House Bill 5 Summit
Breakout Session Notes
Accountability and Assessment—Room 113B

Note: Please include district and response.
There were 25 participants from area districts in attendance at this breakout session.
Dr. McGowen opened the session at 11:00 a.m. with a welcome and provided our focus for the morning. The continued focus on rigor and flexibility and sharing information from and with area districts was the focus of our morning. The purpose of this breakout session is to hear from area districts regarding what issues they may be facing and what steps they might be considering to manage those issues.

1. **What policies/procedures has your district created in response to limits placed on remedial tutoring and benchmark testing?**
   - Spring ISD: There was a local change made to policy regarding remedial tutoring and a direct alignment with Response to Intervention (RtI). The description is now connected and broader to allow for flexibility while still following the required components.
   - Galena Park ISD: The district communicated information regarding remedial tutoring through a district-created letter in English and Spanish so that campuses could send information out to parents regarding what and why (regarding remedial tutoring pull-outs)—this created a common message across the district. This was more challenging to manage at the high school level because there are so many classes impacting the master schedule. A district chart was created and provided to all elective teachers (the data gatekeepers of student pull-out days), and communications/training was provided to the elective teachers regarding how they would manage this process (When a student's days are at 7%, it is the elective teacher's responsibility to notify the assistant principal so proper steps can be followed before it reaches 10%.).
   - DISTRICT QUESTION: How are districts managing this process with CT-funded classes?
   - Galena Park ISD ANSWER: The goal is not to pull more than 10% from any classroom. (Special provisions are made for those classes that may have a specific number of contact hours that are required so funding is not negatively impacted.)
   - CyFair ISD: The district took action to define the different assessments that are given. Campuses were calling several assessments benchmark tests, when they really weren't benchmarks according to the HB 5 definition. Clarification was made for campuses and parents about the name of the assessment that is given (using the term "district or campus progress monitoring"—for diagnostic testing). A simulated, shut-down benchmark for STAAR has been clearly defined and communicated as a benchmark and this information is provided to campuses and parents so they are aware that the law is being followed.
   - LaPorte ISD: Changed tutoring structure for the district (no more late start one day per week for tutoring); replaced structure with a new after-school tutoring program on Wednesdays and Thursdays; significant change—extracurricular activities (including athletics) are not allowed to start until after tutoring has been finished. Tutoring lasts

for approx. 55 minutes, and all students who need to attend are participating. This information was communicated to all parents and no concerns have been shared over this academics-first procedure.

- Humble ISD: The district also formally defined benchmark testing and provided a schedule used throughout the district; also had to clarify what was/wasn't considered a benchmark test in order to meet the requirement.
- Katy ISD: Began preparations approximately one year ago in planning for benchmark testing. From the district level, there was one benchmark provided per grade, per subject. Some of the teachers did not want to test over content they had not yet taught. Now the district is providing "district learning assessments" at natural breaks (no longer a state-released test). This occurs based on a set curriculum calendar—a calendar of events was coordinated by the curriculum and instructional department with input from the assessment team. Analysis is being done on these "district learning assessments." These are district-created assessments (and were teacher-written) based on TEKS being taught—not broad diagnostic tests based on state assessments. They have moved away from the "shut-it-down testing" of the past. An additional concern was shared that came from elementary teachers regarding the need to balance this new requirement with also preparing elementary students for this type of testing environment under this setting.

2. **How does your district plan to utilize the optional Algebra II and English III EOC exams?**
   - Katy ISD: A concern was expressed that the effort has been made to reduce the number of assessments, so if a district decides to offer Algebra II or English III EOC locally, will we be undoing what some have worked so hard to pass?
   - LaPorte ISD: Will be giving the PSAT for every 9th-, 10th-, and 11th-grade student; the district will be funding it (will not be giving another test).
   - Alvin ISD: Looking at alternative assessments as well; considering all options for 2015–16.
   - Galena Park ISD: Since this is a district decision, all ramifications must be considered. For example, if the district decides to give this test, must it be given to every student or can it be given only to those students who have not already met this College Readiness Standard?

