SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#___9.2____

Meeting Date: April 24, 2014

Subject: **Guide to Success Overview: District and Site**

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Accountability

Recommendation: None

Background/Rationale:
The Sacramento City Unified School District (SCUSD) Guide to Success (GTS) will provide a set of qualitative and quantitative outcomes designed to reflect the district's department performance and a school's student achievement. In SCUSD, the GTS is a means to:

1) Establish a common vision tied to data, and the creation of goals for performance and achievement that provide resources at the right level to best support growth and development;
2) Align our organization's processes, initiatives, and policies with a common vision; a primary focus that 100% of graduates leave our system college and career ready by 2020, such that no other initiative will detract attention or resources away from accomplishing this goal;
3) Set clear expectations and understanding of roles, responsibilities and outcomes;
4) Provide the tool that allows employees at all levels to continuously monitor effectiveness, efficiency and progress towards meeting achievement targets, creating a supportive system that places personnel in positions where they can be successful, whether in front of students, in leadership or support roles; and
5) Offer resources/opportunities to ensure time, money, personnel, and materials are allocated to meet the common vision. Provide all necessary stakeholders with real-time modifications and resources, as well as a knowledge sharing and gathering process that allows for best practices to be captured and replicated across our school district.

Financial Considerations:
Grants support professional learning, tool development, and instructional materials, but GTS is also driven by the work of our public education volunteers.

Documents Attached:
1. Executive Summary
2. Guide to Success Site Beta Dashboard Example

Estimated Time of Presentation: 40 minutes
Submitted by: Teresa Cummings, Ph.D., Chief Accountability Officer
Approved by: Sara Noguchi, Ed.D., Interim Superintendent

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I. Overview of the Guide to Success

Purpose
For years, Sacramento City Unified has relied on Standardized Testing and Reporting (STAR) data, Adequate Yearly Progress (AYP), and Academic Performance Index (API) as the primary measure of a school's progress, with no clear way to measure district performance. However, feedback from teachers, principals, families, and students have emphasized that these measures alone do not capture student performance and progress, nor do they account for the performance and progress of district departments. SCUSD has responded to this concern by developing the Guide to Success (GTS), which will look at multiple measures to paint a more accurate picture of the whole child and to provide clear, measurable targets for district achievement. These measures are especially relevant because they were authentically developed by the staff and community that this district serves. As such, the Guide to Success provides a more comprehensive body of evidence and a more informative view of how much of an impact our schools are having on students from year to year.

Deliverables
The SCUSD Guide to Success will provide a set of qualitative and quantitative outcomes designed to reflect achievement. The overall goals of the Guide to Success are to promote continuous improvement and excellence in teaching and learning, as well as provide students with the necessary knowledge, skills, mindsets and experiences to be college and career ready. The Sacramento City Unified School District (SCUSD) Guide to Success (GTS) will provide a set of qualitative and quantitative outcomes designed to reflect the district's department performance and a school's student achievement. In SCUSD, the GTS is a means to:

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Process
The development of the Guide to Success began in July 2013. The process started through the formation of a Design Team composed of teachers, principals, parents, community members, and district staff. This team focused on developing an initial document to begin the feedback process, later breaking into two teams: Community and Design. Between September and December, two cycles of public engagement were conducted by the Community Planning Process Team, with that feedback directing modifications from the Design Team. A third cycle followed, targeting experts in different areas of the Guide to Success to provide technical input on the development of the tool.

Functionality
The Guide to Success was developed to give schools a more comprehensive, data-driven picture of their performance over the course of the year. By including a variety of metrics that allow a school to see multiple perspectives of a child's education, the Guide to Success is a tool that educators can use to focus on key levers for student achievement. Traditionally, schools have had to look at testing data and then search for answers as to what made their students perform well or struggle. The Guide to Success will provide educators with ongoing snapshots of school performance throughout the year and provide real-time feedback to guide resource allocation, professional development, and decision-making.

