

BOARD DIRECTIVES — MISSION CRITICAL ACTIONS



June 24, 2019 - Board Meeting

CLARITY ABOUT EXPECTATIONS

- The Board is providing, with crystalline clarity, expectations about what CCSD is to achieve (continuation of work with Board consultant)
- What is Job #1?



THREE BOARD GOALS - *DRAFT*

- Performance Goal - By June 2022*, ____% of CCSD students will achieve at or above their grade-level readiness expectations in reading and math.
- Growth Goal - By June 2022*, ____% of CCSD students will grow academically at least one full year from the prior Spring based on grade-level readiness expectations in reading and math.
- Readiness Gap Goal - By June 2024*, ____% of CCSD students will meet college and career readiness expectation levels in reading, math, workplace skills, and on-time graduation as they exit elementary, middle, or high school.

*All goals will have annual interim disaggregated by student subgroups.
All goals will be customized by school based on achievement data.
(Continuation of work with board consultant)



THE LITMUS TEST

EVERY DECISION MAKER SHOULD ASK:

- Will this personnel decision help achieve these goals for my school?
- Does this personnel travel request relate directly to improving student achievement outcomes or well-being?
- How does my School Renewal Plan or spending plan or strategic plan, etc. accomplish these goals?

If I am the final decision maker, ask:

“Will this decision achieve the three goals for my school?”



CASCADING ACCOUNTABILITY

DISTRICT Performance, Growth, Readiness

SCHOOL Performance, Growth, Readiness

GRADE or course Performance

SUBGROUP Analysis

- ❑ Superintendent Evaluation – District goals as one element of evaluation
- ❑ District Administrators' Evaluation – Division goals as one element of evaluation
- ❑ Principals' Evaluation – School goals as one element of evaluation
- ❑ Teacher Progress Review – Student performance as one element for discussion



RECOMMENDED ACTION

Give preliminary approval to the three goals today.

Over the next two months meet with groups in various communities for input.

Target date for final goal approval:
August 26

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TEACHERS



See the Board catalyzing community support for and appreciation of public educators.

Work with a knowledgeable and caring leader who *creates a lively and engaging culture that inculcates a love of learning for both students and teachers.*



TEACHERS

- Receive a daily planning period
- See a starting salary of \$40,000 (with fringe, ~\$53,000)
- Receive relevant, helpful coaching and professional learning supports
- Can access mental health counselors for students in need
- Deepen multi-cultural competence
- Have access to immediate personal health care and counseling needs
- Have opportunities to lead in setting school culture, curriculum, other matters of importance.

