#GDTF_LA

Data use for improvement and accountability

Getting Down to Facts II: Implications for Southern California
February 22, 2019
Los Angeles, California

USC Rossier School of Education
Center on Education Policy, Equity and Governance

PACE
Policy Analysis for California Education

GETTING DOWN TO FACTS II

Session agenda

- Moderator opening, Heather Hough, Executive Director, PACE
- Four 10-minute panelist presentations
- Question and Answer
- Small group discussions: *"What are the implications of these research findings and practices for my work*?"
- Whole group share outs
- Moderator closing

Panelists

- Heather Hough, Executive Director, PACE
- Meredith Phillips, Associate Professor of Public Policy and Sociology, Luskin School of Public Affairs, UCLA
- Gabriela Mafi, Superintendent, Garden Grove Unified School District
- Daniel Allen, Assistant Superintendent of Teaching & Learning, Santa Ana Unified School District

Heather Hough

Policy Analysis for California Education

@hjhough @edpolicyinca

Using Data to Support Continuous Improvement

February 22, 2019

Heather Hough

PACE
Policy Analysis for California Education

How familiar are you with *continuous improvement?*

Using data for improvement
Continuous improvement
Improvement science
Data driven decision-making
?
ESSA
Every Student Succeeds Act
Preparing All Students for College, Career, Life, and Leadership in The 21st Century
Superintendent's Advisory Task Force on Accountability and Continuous Improvement
May 2016
Performance. Equity. Improvement.
Presented to:
Tom Torlakson
State Superintendent of Public Instruction
California Department of Education
May 2016
SUCCESS AHEAD
LCFF
LOCAL CONTROL FUNDING FORMULA

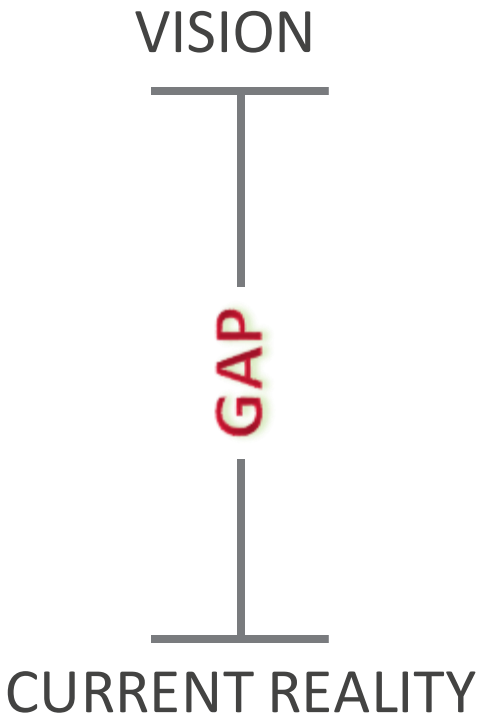
http://gettingdowntofacts.com/
https://www.edpolicyinca.org/projects/core-pace-research-partnership

What is continuous improvement?

"constant and unrelenting"

"steady progress"

"without interruption"

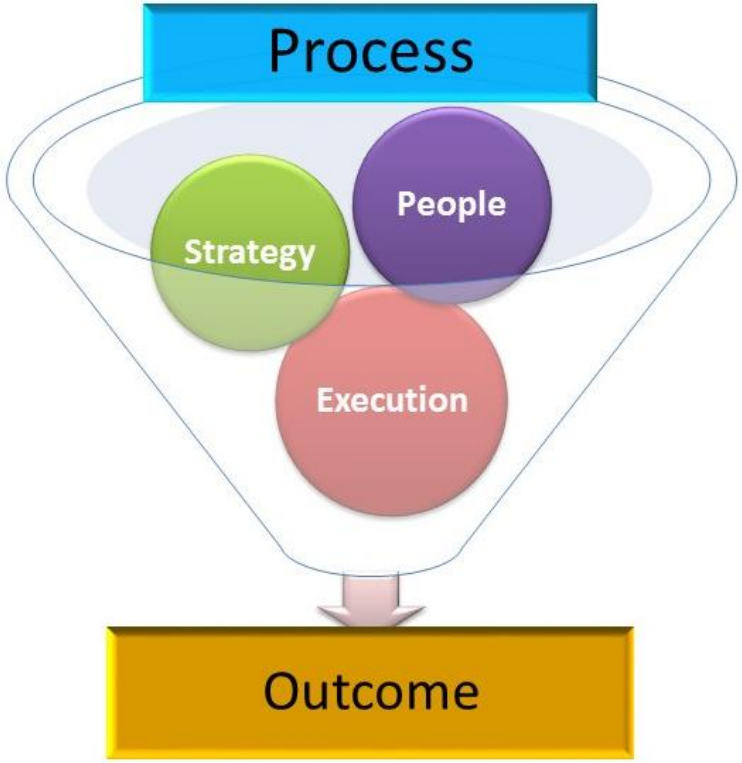


Assumptions behind a continuous improvement approach

- It's about systems

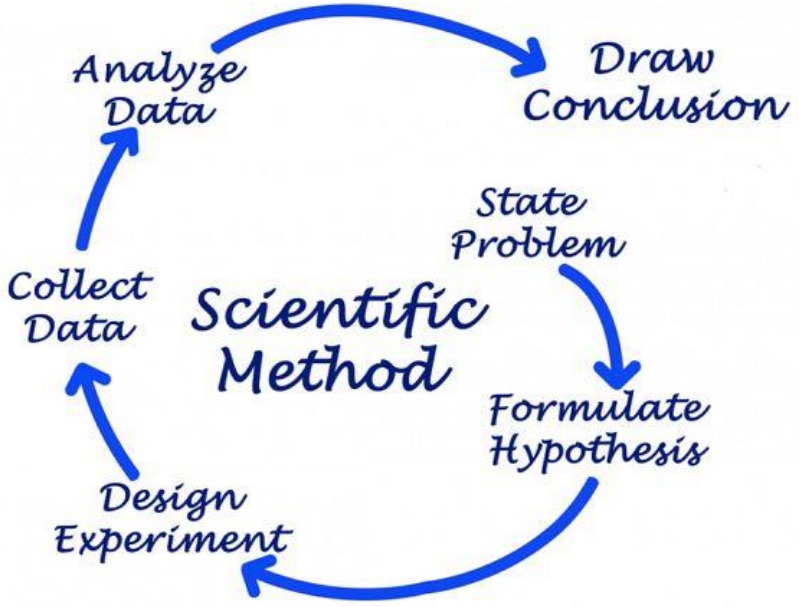
Assumptions behind a continuous improvement approach

- It's about systems
- Focus on the processes to improve outcomes



Assumptions behind a continuous improvement approach

- It's about systems
- Focus on the processes to improve outcomes
- Learn our way into new performance by applying the scientific method



Assumptions behind a continuous improvement approach

- It's about systems
- Focus on the processes to improve outcomes
- Learn our way into new performance by applying the scientific method
- Engaging the "front line"

Continuous improvement is…

Continuous Improvement Cycles

Continuous Improvement Methodologies

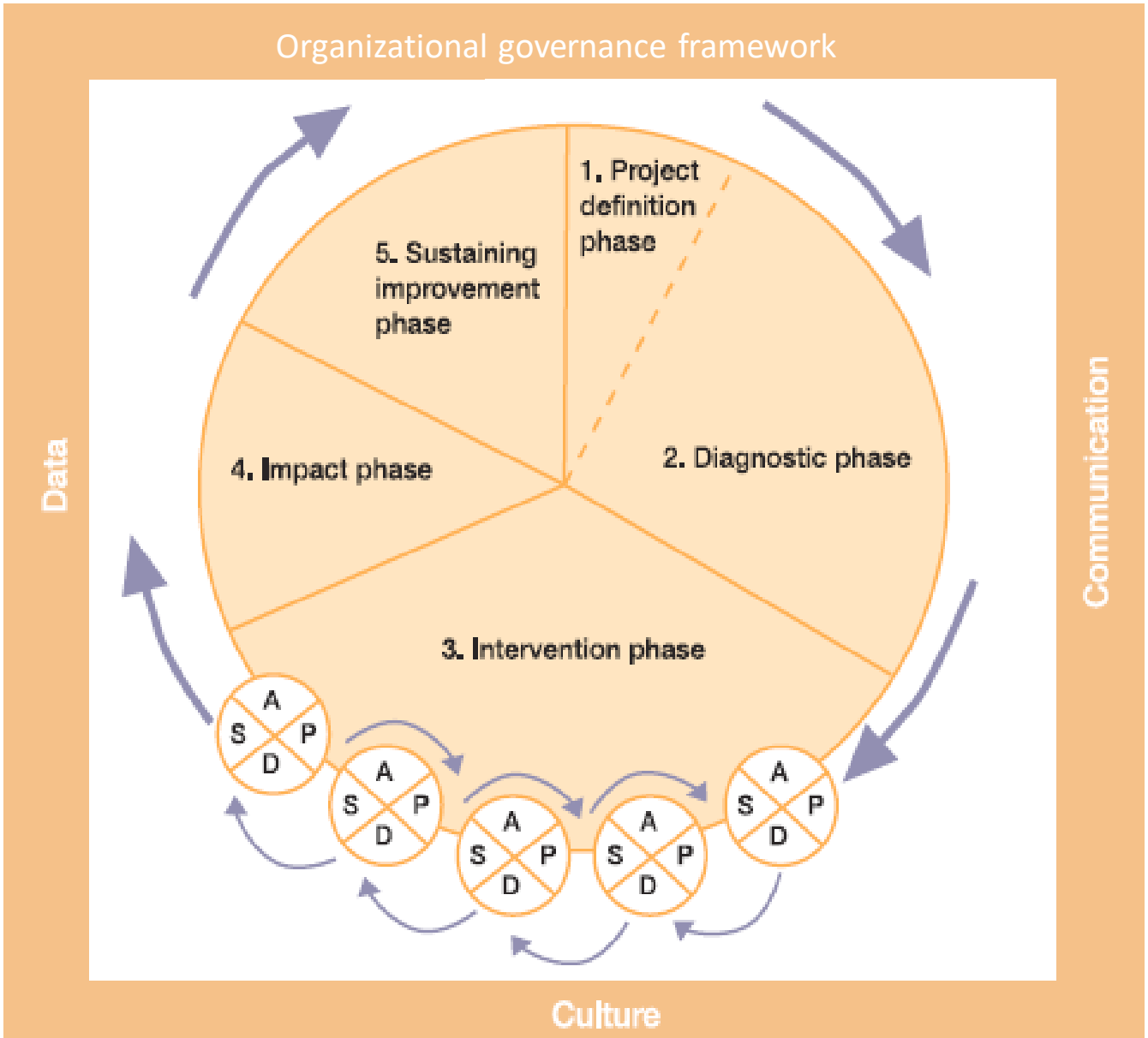
Continuous Improvement Culture

Continuous Improvement Organizations

What makes a continuous improvement organization?

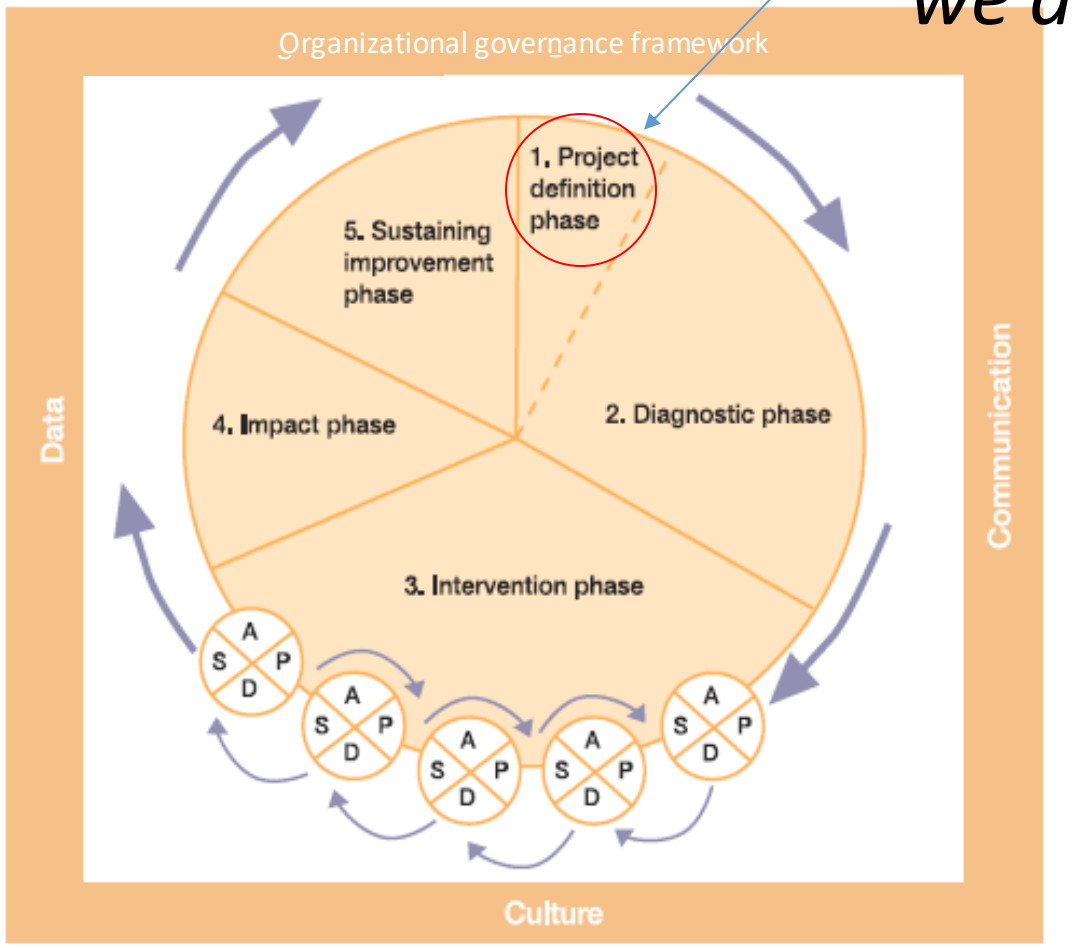
- Clear and consistent sense of purpose and shared responsibility
- Common evidence-based practices
- Work across boundaries, through an aligned and coherent set of processes and structures
- Capability building in improvement using common methodologies
- Data infrastructure to guide improvement
- Leadership practices to build and sustain culture

What is the *work* of improvement?



What is the *work* of improvement?

What is the problem we are trying to solve?

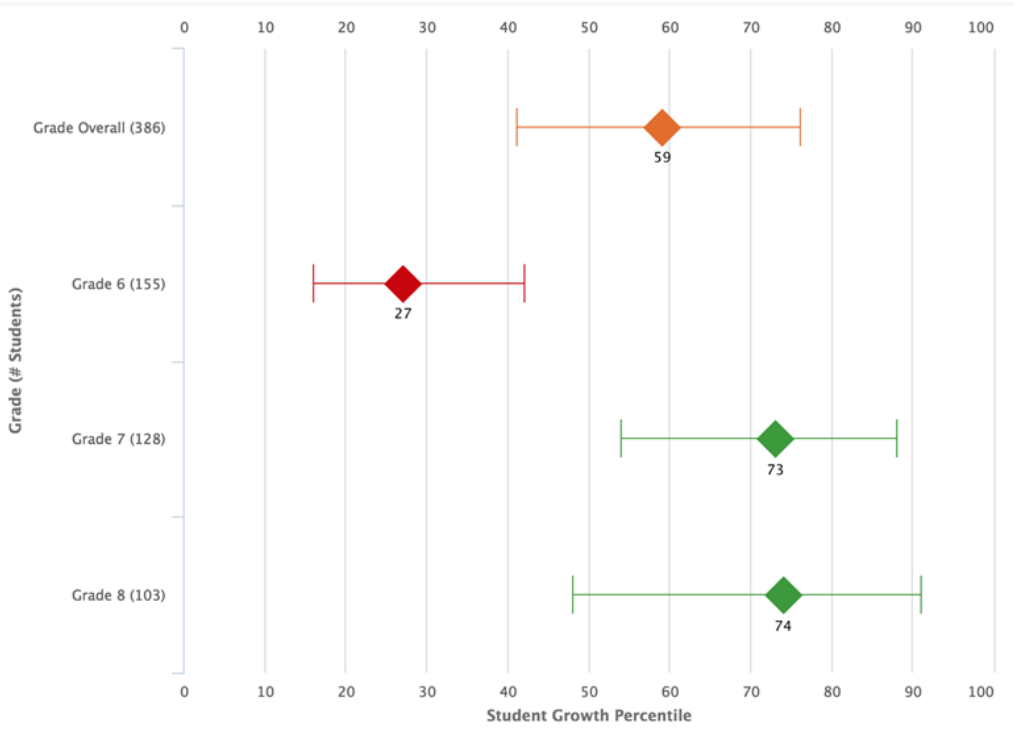


What are the achievement problems we are trying to solve?

