



# Academic Office Update

David Hardy, Deputy Superintendent of Academics  
January 12, 2016



## **AGENDA**

**Current Status**

**Academic Office Strengths and Areas of Growth**

**Academic Office Strategy**

**Academic Strategy Breakdown**

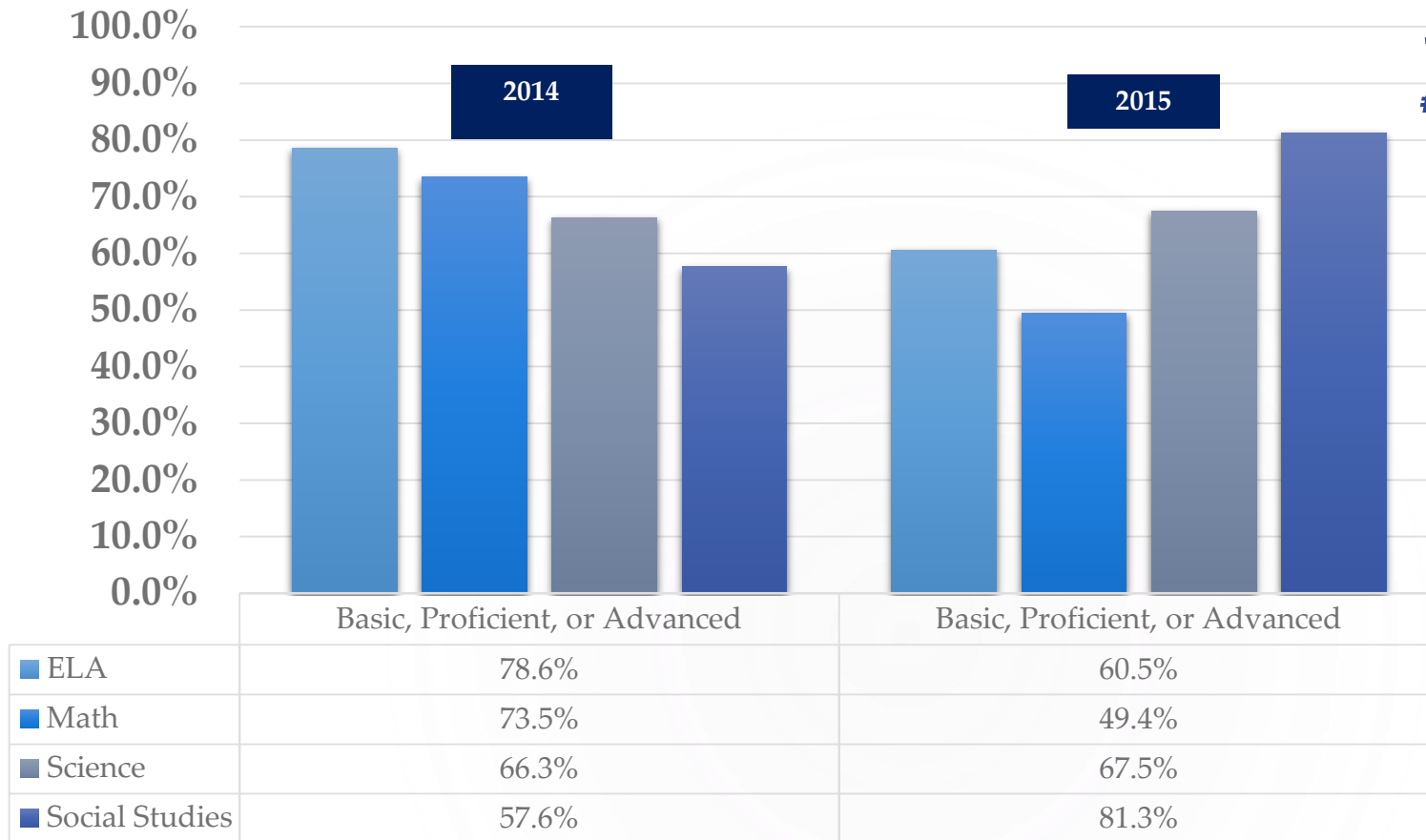
**Early Results**

**Analysis of progress: Current challenges and feedback**

**Current Considerations and Recommendations**

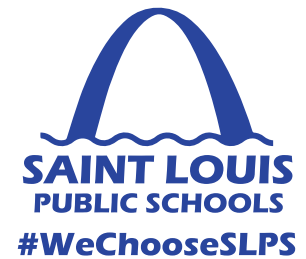
**Next Steps and Timeline**

# Current Status



- ⌘ How are our students progressing in our tutoring program?
- ⌘ What does the tutoring expansion plan look like?
- ⌘ Math and science have made a dip, what is our plan to address those areas in need of growth?
- ⌘ How are we currently performing academically?
- ⌘ **What is the overall academic plan?**

# Strengths and Areas of Growth



Strengths	Areas of Growth
<ul style="list-style-type: none"><li>• Signs of growth in reading scores</li><li>• Stability in school support and supervision from Network Superintendents</li><li>• Intentional