

ATTACHMENT 10

Creating Sustainable Transformation

Texas Accountability Intervention System



The goal of the Texas Accountability Intervention System is to create accelerated, sustainable, and systemic transformation in Texas' schools to significantly increase student achievement.



Creating Sustainable Transformation

The Texas Accountability Intervention System (TAIS) is designed to specify the foundational systems, actions, and processes to transform Texas' schools. TAIS distinguishes levels of assistance for schools by incorporating the state and federal accountability labels into an aligned system of support.

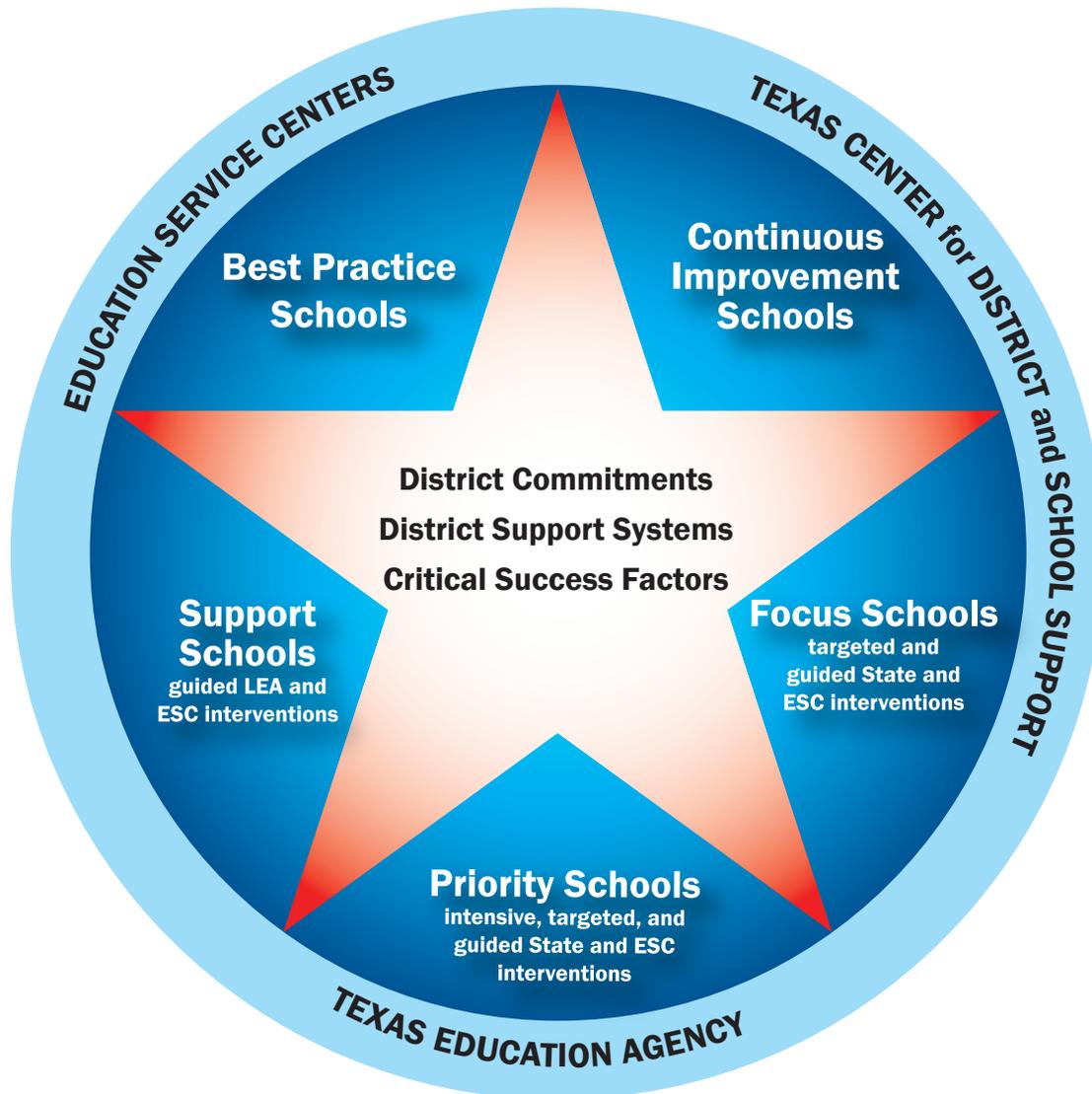
This conceptual approach moves beyond the classification of schools. It provides clearly articulated commitments and provisions incumbent upon a school district to support identified low performing schools.

