

Variation in Performance is the Problem to Be Solved: The Use of Data in Improving Literacy Outcomes



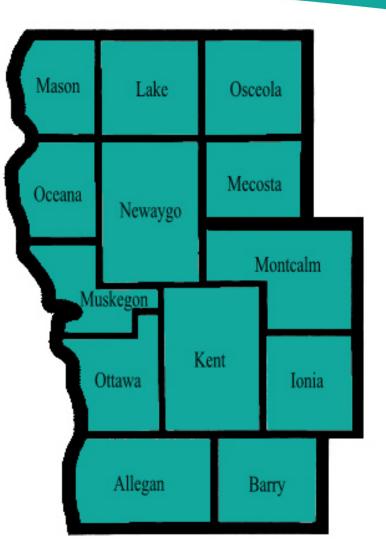
"Working hard for something we don't care about is called stress; working hard for something we love is called passion."

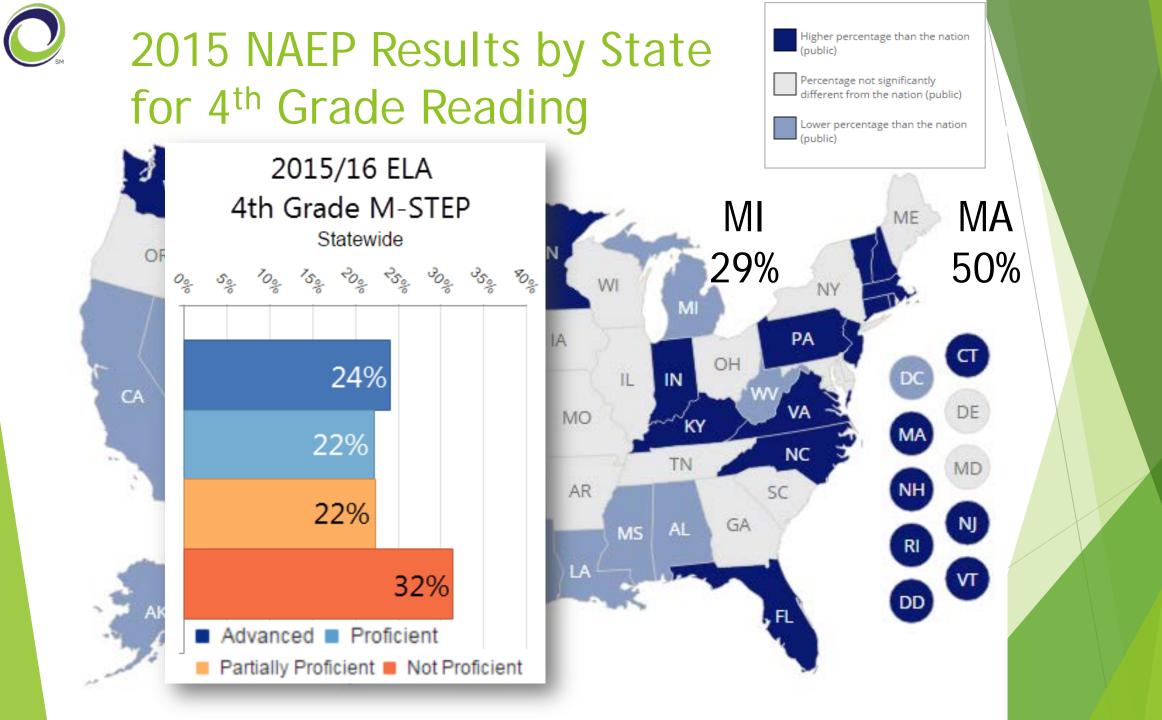
— Simon Sinek

REGION 3

ISDs

- Allegan Area ESA
- Barry ISD
- · Ionia County ISD
- Kent ISD
- Mecosta-Osceola ISD
- Montcalm Area ISD
- Muskegon Area ISD
- Newaygo County RESA
- Ottawa Area ISD
- •West Shore ESD (Mason - Lake & Oceana)

