



# Accountability in Action: State of the District Report

Fremont Unified School District  
November 9, 2011



# Data Dashboard

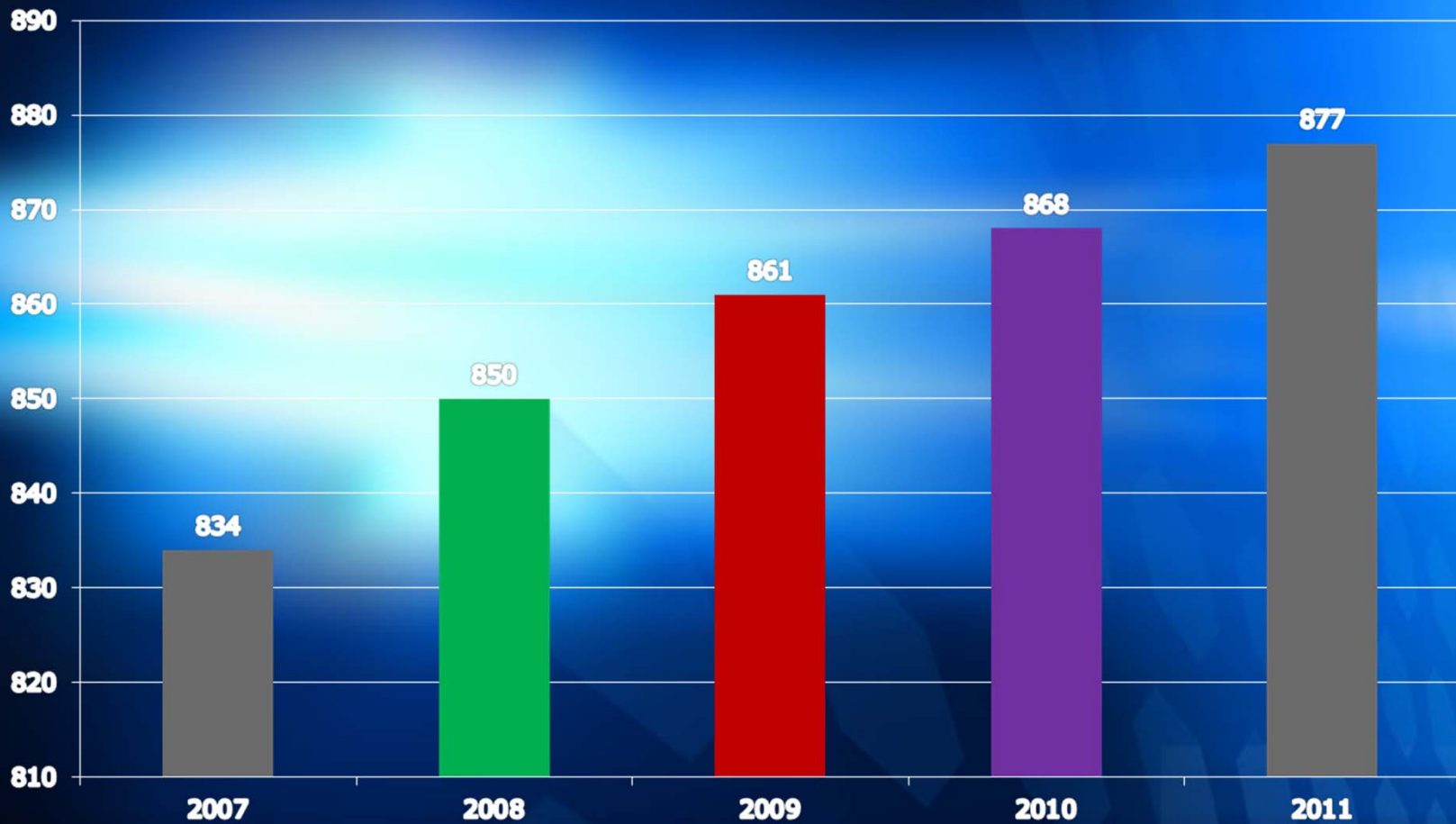
- Building a foundation of understanding and transparency
- New administrative team
- Continuous improvement tool
- High achievement for many but not all
- Program Improvement
- Commitment to equity

