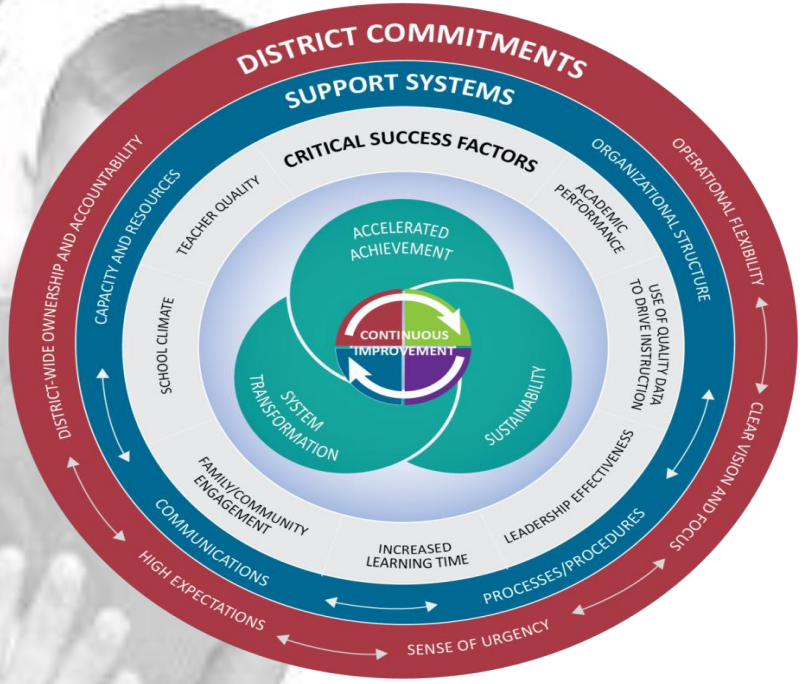
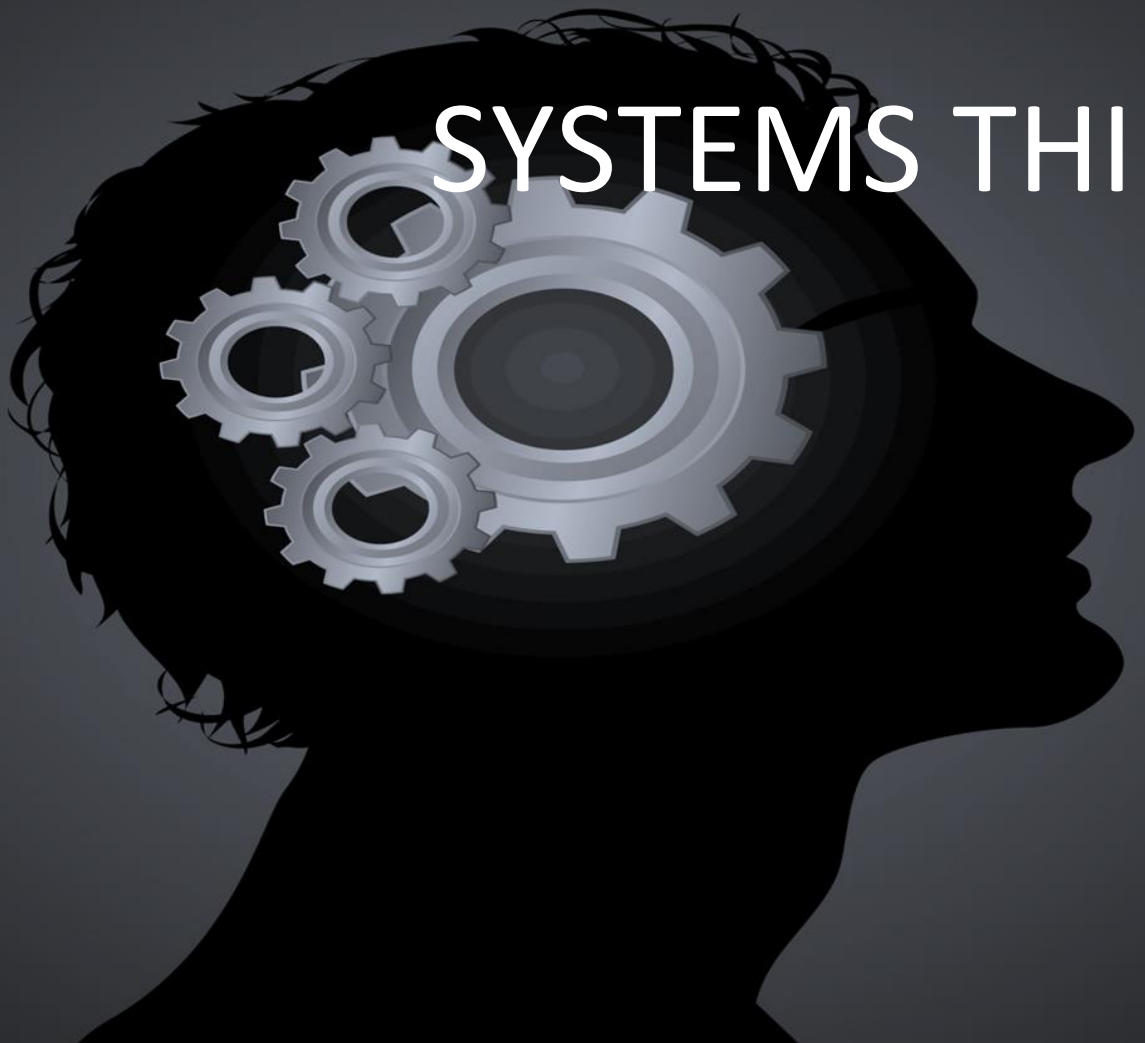
WELCOME to the 2017

Texas Accountability Intervention System (TAIS)

INTRODUCTORY TRAINING



SYSTEMS THINKING



Systemic Change

Is comprehensive, with a fundamental change in one aspect of the system requiring fundamental changes in other aspects to be successful. In education, systemic change requires that it pervades all levels of the system: classroom, building, district…Efforts to create systemic change must recognize the interdependence of all components of the system…The community must develop a vision of their ideal educational system, create and take ownership of a shared vision, and develop a passion for their new vision.

Charles M. Reigeluth and Robert J. Garfinkle, *Systemic Change in Education* (Education Technology Publications, 1994), https://systemicchange.files.wordpress.com/2009/07/systemic-change-in-education.pdf.

Identify the key concepts in this definition and discuss how undergoing SYSTEMIC CHANGE affects your planning.

Systemic Change

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Systemic Change

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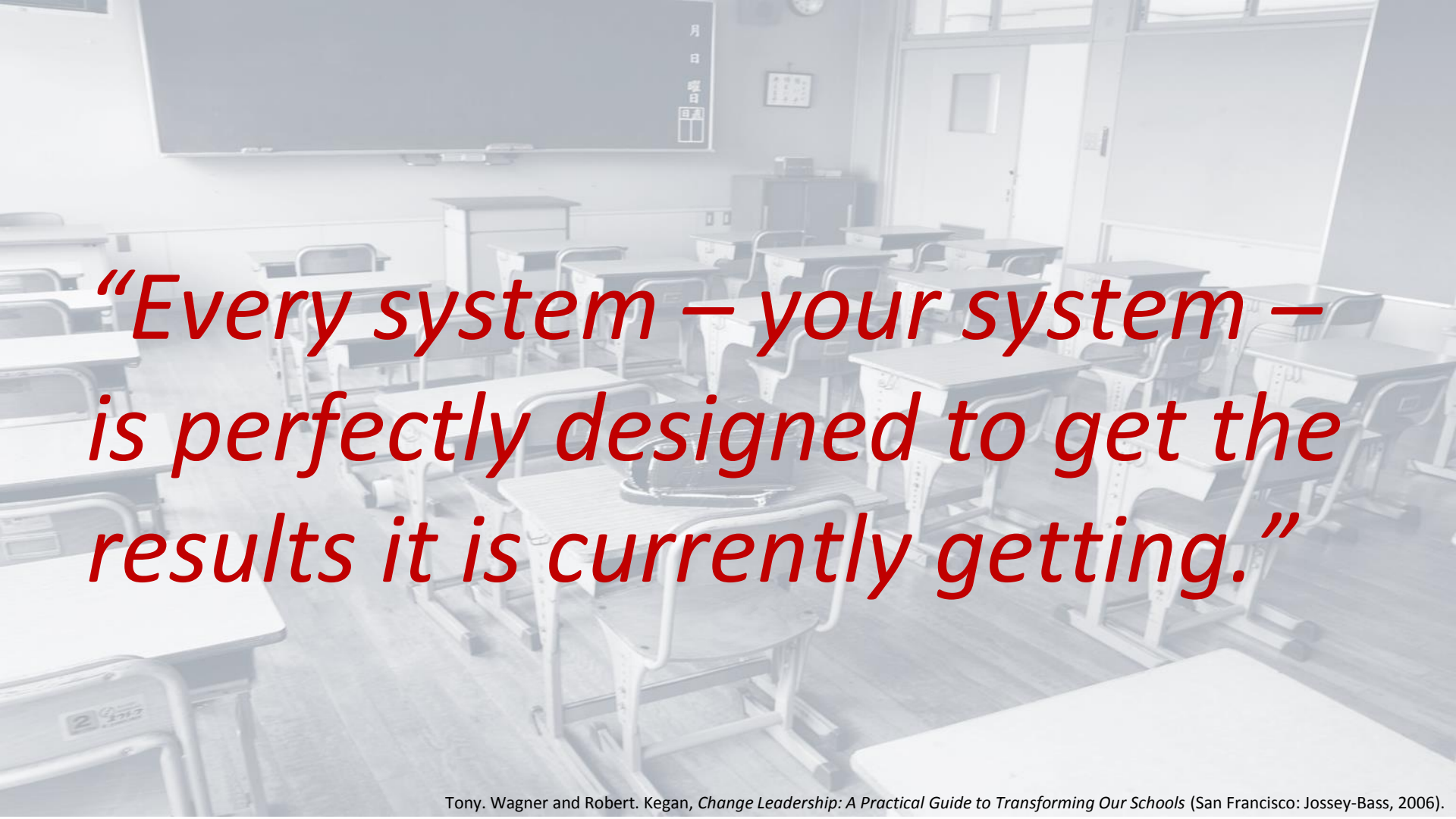
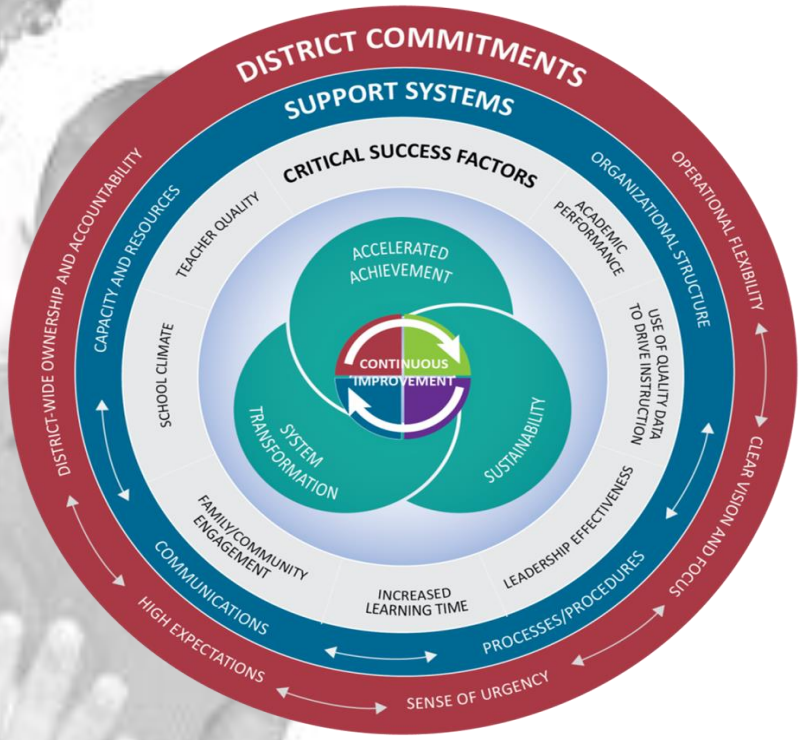


