2016 State Accountability & Preparing for the Transition to the Next Generation of Assessment and Accountability

Focus School Updates

Focus School Webinar

May 24, 2016

Division of Instructional, School Improvement & College Readiness Support

Office of School of School Improvement, Accountability and Compliance
State Accountability Timeline

- April, 2016: Key Chapters (2-9) of the 2016 Accountability Manual Released
- May, 2016: Entire Accountability Manual Released
- August 5, 2016: Campus and District Ratings Released (TEASE), PEG List Released (TEASE)
- August 12, 2016: Campus and District Ratings Released (Public), PEG List Released (Public)
- September 1, 2016: Texas Commission on Next Generation Assessments and Accountability delivers report to governor and legislature
- December 1, 2016: TEA adopts a set indicators for A–F ratings
- January 1, 2016: TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place
- February 1, 2017: PEG Transfer Notification to Parents
2016 Ratings & Index Targets
2016 State Accountability Ratings Criteria

To attain a *Met Standard* rating, district and campuses must meet the target on the following indexes for which it has performance data in 2016.

Index 1 or Index 2 + Index 3 + Index 4 = Met Standard
## 2016 Targets

*District and Campus*

<table>
<thead>
<tr>
<th>District/Campus Type</th>
<th>Index 1: Student Achievement</th>
<th>Index 2*: Student Progress</th>
<th>Index 3*: Closing Performance Gaps</th>
<th>Index 4: Postsecondary Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Target All Components</td>
</tr>
<tr>
<td>District</td>
<td>At or about the 5th percentile</td>
<td>At or about the 5th percentile</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>At or about the 5th percentile</td>
<td>At or about the 5th percentile</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>At or about the 5th percentile</td>
<td>At or about the 5th percentile</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>High School/K-12 Campus</td>
<td>At or about the 5th percentile</td>
<td>At or about the 5th percentile</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

*Index 2 and Index 3 targets for non AEA campuses will be set at about the fifth percentile of non AEA 2016 campus performance by campus type.*
# 2016 AEA Targets

*District and Campus*

## Alternative Education Accountability

<table>
<thead>
<tr>
<th>District/Campus Type</th>
<th>Index 1 Student Achievement</th>
<th>Index 2* Student Progress</th>
<th>Index 3* Closing Performance Gaps</th>
<th>Index 4 Postsecondary Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEA Campus</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Target Two Components</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>At or about the 5th percentile</td>
<td>At or about the 5th percentile</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45%</td>
</tr>
</tbody>
</table>

*Index 2 and Index 3 targets for AEA campuses and charters will be set at about the fifth percentile of AEA 2016 campus performance across all campus types.*
Inclusion of 2016 STAAR Assessments
Assessments Included in State Accountability

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Index 1</th>
<th>Index 2</th>
<th>Index 3</th>
<th>Index 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR English</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>STAAR Spanish</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>STAAR EOC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>STAAR A</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>STAAR L</td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STAAR Alt 2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
</tbody>
</table>

Grades 3-8 mathematics included in 2016 accountability
2016 Distinctions

- Grades 3-8 mathematics included
- STAAR A and STAAR Alt. 2 included
- College Readiness includes the TSI assessment for reading and mathematics
- No changes in the methodology for determining comparable groups.
House Bill 2804

Next Generation of Assessment and Accountability
Transition to Multiple Metrics of Evaluation

Beyond Assessment

- Absolute Performance Measures
- Progress Measures
- Rigor with College Readiness
- Academic Attainment
- Extended Educational Program Opportunities

- Absolute Performance Measures
- Progress Measures
- Rigor with College Readiness

- Absolute Performance Measures
The Next Generation of Accountability

House Bill 2804

Domain I: Absolute Performance
- A, B, C, D, or F
- Bump Letter Grade based on Comparable Groups

Domain II: Progress (Growth)
- A, B, C, D, or F
- Bump Letter Grade based on Comparable Groups

Domain III: Closing Gaps
- A, B, C, D, or F
- Bump Letter Grade based on Comparable Groups

Domain IV: Academic Attainment
- A, B, C, D, or F

Domain V: Extended Educational Program Opportunities
- A, B, C, D, or F
Next Generation of Assessment and Accountability Timeline