The Guide to Success is also a way to capture the district's performance towards the objectives outlined in the Strategic Plan. In order to do that, the Guide to Success must include significant district priorities including Social-Emotional Learning, Common Core, the Graduate Profile, and Sacramento Pathways.
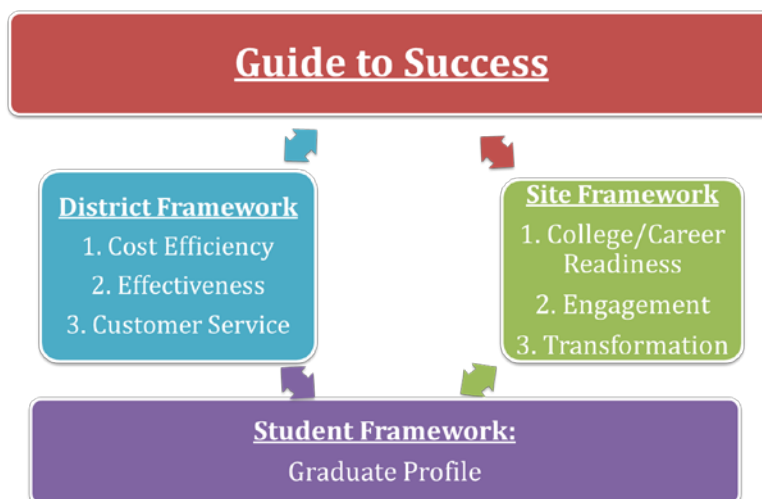
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Product
The District Guide to Success focuses on the key areas that were most prioritized by the community:
- **Effectiveness:** How effective the department is in meeting the stated goal or achieving the intended outcome for its work
- **Customer Service:** How satisfied the "customer" is and how well does the department serves the customer needs
- **Cost Efficiency:** How much the department maximizes its funding

The Site Guide to Success is linked to the district's Strategic Plan:
- **Career and College Readiness:** Measures how prepared a child is for college and for the work environment, focusing on grade level academic proficiency and *application of* SEL skills
- **Engagement:** Measures more of holistic indicators of schools and is the primary place to look at factors beyond academics.
- **Transformation:** Measures the growth of students in the majority of metrics from Career and College Readiness; also looks at the achievement gap and cohorts of children.

II. Driving Governance

At the heart of accountability is the need to be able to answer the fundamental question: how are we doing? The district's Strategic Plan 2010-14 is the outline of the District's vision. The Guide to Success strategically focuses on how we can effectively measure our performance on these goals.

III. Budget

The budget that supports the development and implementation of the Guide to Success covers professional learning, tool development, and instructional materials, but is largely driven by the work of volunteers. Sources of funding for this work (exclusive of staff time) are provided through grants.

Stuart Foundation Funding • Consulting and best practice advisement; development of tools • Materials and Supplies for the PEV work • Travel expenses (ex. mileage, site visits)	$75,000
In-Kind Donations from CRPE • Development of the GTS Metric Tool • Coaching Support and Advisement *Approximate Value of Contributions: $125,000	$0.00
Total	**$75,000**

IV. Goals, Objectives and Measures

The district is fully committed to implementing a performance management framework designed to provide professional development tools and resources for sites and for families. The district is similarly committed to creating a system that allows departments to transparently account for performance throughout the year, allowing for more data-driven conversations linked to funding decisions and resource allocation models.

