Austin Independent School District
District Advisory Council[1]
Agenda for Regular Meeting of September 19, 2017
Board Auditorium

Time (p.m.)	Agenda Item	Presiding Officer	Presenters[2] (If Applicable)	Strategic Plan Commitments[3] (If Applicable)
4:30	Call to Order	Dr. Jane Ross, Co-Chair		
	Welcome to New Members	Dr. Jane Ross, Co-Chair		
	Citizens Communications[4]	Dr. Jane Ross, Co-Chair		9,10
	Items from DAC Members[5]	Dr. Jane Ross, Co-Chair		
	New DAC Subcommittee	Dr. Jane Ross, Co-Chair		
	Co-Chair Election	Dr. Jane Ross, Co-Chair	• Joey Crumley, AICP, Planning Supervisor	
4:50	Superintendent's Update	Andy Anderson, Co-Chair	• Dr. Paul Cruz, Superintendent	
5:10	Title I Equity Plan	Andy Anderson, Co-Chair	• Dr. Mary Thomas, Director, State and Federal Accountability	1,3,4
5:45	Accountability Update	Andy Anderson, Co-Chair	• Carolyn Hanschen, Director, Campus and District Accountability	1,3,4,9
6:25	Other Business: • Co-Chair Election Results • Upcoming DAC Annual Retreat	Andy Anderson, Co-Chair	• Joey Crumley, AICP, Planning Supervisor	
6:30	Adjourn	Andy Anderson, Co-Chair		

[1]More information regarding the DAC is available at: https://www.austinisd.org/advisory-bodies/dac.
[2]AISD staff unless otherwise noted.
[3]The complete AISD Strategic Plan is available at: https://www.austinisd.org/strategicplan.
[4]DAC regular meetings are open to the public to observe. In addition, visitors may sign up to briefly speak and/or provide written comments to the DAC at regular meetings. Please refer to AISD's standard guidelines for advisory committee visitors and citizens communications at: https://www.austinisd.org/advisory-bodies.
[5]Brief reports from members serving on other district advisory committees, brief announcements, suggestions for future agenda items.

Contact Person:
Joey Crumley, AICP, Planning Supervisor/DAC Coordinator
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512-414-9940

DAC Membership Update
8/31/2017

NEW MEMBERS

Travis Botello, Parent, Bowie HS
Brenda Flores-Dollar, Parent, Crockett HS
Daniel Gonzalez, Teacher, Bailey MS
Angela Koegler, Teacher, Williams ES
Cari Land, Counselor, Highland Park ES
Wayne Lopes, Teacher, Menchaca ES
Lance Lunsford, Parent, Menchaca ES
Zack Minicozzi, Student, Anderson HS
Melinda Marquez, Parent, Cowan ES
Yvonne McDaniel, Teacher, McCallum HS
Thuy Nguyen, Teacher, Summitt ES
Jennifer Pace, Principal, Widen ES
Maria Rostra, Parent, Allison ES
Sam Russo, Parent, Brentwood ES
Andy Sams, Parent, Winn ES
Stacey Thompson, Parent, Anderson HS
Deborah Trejo, Parent, Becker ES

RECATEGORIZED MEMBERS

Cathy Painter, Community Member
Candace Aylor, Community Member
James Wetter, At-Large Member

RETURNING MEMBER

Alberto Gonzalez, At-Large Member

VACANCIES

Parent, Lanier VT
Parent, Lanier VT
Parent, LBJ VT

CO-CHAIR CANDIDATE STATEMENTS

Andy Anderson, At-Large Member

To the DAC Members,

My name is Adolphus “Andy” Anderson, and I wish to be reconsidered for Co-Chair of the District Advisory Committee (DAC). I have served in this capacity for the past two years. I have been a member of the DAC for over 12 Years.

My prior experience with AISD has been on many district related committees and task forces, such as Budget & Finance, Strategic Compensation (REACH), Bond Advisory, and Strategic Planning, to name a few. I have even had the opportunity to serve in the capacity of Tri- Chair, Co-Chair, or Chair of these Committees. I have managed other groups in a chair capacity that coordinate with AISD, such as ACPTA, which has built stronger relationships with the DAC.

As a member of this and other committees, the success of children has always been at the front and foremost of what I do when I serve. I believe in accountability and I support and respect those who have the same or even different values as long as it achieves the same goal, the success of our children. I work well with others and believe everyone has an opportunity to provide input to issues they believe are important to them while at the same time respecting the opinions of others. In my capacity as Co-Chair, I want to continue ensuring that each person has that opportunity if they so desire.

I believe this gives me the experience necessary to manage the DAC as a Co-Chair. I thank you in advance for your support.

Genevieve Dell, Parent, Fulmore MS

My name is Genevieve Dell, and I have been a strong supporter and advocate for AISD for close to two decades. Every year I have learned more about how the boards function and how their members are piece and parcel of a School District that is one of the best in the state of Texas.

I am a mentor in a few middle schools, and an active member of Fulmore's PTA. My goal is to listen to students and parents, and to forward their input and ideas to the AISD board members. I strongly believe that an above average independent district is one that knows how to constantly improve how we educate our students, and to actively seek parent, teacher, administrative and student participation.

If you vote for me I will continue to advocate for our students at every level, and, in addition to the duties of an executive member, I will strive to set agendas, represent the DAC, and liaise with other boards with the express intent of improving our district in every way possible.

ESSA District Equity Plan Requirement

Austin ISD

2017-2018

Power

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Every Student Succeeds Act
ESSA

Signed by President Obama on December 10, 2015

Passed with wide margin on both House (359-64) and Senate (85-12)

ESSA Title I Requirement

* All districts receiving Title I funds Must create and have a board approved equity plan describing how the district will improve gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of field, and ineffective teachers.

Submissions

The equity Plan is due by November 1, 2017 to TEA

The plan should be part of the district's annual improvement planning process

Our board of trustees must approve the plan prior to submission

Districts will now submit a report on out –of field teachers and teacher years of experience for each Title I campus

Plan/timeline

June/July/August- Planning Team- Gather Data/Write Plan

September- Draft to High Five. Share with Stakeholders for input

September -Submit to Board for Information

October- Submit to Board for Approval

October 30 Submit to TEA

Recommendations/Suggestions

Questions

Contact

Dr. Mary L. Thomas
Director- State, Federal and Private Accountability Office
Mary.thomas@austinid.org
512 414-3280

Thank You
Mahalo
Kiitos
Tack
Toda
Grazie
Thanks
Obrigado
Takk
Merci
Gracias

Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans

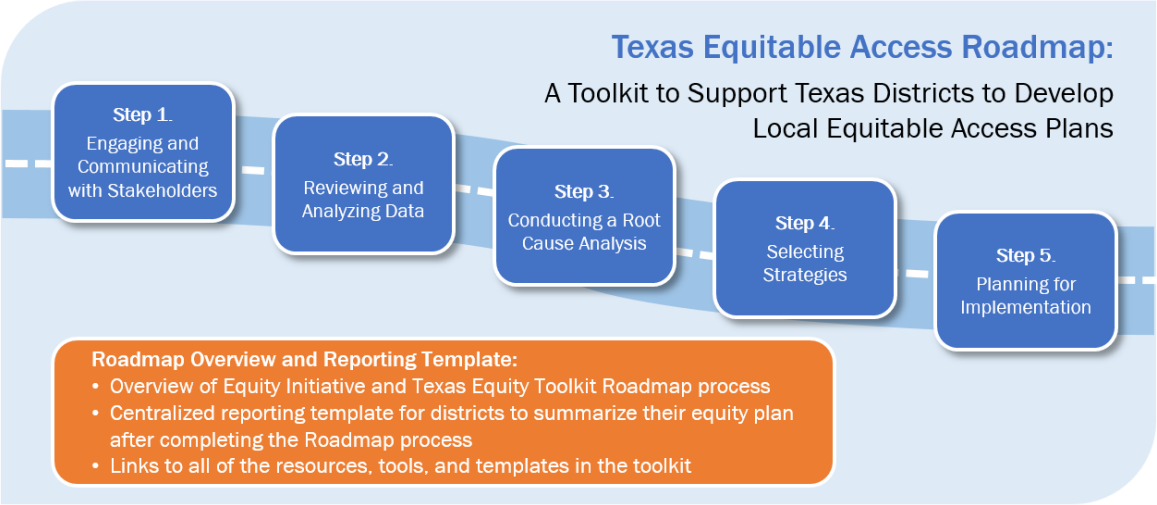
Introduction

In 2014, the U.S. Department of Education launched the Excellent Educators for All initiative to support states and districts in ensuring that students of color and low-income students have equitable access to excellent educators. All 50 states submitted equitable access plans, documenting the equity gaps that students in their state faced, the results of a root cause analysis conducted to better understand the causes of these equity gaps, and plans to implement strategies to close equity gaps and monitor progress of implementation. In December 2015, Congress passed the Every Student Succeeds Act (ESSA),[1] which requires states and districts to determine whether low-income students and students of color in Title I schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and take steps to address any identified disproportionalities (i.e., gaps in equity).

To support Texas districts in better understanding and addressing the challenges they face in providing equitable access to excellent teachers for the students who need it most, the Texas Education Agency (TEA) has developed the ***Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans***. The Roadmap will take district teams through a series of processes to understand, interpret, and implement an action plan around equitable access. Please note all of the tools include links to additional resources and materials. Please visit the Appendix at the end of this document for a list of the linked resources throughout all of the tools, by topic. The Appendix provides a "one stop shop" to easily access the resources.

Putting It All Together: The District Roadmap Reporting Template

The overview of the five steps can be found here, with links to the resources for each step of the process. This document provides an overview of the five steps in the toolkit, along with a centralized reporting template for districts to document the findings of their equity planning.

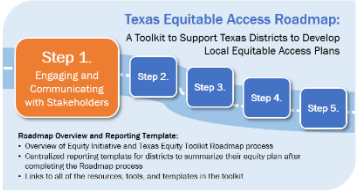


[1] For more information on the Every Student Succeeds Act, visit http://www.ed.gov/essa?src=rn. Information on equity as it relates to states is included in section (1111(g)(1)(B)). Information on equity as it relates to districts is included in section (1112(b)(2)).

