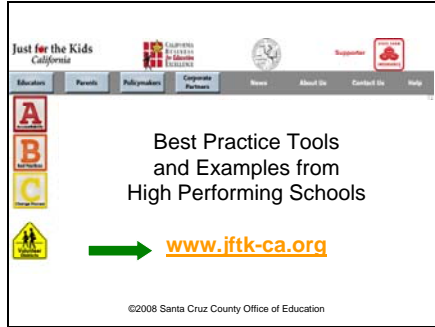
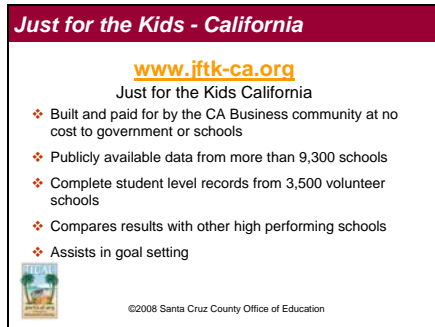


Slide 1



Welcome to the Just for the Kids-California tutorial on best practice tools and examples from high performing schools. This presentation will explain the many resources and specific practices collected from high performing school across the country, all found on the free, online data and school improvement system called Just for the Kids-California. You can explore these tools by visiting the website www.jftk-ca.org.

Slide 2



First, a little background on Just for the Kids-California. This online tool is free to anyone, paid for and supported through numerous corporate foundations that are interested in raising student achievement and closing achievement gaps. The system provides publicly available data for every public school in California, as well as more detailed data from more than 3,500 volunteer schools and districts that work directly with Just for the Kids-California. Most importantly, the system provides data to help school improve, by comparing achievement results with other higher performing look-a-like schools to set realistic goals and connect to these high performing schools to learn what works to raise achievement.


Slide 3

Data Connects Us to Best Practices

By now you have explored the data on www.jftk-ca.org for any public school.

Data must be **used** to find and implement **best practices**.

We can now find schools that look just like yours and then **connect you to them** to learn from their **proven strategies...**



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By now you have hopefully explored the data available on Just for the Kids-California. But the data is only the beginning. We must use the data to find and implement best practices from schools that are getting the job done, particularly those with challenging student populations. These high performers are found in every corner of the state. Our goal is to connect you to them to learn their proven strategies and systems to get all students to a minimum of grade level proficiency.

Slide 4

Best Practice Tools

Just for the Kids - California

Search for your school or district:

Enter District:

Enter School:

Show all schools and districts.

Welcome to Just for the Kids - California (JFTK-CA), an affiliate of the National Center for Educational Accountability (NCEA). We provide free, easy-to-use online data on every public school in California to help inform and improve your student achievement. Enter a school name and start down the path towards raising student achievement. Or, consider becoming a **Volunteer District** by providing more complete data to JFTK-CA and receive a greater level of school performance and access to resources.

The JFTK-CA School Improvement System does three things:

- Provides clear and accurate data reports based on publicly available information from the California Standards Test for Language Arts and Mathematics.
- Helps you compare your performance against the top-performing schools in the state, region and county that have comparable student populations.
- Provides access to high-performing schools to learn what works as well as a **Best Practice Framework** and self-audit tool to help set measurable, attainable goals for improvement.

www.jftk-ca.org

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This is a picture of the home page of Just for the Kids-California. To access the Best Practice section of the site, simply click on the B building block from any page.

Slide 5

Best Practice Resources

Just for the Kids - California Best Practice Resources

The purpose of collecting and analyzing student performance data on Just for the Kids - California is to connect schools and districts to best practice research and identify high-performing schools and districts across the state and provide to learn what makes them achieve success. Below are several **Best Practice Resources** that help schools learn about successful practices that raise student academic achievement and raise achievement gaps.

