

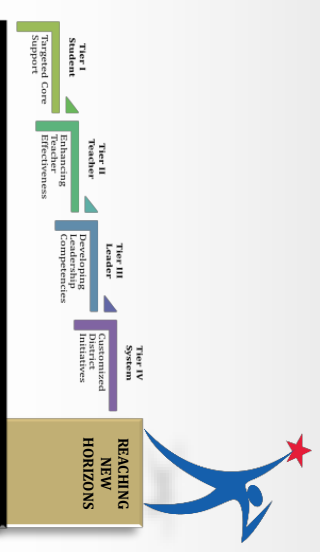
Next Generation of Assessment and Accountability

Update on Transition to a Five Domain Framework Evaluation and

A-F Campus Rating System

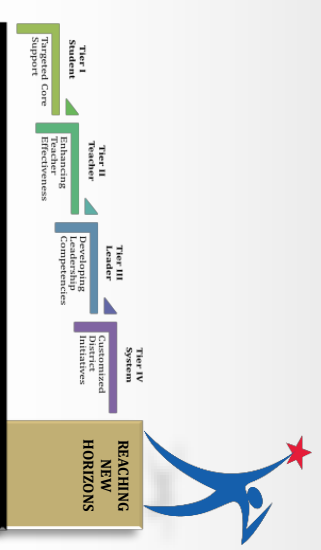
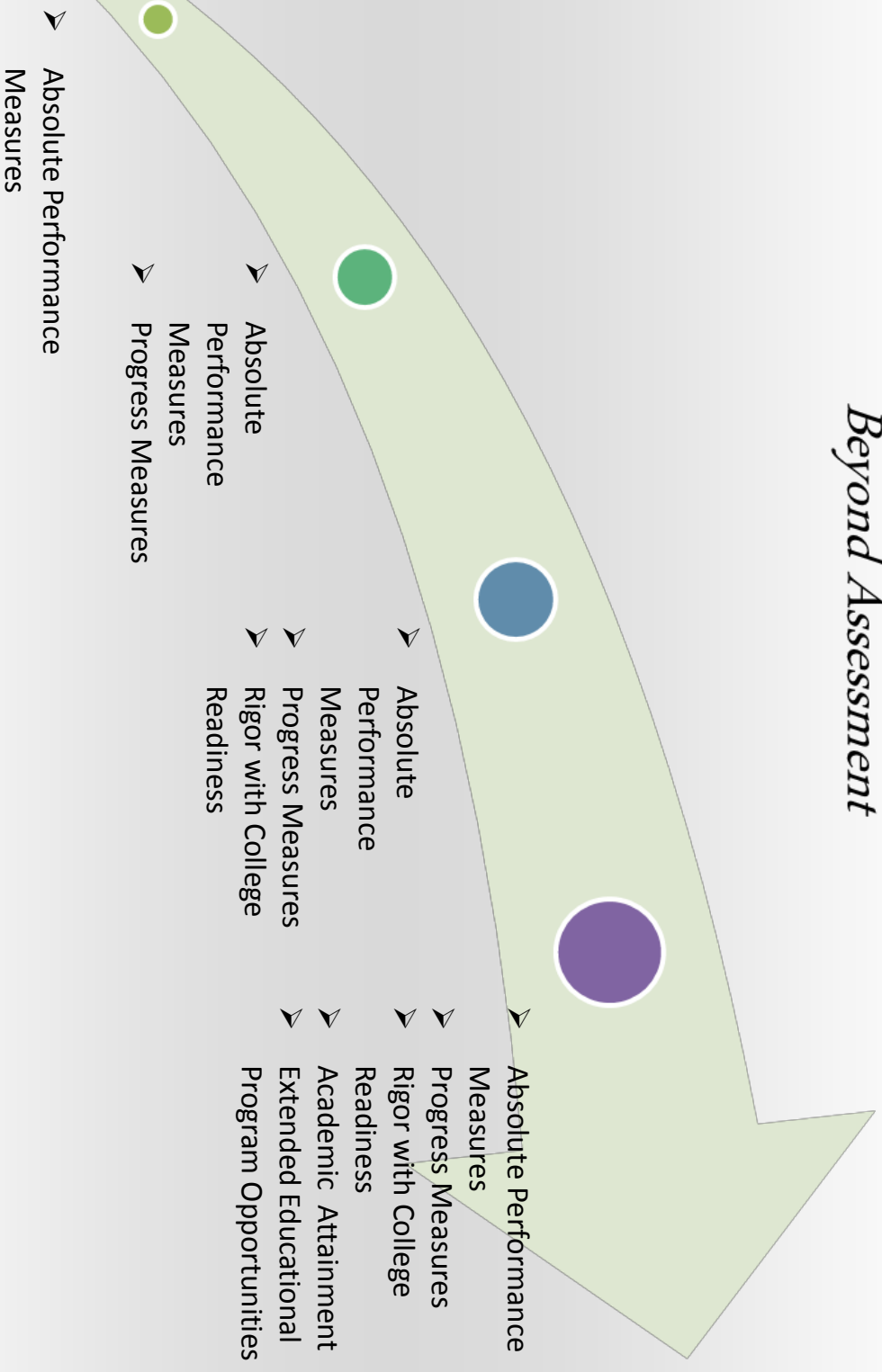
Division Meeting

August 29, 2016



Transition to Multiple Metrics of Evaluation

Beyond Assessment



The Next Generation of Accountability

House Bill 2804

Assessment

College
Readiness

Student &
Community

Domain I

Domain II

Domain III

Domain IV

Domain V

Absolute Performance

Progress (Growth)

