

2019-2020 Single Plan for Student Achievement Process

May 28th, 2019

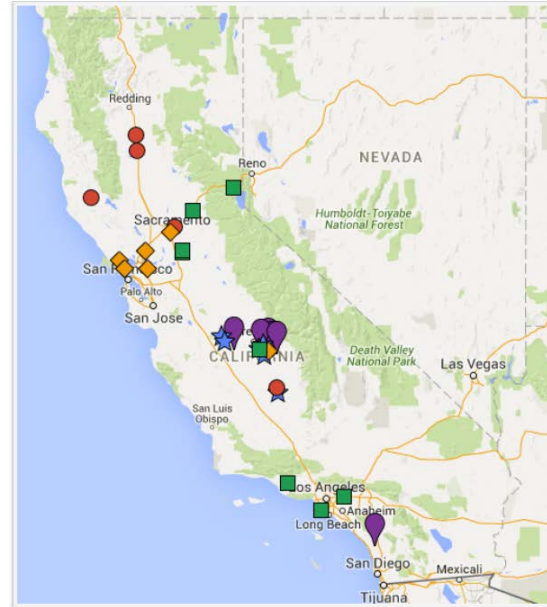
Lindsey Jenkins-Stark

Data Coordinator

Introduction



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Stark
Data Coordinator



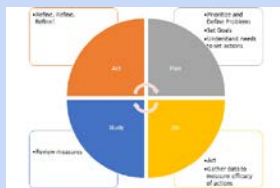
★	SCALE Up: Firebaugh-Las Deltas, Fowler, Kingsburg, Mendota, Sanger
💧	Early Literacy: Kings Canyon, Dinuba, Golden Plains, Selma, Cutler-Orosi
●	4-6 Language Development: Vista, Red Bluff, Robla, Ukiah, Pixley
◆	High School Mathematics: Fairfield-Suisun, Washington, San Rafael, Kings Canyon, Novato, Dinuba
■	Secondary Language Development: Fowler, Galt Joint Union Elementary, Galt Joint Union High, Lawndale, Santa Paula, Placer Union, Azusa, Tahoe-Truckee

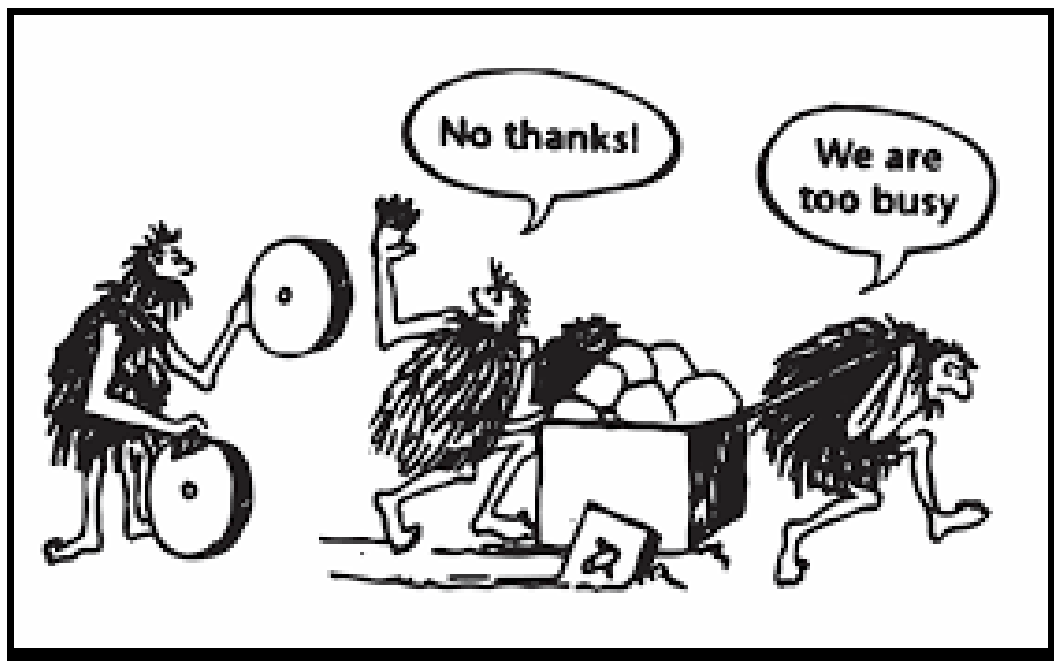
Continuous
Improvement Facilitator
and Coach
CALLI Collaboration

What is a SPSA?

