

Garland Independent School District

Board of Trustees

Working Meeting

Wednesday, October 27, 2021

Agenda

4:00 PM

- I. Call to Order and Determination of a Quorum
- II. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Comments must be limited to issues that can be presented in a public forum and are directly related to the posted and noticed agenda items. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- III. Discuss and Review Current Goal and Last Goal Working Meeting Workshop 3
- IV. Dyiad Discussion
- V. Breakout Session: Discuss and Prioritize Goal Suggestion(s)
- VI. Regroup: Finalize Goal Focus Areas
- VII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
 - A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter; and
 - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee:
- VIII. Reconvene from Executive Session for any possible action relative to items considered during Executive Session
- IX. Adjournment



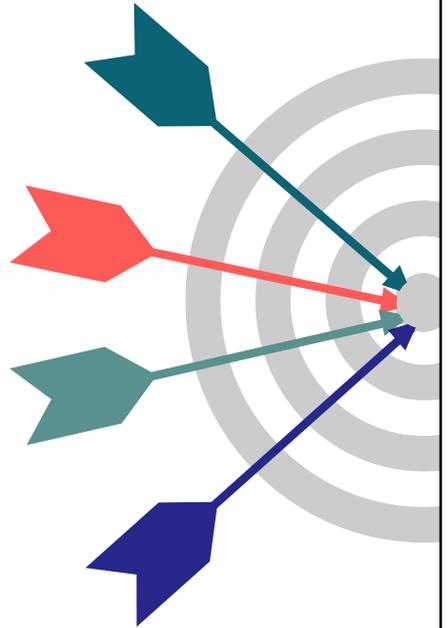
Garland Independent School District

Board Goal: Student Achievement

Presentation to GISD Board of Trustees

October 27, 2021

Updated Targets



Guidance on Board Goal Setting

[TEC §11.1511](#) identifies specific powers of the Board to adopt comprehensive academic and financial goals for the district **(as amended by 85(R) SB 1566)**

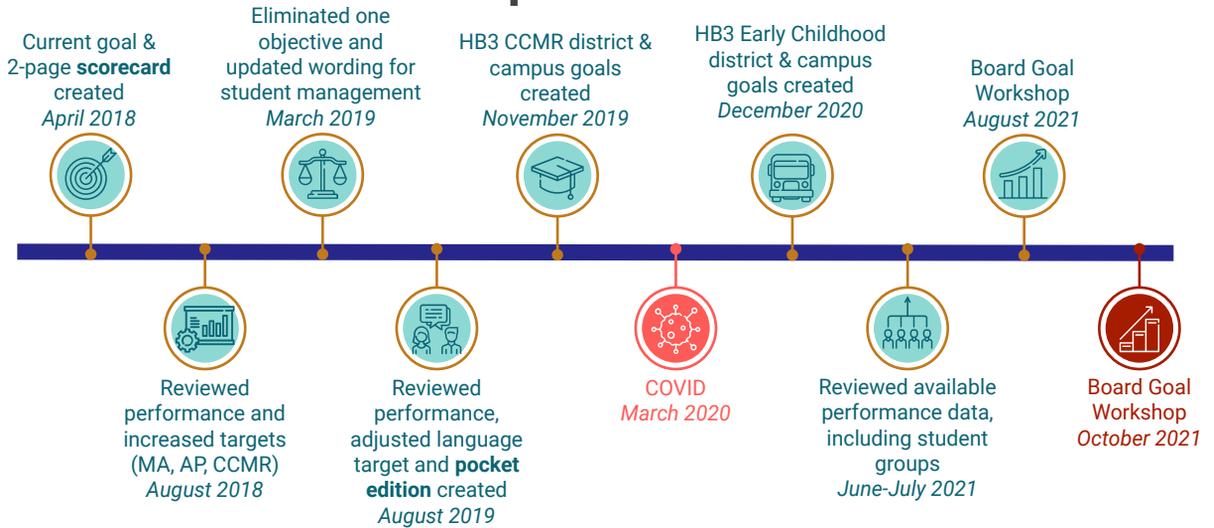
[TEC §11.185](#) requires Board to adopt five-year Early Childhood Literacy and Mathematics Proficiency Plans focused on performance and growth (including student group disaggregation)

[TEC §11.186](#) requires Board to adopt five-year College, Career and Military Readiness Plans (including student group disaggregation)

[Lone Star Governance](#) is a continuous-improvement model for governing teams based on a commitment to intensively focus on improve student outcomes



Historical Perspective



Changing Landscape

COVID Recovery

- Virtual only instruction 03/2020 through 08/2020
- F2F & remote instruction 09/2020 through 06/2021
- Uncertainty around rising cases and F2F instruction
- STAAR performance for remote vs. F2F**

STAAR Changes

- Elimination of SSI (5th/8th RE/MA)
- Elimination of STAAR Writing
- Redesign STAAR reading (Spring 2023)
- Online assessment & different test types

Accountability Changes

- resetting domain targets (Accountability 2023)
- Accountability 2022 Campus Ratings based on current targets

District Supports

- Leadership restructure
- Partnerships: RSSP, SGS, SAF, Commit, TCLAS
- Academic Recovery Plan
- SEL curriculum
- Intercession
- Remote conferencing
- HB4545 tutoring
- TVL and **SB15 Virtual School (ICON)**

Board Vision Statements: 2021

(drafted 08/26/2021)

Through unity and consensus of thoughts, set goals, policies and measurement to ensure all students' academic success.

Begin a dialogue on our governance role in order to determine student achievement metrics on learning recovery. We will establish an overarching theme. We will set Board guardrails in order to maintain Board focus. Every decision made after setting the theme must be directly related to said them.