Closing Gaps

Academic Attainment

Extended Educational
Program
Opportunities

A, B, C, D, or F

A, B, C, D, or F

A, B, C, D, or F

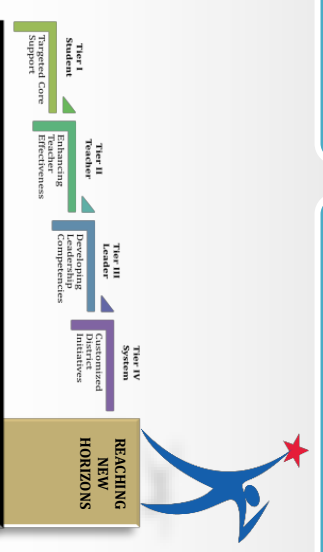
A, B, C, D, or F

A, B, C, D, or F

Bump Letter Grade
based on Comparable
Groups

Bump Letter Grade
based on Comparable
Groups

Bump Letter Grade
based on Comparable
Groups



Domain I

Assessment: Student Achievement

1

- Generate Weighted Scores of all grades and subjects at *satisfactory standard* and *final level II standard*

2

- Establish range of targets for letter grades
- A, B, C, D, or F

3

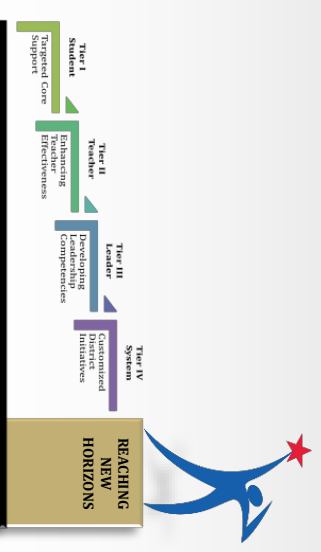
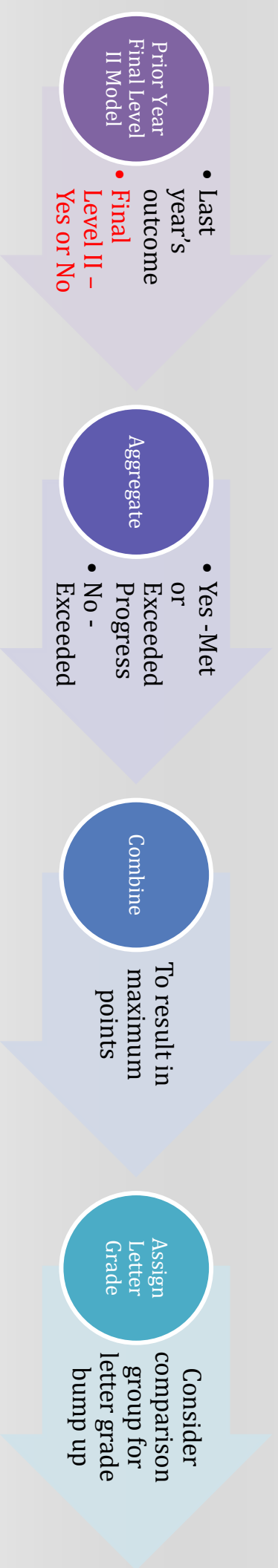
- Assign the letter grade

4

- Consider comparison group for letter grade bump up

Domain II

Assessment: Student Progress



Domain III

Assessment: Closing Performance Gaps

Percent at Final Level II

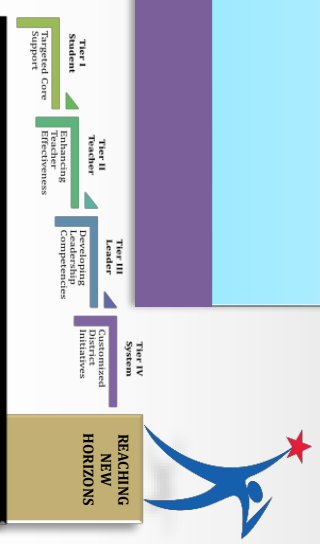
College
Readiness
Standard

Aggregated gap value outcome to the goal lowest 2 race/ethnic groups Top quartile receives bonus points

Establish Letter Grade, A, B, C, D or F based on aggregated gap score

Consider comparison group for letter grade bump up based on final level II rates of 2 previous years

By campus type:
Elementary
Middle Schools
High Schools
K-12



Domain IV

College Readiness: Academic Attainment

Districts and High Schools

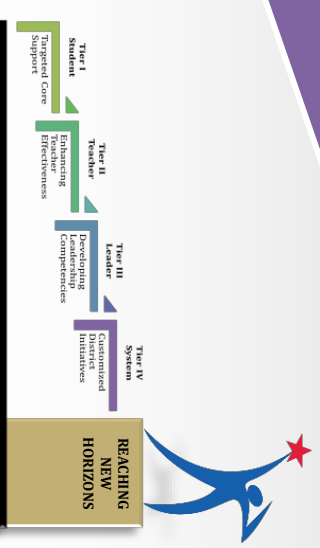
- Dropout Rate
- Graduation Rate
- % of Students who do at least one of the following: (next slide)
- *Additional indicator or student achievement*

Middle Schools

- Student Attendance
- Dropout Rate
- % of 7th and 8th grade students who receive instruction in preparing for high school, college, and career
- *Additional indicator or student achievement*