3. **What support or services do you need in the areas of assessment and accountability?**
   - Answers to existing questions from TEA about special circumstances regarding middle school/high school credit test student double-testing:
     - Alvin ISD Program of Studies:
       - 6th grade advanced will be taught accelerated 6th-, 7th-, and 8th-grade TEKS, so will take the 8th grade STAAR test
       - 7th grade will be taught Algebra TEKS, so will take the Algebra test and the 7th-grade STAAR test (to count toward participation)
       - 8th grade will be taught Geometry TEKS, so will take Geometry test (and will need to take the 8th-grade test again to count toward participation)

Information needed to communicate this to campuses, teachers, parents, and students.

- Reference was made to yesterday's *Houston Chronicle* article regarding which districts would/would not be double-testing their middle school students. http://www.houstonchronicle.com/news/education/article/2-local-school-districts-balk-at-double-testing-4834910.php
- Pasadena ISD: Would like to see a way to ask some of these same questions (possibly sending out a survey to curriculum directors regarding some of these questions—a way for us to visually keep track of/share what other districts are doing to meet these requirements).
- Alvin ISD: HR perspective—Finding the staff members qualified to teach some of the classes under the new endorsements. How do we recruit and attract the teachers to teach these proposed classes (certifications/salary/etc.)?

Additional Questions:
- 8th-Grade Benchmark—double testing—How does this benchmarking requirement impact the 8th-graders who must double test (Algebra I and 8th-grade STAAR)? Can they have a benchmark for each test they are taking or are they limited to two total?
- How will Index 2 be calculated? Guidance on how double testing will impact Index 2 (and how credit will be shown).
- What is the potential impact of recruiting/finding qualified staff to teach these new courses and the requirements of NCLB Highly Qualified staff reporting requirements?
- Santa Fe ISD: Foreign language options/ideas under foundations plan; the district analyzed what may prevent students from graduating under the foundations plan and discovered that for a number of them, it was the foreign language requirement. What options are other districts looking at to help students meet the foreign language requirements, computer language requirements, etc? What are districts doing in order to help create options for students to graduate under the foundations plan?
- Liberty ISD: The district considers all traditional and ACP candidates. In the past, there was a list of all Region 4 ACP candidates by content areas. Does this list still exist? If a district is looking for a niche position, the Candidate Search function is available through Region 4 (typically this access is through the HR office; districts can search through the Region 4 ACP database). As higher ed and school districts partner, a consideration should be the possibility of creating a consortium of qualified staff to provide/share the teaching of these CTE or highly technical teaching positions. This was echoed as a good idea by numerous people in the room.

Ideas for further HB 5 support that can be provided from Region 4:
- More training for the counselors.
- Counselors meetings (elementary, middle school, and high school counselors)—need additional training pieces. This is a challenging time for them and any trainings that can

be provided for them throughout this year (beyond the counselors advisory meeting) would be welcomed.

- Brazosport ISD: The counselor piece is a big piece; used the guidance document in order to help the district in this effort. They are meeting every month this year in district (mostly secondary concerns, but the meetings involve elementary and secondary).
- Liberty ISD: Ideas to streamline the work for our counselors: graduation planning process, information on products that would allow 4-year plans, master scheduling training, and assessments to be streamlined. Additional trainings to assist our counselors with their learning this year and increasing their capacity to help them better serve our kids.
- Skyward—Vendors are having a difficult time keeping track of the changes to manage the small number of students who may already graduate under the new plan.
- Can we determine as a region (through survey perhaps) who the campus testing coordinator is for each campus and what other roles/responsibilities this campus position has?
- Could the counselors advisory be expanded to include a vertical team from each district (instead of just an elementary/secondary rep)?

Note: Please include district and response.

