



Board Workshop-Superintendent Goals

January 5, 2022

1/5/2022

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?

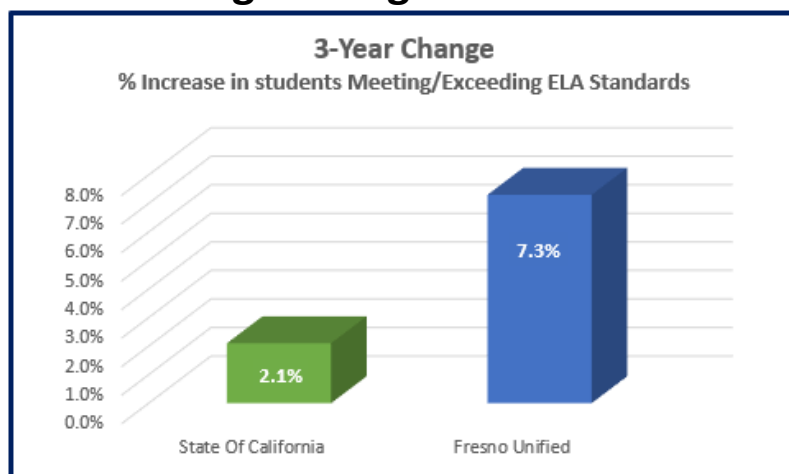
What does the data show?

How do we consistently monitor and communicate how we are performing?

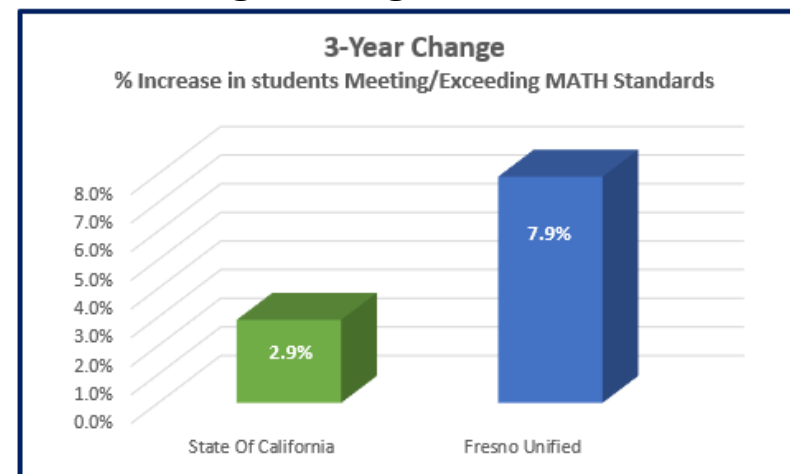
Pre-Pandemic Efforts

- 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:



	State of California		Fresno Unified	
	% Meeting/Exceeding	1-Year Change	Fresno Unified	1-Year Change
2016-17	48.6	-0.4%	33.6	2.6%
2017-18	49.9	1.3%	36.8	3.2%
2018-19	51	1.1%	38.3	1.5%
3-Year Change:		2.1%	3-Year Change:	7.3%

	State of California		Fresno Unified	
	% Meeting/Exceeding	1-Year Change	% Meeting/Exceeding	1-Year Change
2016-17	37.6	0.6%	24.1	2.1%
2017-18	38.5	1.0%	26.9	2.8%
2018-19	39.9	1.3%	29.9	3.0%
3-Year Change:		2.9%	3-Year Change:	7.9%

Pandemic Impact

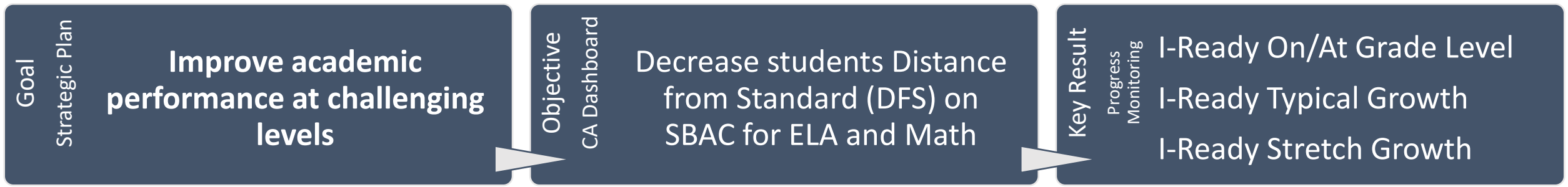
- SBAC has not been administered statewide since 2018-19; It will return in the Spring of 2021-22.
- A comparison of iReady data from pre-pandemic (2019) to current year results demonstrates that our students have been impacted by the pandemic **and** that we are making progress to address gaps:

Diagnostic 1

	Fall 2019 Pre-Pandemic	Fall 2021 Current Year	Difference
Literacy	19%	17%	-2%
Math	13%	8%	-5%

Diagnostic 2

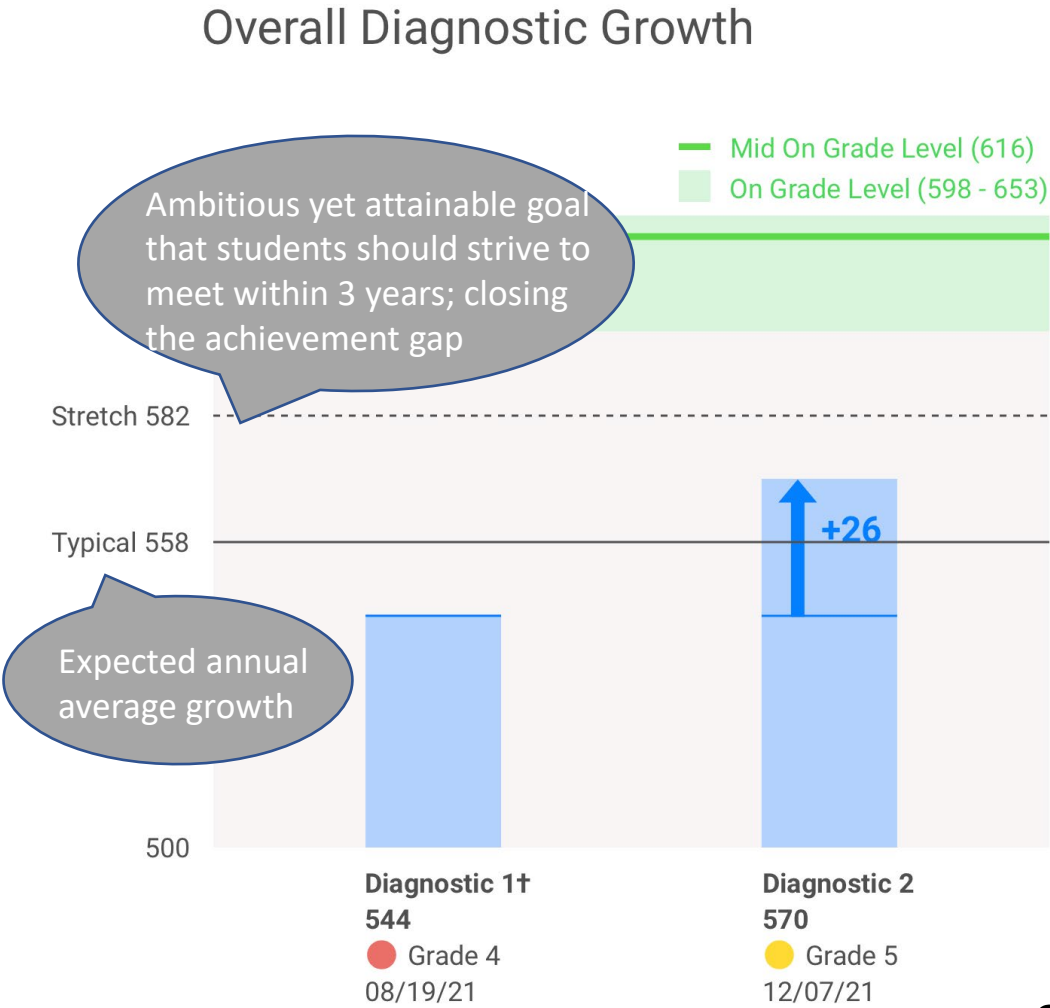
	Winter 2019 Pre-Pandemic	Winter 2021 Current Year	Difference
Literacy	26%	26%	0%
Math	22%	18%	-4%