- **January - July 2016**: TCNGAA Committee Meets
- **September 2016**: TCNGAA delivers report to the Governor & Legislature
- **December 2016**: TEA adopts a set of indicators for A-F Rating System
- **January 2017**: TEA releases a preview of district and campus A-F Ratings (based on 2016 performance results)
- **August 2018**: Districts & campuses assigned a rating of A, B, C, D, or F
Quality Framework for Professional Development

Planning for

The Next Generation of Accountability
Planning for Change
2016-2017 & Beyond

Current Performance Results

New Accountability System (A-F)

Increased Performance Standards

New Graduation Requirements

New Learning Standards Streamlining

Changing Targets
Quality Framework for Professional Development

Planning Session
April 28, 2016
Targeted Support by District Size

Small District
- Targeted Core Support-Tier I
- Cluster
- Region One

Medium District
- DST Collaborative Support
- Cluster
- Region One

Large District
- DST Collaborative Support
- Cluster
- Region One
Quality Framework for Professional Development
2016-2017 & Beyond

Targeted Core Support

Tier I Teacher
Enhancing Teacher Effectiveness

Tier II Leader
Developing Leadership Competencies

Tier III System
Customized District Initiatives
Targeted Core Support

*Tier I*

- Gain a deeper understanding for identified learning gaps
- Develop effective instructional approaches to improve student performance
Enhancing Teacher Effectiveness

Tier II

- Purposeful Instructional Design
- High Yield Instructional Delivery Approaches
- Enhancing Mastery through Monitoring and Evaluation

Mastery Learning to Enhance Teacher Effectiveness
Developing Leadership Competencies

*Tier III*

- Driving for Results
- Influencing for Results
- Showing Confidence to Lead
- Problem-Solving

*Turnaround Leader Competencies*
Customized District Initiatives

*Tier IV*

**District Initiatives**

- Early Literacy
- Sheltered Instruction
- Collaborative Learning Communities
- PK-12 Science Instruction

**District Commitments**

- Sense of Urgency
- Clear Vision & Focus
- High Expectations
- Districtwide Ownership & Accountability
- Operational Flexibility
Maintaining F/PS List Implications

Focus Schools:
Specific Intervention of working with the local ESC:
- select, implement and include targeted instructional interventions designed to close achievement gaps;
- learn specific focus school project requirements;
- complete and submit all region-specific project activity documentation;
- assess progress on reasons for identification as a focus school

NEW! Participate in at least one initial consultation with the local ESC contact and one additional services/event hosted by the ESC that are listed as a part of the ESC’s contractual Focus School Support activity plan; and
NEW! Provide campus and district contact information to the local regional ESC.
Maintaining F/PS List Implications

Focus progress

Focus schools having improved in performance to the point they would no longer meet the original criteria for focus school identification are classified as focus progress schools. Focus progress schools will engage in the TAIS continuous improvement process and communications with their ESC, but are not required to participate in consultation or two focus school support services/events with their ESC.

Reminder!
Maintaining F/PS List Implications

- There will be no state training for priority campuses this summer. TEA will look to integrate fall TAIS trainings to include Priority campuses.
- Focus Contracts – TEA will continue to support work with Focus campuses, and the hope is that by limiting the number that have required interventions, it will help ESCs to provide more comprehensive support.
- Campuses will receive additional funds for 4th year identifications. The specific amounts are still to be determined.
- Interventions for the 2016-2017 School Year will be differentiated based on state accountability ratings that will be released in August 2016.
Title I 1003(a) Priority Focus School Updates

• Current Priority and Focus School list will stay through the 2016-2017 School Year
• Funding will be based on state accountability ratings (more to follow)
• Carry-over will be allowed; no maximum set right now
• Current allocations (2015-2016 District Applications):
  – Priority Schools - $151,000
  – Focus Schools - $17,000
Title I 1003(a) Priority Focus School Funding in 2016-2017

Differentiated Funding Support

Priority with met standard designations - $$
Priority with Improvement Required designation - $$$$

Focus with met standard designation - $$
Focus with Improvement Required designation - $$$$

2016 © Region One Education Service Center
PS3010 – Program Abstract and Needs Assessment

District Goal – Increase Reading/Math Assessment for all federal student subgroups
  • Describe district academic goals for Priority and Focus Schools