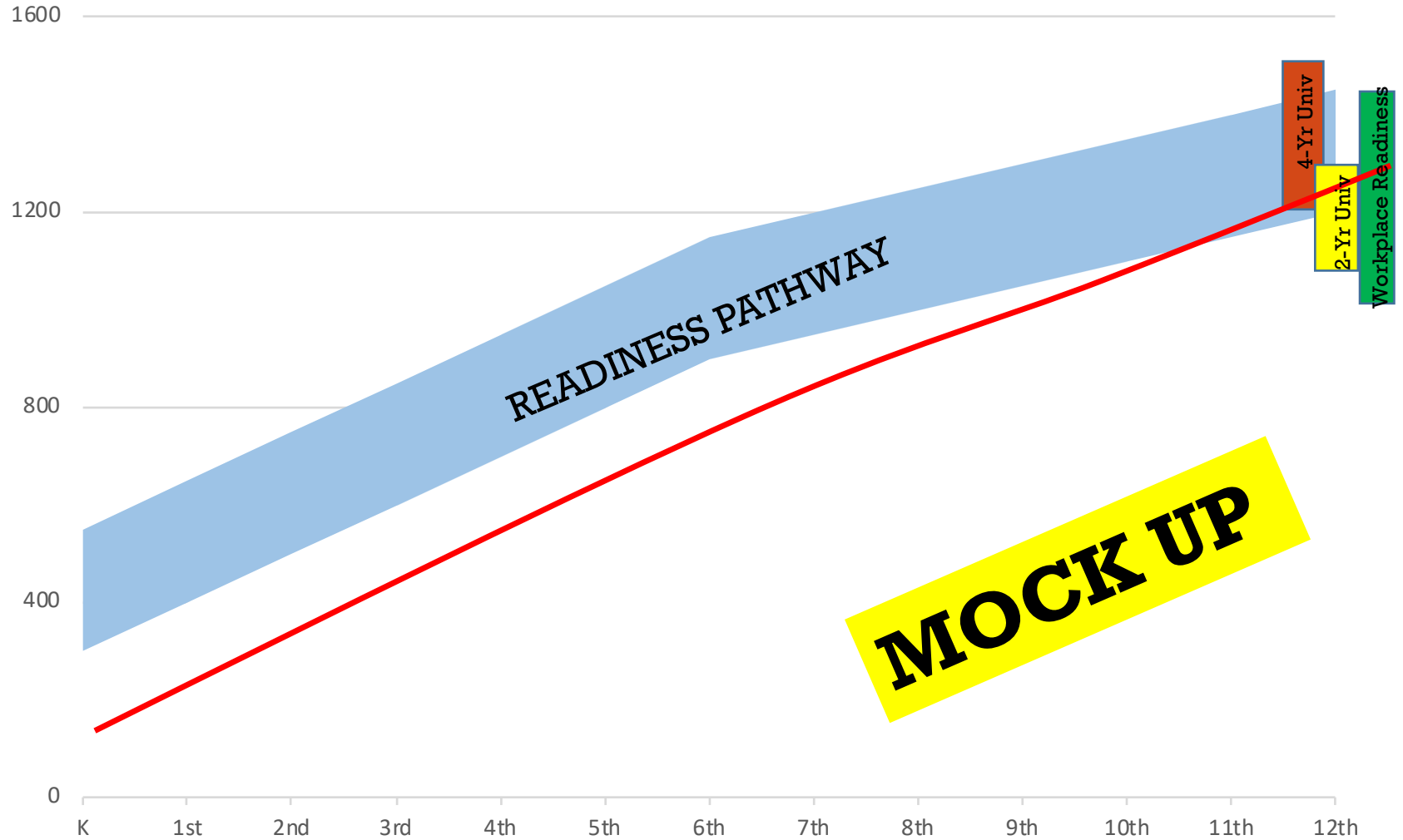


DIRECTIVE 1: STATE EXPLICIT AND MEASURABLE EXPECTATIONS

- ❑ As part of the regional accountability system, begin implementing in Fall 2019 the PreK-12 College and Career Pathways based on achievement and growth in Reading (Lexiles) and Math (Quantiles)
- ❑ Report by school and grade the percentage of students within the Readiness Pathways. Set a goal of 10% reduction per year in the number of students scoring below readiness bands.
- ❑ Refine the progress reports that inform parents where students are performing related to the Readiness Pathways.
- ❑ Continue to build the Regional Accountability System around the Profile of a South Carolina Graduate
- ❑ Establish in Fall 2019 a school-wide incentive program



READINESS PATHWAY PROGRESS REPORT



Readiness Pathways in Reading

Readiness Pathways in Reading

Spring 2019 FastBridge
Risk Category*

*Only 3 levels available for K-1.