RTII is beginning to show signs of improvement</li></ul>	<ul style="list-style-type: none"><li>• Math and Science are a priority</li><li>• Systemic School wide change and implementation of common practice will take time</li><li>• Establishment of a consistent data practice through the use of Excellent Schools Transformation Tool (ESTT) is still in the early stages</li></ul>

# Academic Office Strategy

District Vision and Mission



## School Progress

- We needed to find a way to hold schools accountable for progress during the school year



## Leader Support

- We needed to find a way to measure the impact the school leadership team has on a school (staff and student performance)



## Academic Achievement

- We needed a way to monitor the progress of students throughout the year to ensure we are providing the supports they need earlier

Excellent Schools Transformation Tool (ESTT)

# Academic Office Strategy

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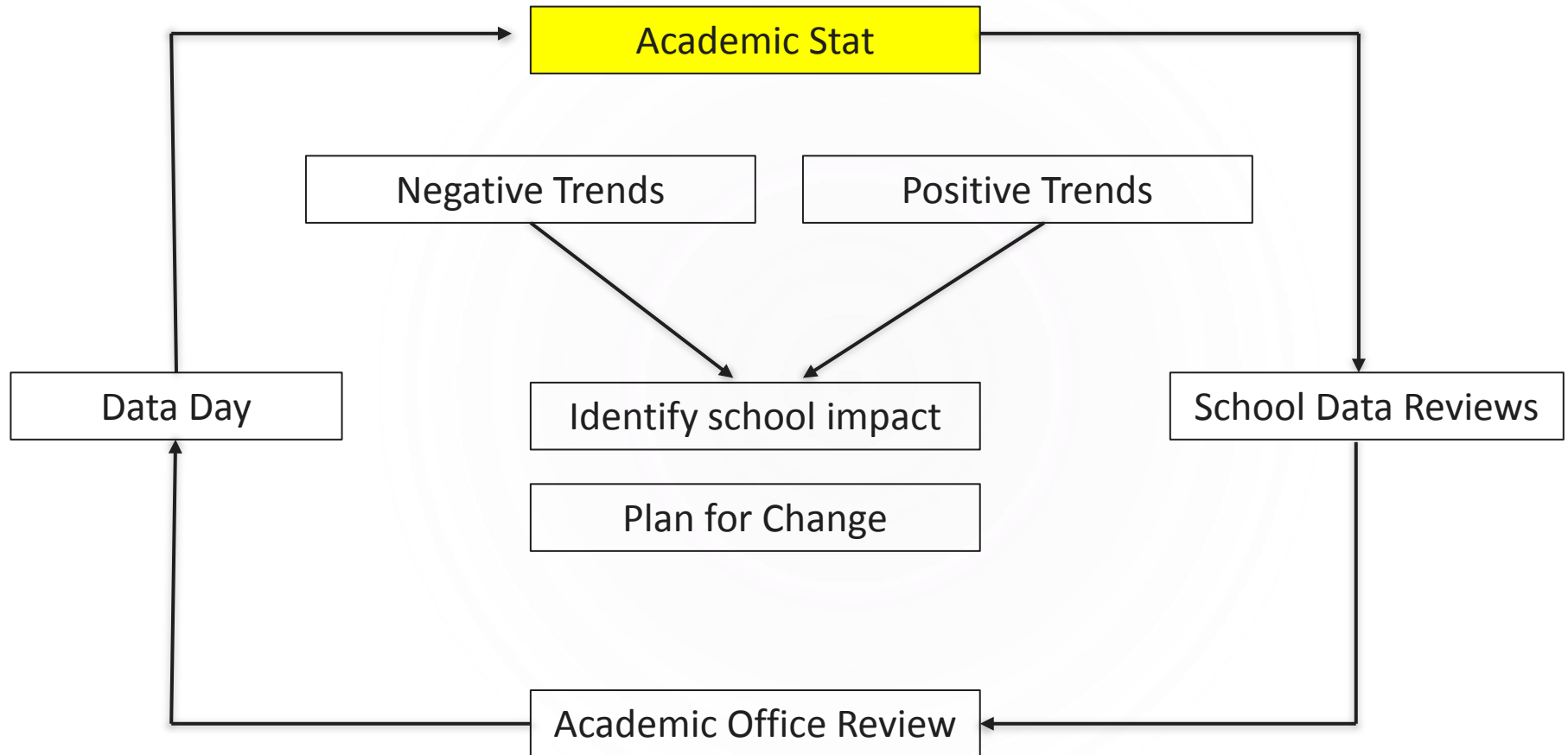