The objectives of this work is twofold:
- District Guide to Success: Hold the district accountable to providing exceptional service to best support schools and students
- Site Guide to Success: Look at site performance using a comprehensive set of indicators

As a measurement tool, the Guide to Success will provide district departments with metrics specific to effectiveness, customer service, and cost efficiency. Because each department encompasses a unique function within the district, the metrics will vary from team to team. However, there are some metrics that will be measured across all departments:

- Effectiveness: Percent completion of data and percent accuracy of data
- Customer Service: Percent satisfaction of end-user
- Cost Efficiency: Department costs per $1,000 spent

As a measurement tool, the Guide to Success will provide sites with specific points of data on 20 different metrics. See below for a copy of what will be measured on the Site Guide to Success:

GUIDE TO SUCCESS FRAMEWORK OVERVIEW				
Area of Interest	**Indicator**	**Indicator Number**	**Measure**	
CAREER AND COLLEGE READINESS (8 total metrics)	**1. State Academic Performance** (4 metrics)	1.A.1	Common Core "proficiency" in ELA	
		1.A.2	Common Core "proficiency" in Math	
		1.A.3	Common Core "proficiency" in Next Generation Science	
		1.A.4	Common Core "proficiency" in History-Social Sciences	
	2. Post High School Preparation (3 secondary, 1 elementary metrics)	1.B.1	8th grade cohort who graduate*	
		1.B.2	Enrollment and passing rates in AP/IB/dual-credit/college prep courses	
		1.B.3	On-track to meeting UC/CSU requirements (a-g)*	
		1.B.4	K-2 Literacy Assessment (Team desires to move to PK-12)	
	3. 21st Century Skills (1 metric)	1.C.1	Student Guide to Success (averages)	
		1.C.2	*Student Portfolios – Pending*	
ENGAGEMENT (6 total metrics)	**4. Attendance** (2 metrics)	1.D.1	Chronic absenteeism	
		1.D.2	Staff attendance	
	5. School Connectedness (3 metrics)	1.E.1	School Environment (staff, students, families)	
		1.E.2	School Communication (staff, students, families)	
		1.E.3	School Achievement (staff, students, families)	
	6. Social-Emotional Learning (1 metric)	1.F.1	Information on the five indicators	
TRANSFORMATION (6 total metrics)	**7. State Academic Performance of Target Demographics**	1.G.1	Common Core proficiency growth (catch-up and keep-up)	
		1.G.2	Continuously enrolled growth (students enrolled 2+ consecutive years)	
		1.G.3	Common Core proficiency closing the achievement gap	
	8. Post High School Performance of Target Demographics	1.H.1	Growth (catch-up and keep-up)	
		1.H.2	Continuously enrolled growth (students enrolled 2+ consecutive years)	
		1.H.3	Closing the achievement gap (subgroup)	

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V. Major Initiatives

The Accountability Office has instituted five primary areas of focus, related to this work. These components include the Community Planning Process, the revised SDIP, the District Guide to Success, the Site Guide to Success, and the Student Guide to Success. Below we describe the key strategies and actions for each component.

Community
Community Engagement was at the core of the development of the Guide to Success. As the project that piloted our Community Planning Process (CPP), the engagement around the Guide to Success has been largely informed by school stakeholders over the last nine months.

Throughout the development stage of the Guide to Success, there have been over hundreds of participants, collecting over 2,000 survey results with a survey completion rate of over 85% - over 60% higher than traditional district-wide surveys. These volunteers, called Public Engagement Volunteers, have been invested in the process for several critical reasons:

- The ability to participate in meaningful, solutions-oriented conversations around district priorities
- Sharing the feedback they hear from families, friends, neighbors, and colleagues
- Becoming better informed about the work of SCUSD
- Building capacity to be an agent of change for our students

The volunteers that supported the Community Planning Process work as PEVs was critical to the overall realization of developing the Guide to Success. These volunteers contributed at least 10 hours per PEV Cycle, in addition to training exercises, data entry, and direct feedback conversations with district staff. At this stage, it is important for PEVs to be acknowledged for their hard work and commitment towards developing a holistic, community-driven, and student-centered document.

