Welcome!

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Independent School District

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Meet your facilitators

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Our Mission

Achievement Network works alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in historically underserved communities.

Our Educational Equity Vision

A guarantee that educators engage all students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.

Aldine Vision and Mission Statements

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Our Vision

All Aldine ISD students will receive a dynamic and unparalleled education that guarantees choices and opportunities today and in the future.

Our Mission

Aldine ISD will provide a rigorous and enriching educational experience that prepares every student for success in college, career, and life.

Aldine ISD by the Numbers

9
Counties
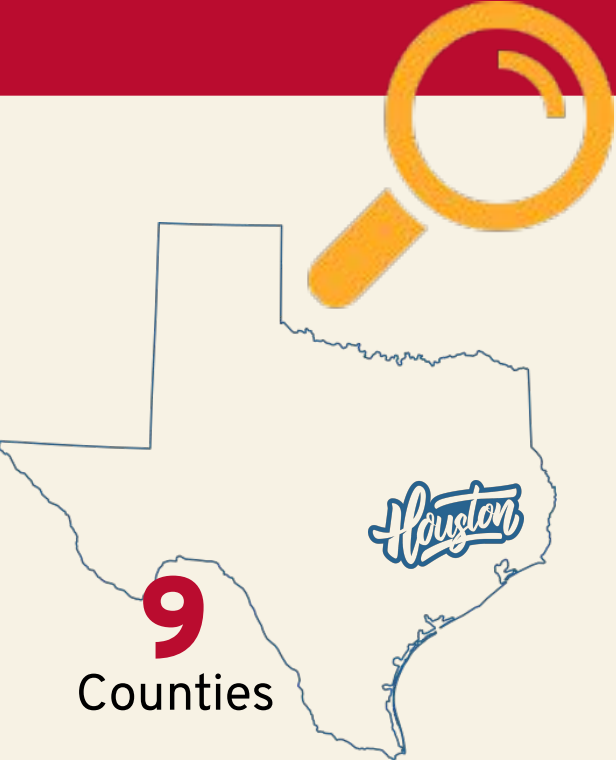
60+
School districts, including Aldine

111
Square Miles

81
Campuses

56K
Students

12t
Largest School District

46
Languages Spoken

HOLA!

34K
Families List Spanish as Home Language

Fewer, Better Assessments:

How Leaders Can Undo Two Decades of Ineffective Testing and Support Teachers with What They Actually Need to Serve Students Well