Best Practice Framework

The National Center for Educational Accountability (NCEA) and Just for the Kids have established a **Framework** for educational best practices from high-performing, high-achieving school districts around the nation. From the framework you can find **real-world examples** of how high-performing districts and schools are turning these behaviors into successful practice. Scrolling within this framework are specific, best practice examples and descriptions from schools and districts across California.

Self-Audit Tool

The **Self-Audit Tool** uses the Best Practice Framework to help educators compare their practices to higher-performing schools, districts and counties. Register as a participant and take a group of questions from your school or district to see the audits and receive reports back on areas of strength and practices that need improvement.

Honor Roll

The **CEE Foundation & Just for the Kids-California Honor Roll** annually recognizes and promotes high-performing schools across the state that are raising student academic achievement and closing achievement gaps. Search the Honor Roll for schools in your area from which you might learn and replicate best practices that are contributing to their steady improvement.

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From there, you will see three options for Best Practice resources available on the site. First is a Best Practice Framework. Second is a self-audit tool that provides surveys of your practices as they compare to what we have documented from high-performing schools. Third is a link to the Just for the Kids-California Honor Roll where you can find lists of high-performing schools in every county, along with data charts to show their performance. Let's start by clicking on the Best Practice Framework.

Slide 6

Best Practice Framework

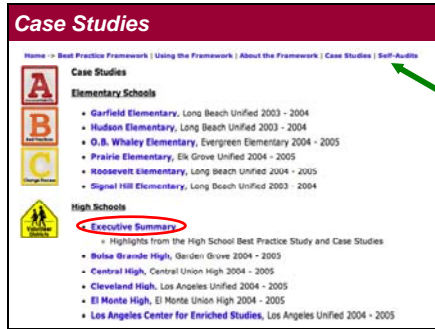
Home > Best Practice Framework | Using the Framework | About the Framework | Case Studies | Self-Audits

	District	School	Classroom
A Organizing Resources	Provide clear, prioritized academic goals for all students and ensure they are expected to meet.	Implement the district's vision, curriculum, and ensure that all students achieve specific academic goals.	Ensure the district's vision, curriculum, and standards are taught to and mastered by all students.
B Student Learning Experiences and Staff Selection, Leadership, and Capacity Building	Provide strong leaders, highly qualified teachers, and ongoing professional development.	Select, develop, and allocate staff based on student learning.	Collaborate at grade level / subject areas focused on student learning.
C Instructional Programs, Practices, and Assessment	Provide evidence-based instructional programs.	Ensure the use of evidence-based programs, practices, and assessments in every classroom.	Use evidence-based programs, practices, and assessments.
Monitoring, Evaluation, Analysis, and Use of Data	Monitor student assessment and data monitoring systems to monitor school performance.	Monitor school performance and student learning.	Monitor student learning.
Recognition, Celebration, and Adjustment	Recognize, intervene, or adjust based on school performance.	Recognize, intervene, or adjust based on teacher performance.	Recognize, intervene, or adjust based on student performance.

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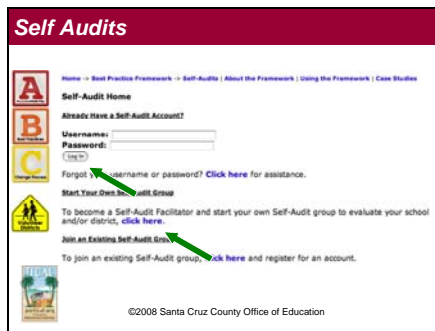
This is the Best Practice Framework, built through site visits and practice audits with hundreds of high performing schools. The Framework is a way to organize the key practices that we have documented, seen in action, and most importantly collected specific evidence from high performing schools, all selected through their student achievement data over time. At any time, you can click on the options called “Using the Framework” and “About the Framework” to get more background and on this tool. The Best Practices in the framework are organized by five key themes on the left. We’ll explore these practices in more detail later in the tutorial. Next, the Best Practices are organized at three levels of the system: District, School and Classroom. Each has a distinctive roles and varying levels of responsibility. It is important to note that in high performing environments, these practices are all working together as a web. Most school and districts will likely state that they are doing all of these things already. Most probably are. However, the difference is that high performing grade levels, schools and districts are doing these practices with more clarity, frequency, focus and alignment. If you click on any “box” or practice within the framework, you can get more detail about what they entail.

