



Telling Your Story: The Imperative



October 2017
<http://www.fasfepa.net>

Agenda

Urgency to Tell Your Story

New Policy & Fiscal Era

Shifting Meaning of Compliance

New Management Frameworks

Urgency to Recapture the Narrative | Federal

"I put myself in the shoes of that steelworker in Ohio, the coal-mining family in West Virginia, the mother of two in Detroit, and I'm saying, 'OK, I have to go ask these folks for money, and I have to tell them where I'm going to spend it.'"



Urgency to Recapture the Narrative | Federal



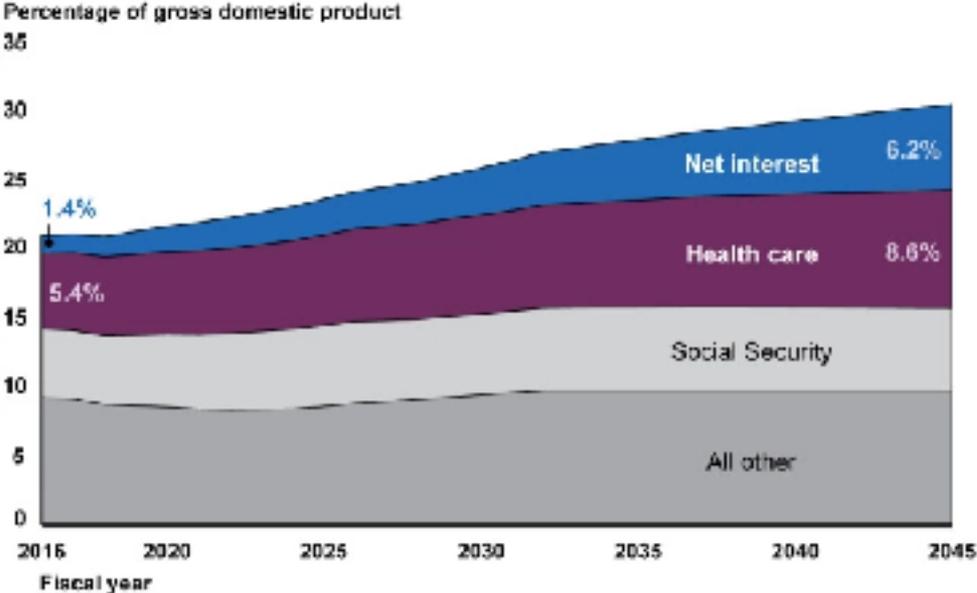
- (i) whether some or all of the functions of an agency, a component, or a program are appropriate for the Federal Government or would be better left to State or local governments or to the private sector through free enterprise;
- (ii) whether some or all of the functions of an agency, a component, or a program are redundant
- (iii) whether certain administrative capabilities are redundant with those of another agency, component, or program;
- (iv) whether the costs of continuing to operate an agency, a component, or a program are justified by the public benefits it provides;

Urgency to Recapture the Narrative | Federal

There is a structural imbalance between federal revenue and spending under current law. These are being driven by long term growing costs.

This leads to ever rising debt as a share of the economy—this is unsustainable.

Figure 5: Drivers of Long-Term Federal Spending



Source: GAO. | GAO-17-0395P

Note: Data based on GAO's 2017 alternative simulation. GAO's simulation holds discretionary spending and other mandatory spending constant as a share of gross domestic product in the long term. Health care spending on major health care programs consists of Medicare, Medicaid, exchange subsidies, and the Children's Health Insurance Program.

Urgency to Recapture the Narrative | State

HB7069 focuses our attention.
Plenty of good parts of the law -
plenty of concerns.

- LEA required to share their millage with charter schools;
- State reduced the required local effort, forcing LEAs to rely more on limited State funding;
- Limits the amount of Title I funds that a ay use for district wide/administrative matters to not more than 8%.



Urgency to Recapture the Narrative | Political



If you don't create and tell your story, someone else will.



If you don't share your story, you lose valuable advocates.

Time of Change | Rich Context to Tell Our Story

Change motivates and challenges. It makes clear when things are obsolete or have outlived their usefulness.

But most of all, change forces us to act differently.