With state wide efforts like HB1605, many TX districts have been focused on making the switch to high-quality instructional materials.
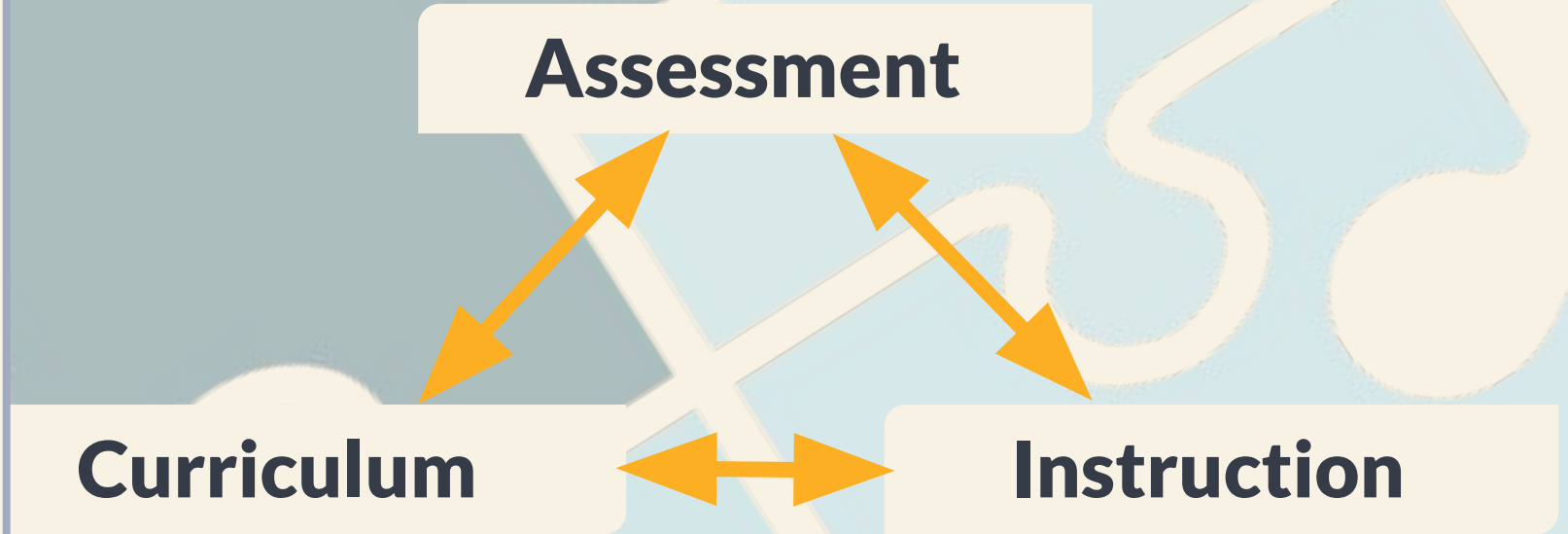
It's an important step forward, but on it's own, it's not enough.
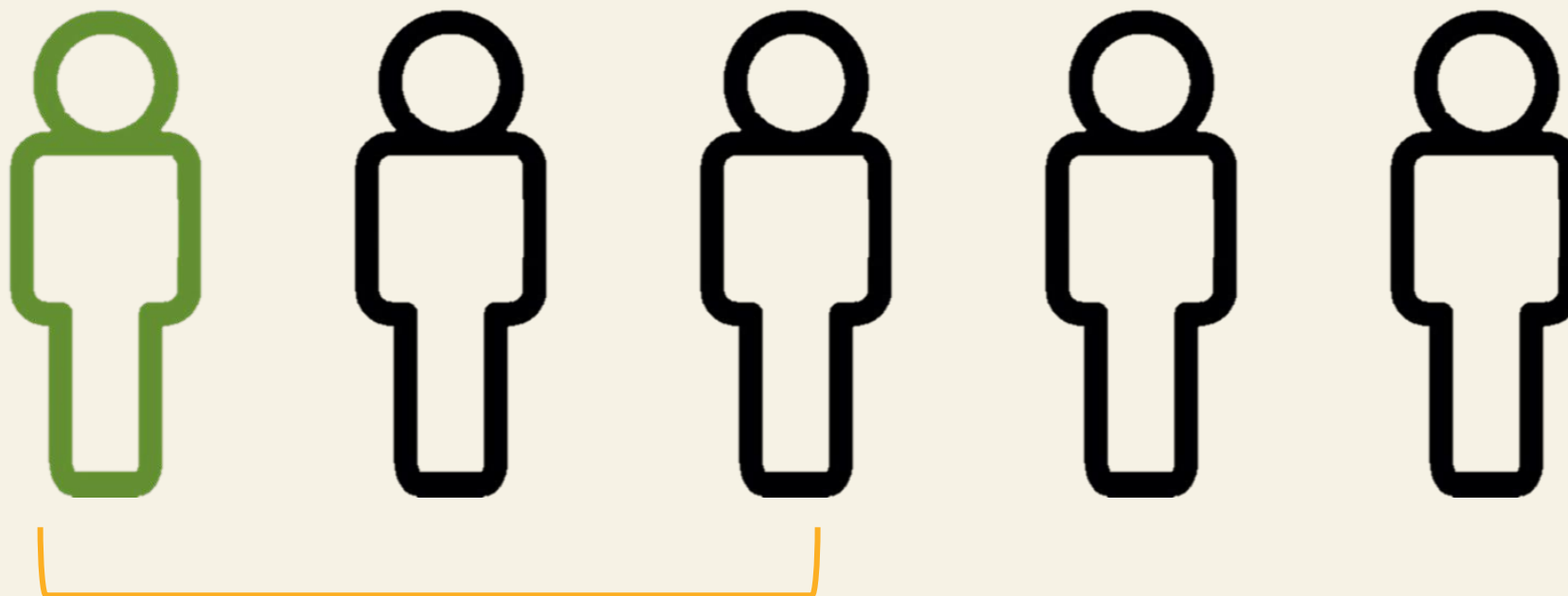
% of Texas 3rd graders meeting grade level expectations in reading and math

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Our partners ask for **coherent systems** that bring the pieces of the solution **together**.

