



GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**DATE, TIME, LOCATION: THURSDAY, MARCH 8, 2012, 6:30 PM
SPECIAL MEETING OF THE BOARD OF TRUSTEES
ADMINISTRATION BUILDING BOARD ROOM
4544 INTERSTATE 10, BAYTOWN, TEXAS**

AGENDA

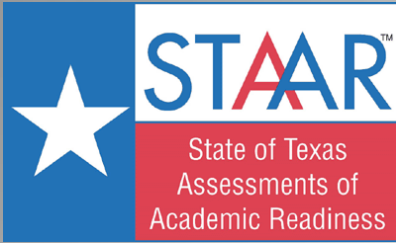
1. CALL TO ORDER/DECLARATION OF QUORUM
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If, during the course of the meeting, any discussion of any item on the Agenda should be held in Closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapter D and E.

If you require special assistance or the provision of an auxiliary aid or device during this event, please contact Noemi Garcia in the Superintendent's Office at 281.420.4816 at least 48 hours prior to the event.

CITIZENS' PARTICIPATION

Citizens who have registered with the recording secretary may address the Board on matters other than the character of any student, staff, or Board member. The item addressed by the speaker may not have been posted in accordance with the Texas Open Meetings Law. Board members may only listen to the individual's statement and may not discuss the item with the patron or take action on any matter not on the agenda. Each individual heard shall be allotted no more than five minutes for the presentations; however, if more than six citizens register to address the Board, more time may be given by a majority vote of the Board.



STAAR/End-of-Course Assessments

Goose Creek CISD
Board Workshop
March 8, 2012

GCCISD STAAR/EOC POLICY COMMITTEE

- **Diana Cox** – Executive Director of Curriculum & Instruction
- **Holli Malloy** – Director of Curriculum & Instruction
- **Suzanne Heinrich** – Executive Director of School Administration
- **David Yannotta** – Director of Assessment & Accountability
- **Don Beck** – Principal, Ross S. Sterling High School
- **Bruce Davis** – Principal, Robert E. Lee High School
- **Al Richard** – Principal, Goose Creek Memorial High School
- **Karen Smithson** – Principal, Impact Early College High School
- **Michelle Verdun** – Principal, Peter E. Highlands
- **Matt Bolinger** – Academic Dean, Robert E. Lee High School
- **Julie McReynolds** – Academic Dean, Ross S. Sterling High School
- **Fred Steubing** – Academic Dean, Goose Creek Memorial High School
- **Janci Alexander** – Director of Guidance & Counseling
- **Steve Koester** – Director of Educational Technology
- **Candy Ochoa** – Science & Health Coordinator
- **Jessica Tracy** – ELA & Foreign Language Coordinator
- **Taunya Breaux** – Social Studies Coordinator
- **Jeanette Edmiston** – Interim Math Coordinator

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

- More rigorous than TAKS; greater emphasis on alignment to college and career readiness
- Grades 3–8 tests are in same grades and subjects as TAKS
- High school - twelve end-of-course (EOC) assessments in the four foundation content areas replace the current high school TAKS tests

STAAR/EOC

- STAAR/EOC assessments replace TAKS.
 - Current 10th – 12th grade students must still meet the Exit Level TAKS requirements for graduation.
- EOC assessments are required for any student enrolled in and completing a high school course that has a related assessment
 - EOC assessments are aligned to the taught curriculum
 - EOC assessments measure readiness for college and career success

How does STAAR/EOC differ from TAKS?