Elementary

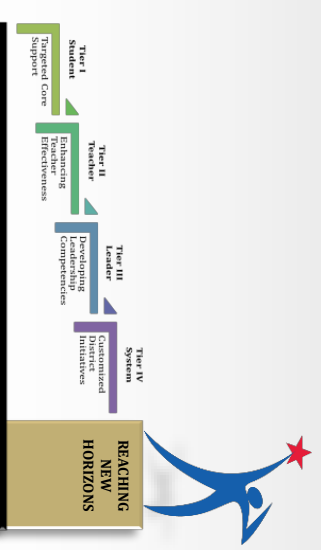
- Student Attendance
- *Additional indicator or student achievement*



Domain IV

College Readiness: Academic Attainment

- Complete requirements for FHSP distinguished level of achievement
- Complete the requirements for an endorsement
- Complete a coherent sequence of CTE courses
- Satisfy the TSI benchmark
- Earn at least 12 hours of postsecondary credit
- Complete an AP course
- Enlist in the armed forces
- Earn an industry certification



Community and Student Engagement

Locally Determined Criteria

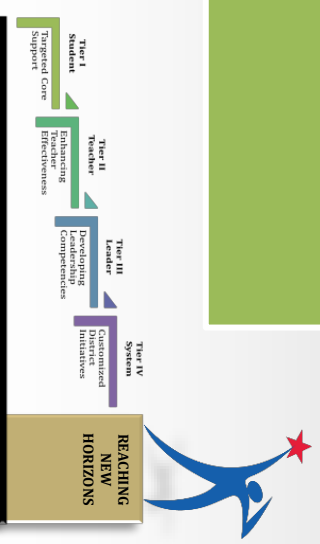
Self Evaluation

District and each Campus

Assign letter grade A, B, C, D, or F

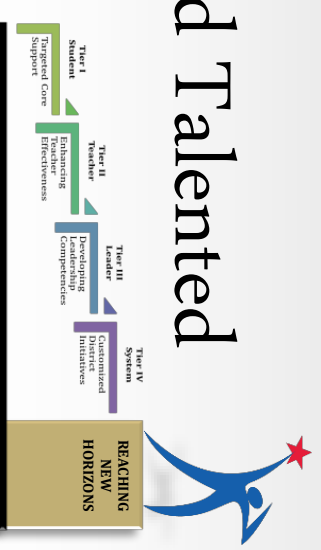
- overall performance
- each program or category evaluated

3 indicators from the list
next slide



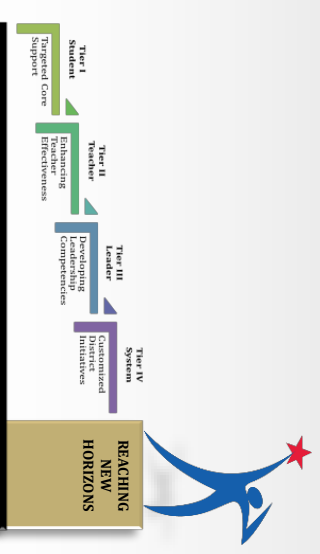
Highlight System Successes

- Fine Arts
- Wellness and Physical Education
- Community and Parental Involvement
- 21st Century Workforce Development
- Second Language Acquisition
- Digital Learning Environment
- Dropout Prevention Strategies
- Gifted and Talented

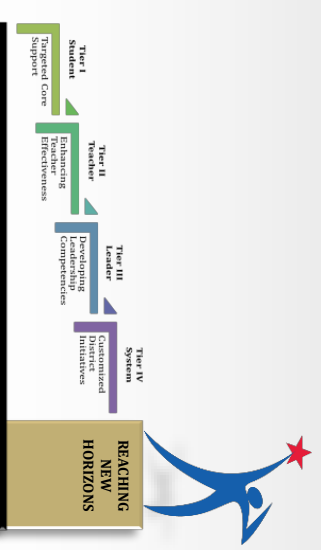
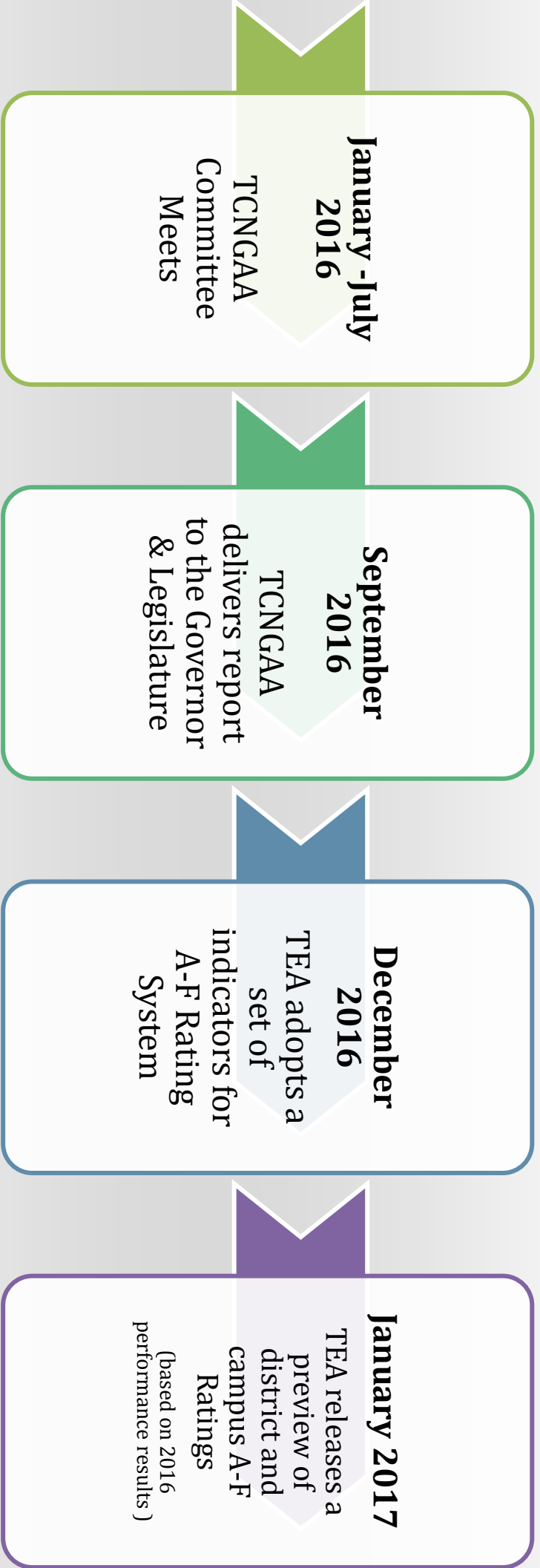