Slide 10



This is the list of high performing schools in California with links in Blue to download their case studies. If you are at a high school or district with high schools, the Executive Summary of the High School Best Practice Study might be of particular interest. Now lets go back to the second option of the Best Practice Tools called the Self Audits. You can do that by clicking on the Self Audit option at the top navigation bar, or by clicking on the B Building block on the left side of the screen and selecting Self Audits.

Slide 11



As I mentioned, the Self Audits are tools that allow you to answer a series of surveys about your specific practices and compare them to those of high performing schools. Each box of the Framework has an audit behind it. The first page you will come to is a registration page. This is completely free and anonymous. You register to create an account for a school (or district) so that the entire staff can be involved. To begin you would click on the option for “Create a Self Audit Group” and register as a “Facilitator.” This is usually done by the principal or someone on the leadership team who will take responsibility for the results. Once complete, you will come back to this page and enter your new username and password and click Log In. Note that when you invite others to join the group, they will begin by clicking on “Join an Existing Group,” complete some

information about themselves and create their own password. They will then be directed back to this page to begin. It's fairly simple to do. Many school do the registration together in a staff meeting and take the audits at one time.

Slide 12

Self Audit Example

"Registered as a Principal"

Organizing Theme	Student	Teacher	Environment
Student Learning Expectations and Goals	Provide clear, prioritized academic objectives by grade and subject that all students are expected to master	Implement the district's written curriculum and ensure that all students achieve specific academic goals	Ensure the district's written curriculum is taught to and mastered by all students
Staff Selection, Leadership, and Capacity Building	Provide strong leaders, highly qualified teachers, and aligned professional development	Select, develop, and evaluate staff based on student learning	Collaborate in grade level / subject teams focused on student learning
Instructional Programs, Practices, and Arrangements	Provide evidence-based instructional programs	Ensure the use of evidence-based strategies, practices, and arrangements in every classroom	Use evidence-based programs, practices, and arrangements
Monitoring, Completion, Analysis, and Use of Data	Develop student assessment and data monitoring systems to monitor school performance	Monitor teacher performance in student learning	Monitor student learning
Recognition, Intervention, and Adjustment	Recognize, intervene, or adjust based on school performance	Recognize, intervene, or adjust based on teacher performance	Recognize, intervene, or adjust based on student performance

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This is an example of what the audits would look like if you registered as a Principal at a school. You will come back to the framework and will be asked to take five audits that are specific to your level of the system. Teachers would take the five audits under the "Classroom" section for example. Click on one of the boxes to begin to take the audits.

Slide 13

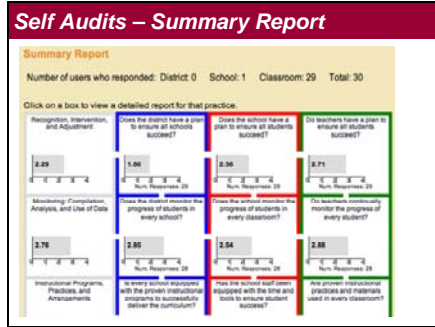
Self Audit Questionnaire

Self-Audit Questions

- What portion of the district academic objectives are aligned K-12 so that they build from grade to grade?
 - All
 - Most
 - Some
 - Few
 - None
 - Don't know
 - Not Applicable
- What portion of the administrators in your school have been trained in the use of the district curriculum?
 - All
 - Most
 - Some
 - Few
 - None
 - Don't know
 - Not Applicable
- In your opinion, what portion of the administrators in your school would know exactly what students should know and be able to do, as identified in the district's written curriculum?
 - All
 - Most