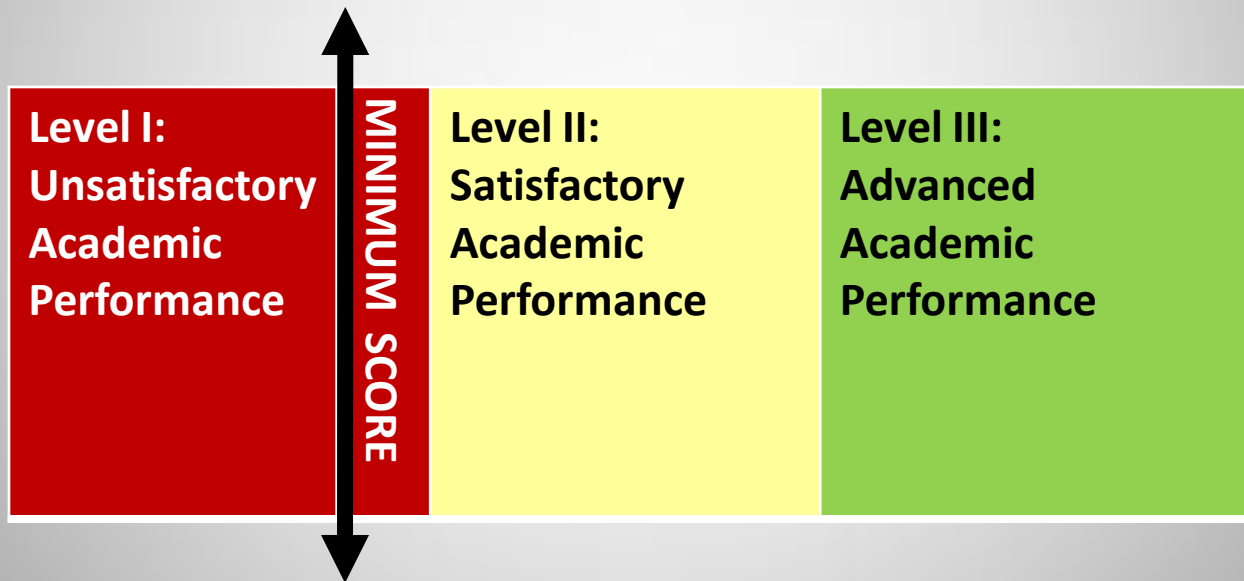
- Under TAKS
 - two tests in 9th grade
 - four tests in both 10th and 11th grade
 - required to pass four exit-level tests given in 11th grade to meet graduation requirements
- Under STAAR, students will take 12 STAAR/EOC assessments
 - English I, English II, English III
 - Algebra I, Geometry, Algebra II
 - Biology, Chemistry, Physics
 - World Geography, World History, U.S. History

How does STAAR/EOC differ from TAKS?

- In reading, greater emphasis will be given to critical analysis rather than to literal understanding
- In writing, students will be required to write two essays instead of one and EOC assessments will be administered over two days
- In science and math, the number of open-ended (griddable questions) will increase

Performance Categories

Students must reach at least the minimum score.



Grading Requirements

- Beginning with the 2012-2013 school year, the EOC score will count 15% of the student's final grade in the course.
 - 15% Grade Deferral
 - Official notification received from TEA on February 22, 2012 to modify the House Bill 3 transition plan
 - Gives public school districts the ability to defer the implementation of the statutory provision that requires performance on an EOC assessment to count as 15% of a student's final course grade
 - GCCISD must notify TEA of the local decision by May 1, 2012.
 - One-Year deferral only: will not apply in 2012-2013

Grading Requirements

Beginning 2012-2013

- Course credit, including first semester, will not be awarded for courses requiring an EOC exam until receipt of EOC scores
- Students may retake an EOC exam at any time according to the testing schedule
- If a student retakes an EOC assessment to gain credit for the course, the District will include the retake score as 15% of the final course grade
 - This option will only be available if the student retakes the EOC assessment during the scheduled summer testing administration of the current school year.

Grading Requirements

- Students who do not have a passing average in the course will need to retake the course
- Students who do not meet the minimum standard for the EOC will need to retake the EOC
 - SUMMER (July 9-July 13)
 - FALL (November and December)

STAAR/EOC Grading Policies & Procedures

2012-2013

<p>Converting Raw EOC Scores</p> <p>Level 1 – Unsatisfactory Level 2 – Satisfactory Level 3 – Advanced Academic</p>	<p>Level 1 = 69 Level 2 = 89 Level 3 = 99 Perfect Score = 100</p>
<p>FINAL COURSE GRADE</p> <p>Course - 85% EOC - 15%</p>	<p>1st Sem = 42.5% EOC Test = 7.5% 2nd Sem = 42.5% EOC Test = 7.5%</p>
<p>READING/WRITING</p>	<p>Each test calculated at 7.5%</p>
<p>RETAKES</p> <p>For Course Credit</p>	<p>Will include retake score in the student's average if the student retakes the EOC assessment during the scheduled summer testing administration of the current school year. After the summer administration retake scores will not be calculated into final grades.</p>
<p>GPA/Class Rank</p>	<p>EOC first administration scores will be calculated for final grade/ GPA/class rank purposes *exception of retakes as noted</p>
<p>Course Credit/Provisional Grades</p>	<p>Will not be awarded until receipt of EOC scores. First semester scores will be provisional until receipt of EOC scores.</p>