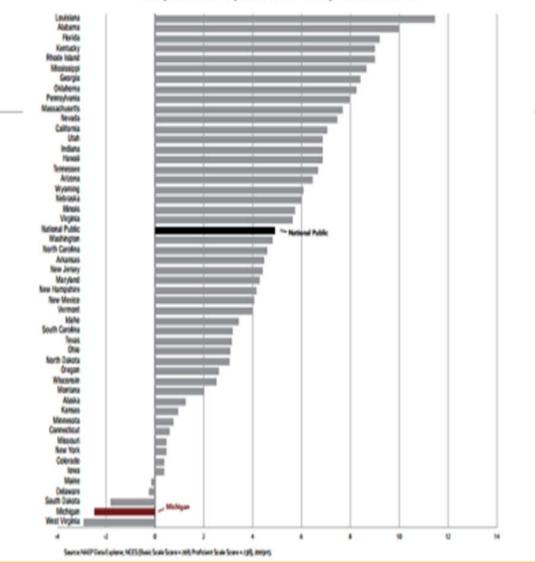




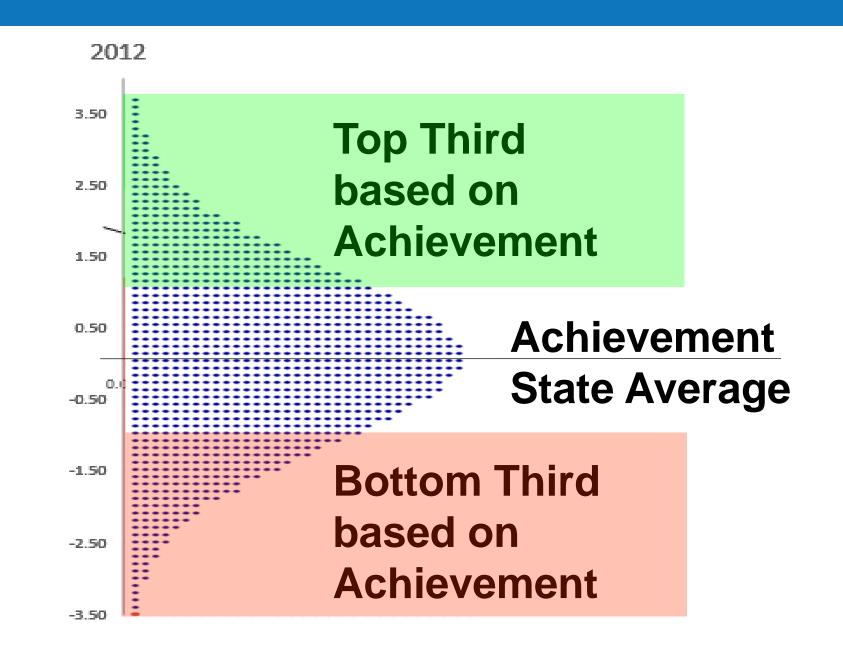


Michigan is One of Only Five States That Show Negative Improvement for Early Reading Since 2003

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-15)



Source: The Education Trust - Midwest. (2016). Michigan achieves! 2016 Michigan state of education report; Michigan's talent crisis: The economic case for rebuilding Michigan's broken public education system. Royal Oak, MI: Author.



NETWORK

- We know well what doesn't work.
- We are learning more each day about what does work.

Harvard Education Letter Published at the Harvard Graduate School of Education



INSIDE

for discussion

January | February 2015 Volume 31, Number 1

Breaking the Cycle of Failed School Reforms Using Networked Improvement Communities to learn fast and Implement well BY ANTHONY S. BRYK, LOUIS M. GOMEZ, ALICIA GRUNOW, AND PAUL G. LEMAHIEU

he recent history of school reform reveals a disturbing pattern: Over and over, change efforts spread rapidly across the education landscape, despite an absence of knowledge as to how to effect improvements envisioned by reform advocates, or whether it's even possible. From the push to embrace small high schools in the late 1990s to current mandates to adopt rigorous teacher evaluations based on complex value-added analyses, policy leaders quickly jump on a new reform bandwagon even though very significant technical and logistical issues remain While teacher evaluation and high school redesign

are high-profile cases, they are not anomalies. The press to quickly push good ideas into large-scale use

The strategy of implementing fast and wide and fixing problems later has failed again and again.

rarely delivers promised outcomes. Results are typically modest and vary from school to school. In some locales a reform might work; in many places it does not; and in some instances it might even do harm.

At base is a common story of going fast and learning slow. We consistently fail to appreciate what it actually takes to make some promising idea work reliably in practice. We become disappointed when dramatic positive results do not readily emerge, and then we just move on to the next new reform idea. This should trouble all of us. If we continue to seek improvement in the ways we have always done, we are likely to continue to get what we have always gotten. The strategy of implementing fast and wide and fixing problems later has failed again and again.

