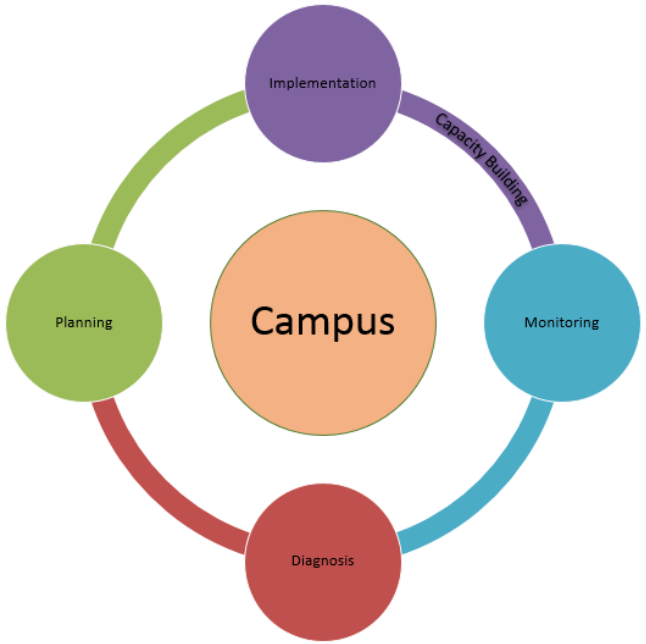
Testing & Campus Support

Ways of Work:

DAC Meeting

October 17, 2017

What testing must campuses do and
How will we support campuses as
AISD reinvents urban education?



#AISDGotTalent #AISDGot♥

AUSTIN Independent School District

DISTRICT WIDE ASSESSMENT
ELEMENTARY CALENDAR 2017-2018

Middle of Year (MOY)			
Testing Window: November 13-Dec 8 (Last day to scan: December 8, 2017) Testing Time: up to 4 hours if needed			
Subject	Grade Level	Curriculum Tested	Average Number of Questions
Writing	4	Weeks 1-12	18-20 including Essay
Testing Window: January 8-26 (Last day to scan: January 26, 2018) Testing Time: Mathematics / Science up to 2 hours if needed Reading up to 4 hours if needed			
Subject	Grade Level	Curriculum Tested	Average Number of Questions
Reading	3, 4, 5	Weeks 1-18	25-30, includes Open Response, which will vary by content
Mathematics	3, 4, 5	Weeks 1-18	
Science	5	Weeks 1-18	

Fitnessgram			
Grade Level	Testing Window	Data Entry Deadline	Average Time
3-6 Diagnostic	Oct. 2-27	Oct. 27	5 rotations
3-6 Final	Apr. 2-27	Apr. 27	5 rotations

Reading Assessment			
ISIP (Istation) K-5 (6)			
Grade Level	Testing Window	Online Testing in English and Spanish	Average Time
1-5 (6)	Sept. 1-29		30 min
K	Oct. 2-31		30 min
k-5 (6)	Jan. 3-31		30 min
k-5 (6)	May 1- 18		30 min

CLI Engage Circle Progress Monitoring System			
Grade Level	Testing Window	Data Entry Deadline	Average Time
Pre-K3, Pre-K4	Sept. 15-Oct. 6	Oct. 6	30 min
Pre-K3, Pre-K4	Jan. 8-26	Jan. 26	30 min
Pre-K3, Pre-K4	Apr. 23-May 11	May 11	30 min

Social Skills Improvement System (SSiS)			
Grade Level	Testing Window	Data Entry Deadline	Average Time
BOY	As you are trained	Sept. 29	20-30 min
MOY	Jan. 2-19	Jan. 19	20-30 min
EOY	Apr. 30-May 18	May 18	20-30 min

Texas Early Mathematics Inventory-Progress Monitoring (TEMI)			
Grade Level	Testing Window	Data Entry Deadline	Average Time
1, 2	Sept. 18-29	Sept. 29	30 min
K	Oct. 9-20	Oct. 20	30 min
K, 1, 2	Jan. 8-19	Jan. 19	30 min
K, 1, 2	Apr. 30- May 11	May 11	30 min

Texas Kindergarten Entry Assessment (TX-KEA)			
Grade Level	Testing Window	Data Entry Deadline	Average Time
K	Sept. 1-Oct. 18	Oct. 18	45 min.

