
School Autonomy & Accountability

A study of how Pilot Schools
use data to inform decision-
making



Working Assumptions

LAUSD Pilot Schools

- ❖ **Autonomies:** Budget, curriculum & assessment, governance, professional development, school calendar and scheduling, and staffing
- ❖ Unifying mission and vision
- ❖ Small schools (optimally 400-500 students)
- ❖ Self-governed
- ❖ Research-based and student-centered
- ❖ Strong partners with parents and communities

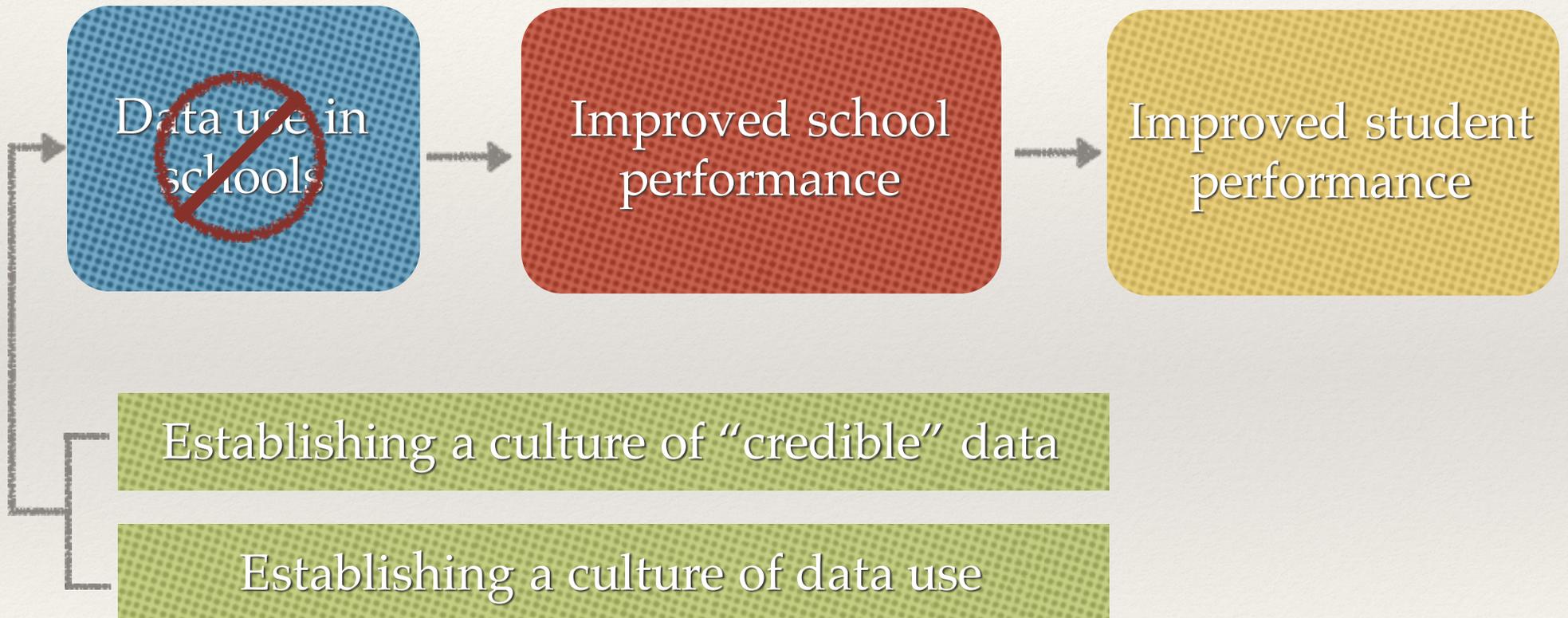
The Academy

Student Demographics (2013-14)