Assessment

Curriculum

Instruction

Assessments have become a Texas-sized challenge

- **Inconsistent understanding across district teams on the purpose of assessments**

- **LEAs need support in more consistent and transparent use of assessments and data**

- **Few LEAs report that they are intentional about the design of assessments aligned to their materials and instructional vision**

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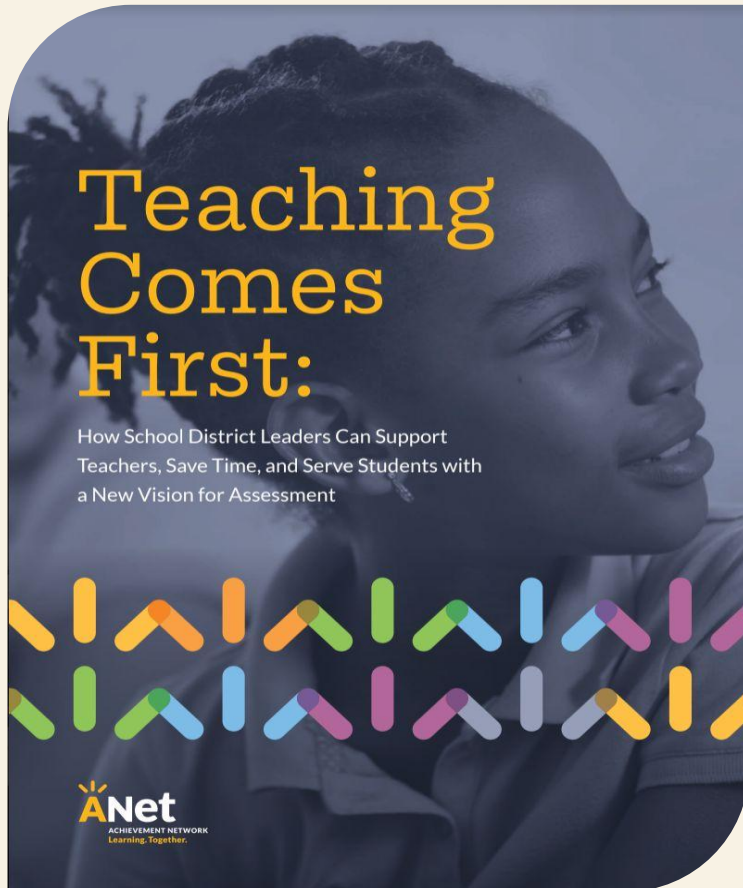
We achieve improved student outcomes when we implement a coherent assessment strategy that puts teaching first

Teaching Comes First:

How School District Leaders Can Support Teachers, Save Time, and Serve Students with a New Vision for Assessment

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ACHIEVEMENT NETWORK
Learning. Together.

5 — **Returned five days of instructional time** to their teachers and students on average by reducing time spent on testing
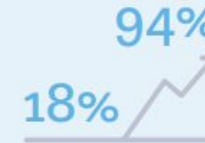
94% / **18%** — **Increased the share of assessments** meeting rigorous quality criteria from 18% to 94%

47 — Replaced weak curricular materials with higher-quality ones, resulting in as much as **47 more days of instruction** grounded in high-quality content

Reclaimed assessment time for instructional rather than evaluative purposes, achieving a better balance of the two

Lessons From Our Partners

Our work with partners has shown us that districts can move beyond measuring student achievement to actually driving student learning. Here's what it takes:

1. An assessment strategy focused on great instruction
2. Fewer, better assessments that actually inform instruction
3. Personalized support tailored to the unique needs of leaders, teachers, and students in the district

Assessment Strategy Trajectory

Assessment Strategy has a traditional timeline of approximately 30-35 interactions over approximately 6-9 months, which is divided into four phases designed to build system leaders' confidence and capacity in a specific set of skills, knowledge, and behaviors.

