

Strategic Plan Dashboards and Data Review 2014-2015

*Mary Jude Doerpinghaus
Tom Keating*

Strategic Goals for 2014-2015

By the summer of 2015:

- The staff will have created Exit Outcomes documents for grades 3, 5, and 8, tied to a broader and more comprehensive assessment framework (piloted and ready for implementation in 2015-16 school year).
- The District will gather baseline data and develop a framework for measuring our organizational successes.
- The District will gather baseline survey data, and staff will indicate via multiple surveys, a belief that they are engaged in meaningful professional development, are part of and supported by a collective learning organization.
- The District will secure \$1 Million in increased revenue. At least 50% of this increase will be ongoing funding.
- The District will complete construction projects, as outlined in the Facilities Master Plan, on time and on (or below) budget.

Overview of Data

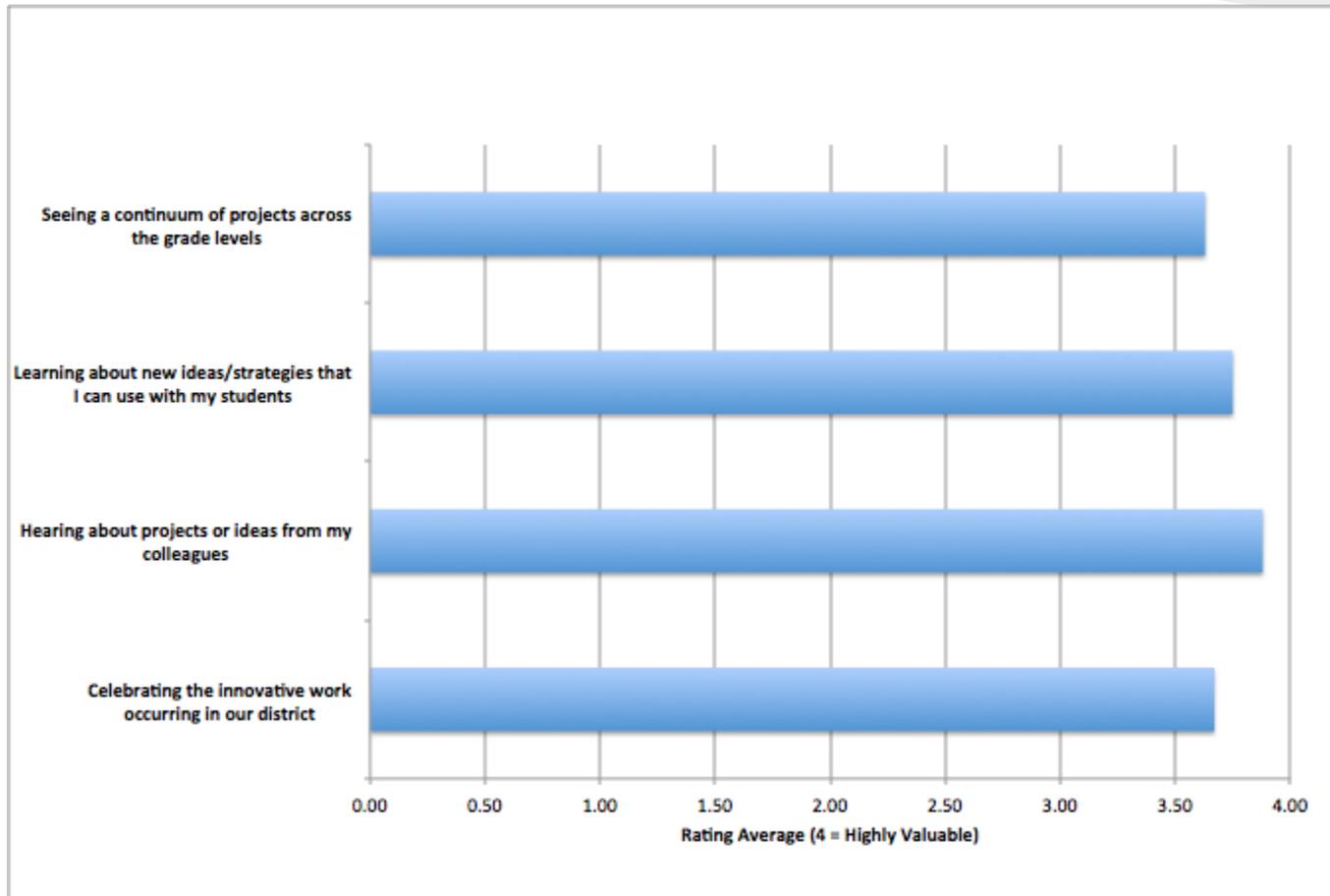
- Strategic Plan
- Professional Development Activities
- Dashboards
 - Strategic Plan Surveys
 - Student Achievement (Illuminate)
- LCAP (separate presentation)

