



Pearsall Independent School District

DEIC Public Meeting: District of Innovation

April 23, 2018



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Pearsall Independent School District

TEA Goals and PISD Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



Increase transparency, fairness and rigor in district and
campus academic and financial performance



Ensure compliance, effectively implement legislation
and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)

- Students will be proficient in both reading and math at every grade level.
- Teachers will successfully incorporate engaging activities, which integrate technology, fine arts, and college and career readiness standards into the curriculum.
- Student, parent, and community engagement rate will increase.
- District personnel retention rate will increase.
- Ongoing support, to include professional development and training, for District personnel will be provided.

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What is a District of Innovation (DOI)?

- HB 1842: 84th Texas Legislature, 2015
- Texas Education Code, Chapter 12A
- Opportunity for traditional districts to access most of the flexibilities available to charter schools





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Who is eligible to become a DOI?

- Districts whose most recent academic performance was acceptable



TEXAS EDUCATION AGENCY
2016 Accountability Summary
PEARSALL ISD (082903)

Accountability Rating

Met Standard

Rating Change due to Appeal

TEXAS EDUCATION AGENCY
2017 Accountability Summary
PEARSALL ISD (082903)

Accountability Rating

Met Standard

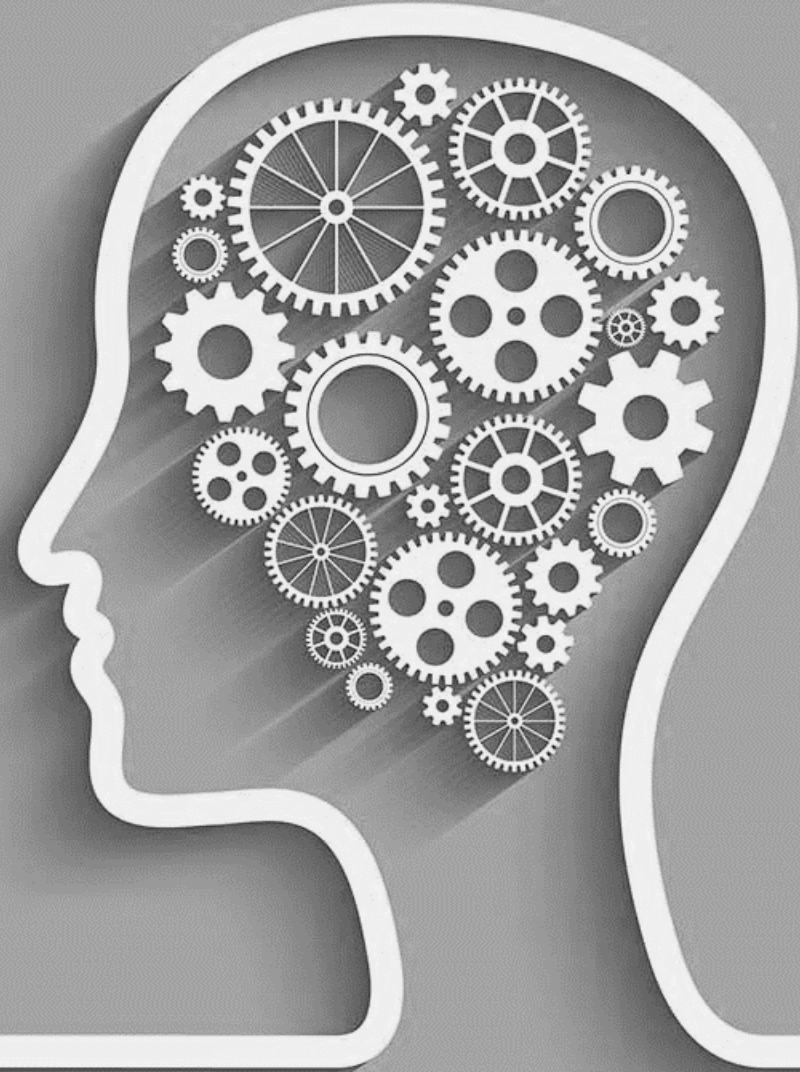
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Why become a DOI?

