



**ANDERSON-SHIRO**  
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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March 28, 2019

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701

Dear Commissioner Morath,

This letter is to serve as an official notification to the Texas Education Agency that Anderson-Shiro CISD is moving forward in the process to become a District of Innovation.

The Anderson-Shiro Consolidated Independent School District ("District") is following the process required by House Bill 1842 (HB1842), enacted by the 84<sup>th</sup> Texas Legislature and codified in the Texas Education Code Chapter (TEC) 12A, for the Board of Trustees to consider designating the District as a District of Innovation (DOI). On February 11, 2019, the Anderson-Shiro CISD Board of Trustees unanimously adopted a resolution to initiate the process for the District to be designated as a (DOI), as required by TEC12A.001. On March 4, 2019, The Board of Trustees held a public hearing to receive feedback from the community regarding the DOI process. On March 18, 2019, the Anderson-Shiro CISD Board of Trustees appointed a DOI committee to develop a DOI plan as required by TEC 12A.002. On March 25, 2019, the committee met to collaborate, develop, write and edit the DOI plan for Anderson-Shiro CISD. The DOI committee developed a plan, which will be posted on March 29, 2019, to begin the 30-day comment period as required by TEC 12A.002 and TEC 12A.005. Upon completion of the process and formal board action, ASCISD will notify you within the required time frame.

The ASCISD District of Innovation plan addresses the following sections of the Texas Education Code:

TEC §11.251; TEC §21.002; TEC §21.003; TEC §21.352; TEC §21.354; TEC §21.3541;  
TEC §21.401 TEC §21.402; TEC §21.451; TEC §25.0811; TEC §25.0812; TEC §25.092;  
TEC §25.112; TEC §25.113; TEC §37.0012; TEC §21.102; TEC §25.036; TEC §37.008;  
TEC §37.007 (excluding (e)); TEC §37.010; TEC §37.005; TEC §25.087; TEC §37.007(c);  
and TEC §37.010(b).

Sincerely,

Scott Beene  
Superintendent

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Original mailed  
on 3/28/19 -  
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**Anderson-Shiro CISD  
District of Innovation Plan  
2019-2024**

House Bill 1842, passed by the 84th Legislature, provides local school districts the flexibility to write exemptions from certain provisions of the Texas Education Code. This plan of exemptions gives school districts flexibilities within the regulations and gives the school more local control. To meet the criteria for a District of Innovation, schools must hold an accountability rating of “Met Standard” and a superior rating on the FIRST (Financial) report. On February 11, 2019, the Anderson-Shiro CISD Board of Trustees unanimously adopted a resolution to initiate the process for the District to be designated as a District of Innovation (DOI), as required by TEC 12A.001. On March 4, 2019 at a regular scheduled board meeting, the Board of Trustees held a public hearing to receive feedback from the community regarding the DOI process. The Board of Trustees appointed a DOI Committee consisting of 13 members from staff, parents and community members on March 18, 2019 during a called meeting.

On March 25, 2019, the committee met to collaborate, develop, write and edit the DOI plan for ASCISD. At the conclusion of the meeting the committee voted to adopt the plan and post it to the district website for the public to view. The plan will remain posted from March 29, 2019 through April 25, 2019, the 30 days required by TEC 12A.005. The plan will be presented to the Board of Trustees for final approval at the May 13, 2019 regular monthly meeting. The board must approve the plan with a  $\frac{2}{3}$  majority vote for the plan to pass and be implemented.

In an effort to provide more local control, and to give Anderson-Shiro CISD flexibilities to meet community and district needs, the DOI Committee wrote the following exemption plan which will be implemented for a period of 5 years, from August 2019 to July 2024.

## District of Innovation Committee

Scott Beene	Superintendent
Carolyn Fiaschetti	Executive Director of C,I, & A
Marcy Pavlock	Elementary Principal
Connie Wetuski	Elementary Collaborative Learning Leader
Amanda Sechelski	Elementary Teacher
Brandy Price	Elementary Teacher
James Thompson	Secondary Principal
Kim Beene	Student Services
Mercedes Rackley	Secondary Teacher
Brittney Wade	Secondary Teacher
Natalie Skrehot	Elementary Parent
Angie Imhoff	Secondary Parent
Gail Sowell	Community Member

## Timeline

January 22, 2019 - During a scheduled SBDMT meeting, the DOI was briefly discussed and basic components were reviewed. The SBDMT was overwhelmingly in favor of pursuing a DOI.

