

Winter 2010 Meeting: Summary of Group Discussions

Results of February 26, 2010 Meeting

Report Created on March 3, 2010

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Overview

Overview

- 21 districts participated in the TCSR Winter 2010 meeting held on February 26
- Districts were provided two sets of discussion questions:
 - On-Track to Graduate Indicator
 - Included 4 questions (all open-ended)
 - Framework for Action questions
 - Included 12 questions (most open-ended with 2 yes/no)
- District Response:
 - Several districts answered all questions
 - Some answered sporadically
 - Others did not answer any questions
- Responses are in no particular order and are not identified by district

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Key Findings

Key Findings: On-Track Questions

- Districts responses vary when it comes to (*see all comments*):
 - The practices used to target at-risk students
 - How they identify those students, and
 - How they track and evaluate their practices
 - 4 districts say they do not do this
- Districts intervene with students at varying levels, but more than 1/3rd begin at the 9th grade (some districts provided multiple comments):
 - 9th grade plus (6 comments)
 - Elementary levels (4 comments)
 - Middle levels (4 comments)
 - All grades (3 comments)
 - After 9th grade (3 comments)
 - After they drop out (1 comment)

Key Findings: Framework Questions

- Comments varied, but districts identified the **sharing of information—especially with other districts—as a *major benefit*** to gain from TCSR
 - Other benefits included increasing awareness of what is going on in the field and in other districts
 - Lessons learned from other districts
 - Access to key research and data
- About 1/4th of the districts saw themselves in the “Expanding” phase
 - Some identified as being in multiple categories or still determining

Key Findings: Framework Questions (*continued*)

- More than ½ of all respondents prefer a consortium that is **multi-district and by topic**
 - Districts also like diversity across the states but some like a geographic match (e.g., large to large, similar demographics, etc.)
- District comments varied on how practitioners can best participate as leaders in defining and conducting research (*see all comments*)
- 11 of 21 participating districts expressed interest in participating in a TCSR planning committee

Key Findings: Framework Questions (*continued*)

- College-related research was the topic districts were most interested in pursuing including:
 - Indicators
 - Workforce/career/vocational training and readiness
 - First generation college students
- Other topics included preparation for math, science, and reading
- Respondents found the district **presentations and research information** (data and presentations) to be *most valuable*
- Only about 1/3rd of all districts self-identified as having a district team that meets and discusses research/issues on College Readiness

Key Findings: Framework Questions *(continued)*

- Districts varied on how they share information (*see comments*)
- The following were identified as the *best ways* for TCSR to disseminate research findings:

Rating	Method
1st Choice <i>(6 comments)</i>	<ul style="list-style-type: none"> •Email •Website
2nd Choice <i>(5 comments)</i>	<ul style="list-style-type: none"> •Meetings •Newsletter (prefer electronic)
3rd Choice <i>(4 comments)</i>	<ul style="list-style-type: none"> •Webinar •Publications (links to)
Other	<ul style="list-style-type: none"> •Press releases, twitter, blogs, conferences, Blackboard, Moodle, etc.

One guest commented:
"If I just go this in the mail, it sits in a pile on my desk of things I want to read."

- Districts varied on how best to selected TCSR topics (*see comments*)

On-Track to Graduate Indicator

Responses to 4 Questions

Q1: What practices do you currently have in place to target students who are at-risk of not graduating on time (off-track)?

Comments
<ul style="list-style-type: none">•On-track indicator since 2008•DEWS—warning system—students at risk of getting off-track or dropping out
<ul style="list-style-type: none">•Data tracking of all students, all grades, data digs; Intensive monitor of data and instructional practices/interventions•HS completion specialist and 2nd Chance coordinators•Prepare to Dream; Dropout recovery grant•PD tied to data; Data tied to CIP as well as target schools•Academic coaches; Parent meetings/conference•Open enrollment for upper level classes AP; High school of choice; Newcomer centers; PGP•Credit recovery online
<ul style="list-style-type: none">•Graduation team—works with high school campus personnel on a monthly basis examining data at the individual/student level•Credits, attendance, and discipline examined as TAKS passing by subject•Night school/night TAKS review
<ul style="list-style-type: none">•Advisory classes help students monitor academic progress (using student-level reports) and make plans for and after graduation•Use of district data dashboards (6 week periods) to identify at-risk students•Drop out prevention specialists monitor attendance issues and follow up•Monitoring of student graduation plans•DELTA (credit recovery) program•Tutor programs