Purpose

As you complete each step in the Roadmap (i.e., Engaging and Communicating with Stakeholders, Reviewing and Analyzing Data, Conducting a Root Cause Analysis, Selecting Strategies, and Planning for Implementation), you will be asked by TEA to summarize the key takeaways developed while engaging in the processes involved with each tool. This resource provides a space where you and other district staff can transfer content (through the "copy/paste" process in Microsoft Word) from each tool into a centralized Roadmap Reporting Template located at the end of this document. The reporting template will provide a simple way for you to summarize your district's equity plans and submit them to your local education service center (ESC).

Following is a brief description of the tools to help remind you of the steps and processes you undertook when developing your district's equity plan. At the end of this document, you will find the District Reporting Template along with instructions on how to complete the template.



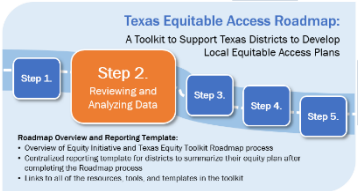
Step 1. Engaging a Communicating with Stakeholders

Engaging and communicating with stakeholders helps establish buy-in and participation from your education community in your equity planning development. By involving stakeholders, you have determined critical strategy decisions in a collaborative way and have defined with stakeholders what equitable access should look like in your district.

After completing the Engaging and Communicating with Stakeholder work in Step 1, your district will have:

- Built a district team to lead and be responsible for stakeholder engagement and communications,
- Identified stakeholders,
- Developed a plan to engage stakeholders, and
- Documented results from your stakeholder engagement efforts, which may include results from the root cause analysis or a vision or goals for equitable access in your district.

Note that TEA does <u>not</u> require districts to report this information in the Roadmap Reporting Template.



Step 2. Reviewing and Analyzing Data

The purpose of this step is to help you calculate your district's equity gaps by assessing, analyzing, and communicating your district's equitable access data. After conducting a review and analysis of your district data, you and your district stakeholders will have completed the following activities:

- Established definitions of effective teaching;
- Collected required data to calculate equity gaps for access by students of color and low-income students to effective teaching, inexperienced teachers, and out-of-field teachers; and
- Calculated required and optional equity gaps.

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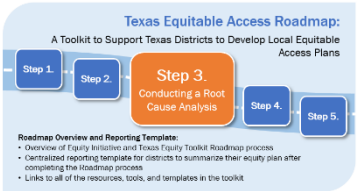
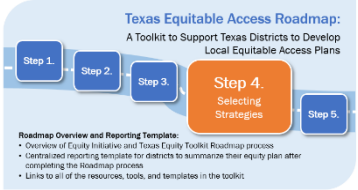


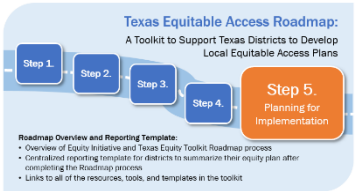
Step 3. Conducting a Root Cause Analysis

The purpose of conducting a root cause analysis (RCA) is to review data to identify possible root causes that have the greatest effect on inequitable access for low-income students and students of color to effective teaching, and inexperienced and out-of-field teachers. By the end of the process, you will have identified key root causes for the identified equity gaps in your district.



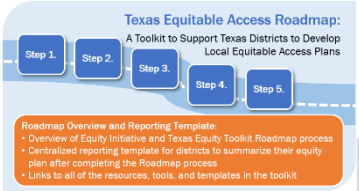
Step 4. Selecting Strategies

You and your district team will use the results of the data review and root cause analyses (***Steps 2 and 3***) to identify strategies that address district equitable access gaps. ***Step 4*** will guide you through the process of developing and prioritizing strategies and activities most likely to address the root causes identified in ***Step 3***.



Step 5. Planning for Implementation

In the fifth and final step in the Texas Equitable Access Roadmap, you will have used the information generated from earlier activities, including data review and analysis (***Step 2***) and selecting strategies (***Step 4***) to develop a progress monitoring plan so you and your district can effectively evaluate and track progress toward equitable access.



Putting It All Together: The Roadmap Reporting Template

The reporting template on the subsequent pages provides a space for you to report the key findings from each step of the Roadmap and report these findings to your ESC. The reporting template can be filled in by directly copying/pasting content from the Putting It All Together section of each step of the toolkit.

For more information on the district equity plan submission, please visit the Texas Equity Toolkit website or reach out to the Equity Toolkit lead at your local ESC.

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Putting It All Together: Roadmap Overview and Reporting Template

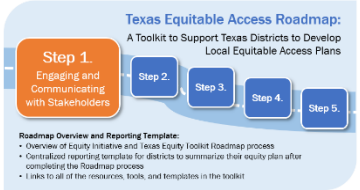
Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

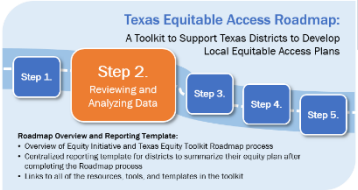
District Reporting Template

District Name	Austin ISD
County District Number (CDN)	
Date	
Name/E-mail of District Point Person	



Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.



Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the ***Step 2. Reviewing and Analyzing Data*** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

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Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile	28.5%	1.29%
B	Low-poverty quartile	16.22%	0.12%
C	**District equity gap:** High-poverty quartile minus low-poverty quartile (**row A–row B**)	12.28%	1.17%
D	State average[a]	14.37%	6.9%
E	**State equity gap:** High-poverty quartile minus state average (**row A–row D**)	14.13%	-5.61%
Equity Gap Calculations: Students of Color			
F	High-minority quartile	25.58%	1.47%
G	Low-minority quartile	15.94%	0.12%
H	**District equity gap:** High-minority quartile minus low-minority quartile (**row F–row G**)	9.64%	1.35%
I	**State equity gap:** High-minority quartile minus state average (**row F–row D**)	11.21%	-5.43%

[a] State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit website.

Table B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus		
B	State average[a]		
C	**State equity gap: Title 1 campus minus state average (row A – row B)**		

[a] State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit website.

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What is your district's definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
Selected data to measure teaching performance:	***Selected data to measure student learning***	***Selected data to measure student engagement:***
Professional Pathways for Teachers Appraisal System (PPfT)	Student Learning Objectives (SLO)	Attendance Data
Definition of effective teaching using these data	***Definition of effective teaching using these data***	***Definition of effective teaching using these data***
Teachers who receive an overall rating of *Effective* or better are considered to have successful teaching performance. This corresponds to a score of 257 or higher on or PPfT rubric.	Teachers who receive a score of 2 or higher are considered to be effective in increasing student learning. A score of 2 or higher means that 50% or more of students are meeting learning objectives.	Schools with an attendance rate at or above the district average of 95.2% are considered to have effective teachers.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

AISD has a 12.28% gap in the average percent of inexperienced teachers between high-poverty and low-poverty quartile schools with high-poverty quartile schools having 28.5% of teachers with 0-2 years of experience and low-poverty quartile schools having 16.22%. Both of these percentages of inexperienced teachers are higher than the state average of 14.37. The gap for out-of-field teachers between the high-poverty and low-poverty quartiles is 1.17% with compared with 6.9% for the state. The high-poverty quartile has 1.47% of teachers out-of-field and the low-poverty quartile has 0.12%.

The district has a 9.64% gap in the average percentage of inexperienced teachers between high-minority and low-minority quartile schools with high-minority quartile schools having 25.8% of teachers with 0-2 years of experience and low-minority quartile schools having 15.94%. Both of these percentages of inexperienced teachers are higher than the state average of 14.37%. The gap for out of field teachers for high-minority and low-minority quartiles is 1.35% compared with 6.9% for the state. The high-minority quartile has 1.47% of teacher out-of-field and the low-minority quartile has 0.12%.

Although not reported in Table A, there is a 6.84% gap between students at high-poverty and low-poverty quartile schools who are rated as effective or higher the PPfT appraisal system with 90.22% of teachers at high-poverty quartile schools being rated as effective compared to 97.07% of teachers at low-poverty quartile schools. 71.29% of teachers at high-poverty schools had 50% or more of students meet their student learning objectives compared with 81.19% of students at low-poverty schools. For high-minority quartile schools 90.56% of teachers are effective compared with 97.27% of low-minority quartile schools. 74.09% of teachers at high-minority quartile schools had 50% or more of students meet their student learning objectives compared with 82.10% of students at low-minority quartile schools.

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The district used campus attendance rates as a way to measure student engagement. This is an imperfect method since student absences can be attributed to outside factors such as wellness issues, family emergencies, and lack of reliable transportation. The district will explore other strategies that can used to gather classroom level student engagement as one of our strategies.

AISD conducted an internal equity audit self-assessment that focused on student achievement, student discipline, and access to high quality programs and curriculum. The audit showed gaps in both achievement and access for minority students, especially African American students, and economically disadvantaged students. The equity gap of teacher experience and out-of-field teachers between high-poverty and high-minority quartiles and low-poverty and low-minority quartiles mirrors the findings of the AISD equity report. By developing strategies to recruit, support, and retain teachers, a closing of the equity gap for teaching performance, out-of-field teachers, and effective teaching may also have a positive impact on closing gaps in student performance and programmatic access.

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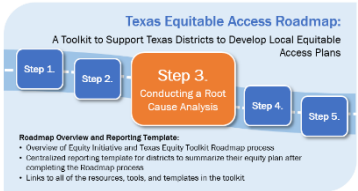

Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template" section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
There is a 12.28% gap for inexperienced teachers between the low-poverty quartile schools and the high poverty quartile schools within the district, and the district has a higher percentage of inexperienced teachers than the state for both quartiles.		
Root Causes as They Relate to ATTRACTING Excellent Teachers	Root Causes as They Relate to SUPPORTING Excellent Teachers	Root Causes as They Relate to RETAINING Excellent Teachers
Negative perceptions around working conditions that include student discipline, campus leadership, workload, accountability pressures, and campus-based professional learning make it difficult to attract experienced teachers to Title 1 schools.	AISD has designed a mentoring program for district-wide implementation; however, we do not currently have a campus-based program for the unique needs of Title 1 campuses.	Our teacher retention plan has not specifically targeted equity gaps to retain teachers with 3-5 years of experience.
Compensation to teach in Title 1 schools does not attract effective experienced teachers.	There is no AISD adopted coaching model or training on a model that supports teachers in Title 1 campuses where there is an increased need for cultural competence and ability to work with diverse student groups.	Outside of team leader or department chair roles, we provide limited leadership opportunities for teachers that keep them in the classroom.
There are delayed hiring practices at Title 1 schools which limit access to effective, experienced teachers.	Many non-instructional district demands on campus principals reduce the ability of leaders to be in the classroom providing support to teachers.	There are negative perceptions around teacher autonomy at Title 1 campuses.
There is no instrument to support screening applicants including highly effective, experienced teachers for high probability of success.		Our district lacks a more comprehensive manner of understanding the reasons the teachers leave Title I campuses.
Many Title 1 facilities have low Facility Condition Assessments, low Educational Suitability Assessments, and lack new technology.		