- Add flexibility and innovation
- Local control
- Unique plan based on our District's purpose and progress



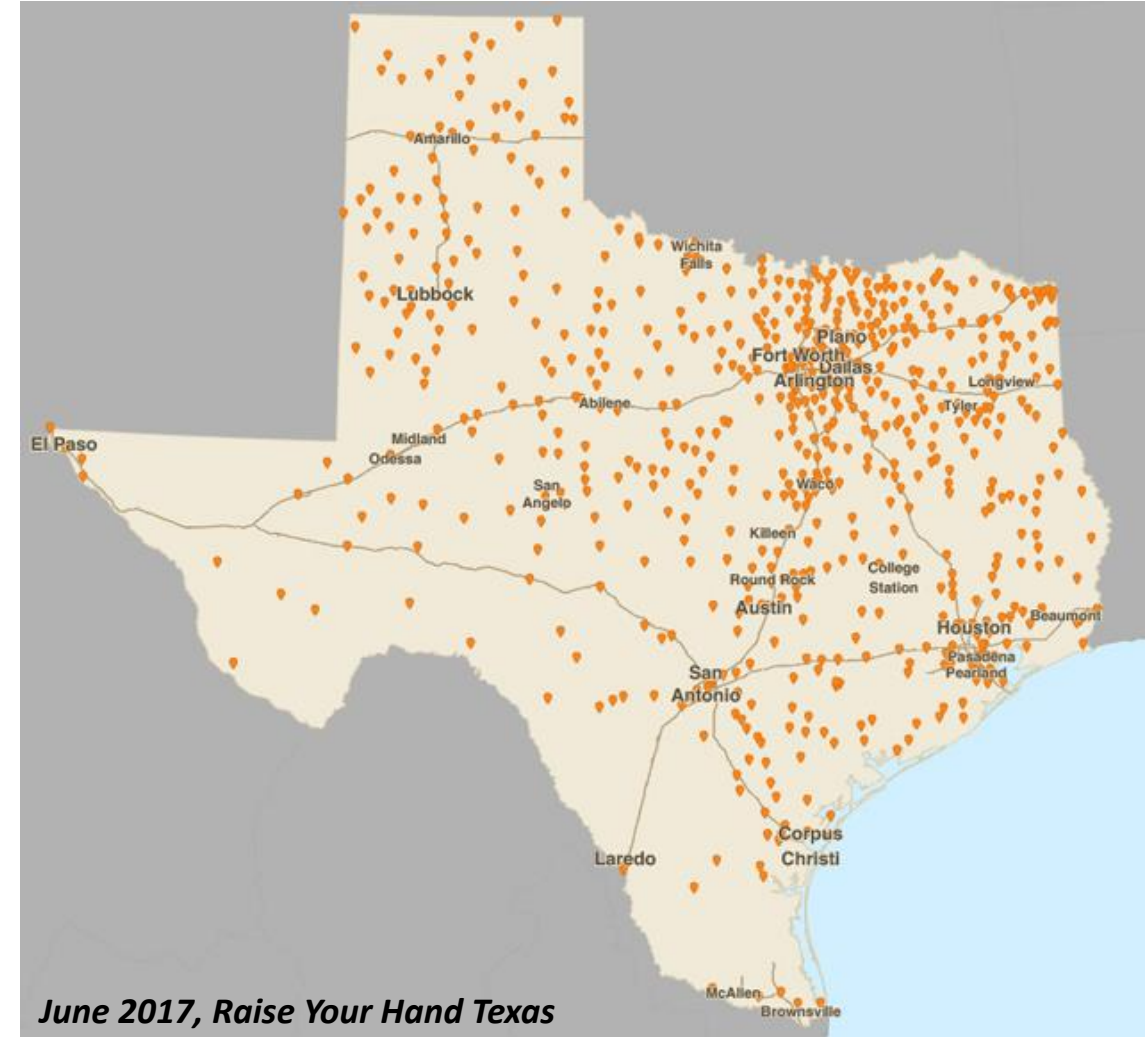
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733

**districts as of
04/22/2018**



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What can't change when becoming a DOI?