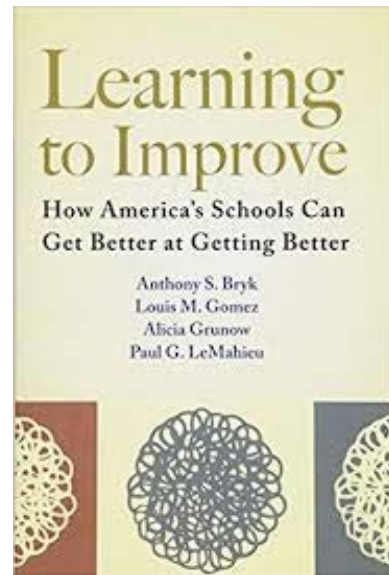
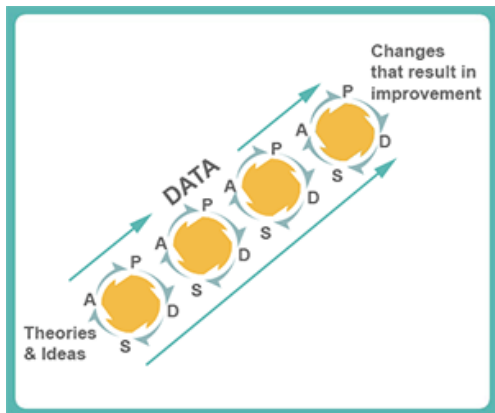
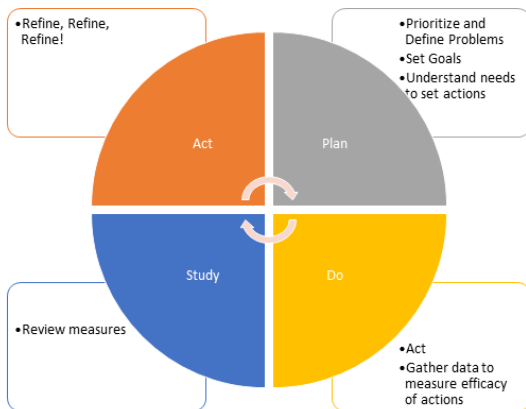
“The Single Plan for Student Achievement (SPSA) is an annual site plan created by a school team including the principal, teachers, parents, and, where applicable, community partners. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school’s plan for achieving its goals, and it articulates the relationship between the school’s goals and actions and the District’s Local Control Accountability Plan (LCAP), which lays out goals for the entire district.”

AUSD SPSA 2019-2020 Continuous Improvement Approach





What is Continuous Improvement?



Practice, skills, and mindsets of disciplined inquiry combined with collaboration to improve over time.

Why Continuous Improvement?



search this

Curriculum & Instruction ▾ Testing & Accountability ▾ Finance & Grants ▾ Data & Statistics ▾ Specialized Programs ▾ Learning Support ▾

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support

Accountability and Continuous Improvement

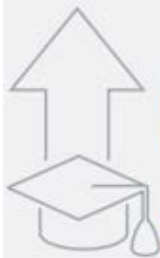
The Key Features of the California's Accountability and Continuous Improvement System.

California is making a series of major shifts in public education with one overriding goal: To improve learning so all students can be successful in school, college, work and life. The California School Dashboard, the Local Control and Accountability Plan, and the California System of Support are key features of this effort.