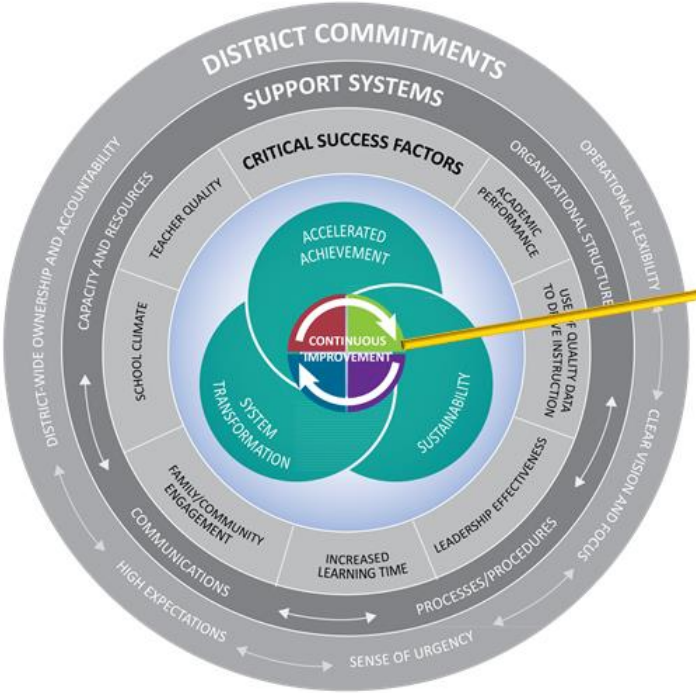
“Every system – your system – is perfectly designed to get the results it is currently getting.”

Tony. Wagner and Robert. Kegan, *Change Leadership: A Practical Guide to Transforming Our Schools* (San Francisco: Jossey-Bass, 2006).

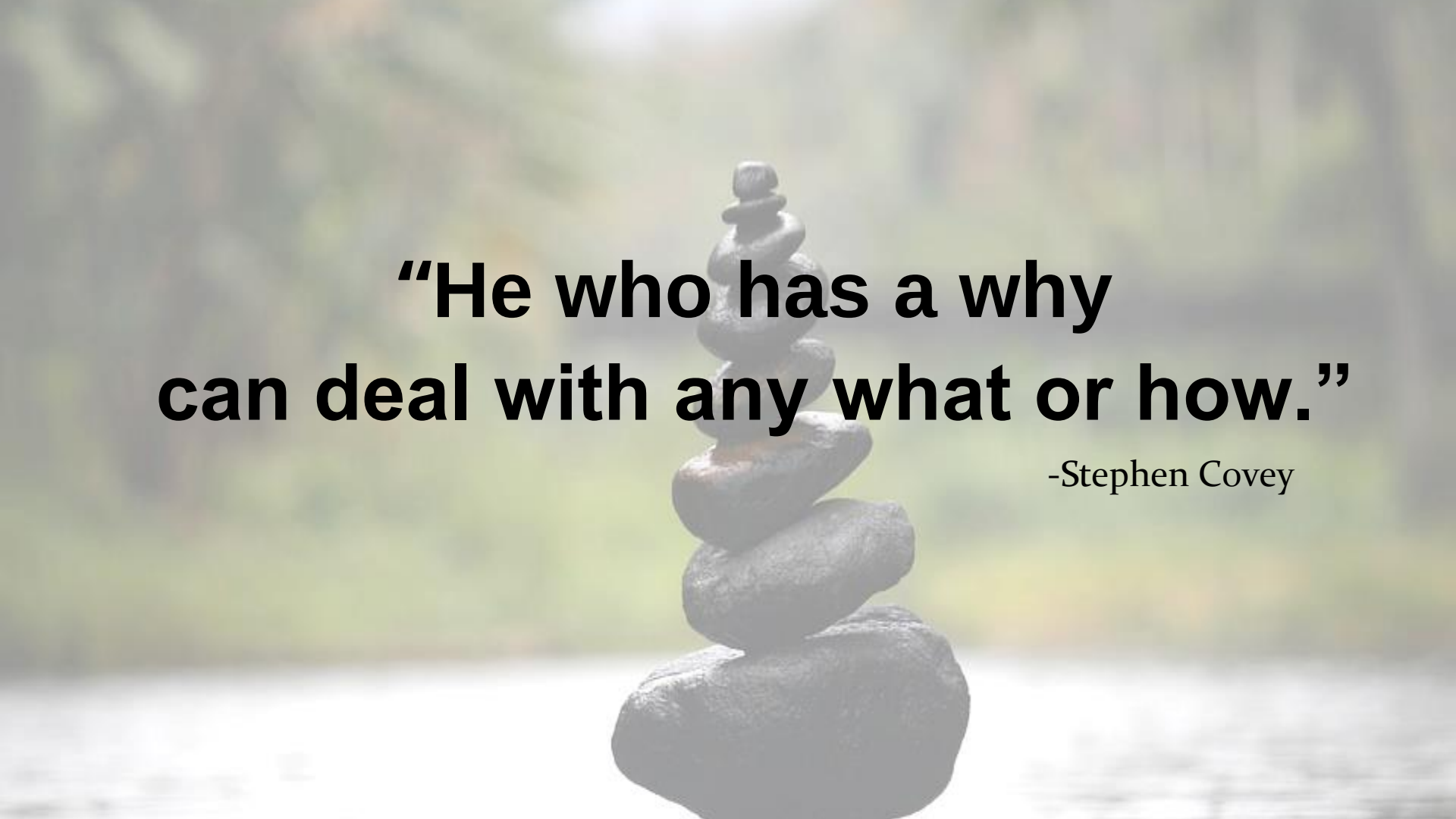
Texas Accountability Intervention System (TAIS)



