

DEIC Feedback – February

Category	Question/Observation	Clarification/Response
TAPR Report	Agree with working with kids on test strategies	Agree. Not ideal, but necessary for some.
TAPR Report	Keller is so competitive. Is there a way to offer an alternative transcript?	Not sure I understand. Transcribed requirements are set by the Legislature, and the district complies and enforces those requirements. The variation in our current transcript system is derived from the 5 endorsement areas, which has the potential to produce 40+ variations through articulated course sequences determined by each student.
Dropout Prevention	What programs or interventions can we do to prevent our special needs students from dropping out?	Theoretically our special needs students are some of the most closely monitored and serviced students in Keller ISD. They carry IEPs and, perhaps, BIPs (Instructional and Behavioral plans), and are reviewed frequently to determine if changes are needed to insure success. The transition program KISD uses also seeks to make sure students can be successful in transitioning to a workforce position after school. There are others, as well.
Dropout Prevention	Good numbers from other districts I have taught in.	Thank you.
Dropout Prevention	However, one kid lost is too many.	Agree.
TEA Waiver: Accelerated Instruction	Accelerated instruction within 1 st 6-weeks of freshman year: new school, new teachers, students may need more time. Seems very unlikely to get on grade level within first 6 weeks.	This is one of many fallacies built into SSI requirements as reflected through the GPC committee process. It does not take into account the needs of the whole child and the difficulties

		you identify, thus establishing the student in a deficit model before they are properly established and secure in a new environment. We struggle with this issue every year.
TEA Waiver: Accelerated Instruction	I agree with identification of gaps and requesting waiver.	Agree.
TEA Waiver: Accelerated Instruction	I agree it should be the committee. The teacher opinion of readiness should be weighed heavily – over the parents – if they are involved. Listen to the professional educator.	Teachers are involved as equal partners in campus GPCs. That is the law and Keller ISD will follow it. Decisions made by the GPCs must be unanimous; if a teacher does not agree that a student should be moved forward, they can exercise that vote in the GPC.
TEA Waiver: Accelerated Instruction	On the secondary level, using the ISTs to provide the “gap filling” keeps them from providing for all the at-risk students.	Keller ISD high schools have latitude in their use of campus-assigned ISTs, and their service schedules are varied. A focus on only gap-filling to address STAAR needs would, in all likelihood, result in the limitation of those services to exclude some students who could benefit. The limitations of staff and number of students needing to be served force campus staff into difficult decisions, and this is probably one of them.
TEA Waiver: Accelerated Instruction	Addressing the gaps by pulling kids out of current core classes at the beginning of the next school year does not work. I just gets kids further behind.	Thanks for your input and perspective. The district is constantly looking for the most effective and cost-averse way to address student needs. We will continue that process and weigh all of our options as master schedules are developed for 16-17.

<p>TEA Waiver: Accelerated Instruction</p>	<p>Without requesting this waiver, will students who don't pass after 3 testings be required to remain in grade per standard guidelines?</p>	<p>No. Just as we do now, after a third unsuccessful attempt at passing a STAAR test, a student and his/her family go to a Grade Placement Committee meeting (GPC) at their campus, and that committee decides whether to place a student in the next grade level (per the waiver). The only district committee to exercise the latitude to remove a student from a third test administration is an ARD committee.</p>
<p>TEA Waiver: Accelerated Instruction</p>	<p>For those students who are at or above grade level in some but not all post testing, how will they be evaluated for the waiver?</p>	<p>They receive accelerated instruction in the academic areas where state data indicates they have learning gaps.</p>
<p>TEA Waiver: Accelerated Instruction</p>	<p>For 8th grade students does that mean in the following year they must be on grade level in class and on state assessments?</p>	<p>Not necessarily, unless you mean strictly by enrollment. The students will generally be enrolled in an on-level course and receive academic support related to skill development and testing. Many of our students who struggle on the STAAR assessments also struggle to pass their related classes, but they pull out passing grades over time and with multiple assessment opportunities to demonstrate what they know. The nature of a one-shot assessment does not allow them this opportunity.</p>
<p>TEA Waiver: Accelerated Instruction</p>	<p>This is a benefit because not all kids test well and we don't know what other factors play into the child's life which may hinder them educationally.</p>	<p>Agree.</p>

TEA Waiver: Reg Ed Homebound	Glad we are meeting students' needs.	Agree.
TEA Waiver: Reg Ed Homebound	Great waiver, I know how difficult meeting these requirements can be.	Agree.
TEA Waiver: Reg Ed Homebound	No issues.	