The framework relies on a synthesis of decades of school improvement research to identify critical success factors that when institutionalized, set a school on a track of continuous improvement.

Success requires purposeful actions and thoughtful planning by analyzing data, determining needs, developing focused plans for improvement, and monitoring the impact of those plans.

Texas School Support System

Who do we support?

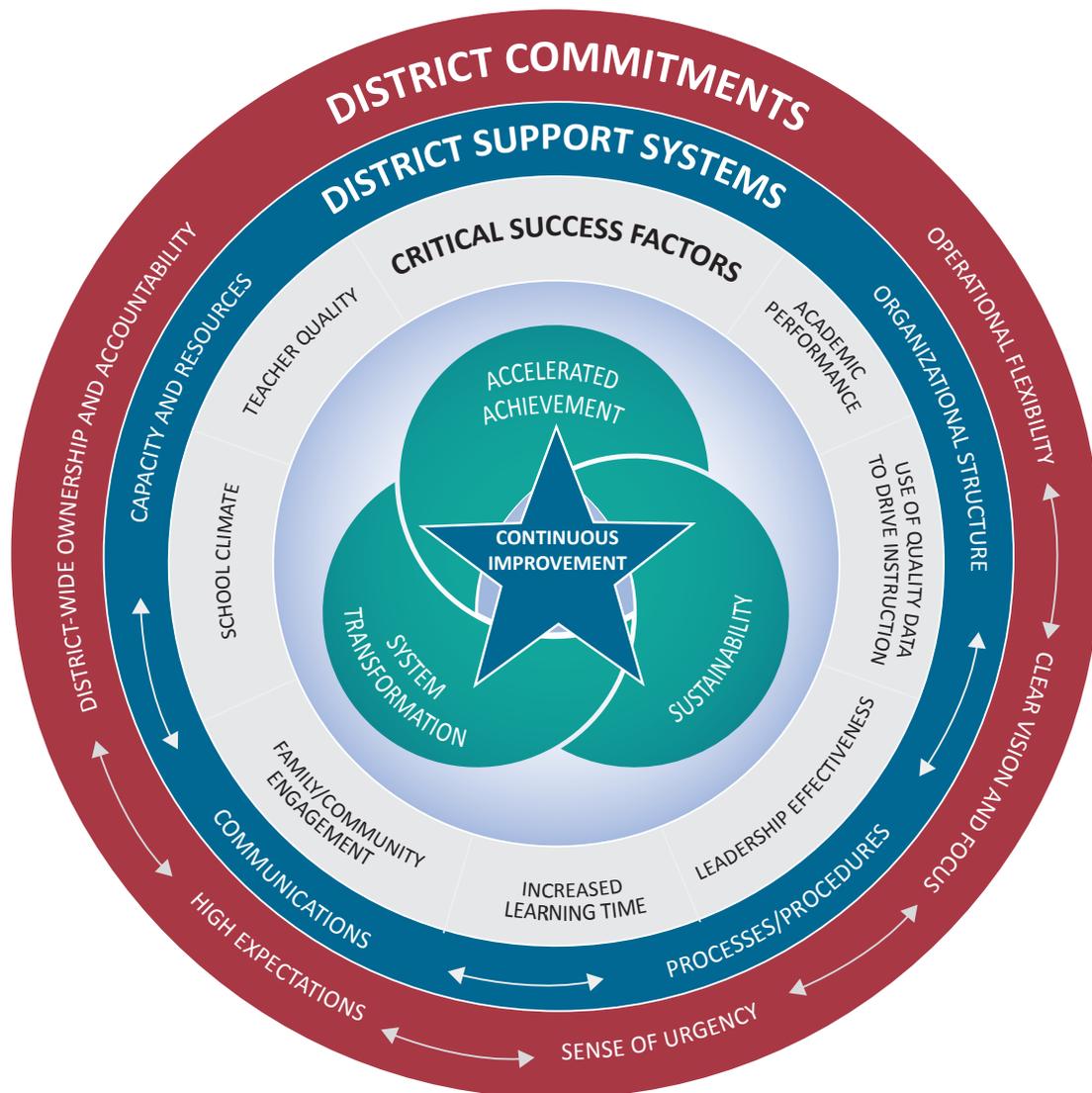


The Texas School Support System categorizes schools into increasing levels of assistance and intervention through identified school needs. This structure aligns state and federal accountability systems into a single system of support, and recognizes that sustainable transformation is the result of district commitments, district systems, and campus institutionalization of critical success factors.