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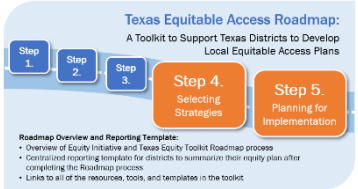

Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template" section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district's long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):

The overall goal is to ensure student growth by improving how teachers are attracted and supported so that they persist and are retained in education, particularly at their AISD Title 1 campus.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Negative perceptions around working conditions that include student discipline, campus leadership, workload, accountability pressures, and campus-based professional learning make it difficult to attract experienced teachers to Title 1 schools.	Develop brand/ marketing/recruiting materials to include webpage information for specific AISD Title I campuses to celebrate and highlight successes. Use Professional Learning Design Specialists to work with identified Title I campus leaders to develop a strategic campus-based professional learning plan that addresses areas including classroom management.	Develop materials to include webpage information for specific AISD Title I campuses. Develop Individualized Professional Learning plans for identified Title 1 campuses.	Meet with campus leaders to assess need for materials and identify areas to highlight. Professional Learning Plan reflects campus needs as identified by data.	Marketing materials are routinely reviewed to determine their effect on attracting effective, experienced teachers. Teachers report that campus based professional learning is effective and meets their needs.

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Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
	Develop structures to support leadership in Title I campuses for new principals.	Host monthly New Principal Sessions to share strategies and techniques to increase student achievement and create positive working conditions for staff.	New Principal sessions are designed with a tailored emphasis on effective leadership, positive climate and culture, and staff working conditions aligned to the AISD Leadership framework and PSEL standards.	New hire survey TELL Survey results reflect increased teacher satisfaction as it relates to campus-based professional learning and leadership.
Compensation to teach in Title 1 schools does not attract effective experienced teachers.	Expand implementation of Professional Pathways for Teachers (PPfT) which provides opportunity for teachers to increase their base salaries by improving their teaching and increasing their professional learning. The compensation system accounts for schools with high needs based on economically disadvantaged, ELL, and Special needs within the compensation system.	Add 1000 veteran teachers and all new teachers to PPfT Compensation for the 17-18.	Add 1000 veteran teachers and all new teachers to PPfT Compensation for the 18-19.	All teachers will be included in PPfT Compensation by 2019-2020. A review of current compensation will show we are more competitive and retaining effective teachers.
There are delayed hiring practices at Title 1 schools which limit access to effective, experienced teachers.	Ensure that Title 1 campuses participate in early spring recruitment events to avoid delayed hiring.	All new hiring is completed by June 30. Hiring reports are provided to associates/executive directors for campus follow up.	Training on Best Practices for effective staffing, hiring, system optimization is provided in spring to 100% of	Late hiring is eliminated except for emergency and late vacancies. Teacher hiring and/or

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Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
	Accelerate HR onboarding processes for Title 1 schools, particularly those identified as high need schools.	HR contacts 100% of new hire recommendations within one business day.	campus administrators. HR workflow process are evaluated for efficiency and effectiveness in responding quickly.	subsequent turnover resulting from ineffective hiring practices is reduced.
There is no instrument to support screening applicants including highly effective, experienced teachers for high probability of success.	Research screening instruments that predict a teacher's probability of success. Screening instrument can help accelerate and improve the hiring process.	A potential screening instrument is identified and recommended for funding by late fall.	A proposal for a screening instrument is presented to Superintendent.	A proposal for a screening instrument is funded (subject to budgetary constraints).
Many Title 1 facilities have low Facility Condition Assessments, low Educational Suitability Assessments, and lack new technology.	Develop a Facility Mater Plan to addresses aging facilities and barriers to technology. Develop bond proposal to fund improvements proposed in the Facility Master Plan.	Host series of community engagement events on bond proposal and Facility Master Plan. Hold election to vote on proposed bond.	Develop timeline of all approved facility projects. Begin work on critical projects.	Facility Condition Assessments and Educational Sustainability Assessments will improve.
AISD has designed a mentoring program for district-wide implementation; however, we do not currently have a campus-based program for the unique needs of Title 1 campuses.	Identify Lead Mentor Teacher Contacts (LMTCs) and a designated administrator who will oversee the program. Work with LMTCs to ensure that all new teachers are matched with a high quality mentor. Ensure that all mentors participate	Every Title I campus has an identified LMTC. A mentor is assigned to every new teacher. All LMTCs and mentors have completed training in highly effective mentoring strategies and language. LMTCs and mentors have designated PLC time to build capacity of mentors at least once per month.	Professional Learning Design Specialists have engaged in professional learning related to Coaching for Cultural Competence and Diversity. The Professional Learning Team has designed Coaching for Diversity	LMTCs and mentors engage in professional learning around coaching for diversity. TELL Survey results reflect increased teacher satisfaction as it relates to campus-based professional

Draft

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
	in district-provided training in high quality mentoring strategies. Ensure that LMTCs and mentors develop and implement a cycle of support for new teachers. Engage LMTCs and mentors in professional learning related to coaching for diversity and cultural competence.	Mentors have designated time to work with mentees weekly.	training for LMTCs and Mentors. LMTCs and mentors have participated in a blended learning opportunity on Restorative Practices.	learning and support for new and struggling teachers.
There is no AISD adopted coaching model or training on a model that supports teachers in Title 1 campuses where there is an increased need for cultural competence and ability to work with diverse student groups.	Adopt a model of coaching that incorporates coaching for cultural competence and diversity. Provide initial and on-going training to instructional coaches.	A work group facilitated by Professional Learning identifies or develops a coaching framework to be implemented in the district. Professional learning needs are identified to support the implementation of the coaching framework. Train Leadership Development Director on the NYCLA coaching model for review and implementation of leadership coaching specific for new (and otherwise identified) principals. Develop aligned professional learning for Assistant Principals focused on instructional leadership and coaching strategies as well as other components of the PSEL framework.	Professional learning opportunities to support the coaching framework are developed. Assign Principal Coaches for all new principals. Provide professional learning to principals on the coaching cycle. Provide on-going professional learning to Assistant Principals focused on instructional leadership and coaching strategies.	District level coaches and campus based instructional coaches engage in professional learning around the coaching framework and highly effective coaching strategies. Coaches work to support, meet with and coach new principals at least monthly. Collect feedback on the professional learning and

Draft

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
				refine/revise plans.
Many non-instructional district demands on campus principals reduce the ability of leaders to be in the classroom providing support to teachers.	Develop a cross-functional team that provides on-going support for campus leaders in a coordinated way. Provide differentiated training for campus principals on instructional leadership and how to develop a positive campus climate and culture.	Cross-functional team will develop a plan to provide campus support and build leadership capacity. Engage in a needs assessment of campus leaders to determine the extent to which their instructional leadership needs are being met through level meetings or other district leadership opportunities.	Cross-functional team will meet regularly with identified campus leadership and provide on-going support for campus administration and teachers. Develop a plan to incorporate/share best practices for instructional leadership into level meetings as a part of principal professional learning and high yield strategies for leadership effectiveness.	TELL Survey results reflect increased teacher satisfaction as it relates to principal instructional leadership. Review agendas and calendars for instructional leadership as well as follow-up principal feedback/data to determine effectiveness of strategies in providing leadership growth in the areas of instructional leadership and culture/climate.
Our teacher retention plan has not specifically targeted equity gaps to retain teachers with 3-5 years of experience.	Develop a strategic plan to retain teachers at Title 1 campuses that includes outreach of support to current teachers and additional recognitions.	A work group will be identified to assess current retention strategies for AISD teachers and to determine additional strategies for retaining experienced, effective teachers at Title I campuses.	Assess current retention strategies for AISD teachers. Develop additional strategies for retaining experienced, effective teachers at Title I campuses.	Teacher retention at Title 1 campuses will increase.

Draft

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
			Develop an implementation timeline.	
Our district lacks a more comprehensive manner of understanding the reasons the teachers leave Title I campuses.	Assess the current exit survey instrument and process.	Make recommendations and revise survey for implementation.	Utilize survey process to analyze and interpret midyear resignations.	Utilize survey process to analyze and interpret end of year resignations. Overall outcome is to understand and address any campus or district specific patterns, as appropriate.
There are perceptions of limited leadership roles for teachers that also provide opportunity for input, teacher voice, and build capacity at the campus level	Collaborate with Title 1 principals to identify leadership opportunities for teachers. Offer Leadership Pathways in specified district initiatives like literacy, transformative technology, and SEL for teachers in the PPfT Compensation system to build their capacity to support others and lead these initiatives on the campus. Work with identified campus administrators to identify leadership opportunities for aspiring teacher leaders.	Teachers will engage in completing the first microcredential as part of Leadership Pathways. Leadership opportunities to build leadership capacity are communicated to staff.	Teachers take on leadership roles. For Leadership Pathways, teachers will engage in completing micro-credential two and a new cohort of participants will be identified.	TELL Survey Results indicate that teachers report having ability to influence decisions on campus, have a voice in decision making, etc. Teachers complete micro-credential three and four. New cohorts begin the year one process. Additional Leadership Pathways will be developed in Advanced Academics and Problem-Based Learning for

Draft

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
				implementation in 2018-2019.
There are negative perceptions around teacher autonomy at Title 1 campuses.	Provide on-going training for district and campus leaders on the AISD Theory of Change that centers on empowering teachers. Align coaching model to encourage innovation and creativity. Develop a system to capture classroom level student engagement data.	Host Leadership Institute that explores the Theory of Change, design thinking, and teacher empowerment. Provide training to instructional coaches on supporting experienced teachers. Form a collaborative planning team to develop a proposal for accurately capturing classroom level student engagement data.	The cross functional team will meet regularly with the campus principal and instructional coaches to provide support on empowering teachers. Implement pilot of system to capture classroom level student engagement data.	TELL Survey Results indicate that teachers have the ability to influence their work and have greater autonomy. Student engagement data will available for 100% of classroom teachers.