Continuous Improvement Process

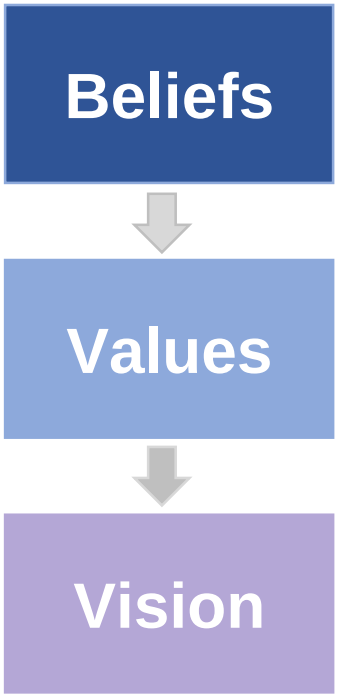


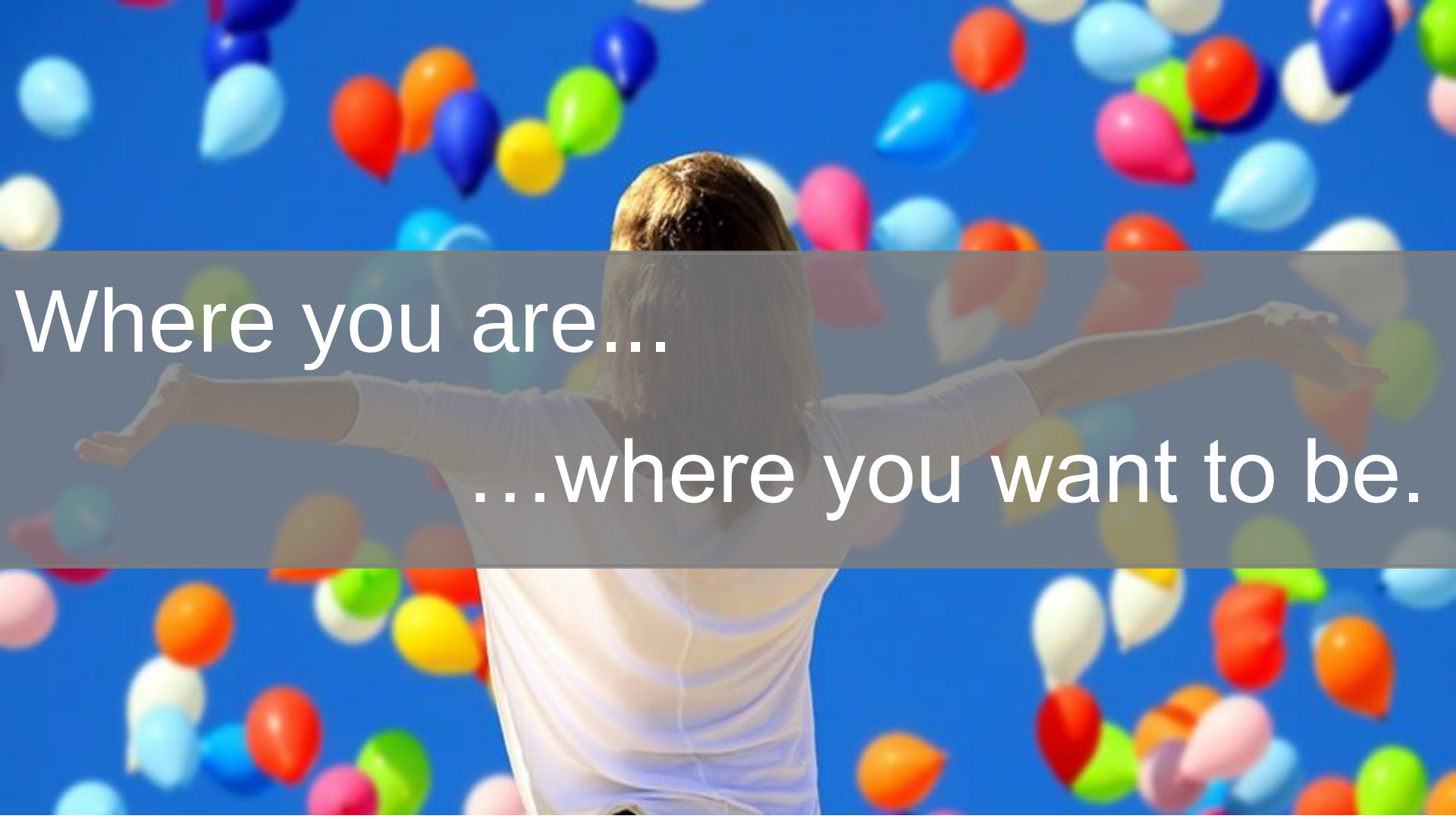

VISIONING


“He who has a why
can deal with any what or how.”
-Stephen Covey

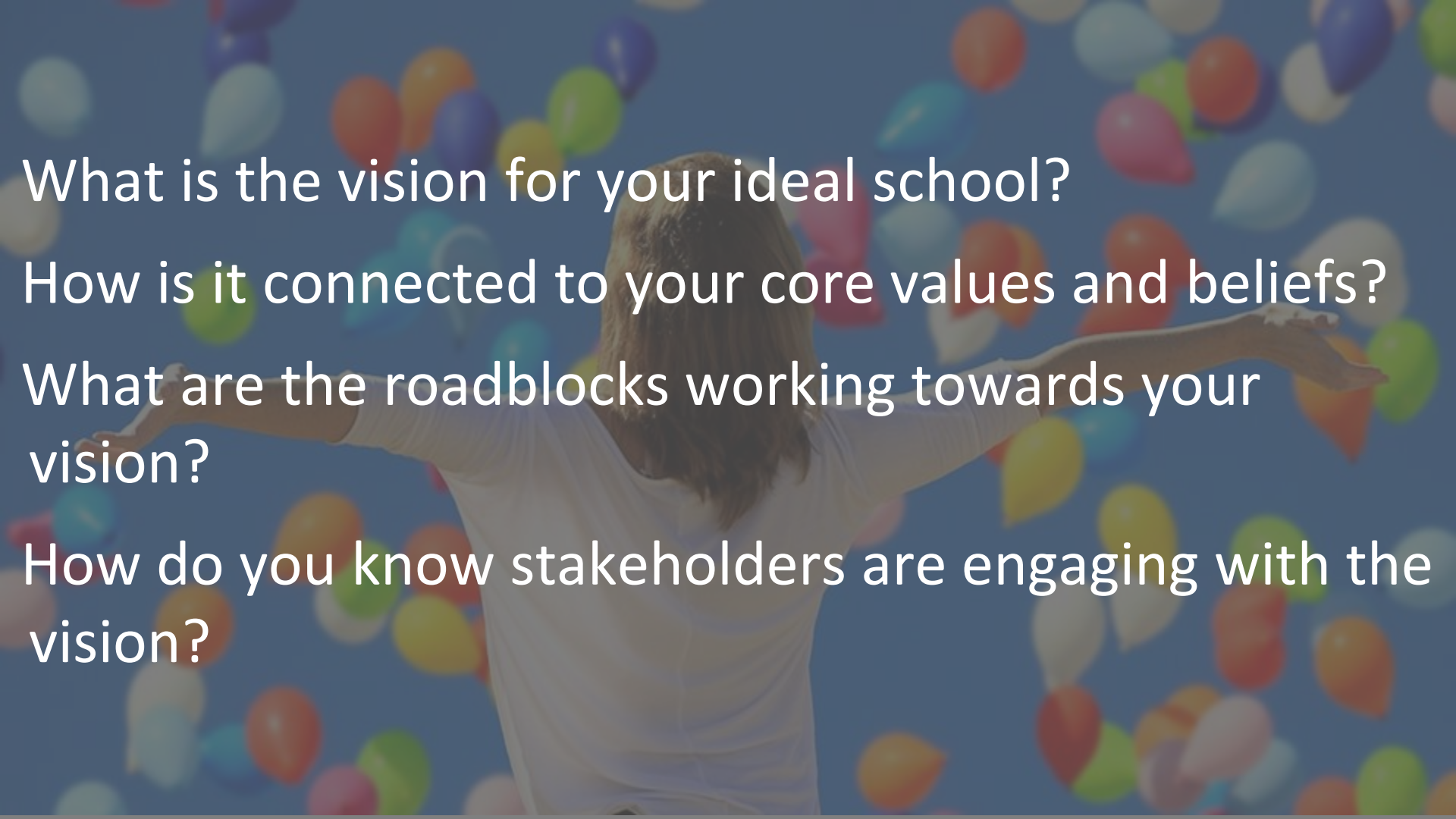
Beliefs and values define what the organization stands for and how it will behave.

The vision describes the organization in a future successful state.




Where you are...
…where you want to be.


Aspiration
Motivation
Courage
Buy in
Engagement
Futuristic

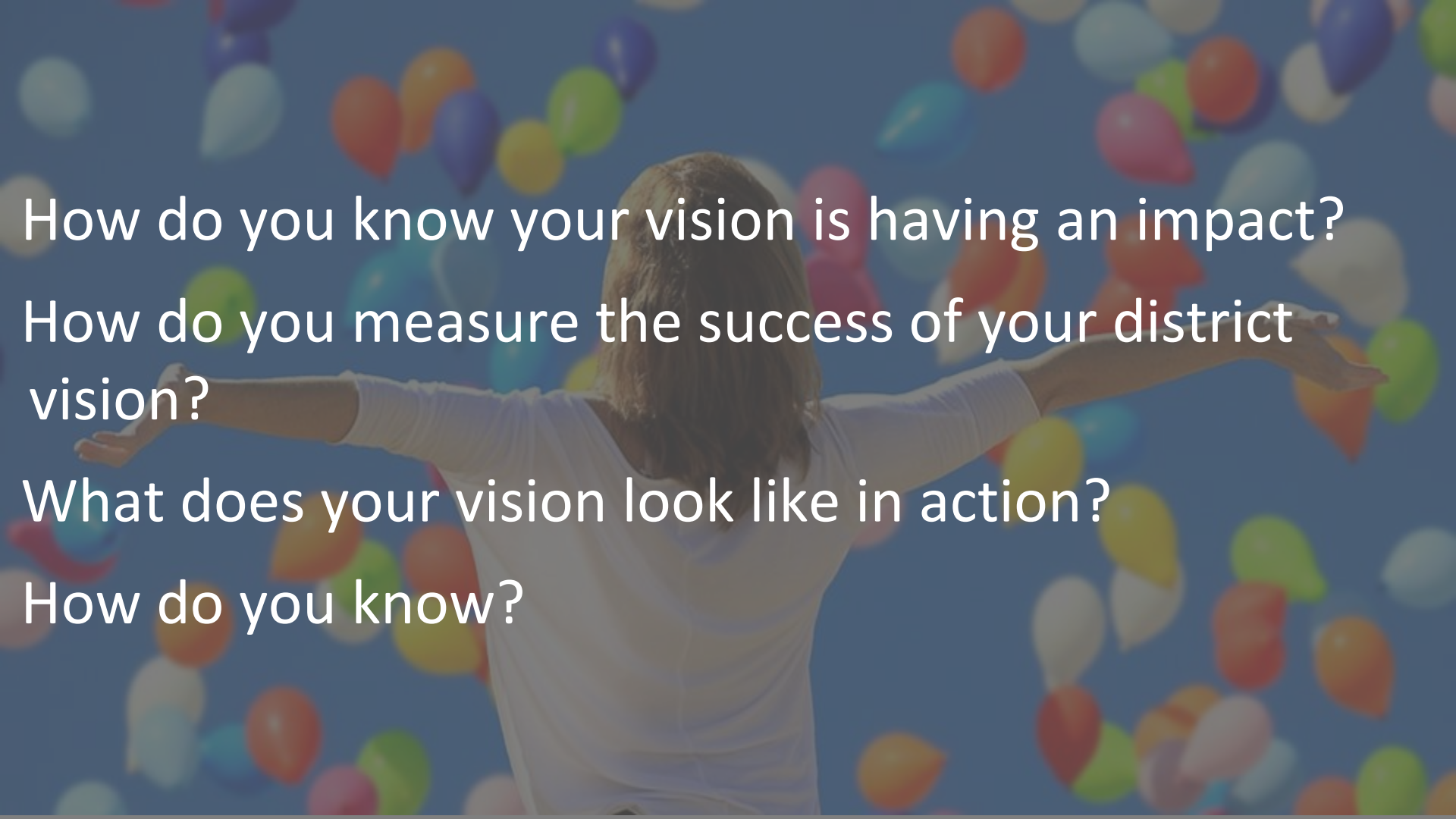


What is the vision for your ideal school?

How is it connected to your core values and beliefs?

What are the roadblocks working towards your vision?

How do you know stakeholders are engaging with the vision?