Graduation Requirements (Cumulative Score)

- A cumulative score in English, Math, Science and Social Studies is required for graduation

Examples:

English 1 + English II + English III \geq Cumulative Score

Algebra 1 + Geometry + Algebra 2 \geq Cumulative Score

Biology + Chemistry + Physics \geq Cumulative Score

World Geography + World History + U.S. History \geq Cumulative Score

- A student must achieve at least a minimum score in order for the score to count toward the cumulative average

Graduation Requirements (Cumulative Score)

- Scores below the minimum standard will not count toward the cumulative score
- Students scoring below the minimum standard
 - must receive remediation
 - must retake the assessment

Graduation Requirements (Cumulative Score)

- Students scoring at the Minimum Performance Level will be highly encouraged to retake assessments until a “Satisfactory” or “Advanced” performance score is obtained
- Cumulative score requirements do not apply to students taking STAAR Modified or STAAR Alternate

Cumulative Score

(Hypothetical Example)

- Assume Satisfactory Academic Performance in Math is a scale score of 700 points
 - To graduate, a student who takes all 3 STAAR/EOC tests in Math would need to achieve a Cumulative Score of 2100 points ($3 \times 700 = 2100$)
- Assume the Minimum score is a scale score of 600 points

Cumulative Score (Math Example)

	Student A	Student B	Student C	Student D
Algebra I	800	650	800	8 th grade 2010-11
Geometry	500	700	650	700
Algebra II	800	700	700	700
<i>Apparent CS</i>	2100	2050	2150	1400
Actual CS	1600	2050	2150	1400
Met CS in Math?	No	No	Yes	Yes
Reason	Did not meet Minimum Score in Geometry	Could retake any math test to raise CS		

Graduation Requirements

Distinguished High School Plan

- 12 STAAR/EOC Assessments
- Meet the cumulative score requirement in each of the 4 content areas
- Achieve Level III (Advanced Academic Performance) on the College and Career Readiness Component of the
 - English III assessment and
 - Algebra II assessment

Graduation Requirements

Recommended High School Plan

- 12 STAAR/EOC Assessments
- Meet the cumulative score requirement in each of the 4 core content areas
- Achieve Level II (Satisfactory Academic Performance) on
 - English III assessment and
 - Algebra II assessment

Graduation Requirements Minimum High School Plan

- Cumulative score is based on the number of courses taken for which there is a STAAR/EOC Assessment
- Cumulative score requirement may vary by subject area

Special Populations

- The STAAR Modified assessments will cover the same content as the general STAAR assessments, but they will be modified in format and test design
- The STAAR Alternate assessments will be similar in design to TAKS-Alt assessments. Students will continue to perform standardized assessment tasks linked to the grade-level TEKS that measure student progress on skills aligned with the academic grade-level content standards
- The new STAAR Alt and Modified assessments will reflect the same increased rigor and focus of the general assessments

Special Populations

- STAAR L is the linguistically accommodated version of STAAR
- STAAR L is for math, science, and social studies. There is No STAAR L for reading and writing
- STAAR L eligibility
 - Student is in first 3 years in U.S. schools
 - Student has not yet reached advanced high rating on TELPAS reading test
- LPAC is responsible for obtaining teacher input and making assessment and linguistic accommodation decisions for ELL students
- For ELL students served by special education, the ARD committee and LPAC will work in conjunction to make these decisions

STAAR/EOC Testing Calendar

- EOC Assessments – 1st Administration

- English 1 – Writing – March 26

- English 1 – Reading – March 27

- *Make-up testing – March 28-30

- Algebra I – May 8

- Biology – May 9

- Geometry – May 10

- World Geography – May 11

- *Make-up testing will be available – Dates TBD

COMMUNICATION PLAN

- High School Teachers/Staff
 - March 22nd Thursday Morning Staff Meetings
- High School Students
 - March 23rd Advisory
- Junior School/8th Grade Students
 - April 30th @ 9th Grade Orientation
- 8th & 9th Grade Parents
 - March 22nd @ 6:30pm at GCM, REL, RSS
- Website/Newspaper

Questions???