AUSTIN Independent School District

DISTRICT WIDE ASSESSMENT
SECONDARY CALENDAR 2017-2018

Middle of Year (MOY)			
Testing Window: November 13-Dec 8 Testing Time: up to 4 hours if needed Last day to scan: December 8, 2017			
Subject	Grade Level	Curriculum Tested	Average Number of Questions
Writing	7	Weeks 1-12	30 including Essay
Testing Window: January 8-26 Testing Time: Mathematics / Science / Social Studies up to 2 hours if needed Reading up to 4 hours if needed English I and II up to 3 hours if needed Last day to scan: January 26, 2018			
Subject	Grade Level	Curriculum Tested	Average Number of Questions
Middle School			
Reading	6, 7, 8	Weeks 1-18	25-30, includes Open Response, which will vary by content
Mathematics	6, 7, 8	Weeks 1-18	
Science	6, 7, 8	Weeks 1-18	
Social Studies	6, 7, 8	Weeks 1-18	
High School			
English I		Weeks 1-18	25-30, includes Open Response, which will vary by content
English II		Weeks 1-18	
Biology		Weeks 1-18	
Algebra I		Weeks 1-18	
U.S. History		Weeks 1-18	

Reading Assessment			
ISIP (Istation)			
Grade Level	Testing Window	Online Testing in English	Average Time
6-8	Sept. 1-29		30 min
	Dec. 4-19		30 min
	May 1-18		30 min

Fitnessgram			
Grade Level	Testing Window	Data Entry Deadline	Average Time
Year Long Course			
Fall Diagnostic 6-12	Aug. 21-Sept. 15	Sept. 15	3 rotations
Spring Final 6-12	Apr. 2- Apr. 27	Apr. 27	3 rotations
Semester Course			
Fall Diagnostic 6-12	Aug. 21-Sept. 15	Sept. 15	3 rotations
Fall Final 6-12	Nov. 27-Dec. 15	Dec. 15	3 rotations
Spring Diagnostic 6-12	Jan. 2-Jan. 26	Jan. 26	3 rotations
Spring Final 6-12	Apr. 2- Apr. 27	Apr. 27	3 rotations

AREA 2 ES Campuses with Areas of Concern
GILBERT HICKS, ASSOCIATE SUPERINTENDENT ~ 2017-2018

Mary Alvirez – Executive Director for Area 2; Betty Jenkins – Executive Director for Area 2
Julianne Gaks – Admin Supervisor; Ben McCormack – Admin Supervisor

LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%		MATH Area 2 – <70%		WRITING Area 2 - <60%		SCIENCE Area 2 - <60%		INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14
Betty	41%	63%	3	67%	3	52%	-9	43%	-11	62	45	34	25
Betty	60%	57%	-3	63%	-3	35%	-21	54%	-14	59	44	33	29
Mary	32%	39%	-15	51%	-13	33%	-16	38%	-10	43	36	22	16
Mary	48%	59%	19	81%	36	34%	17	68%	-13	69	64	39	32
Mary	47%	54%	-1	60%	9	52%	10	44%	10	57	39	31	19
Mary	50%	54%	-3	74%	3	45%	1	48%	0	61	41	31	22
Mary	38%	53%	-2	67%	5	30%	-25	60%	4	60	44	33	30
Mary	38%	56%	-15	69%	4	50%	-9	65%	-8	61	44	34	21

LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%		MATH Area 2 – <70%		WRITING Area 2 - <60%		SCIENCE Area 2 - <60%		INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14
Betty	57%	52%	-4	76%	4	53%	-1	70%	10	65	46	39	31
Julianne	54%	65%	-1	69%	-2	59%	-2	72%	-11	70	45	39	37
Mary	22%	68%	-1	68%	-13	61%	-21	48%	-6	69	48	38	22
Betty	61%	60%	2	69%	10	53%	3	58%	-13	65	47	34	25
Betty	45%	58%	8	72%	8	73%	35	54%	3	68	48	40	24
Ben	57%	76%	0	71%	-4	56%	-19	65%	1	72	38	29	34
Ben	61%	59%	-4	68%	-1	47%	17	72%	11	64	41	35	24
Ben	33%	65%	-2	70%	2	50%	-13	70%	-1	69	47	39	29
Betty	47%	60%	2	69%	13	61%	12	74%	19	68	51	38	27
Ben	42%	66%	-8	73%	3	60%	-6	57%	-19	70	42	35	38
Julianne	49%	66%	14	76%	18	53%	10	57%	-12	68	54	46	44
Julianne	41%	60%	-3	68%	6	60%	-12	65%	6	67	46	41	34

LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%		MATH Area 2 – <70%		WRITING Area 2 - <60%		SCIENCE Area 2 - <60%		INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14
Betty	58%	83%	-6	87%	-1	79%	-7	79%	-12	84	49	51	49
Ben	57%	71%	3	77%	4	72%	7	41%	-19	74	50	43	32
Julianne	54%	82%	-5	88%	-2	77%	-10	65%	-22	85	47	53	47
Ben	54%	73%	-2	78%	-5	73%	-3	65%	-13	81	52	52	42
Ben	74%	69%	6	78%	-1	60%	3	71%	-4	75	53	49	42
Ben	57%	88%	6	83%	10	74%	5	61%	-16	81	44	36	49
Ben	55%	72%	1	83%	2	74%	7	64%	3	80	51	47	37

LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%		MATH Area 2 – <70%		WRITING Area 2 - <60%		SCIENCE Area 2 - <60%		INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14
Julianne	68%	84%	-1	85%	4	65%	-5	87%	3	84	49	44	59
Julianne	81%	93%	-2	90%	-1	83%	-8	91%	3	92	43	55	65
Julianne	87%	96%	0	95%	0	90%	-3	93%	1	95	53	62	72
Julianne	75%	81%	0	82%	3	66%	-7	73%	0	80	45	38	50
Julianne	81%	92%	0	93%	4	83%	-6	89%	4	93	49	57	80
Julianne	80%	96%	0	96%	1	90%	-4	92%	-3	95	60	59	73
Ben	67%	80%	1	81%	-5	73%	0	78%	2	84	47	54	49
Ben	88%	96%	0	95%	1	92%	9	94%	5	95	59	57	72
Julianne	81%	91%	-3	92%	0	77%	-11	94%	-2	90	52	52	62
Ben	83%	88%	0	85%	-1	84%	1	81%	-4	89	62	44	64
Julianne	81%	92%	4	90%	8	79%	-17	76%	2	88	48	48	52
Ben	66%	78%	3	87%	1	75%	0	68%	-11	84	50	53	45
Julianne	85%	87%	0	82%	0	67%	-18	85%	11	83	40	35	59
Julianne	73%	82%	1	84%	6	78%	8	79%	3	82	49	43	52

COHORT 1 IR or Previously IR 5-9 Areas	LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%	MATH Area 2 – <70%	WRITING Area 2 - <60%	SCIENCE Area 2 - <60%	INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14

COHORT 2 3-4 Areas	LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%	MATH Area 2 – <70%	WRITING Area 2 - <60%	SCIENCE Area 2 - <60%	INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14

COHORT 3 1-2 Areas	LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%	MATH Area 2 – <70%	WRITING Area 2 - <60%	SCIENCE Area 2 - <60%	INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14

COHORT 4 0 Areas	LEAD	Primary RDG On or Above ≤ 60%	READING Area 2 – <70%	MATH Area 2 – <70%	WRITING Area 2 - <60%	SCIENCE Area 2 - <60%	INDEX 1 TEA – 60 T&L < 65	INDEX 2 TEA – 30 T& L < 32	INDEX 3 TEA – 28 T & L < 30	INDEX 4 TEA – 12 T & L < 14

Below Area 2 Cut-off *(+) – Gains in every STAAR Content Areas* ** – 1st year principal for 2017-2018* *(-) Declines in all STAAR content areas*