February 11, 2019- During a Regularly Scheduled Meeting of the Board of Trustees, the Board passes a Resolution to Consider Designation as a District Of Innovation (BOT has 30 days to host a public meeting on the DOI)

March 4, 2019 - During the Regular meeting of the BOT the board lists an agenda item to host a public hearing to discuss the possibility of using HB 1842 to become a DOI.

March 13, 2019 - Last day for Board to host a Public Hearing to consider whether the District should develop a local innovation plan

March 18, 2019 - BOT approved the creation of a DOI Committee to develop a plan

March 25, 2019 - Meeting of the DOI committee to develop, write and review the plan. DOI committee voted to approve the plan unanimously with a 10 for and 0 against vote with 2 members absent. The plan will be posted on the district web-site for 30 days. First date of posting is March 29, 2019.

May 13, 2019 - BOT will approve the DOI plan by a  $\frac{2}{3}$  vote.

Within 15 days of adoption by the BOT the plan must be submitted to TEA

## **Exemption Areas**

- 1. School Calendar**
- 2. Probationary Contracts**
- 3. Campus Behavior Coordinator**
- 4. Retire/Rehire Minimum Salary**
- 5. Staff Work Days**
- 6. Student Transfers**
- 7. 90% Attendance Rule for Students**
- 8. CTE Teacher Certification**
- 9. Grade Level/Content Area Teacher Certification**
- 10. District Alternative Education Placement (DAEP)**
- 11. Student Discipline Suspension Length**
- 12. DAEP Suspension/Expulsion**
- 13. Student Absences for College/University Visits**
- 14. Required Professional Development**
- 15. Site Based Decision Making Committee**
- 16. Submitting Waivers for Kindergarten - Grade 4 Class-size**
- 17. T-TESS/T-PESS Evaluation Instrument**

# Exemption Details for Anderson-Shiro CISD

## 1. School Calendar

Exemption from: **TEC §25.0811; TEC §25.0812**

**TEC §25.0811** states a school district may not begin student instruction before the 4th Monday of August.

**TEC §25.0812** states a school district may not schedule the last day of school for students for a school year before May 15.

Proposed Innovation:

Anderson-Shiro CISD believes local control of increased flexibility in the school instructional calendar will increase student achievement, improve attendance, and better allow the district to meet the needs of the students and the community. The calendar will be established with the start date and end date based on what is best for the district. Exempting from TEC §25.0811 and TEC §25.0812, will have the following benefits:

- The instructional days for grading periods are more equal and balanced. This allows for a more balanced approach to the scope and sequences of all classes.
- The increased number of days in the fall allows for more flexibility in breaks and holidays for the students and the staff to meet the needs and preferences of the community.
- Allows teachers and students to participate in summer courses offered by colleges and universities.
- Allows more flexibility for more scheduled staff development during the school year.

Local Guidelines:

- The required 75,600 minutes of student instruction will still be met by ASCISD each year.
- ASCISD will publish the start date and end date in the board approved school calendar by July each year.
- ASCISD will continue to seek stakeholder input as required by the yearly calendar development.
- Changing the calendar will not alter the University Interscholastic League (UIL) restrictions for the first day of practice for athletic and fine arts programs. ASCISD will continue to comply with the UIL calendar for practices, events and performances.
- The District Administration will create calendar options that set the start date and end date based on the needs of the district with input from the ASCISD

SBDMT. ASCISD will set the local limits for starting school no earlier than the 2nd Monday in August and ending no earlier than the 15<sup>th</sup> of May.

## 2. Probationary Contract Length

Exemption from: **TEC §21.102**

**TEC §21.102** states that teachers new to a school district who have taught five of the last eight years in another school district may only be placed on a probationary contract for one year.

Proposed Innovation:

Anderson-Shiro CISD believes one year is not always a sufficient amount of time to evaluate a teacher's effectiveness in the classroom and the appropriate fit for the campus and the district. Administrators make contract recommendations in the early spring each year which is prior to some observations and the summative conferences. Administrators will have a right to recommend renewing the probationary contract beyond the initial year. Exempting from TEC §21.102 will have the following benefits:

- Administrators will have more time to evaluate the effectiveness of new teachers in the classroom.
- Administrators will maintain highly qualified teachers in the classroom.
- Administrators will have more time to observe and coach the new teachers.
- Administrators will ensure the teacher is a positive addition to the staff.