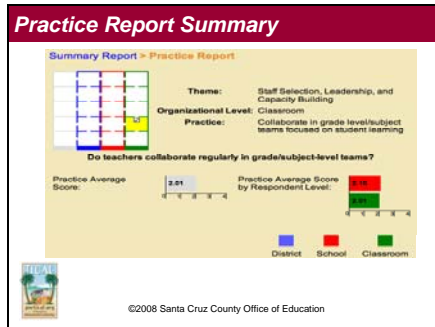
Here is an example of the audits. Most of them are about 20-35 questions. Each one is scored on a scale to gather information about intensity or frequency. Once the audit is complete, you will click on "submit" and can stop to return later or continue on to complete all five of the audits.

Slide 14



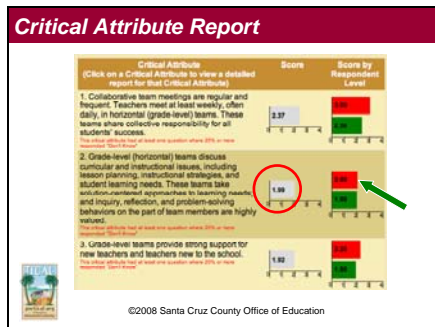
Once a group completes the audits, the Facilitator can access a summary report on the results as well as explore each area of the Framework in more detail based upon your collective answers. Each practice is scored on average based upon all the responses and the number of responses are recorded below that to show how many people provided their input. You can then explore the low scores, high scores, etc. by clicking on any of the boxes.

Slide 15



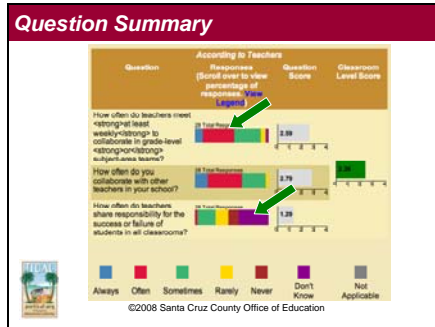
Here is an example of the audit report in more detail for one of the Practice areas of the framework and how each group scored it. Below that on the screen is a summary and scores of each of the critical attributes of the Practice as outlined by the Framework.

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Here's what the Critical Attribute report looks like. For this example, Grade Level Team meetings focused on student results and instructional practices scored low. Let's dig in. A school might find it interesting to discuss and explore in more detail the attributes that scored the lowest or even those that had large differences in opinion between the principal and the teachers. If we click on any of the critical attributes, you can see more detail of how the group scored each question.

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Each question is then displayed with how the group scored it on the scale ranging from “Always” to “Never.” In this example, the teachers appear to meet often, but may not be agreeing on a shared responsibility of success and failure. It is also interesting to note questions where a large number of people say “Don’t Know.” This may indicate that there is poor communication about this practice or that teachers just don’t know what the others are doing.

Slide 18

-
- Why the Audits are Helpful**
- ❖ Results provide qualitative data to compare with your STAR results
 - ❖ Questions are based upon what we have documented from hundreds of high performing schools
 - ❖ Practice reports help focus on high leverage areas
 - ❖ Helps to focus site visits to high performing, comparable schools
 - ❖ Excellent reference for site planning and WASC
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So, why are these Self Audits of Best Practices helpful to schools and districts? They provide a set of good information when combined with your students assessment results to make better decisions. The results are based upon what we know from high performing schools, and provide clarity on the more subtle differences between your practices and those that may be at a higher level. You can use these results to really focus in on 2-3 high leverage activities. They also provide some insight into things you may want to not do given limited time and resources to focus on more effective strategies. And, these reports often validate best practices you are already doing! The audit results can also be an effective tool for organizing site visits, site planning and WASC accreditation.


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Best Practice – Data

1) Data Drives & Informs Improvement

- Fair, accurate measure of school's performance on the CST
- Focus on **grade-level proficiency**
- Opportunity gaps – compared to schools like yours
- Achievement gaps/practice gaps
- Longitudinally linked student level data

"High performing schools regularly assess each student's progress and make adjustments daily."



