Data use for improvement and accountability

Getting Down to Facts II: Implications for Southern California
February 22, 2019
Los Angeles, California
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
How familiar are you with continuous improvement?
Using data for improvement

Continuous improvement

Data driven decision-making

Improvement science
http://gettingdowntofacts.com/
https://www.edpolicyinca.org/projects/core-pace-research-partnership
What is continuous improvement?

“constant and unrelenting”

“steady progress”

“without interruption”

VISION

GAP

CURRENT REALITY
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 Culture
- Continuous Improvement Methodologies
- 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?

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Homeless</th>
<th>Socioeconomically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?
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?
What is the work of improvement?

Why are we getting the outcomes we are currently getting?
WEAK RELATIONSHIP WITH PRINCIPAL

- Lack of attention to relational practices in the induction and development of principals.
- Weak or absent culture of trust district-wide
- High principal turnover
- New teachers low priority on principals' time
- Processes not timely
- Mismatch between teacher background and initial assignments
- Lack of communication between prep programs and districts

INADEQUATE FEEDBACK

- No common language about good teaching
- Feedback is experienced as isolated and/or evaluative events
- Those giving feedback lack expertise
- Not connected to resources to improve
- “It's not my job”
- Lack of collective responsibility for students and their achievement
- Inadequate curriculum
- Inadequate time, resources and structures
- Not connected to student learning

POOR WORKING CONDITIONS

- No breaks
- Facilities inadequate
- Environment not safe
- Lack of coherence
- Not differentiated by needs of individual teachers

TURNOVER RATES FOR NEW TEACHERS ARE HIGH AND NEW TEACHERS ARE NOT EFFECTIVE FAST ENOUGH

- Turnover rates for new teachers are high
- New teachers are not effective fast enough
- Low priority on principals' time
- Weak or absent culture of trust district-wide

INEFFECTIVE RECRUITING, HIRING & PLACEMENT SYSTEMS

- Lack of information necessary for good school-teacher match
- Lack of clarity around roles and responsibilities (e.g. HR, principal, etc.)

LACK OF PROFESSIONAL COMMUNITY

- Lack of professional community
- No concept of arc of teacher dev
- Not connected to student learning

INEFFECTIVE PROFESSIONAL DEVELOPMENT

- Inadequate time, resources and structures
- No concept of arc of teacher dev
- Not connected to student learning
### Instructional System

- Reforming student COURSE PLACEMENT AND REGISTRATION PROTOCOLS
- Articulating new LEARNING GOALS relevance + value
- Targeting the SOCIAL ORGANIZATION OF CLASSROOMS to enhance student engagement
- Smoothing the path I: HS-CC ALIGNMENT
- Smoothing the path II: TRANSFER REQUIREMENTS

### Information Infrastructure

- Minimizing COURSE SEQUENCE HURDLES
- Challenging student & faculty BELIEFS ABOUT LEARNING MATHEMATICS
- Embracing EVIDENCE-ANCHORED INSTRUCTIONAL DESIGN
- Integrating SUPPORTS OUTSIDE OF CLASSROOM INSTRUCTION for student learning

### Student Support System

- Monitoring IMPROVEMENT EFFORTS towards success
- Creating a universal STUDENT-CENTRIC DATA SYSTEM
- 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
- Faculty EVALUATION for improving instruction

### Governance

- Reforming INCENTIVES for improving teaching and learning
- Aligning RESOURCES for student success