ONE GOAL ONE FOCUS

GOAL

Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by **increasing** student performance measures, postsecondary readiness, and graduation rates and **decreasing** student management incidences.

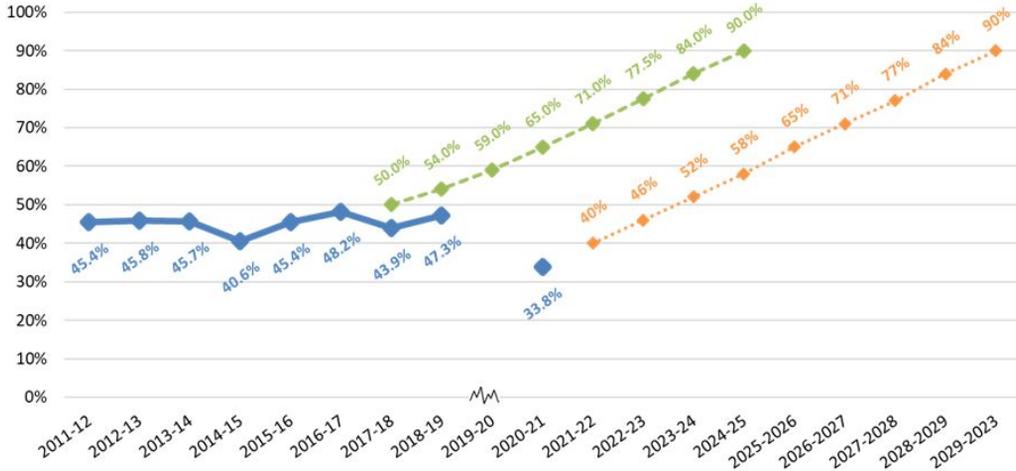
PERFORMANCE MEASURES

- Early Literacy - Reading
- ~~Early Literacy - Writing~~
- English Language Acquisition
- Scientific Understanding
- Mathematical Proficiency
- Postsecondary Readiness - SAT exams
- Postsecondary Readiness - AP exams
- Student Management
- Graduation Outcomes

Objective A: Early Literacy - Reading

◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

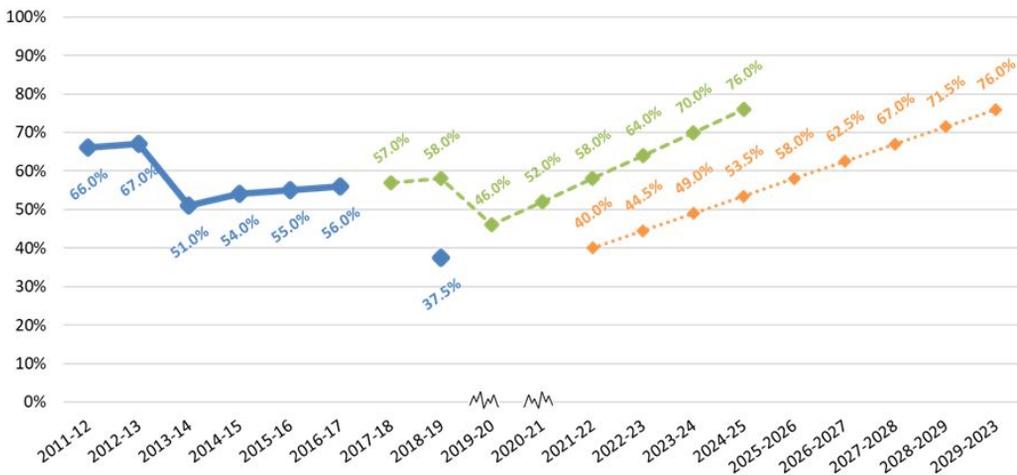
Percent of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.2% in 2017 to 90% by 2025.



Objective C: English Language Acquisition

◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

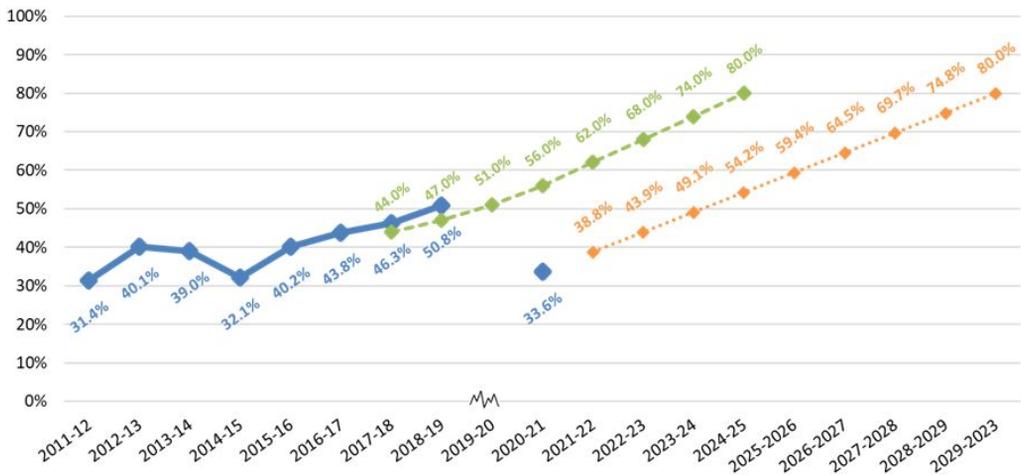
Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 56% in 2017 to 76% by 2025.