The Texas Education Agency, the Texas Center for District and School Support, and the Regional Education Service Centers provide scaffolded levels of support to the district as the district transforms its schools.

Framework for Continuous District and School Improvement

What are the essential foundations for success?



Outcomes

Accelerated Achievement

Accelerated achievement is rapidly attained improvement resulting from an intense and urgent focus on identified areas of need. As barriers to achievement are uncovered and addressed, significant gains are accomplished and performance gaps are reduced.

Sustainability

Sustainability is the institutionalization of effective systems and processes that maintain progress over time, regardless of changing conditions. Districts ensure capacity for continuity, safeguard successful practices, and maintain commitment to continuous improvement.

System Transformation

System Transformation is the comprehensive change of expectations and behaviors, resulting in sustained innovation and success. Transformation is reflected in all aspects of the organization through fully functioning and effective processes.

Continuous Improvement

Continuous Improvement is the result of the dynamic interaction of organizational commitments and support systems ensuring the effective implementation of all Critical Success Factors. When these elements are integrated and fully operational, the outcomes of accelerated achievement, sustainability, and system transformation are produced.

District Commitments

Operational Flexibility

The district permits the agility to shift resources, processes, and practices in response to critical needs identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated.

Clear Vision and Focus

The district strongly articulates a focus on student achievement as its primary work. Clear plans across the district are developed to address increasing performance for all students on all campuses. This vision is embraced and embedded in daily practice by all staff members.

Sense of Urgency

District staff, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, set a priority and press for rapid action to change ineffective practices and processes that impede student success.

High Expectations

Explicit, rigorous standards are in place for student learning with adult and student confidence that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met.

District-Wide Ownership and Accountability

Throughout the district, leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low performing campuses.

District Support Systems

Organizational Structure

The district organizational structure has clearly delineated roles and responsibilities for personnel that focus on teaching and learning with accountability and impact on student achievement. The district eliminates barriers to improvement, redefines staff roles and responsibilities as necessary, and empowers staff to be responsive in support of school leadership.

Processes/Procedures

Priority is placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use.

Communications

A clearly defined process that ensures a consistent message is being sent, received, and acted upon using multiple, effective delivery systems. Proactive efforts are engaged by district level staff to establish effective internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts toward student success.

Capacity and Resources

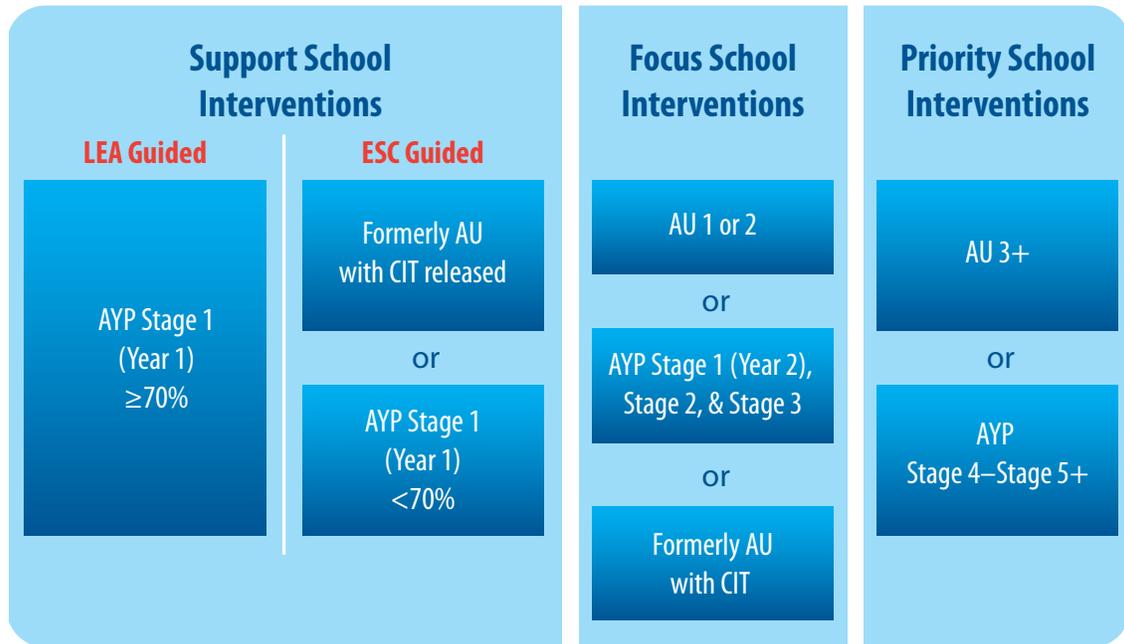
The district organization strategically utilizes internal and external human capital and necessary resources to meet all needs for a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention and succession planning.