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)							
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)							
English Language Arts (3-8)							
Mathematics (3-8)							

What are the achievement problems we are trying to solve?

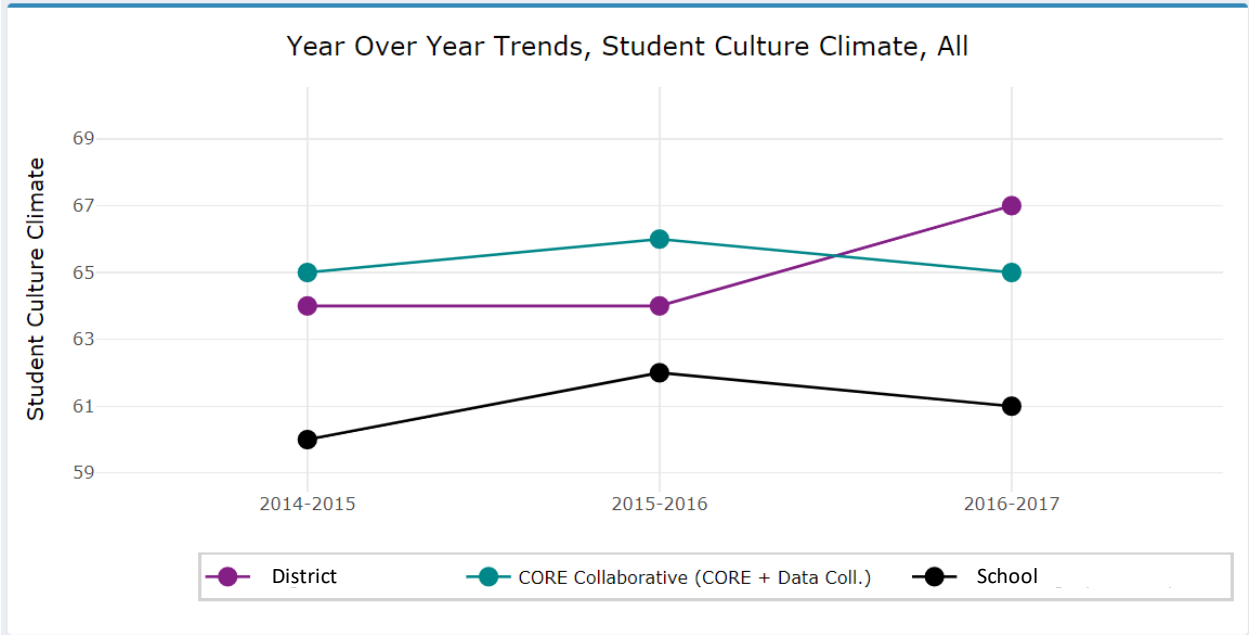
Where is this problem concentrated?



What are the achievement problems we are trying to solve?

Where is this problem concentrated?

How has this problem changed over time?

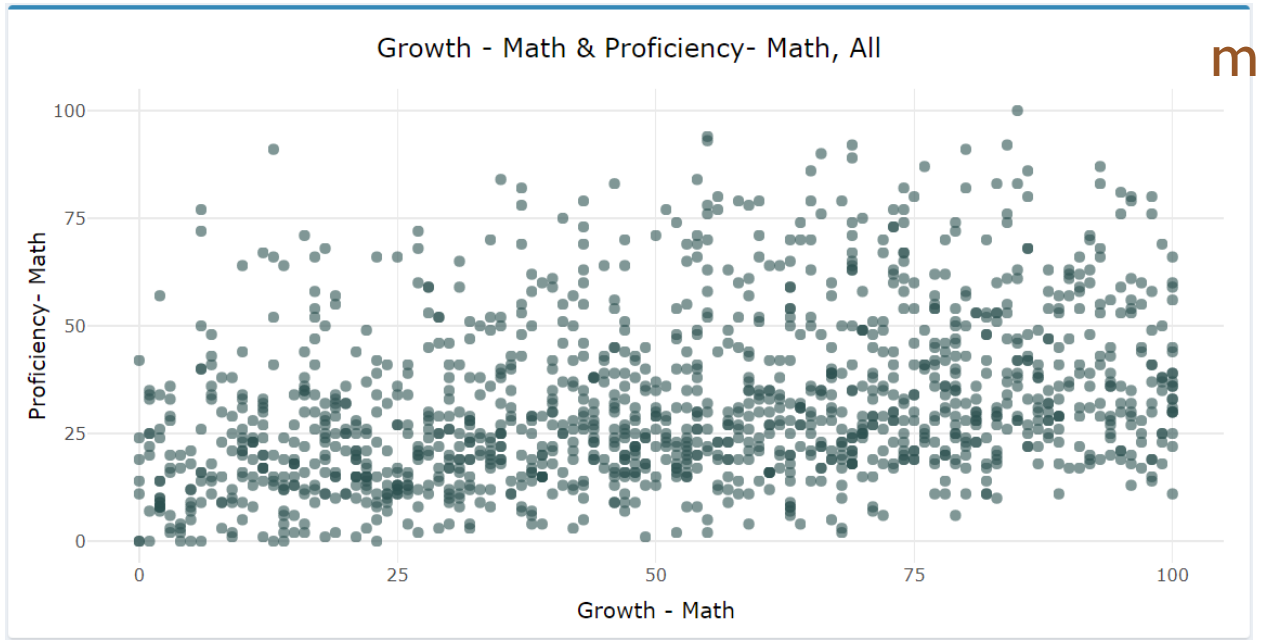


What are the achievement problems we are trying to solve?

Where is this problem concentrated?

How has this problem changed over time?

How does student/school performance on this measure relate to other measures?



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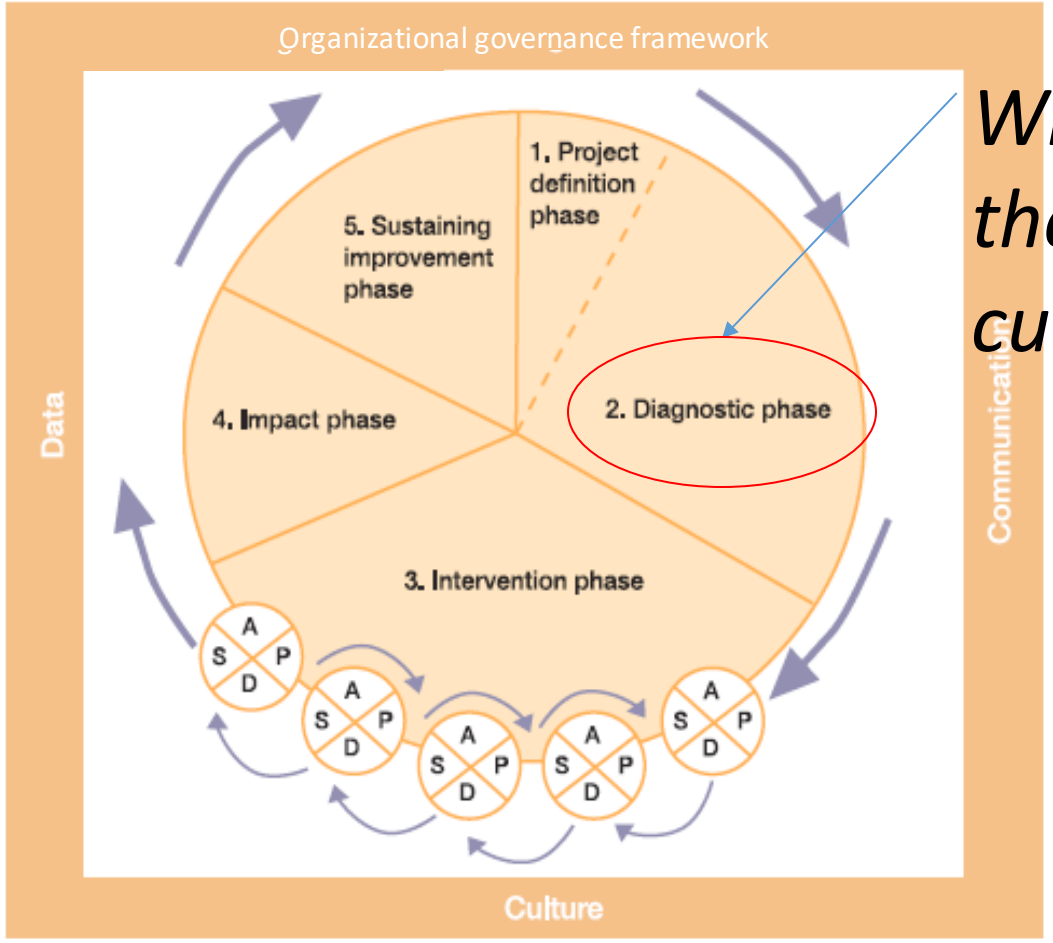
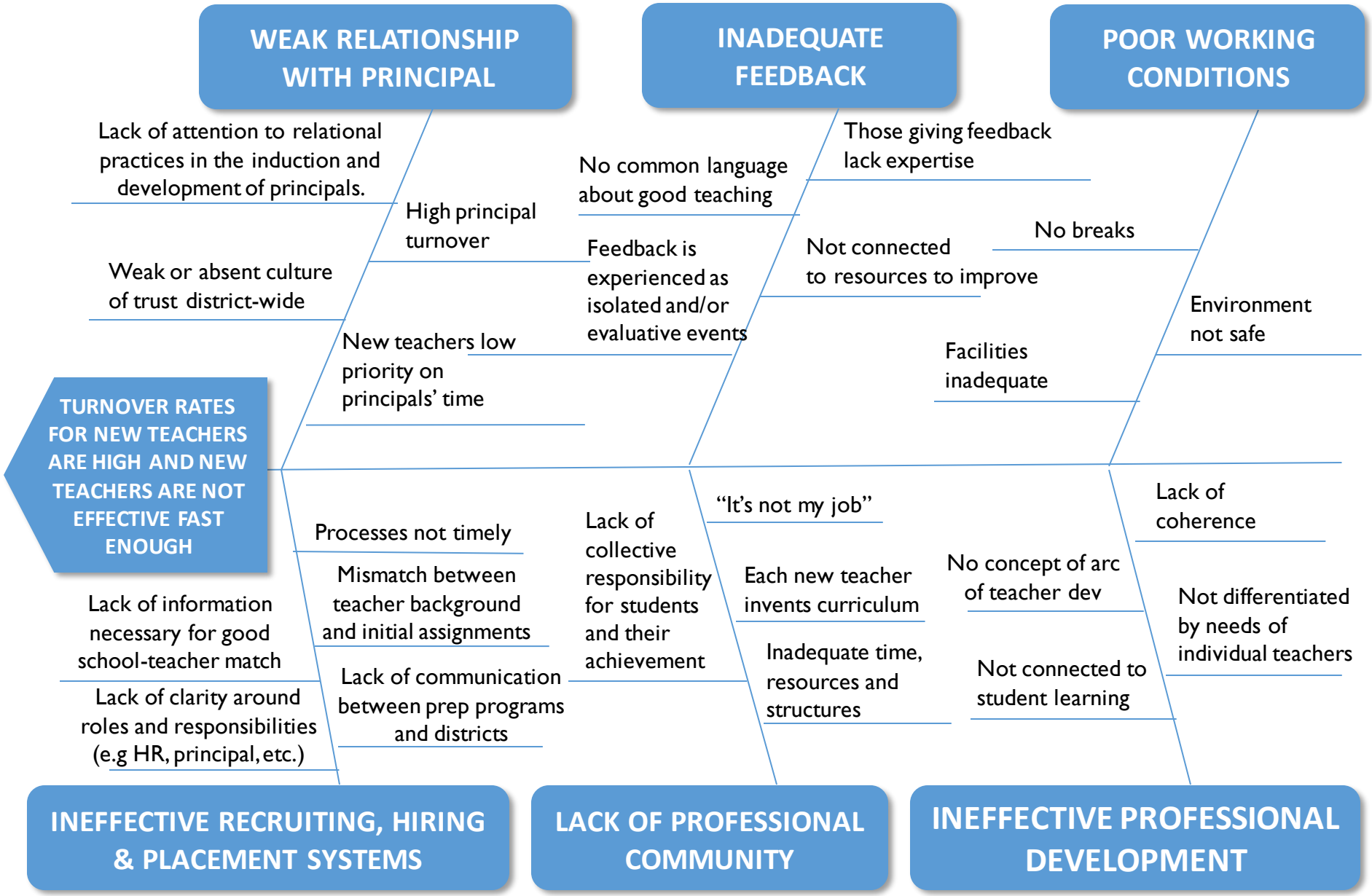
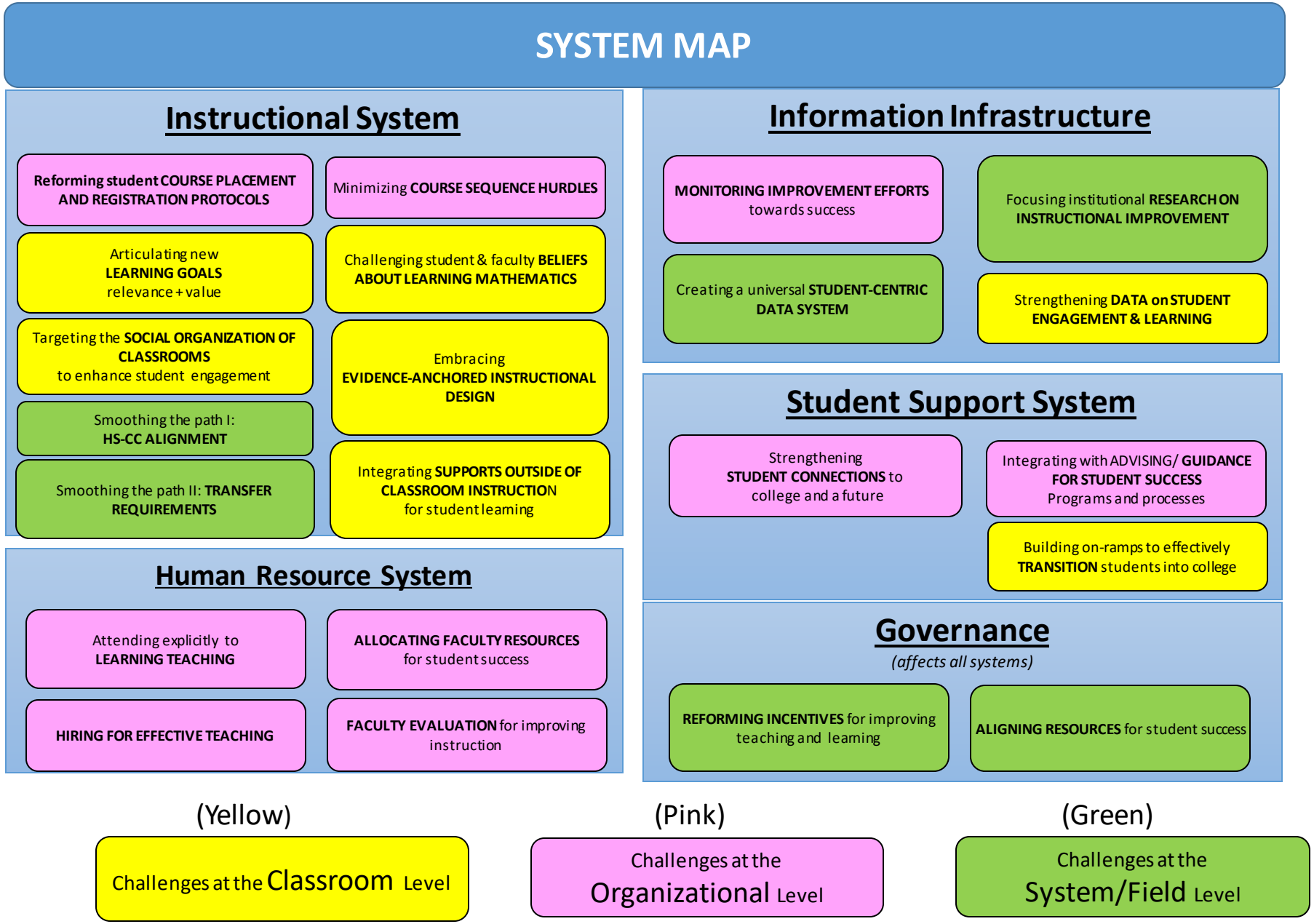
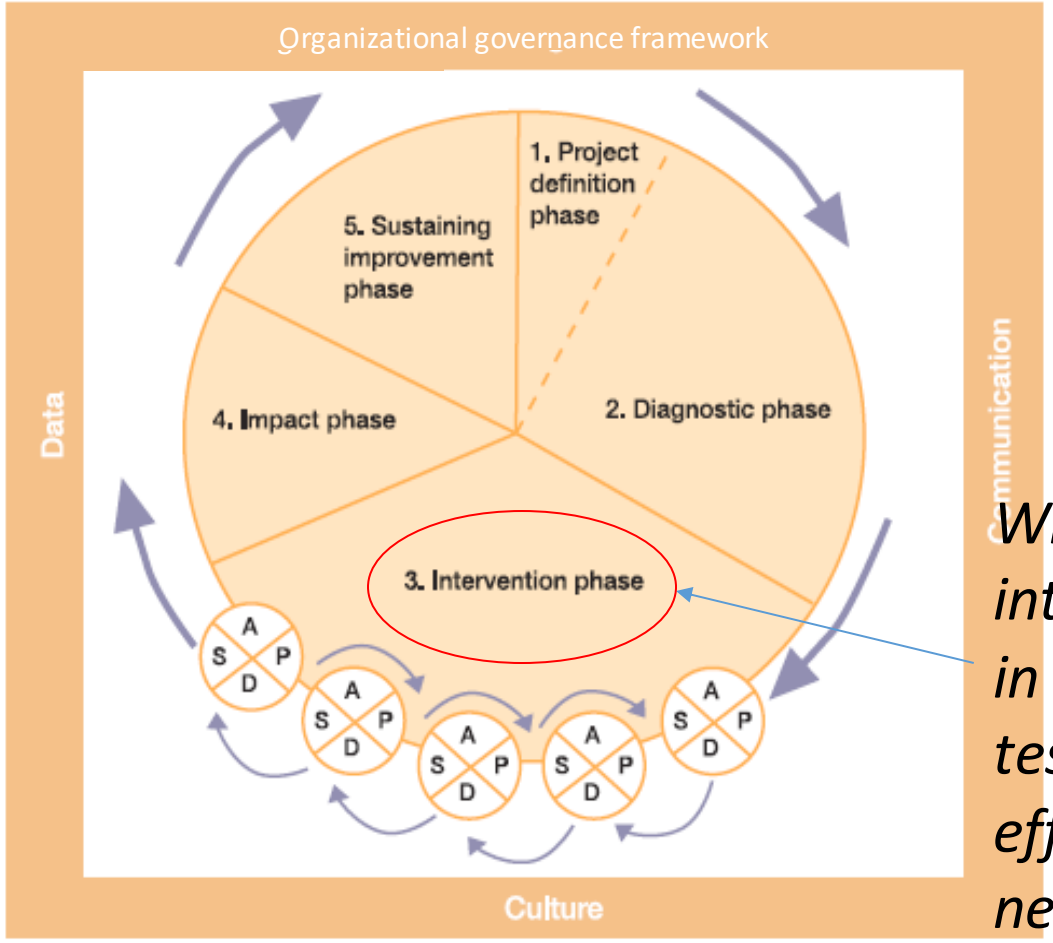