Q1: What practices do you currently have in place to target students who are at-risk of not graduating on time (off-track)? *(continued)*

Comments
<ul style="list-style-type: none">•Summer school•Before and after school classes•Computer instruction•Credit by exam•Optional extended school day
<ul style="list-style-type: none">•There are campus efforts that vary from campus to campus•One campus did neighborhood walk to get students back in school to the School Start Window closing date•District efforts include Progressive High School which allows students to catch up on credits•Acceptance at PHS is by application only•Data teams help identify students who are not successful and get them into interventions
<ul style="list-style-type: none">•4-year graduation plan counselors monitor•Academic teams/teaming to plan for struggling students (9th/10th grade)•In development: Early warning system for drop-out
<ul style="list-style-type: none">•Attendance•Grades (pass/fail); TAKS scores•Discipline records•Team meetings•Relevant pull-outs; RTI•Success Academy, ACE, Night School•Secondary schools assign APs by content areas•Mentoring program

Q1: What practices do you currently have in place to target students who are at-risk of not graduating on time (off-track)? *(continued)*

Comments
<ul style="list-style-type: none">•Optional flexible school day (OFSD)•HOPE Contract-on-site day care center•Mentorship program•9th grade transition program, 9th grade teaming
<ul style="list-style-type: none">•Parental department•Monitoring daily attendance, course completion, dropouts, at-risk, etc.•New Directions is program designed to look at at-risk students at high school level. Addresses middle school at-risk students. Students have retreats, field trips, workshops, and are given an opportunity for scholarship credit recovery; 8th grade initiatives; dedicated counselors
<ul style="list-style-type: none">•Graduation coaches•Drop out specialists•Identify overage students-HSAA•Credit recovery•Extended school year, Twilight School, High School Ahead Academy; Expectation Grad
<ul style="list-style-type: none">•Data tracking of all students, all grades, data digs; Intensive monitory of data and instructional practices/interventions•HS completion specialist and 2nd Chance coordinators•Prepare to Dream; Dropout recovery grant; Credit recovery online•PD tied to data; Data tied to CIP as well as target schools•Academic coaches; Parent meetings/conference•Open enrollment for upper level classes AP; High school of choice; Newcomer centers; PGP

Q1: What practices do you currently have in place to target students who are at-risk of not graduating on time (off-track)? *(continued)*

Comments
<ul style="list-style-type: none">•Counselors check grades, TAKs scores, and number of credits
<ul style="list-style-type: none">•Year end (ranking)•PGP-flag for credit intervention-current year through semester•Flag-Instr/credit•Year entered 9th grade field—because of class rank issues
<ul style="list-style-type: none">•Expand summer school•Credit accumulation•LEP/SE/Summer bridge programs•Targeted counseling intervention•9th grade and student success coaches•Data: CMS, identifying and tracking data, leavers, administrative no shows
<ul style="list-style-type: none">•Data portal (s4s) presents all student assessment•History to campuses and parents•Interventions-campus specific (some campuses share practices)
<ul style="list-style-type: none">•Graduation plans and monitoring course credits•TAKS•Attendance•Discipline

Q2: How do you currently identify off-track students?

Comments
<ul style="list-style-type: none">•By on-track indicators and DEWS
<ul style="list-style-type: none">•Number of credits earned calculated from transcripts
<ul style="list-style-type: none">•From analyses in Q1•Starting "Prevent" Software•Alternative high school
<ul style="list-style-type: none">•We identify at-risk students through state comp (reporting purposes...not intervention), but this is using TAKS indicators
<ul style="list-style-type: none">•Cognos (credits, discipline, attendance)•Grade report meetings•PLC•2nd chance coordinator reviews weekly (dropout and potential dropouts)•Benchmarks and common assessments (70% as target)
<ul style="list-style-type: none">•Assessment scores•Course success•Attendance
<ul style="list-style-type: none">•Informally (TAKS, grades, etc.•Exit retest (formally) and credit•Recovery