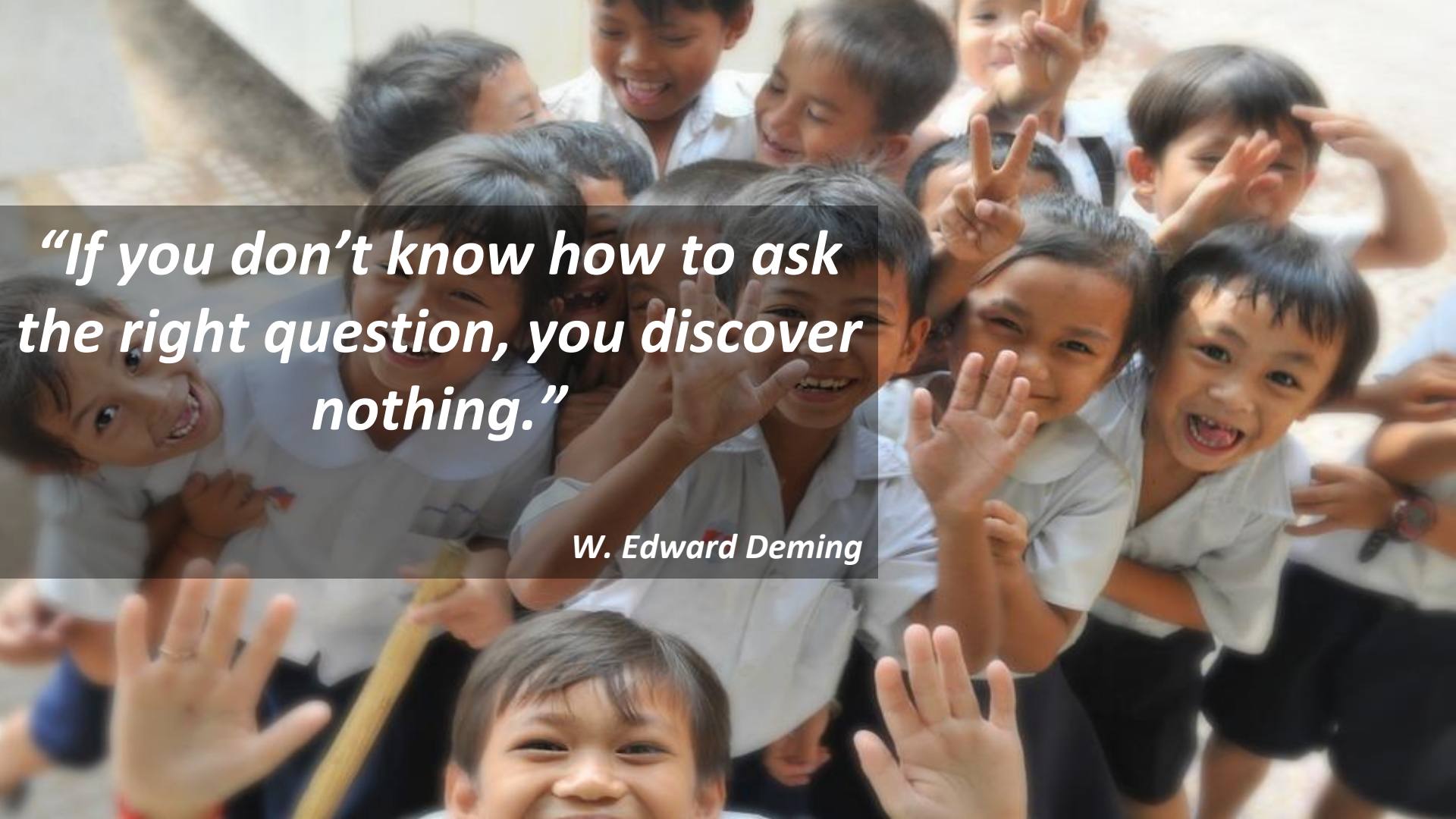


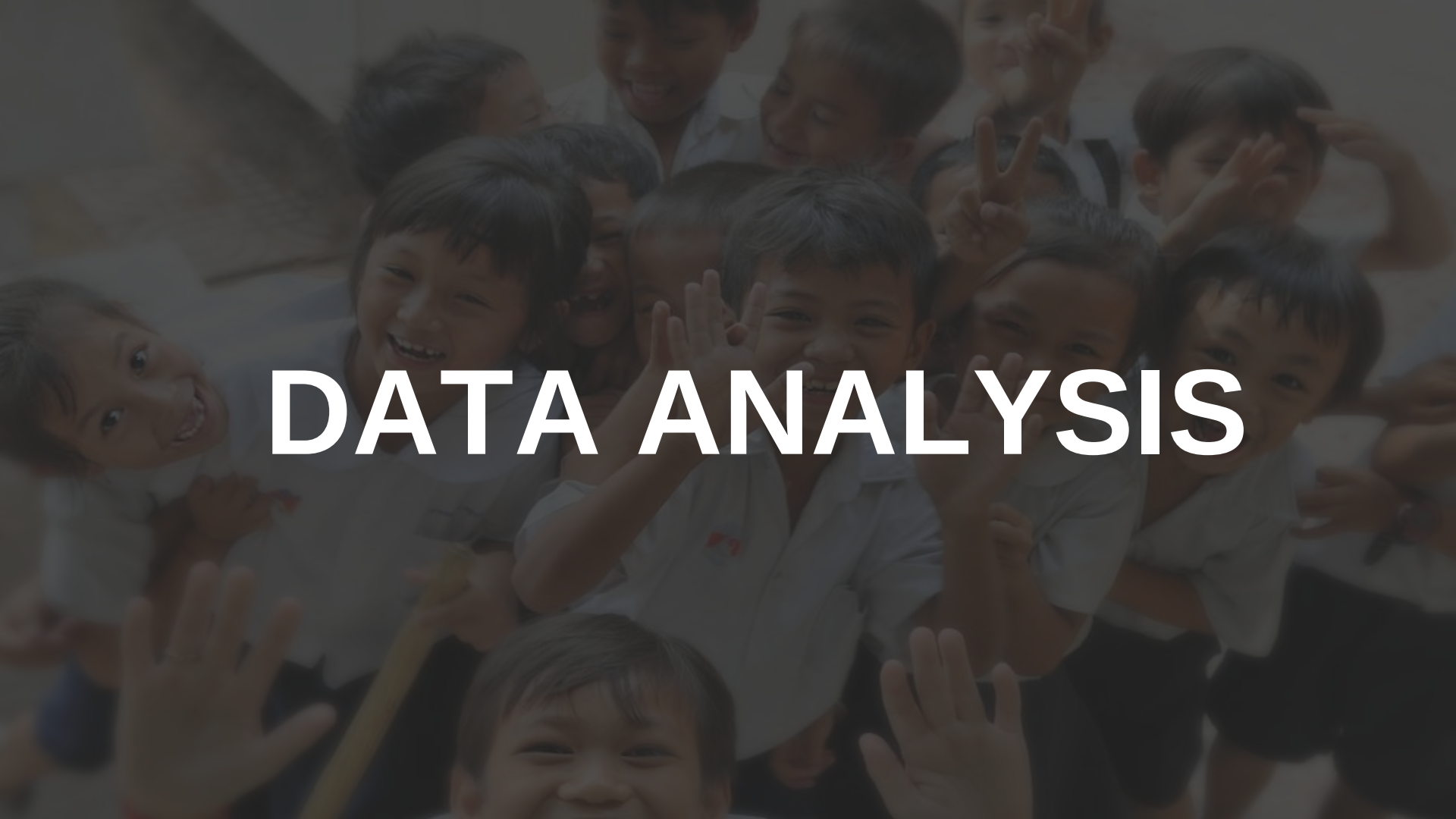
How do you know your vision is having an impact?

How do you measure the success of your district vision?

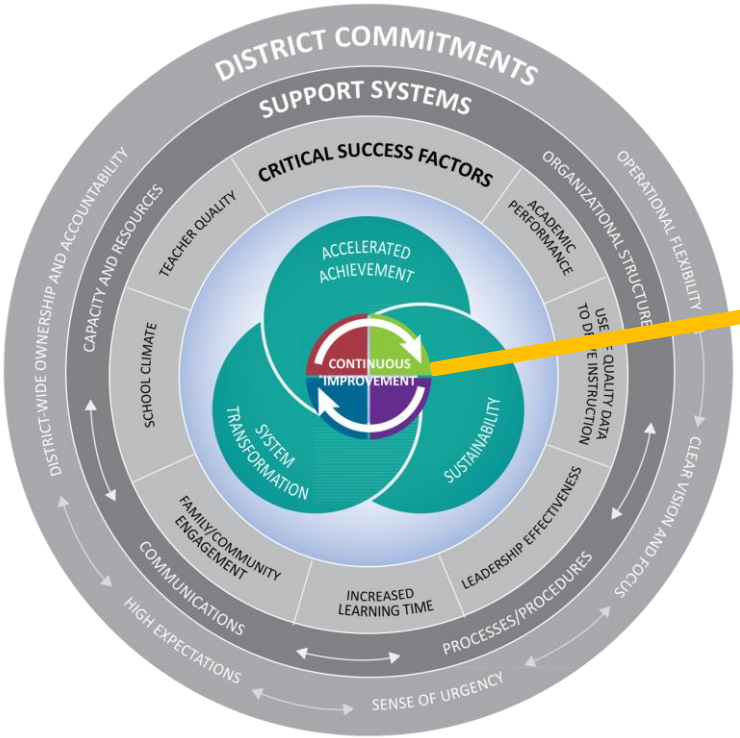
What does your vision look like in action?

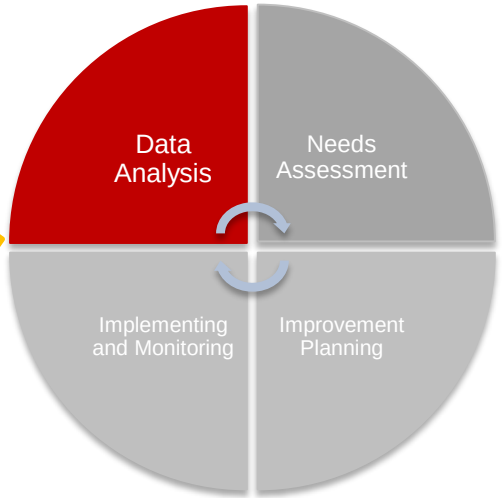
How do you know?


“If you don’t know how to ask the right question, you discover nothing.”
W. Edward Deming


DATA ANALYSIS

Continuous Improvement Process



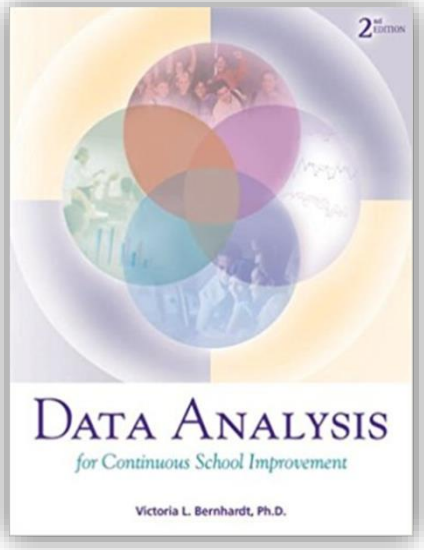


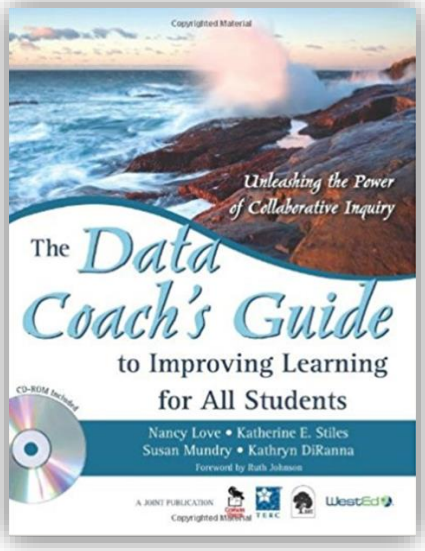
DATA ANALYSIS

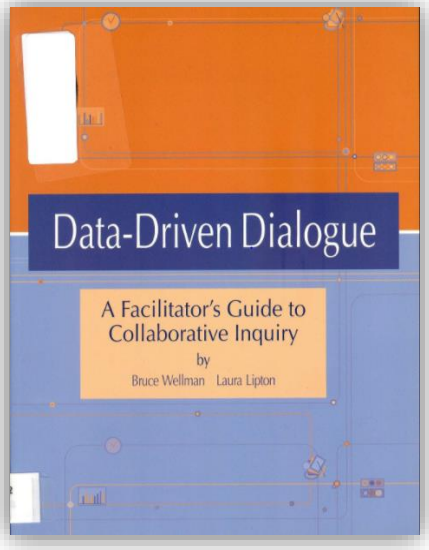
The purpose of systemic data analysis is to use multiple data sources to determine "what" factual insights are revealed about the strengths and needs of the campus.

This process involves being clear on <u>who, what, when, and how</u> around the data.

Systemic Data Analysis References







DATA ANALYSIS

DATA ANALYSIS

Review visioning → Build a team → Establish team norms → Select the right data → Schedule data collection → Analyze data → Create inferences and problem statements

Vision-driven data

Staff training → Leads to… → Implemen-tation → Leads to… → Student outcomes

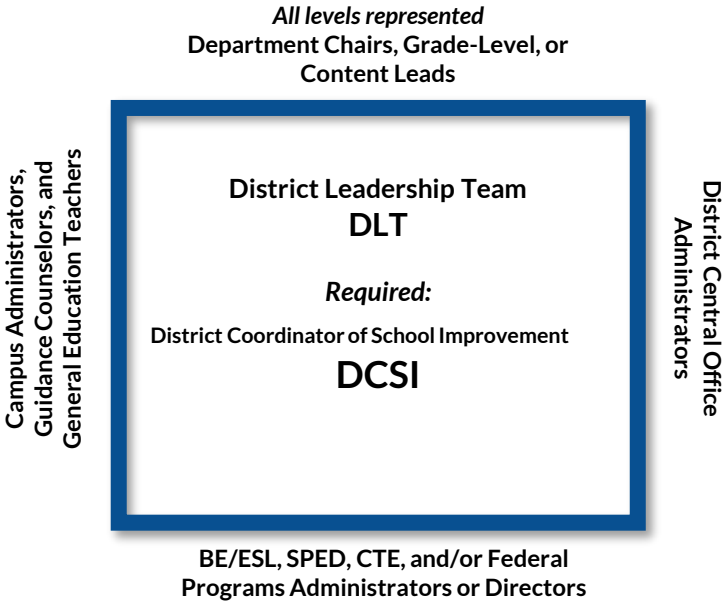
Strategy: Develop project based learning experiences

Current State

21st Century Leaders

DATA ANALYSIS

ORGANIZING A DATA TEAM



DATA TEAM RESPONSIBILITIES

- ❑ Collecting and analyzing a variety of types of school data
- ❑ Developing or adapting common assessment instruments
- ❑ Committing to norms of collaboration
- ❑ Consulting research to investigate problems, causes, and best practices
- ❑ Developing data-supported action plans (this will be covered in another module)
- ❑ Communicating with staff and key stakeholders about the findings and plans

DATA ANALYSIS

DATA-DRIVEN DIALOGUE

Predict:

Surfacing experiences, possibilities, and expectations.:

-What are our assumptions?