1. **Which endorsement areas do you plan to offer in 2014–15?**
   - Fort Bend ISD: 1 cluster under each of the 5 endorsements
   - Alvin ISD: 5
   - Pearland ISD: 5
   - Needville ISD: We are looking at Alief's documents. We think we'll be able to offer all 5.
   - Katy ISD: 5
   - Sweeny ISD: Between 4 and 5. We are trying to work 5th in.
   - Conroe ISD: 5
   - Pasadena IDD: 5
   - Lamar CISD: 5
   - Stafford MSD: 5
   - Clear Creek ISD: We are currently offering all of the coursework now, so it's not a stretch for 5.
   - Dayton ISD: 5
   - Aldine ISD: 5
   - Angleton ISD: 5
   - Alief ISD: 5
   - Texas City ISD: 5
   - La Porte ISD: 5
   - Cypress-Fairbanks ISD: 5
   - Santa Fe ISD: 5
   - Liberty ISD: 5
   - Waller ISD: 5
   - Houston ISD: 5
   - Crosby ISD: 5
   - Dickinson ISD: 5
   - Spring ISD: 5
   - Columbia-Brazoria ISD: 5
   - Evolution Academy: 5
   - Galena Park ISD: 5
   - Friendswood ISD: 5
   - Humble ISD: 5
   - Barbers Hill ISD: 5
   - Danbury ISD: 5
   - Navasota ISD: 5

2. **What graduation planning tools has your district developed?**
   - Tomball ISD: Our question that we set out to answer was "How do we communicate with parents about PGPs using career inventories?"
     - o Two-prong approach through a MS and HS counselor collaboration.
       - ▪ MS: Grade 7 students: Self-inventory (Kuder www.kuder.com) for CTE
       - ▪ MS: Parent nights A–L, M–Z: Explain grad plans and freshman portfolios
       - ▪ HS: Freshman: Meet with every student and parent for about an hour (1.5 hrs for pre-AP) and explain everything. Adding the five disciplines for graduation. Information about scholarships, etc.
       - ▪ HS: 12 adults doing portfolio support.
   - Crosby ISD: We heard about a Lamar CISD 4-year planning process that they started 3 years ago. Use a product from Bridges/XAP program (https://access.bridges.com). This product includes a career inventory as well as an exploration component for elementary grades. We are looking to put that in place district wide so as to better plan in grade 8 for high school.
   - Lamar CISD: We chose XAP CHOICES (http://www.xap.com/Products-Services/Choices-Explorer/Choices-Explorer.asp) several years ago. We spend 10 days in grade 7 social studies doing the career exploration piece. This year, we will take this information and drop our grade 8 coursework into CHOICES. We will look at the pathway of study as making PGPs. We also allow students to take some CTE coursework in grade 8.
   - Sheldon ISD: We use Skyward as our scheduler and for PGP. We use Naviance (http://www.naviance.com/) for career testing and assessment. We are looking for something that does everything. Flipping between the two programs is frustrating. Another challenge is making time in the classroom to address everything with students. We link Naviance to Skyward to project staff for the next few years out. We also did individualized student plans with seniors. We paired each student with five colleges, related application and scholarship forms, etc. Students also meet with TAMU and SanJac counselors. The initial 4-year plan is on paper and is put in Naviance after the student completes the assessment. We are trying to reduce double work with PGPs and CTE plans.

3. **What support and services do you need in the areas of graduation plans and endorsements?**
   - Alief ISD: It's interesting to hear about the jobs today and how they might tie to plans of study. What's in demand in our area? We partner with Workforce Solutions but more specificity would be beneficial. This would allow us to consider truly viable options within our geographic region.
   - Sheldon ISD: Developing really good relationships with community colleges in the area. First-generation kids especially struggle with this. What's available and how do they get it?
   - Sheldon ISD: We need a tool that helps us project the future. Will the jobs being talked about today still be there in 6 years?
   - Sheldon ISD: We need to prepare teachers for additional certifications, possibly through Region 4 ACP.
   - Could Region 4 create a vendor forum to share ideas and thoughts? If we ask individually, they think "one district" and ask us to pay for development and then charge others for what we paid to have developed. If we ask together, we might leverage influence. Please consider: Get "20" vendors, MIS people from districts, CTE people, and others—address obstacles with software tools related to PGPs and pathways so the vendors can absorb the development cost. Survey our information services departments to know which vendors.

