48%
GISD Targets	2025	63%	63%	63%	-	63%	-	63%	63%	63%	63%	63%	63%	63%
	Texas Domain 3 Closing the Gaps Targets	31%	40%	59%	-	82%	-	54%	23%	36%	44%	40%	47%	45%

CCMR Board Outcome Goal									
The percentage of graduates that meet the criteria for CCMR will increase from 71% to 100% by August 2025.									
Yearly Target Goals									
2019 Baseline	2020 (Actual)	2021 (Actual)	2022	2023	2024	2025 Target			
71%	75% (77%)	80% (**60%)	67% (74%)	80%	90%	100%			
Closing the Gaps: Student Groups Yearly Targets for 5-Year Goal									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	EL
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 Baseline	43%	66%	75%	-	71%	-	75%	58%	58%
2020	49% (60%)	71% (74%)	79% (81%)	80% (80%)	75% (94%)	-	79% (64%)	64% (92%)	75% (70%)
	57% (39%)	76% (49%)	83% (72%)	84% (100%)	80% (73%)	-	83% (39%)	70% (81%)	80% (50%)
	62% (56%)	70% (69%)	85% (80%)	87% (-)	85% (76%)	-	62% (71%)	76% (86%)	65% (62%)
2021	80%	80%	90%	91%	90%	-	80%	83%	80%
2022	90%	90%	95%	96%	95%	-	90%	91%	90%
2023	100%	100%	100%	100%	100%	-	100%	100%	100%
2024	90%	90%	95%	96%	95%	-	90%	91%	90%
2025 Target	100%	100%	100%	100%	100%	-	100%	100%	100%

**Texas CCMR calculation change.