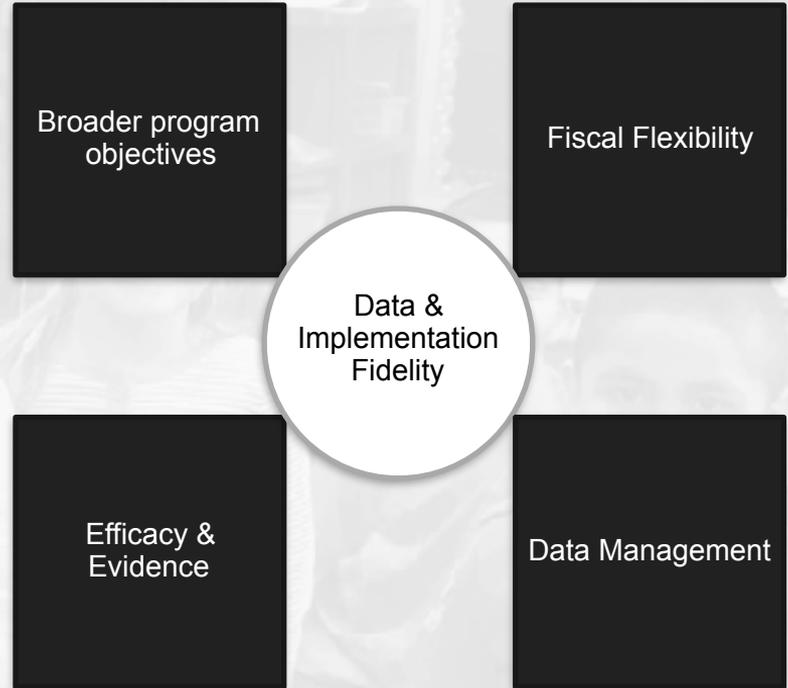
A New Culture of Learning: Cultivating the Imagination for a World of Constant Change by Douglas Thomas, John Seely Brown

Time of Change | Rich Context to Tell Our Story

ESSA is a change moment.

It will require us to rethink many of our programs within a broader context.

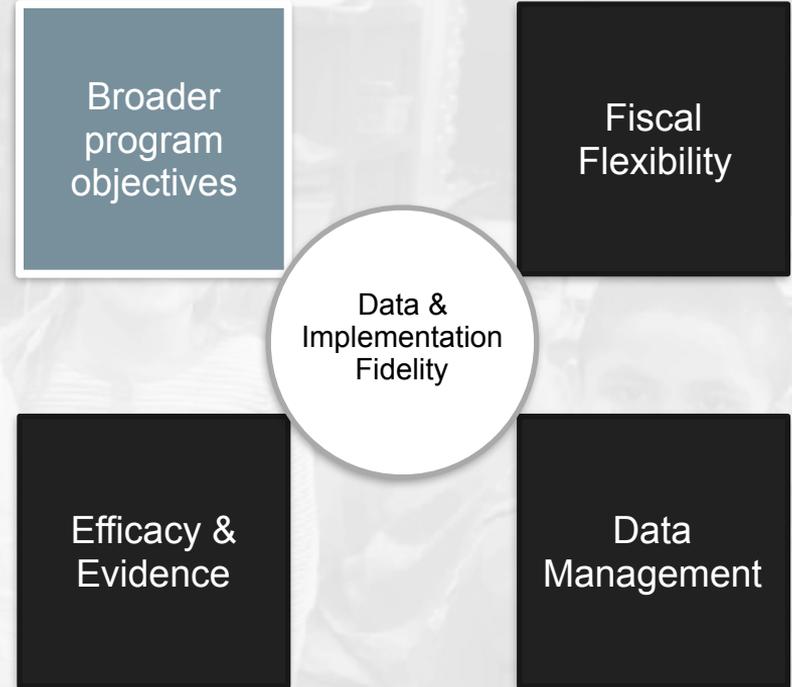
This is partly new — certainly more urgent.



Time of Change

Consider the new terms of the district plans. Key parts of the plan include:

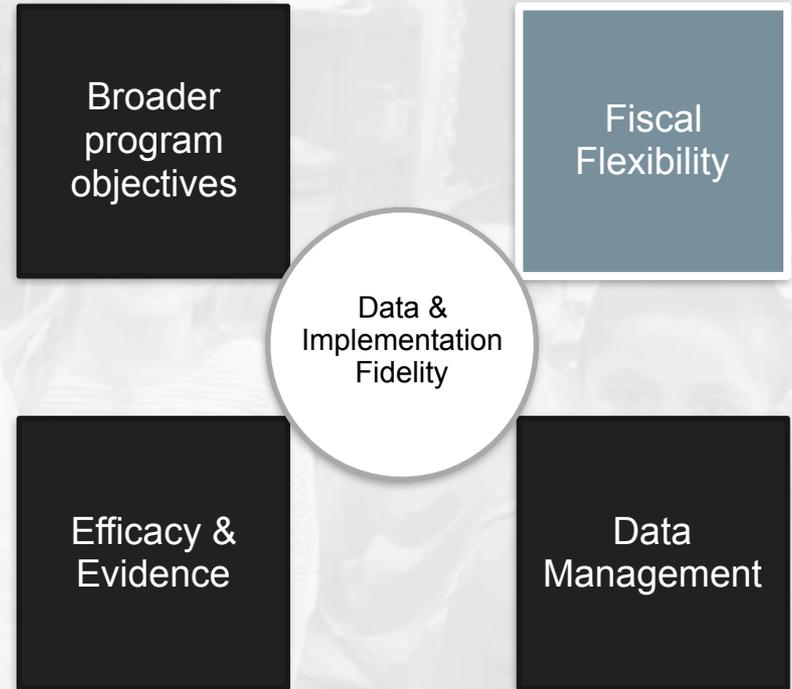
- Developing and implementing a **well rounded program** of instruction to meet the academic needs of all children.
- Identifying students who may be at risk for **academic failure**.
- Identifying and implementing instructional strategies intended to **strengthen academic programs and improve school conditions for learning**.