Q2: How do you currently identify off-track students? (*continued*)

Comments
<ul style="list-style-type: none">•The Accountability Department shares TEA generated cohort lists with each high school campus along with suggestions on how to use the lists to identify students who are no longer in their initial graduation cohort•Also provides each high school campus with a Completion Prediction List from Strozeski Enterprises along with guidance in using it to predict a campus' completion rate
<ul style="list-style-type: none">•Do not currently have a monitoring system in place•Counselor and teachers monitor individually•School/Truancy intervention
<ul style="list-style-type: none">•Common assessment scores•TAKS scores•Credits earned•Look at data—grades, attendance, retention scores
<ul style="list-style-type: none">•Through PEIMS at-risk criteria•Bottom quantiles of 8th grade students going to high school
<ul style="list-style-type: none">•Attendance•Language•Overage students•TAKS failure
<ul style="list-style-type: none">•Discipline, TAKS scores, 6 weeks failure rates, attendance•Teacher referral•Overage

Q2: How do you currently identify off-track students? (*continued*)

Comments
<ul style="list-style-type: none">•Cognos (credits, discipline, attendance)•Grade report meetings•PLC•2nd chance coordinator reviews weekly (dropout and potential dropouts)•Benchmarks and common assessments (70% as target)
<ul style="list-style-type: none">•Grades•TAKs•Number of credits
<ul style="list-style-type: none">•Flag in PGP/Compass (web-based application)
<ul style="list-style-type: none">•CMS•Reg xx grade teachers•PGP

Q3: At what grade level do you currently intervene with students who are considered off-track for graduating?

Comments	Comments
<ul style="list-style-type: none"> •Currently only after they have dropped out or indicator they are going to 	<ul style="list-style-type: none"> •5th grade (with HOPE contract)
<ul style="list-style-type: none"> •All grade levels—continuously 	<ul style="list-style-type: none"> •All grade levels—continuously
<ul style="list-style-type: none"> •9th-12th •Also rising 9th graders (summer programs) 	<ul style="list-style-type: none"> •9th grade mainly
<ul style="list-style-type: none"> •11th-12th 	<ul style="list-style-type: none"> •9th grade PGP •6th grade
<ul style="list-style-type: none"> •Students in regular high schools are tracked from 9th grade forward •PHS-students accepted in 10th-12th grade •K-6 initiative 	<ul style="list-style-type: none"> •9th grade (beginning in mid)
<ul style="list-style-type: none"> •All grade levels 	<ul style="list-style-type: none"> •6th grade up •SSI 3rd, 5th, 8th plus PGPs
<ul style="list-style-type: none"> •9th-10th and 12th 	<ul style="list-style-type: none"> •Beginning in 6th double blocking, etc.
<ul style="list-style-type: none"> •After first semester of 9th grade 	<ul style="list-style-type: none"> •11th and 12th formally (need to start at 9th grade)

Q4: How do you currently track and evaluate if the practices put in place for off-track students are working?

Comments
<ul style="list-style-type: none"> •District evaluation of advisory program •We are beginning a replication of CCSR drop-out study •Use data dashboards each 6 weeks •Evaluation of high school Math Improvement Program
<ul style="list-style-type: none"> •Cohort data analysis, TAKS analysis, attendance analysis (district level data supplied to campus...together with graduation team) •Credits; virtual school options for credit •“Every student has a story”
<ul style="list-style-type: none"> •We don’t. •It’s more community based.
<ul style="list-style-type: none"> •Vertical teaming •PLC tracking interventions; data evaluations •2nd Chance Coordinators—calls and home visits •Reach out to dropout walks •Middle school pilot for credit recovery of overage students
<ul style="list-style-type: none"> •9th grade facilitators on each campus •Program evaluators assigned to major projects (KOM, Early Start) •Secondary EDS (principals)—look at failure rates in core courses <u>by teacher</u> every 6 weeks
<ul style="list-style-type: none"> •By credits earned by transcripts
<ul style="list-style-type: none"> •So far, being so new, it has just been monitoring dropouts. Program evaluation is coming

Q4: How do you currently track and evaluate if the practices put in place for off-track students are working? *(continued)*

