Partnerships for Excellence – Fostering Change through Quarterly Conversations

2016 AASA

KATY INDEPENDENT SCHOOL DISTRICT, TEXAS
Katy Independent School District

• 30 miles west of downtown Houston
• 8th largest district in Texas
  • 74,000 students and growing by around 3,000 students per year
• 59 Schools
  • Elementary Schools - 37
  • Junior High Schools - 13
  • High Schools - 7 Comprehensive, 1 Alternative, 1 Career and Technical Program
  • *Opening 2016 – 2 Elementary campuses and 1 Junior High
• Named #1 school district in the Houston area
  • Niche, November 2015
Katy Independent School District

- **White**: 38%
- **Hispanic**: 35%
- **African American**: 10%
- **Asian**: 14%
- **Other**: 3%

**Special Populations**

- **GT**: 6%
- **SPED**: 9%
- **LEP**: 16%
- **Title 1**: 20%
- **Econ Dis**: 28%
- **At-Risk**: 38%

October 2015 PEIMS data
Where We Were (pre-2014)

- Meeting Formats & Data sharing
- Growth = new Principals
- State Assessment system changes
- State Accountability changes
- Federal Accountability
- Administration vs. Teaching & Learning Divisions
Changing Structures 2014-2015

• Administration + Teaching & Learning Division

• School Improvement in Research, Assessment & Accountability Department (RAA)
  • 1 Coordinator repurposed, 2 added for School Improvement
Katy ISD Instructional Focus Areas

**EFFECTIVE MATHEMATICS INSTRUCTION**
- Continue to implement an effective mathematics program PreK-12, with special emphasis on the new TEKS.

**BALANCED ASSESSMENT**
- Continue to refine the balanced assessment program, including the use of District Learning Assessments to determine the learning needs of students and to adjust instruction to meet those needs.

**LEADERSHIP DEVELOPMENT**
- Strengthen the instructional knowledge and leadership skills throughout the District.

**POSITIVE BEHAVIORAL SUPPORTS**
- Continue to implement PreK - 12 positive behavioral support and intervention structures.
Balanced Assessment

Teachers will collaborate to:
1. Increase their knowledge and understanding of balanced assessment practices.
2. Engage in professional learning to strengthen skills for assessment development.
3. Design and implement a variety of assessments that align to Unit Plans.
4. Use data from state, district and classroom assessments to determine the learning needs of students and to adjust instruction to meet those needs.
5. Ensure that each student receives personalized support and interventions based on multiple sources of data.

Principals will:
1. Provide structures and facilitate professional learning to build understanding and strengthen skills for assessment development.
2. Provide time and resources for teachers to design and implement a variety of assessments that align to Unit Plans.
3. Monitor unit plans and classroom instruction to ensure that a variety of assessments are being utilized to assess student mastery of grade level TEKS.
4. Ensure that instructional decisions are based upon multiple sources of data and reflect the needs of all students.
5. Monitor multiple data sources to ensure that each student receives personalized support and required interventions.
Balanced Assessment

Instructional Coaches will collaborate to:
1. Build their expertise in balanced assessment practices as they relate to classroom instruction.
2. Assist in building teacher capacity for designing quality assessments as part of a balanced assessment program.
3. Support the implementation of a balanced assessment program at the campus and the use of data to inform instruction for student learning.

Curriculum, Instruction and Assessment Staff will:
1. Develop a strong foundation in building the components of a balanced assessment program.
2. Coordinate and facilitate professional learning to support the balanced assessment program.
3. Provide a structure of supports for improving student learning including data processes for state, district and classroom assessments.
4. Utilize assessment data to make decisions regarding curriculum (Unit Plans), instructional materials, assessments, and professional learning.
Balanced Assessment

**Area Assistant Superintendents will:**
1. Communicate balanced assessment expectations to campus administration.
2. Support professional learning in the areas of balanced assessment for principals and campus staff.
3. Ensure consistent use of balanced assessment data, including state, district, and classroom assessments, by principal and campus staff.
4. Review assessment data patterns with principals as a resource for goal setting.