# Board/Superintendent Focus Areas 2011-2012

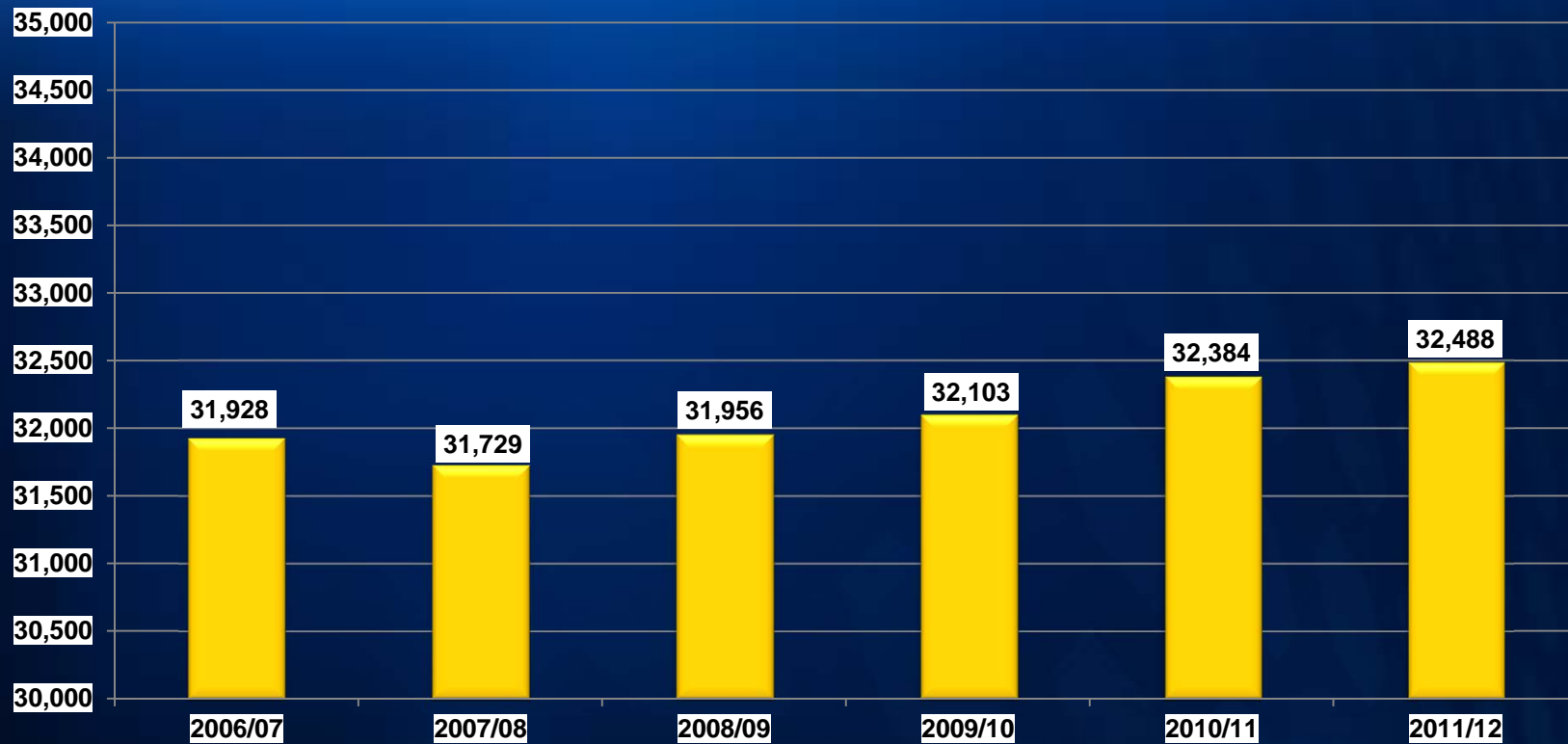
- Strategic Vision
- Instructional Planning
- Fiscal Management
- Evaluation and Succession Planning
- Collaboration

# Fremont Unified API Progress

■ 2007 ■ 2008 ■ 2009 ■ 2010 ■ 2011



# District Enrollment



# Overview – Theory of Action

- High Expectations for ALL
- Periodic benchmark assessments
- Use of Data
- Job-embedded professional development – including coaching
- Strong and knowledgeable leadership
- Monitoring for implementation

# Coherent Academic Curricular Focus

- Everyone is positively expected to understand, implement and deepen standards-based instruction using common curriculum
- Core instruction for all with extra support for ELs, Special Education, Gifted Students, etc.