SCHOOL BOARD AGENDA ITEM SUMMARY

March 8, 2012

SUBJECT: **CONSIDERATION OF STATE OF TEXAS ASSESSMENTS OF
ACADEMIC READINESS/END-OF-COURSE (STAAR/EOC)**

RECOMMENDED ACTION: Approve the one-year deferral of the STAAR/EOC 15%
grading requirement policy until 2012-2013 school year.

RATIONALE: The Commissioner of Education has given the public schools the ability to
defer the implementation of the EOC 15% grading requirement. Notification
must be provided to the TEA not later than May 1, 2012.

BUDGET PROVISIONS/ACTION REQUIRED: None

RESOURCE PERSONNEL: Dr. Toby York
Ms. Diana Cox
Mrs. Holli Malloy



To: District Superintendent and Policy Contact

From: TASB Policy Service

Date: February 23, 2012

STAAR Policy Alert: Option to Defer the 15 Percent Provision

Background

As part of the new State of Texas Assessments of Academic Readiness (STAAR) program, Education Code 39.023(c) requires districts to have local board policy stating that an end-of-course (EOC) assessment score counts as 15 percent of a student's final course grade. TEA's resource page on STAAR is available at <http://www.tea.state.tx.us/student.assessment/staar/>. In implementing this 15 percent requirement, some districts revised up to three local policies: EI(LOCAL) addressing partial credit for courses with an EOC assessment; EIA(LOCAL) addressing grading and retakes for EOC assessments; and EIC(LOCAL) addressing class rank calculations and EOC assessments.

Recent Developments

On February 17, 2012, Commissioner of Education Robert Scott announced that he is modifying the [House Bill 3 Transition Plan](#) to give school districts the ability to defer implementation of the statutory provision that requires performance on an end-of-course (EOC) assessment to count as 15 percent of a student's final course grade.

Each district will need to decide whether to defer the 15 percent provision. Districts that decide to defer the 15 percent provision may do so only for the 2011–12 school year and must notify TEA of that decision **by May 1, 2012**. The superintendent or another district-level administrator authorized by the superintendent must notify TEA of the district's decision by sending a brief email to the commissioner at: commissioner@tea.state.tx.us. See TEA's [To the Administrator Addressed Letter](#) dated February 22, 2012.

At this point, the requirement in Education Code 39.023(c) for districts to have local board policy stating that an EOC assessment score counts as 15 percent of the final course grade is still in place for the 2012–13 school year. However, given the number of legislators that have indicated a desire to change the current statutory provisions on EOC assessments, a legislative change seems likely during the 83rd Legislative Session and could affect whether districts are required to count EOC assessments as 15 percent of a student's grade for the 2012–13 school year.

Local Policy Decisions

The impact of Commissioner Scott's decision on your district's local policies will depend on what action, if any, your board has already taken regarding EOC assessments and the 15 percent provision.

- If your district has adopted policy on EOC assessments and the 15 percent provision and does not wish to defer the 15 percent provision or make any other policy changes, no action is required. Please note, however, that if you adopted policy before TEA's August 26, 2011, Question and Answer document and have not yet revised your policy in response, you should contact your policy consultant.
- If your district has adopted policy on EOC assessments and decides to defer the 15 percent provision for the 2011–12 school year, the district has several options regarding the policies currently in place. (Keep in mind that although there is no requirement for a district to include a statement in policy reflecting that the district will defer the 15 percent provision, some type of board action will be necessary to document that current policy provisions will not apply this school year.)
 - The district could choose to adopt a resolution suspending the district's policies on the 15 percent provision for the 2011–12 school year. As mentioned above, this may affect multiple policies. The advantages of suspending rather than altering the district's current policies are that the district will have policy in place for the 2012–13 school year, for which a deferral is not available, and, if the law is not changed in the next legislative session, the district will not need to take further action regarding its board policy. A sample resolution is attached below.
 - Alternatively, the district could choose to delete all local policy on the 15 percent provision in anticipation of potential legislative changes during the 83rd Legislative Session. Again, this may require revisions to multiple policies.
- If your district has not yet adopted policy on EOC assessments and the 15 percent provision and you wish to defer the 15 percent provision, you still need to consider how the district will implement the 15 percent provision for the 2012–13 school year, should the 83rd Legislature not change the law regarding EOC assessments. You could choose to adopt policy effective for the 2012–13 school year or wait to see what happens in the legislative session.