-What are some predictions we are making?

-What are some questions we are asking?

-What can we learn?

Go Visual:

Display data with:

-Pie graphs

-Bar graphs

-Line graphs

-Scatter plots

-Box and whisker plots

Observe:

-What important points stand out?

-What patterns/trends emerge?

-What is surprising?

-What have we not explored?

Infer/Question:

- What inferences and explanations can we draw?

-What questions are we asking?

-What data could confirm our explanations?

-What tentative conclusions can we draw?

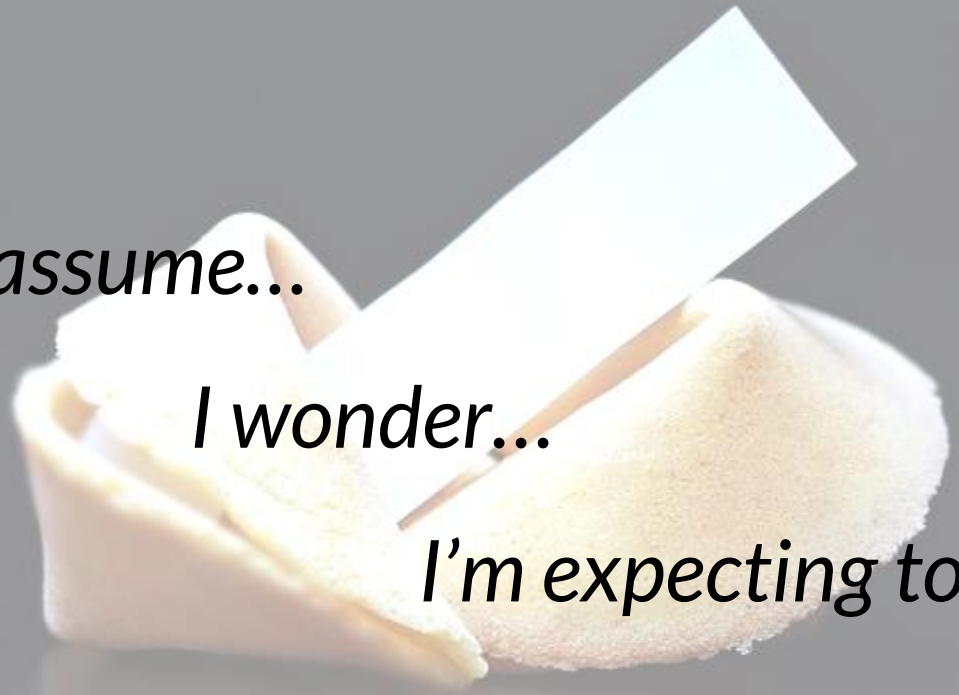
PHASE 1: PREDICT

I predict…

I assume…

I wonder…

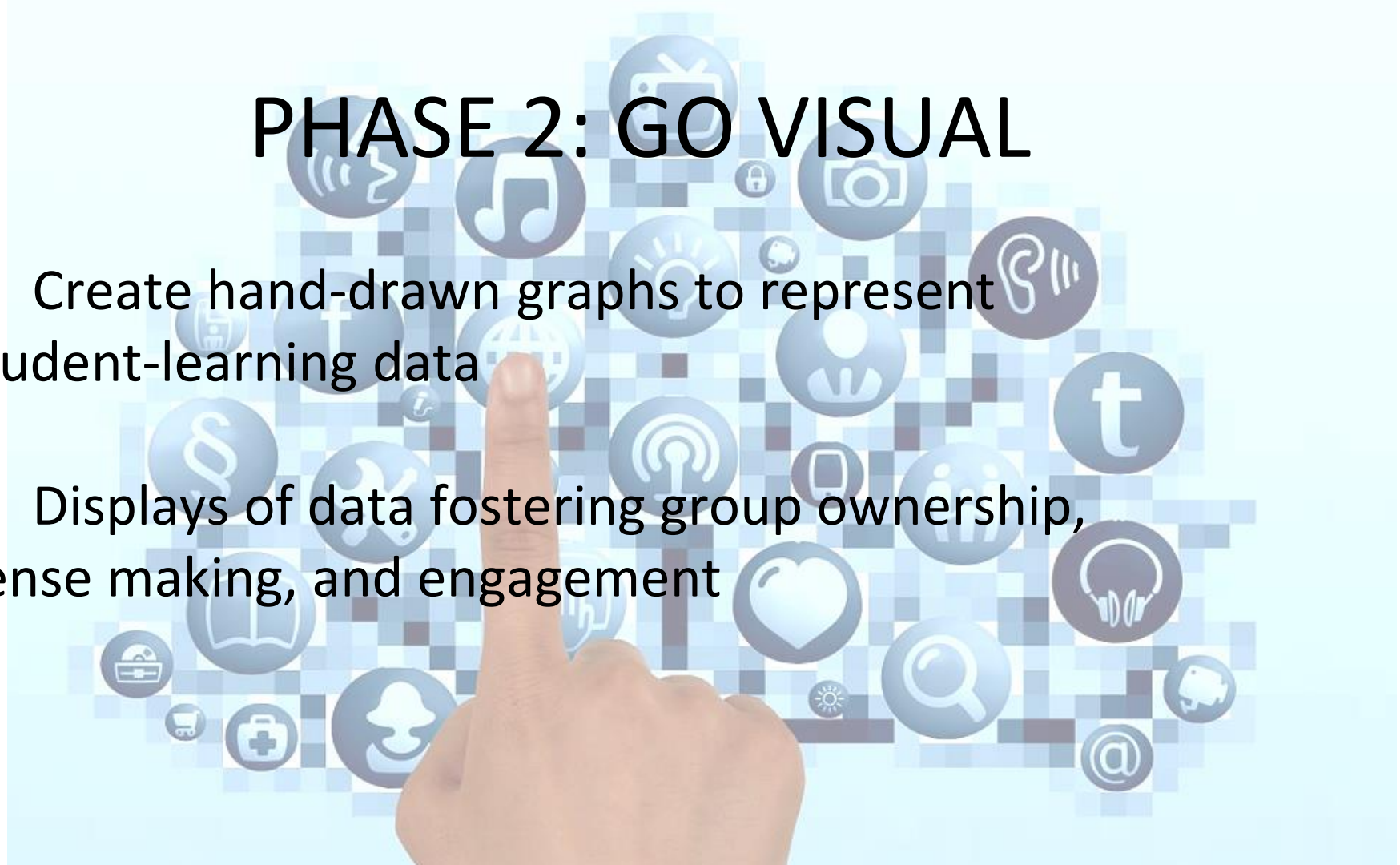
I'm expecting to see…



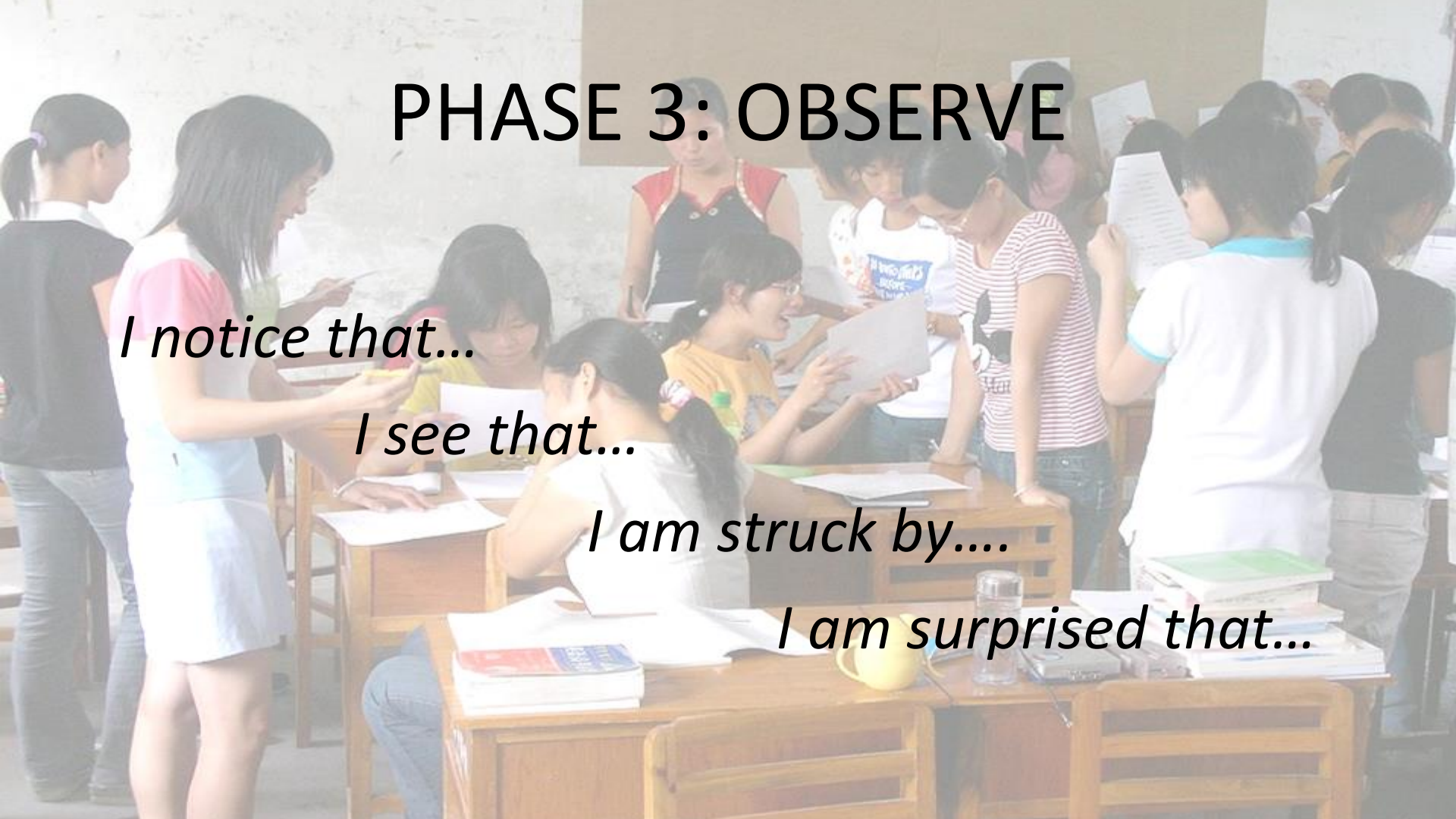
PHASE 2: GO VISUAL

- Create hand-drawn graphs to represent student-learning data

- Displays of data fostering group ownership, sense making, and engagement



PHASE 3: OBSERVE



I notice that…

I see that…

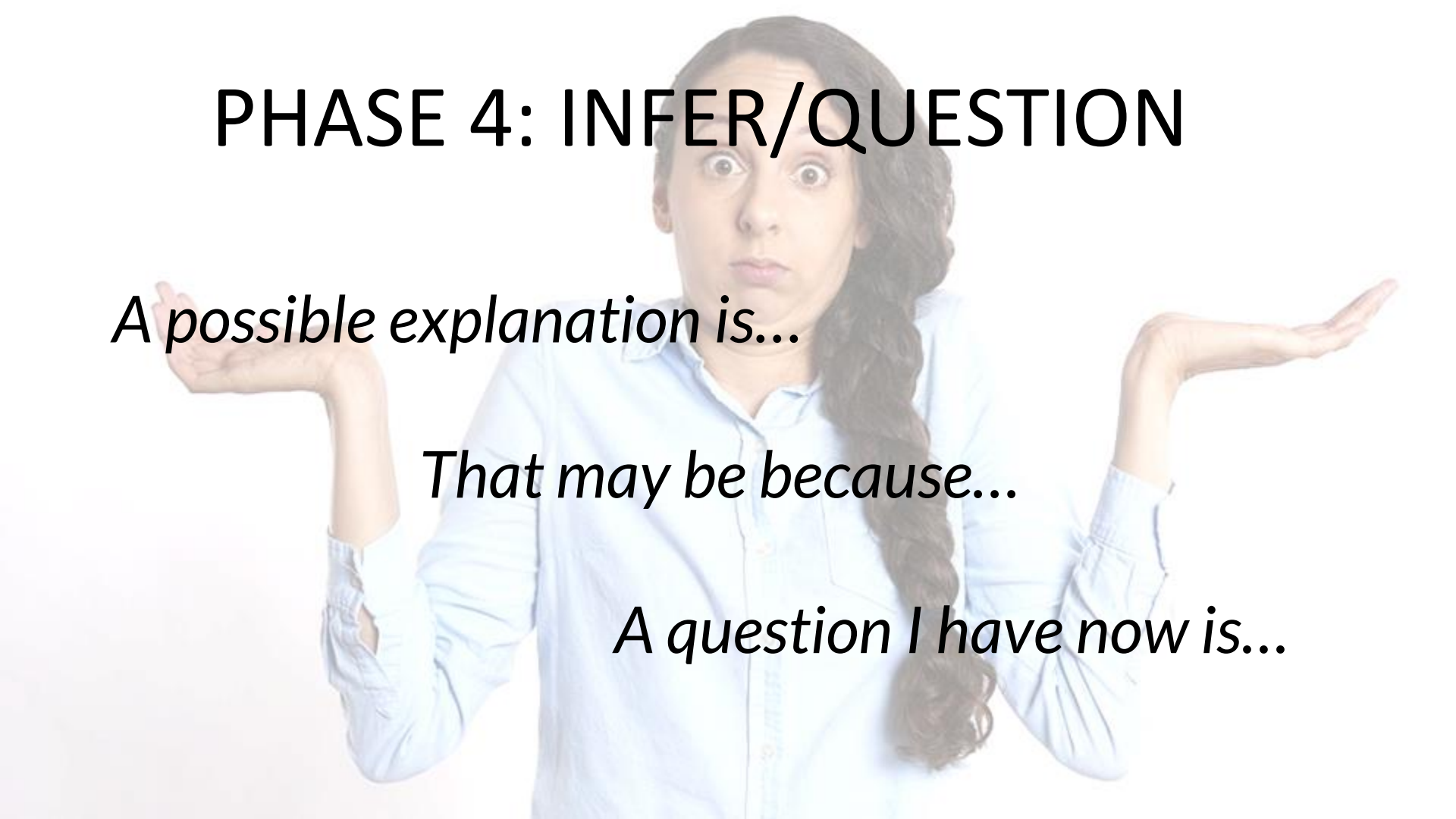
I am struck by….

I am surprised that…

OBSERVATION CRITERIA

- Does each statement communicate a **single idea** about student performance?
- Are statements **short and clear**?
- Do the statements **incorporate numbers**?
- Do the statements focus on just those **direct and observable facts** that are contained in the data, without interpretation or inference?
- Do the statements use relevant data concepts, such as **mean, median, mode, range, or distribution**?

PHASE 4: INFER/QUESTION



A possible explanation is…

That may be because…

A question I have now is…

DATA ANALYSIS

Review visioning → Build a team → Establish team norms → **Select the right data** → Schedule data collection → Analyze data → Create inferences and problem statements

REFLECTION QUESTIONS

- What data do you have? How do you use it?
- Aside from State Assessment data, what other data will you need to analyze to develop a plan for continuous improvement?
- How much are teachers engaged in data analysis? How could they become more engaged?
- What does Dr. Heritage mean when she refers to the “opportunity to learn?”

WHAT

data are important?

A System is…

INPUT → **PROCESS** → **OUTPUT**

INPUT	PROCESS	OUTPUT
• Knowns • Demographics • Existing resources • Current capacity • Human capital	• How you operate • Designed with inputs in mind • Designed to produce desired outcomes • Must be monitored and changed on an ongoing basis	• Outcomes or desired results • Determined by the effectiveness of systems/processes • Signals whether a change is needed • Formative/interim/ summative

INPUT → **PROCESS** → **OUTPUT**

Understanding this concept helps clarify what different data sources tell you about your system.

2017 PBMAS Campus Contribution-Participation Tool

Region One Education Service Center
Bilingual Education/English as a Second Language
2017 PBMAS Campus Contribution - Participation Tool
Sample ISD

- [x] #1: BE STAAR 3-8 Passing Rate
- [ ] #2: ESL STAAR 3-8 Passing Rate
- [ ] #3: LEP (Not Served in BE/ESL) STAAR 3-8 Passing Rate
