



**District Improvement Team (DIT)  
Meeting  
Thursday, November 4, 2014  
5:30 – 7:30 p.m.**

**ATTENDANCE:**

In attendance:

*Linda, Buchman, Naycy Chavez, Shikonya Cureton, Katherine Dawson, Ellen Green, Stephanie Hoang, David Humphrey, Penne Irvin, Edna Johnson, Virginia Johnson, Kenneth Jones, Samuel Karns, George Kurisky, Maria Luna, Ana Medrano, Angeliq Moulton, Rachel Miller, Georgia Polley, Karen Rodriguez, Elaine Sorsby, Jerry Van Castreen, Kristina Van Arsdale, Laura Ragsdale Villafior, Leticia Verdinez, Becky Wuerth*

Percent of DIT members in attendance: 58%

**WELCOME:**

Elaine Sorsby – welcomed the DIT

Duncan – touched on his announcement to retire. Focus of the future for him will be on first gen kids into higher education. Board is working on selection process. Announcement was on the 10<sup>th</sup>, board met on the 14 to discuss what a search will look like. Board re-affirmed the T-2-4 goal. They met again to discuss the process for search firm, and agreed to do an RFP for a search firm. They will select a short list and then hope to make a designation of a search firm on the 24<sup>th</sup>. That work will begin in December and January. As of now, Duncan is focused until August 15 to get through process, select someone and allow for transition. That's important. This is a process that most boards don't do a great process at – Fortunately, our board is very strong, work very well together and if any board in Texas can do this right it will be our board. We will also do transition right. The board has in place a good system for operating procedures, selecting officers and will do this well. Duncan is focused on the work of the system until his retirement date.

Walk-through valley oaks last week, set to open on time.

**Question – CTE?**

**DK** – you will see significant expansion of CTE offerings and a more logical approach. Now not everything leads to certification. We have asked CTE folks to identify 10-15 certifications where they could complete certifications while in the system. Examples – culinary, auto tech, pharmacy tech. We want to be able to do those in our setting. Sometimes you cannot take those exams till you are 18. They may not be able to take exams till after graduation....Second would be identifying courses needed for those certifications, and then examine what courses we need to add or drop to get to those certifications – fits certifications and endorsements. Will see expansion of CTE at the home sight. Will make sure everything aligns to certifications.

Is there a plan to build more? Example –may need to build back autotech or welding...

HB5 allows for innovative courses. Key is helping us stay with latest trends/skillsets required and we want to work with partners to do this. Marek Brothers, Memorial Hermann and Group I are the three partners we are working with for now.

**Question** – what’s HCC role?

**Answer** – with HCC we have created a senior level math and la course with Alief that is in the law, offered to seniors not deemed to be college ready. IF they pass, they do not have to do developmental Ed when they get to cc. should be bridge to college algebra. We are also rescoping their enrollment process to help more kids get in. Their current process is cumbersome. We will pick up some responsibilities. Of the 10 steps required, we will pick up some of these supports. Example would be helping with initial enrollment, meningitis shots (considering 11<sup>th</sup>/12<sup>th</sup> grade requirement for booster, which makes them ready for higher Ed.)

Dual Credit – challenge now is enrollment, out of district fees, first gen student who does not have support, and remedial courses. Another example –Pell grants are not approved until late. If they can approve faster, then that would be great.

Monday night – the board will work on to and through recommendations on Monday night. Goal is to decide what we can do now and what needs a lot more discussion.

Rusty will write more articles on this.

DK

Jennifer Blaine reminded the team that they have been working on the teacher evaluation and that the data subcommittee would be presenting.

Dsab and the subcommittee presented. David asked for show of hands of who was here last time. Team introduced themselves (Karen Heeth, Edna,, Ellen) ...want to take step back and talk about where this came from, what parameters are from state, what we proposed and then get guidance and feedback before we move further along.

Shared a slide, “Using Student Performance Data” Dsab reminded everyone that PDAS is going away, and new change from state – state is saying education has changed and we have outgrown PDAS. Need better way to get feedback, more interactive system. D Sab showed a slide....Currently in PDAS, teachers are evaluated based on: schoolwide performance results only, absolute performance, accountability for teachers in STAAR tested subjects, use of data not well defined.

Minimum in new school performance is 20% use of data. Going from system that is based on student growth. Not based on an absolute. Still have to look at measures, but they are based on growth. Currently, only teachers evaluated with data are those with STAAR test. Only 5 high school courses with state accountability attached to them. In the new system, all teachers are held accountable. There are different ways you can do them. Our choices were to either recommend the state T-Test system being piloted this year, that will go live in 16/17 or we can create our own. Use of data is not well defined in current system.

Need feedback. Reminder – we could follow T-test, but we are focusing on T-2-4.

Those in non-tested areas, your input is really critical as we consider looking at this.

DSab – quick review of major pieces.... Three groups of teachers 1. Core teachers with state test assigned, (2) core teachers who are untested, (3) non-core non tested (elective). Also need to consider special ed and esl – they are really core teachers, but would be slightly differently treated.

For core teachers with state test – no pre/post because there is a way to calculate growth ...state calculates growth and EVAS calculates growth.

For core non-tested teacher, example high school chemistry, teach core subject, no test, proposing that there be no additional testing – you would have a year-end common assessment that all district kids would take at the end of the year...same final for all kids at all schools in that subject area. (Some portion of it).... Pre/post would give data so we could show growth. This is an option from the state. Don't want additional test. Fitnessgram might be another type of example for health fitness.

Non-core teacher – Rusty Hess has ideas of how to do...could do pre-/post in almost all of the fine arts, health fitness etc.

We need to get DIT feedback if this is way to proceed.

**Question** – Elaine – Algebra I, kids come in knowing nothing about algebra I, so if you teach them a lot about algebra I but their test scores are not so great, how does that compare to prior year...how would you show growth on EOC test?

**Answer** – EOCs a little tricky. Debbie Silber has prior experience in HISD. EVAS can predict student movement about what they should score if they stayed in certain pattern.

**Elaine** – French I – pretest –final, they would know nothing about....I'm going to show great growth. For foreign language teacher, would be easy. For math teacher, I'm thinking pre-post group is not level playing field.

**Answer** – you would look at growth relative to other teachers in same subject.

**Karen** – we will find out more this year once state does pilot. We are trying to set up what we think is best for our teachers here.

Exit ticket – initial thoughts of concerns so we can address more the next time.

Next Meeting Dates:

Thursday, December 4<sup>th</sup>

Thursday, January 8<sup>th</sup>

Thursday, February 5<sup>th</sup>

Thursday, March 5<sup>th</sup>

Thursday, April 2<sup>nd</sup>

Thursday, May 7<sup>th</sup>