Time of Change

New SNS: Districts will now have to demonstrate that “the methodology used to allocate state and local funds to each school ... ensures that [the] school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under this part.”

Schoolwide is easier to do. At least 40% of the children need to come from low-income families, unless the state waives.

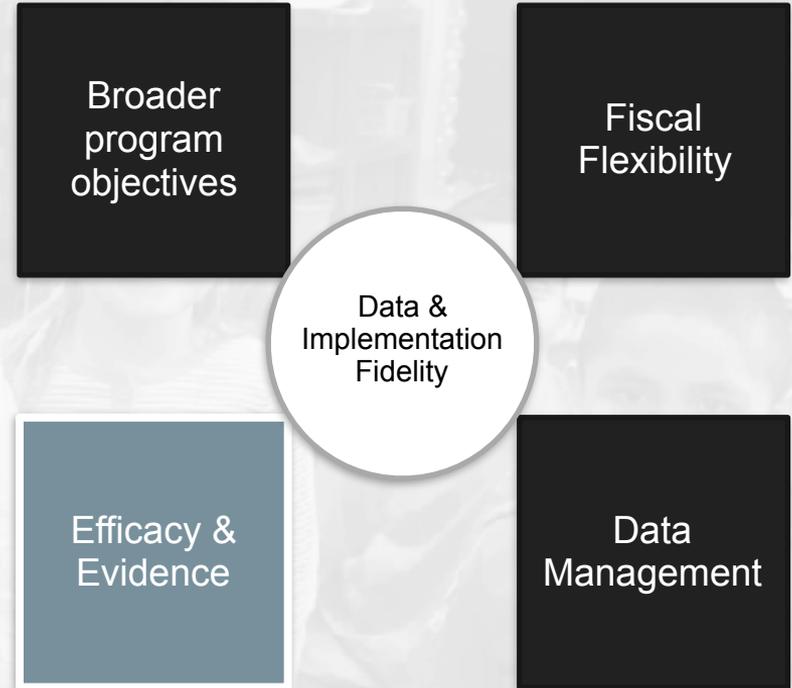


Time of Change

The federal role is shifting from *what* happens to *how* it happens.

The law is not prescriptive about what schools must do. Districts and schools may now use federal funds to serve a broader range of student needs.

How this happens, however, is a major concern of the law. "It is essential to use Federal education funds effectively and efficiently," writes ED.

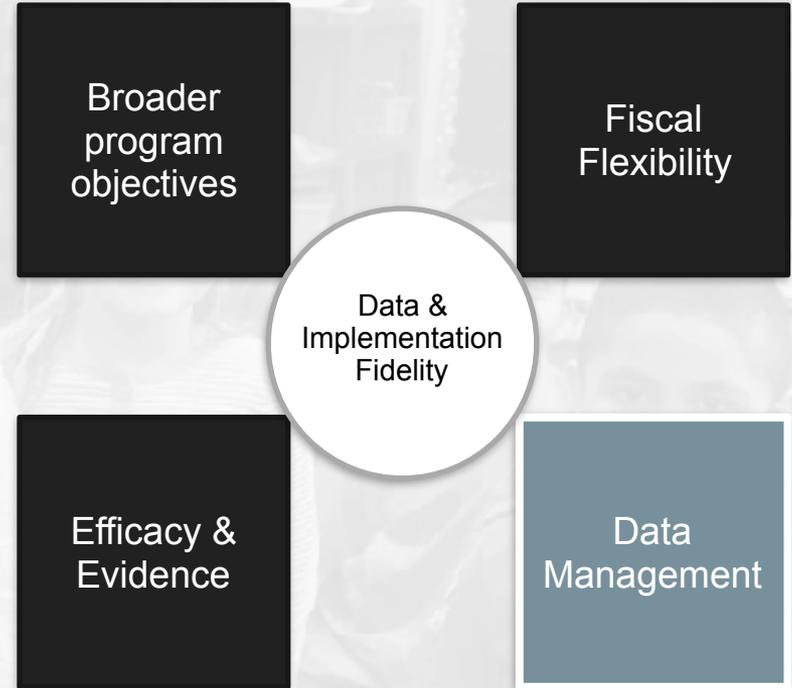


Time of Change

From confusion to coherence.