Total Students Enrolled: 382

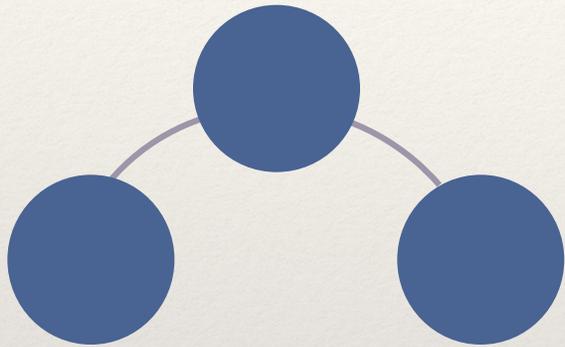
African American	24%	English Learners	4%
American Indian	2%	Reclassified ELs (RFEP)	25%
Asian	5%	Students with Disabilities (SWD)	6%
Latino	56%	Economically disadvantaged	59%
Pacific Islander	3%	Identified Gifted - All	16%
White (not Latino)	10%	Identified Gifted - African Amer	12%
		Identified Gifted - Latino	17%

The Academy



The Academy

Student Performance Panels

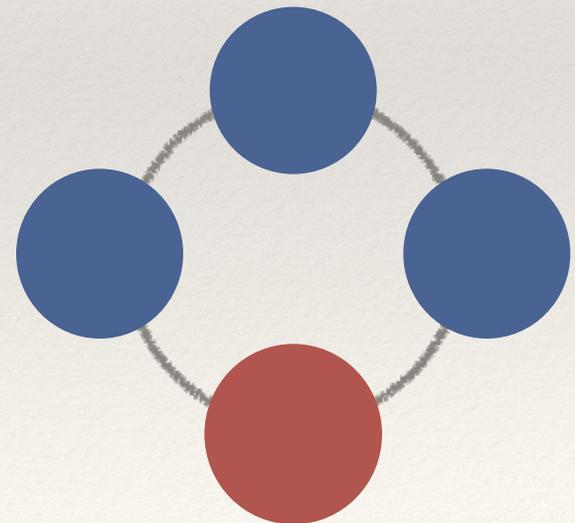


Teacher-to-Teacher

- Exchange of student evaluations
- Identifying sources of student in-class behavior
- Discussing expectations

Teachers-with-Student

- Facilitating **direct** communication with student while sending a **collaborative** message
- Checking assumptions + additional fact-finding
- Reinforcing student ownership of improvement



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Student Demographics (2013-14)

Total Students Enrolled: 397

African American	2%	English Learners	28%
American Indian	1%	Reclassified ELs (RFEP)	53%
Asian	21%	Students with Disabilities (SWD)	12%
Latino	75%	Economically disadvantaged	82%
Pacific Islander	0%	Identified Gifted - All	15%
White (not Latino)	0%	Identified Gifted - African Amer	0%
		Identified Gifted - Latino	10%

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Data use in schools



Improved school performance



Improved student performance



Cultivating technical expertise

Aligning “science” with “instruction”

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Teachers as Independent Scientists

You're supposed to... do a strategy right? And then you're supposed to RECORD how you did that strategy. And then... you're supposed to... collect student outcome whatever. And then you're supposed to analyze that. And you're supposed to do it again.... It's just too much. And then you're supposed to HOLD all of these papers, and then you're supposed to like tally it up so I have a BAR GRAPH.

...I mean, I just don't think that is REAL LIFE.... Because how do you record [students] made an instructional MOVE based on a very intuitive observation that I made?

So I guess I see paradoxical things because I want to be intentional in my observations, and I want to keep... better records... But I don't want to be crazy about it. I don't know, I feel like, we're not scientists, we're teachers. You know?

—Teacher, Special Education & Math Department

Data Use for Instructional Change

How much are we willing to invest?

So... are we going to really invest the resources, you know? I feel like the elephant in the room is that this stuff is a lot more complicated than ANYONE thinks. And... figuring out... what it is really what we want to assess with kids, what it is our pedagogy is really addressing, that's going to take a SIGNIFICANTLY greater... contribution of... financial resources to public education.

It means smaller class sizes, it means... opportunities for teachers to meet without students, and meet together amongst colleagues, and have a coach that is helping them analyze. Work with universities... like... graduate students who... have expertise in analyzing data.... Until we get there I think we're going to be spinning our wheels a little bit.

—Teacher, English Department, Woodson College Prep

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