Objective CA Dashboard	2018/19 Status	2YR Change	2020/21 Status
SBAC ELA DFS*	-34.1	14.1%	N/A
SBAC Math DFS*	-62.1	12.2%	N/A

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

Key Result Progress Monitoring	2021/22 D1 Status	2021/22 D2 Status	2021/22 D3 Status	2021/2022 YTD Change & Growth
I-Ready ELA On/Above Grade	16.6%	26.0%	May	9.4%
I-Ready ELA Typical Growth		55.6% On Track	May	N/A
I-Ready ELA Stretch Growth		41.6% On Track	May	N/A
I-Ready Math On/Above Grade	8.4%	17.6%	May	9.2%
I-Ready Math Typical Growth		59.8% On Track	May	N/A
I-Ready Math Stretch Growth		45.6% On Track	May	N/A



Expand student-centered & real-world learning experiences

Increase student graduation rate

Increase the percentage of students who have high self-efficacy*

Objective CA Dashboard	2018/19 Status	2YR Change	2020/21 Status
Graduation	87.6%	-4.2%	NA

Key Result Progress Monitoring	2021/22 Pre Survey	2021/22 Post Survey	2020/2021 YTD Change
Self-Efficacy*	88.2%	March	NA

*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.

Increase student engagement in their school & community

Decrease student chronic absenteeism

Increase the number of students with attendance rates above 90%*

Objective CA Dashboard	2018/19 Status	2YR Change	2020/21 Status
Chronic Absenteeism	15.8%	0.0%	NA

Key Result Progress Monitoring	2021/22 August	2021/22 December	2020/2021 YTD Change
Section Attendance*	62.0%	56.4%	-5.6%

Goal
Strategic Plan

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

Objective
CA Dashboard

Increase parents' sense of connectedness

Key Result
Progress Monitoring

Increase parent participation in engagement opportunities

Objective CA Dashboard	2018/19 Status	2020/21 Status
Parent & Family Engagement Narrative/ Local Climate Survey	Met	N/A

Key Result	2021/22 Status
Increase parent participation in engagement opportunities	<ul style="list-style-type: none"> ✓ 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
CA Dashboard

Increase staffs' sense of belonging

Key Result
Progress Monitoring

Increase the number of staff who are highly engaged

Objective CA Dashboard	2018/19 Status	2020/21 Status
Local Climate Survey	Met	N/A

Key Result	2021/22 Status
Increase staff who are highly engaged	<ul style="list-style-type: none"> ✓ Revised Climate & Culture Survey to align to the new strategic plan that includes organizational environment (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.

