



# MEETING OF THE BOARD OF EDUCATION

Update on the Strategic Performance Initiative  
January 17, 2011

# Tonight's Objectives

- 1. Provide an update on the Strategic Performance Initiative**
- 2. Respond to questions from the Board**
- 3. Confirm next steps**

# Strategic Performance Initiative (SPI)

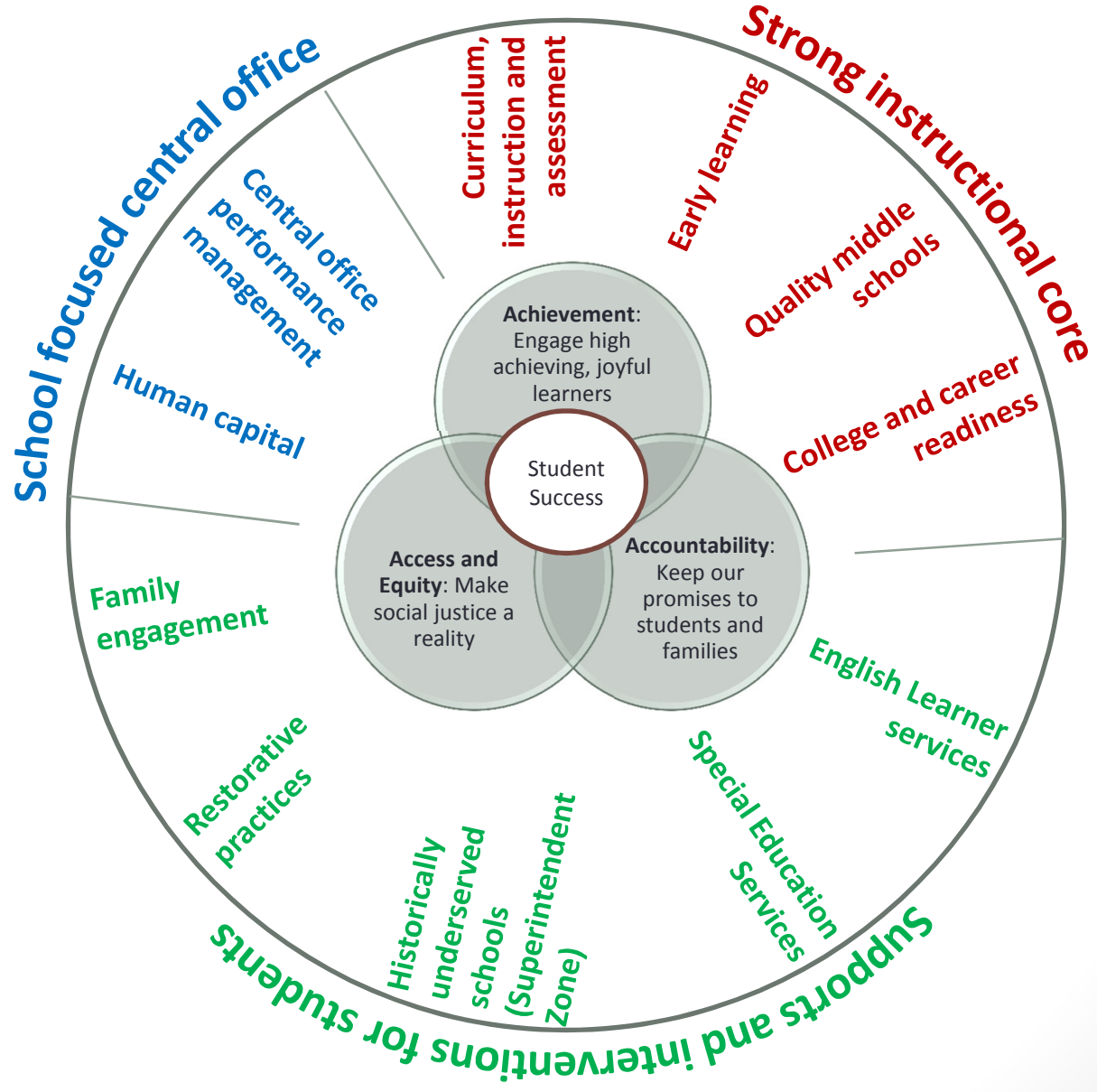
- **Three-year initiative to build capacity at SFUSD to effectively implement and monitor our strategic priorities**
- **Executive leader and other support funded by the philanthropic community under the leadership of the San Francisco School Alliance**
  - **S.D. Bechtel, Jr. Foundation (\$500,000 over 2 years)**
  - **The Evelyn and Walter Haas, Jr. Fund (invited)**