Professional Development

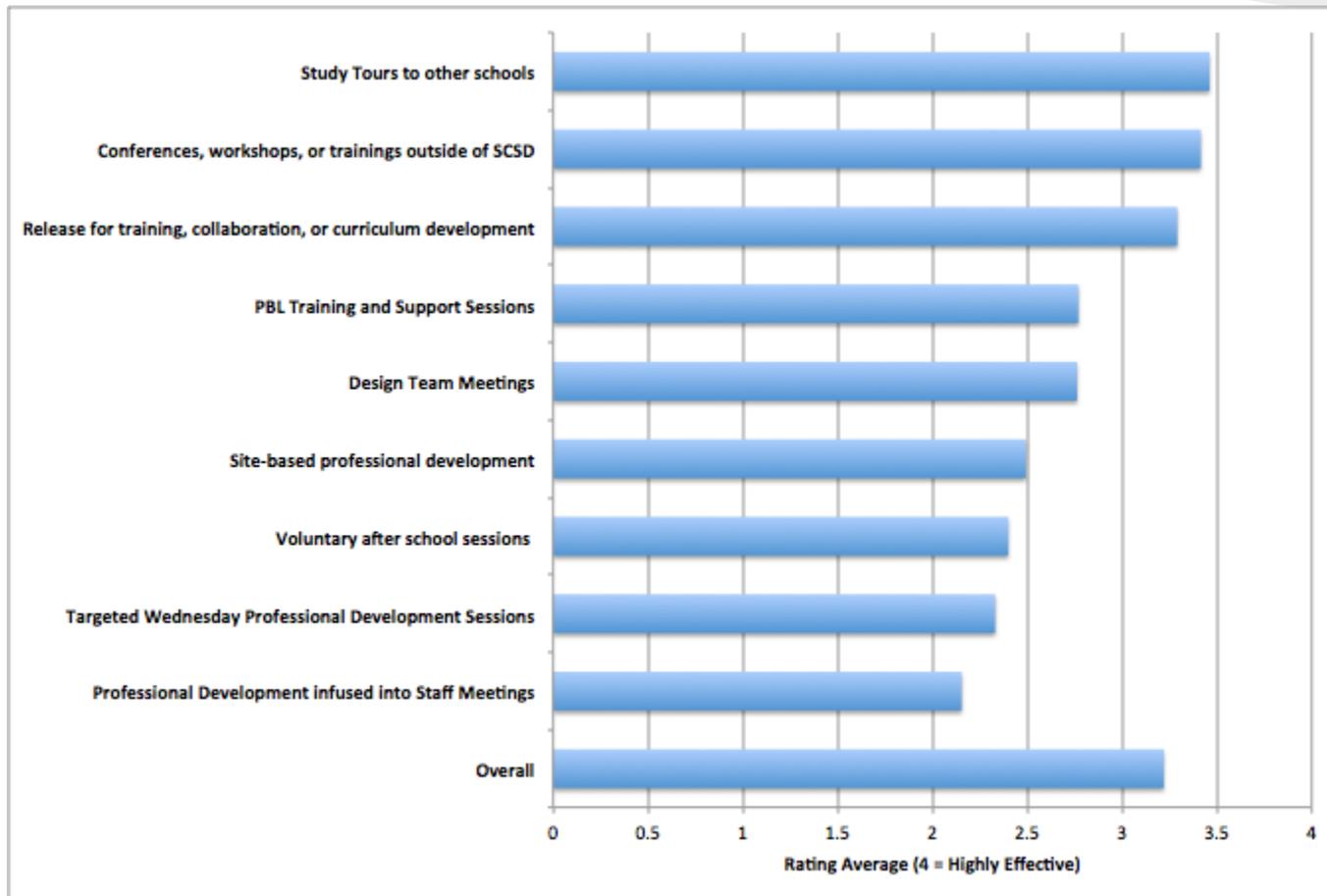
We have much to celebrate!