Local Guidelines:

- New teachers to the district who have at least 5 years of the last 8 years of experience may be placed on a probationary contract for up to 3 years at the recommendation of the campus administration, the superintendent, and the approval of the school board.
- Administrators will inform the teacher of the recommendation prior to submission to the school board.

## 3. Campus Behavior Coordinator

Exemption from: **TEC §37.0012**

**TEC §37.0012** requires that a school district designate a Campus Behavior Coordinator for each Campus.

Proposed Innovation:

Anderson-Shiro CISD believes the roles and responsibilities of the Campus Behavior Coordinator are already in the job descriptions and expectations of the campus principals and assistant principals.

Exempting from TEC §37.0012 will have the following benefits:

- The principal and assistant principals at each campus will be able to work together to determine the best course of action for behavior intervention.
- The principal and assistant principals will determine the best course of action for misbehavior on the campus.

Local Guidelines:

- The campus administrators will make assignments of duties and responsibilities on their campuses.
- The campus principal will be responsible for the behavior and conduct of the students on their campus. They may delegate disciplinary duties to others as it is best for the campus.

#### **4. Retire/Rehire Minimum Salary**

Exemption from: ***TEC § 21.402***

***TEC §21.402*** currently all districts, when hiring a retired teacher must pay their salary based upon the TEA minimum salary pay scale; in addition, the districts are required to pay a TRS surcharge. In this code, a “teacher” includes teacher, librarian, counselor and nurse.

Proposed Innovation:

As Anderson-Shiro CISD faces budget constraints, local control for negotiating salaries for retired hires would benefit the district. In the negotiation, the salary may drop below the state minimum to allow district funds to be available to pay the surcharge to TRS. Exempting from TEC §21.402 will have the following benefits:

- Retired teachers can be employed and reap the benefits from a salary in addition to their retirement compensation.
- Students will benefit from the experience and knowledge of retired teachers.
- The district can hire retired teachers without an increase to the budget.
- The funds to pay the TRS surcharge would be available through the negotiated decrease in salary.

Local Guidelines:

- This negotiated salary will only be for situations in hiring retired educators.
- The salary will be negotiated between the superintendent and the retired educator.
- The negotiated salary will be in writing.
- The negotiated salary will be decreased by the surcharge amount minus the percentage the district pays to TRS for all other employees.

## 5. Staff Work Days

Exemption from: **TEC §21.401**

**TEC §21.401** requires a contract between a school district and an educator to be for a minimum of 10 months service with a minimum of 187 days.

Proposed Innovation:

With the change in requirements for student instruction time, the calendar for educators became difficult. Anderson-Shiro CISD believes local control of increased flexibility in educator contracts will allow the district to continue providing days spread throughout the year for holidays and staff development while not having too many days to require educators to fulfill when students are not in attendance.

Exempting from TEC §21.401 will have the following benefits:

- Teachers and staff will have all days scheduled with purpose and intention.
- Teachers and staff will follow a calendar closer to and balanced with the student calendar.
- Teachers and staff will be motivated and morale will increase.
- Retention and recruitment will experience a positive impact.

Local Guidelines:

- The administration will determine the staff days annually with the creation of the school calendar.
- The educator contracts will remain Chapter 21 contracts with all other provisions and protections.
- The contracts will be based on 10 months and “the number of minimum days established by the administration each year.”
- Non-contract employee’s days may or may not be adjusted by the same number of days as the contracted employees.
- Contract and non-contract employees may have days adjusted without an impact on salary.
- Ten month contract days will not be above 187.

- New teachers to the district will be required to work 2 days more than teachers already in the district without additional compensation.

## 6. Student Transfers

Exemption from: **TEC § 25.036**

**TEC §25.036** states a school district may choose to accept, as transfers, students who are not entitled to enroll in the district for a period of one school year.

Proposed Innovation:

Anderson-Shiro CISD will continue to accept transfers who meet the transfer criteria and are recommended by campus administration and approved by the Superintendent. The availability of space and instructional staff, discipline records and attendance records will be considered for approval. Under this exemption, transfer students will be monitored throughout the year for meeting the transfer criteria. If any of the components of their approval changes, their transfer can be revoked at any time during the year. Exempting from TEC §25.036, will have the following benefits:

- Students will be held to high expectations for appropriate behavior and conduct on the campuses.
- Students will meet the attendance expectations for the campuses or be withdrawn.
- An unexpected increase in non-transfer enrollment will not put the district in a need for additional staff or programs.
- Transfer students will not add a hardship to the campuses or the district.