Objective D: Scientific Understanding

◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

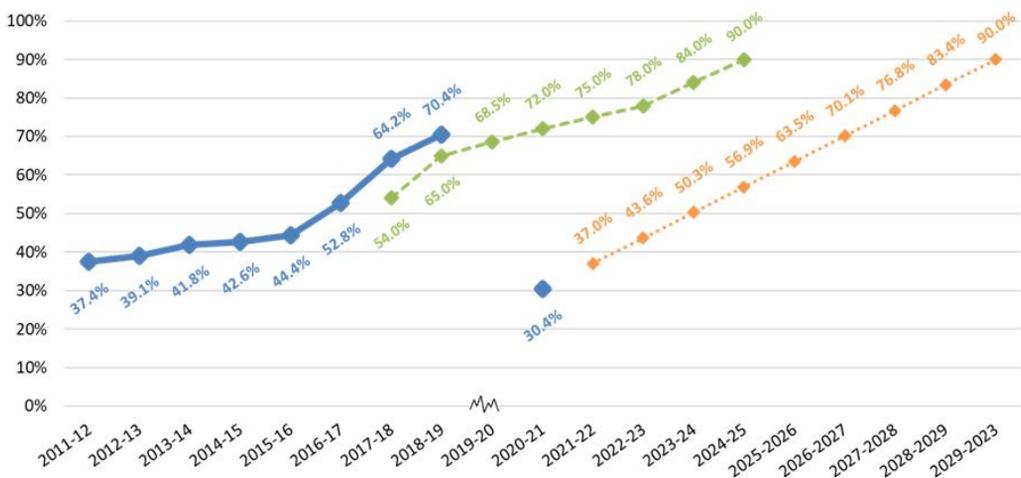
Percent of students in grade 8 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 43.8% in 2017 to 80% by 2025.



Objective E: Mathematical Proficiency

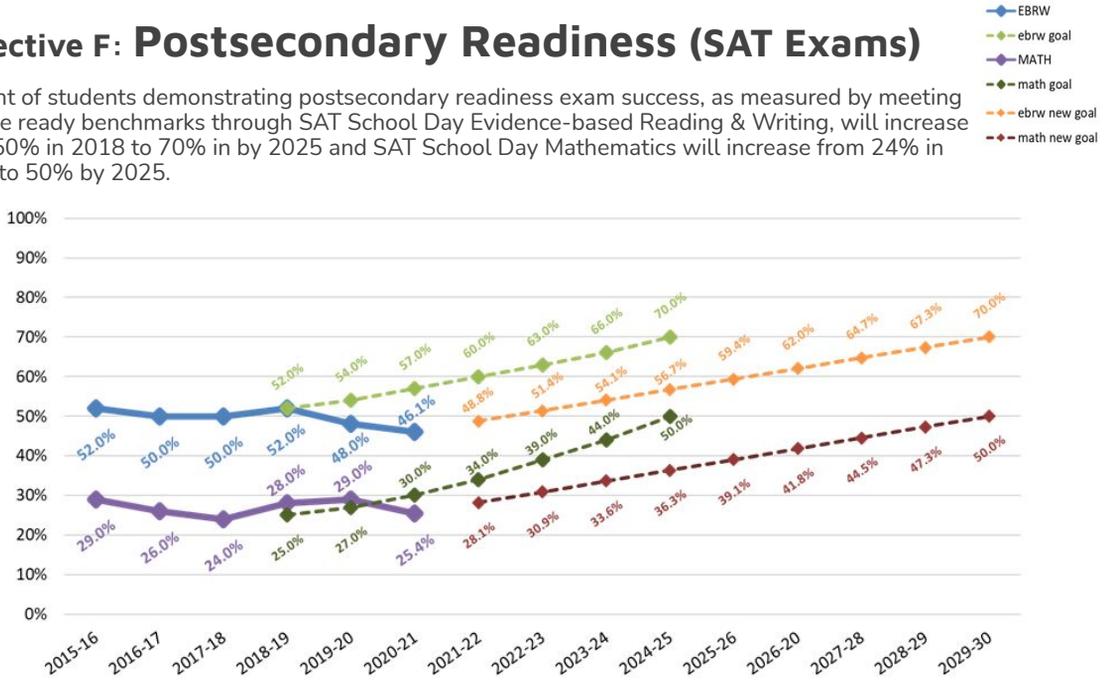
◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 52.8% in 2017 to 90% by 2025.



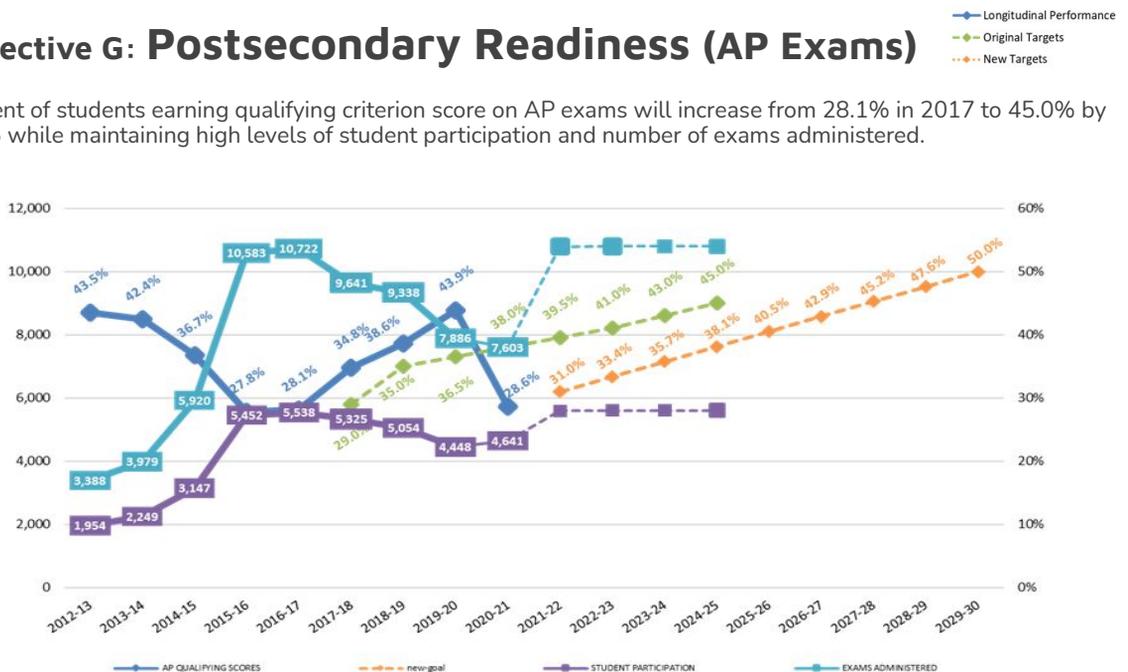
Objective F: Postsecondary Readiness (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing, will increase from 50% in 2018 to 70% in by 2025 and SAT School Day Mathematics will increase from 24% in 2018 to 50% by 2025.



