

BUILD A BETTER CAMPUS

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OUR ACCOUNTABILITY TEAM



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Where are YOU?

Panic Zone



Learning Zone



SYSTEMS



numbers

What are our **STRONG** systems?

System for Leaders

Effective Schools Framework

System for Teachers

T-TESS



REFRAME the CONVERSATION

Student Achievement



GRIT

School Progress



GROWTH

Closing the Gaps



GROUPS



01

Student Achieveme nt



Grit: Are we striving to reach our **full**
potential?





Elementary and Middle Schools

STAAR Component – scores at the Approaches and above, Meets and above, and Masters Grade Level or equivalent levels for STAAR Alternate 2 and English Learner Performance Measure for Yr 2 EB students





High Schools and K-12 Campuses



STAAR Component – scores at the Approaches and above, Meets and above, and Masters Grade Level or equivalent levels for STAAR Alternate 2 and English Learner Performance Measure for Yr 2 EB students

CCMR Component – preparedness of the graduates from the prior year for college, the workforce, or the military

Graduation Rates – includes the four-year, five-year, and six-year graduation rates or the annual dropout rate if no graduation rate is available



Research Based Systems

District

- Protect instructional time – students and teachers need to be in the classroom and leaders need to be on the campus
- Provide fully developed curricular resources, with support to use properly

Campus

- Clear, written, transparent roles and responsibilities and tasks are on calendars
- Ensure access to high-quality instructional materials

Classroom

- Support students in productive struggle
- Use of a rigorous, consistent curriculum
- Get students talking and writing about what they have learned

What two systems would make the biggest impact on your campus?

What supports would you need to implement these systems?

03:00

Systems in Action

Campus

Clear, written, transparent roles and responsibilities and tasks are on calendars

The process outlined below shows how a Texas school principal works with their administrative team to establish roles and responsibilities that meet the campus instructional and operations needs. This Texas school leader believes that role clarity fosters a commitment to accomplishing leadership tasks with excellence and is essential to meeting goals. Please note: This document presents an example, not an exemplar. Using your campus context you can create a similar process to arrive at a similar goal.

Step 1: Determine Tasks Needed

This Texas school principal starts establishing roles and responsibilities by convening the campus administrative team. The administrative team consists of the principal, an assistant principal, a counselor, an instructional coach, and a secretary. The goal of the first meeting is to determine the various instructional and operations tasks that need to be tackled based on state requirements, district expectations, and campus needs, priorities, and goals. Campus data is available and referenced as needed during this step.

The meeting begins with the principal voicing the importance of each team member and their individual contributions to past and future school success. Each team member answers the following questions independently to create a list of tasks.

1. What tasks do I engage in that ensure safe daily campus operations?
2. What tasks do I engage in that support our campus instructional goals?
3. What instructional or operations tasks do I influence, but don't own?
4. What instructional or operations tasks would I like to own or influence?

Classroom

Support students in productive struggle through the RBIS

What are the essential best practices in mathematics instruction?

Math Research-based Instructional Strategies (RBIS)

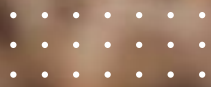
1	2	3	4	5
Balance Conceptual & Procedural	Depth of Key Concepts	Coherence of Key Concepts	Productive Struggle	Assessment Practices
Pursue rigor by balancing conceptual understanding, procedural skill and fluency, and application as required by the standards in the TEKS.	Focus on math content that aligns to and meets the rigor of the TEKS for each grade level, while concentrating time and effort on going deep on the most important topics for the grade level.	Connect concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. Mathematics tells a continuous, connected story .	Students engage in productive problem solving, engaging in multiple opportunities for practice, discussion, representations, and writing that requires them to explain and revise their thinking.	Leverage HQIM embedded assessments to drive instruction.

02

School Progress



Growth: Are we embracing the challenges and pushing to expand our learning?