Establishing the Project → **Vision & Priorities** → **Leading Change** → **Organizing to Implement**

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Where it Began…

The Aldine Assessment Strategy Story

- Identifying challenges that were impacting our school district.

- Seeking out available resources and opportunities to begin the assessment strategy work with stakeholders.

- Identifying a project manager to lead the work.

Establishing the Project

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Assessment Strategy Roadmap

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06

August 2024 and beyond...

Professional learning plan continued (campus teams), cross-departmental collaborations, listening tour with principals

May-July 2024

Deliverables finalized, communication and professional learning plan created and parts of both executed across the district

05

04

April 2024

Student Focus groups conducted with Project Manager, final working group session (6th) held, and deliverables began the process of being finalized.
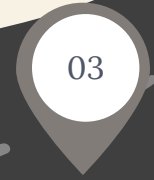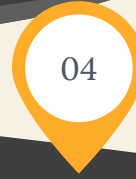
October 2023

The project launched with an initial meeting, project manager selection, and working group team identified. Project Manager check-ins to progress monitor and continuing planning.

03

01

02

January 2024

First working group session launched beginning the work across departments and stakeholders as well as surveys administered. Focus group with School Assistant Superintendents and content area Program Directors facilitate by ANET.

November 2023

Classroom observations conducted with ANET partner and project manager with debrief opportunities.

Project Outline

Overview

- *Working group cross departmental*

  - Teaching and Learning, Schools Office, Office of Transformation, Office of Accountability, Assessments and Analytics

  - Comprised of Campus and District personnel

- *Six working group sessions*

  - In-person and Virtual

- *Project Manager Coaching Sessions*

  - 2-4 times a month

Vision & Priorities

Working Group Sessions
Session Summaries

- **Session 1:** *Overview of working group responsibilities and deliverables*

- **Session 2:** *Analysis of Literacy Assessments*

- **Session 3:** *Analysis of Math Assessments*

- **Session 4:** *Finalize Vision and Theory of Action*

- **Session 5:** *Assessment Guidance and Communication*

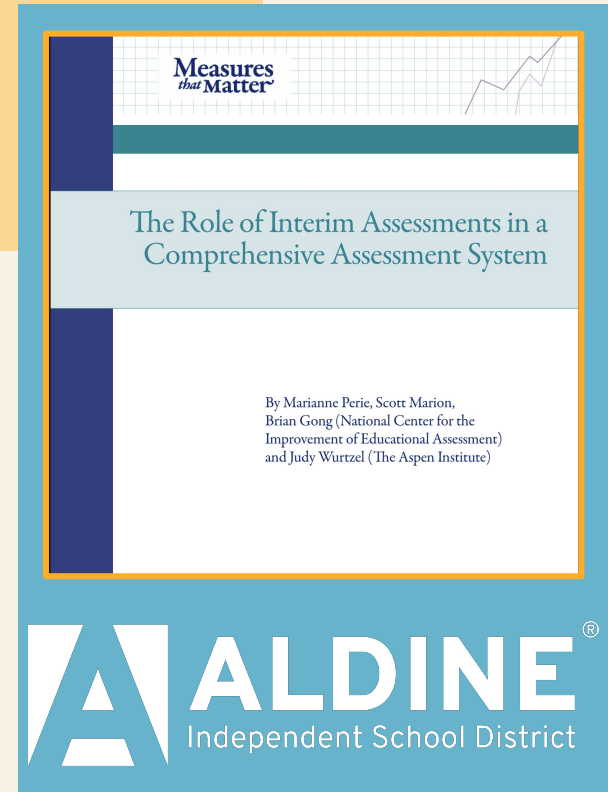- **Session 6:** *Assessment Quality and Stakeholder Engagement*

Leading Change

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Recommended Readings
Grounded in Research

- Measures that Matter
- Science of Reading
- Choosing the Right Tests

Stakeholder Engagement
Feedback and Input

- **Classroom Walks**
  - *Classroom walks in literacy and math classrooms in elementary and middle schools*

- **Surveys**
  - *Surveys given to the working group at the beginning and end of the six sessions*

- **Focus Groups**
  - *Focus groups conducted with SAS, program directors, teachers, and students*

Leading Change

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Challenges and Solutions
Identified Change

Challenge
Volume of assessments
Overlapping assessment windows
Quality of assessments
Purpose of assessments
Are we obtaining the information we need to inform instruction?