Comments
<ul style="list-style-type: none"> •No district-wide programs therefore no evaluations conducted •Feedback received on sharing the cohort lists and the completion rate predictions was positive so those practices are continuing
<ul style="list-style-type: none"> •Setting up an evaluation system presently
<ul style="list-style-type: none"> •We don't—this is our problem •In theory: direct instruction & acceleration: A. Success Academy and B. Credit Recovery (curriculum, instructional practices) •Continued student monitoring
<ul style="list-style-type: none"> •Program evaluations are done at the end of year for New Directions and New Horizons •Accelerated instruction at alternative campus •Credit recovery
<ul style="list-style-type: none"> •Program evaluation •Campus/district level research •Formulative/summative evaluation
<ul style="list-style-type: none"> •Informally—no evaluation studies done
<ul style="list-style-type: none"> •Credits up to date •Exit retests at minimum •Interventions and students graduating using certain interventions
<ul style="list-style-type: none"> •We are not really tracking the effectiveness of our practices

Q4: How do you currently track and evaluate if the practices put in place for off-track students are working? (*continued*)

Comments
<ul style="list-style-type: none">•Vertical teaming•PLC tracking interventions; data evaluations•2nd Chance Coordinators—calls and home visits•Reach out to dropout walks•Middle school pilot for credit recovery of overage students
<ul style="list-style-type: none">•Compass—Intervention System•Credit recovery program at high schools
<ul style="list-style-type: none">•Results•Quarters•Attendance

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Framework for Action

Responses to 12 Questions

Q1: What is the *major benefit* your district would like to gain from participating in TCSR?

Comments
<ul style="list-style-type: none"> •Establishing a small network of colleagues focused in college readiness that can share information, practices and serve as peer review
<ul style="list-style-type: none"> •Receive data reports •Hear from experts and from districts more of what this particular session provided
<ul style="list-style-type: none"> •Statewide data and college workforce data fro our students...have access to CLEAN data that is credible
<ul style="list-style-type: none"> •Sharing information with other districts to improve the development and sustainability of a college readiness program •Learn lesson from others who have gone before us
<ul style="list-style-type: none"> •Focus on high school success, college readiness, and teacher quality/effectiveness
<ul style="list-style-type: none"> •Sharing information to improve the development of a college readiness program •Direct application to classroom teacher—impact •Collaboration with research-minded educators on improving student achievement
<ul style="list-style-type: none"> •Input into areas where research is needed and the resulting research reports •Sharing research based results of best practices •Increased awareness of what other districts are doing
<ul style="list-style-type: none"> •Community of Practice •Post-secondary indicators
<ul style="list-style-type: none"> •Identifying early warning indicators •Collaborating with other districts to see what interventions are being applied; from this we can identify best practices

Q1: What is the *major benefit* your district would like to gain from participating in TCSR? (*continued*)

Comments
<ul style="list-style-type: none"> • Increase knowledge and awareness of work that's going on in the field and in the area • Get practical "what's working" information from peer districts • Establish practice priorities • Ability to acquire data from ERC—better understand what data are available • New ideas/strategies
<ul style="list-style-type: none"> • Learn about and teach our instructional leaders how to effectively use the vast amounts of data available to us to increase HS graduation rates and college/career readiness • Formalize the process for analyzing data—do a good job of looking at data
<ul style="list-style-type: none"> • Sharing with other districts • Receiving results for our district from the ERC
<ul style="list-style-type: none"> • Sharing information with other districts to improve the development and sustainability of a college readiness program • Learn lesson from others who have gone before us
<ul style="list-style-type: none"> • Identifying additional indicators of post secondary readiness • Methods to define growth trajectories to PSR
<ul style="list-style-type: none"> • Having a partnership to conduct research into the best practice for our challenging student groups • New state/federal standards, the new Texas STAR tests, and other special population demands will push us to research the best programming and effect on student academic growth over time • Research into instructional practices and programming will be very beneficial • Ultimately the sharing of research conducted in districts across the state will be very helpful supportive framework to reference as new innovations are taking place or anticipated

Q1: What is the *major benefit* your district would like to gain from participating in TCSR? (*continued*)

Comments
•Keeping current with new research that can be applied at the district level
•Share ideas and understand where other districts are relative to my district •Make contacts for collaboration of data •Consider ideas of all involved •Access to key research by TCSR •Access to ERC data
•Definition of and more research on College Readiness

Q2: Based on the Framework you just saw, where do you see your district?