Why are we getting the outcomes we are currently getting?


WEAK RELATIONSHIP WITH PRINCIPAL
INADEQUATE FEEDBACK
POOR WORKING CONDITIONS
Lack of attention to relational practices in the induction and development of principals.
High principal turnover
Weak or absent culture of trust district-wide
New teachers low priority on principals' time
No common language about good teaching
Those giving feedback lack expertise
Feedback is experienced as isolated and/or evaluative events
Not connected to resources to improve
No breaks
Facilities inadequate
Environment not safe
TURNOVER RATES FOR NEW TEACHERS ARE HIGH AND NEW TEACHERS ARE NOT EFFECTIVE FAST ENOUGH
Processes not timely
Mismatch between teacher background and initial assignments
Lack of communication between prep programs and districts
Lack of information necessary for good school-teacher match
Lack of clarity around roles and responsibilities (e.g HR, principal, etc.)
Lack of collective responsibility for students and their achievement
"It's not my job"
Each new teacher invents curriculum
Inadequate time, resources and structures
No concept of arc of teacher dev
Not connected to student learning
Lack of coherence
Not differentiated by needs of individual teachers
INEFFECTIVE RECRUITING, HIRING & PLACEMENT SYSTEMS
LACK OF PROFESSIONAL COMMUNITY
INEFFECTIVE PROFESSIONAL DEVELOPMENT

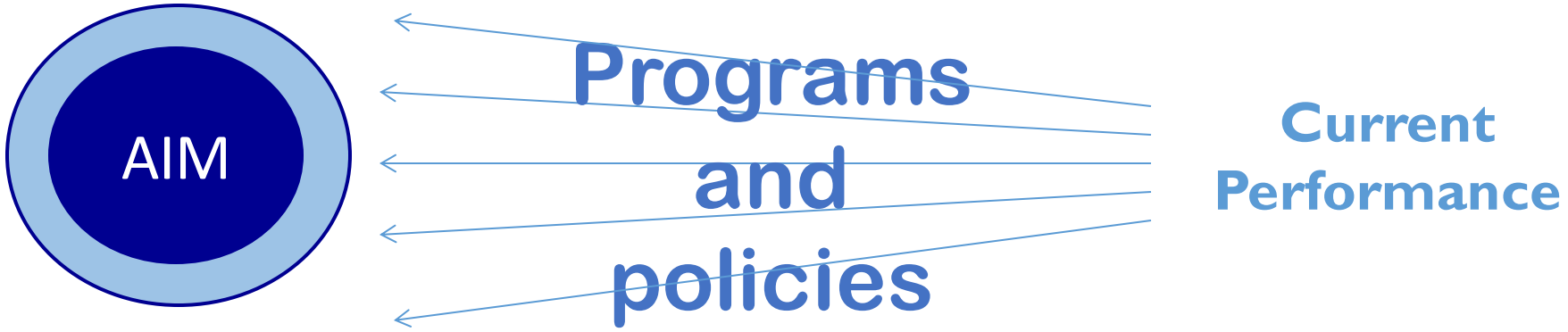

SYSTEM MAP
Instructional System
Reforming student COURSE PLACEMENT AND REGISTRATION PROTOCOLS
Minimizing COURSE SEQUENCE HURDLES
Articulating new LEARNING GOALS relevance + value
Challenging student & faculty BELIEFS ABOUT LEARNING MATHEMATICS
Targeting the SOCIAL ORGANIZATION OF CLASSROOMS to enhance student engagement
Embracing EVIDENCE-ANCHORED INSTRUCTIONAL DESIGN
Smoothing the path I: HS-CC ALIGNMENT
Smoothing the path II: TRANSFER REQUIREMENTS
Integrating SUPPORTS OUTSIDE OF CLASSROOM INSTRUCTION for student learning
Information Infrastructure
MONITORING IMPROVEMENT EFFORTS towards success
Focusing institutional RESEARCH ON INSTRUCTIONAL IMPROVEMENT
Creating a universal STUDENT-CENTRIC DATA SYSTEM
Strengthening DATA on STUDENT ENGAGEMENT & LEARNING
Student Support System
Strengthening STUDENT CONNECTIONS to college and a future
Integrating with ADVISING/ GUIDANCE FOR STUDENT SUCCESS Programs and processes
Building on-ramps to effectively TRANSITION students into college
Human Resource System
Attending explicitly to LEARNING TEACHING
ALLOCATING FACULTY RESOURCES for student success
HIRING FOR EFFECTIVE TEACHING
FACULTY EVALUATION for improving instruction
Governance
(affects all systems)
REFORMING INCENTIVES for improving teaching and learning
ALIGNING RESOURCES for student success
(Yellow)
Challenges at the Classroom Level
(Pink)
Challenges at the Organizational Level
(Green)
Challenges at the System/Field Level

What is the *work* of improvement?

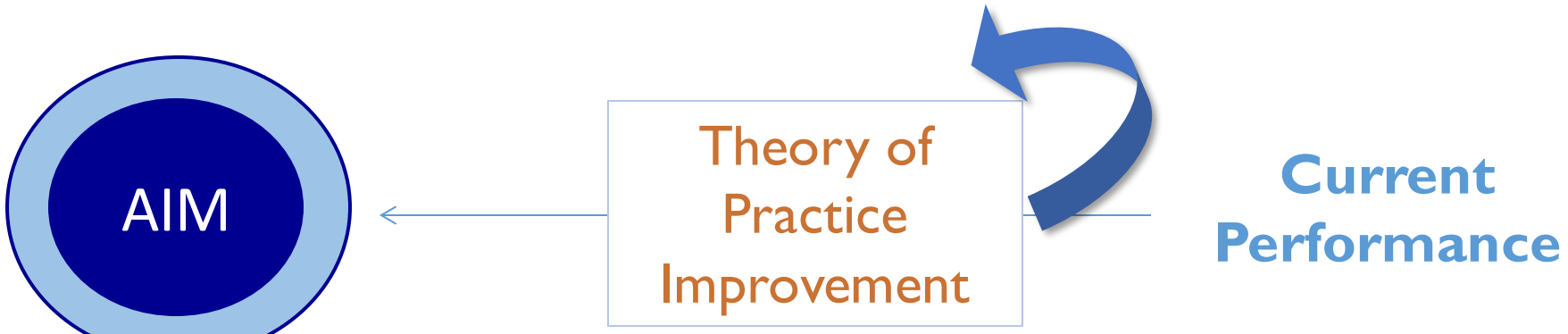


What changes could we introduce that would result in improvement? How do we test if interventions are effective and modify as needed?

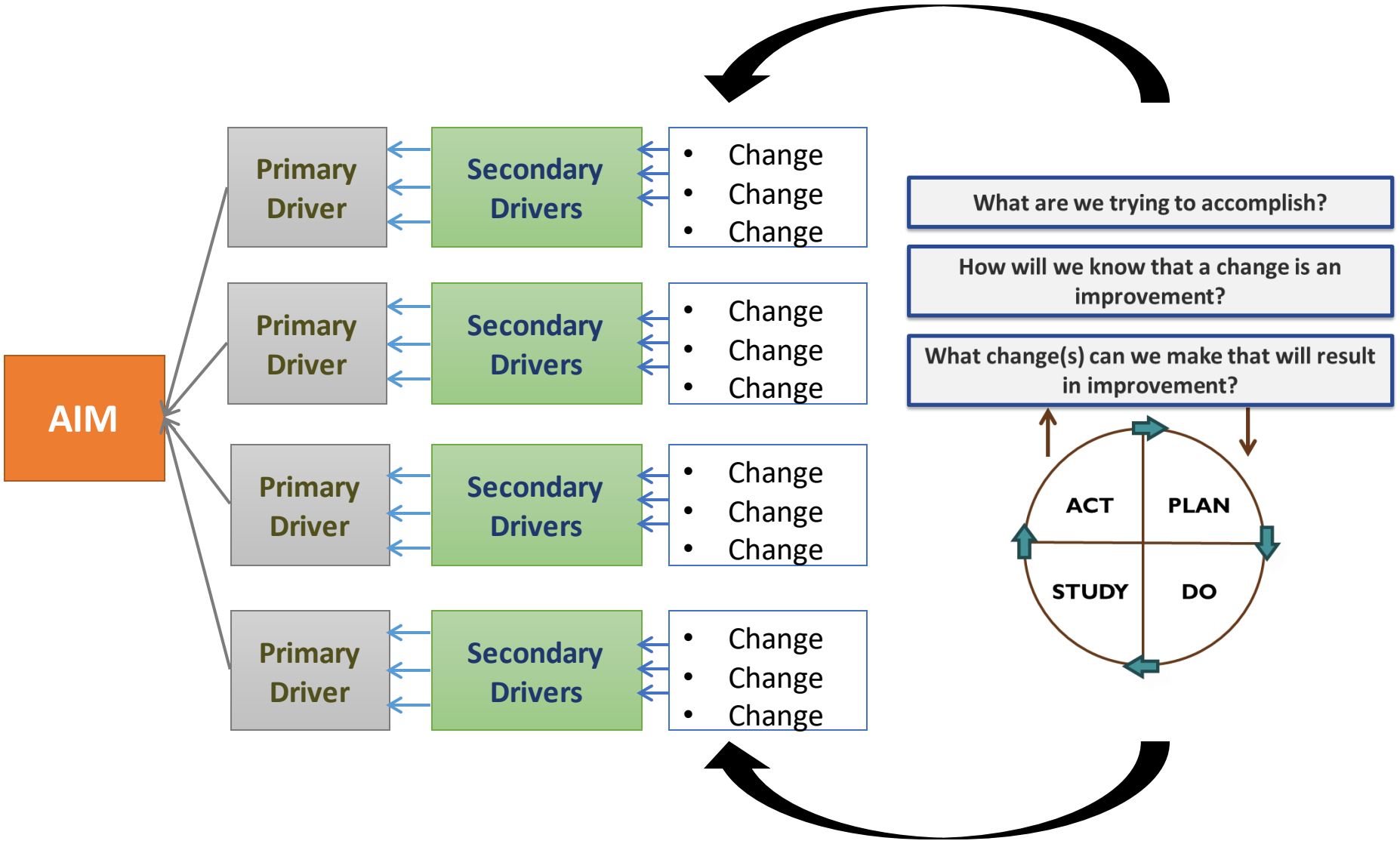
Moving from this…



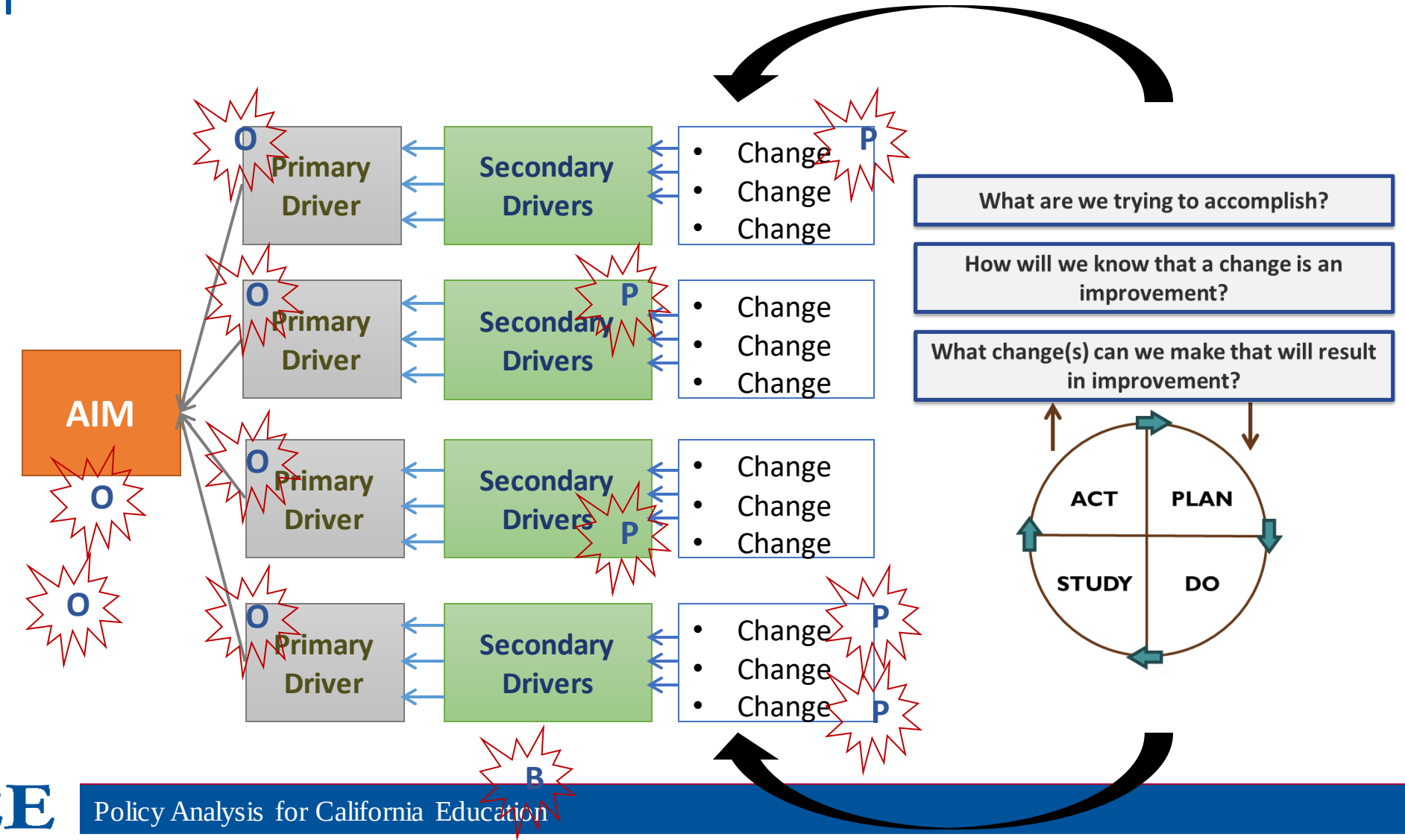
…to alignment and impact



"Probably wrong and definitely incomplete"