School District of
Menomonee Falls,
Wisconsin, reduced
middle school
suspensions from

283 to 60



Fresno Unified
School District
increased its
graduation rates
from







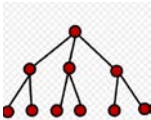
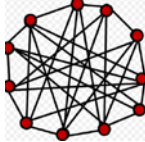


69% to 79%

Maryland's Montgomery
County Public Schools increased
the proportion of students
successfully completing
higher level math by

54%



Continuous Improvement Practice Shifts




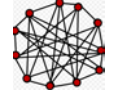

Business As Usual	Continuous Improvement
 <p><i>Individuals</i> produce outcomes</p>	 <p><i>Systems</i> produce outcomes</p>
 <p>Focus exclusively on outcomes & accountability</p>	 <p>Efforts focus on key processes and the outcomes they produce</p>
 <p>Emphasis on individual actions and outcomes; perfection over progress</p>	 <p>Collective learning and discovery process; monitoring along the way; progress over perfection</p>
 <p><i>The District/State/etc. knows better than those doing the work</i> and should “impart” knowledge</p>	 <p>Practitioners are uniquely situated to learn how to get ideas to work; the day to day work is a form of expertise necessary for improvement</p>
 <p>Knowledge remains in silos due to emphasis on accountability & competition</p>	 <p>As effective practices are discovered, they are spread, updated, and adapted to context through testing ideas in practice and collaboration</p>

Continuous Improvement Cultural Shift

“Embedding continuous improvement into an organization requires a profound culture shift. In contrast to a culture of top-down mandates, in a culture of improvement all members of an organization are committed to advancing the best interests of its students, and leadership ensures the conditions that enable all members to make improvements at all levels of the organization to achieve that end. ***Such a culture requires a shared sense of mission, transparency, trust, innovation, collaboration, and an orientation to learn from failure, not punish it.***”

-Building the Capacity for Districts to Continuously Improve
Carnegie Foundation for the Advancement of Teaching 2018

What changed in the SPSA process?

Continuous Improvement	2019-2020 SPSA Process
	<ul style="list-style-type: none"> • Deeper dive into data • Orientation around structures & practices • Equitable outcomes lens
	<ul style="list-style-type: none"> • Living document • Chronic Absenteeism as an example • Measurable site goals for progress monitoring • Process to continue in 2019-2020
	<ul style="list-style-type: none"> • Collaborative process (across sites, within School Site Council) • Common data • Prototyping • Progress Monitoring Metrics • Virtual Template
	<ul style="list-style-type: none"> • Facilitation and Thought Partnership • Showcasing practitioner ideas
	<ul style="list-style-type: none"> • Emphasis on thought process • Spread across sites in context

What participants are saying...

100% of participants reported the process as useful to their work

Top Rated Offerings

1) Thought Partnership 2) Facilitation 3) Protocols

Principal Experience



Greg Sahakian
Principal, Edison Elementary



Tracy Corbally
Principal, ASTI

Edison School - SPSA Process - Shifts

Major “shifts” in process:

- Focus on specific subgroups, helping us identify specific, measurable actions
- A more direct link between goals and actions

What about the process was valuable:

- Opportunity to analyze and reflect upon data in structured manner
- Calibrate thinking processes
- Drafting one goal with scaffolded support with other administrators over an extended period of time, then using this as a model for drafting all SPSA goals

Edison School - SPSA Process - Implications

Implications for students:

- Schoolwide programs that address School Climate, SocioEmotional Learning, and Service Learning
- Greater level of targeted instruction to meet needs of underserved students
- More specific efforts relating to parent engagement, particularly with EL, SED, and SpEd families

Future of SPSA process in the coming year:

- Greater involvement of both staff and SSC at determining SPSA goals

ASTI

- Changes to the process
- Impact on work

Key Learnings

1. ***“State-level data is insufficient for continuous improvement”***
 - a. *Timing*
 - b. *First step to improvement: collect the data*
2. ***“Some school districts are developing local data systems but not every district has the time, money, expertise, etc. to do so”***
 - a. *New template = new targets*
 - b. *My role & system-wide impact*
3. ***“Capacity to use data for improvement remains challenging”***
 - a. *Understanding improvements and monitoring is an ongoing process*
 - b. *Time-intensive*

Q & A