- Governance by elected trustees
- Powers & duties of board, superintendent & principals
- PEIMS (data reporting)
- Criminal history checks & educator misconduct reporting
- Bilingual & Special Education
- Academic accountability & student assessments
- Curriculum & graduation requirements
- Prekindergarten
- Financial accountability & related reporting
- Open meetings
- Public records
- Purchasing standards
- Nepotism
- Other state & federal laws outside TEC



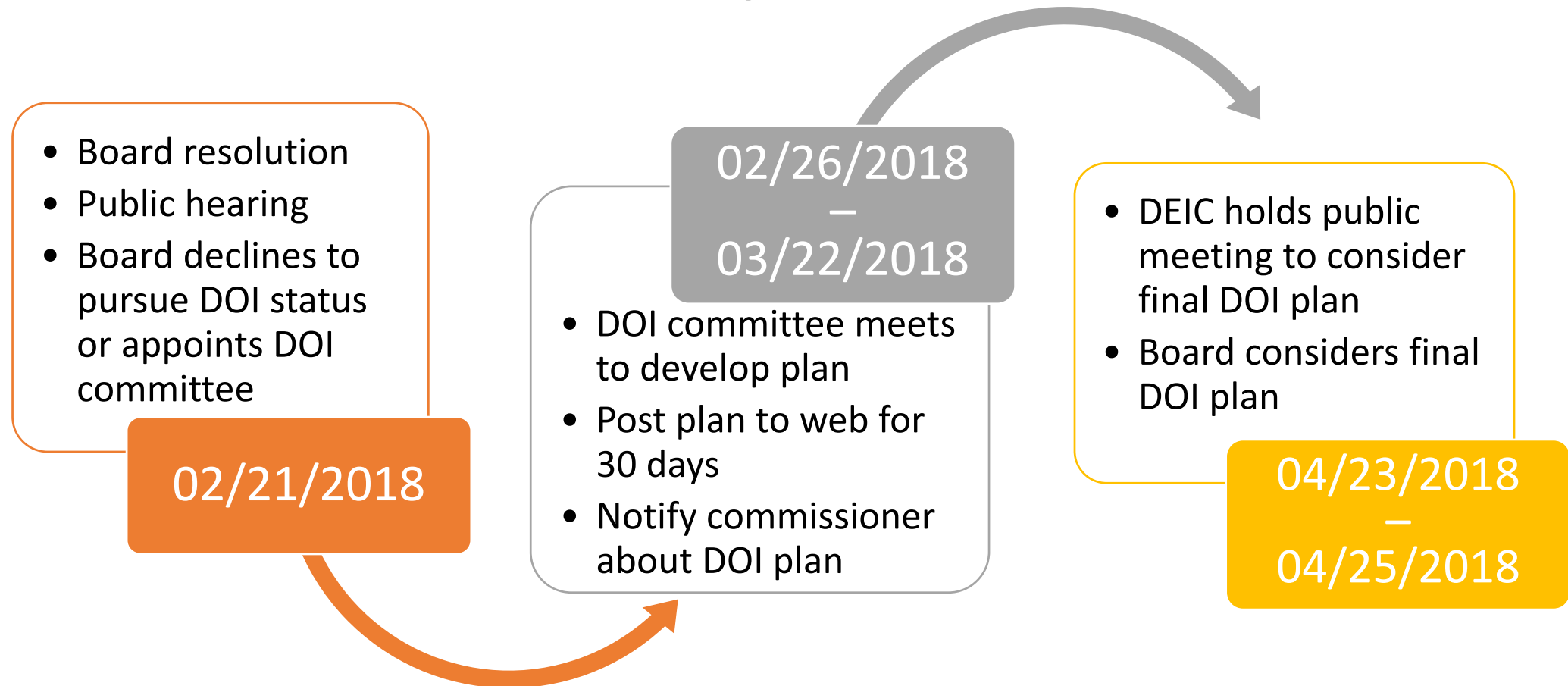
Most common DOI exemptions

- School Start Date Exemption
- CTE Teacher Certificate Exemption
- 90% Attendance Requirement for Course Credit Exemption
- Class-Size Exemption
- 7-Hour Day Exemption
- Appraisal System Exemption
- Contract Exemption





Potential DOI Process/Timeline





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DOI Resources & Information

https://tea.texas.gov/Texas_Schools/District_Initiatives/Districts_of_Innovation/

<https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Governance/Districts-of-Innovation.aspx>



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Student Demographic Data: 2017