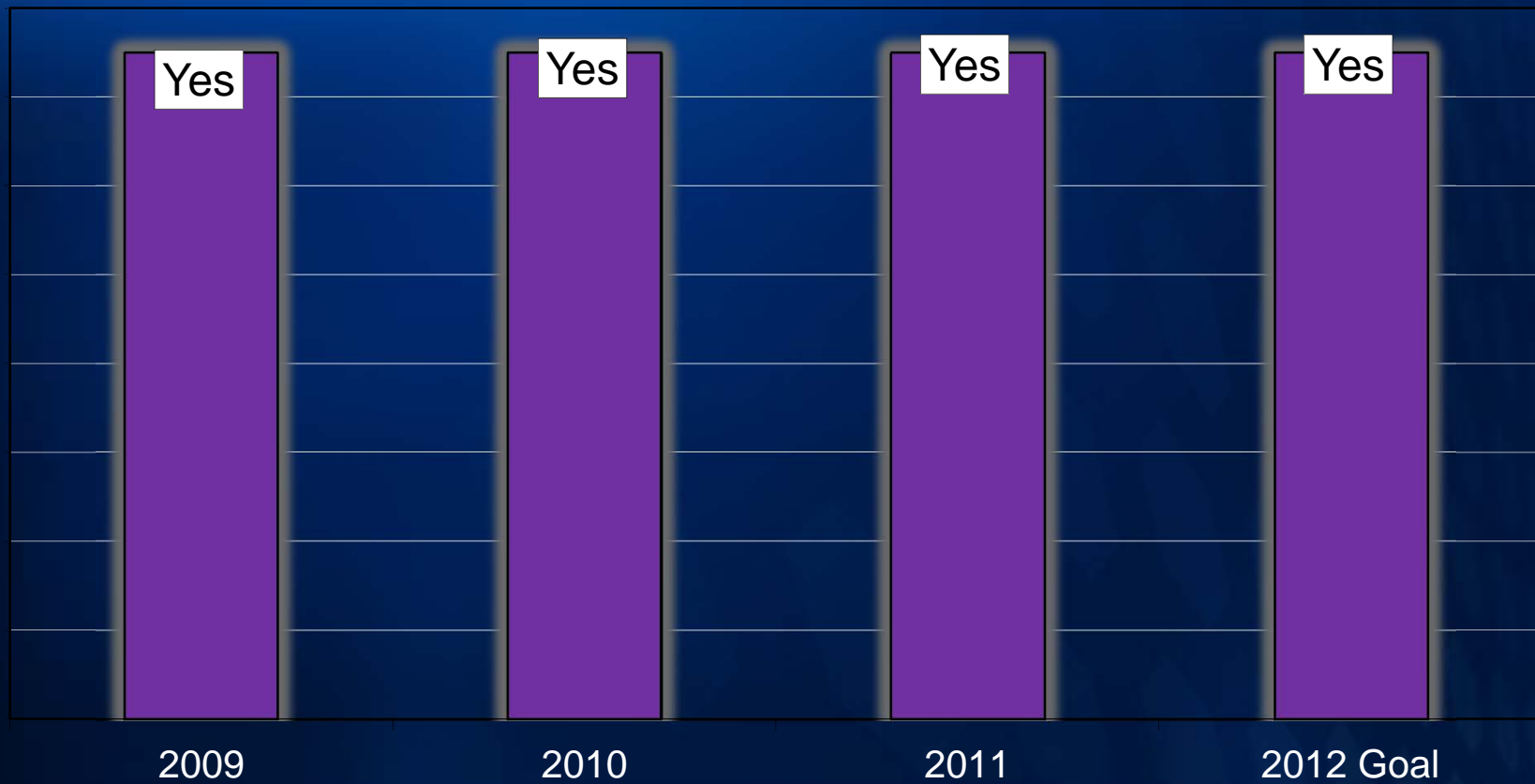
# Shared Responsibility for Academic Achievement

- Moving from goals to clear expectations
- Moving from planning to actual doing
- Reducing distractions in a very noisy system
- Balancing flexibility and accountability