- We need to be careful. We are talking about the fields that are really hot right now. How do we equip students so that they are okay should a field "crater" midway through their high school plan? How do we ensure that students see each pathway as having merit and value?
- Aldine ISD: It's critical that we remember the counselors on each high school campus who will be working individually with all these students. We must find support for them. Everyone needs a clear understanding of what this will require. What would a support mechanism look like?
- Brazosport ISD: Online modules for counselors for grad plans and endorsements would be helpful.
- Waller ISD: Have a meeting like this for counselors once plans are determined so that they can share and discuss.
- Sweeny ISD: What's your environment regarding credits? We have students taking HS courses and getting out their junior year.
  - Houston ISD: In our CTE programs, most of our upper-level courses and practicums are meant to be work-based learning with internships. We use this to fill the senior year.
  - Some schools in north Texas were hit with early grads as dropouts because they didn't graduate with their cohort. (Murmuring about this. Is it true?)
- Galena Park ISD: When information is sent, please also send in Spanish because of HB 5 requirements to translate.
- La Porte ISD: We were told that Houston ISD has everything translated on its website. Dr. Grier says to make use of them.
- How does this tie to the ARD process and post-graduate objectives for students with special needs?

4. **Question from the group: How long will you allow kids to move around in endorsements?**
   - Cypress-Fairbanks ISD: Our understanding is that we don't have the option to "lock students in." Freshmen will choose and then will have flexibility. With 10 high schools, the technology is needed to bridge exploring careers and creating a 4-year plan that aligns to endorsements. This technology needs to have information available on options for making changes with automatic and immediate updates to a student's plan.
   - Humble: Naviance and Bridges—working with XAP to update PGP to work with SIS; $30K(ish) for Humble.

5. **Next Step from the Group**
   - **What to do about certification and planning for future?**

House Bill 5 Summit
Breakout Session Notes
Innovative Courses/CTE Courses—Room 104

Note: Please include district and response.

1. **What innovative courses have you developed or want?**
   - Alief ISD: Any courses that aren't CTE? Arts and Humanities—CTE is left out of that endorsement. What courses will be offered in that endorsement? There are independent study courses, but if it's not embedded into the program of study, will it be rigorous?
   - Barbers Hill ISD: Mexican-American Studies, Humanities—linking it to CC and their multicultural studies.
   - Galena Park ISD: Can we use Problems and Solutions?
   - Region 4: What are non-CTE courses that are innovative?
   - Alvin ISD: Innovative math—Pre-Algebra and College Algebra combined.
   - Barbers Hill ISD: Students are taking dual credit at Lee College that could work under this cluster.
   - Alief ISD: Post innovative course ideas on a Region 4 site to share and work together to submit.
   - Financial Mentors of America: Agreed there is a workforce deficit—offers a program called the Game of Real Life course. They would like it to be on the approved course list; it is a one-semester course. Focus to prepare students in math, college and career selection, and life after. Simulation of Life is the culmination of the course. They did a case study of two cohorts taking the course and how it played out. 100% of the students who completed the course graduated high school and went on to postsecondary education.
   - CTE Courses for Science—A and P, Adv Animal and Plants, Forensics, AG Math, Food Science.
   - Is there a central place to share resources? IMA funds have shifted. How do you make sure these courses have the resources?
   - Alief ISD: We want to develop master schedules around what students want and not what teachers want.
   - HQ vs. the Right Teacher in the Classroom—Provide a letter if it doesn't hurt the AYP.
   - Humble ISD: What is the process to do the innovative course?
   - Alief ISD: The process is a long one, so it is discouraging for us to do.
   - Humble ISD: The nature of innovative courses is fluid and changes often based on needs. Needs petroleum courses.
   - Alief ISD: Would like a technical writing course, but it takes so long to create a solid course.
   - TEA: What happens if a student is in an innovative course in District A and then moves to District B and that course is not there?
   - Alief ISD: Use Perkins funds to bus to neighboring district.
   - Alief ISD: All can use innovative courses once approved.

2. **What do you need from us?**
   - Update on the HB 5 process.
   - How can we collaborate to share ideas?
   - Expedite the innovative course process.
   - Royal ISD: Provide time and a space for collaborative ideas.
   - List of innovative course ideas with the district that is proposing/submitting courses.
   - Gulf Coast CTE is currently collaborating and posting on their website.

Note: Please include district and response.