Academic Growth



Growth in Reading and Math – campuses receive credit for students that grew at least one year academically in reading and math

Accelerated Learning – additional credit for students who earned DNM in the prior year and Approaches and above in the current year





Relative Progress

Measures achievement of all students relative to campuses with similar economically disadvantaged percentages



Research Based Systems

District

Campus

Classroom

- Training and ongoing coaching to implement instructional systems such as materials alignment, data protocols, leading PD, and observation and feedback

- Expectations for identifying and supporting struggling learners

- Performance expectations are known
- Leaders have protocols and process to lead

- Support the pursuit of high levels of academic and social-emotional success
- Formal and informal assessments to monitor progress

What two systems would make the biggest impact on your campus?

What supports would you need to implement these systems?

03:00


Systems in Action

Campus

Classroom

Leaders have protocols and process to lead

Support the pursuit of high levels of academic and social-emotional success

 **Student Work Analysis Protocol**

Purpose:

- Analyze student work samples individually or collaboratively to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in skills and knowledge.
- Create a plan to take targeted action to support students' development of skills and knowledge in future instruction.


Prior to the meeting: Choose the task, collect student work and prepare.

You may have already completed most of these steps as part of the unit and lesson internalization process.

- Choose a task (exit ticket, written response, independent practice) to analyze from a high leverage lesson.
- Make sure all participants have access to the lesson plan(s) aligned to the task and have read the lesson plan(s) in advance of the meeting..
- Participants bring upcoming curricular materials (lesson plans, unit plans, scope and sequence) that are related to the content of the standard and the task.
- Teacher completes the task for the purpose of identifying what insights/strategies/skills would indicate student mastery based on the lesson.
- Teachers compare their response to the exemplar provided in the instructional materials. If no exemplar exists, one should be created prior to examining the work.

The protocol below can be used by individual teachers or groups. If you are short on time, prioritize the essential questions that are in bold.

Step 0: Reflect on Past Success	Step 0 Essential Questions	Example Sentence Stems/Prompts*
1. Share a success from the last student work analysis protocol that yielded growth in student mastery.	<ul style="list-style-type: none"> What actions did you take to yield this growth? What impact did adjusting instruction have on student mastery? 	<ul style="list-style-type: none"> "Last week we adjusted instruction by ____, and we went from ____% proficient to ____%. Nice job!" "What actions did you take to reach this goal?" "What impact did those actions have on your students?"

 **Classroom Routine Rollout: Lesson Plan Template**

Classroom Routine/Procedure:	
Teacher:	
Grade Level:	
Objective What will students know and do after this routine rollout?	SWBAT
Success Criteria What does this routine look/sound/feel like when successfully executed?	•
Hook How will you explain the "why" behind this routine/procedure to students?	

03

Closing the Gaps



Groups: Are we ensuring equity throughout our campus?





Student Groups



All Students

Two lowest performing racial/ethnic group from the prior year

High Focus Group – includes economically disadvantaged, EB, current special education, and highly mobile

Must have at least 10 tests or students in a group





Elementary & Middle School Components



Academic Achievement – performance at Meets Grade Level or above in Reading and Math

Academic Growth – annual growth in Reading and Math

English Language Proficiency – progress towards achieving English language proficiency

Student Success – STAAR and STAAR Alt 2 results at the Approach and above, Meets and above, and Masters standards





High School & K-12 School Components



Academic Achievement – performance at Meets Grade Level or above in Reading and Math

Federal Graduation Rate – measures the four-year graduation rate of the prior year graduating class

English Language Proficiency – progress towards achieving English language proficiency

School Quality – measures the preparedness of annual graduates for college, the workforce, or the military



Research Based Systems

District

- Provide fully developed curricular resources, with support to use properly
- Places most effective leaders in highest-need schools

Campus

- Meeting weekly to focus on progress and data
- Time for data reflections and possible adjustments to instruction

Classroom

- Adapting lessons to meet needs of diverse learners
- Recognizing confusion or disengagement and responding

What two systems would make the biggest impact on your campus?