If your district wishes to make changes to any of its policies, please contact your policy consultant at 800-580-7529.

RESOLUTION OF THE BOARD TO SUSPEND PORTIONS OF [adjust as necessary: EI(LOCAL), EIA(LOCAL), and EIC(LOCAL)] FOR THE 2011–12 SCHOOL YEAR ONLY

WHEREAS, section 39.023(c) of the Texas Education Code requires a school district to adopt a policy that requires a student’s performance on an end-of-course (EOC) assessment instrument to account for 15 percent of a student’s final grade for the course.

WHEREAS, _____SD local policy at [adjust as necessary: EI(LOCAL), EIA(LOCAL), and EIC(LOCAL)] includes provisions on EOC assessments to satisfy this statutory requirement and address other provisions related to how the district will implement this statutory requirement.

WHEREAS, the Commissioner of Education has given school districts the ability to defer implementation for the 2011–12 school year of the statutory provision that requires performance on an EOC assessment to count as 15 percent of a student’s final course grade.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of _____SD shall suspend for the remainder of the 2011–12 school year portions of the following codes: [Adjust codes, margin notes, and text below as appropriate.]

- EI(LOCAL), at EXCEPTION, addressing partial credit for a course in which an end-of-course assessment is required;
- EIA(LOCAL), at END-OF-COURSE ASSESSMENTS, requiring a student’s performance on an EOC assessment to count for 15 percent of a student’s final grade for the course and addressing other related provisions regarding the 15 percent provision; and
- EIC(LOCAL), at END-OF COURSE ASSESSMENT SCORES, addressing EOC assessments and calculation of class rank.

Adopted this ____ day of _____, _____, by the Board of Trustees.

President

Secretary

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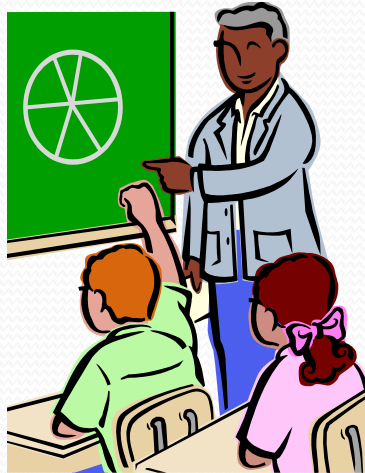
If you need assistance accessing any of the policy resources available through your myTASB account or if you would like to be removed from this mailing list, please contact Susan Acevedo at susan.acevedo@tasb.org.

Dress for Success

Goose Creek CISD Standardized Dress Code Review

The Function of a Student Dress Code

- Safety first and foremost
- Reduce discipline
- Maintain classroom decorum
- Reduce distractions
- Support educational focus
- Prepare students for transition from school to work



History of Standardized Dress in Goose Creek CISD

- The origination of standardized dress in GCCISD began with concerns at Horace Mann Jr. concerning students displaying gang affiliation through colors and styles of clothing. The institution of standardized dress at Horace Mann was such a success that other campuses wanted to have it as well.
- Prior to 2007, the process of having standardized dress established for a campus included parent input, staff input, a recommendation from the campus administration, and approval by the Board of Trustees.
- Currently, the student/parent handbook on page 15 states: “any new campus that opens in GCCISD after April 23, 2007, will be subject to the standardized dress code approved for schools of its grade levels. Students at these campuses are expected to comply with the standardized dress code every day.”
- Administrative Guideline 6.17 outlines the district’s standardized dress code.
- The adoption of the Board guidelines for standardized dress in 2007, included discussion of the increase of economically disadvantaged students across the district.
- Currently, 63.63% of the student body of GCCISD qualifies as economically disadvantaged under TEA guidelines. (Elementary: 70%, Junior School: 64%, High School: 60%)
- Additionally, 46.7% of the student body of GCCISD qualifies as “at risk” under the TEA guidelines.