Next Generation of Accountability

Preparing for the A-F Rating System



Next Generation of Assessment and Accountability Timeline

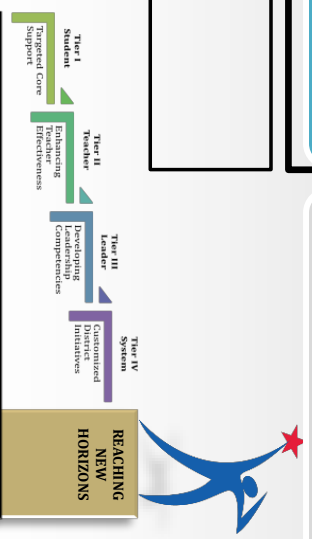


Transition to Five Domain Framework

Preview of District and Campus A-F Rating System

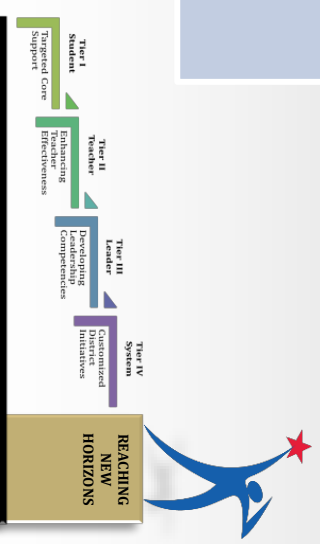
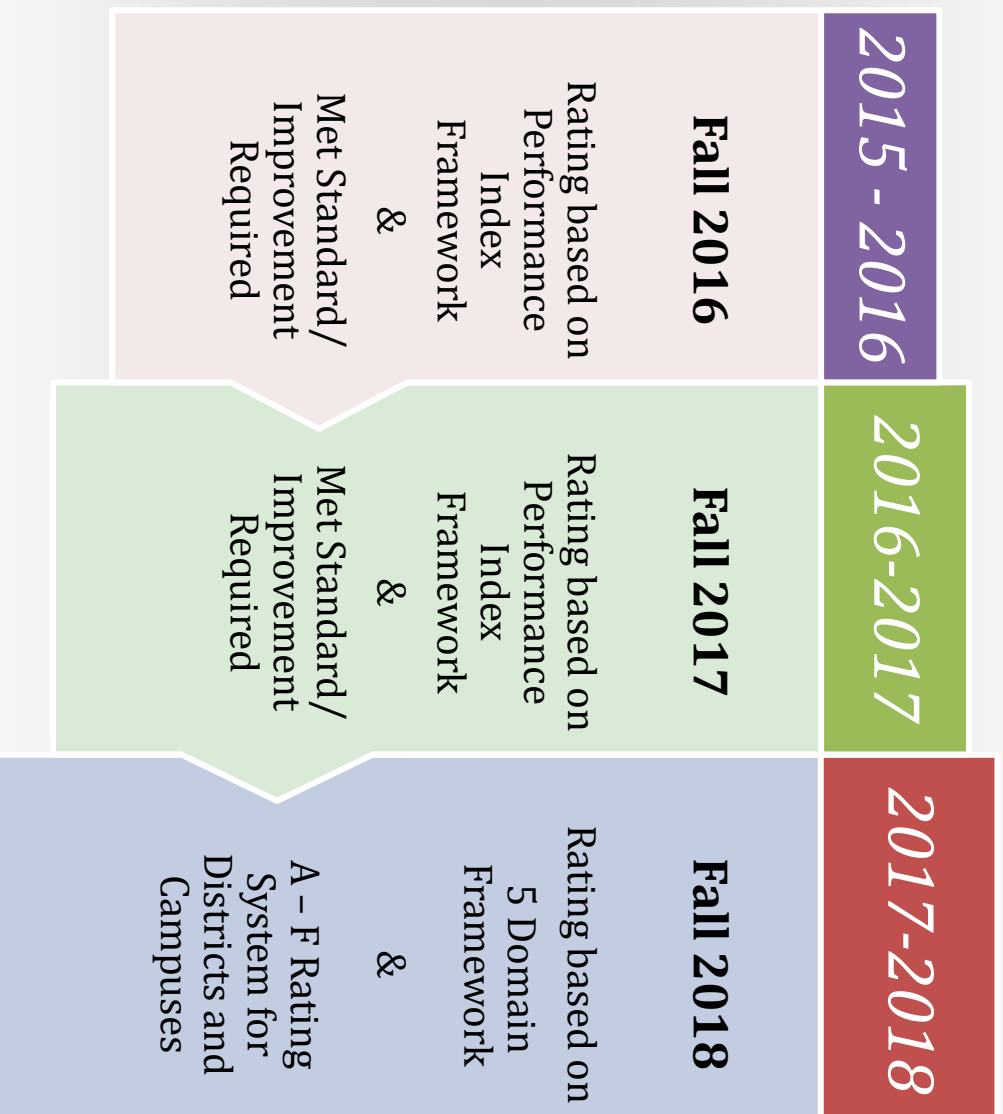
Assessment					College Readiness		Student & Community	
Domain I	Domain II	Domain III	Domain IV	Domain V				
Absolute Performance	Progress (Growth)	Closing Gaps	Academic Attainment	Extended Educational Program Opportunities				
A, B, C, D, or F	A, B, C, D, or F	A, B, C, D, or F	A, B, C, D, or F	A, B, C, D, or F				