Draft

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

Nearly 55% of our students live in poverty and the district is the largest single payer of recapture in the state. Despite this unique and unfortunate circumstance, the district and district leadership is committed to equity. During the 2016-2017 school year, the district conducted an equity self-assessment to examine the rates of student achievement, student discipline, and access to high-quality programs and curriculum. The audit showed gaps in both achievement and access for minority students and economically disadvantaged students. Following these results, the district developed strategies to address these performance and access gaps. For example, our data demonstrated that our district suspended PK – 2 minority students at a disproportionate rate. Prior to the passage of H.B. 674, the Austin ISD Board of Trustees approved a revised FO(LOCAL) that banned suspensions for PK – 2 students. Additionally, our district designed a new system to support teachers and campus administration with the implementation, including new mental health resources to ensure students are receiving restorative discipline support.

We recognize equity also impacts areas outside of the classroom. Our equity lens is also changing areas outside of academics, such as Food Services. We are now implementing the Community Eligibility Provision to provide free meals to all students at our highest poverty schools.

Our district utilized this Equity Plan to continue to assess our opportunities to achieve equity. This includes collaborative brainstorming and planning to address how we can support our teachers and administrators at our Title I campuses. While the district has systems and programs for recruiting, developing, and retaining teachers, they do not specifically target the equity gaps we discovered during this process. For example, our data demonstrated disparities in the percentage of inexperienced teachers and out-of-field teachers between our low-poverty and high-poverty quartiles of schools and our low-minority and high-minority quartiles of schools. We also discovered that we have a higher percentage of inexperienced teachers when compared with the state at both low-poverty, low-minority and high-poverty, high minority quartiles. These are significant issues that the district wants to address.

We recognize there is a need to differentiate the support we offer to Title 1 campuses around mentoring new teachers, providing additional leadership opportunities for experienced teachers, and leadership development. We also recognize that we must routinely utilize data to determine if there are policies and systems in place that promote inequitable practices. As we seek to achieve equity for all students in our district, we hope to engage our district and campus communities in the process of assessing, planning, and implementation.

Draft

Appendix

List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
Every Student Succeeds Act (ESSA)	• Information from the U.S. Department of Education (ED) (http://www.ed.gov/essa?src=rn). • Information on equity as it relates to states is included in section (1111(g)(1)(B)). • Information on equity as it relates to districts is included in section (1112(b)(2)).
Equity Plans	• State Equity Plans—plans submitted by all of the states to ED in 2015 (https://www2.ed.gov/programs/titleiparta/resources.html). • Texas 2015 Equity Plan (http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I,_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/).
Engaging and Communicating with Stakeholders	• The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc). • Communications planning resource from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Developing key messages—Ideas and suggestions from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc).
Reviewing and Analyzing Data	• ED definition of "out-of-field" teachers (https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html). • Best practices in defining an "ineffective" teacher. Resource from the GTL Center *Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide* (http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf). • The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching. • Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD). • Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at http://ritter.tea.state.tx.us/peims/standards/weds/. • Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (https://en.oxforddictionaries.com/definition/us/person_of_color). • The PEIMS 110 record includes an "at-risk indicator code." This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit http://ritter.tea.state.tx.us/peims/standards/weds/. • Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas. Education Code §25.092; http://www.statutes.legis.state.tx.us/?link=ED). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm).

Topic Area	Resource and Link to Access Resource
	• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). *Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students* (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf.
Conducting a Root Cause Analysis	• Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses. – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf). – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf). – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611). • After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc.
Selecting Strategies	• How to select strategies to address equity gaps—The GTL Center's Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf). • Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district's policies and practices. The resources below can assist those efforts. – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf). – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf). – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).
Planning for Implementation	• Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from: – The Kellogg Foundation (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide). – Regional Education Laboratory Northeast and Islands (http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html). • If you need help generating a list of common barriers, you can refer to the GTL Center's Monitoring Tool for a list of common barriers (http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf).

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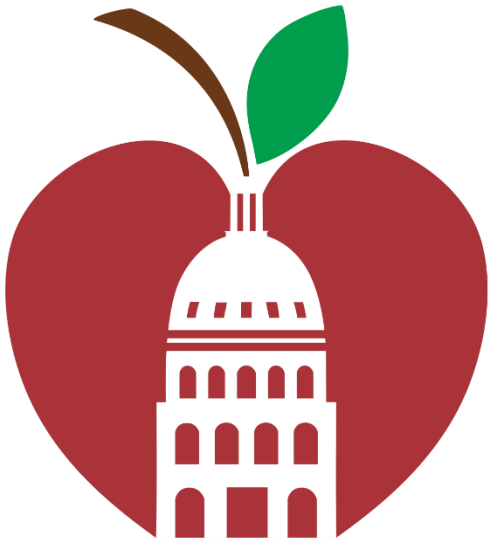


State Accountability Update

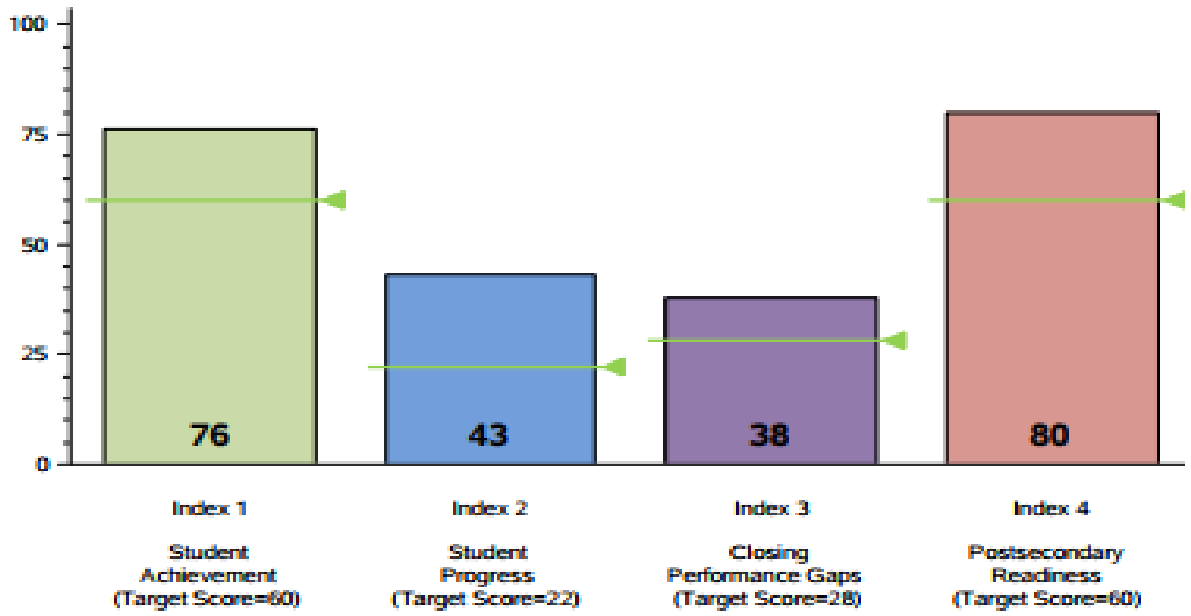
Carolyn Hanschen, AISD Campus & District Accountability

TEXAS EDUCATION AGENCY
2017 Accountability Summary
AUSTIN ISD (227901)

Accountability Rating

Met Standard

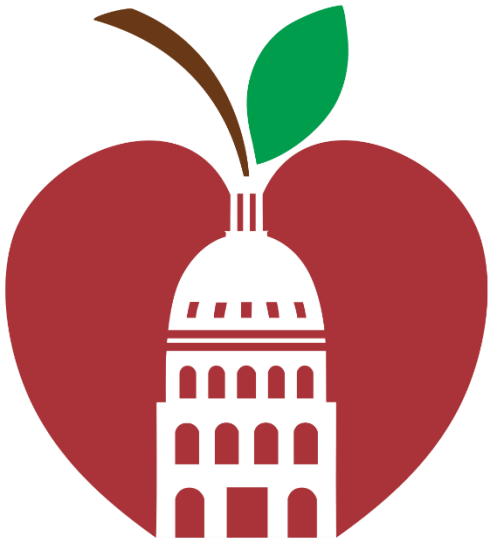
Performance Index Report



The district and 114 campuses earned ratings of **Met Standard** or **Met Alternative Standard**

Four campuses received preliminary ratings of **Improvement Required**: Mendez MS, Martin MS, Burnet MS, and Govalle ES

Distinction Designations



Campuses that achieve a rating of **Met Standard** are eligible for Distinction Designations for high performance on indicators beyond those used to determine accountability ratings.

For 2017, 58 AISD schools earned a total of 162 Distinction Designations in one or more the following areas:

- Top 25% Student Progress
- Top 25% Closing Performance Gaps
- Postsecondary Readiness
- Academic Achievement in ELA/Reading, Mathematics, Science, or Social Studies

Five AISD schools earned every available Distinction Designation: **Liberal Arts and Science Academy**, and **Blackshear**, **Blazier**, **Cowan**, and **Gullett** elementary schools.

2017 Community & Student Engagement Ratings

AUSTIN Independent School District

Evaluation of Campus Performance in Community and Student Engagement

2016-17

Gordon A. Bailey Middle School

4020 Lost Oasis Hollow, Austin, TX, 78739

FACTORS	RATINGS
Fine Arts	Exemplary
Wellness and Physical Education	Exemplary
Community and Parental Involvement	Exemplary
21st Century Workforce Development Program	Exemplary
Second Language Acquisition Program	Exemplary
Digital Learning Environment	Exemplary
Dropout Prevention Strategies	Exemplary
Educational Programs for Gifted and Talented Students	Exemplary
Compliance	Yes
Overall Performance	**Exemplary**

This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing. Details about the law and rating system can be found at www.austinisd.org/cda/hb5-community-student-engagement.