August 7, 2017 at 5:20 p.m. DRAFT

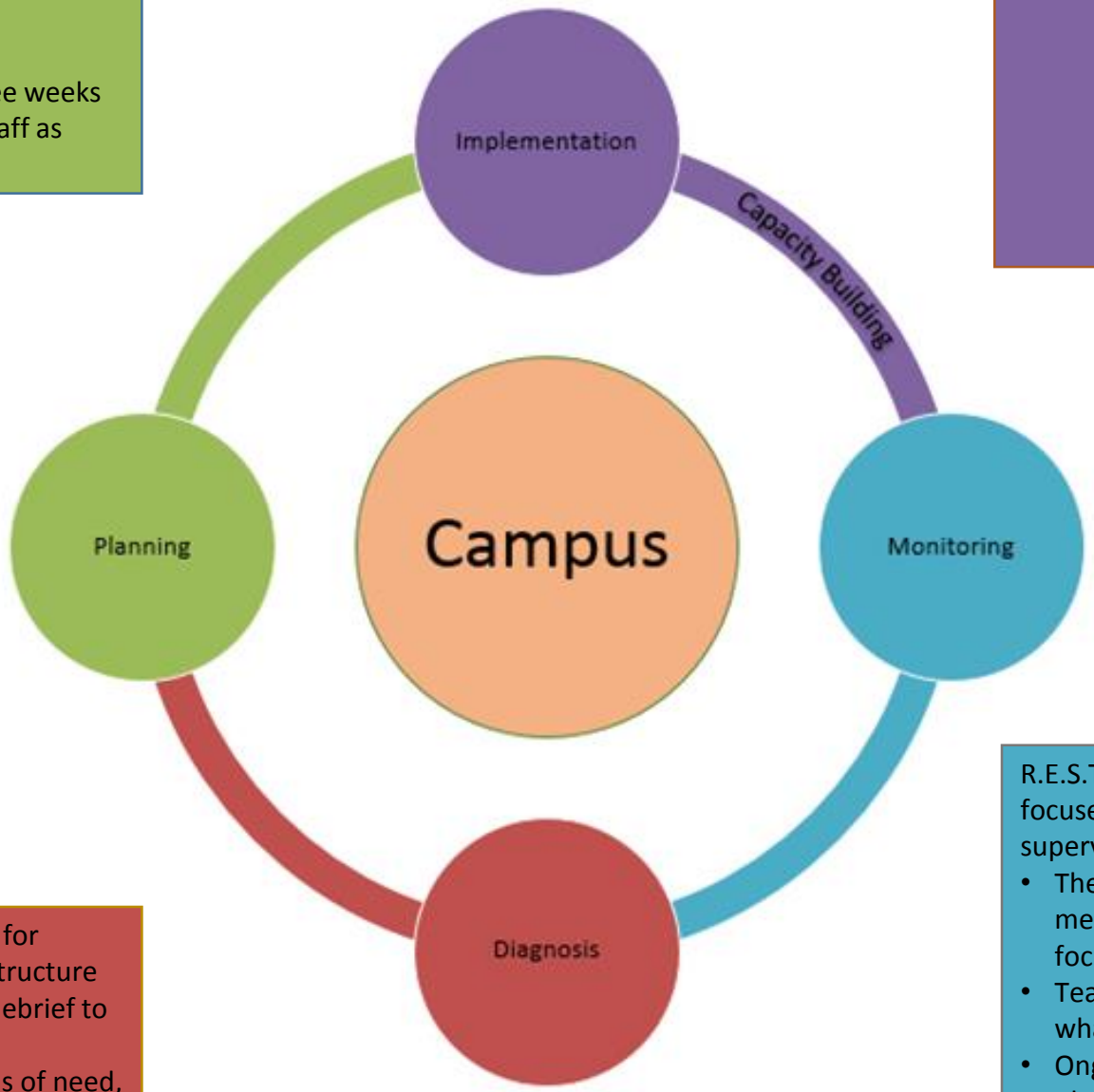
Teaching and Learning Community, 2017-2018 Cohort 1 Campus Support Model