Comments
<ul style="list-style-type: none"> •Expanding
<ul style="list-style-type: none"> •Expanding—doing some independent research •Improving ways to make data actionable
<ul style="list-style-type: none"> •Stage 1 in Cycle 1
<ul style="list-style-type: none"> •Expanding •We are still organizing ourselves as a research group •We know where we need to focus, how we are organizing and evaluating programs
<ul style="list-style-type: none"> •Doing many things but not put together yet—need cohesion and fine-tuning
<ul style="list-style-type: none"> •Exploring/Expanding
<ul style="list-style-type: none"> •Expanding—can't do everything and simultaneously
<ul style="list-style-type: none"> •Expanding—due largely to our part to STTE
<ul style="list-style-type: none"> •Working on TCSR on any mutually beneficial projects that are funded
<ul style="list-style-type: none"> •Depends on area of interest •Exploring best practices
<ul style="list-style-type: none"> •Leadership team in place; however there are no dedicated staff to conduct research •We try to look/consider evidence-based research to influence decisions •We really don't know—we have contracted with external evaluators to conduct a limited number of program evaluations

Q2: Based on the Framework you just saw, where do you see your district? (continued)

Comments
<ul style="list-style-type: none">•Between exploring and expanding
<ul style="list-style-type: none">•District is currently in the process of implementing new strategies in gathering, analyzing, and providing campus feedback•Districts are at different levels of the continuum
<ul style="list-style-type: none">•Senior administration is very support of research—we have the capacity
<ul style="list-style-type: none">•Doing many things but not put together yet—need cohesion and fine-tuning•Correlational•Exploring

Q3: What type of consortia model(s) can/should TCSR incorporate?

Comments
<ul style="list-style-type: none"> •Multi-district by topic and region
<ul style="list-style-type: none"> •Multi-district organized topically
<ul style="list-style-type: none"> •Like diversity across <u>entire</u> state •Like the focus on <u>one</u> topic/meeting—consistency across meetings •Maybe organize tables by diversity and not similarity •Would have a problem being only one person/district at each table •Would like to have a branch of this for other topics
<ul style="list-style-type: none"> •Whatever meets member needs
<ul style="list-style-type: none"> •Single subject and topically •Collaboration between researchers and LEAs on data for improvement of student achievement
<ul style="list-style-type: none"> •Not sure
<ul style="list-style-type: none"> •Multi-district-single focus on a topic each meeting •Single topic for defined meeting/meetings—not for the life of the consortium •Large to large district
<ul style="list-style-type: none"> •Multi-district—geographic is important to us because of demographics and similarities in post-secondary choices •Multi-district—single topic—research areas of shared concern
<ul style="list-style-type: none"> •<i>Provided a list of consortia and models</i>

Q3: What type of consortia model(s) can/should TCSR incorporate? (continued)

Comments
<ul style="list-style-type: none"> •Multi-district/multi-topic •By affiliation
<ul style="list-style-type: none"> •Multi-district/multi model
<ul style="list-style-type: none"> •Multi-district, topic specific •Related to group consensus of a planning committee
<ul style="list-style-type: none"> •Multi-district organized topically
<ul style="list-style-type: none"> •multi district/single topic (check out APQC process) •Organized geographically/region by topic •Like diversity across <u>entire</u> state •Like the focus on <u>one</u> topic/meeting—consistency across meetings •Maybe organize tables by diversity and not similarity •Would have a problem being only one person/district at each table •Would like to have a branch of this for other topics
<ul style="list-style-type: none"> •Multi-district organized geographically/single topic
<ul style="list-style-type: none"> •Multiple district with single topics focus to provide in-depth information

Q4: How can practitioners best participate as leaders in defining and conducting research?

