Superintendent Work Plan Area 2c
Continuous School Improvement Process
August 24, 2016

Quality School Development Policy 6005

The OUSD Quality School Development policy provides a framework to guide the district in its continuous school improvement process. The policy outlines that the District will set standards for school and student performance. The policy makes clear that the district will continuously assess schools based on these standards and expect to see students making steady progress on performance goals. The policy aligns to the Site Governance policy, wherein the school will review its performance and collaboratively establish priorities for improvement. Each school will create an improvement plan to be approved by the Board of Education. Additionally, the policy sets the expectation that the District will identify highest need schools to provide intensive supports, up to and including expanding and replicating effective programs models. Funding is also considered in the policy, with an Innovation Fund to be established in order to support the identified highest need schools.

The **process** is outline here:
- Set School Quality and Student Performance Standards
- Assess schools and student performance to measure progress
- Set priorities for improvement
- Collaboratively develop and improvement plan
- Plans undergo Board approval process
- Highest need schools are identified and intensive supports are provided
- Funding is allocated to implement intensive supports

In January 2016, the District began a soft roll-out of the **School Performance Framework** (SPF), which sets student performance standards. The SPF is an annual report detailing the performance and progress of students based on multiple indicators. The SPF reinforces the following values:

1. **Whole Child**
   a. Multiple indicators that include academic, social emotional learning, climate & culture
2. **Equity**
   a. Focus on specific groups of underserved students, in addition to all students
3. **Impact**
   a. 50% of the framework focuses on growth from the prior year to emphasize the impact of the school on student performance
4. **College, Career, & Community Ready**
   a. Selected indicators represent currently the best indicators the District monitors across all schools correlated to student's future readiness for success in college, career & community

In the fall, 2016 the District will roll out the School Performance Framework (SPF) publicly, reporting on school performance based on the indicators and student groups. The SPF weights each of the indicators, including the status of each indicator, and the growth of each indicator from the prior year. This results in a Tier for each indicator; a Tier for Academic Status and Growth; Culture & Climate Status and Growth; and an over-all Tier for the school.

It would be very easy and problematic to focus on a single Tier, without also focusing on growth, as well as each individual indicator. Therefore, part of the communications planning has focused on how to build a city-wide culture of embracing continuous improvement by focusing on growth. What impact is the school having on student performance? In an effort to better understand how to communicate the values of the School Performance Framework and to better understand how to involve key stakeholders, the District established advisory groups throughout the summer.

Advisory Groups included:
- School and Teacher leaders
- Community Based Organizations (CBO's)
- Parent Leaders
- Student Leaders

The process of engagement is expected to be ongoing, with a plan to expand the voices of these stakeholders in providing feedback and input into how the School Performance Framework is communicated and used as a tool for continuous Improvement. Student leaders were impassioned by what they learned and put forward 4 Guiding Principles for how school performance should be communicated in support of student leadership. The District is extremely proud of their leadership and is committed to upholding these principles:

Guiding Principles to Communicate School Performance (Student Leadership)
- **Avoid Information Overload:**
  - Students recommended that SPF data should be presented such that the viewer stays engaged; however, they were careful to state "don't dumb it down," on the topic of translating or potentially withholding data at the core of the SPF.
- **Disaggregated Data:**
  - Students recommended that data for student groups not already accounted for on previous samples of SPF reports be made available (gender identities, additional ethnicities).
- **Print & Digital Consistency:**
  - Students recommended that as digital versions of the SPF are uploaded (onto individual school websites) for public viewing, formats should be consistent with print versions to support consistent meaning-making and common understanding.
- **Key & Legend Focus:**
  - Students recommended that keys and legends already placed on previous SPF samples should be given more prominent focus, so readers unfamiliar with acronyms and concepts would more easily grasp and stay engaged in comprehending the SPF.