## Academic Achievement

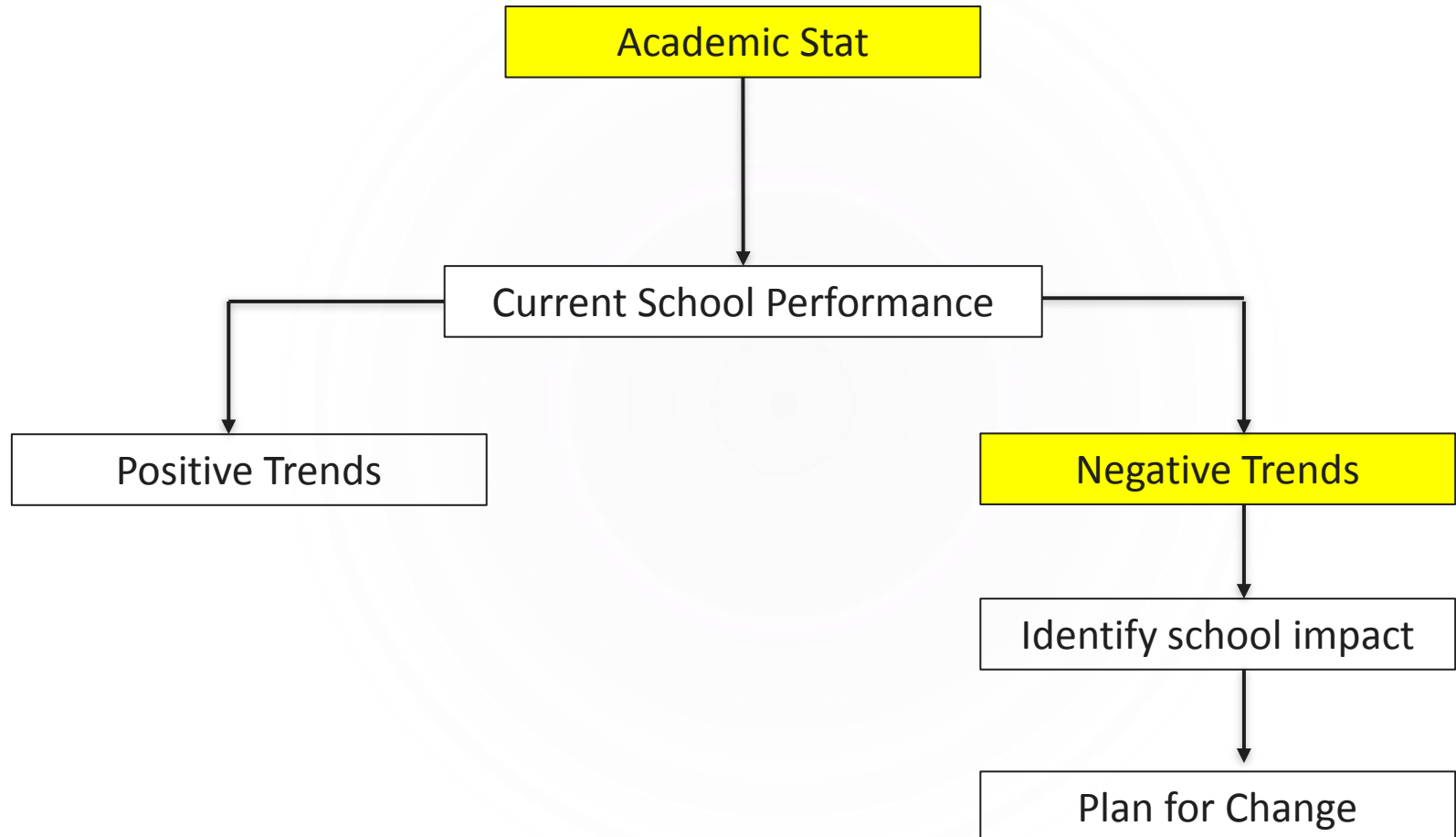
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Excellent Schools Transformation Tool (ESTT)

