Board Workshop-Superintendent Goals

January 5, 2022
Agenda

Key Focus Areas Resulting From Superintendent Evaluation

- Early Learning Expansion
- SPED Inclusion
- Leadership Development
- A-ROI (Next Board Workshop)
- Other Collective Board Interests?

Operationalizing Our Strategic Plan

- Data
- Priority Goals

Feedback and Direction From Board
Framing

Why?

• In accordance with Board Bylaw 9000, the purpose of this workshop is to allow for the board to engage in a process with the superintendent to set the evaluation system and performance objectives to evaluate the superintendent annually.

• Provides an opportunity to align the superintendent’s performance objectives with the strategic plan to better and fully serve our students, staff, and community.

• Provides Clarity, Coherence, and Confidence in our system

  Priority metrics, Common data, Transparent feedback: strengths and opportunities and a Design with students and educational partners at the center

Cycles of Improvement

• Superintendent and Board engagement on progress and adjustments

• Consistent follow up and updates on priority metrics
Board Feedback and Direction

What elements in each of the key areas do we need to prioritize?

Are there any collective Board interests that we need to prioritize over the other focus areas?
Refocusing On Student Success

What is the current reality?

What does the data show?

How do we consistently monitor and communicate how we are performing?
Pre-Pandemic Efforts

- Prior to the pandemic, Fresno Unified was **closing the gap** in comparison to the State of California by increasing the % of students Meeting or Exceeding standards at a rate **significantly greater** than the state average.

% change 3.5X greater in ELA:

% change 2.7X greater in Math:
Pandemic Impact

• SBAC has not been administered statewide since 2018-19; It will return in the Spring of 2021-22.

• A comparison of iReady data from pre-pandemic (2019) to current year results demonstrates that our students have been impacted by the pandemic and that we are making progress to address gaps:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019</th>
<th>Fall 2021</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Pandemic</td>
<td>Current Year</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>19%</td>
<td>17%</td>
<td>-2%</td>
</tr>
<tr>
<td>Math</td>
<td>13%</td>
<td>8%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter 2019</th>
<th>Winter 2021</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Pandemic</td>
<td>Current Year</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>26%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>Math</td>
<td>22%</td>
<td>18%</td>
<td>-4%</td>
</tr>
</tbody>
</table>
**Goal**

Improve academic performance at challenging levels

**Strategic Plan**

Decrease students Distance from Standard (DFS) on SBAC for ELA and Math

**Objective CA Dashboard**

<table>
<thead>
<tr>
<th>Objective CA Dashboard</th>
<th>2018/19 Status</th>
<th>2YR Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA DFS*</td>
<td>-34.1</td>
<td>14.1%</td>
<td>N/A</td>
</tr>
<tr>
<td>SBAC Math DFS*</td>
<td>-62.1</td>
<td>12.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Distance from Standard (DFS) is the average distance of students’ scores above or below the minimum Standard Met.

**Key Result**

<table>
<thead>
<tr>
<th>Key Result Progress Monitoring</th>
<th>2021/22 D1 Status</th>
<th>2021/22 D2 Status</th>
<th>2021/22 D3 Status</th>
<th>2021/2022 YTD Change &amp; Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-Ready ELA On/Above Grade</td>
<td>16.6%</td>
<td>26.0%</td>
<td>May</td>
<td>9.4%</td>
</tr>
<tr>
<td>I-Ready ELA Typical Growth</td>
<td></td>
<td>55.6%</td>
<td>May</td>
<td>N/A</td>
</tr>
<tr>
<td>I-Ready ELA Stretch Growth</td>
<td></td>
<td>41.6%</td>
<td>May</td>
<td>N/A</td>
</tr>
<tr>
<td>I-Ready Math On/Above Grade</td>
<td>8.4%</td>
<td>17.6%</td>
<td>May</td>
<td>9.2%</td>
</tr>
<tr>
<td>I-Ready Math Typical Growth</td>
<td></td>
<td>59.8%</td>
<td>May</td>
<td>N/A</td>
</tr>
<tr>
<td>I-Ready Math Stretch Growth</td>
<td></td>
<td>45.6%</td>
<td>May</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Ambitious yet attainable goal that students should strive to meet within 3 years; closing the achievement gap.
**Goal Strategic Plan**

**Expand student-centered & real-world learning experiences**

**Objective CA Dashboard**

<table>
<thead>
<tr>
<th>2018/19 Status</th>
<th>2YR Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>87.6%</td>
<td>-4.2%</td>
</tr>
</tbody>
</table>

**Increase student graduation rate**

**Key Result Progress Monitoring**

<table>
<thead>
<tr>
<th>2021/22 Pre Survey</th>
<th>2021/22 Post Survey</th>
<th>2020/2021 YTD Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy*</td>
<td>88.2%</td>
<td>March</td>
</tr>
</tbody>
</table>

*Self-efficacy is commonly defined as the belief in one’s capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated optimizing the learning experience. This is a measurement that can be used for all grade levels.