School leaders are trying to create coherence of historically disparate components of their technology, curriculum and assessment stacks.

Tools that support that effort, particularly by providing better visibility into adoption and effectiveness, are becoming increasingly valuable.



Time of Change



Broader
program
objectives

Fiscal
Flexibility

Data &
Implementation
Fidelity

Efficacy &
Evidence

Data
Management

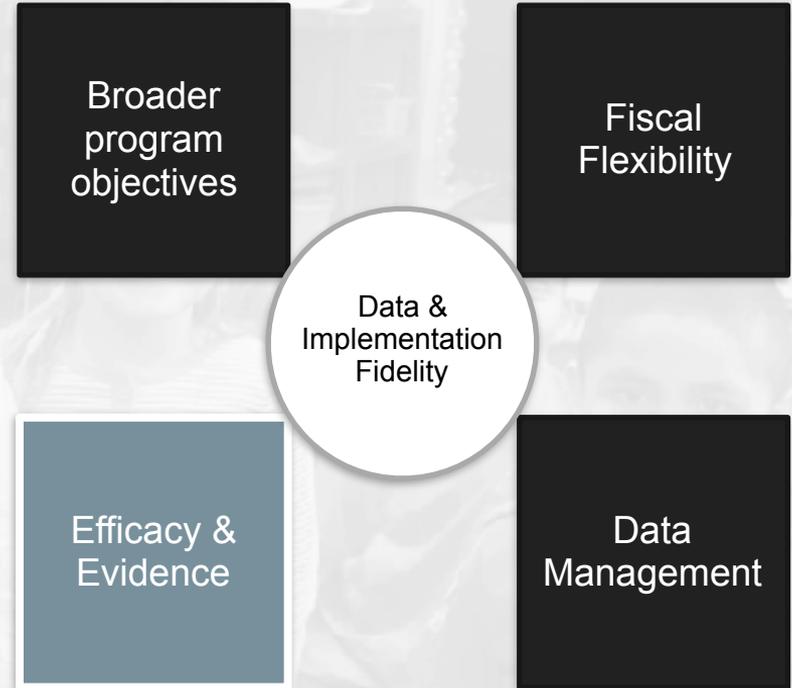
Time of Change | Impact on “Compliance.”

The impact on “compliance” is critical.

The broader objectives also change the meaning of “compliance.” Unlike NCLB, it is not enough to just invest in supplemental reading and math programs.

ESSA is concerned about the effective use of funding to address root problems, which is many and varied. ESSA is not about “what” a school invest in. Rather, the “how” will be more important.

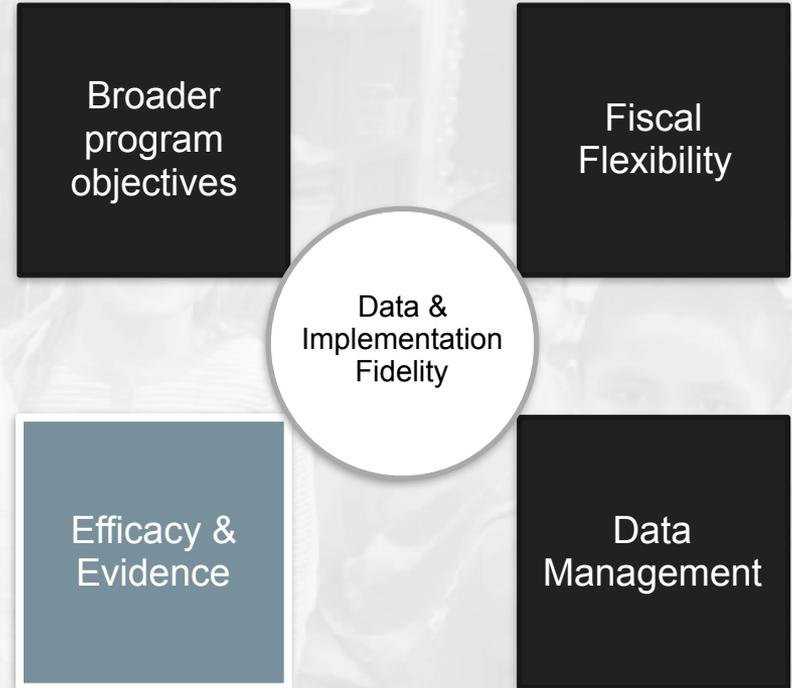
That means that ESSA will require districts to pay more attention to and improve on program implementation.



Time of Change | Impact on “Compliance.”

New Focus on fiscal transparency endorses this theory of action.