Comments
<ul style="list-style-type: none"> •Identify areas of need/action and where the capacity exists •Conduct ongoing evaluation and research
<ul style="list-style-type: none"> •Time, money, time
<ul style="list-style-type: none"> •Practitioners should help to establish priorities and identify key areas of interest/weakness that need to be looked—then be taught what the results mean and <u>how</u> to improve
<ul style="list-style-type: none"> •Sometimes the best thing we can do for practitioners is to lay the framework (can be a leader b/c of what we've provided/shown them—information, interpretation, discussion) •Action research—practicing action/use research in the district
<ul style="list-style-type: none"> •Some people here in attendance are practitioners and some are researchers. Not all are leaders depending on your definition. In short, districts need team-based approaches to creating learning environments
<ul style="list-style-type: none"> •By improving overall level of knowledge (e.g., engaging in professional development) •Sharing what they have learned •Exploring different ways to present data •Providing data that are relevant •Monitor student progress given an intervention and share results for other LEA's to try
<ul style="list-style-type: none"> •By using Action Research Model

Q4: How can practitioners best participate as leaders in defining and conducting research? *(continued)*

Comments
•Identify gaps in current practices
•Learning how to best understand and apply research to the classroom and individual student level •Communicate and drive participation in driving and conducting research
•Support and communicate research that is meaningful to the success of our children
•We need to collaborate more with the other departments to meet the needs of our students
•Sometimes the best thing we can do for practitioners is to lay the framework (can be a leader b/c of what we've provided/shown them—information, interpretation, discussion) •Action research—practicing action/use research in the district; these needs are based on gap analyses and needs assessments; intervention tracking •By improving overall level of knowledge (e.g., engaging in professional development) •Sharing what they have learned •Exploring different ways to present data •Providing data that are relevant
•Pose research questions, participate in studies, keep current on educational research and share that information with district administrators and teachers

Q4: How can practitioners best participate as leaders in defining and conducting research? *(continued)*

Comments
•Applied workshops
•Consider real needs of practitioners and conduct research that matters to them
•Helping to formulate design of research studies to find individual district needs (others listed separately)

Q5: Would you be interested in being on a TCSR Planning Committee that would help identify topics for the TCSR research agenda?

- 11 districts responded with a “yes”
- 1 district responded with a “maybe”
- The remaining districts either say “no” or *did not provide a response*

Q6: What topics *within College Readiness* or *other areas* are your district interested in pursuing?

Comments
<ul style="list-style-type: none">•College retention factors•“Program” influences on college readiness
<ul style="list-style-type: none">•Who is defining?•Why are they defining?•Where is the World of Work side of the discussion?
<ul style="list-style-type: none">•Currently working on mathematics preparedness which will be incorporated into an overall college readiness project•We are also interested in looking at specific programs we have and their success
<ul style="list-style-type: none">•How do CCRS related to all this?•What are other districts doing for college readiness at the elementary level and how can they do more to help dropout rates•What are other districts doing for/with parents for at-risk off-track kids?•Out of state college(s) information•Implementation and sustainability for a K-16 data plan•First generation college student identification
<ul style="list-style-type: none">•All that fit our research agenda•We are developing a college readiness indicator system that we would be happy to share as research continues

Q6: What topics *within College Readiness* or *other areas* are your district interested in pursuing? (*continued*)

Comments
<ul style="list-style-type: none">•Development of a college readiness indicator that is robust, capable of handling the scrutiny of higher•Sustainability•College persistence/development of college ready culture/link to workforce readiness•Reading comprehension•Math ability•HS completion rate
<ul style="list-style-type: none">•Growth measurement to predict in elementary if students are on track to graduate on time•Evaluation of interventions district is currently using
<ul style="list-style-type: none">•Comparison of college readiness indicators•Best practices in college readiness (program strategies, how to measure impact)•What are we doing that continues to cause student failure?
<ul style="list-style-type: none">•Career readiness and EDC preparation•More information regarding the use of Lexiles•College <u>and</u> career readiness data•Focus on methods of articulating post secondary education/training and success of current programs
<ul style="list-style-type: none">•Areas of preparation•Preparation for careers in <u>math</u> and science•Preparation for vocation careers•Early identification of readiness and effective interventions

Q6: What topics *within College Readiness* or *other areas* are your district interested in pursuing? (*continued*)

