ESSA School Improvement Spoke Committee
Bold Ideas for Support

November 1, 2016

Committee Co-Leads: Brad Bylsma, Lisa Medler, Peter Sherman

ESSA School Improvement Spoke Committee Guiding Thoughts

- **Let's do what we know will be best for students.**

- **Let's make your engagement on this committee as tangible, clear, and productive as possible.**

- **We want your input and representation. We also strive to be as transparent as possible about what is possible and negotiable vs. what may be less-negotiable.**

- **We welcome individuals who are interested in specific aspects of this work to engage with us deeper in between spoke committee meetings.**

Guiding Question for Today

How might we design (or redesign) our state system of support for low-performing districts and schools to be more effective at raising student learning?

Principles, Guidance, and Recommendations about the State's role in Turnaround

State Leverage Points for School

1. School identification for **Comprehensive** and **Targeted** Support and Improvement

2. Distribution and use of Title I school improvement funds

3. SEA approval and monitoring of support and improvement plans

4. Coordination with other federal Title programs and SEA/LEA initiatives

State Leverage Points
Mass Insight's levers for SEA School Turnaround

- Use a **competitive** process for awarding funds

- Tie grants to **specific performance targets**

- Base amounts of grant funds on quality and nature of **improvement plans**

- Require single, **coherent, robust turnaround plans**

- Allow for **flexible use of funds**

- Before releasing funds, districts, boards, unions… should agree to an **MOU addressing key conditions**

- SEA should **report to the public** on progress

State Leverage Points
"7 Tenets for Sustainable School Turnaround"

- Grant authority for districts and the state to **intervene directly in failing schools**.

- Provide significant **multiyear resources** to support planning and restructuring and leverage competitive grant programs.

- Develop a systems-based approach that treats the **district as the unit of change**.

- Create **transparent tiers of intervention and support** that include early intervention, ongoing capacity building, and sharing of best practices.

- Develop ways for states and districts to **engage with families**.

- Create pipeline programs for developing and supporting effective **turnaround leaders**.

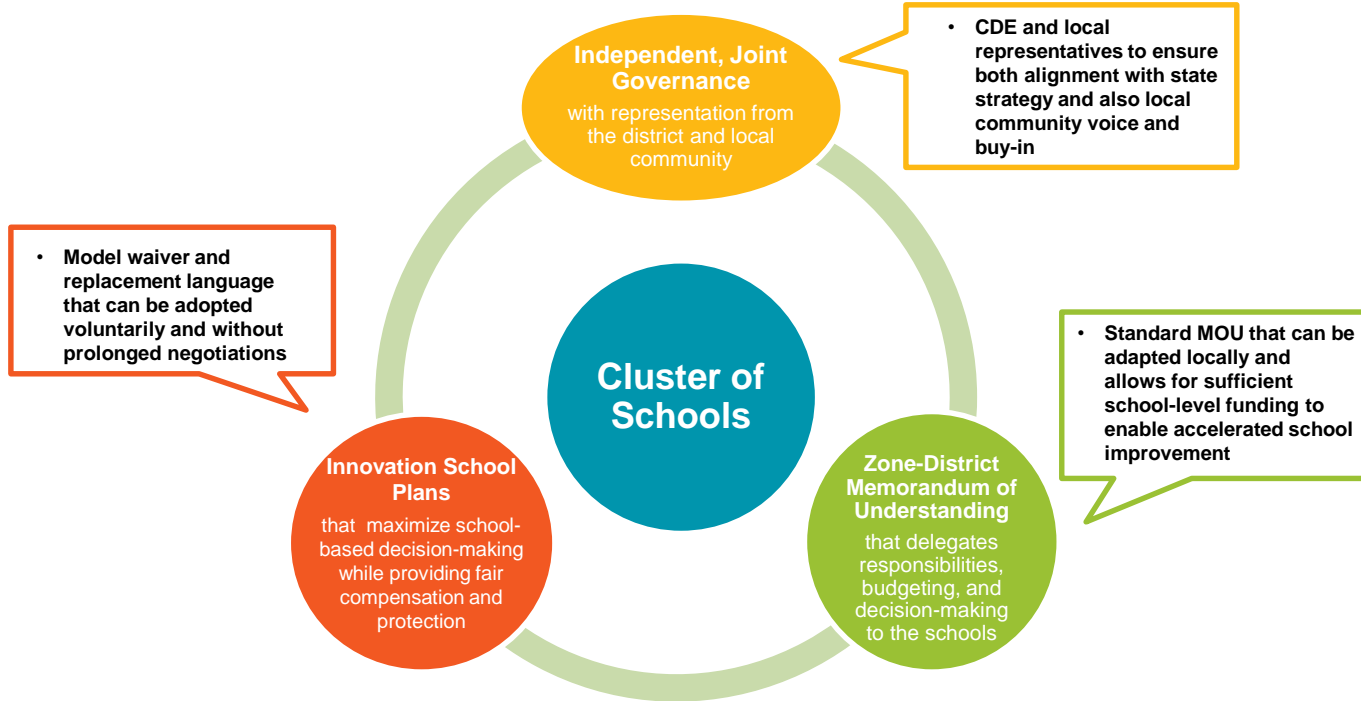- Embed **evaluation** in school-level implementation with partners.