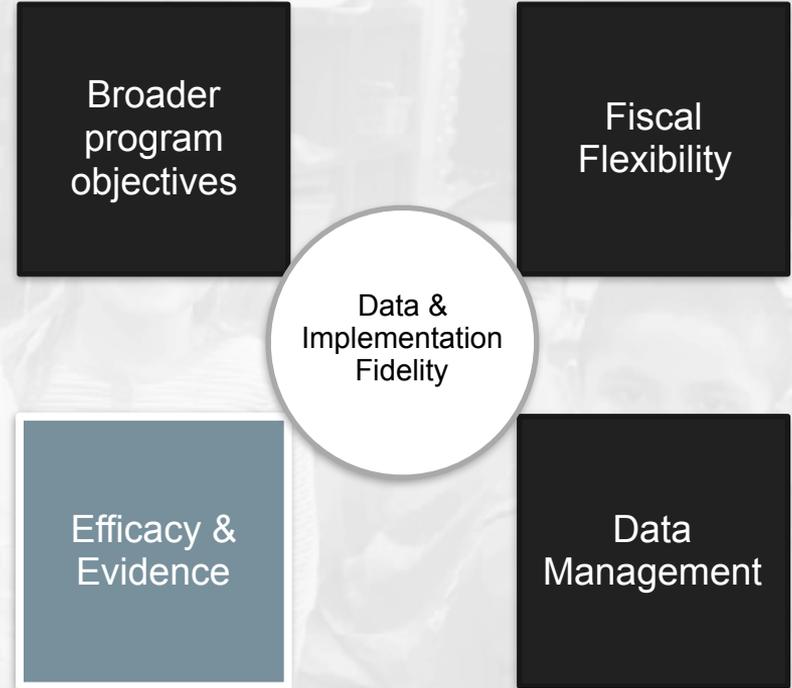
State and district report cards must include:
The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.



Time of Change | Impact on “Compliance.”

Statute: “evidence-based” is defined and the use cases are clear for School Improvement.

Practice: Implementation requires a continuous improvement model. This transfers the focus of “evidence” from the initial investment (an allowable use question) to the lifecycle of a program’s deployment, which ties together compliance with high quality implementation & program excellence



Time of Change | Opportunity Gaps

Evidence based practices. ESSA elevates the importance of evidence-based practices in school purchasing and implementation practices.

SEL. School leaders are exploring new programs and assessments that that recognizes that learning begins and is sustained in a social and emotional context.

Fiscal Transparency. How top connect new emphasis on fiscal transparency to notions of “productivity” / return on education / etc.

How these new programs are implemented and managed not yet well understood — and that could undermine the ability of school leaders to take advantage of this unique time.



Time of Change | Opportunity Gaps

Closing the gap requires thoughtful changes.

It requires a reassessment of program management practices and habits, which is hard for any organization, let alone one with the size and personnel complexity of a school district.



Time of Change | Opportunity Gaps

Have you heard of tiny Melinda Mae,
Who ate a monstrous whale?
She thought she could,
She said she would,
So she started in right at the tail.



Shel Silverstein. *Where the Sidewalk Ends* (1974).

Time of Change | Mental Models

A performance management framework that supports return-on-investment budgeting and strategic shedding of low-impact initiatives.

$$\frac{I \times \#S}{\text{Cost}} = \text{ROI}$$

Each program is scrutinized for evidence that it improves student learning outcomes or the conditions that contribute to student learning. If none exist, then the activity will not receive federal funds.



Time of Change | Mental Models

ERS' School Design program emphasizes cost effectiveness through creative solutions: Organize partnerships, and technology to maximize resources that support teaching and learning.



Time of Change | Mental Models

Denver Reforms at a Glance: Big Picture

LEADERSHIP REFORMS

Invest in leadership development at all levels



- Assemble a strong district leadership team focused on continuous improvement
- Build a strong culture of shared values
- Increase support and flexibility for principals and aspiring principals
 - Implement principal effectiveness measurements focused on promoting growth
 - Strengthen the principal pipeline
 - Support struggling schools to attract and retain high-performing principals
- Establish teacher leadership roles to support school-based professional growth and provide career opportunities

TEACHING REFORMS

Attract, develop, and retain high-performing teachers



- Implement teacher effectiveness measurements focused on promoting growth
- Implement structures and processes to attract and retain more high-quality teachers in high-need schools
- Launch and evolve the DPS Professional Compensation (ProComp) system for teachers

FUNDING & PORTFOLIO REFORMS

Proactively manage a portfolio of districts and charter schools



- Set a high bar for school performance
- Rigorously manage portfolio of schools by outbidding new, high-quality schools and closing or replacing chronic low performers
- Expand choice and access to high-quality seats
- Level the playing field through student-based budgeting and school-level flexibility