1. **What partnerships do you currently have in place?**
   - Houston Community College: Partners with University of Texas Tyler; engineering degree—4-year degree programs; associate degree at HCC then finish at UT Tyler; total of 4 years for the engineering degree. Calculus I is the first math class. Need Calculus-ready students. Requests an aligned curriculum for an engineering degree.
   - San Jacinto Community College: Teams meeting with representatives from high schools and surrounding community colleges. Curricular alignment issues in Biology, Algebra, Pre-Cal, US History, and ELA III and IV. Pairing high school courses with college ones for alignment. Subject matter specialists from high schools and community colleges are meeting to connect curriculum.
   - Great opportunity—aligning curriculum helps close some of the gaps.
   - Houston Plus: Efforts listed before are made possible by a grant. The grant is coming to an end.
   - Galena Park ISD: Asked about Project Lead the Way and instructor certification requirement.
   - San Jacinto Community College: For the engineering/technology applied associates degree—challenge in connecting courses to be able to articulate credit. Many of those that teach it do not have a master's degree in that field.
   - Houston ISD: Early college program—up to five programs for disengaged kids, credit recovery, programs like that. Also, comprehensive high schools—associate degree in applied science.
   - Klein ISD: Beginning at University Park and Houston Chamber of Commerce and other groups—partnership.
   - Spring ISD: PreK initiative is the main goal.
   - Houston Community College, P16 Council West, and Fort Bend ISD Partnership— Worked with Kid's Alliance on a math summit; subcommittee created this—went into fifth-grade classrooms to determine what is happening in math; begin at 5th-grade level to begin to identify problems; November 2, 2013—math summit.
   - P16 Council West: Move college developmental curriculum into the high school.
   - Lee College: Partners with Phillips Chevron for high school students to develop partnership; also with ExxonMobil.
   - CenterPoint Energy: Host Texas Scholars Program, which has now gone away; kids need more information about career awareness, but company has entered in partnership with Junior Achievement and still fostering the emphasis on career awareness.
   - Attended Techs (?) Conference; partnership somewhere in Dallas area. Good to see what industry needs from our students and how we can provide a better education so we can get them ready. Region 4 spoke with someone there, and they will try and come to Houston.

- Houston Community College, Spring Branch ISD, and Alief ISD Partnership—Offers three classes in math—transition classes over to high school; if student passes a test, they can go on to do college algebra in second semester. Trying to prepare courses that would satisfy both high school and college requirements. Trying to get students prepared so they can be prepared for college-ready levels of math. Have two pathways for students who need to obtain a Level 1 or Level 2 pathway; Level 3 would be a statistics pathway. Students can then take other courses to satisfy the requirements.
- Evolution Academy: Wants to build partnerships with colleges and districts. Just expanded in Houston and Beaumont. Has received scholarship funds from ExxonMobile, and wants help on how to inform students to know what they have to offer.

2. **What partnerships do you have in the planning stage?**
   - Houston ISD: Impressed with programmatic coordination on levels discussed; concerning career and college readiness—Is each district hearing the same message? Are we changing the culture within the schools?
   - Pasadena ISD and Houston A+ Challenge on Parent Engagement—Help kids be more engaged in the process of directing their learning.

3. **In what areas are your greatest partnership needs? (dual-credit courses; workforce development; advanced courses)**
   - Lee College: Need teachers; meeting salary needs is a challenge.
   - Spring ISD: Need to look at messaging and mentoring students. Some students need different models in their lives. Mentorships for those students as they move into high school and from high school.
   - Building trades courses. Go out and determine what the workforce needs from our kids. Building partners with this.
   - Lone Star College: Partner with Project Red—what happens after college? Many go to college but can't get work afterward. They need to know how to interview, create a resume, and other ways to get employment. Current work is on partnering business community, higher ed, and schools to build programs from Pre-K. Invited participants to join them at University Park Lone Star on Thursday for a session on alignment.
   - Lone Star College: Networking with schools and colleges to discuss the issues and share solutions.
   - P16 Council West: Explore how to get high school students a Level 1 certificate.
   - San Jacinto Community College: Need to create partnerships between community colleges and high schools in preparation for the TSI. This is a different test than what it used to be. Need to do something about the preparation course before testing. No such thing as a dual-credit course. They are college courses, taught at college level, with college-level outcomes.
   - Texas Workforce Commission: Need cost estimators; need number of jobs available and their corresponding salaries.