-Center for American Progress and ERS

What are the best practices for States?
Read, Write, Discuss

- **What do you already know about state support for low-performing systems?**

- **What does the research say about this?**

- **What are important criteria or parameters for state supports?**
  - Review docs and slides
  - Write ideas on stickie notes
  - Talk at your tables about what you read and your experiences
  - Share out and/or post notes up front

In Colorado, CDE could incentivize proven turnaround models at scale by partnering with districts to voluntarily create Zones that enable struggling schools to improve

Independent, Joint Governance with representation from the district and local community

- CDE and local representatives to ensure both alignment with state strategy and also local community voice and buy-in

- Model waiver and replacement language that can be adopted voluntarily and without prolonged negotiations

Cluster of Schools

Innovation School Plans that maximize school-based decision-making while providing fair compensation and protection

Zone-District Memorandum of Understanding that delegates responsibilities, budgeting, and decision-making to the schools

- Standard MOU that can be adapted locally and allows for sufficient school-level funding to enable accelerated school improvement

This combination of **state leadership** and **local voice** could facilitate and **sustain successful turnaround at scale** across Colorado

9

Current CDE Supports and Interventions
and the ESSA context

Major CDE Supports for Turnaround

- **Turnaround Network for schools and districts**
- **Turnaround Learning Academy for districts**
- **Connect for Success for schools**
- **Leadership training**
- **Improvement grants: diagnostics, implementation, accountability pathway planning**
- **Consultation and Performance Management**
- **Other Technical Assistance**

Eligibility for Support Services:
ALL Priority Improvement/Turnaround;
Comprehensive/Targeted; Priority/Focus
All are eligible for supports.
Some are eligible for funding.

Consider: *will, authority, capacity, community support*

$ **Grants and funding** available
- Funding may be issued by formula and/or competitions
- Rigorous criteria exist to issue, maintain, renew funding
- MOU agreement about results and impact

General Support

Intensive Support

Specialized Support

Accountability
- Must earn rating off of the accountability clock.
- Differentiated monitoring for performance using agreed-upon metrics.
- Same recommendation process for State Board.