SCHOOL SUPPORT REFORMS

Provide high-quality, differentiated school support



STANDARDS & INSTRUCTION:

- Invest in script, resources, curriculum, and assessments aligned with college- and career-ready standards

SCHOOL SUPPORT:

- Increase flexibility for schools
- Increase instructional superintendent support to principals, particularly in low-performing schools
- Redesign school planning, staffing, and budgeting process

SCHOOL DESIGN:

- Leverage school design decisions to support teachers and students through more collaborative planning time and lower teacher loads in math and ELA

Time of Change | Mental Models

Denver Reforms at a Glance: Central Office Focus

	From this:	To this:	DPS Actions
<p>SCHOOL SUPPORT</p> 	<p>A central office focused on compliance and oversight rather than productive partnerships with schools.</p>	<p>A central office that is a service and strategy partner, leveraging data to increase efficiency and identify best practices.</p>	<ul style="list-style-type: none">▪ Increase flexibility for schools.▪ Increase instructional superintendent support to principals, particularly in low-performing schools.▪ Redesign school planning, staffing, and budgeting processes.

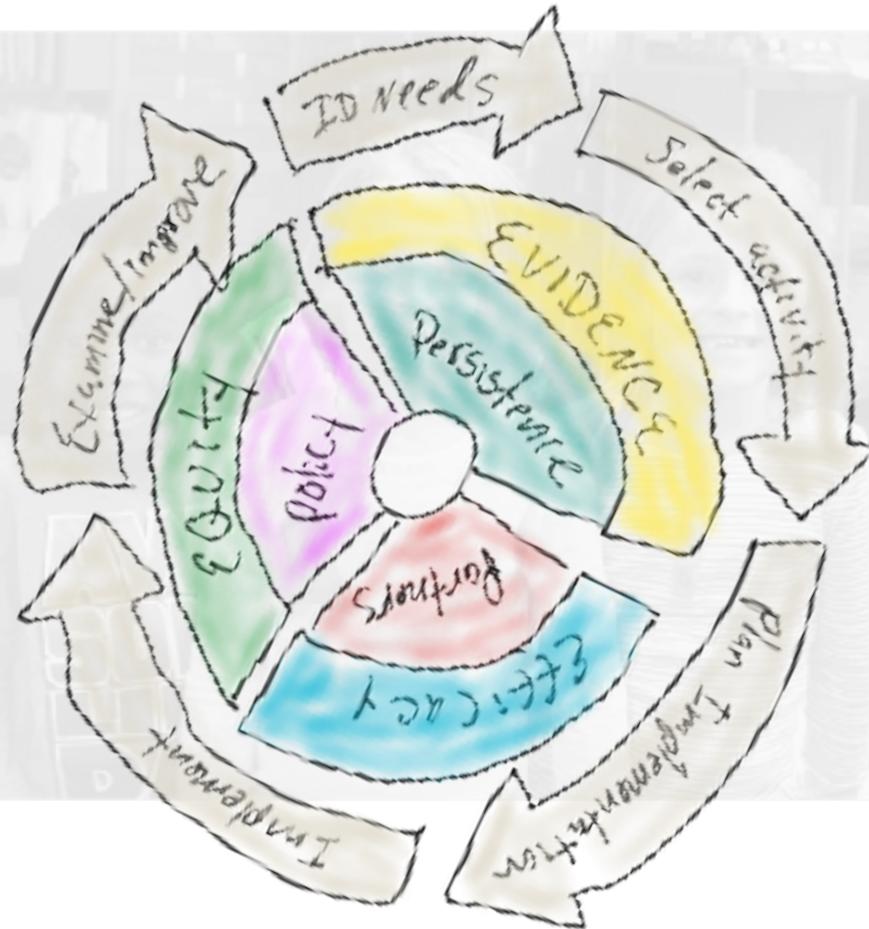
Time of Change | Mental Models (Vary)

Leaders in [ROI] superstar districts are frugal, aware of what everything costs and determined to get the most out of every dollar.

They are willing to abandon an activity that's not paying off, and they don't assume that every change in the schools will require new money.... District leaders talked about problem-solving and the conscious financial tradeoffs they made to better support students.



Time of Change | Mental Models Key Themes



Time of Change | Mental Models Key Themes

Evidence

Statue + Practice. The statute defines evidence-based academic interventions. While the statute's definition is important, consider the practical purpose. The term is simply requiring that federal funding be used for low-risk and high-return investments. Evidence should drive the decisions about program investment. There is also the need to have sufficient information to monitor the progression of programs using ESSA funds.

Efficacy

Getting the Right Response? Any investment using federal funds should cause the desired response from adults and students. Efficacy certainly includes academic outcomes, but also programs and practices with a track record of changing the *behavior of adults* in the schools so that students can meaningfully access the intended educational opportunities.

