

Charter School Directors Advisory Committee Meeting
House Bill 5 Table-top Discussions

Accountability

How are you planning for additional student performance indicators, including: % distinguished level of achievement; % of successful completion of endorsements; at least three additional indicators (% satisfying TSI college readiness; number of students earning 12 or 30 hours of post-secondary credit; number of students earning an associate's degree; number of students earning an industry certificate)?

- Communications and focus on building a college and career readiness culture in grades K-12, something for everyone to participate in; can't just wait until secondary.

What discussions have you had with your board or staff regarding the charter/district rating system of A, B, C, D or F?

- Communicating information. Beginning with the 2016-17 school year, districts will be moving to a different rating system (A-F). Campuses will be rated as exemplary, recognized, acceptable and unacceptable.

What planning or discussions have taken place regarding the self-evaluation of charter/district performance in community and student engagement, including enrichment areas such as wellness, fine arts, GT, digital learning, and dropout prevention?

- We have not had these discussions yet. The group discussed how the Charter School Quality Framework could help with this process.
- Region 4: 2013-2014, creating our scorecards reflecting the 9 identified areas; this is an opportunity to show that accountability is more than test scores. What are the great things that your charter is doing within each area? Taking a realistic look. Ratings must be available to TEA and the public; there are nine areas identified; not expecting to receive additional guidance regarding this process; this is a local committee decision; have documentation on file of the process and the procedure used just in case it is needed. Think of local guidelines you already have in place such as: sign in sheets, handouts, agenda, and minutes. Districts and Charters get to determine the areas within each category that will be the indicators; choose those things you are already doing, don't think of it as additional things you will have to do unless the data determines that you need to increase your efforts within an area. You can determine the number you will have under each category.
- Links to share for possible additional responses:
 - Ideas for a template (consider using the format of the PDAS Observations Summary form for your template score card): <http://www4.esc13.net/pdas/forms-pdas/>
 - Community & Parental Involvement Ideas: <http://www.esc16.net/default.aspx?name=title1swi.home>
 - A Framework for 21st Century Learning: <http://www.p21.org/>
 - National Drop Out Prevention Network: <http://www.dropoutprevention.org/>
 - GT State Plan: <http://www.tea.state.tx.us/index2.aspx?id=6420>
 - Junior Achievement: <https://www.juniorachievement.org/web/ja-usa/home>
- Ideas to share that Charters are doing or considering:
 - Community and parental involvement. This is an area I am already strong in. Thinking about your Title I reports will tell you if you are in compliance. You can use information from your compliance report.
 - You can report digital learning involvement using your technology plan. You can utilize curriculum data that is contributing to student success found on your campus and district improvement plan. You can refer to marketing, teacher technology training, Project Share, webinars through Region 4. All of this is digital learning. When they do

the things for TELPAS that may be digital learning, depending on how they do it. Relationship building, anti-drug, safety, blue ribbon - you are doing these kinds of things with your title funds. Refer to your fitness grant for wellness and PE.

- We could use our nutrition, fruits and vegetable program for wellness and PE descriptors.
- Region 4: Think about what you already are doing. Think of the survey data you already collect – both internal data and external data from stakeholders. Your elementary and secondary scorecard may look completely different. There is not a minimum number under each indicator.
- Question - Are there guidelines that tell you how much of everything or nothing will be required? Answer - No, and we don't expect to receive guidelines at this time; it is a local committee decision.
- Question - If we are a K-12 campus are we doing this one time? Answer-The verbiage specifies a rating per campus and per district, so it depends on your configuration; if 1 campus = 1 rating.
- Consider everything you are already doing with the area of fine arts - such as speech and drama.
- For GT you can consider students participating in Junior Achievements' BizTown.
- Consider using the Charter School Quality framework as additional information.
- At the charter school conference, focus on community involvement. You probably have committees already in place - like wellness committee, charter improvement plan committee (site based teams) that involve a lot of these areas. We just started our GT program; it's good but in its infancy. Thinking of what is the Galveston Daily news going to put in their paper about this process – the idea of perception management around this topic.
- Question: Will we have to access ourselves in each one of these areas? Answer-Yes.
- Question: We wrote in our charter we do not have to participate in the GT program. Will we have to include indicators? N/A or consider how differentiated instruction serves students of differing needs.
- Question: We used a community family survey last year. Can we carry it forth as a work in progress? Yes if you are still using the data to drive decisions.
- Last night we had a parent meeting over STAAR for 5th grade; all content areas had to participate. Focus on Community involvement, rigor, language acquisition, and drop out/attendance. These kinds of activities are great ideas to include.
- Question: Does it need to be exemplary, recognized, acceptable, unacceptable HB section 46? Answer: Look at section 39.0545 you will see the specific verbiage from HB5. *Each school should evaluate the district performance....*this section lists the 9 categories of and specifies the reporting timeline (no later than Aug. 8th) along with additional information.
- Hired a community liaison person to solicit partnerships. Previously had partnership for positive reinforcement for attendance not academics. Our school caters to at-risk kids so attendance was an issue. I'm not sure how many other partnerships the community liaison has contacted but thinks there are 2-3 partnerships. Dropout prevention is very high because students especially if they are 18 and older they will enroll but not show. So they get hit on this indicator. The principal or superintendent was calling houses to try and get them to come back in. Last year they implemented a GED program where students could come for ½ day and do parts online. Retention is not that high so once again you get hit on that indicator.
- In my school we are Pre-K and 1st – 8th, we have been very protective. 6th -8th grade was kept together with elementary, but changes have been made and we have the kids now, started with 7th and 8th, with a color coded schedule. They are adding robotics within the school day. We had a high school night opened to 6-8th grade so they can start thinking about what they will do. We have 97% ELLs, we have revamped Pre-K - 8th grade looking