Progress Monitoring
As part of the District's Cycle of Continuous Improvement Process, progress monitoring is a key step in the process. Once schools teams have developed a plan and begun to implement the plan, it is critical to gather information about how the implementation is going. Waiting until the end of the lesson, unit or school year to see how students are performing is too late to change anything that may not be working. For this reason, the District is increasing its training and support of school teams to monitor the progress of their improvement plans.

Key Performance Indicators (KPI's)
One of the tools that the District will use to support schools and central office support teams to monitor the progress of student performance is by identifying indicators that can be reviewed multiple times a year. These indicators, such as the Scholastic Reading Inventory, Chronic Absence Rates, and Office Referral Forms provide information about whether or not the changes a school may be implementing is actually improvement. School teams will also be receiving training

in how to identify other sources of information to monitoring the progress of their plans, including classroom observations, student work samples, and end of lesson or unit test or quizzes.

The District has many great examples of school teams that have mastered the art of leading cycles of continuous improvement. Throughout the year, the District will be highlighting these school teams through presentations, workshops, case studies, and panel presentations, as part of the professional learning process.   As part of how we support the development of high functioning teams to lead cycles of continuous improvement, the District will be sponsoring Instructional Leadership Team summits multiple times during the year. These summits will provide space to train teams on best practices, as well as encourage collaboration across schools. Areas of improvement that multiple teams have identified will become a focus for group learning so that the "rising tide lifts all boats."

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Building Professional Learning Communities
August 24, 2016

2015-16 Work
- Site Instructional Leadership Team and Professional Learning Community baseline data collected from all schools, on frequency and focus of Professional Learning Community & Instructional Leadership Team work
- "Best Practices" learning from highly developed practitioners
- OUSD Models for Instructional Leadership Team and Professional Learning Community implementation of CCSS developed.
- Explicit focus on teacher teams (Instructional Leadership Team, Professional Learning Community s) as part of 16-17 PL plan

2015-16 Work identified needs to be addressed if Teacher Meetings are to become Professional Learning Community
Build out the models to include tools and protocols that support schools to develop the quality of their facilitators and teams
- Provide differentiated supports for Instructional Leadership Team and Professional Learning Communities and the principals and teacher leaders who facilitate them: each school context is different, and a focus on quality, not just frequency, requires differentiated supports
- Build systems for gathering evidence of the development of Instructional Leadership Team s and Professional Learning Community, monitoring their progress toward quality, and providing feedback to schools and central leaders

Summer 2016 INSTRUCTIONAL LEADERSHIP TEAM/PROFESSIONAL LEARNING COMMUNITY capacity building

School Leadership Team planning & training in June--400 participants
- Clarifying expectations for teacher teams (Instructional Leadership Teams and Professional Learning Community)
- Provide models to guide work
- Teacher Leader trainings across the summer--100 participants
- Soft Launch of Online Personalized Learning Platform (KDS): host Instructional Leadership Team and Professional Learning Community training modules

2016-17 Work
Cross-functional Planning Teams for Principal and Teacher Leader professional planning
- Continue to learn from highly developed practitioners and their best practices
- Design tools and protocols

- Monitor development, lead inquiry, build strategies

Professional Learning Levers
- Network Support Teams to provide differentiated supports/collect data
  - Network Superintendent and Teaching & Learning specialists coaching of Teacher Leader roles, Instructional Leadership Teams and Teacher Professional Learning Communities, based on learning from highly developed practitioners and their best practices
  - NS and specialists monitoring frequency and quality of Instructional Leadership Team and Professional Learning Community work

- Principal PL in which principals learn and inquire in teams about how they lead teams
  - Identify and learn from highly developed practitioners and their best practices
- Instructional Leadership Team PL sessions, coupled to Principal PD, that support each school to manage effective inquiry cycles and to build the capacity of its teacher leaders to lead effectively in the Instructional Leadership Team and Professional Learning Community
- Teacher Leader training: CCTLs and Content Teacher Leaders
- Personalized learning supports: KDS