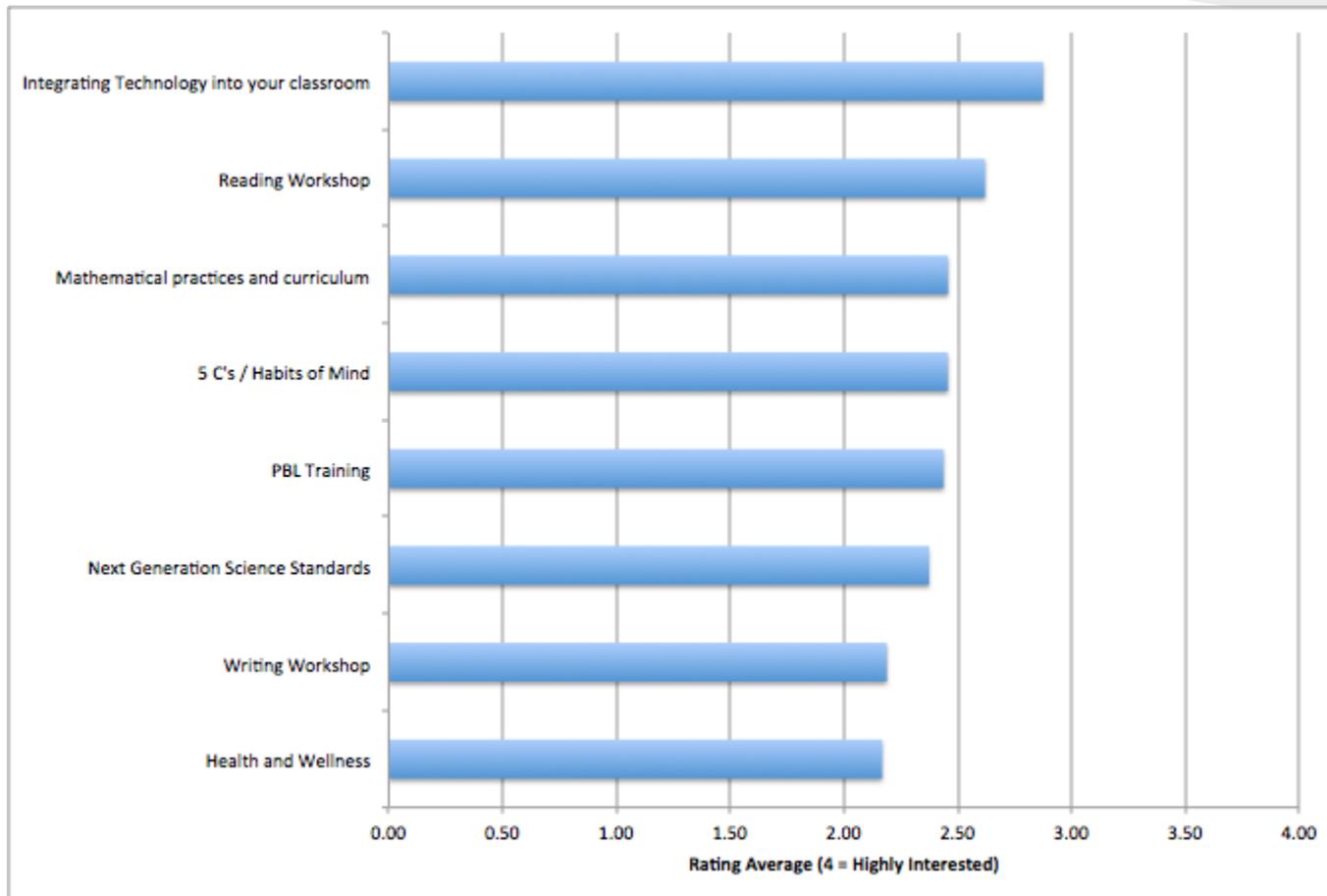
Value of Celebration of Innovation (n=139)