at newcomers, ESL teacher who does pull out for newcomers also follows students into the classroom. We are also looking at TELPAS reports, kind of like an RTI 3 tier system. Some tutoring after school. Looking at grabbing them within the school day. Nurse that is very active and hired someone for parenting classes, trying to bring in the community. We were reacting to drop outs, this was putting pressure on registrar. Not monitored as closely as would like, not having that PEIMS person from charters was challenging. We also have fine arts and are looking at a partnership with the Venezuelan Consultant; they have violins and concerts and they provide the instructor. We are in the early stages of this partnership. Board wanting them to go into fine arts and languages. These are all possible areas to explore regarding the 9 indicators.

What support or services do you need in the area of accountability?

- We would like to share any examples of community involvement surveys being used by other schools.

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Assessment

What policies has your charter school created in response to limits placed on remedial tutoring and benchmark testing?

- Limit to two benchmarks test
- Assessments limit test, no more predicting how student will do, but respond to their needs
- No more shut down days due to testing
- Mock test days are limited for assessment and identifying STAAR or EOC proficiency performance
- Two or less assessments scheduled for the year
- Renamed the process and purpose to shorter assessments
- No more all-day or large assessments
- Common assessments being provided at 6 weeks or 9 weeks
- Common 6 week assessments across the district developed by content teams who wrote questions
- Provide training to teachers on assessing and developing common assessments targeting the rigor of the questions, increasing rigorous questions, and analysis of the data,
- 6 week assessments, revising the process, developed by teachers, establish the criteria and building the test bank followed up by discussion and analysis of the data after the 6 week assessment
- No remedial tutoring or pullout, although results may be down in writing, due to insufficient time allocated to tutorials.
- Offer Saturday, tutorials and work with specialists to design intervention and acceleration
- Schools now offer intervention during the school day as a response to the need
- Daily schedule has tutoring or enrichment
- Does this include RTI? No, RTI is intervention and acceleration.
- When is enrichment? Morning, after school, and Saturday
- Tutorial, some graded, and some push back from parents; not all students attend the tutorials
- Tutorials promoted and facilitated through invitation. Retest will impact the tutorial process; grades and assessment will guide the placement of students for tutorial
- Double block content for both enrichment and tutorials
- Expanded the lunch period and added the flex period at lunch or enrichment for lunch block
- Built in special time in school day, to work in targeted blocks and provide intervention grouped for grade levels and for specific content
- Teacher and specialists have focused time to intervene for students
- Renewed focus on looking at item analysis, mastered and non-mastered objectives, and prior data trends

How does your charter school plan to utilize the optional Algebra II and English III EOC exams?

- Students are guided into the Algebra II, and English III, and can be required to take courses, but EOC results not held as a graduation requirement

What discussions or preparation have taken place regarding ARD committee recommendations of EOC performance?

- ARD will still determine or set process and outcome expectations.
- We look at past performance of our students. They have cognitive deficiencies to be addressed and supported.

- Meeting with parents and adjusting schedules, getting parents' permission
- Prepare special education students for the assessments and ARD determining how the outcome will be considered and providing a future focus.
- The ARD must meet the needs of the individual student needs
- The ARD process knows the students and looks to all of the parties for input , relies on the committee process

What support or services do you need in the area of assessment?

- Continued updates as they are available, and technical assistance via telephone and email
- Training at different times throughout the year to support charters.

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Graduation Plans

Which endorsement areas do you plan to offer in 2014-15?