A New Approach to Education Reform Understanding this dynamic presses a fundamental shift in how we think and act, a shift toward learn-

ing fast to implement well. It also calls for a very different organizational arrangement to accomplish this end, something we call a Networked Improvement Community [NIC]. A NIC unites the conceptual and analytic discipline of improvement science with the power of networked communities to innovate and learn together. The foundational elements for improvement science carried out in NICs can be summarized by six principles (see "Six Improve-In embracing improving science, educators are

able to draw on a well-established set of tools and deep practical experiences. Many different kinds of institutions have learned faster and better by using these methods. In carrying out this activity through networked communities organized to solve a shared problem, it is possible to accelerate improvements even further by actively engaging many different individuals and institutions in the process. Moreover, this strategy is broadly useful whether the target for improvement is the classroom, school, faculty network, school-community partnership, whole college, school district, or state education

Analytically, improvement research entails getting down into the micro details as to how any proposed set of changes is actually supposed to improve outcomes. Unfortunately, such careful onthe ground, system thinking tarely characterizes most educational reforms. Typically, a reform's logic of action is vague and almost always underspecified. When such reforms are scrutinized closely, zones of wishful thinking gaps in understanding, questionable assumptions about causes and effects, and tacit

The "new PE" alms to build bodies and brains 8

4

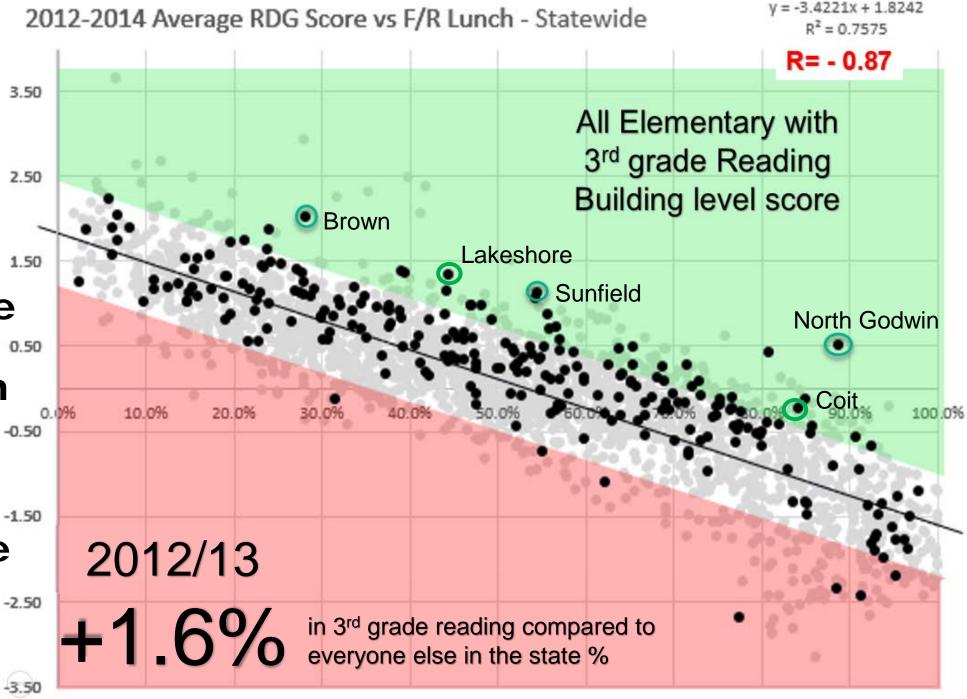
point of view Learning from student resistance

ON THE WEB

www.edletter.org Tech Is changing teaching, finally

Region 3 1.50 prediction line very similar 0.50 to the state in 2012/13 0.50

Chose five -1.5 schools above the line for a _2.5 field study.