- TEA releases report showing a preview A-F district and campus rating
- A-F district and campus preview rating for domains 1-4 and not as an aggregate

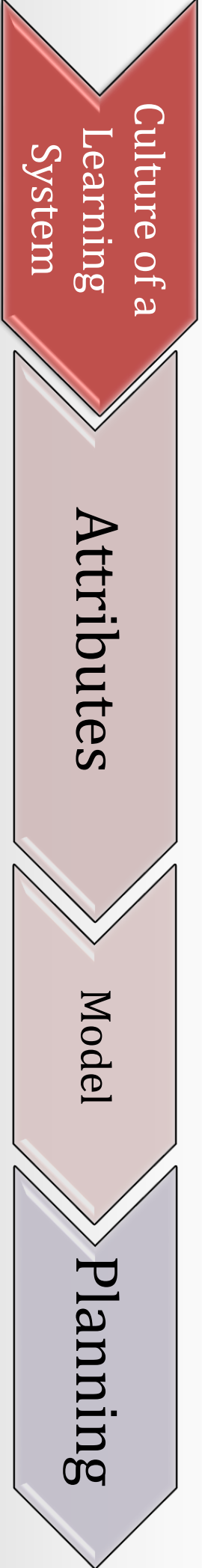


State Accountability Transition

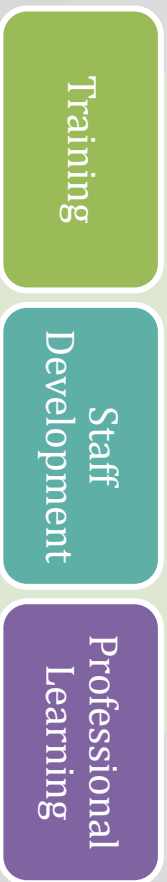
Performance Index Framework to Five Domain Framework



Quality Framework for Professional Development

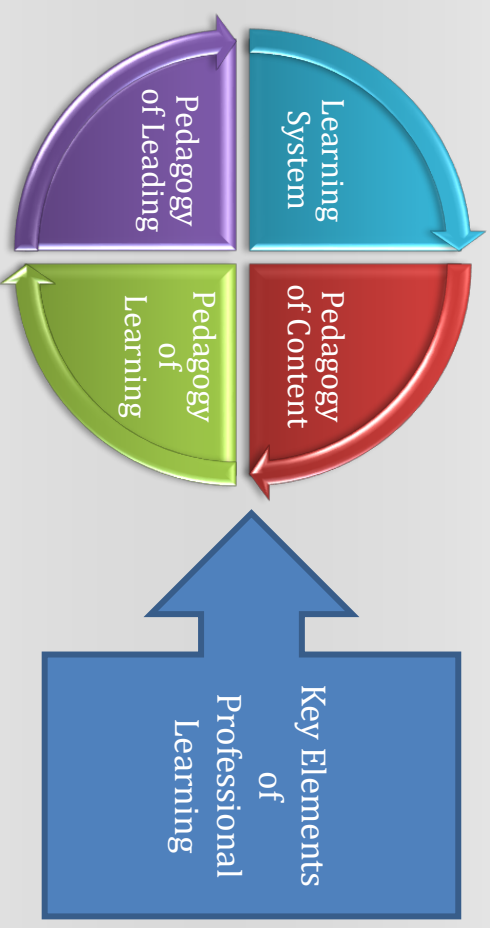


Models of Professional Learning

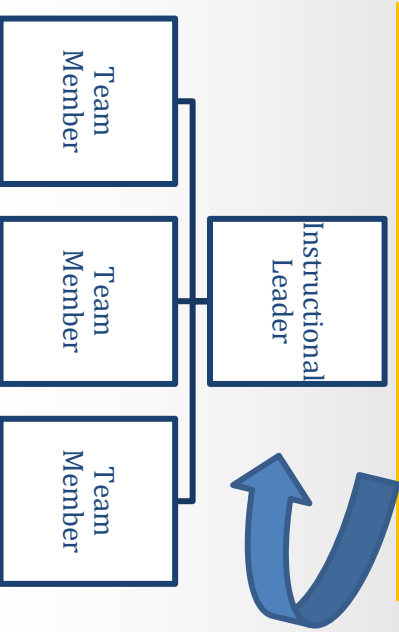


Professional Learning Standards

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Educator Effectiveness and Student Results
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Pockets of Excellence
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Lack of Support
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Resistance
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Lack of Focus
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Inadequate Learning
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Unsustained Change
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Misalignment of Goals