Equity

The North Star. The law's core and historical purpose is to provide disadvantaged students in schools of high concentrations of poverty with increased educational opportunities. Activities under ESSA should advance educational equity for disadvantaged students while providing them with a well- rounded education. The activity should provide at-risk students the right rigor at the right time.

Time of Change | Mental Models Key Themes

Policy

Do not advocate in isolation. There are concerns and anxieties among education, workforce development, and community reinvestment programs (to name a few) that can and should connect to language instruction. For example, to what extent is can the instruction be part of a local workforce development initiative? How can language instruction improve family and parental engagement? The more ambitious the policy problem this helps to solve the better.

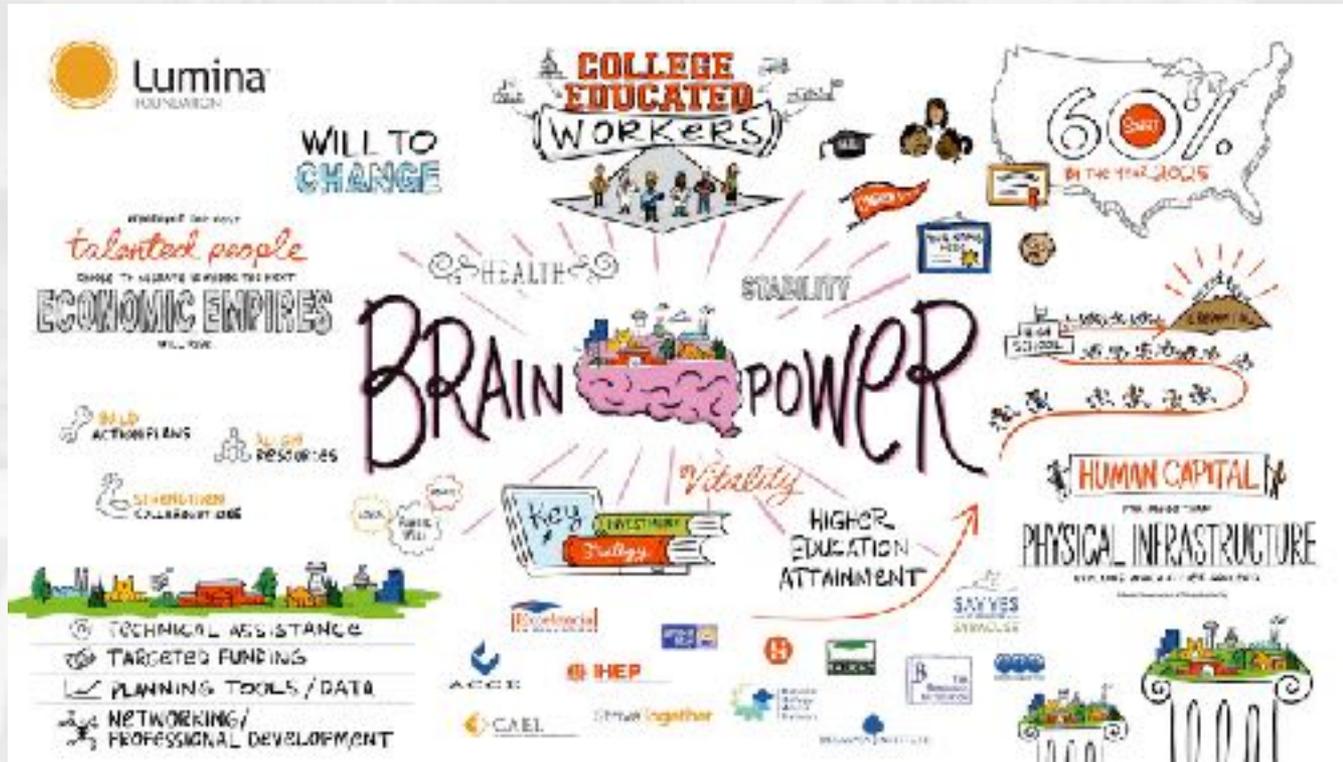
Partners

Do not plan or act in isolation. As with any convincing argument, it tends to be better received when delivered by someone who is considered to be an objective third party. These are third party validators. Who, in your community, can act as that voice? This will likely be tied to the broader policy objective that they are trying to address.

Persistence

Fail often. Move forward and improve the approach/model. There is no single combination of policy, partnerships, and program design. The models will always change. The important part is to begin and to continually improve.