2012-2013 Federal and State Accountability Transition Plan

Methodology to Identify School Interventions

How are levels of support determined?



TTIPS

Campus Interventions may be differentiated and customized based on the progress and needs of the campus. Campus designation is based on the accountability system (state or federal) with the lowest rating.

Support Schools

LEA Guided Stage 1 (Year 1) $\geq 70\%$ are schools with all scores at 70 or above, including evaluated sub-groups. ESC Guided are campuses rated Acceptable with a CIT assigned and have had that CIT released or Stage 1 (Year 1) $< 70\%$ campuses, which are those schools with some accountability scores below 70, including all evaluated student groups.

Focus Schools

Campuses rated AU for 1 or 2 years, campuses rated Acceptable with a CIT assigned, or campuses at Stage 1 (Year 2), Stage 2, or Stage 3 for missing AYP are identified as focus schools.

Priority Schools

Campuses rated AU for 3 years or more or campuses at Stage 4 or higher for missing AYP receive priority school interventions.

Key Components of a Successful School

How are interventions and resources customized for the campus?

Whether campus interventions are being provided through the district, local Education Service Center, or the Texas Center for District and School Support, sharing a common language around resources is essential. The seven Critical Success Factors (CSFs) provide a common language to anchor the work of school improvement across Texas and create opportunity to match resources to needs. Schools connecting individual needs to the CSFs can easily choose from customized resources provided across the state.

Critical Success Factors

The seven **CRITICAL SUCCESS FACTORS (CSFs)** with defining milestones are key components of successful schools.

Academic Performance

» Academic Performance is the foundational CSF. By focusing on *data driven instruction* that targets the use of *on-going monitoring of instruction*, schools can increase performance for all students. *Curricular alignment, both horizontally and vertically*, is also an essential component of this CSF.

Use of Quality Data to Drive Instruction

» Use of Quality Data to Drive Instruction emphasizes *data disaggregation training* and *ongoing communication of data* to improve student learning outcomes. A focus of this CSF is *utilizing data to drive decisions*.

Leadership Effectiveness

» Leadership Effectiveness targets the need for leadership on the campus to exercise *operational flexibility* and the *effective use of data and resources*. Providing *job-embedded professional development* to build capacity of campus leaders is a vital part of this CSF.

Increased Learning Time

» Increased Learning Time necessitates *flexible scheduling* that allows time for additional instructional minutes, enrichment activities and *staff collaborative planning time*. This CSF also confirms as a requisite, an *instructionally-focused calendar*.

Family/Community Engagement

» Family and Community Engagement calls for *increased opportunities for input* from parents and the community, as well as the necessity for *effective communication and access to community services*.

School Climate

» School Climate recognizes *increased attendance* and *reduced discipline referrals* as indicators of a positive and welcoming environment. *Increased attendance in extracurricular activities* is another sign that students feel supported by an affirming school climate.

Teacher Quality

» Teacher Quality focuses on the need to *recruit and retain effective teachers* while also supporting current staff with *job-embedded professional development*. A *locally developed appraisal and evaluation system* informs personnel decisions in order to ensure quality teaching and learning.