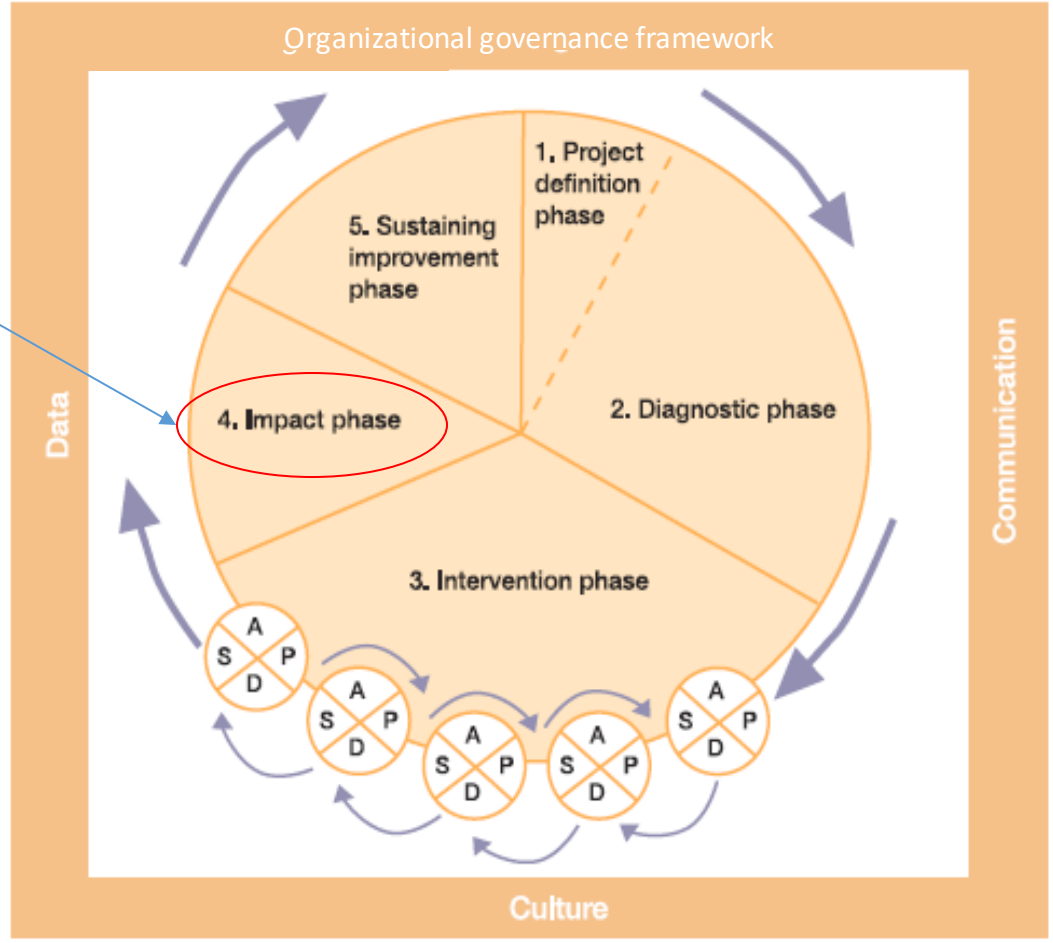

AIM
Primary Driver
Secondary Drivers
• Change
• Change
• Change
Primary Driver
Secondary Drivers
• Change
• Change
• Change
Primary Driver
Secondary Drivers
• Change
• Change
• Change
Primary Driver
Secondary Drivers
• Change
• Change
• Change
What are we trying to accomplish?
How will we know that a change is an improvement?
What change(s) can we make that will result in improvement?
ACT
PLAN
STUDY
DO

How do we know that a change is an improvement?



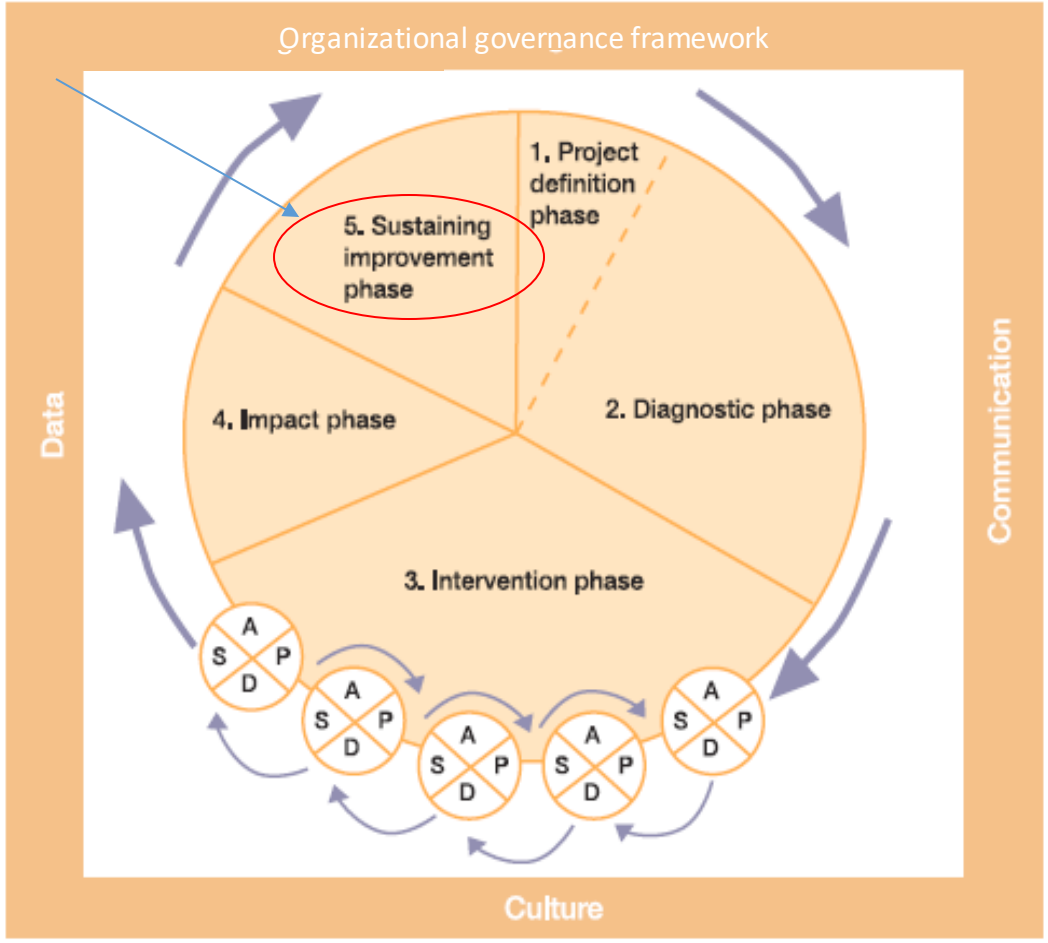
What is the *work* of improvement?

How do we effectively scale solutions across classrooms or schools and measure effectiveness?

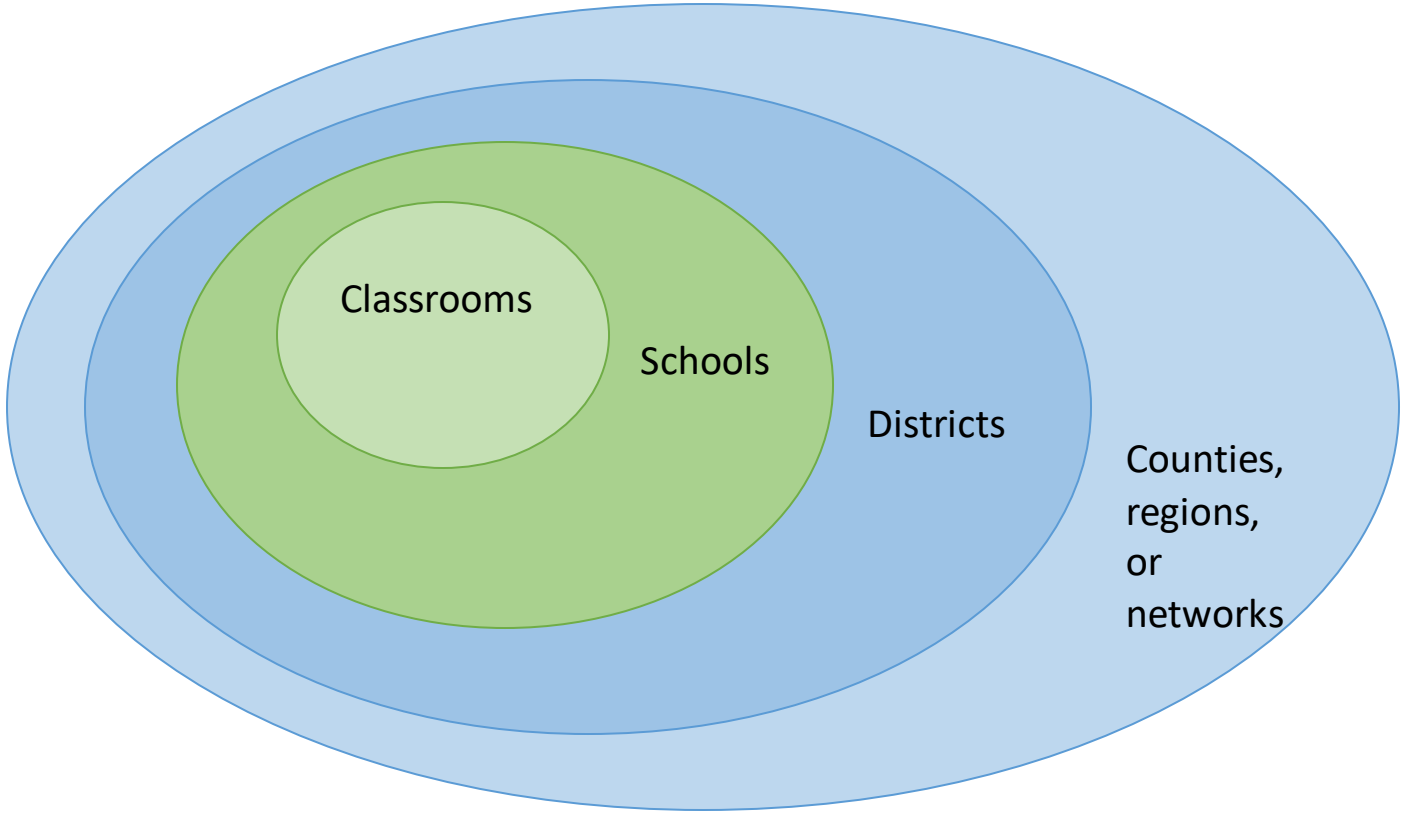


What is the *work* of improvement?

How do we monitor data to make sure the improvement persists across locations and over time?



In education, “improvement organizations” are often nested



Meredith Phillips
Associate Professor of Public Policy and Sociology, UCLA

@UCLALuskin

GETTING DOWN TO FACTS II

Making California Data More Useful for Educational Improvement

Meredith Phillips, UCLA
Sarah Reber, UCLA
Jesse Rothstein, UC Berkeley

February 2019

Berkeley UNIVERSITY OF CALIFORNIA

UCLA

CALIFORNIA POLICY LAB

LAERI
Los Angeles Education Research Institute

EdSource
HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

News article (5/17/18), headline: **California lacks system to track students through high school, college and workplace**

Education Insights Center

Colleen Moore and colleagues' excellent series of reports:

- **Gaps in Perspective: Who Should be Responsible for Tracking Student Progress Across Education Institutions**
- **California's Maze of Student Information: Education Data Systems Leave Critical Questions Unanswered**
- **Scaling Goodwill: The Challenges of Implementing Robust Education Data through Regional Partnerships**
- **A Hunger for Information: California's Options to Meet its Statewide Education Data Needs (June 2018)**

PPIC

- **Increasing the Usefulness of California's Education Data (Warren and Hough, 2013)**
- **Modernizing California's Education Data System (Jackson and Cook, Nov 2018)**

CALIFORNIA COMPETES
HIGHER EDUCATION FOR A STRONG ECONOMY

- **Out of the Dark: Bringing California's Education Data into the 21st Century (May 2018)**

Takeaways

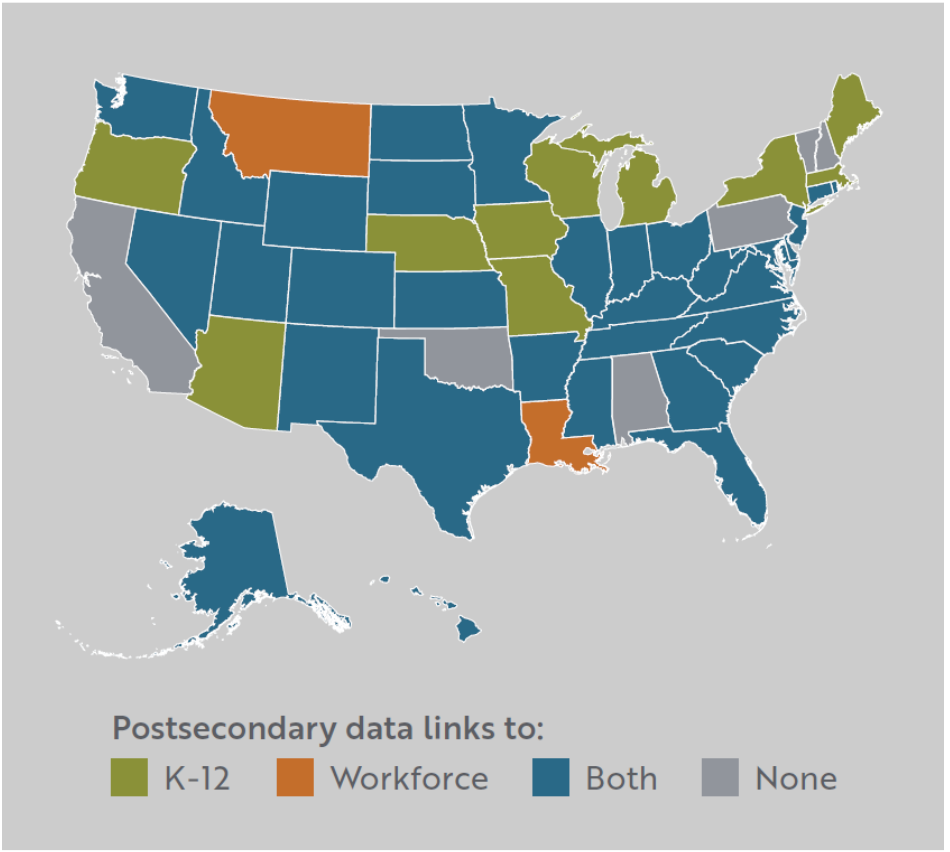
California lags well behind other states in linking data from various sources:

- Pre-K
- Higher education
- Work force
- Health and human services
- Criminal Justice

- Key states to learn from include:
  - Washington: Education Research and Data Center (ERDC)
    - K12, higher ed, workforce, criminal justice
  - Texas: Education Research Center (ERC)
    - K12, higher ed, workforce
  - Kentucky, Center for Education and Workforce Statistics (KCEWS)
    - Pre-K, K12, higher ed, workforce
  - Florida, Education Data Warehouse (EDW)
    - K12, higher ed, workforce

CALIFORNIA COMPETES
HIGHER EDUCATION FOR A STRONG ECONOMY

Figure 1: States with statewide integrated education data systems



Source: California Competes' aggregation of data from the State Higher Education Officers Association and the Education Commission of the States [2]

Takeaways

California has improved its education data systems considerably

California Department of Education
CALPADS
California Longitudinal Pupil Achievement Data System

Many local and regional CA collaborations currently link data, such as

Cal-PASSPlus
Partnership for Achieving Student Success

SILICON VALLEY REGIONAL DataTrust

LAERI
Los Angeles Education Research Institute

CORE DISTRICTS

EDUCATION EQUALS PARTNERSHIP

CALIFORNIA POLICY LAB

Takeaways

Linked longitudinal data are useful for:

Supporting continuous improvement efforts

Developing early warning indicators

Identifying “bright spots”/positive outliers to then learn from their practices

Evaluating policies and programs, including long-term effects

Coordinating service delivery

Statewide data have the potential to:

Provide access to information for smaller, non-urban districts

Facilitate state and district policy evaluations

Support mobile students

Statewide linked longitudinal data system would be more efficient

Avoids recreating the wheel for specific projects or regions

Local/regional efforts could use the state system as the base system and add in additional data

Political Support for a Statewide Linked System

State Legislature: Senate Bill 1224 Statewide longitudinal education and workforce data system (introduced Feb 2018, out of committee without further action Nov 2018)

Governor: Newsom's first budget proposal: $10 million for planning and initial stages of development of a longitudinal education data system, including early education, K-12, higher education, work force, and health and human services.