Developing the Leaders



Strategic Planning for 2016-2017 & Beyond

Quality Framework for Professional Staff Development Support

DIVISION OF INSTRUCTIONAL, SCHOOL IMPROVEMENT, AND COLLEGE READINESS SUPPORT

REGION ONE EDUCATION SERVICE CENTER
Quality Framework for Professional Development Supports

Fort Ringgold Room

Workshop #: 52941 (AM)
 Workshop#: 52768 (PM)
 Thursday, April 28, 2016

The 84th Texas Legislature established House Bill 2804 and the next generation of assessment and accountability. The Commissioner of Education will adopt rules to evaluate school district and campus performance and assign an overall performance rating of A, B, C, D or F beginning in the 2017-2018 school year. District and campus strategic planning will be critical to meet and exceed state and federal accountability standards.

At this session, the Quality Professional Development Framework will be examined to assist districts with strategic planning for 2016-2017 and beyond. District leadership teams will understand the impact of the next generation of assessments and accountability and examine a tiered approach to professional development planning.

Partner with Region One ESC in a proactive, strategic planning process for successful transition to 2016-2017 and beyond.

- Target Core Support in Content Areas of Mathematics, Science, English Language Arts and Social Studies
- Enhance Teacher Effectiveness with High Impact Instructional Strategies
- Develop Leadership Competencies
- Customize District Initiatives

Workshop #: 52941 (AM)
 Thursday, April 28, 2016
 9:00 am - 12:00 noon
 Fort Ringgold Room
 For all school districts and districts

Workshop#: 52768 (PM)
 Thursday, April 28, 2016
 1:30 pm - 4:00 pm
 Fort Ringgold Room
 For school districts and districts with 14,000 students or less

CONTACTS

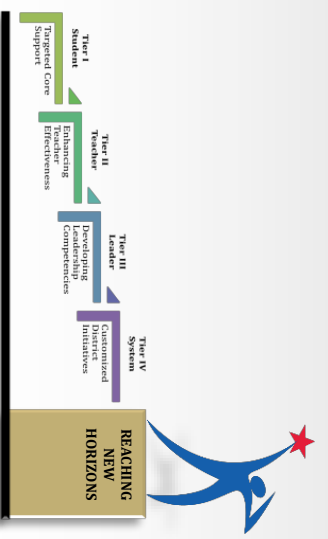
Dr. Eduardo Canciano, Deputy Director
 ecanciano@esc1.net 956-984-6021

Bahinda S. Gorenna, Interim Administrator-SIAC
 bgorenna@esc1.net 956-984-6173

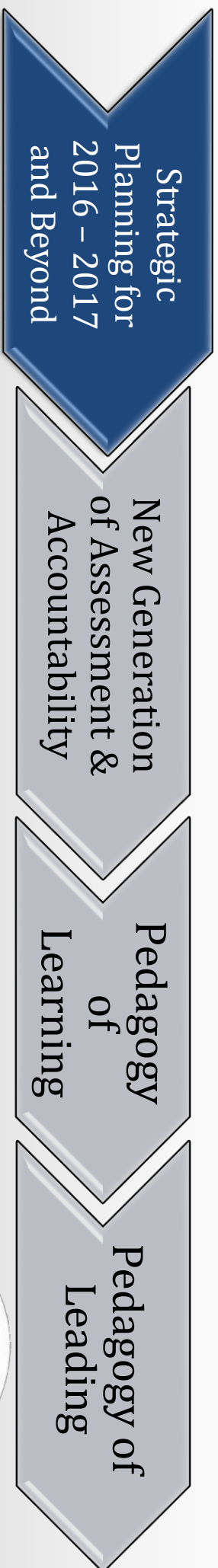
Kelly Vanhee, Interim Administrator-CA
 kkvvanhee@esc1.net 956-984-6151

Attendee Audience:
 Six member district leadership team to include Superintendent, Central Office and Campus Administrators

Register online at www.esc1.net/staffdevelopment/
 Session Fee: Waived



Quality Framework for Professional Development



Current Performance Results

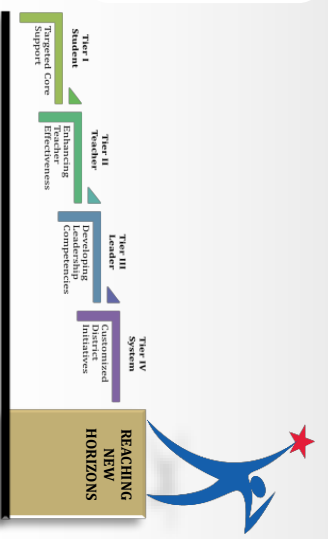
New Accountability System (A-F)