# SPI Outcomes

**Build capacity and accountability systems through the development of**

- 1. implementation plans aligning priority projects**
- 2. strategic score cards evaluating impact**
- 3. fiscal analysis aligning budgets with priorities**
- 4. consistent communication providing transparency**
- 5. coherent structures and integrated systems to maintain skills and knowledge gained**

# Priority Projects



# Student Centered Data Driven Culture

**Moving closer to a student centered data driven culture**

- **Using formative assessments to inform instruction and increase student learning**
  - **Completed two Common Learning Assessments (CLAs) in ELA and Math for grades 2 -11 at all schools**
- **Linking parent engagement activities to student achievement**
- **Using data to predict graduation likelihood through early warning indicators**
- **For the first time in 67 years we have baseline data for prekindergarten students**

# Common Core State Standards

## Building infrastructure to rollout the Common Core State Standards (CCSS) by 2014-15

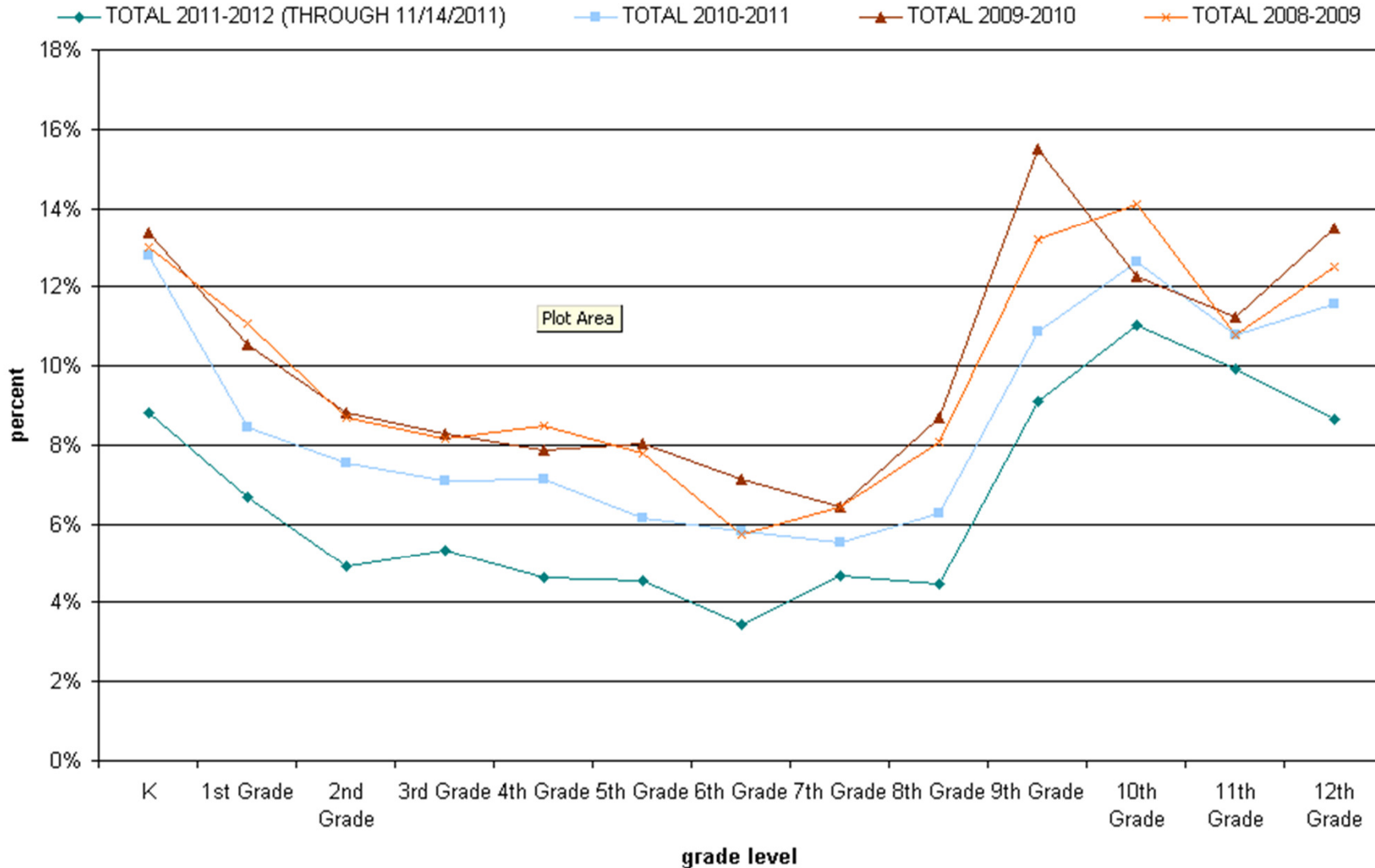
- **Developed and distributed instructional math guides that are aligned with the CCSS and that include scope and sequence and instructional modules**
- **Providing support and professional development to help teachers gain a common understanding of the math CCSS and develop a strong working knowledge of the standards' effect on teaching and learning**
- **Developing cross departmental planning teams and collaborating with other districts**