Objective G: Postsecondary Readiness (AP Exams)

Percent of students earning qualifying criterion score on AP exams will increase from 28.1% in 2017 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered.

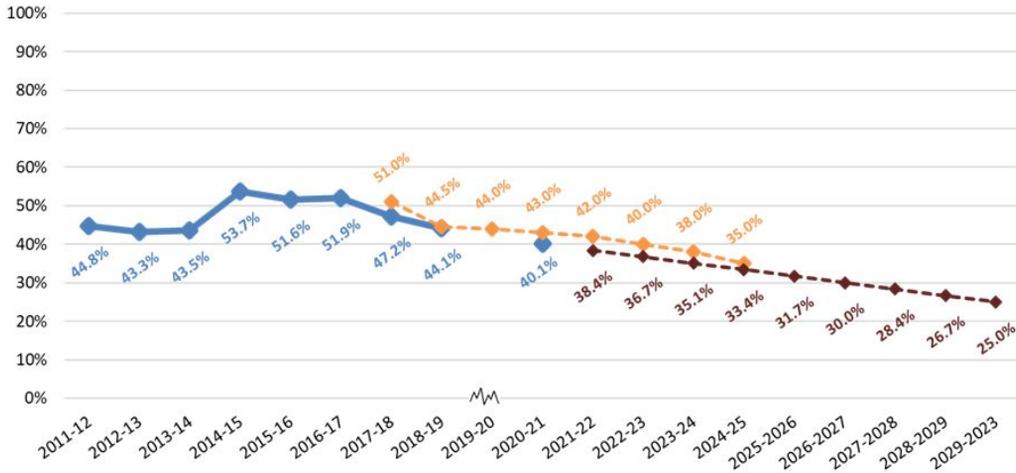


Objective H: Student Management

◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

Percent of discretionary exclusionary consequences will decrease from 51.9% in 2017 to 35% by 2025.

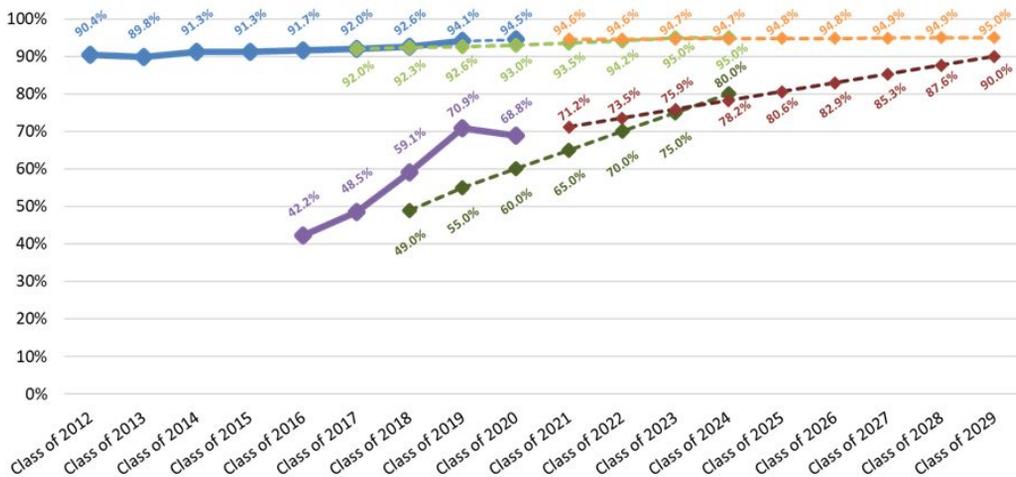
[Exclusionary consequences- District Alternative Education Placement (DAEP), In School Suspension (ISS), and Out of School Suspension (OSS)]



Objective I: Graduation Outcomes

◆ Longitudinal Performance
◆ Original Targets
◆ New Targets

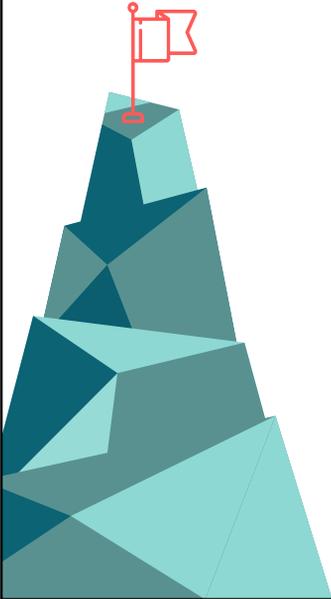
Percent of students successfully completing graduation requirements will increase from 91.7% in 2017 to 95% by 2025, as measured by 4-year graduation rates, and 48.5% in 2018 to 80% by 2025, as measured by the percentage of students meeting College, Career, and Military Ready standards.