Leading Change

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Leading Change
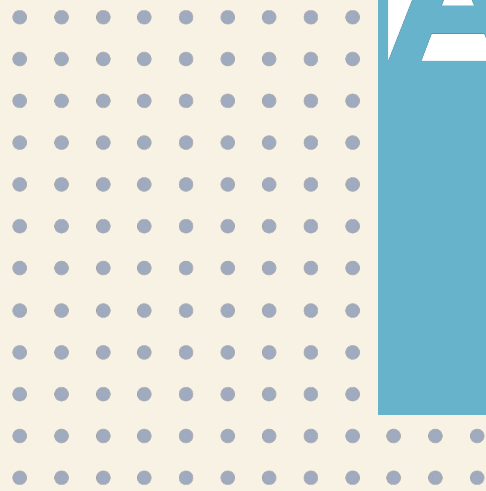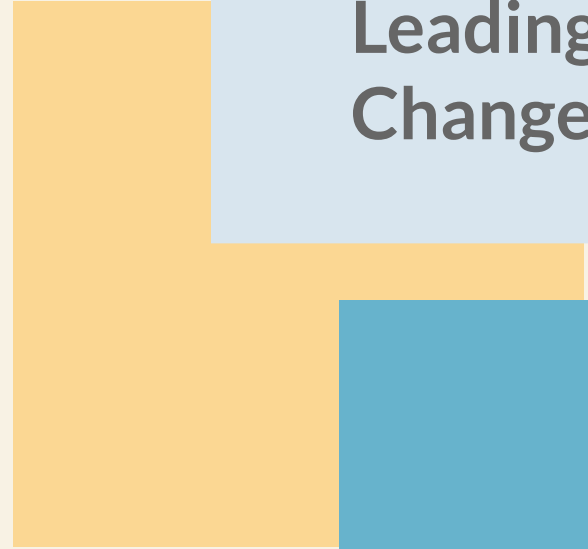
Challenges and Solutions
Identified Change

- ***Solutions***
  - Removal of assessments
  - Assessment calendar redesign
  - Vetting of district created assessments
  - Transparency of source for assessments
  - Length and format of assessments
  - Assessment guidance
  - Adoption of new assessments that better fit our need
  - Assessments as instructional tools
  - Streamlined data protocols

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Implementation
Design a Plan

- Communication

- Professional Learning

- Progress Monitoring and Feedback

- Adjustments

- Continuous Improvement

- Alignment of SMART goals and Instructional Priorities

Organizing to Implement

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Implementation
Guidance Documents

- **_Assessment Vision and Theory of Action_**
  - Vision, belief statements, theory of action

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ALDINE — Independent School District
Assessment Vision & Theory of Action

Theory of Action

Communication & Development
Instructional Priorities & Standards
Analysis and Response to Data
Coherence of Assessment Purpose, Quality and Time

If District Leaders	… so that Campus Administrators	so that Instructional Specialists	… so that Teachers	… then Students and Parents/Guardians
create an assessment strategy communication plan that is inclusive of all district stakeholders(Teaching & Learning, Schools Office, AAA Department)	will embed the key points and rationale from the communication plan into campus expectations shared with all personnel, students, and community members	will integrate key points, rationale and language into CBPL, planning and feedback structures with teachers	will plan, practice and facilitate conversations with students about how the assessment strategy is an integral part of classroom instruction	will clearly understand how the information and feedback from assessments can accelerate their learning
design a robust professional development plan to ensure preparation for implementing the designed assessment strategy (Teaching and Learning)	are able to implement and monitor the effectiveness of campus CBPL, planning and observation feedback structures	are able to lead with confidence during CBPL and understand how the assessment strategy connects to planning and preparation	are able to plan, facilitate and reflect on the impact of their instruction and feedback to students in a way that will improve student achievement	will clearly understand how assessments impact them and how they can accelerate their learning utilizing the information gained from assessments