Campus Goal – For each Priority and Focus School, identify specific Reading/Math targets for:
  1. All students
  2. Lowest performing subgroup (e.g. ELL, Special Education)
<table>
<thead>
<tr>
<th></th>
<th>Reading (%)</th>
<th>Math (%)</th>
<th>All Students (%)</th>
<th>Lowest Performing Subgroup (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title I 1003(a) Priority Focus School
District Application / 2016-2017

PS3010 – Pt. 2; Planned Expenditures

— Summary of Subcategory

- Provide a summary on 6100 – Payroll costs expenditures that will be used to achieve district and campus goals
- Provide a summary on 6200 – Professional and Contracted services expenditures that will be used to achieve district and campus goals
- A summary will be required where money is entered in the budget categories
Priority School Funding
Was $151,000 too much?
Focus School funding
Did Focus Schools use $17,000?
PS3010 – Page 8 of 1003(a) Application
Any concerns or verbiage that needs clarifying?
# Focus School Support

<table>
<thead>
<tr>
<th>Focus School Training</th>
<th>Webinar Sessions</th>
<th>Summer Focus School Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 14, 2015</td>
<td>January 13, 2016</td>
<td>Date TBA</td>
</tr>
<tr>
<td>Workshop # 50861</td>
<td>Workshop # 50888</td>
<td></td>
</tr>
<tr>
<td>9:00 am—3:00 pm</td>
<td>1:00 pm—3:30 pm</td>
<td></td>
</tr>
<tr>
<td>Region One ESC</td>
<td>May 24, 2016</td>
<td></td>
</tr>
<tr>
<td>La Lomita Room</td>
<td>Workshop # 50889</td>
<td></td>
</tr>
<tr>
<td>103 Attended — Thank</td>
<td>1:00 pm—3:30 pm</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workshop # 50888:
- Date: January 13, 2016
- Time: 1:00 pm—3:30 pm
- Location: Region One ESC
- Room: La Lomita Room

Workshop # 50889:
- Date: May 24, 2016
- Time: 1:00 pm—3:30 pm
- Location: Region One ESC
- Room: La Lomita Room

Workshop # 50862:
- Date: Date TBA
- Time: 9:00 am—4:00 pm
- Location: Region One ESC
- Room: La Lomita Room
Turnaround Principal Institute

Research collected over the last several decades suggests that effective turnaround leaders can drastically influence student learning and increase overall school performance.

School turnaround is possible; it takes a “turnaround leader.” School turnaround leaders understand the underlying competencies that are likely to foster success in transforming a low performing system to a high performing system based on the best available research and practice to date. Additionally, systemic school improvement occurs in an environment where turnaround leaders support a culture of data literacy that informs practice. The focus of the Center for Excellence in School Turnaround is to identify, develop, and support turnaround leaders.

Key Learning

• Customized professional development based on turnaround leaders’ competencies
• Data literacy support framework
• Research based strategies to support a high performing system
• On-site turnaround leader feedback sessions

Who should attend:
Campus principals
Assistant principals
Instructional Deans
Campus based instructional leaders

For more information about the Turnaround Principal Institute or other Region One Turnaround Center initiatives, contact the Region One ESC Center for Excellence School Turnaround:

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Ruben Domínguez
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rdominguez@esco1.net

Behavior Event Interview

The Turnaround Process begins with a Behavior Event Interview (BEI) designed to elicit information regarding the demonstration of the turnaround principal competencies (Cohler & Fink, 2009). Each candidate will talk through key experiences over the last two to three years of their career.

A member of the selection committee will provide feedback to each participant. Following the interviews, each candidate meeting the selection criteria will receive notification to participate in the Turnaround Principal Institute.

Cohort 4 Starting Soon!

Behavior Event Interview
Call today to schedule an interview!

Professional Development dates to be scheduled in Spring/Summer 2016

Institute includes
4 days of Face to Face training
3 onsite support visits
Books and Materials

$2500.00 per participant
Contacts

Office of School Improvement, Accountability and Compliance

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Benjamin Macias
Specialist for Information Analytics
956-984-6234
bmacias@esc1.net
Resources

g/2016_Accountability_Development_Materials/


2016 Accountability Development
http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2016_Accountability_Development_Materials/.

2016 Priority and Focus School Updates, ACET Conference Mid-Winter