School Board Student Achievement Goal

Questions &
Discussion





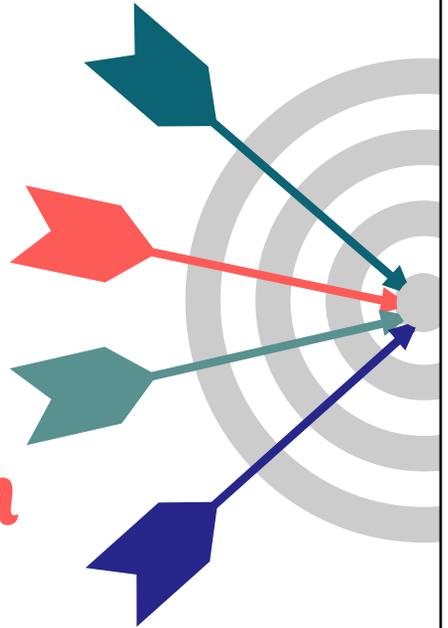
Garland Independent School District

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Recommended Refresh



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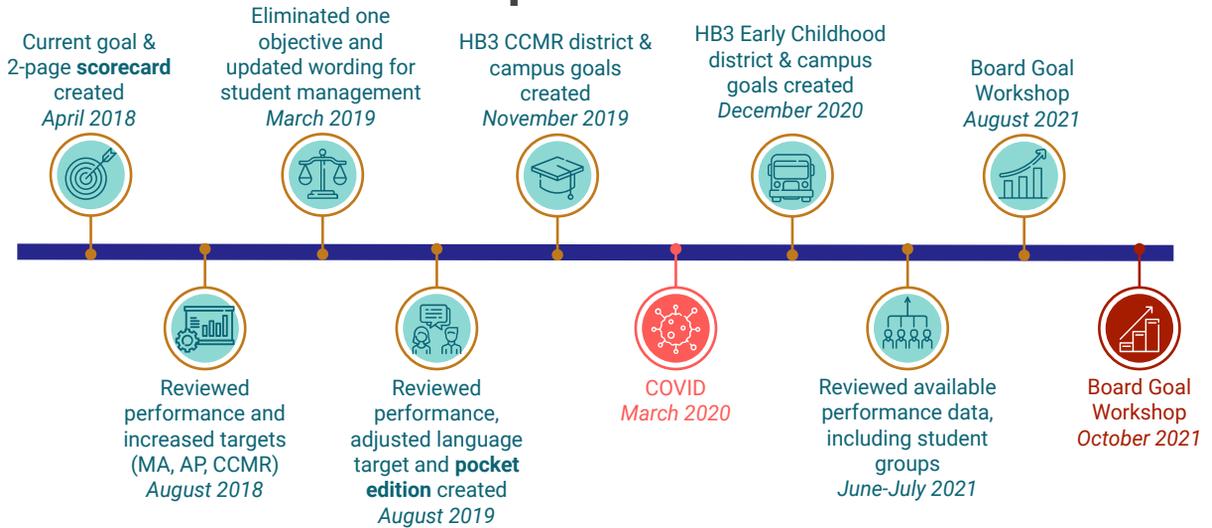
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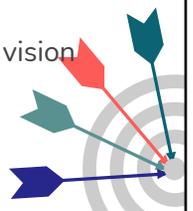
(drafted 08/26/2021)

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Administrative Recommendations: Why update?

- Connect goals to [Academic Acceleration Plan](#), with a focus on **Reading, Mathematics, EOC Success, and CCMR**
- Collapses monitored performance across grade levels, while still providing for expanding data by grade levels, student groups, and performance indicators (e.g., AP, IBC, etc.)
- Update performance objectives to consider **performance** and **growth** aligns to Texas school accountability system
 - Performance: Student Achievement Domain (D1) and Relative Performance (D2B)
 - Growth: Academic Growth (D2A)
- Updated performance objectives to consider **risk ratios** aligns to the Board's vision based on the recent equity assessment



ONE GOAL ONE FOCUS

(refresh)

GOAL: Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by **increasing** student performance measures, postsecondary readiness, and graduation rates and **decreasing** student management incidences.

GOAL: Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by **increasing** student performance measures, postsecondary readiness, and student management proportionality.

PERFORMANCE MEASURES

- Early Literacy - Reading
- Early Literacy - Writing
- English Language Acquisition
- Scientific Understanding
- Mathematical Proficiency
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- Postsecondary Readiness - AP exams
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- Graduation Outcomes

PERFORMANCE MEASURES

- Literacy Proficiency
- Mathematical Proficiency
- EOC Success
- College, Career & Military Readiness
- Student Management

Objective A: Literacy



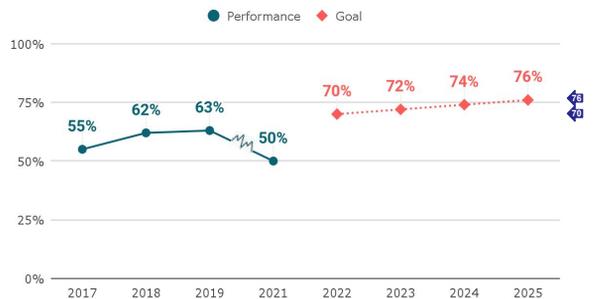
A1 (Performance): The percent of students across grades 3-8, E1 and E2 that demonstrating STAAR literacy proficiency, as measured by Meets Grade Level performance, will increase to at least 60% by 2025.

A2 (Growth): The percent of students across grades 4-8 and E2 that meet STAAR literacy growth expectations will increase to at least 76% by 2025.