- [ ] #4: LEP Year-After-Exit (YAE) STAAR 3-8 Passing Rate
- [ ] #5: BE/ESL Indicator #5(i-iv): LEP STAAR EOC Passing Rate
- [ ] #6: LEP Annual Dropout Rate (Grades 7-12)
- [ ] #7: LEP Graduation Rate
- [ ] #8: TELPAS Reading Beginning Proficiency Level Rate
- [ ] #9: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

CDC	Campus Name	Indicator	Descriptor	Cut Point	Campus Rate	Numerator	Denominator	% Campus Contribution	% Campus Participation	PL
999999101	FIRST EL	1	Math	70.0	70	47	67	10.8%	11.0%	0
999999101	FIRST EL	1	Reading	70.0	50	34	68	11.4%	11.2%	2
999999101	FIRST EL	1	Science	65.0	75	18	24	7.1%	13.2%	0
999999101	FIRST EL	1	Writing	70.0	38	10	26	11.8%	11.0%	3
999999102	SECOND EL	1	Math	70.0	78	71	91	10.8%	15.0%	0
999999102	SECOND EL	1	Reading	70.0	36	33	91	19.4%	15.0%	3
999999102	SECOND EL	1	Science	65.0	37	11	30	22.6%	16.5%	3
999999102	SECOND EL	1	Writing	70.0	23	8	35	19.9%	14.8%	3
999999103	THIRD EL	1	Math	70.0	63	41	65	13.0%	10.7%	1
999999103	THIRD EL	1	Reading	70.0	56	36	64	9.4%	10.5%	2
999999103	THIRD EL	1	Science	65.0	44	7	16	10.7%	8.8%	3
999999103	THIRD EL	1	Writing	70.0	50	15	30	11.0%	12.7%	2
999999104	FOURTH EL	1	Math	70.0	68	112	164	28.1%	27.0%	1
999999104	FOURTH EL	1	Reading	70.0	59	96	164	22.7%	27.0%	2
999999104	FOURTH EL	1	Science	65.0	65	30	46	19.0%	25.3%	0
999999104	FOURTH EL	1	Writing	70.0	57	41	72	22.8%	30.5%	2
999999105	FIFTH EL	1	Math	70.0	75	80	106	14.1%	17.5%	0
999999105	FIFTH EL	1	Reading	70.0	46	49	106	19.1%	17.4%	3
999999105	FIFTH EL	1	Science	65.0	50	14	28	16.7%	15.4%	2
999999105	FIFTH EL	1	Writing	70.0	39	15	38	16.9%	16.1%	3
999999106	SIXTH EL	1	Math	70.0	62	71	114	23.2%	18.8%	1

Contribution < partiicipatio
Contribution > partiicipatio

Set Print Area

Clear Items

Region One Education Service Center
Bilingual Education/English as a Second Language
2017 PBMAS Campus Contribution - Participation Tool
Sample ISD

Run

- ☐ #1: BE STAAR 3-8 Passing Rate
- ☐ #2: ESL STAAR 3-8 Passing Rate
- ☐ #3: LEP (Not Served in BE/ESL) STAAR 3-8 Passing Rate
- ☑ #4: LEP Year-After-Exit (YAE) STAAR 3-8 Passing Rate
- ☐ #5: BE/ESL Indicator #5(i-iv): LEP STAAR EOC Passing Rate
- ☐ #6: LEP Annual Dropout Rate (Grades 7-12)
- ☐ #7: LEP Graduation Rate
- ☑ #8: TELPAS Reading Beginning Proficiency Level Rate
- ☐ #9: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

CDC	Campus Name	Indicat	Descriptor	Cut Poi	Campus Rate	Numerat	Denominat	% Campus Contributio	% Campus Participatio	PL

BE | CTE | ESSA | SPED

dy

Campus Contribution

1. To determine campus contribution
   a. 2017 PBMAS Manual to follow the calculations per program indicator
   b. Determine numerator and denominator

BE/ESL Indicator #1(i-v): BE STAAR 3-8 Passing Rate

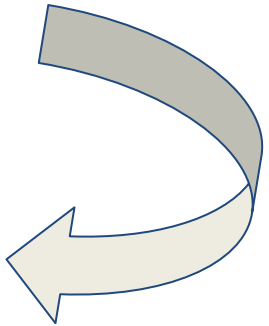
This indicator measures the percent of bilingual education (BE) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of BE STAAR 3-8 [subject (i-v)] passers}}{\text{number of BE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

