

**Thomas Edison Charter Schools  
Governing Board Meeting  
December 7, 2016  
5:30**

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In attendance: Adam Burris, Chris Johnnie, Emma Bullock, Denae Pruden

Late: Audra Parent

Excused: Kim Winward

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*Welcome/Conducting: Adam Burris*

*Pledge: Denae Pruden*

*Charter Highlight: Adam Burris – Qualifications for board members.*

*Audra Parent is in attendance.*

Adoption of Agenda:

**Motion to adopt the agenda: Adam Burris**

**Second: Denae Pruden**

**Yes: Adam Burris, Chris Johnnie, Emma Bullock, Denae Pruden, Audra Parent**

*Public Comment: None*

*Approval of Minutes – Adam Burris:*

**Motion to approve the November minutes changing “I Excel” to “IXL”:** Adam Burris

**Second: Chris Johnnie**

**Yes: Adam Burris, Chris Johnnie, Emma Bullock, Denae Pruden, Audra Parent**

*Achievement Report – Emma/Denae/Angela:*

Brad sent a new monthly testing report to board members using the new method of showing progress.

When a new student moves in, teachers report on the first month they are tested. They also need to enter scores for August, since growth calculations are figured from August.

Angela reported that the students, in general, are outperforming every year. Shem recommended looking at cohorts.

*USU Presentation – Melani Kirk:* The lean operations and continuous improvement class from USU helps figure out ways to implement or streamline processes.

This time Edison South wanted ideas to fill to capacity and Edison North wanted to let parents know what is happening at the school.

There is a public misconception of charter schools. The existing marketing has not had measurable results. It was determined that adding more social media outlets and marketing personnel may help the public understand more about charter schools.

They wanted to standardize the process so administration did not have to worry about it and are creating an internship and a marketing calendar. The intern will be able to bring in the newest in marketing and social media ideas.

The Facebook page was divided, with each school having a separate one. Instagram and Twitter accounts were also created. Different age groups use different social media, so this will reach more consumers.

The administration asked teachers to create some 30 second videos to post. Miriam Sagers took a clip of the students saying the pledge and it has over 700 views on Facebook

Jake suggested that a page could be added to the website to show accolades or awards. He said that the schools already have the tools, they just helped standardize them and streamline the process.

Audra remarked that they have created a manual for the intern, but recommended that the social media person create a manual for that position.

*IXL Demonstration – Rory Anderson:* At Edison North, three teachers are trying out IXL in language arts and math.

There is a common core page for Utah that shows certain standards and gives an example of questions a student could have. Each standard has questions that can be mastered. Students get a score from an adaptive test within that standard. If they miss a question, it tells them why they missed it and gives them another question.

A teacher can use IXL as a tool to help figure out the gaps and peaks and valleys in the standards they are teaching.

Rory uses it three days a week for about 8 to 10 minutes per day. She teaches a standard in a mini lesson, then lets the student log in and work on that standard. The test is adaptive and she feels this is helpful for differentiation. The goal is not to have them get 100%, but to be proficient. They need to feel challenged, but succeed. Emma's research says that it will not be effective if students tire of it.

There are analytics so she can see which questions students struggle with and the improvements for students.

Pranita likes the math components, which are based on common core. This fills in the gaps from Saxon. It builds fluency and students can work at their own level. They can also work on materials for different grade levels.

It makes a difference with understanding of grammar concepts, which allows the teacher to help struggling students. Rory asked if the school would consider using LAND Trust money to buy licenses for whole school.

Edison South 5<sup>th</sup> grade teachers are piloting for grammar.

*Finance Report/Forecast – Jim Peterson:*

November was another low expense month. Both schools are well into the black, \$15,500 at South and about \$8,500 at the North.

The forecast tool will be discussed at a later meeting.

*Principal Reports – Shem/Scott/Melani:*

*Scott:*

- The school has purchased 160 additional Chromebooks, which will give 1:1 in grades 4-8 and 2:1 in the lower grades.
- Sound systems in classrooms had to have major upgrades. Three systems were replaced along with 5 microphones. A number of wiring issues were repaired.
- Scott met with Steve Earl from Cache Landmark and gave him several tasks to do.

*Melani:*

- Land purchase – Brad and Melani met with John Hansen, owner of the east property. He is going to come back with counter offer. The owner of the other property just had double knee replacement surgery.
- Merriam Sagers, the media specialist has really stepped up and has been publicizing many things.

*Personnel request – Shem/Melani:*

**Motion to approve the personnel requests as constituted: Adam Burris**

**Second: Emma Bullock**

**Yes: Adam Burris, Chris Johnnie, Emma Bullock, Dena Pruden, Audra Parent**

*Vendor contract approval – Shem/Melani:*

**Motion to approve based on finance committee recommendation: Adam Burris**

**Second: Emma Bullock**

**Yes: Adam Burris, Chris Johnnie, Emma Bullock, Dena Pruden, Audra Parent**

*Calendar Approval – Carol Bekker:*

**Motion to approve the calendar for next year: Audra Parent**

**Second: Emma Bullock**

**Yes: Adam Burris, Chris Johnnie, Emma Bullock, Dena Pruden, Audra Parent**

*Strategic Plan Review – Adam Burris:*

Audra read the goals aloud.

There was discussion on goal #1 – “At least 85% of TECS students enrolled for at least one year will achieve proficiency-level scores on national assessments and TECS will rank in the top 20% of comparable schools statewide on state assessments.”

Melani - Since 13% - 15% of students are special education, this will be a very challenging goal to reach. The IEPs make a goal of one year's growth, but those students are already behind. It is not likely they will progress at that rate.

Jim Peterson suggested having a separate goal for special education students.

Emma struggles with that philosophically. She would like to think about it before discussing. Adam thought that the goal percentage could be changed and suggested that the achievement committee meet with the administration.

Audra questioned the problem with two goals. Emma explained that historically the special education student doesn't get access to a high quality free and appropriate education. This has prompted lawsuits.

Melani and Shem expressed what an outstanding special education program the schools have. That is why there are so many special education students. The program would not change, but the special education percentage would be looked at separately.

Scott looks at it as a goal. It is very high, but are their consequences if the goal is not met? Adam replied that it is a high goal, but helps set the focus. It is not so much about the percentage as the trajectory.

Since it is a policy, Audra wondered if the state would think the schools were not meeting their goals. Adam did not think that would happen.

*Subcommittee Reports – Adam/Denae/Chris: Postponed*

*Training Objectives – Adam Burris: Postponed*

Adjourned