A1: Literacy Performance (Meets)



A2: Literacy Growth (STAAR Progress Measure)



Domain 1 targets (A/B)

Domain 2B targets (A/B)
-based on 2020 70.71% ECDIS rate

Domain 2A targets (A/B)

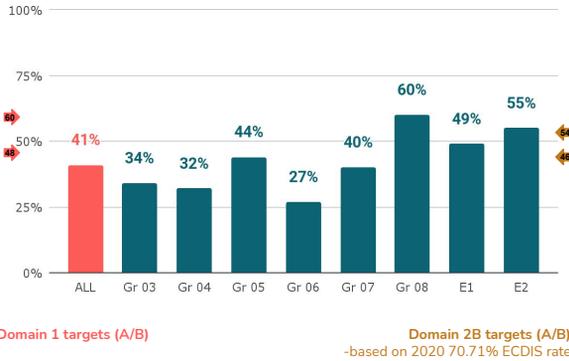


Objective A: Literacy (2021 Disaggregated)

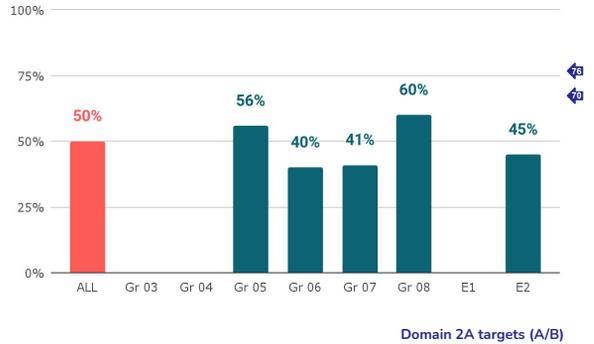
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A1: Literacy 2021 Performance (Meets)



A2: Literacy 2021 Growth (STAAR PM)



Objective A: Literacy Proportionality



A1 (Performance): The range of disproportionality in STAAR literacy proficiency across grades 3-8, E1 and E2 based on student race/ethnicity groups, as measured by Meets Grade Level performance, will decrease to 0.5 or less by 2025.

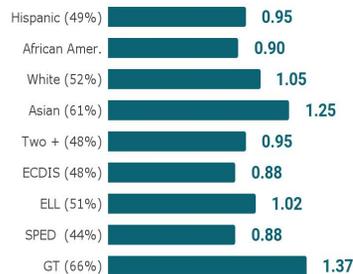
A2 (Growth): The range of disproportionality in percentage of students across grades 4-8 and E2 that meet STAAR literacy growth expectations based on student race/ethnicity groups will decrease to 0.5 or less by 2025.

A1: Literacy 2021 Performance (Meets) Risk Ratio



R/E Risk Ratio Range = 0.88

A2: Literacy 2021 Growth (STAAR PM) Risk Ratio



R/E Risk Ratio Range = 0.35

Proportionality is defined as Relative Risk Ratio



- **Relative Risk Ratio** is an indication of the probability of a certain event happening for one group compared to the risk of the same event happening to all other groups
- A value of 1.00 indicates equal risk - i.e., no more or less likely to experience the event
 - Over-representation is a value greater than 1.00 - **“more likely”**
 - Under-representation is a value less than 1.00 - **“less likely”**
- GISD defines disproportionality as a threshold greater than 1.5, as reported for each **disaggregated student group**
- TEA has determined that risk ratios greater than 2.5 represent **significant disproportionality**, as reported for each **disaggregated student group**

GISD proportionality goals were identified such that there is not a gap larger than 0.5 among the relative risk ratios for the five largest student racial/ethnic groups.

Proportionality is defined as Relative Risk Ratio



CALCULATION EXAMPLE

Student Groups	Gr 3-8, E1 + E2 N Tested	Gr 3-8, E1 + E2 N (%) Meet Grade Level	Proportionality Calculations: Hispanic Met Grade Level Performance
Hispanic	2,900	1,004 (35%)	<p>Step One: (1,004 / 2,900)</p> <hr/> <p>[(2,288 - 1,004) ÷ (5,650 - 2,900)]</p> <p>Step Two: (0.3462)</p> <hr/> <p>[(1,284) ÷ (2,750)]</p> <p>Step Three: (0.3462) ÷ [(0.4669)] = 0.7415</p>
Afr Amer	900	292 (33%)	
White	900	554 (62%)	
Asian	500	308 (62%)	
Multi-Race	200	93 (47%)	
TOTAL*	5,650	2,288 (42%)	

*includes students not included in the targeted groups presented on-screen

Connection to AAP



Key Literacy Strategies:

- Deliver, monitor & support state-required HB3 **Reading Academies** for teachers in grades K-1 (**i.e., professional development**)
- Integrate **sheltered instruction** approaches
- Ensure that PK-5 **elementary schedules** include at least the required 120 daily minutes of reading instruction and **6-8 schedules** that maximize instructional time to support reading
- Establish **targeted PLC** processes to aggressively analyze, monitor and respond to PK-8 campus reading performance trends
- Engage district and campus leadership to ensure **district curriculum** use

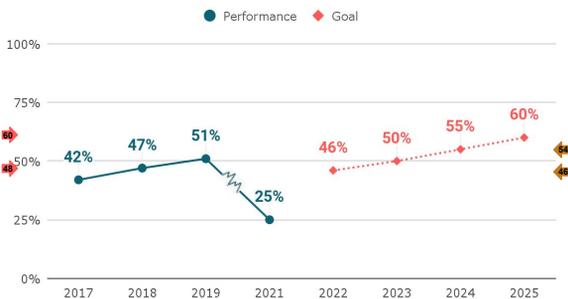
Objective B: Mathematics



B1 (Performance): The percent of students across grades 3-8 and A1 that demonstrating STAAR mathematics proficiency, as measured by Meets Grade Level performance, will increase to at least 60% by 2025.