	Pearsall ISD	Dilley ISD	Cotulla ISD	State
Economically Disadvantaged	81.6%	74.7%	86.5%	59.0%
At-Risk	67.6%	56.4%	52.2%	50.3%

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STAAR Data: 2017 All Grades (% Approaches)

	Pearsall ISD	Dilley ISD	Cotulla ISD	Region 20	State
3 rd Grade Reading	53%	43%	53%	70%	72%
3 rd Grade Math	63%	61%	63%	73%	72%
4 th Grade Reading	50%	38%	58%	67%	70%
4 th Grade Writing	38%	48%	41%	59%	63%
4 th Grade Math	55%	52%	68%	70%	75%
5 th Grade Reading	61%	53%	65%	69%	
5 th Grade Math	50%	35%	65%	79%	81%
5 th Grade Science	58%	59%	61%	70%	73%

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Pearsall Independent School District

STAAR Data: 2017 All Grades (% Approaches)

	Pearsall ISD	Dilley ISD	Cotulla ISD	Region 20	State
6 th Grade Reading	47%	43%	59%	65%	67%
6 th Grade Math	47%	61%	71%	70%	75%
7 th Grade Reading	47%	72%	52%	71%	72%
7 th Grade Writing	50%	62%	44%	65%	68%
7 th Grade Math	46%	56%	54%	66%	68%
8 th Grade Reading	54%	66%	76%	75%	76%
8 th Grade Math	47%/71%	43%	55%	70%	74%
8 th Grade Soc. Stud.	50%	40%	41%	59%	62%
8 th Grade Science	57%	58%	63%	72%	74%
8 th Grade Algebra	97%	94%	100%		

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Pearsall Independent School District

STAAR Data: 2017 All Grades (% Approaches)

	Pearsall ISD	Dilley ISD	Cotulla ISD	Region 20	State
HS Algebra I	71%	81%	68%	80%	82%
HS ELA I	37%	42%	42%	59%	60%
HS ELA II	40%	52%	48%	62%	62%
HS Biology	78%	85%	81%	84%	85%
HS US History	81%	86%	88%	92%	93%

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Graduation & Dropout Data: 2016

	Pearsall ISD	Dilley ISD	Cotulla ISD	Region 20	State
Annual Dropout Rate (Gr. 9-12)	2.3%	1.0%	1.5%	2.8%	2.0%
4-Year Longitudinal Dropout Rate	13.2%	6.2%	10.4%	8.7%	6.2%
4-Year Longitudinal Graduation Rate	81.8%	93.8%	88.5%	86.7%	89.1%

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Teacher Turnover & Experience Data: 2017

	Pearsall ISD	Dilley ISD	Cotulla ISD	State
Teacher Turnover	26.0%	36.0%	17.5%	16.4%
0-5 Years Experience	51.3%	49.4%	45.3%	7.8%
Average Years Experience of Teachers	8.8	10.2	10.6	10.9

Note: More than 50% of teachers with Pearsall ISD commute from out of town.

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Exemption: First & Last Day of Instruction

- Better balance of semesters w/ winter break as midpoint
 - Currently first semester ends in January – not aligned w/ Dual Credit
 - Starting earlier allows more instructional time prior to Spring STAAR testing
 - Ending in May allows more time for summer school to prepare for Summer STAAR retesting
- Target student proficiency levels in Math and Reading



Exemption: First & Last Day of Instruction

1. Draft calendars created by campus committees
2. Campus calendar drafts are reviewed by leadership team to adjust and/or narrow down options if needed
3. Calendar drafts are sent out District wide to allow staff the opportunity to vote on their top choice
4. DEIC reviews voting data to make recommendation to the Board of Trustees
5. The Board of Trustees considers the calendar recommendation



Exemption: First & Last Day of Instruction

- Primary DOI Calendar Voting Data

	Electronic Votes	Paper Votes	Total Votes
Option A	21	6	27 (13%)
Option B	75	15	90 (43%)
Option C	75	18	93 (44%)
TOTALS			210

- Run-Off DOI Calendar Voting Data

- Option B = 88 (56%)
- Option C = 68 (44%)



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2018 - 19 Pearsall ISD Calendar Template

July							August							September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
										1	2	3	4							1		1	2	3	4	5	6														1
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
29	30	31												30																				30	31						