Below Readiness Pathway

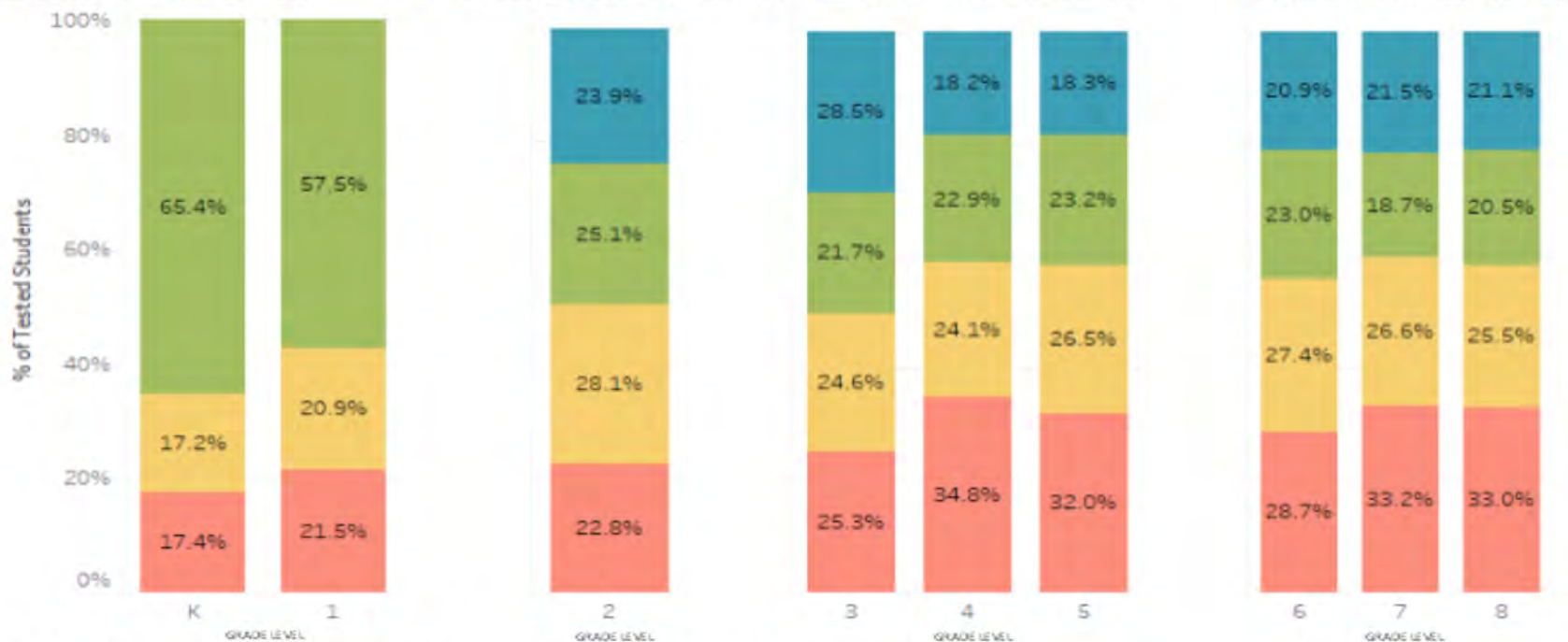
Spring 2019 MAP
Projected
Proficiency Level

Approaches Readiness Pathway

Spring 2019 MAP Lexile

Within Readiness Pathway

Exceeds Readiness Pathway



Spring 2019 Median Lexile vs. Readiness Pathway

2000

MOCK UP

Readiness Pathways in Math

Readiness Pathways in Math

Spring 2019 FastBridge
Risk Category

Spring 2019 MAP
Projected
Proficiency Level

Spring 2019 MAP
Quantile



Spring 2019 Median Quantile vs. Readiness Pathway

1500

MOCK UP

DIRECTIVE 2:

**ENSURE ALL
PERSONNEL
UNDERSTAND
EXPECTATIONS**

- By August 17 all staff will have an awareness of the Board's expectations, the use of Lexiles and Quantiles, and the importance of growth and performance in determining district, school, class progress
- Align district and school professional development in 2019-20 with Readiness Pathway concept as well as Mission Critical and Board Directive items prioritized by the Board (including cultural competence, SEL)
- Provide training to school leadership teams in June, July and August



DIRECTIVE 3: DIRECT ALL HUMAN AND FISCAL RESOURCES TOWARD PRIORITY GOALS

- Engage experts; conduct program evaluations to determine what is working and what is not.
- Build 2020-21 budget around the programs that are showing evidence of positive impacts for students (using both academics and other indicators of well-being)
- Create a longer-term financial plan that:
 - Continues making progress toward equitable resource distribution;
 - Aligns talent, time, and money with what's working
 - Elucidates problems the district will face with Act 388 constraints and increasing costs;





Determine what's working in all Early Head Start - first grade programs.



Create a more effective service model for early learning programs



Analyze what works in the long-term

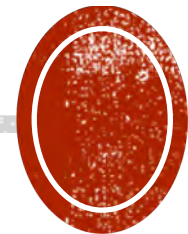
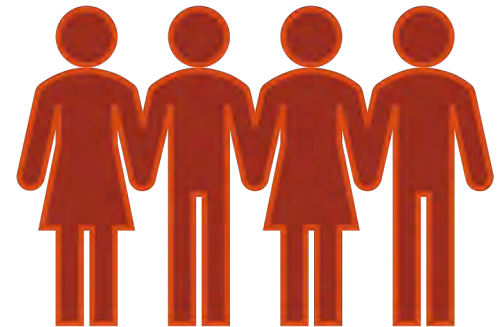
DIRECTIVE 4:

**REDESIGN
EARLY
CHILDHOOD
EDUCATION**



DIRECTIVE 5: PLACE STRONG LEADERS IN EVERY SCHOOL

- Include data related to goals in school and district leader evaluations
- Create a competitive compensation plan in order to recruit and retain leaders; include results-based incentives
- Implement new approach to recruiting
- With TCCC and region, launch a nationally recognized training effort for current and aspiring principals



