



A MORAL IMPERATIVE

Presented by

Dr. Jeff Turner

Dr. Stephen Waddell

Dr. Karen Rue



Our Story: A Moral Imperative

- What do our children need for the 21st Century?
- What will their world look like when today's children are leading and solving critical problems?
- What does the learning environment need to look like for our children to thrive in the 21st Century?
- How should the learning experience prepare them for their future they create?



These answers led to...

- Creating a New Vision for Public Education Texas
 - Started with 11 superintendents and educational leaders
 - Expanded to 35 superintendents who came together as a community of learners to create a new vision for education and represent more than 1.2 million students
 - Led to SB 1557



Our Purpose: Lead the New Direction for Texas Students

- High performing schools consortium formed two years ago with 23 school districts selected to develop a new system including:
 - High performing learning standards
 - Digital learning environments
 - Establish meaningful assessment practices
- HB 2824 passed unanimously in both the House and Senate; Governor used veto power
- Revisited our purpose to expand our work without legislation and bring forward a united and state-wide front for all Texas children



United Voice for ALL Texas Children

- Broaden our voice to include Consortium Associates
- Currently, 74 districts have made the commitment
- Focus is to share ideas, resources and results from our transformational effort
- Access to TASA's school transformation support



Our Focus: Continuing the Charge

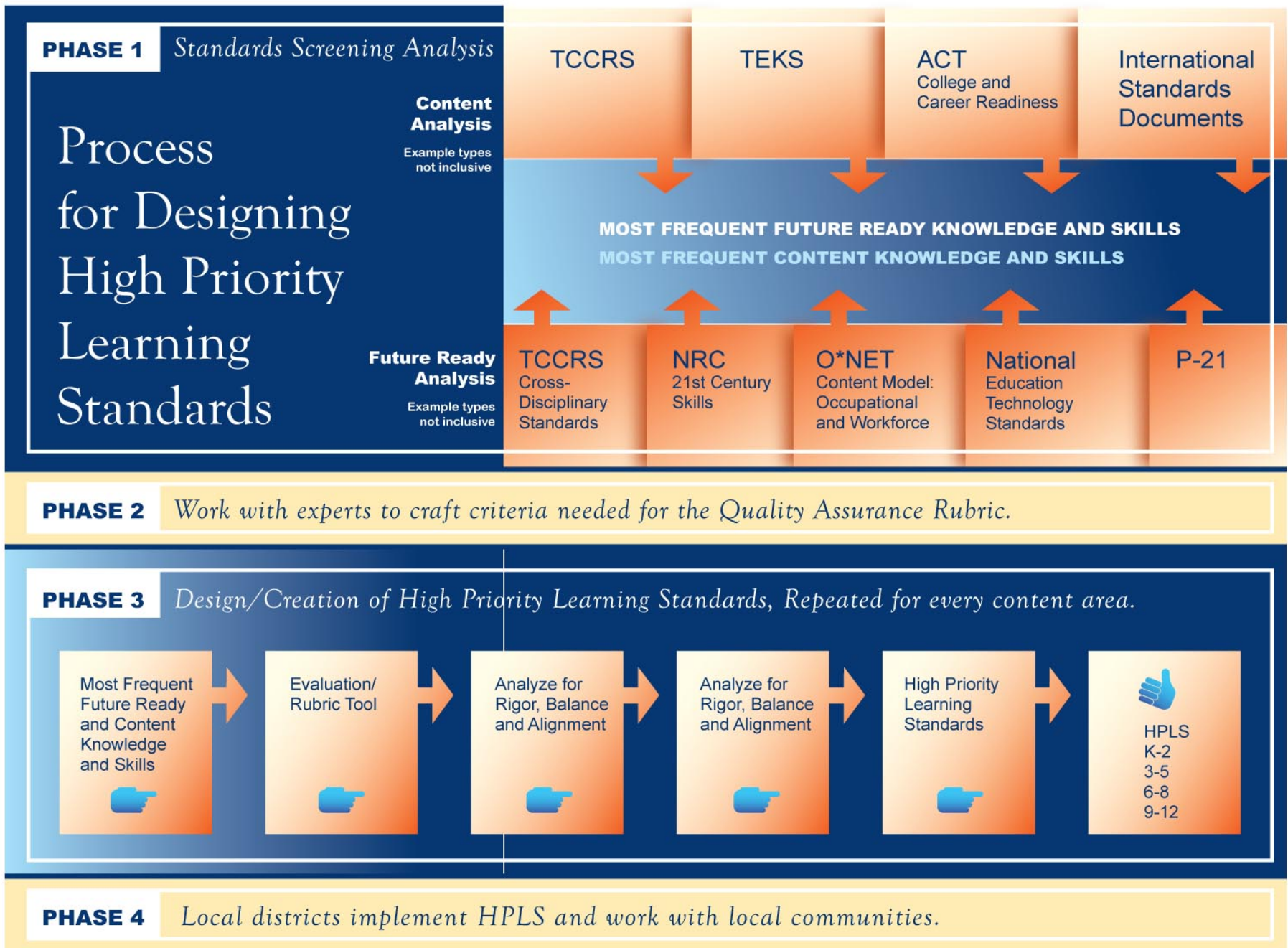
- Establishing priority learning standards
- Creating engaging digital learning environments
- Building a strong community assessment

