District of Innovation - Amendment



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Presented by Dr. Helen Whisenhunt, Chief Instructional Officer

LA VERNIA INDEPENDENT SCHOOL DISTRICT

What is a District of Innovation?

H.B. 1842 (84th Session) in part added Chapter 12A to the Texas Education Code (TEC) to create Districts of Innovation. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain section of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

The term of the designation as a district of innovation may not exceed 5 calendar years.

Is La Vernia a District of Innovation?

- Uniform School Start Date
- 90% attendance Rule

• Teacher Certification

- Designation of Campus Behavior Coordinator
- Disciplinary Alternative Education
- Teacher Contract Days

Amendment to Current DOI

(BQ, BQA, BQB LEGAL) (Ed. Code 7.065(e); 11.251; 11.252; 11.253; 11.255; 21.407; 21.451(a); 37.081(d)(1); 37.083(a); 37.0831; 37.351(k)(2)

Campus and District Planning Requirements Current Statute:

District and Campus Planning Committees are required, with details about membership, duties, and function. Likewise, District and Campus Improvement Plans are required, with details about the contents of those plans. Those requirements are listed in the TEC citations above.

Proposed Flexibility:

The flexibility would remove the prescriptive lists of requirements for District and Campus Improvement Plans and streamline the district and campus planning committee functions and membership requirements. The flexibility would also allow us to align our district and campus planning and goal setting process without local Community-Based Accountability System (CBAS) in ways that are relevant to our local community and Board of Trustees. The district and campuses will continue to operate their committees and meetings, but the focus is on student outcomes and target areas determined by our CBAS.

Overview of Community Based Accountability System

This Community Based Accountability System (CBAS) uses a multiple measures approach to educational outcomes developed at the local level. This means the inclusion of data sources traditionally overlooked in statewide accountability systems, like surveys, open-ended responses, classroom assessments, budgets, and

attendance rates. This CBAS also includes data reflective of our entire student population, rather than the limited scope of state accountability. The data included in this document will provide concrete evidence of the progress toward the educational outcomes that our Alamo Heights community determined are in the best interest of our children.

This Community Based Accountability System is organized around seven pillars.

Within each pillar there are key questions for district leaders, in partnership with community members, to strive to answer. The answers from the

> key questions will serve as signals to guide future district goals and activities. One of the strengths of our CBAS is that it is a future-facing orientation to accountability rather than a

backwards-facing report.

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PILLAR	PILLAR DESCRIPTION	KEY QUESTION
PILLAR 1: Student Learning and Progress	Pillar Function: Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with disabilities, etc.	 KQ1- To what degree do all AHISD learners demonstrate academic growth, achievement, and outcomes?
PILLAR 2: Student Readiness	Pillar Function: Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.	 KQ2- To what degree are AHISD learners academically ready for their next stage of learning?
PILLAR 3: Student Weilbeing and Safety	Pillar Function: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.	 KQ3- To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security? KQ3- To what degree do AHISD learners feel a sense of belonging within our schools?
PILLAR 4: Engaged, Well- Rounded Students	Pillar Function: Engage students in a way that contributes to their overall development and future well-being.	 KQ5- To what degree do all students have access and inclusion within school supports, programs, and activities? KQ6- To what degree are students held to appropriately high expectations within our schools?
PILLAR 5: Community Engagement	Pillar Function: Ensure that local citizens are a meaningful, integral part of the schools and supportive of their local public schools	 KQ7- To what degree are Alamo Heights learners supported by an engaged community?
PILLAR 6: Professional Learning and Quality Staff	Pillar Function: Ensure that every student has high quality teachers and adults in the schools that are knowledgeable, care about them, their learning, and their well-being.	 KQ8- To what degree are Alamo Heights learners taught by high performing faculty and staff members?
PILLAR 7: Fiscal and Operational Systems	Pillar Function: Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.	KQ9- To what degree is our district fiscally responsible?

LVISD Strategic Plan Revision

- Work beginning summer of 2025
- Focused on key components of a student success.
- Transparency and reporting to connected to what is important to the community.