Professional Development/Work Days

Student & Staff Holidays

Student Early Release

STAAR/EOC Testing Days

Beginning & End of Six Weeks

Staff Comp. Days

Full Day
Minutes

Half Day
Minutes

Total
Minutes

PK 435 270 75,465

TFE 465 285 80,655

INT 465 285 80,655

PJH 495 300 85,845

PHS 485 295 84,115

Full
Days

Half
Days

PD/Work/
Comp Days

1st Six Weeks 26 0 8

2nd Six Weeks 28 0 1

3rd Six Weeks 27 1 2

4th Six Weeks 31 0 1

5th Six Weeks 29 1 0

6th Six Weeks 30 2 0

Total Days 171 4 12

January							February							March							April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1							1		1	2	3	4	5	6														1
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														31																				30							



Exemption: Probationary Contracts

- With some teachers, additional time is needed to ensure they are effective with our students and/or to develop them further
- Allow the District to better support continuous growth of teachers new to the District
 - Target improving retention of effective teachers

PISD 2017-18

21 teachers are in their first year of teaching at PISD but have more than 5 years of experience with other districts



Exemption: Probationary Contracts

1. Provide new teachers with continuous growth opportunities as outlined in the District Professional Development Calendar
2. Continuously review walkthrough, CBA, and formal observation/evaluation data to measure teacher effectiveness
 - a. Use data to consider contract recommendations in the spring semester



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Exemption: Teacher Certification

- Target recruiting, supporting, and retaining effective teachers

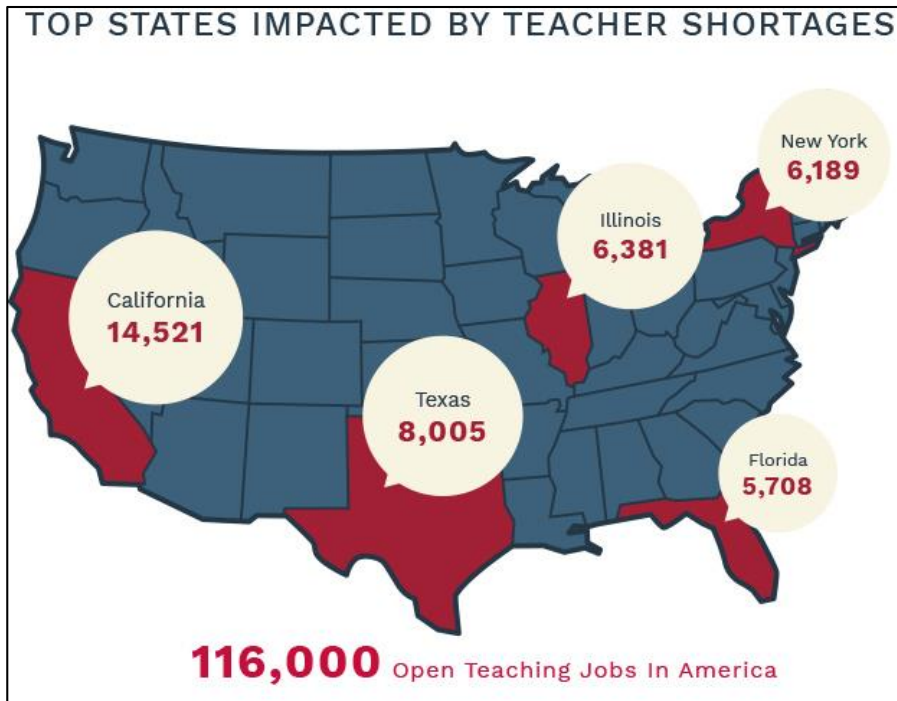
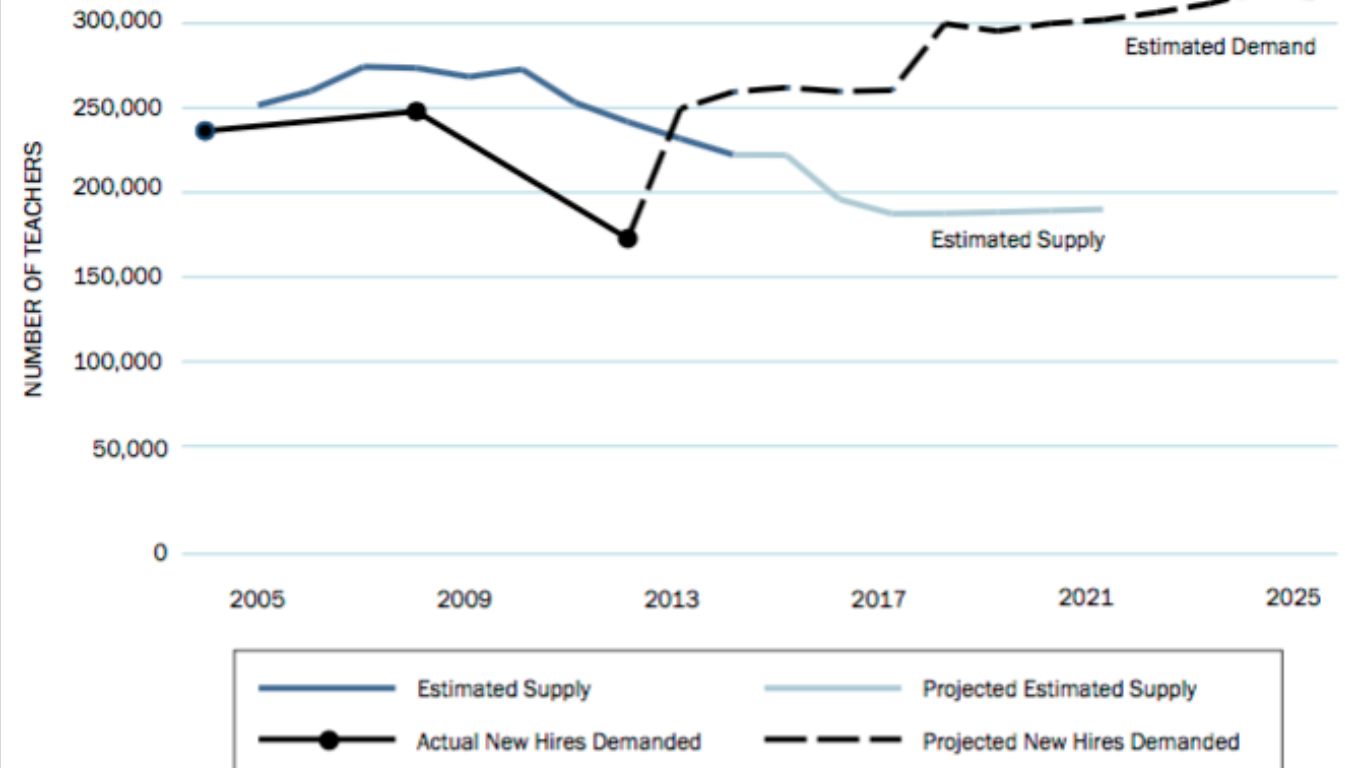