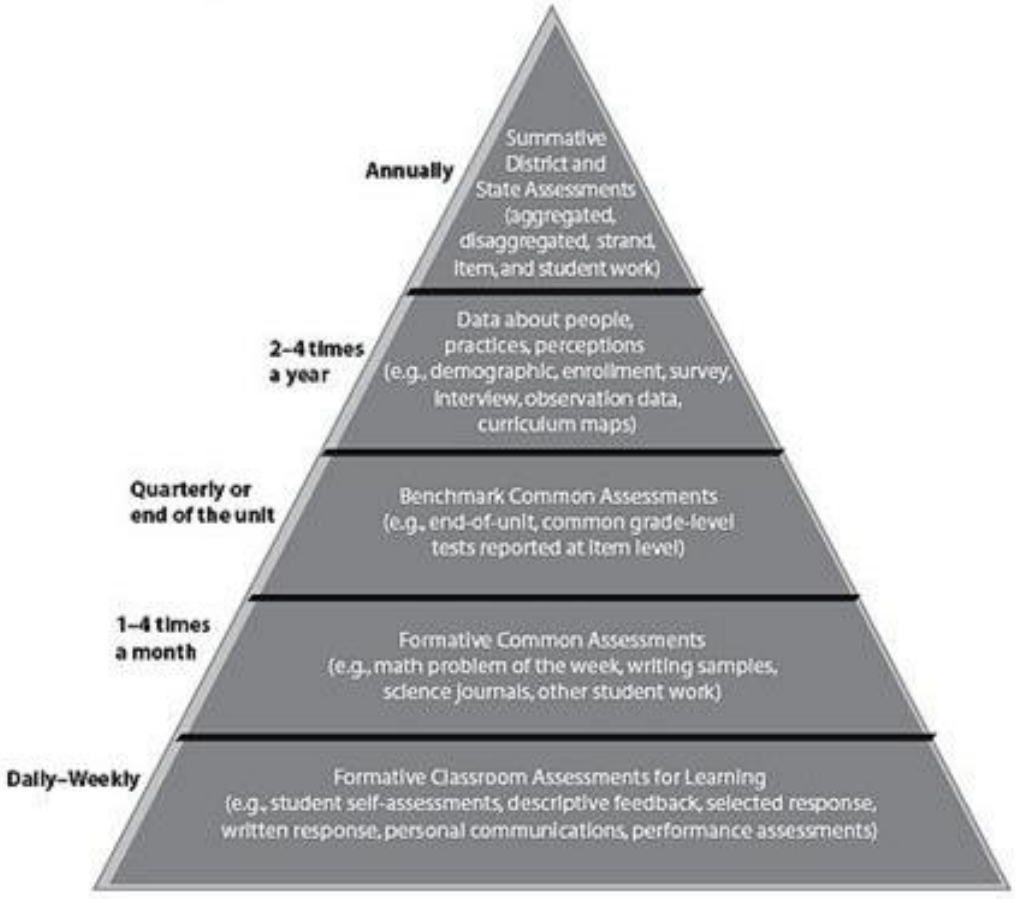
The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).



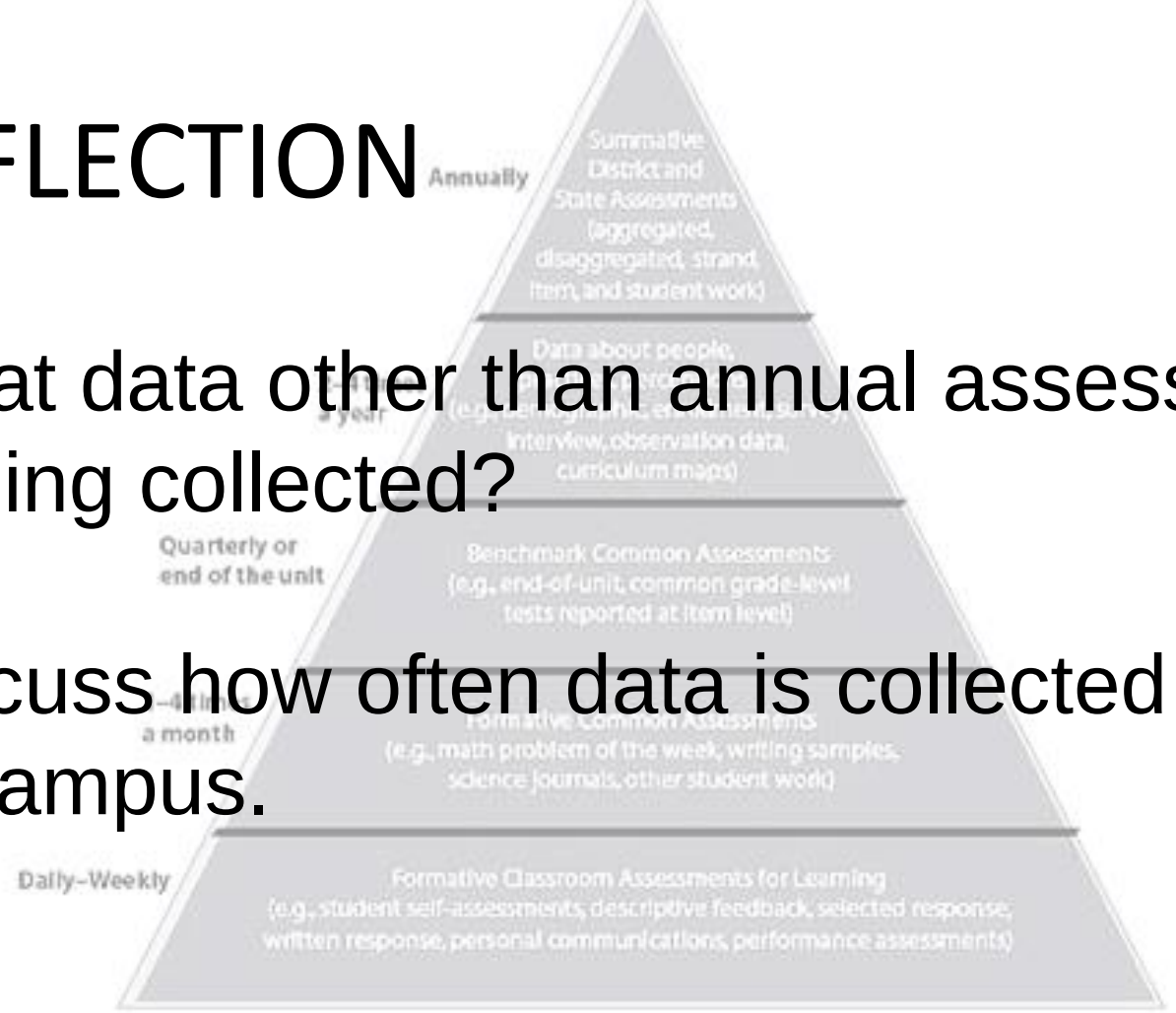
DATA ANALYSIS

Review visioning → Build a team → Establish team norms → Select the right data → **Schedule data collection** → Analyze data → Create inferences and problem statements

DATA COLLECTION PYRAMID



REFLECTION



- What data other than annual assessments are being collected?

- Discuss how often data is collected at your campus.

DATA ANALYSIS

AGGREGATE-LEVEL ANALYSIS

Engage in data-driven dialogue to analyze state assessment or benchmark data to identify trends or patterns in the % of students at the school, district, and state levels who are at and above proficiency over time.

DISAGGREGATE LEVEL ANALYSIS

Identify trends or patterns in the percentage of students within different student populations at the school who are at and above proficiency; identify any achievement gaps between students of different races/ethnicities, genders, economic and educational status, and language.

STRAND-LEVEL ANALYSIS

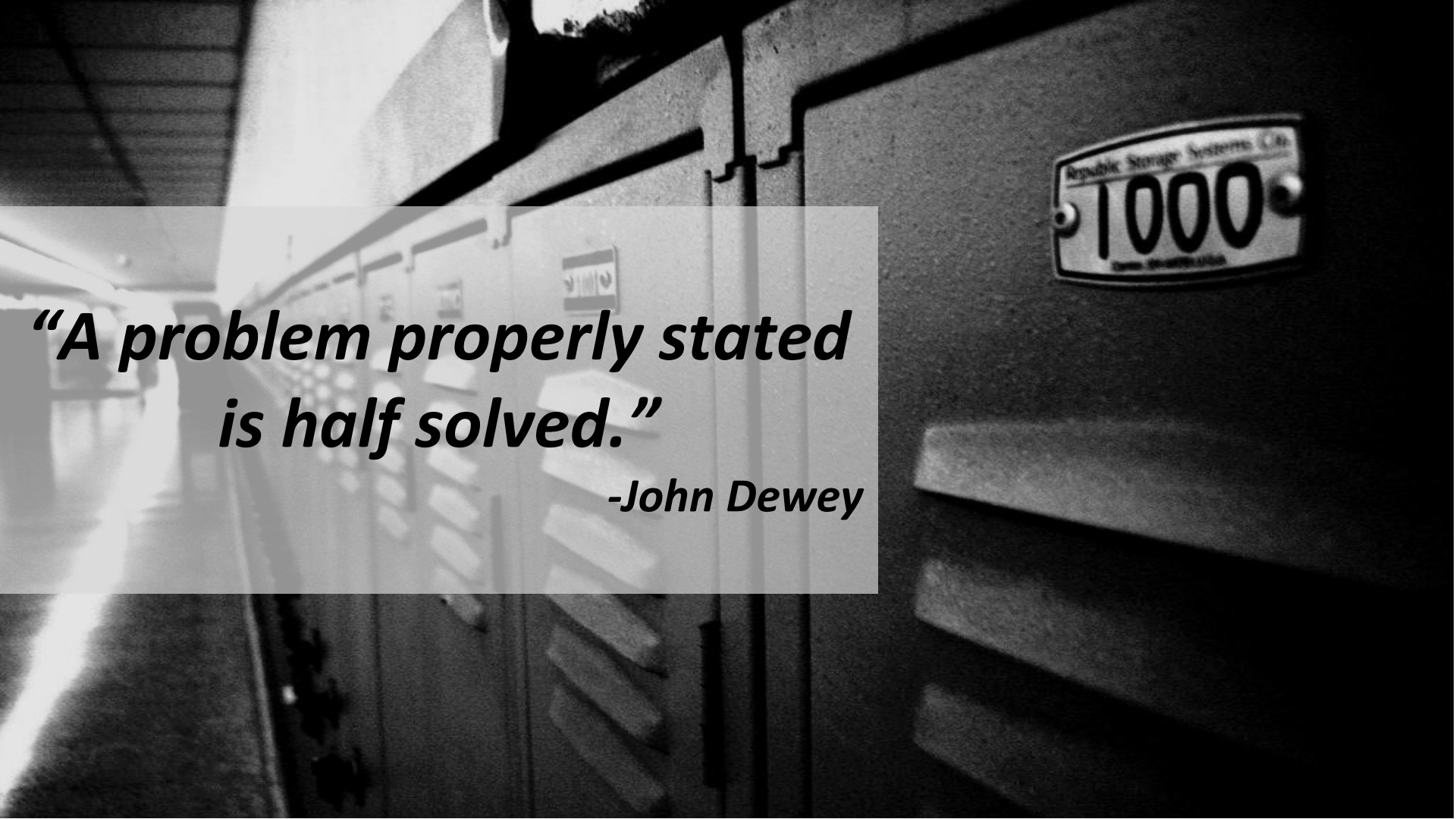
Examine student performance on content strands within a discipline or subject area to determine relative strengths and weaknesses in relation to the standards.

Strand-level data are student performance results that have been separated into groups of concepts or skills that fall into a common domain.

ITEM-LEVEL ANALYSIS

Engage in DDD to analyze state CRT data to identify student performance on individual test items, including the percentage of items answered correctly, distractor patterns, and content/skills contained in frequently missed items.

DATA ANALYSIS



“A problem properly stated is half solved.”

-John Dewey

Identifying Problem Statements

IDENTIFYING PROBLEM STATEMENTS

Criteria	Y/N
Substantiated by facts/data	
Written objectively	
Uses concise language	
Includes specific details (who, what, when, where)	
Focuses on a single, manageable issue	
Has relevance to our campus	
Avoids causation or assigning solutions	

PROBLEM STATEMENT QUALITY CHECK

ELLs have a 60% pass rate in reading due to a lack of parental involvement

- Substantiated by data?
- Written objectively?
- Uses concise language?
- Includes specific details (i.e., who, what, when, where)
- Focuses on a single issue?
- Relevant to our campus?
- Avoids assigning causation or including solutions.

