



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: May 19, 2011

Subject: SCUSD Accountability Framework

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

Division: Accountability Office

Recommendation: None

Background/Rationale: Sacramento City Unified School District's *Strategic Plan 2010-2014: Putting Children First* makes three broad commitments to our community: Career- and College-Ready Students; Family and Community Engagement; and Organizational Transformation. These foundational "pillars," around which the district's work is built, are aimed at accelerating the rate of student learning in our classrooms – our fundamental task as an educational organization. Additionally, the plan states under the third pillar (Organizational Transformation) that "we will create a 'no-excuses' culture that is focused on results and continuous improvement." The SCUSD Accountability Framework is a structure that creates a cycle of continuous improvement at the classroom, school site and district levels to improve student achievement, build the capacity of teachers and principals and support the Strategic Plan.

Financial Considerations: \$1,145,560 professional development contracts and teacher substitutes and a District-wide assessment tool. Projected costs for 2011-12 are \$740,160.

Documents Attached: Executive Summary

<p>Estimated Time of Presentation: 15 minutes</p> <p>Submitted by: Mary C. Shelton, Chief Accountability Officer</p> <p>Approved by: Jonathan P. Raymond, Superintendent</p>

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I. Overview of Accountability Framework

Sacramento City Unified School District's *Strategic Plan 2010-2014: Putting Children First* makes three broad commitments to our community: Career- and College-Ready Students; Family and Community Engagement; and Organizational Transformation. These foundational "pillars," around which the district's work is built, are aimed at accelerating the rate of student learning in our classrooms – our fundamental task as an educational organization. Additionally, the plan states under the third pillar (Organizational Transformation) that "we will create a 'no-excuses' culture that is focused on results and continuous improvement." The SCUSD Accountability Framework aims to go beyond mere compliance in order to create a structure that creates a cycle of continuous improvement at the classroom, school site and district levels to improve student achievement, build the capacity of teachers and principals and support the Strategic Plan.

II. Driving Governance:

Each overarching pillar of the Strategic Plan contains specific goals and major strategies for implementation so that the district may meet its Board-adopted mission ("Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.") Cabinet and staff members are in the process of providing key performance indicators for each strategy so that they may be monitored on an on-going basis. A project management system has been put in place so that projects to achieve short-term goals that are aligned to the Strategic Plan may be monitored on a bi-weekly basis and we begin to see more collaboration across departments with increased transparency. Pillar III: Organizational Transformation provides the driving force behind the Accountability Framework, specifically mentioning the School Quality Reviews, School Development and Improvement Plans, the project management process and a data dashboard that encourages transparency on progress towards reaching the goals set forth by the Strategic Plan. The Accountability Framework underpins the work of Pillar I: Career and College Ready Students and Pillar II: Family and Community Engagement as we support and engage students and teachers in learning, as we replicate high-performing programs and as we encourage and support schools to engage in meaningful partnerships with families and their community. The Accountability Office has also begun to study and replicate our high performing schools and programs to influence the redesign of future schools and programs.

III. Budget:

	2010-11	2011-12
School Quality Reviews (training and 30 reviews)	\$ 286,000	\$ 278,000
Data Inquiry (training, substitutes)	469,650	262,160
School Development and Improvement Plans (training)	92,000	0
Benchmark Assessments	298,000	200,000
Total	\$ 1,145,650	\$ 740,160



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IV. Goals, Objectives and Measures:

A strong accountability system, while much needed, will not in itself result in continuous improvement. A parallel system of assistance, support and intervention is necessary to secure continual strong improvement. The Accountability Office acts in the role of “standard bearer,” with primary clients being principals and school leadership teams. The important functions of the Accountability Team will be to:

- Monitor the Project Management system
- Support schools as they progress through stages of development
- Match schools with appropriate improvement strategies
- Hold schools accountable for district, state and federal expectations
- Support schools as they integrate student achievement data and School Quality Review feedback into a coherent School Development and Improvement Plan
- Support schools in implementing the Data Wise/Common Planning Time process
- Work in collaboration with the Curriculum Department to design professional development and implementation support
- Oversee school redesign

The stages of development for schools are defined as:

- 1) Schools that are steadily improving and need a *universal or benchmark level of support*. These schools demand the kinds of support that we give to all schools: assistance with staffing, Human Resources, budgeting, enrollment, facilities concerns, assistance with writing and implementing the School Development and Improvement Plan, assistance with monitoring the SDIP and attention to any areas of concern raised in the School Quality Review.
- 2) Schools that show some improvement over three years, but are not improving fast enough for various reasons. These schools need *targeted supports and interventions*. In addition to the universal supports described above, these schools require some research to determine additional areas of support: professional development, technology, parent/community concerns, etc.
- 3) Schools that demonstrate little or no growth or decline in student achievement for three years. These schools need *intensive supports and interventions*. This tier of schools requires all of the above supports and, in addition, careful monitoring of the SDIP goals, with special attention to professional development for teaching staff. Principals may require additional targeted professional development and coaching. Instructional coaches provided by the Academic Office may be deployed to work side-by-side with classroom teachers to assist with implementing instructional strategies.

Tiered supports for schools began on a limited scale this year with support for the Data Inquiry/Common Planning Time process. Experts from Transformation by Design provided support and guidance for intensive schools, while the Academic and Accountability Offices deployed to assist the targeted and universal tiers of schools.

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The mission of the Accountability Office is to provide needed supports and interventions according to school needs in order to move schools along the continuum of student achievement.

V. Major Initiatives:

- **Project Oversight Committee**

Projects are designed to achieve short-term goals that are aligned to the Strategic Plan. The Project Oversight Committee meets on a bi-weekly basis to approve new projects and monitor progress on those projects that are currently underway. Project proponents present the project overview, alignment with the Strategic Plan, knowledge base and shared vision as well as measurable objectives, key strategies and tactics for implementation and anticipated budget before project approval. Projects typically have an executive sponsor who is a Cabinet member and has ultimate responsibility for the outcomes as well as a project owner who develops project plans and executes day-to-day issues and requests. The project manager maintains the project plans and tracks issues, change requests and progress. Once approved, on-going progress reports are presented on a recurring basis to inform Committee members and present barriers and concerns for Committee input. Current projects include:

- Safety and Security
- Enrollment Center
- Opening of Schools
- Effective Administrators
- Healthy Foods
- Family Academy
- Early Kinder
- Academy for Transformative Leadership

- **School Quality Reviews**

The School Quality Review is a qualitative and quantitative assessment of six domains affecting the overall quality of a school: Progress and Student Achievement; Leadership, Management and Accountability; Quality of Learning, Teaching and Assessment, Curriculum; School Culture and Personal Development; and Partnership with Parents and Guardians and the Community. Principals, Assistant Principals and central administrators are trained by Cambridge Education in the SQR process. The reason for this training is twofold. First, if SCUSD is to transform itself and increase student achievement, it will be done by the district's current and future instructional leaders. Training them as SQR reviewers allows them to observe great instructional practices that they can then bring back to their own sites. Second, it helps build collaboration by getting people out of daily routines and work environments and onto other campuses. A key feature of the SQR process is the self-evaluation that precedes a school team visit and is aligned with the final report. The self-evaluation is based on the SQR rubric and is completed by the school leadership team. Copies of the self-evaluation are provided to the review team in advance of the school review. For the school visit, led by a Cambridge Education reviewer accompanied by two or more of our own instructional leaders, the team spends two days at the school, assessing



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data, interviewing teachers, students and parents and conducting classroom visits in an effort to answer the question "Are students learning here and how do we know?" Each domain is then assessed on a rubric scaled from "needs intervention" to "exemplary" which was developed by a team of SCUSD principals, parents, students and administrators. The school and district receive a written report summarizing findings and school leaders use the report to assist in designing two to three goals for school improvement. School Quality Reviews are a formative process designed to be a blueprint for the cycle of continuous improvement.

- **Data Inquiry/Common Planning Time**

During the 2010-11 school year, all K-12 schools formed data inquiry teams that have received initial training in the DataWise inquiry process. The intent of the process is to identify areas of academic improvement and assist teachers with strategies that lead to improved student learning and teaching. Working collaboratively, teams of teachers and administrators will focus on results to identify instructional priorities and strategies. This process consists of forming collaborative teams who examine multiple data sources, including student work, determine a common student-centered problem that pupils are experiencing in mastering a standard, determine the problem of teaching practice that is contributing to the student-centered problem and devise an action plan to address the problem. This cycle of inquiry continues as teachers and school leaders gather data from several sources after implementation of the action plan, again determine the success or lack thereof for the strategies used and repeat the process. This process is implemented at all schools during Common Planning Time, and is supported and monitored by teams from both the Accountability and Academic Offices. In the 2011-12 year, networks of schools will be determined as we begin the Instructional Rounds process, the next step in the Data Inquiry protocol. Networks will be created around pedagogy, identified problems of practice, and feeder patterns among schools. Support according to the tiered intervention and support framework will be provided by the Accountability and Academic Offices as well as by the professional development provider, Transformation by Design.