SDIP Revision
We are planning to develop a linked tool that will automatically populate the SDIP (School Development and Improvement Plan) with dollars and priorities based on the Guide to Success areas for prioritization. This will be structured around the eight priority areas of the LCAP (Local Control Accountability Plans) plans, with schools able to manually change any pieces of the SDIP that do not align with their school needs. This revised process will ensure that the SDIPs are aligned to the district LCAP, and that both are using data from the Guide to Success to drive their decision-making conversations. Further, the Guide to Success will be able to develop into a predictive model over time, which will provide Principals and School Site Councils with better information about the

strategic places to utilize funds that will most directly impact student achievement.

District Guide to Success
As mentioned above, the District Guide to Success will provide performance metrics, transparent to the public, for the first time. These metrics will allow departments to explain the outcomes of their work and also to highlight areas where budget and capacity decisions have impacted their ability to provide services to sites. This information allows the SCUSD Board, district staff, and the public to make more informed funding decisions. A snapshot of this is presented below:

Site Guide to Success
As mentioned above, the Site Guide to Success will be the comprehensive look at a school. This document will include metrics in the three areas of the SCUSD Strategic Plan, as well as space for narrative contributions specific to individual school sites. The Guide to Success will have the following features:
- Snapshot of overall performance
- Specific breakdown of the metrics
- Resource links, by metric, for school sites
- Resource links, by metric, for families

An example beta snapshot of the Site Guide to Success is attached (See attachment #1).

Student Guide to Success
Formerly called the Graduate Student Profile, this document reflects expectations of a college and career ready student at key grade levels - 3rd, 5th, 8th, 10th, and 12th – by looking at the convergence of Common Core State Standards and Social Emotional Learning. A complete set of these indicators, along with corresponding metrics and implementation plan will be available for the board later in the year.

VI. Results

Community Planning Process
With over 2,000 surveys completed, the response to the Guide to Success has been strong and generally reflective of the population that we serve. As stated, this project was the first to utilize the Community Planning Process, which has continued to grow over the course of the year. We subsequently focused on ensuring that we surveyed a representative group based on family responses. Below is a summary of the breakdown of these results:

Table 1.1. Representation in PEV Cycles by Stakeholder and Racial Subgroup

Racial Subgroup	District %	Parent/ Family	Student	Community Member	Staff
Asian	20%	**27%**	35%	21%	16%
Hawaiian/ Pacific Is.	2%	**4%**	0%	2%	1%
Hispanic/ Latino	37%	**32%**	20%	12%	19%
African American	16%	**16%**	25%	12%	11%
White	19%	**18%**	15%	46%	49%
Other	6%	**3%**	5%	7%	4%

Table 1.1. Representation in PEV Cycles by Stakeholder and Language Subgroup

Language	District %	Parent/ Family	Student	Community Member
Chinese	3%	**4.14%**	1.67%	2.98%
English	63%	**54.44%**	65.00%	74.05%
Hmong	6.5%	**13.02%**	18.33%	10.83%
Russian	1.1%	**0.5%**	0.00%	2.38%
Spanish	20%	**20.12%**	10.00%	5.48%
Vietnamese	1.5%	**2.96%**	3.33%	2.50%
Other	4.8%	**5.33%**	1.67%	1.79%

Tool Development

The Guide to Success is in-development as a tool. We plan to roll out the most updated information to site leaders in May, allowing them to preview the work that has been completed to date. We are planning for completion of the tool by August 2014, with metrics being gradually included into the tool as they are available. For example, on the site Guide to Success, we will not have growth data (Transformation Pillar) until after the second year of testing on the Smarter Balanced assessment. In the interim, those metrics will be greyed out until they are functional. Similarly, many departments are collecting data on their metrics for the first time. This means that they will not have anything to inform the Guide to Success until a full year of data collection has occurred.

We also expect that the tool will need to go through beta testing which includes, but is not limited to: focus groups, data cleaning, norming on data collection, and validity testing. This is a process that will be executed next year as the implementation, hold-harmless year.

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What we do expect to be available, on a rolling basis, will be the Department, School and Family Resource Boards. All of these will be developed over time, with an increasingly robust and active set of materials for stakeholders to utilize.

