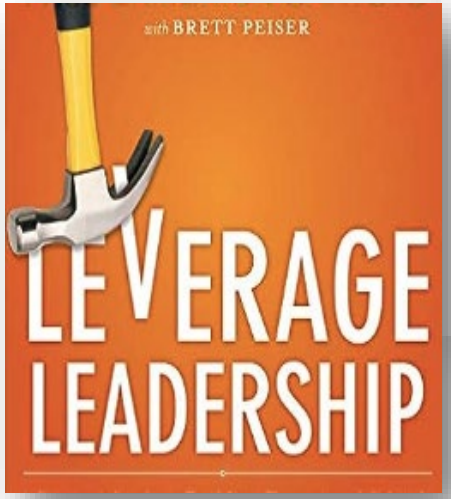
Student Outcomes Board Governance

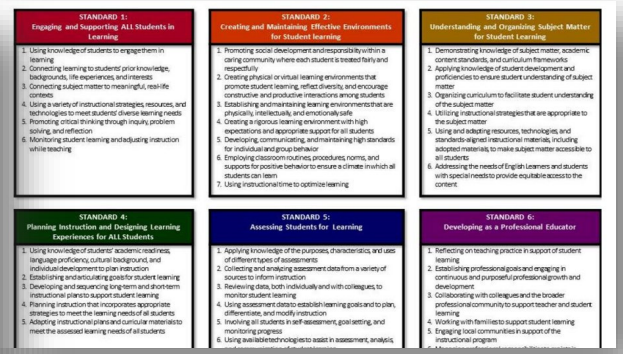
October 9, 2024

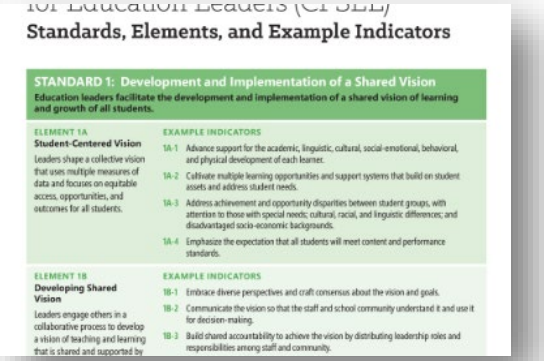
Site Leader Expectations

Classrooms are a priority! Site leaders must lead instruction and run the operations of his/her school!

- Weekly classroom visits
- Weekly face to face conversations about instruction w/ concrete agreed upon actions and follow up
- Instructional Practice Guide, California Standards for the Teaching Profession, and California Professional Standards for Educational Leaders as guidance tools and points for conversations
- Tracker System *(calendar, matrix, etc…Use Leverage Leadership and PLC+ Book)*
- Weekly/Daily Administration Team Huddles
- Data Informed and Data Driven Instruction







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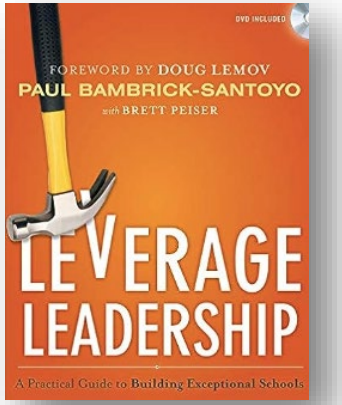
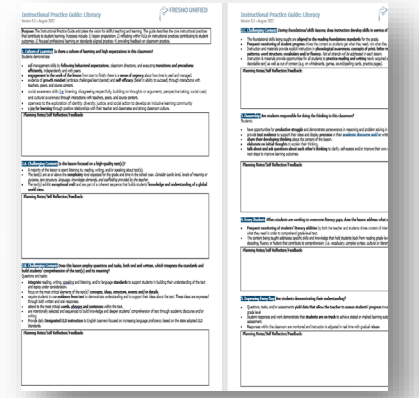
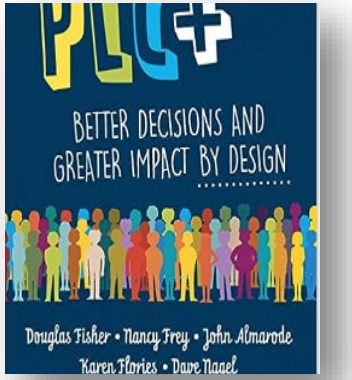
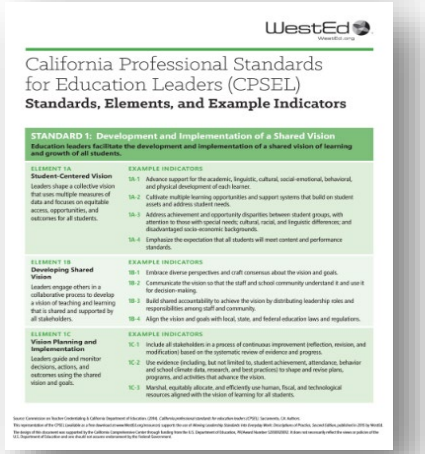
Steady and Deep