- **School Development and Improvement Plan**

During the 2010-11 school year, all schools performed a self-evaluation framed around the School Quality Review domains, formed collaborative teams of stakeholders, examined several data sources of student achievement and used that information to determine two to three goals based on student needs. They then aligned school resources to support these goals and wrote a School Development and Improvement Plan that included intermediate goals and monitoring schedules. After gathering feedback from principals and the Family and Community Engagement Office as well as the Office of State and Federal Programs, the SDIP template has been modified to better meet the needs of school teams, and the 2011-12 SDIP template has been sent to schools so that they may begin the process of drafting their plan for the 2011-12 school year with the goal of Board approval of school plans during the Fall of 2011.

- **Assessment Platform**

Currently, all elementary, middle and K-8 schools use Curriculum Associates Benchmarks at least three times per year. The CABs are summative assessments that are closely aligned to the

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California Standards Tests and are used to assess progress throughout the year towards grade level mastery of standards. At the high school level, schools are encouraged to develop common assessments at the classroom and department level, but no district-wide common assessments are implemented at the present time. As adoption of the Common Core Standards moves forward, development of assessments of the standards will be part of that process.

VI. Results:

School Quality Reviews

In 2009-10 and 2010-11, 50 schools received a School Quality Review. By the end of the 2011-12 school year, all K-12 schools will have received a review. Subsequent reviews will occur depending on the outcome of the baseline review (and available funding). Approximately 70 principals, administrators and parents have been trained as School Quality Reviewers and 40 more will be trained in 2011-12. Demand from principals to be included in the training has been very strong. The School Quality Review process has proven to be so valuable to sites that we have begun developing a process for parents and community partners to conduct a similar review, the Community Review process, coordinated by the Family and Community Engagement Office. A rubric developed by a group of parents, community members and principals will be used in a pilot program this spring to conduct Community Reviews at three schools, with more Community Reviews planned for the 2011-12 year.

Data Inquiry/Common Planning Time

All K-12 school data teams have received three days of training in the Data Inquiry process and have begun the process of examining several data sources, identifying student-centered problems and problems of practice. Data teams then collaborated on an action plan that addressed the problem of practice and took the information back to their school sites for implementation. Teams from Transformation by Design, provider of the training, and the Academic and Accountability Offices supported the sites in implementation and in assisting other staff members in deepening their understanding of the Data Inquiry process. The six Superintendent's Priority Schools received the complete Data Inquiry training in August of 2010 and have implemented the cycle of inquiry process at an advanced level.

School Development and Improvement Plans

All school sites and School Site Councils received training in using the School Development and Improvement Plan process. School teams worked collaboratively to write and submit their 2010-11 SDIP. Incorporating the results of the School Quality Reviews (for those schools which had them) and the design of the SDIP process led to more coherent, user-friendly school plans that are used as working documents to guide schools in the improvement process. The Accountability Office, in collaboration with the Multilingual Department and State and Federal Programs, reviewed the plans and assisted sites with needed revisions. The SDIP's were submitted and approved by the Board on February 3, 2011.

Benchmark Exams

All elementary, K-8 and middle schools completed three benchmark exams during the 2010-11 school year. These summative assessment results were used by the sites as one data source during the Data

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Inquiry process in order to identify student-centered problems aligned to the California Standards. The results are used by teachers to identify standards and/or skills that their students have mastered or failed to master so that the teachers may design lessons to address deficiencies.

VII. Lessons Learned/Next Steps:

- ❖ Develop Key Performance Indicators for each strategy in *Strategic Plan 2010-2014: Putting Children First* along with baseline data
- ❖ Continue the School Quality Review process and reviewer training with the goal of capacity building within the district
- ❖ Support schools in the 2011-12 School Development and Improvement Plan process
- ❖ Complete training for all school site personnel in the Data Inquiry process and ensure site implementation during Common Planning Time
- ❖ Begin development of assessment platform that includes classroom, grade level and district formative and summative assessments
- ❖ Continue the Project Oversight process as projects are completed and new projects begin
- ❖ Differentiate support to schools based on school needs
- ❖ Train principals and assistant principals to become inquiry leaders
- ❖ Organize schools into networks to increase collaboration and cross-school learning