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At high performing schools, data not only drives improvement but it is a way of life. These schools don't just use the CST data at the end of the year, but more importantly they are regularly adjusting their practices based upon formative assessments and other evidence. They have an unwavering focus on getting all students to a minimum of grade level proficiency and make regular adjustments student by student.


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Best Practice – Myths and Excuses

2) Dispelling Myths and Excuses

- Data **eliminates common "excuses"**
- Trend and subgroup data dispels false beliefs about why performance increases are slow and elusive
 - Special education
 - Poverty and English learners
 - Focus on the bottom
 - Focus on the top
 - Impact of mobility and feeder patterns

"High performing schools use data to dispel false beliefs and focus on high expectations and proficiency for all students."



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From the data, these schools eliminate common excuses and dispel myths about why students are not learning. They don't accept that it is students' backgrounds that determine what we can expect from them. Instead they focus on the adult practices in the school and everyone has a shared responsibility for the success for each student.


Slide 25

Best Practice – Visitations

3) Visit High Performing Schools and Districts

- Identify comparable grade levels, schools and districts
- Single most powerful activity when organized and structured
- It's even powerful when not organized and structured
- Focus on **Peer-to-Peer exchange** around proven strategies
- Sheds light on "processes" which need to be in place for reaching high levels of performance
- **Transcends education rhetoric** and "those who know best"

"The answers are out there, but get them from the source."



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High performing schools are always on a mission to improve their own practices. Site visits to other high performing schools is the single most powerful and transformative thing you can do with the data and tools on Just for the Kids-California. We call it Sneaker Net, where all you need is a pair of shoes and phone. The important thing is that we connect teachers to teachers, principals to principals in a peer to peer exchange of best practices.

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Best Practice – Grade Level Meetings

4) Grade Level Meetings

- Focused **Common Planning Time** among teachers is critical
- **Collegial sharing** and peer to peer transfer of **best practices**
- Everybody discusses:
 - > Overall performance data
 - > Myths regarding achieving success
 - > Benchmarking data (chapter tests, periodic assessment, student work, mobility impact, attendance data, teacher made tests)
- This time is monitored by the principal and structured to focus on instruction and **adjustments** based upon achievement results
- Common planning should be every week, minimum every 2 weeks and on paid time



"Achievement Gaps = Practice Gaps."

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If there is one place in a school where you can tell right away if there are high levels of practices and achievement happening, it is by sitting in on a grade level team meeting. What are they talking about? Is it data, individual students and instructional practice? Or are they talking about many other things with little focus? This collegial sharing, scheduled into the school day through common planning time, with clear objectives and data is often what separates high performers from average schools. The main idea here is achievement gaps directly correlate with practice gaps. Continuous improvement that is monitored and done by professionals who hold each other accountable is what makes high performance.


Slide 27

Best Practice – Targeted Assistance

5) Targeted Assistance

- Teachers/Principals set **"proficiency" as a goal** for a targeted group
- They set goals for moving "all kids" up...but not at the expense of those kids hovering below proficiency or advanced
- These goals are explicit using names, by sub group and monitoring their success in grade level meetings
- Success becomes a **school wide effort** involving every support system which exists

"Student Achievement is a School wide Commitment."



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And finally, high performing schools have systems of intervention and assistance (for both students and teachers) to ensure that everyone is reaching a minimum of proficiency. This is agreed upon and non-negotiable. They focus student by student and have clear processes to get them the help they need the moment they know the student is not meeting the objective. This is a school wide effort, based in data, that is explicit and continually adjusted.

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That concludes the tutorial of the Best Practice tools found on Just for the Kids-California. For more information or to contact us, call or email Ken Sorey using the information on the screen. We welcome your feedback and hope that you continue to find Just for the Kids-California a helpful resource to raise student achievement and close achievement gaps.