Awareness Meeting	Diagnosis	Planning	Implementation	Monitoring
Purpose: To meet as a district collective and gain understanding regarding historical and current issues *Process:* District teams, including Executive Directors, Directors, and Academics/SEL curriculum specialists, will utilize a protocol to collectively do a deep dive on the Cohort 1 campus data we already have and know. This includes the identification of urgent issues and ongoing issues, content versus instructional (pedagogical) needs, and how to deliver support (for ex. leveraging tech). Team can also include Human Resources and Transportation representatives. Awareness meetings will occur at the beginning of the school year. Additional meetings will occur in December, March (prior to STAAR), and end of the year. Teams will determine who will be a part of Diagnosis Stage. NOTE: Associates may decide to have a Awareness meeting solely with district staff or district and campus staff. This may occur in different stages of the planning process.	*Purpose:* To gather more data and clarify historical and current challenges Process: The diagnosis begins with a campus visit. The district direct supervisor, designated campus support team members, and campus principal (and campus leadership, as determined by principal) will conduct walk-throughs and observations of teachers' classrooms. The diagnostic visit will include a protocol and template the team will collectively use to structure the visit and feedback. Team will debrief to complete a diagnosis of need, and determine next steps (Planning Stage). It is expect that campus leadership has engaged their teachers for data and feedback to inform the diagnosis.	*Purpose:* To identify strategies that address diagnosis *Process:* Following the diagnostic visit, the team (district direct supervisor, campus principal, focused district support team and other campus leadership, as needed) will determine next steps, including identifying specific strategies. Strategies may include explicit actions to occur on campus, like offering content or instructional professional development, or conversations that need to occur with other district and campus staff members to move forward with an action.	*Purpose:* To provide ongoing or urgent support to campuses that address a diagnosis *Process:* Each campus has a district support team of curriculum specialists who support them in strategy implementation. Strategies include items such as: "Mini"-professional development that is cross-functional, as it focuses on content, pedagogy, and/or instruction. Mini PD is connected to what is currently happening in the curriculum or what will happen in the curriculum. Mini PD can include sharing information (traditional PD), model teaching, co-teaching, and coaching on topics and skills as needed and determine by data and monitoring.	*Purpose:* To determine if urgent or ongoing support to teachers and campuses is appropriate and/or effective *Process:* Systemic reviews will occur during bi/weekly visits to the campus facilitated by the district direct supervisor. The supervisor will invite campus support team members as needed, based on visit focus and/or concern. After conducting an additional formative diagnosis meeting, the team will determine additional strategies and/or what action revisions are needed. Ongoing monitoring includes walk-throughs, observations, and data analysis, including the review of student work, such as STAAR data and student artifacts. There is strong connection between monitoring and diagnosis stages.

- ✓ Case manager serves as moderator for team meeting and shares campus challenges
- ✓ Analyze challenges collaboratively
- ✓ Develop plan to address needs each three weeks
- ✓ Incorporate other district and campus staff as needed

Structure:

- ✓ Workshop Professional Learning (Systemic Data Informed PL for teachers)
- ✓ Mini Professional Learning Sessions
- ✓ Model Teaching
- ✓ Co-teaching
- ✓ Coaching
- ✓ R.E.S.T.