**Goal Strategic Plan**

**Increase student engagement in their school & community**

**Objective CA Dashboard**

<table>
<thead>
<tr>
<th>2018/19 Status</th>
<th>2YR Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>15.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Decrease student chronic absenteeism**

**Key Result Progress Monitoring**

<table>
<thead>
<tr>
<th>2021/22 August</th>
<th>2021/22 December</th>
<th>2020/2021 YTD Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Attendance*</td>
<td>62.0%</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

*Section Attendance is calculated based on the sections divided by sections enrolled. Each student will have their own rate.
### Goal: Strategic Plan

Increase inclusive opportunities for families to engage in their students’ education

**Objective**

<table>
<thead>
<tr>
<th>Objective CA Dashboard</th>
<th>2018/19 Status</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent &amp; Family Engagement Narrative/ Local Climate Survey</td>
<td>Met</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Key Result**

- Increase parent participation in engagement opportunities
  - Met

**Progress**

- Revised Climate & Culture Survey to align to the new strategic plan (Pre-Survey – 86%)
- Input gathered from educational partners to develop a common definition of family engagement aligned to CDE’s definition.

**Definition**: An intentional partnership of staff, families, and community members that supports and develops ALL aspect of a student's greatest potential.

- In development are actions and metrics aligned to a multitiered system of support that can be monitored throughout the year.

### Goal: Strategic Plan

Increase recruitment and retention of staff reflecting the diversity of our community

**Objective**

<table>
<thead>
<tr>
<th>Objective CA Dashboard</th>
<th>2018/19 Status</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Climate Survey</td>
<td>Met</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Key Result**

- Increase staff who are highly engaged
  - Met

**Progress**

- Revised Climate & Culture Survey to align to the new strategic plan that includes organizational survey (Pre-Survey – 89%)
- In development is a definition of staff engagement that will have actions and metrics aligned to a multitiered system of support that can be monitored throughout the year.
Key Priorities From Strategic Plan

- Early Learning Expansion
- SPED Inclusion
- Leadership Development
- A-ROI (Next Board Workshop)
- Other Collective Board Interests
• The first five years of life are the most critical for brain development that shapes the foundational intellectual, emotional, and behavioral skills and knowledge necessary for lifelong health, well-being, and success.

• Early Learning programs provide a holistic approach to a child’s social, emotional, cognitive, and physical development, ensuring all children have an equitable start for college, career, and life readiness.

• Through nurturing, child-centered environments and high-quality educational programs, Early Learning empowers children and families to achieve their greatest potential as capable and responsible citizens of our community.
Special Education Inclusion
Special Education Inclusion

• Inclusion benefits all students, not just students with Special Education Services, by creating high academic and behavioral expectations for all.
• In inclusive classrooms, students learn to respect and accept differences and be more helpful to others.
• For students with Special Education Services, key benefits include friendship skills, peer modeling, problem solving skills and positive self-image.
• Teachers of inclusive classrooms develop their ability to differentiate lessons and activities to meet the needs of all students.
Leadership Development
Leadership Development

• “It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.” (Grissom, et al., 2021)

• Studies demonstrate that schools with more effective principals have:
  • Increased student achievement, lower student absenteeism, improved teacher reports of working conditions, higher teacher job satisfaction and reduced teacher turnover

• FUSD was selected to participate in The Wallace Foundation Equity-Centered Pipeline Initiative (ECPI)
  • A systemic approach to preparing, placing, guiding and supporting school leaders built around seven domains.
Equity Centered Pipeline Initiative

- Leader Standards
- High Quality Preparation Programs
- Hiring and Selection
- Evaluation and Support
- Principal Supervisors
- Staff Information System

Systems and Sustainability
Board Feedback and Direction

What elements in each of the key areas do we need to prioritize?

Are there any collective Board interests that we need to prioritize over the other focus areas?
Moving Forward

• A-ROI Board Workshop \textit{(Upcoming)}

• Communicate Final Supt Goals

• Cycles of Updates to Board