Campus Demographics

- Grade Levels: 6,7,8
- Vertical Team: Bowie
- Trustee District: 7
- Enrollment: 902

Austin ISD 2015-2020 Strategic Plan

Core Beliefs

1. All students will graduate college-career-, and life-ready
2. We will create an effective, agile, and responsive organization
3. We will create vibrant relationships critical for successful students and schools

Values

- Whole Child Every Child
- Physical, social, and emotional health and safety
- Equity, diversity, and inclusion
- High expectations for all students, employees, parents/guardians, and community members
- Creativity, collaboration, and innovation
- Community schools
- Life-long learning

Fine Arts: EXEMPLARY

- The school provides full time art and music teachers.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine Arts productions or exhibitions: Fine Arts Showcase Night - Display of Various works of Art,Musical Theater Production - Guys and Dolls
- Fine Arts community experiences: Children's Theater Production - touring feeder Elementaries ,Akins High School Theater Production,Chamber Choir concert with Tapestry Women's Choir
- Creative writing/literary publications: Bailey Yearbook,Do The Write Thing essay collection
- Interscholastic activities: Bailey Band - UIL competition ,Bailey Orchestra - UIL competition
- Fine Arts career exploration: Zach Scott Theater Outreach

Wellness & Physical Education: EXEMPLARY

- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- At least 95% of students have completed their required immunizations.
- The campus is designated as No Place for Hate®.
- At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
- Community education programs: Earth Day/CATCH Night Event,Re-Think Your Drink,Healthy Heart Week
- Staff fitness and wellness activities: Healthy Heart Week,Online Health Assessment - Aetna,Healthy Wage Challenge
- Extra physical activities for students: Lunch basketball and four-square ,8th period Activity Days

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- At least one (1) performance objective to increase community and parental involvement will be included in the 2017-18 Campus Improvement Plan.
- Opportunities to get involved: Hidden Figures movie - 7th Science/Social Studies field trip,Homecoming Bonfire - Volunteer concessions sales,Musical Theater - Guys and Dolls - volunteers
- Regular forms of communication: School Messenger,Email,ParentConnect
- Parent informational events: Back To School Night,Middle School Choice Sheet Night,PTA General Meeting - Principal Coffee
- Family Fun events: Bear Day,Homecoming Bonfire,Earth Day/ CATCH Night Event

21st Century Workforce Development Program: EXEMPLARY

- The school displays college pennants, displays diplomas/ degrees of staff members, or participates in regular staff college dress days.
- The school provides students and parents, especially first-generation college students, information about postsecondary opportunities.
- Students have mentors from middle or high schools.
- At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2017-18 Campus Improvement Plan.
- Advanced coursework opportunities: Algebra I,Spanish I
- College/Career events: Naviance Career Interest Inventories,Education Go Get It parent night

2017 STAAR Performance Level Descriptors

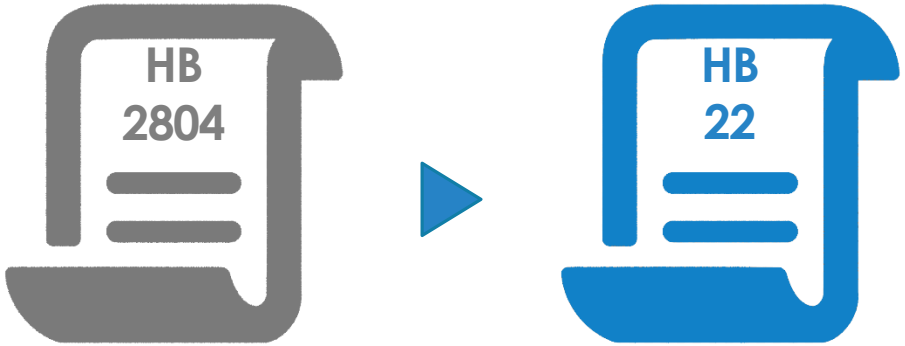
STAAR, STAAR L*, STAAR A*	
Performance Labels Through December 2016	**Performance Labels – Starting Spring 2017**
Level I: Unsatisfactory	**Does Not Meet Grade Level**
2016 Phase-in Level II: Satisfactory	**Approaches Grade Level**
Final Level II: Postsecondary Readiness	**Meets Grade Level**
Level III: Advanced Performance	**Masters Grade Level**
STAAR Alternate 2	
Level II: Satisfactory Academic Performance	Level II: Satisfactory Academic Performance
Level III: Accomplished Academic Performance	Level III: Accomplished Academic Performance

*Beginning in spring 2017, STAAR A and STAAR L were replaced with an online platform of accommodations.

The Implementation of House Bill 22

Collaborating to Build a Better accountability system

A–F Accountability: Legislative Context



House Bill 22, 85th Texas Legislature

"The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of"

A B C D or **F**

A–F Accountability: New Labels/Grades

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

Three Domains: Combining to Calculate Overall Score

Best of Achievement or Progress

Student Achievement

School Progress

Minimum 30%

Closing The Gaps

August 2018: DISTRICTS will receive and **A-F** for each of the three domains and as an overall grade

August 2018: CAMPUSES will received **Met Standard** or **Improvement Required** in each domain and as an overall rating

August 2019: DISTRICTS and CAMPUSES will receive and A-F for each of the three domains and as an overall grade

Student Achievement

Student Achievement

School Progress

Closing The Gaps

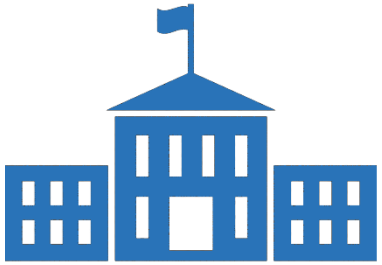
Calculating the Score: Stakeholder Input

Elementary School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**

Middle School

STAAR State of Texas Assessments of Academic Readiness **= 100% of domain score**

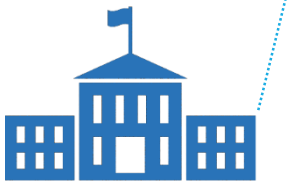


High School

- STAAR State of Texas Assessments of Academic Readiness **= ?% of domain score**
- CCMR **= ?% of domain score**
- Graduation Rates **= ?% of domain score**

Weight of each indicator TBD

Student Achievement: Calculating Domain Score



	All Students
Total Tests	3,212
# Approaches Grade Level or Above	2,977
# Meets Grade Level or Above	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

92.7 + 60.6 + 27.3 / 3 = 60.2

Student Achievement Score

A

Student Achievement: CCMR Indicators for HS

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate's degree
- Meet standards on a composite of indicators indicating college readiness

Career Ready

- Earn industry certification
- Be admitted to post-secondary industry certification program

Military Ready

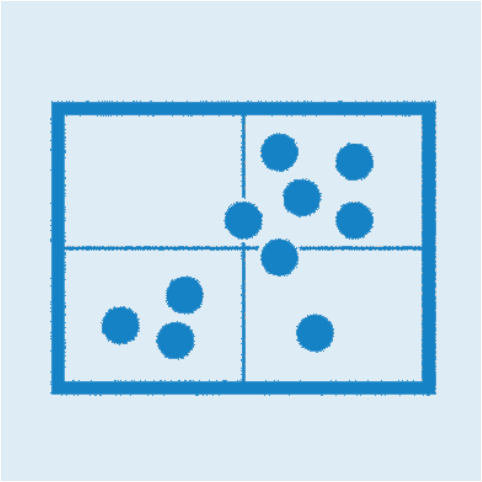
Enlist in the United States Armed Forces

School Progress: Growth

School Progress: Two Measures of Progress

Student Growth

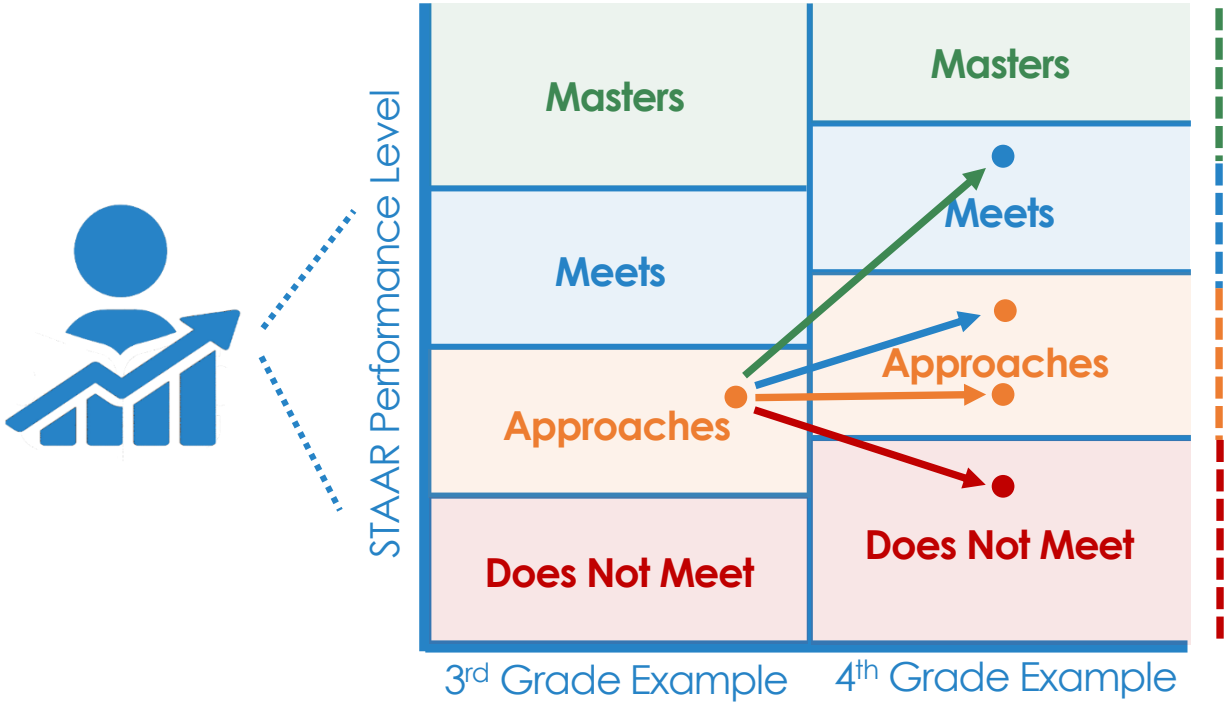
Relative Performance



Feedback Opportunities

- Better of the two
- Average of the two
- Greater weight for one of them

Student Growth: Measuring Advancement



Exceeds

Expected

+ 1 Point Awarded
For meeting or exceeding expected growth

Maintains

+ .5 Points Awarded
For maintaining proficiency but failing to meet expected growth