Comments
<ul style="list-style-type: none">•Early indicators•Interventions that are successful•Curriculum resources to go along with interventions
<ul style="list-style-type: none">•Leading and lagging indicators•Early warning, at what grade to start career readiness-workforce readiness
<ul style="list-style-type: none">•How do CCRS related to all this?•What are other districts doing for college readiness at the elementary level and how can they do more to help dropout rates•What are other districts doing for/with parents for at-risk off-track kids?•Out of state college(s) information•Implementation and sustainability for a K-16 data plan•First generation college student identification
<ul style="list-style-type: none">•College/Career readiness for all students, early intervention on elementary campuses and the effect on the “readiness factor”
<ul style="list-style-type: none">•Definition of college readiness•Leading and tracking CR indicators•Success after high school—how do we know

Q6: What topics *within College Readiness* or *other areas* are your district interested in pursuing? (*continued*)

Comments

- Prep for math, science
- Vocational
- Behaviors related to PSR (readiness for class, vision of PSR possibilities, interest in learning independently, evidence of critical thinking)
- Special college planning from grades 7-12
- Joint programming with area colleges/universities
- ELL programming/curriculum/instruction
- Data warehousing
- Instructional evaluation
- Math, science programming/curriculum/instruction
- STEM coordination/programming/curriculum/instruction/integration
- Technology integration programming/evaluation/curriculum/instruction

Q7: What elements of the TCSR meeting are most valuable to you?

Comments
•Research methodology
•Getting data •Sharing time •Specific district presentations
•All
•Presentation of ideas from individuals from academia as well as those in the field District presentations
•A mix—a fuller conversation, multiple points of view •The table talk is helpful—the “report outs & panels” less so

Q7: What elements of the TCSR meeting are most valuable to you? (continued)

Comments
<ul style="list-style-type: none">•All elements are informative•Panel discussions were a good way to provide variety to the information presented•District presentations with a guided focus as well as presentations letting us know about education resources for program evaluation
<ul style="list-style-type: none">•Research providing data/results that are actionable
<ul style="list-style-type: none">•District presentations and relevant research information from organization and practitioners
<ul style="list-style-type: none">•Mostly district, but new research is good too•Hearing what people are doing with the research
<ul style="list-style-type: none">•Getting data•Sharing time•Specific district presentations
<ul style="list-style-type: none">•District presentations•Updates on new models in use out of state
<ul style="list-style-type: none">•An even blend of all

Q8/Q9: Does your district have a team that meets and discusses research/issues on College Readiness? If so, who participates on the team?

- About 1/3rd of the districts said they have a district team
- The following page identifies the titles of the participants

Q8/Q9: Does your district have a team that meets and discusses research/issues on College Readiness? If so, who participates on the team?

(continued)

Title of Participants	Title of Participants
Program Eval-Dir & Res; HS Officers-Super & Principals; Guid & Counsel-director & couns; Office of Account Chief Perform Officer	Associate Super, Exec Dirs, C&I Officers, Program Coord, Counselors, Admin; High School Action Team
Cross functional teams—Exec Director C&I, Research Specialist, Reading Specialist, Assessment Coordinator, Assoc Super, Super, Chief of Staff, Principals, Teachers	This area is now part of the counseling department of the district. College Readiness is discussed w/in that dept as well as with Chief Acad Officer, Asst Super for C&I, & district C&I and Assess Team
Super, Asst, Assoc, Senior Dir for Planning & Research, Principals, Counselors, Teachers	ADQ staff, Exec Director and staff, CAO, some school, Cabinet, Super
Super and Board of Directors; Office of Assess & Accountability Exec Director	

Q10: In what ways do you share research and information you learn about (from meetings such as TCSR) with others in your district?