Implementation

Guidance Documents

- **_Assessment Guidelines and Expectations_**
  - Assistance level for students
  - Major grade guidance
  - Alignment for district assessments across all campuses

Organizing to Implement

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Implementation
Guidance Documents

- ***Assessment Guidance***

  - Assessment name, grade level, source, frequency, purpose, use and recommended action

  - Organized by content area (core)

Evaluative / Predictive / Instructional

Assessment	Grade Level	Source	Frequency	Purpose	Recommended Action
Affirm Topic Quizzez	Elementary School	Eureka	Twice per Quarter	Instructional	Affirm topic quizzes will allow teachers to track student mastery of standards and student performance over time. Teachers should utilize the data for remediation with students as well as small-scale adjustments in classroom instruction.
CIRCLE	Primary School	Circle	Beginning of Year, Middle of Year, and End of Year	Instructional	The CIRCLE assessment provides data in key developmental areas for students. Data should be utilized to focus on lessons that target students' least developed skills.
End of Module Assessments	Primary and Elementary School	Eureka	End of Module accordingt to assessment calendar	Instructional	The end of module assessments assess student proficiency with major concepts, skills, and applications at the end of each module. Data should be used ot identify small groups, identify where misunderstanding occurred, and improve instruction by making small-scale adjustments in the classroom.

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ANet Implementation
Guidance Documents

- *Data Protocols*
  - Aligned protocols for evaluative, predictive, and instructional assessments

Organizing to Implement

Designed to provide information to help school administrator or district policy-maker **learn about curricular/instructional choices and take specific action** by:
- Evaluating the effectiveness of a course or program, strategy, or teacher
- Enforcing minimal quality through standardization of curriculum and pacing guides, centralizing coordination for highly mobile urban student populations, or grading standards

Evaluative	
Step 1: Collect the raw data	• In step 1, the raw data from the assessment should be secured which will show individual student results from the evaluative assessment.

Step 2: Gather reports from Eduphoria	• In step 2, reports should be pulled from Eduphoria and other available databases to gain deeper insight for analysis. Below you will find a possible list of reports that can be pulled from Eduphoria. This is not an exhaustive list and should be used where applicable.
	  ○ Student Scores Report from Quick views
	  ○ Student Learning Standard Breakdown Report
	  ○ STAAR Learning Standards by Teacher
	  ○ STAAR Individual Response by Teacher
	• Track SMART goal progress.

Step 3: Analysis Questions	• In step 3, work through the analysis questions below where applicable.
	  ○ Describe the campus and/or teacher areas of strength.
	  ○ Describe the campus and/or teacher areas of opportunity.
	  ○ Describe the patterns or trends that are observed in the district, campus, or teacher level data.
	  ○ Describe a difference or anomaly within the district, campus or teacher level data.
	  ○ Identify and list the learning standards that should be reinforced (70% +), refined (69-51%), or retaught (below 50%)
	  ○ What are your thoughts after reviewing the data?

Step 4: Action Planning	• In step 4, plan action steps as a response to the data analysis.
	  ○ What are the next steps that will be taken in the following areas;
	    ■ CBPL
	    ■ Observation and Feedback
	    ■ Professional Learning
	  ○ With each action step for the areas listed above, identify the person responsible and the timeline.