Prior



Priority Learning Standards

- Current number of standards (TEKS) creates significant impediment to profound learning
- Profound learning occurs when students have multiple opportunities to engage in meaningful experiences
- These experiences integrate critical competencies (digital and future ready skills)



Establishing a Digital Learning Environment

Dr. Stephen Waddell



Digital-Age Learners: Always Evolving

How are these learners different?

- Learners of all ages utilize technology in different ways; experiences are always evolving
- Learners don't see limitations; must sustain this thinking
- Learners want autonomy to create their own content
- Learners want choice



Creating Engaging Digital Learning Environments


- Building capacity for teachers to become instructional designers and facilitators
- Fostering student engagement
- Focusing on student-centered, inquiry-based learning
- Promoting individualized instruction
- Assessing learning to strengthen instruction
- Becoming technical experts to navigate technology and digital resources
- Providing training/understanding to collect and interpret various points of student assessment data and use the data to inform instruction and increase student learning



LEARNER for the FUTURE

- Academically prepared for college and career
- Critical, innovative thinker
- Effective communicator and collaborator
- Motivated, confident & resilient
- Responsible person and engaged citizen
- Globally competent person

3/27/14



EDUCATOR for the FUTURE

- Academically prepared instructor
- Designer of instruction & facilitator of learning
- Skilled assessor
- Critical & innovative thinker
- Role model

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Digital Learning Environments: Advancing Professional Learning

- 1. Designing relevant, rigorous learning tasks** that leverage the power of technologies and the Internet;
- 2. Developing facilitation** and collaboration strategies;
- 3. Creating classroom systems** and routines that support collaborative and independent learning;
- 4. Establishing guidelines** for ethical and appropriate use of digital media and content;
- 5. Using various technologies and the Internet** in instructional planning and decision making; and,
- 6. Using digital technologies in evaluation of learning** (assessment, data-driven decision making, portfolios, etc.)



Digital Learning Environments: Galvanizing the Business Community

- 1. Developing mentorships** as part of teacher professional growth programs;
- 2. Working with teachers** to create real-world content connections in classroom learning;
- 3. Investing in schools and teachers** (technologies, expertise, funds) focused on effective teaching and use of technologies; and,
- 4. Spotlighting teacher successes** and sharing them throughout the community.



Digital Learning Environments: Supporting Parent Needs

- Understand the importance of technology
- Confusion on its role
- Value parent concerns; provide guidance and support
- Provide hands-on learning opportunities
- Capitalize on student voices to share their learning needs
- Provide parent opportunities to experience the technology as a learning tool and not social/gaming device



Digital Learning Environments: Policy Implications

1. Broaden current policies related to teacher effectiveness and accountability
2. Support professional development programs that recognize and leverage the power and impact of technology and the digital environment on teaching and learning.
3. Find ways to fund and support equitable access to state-of-the-art technology

Building a Strong Community Assessment

Dr. Karen Rue



Why Northwest ISD Community-Based Accountability?

Does the current Texas accountability system provide guidance and clarity for accountability for student learning in Northwest ISD toward achievement of the **NISD Graduate Profile?**



Community-Based Accountability

- More rigor, aligned to the graduate profile
- Less overreliance on standardized testing
- District accountable to the community's values
- Renewed focus on the most important person: the student





Community-Based Accountability is:

- A locally developed system of evidence of student learning
- A strategic and customized form of measuring student achievement
- Rigorous descriptive reporting to parents and community members



Community-Based Accountability **is not:**

- A way to escape from standardized testing
- A tool to pass judgment on individual students

Bill McKenzie please note: Jeb Bush says schools test too much!



By Rodger Jones/Editorial Writer
rmjones@dallasnews.com
8:30 am on October 21, 2013 | [Permalink](#)

My friend Bill McKenzie, whose intoxicant of choice is standardized school-test data, should make sure to read the [ABC News transcript of a Jeb Bush interview](#) that aired yesterday.