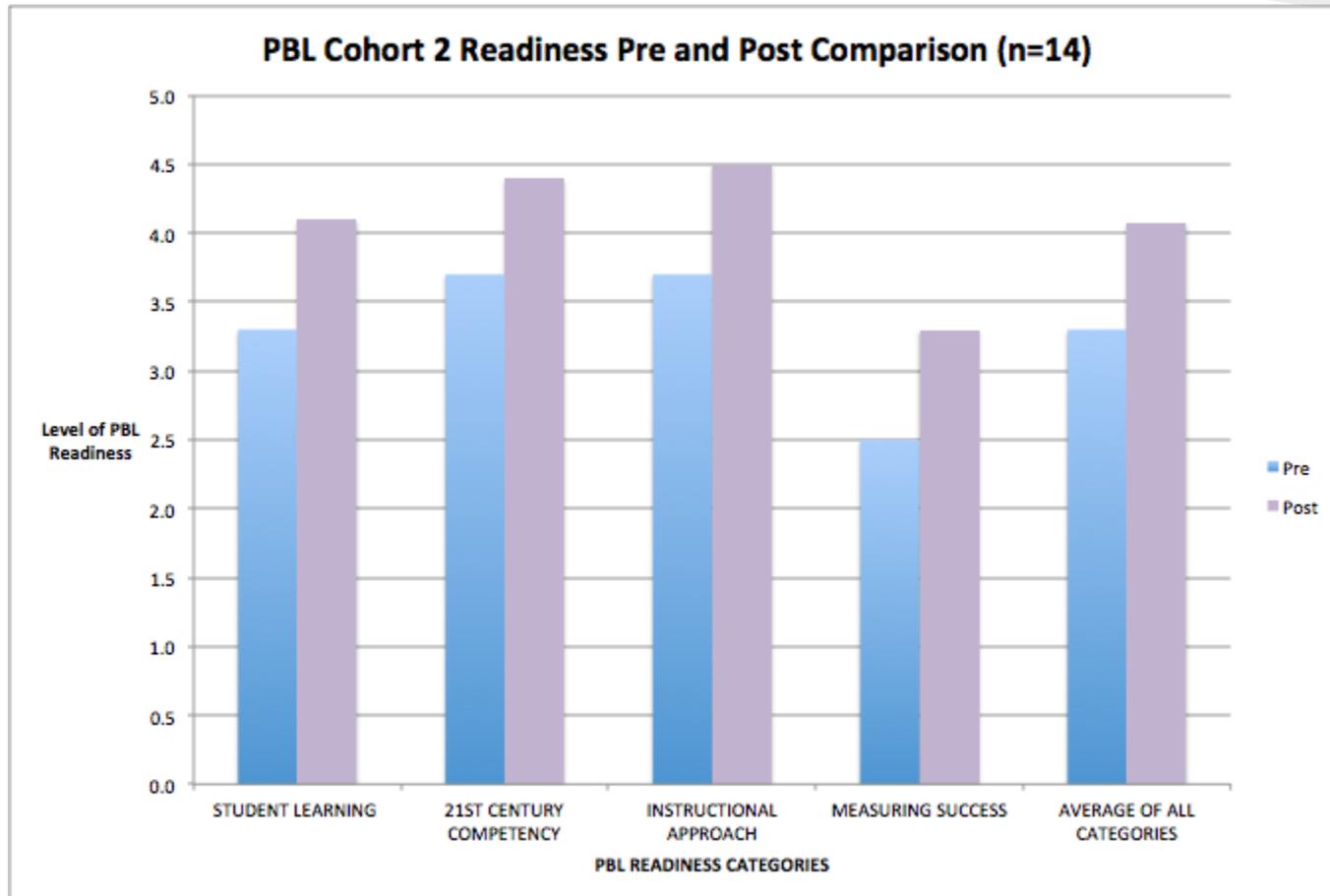
Effectiveness of Professional Development Offerings (n=142)