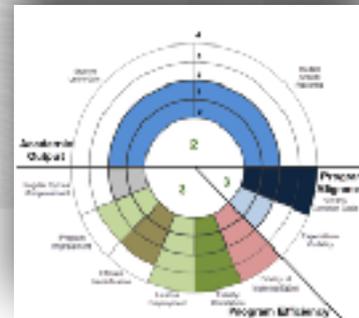
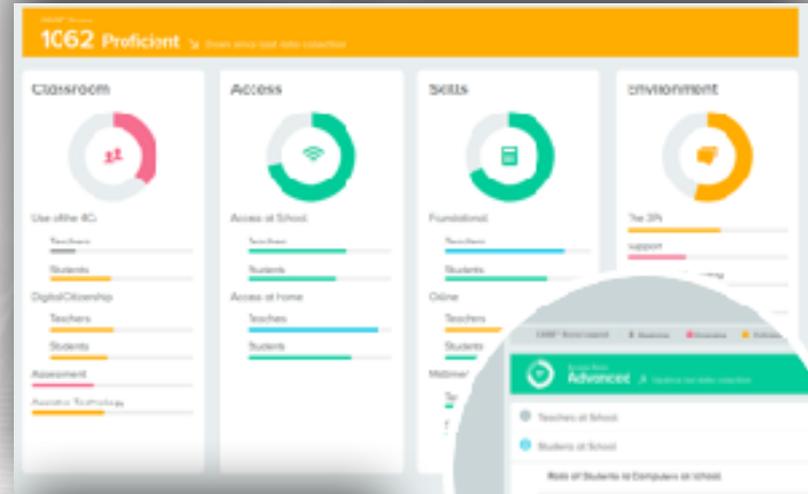
Urgency | Share Your Work. Connect Your Work.



Urgency | Share Your Work. Connect Your Work.



- Don't share data - tell a story;
- Visual matter;
- Address ROI;
- Lean on new tools and partners.



Urgency | Share Your Work. Connect Your Work.



- Partner with a university.
- Partner with validating organization.

Summary and Bullet Points for STEAM I (2015-2016)

Santa Rosa County School District

University of West Florida Community Outreach Research and Learning
(CORAL) Center: Director of STEAM I Evaluation
Dr. Carla Thompson, Professor, Research & Advanced Studies

Summary Findings

1. Professional Development Pre/Post Assessment Results:
 - (a) Teachers' average total *Pedagogical Discontentment Scores* decreased significantly on 90% of the areas of discontent indicating an overwhelming change in teachers' attitudes of discontent to positive attitudes (pre to post assessments) of contentment toward integrating STEAM I into their classrooms;
 - (b) Teachers' average total Inquiry-Based Learning Scores increased significantly on 72% of the areas of inquiry-based learning implementation indicating a positive attitude change from pre to post relative to integrating inquiry-based learning components of STEAM I into their classrooms;
 - (c) Demographics of teachers in STEAM I include N= 80 teachers primarily white females (more than 90%) over the age of 36.

Urgency | Share Your Work. Connect Your Work.



THE HECHINGER REPORT | COVERING EDUCATION & INEQUALITY REFORMATION

TOPICS ABOUT

News

What happens when you give a district the freedom to innovate?

Mississippi district adopts modified standards, new award system and multiple diploma options

By JACKIE HODGE

HERALD

When the Corinth School District in north Mississippi was given the distinction of "District of Innovation" by the state last year, officials realized it was their chance to roll out unique initiatives they believed would truly impact student achievement. As Districts of Innovation, Corinth and two other districts in Mississippi can request exemptions from state regulations and more easily try out new systems and programs. Corinth's educators agreed in on a few areas they thought would make a difference: a new curriculum and assessment

A photograph of a school building with a prominent portico supported by columns. The building is surrounded by a lawn and some trees. The sky is clear and blue.

<http://hechingerreport.org/happens-give-district-freedom-innovate/>

Urgency | Share Your Work. Connect Your Work.

The Washington Post

The Post's View • Opinion

How D.C. public schools redesigned what it means to be a teacher

By Editorial Board June 16

BEING A teacher is hard. Being a teacher in an urban school district that must contend with the social issues of poverty is even harder. Nothing, though, is more critical to student learning than who is in front of the class. And that is why it is important that attention be paid to the success of the D.C. school system over the past decade in transforming its teaching staff with strategies that emphasize and reward effectiveness.

[https://www.washingtonpost.com/opinions/how-dc-public-schools-redesigned-what-it-means-to-be-a-teacher/2017/06/16/d5141884-51f3-11e7-be25-3a519335381c_story.html?](https://www.washingtonpost.com/opinions/how-dc-public-schools-redesigned-what-it-means-to-be-a-teacher/2017/06/16/d5141884-51f3-11e7-be25-3a519335381c_story.html?hpid=hp_hp-top-table-main-schools%3Ateacher%3Ahomepage%2Fstory&hpid=hp_hp-top-table-main-schools%3Ateacher%3Ahomepage%2Fstory)



“Do the best
you can until you
know better.
Then when you know
better, do better.”

Maya Angelou



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