# Academic Strategy Breakdown



# Academic Strategy Breakdown





# Academic Strategy Breakdown

Structure	ALT Role	Actions taken
Academic Stat	Network Superintendents	<ul style="list-style-type: none"> <li>• Informs school visits, supports, and priorities</li> </ul>
	Curriculum and Development	<ul style="list-style-type: none"> <li>• Informs schools and content area concerns</li> </ul>
	Early Childhood	<ul style="list-style-type: none"> <li>• Informs PK-2 programs that are in need of direct support</li> </ul>
	Special Education	<ul style="list-style-type: none"> <li>• Informs the support needed to those schools with high SPED populations</li> </ul>
	English Language Learners	<ul style="list-style-type: none"> <li>• Informs the support needed to those schools with high ELL populations</li> </ul>
	Response to Intervention	<ul style="list-style-type: none"> <li>• Guides program support and early identification of retention</li> </ul>
	College and Career Readiness	<ul style="list-style-type: none"> <li>• Informs us of HS progress</li> </ul>
	Gifted and Talented	<ul style="list-style-type: none"> <li>• Informs us of performance of highest performing students</li> </ul>
	School Innovation	<ul style="list-style-type: none"> <li>• Identifies new school needs</li> </ul>
	Academic Strategy	<ul style="list-style-type: none"> <li>• Provides direction of academic priorities and management</li> </ul>
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# Academic Strategy Breakdown

## Network Superintendents

### Prioritize

Prioritize school visits, observations, and support to schools that are lowest performing

### Support

Identify the higher performing schools within their network to share best practices, align school to school visits, and lead professional learning opportunities

### Partner

Partner with other offices within the district to get the supports lower performing schools need