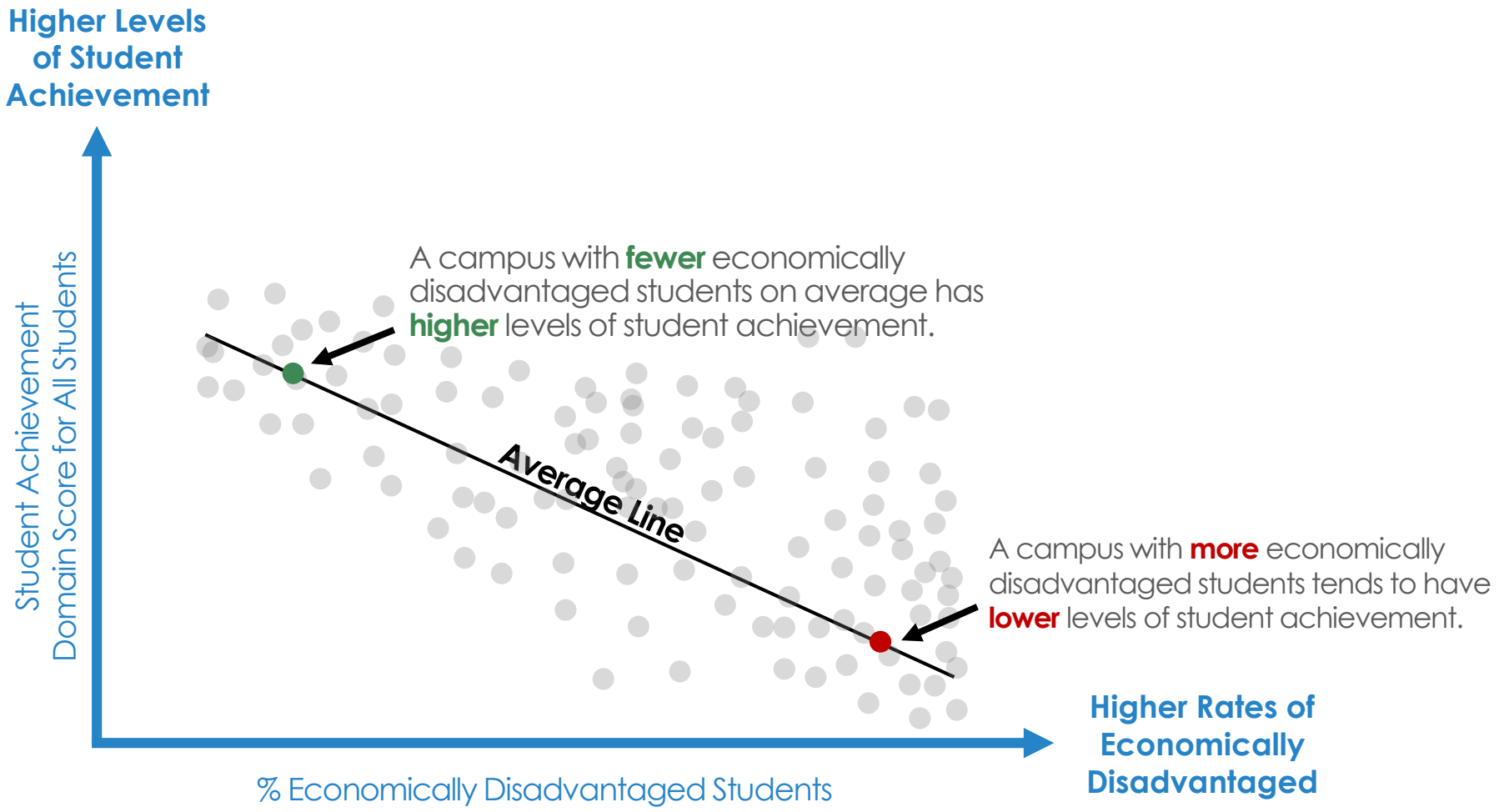
Limited

+ 0 Points Awarded
For falling to a lower level

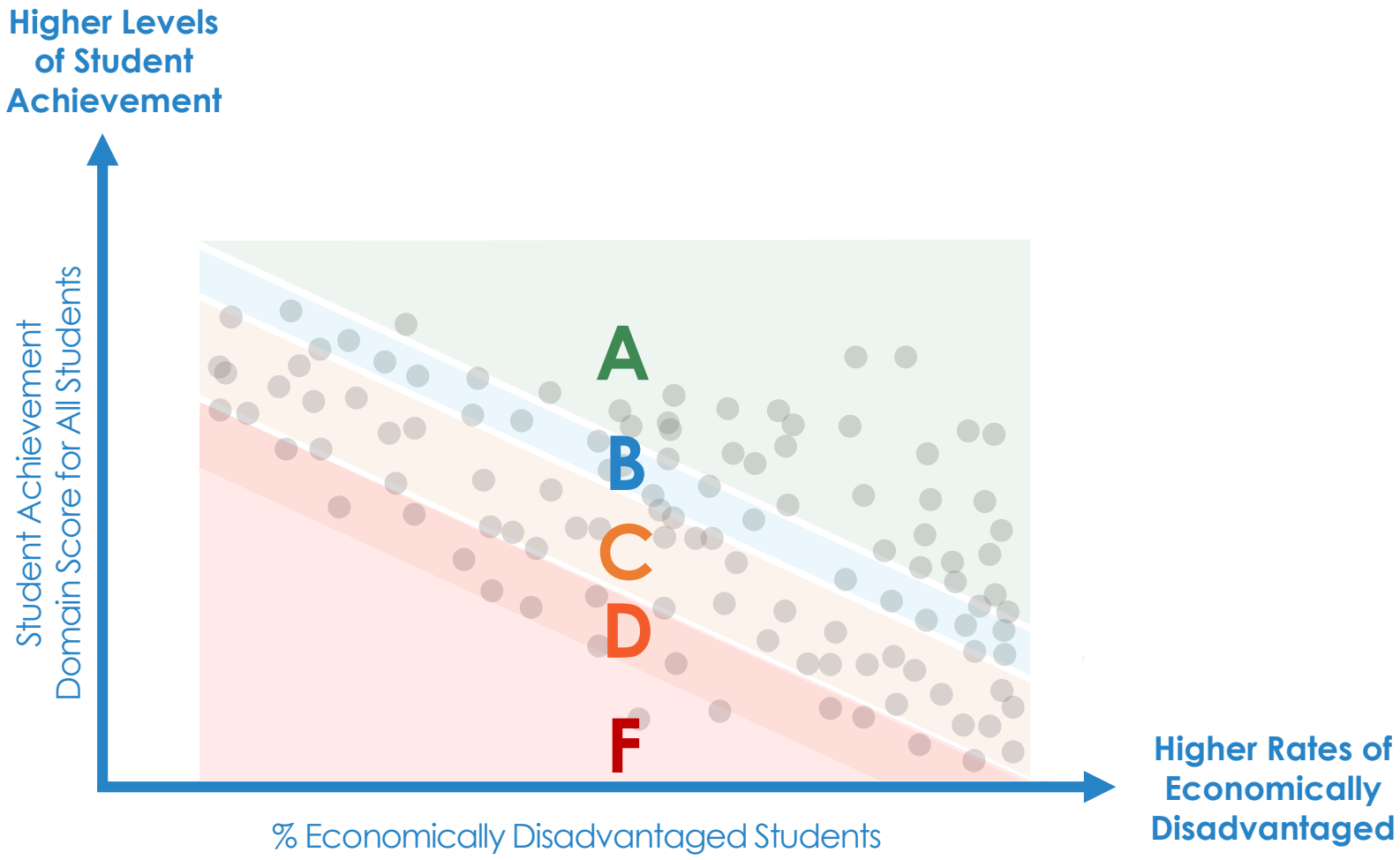
Feedback Opportunity

What percent of students should meet growth target to get an A?

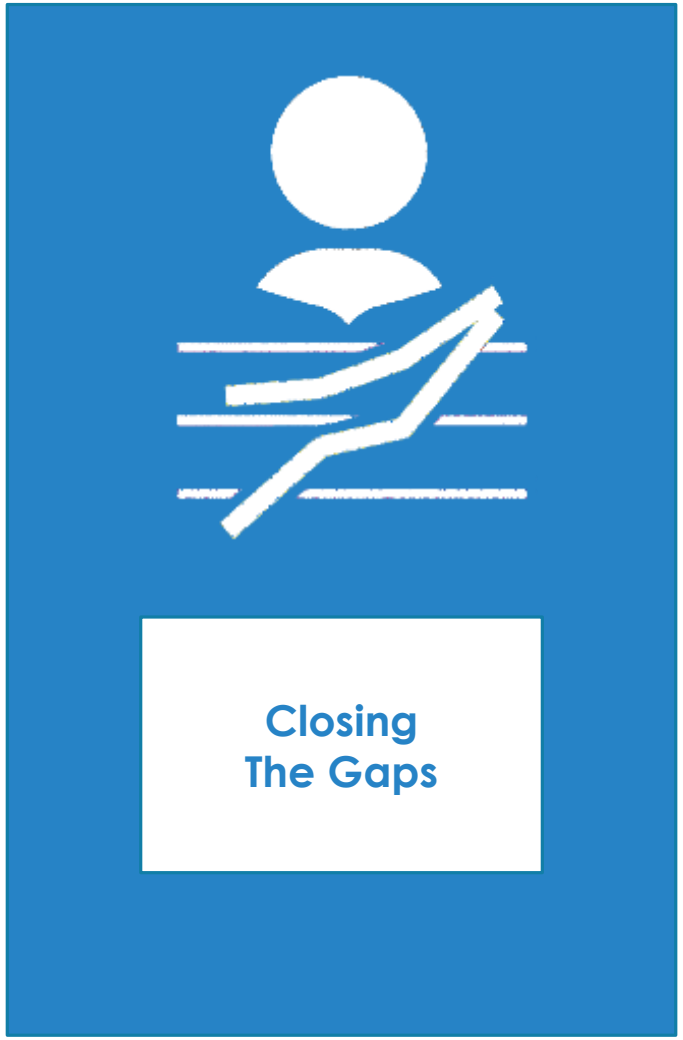
Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Closing the Gaps: Ensuring Educational Equity



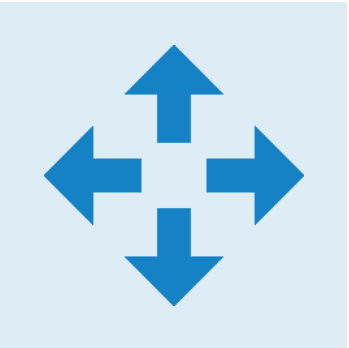
Closing the Gaps: Ensuring Educational Equity