VII. Lessons Learned/Next Steps

Although this has been a comparatively quick process, with other districts taking multiple years and larger staffs to complete the work, there are a lot of good lessons that have been learned. Key lessons learned are outlined below:

- Find better ways to communicate difficult information. One of the great challenges in this work is to communicate technical information about measurement and metrics to a very diverse group of people, with varying levels of knowledge around assessments, surveys, and mandates. This created the need for many follow-up conversations and significantly more training for our PEVs. Streamlining this process by creating a structure for people to access the information - and creating more simplified and direct versions to ensure conversations focus on the core of the issue – will be important.

- The translation of documents dramatically impacts the work. By thinking about how this document would sound in different languages (and if there was even an available word for translating purposes) the Design team was able to ensure that all stakeholders were hearing the same information in the same way.

- Include a diverse team – in all respects. The acknowledgement that diversity included more than race and school segment was important for the development of this work. The team tried to get a representative sample in many different demographic areas. This led to a better and more comprehensive document, representative of the district.

Next steps in implementing the district and site Guides to Success include, but are not limited to the following:

- Complete the technical development of tools, including data
- Present and train on the Guide to Success with sites and departments
- Develop and include increasingly more resources linked to the Guide to Success
- Revise and train staff, parents and community on the new SDIP, in alignment with the Local Control Accountability Plan (LCAP)
- Roll-out the tools, including stakeholder professional development
- Roll-out of the final Guide to Success Report

ACME SCHOOL

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Not Meeting Standards ★ ☆ ☆   Approaching Standards ★ ★ ☆   Meeting Standards ★ ★ ★

OVERALL RANK ★ ★ ☆

Sentence 1 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.

Sentence 2 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.

Sentence 3 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.
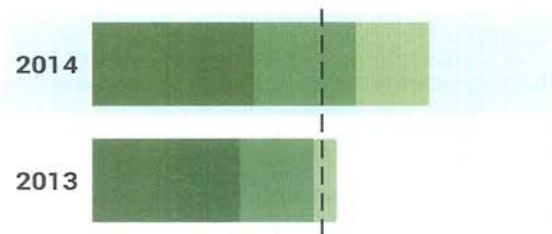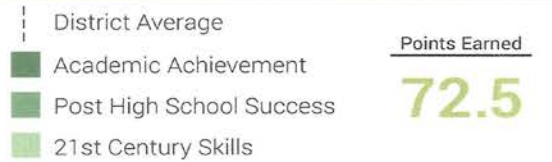
Language Immersion.
This is a section where the school can write about a specific program that is important to the school community. An exampke of this could be a language immersion program, IB program, etc.
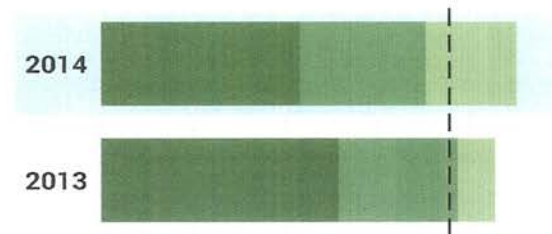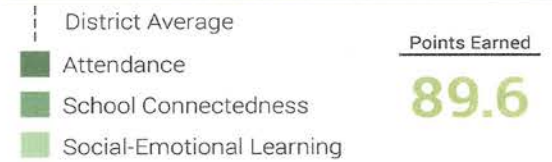
Community Service.
The school would write information here about a special program that they have (ex. community service, family engagement, special events, extra curricular, etc.)

Career & College Readiness

District Average
■ Academic Achievement
■ Post High School Success
■ 21st Century Skills

Points Earned
72.5

2014

2013

Engagement

District Average
■ Attendance
■ School Connectedness
■ Social-Emotional Learning

Points Earned
89.6

2014

2013

Transformation

District Average
■ Academic Achievement
■ Post High School Success
■ 21st Century Skills

Points Earned
63.0

2014

2013