### Challenges at the Classroom Level

- Challenges at the Classroom Level

### Challenges at the Organizational Level

- Challenges at the Organizational Level

### Challenges at the System/Field Level

- Challenges at the System/Field Level

---

**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”
```
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
Making California Data More Useful for Educational Improvement

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

February 2019
News article (5/17/18), headline: California lacks system to track students through high school, college and workplace

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

California has improved its education data systems considerably

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

- Cal-PASS Plus
- Silicon Valley Regional Data Trust
- CORE Districts
- LAERI
- 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
Use of Data to Ensure Equity
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**

<table>
<thead>
<tr>
<th>GOAL 1: ACADEMIC SKILLS</th>
<th>GOAL 2: PERSONAL SKILLS</th>
<th>GOAL 3: LIFELONG SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1A: Academic Content</td>
<td>Goal 2A: Motivation</td>
<td>Goal 3A: College &amp; Career Readiness</td>
</tr>
<tr>
<td>Goal 1B: Academic English</td>
<td>Goal 2B: Socioemotional Well-being</td>
<td>Goal 3B: College &amp; Career Success</td>
</tr>
<tr>
<td>Goal 1C: Scholarly Habits</td>
<td>Goal 2C: Climate</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**SUBGOALS**
- Goal 1A: Academic Content
- Goal 1B: Academic English
- Goal 1C: Scholarly Habits
- Goal 2A: Motivation
- Goal 2B: Socioemotional Well-being
- Goal 2C: Climate
- Goal 3A: College & Career Readiness
- Goal 3B: College & Career Success
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

ANNUAL REPORT

GARDEN GROVE WAY

Garden Grove Unified School District is proud of its enduring record of academic excellence. Winner of the Broad Prize for Excellence in Education, Garden Grove is leading the way among large California districts with an API of 83 percent. This exceptional success is a reflection of the work of our teachers, staff, students, parents, and community.

The key to our success is our award-winning schools, in which teachers are our own children, always putting their needs first. Our deep commitment to excellence is expressed in this new Strategic Plan that was developed interactively with parents, students, and staff. Our Vision and Mission statements below establish what we are all working toward. Following the pages that follow, you will be introduced to our three new district goals and four district initiatives for annually sharing our successful results with all stakeholders.

GUARD The Garden Grove Way

O ur Vision

We are committed to be successful and contribute to the community.

O ur Mission

We are committed to preparing all students to be successful and responsible citizens who contribute to the local and global community.

Our results

We are proud of the Garden Grove Way having a stronger district and more successful students. Our goal is to collaborate with parents, community staff in working together toward our goals. This is accomplished by sharing highlights of our work in segments each year in The Garden Grove Way Annual Report. We welcome updates about our district’s culture and verify that from more than 44,000 students, parents, and staff who participated in our annual survey.

Our Road Map

The Garden Grove Way Strategic Plan was finalized the 2016-2017 school year so the district read our goals, reviewed and deliver our progress along the plan in our student-centered options and 1-plan, 3-goals.

Developing relationships with students, parents, and Garden Grove Way Strategic Plan’s focus on a four initiatives five priority goals.

Academics: #1 - Personalized Learning: #1 - Utilizing

Our Results

We are proud of the Garden Grove Way having a stronger district and more successful students. Our goal is to collaborate with parents, community staff in working together toward our goals. This is accomplished by sharing highlights of our work in segments each year in The Garden Grove Way Annual Report. We welcome updates about our district’s culture and verify that from more than 44,000 students, parents, and staff who participated in our annual survey.

Guaranty The Garden Grove Way

O ur Vision

We are committed to preparing all students to be successful and responsible citizens who contribute to the local and global community.

O ur Mission

We are committed to preparing all students to be successful and responsible citizens who contribute to the local and global community.

Our Road Map

The Garden Grove Way Strategic Plan was finalized the 2016-2017 school year so the district read our goals, reviewed and deliver our progress along the plan in our student-centered options and 1-plan, 3-goals.

Developing relationships with students, parents, and Garden Grove Way Strategic Plan’s focus on a four initiatives five priority goals.

Academics: #1 - Personalized Learning: #1 - Utilizing

O ur Results

We are proud of the Garden Grove Way having a stronger district and more successful students. Our goal is to collaborate with parents, community staff in working together toward our goals. This is accomplished by sharing highlights of our work in segments each year in The Garden Grove Way Annual Report. We welcome updates about our district’s culture and verify that from more than 44,000 students, parents, and staff who participated in our annual survey.

GUARD The Garden Grove Way

O ur Vision

We are committed to preparing all students to be successful and responsible citizens who contribute to the local and global community.

O ur Mission

We are committed to preparing all students to be successful and responsible citizens who contribute to the local and global community.

Our Results

We are proud of the Garden Grove Way having a stronger district and more successful students. Our goal is to collaborate with parents, community staff in working together toward our goals. This is accomplished by sharing highlights of our work in segments each year in The Garden Grove Way Annual Report. We welcome updates about our district’s culture and verify that from more than 44,000 students, parents, and staff who participated in our annual survey.