DIRECTIVE 6: ADDRESS PROBLEMS CREATED BY SCHOOL CHOICE

For 2020-21:

- End partial magnet programs if no longer needed or if they are ineffective
- Revamp and make transparent choice/magnet school criteria and selection processes.
- Address lack of diversity at some choice schools
- Try to work with Constituent Boards to redraw attendance lines as warranted



DIRECTIVE 7: BOLD RECOMMENDATIONS NORTH CHARLESTON

- Mary Ford Elementary Early Childhood Center, 2020
- Northern District 4 Early Childhood Center
- Complete Meeting Street phase-in for Burns Elementary
- Designate a school as an ESOL welcome center, a hub to connect families with collaborating service agencies
- Recommend school mergers to achieve optimal school size and program offerings in North Charleston elementary and middle schools
- Work with impacted families to determine how best to combine small schools



RECOMMENDATIONS: CHARLESTON

- Expand Buist without lowering rigor or expectations; provide additional seats to Charleston students; rethink its status as county-wide magnet
- Partner with Engaging Creative Minds at Sanders-Clyde to implement arts-integrated program, incorporating Meeting Street aspects
- Provide an Early Childhood Center
- By December, 2019 recommend measures to significantly increase both enrollment and achievement at Burke
- Work with impacted families to determine how best to merge schools to utilize existing school space in order to expand effective programs
- Address multiple middle school size challenges



RECOMMENDATIONS: D9 AND D10

West Ashley (District 10)

- Implement *Code to the Future* at Stono Park to start a strong K-12 coding/computer science program in D10
- Work with impacted families to recommend measures to improve middle school outcomes
- Explore possibility of partnership with College of Charleston for dual-credit scholars' program at West Ashley High school that would serve multiple attendance areas

John's and Wadlamaw Islands (District 9)

- Make Haut Gap Middle a 6-8 school to serve District 9 students (2020-21)
- Involving impacted families, determine elementary school needs and attendance patterns



RECOMMENDATIONS: COUNTYWIDE

- Consolidate Montessori Middle schools into one site
- Expand School of the Arts by moving either the middle or high school to another site. Revamp admissions criteria to distribute the newly-created seats more equitably
- Work with Academic Magnet alumni to modify selection process to increase diversity without lowering rigor
- Provide services to address the needs of chronically disruptive students
- Provide extended-year programs to students with greatest need
- Bolster services to serve students with dyslexia
- Deepen CCSD personnel's multi-cultural competence
- Expand access to mental health counseling for students



DIRECTIVE 8 : CONSIDER PROVEN INNOVATIVE SCHOOL APPROACHES

- By Fall 2019 implement an RFP process for successful, evidence-based approaches that have produced better student achievement
- These are partnership schools . . . not more lottery-based charters.



DIRECTIVE 9:

2020 REFERENDUM



Prepare a new master plan proposal to provide more equitable, comprehensive learning experiences

- Consider facility needs as a result of Mission Critical and Board Directives
- Involve parents of impacted students
- Accomplish other construction needs for optimal school size and safety
- Reduce the backlog of building maintenance and technology projects





Board training; governance structure



Board focus on student outcomes and Mission Critical actions



Revise the CCSD Strategic Plan



Implement quick correction cycles to improve learning



Engage students more effectively



Commit resources equitably



Involve families; stakeholders

DIRECTIVE 10:

ADVANC-ED CLEMSON, SHARED FUTURE ADVICE



POSSIBLE ACTIONS TODAY TO SUPPORT COMMUNITY MISSION CRITICAL PRIORITIES

Community Recommendations	Actions the Board Could Take Today
• Choice	1. Direct staff to bring recommendations for significant change re: magnet/choice to Board by October 2019
• Social/Emotional Support	2. Direct staff to expand student access to mental health counselors for 2019-20 school year
• Cultural Competence	3. Direct staff to arrange cultural competence training for all personnel by August 20, 2020
• Innovative Schools Effort and Management	4. Direct staff to implement RFP process for effective school approaches. Involve Board, family representatives and educators in vetting process.
✓ School Leadership	✓ CCSD is part of TCCC regional professional learning program. >20 sitting and aspiring principals will participate, starting this summer





NEXT STEPS

- Staff continues work with educators and families
- In August, Board selects other high priority areas for action
- Determine how to increase CCSD's capacity to carry out this work