# Chronic Absence Trends By Grade



**SFUSD Percent of Chronic Absentees by Grade**

*A chronic absentee is defined as a student who has missed 10% or more of the school year*





# School Wide Paradigm Shift

- Restorative practices are creating a school-wide paradigm shift from a traditional/punitive model of discipline to a restorative model of discipline
- *Testimonial: We have seen a decrease in the number of office referrals and lost instructional time. The most promising news is the huge decline in student “melt-downs” when students are approached about inappropriate behaviors.*

# Differentiation at All Levels

- **Moving towards inclusionary practices for students receiving special education services**
- **Developing ELA core curriculum that reflects culturally/linguistically responsive pedagogy and addresses the diverse needs of English Learners**
- **Quality Middle Schools Working Group and middle school principals reviewing research about honors**
- **Focused on early warning indicators for 9<sup>th</sup> grade**

# Supports and Interventions

- **Developed online interactive program guide for Special Education services**
- **Redefined the role of Parent Liaisons, developed goal setting performance template, implementing professional development to support clearly defined role**
- **Sites providing ELD to EL using lesson plans, curriculum, and new materials based on essential elements of ELD; increased consistency and quality across schools**
- **Developing new language pathways at the middle school level: JBBP at Presidio and Mandarin at Aptos**

# Teamwork & Coherence

## Shifting culture and practices

- **Many initiatives have cross departmental teams**
  - **Ensure every high school student has equitable access to the courses needed to graduate**
- **Increased partnership between Instructional Cabinet and Policy and Operations**
  - **Special Education, Early Education, Core Curriculum**
- **Leadership Action Plan: Competency 3 – focus on Instructional and Curricular Leadership**
- **Superintendent Zone schools launched school year fully staffed with school improvement elements**

# Issues Emerging from Work

- **Time and effort to adapt our approach**
  - **Initiatives at different stages of development**
  - **Vary greatly in scope, size, complexity, and resources**
- **Need to align budget and resources with priorities**
- **Need to monitor the impact of our work and adjust if priority areas are not working as intended**
- **Work must continue while we plan for change**

# **SPI Next Steps**

**Through our partnership with SFSA and Pivot Learning Partners, focus resources on:**

- 1. Implementation plans aligning priority projects**
- 2. Strategic score cards evaluating impact**
- 3. Fiscal analysis aligning budgets with priorities**
- 4. Consistent communication providing transparency**
- 5. Coherent structures and integrated systems to maintain skills and knowledge gained**

# Questions and Discussion