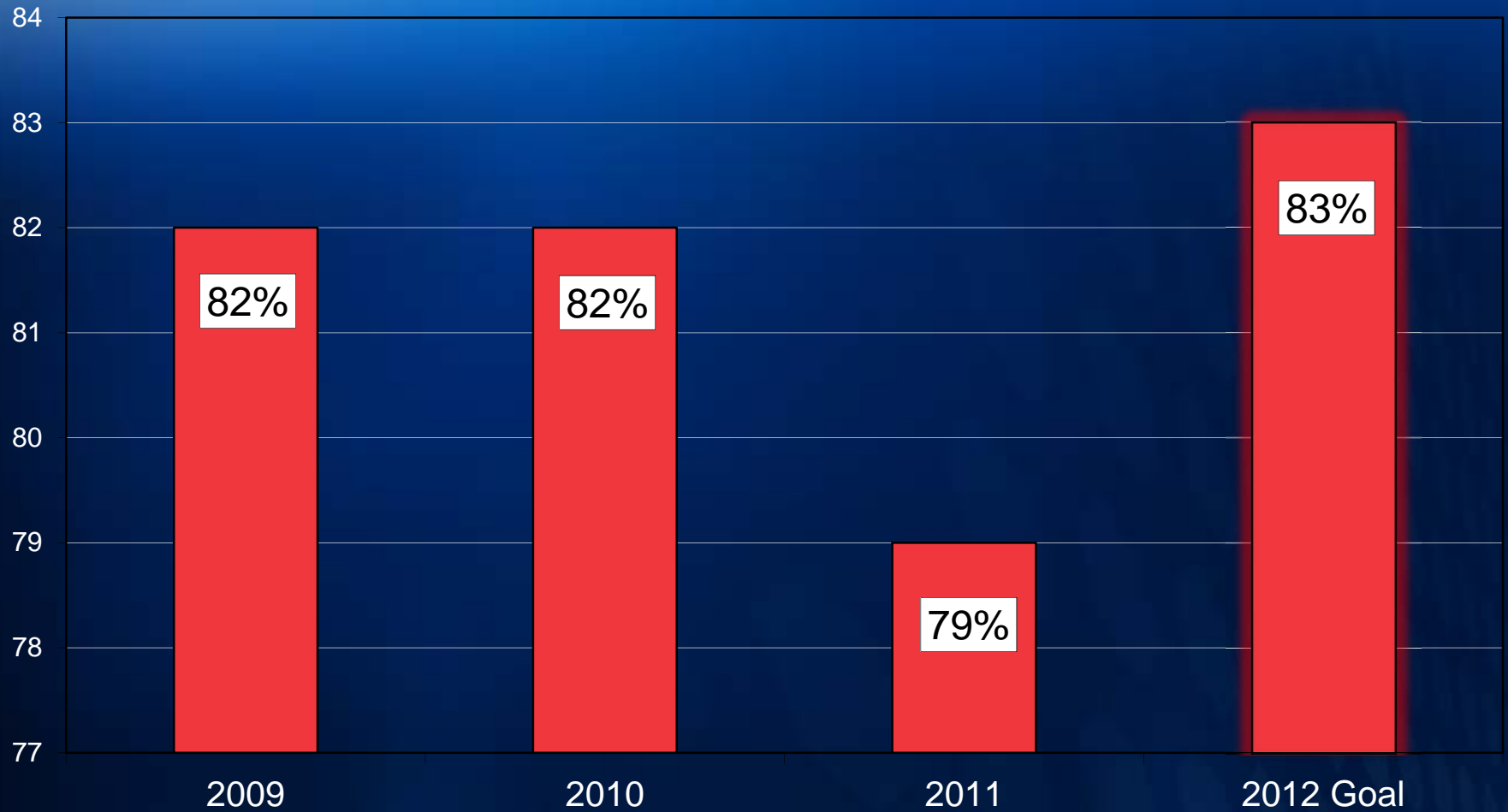
# Uses of Assessment Data

- We use data to guide adult learning – the data tell us about the professional development needs of teachers, paraprofessionals, and administrators.
- We use data to guide student intervention for individual students BUT we focus on the core program with a commitment to *good first teaching*.
- We use data to strengthen our partnership with parents.