Open Questions about Design and Implementation

- **Where will it live?**
  - Revive California Postsecondary Education Commission?
  - Have CDE host it?
- **How frequently will the data be updated?**
  - Continuum from "real time" data to data uploaded at the end of each school term/annually
- **How will it be governed?**
  - Who will have access to which parts of the data?
  - What uses will be permitted?
  - What review process will be required before dissemination?
  - Will users be charged a fee?

  WA has governance structure that may provide a model

Implementation Challenges

- **Linking data**
  - Fuzzy matches (not appropriate for all uses but sufficient for many)
- **Politics**
  - Privacy concerns
  - Immigration enforcement concerns
  - Concerns about how data will be used and by whom (CA's past education wars make this more difficult)
- **Funding**– real-time data more expensive (with potentially more risk to privacy) than end-of-term-type data
  - $ key to ensuring data quality and use

Fast forward 5-10 years… Imagine CA has a linked longitudinal data system…

- Helpful and necessary for continuous improvement
- Not a magic bullet…**insufficient** for improving students' educational success or reducing disparities
  - Data collected for administrative purposes contain **only some of the information** needed to understand the source of problems and their potential solutions
  - Data need to be **made useful** to the relevant stakeholders (e.g., state policymakers, district leaders, school administrators, teachers, parents, students) so that the data can be acted on **wisely**
  - Data must lead to **thoughtful action** to be genuinely useful for improvement

Thanks!

Contact: Meredith.Phillips@ucla.edu

If interested in the research on college access, enrollment, graduation that my colleagues and I have been doing in partnership with LAUSD, see: laeri.org

Gabriela Mafi
Superintendent, Garden Grove Unified School District
@GGUSD

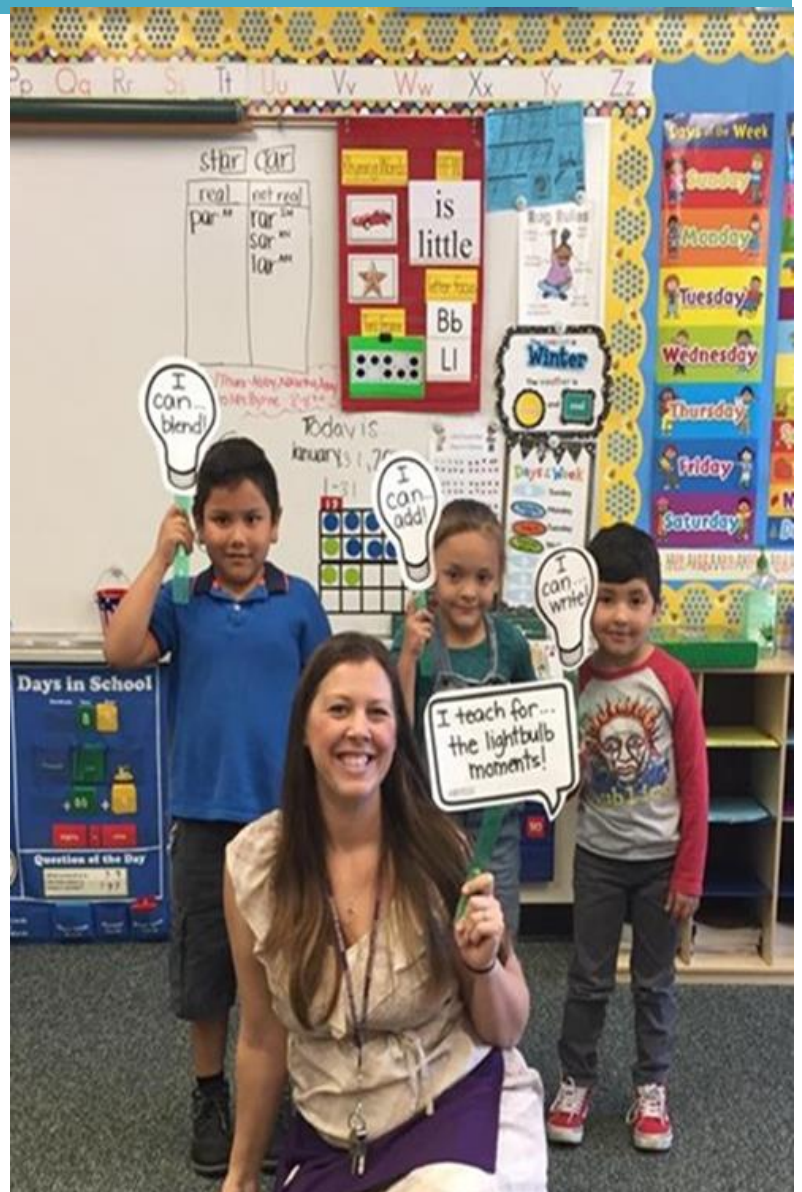
Getting Down to Facts II Conference

Use of Data to Ensure Equity

Gabriela Mafi
Garden Grove Unified School District

Garden Grove Unified School District

- 11th largest in California
  - 3rd in OC
- 43,446 students
- 67 Pre-K-12 schools
- 5,000 employees
- 70% free/reduced lunch
- Diverse ethnic population
  - 53% Latino
  - 33% Asian (27% Vietnamese)
  - 7.5% Caucasian
- 13% Special Education



The Garden Grove Way

OUR MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

OUR VISION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

GOAL 1: ACADEMIC SKILLS

SUBGOALS

Goal 1A: Academic Content
Goal 1B: Academic English
Goal 1C: Scholarly Habits

+

GOAL 2: PERSONAL SKILLS

Goal 2A: Motivation
Goal 2B: Socioemotional Well-being
Goal 2C: Climate

=

GOAL 3: LIFELONG SUCCESS

Goal 3A: College & Career Readiness
Goal 3B: College & Career Success

UNIFIED SCHOOL DISTRICT
GARDEN GROVE
UNIFIED SCHOOL DISTRICT
Choose GGUSD
Choose SUCCESS
PROUD
GGUSD
PARENT

FLORENCE AVE.
→1400 W.
WANTED
JUNK CARS
772 791
COMIC
289-3341
BRAIDS
SABRINA-757-1927
C·R ROOTER
DRAIN SERVICE
$19.99
213 733-0844
213 TAPING
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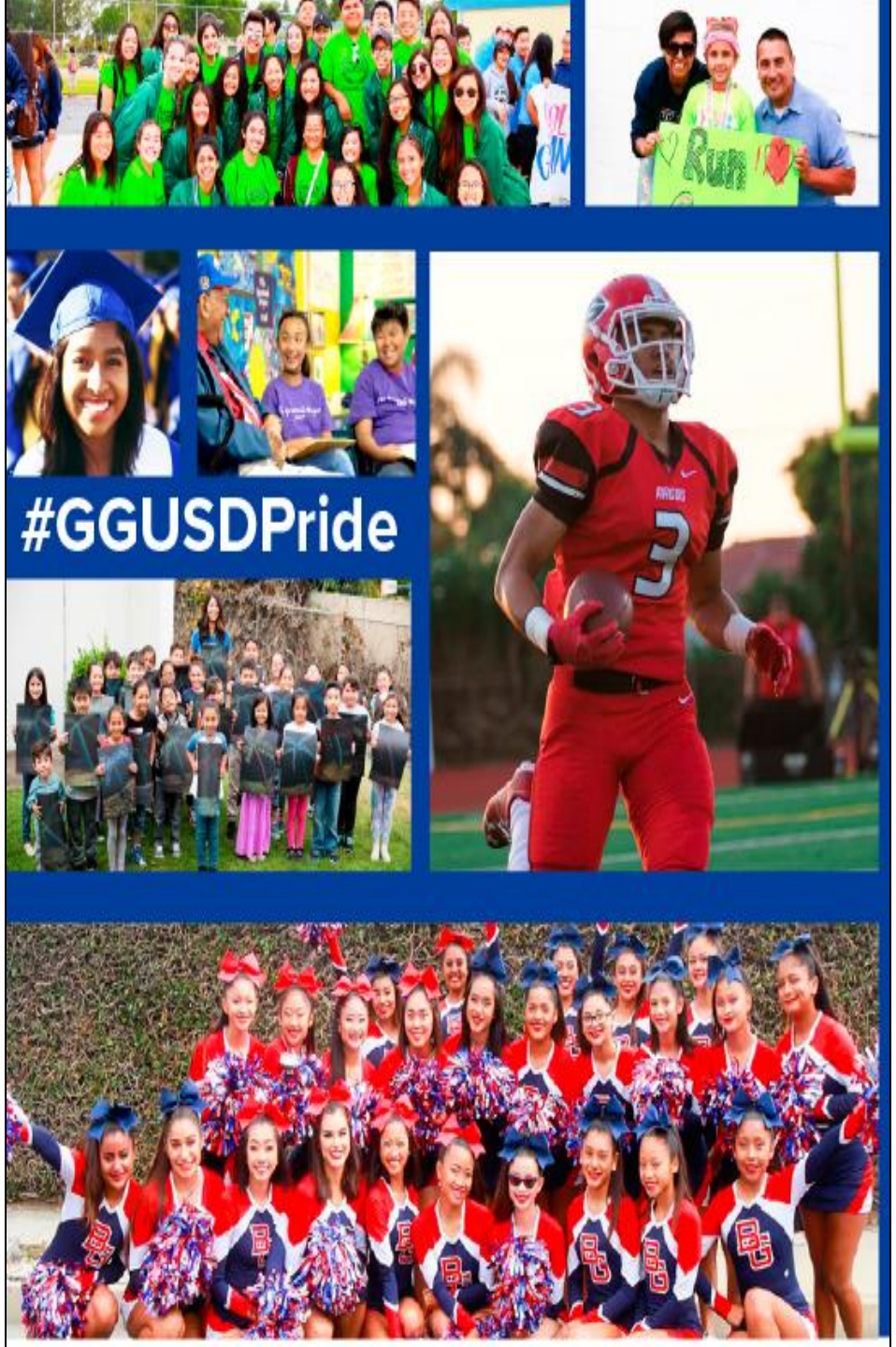
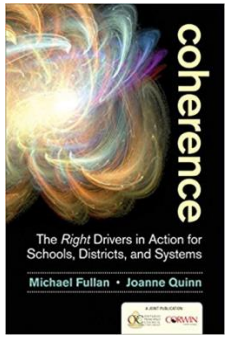


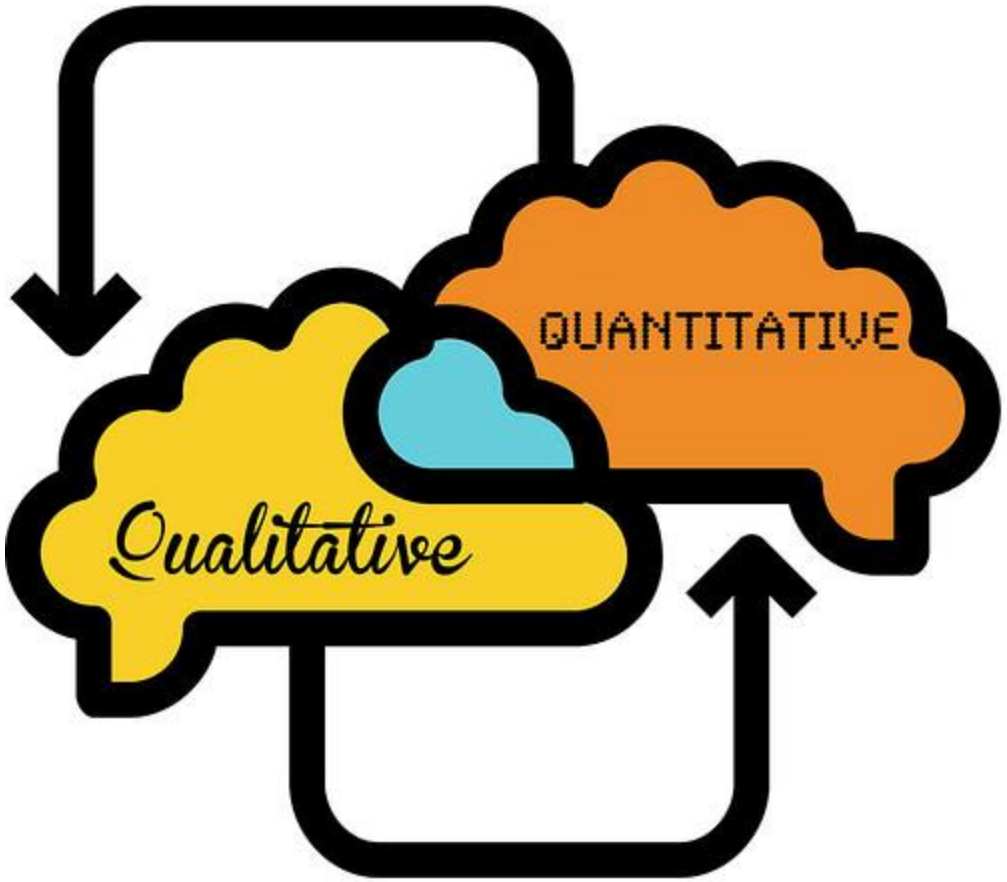
GGUSD PRIDE

- 2018 California Exemplary District
- 11 2018 K-6 Distinguished Schools
- Beat the state and match the county in SBAC
- Beat the state and county in graduation, a-g, advanced placement
- All 7 comprehensive high schools SILVER in US News & World Report rankings 2018
- Exemplars in
  - EL Roadmap
  - Coherence by Michael Fullan
- **2018 Advocacy Leadership Award:** Program/Initiative: Dual Language Immersion Program



Accountability

Data of all sorts…

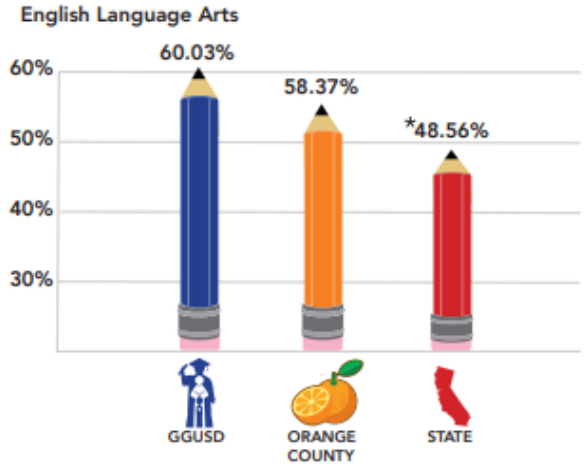


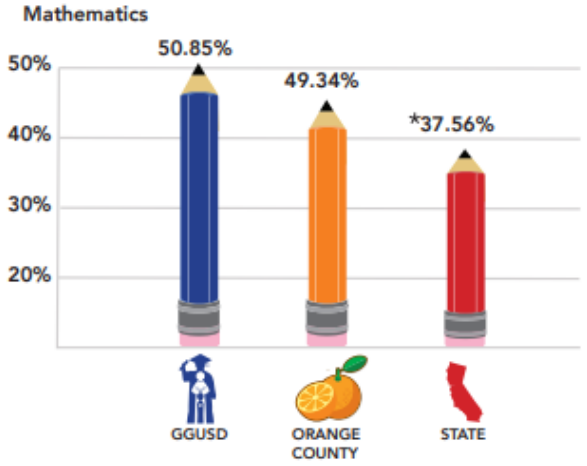
ACADEMIC SKILLS

All learners will develop the academic skills necessary for continual individual growth towards mastery of standards.