All Students

Race/Ethnicity

Special Education

Continuously Enrolled and Mobile



English Learners (ELs)

Economically Disadvantaged

Closing the Gaps: Ensuring Educational Equity

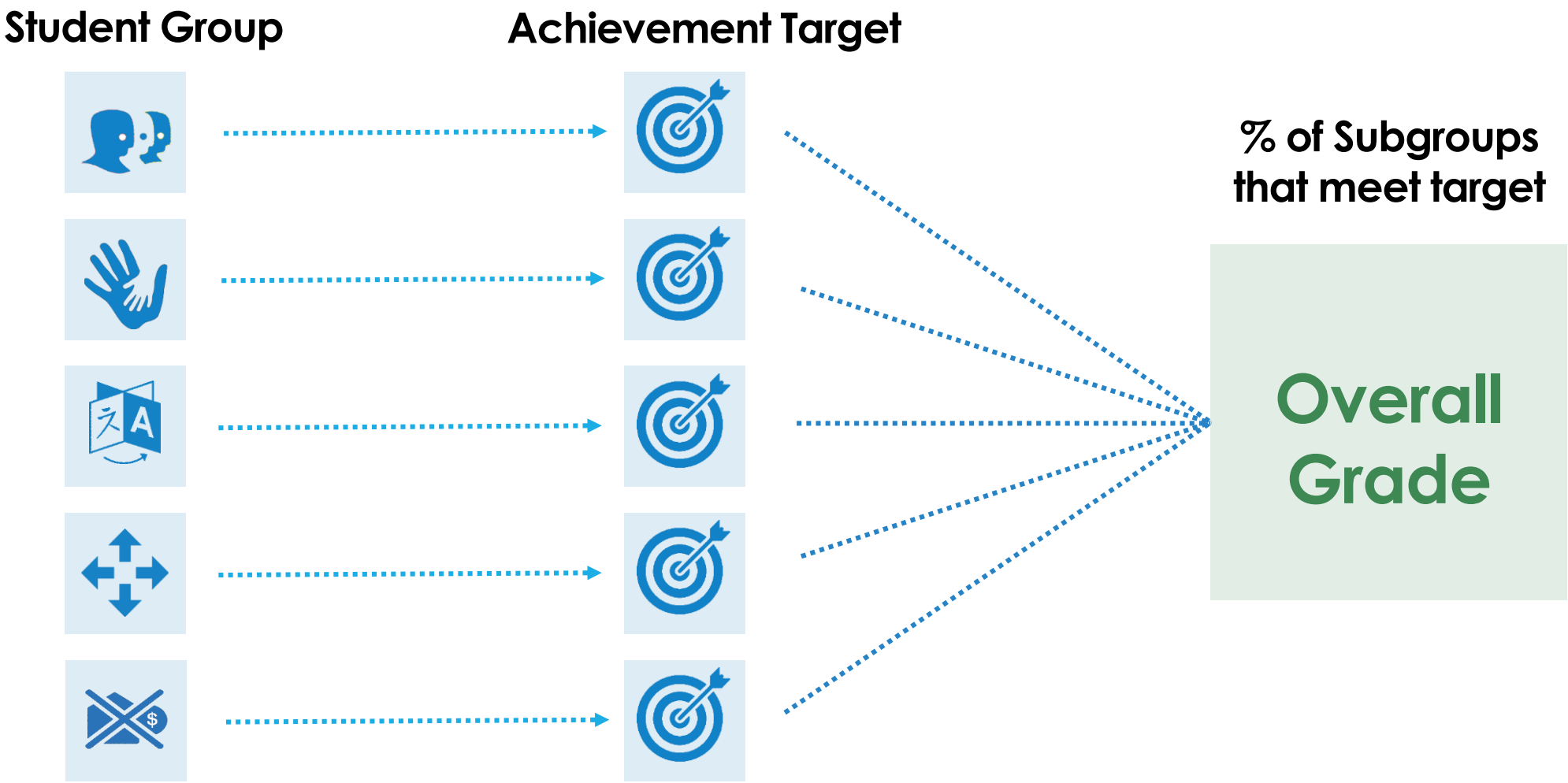
Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

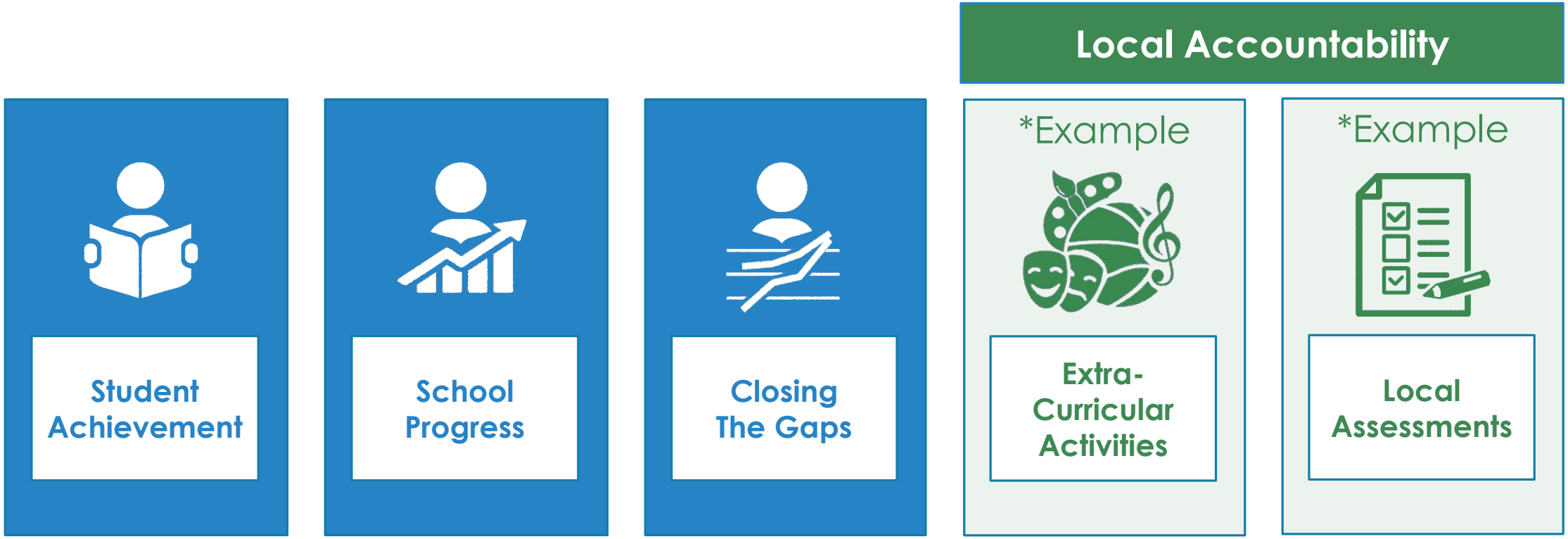
Indicators

- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

Closing the Gaps: Ensuring Educational Equity



Local Accountability Plan



Local Accountability Plan: Purpose and Requirements

Purpose

To allow districts (at their option) to rate campuses using locally developed domains and accountability measures

Requirements for Districts

- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades and be reliable and valid.

More Requirements for Districts

- Auditable calculations
- Campus score card that can be displayed on TEA's website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

Local Accountability Plan: Getting the Plan Approved

Authority

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

Requirements for Approval

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

One Condition

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

New Indicator: Extracurricular/Cocurricular

Feasibility Study

- Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
- The commissioner may establish an advisory committee.

Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

A–F Timeline: Implementation of HB 22

HB 22 Passed by the 85th Texas Legislature **(May 2017)**

Start of pilot group to design local accountability **(Fall 2017)**

Task Force launches on how to incorporate extracurricular activities **(Winter 2017)**

Rules finalized for three domain system **(Spring 2018)**

Three domain system rates all campuses and districts. Takes effect as follows:
Districts: A–F Rating Labels
Campuses: Improvement Required or Met Standard
(August 2018)

Rules adopted for local accountability system and application window opens **(Fall 2018)**

"What If" report on campus performance, based on data used to assign 2018 ratings. **(January 2019)**

Campuses: A–F labels take effect and local accountability system is incorporated **(August 2019)**

Questions and Feedback

Resources

- http://tea.texas.gov/A-F
- http://tea.texas.gov/accountability

AISD DISTRICT ADVISORY COUNCIL
Summary of Regular Meeting
August 15, 2017

ATTENDANCE

Member Attendance
(See attached list)

Others in Attendance
Edna Butts, Intergovernmental Relations and Policy
Christian Clarke Casarez, Finance
Julie Cowan, Board of Trustees
Joey Crumley, Campus and District Accountability
Carolyn Hanschen, Campus and District Accountability
Matias Segura, AECOM
Ann Teich, Board of Trustees
Reyne Telles, Communications and Community Engagement
Beth Wilson, Facilities

PROCEEDINGS

Preliminaries
- The meeting was called to order by Andy Anderson at 4:06 p.m. in the Board Auditorium of the Carruth Administration Center.
- There were no citizen communications.
- Mr. Anderson asked members to introduce themselves.
- Under Items from DAC Members, it was mentioned that Rosedale was in need of volunteers.

Superintendent's Update
- Dr. Cruz provided the following updates:
  - ☞ Staff convocation video is online.
  - ☞ This year's Back to School Bash was well-attended, providing information, backpacks, immunizations, and haircuts.
  - ☞ Recent partnership appreciation at ALC.
  - ☞ State accountability ratings (177 schools earned highest possible rating, 58 schools earned Academic Distinctions, 4 schools were IR).
  - ☞ Bond election in November, but no tax rate increase.
  - ☞ Recent "6 C's" event at Dawson.

Bond Communications Plan
- Reyne Telles, Executive Director of Communications and Community Engagement, presented the following :
  - ☞ Slogan is "21st Century Learning without a Tax Rate Increase."
  - ☞ Developed a toolkit to communicate information to the public, and training people to go out into the community.
  - ☞ Maintaining close media ties.
  - ☞ Strategies for involving young voters.
  - ☞ Group presentations.
  - ☞ GACC will be endorsing the bond.
  - ☞ Will be targeting pivotal populations.

- Discussion points included:
  - ☞ District staff can't advocate for the bond, just provide factual information.
  - ☞ Won't be having large community meetings – the group presentations will serve the same purpose.
  - ☞ Website has a feature to look at campus-specific projects.