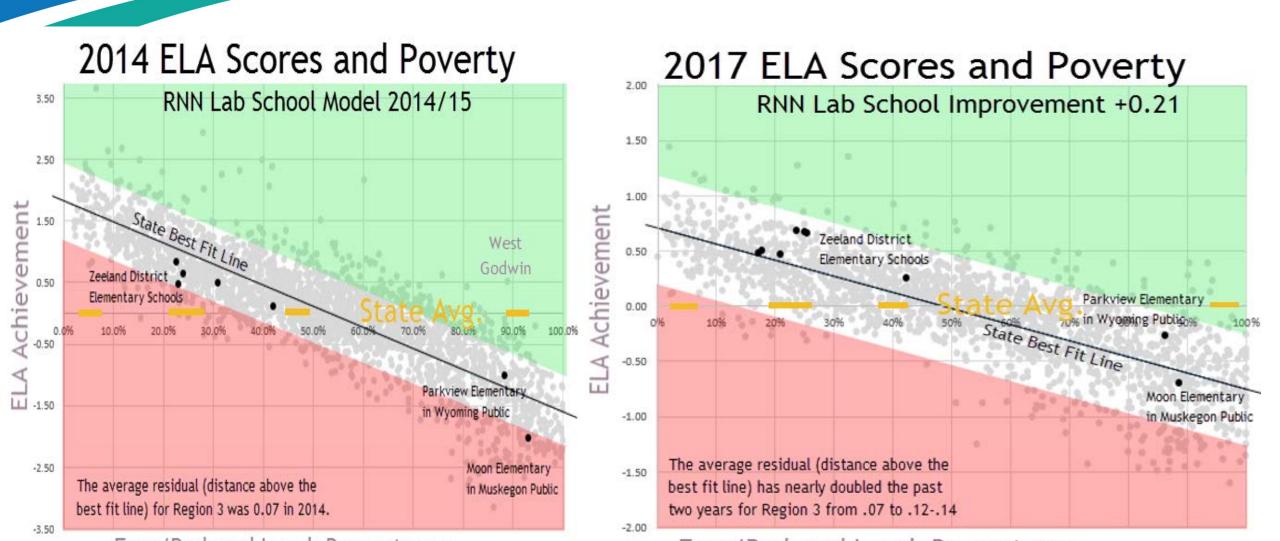


READING^M NETWORK

Field Study Findings

- 1. Uncompromising Focus
- 2. Relevant Data Used Deeply
- 3. Sustained Commitment
- 4. Classroom Management Focused on Learning
- 5. Collective Responsibility

RNN Data Then and Now ...

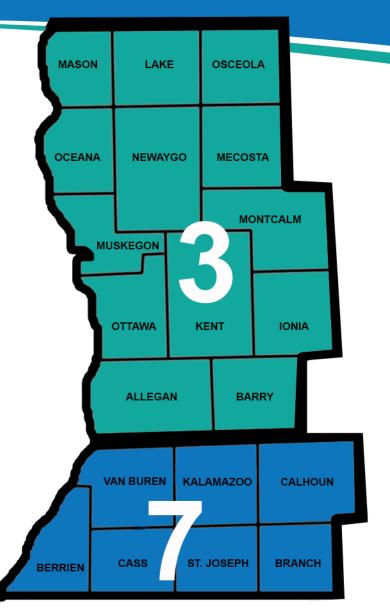


Region 3 ISD's

- Allegan Area ESA
- Barry ISD
- Ionia County ISD
- Kent ISD
- Mecosta-Osceola ISD
- Montcalm Area ISD
- Muskegon Area ISD
- Newaygo County RESA
- Ottawa Area ISD
- West Shore ESD (Mason-Lake & Oceana)

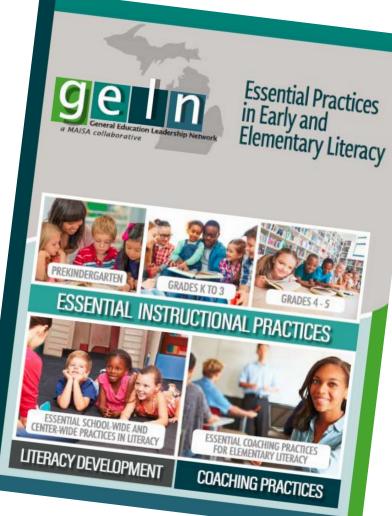
Region 7 ISD's

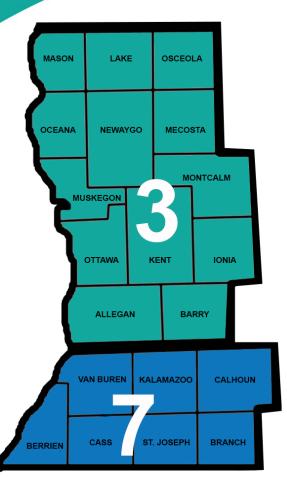
- Van Buren ISD
- Kalamazoo RESA
- Calhoun ISD
- Berrien RESA
- Cass ISD
- St. Joseph ISD
- Branch ISD