What supports would you need to implement these systems?

03:00

Systems in Action

Campus

Classroom

Meeting weekly to focus on progress and data

Recognizing confusion or disengagement and responding

PRINCIPAL's Weekly Worksheet – [Date Range]

Strategic Prep

By the end of this week,

- Set bite-sized weekly goals

Priorities

Priority 1 <ul style="list-style-type: none"> Insert the over-arching "to-dos" for the week here. Weekly to-dos may be broader than smaller, daily tasks. (Logistical tasks go under "Tactical prep" in the next page) 	Priority 2 <ul style="list-style-type: none">
Priority 3 <ul style="list-style-type: none"> 	Priority 4 <ul style="list-style-type: none">
Priority 5 <ul style="list-style-type: none"> 	Priority 6 <ul style="list-style-type: none">

What are the steps of the routine?	Why is the routine important?	How should the routine look and sound?	What are some things you should not see?	Some ideas for how to teach this routine
From Rug to Tables: 1. Teacher gives students directions to stand up with hands at sides. 2. Teacher gives direction to turn bodies towards the tables (turn). 3. Teacher gives directions for students to walk to tables and put their hands on the back of their chairs (walk). Students walk 1 row at a time, from front to back. 4. Teacher gives direction for students	To keep us all safe and make sure no one gets hurt To get on to our tables to learn more and have fun sooner So that we look like smart scholars who are ready for college	Students stand and walk to the tables calmly and quietly Students are focused on following the routine, watching to follow the student in front of them Students sit in learning position waiting for directions when they reach their table Silent throughout with the possible exception of a transition song	Jumping up from their chairs and bumping into people or things Talking Grabbing things from the table/bins or around the room Dancing around Touching things/each other Pushing or jostling Hands on anyone else or anyone else's space Running	Ask students what could happen if there is running or pushing Model steps they will go through for them step by step Have student model the steps for all others Have students practice in small groups with close supervision and correction as needed Practice, practice, practice! Never hesitate to DO IT AGAIN (whether it is August, January, or May) © This is one area where 100%

04

Next Steps



Call to Action: Do we have a **clear plan** to make meaningful change?



ACCOUNTABILITY REPORT

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
<p>Count of indicators missed for three consecutive years</p> <p>A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.</p>												
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	-	-	74%	-	-	-	-	57%	-	-	-	-
2023	-	3	0	-	-	-	-	3	-	1	-	3
2024	-	3	0	-	-	-	-	3	-	1	-	3
Academic Achievement Status: Mathematics												
2022	-	-	71%	-	-	-	-	53%	-	-	-	-
2023	-	3	0	-	-	-	-	3	-	1	-	3
2024	-	3	0	-	-	-	-	0	-	1	-	0
Academic Growth Status: RLA												
2022	-	-	79%	-	-	-	-	67%	-	-	-	-
2023	-	-	0	-	-	-	-	0	-	3	-	0
2024	-	-	0	-	-	-	-	0	-	0	-	1
Academic Growth Status: Mathematics												
2022	-	-	72%	-	-	-	-	70%	-	-	-	-
2023	-	-	0	-	-	-	-	0	-	3	-	0
2024	-	-	0	-	-	-	-	0	-	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2022	-	56	68	-	-	-	-	56	-	13	-	-
2023	3	3	0	-	-	-	-	3	-	1	0	3
2024	3	3	0	-	-	-	0	0	-	0	-	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022												
2023												
2024												

Select the "Identification of Schools for Improvement" Report in TEAL Accountability to determine if grit, growth, or groups is your biggest area of need



Top Systems

What are the systems that will make the most change for your campus?

Who do you need to leverage to make a plan to implement this change?

How will you roll out this change?



THANKS!

Do you have any questions?

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