Local Guidelines:

- Transfer applications will be reviewed by an administrator on each campus prior to acceptance.
- Transfer student records will be reviewed as necessary.
- When a transfer student has 2 disciplinary incidents, a campus administrator will review the details of the incidents and determine the status of the transfer.
- If a transfer student receives a DAEP assignment, the transfer may be immediately revoked.
- If a transfer student's attendance rate drops below 90%, the transfer may be revoked.
- If a transfer student, parent/guardian are considered to be uncooperative, unsupportive, and/or derogatory to or about, ASCISD as a district or to any staff member of ASCISD at anytime, the transfer may be revoked.

## 7. 90% Attendance Rule for Students

Exemption from: **TEC §25.092**

**TEC §25.092** currently mandates a student may not be given credit or a final grade for a class unless the student is in attendance for a least 90 percent of the days the class is offered. In addition, if a student is in attendance greater than 75 percent and less than 90 percent, they may be given credit and a final grade if the student completes a plan approved by the campus administrator and meets instructional requirements for the class. If the attendance is less than 75 percent, credit cannot be given.

Proposed Innovation:

Because Anderson-Shiro CISD is a small district and we encourage our students to be involved in multiple extracurricular and co-curricular activities, our students do sometimes fall below the 90 percent requirement in classes. Flexibility with this rule would allow our students to participate without fear of losing credit for classes where the student demonstrates mastery of the content. Exempting from TEC §25.092 will have the following benefits:

- Students will be involved in multiple activities and events with approval of the administration without fear of losing credit.
- Students will gain the knowledge of the content and still experience the positive experiences of events and activities.

Local Guidelines:

- Absences for extracurricular, co-curricular and special school sponsored events will be excused from the 90% rule.
- The campus administrator will have the final word on students missing instruction for school events or activities.

## 8. CTE Teacher Certification

Exemption from: **TEC §21.003, 21.002**

**TEC §21.003, 21.002** states a teacher employed by a district must hold an appropriate certificate or permit.

Proposed Innovation:

Anderson-Shiro CISD needs the flexibility to hire professional and experienced individuals for CTE courses who do not have a Texas teaching certificate. Exempting from TEC §21.003, 21.002 will have the following benefits:

- Hard to fill areas in career and technical fields will be filled by experts in those fields.
- Flexibility will be available for one or two class periods for industry courses.
- Students will have access to an increased number of courses and trainings.

Local Guidelines:

- As required for CTE funding, the individual will hold a bachelor's degree or industry recognized certification.
- The district will seek a fully certified person for the position first.
- The hired individual will complete training hours in classroom management techniques.
- The non-certified teacher will be an at-will employee until they meet the requirements and become certified.

## 9. Grade Level/Content Area Teacher Certification

Exemption from: **TEC §21.003**

**TEC §21.003** states a teacher employed by a district must hold an appropriate certificate or permit.

Proposed Innovation:

Anderson-Shiro CISD needs the flexibility to move employees into positions of need within the district. Exempting from TEC §21.003 will have the following benefits:

- The need for quality instruction in all classrooms will be met.
- Campuses can make personnel hires or moves that meet the needs of the campus and the district.
- Students will benefit from experienced and effective teachers.
- Special Education and bilingual teachers must continue to be SBEC certified.

Local Guidelines:

- Certified teachers in a specific grade level range/content area may be moved or hired into another grade level/content without having that specific certification.
- The teacher and the campus administrator will be in agreement with the move or hire if it is outside of the current certification limits.
- The teacher must be determined to be Highly Qualified with the approval of administration, the use of a locally developed rubric, and the approval of the superintendent and the school board.

## **10. DAEP (Certified Teacher, Separated from Other Students, Altered Daily Schedule)**

Exemption from: ***TEC §37.008, 37.007 (excluding 37.007(e), and 37.010***

***TEC §37.008, 37.007(excluding 37.007(e), and 37.010*** School districts are required to provide a DAEP that employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21. The TEC also requires that students in DAEP be separated from students who are not assigned to the program. TEC 37.005 and 37.006 requires a school to provide “not less than the minimum of instructional time per day required by Section 25.082.”