Academic Content • Academic English • Scholarly Habits

GGUSD *outperformed the county and state* in the percentage of students who met or exceeded standards on the California SBAC test.



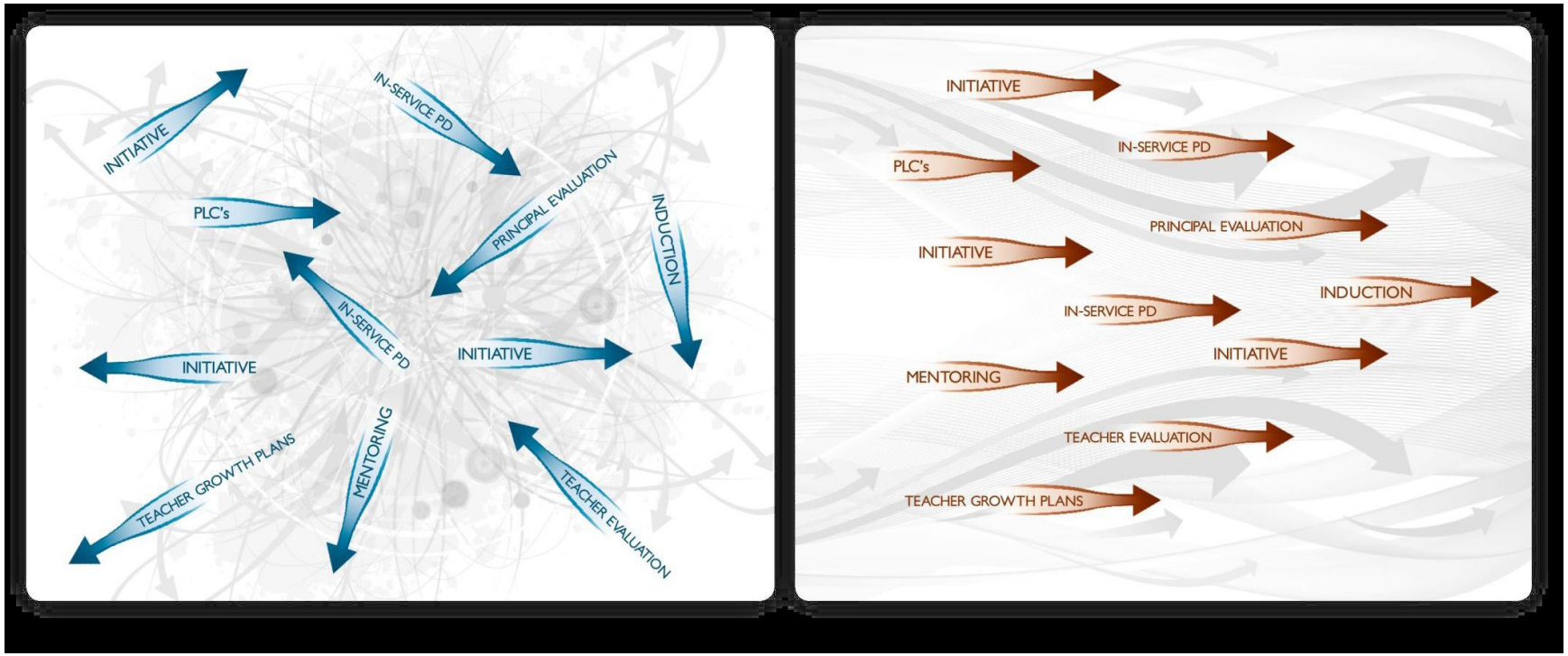


GGUSD's performance levels earned a positive rating on the California School Dashboard on four state indicators:

- *Graduation Rate*
- *English Learner Progress*
- *English Language Arts*
- *Mathematics*

California School DASHBOARD

Common Approach to Instruction

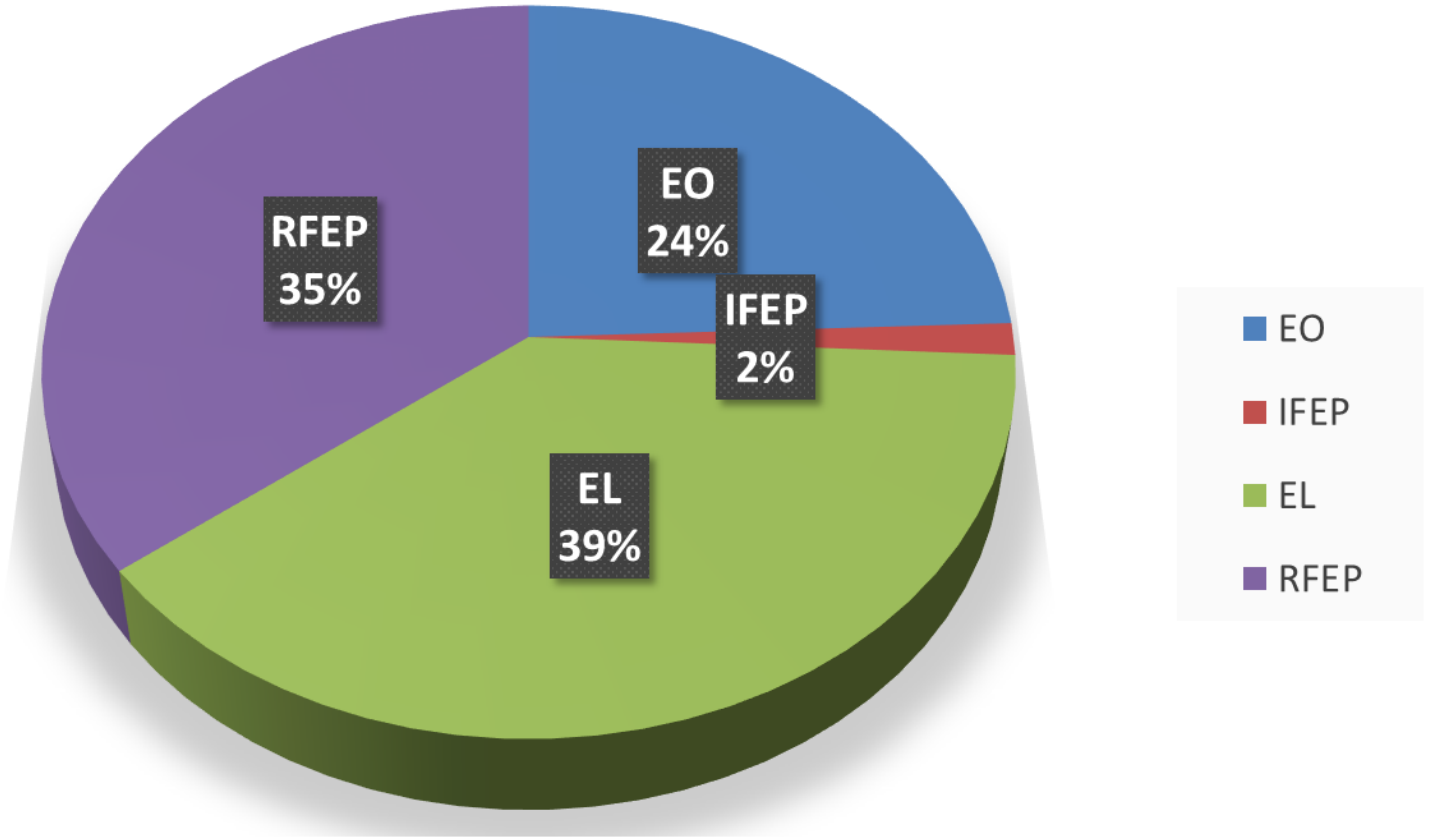


MISALIGNED SYSTEM
No Common Language or Model of Instruction

Marzano Research Laboratory

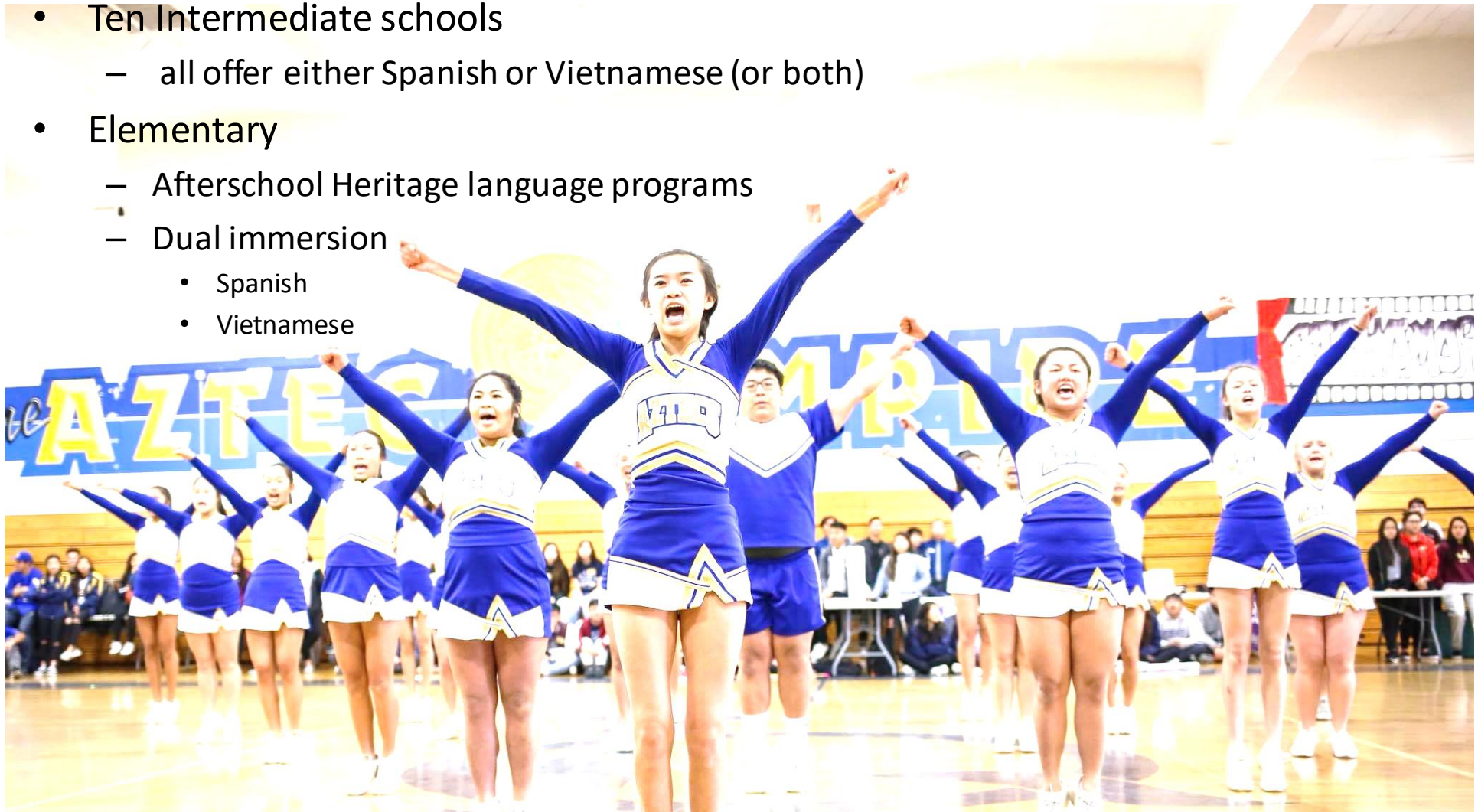
ALIGNED SYSTEM
Common Language or Model of Instruction

GGUSD Language Diversity



Heritage Languages

- Seven comprehensive high schools
  - each offer Heritage Spanish and Vietnamese and additional courses in world languages and culture/history
- Ten Intermediate schools
  - all offer either Spanish or Vietnamese (or both)
- Elementary
  - Afterschool Heritage language programs
  - Dual immersion
    - Spanish
    - Vietnamese



PERSONAL SKILLS

All learners will develop the personal skills necessary to achieve academic and social goals.

Motivation • Socio-Emotional Well Being • Climate & Culture

POSITIVE SCHOOL CULTURE

- **Fewer students** report having been bullied, **15% compared to 20%** last year.
- **Only 5%** of students state that they do not know how to report bullying at their school.
- GGUSD has implemented **district wide anonymous bullying reporting systems** to promote safe campuses.

PROUD TO BE GGUSD

99% of staff feel that adults across the district have positive professional relationships.

96% of staff agree that the district communicates in a variety of ways!

96% of parents, 92% of students, and 98% of employees say that they are proud to be a part of GGUSD.

GOAL 1
Academic Skills

+

GOAL 2
Personal Skills

=

GOAL 3
Lifelong Success

Goals 1(Academic Skills)
ALL LEARNERS WILL DEVELOP THE ACADEMIC SKILLS NECESARY FOR CONTINUAL INDIVIDUAL GROWTH TOWARDS MASTERY OF STANDARDS.

Goal 2 (Personal Skills)
ALL LEARNERS WILL DEVELOP THE PERSONAL SKILLS NECESSARY TO ACHIEVE ACADEMIC AND SOCIAL GOALS.

	Goal 1A	Goal 1B	Goal 1C	Goal 2A	Goal 2B	Goal 2C
Name	Academic Content	Academic English	**Scholarly Habits**	**Motivation**	Socioemotional Well-Being	Culture & Climate
Subgoal Description	*Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.*	*English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.*	**Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.**	**Students will demonstrate continued growth in their attitude towards learning.**	*Students will demonstrate continued growth in their attitude towards themselves and others.*	*Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.*
Definition	*Academic content areas include: Core 4 (ELA, Math, Science, History); Electives including World Languages, Visual & Performing Arts, Physical Ed, ROP/CTE, etc.*	*Includes ELD instruction in Academic English; SDAIE (developing Academic English in content areas).*	**Observable actions and behaviors (*not* beliefs or feelings) that produce improvements in academic achievement.**	**Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job or task, or to make an effort to attain a goal.**	*Skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*	*Quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.*
Implementation in GGUSD	*Instruction Offices and English Learner Programs* *District approved curriculum and instruction* *Established pacing and course outlines*		**Scope and Sequence:** **FAR Model**		*CASEL Model* *ww.casel.org*	*Climate surveys, California Safe and Supportive Schools (S^3), National School Climate Council (NSCC)*

GOAL 1C/2A: Kids can go FAR* with Scholarly Habits and Motivation!

A conceptual framework… not a curriculum

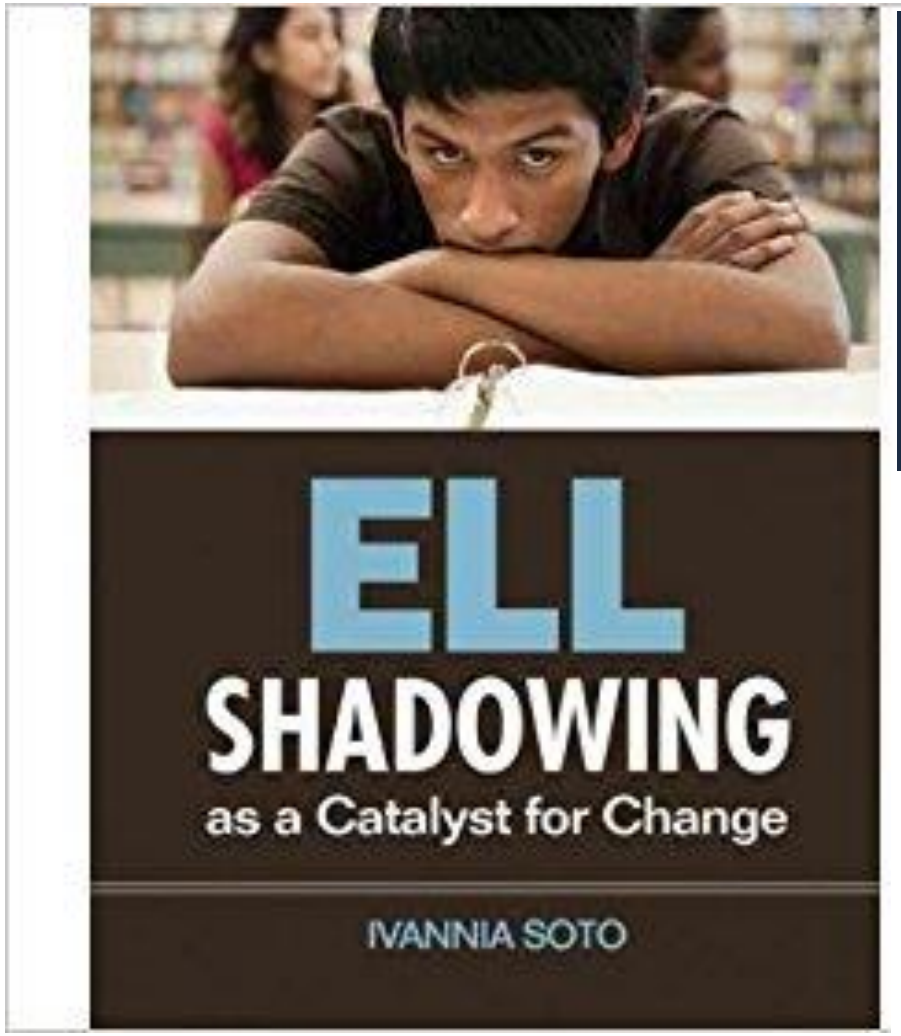
**FAR Framework developed by GGUSD 1C/2A Committee, adapted from research by Zimmerman.*

**FAR Graphic developed by Fine Arts Teachers and created by Eric Keawekane, Los Amigos.*

#GGUSD Pride! 98.2% of staff are proud to work in GGUSD.