**Chief Academic Officer and Associate Superintendent will:**
1. Communicate the balanced assessment philosophy to campus and district staff.
2. Provide resources that support the development of district and campus assessments.
3. Create opportunities for the central office team to focus on improving assessment skills.
4. Create opportunities for principals to collaborate on the improvement of assessment at the campus level.
<table>
<thead>
<tr>
<th>BALANCED ASSESSMENT</th>
<th>Level 1: Novice</th>
<th>Level 2: Emerging</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Develop an awareness of the PD that teachers request.</td>
<td>Create opportunities for teachers to participate in PD.</td>
<td>Monitor teachers level of engagement in PD activities.</td>
<td>Design opportunities for teachers to engage in individualized job embedded PD as relates to their appraisal goals.</td>
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<td>Principals will provide structures and facilitate professional learning to build understanding and strengthen skills for assessment development.</td>
<td>Provide common planning period to content groups.</td>
<td>Designate scheduled times for content meetings and PLCs.</td>
<td>Collaborate with staff in the development of a variety of assessments.</td>
<td>Attend PLCs to debrief on student data after assessments.</td>
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<td>Principals will provide time and resources for teachers to design and implement a variety of assessments that align to Unit Plans.</td>
<td>Make teachers aware that formative assessments are crucial for each class period.</td>
<td>Monitor teachers through frequent walkthroughs by a number of different administrators.</td>
<td>Hold conversations at PLCs for planning a formative assessment that will be used during class.</td>
<td>Observe all engaged content teams using formative assessment on a daily basis during walkthroughs.</td>
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<td>Principals will monitor unit plans and classroom instruction to ensure that a variety of assessments are being utilized to assess student mastery of grade level TEKS.</td>
<td>Collect data from a variety of measures.</td>
<td>Review data to identify trends.</td>
<td>Use data in PLCs to make informed instructional decisions.</td>
<td>Reflect on collected data as content teams at designated intervals to insure the needs of all students are being met.</td>
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<tr>
<td>Principals will ensure that instructional decisions are based upon multiple sources of data and reflect the needs of all students.</td>
<td>Collect data from a variety of measures.</td>
<td>Review data to identify trends.</td>
<td>Attend collaborative RTI conferences.</td>
<td>Reflect and evaluate the individualized student plan.</td>
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<td>Principals will monitor multiple data sources to ensure that each student receives personalized support and required interventions.</td>
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**Principal Coaching & Reflective Questions**

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<th>Questions regarding Innovation Maps</th>
<th>Questions to support reflection</th>
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<tbody>
<tr>
<td>• How would you rate yourself on your innovation map goals?</td>
<td>• Given your recent School Improvement Coordinator support, what might we talk about that would be most useful to you?</td>
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<td>• What have you done so far and what results did your actions produce?</td>
<td>• What are some new connections you are making?</td>
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<td>• What is happening across the campus now related to your goals?</td>
<td>• What did you take away that will influence your future work?</td>
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Katy ISD Instructional Focus Areas: Collaborative Effort

Chief Academic Officer & Associate Superintendent

Area Assistant Superintendents

Curriculum, Instruction & Assessment

Teachers

Principals

Instructional Coaches
Campus Connection

• Individualized Data Analysis
• Action Plan - Student Driven, Data Informed
• Leadership Team \(\rightarrow\) Instructional Support \(\rightarrow\) Teacher Teams
• Continuous Support
• Collaboration with Multiple Departments
  • Office of Other Languages
  • Special Education
  • Curriculum & Instruction
  • Gifted & Talented
Implementation Examples - Videos

• Morton Ranch Elementary - Data Protocols with teacher teams
• Morton Ranch Junior High – Redesigned math structures
• Cinco Ranch Junior High – Working with English Language Learners
• Morton Ranch High School – Addressing the declining graduation rate
Questions

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