Early Learning Expansion

SPED Inclusion

Leadership Development

A-ROI *(Next Board Workshop)*

Other Collective Board Interests



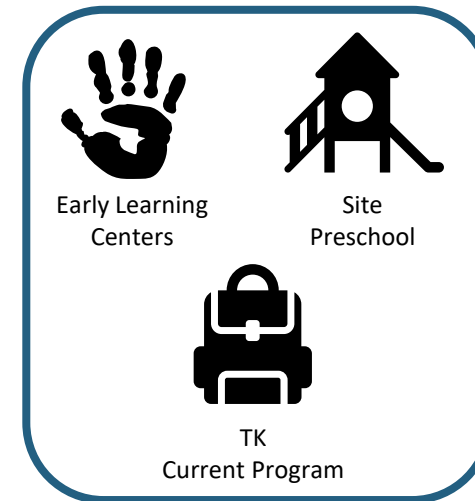


Early Learning Expansion

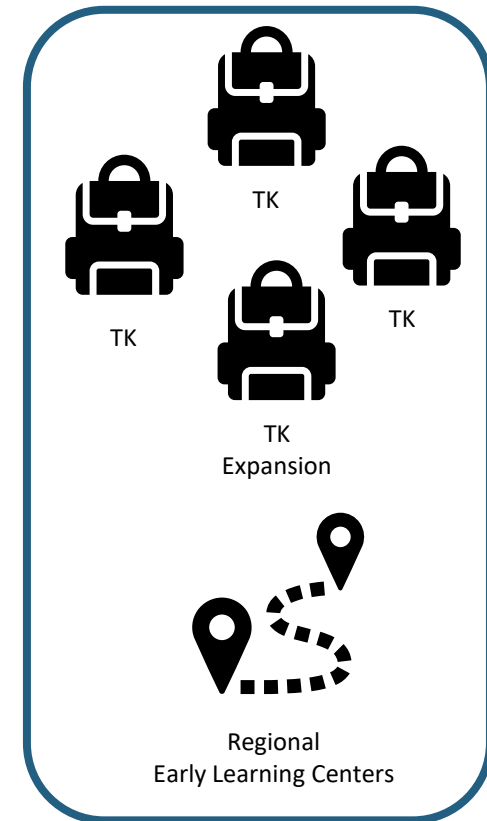
Early Learning Expansion

- 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.

Existing Programs



Expansion





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.

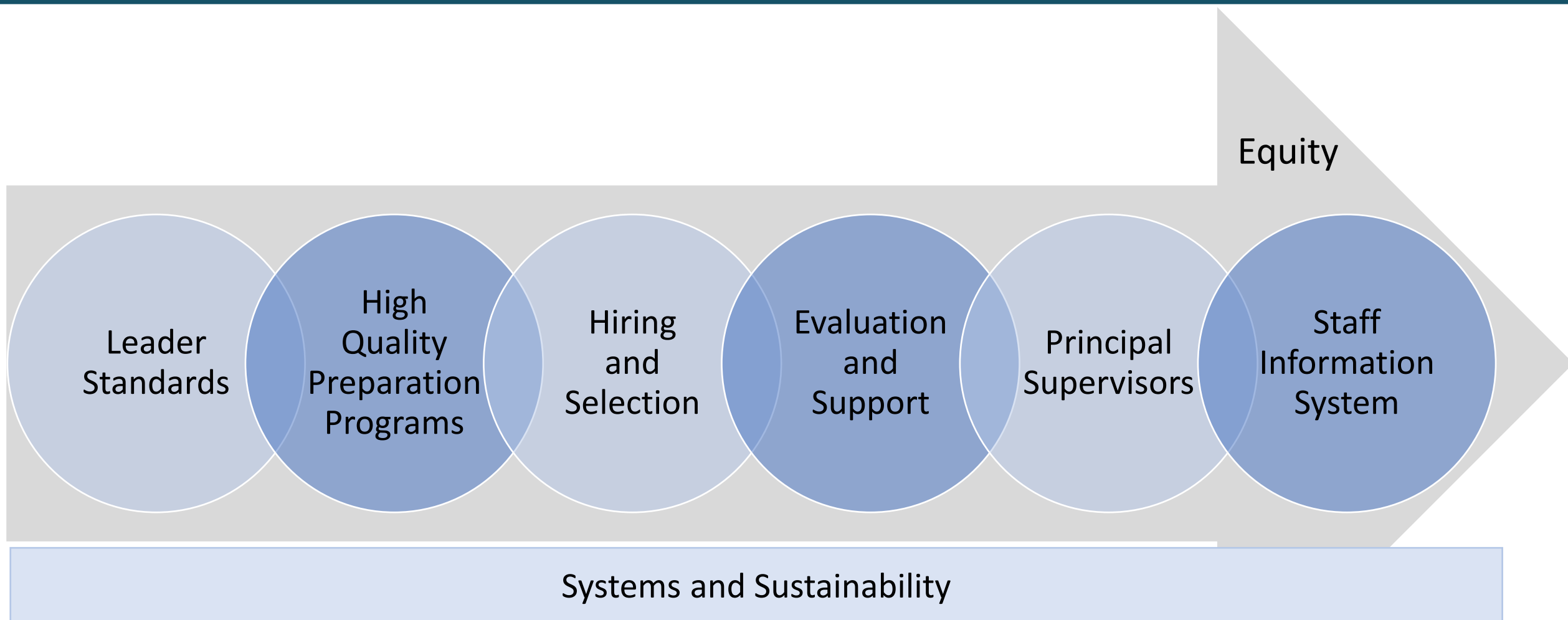


Leadership Development

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



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 (*Upcoming*)
- Communicate Final Supt Goals
- Cycles of Updates to Board