Comments
<ul style="list-style-type: none"> •Publish on website •Press releases •Program meetings
<ul style="list-style-type: none"> •Email •Limited presentations to groups
<ul style="list-style-type: none"> •We do a conference brief after each meeting
<ul style="list-style-type: none"> •Curriculum and Instruction School Admin Team (Asst Super & Assoc Super) •College & Career Readiness Committee
<ul style="list-style-type: none"> •Through sharing reports
<ul style="list-style-type: none"> •Monthly meetings •Assoc Super of Research presents to Super's Cabinet
<ul style="list-style-type: none"> •Research and Accountability newsletter—semi-annually •Monthly reports to Senior Leadership outlining current research efforts in the district •Action Research Fair—annually presented each August
<ul style="list-style-type: none"> •Make notes on who to pass information along to •Brief summaries at District Executive Staff meetings •Report to next level above/below

Q10: In what ways do you share research and information you learn about (from meetings such as TCSR) with others in your district? *(continued)*

Comments
<ul style="list-style-type: none"> •Collaborative meetings •Share via an informal process with influential colleagues for a particular topic
<ul style="list-style-type: none"> •Administrative team meetings
<ul style="list-style-type: none"> •Email information from meeting to supervisors and Superintendent •Share also at principal meetings and instructional staff meetings
<ul style="list-style-type: none"> •Take it to senior administration and share next steps
<ul style="list-style-type: none"> •Instructional meetings monthly with district administrators and leadership teams from school level •Action teams, DIDC, professional development
<ul style="list-style-type: none"> •Participants meet with others in the district upon return to share the information provided
<ul style="list-style-type: none"> •Research blog •Presentation of learning to campus administrators and district-level leadership staff
<ul style="list-style-type: none"> •Established meeting within the district
<ul style="list-style-type: none"> •At division meetings

Q11: What are the best ways for TCSR to disseminate research findings?

Comments	Comments
<ul style="list-style-type: none"> • Press releases, links to publications for TCSR members 	<ul style="list-style-type: none"> • Publications, web ex, websites, conferences • Superintendents need to hear information; also principals, ESCs, and most importantly teachers
<ul style="list-style-type: none"> • Email 	<ul style="list-style-type: none"> • Sharing at meetings. If I just got this in the mail, it sits in a pile on my desk of things I want to read
<ul style="list-style-type: none"> • Web-based newsletter that has abstract and link to paper 	<ul style="list-style-type: none"> • Research papers, symposiums, round tables, presentations at AERA (w/school district participation), newsletters, professional journals
<ul style="list-style-type: none"> • Email, website, webinar—for more in-depth information 	<ul style="list-style-type: none"> • Meetings, email, website, webinar/webcast—for more in-depth information, papers, electronic newsletters
<ul style="list-style-type: none"> • Have them available on web and report at meetings (like today) 	<ul style="list-style-type: none"> • Via email or consortium meetings
<ul style="list-style-type: none"> • Webinars, electronic newsletters, emails, twitter/blog (something to consider), web 	<ul style="list-style-type: none"> • Through participating districts
<ul style="list-style-type: none"> • Electronically 	<ul style="list-style-type: none"> • Presentations at TASA • Regional Service Centers (Region 20, 13, etc.)
<ul style="list-style-type: none"> • Email reports, website 	<ul style="list-style-type: none"> • Newsletters, email updates, Blackboard, Moodle, consortium meetings

Q12: What is the best way for research topics and analyses to be selected?

Name	Name
<ul style="list-style-type: none"> •Through identification of district needs 	<ul style="list-style-type: none"> •Growing concern of planning committee which solicits from the group as a whole
<ul style="list-style-type: none"> •How to match research questions to consortium model •Research driven by legislation (PSR, EOC) 	<ul style="list-style-type: none"> •Mutual consensus of participating districts
<ul style="list-style-type: none"> •TCSR decides 	<ul style="list-style-type: none"> •Based on needs of participants—perhaps based on survey results; district selection •Also, sneak previews of TEA mandates
<ul style="list-style-type: none"> •Based on need: student-district-community 	<ul style="list-style-type: none"> •How many districts-diversity of districts •Survey districts and have them rate topics •Provide credible info for why it should be valued
<ul style="list-style-type: none"> •How many districts-diversity of districts •Survey districts and have them rate topics 	<ul style="list-style-type: none"> •Provide credible info for why it should be valued •Most votes or theme •LEA needs
<ul style="list-style-type: none"> •Depends entirely on funding, resources, and district priorities—which are ever-changing 	<ul style="list-style-type: none"> •Depends on legislation, consortium model, research questions, usefulness to practitioners