Figure 1. Projected Teacher Supply and Demand





Exemption: Teacher Certification

1. Recruitment for vacant positions will occur as normal
 - a. Job fairs and advertising at the local, region and State level
2. If unable to find a qualified candidate, alternative candidates may be considered
 - a. Campus principals will submit a form with the request describing the reason and submit supporting documentation for the candidate (transcripts, industry certifications, work experience, etc)
 - b. Request reviewed by HR Office and Superintendent for approval
 - c. Approved requests communicated to the Board of Trustees and parents
3. Good for one year only, will re-evaluate at end of the school year
 - a. Ongoing support and resources will be provided to employees with local permit to pursue State certification



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Exemption: 90% Attendance Rule

- 2017: Total of 44 credits were not awarded to HS students who passed the course, but lacked adequate “seat time”
- Target improving mastery of courses in an effort to lower the dropout rate

Grade Retention and School Dropout

- **Retention of one grade –**
increases risk by 40%
- **Retention of two grades –**
increases risk by 90%

(Roderick, M. PDK Research Bulletin, No. 15, 1995)



National Dropout Prevention Center/Network • Eugene T. Moore School of Education • Clemson University • Clemson, SC





Exemption: 90% Attendance Rule

1. Following expectations as outlined in the Student Attendance Handbook
2. Coordination between campus principals, truant officer, and/or attendance committees
3. Consideration for course credit will be based on special student circumstances causing absences, course grades and mastery of content



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Thank you!



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