# Academic Strategy Breakdown

**If we were to look at the work of Network Superintendents specifically, here is an example of their impact**

Attendance was: **88.8%**

Attendance Now: **91.9%**

ESTT (Classroom) score: **2.76**

ESTT (Classroom) score : **2.85**

Teacher Attendance: **93.8%**

Teacher Attendance: **96.9%**

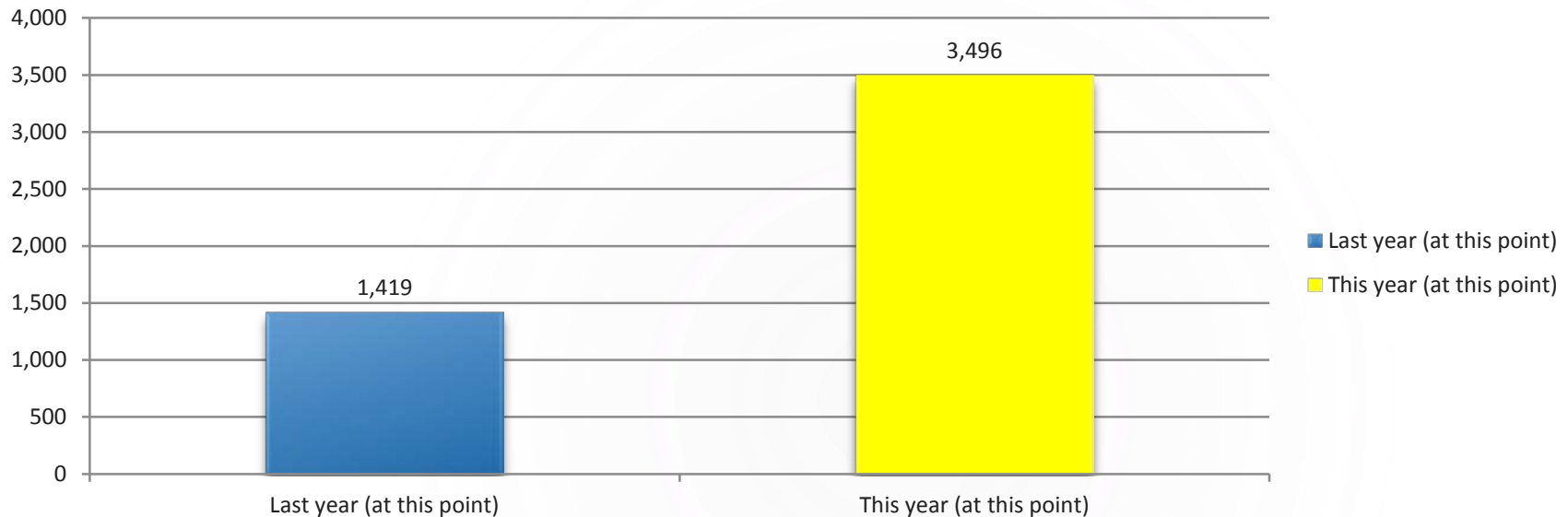
Principal Observations completed: **51**

Principal Observations completed: **118**



# Academic Strategy Breakdown

Total number of observations



**The number of school leader observations this school year has increased by 2,077. This is an indication of the commitment to classroom teacher support, the direction we are taking school leadership and the importance of school leaders working with teacher leaders.**

# Academic Strategy Breakdown

District Vision and Mission



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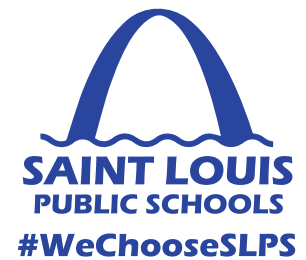


## Academic Achievement

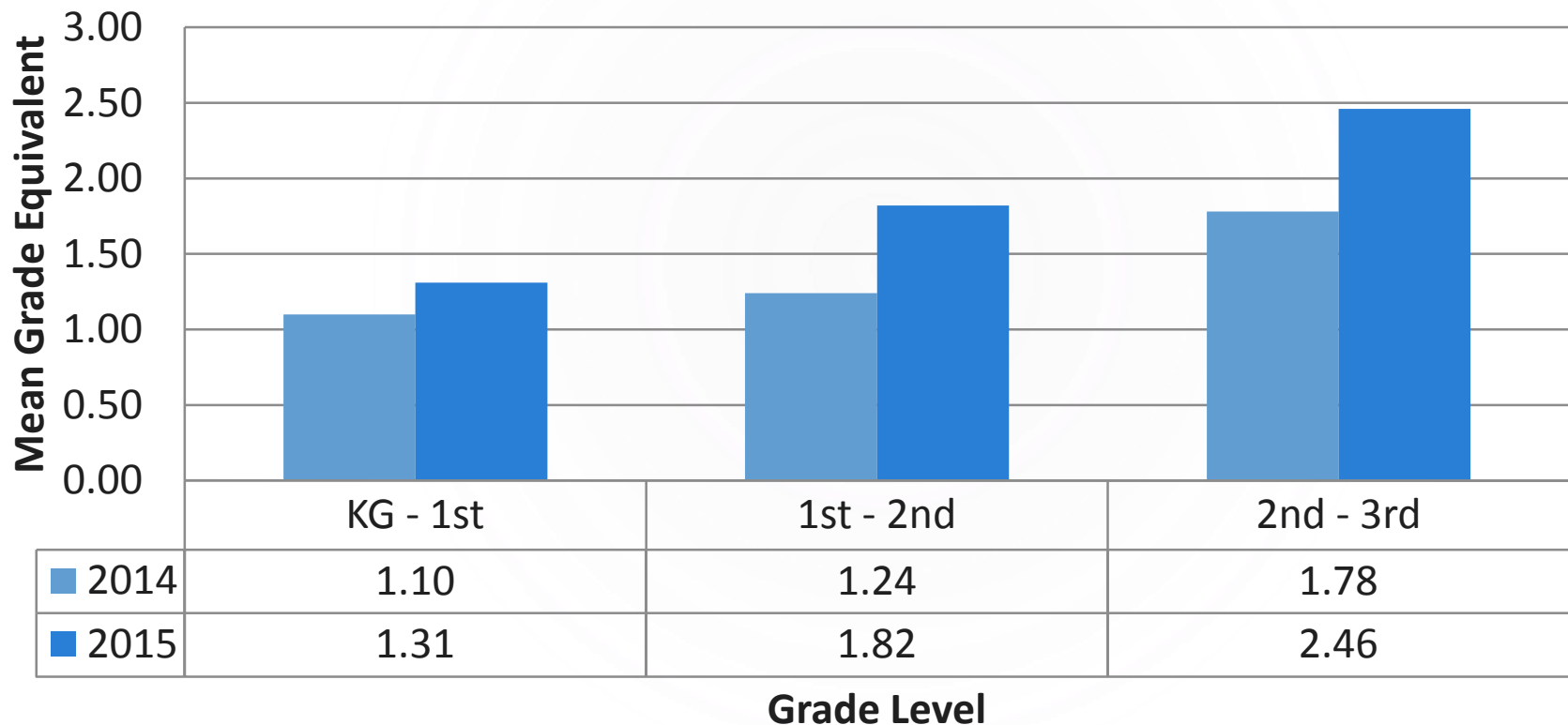
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Excellent Schools Transformation Tool (ESTT)