In it, Bush — one of the nation's strongest pushers of "data-driven" school reform — seemed to admit public education has gone overboard with high-stakes testing regimes. Here's an excerpt from Bush's interview with ABC correspondent Jon Karl:

KARL: ... So standards means testing.

BUSH: Yep.

KARL: And you hear a common complaint, we test too much.

BUSH: Right.

KARL: We study to the test. Do you agree with that? Do we test too much?

BUSH: I think we do test too much. You could have fewer tests and achieve the desired results of transparency and accountability for sure.

So we now have the GOP's most outspoken champion of No Child Left Behind conceding an important point that had been made by many educators nationwide.

From this moment forward, Bill should never equate a de-emphasis of high-stakes standardized testing with a willingness to back off high standards. Framing things that way presents a false choice.

What does the alternative look like? It's under construction now, by a consortium of local school districts. They reject the notion that the quality of a school can be measured by that one fateful day in the spring when students sit down with the answer sheets to statewide tests.

Read [Jeff Weiss's recent story about the project](#), undertaken by the Texas High Performance Schools Consortium, despite the veto of legislation by Gov. Rick Perry that would have given them vital leeway. What a disappointment that was. I would have guessed that Perry would honor local control in the



Jeb Bush (file)

BEHIND FRENEMY LINES

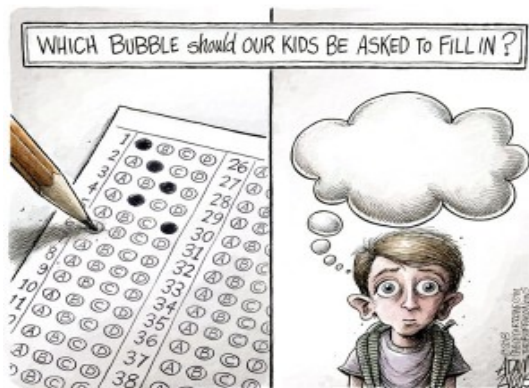
by Jason Stanford

MEET JASON CONTACT JASON STANFORD CASKEY



Texas Test Wars: A New Hope

by JASON STANFORD on OCTOBER 20, 2013



Members [of a](#) supposedly disaffected generation are protesting standardized testing. [Parents](#) are refusing to let schools give their kids the tests. [Teachers](#) are refusing to administer the tests. [School boards](#) are begging for relief from testing mandates. That's all nice, say the dwindling number of defenders of linking accountability to standardized testing, but if we got rid of tests what would you replace them with?

It's a fair question, and it's one that a group of 23 rebellious school districts are

determined to answer. If they succeed—and it's a big if—then American schoolchildren might enjoy an education system judged by something other than a bubble test.

Last week, the Texas High Performance Schools Consortium [chose](#) to go ahead with plans to create a new accountability system that doesn't depend on standardized tests despite opposition from Gov. Rick Perry. The move by the Consortium to circumvent Perry offers hope to parents and educators who see progress stymied by politicians who equate standardized tests with high standards.

The irony of this story is that Perry and the Texas legislature created the Consortium in the first place to experiment with ideas for a next-generation accountability model that utilized technology. Though Perry might have assumed they would study the problem to death, the



A political consultant, writer and family man, Jason Stanford writes columns for MSNBC and the *Austin American-Statesman* and is nationally syndicated by Cagle Cartoons. He's also a political analyst for KTBC and coauthored "Adios Mofo: Why Rick Perry will make America miss George W. Bush."

"...a one-man Democratic rhetorical wrecking crew working in the heart of red America."
-Jonathan Tilove, Chief Political Writer, *Austin American-Statesman*

"Is Jason Stanford the best liberal columnist in Texas since Molly? I think so."
-Wayne Slater, Senior Political Writer Dallas *Morning News*, coauthor *Bush's Brain*

"...first rate... a smart blog about education in

Diane Ravitch's blog

A site to discuss better education for all

« [David Greene: The Sound of Silence](#)

[Global Scandal: If You Can't Teach Them, Test Them](#) »

Jason Stanford: What Alternative to Standardized Testing?

By dianerav

October 23, 2013 // 39

Jason Stanford, who lives in Austin, [reports here](#) on the efforts to 23 school districts to develop a sensible alternatives to the standardized testing that everyone hates, except for the testing industry and their lobbyists.

He writes:

Despite the difficulty in chasing two tails, Dawson Orr, Consortium co-chair and superintendent of Highland Park ISD, pledges to press on to find an accountability system that actually measures what goes on in schools.