Aldine Impact of Assessment Strategy

- Increased data analysis among leaders and teachers

- Streamlined assessments

- Coherence districtwide

- Continuous improvement mindset

- Launch of a new strategic plan, **Accelerate**
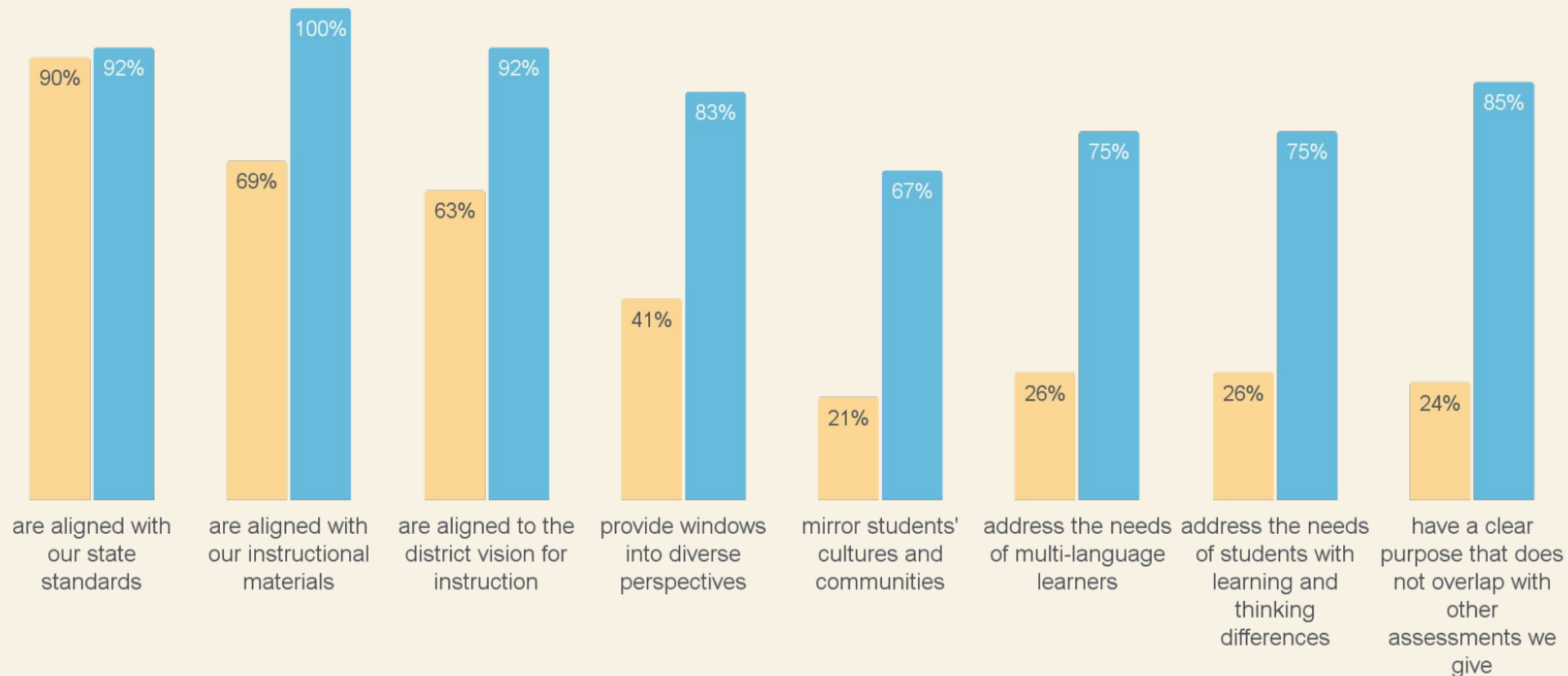 *(students first, instructional excellence, thriving teams, aligned systems)*

#AldineImpact

Aldine's strategy work with ANet increased the quality, equity and purposefulness of the ELA assessments in the district.

% of Aldine's working group agreeing or strongly agreeing **before** and **after** work with ANet that "The district's ELA assessments…"

Category	Before	After
are aligned with our state standards	90%	92%
are aligned with our instructional materials	69%	100%
are aligned to the district vision for instruction	63%	92%
provide windows into diverse perspectives	41%	83%
mirror students' cultures and communities	21%	67%
address the needs of multi-language learners	26%	75%
address the needs of students with learning and thinking differences	26%	75%
have a clear purpose that does not overlap with other assessments we give	24%	85%

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Continuous Improvement

- ***Progress monitoring***
  - Were the solutions we identified truly a solution to our challenges?

- ***Stakeholder input***
  - Emphasis on principals, teachers, student and parents

- ***Adjusting where needed***
  - As a result of progress monitoring

Thank you!

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