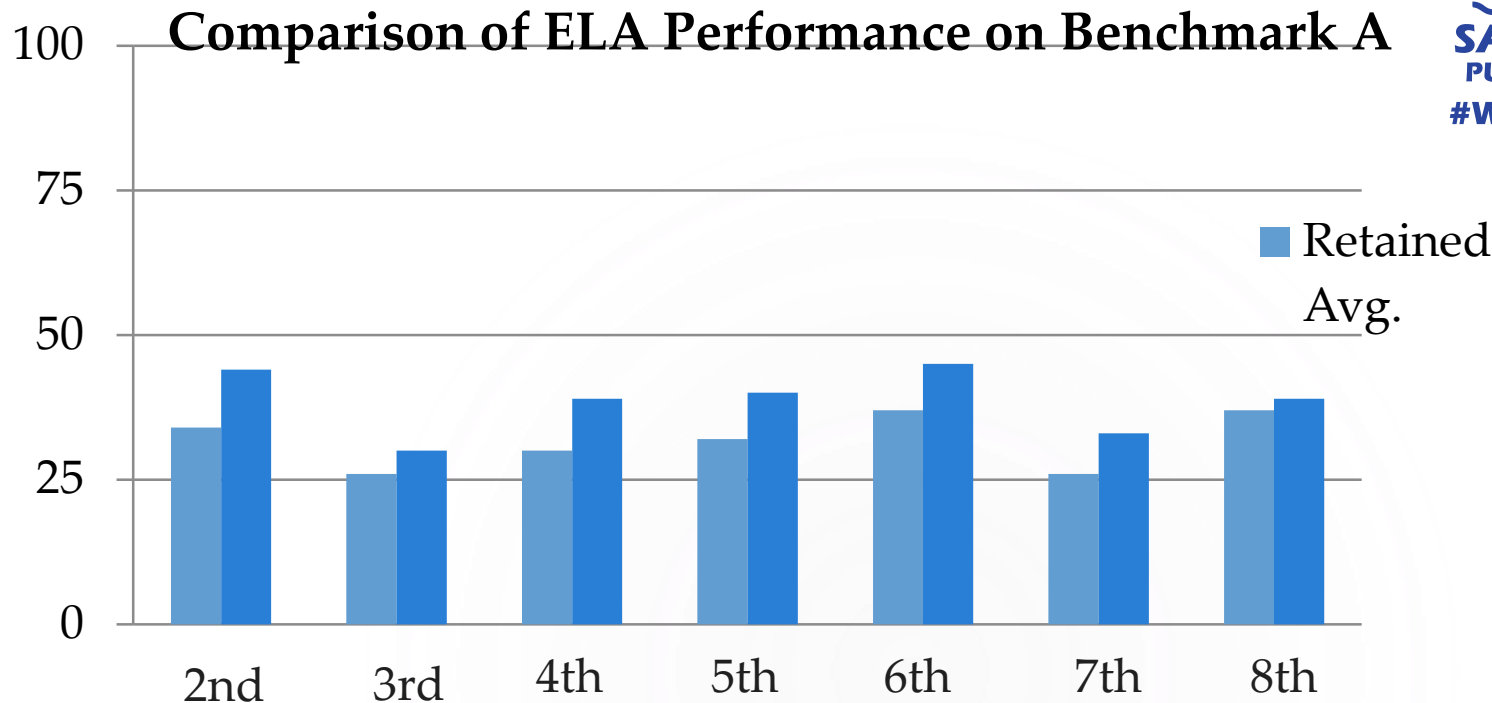
# Early Results: Early Childhood Education