Increased Performance Standards

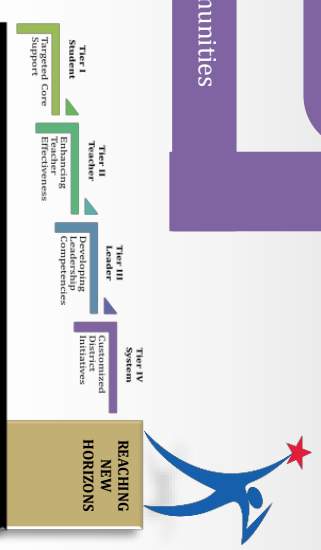
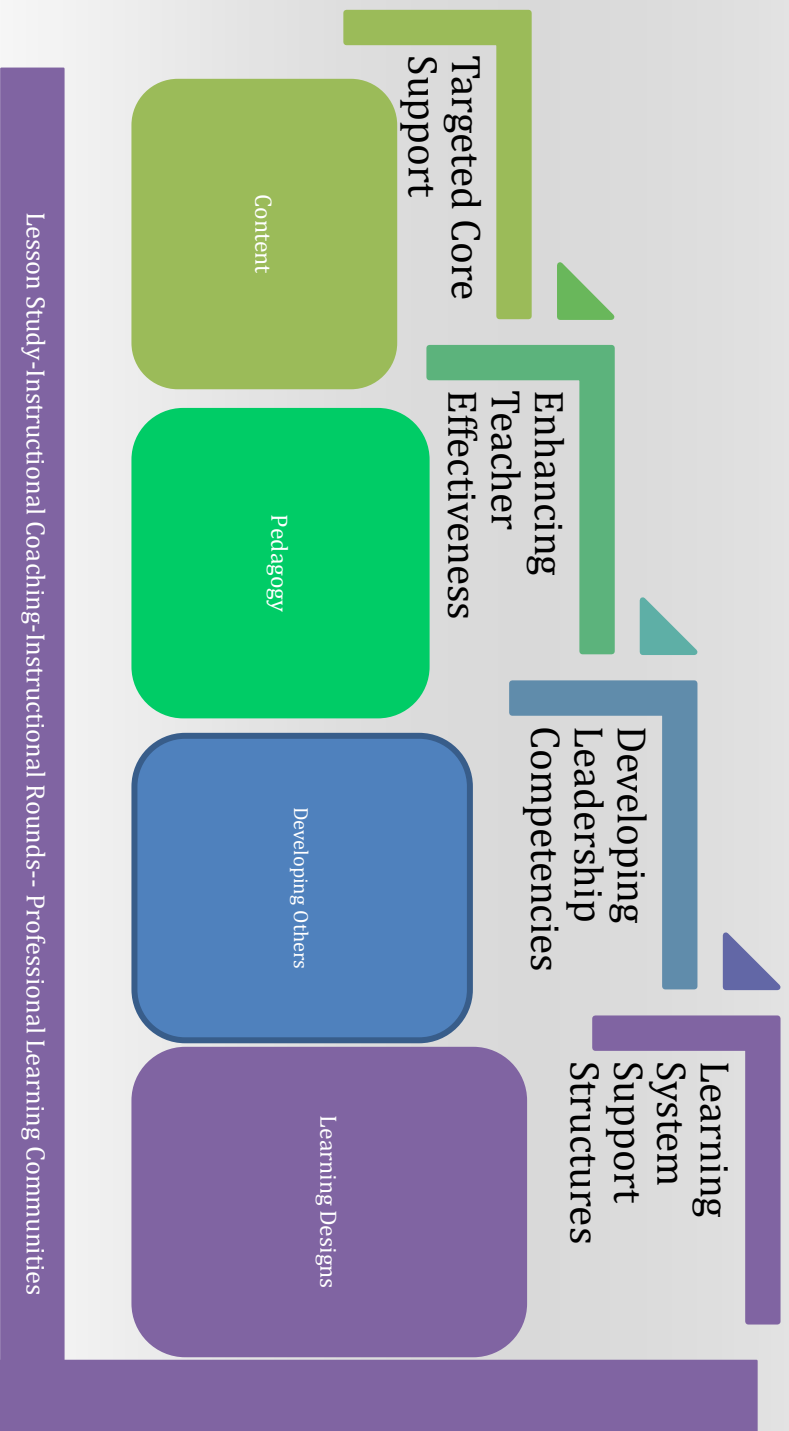
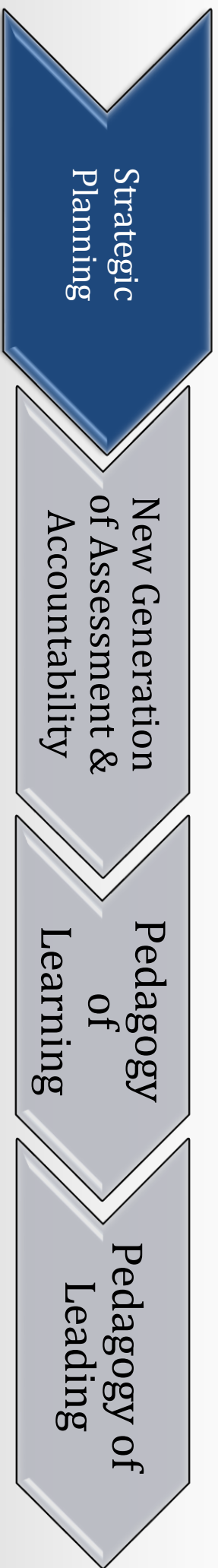
New Graduation Requirements