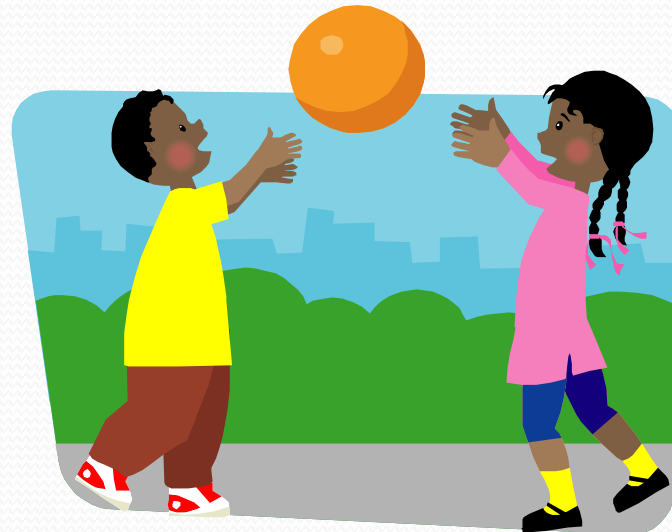
Standardized Dress Code for Participating Elementary Schools

- Pants/Shorts/Skirts/Dresses/Jumpers/Skorts
 - ❑ Blue denim
 - ❑ Black denim
 - ❑ Navy
 - ❑ Khaki (tan)
- *Markings on pants may only include brand name labor or brand logo not to exceed a total area of 3"x4". No other designs, emblems, or insignias are permitted on pants, shorts, skirts, jumpers, and skorts. Leggings must be solid in color, must extend below the knees, and must be worn with appropriate pants, shorts, skirts, jumpers, or skorts.*
- Tops/Shirts/Blouses
 - ❑ Button front style
 - ❑ Turtle neck
 - ❑ Polo style(pullover shirt with a collar)
 - ❑ Sweatshirts (pullover with banded waist)



Standardized Dress Continued

- ❑ Pocket tee style (crew neck style shirts)
- ❑ Sweaters (pullover and button-front)
- ❑ Spirit shirts
- *All acceptable tops, with the exception of spirit shirts, must be solid in color with no brand logos, imprinted decorations, insignias, or other markings.*



Elementary Schools with Standardized Dress

- ❖ Ashbel Smith
- ❖ Bowie
- ❖ Carver
- ❖ DeZavala
- ❖ Harlem
- ❖ Highlands
- ❖ Hopper
- ❖ Lamar
- ❖ San Jacinto
- ❖ Victoria Walker



Elementary Schools without Standardized Dress

- Alamo
- Austin
- Crockett
- Travis



Standardized Dress Code for Participating Junior Schools

- Pants/Shorts/Skirts/Dresses

- ❑ Blue denim
- ❑ Black denim
- ❑ Navy
- ❑ Khaki (tan)

- Tops/Shirts/Blouses

Tops are similar but are specific as follows:

Cedar Bayou Jr.

- ✓ Shirts, sweaters, and hoodies must be solid white, blue, yellow/gold or grey
- ✓ All outer shirts must be collared and have a minimum of two buttons
- ✓ No logos larger than 1"x1"

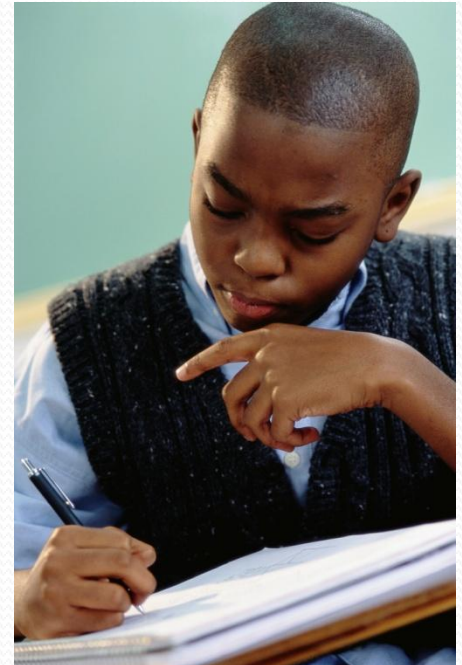
Gentry Jr.

- ✓ Shirts, sweaters, sweatshirts must be solid white, navy, gray, black, orange, or beige
- ✓ Shirts can be button-front, polo-style pullovers, or turtleneck pullovers
- ✓ Shirts may not have logos

Junior School continued

Horace Mann Jr.