B2 (Growth): The percent of students across grades 4-8 and A1 that meet STAAR mathematics growth expectations will increase to at least 76% by 2025.

B1: Mathematics Performance (Meets)



B1: Mathematics Growth (STAAR Progress Measure)



Domain 1 targets (A/B)

Domain 2B targets (A/B)
-based on 2020 70.71% ECDIS rate

Domain 2A targets (A/B)

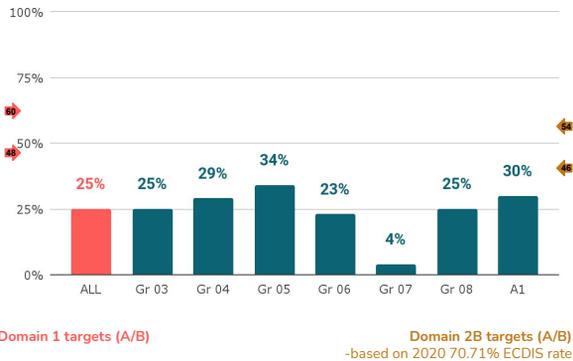


Objective B: Mathematics (2021 Disaggregated)

B1 (Performance): The percent of students across grades 3-8 and A1 that demonstrating STAAR mathematics proficiency, as measured by Meets Grade Level performance, will increase to at least 60% by 2025.

B2 (Growth): The percent of students across grades 4-8 and A1 that meet STAAR mathematics growth expectations will increase to at least 76% by 2025.

B1: Mathematics 2021 Performance (Meets)



B2: Mathematics 2021 Growth (STAAR PM)



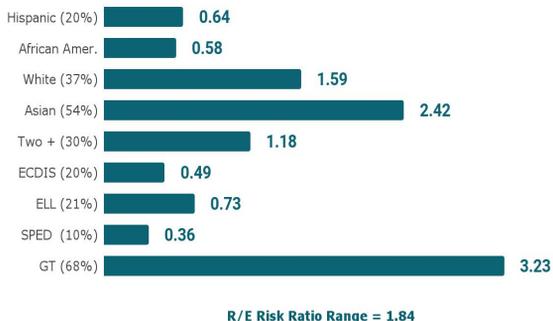
Objective B: Mathematics Proportionality



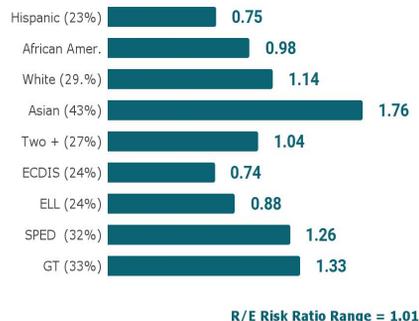
B1 (Performance): The range of disproportionality in STAAR mathematics proficiency across grades 3-8 and A1 based on student race/ethnicity groups, as measured by Meets Grade Level performance, will decrease to 0.5 or less by 2025.

B2 (Growth): The range of disproportionality in percentage of students across grades 4-8 and A1 that meet STAAR mathematics growth expectations based on student race/ethnicity groups will decrease to 0.5 or less by 2025.

B1: Mathematics 2021 Performance (Meets) Risk Ratio



B2: Mathematics 2021 Growth (STAAR PM) Risk Ratio



Connection to AAP



Key Mathematics Strategies:

- Deliver, monitor & support locally developed **Math Academies** for teachers in grades 4, 5 and 6 (**i.e., professional development**)
- Integrate **sheltered instruction** approaches
- Ensure that PK-5 **elementary schedules** include at least the required 120 daily minutes of mathematics instruction and **6-8 schedules** that maximize instructional time to support mathematics
- Establish targeted **PLC processes** to aggressively analyze, monitor and respond to PK-8 campus mathematics performance trends
- Engage district and campus leadership to ensure **district curriculum** use

Objective C: EOC Success



C (Performance): The percent of students across A1, BI, E1, E2 and US that demonstrating STAAR EOC proficiency, as measured by Meets Grade Level performance, will increase to at least 60% by 2025.

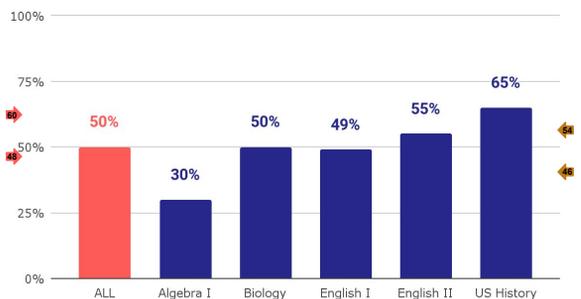
C (Performance-disaggregated): The percent of students across A1, BI, E1, E2 and US that demonstrating STAAR EOC proficiency, as measured by Meets Grade Level performance, will increase to at least 60% by 2025.

C: EOC Performance (Meets)



Domain 1 targets (A/B)

C: EOC 2021 Performance (Meets)



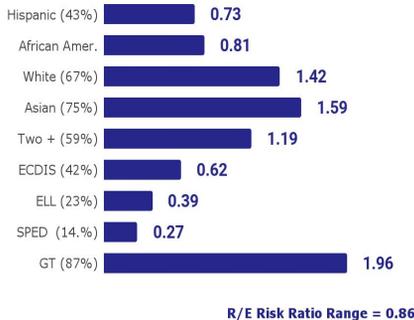
Domain 2B targets (A/B)
-based on 2020 70.71% ECDIS rate



Objective C: EOC Success Proportionality

C (Proportionality): The range of disproportionality in STAAR EOC proficiency across A1, BI, E1, E2 and US based on student race/ethnicity groups, as measured by Meets Grade Level performance, will decrease to 0.5 or less by 2025.