Menu of services

Diagnostic review grants

Connect for Success

Reading Ignite

District systems consultation

Turnaround Network

Acct Pathway planning

Acct Pathway consultation: Innovation, Management, Zone development
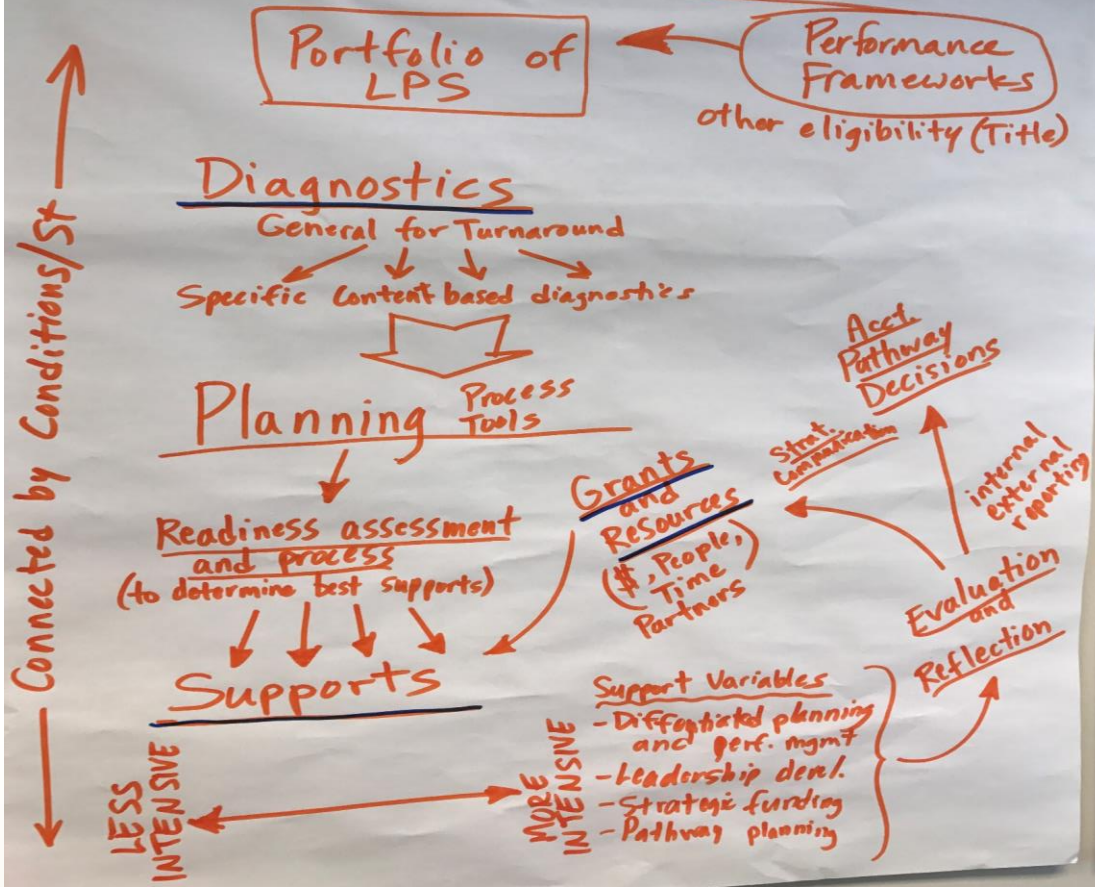
Board training

Expectations and technical assistance provided and differentiated for:
- Improvement Planning
- Performance Management
- Leadership training

DRAFT diagram to show flow of processes, support, funding, and accountability.

ESSA State Plan Outline

- Allocation of School Improvement Resources
- Evidence-Based Interventions
- More Rigorous Interventions
- Periodic Resource Allocation Review
- Other State-Identified Strategies
- System of Performance Management
- Review and Approval of LEA Plans
- Comprehensive Support and Improvement Plans
- Collection and Use of Data
- Monitoring
- Continuous Improvement
- Differentiated Technical Assistance