- Collaborative Culture of Learning through Professional Learning Communities
- High Quality Teaching and Learning
- Support for Every Student- Multi Tiered Support System









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Learning Intentions

What is the content we are learning?

- Professional Learning Communities (PLC +) process
- Evidence based strategies to improve student outcomes
- Essential components of strategies to improve student outcomes

Success Criteria

What evidence will we produce to demonstrate our learning?

- List the PLC+ guiding questions
- Identify strategies that improve student outcomes
- Describe essential elements of strategies to improve student outcomes

PLC + Guiding Questions

QUESTION 1:
WHERE Are We GOING?

QUESTION 2:
WHERE Are We NOW?

QUESTION 3:
How Do We MOVE LEARNING → FORWARD?

QUESTION 4:
What did we LEARN TODAY?

QUESTION 5:
Who BENEFITED and Who DID NOT BENEFIT?

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PLC + Question 1: Where are we Going?

Our Two Goals:

Positive Student Outcomes-15 points DFS

Operational Excellence-Customer Service

PLC + Question 2: Where are we Now?

ELA

34.7%

of students met or exceeded standards in ELA

+1.5% from SBAC 2023

-49.1 Average Distance from Standard in ELA

+ 2.2 from SBAC 2023 DFS

MATH

25.1%

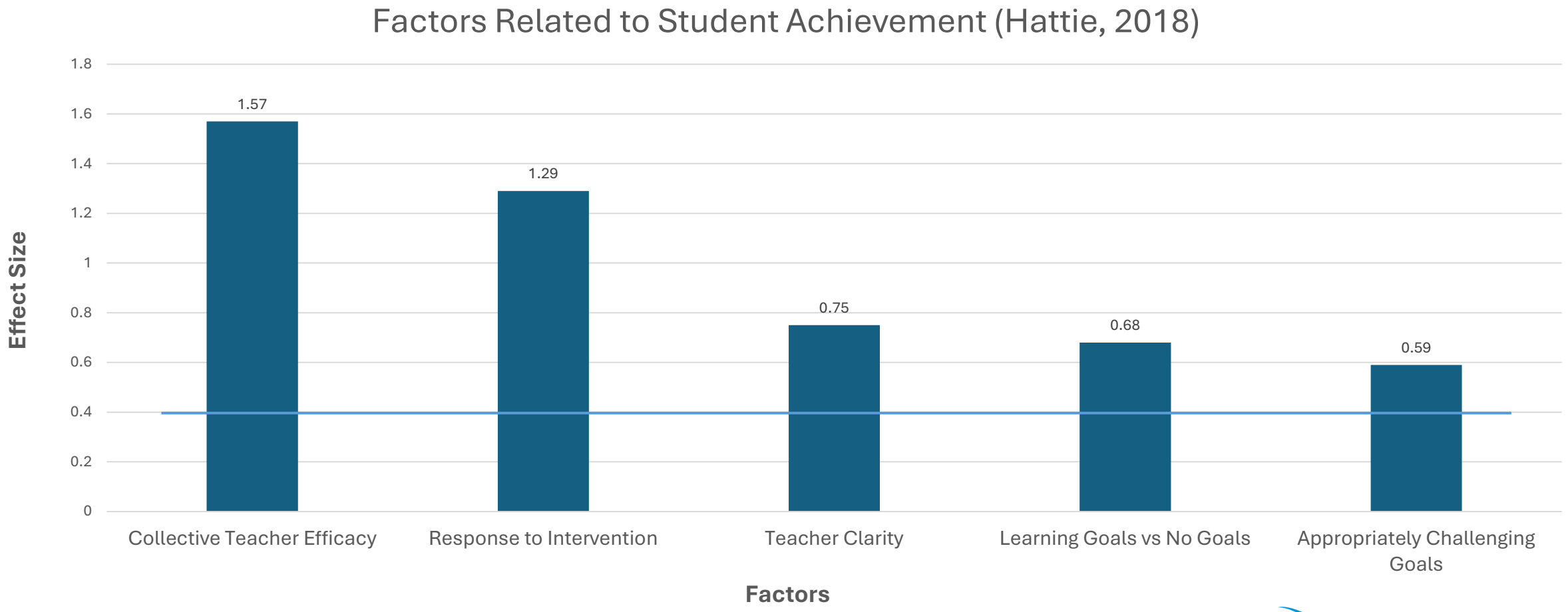
of students met or exceeded standards in Math