C: EOC 2021 Performance (Meets) Risk Ratio



Connection to AAP

Key EOC Success Strategies:

- Identify and schedule students in EOC specific **intervention classes**
- Maximize high school **student-teacher ratios** to ensure class size balance
- Implement **strategic assignment** of teachers such that most effective teachers provide instruction to intervention students most in need.
- Integrate **sheltered instruction** approaches
- Establish targeted **PLC processes** to aggressively analyze, monitor and respond to PK-8 campus mathematics performance trends

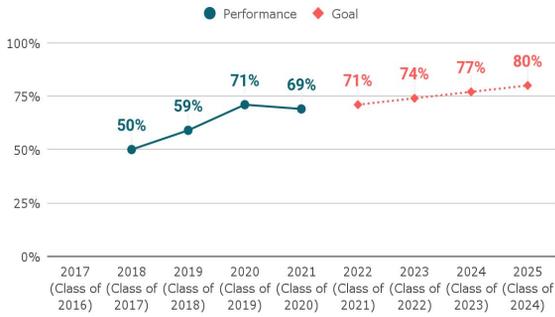


Objective D: CCMR

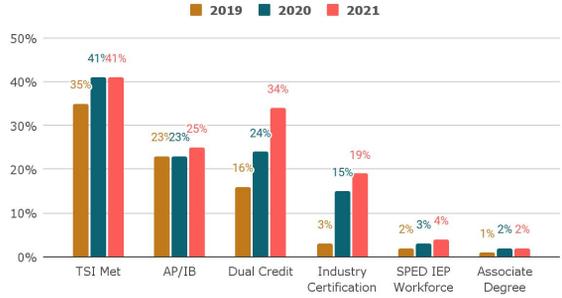
D (Performance): The percent of students that demonstrating College, Career & Military Readiness will increase to at least 80% by 2025.

Additional Information: CCMR Indicator Performance

D: CCMR Performance



D: CCMR Indicator Performance



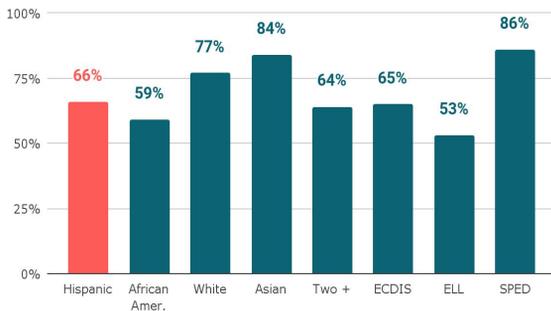
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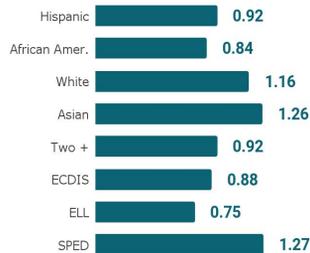
D (Performance-disaggregated): The percent of students that demonstrating College, Career & Military Readiness will increase to at least 80% by 2025.

D (Proportionality): The range of disproportionality in College, Career & Military Readiness based on student race/ethnicity groups will decrease to 0.5 or less by 2025.

D: Class of 2020 CCMR



D: Class of 2020 CCMR Risk Ratio



R/E Risk Ratio Range = 0.42

Connection to AAP



Key CCMR Strategies:

- Expand PSAT/SAT/TSI-A/AP **test prep opportunities** to eliminate possible barriers to postsecondary readiness
- Grow **College For All** initiative to promote access to rigorous coursework, particularly for underrepresented student groups
- Expand **Dual Credit** opportunities within various content areas to connect collegiate experiences to student interests and eliminate participation barriers for underrepresented student groups
- Coordinate **programs of study** that align Industry-Based Certifications in Career and Technical Education courses
- Establish targeted **PLC processes** to aggressively analyze, monitor and respond to PK-8 campus mathematics performance trends

Objective E: Student Management Proportionality



E1 (In-School Suspension - ISS): The range of disproportionality in use of in-school suspension as a discretionary exclusionary consequence based on student race/ethnicity groups will decrease to 0.5 or less by 2025.

E2 (Out-of-School Suspension - OSS): The range of disproportionality in use of out-of-school suspension as a discretionary exclusionary consequence based on student race/ethnicity groups will decrease to 0.5 or less by 2025.

E1: ISS 2021 Risk Ratio



R/E Risk Ratio Range = 1.98

E2: OSS 2021 Risk Ratio



R/E Risk Ratio Range = 2.20



Connection to AAP

From the AAP Preface:

"Teaching and learning does not happen in a vacuum. The process is built on a foundation of relationships between teachers and students, students and other students, students and self, students and environment, as well as students and academic content. Each of these interactions is critically important to the academic success of students. However, a recovery/acceleration plan that includes all of these critical components can seem insurmountable. Therefore, GISD's Academic Acceleration Plan intentionally highlights strategies intended to directly support academic acceleration. This intentionality is not meant to negate or minimize the other critical aspects of the teaching and learning process, but rather establish the Academic Acceleration Plan as one component of the District's overall focus on ensuring the success of all students."

Key Student Management Strategies:

- Develop campus **re-entry and reculture plans**, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement
- **Assign teachers** in grades 1-8 strategically to ensure that students with greatest academic needs are paired with highly effective educators



Garland Independent School District

School Board Student Achievement Goal

Questions &
Discussion