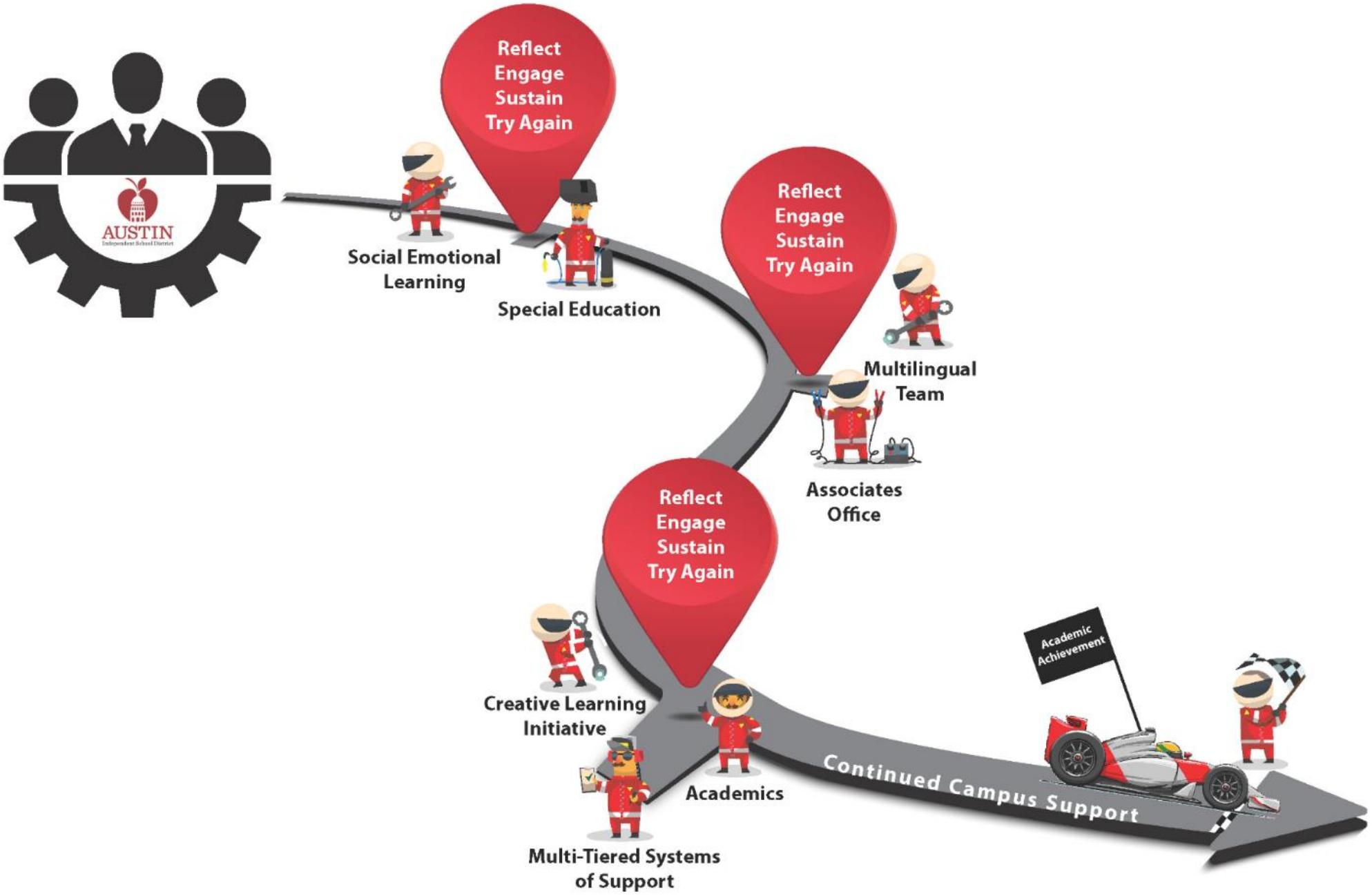
- ✓ Case manager serves as point of contact for campus staff regarding district support structure
- ✓ Walk-throughs and observations, team debrief to complete a diagnosis of need
- ✓ Team will debrief to complete a diagnosis of need, and determine next steps (Planning Stage).

R.E.S.T. Checks will occur regularly with the campus and focused cross-functional team facilitated by the district supervisor

- The supervisor will invite campus support team members as needed, based on visit observations, focus, area of concern or an anticipated need.
- Team will determine additional strategies and/or what action revisions are needed.
- Ongoing monitoring includes walk-throughs, observations, and data analysis, including the review of student work, such as STAAR data and student artifacts.

Monitoring of Campus Support

Content	Campus Requested CACSupport This is a place to document on-going support the campus requests be provided by CAC (see sample for examples)	PLC Times Record the day and times, if applicable, of each PLC (see sample for examples)	1st REST Check Point Date: As you provide support, please document here. Use the following format: (Initials, Date): Brief description of support provided Note: To start another line in a box, click "alt' then "enter" (see sample for examples)	Which administrator did you check-in with?	Rest Check #1 Notes:	2nd REST Check Point Date: As you provide support, please document her following format: (Initials, Date): Brief description of support (see sample for examples)
ELA:						
Social Studies						
Science:						
Mathematics:						
Special Education:						
ELLs						
Other:						


AUSTIN
Independent School District
Reflect
Engage
Sustain
Try Again
Social Emotional Learning
Special Education
Reflect
Engage
Sustain
Try Again
Multilingual Team
Associates Office
Reflect
Engage
Sustain
Try Again
Creative Learning Initiative
Academics
Multi-Tiered Systems of Support
Academic Achievement
Continued Campus Support