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

Achievement: Engage high achieving, joyful learners
Access and Equity: Make social justice a reality
Accountability: Keep our promises to students and families

Strong instructional core
Quality schools
Early learning
Central office
Human capital

Supports and interventions for students
Self-focused central office
School-focused central office

Student Success
Family engagement
Responsive practices
Historically underserved schools
Superintendent's zone
Special Education services
English learner services
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

- TOTAL 2011-2012 (THROUGH 11/14/2011)
- TOTAL 2010-2011
- TOTAL 2009-2010
- TOTAL 2008-2009

percent

grade level
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 9th 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