Bond Overview

- Beth Wilson, Director of Planning Services, presented the following:
  - ☞ Website also has a feature to provide questions or comments.
  - ☞ Our graduation rate is higher than ever before (now over 90%).
  - ☞ U.S. News and World Report ranks 5 AISD high schools among the nation's best.
  - ☞ There is just one bond proposition, but it totals a little over $1 billion.
  - ☞ The proposition includes 16 new or substantially modernized schools.
  - ☞ Early voting starts on October 23, and the election is on November 2.
  - ☞ In addition to the large projects, many critical maintenance needs will be addressed.
  - ☞ Rosedale, Eastside Memorial, and International will have new locations.
  - ☞ The 21st century learning spaces include outdoor, open, and technology-rich classrooms.
  - ☞ Projects will roll out gradually to avoid large indebtedness at any one time, which is why we can also avoid a tax rate increase.
  - ☞ The bond proposals are rooted in the 2-year FMP process, which involved significant community engagement and data evaluation.
  - ☞ We have 52 schools in poor or very poor condition, and the average age is 46 years.
- Discussion points included:
  - ☞ The total price tag for implementing the FMP would be $4 billion.
  - ☞ Bond monies aren't subject to recapture by the state.
  - ☞ Bond monies can't be used for personnel, just for capital projects.

Legislative Update

- Edna Butts, Director of Intergovernmental Relations and Policy, presented the following:
  - ☞ This past regular session was probably the worst in a long time – there was a distinct anti-local government tone, and many major bills were either not passed or vetoed.
  - ☞ The state is relying more on local funds to support education – the state's share has declined over the last several years.
  - ☞ Highlights of the regular session included:
    - ▪ NIFA increase
    - ▪ A-F accountability ratings will be implemented somewhat differently
    - ▪ More flexibility in course sequencing
    - ▪ Foreign language credit for dual language
    - ▪ Individual Graduation Committees extended another year
    - ▪ David's Law (cyberbullying)
    - ▪ Inappropriate teacher-student relationships
  - ☞ The special session ends tomorrow at midnight.
  - ☞ Still in debate are HB21 (school finance) and SB 16 (School Finance Commission).
  - ☞ It will be interesting to see if the Governor will call a second special session.
  - ☞ On the near horizon are primary elections in March.
  - ☞ Several school board trustees across the state are keeping a scorecard on how legislators voted on certain issues.
- Discussion points included:
  - ☞ A likely scenario is that very few school districts will see significant funding increases, but the Legislature will take credit for addressing school finance.
  - ☞ The "tax swap" with the City of Austin may be too complicated to happen.

Other Business

- Joey Crumley reminded members that co-chair and Executive Committee elections were scheduled for the September meeting. He pointed out that elections wouldn't be necessary if there is no competition for the seats that need to be filled.

Conclusion

- The meeting was adjourned by Mr. Anderson at 5:54 p.m.

District Advisory Council Membership and Attendance Record	2017				2018					
	8/15	9/19	10/17	11/28	1/16	2/20	3/20	4/17	5/15	
AKINS VERTICAL TEAM										
Heather Shaw, Parent, Perez ES (3/1)	✓									
Mario Piña, Teacher, Perez ES (1/2)										
Wayne Lopes, Teacher, Menchaca ES (1/1)	✓									
ANDERSON VERTICAL TEAM										
Stacey Thompson, Parent, Anderson HS (1/1)	✓									
Shannon Meroney, Parent, Doss ES (2/2)	✓									
Christy Cochran, Librarian, Murchison MS (4/1)	✓									
AUSTIN VERTICAL TEAM										
Barbara Knaggs, Parent, O.Henry MS (2/2)										
Vera Muñiz, Parent, Zilker ES (2/2)	✓									
Sedric Pinkny, Teacher, O.Henry MS (1/2)	✓									
Aimee Finney, Teacher, Austin HS (2/2)										
BOWIE VERTICAL TEAM										
Melinda Marquez, Parent, Cowan ES (1/1)	✓									
Travis Botello, Parent, Bowie HS (1/2)	✓									
Brian Alford, Teacher, Bowie HS (2/2)										
CROCKETT VERTICAL TEAM										
Zoe Trieff, Parent, Sunset Valley ES (2/2)	✓									
Rocio Ruiz, Teacher, St. Elmo ES (2/2)										
Kristel Nichols, Teacher, St. Elmo ES (1/2)	✓									
EASTSIDE MEMORIAL VERTICAL TEAM										
Maria Rostro, Parent, Allision ES (1/1)										
Reyes Rodriguez, Parent, Ortega ES (1/2)										
Giles Smith, Teacher, Metz ES (2/1)	✓									
Mayra Lopez, Teacher, Zavala ES (1/2)										
LANIER VERTICAL TEAM										

(#/#) = Total number of terms appointed/Year of current term ★ = Co-Chair **Bold = Executive Committee Member** * = Non-Voting

District Advisory Council Membership and Attendance Record	2017				2018					
	8/15	9/19	10/17	11/28	1/16	2/20	3/20	4/17	5/15	
Stephanie Wick, Teacher, Burnet MS (1/2)										
Laurie Beaman, Teacher, Lanier HS (1/2)										
LBJ VERTICAL TEAM										
Betty Johnson, Parent, LBJ HS (6/1)										
Daniela Ruiz, Teacher, Harris ES (1/2)	✓									
Blanca Galvez-Perez, Teacher, Andrews ES (3/2)	✓									
McCALLUM VERTICAL TEAM										
Candace Aylor, Parent, McCallum HS (2/1)										
Dr. Melanie Haupt, Parent, Brentwood ES (1/2)										
REAGAN VERTICAL TEAM										
Dr. Deanna Mercer, Parent, Reagan HS (1/2)										
Maya McElroy, Librarian, Graham ES (4/1)	✓									
Claudia Torres, Teacher, Webb MS (1/2)	✓									
TRAVIS VERTICAL TEAM										
Genevieve Dell, Parent, Fulmore MS (2/1)										
Sandy Chilton, Teacher, Uphaus ECC (1/2)	✓									
Allison Ashley, Teacher, Becker ES (2/2)	✓									
SPECIAL CAMPUSES VERTICAL TEAM										
Jane MacLean, Parent, Ann Richards School (3/2)	✓									
Sondra Marks, Parent, LASA (3/1)	Excused									
Danna Roberts, Teacher, ALC (1/2)	✓									
Paula Cox, Teacher, Rosedale (1/2)	✓									
PRINCIPALS										
Rafael Soriano, Principal, Padron ES (1/2)	✓									
Jennifer Pace, Principal, Widen ES (1/1)										
Shannon Sellstrom, Principal, Covington MS (6/1)	✓									
Dr. Susan Thames, Assistant Principal, Akins HS (1/1)	✓									

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District Advisory Council Membership and Attendance Record	2017				2018					
	8/15	9/19	10/17	11/28	1/16	2/20	3/20	4/17	5/15	
ACPTA REPRESENTATIVES										
Vanessa Santamaria-Dainton (1/2)										
Nu Chanpheng (2/2)										
COMMUNITY REPRESENTATIVES										
Michael Supancic (5/2)	✓									
LaDonna Massad (6/1)	✓									
Cathy Painter (2/1)										
Toni Rayner (4/1)										
Paul Mitchell (5/1)	✓									
BUSINESS REPRESENTATIVES										
Drew Bixby (3/2)	✓									
Kevin Wood (3/1)										
CLASSIFIED EMPLOYEE REPRESENTATIVE										
Rodrigo Velez, Human Resources (2/2)										
DISTRICT-LEVEL PROFESSIONAL EMPLOYEE REPRESENTATIVES										
★Dr. Jane Ross, Learning Support Services (9/2)	✓									
Bonnie Hauser, Library/Media Services (4/1)	✓									
Alonzo Blankenship, SEL (2/1)	✓									
AT-LARGE MEMBERS										
★Adolphus (Andy) Anderson (8/1)	✓									
Vickie Black (9/2)										
Kevin Manzke (6/1)										
Kathy Green (1/2)	✓									
James Wetter (4/2)										
STUDENT REPRESENTATIVES										
Jimmy Counihan, Student, Bowie HS (2/2)	✓									
Connor Fierro, Student, LASA (1/2)	✓									
BOARD OF TRUSTEES LIAISON*										
Alternating *(See List of Others in Attendance)*	✓									
SUPERINTENDENT*										
Dr. Paul Cruz	✓									

(#/#) = Total number of terms appointed/Year of current term ★ = Co-Chair **Bold = Executive Committee Member** * = Non-Voting

AISD DISTRICT ADVISORY COUNCIL
Summary of Executive Committee Meeting
September 5, 2017

ATTENDANCE

Executive Committee Members Present:
Andy Anderson, Blanca Galvez-Perez, LaDonna Massad, Shannon Meroney, Paul Mitchell, Dr. Jane Ross, Shannon Sellstrom, Kevin Wood

Executive Committee Members Absent:
Brian Alford, Alonzo Blankenship, Jimmy Counihan, Kevin Manzke

Others in Attendance:
Joey Crumley, AICP, Campus and District Accountability
Carolyn Hanschen, Campus and District Accountability

PROCEEDINGS

Preliminaries
- The meeting was called to order at 4:05 p.m. in Conference Room A-300 of the Carruth Administration Center.

Superintendent's Update
- Dr. Cruz was unable to attend the meeting.

Agenda Planning
- Joey Crumley explained that an Executive Committee election would not be necessary, since there were only enough candidates to fill the seats available.
- Mr. Crumley also explained that the Equity Plan item requested by staff was related to receiving Title I funding, and not related to the district equity survey or the Diversity by Design committee.
- The following items were set for the September 19 DAC regular meeting:
    - ☞ Co-chair election
    - ☞ Title I Equity Plan
    - ☞ Accountability update
    - ☞ Call for volunteers for new subcommittee
- The following items were set for the October 17 annual DAC retreat:
    - ☞ Getting to know each other icebreaker
    - ☞ Levels of testing at various campuses
    - ☞ District of Innovation implementation update
    - ☞ SEL 2.0 presentation
    - ☞ District financial update
    - ☞ Strategic budget priorities
- Since the retreat agenda was set, the October Executive Committee was cancelled.

Other Business
- The minutes of the August 15, 2017 DAC meeting were approved.
- The Executive Committee decided that possible revisions to DAC bylaws would be considered in November.
- Mr. Crumley was asked to check on when the next district Calendar Task Force would be formed.

Conclusion
- The meeting was adjourned at 5:15 p.m.