# Positive Budget Certification



# CAHSEE Pass Rate (First Time)



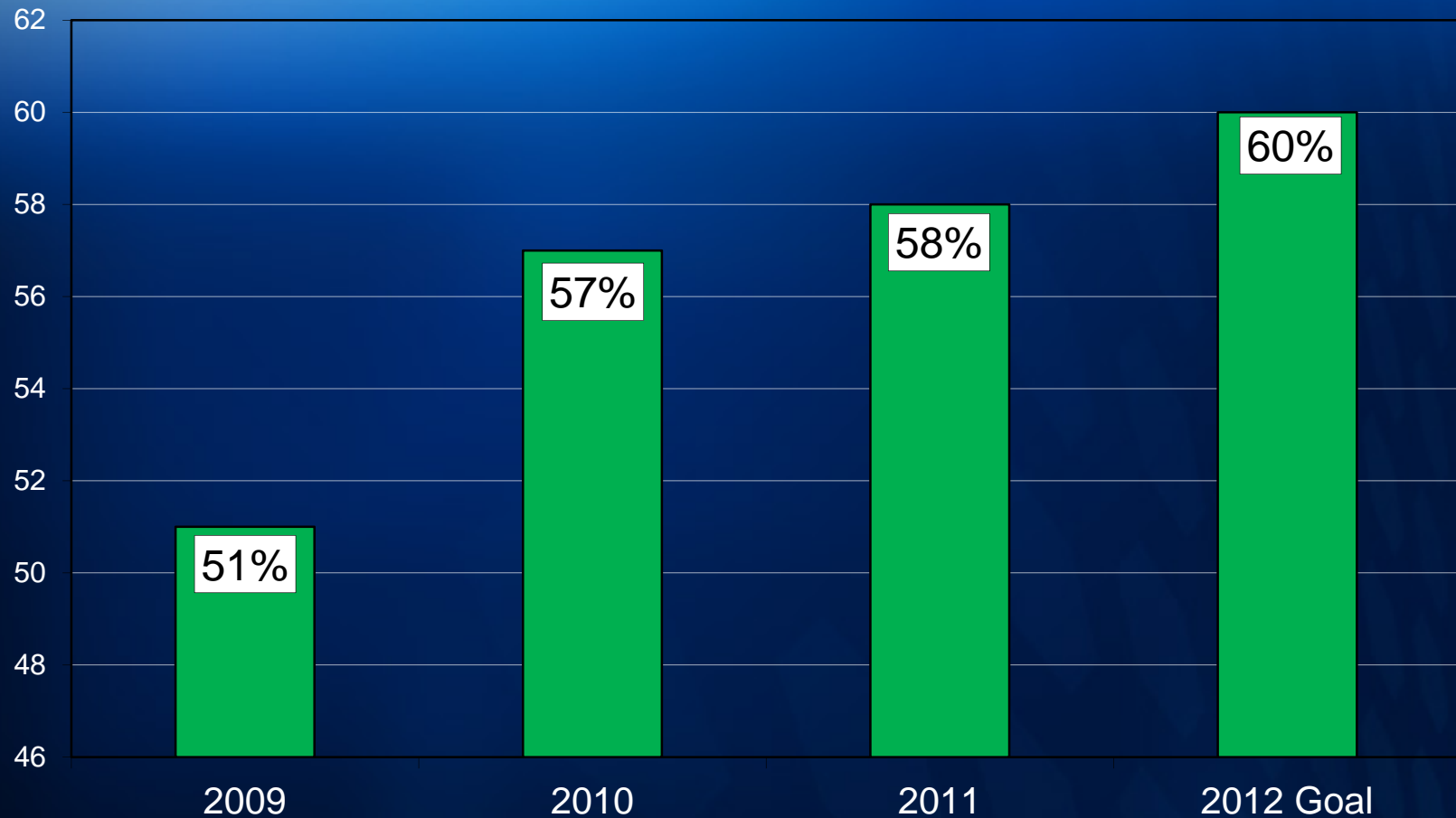
# English Learner Redesignation



# Student Service Learning



# Students: A-G Requirements



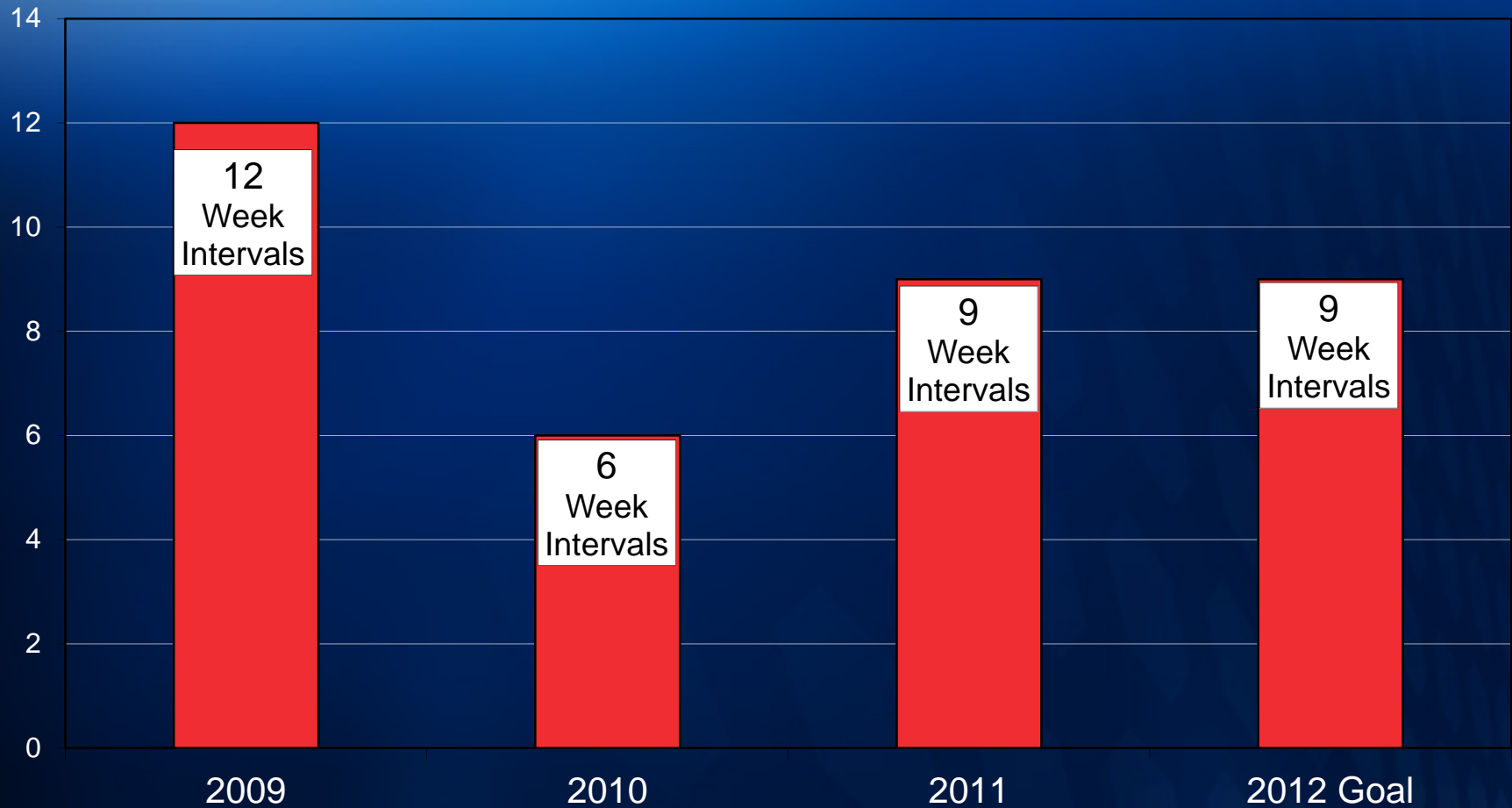
# Participation in Transportation



# Facilities: Williams Compliance



# General Maintenance Visits



# Child Abuse Prevention Training of Staff



# Completed Staff Evaluations



# Understanding Change



*Only a change in practice produces a genuine change in norms and values.*

*- Richard Elmore*

# FUSD Expectations 2011-2012

- Always put the needs of students first, every day and in every way;
- Respect parents as partners;
- Remember...we are here to serve;
- Demonstrate responsibility and accountability for your actions and for the actions of your teammates;
- Take risks...calculated risks, based on data, in the best interest of students.

# Schools That Soar

*High expectations for both families and school staff. These high expectations provide a foundation for expecting all students to learn and achieve at high levels.*

# Schools That Soar

- *Meaningful parent engagement where parents and school staff work together in a respectful and supportive environment*
- *Supportive administrators at the school and district level*

# Schools That Soar

- *A school culture that is based on trusting relationships between and among parents, teachers, and administrators*
- *A willingness to try new things*

# Schools That Soar

- *A school spirit of collaboration that is based on a clear and commonly held vision*
- *A school culture where appreciation and expressions of thanks are a regular part of the school's social fabric*

# Schools That Soar

*Meaningful professional development for teachers that is directly tied to their practice and parent/teacher training that focuses on finding ways to continuously improve teaching and learning*

# Lessons Learned



- Essential need for a compelling, driving vision
- Use of data as the foundation for a clear accountability system
- Power of a demanding culture
- Importance of collaboration
- Need to celebrate successes

# Guiding Thought

**Your child will  
succeed here.**

*Sally Shaywitz M.D.*





# Questions and Answers...