## STAR Reading Fall 2014- Fall 2015 Summary Score Comparisons KG - 2nd Grade



# Early Results: Retained Students



## All Retained students have:

	Status	Completion Date
Preliminary diagnostics of academic performance	Complete	September
Supports and Interventions identified	Complete	October
Individual Academic Plans created (IAP)	Complete	November 9 <sup>th</sup>
Individual Academic Plans Implemented	In progress	November 16 <sup>th</sup>
Communication of IAP sent home to parents	In progress	December
Preliminary retained students identified (for 2016 Summer School)	In progress	December

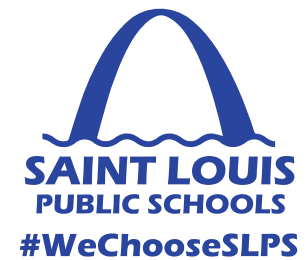


# Early Results: 3<sup>rd</sup> to 8<sup>th</sup> grade ELA Benchmark Results



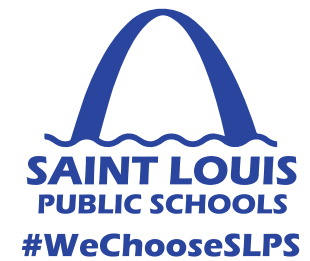
Grade Level	Acuity A (2014)	Benchmark 1	Acuity B (2014)	Benchmark 2
3	29%	30%	33%	39%
4	31%	39%	33%	40%
5	33%	40%	35%	43%
6	29%	45%	32%	46%
7	32%	33%	32%	39%
8	27%	39%	36%	40%

# Early Results: 3<sup>rd</sup> to 8<sup>th</sup> grade Math Benchmark Results



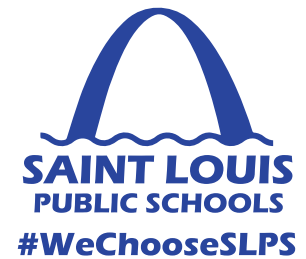
Grade Level	Acuity A (2014)	Benchmark 1	Acuity B (2014)	Benchmark 2
3	39%	42%	36%	49%
4	30%	62%	31%	48%
5	30%	54%	32%	51%
6	26%	42%	38%	42%
7	25%	39%	27%	47%
8	23%	42%	35%	24%

# Early Results: 3<sup>rd</sup> to 8<sup>th</sup> grade Science Benchmark Results



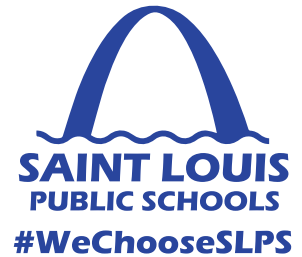
Grade Level	Acuity B (2014)	Benchmark 1	Benchmark 2
3	N/A	26%	37%
4	N/A	32%	42%
5	50%	44%	44%
6	N/A	38%	33%
7	N/A	46%	34%
8	40%	41%	34%