Design Thinking Process

How might we design (or redesign) our state system of support for low-performing districts and schools to be more effective at raising student learning?
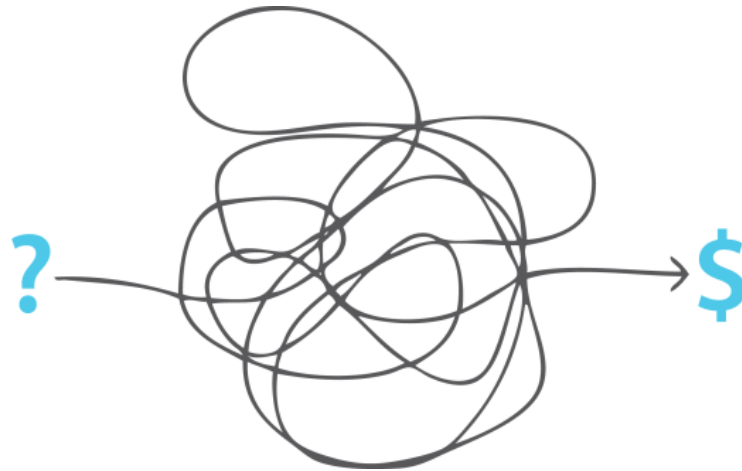
What is Design Thinking?

{

- Design thinking is a systematic approach to problem solving driven by three core beliefs:

- Empathy – start by establishing a deep understanding of human needs

- Invention – discover new possibilities

- Iteration – use the first solutions only as stepping stones to a better one
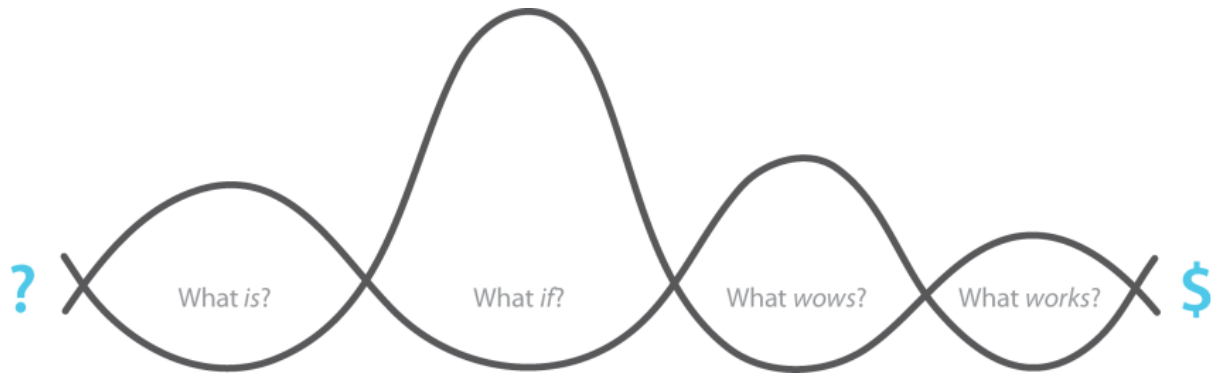
Is design thinking magic?

{

- Asked to describe design, Tim Brennan of Apple's Creative Services drew the following picture.

Design as problem-solving approach

Better reflecting the reality of what growth leaders actually do

? What *is?* What *if?* What *wows?* What *works?* $

Who are our stakeholders?

Quick share-out

Ideation

How might we design (or redesign) our state system of support for low-performing districts and schools to be more effective at raising student learning?

- Consider ideas that are new, bold, beyond what we've discussed or currently do...
- Write ideas on stickie notes – 8 min.
- Categorize and combine – 5 min
- Switch/Rotate with other groups to read – 6 min
- Return to original ideas and add/revise – 8 min

Ideation

How might we design (or redesign) our state system of support for low-performing districts and schools to be more effective at raising student learning?

- **Prioritize your ideas around these parameters... 8 min**
  - Which will be most likely to impact students?
  - What can be funded or provided with current resources – fiscal and personnel?
  - What fits into ESSA best?

Next Steps

- **Next meeting for committee Monday, November 7**