- They will be offering STEM and Multidisciplinary Studies. They are in the process of working with some manufacturing companies; they are working on business and industry as well. They are in the early stages of communicating with some manufacturing entities in town which may become an endorsement.
- They offer STEM to help them wherever the students go. They have offered STEM for 4 years.
- They decided to start with the HB 5 plan and are working with Multidisciplinary Studies and STEM. They are trying to figure out how to offer the other areas if students are interested, perhaps through online learning. Their high school model is a blended concept. Since they are so small and not able to offer everything, ninth graders are given an electronic device. They use all R4 materials. They have documents and are trying to see how to offer all and connect with communities. They have a huge relationship with the Chamber and are building a relationship with Galveston, so they are especially interested in Business and Industry. They feel that a lot of the Arts are what they are already offering. They are still waiting to see what SOE is deciding.
- They have a specific mission for developing early childhood opportunities. They have been trying to use the Scholastic Curriculum as it prepares Pre-K students at an early age of the STEM process. They are being intentional about Science, Math and technology as young as 3 years old so they can be valuable students when they leave.
- They feel they are a little behind because they haven't decided on which endorsements. They are focusing on HB 5 and having conversations on how to get the best of them. They are having discussions on which clusters (CTE) do they really want to have, which endorsements and the certifications for the CTE clusters. They are partnering with the agency.
- They will have to work only with Multidisciplinary Studies. They would love to do more but don't know if they have the time.
- The school is not open until January. She talked to the CEO and all 4 principals will be meeting next week to come up with a strategic plan.
- They are more interested in keeping the general college prep courses and not deviate from traditional scheduling.
- They will be focusing on Multidisciplinary Studies and achieving the standards. Children are being tracked in third grade. They have a high amount beyond distinguished performance achievement. Math is the highest and Science is second. However, they are not STEM. They focus on high standards. They have a lot of parent involvement. Need to motivate students to go beyond performance. Math- highest, Science 2nd
- She was substituting for the superintendent and wasn't sure which endorsements they were going to use.
- They already have Multidisciplinary Studies, Public Service Business and Industry. They are career and tech oriented. They are pressing hard in all 3 areas. They have students that come in late.
- They will use STEM, Multidisciplinary Studies, Business and Industry. They need to look at the needs and make decisions to add on as they have the capacity.
- They are looking for a new teacher to get the career and technology endorsement. They have at-risk students that need motivation. She is waiting to see what the superintendent is proposing. Monelle from Region 4 offered to assist them.
- They are trying to get their middle school involved. They are pushing for the Arts. He is new and trying to decide which way to go.

What graduation planning tools has your charter school developed or considered?

- They use the website. No need to recreate the wheel
- They also use the website and are now using the tools that are offered.
- They have not considered the planning tools.
- They have tried to follow the plan called Project Grad and tried to keep students in it so if they attended in one of the schools they would be given a scholarship. However, since they are an elementary, something happened to Project Grad and it is not available. They are looking for something to replace that with because they know how expensive college is and they want to expose them as soon as possible. They serve a Latino population of 73% and they want to make sure they are informed. They also serve a high population of economically disadvantaged population and they are trying to show them the future ahead of time; and let them know college is possible. She asked, "Do we have any recommendations to substitute for that?" Region 4 responded: "We can look that up for you."
- Question asked: What is considered a planning tool? Region 4 response: Look on the Region 4 website and see what the districts have put in place.
- Question asked: What district did you look at? Region 4 Response: Alief and Spring Branch documents.
- They have looked at the Arts. They are trying to get partnership with the Venezuelan government. They would come in and get the music program going, help with where to get the instruments and provide the instructor. Sharon Benson shared a link to help.
- They are trying to get partnerships to point them to some form of higher education. They took their students on a tour of Prairie View A&M University. They have at risk kids and trying to point them to higher education.

What courses do you plan to add in order to meet Foundation or Endorsement areas?

- Add jobs and career awareness even to Prekindergarten
- They decided not to dress up for Halloween and made it a day to dress up for the future, like different careers, doctors, firemen, etc... They push computers in classrooms and are considering giving students iPads to expose them in positive technology, not just games.
- They are working with HCC by having them come in and teach some courses this semester.
- She asked if we could provide other people's plans and how they are implementing them.
- They asked if they could look at plans from at-risk schools. They want to know if there is a better way of doing it.
- They offer upper levels of math. Pre-calculus, calculus, and physics are now available. They had the PLATO system last year. Now they have a teacher proficient in higher level math.
- This is a campus by campus piece.

How will you encourage Distinguished Level achievement and how will that be used in planning to increase college readiness rates among your students?

- They have 1 student that wants to take the test to get the credit, so now looking at this for an option. (Credit by EXAM)
- They are still in discussion over this. Most students have been encouraged to do this. He wants to look at High school and those vertical alignments
- Tech assistance
- Facilitating discussions with stakeholders.

What support or services do you need in the area of graduation planning?

- Region 4 support. He wants to have middle school get involved and partner with high school so they would know what to do in lower grades. Vertical Connections.
- They asked for suggestions and Region 4 gave the following responses:

- Technical assistance just checking forms to make sure of alignment
- Facilitating discussions with stakeholders related to this
- Get parents involved