"You know, there's just an awful lot of authentic work that goes on in classrooms that represents student learning that state and federal bureaucracies don't know how to handle because they need the ease and convenience of a multiple choice test," Orr [said](#).

Another Texas leader, the late Speaker Sam Rayburn, once said, "A jackass can kick a barn down, but it takes a carpenter to build one." There are a lot of folks trying to get rid of high-stakes testing—and a lot of merit in doing so—but thanks to 23 gutsy school districts, we now have some carpenters looking for an accountability system that makes sense. Good luck to them.

There are other alternatives: One, look at what Finland does. Select the best teachers; educate them well. No standardized testing. Let the teachers write their own tests. Trust them to do what is right for their students.



Core Themes:

- Academic Preparation and College Readiness
- Personal Growth and Success
- Citizenship and Community Service
- Student, Parent, Community, and Staff Satisfaction

Teamwork | Pride | Excellence
Northwest
INDEPENDENT SCHOOL DISTRICT

Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be **future ready**: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

To prepare to be **future ready**, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

To prepare to be **future ready**, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

To prepare to be **future ready**, a student who graduates from NISD will:

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.



Community-Based Accountability Handbook

TABLE OF CONTENTS

- CORE BELIEFS
- PROFILE OF A GRADUATE
- PRINCIPLES OF LEARNING, TEACHING, AND CURRICULUM
- GENERAL INFORMATION and BACKGROUND
- INDICATORS AND MEASURES

[Northwest ISD Community-Based Accountability Handbook](http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/46/CBAS%20Handbook%201%2029%2014.pdf)

<http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/46/CBAS%20Handbook%201%2029%2014.pdf>

Community-Based Accountability

With a vision of preparing future-ready students, Northwest ISD is working to create a transformational shift in education. By listening to the characteristics and standards that the NISD community values, the district is developing a local standard that looks beyond test scores to help assess student learning. A committee of NISD students, teachers, parents, and administrators created this Community-Based Accountability and measures of success focusing on four community values: Academic Preparation and College Readiness; Personal Growth and Success; Citizenship and Community Service; and Student, Parent, Community, and Staff Participation.

Academic Preparation and College Readiness

- District common assessments
- College/Post-secondary entry and success
- PSAT readiness assessment participation rate and percentage that score College Career Readiness
- SAT/ACT admission assessments participation rate and percentage that score College Career Admission level
- Participation in student projects and demonstrations (Night of No Limits, Techno Expo, etc.)
- NISD Academy participation and retention rates
- Dual Credit participation and passing rates
- Advanced Placement (AP) participation and passing rates
- Gifted and Talented participation rate(*)
- Second language acquisition participation and retention rates(*)
- Digital learning environment(*)

Personal Growth and Success

- Survey to measure student engagement
- Extra-curricular and co-curricular participation and retention rates
- Number of students recognized at local, state, and national level (including but not limited to current Trustee Awards of Excellence guidelines)
- Workplace internship participation rate and number of hours(*)

Citizenship and Community Service

- Service learning projects participation rate
- Number of students earning Green Cord program at high school level
- Volunteer and community service participation rate and number of hours

Student, Parent, Community, and Staff Participation

- Survey to measure student engagement
- Survey to measure parent engagement
- Number of participants and contributed volunteer hours/dollars/services to measure Partners in Education growth rates
- Survey to measure staff engagement

(*) As determined in actions of the 83rd Texas Legislature, 2013 (House Bill 5), data will be reported to the Texas Education Agency in August of each year.

CBA with Data Collection Responsibilities

The following measurements will be reported on the community dashboard at appropriate intervals.

(*)As determined in actions of the 83rd Texas Legislature, 2013 (House Bill 5), data will be reported to the Texas Education Agency in August of each year.