# Early Results: College and Career Readiness



Ranken Strategy				
Tool	2014-2015 Tot. Students	2015-2016 Fall Enrollment	2015 Spring Enrollment Goal	2015-2016 Tot. Students
Ranken	19 PT/2FT	12PT/1FT	21	33
Ranken Timeline				
Task		Status	Completion Date	
Ranken Campus Tour		Complete	November 3 <sup>rd</sup>	
Ranken Program Planning		Complete	November 9 <sup>th</sup>	
Cost Analysis		Progressing	December 18 <sup>th</sup>	
Marketing/Recruitment Plan		Progressing	January 29 <sup>th</sup>	

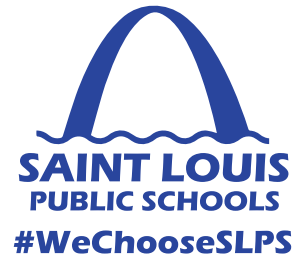
# Early Results: Improving Academic Achievement



- Early Indications of Reading growth in our K-2 classrooms
- Early indications of reading growth with our LLI K-2
- On our latest Excellent Schools Transformation Tool (ESTT) dashboard, 52 schools have made growth in their overall rating\* since September's scores, with 18 schools moving to the two tiers of the ESTT (up from 10)
- We have provided over 80 hours of professional development on the new ELA curriculum through 14 sessions date back to June 2015
- 85% of school leaders indicate that time with their Network Superintendent is of high value

**\*Rating is comprised of:** Overall Average Rating Enrollment change, ELA Benchmark, MA Benchmark, Science Benchmark, Reading Level, Teacher Attendance, Student Attendance Culture and Climate Enrollment change, Teacher Attendance, and Student Attendance

# ACADEMIC PLAN: Current Considerations



## 3-12 Grade Instructional Shifts

- ❑ **Mathematics audits will be scheduled and conducted.** Teams will visit lower performing classroom and complete cycles of support in these classrooms.
- ❑ **Improving the use of Instructional Time is an important factor.** All schools should be encouraged to incorporate 60-90 minutes of mathematics instruction daily (to be monitored by building SLTs).
- ❑ Additional support and **PD will continue to be offered on the mathematics curriculum and resources already in place/adopted by the district.**
- ❑ **An effort to support teacher skill/techniques to be used across all curriculums is being launched.**
- ❑ Expedite the technical support of implementation of math resources
- ❑ Simplifying the mathematic interventions
- ❑ Aligning teaching to the domains provided by the state and 2016 MAP assessment
- ❑ Provide afterschool tutoring to lowest performing schools in Math

# ACADEMIC PLAN: Current Considerations



Transformation Plan 2.0 Goal	Current Considerations
Goal 1: Creating a System of Excellent Schools	<ul style="list-style-type: none"><li>• Re-theming of Sumner, Vashon, L'Ouverture, Pamoja, and Gifted and Talented School on the North Side</li><li>• Identification of district flexibilities by mid-December, Identification of schools by mid-February</li><li>• Continued conversations with current charters to pursue possible deeper partnerships or sponsorship</li></ul>
Goal 2: The district cultivates school leaders in administration and the classroom	<ul style="list-style-type: none"><li>• Building a systemic teacher and leader scope and sequence</li><li>• Retooling in school and out of school support to students, teachers, and leaders</li></ul>
Goal 3: All Students read to lead and succeed	<ul style="list-style-type: none"><li>• Expansion of the support to ECE literacy instruction</li><li>• Creation of a continuum of understanding for k-12 students</li><li>• Creating pathways to success after high school</li></ul>

# Academic Plan: Looking Forward

TASK	TIMELINE
Curriculum implementation and resource audits (K-2)	Completed
Student and School Performance (comparative analysis)	Completed
Curriculum implementation and resource audits (3-8)	Completed
Academic Office Quarterly Communication	Completed
Restarting the curriculum committee	Started
Teacher and Leader forums	Completed
Future and current partners fair	Completed
Instructional quality audits	January-February
Academic Office resource and implementation ROI audit	February-March
Instruction resource identification for 2016-2017	January-March
Academic Office Midyear Step back	February



# Questions?