- ✓ Shirts are color coded by grade level: 6th grade wears white; 7th grade wears grey; and 8th grade wears green
- ✓ Shirts may have a logo of 1-2 square inches



Junior School Dress Code

With standardized dress:

Cedar Bayou Jr.

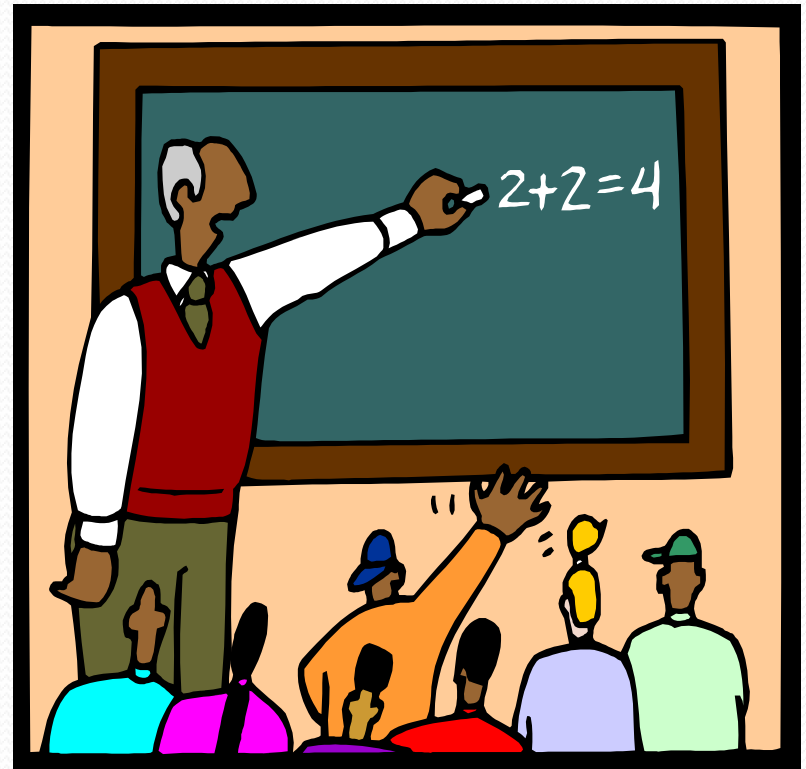
Gentry Jr.

Horace Mann Jr.

Without standardized dress:

Baytown Jr.

Highlands Jr.



When students move within the district:

Elementary Schools

- When students move between standardized dress elementary campuses there are no clothing issues.
- When students move from standardized dress elementary campuses to non-standardized dress campuses there are no clothing issues.
- When students move from non-standardized dress campuses to standardized dress campuses, parents do need to provide different clothing. Campuses and parents have access to clothing pantries and Bay Area Resource Center clothing vouchers. (There are two sets of vouchers – one set is funded by the United Way and one set is funded by the City of Baytown.)

When students move within the district:

Junior Schools

- When students move between standardized dress campuses students may need new shirts, but pants are not an issue. (All three campuses have clothing pantries and issue at least one spirit shirt.)
- When students move from standardized dress campuses to non-standardized dress campuses there are no clothing issues.
- When students move from non-standardized dress campuses to standardized dress campuses, shirts are usually an area of need. Since blue jeans are acceptable, pants are not an issue. (All campuses have clothing pantries and issue at least one spirit shirt.)

Dress Codes in Surrounding Districts

District Name	All Campuses Standardized Dress Code	Mixed - Standardized and Traditional Dress Code	Traditional Dress Code Only
Alvin ISD 38% AR 54% ED 6% MR	X (no jeans)		
Channelview ISD 63% AR 79% ED 11% MR		X	
Clear Creek ISD 26% AR 25% ED 9% MR		X	
Deer Park ISD 34% AR 44% ED 11% MR			X
Ft. Bend ISD 41% AR 36% ED			X
Galena Park ISD 54% AR 78% ED	Elementary through Middle School		High Schools
Humble ISD 30% AR 34% ED 17% MR			X
La Porte ISD 37% AR 48% ED			X (restrictive to address gang activity)
Pasadena ISD 58% AR 78% ED	X		
Pearland ISD 29% AR 27% ED 10% MR	X		
Goose Creek CISD 47% AR 64% ED 25% MR	43	X	