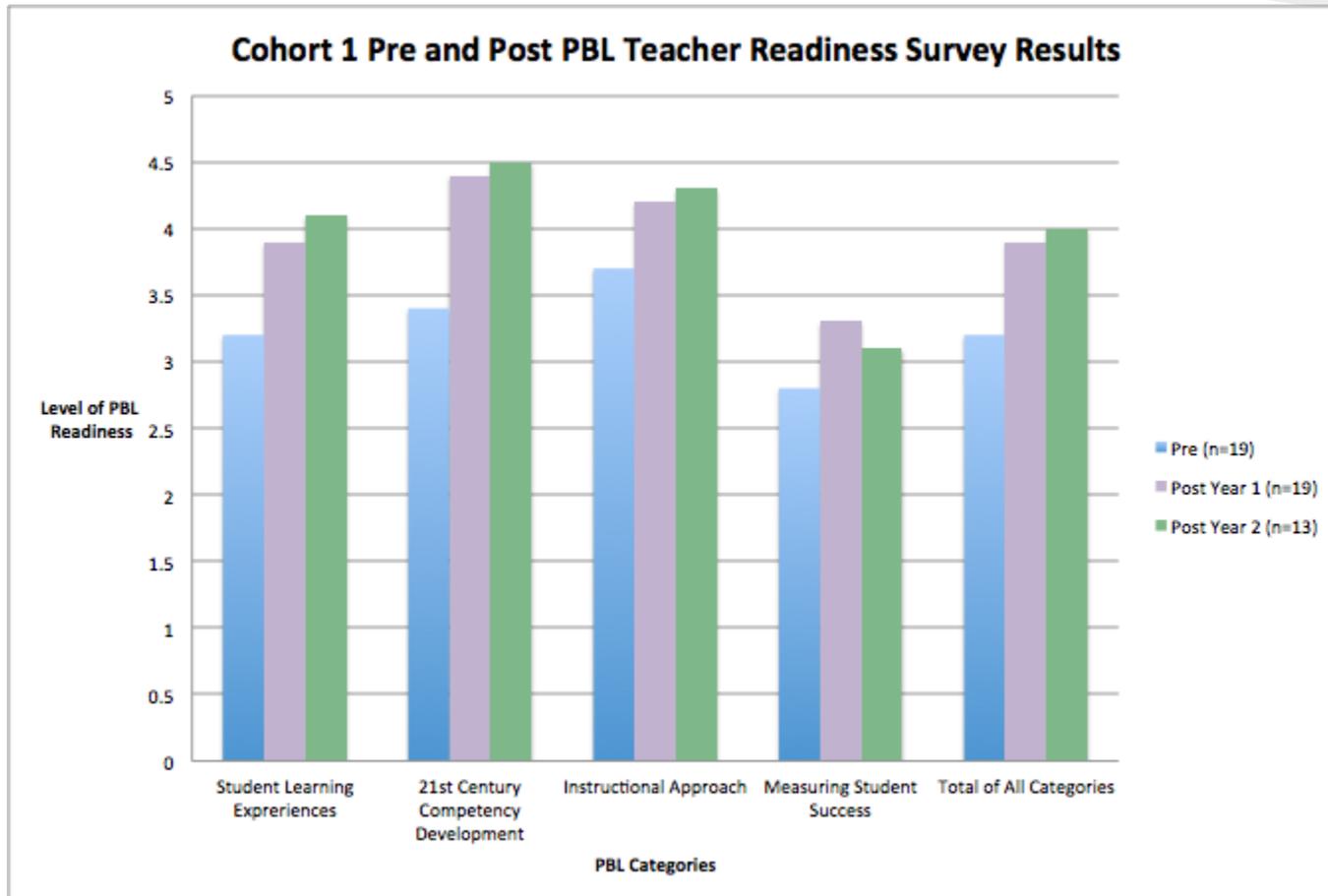
Professional Development Level of Interest for 2015-2016 (n=143)



PBL Readiness Cohort 2



PBL Readiness Cohort 1



Teacher Quotes About PBL

- “I feel my instruction has vastly improved through implementing PBL in the classroom. My students' confidence has blossomed alongside their skills increasing.” (Third Grade Teacher - Cohort 2)
- “I actually asked my students if they felt PBL makes our classroom more engaging and challenging and they responded with a resounding “YES!” (Seventh Grade Teacher - Cohort 1)

Strategic Plan Dashboards and Surveys

Strategic Plan Student Survey

District Report - Student Survey

Numbers show the raw percentage of favorable responses in each topic.

Report subject	Overall	21st century skills - 5c	Expectations and rigor	Grit	Interest in subject	Learning environment	Learning strategies	Sense of belonging	Student engagement	Supportive relationships	Technology
San Carlos Elementary <small>View Print</small>	69%	91%	74%	81%	53%	56%	51%	59%	57%	68%	85%

Student Survey - Initial Impressions

- Students, in general, responded less favorably in the areas of Learning Environment, Learning Strategies, Sense of Belonging, and Student Engagement
- Positive responses appear to drop off as students move into middle school
- Minimal differences across race, gender, or other demographic categories
- Students responded more favorably about 21st Century Learning than parents and much more than staff
- ELL students registered more Grit than other students

Strategic Plan Family Survey

District Report - Family Survey (Spring 2015)

Numbers show the raw percentage of favorable responses in each topic.