+1.8% from SBAC 2023

-78.1 Average Distance from Standard in Math

+ 4.5 from SBAC 2023 DFS

PLC + Question 3: How do we Move Learning Forward?



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How do we Move Learning Forward? Goal Setting

Student achievement is increased when teachers set challenging goals, relative to students' present levels of performance

Goals are:

- driven by district goals
- developed at the grade level, teacher and student level
- informed by students' current performance
- monitored frequently throughout the school year

How do we Move Learning Forward? Teacher Clarity

When teachers are clear in the expectations and instruction, students learn more. Teacher clarity is both a method and a mindset

Teacher Clarity includes:

- *Organization*-tasks, and activities are aligned to objectives and standards
- *Explanation*-information is relevant, accurate and comprehensible
- *Examples and guided practice*-information moves students to independence
- *Assessment and student learning*-teacher regularly seeks and acts on feedback

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How do we Move Learning Forward? Academic Intervention

Learning is accelerated by moving students forward on grade level and providing just-in-time support to build required skills

Intervention:

- provides early, systematic assistance to struggling students
- leverages high-quality instruction and universal screening to identify and implement interventions with increasing intensity as needed
- occurs during the day in various structures and through extended learning

How do we Move Learning Forward? Collective Teacher Efficacy

Efficacious teacher teams are highly motivated, believe in their collective capacity to improve outcomes, share strategies, and support each other

Collective Teacher Efficacy is:

- a shared belief by teacher teams that they will positively impact students
- built most effectively through mastery and peer learning experiences
- operationalized through a cycle of identifying a common challenge, building knowledge and skills, practicing and monitoring, and celebrating

Smarter Balanced Assessment Results (Mathematics)

Grade	Smarter Balanced Assessment Results 2024	
	Meets/Exceeds Standards	**Distance from Standard**
Grade 3	Jefferson +25.3% Norseman +20.4%	Norseman +41.8 Lowell +39.2
Grade 4	Ayer +24.8% Burroughs +21.9%	Phoenix Elementary +62.6 Burroughs +54.3
Grade 5	Powers +22.4% McCardle +18.0%	Powers +49.9 Starr +42.2
Grade 6	Sunset +21.9% Roeding +18.6%	Burroughs +50.6 Sunset +45.6
Grade 7	Farber Online Elementary +9.2% Hamilton K-8 +6.7%	Tehipite +27.9 Farber Online Elementary +25.8
Grade 8	Bullard Talent +18.9% Farber Online Elementary +11.3% Baird +11.2%	Bullard Talent +37.5 Fort Miller +28.3 Sequoia +27.3%
Grade 11	Duncan +6.7% Design Science +4.9% Farber School of Indep. Studies +4.9%	Phoenix Secondary +19.0 Duncan +18.6

Smarter Balanced Assessment Results (English Language Arts)

Grade	Smarter Balanced Assessment Results 2024	
	Meets/Exceeds Standards	**Distance from Standard**
Grade 3	Lowell +21.6% Robinson +20.0%	Lowell +54.0 Norseman +48.8
Grade 4	Greenberg +22.6% Centennial +19.2%	Burroughs +53.3 Wawona +46.8
Grade 5	Powers +28.8% Lane +20.9%	Powers +54.5 Heaton +48.6
Grade 6	Sunset +21.9% Ericson +20.2%	Kratt +53.4 Turner +46.7
Grade 7	Bullard Talent +18.1% Wawona +8.5%	Bullard Talent +29.5 Wawona +23.0
Grade 8	Bullard Talent +18.5% Computech +8.6%	Bullard Talent +51.1 Scandinavian +35.4
Grade 11	McLane +10.1%	McLane +23.7

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