Measuring School Quality

9:45 – 10:45 a.m.
Room: Denver Suite 3
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The AdvancED Improvement Network

125 years of knowledge and expertise in continuous improvement and accreditation

40,000 schools and districts

83 countries

The world’s largest school improvement network
How students feel in school

- Tired: 53%
- Bored: 46%
- Challenged: 39%
- Pressured: 25%
- Confused: 27%
- Appreciated: 20%
- Excited: 25%
- Happy: 42%
- Interested: 29%
- Interested: 31%
- Interested: 30%

Middle School
How **93,000 Teachers** Describe What Students Do Most Often in Class

- **Listen to Instruction**
- **Work With Others**
  - Give Project Demos
  - Make Presentations
  - Complete Long Projects
  - Write Papers
  - Complete Easy Work
  - Memorize
- **Take Tests**
- **Think**
- **Work Alone**
- **Complete Challenging Work**
- **Classroom Work**
- **Write**
  - Complete Worksheets
  - Write Papers
  - Complete Brief Projects
  - Memorize
How 279,000 Middle School Students Describe What They Do Most in Class
How **401,000 High School Students** Describe What They Do Most in Class

- **Listen to the Teacher**
- **Work With Others**
- **Take Tests**
- **Think**
- **Complete Worksheets**
- **Work Alone**
- **Write**
- **Complete Easy Work**
- **Complete Brief Projects**
- **Memorize**
- **Complete Challenging Work**
- **Complete Long Projects**
- **Write Papers**
- **Make Presentations**
- **Give Project Demos**
- **Work**
- **Take Tests**
- **Think**
- **Complete Worksheets**
- **Write**
- **Complete Easy Work**
- **Complete Brief Projects**
- **Memorize**
- **Complete Challenging Work**
- **Complete Long Projects**
- **Write Papers**
- **Make Presentations**
- **Give Project Demos**
<table>
<thead>
<tr>
<th><strong>School Quality Factors</strong></th>
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<tbody>
<tr>
<td><strong>Clear Direction</strong></td>
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<tr>
<td><strong>Healthy Culture</strong></td>
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<td><strong>High Expectations</strong></td>
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<td><strong>Impact of Instruction</strong></td>
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<td><strong>Resource Management</strong></td>
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<td><strong>Efficacy of Engagement</strong></td>
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<td><strong>Implementation Capacity</strong></td>
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By making the realities and complexities of schooling visible, we make improvement possible.
Education Commission of the States: Measuring School Quality

Lupita Cortez Alcalá, Chief Deputy Superintendent

July 12, 2019
California’s Student Population

- **Enrollment**: 6,220,413
- **Socioeconomically Disadvantaged**: 61.5%
- **English Learners**: 20.4%
- **Foster Youth**: 0.6%

View More Information
California’s Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Enrollment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>340,841</td>
<td>5.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>32,500</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>569,744</td>
<td>9.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>151,650</td>
<td>2.4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3,376,591</td>
<td>54.3%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>58,350</td>
<td>0.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>28,920</td>
<td>0.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>219,429</td>
<td>3.5%</td>
</tr>
<tr>
<td>White</td>
<td>1,442,388</td>
<td>23.2%</td>
</tr>
</tbody>
</table>
Local Control Funding Formula

• Changed how California funds, evaluates and supports school districts.

• Gives districts flexibility in spending state money and increased funding for low-income students, foster youth and English learners.

• In exchange, districts develop, adopt and implement three-year Local Control and Accountability Plans to improve student performance.

• Districts are evaluated on multiple performance metrics via the California School Dashboard.

• Districts struggling to lift up the performance of student groups are connected to tailored assistance through the California State System of Support.
Continuous Improvement Model

Dashboard

LCAP

System of Support

California Department of Education
Local Control and Accountability Plan

- 3 year accountability plan
- Highlights state priority areas and goals to address local needs
- Engages community members in the planning process
- Provides an opportunity to clarify how LEA is budgeting and programming for equity
California’s System of Support

Local Educational Agency (LEA)

County Office of Education (COE)

Califonia System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

LEVEL 1
SUPPORT FOR ALL
Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.

LEVEL 2
DIFFERENTIATED ASSISTANCE
County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.

LEVEL 3
INTENSIVE INTERVENTION
The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.
School Quality & Continuous Improvement

Wayne D. Lewis, PhD
Kentucky Commissioner of Education
Kentucky’s Theory of Action

**Commitment to Success**
- Codified in Kentucky statute and KDE regulation
- Shared and unified vision

**Diagnosing the Cause of Low Performance**
- Thorough review of data
- Intensive site-based review; including interviews, observations, and presentations from leadership

**Provide Intensive Support**
- KDE Program Staff (District 180) provide a central point of support and contact at the department.
- Education Recovery (ER) staff provide direct, intensive support and are embedded in CSI schools.
- Continuous Improvement Coaches (CIC) provide targeted support related to high yield teaching practices.

**Promote Continuous Systems Improvement**
- PDSA Cycles
- 30-60-90 Day Planning
- Quarterly Data Review
- Comprehensive School Improvement Plans (CSIP)
Education Recovery Staff (ER)

- Education Recovery (ER) Staff are embedded in Kentucky’s 51 CSI schools.
- ER Staff work in two-person teams, each servicing two CSI schools.
- ER Staff support the work of CSI schools by...
  - Mentoring and providing support to school leadership
  - Developing and supporting teaching staff
  - Assisting with standard, curriculum, instruction, and assessment alignment
  - Delivering timely, job-embedded professional learning
  - Supporting the continuous improvement process through planning
  - Resolving issues with compliance and reporting
Continuous Improvement Coaches (CIC)

- Continuous Improvement Coaches (CIC) are field staff who provide targeted support to CSI and TSI schools.
- The CIC work is rooted in high-yield instructional strategies.
- CICs provide support by...
  - Delivering regional workshops
  - Providing faculty training on individual high-yield instructional strategies
  - Facilitating professional learning community meetings
  - Conducting classroom observations and instructional rounds
  - Coaching leadership and facilitating long-term planning meetings
Quality Staff is Key

- Kentucky hires individuals with past success as teachers and administrators through a rigorous and competitive hiring process.
- Staff receive continued training on a variety of topics, including the following:
  - Systems Tools
  - Data Monitoring
  - High Yield Instructional Strategies
  - Rutherford Learning Group Coaching Programs
  - Institute for Performance Improvement
  - NISL Executive Development Program
North Dakota Choice Ready

ELEMENTARY/HIGH SCHOOL ACCOUNTABILITY SYSTEM

Elementary (K-8)

High School (9-12)

For accountability purposes, grades 7 & 8 are included with the elementary report, except for large districts with an approved middle school.