

Beyond Policy –Brief Thoughts about CI/IS in a district

Picking a use. Picking a problem/outcome.

Different ways of getting started.

No Answers – just suggestions

MS Smith April 1, 2018

Three Parts

- First: A comment on ESSA
- Second: Mike Kirst on ESSA and LCFF
- Third: Implementing IS/CI at the local level

First: Radical idea about using ESSA \$: No excuse.

- Lots of Title I \$s may be used for IS in Title I whole schools & Title I targeted assistance schools unless supplants same activity in non-Title I schools. Also in migrant and neglected and delinquent programs sections of Title I.
- Also Title IIA, Title III, much of Title IV etc.
- Also use EHA and Voc Ed \$ with improvement focused on EHA and Voc Ed students.

Second: Kirst ESSA/CA view

- ESSA is a big improvement over NCLB: reduction in rules, regulation, etc.
- ESSA state plan NOT a Complete overview of state policy – Local Control funding Formula and Local Control Accountability Plan in CA adds multiple measures.
- 7% Title I for Support and intervention- 5% schools: 300-500 schools. Follows SIG. Advice from Fullan



LCFF, ESSA, CI

- Theory of Change: LEA (LCFF) focus v. school focus (ESSA)
- LCFF integrated accountability and Continuous Improvement(CI) system based on LCFF ten state priorities.
- Substantial progress in CA on continuous improvement beyond the great examples: Long Beach, Garden Grove, Fresno, etc: now a variety of networks: many focused on small communities



Challenges for CI in CA districts

- PACE Report: Four primary challenges:
- (1) lack clarity on WHAT continuous improvement means in practice and HOW to get there,
- (2) weak strategies and supports to grow internal CAPACITY for continuous improvement,
- (3) difficulty PRIORITIZING C/I in a resource-constrained environment, and
- (4) variation in the availability and use of DATA to support continuous improvement.

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PACE report: Continuous Improvement in Practice: 11/17:
Hough et al..

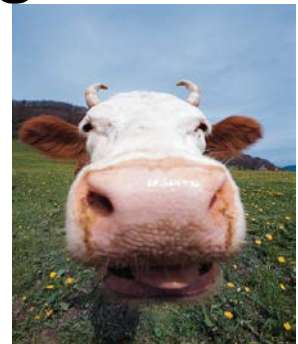
Third: Scenario at a local district: Overcoming the 4 Challenges

- Imagine you are a new Superintendent.
- You want to use IS/CI.
- But no Gates or other networks nearby.
- Need to start -- local newspaper nosey.
- Two big questions.
- One: What are your options?
- Two: Is district functional?
- Always fighting fires?



Q1 Options: Some Possible uses of CI

- To help effectively implement an intervention.
- To evaluate a function use developmental eval.
- To Improve front office (Board relations, etc.)
- To improve supporting functions (HR, IT, etc.)
- To improve attendance, graduation rates, A-G
- To improve student achievement-3rd grade reading, 8th grade math etc.
- Holy Cow...so many possibilities!!!



Q2. Beginning: One approach

- Is District in pretty good shape? Oops! No, it isn't.
- Let's then -- start at a core support problem!
- Focus on HR – Laura Schwalm in Garden Grove did it – metrics are clear – achieve better recruitment, better support of teachers:
- System effect? In 2 years -- new teachers, staff better: teachers happier: scores up? Staff serious about improvement.
- After HR, move to IT?



After a year or two: Ready to tackle the schools: But where first?

- Things good in HR – you started IT office after 6 mo.
- IT critical for the next stage.
- Umm – you say -- next boost graduation rates and A to G. And improve attendance along the way.
- Follow Mike Hanson + Jorge Aguilar; Fresno: used 3 linked data systems to track students and alert caring adults – Grad rates (2011-2017) from 68 to 84%: A to G 24 to 46%.



When do you get to student achievement?

- HR improvement worked. IT improvement coming along. Teaching better supported, teachers happier.
- After a couple of years – increasing grad rate and AG. Achievement up.
- Now 4 years later after you get a new contract you begin in the classrooms on 3rd grade literacy using Carnegie's new results.



MORE TO THE STORY

- YOU ARE JUST BEGINNING!!