Each year, the Garden Grove Unified School District OUSD publishes an annual report to provide our community with a snapshot of the progress we are making with our Strategic Plan, The Garden Grove Way. Our district continues to take great strides to advance our three Strategic goals of supporting all students with academic skills and personal skills needed for thriving success. Since our launch in 2015-2016, the Garden Grove Way Strategic Plan has helped our new to serve our students and to improve our programs among 5,000 employees.

The 2017-2018 Annual Report’s complete listing academic data along with the current feedback from 44,000 students, parents, and staff who participated in our annual survey. Our comprehensive report highlights the district’s vision and shares our progress as we work to the next steps.

When compared to other districts in Orange County and across California, OUSD continues to see as a leader in college readiness. We are committed to ongoing improvement to give our more than 44,000 students every opportunity to achieve lifelong success in the 21st century.
Data of all sorts...
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
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

- RFEP: 35%
- EO: 24%
- IFEP: 2%
- EL: 39%

Legend:
- EO
- IFEP
- EL
- RFEP
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.
<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>GOAL 2</th>
<th>GOAL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Skills</td>
<td>Personal Skills</td>
<td>Lifelong Success</td>
</tr>
</tbody>
</table>

### GOAL 1 (Academic Skills)
All learners will develop the academic skills necessary for continual individual growth towards mastery of standards.

#### Goal 1A
Name: Academic Content
Subgoal Description: Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
Definition: Academic content areas include: Core 4 (ELA, Math, Science, Social Studies), Electives including World Languages, Visual & Performing Arts, Physical Education, etc.
Implementation in GUSD: Instruction Offices and English Learner Programs, District approved curriculum and instruction, Established pacing and course outlines.

#### Goal 1B
Name: Academic English
Subgoal Description: Students will demonstrate continued growth in proficiency of Academic English and being designated English Language Proficient.
Definition: Includes ELD instruction in Academic English; SDAIE (developing Academic English in content areas).

#### Goal 1C
Name: Scholarly Habits
Subgoal Description: Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
Definition: Observable actions and behaviors (not beliefs or feelings) that produce improvements in academic achievement.

#### Goal 1D
Name: Motivation
Subgoal Description: Students will demonstrate continued growth in their attitude towards learning.
Definition: 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.

### GOAL 2 (Personal Skills)
All learners will develop the personal skills necessary to achieve academic and social goals.

#### Goal 2A
Name: Socioemotional Well-Being
Subgoal Description: Students will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
Definition: 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.

#### Goal 2B
Name: Culture & Climate
Subgoal Description: Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
Definition: Quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

### Scope and Sequence: FAR Model
- CASEL Model
- www.casel.org
- Climate surveys, California Safe and Supportive Schools (5), 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
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.

GGUSD Pass Rate: 65.9%
Avg. Score: 3.07

STATE Pass Rate: 59.1%
Avg. Score: 2.91

WORLD Pass Rate: 59%
Avg. Score: 2.91

U.S. Pass Rate: 58.4%
Avg. Score: 2.87

# of AP tests taken last year by GGUSD students: 7,227
COLLEGE & CAREER READINESS

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGUSD</td>
<td>89.2%</td>
<td>89.7%</td>
<td>91.8%</td>
<td>92.1%</td>
</tr>
<tr>
<td>OC</td>
<td>87.5%</td>
<td>88.6%</td>
<td>90.0%</td>
<td>90.8%</td>
</tr>
<tr>
<td>CA</td>
<td>80.4%</td>
<td>81.0%</td>
<td>82.3%</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

ADVANCED PLACEMENT (AP)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>3.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGUSD</td>
<td>64.3%</td>
<td></td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>57.4%</td>
<td>2.85</td>
</tr>
<tr>
<td>UNITED STATES</td>
<td>57.5%</td>
<td>2.84</td>
</tr>
<tr>
<td>GLOBAL</td>
<td>58.1%</td>
<td>2.86</td>
</tr>
</tbody>
</table>

GGUSD AP Pass Rate and Average AP Score Up from prior year!
a-g Rates

2006 to 2017 Percentage A-G Growth - Yearly
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
2018-19 - KPI ILT Reflection Tool

The KPI ILT 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.

06:00 - 07:30 - 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 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:

06:00 - 07:10 - Introductions & Welcome (10 minutes). Distribute copy of the completed data rubric to all participants.

07:15 - 08:15 - 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.

08:15 - 08:25 - 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 judgment 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 wrap around and all members are encouraged to name 1-2 things that they see in the data.

08:25 - 09:40 - 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. Outliers in the KPIs. This is a time for genuine recognition and celebration. Clarifying questions are encouraged to surface potential explorations 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 - 3:05 - Summit #3 - “Wows & Wonders” Feedback (5 minutes)

3:05 - 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 - 3:20 - Summit #4 - Presentation (20 minutes)

3:20 - 3:30 - Summit #4 - Q&A (10 minutes)

3:30 - 3:38 - Summit #4 - “Wows & Wonders” Feedback (8 minutes)

3:38 - 3:40 - 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.
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?”