Proposed Innovation:

At Anderson-Shiro CISD, the curriculum will be provided by campus teachers or a virtual program. The teacher in the DAEP setting does not need to be certified in all courses. To deter extended time with other students, a later start time and release time for DAEP students is needed. Exempting from ***TEC §37.008, 37.007(excluding 37.007(e), and 37.010*** will have the following benefits:

- Scheduling for DAEP classes will not put a burden on the campus.
- Students will receive a quality education with support.
- Students will continue to earn credits in their enrolled courses.
- Paraprofessionals and teachers will be able to only assist in the DAEP, a certified teacher will be the teacher of record.
- Elementary students and secondary students may be housed together in DAEP.
- The District may use DAEP for de-escalation of students without a formal DAEP placement.

Local Guidelines:

- Teachers and paraprofessionals will be assigned to the DAEP as it best fits the schedule and needs of all campuses
- The curriculum and instruction will be provided to the students from the classroom teachers or in an electronic format.
- DAEP will have an altered start and end schedule to accommodate the district needs and eliminate excess time with other students in non-structured areas.
- With the approval of administration, students admitted to the credit acceleration program may be in the same room with the DAEP students.

## 11. Student Discipline Suspension Length

Exemption from: **TEC § 37.005**

**TEC §37.005** states “a suspension may not exceed three school days.” This includes in-school and/or out-of-school suspensions.

Proposed Innovation:

Anderson-Shiro CISD believes that some circumstances warrant additional days of in-school and/or out-of-school suspension. Exempting from TEC §37.005 will have the following benefits:

- Campus administrators would have greater flexibility to assign discipline.
- Students could be removed from hostile situations for multiple days.
- The extension of a suspension could eliminate the need for a DAEP placement.
- Students will abide by the rules of the campus to avoid extended assignments to ISS.

Local Guidelines:

- The administrators will be able to determine the length of placement based on the offense.

## 12. DAEP (Suspensions and Expulsions)

Exemption from: **TEC § 37.007 (C), and 37.010 (B)**

**TEC § 37.007 (C), and 37.010 (B)** states that a student placed in DAEP who engages in documented serious behavior while in DAEP may be removed from class and expelled.

Proposed Innovation:

Anderson-Shiro CISD believes that serious misbehaviors in DAEP should result in serious consequences, but we also believe that frequent and persistent misbehaviors in a DAEP should also have serious consequences. Exempting from, **TEC 37.007 (C), and TEC 37.010 (B)** will have the following benefits:

- Students in DAEP will follow rules and guidelines of DAEP

Local Guidelines:

- Students who engage in serious misbehavior may be suspended or expelled from DAEP.

- Students who engage in persistent misbehavior may be suspended or expelled from DAEP.
- All students who are suspended or expelled from DAEP will have rights to appeal the process as given by law.

### **13. Absences for College or University Visits**

Exemption from: **TEC § 25.087 b-2 (1) (2)**

**TEC §25.087 b-2 (1) (2)** states that students are excused for a limit of two days for college or university visits.

Proposed Innovation:

Anderson-Shiro CISD believes that students should be encouraged to visit colleges and universities prior to a commitment before graduation. ASCISD acknowledges that sometimes it takes more than two days to visit a prospective college or university when you have to travel a long distance. ASCISD believes students should be able to explore more than two possible college campuses. Exempting from **TEC §25.087 b-2 (1) (2)** will have the following benefits:

- Students will have time to visit more than two colleges or universities.
- Students will be able to experience a variety of college experiences or events to assist with their decision.
- Students will have time away from school to travel to and from a prospective college.

Local Guidelines:

- Students will be given 4 excused days during their junior year and 4 excused days during their senior year for visiting prospective colleges or universities.
- All excused absences for college visits must be approved by the campus administration prior to the absences.

### **14. Required Professional Development**

Exemption from: **TEC §21.451**

**TEC §21.451** states the staff development provided by a school district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

Proposed Innovation:



## 15. Site Based Decision Making Committee (SBDM)

Exemption from: **TEC §11.251**

**TEC §11.251** currently states that the school board shall adopt a policy to involve professional staff of the district, parents, and community members in the establishment of a district and campus-level planning entity. Additionally, **TEC §11.251** states that a person who stands in parental relation to a student is considered a parent, a parent who is an employee of the school district is not considered a parent representative on the committee, and a parent is not considered a representative of community members on the committee. The designation is also made that two-thirds of the elected professional staff representatives must be classroom teachers and the remaining staff representatives shall include both campus-and district-level professional staff members.

