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I. Overview of the Guide to Success

Purpose

For years, Sacramento City Unified has relied on Standardized Testing and Reporting (STAR) data, Adequate Yearly Progress (AYP), and Academic Performance Index (API) as the primary measure of a school's progress, with no clear way to measure district performance. However, feedback from teachers, principals, families and students have emphasized that these measures alone do not capture student performance and progress, nor do they account for the performance and progress of district departments. SCUSD has responded to this concern by developing the Guide to Success (GTS), which will look at multiple measures to paint a more accurate picture of the whole child and to provide clear, measurable targets for district achievement. These measures are especially relevant because they were authentically developed by the staff and community that district serves. As such, the Guide to Success provides a more comprehensive body of evidence and a more informative view of how much of an impact our schools are having on students from year to year.

Deliverables

The SCUSD Guide to Success will provide a set of qualitative and quantitative measures designed to reflect achievement. The overall goals of the Guide to Success are to promote continuous improvement and excellence in teaching and learning, as well as provide students with the necessary knowledge, skills, mindsets and experiences to be college and career ready. The Sacramento City Unified School District (SCUSD) Guide to Success (GTS) will provide a set of qualitative and quantitative outcomes designed to reflect the district's department performance and a school's student achievement. In SCUSD, the GTS is a means to:

1. Establish a common vision tied to data, and the creation of goals for performance and achievement that provide resources at the right level to best support growth and development;
2. Align our organization's processes, initiatives, and policies with a common vision; a primary focus that 100% of graduates leave our system college and career ready by 2020, such that no other initiative will detract attention or resources away from accomplishing this goal;
3. Set clear expectations and understanding of roles, responsibilities and outcomes;
4. Provide the tool that allows employees at all levels to continuously monitor effectiveness, efficiency and progress towards meeting achievement targets, creating a supportive system that places personnel in positions where they can be successful, whether in front of students, in leadership or support roles; and
5. Offer resources/opportunities to ensure time, money, personnel, and materials are allocated to meet the common vision. Provide all necessary stakeholders with real-time modifications and resources as well as a knowledge sharing and gathering process that allows for best practices to be captured and replicated across our school district.

Process

The development of the Guide to Success began in July 2013. The process started through the formation of a Design Team composed of teachers, principals, parents, community members, and district staff. This team focused on developing an initial document to begin the feedback process, later breaking into two teams: Community and Design. Between September and December, two cycles of public engagement were conducted by the Community Planning Process Team, with that feedback directing modifications from the Design Team. A third cycle followed, targeting experts in different areas of the Guide to Success to provide technical input on the development of the tool.

Functionality

The Guide to Success was developed to give schools a more comprehensive, data-driven picture of their performance over the course of the year. By including a variety of metrics that allow a school to see multiple perspectives of a child's education, the Guide to Success is a tool that educators can use to focus on key levers for student achievement. Traditionally, schools have had to look at testing data and then search for answers as to what made their students perform well or struggle. The Guide to Success will provide educators with ongoing snapshots of school performance throughout the year and provide real-time feedback to guide resource allocation, professional development, and decision-making.

The Guide to Success is also a way to capture the district's performance towards the objectives outlined in the Strategic Plan. In order to do that, the Guide to Success must include significant district priorities including Social-Emotional Learning, Common Core, the Graduate Profile, and Sacramento Pathways.

Product

The District Guide to Success focuses on the key areas that were prioritized by the community:

- Effectiveness: How effective the department is in meeting the stated goal or achieving the intended outcome for its work
- Customer Service: How satisfied the "customer" is and how well does the department serves the customer needs
- Cost Efficiency: How much the department maximizes its funding

The Site Guide to Success is linked to the district's Strategic Plan:

- Career and College Readiness: Measures how prepared a child is for college and for the work environment, focusing on grade level academic proficiency and application SEL skills
- Engagement: Measures more of holistic indicators of schools and is the primary place to look at factors beyond academics.
- Transformation: Measures the growth of students in the majority of metrics from Career and College Readiness; also looks at the achievement gap and cohorts of children.