New Learning Standards Streamlining

Changing Targets

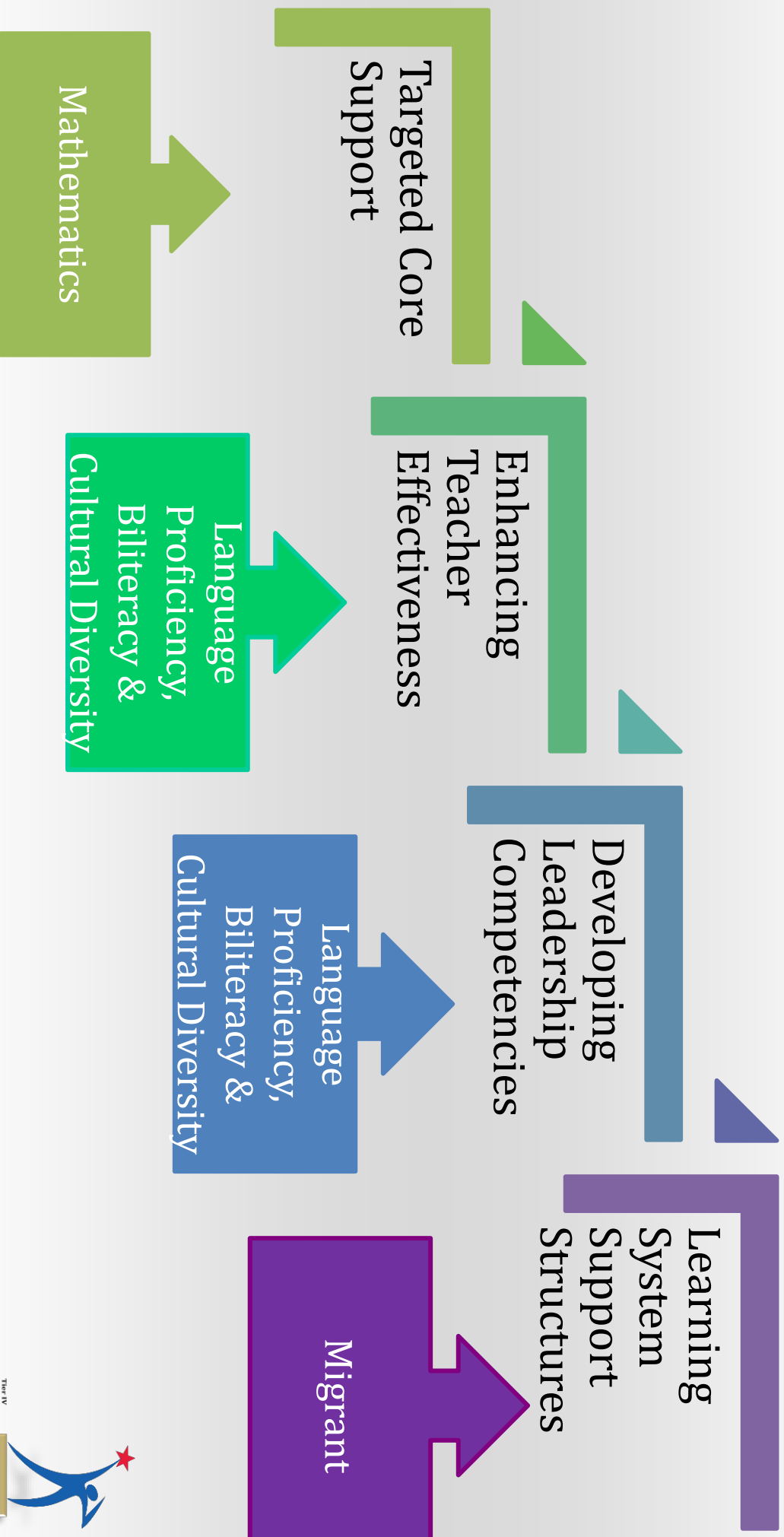


Quality Framework for Professional Development



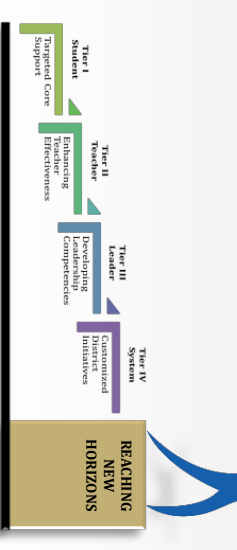
2016-2017 Innovative Approaches

College & Career Readiness for ALL



Key Changes to Accountability

College Readiness



Focus of Innovation for Improvement

College & Career Readiness for ALL
through systems of support for high quality teaching and learning

Impact on
Student,
Teacher,
Leader,
System

Collaboration
Internal &
External

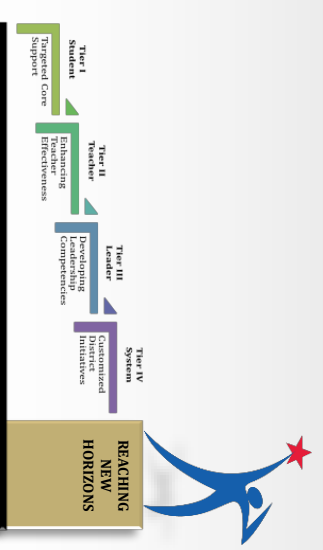
Student
Engagement
Critical
Engagement

Teacher
Effectiveness

Chart it Out

Innovative Approach

1. Why did you select this innovation and what impact will it have on student achievement?
2. How does your innovation connect to our division initiatives and support challenges our districts and charter systems face during the transition to the next generation of assessment and accountability?
3. Do you need to make any minor adjustments to your innovation? If so, explain.



Contacts

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College, Career & Life Readiness

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Curriculum, Instruction & Assessment

Kelly VanHee, Administrator

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School Improvement, Accountability & Compliance

Belinda S. Gorena, Administrator

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