PROBLEM STATEMENT QUALITY CHECK

ELLs have a 60% pass rate in reading due to a lack of parental involvement

REVISED PROBLEM STATEMENT

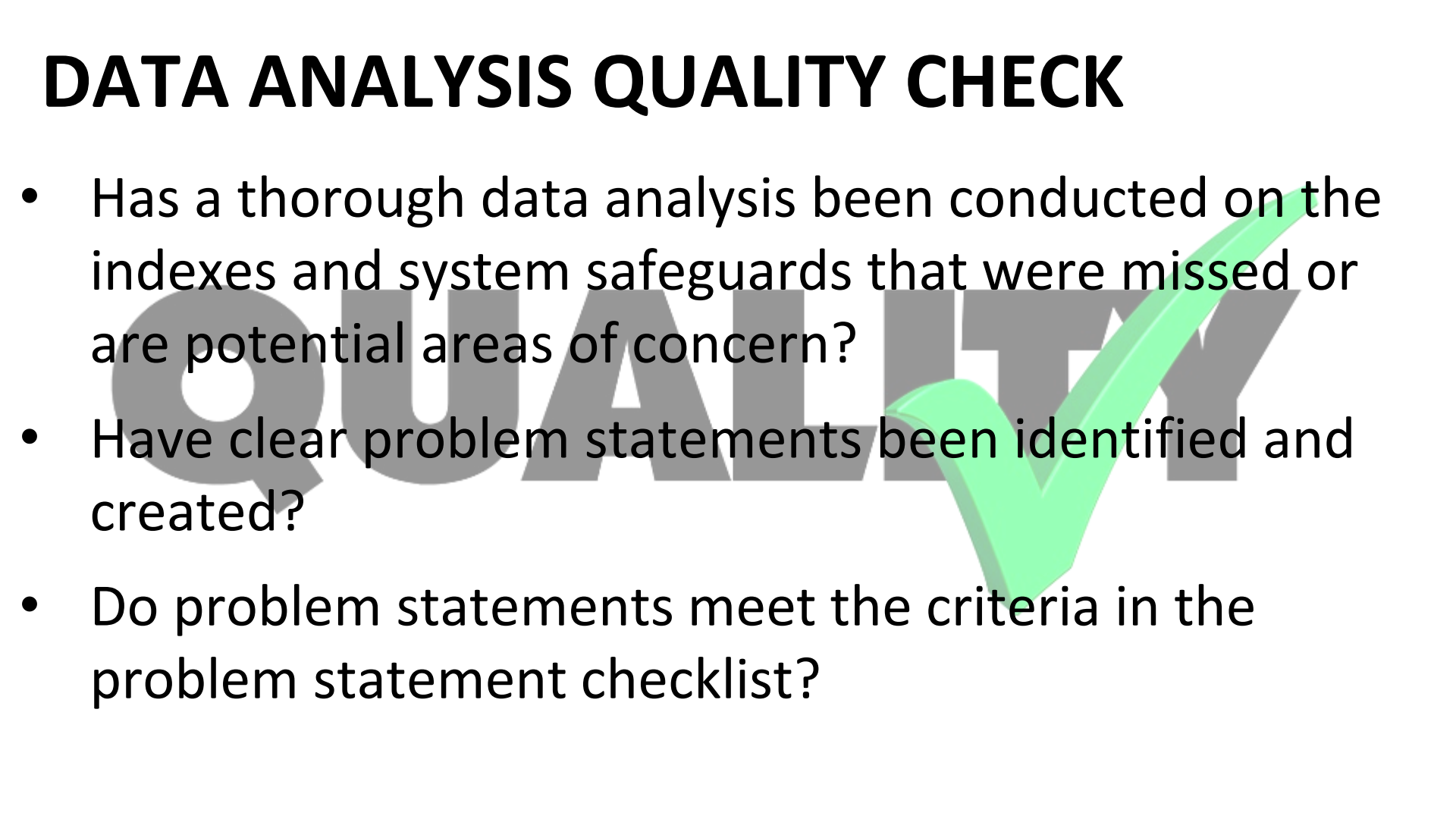
ELLs have a 70% pass rate in reading

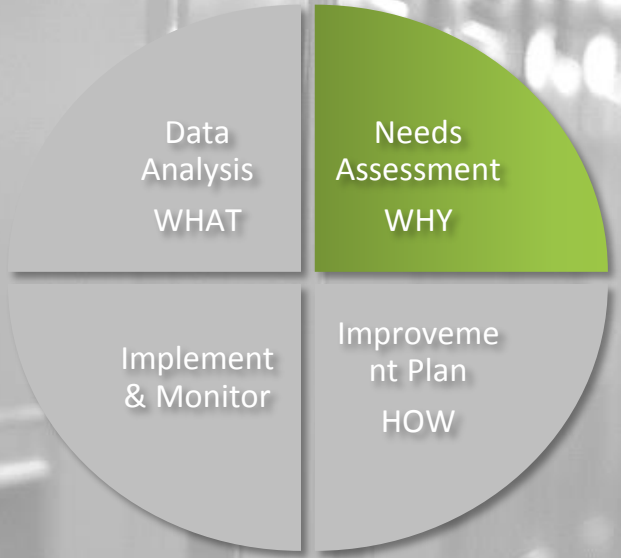
IDENTIFYING PROBLEM STATEMENTS

Criteria	Y/N
Substantiated by facts/data	
Written objectively	
Uses concise language	
Includes specific details (who, what, when, where)	
Focuses on a single, manageable issue	
Has relevance to our campus	
Avoids causation or assigning solutions	

DATA ANALYSIS QUALITY CHECK

- Has a thorough data analysis been conducted on the indexes and system safeguards that were missed or are potential areas of concern?
- Have clear problem statements been identified and created?
- Do problem statements meet the criteria in the problem statement checklist?





NEEDS ASSESSMENT

Steps for Needs Assessment

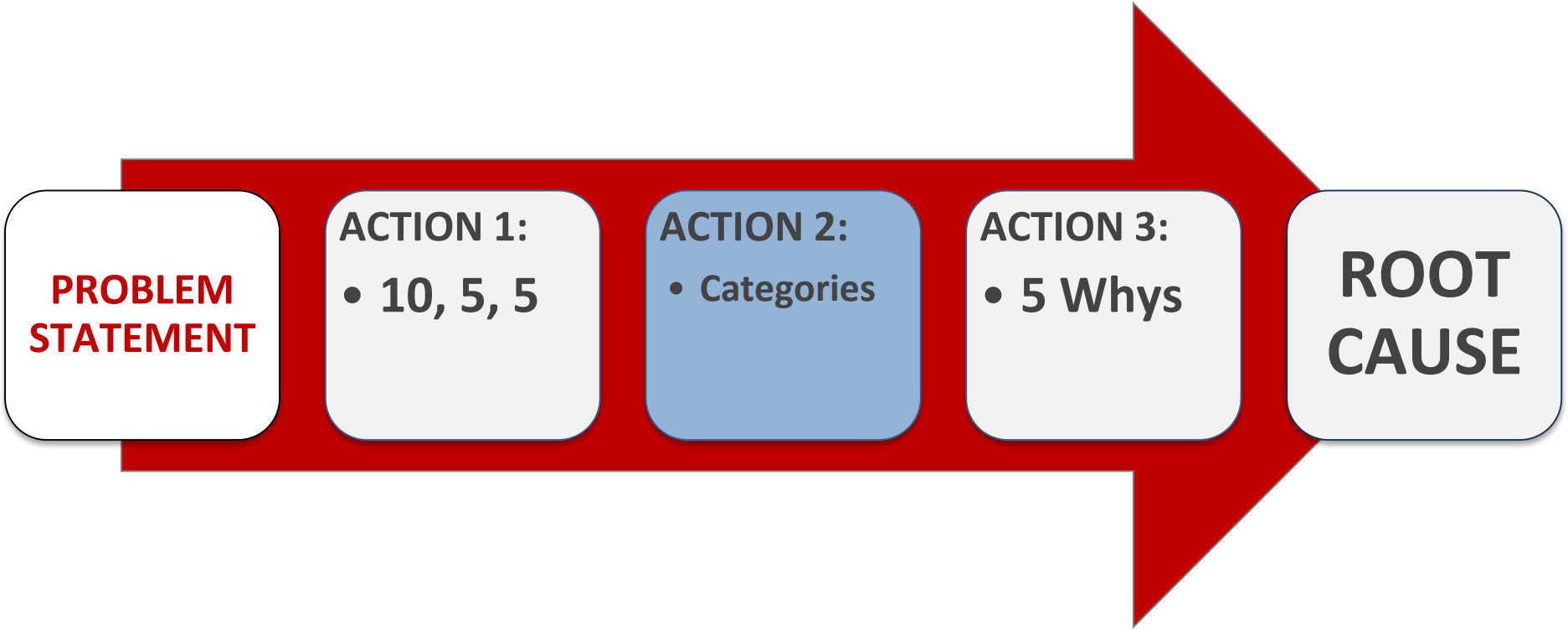
WHY?

ROOT CAUSE ANALYSIS PROCESS

10 5 5

REASONS WHY MORE MORE

ROOT CAUSE ANALYSIS PROCESS



TEAM CONSENSUS

ROOT CAUSE ANALYSIS PROCESS

Problem Statement: ***ELLs have a 50% pass rate in reading***

Team Consensus: ***School is boring to the students***

1. **Why are the students bored at school?**
   Because the students aren't engaged

2. **Why aren't the students engaged?**
   Because the aren't connecting with the material

3. **Why aren't the students connecting with the material?**

Problem Statement: ***ELLs have a 50% pass rate in reading***

Potential Root Cause: ***Teachers lack of understanding of instructional strategies needed to meet the linguistic needs of ELLs.***

Supporting Data: ***Classroom walkthrough data and teacher interviews reveal an absence of instructional strategies to support ELLs.***

Targeted Improvement Plan

District Name:		**County District Number:**		**Superintendent Name:**	
Campus Name:		**Campus Number:**		**District Coordinator of School Improvement:**	
PSP:		**Educational Service Center:**	Select	**School Principal:**	

Vision:

Problem Statement #1:		**Annual Goal #1:**	
Root Cause #1:		**Strategy #1:**	

Goal #1:	**Activity** *(Actions/Processes)*	**Activities Timeline**	**Resources**	**Person(s) Responsible**	**Expected Outcomes** *(Goal/Target)*	**Results** *(Outcomes/Data)*	**Status**	**Next Steps**
Short-Term: *(training, acquisition of new skills)*							Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*							Select	
							Select	
							Select	
							Select	
Long-Term: *(Results)*							Select	
							Select	

Vision Status		**Vision Metrics**	

Problem Statement #2:		**Annual Goal #2:**	
Root Cause #2:		**Strategy #2:**	

Goal #2:	**Activity** *(Actions/Processes)*	**Activities Timeline**	**Resources**	**Person(s) Responsible**	**Expected Outcomes** *(Goal/Target)*	**Results** *(Outcomes/Data)*	**Status**	**Next Steps**
Short-Term: *(training, acquisition of*							Select	
							Select	
							Select	

IMPROVEMENT PLAN | CAP | PVI

Ready

80%

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