Community Values	Proposed Indicators of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment	Who is collecting/developing and how
	State of Texas Assessments	End of Course Exams (EOC); STAAR Assessments at various grade levels	Texas Education Agency (TEA)-Annual District Report cards		
Academic Preparation and College Readiness	NISD District Assessments	<i>NISD will create a blueprint for locally-developed assessments which includes increased writing components, multi-step problems, and performance based assessments</i> <i>The blueprint will be created during 2013-14. Implementation of the blueprint will begin in 2014-15 with data reporting on the community dashboard beginning in Fall of 2014.</i>	Passing rate for state accountability student groups on blueprint identified assessments. Reported beginning in the fall of 2014.	Ready for College Ready for Personal Success Ready for Global Workplace	Exec. Dir. Of Curriculum & Staff Development; Director of Assessment; Curriculum Coordinators Document of template to be developed.
	Early Literacy	K-3- DRA2 4-5- QRI	Number of students reading at or above grade level on End-Of-Year (EOY) assessment	Ready for College	Exec. Dir. Of Curriculum & Staff Development; Elem. ELA Coordinator
	College/Post-secondary Entry and Success	College acceptance & attendance	College acceptance and attendance data as collected by the National Clearinghouse; Reporting categories include: College enrollment, persistence, and degree attainment (2 year, 4 year, trade school or additional certification) Person(s) Responsible: High School Counselors	Ready for College Ready for Personal Success	Exec. Dir. Of Secondary Education and HS Counselors
		High School Endorsement Plans* <i>In response to HB5, NISD will designate five graduation endorsements plans during the 2013-2014 school year to be implemented during the 2014-2015 school year.</i>	Number of students participating in each endorsement plan as indicated by enrollment for the 2014-2015 school year. Person(s) Responsible: High School Counselors	Ready for College Ready for Personal Success Ready for Global Workplace	HS Counselors via electronic PGP*
	Readiness Assessments:	Readiness Assessments	Readiness Assessments	Ready for College	Advanced Academics Coordinator

Academic Preparation and College Readiness

Indicators of Success:

- *State of Texas Assessments (state-required)*
- Locally Developed Assessments (*blueprint 2014*)
- College/Post-secondary Entrance and Success (*9 measures*)
- Career Readiness/21st Century Workforce (*2 measures*)
- Student Projects/Demonstrations (*2 measures; capstone 2014*)

Personal Growth and Success

Indicators of Success:

- Co-curricular Engagement (*3 measures*)
- Extra-curricular Engagement and Awards/Recognitions (*1 measure*)
- Workplace Internships (*1 measure*)

Citizenship and Community Service

Indicators of Success:

- Volunteering and Community Service (*1 measure*)
- Service Learning (*1 measure*)

Student, Parent, Community, and Staff Satisfaction

Indicators of Success:

- Student Satisfaction Survey (*1 measure*)
- Parent and Community Involvement (*4 measures*)
- Staff Engagement (*1 measure*)

Creating a New Vision for Public Education Accountability in Texas

Creating a New Vision for Public Education Accountability in Texas State

Accountability

Accreditation of

- ♦Educational Quality
(State, Regional, and District Level)

Accountable to

- ♦Taxpayers and Citizens

Core Accountability Functions:

- ♦Establish Educational Quality Expectations
- ♦Determine High Priority Student Learning Standards
- ♦Audit Districts for Educational Quality (Attainment of Standards)
 - ♦Assess Student Learning as a Function of Quality Audits
(e.g., Random, Seldom, Gateway)
- ♦Communicate/Report Educational Quality Determination
- ♦Educational Quality Determination of State, Regional, District Level (Based on Multiple Dimensions)
- ♦Determine Statewide Policy/Guidance/Budget Implications of Educational Quality Determination

Local Accountability

Accountable for

- ♦Student Learning
(District, School, Classroom, and Student Level)

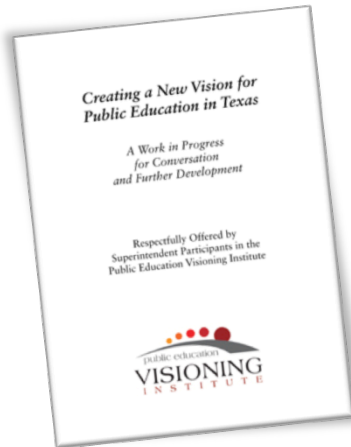
Accountable to

- ♦Parents and Community

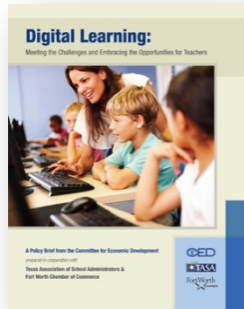
Core Accountability Functions:

- ♦Determine Measures/Assessments of Student Learning (Standards aligned)
- ♦Collect Evidence Documenting Learning
(Using Standards-aligned Measures and Methods)
 - ♦Communicate/Report Student Learning
- ♦Determination of Student Learning at the District, School, and Classroom Level
(Based on Multiple Measures/Methods)
- ♦Determine Local Policy/Instruction/Resource Implications Based on Student Learning Data

Resources



- Public Education Visioning Institute
 - www.TransformTexas.org
- Texas High Performance Consortium
 - www.texashpsc.org
- Digital Learning Report – CED
- Worth Chamber
- Community-Based Accountability



Link to CED Report:

- http://www.ced.org/pdf/Digital_Learning_Issue_Brief_Final.pdf