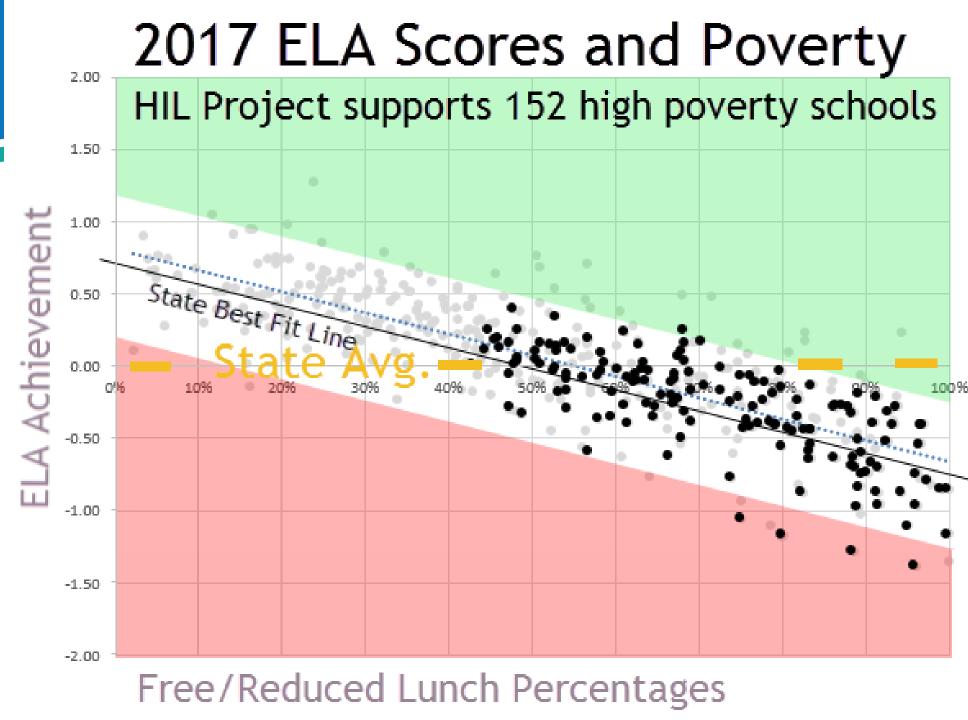


\$12.5m to scale up NOWNETWORK

Western Michigan University in collaboration with the Reading Now Network (RNN) and the MAISA General Education Leadership Network (GELN) just received a three-year U.S. Department of Education grant award for \$12.5 million to fund the High Impact Leadership for School Renewal Project.



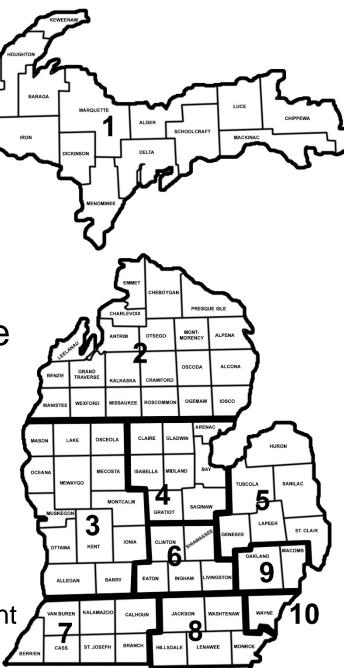




READING^M NOV NETWORK

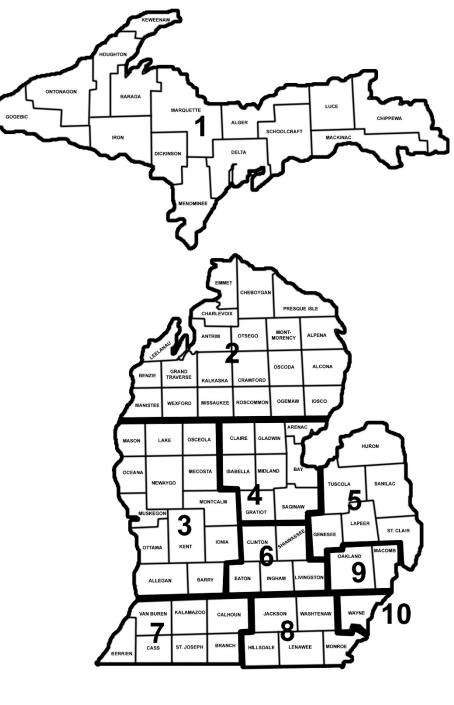
Statewide Impact?

- Region 3 increased from 1.6 5.9%
- Represents 915 more students in 3rd grade who are proficient in Region 3.
- IF statewide the red schools moved up to the line, the schools on the line moved up to the green:
 - High poverty schools: From 25% to 52% proficient
 - State Average: From 43% to 70% proficient
 - Low poverty schools: From 65% to 92% proficient
 - 27% statewide would mean over 30,000 more students proficient





Spreading with Integrity





Scaling Up... And Drilling Down!...

Meet our new friends from New York City: Teaching Matters