Proposed Innovation:

While Anderson-Shiro CISD will continue to create a diverse group in the development of the SBDM and utilize the committee for the purposes intended within **TEC §11.251** such as reviewing the district and campus educational plans, goals, performance objectives, major instructional programs, etc., ASCISD also believes local control of the makeup of the committee will encourage authentic participation and will better meet the needs of the campus/district. ASCISD will recruit and elect staff and community members with a range of perspectives and interests. A variety of the members may fill more than one role as defined by **TEC §11.251** (ie. a teacher representative may also be a parent member and a parent representative may serve as a community member).

Exemption from **TEC §11.251** will have the following benefits:

- The SBDM will include members that participate with authentic influence in planning and not just in name alone as many of the business and community members cannot attend the meetings due to various influences (ie. work schedules, lack of interest, no association with the school district, etc.).
- The Campus and District Improvement Plans will be driven by involved parties.
- Participation on the SBDM will increase.

Local Guidelines:

- The district will hold an election to nominate and vote in a variety of staff, community, and business members to comprise the SBDM.
- The committee will meet and review content in accordance with **TEC §11.251**.
- The committee will plan according to the specific needs of the district and campus.
- An authentic product will be produced annually due to the involved and informed committee members.

## 16. Submitting Waivers for Kindergarten - Grade 4 Class-size

*Exemption from: TEC §25.112, TEC §25.113*

**TEC §25.112** currently states a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

**TEC §25.113** currently states that a campus or district that is granted an exception under Section §25.112 from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception.

### Proposed Innovation

Anderson-Shiro CISD certainly believes small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of students, but the makeup of chemistry of the classroom which influence the learning environment.

- ASCISD will attempt to keep all K-4 core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees.
- In the event the K-4 core classroom reaches 25:1, the campus will notify the parents of the students in the classroom and inform them of the situation.
- A TEA waiver will not be necessary when a K-4 classroom exceeds 22:1 ratio.
- This gives ASCISD the flexibility without having the bureaucracy of waivers within the Texas Education Agency.

When any class exceeds this limit, the district must complete and file a waiver with the agency. The school then notifies parents of the waiver or exception to class size limit. ASCISD recognizes that small class sizes play a positive role in the classroom, we recognize that it must be balanced with the best staff and the logistics of the timing of adding staff. Most importantly, research clearly shows it is the teacher in the classroom that has the greatest impact on student learning, not absolute class size. ASCISD also uses creative small grouping opportunities during math and reading to help the students be successful.

### Innovation Strategy

A TEA waiver will not be filed when a K-4th classroom exceeds the 22:1 ratio. The superintendent will report to the Board of Trustees for approval. This allows ASCISD local control over class size ratios, but does not disregard the intent of the ratio requirements. This enables ASCISD to have flexible learning environments and student learning based upon student driven passion and needs. It allows flexibility in class size at all times for regrouping for success, small groups, or large groups. ASCISD uses creative small grouping opportunities during math and reading to help the students be

successful. This will minimize the paperwork requirements in order to free up time to place focus on student success. This will allow the district the ability to group students based upon academic, social and emotional needs without adding ongoing filings of waiver when the need arises.

## **17. T-TESS/T-PESS Evaluation Instrument**

Exemption from: ***TEC 21.3541, TEC §21.352 and 21.354***

***TEC 21.3541, TEC §21.352 and 21.354*** currently states that a school district must use the TEA created T-TESS and T-PESS appraisal systems to evaluate the teachers and principals in a district, unless they develop their own instrument that must be approved by the commissioner and contain the elements listed in TEC 21.3541.

Proposed Innovation:

While Anderson-Shiro CISD believes that there are positive elements in the state developed appraisal systems, ASCISD also believes local control of these systems can produce practical and useful professional growth based on the individual needs and goals of the staff. A committee of teachers from each campus and administrators from the campus and district level will use components of the T-TESS, T-PESS and PDAS systems, along with other evaluative and growth models to create a district evaluation system to be used at ASCISD. Exempting from TEC 21.3541, TEC §21.352 and 21.354 will have the following benefits:

- Teachers and principals will get individualized evaluations that are focused on their individualized goals.
- The growth measures will be practical and useful for those evaluated.
- Teachers and principals will grow and make progress each year.
- Student achievement and progress will be shown through the growth and learning of the teachers and principals.

Local Guidelines:

- A committee may be established in the Fall of 2019 to discuss the creation of a new evaluation instrument for ASCISD.
- The committee will use components of T-TESS, T-PESS, PDAS and other evaluation systems to establish the best practices for evaluation.
- The committee will set the number and length of observations, the components of feedback and ratings, and the frequency required for the evaluation system.
- The evaluation system must be approved by the school board before implementation.