- **97% of students agree that their teachers believe in them.**

Building Empathy and Understanding

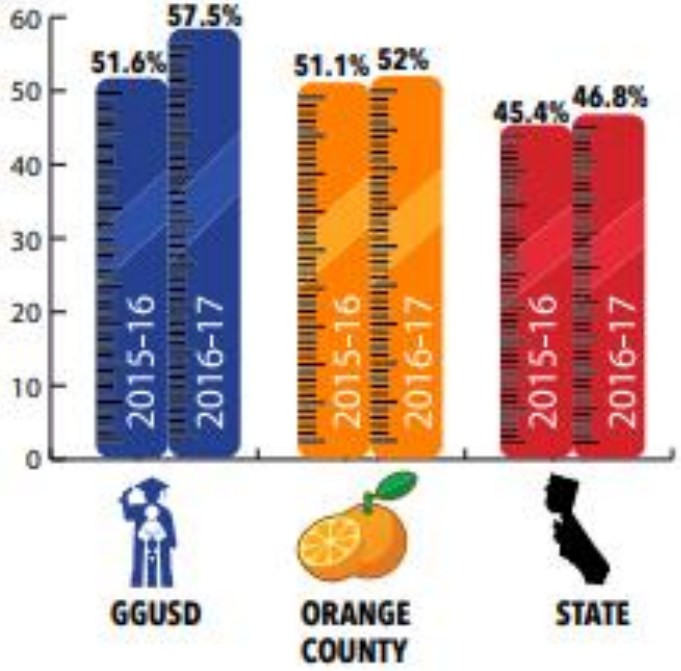


LIFELONG SUCCESS

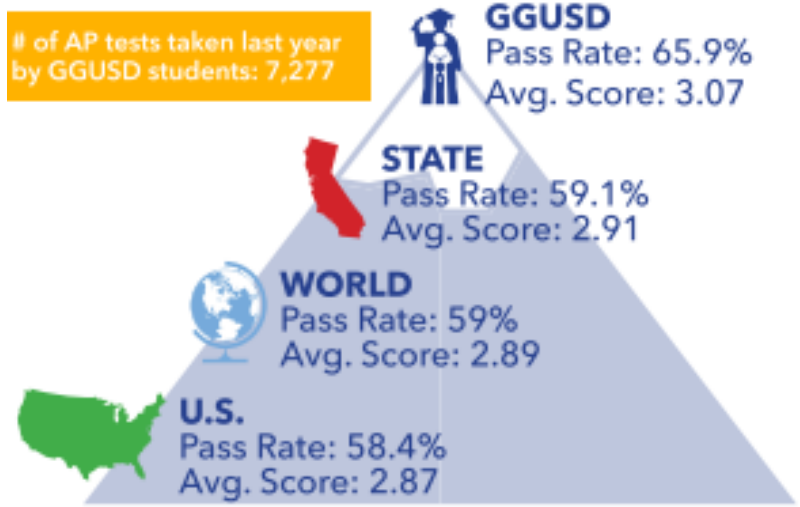
All learners will be prepared for lifelong success in their intended career paths.

COLLEGE & CAREER READINESS • COLLEGE & CAREER SUCCESS

GGUSD continues to soar as a leader in college readiness beating the county and state average in growth of high school seniors meeting rigorous a-g college entrance requirements.



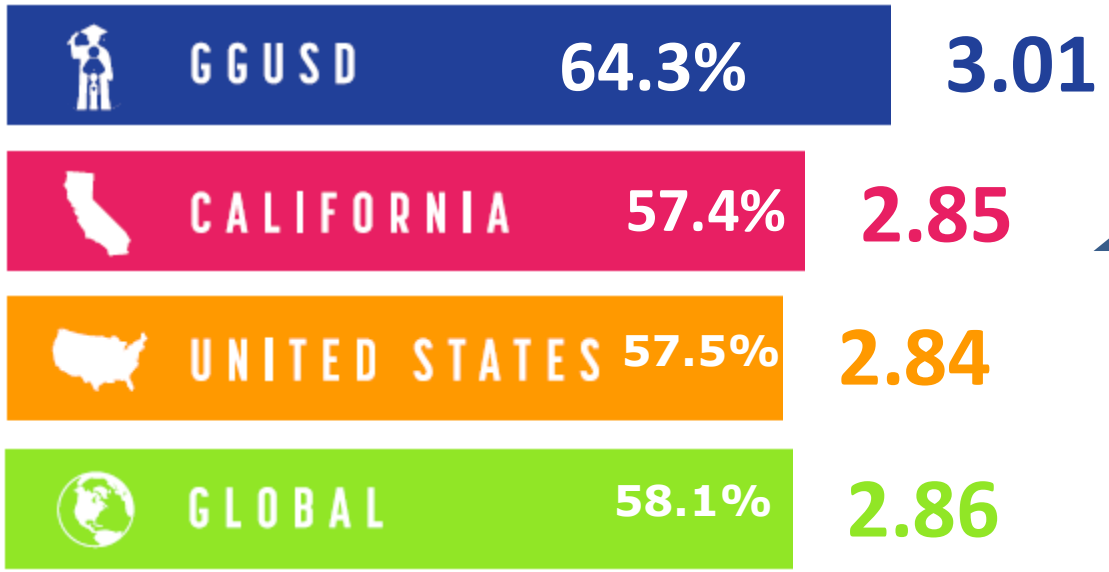
GGUSD students continue to excel in Advanced Placement courses and our AP pass rate continues to grow, beating the state, U.S., and world average.



COLLEGE & CAREER READINESS

Graduation Rate	2013	2014	2015	2016
GGUSD	89.2%	89.7%	91.8%	92.1
OC	87.5%	88.6%	90.0%	90.8%
CA	80.4%	81.0%	82.3%	83.2%

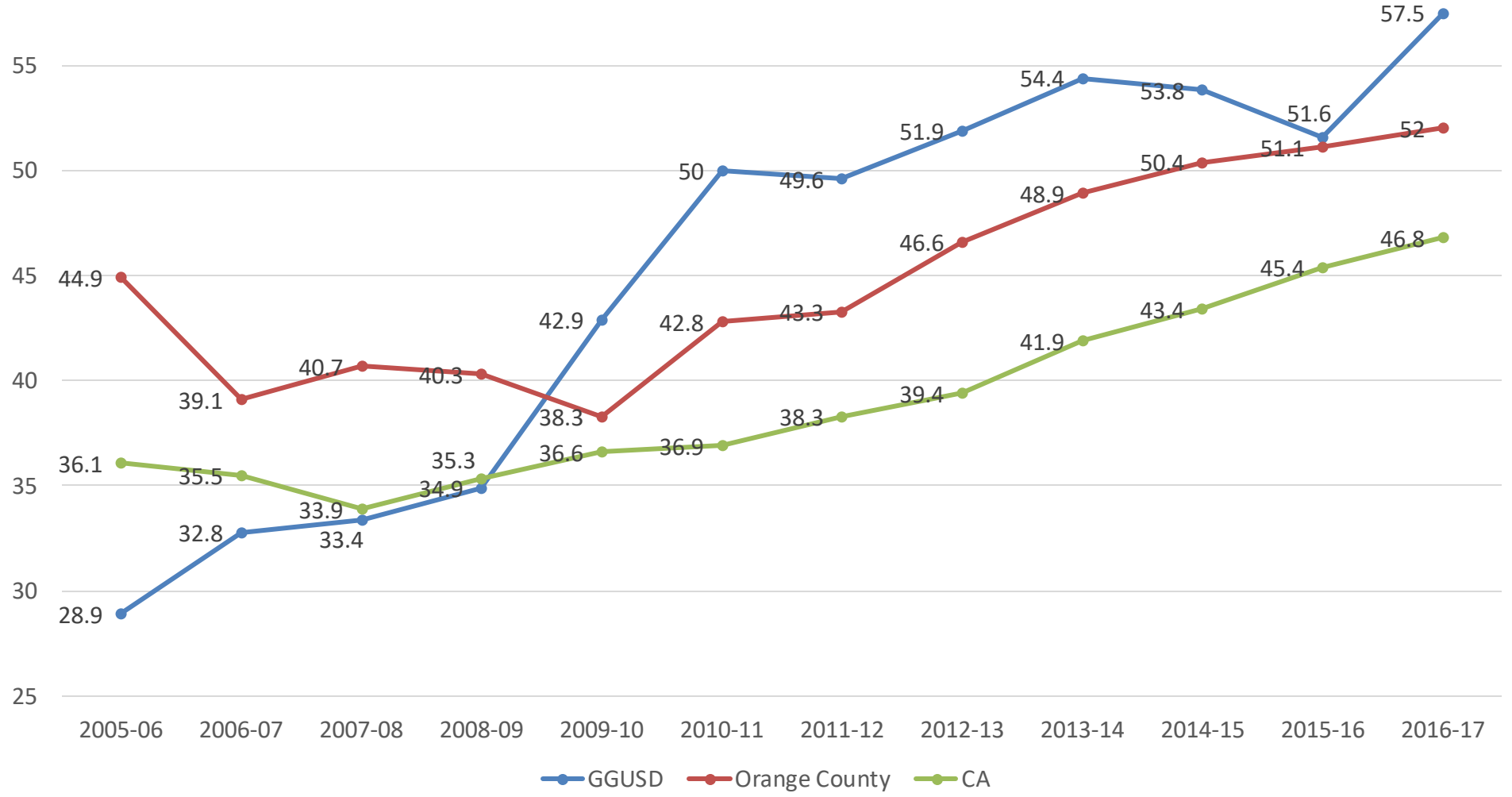
ADVANCED PLACEMENT (AP)



GGUSD AP Pass Rate and Average AP Score Up from prior year!

a-g Rates

2006 to 2017 Percentage A-G Growth - Yearly



AVID®

Decades *of* College Dreams

LATINOS UNIDOS

Commitment - Determination - Respect - Community - Familia

Must Address Grading

If you wanted to make just one change that would immediately reduce student failure rates, then the most effective place to start would be prevailing grading practices.

-Dr. Douglas B. Reeves

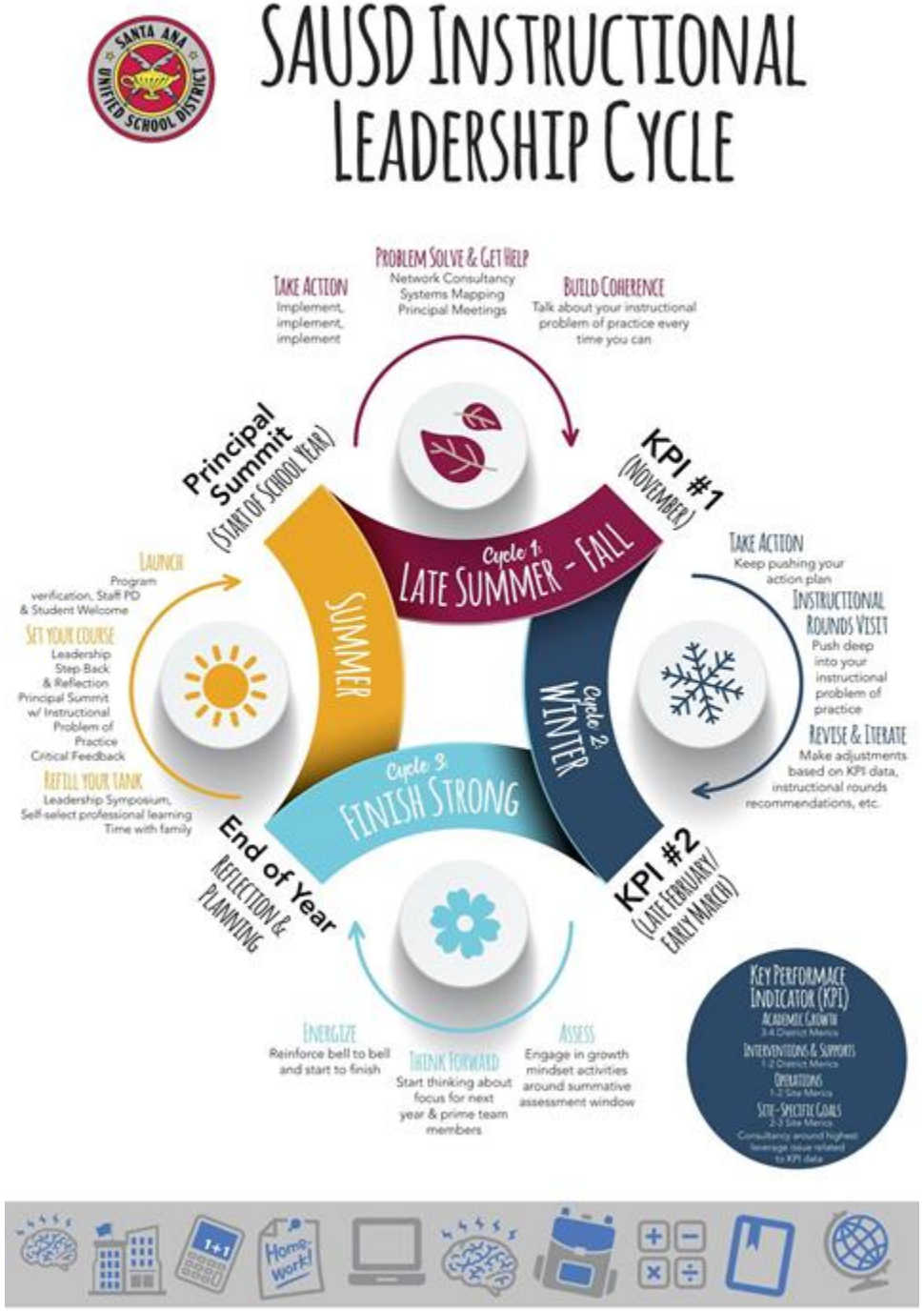
You Get What You Check

Daniel Allen
Assistant Superintendent of Teaching & Learning,
Santa Ana Unified School District

@schoolmadefresh @SantaAnaUSD

The Instructional Leadership Cycle

Building a transparent system of accountability & equity in a large urban school district



Instructional Leadership Cycle Overview

- Move towards a district culture of public, reflective practice
- Organizational theory rooted in improvement science
- Enhance structural alignment of multiple systems of accountability
- Alignment of instructional leadership investments
- Inform decision-making based on a more robust triangulation of data

Key Performance Indicators

- Clarity of expectations - at both the site and district level
- More inclusive of multiple stakeholders
- Professional collaboration across site/district
- Data driven discussions - mixture of quantitative and qualitative

Elementary KPI - 2018-19

School Name:

ILT Members:

Categories & Goals	KPI I - November					KPI II - February					2017-18	KPI III - Year End				
Goal 1 - Core Academic Program																
	Advanced	Proficient	Developing	Emerging	Notes	Advanced	Proficient	Developing	Emerging	Notes	Baseline	Advanced	Proficient	Developing	Emerging	Notes
All students make at least 1 year academic growth in Reading RIT	Evidence of quality whole group instruction in Benchmark Adelante/Advance (i.e. read aloud, shared reading, mini-lessons, etc.) in **more than 95% of classrooms**	Evidence of quality whole group instruction in Benchmark Adelante/Advance (i.e. read aloud, shared reading, mini-lessons, etc.) in **90-95% of classrooms**	Evidence of quality whole group instruction in Benchmark Adelante/Advance (i.e. read aloud, shared reading, mini-lessons, etc.) in **80-90% of classrooms**	Evidence of quality whole group instruction in Benchmark Adelante/Advance (i.e. read aloud, shared reading, mini-lessons, etc.) in **less than 80% of classrooms**		Evidence of quality teacher directed small group instruction in Benchmark Adelante/Advance (i.e. differentiated integrated ELD, leveled readers, texts for close reading, etc.) in **more than 95% of classrooms**	Evidence of quality teacher directed small group instruction in Benchmark Adelante/Advance (i.e. differentiated integrated ELD, leveled readers, texts for close reading, etc.) in **90-95% of classrooms**	Evidence of quality teacher directed small group instruction in Benchmark Adelante/Advance (i.e. differentiated integrated ELD, leveled readers, texts for close reading, etc.) in **80-90% of classrooms**	Evidence of quality teacher directed small group instruction in Benchmark Adelante/Advance (i.e. differentiated integrated ELD, leveled readers, texts for close reading, etc.) in **less than 80% of classrooms**							
	Fall Reading MAP administered to more than 98% of students	Fall Reading MAP administered to 95-98% of students	Fall Reading MAP administered to 90-95% of students	Fall Reading MAP administered to less than 90% of students		> 70% on track for 1 year growth in Reading RIT at Winter administration	55-70% on track for 1 year growth in Reading RIT at Winter administration	45-55% on track for 1 year growth in Reading RIT at Winter administration	< 45% on track for 1 year growth in Reading RIT at Winter administration		Baseline % from 2017-18 MAP Fall to Spring growth in Reading RIT	> 70% meet 1 year growth in Reading RIT	55-70% meet 1 year growth in Reading RIT	45-55% meet 1 year growth in Reading RIT	< 45% meet 1 year growth in Reading RIT	
	Fall DIBELS administered to more than 98% of students	Fall DIBELS administered to 95-98% of students	Fall DIBELS administered to 90-95% of students	Fall DIBELS administered to less than 90% of students		> 10% decrease in students in "intensive" from Fall to Winter DIBELS assessment	3-10% decrease in students in "intensive" from Fall to Winter DIBELS assessment	0-3% decrease in students in "intensive" from Fall to Winter DIBELS assessment	Increase in students in "intensive" from Fall to Winter DIBELS assessment		Baseline % change in intensive from 2017-18 DIBELS Fall to Spring	> 10% decrease in students in "intensive" from Fall to Spring DIBELS assessment	3-10% decrease in students in "intensive" from Fall to Spring DIBELS assessment	0-3% decrease in students in "intensive" from Fall to Spring DIBELS assessment	Increase in students in "intensive" from Fall to Spring DIBELS assessment	
All students make at least 1 year academic growth in Math RIT	Evidence of quality whole group instruction in Expressions w/ IMP (i.e. think aloud, mini-lesson, conceptual/procedural, etc.) in **more than 95% of classrooms**	Evidence of quality whole group instruction in Expressions w/ IMP (i.e. think aloud, mini-lesson, conceptual/procedural, etc.) in **90-95% of classrooms**	Evidence of quality whole group instruction in Expressions w/ IMP (i.e. think aloud, mini-lesson, conceptual/procedural, etc.) in **80-90% of classrooms**	Evidence of quality whole group instruction in Expressions w/ IMP (i.e. think aloud, mini-lesson, conceptual/procedural, etc.) in **less than 80% of classrooms**		Evidence of quality group work in Expressions w/ IMP (i.e. student to student academic discourse, group roles, etc.) in **more than 95% of classrooms**	Evidence of quality group work in Expressions w/ IMP (i.e. student to student academic discourse, group roles, etc.) in **90-95% of classrooms**	Evidence of quality group work in Expressions w/ IMP (i.e. student to student academic discourse, group roles, etc.) in **80-90% of classrooms**	Evidence of quality group work in Expressions w/ IMP (i.e. student to student academic discourse, group roles, etc.) in **less than 80% of classrooms**							
	Fall Math MAP administered to more than 98% of students	Fall Math MAP administered to 95-98% of students	Fall Math MAP administered to 90-95% of students	Fall Math MAP administered to less than 90% of students		> 70% on track for 1 year growth in Math RIT at Winter administration	55-70% on track for 1 year growth in Math RIT at Winter administration	45-55% on track for 1 year growth in Math RIT at Winter administration	< 45% on track for 1 year growth in Math RIT at Winter administration		Baseline % from 2017-18 MAP Fall to Spring growth in Math RIT	> 70% meet 1 year growth in Math RIT	55-70% meet 1 year growth in Math RIT	45-55% meet 1 year growth in Math RIT	< 45% meet 1 year growth in Math RIT	
						Evidence of			Evidence of							

2018-19 - KPI ILT Reflection Tool

The KPI Reflection Tool is designed for school Instructional Leadership Teams to engage in a data dive and reflection about their school's progress towards goals and prepare for the KPI visit

:00 - :30 - Goal Area #1 - Core Academic Program (30 minutes).

Reading RIT Growth - *Evidence of Quality Whole Group Instruction*

Option 1 - Walk classrooms. Members of the ILT, with permission of colleagues, could walk classrooms during dedicated ELA time and then discuss their sense of quality whole group instruction.

Option 2 - Self report - send out a survey asking staff members to self-assess the quality of their whole group instruction using the new ELA adoption materials.

Option 3 - ILT assessment - discuss perceived degree of quality amongst members of the ILT

Option 4 - Admin assessment - admin team discussed their perceived degree of quality

Reading RIT Growth - % *of MAP Assessment Administration*

Access the MAP dashboard on the SAUSD website
Click link: **% of MAP Assessment Administration**

Reading RIT Growth - % *of DIBELS Assessment Administration*

Access the MAP dashboard on the SAUSD website
Click link:**% of DIBELS Assessment Administration**

Math RIT Growth - *Evidence of Quality Whole Group Instruction*

Same Option #1-4 from Reading RIT Growth - *Evidence of Quality Whole Group Instruction* above

Math RIT Growth - % *of MAP Assessment Administration*

Access the MAP dashboard on the SAUSD website.
Click link: **% of MAP Assessment Administration**

English Learner Redesignation - *Evidence of Daily Designated ELD Instruction*

Same Option #1-4 from Reading RIT Growth - *Evidence of Quality Whole Group Instruction* above

2018-19 - KPI Visit Protocol

The KPI visit occurs twice during the school year, once in November, and once in February. The visit is facilitated by the KPI lead in partnership with the school principal, and is designed to engage participants in a reflection on progress made towards district and site goals.

KPI Visit participants - Ideally, the KPI visit will include site administrators, members of the site Instructional Leadership Team (ILT), the KPI lead and team members, as well as any other key stakeholders in the school's progress (i.e. dashboard coaches, ELD coordinators, etc.). A complete team encourages broader ownership of school outcomes beyond site administrators.

By November 1st and February 1st - District staff provides KPI leads and site leaders with access to KPI sheet for each individual school. KPI lead and site leaders calendar date and time for the KPI visit.

Prior to the day of the KPI visit - the school ILT will complete a self-reflection and fill out the KPI data rubric. For any quantitative measures, the SAUSD Research & Evaluation department will be supporting with a data dashboard where teams can access data. At the request of the ILT, KPI leads can work with the team when questions arise with regards to the status of KPIs.

Personalization - teams may need to adjust the order of activities to maximize participation in the visit. For example, a team might tour classrooms during the last 30 minutes of school and hold the meeting after school to maximize ILT participation.

KPI Visit Agenda:

:00 - :10 - Introductions & Welcome (10 minutes). Distribute copy of the completed data rubric to all participants.

:10 - :15 - Individual review (5 minutes). All participants are provided time to review the data rubric, noting areas of strength, areas of improvement, and questions that surface as they review the data.

:15 - :25 - What do you see? (10 minutes). The data dive begins with team members taking turns describing what they see in the data. This first analysis is objective in nature - no judgement or inference! Team members are encouraged to give descriptive statements about what they see on the data rubric - "I see that goal #3 has three boxes in yellow," "I see that goal area #2 has more green than other categories," etc. This is a quick whip around and all members are encouraged to name 1 - 2 things that they see in the data.

:25 - :40 - Strengths (15 minutes). Participants engage in a conversation focused on what they see in the data that suggests strength, success, and clear progress towards achieving goals outlined in the KPIs. This is a time for genuine recognition and celebration. Clarifying questions are encouraged to surface potential explanations for success - "what do you think you are doing that is resulting in x?"

2018-19 - Summit Protocol

The principal summit is the public face of your plans for improvement and formally launches you into the instructional leadership cycle. The view from the summit captures your vision for your school, and lays out your strategic improvement plan to address the focus areas outlined in the KPIs.

1:00 - 1:05 - Determine the order for your summits (in assigned rooms) and assign a time keeper. Our suggestion is to give a 5 minute and 1 minute warning

1:05 - 1:25 - Summit #1 - Presentation (20 minutes)

1:25 - 1:35 - Summit #1 - Q&A (10 minutes)
All participants should feel welcome to ask questions - KPI Lead & team members, as well as fellow principals.

1:35 - 1:43 - Summit #1 - "Wows & Wonders" Feedback (10 minutes)
Go around the room, each person gives a piece of "wow" feedback - something that impressed them or got them thinking about how they can improve their own work. Positive feedback. Then go around again for "wonder" feedback - a question or something that wasn't quite clear enough or could use further explanation. The presenter does not respond or answer questions during the "wows & wonders" feedback, just listens.

1:43 - 1:45 - Summit #1 - Reflect Back (2 minutes)
A quick opportunity for the presenter to reflect on what they heard and their overall experience.

1:45 - 2:05 - Summit #2 - Presentation (20 minutes)
2:05 - 2:10 - Summit #2 - Q&A (10 minutes)
2:10 - 2:18 - Summit #2 - "Wows & Wonders" Feedback (8 minutes)
2:18 - 2:20 - Summit #2 - Reflect Back (2 minutes)

2:20 - 2:30 - Break

2:30 - 2:50 - Summit #3 - Presentation (20 minutes)
2:50 - 3:00 - Summit #3 - Q&A (10 minutes)
3:00 - 3:08 - Summit #3 - "Wows & Wonders" Feedback (8 minutes)
3:08 - 3:10 - Summit #3 - Reflect Back (2 minutes)

Summit #4 only for those groups with 4 principals presenting. Intermediate Principals who finish early should be released to return to schools for Back to School Night. Others who finish earlier are encouraged to work independently until we reconvene at 4 pm.

3:10 - 3:30 - Summit #4 - Presentation (20 minutes)
3:30 - 3:40 - Summit #4 - Q&A (10 minutes)
3:40 - 3:48 - Summit #4 - "Wows & Wonders" Feedback (8 minutes)
3:48 - 3:50 - Summit #4 - Reflect Back (2 minutes)

Principal Summit

- Introduction of the school community, demographics, unique history and school identity
- Analysis of previous year KPI data
- Presentation of improvement plan for upcoming school year

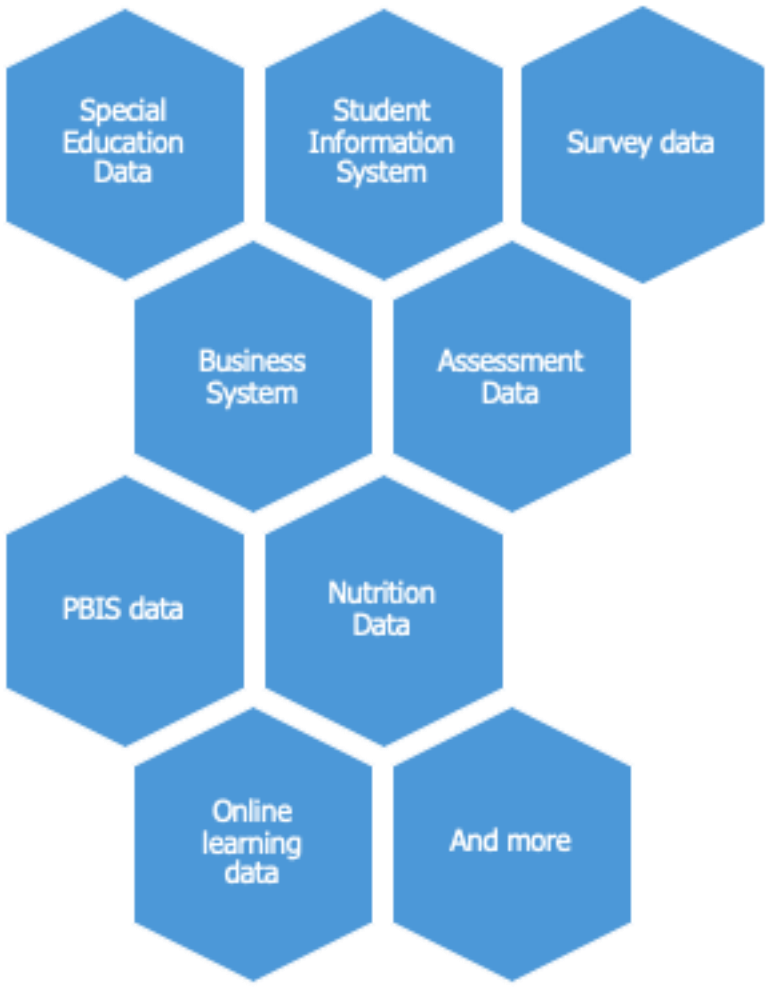
Instructional Rounds

- A process of professional practice
- Learning to describe & identify effective teaching practice
- Opportunity to dive into an instructional problem of practice & learn
- Collaboration to create coherence
- A community of practice where we expect to learn from and push each other.

SAUSD Instructional Leadership Cycle

Instructional Rounds Agenda - Monday 5/7/2018		
8:00 - 8:30 am	Arrival/Breakfast - Rm. 218	
8:30 - 9:40 am	Welcome & Introduction to Rounds • Overview of Rounds • Problem of Practice (POP) • Classroom Observations - learning to see	
9:40 - 9:50 am	Break	
9:50 - 11:05 am	Classroom Observations - what do you observe related to the POP?	
	Group A - Name 1, Name 2, Name 3, Name 4 9:55-10:15 - Room (Teacher-Grade/Subject) 10:15-10:30 - Room (Teacher-Grade/Subject) 10:30-10:45 - Room (Teacher-Grade/Subject) 10:50-11:05 - Room (Teacher-Grade/Subject)	Group B - Name 1, Name 2, Name 3, Name 4 9:55-10:15 - Room (Teacher-Grade/Subject) 10:15-10:30 - Room (Teacher-Grade/Subject) 10:30-10:45 - Room (Teacher-Grade/Subject) 10:50-11:05 - Room (Teacher-Grade/Subject)
	Group C - Name 1, Name 2, Name 3, Name 4 9:55-10:15 - Room (Teacher-Grade/Subject) 10:15-10:30 - Room (Teacher-Grade/Subject) 10:30-10:45 - Room (Teacher-Grade/Subject) 10:50-11:05 - Room (Teacher-Grade/Subject)	Group D - Name 1, Name 2, Name 3, Name 4 9:55-10:15 - Room (Teacher-Grade/Subject) 10:15-10:30 - Room (Teacher-Grade/Subject) 10:30-10:45 - Room (Teacher-Grade/Subject) 10:50-11:05 - Room (Teacher-Grade/Subject)
11:05 - 11:15 am	Break	
11:15 - 11:35 am	**DESCRIBE** – Descriptive data-stickies • Read through your notes (individual) • Copy all observations relevant to the POP on individual post-it notes (individual) • Share descriptions of evidence each team member saw that pertains to the POP (group)	
11:35 - 12:30 pm	**ANALYZE** – Affinity Protocol • What patterns emerge? (group) • How might you group evidence that makes sense of the problem of practice? (group)	
12:30 - 1:15 pm	Lunch	
1:15 - 1:45 pm	**PREDICT** – Developing Predictions based on analysis • What cognitive work is the student actually being asked to do - what could you predict as the genuine learning task?	
1:45 - 2:30 pm	**Next Level of Work** – What will push CAT to higher levels of academic expectations? • Propose solutions & recommendations	
2:30 - 3:00 pm	Final Thoughts & Debrief	

Current environment of data



- Data collection & analysis has proliferated over the past several years
- Data are stored in various databases and systems, often not connected to one another
- Data analysis and reporting are limited by analyst's time and capacity

Data Warehouse

- One place to integrate data from disparate sources
- Stores current and historical data in one place
- Commonly integrated with a dashboard tool for analysis and reporting

Questions?

Discuss:

"What are the implications of these research findings and practices for my work?"

USC Rossier School of Education
Center on Education Policy, Equity and Governance

PACE
Policy Analysis for California Education

GETTING DOWN TO FACTS II