Report subject	Overall	21st century skills	Communication	Engagement	Expectations and rigor	Learning environment	Safety	Sense of belonging	Supportive relationships	Technology
San Carlos Elementary <small>View Print</small>	90%	90%	90%	84%	82%	92%	95%	96%	93%	89%

Family Survey - Initial Impressions

- Family scores are generally very high – there is a slight reduction in the categories for Rigor and Engagement
- Elementary schools in general score slightly higher across schools than middle schools
- Safety and sense of belonging score very high across schools

Strategic Plan Staff Survey

District Report - San Carlos Staff Survey

Numbers show the raw percentage of favorable responses in each topic.

Report subject ^	Overall	21st century skills	Collaboration	Family engagement	Leadership	Learning environment	Sense of belonging	Support	Technology
San Carlos Elementary <small>View Print</small>	84%	86%	84%	96%	85%	83%	96%	82%	70%

Staff Survey - Initial Impressions

- Staff response rate was low overall and highly variable between schools
- Staff rated Family Engagement and Sense of Belonging high across schools
- Technology was identified as an area for focused staff development and need for increased access to computing/digital devices for student use
- Sufficient time for Collaboration was rated low by all teachers, especially at the middle school level
- Staff morale was mixed with some schools rating morale as low and others scoring morale highly

Illuminate Example - Reading Levels

Fountas & Pinnell Classroom Results

06/03/2015

[Redacted]

[Redacted] 1st Grade Homeroom

Student Name	Grade Level	FALL		WINTER		SPRING	
		F & P Level	Instructional Recommendation	F & P Level	Instructional Recommendation	F & P Level	Instructional Recommendation
[Redacted]	1	G	Above Grade Level	H	Above Grade Level		
[Redacted]	1	B	Below Grade Level	C	Below Grade Level		
[Redacted]	1	I	Above Grade Level	K	Above Grade Level		
[Redacted]	1	I	Above Grade Level	J	Above Grade Level		
[Redacted]	1	G	Above Grade Level	H	Above Grade Level		
[Redacted]	1	H	Above Grade Level	K	Above Grade Level		
[Redacted]	1	D	Above Grade Level	F	At Grade Level		
[Redacted]	1	C	At Grade Level	F	At Grade Level		
[Redacted]	1	C	At Grade Level	F	At Grade Level		
[Redacted]	1	I	Above Grade Level	K	Above Grade Level		
[Redacted]	1	H	Above Grade Level	J	Above Grade Level		
[Redacted]	1	E	Above Grade Level	F	At Grade Level		
[Redacted]	1	C	At Grade Level	D	Below Grade Level		
[Redacted]	1	B	Below Grade Level	B	Below Grade Level		
[Redacted]	1	H	Above Grade Level	I	Above Grade Level		
[Redacted]	1	D	Above Grade Level	G	Above Grade Level		
[Redacted]	1	B	Below Grade Level	B	Below Grade Level		
[Redacted]	1						
[Redacted]	1	I	Above Grade Level	K	Above Grade Level		

Illuminate Example - Writing and Mastery

Teacher Assessment Overview

Assessment Title: Gr 3 Spring 2015 Lucy Calkins Opinion Writing Assessment

Site: [Redacted]

Teacher: [Redacted]

Section: [Redacted]

Demographic Filters:

Gender
Male & Female

Race/Ethnicity
All Reported Races

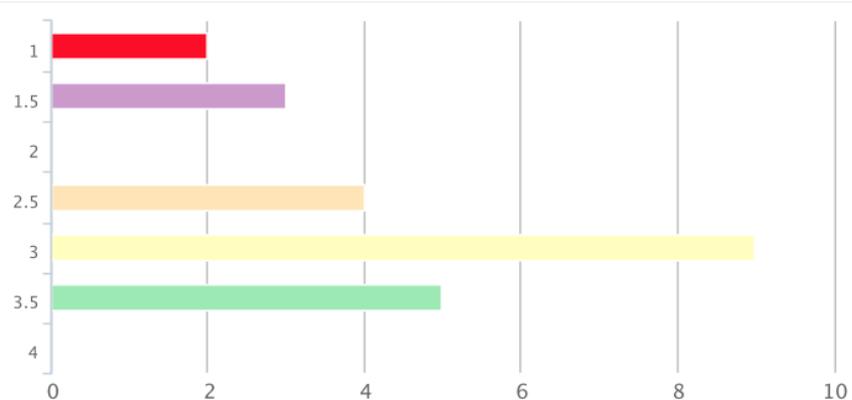
Special Ed.
Special & Non

Socio-Econ. Dis.
SED & Not SED

Eng. Prof.
All

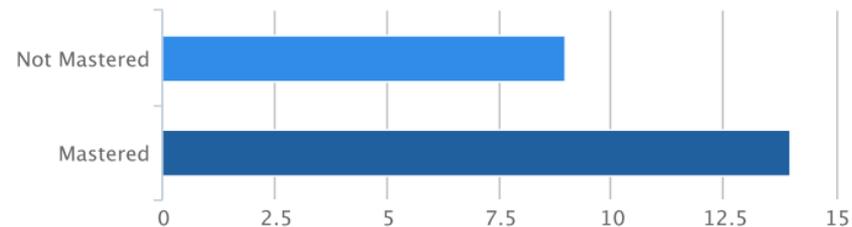
Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
1 (0%)	2	9 %
1.5 (26%)	3	13 %
2 (39%)	0	0 %
2.5 (51%)	4	17 %
3 (64%)	9	39 %
3.5 (76%)	5	22 %
4 (88%)	0	0 %
Total # of Students Tested	23	100 %



Mastered/Not Mastered Distribution

Category	# of Students	% of Students
Mastered	14	61 %
Not Mastered	9	39 %
Total	23	100 %



*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.

Illuminate Example - Writing and Mastery Continued

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Male & Female

Race/Ethnicity
All Reported Races

Special Ed.
Special & Non

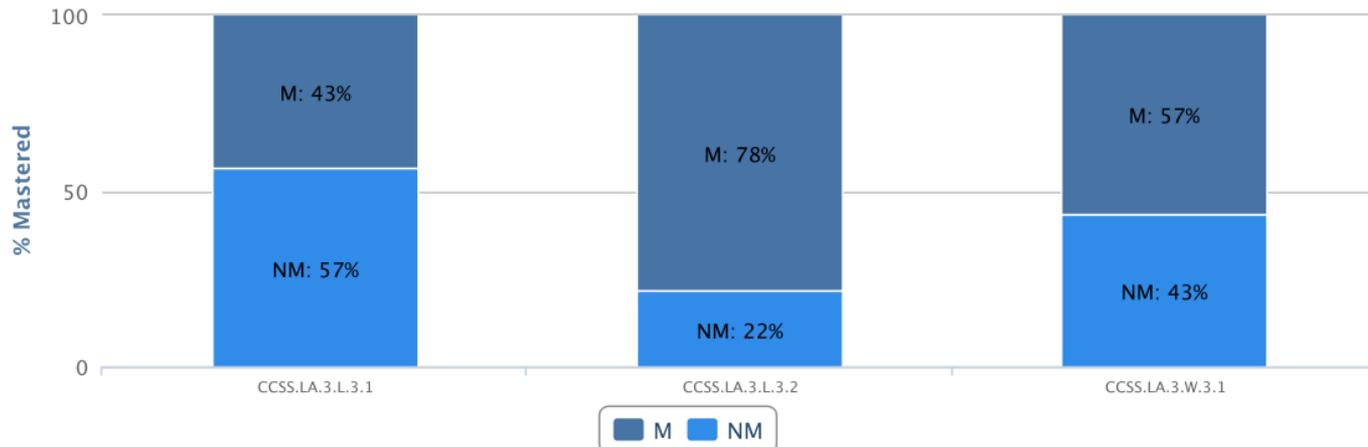
Socio-Econ Dis.
SED & Not SED

Eng Prof.
All

Standard Performance

Standard	Description of Standard	Avg % Correct	% of Students at Mastery	# of Students at Mastery	Avg Points	Total Points Possible
CCSS.LA.3.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	57	43 %	10	2.3	23
CCSS.LA.3.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	66	78 %	18	5.3	23
CCSS.LA.3.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	59	57 %	13	21.4	23

Mastery by Standard



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Questions & Discussion