II. Driving Governance

At the heart of accountability is the need to be able to answer the fundamental question: how are we doing? The district's Strategic Plan 2010-14 is the outline of the District's vision. The Guide to Success strategically focuses on how we can effectively measure our performance on these goals.

III. Budget

The budget that supports the development and implementation of the Guide to Success covers professional learning tool development, and instructional materials, but is largely driven by the work of volunteers Sources of funding for this work (exclusive of staff time) are provided through grants

Stuart Foundation Funding	$75,000
x Consulting and best practice advisement; development of tools	
x Materials and Supplies for the PEV work	
x Travel expenses (ex. mileage, site visits)	
In-	

IV. Goals, Objectives and Measures

The district is fully committed to implementing a performance management framework designed to provide professional development tools and resources for sites and for families. The district is similarly committed to creating a system that allows departments to transparently account for performance throughout the year, allowing for more data-driven conversations linked to funding decisions and resource allocation models.

The objectives of this work is twofold:
*   District Guide ttsn83suT5:

Table 1.1. Representation in PEV Cycles by Stakeholder and Racial Subgroup

Table 1.1. Representation in PEV Cycles by Stakeholder and Language Subgroup

Tool Development

The Guide to Success is in development as a tool. We plan to roll out the most updated information to site leaders in May, allowing them to preview the work that has been completed to date. We are planning for completion of the tool by August 2014, with metrics being gradually included into the tool as they are available. For example, on the site Guide to Success, we will not have growth data (Transformation Pillar) until after the second year of testing on the Smarter Balanced assessment. In the interim, those metrics will be greyed out until they are functional. Similarly, many departments are collecting data on their metrics for the first time. This means that they will not have anything to inform the Guide to Success until a full year of data collection has occurred.

We also expect that the tool will need to go through beta testing which includes, but is not limited to: focus groups, data cleaning, norming on data collection, and validity testing. This is a process that will be executed next year as the implementation, hold-harmless year.

What we do expect to be available, on a rolling basis, will be the Department, School, and Family Resource Board. All of these will be developed over time, with an increasingly robust and active set of materials for stakeholders to utilize.

VII. Lessons Learned/Next Steps

Although this has been a comparatively quick process, with other districts taking multiple years and larger staffs to complete the work, there are a lot of good lessons that have been learned. Key lessons learned are outlined below:

- Find better ways to communicate difficult information. One of the great challenges in this work is to communicate technical information about measurement and metrics to a very diverse group of people, with varying levels of knowledge around assessments, surveys, and mandates. This created the need for many follow up conversations and significantly more training for our PEVs. Streamlining this process by creating a structured place to access the information - and creating more simplified and direct versions to ensure conversations focus on the core of the issue - will be important.

- The translation of documents dramatically impacts the work. By thinking about how this document would sound in different languages (and if there was even an available word for translating purposes) the Design team was able to ensure that all stakeholders were hearing the same information in the same way.

- Include a diverse team in all respects. The acknowledgement that diversity included more than race and school segment was important for the development of this work. The team tried to get a representative sample in many different demographic areas. This led to a better and more comprehensive document, representative of the district.

Next steps in implementing the district and site Guides to Success include, but are not limited to the following:

x   Complete the technical development of tools to G[, iasTd <0078>4(al)10(d5)10(d)6(e)-1(v)3(e)-1(lo

ACME SCHOOL

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Not Meeting Standards ★☆☆ Approaching Standards ★★☆ Meeting Standards ★★★

OVERALL RANK ★★☆

Sentence 1 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.

Sentence 2 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.

Sentence 3 highlighting school achievement goes here if the sentence spans to two lines. The text size is 10 point.

The school would write information here about a special program that the (ex... nunity service, family engagement, ...

District Average	Points Earned		District Average	Points Earned		District Average	Points Earned
Academic Achievement	72.5		Attendance	89.6		Academic Achievement	63.0
Post High School Success			School Connectedness			Post High School Success	
21st Century Skills			Social Emotional Learning			21st Century Skills	

2014

2013