

Systemic and Sustainable Turnaround Efforts

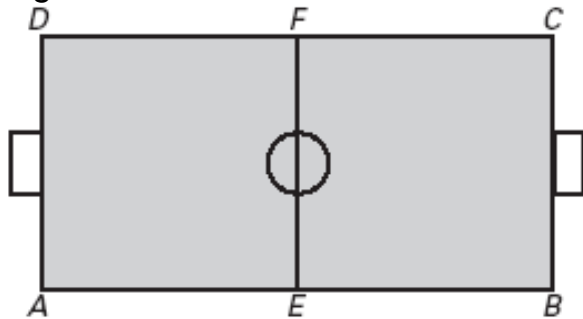
A G E N D A

- What are we sustaining?
- What do we mean by sustainability?
- What does John Dewey have to say?

What are we sustaining?

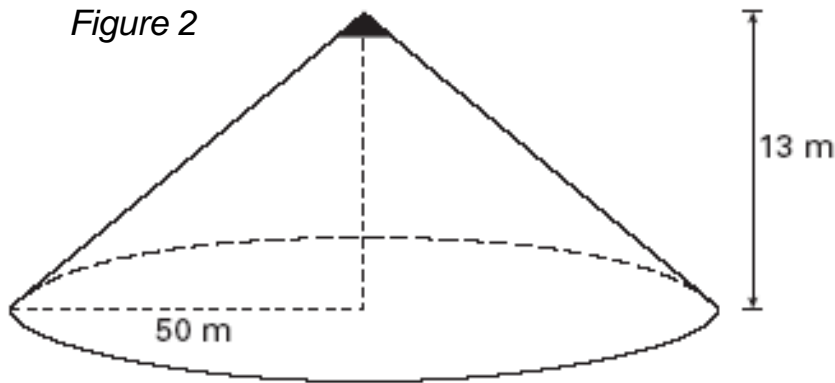
A campground has a large lawn with a soccer field that measures 100×50 meters (Figure 1). The park manager decides to keep the field open at night.

Figure 1



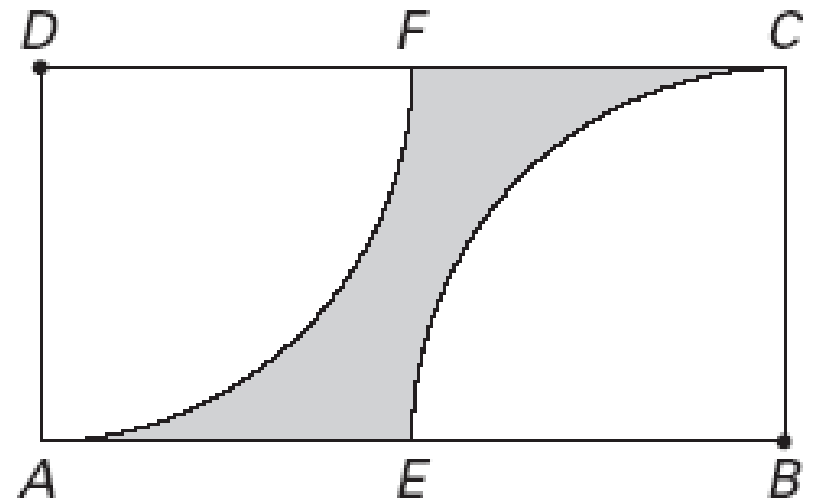
Therefore, a decision needs to be made about where to place some light posts. Standard lamp posts are 13 meters high and light a circular region with a radius of 50 meters (see Figure 2).

Figure 2



1. The diagram below (Figure 3) shows the lighting of the field when lights are placed at points D and B. What is the area of the soccer field that is **NOT lit** when these two light posts are used. Show your work.

Figure 3



Dutch examination item by the courtesy of the Freudenthal Institute.

What do we mean by
sustainability?



Sustainability

Sustainable reforms are **durable, adaptive** and **persistently focused** on priority goals for improved student growth **in the face of changing conditions.**



SUSTAINABILITY WORK GROUP

Delaware



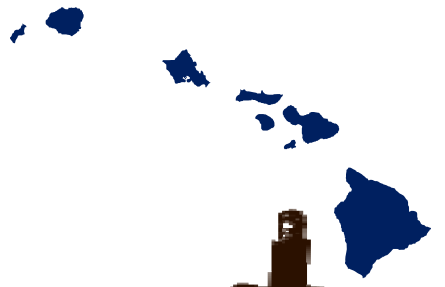
Georgia



Massachusetts



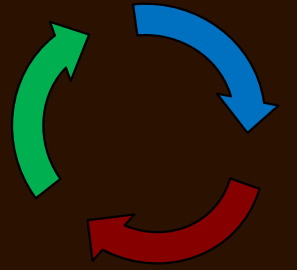
Hawaii



New York



Maryland





Sustainability Unpacked

System Capacity

SEA Capacity

State Capacity

Performance Management

Clarity of Outcomes & Theory of Action

Alignment of Resources

Collection and Use of Data

Accountability for Results

Context

Alignment of the Statewide System

Public Value



System Capacity

SEA Capacity

- Align human capital decisions to support priority goals
- Build a culture of continuous improvement toward priority goals
- Align organizational structure to priority goals

State Capacity

- Extend capacity through partnerships
- Extend capacity in the field



THE RSN HAS DEVELOPED A COMPREHENSIVE DEFINITION OF SUSTAINABILITY TO GUIDE SUSTAINABILITY EFFORTS (4/5)

Performance Management

Clarity of Outcomes & Theory of Action

- Set student outcome targets to achieve priority goals
- Establish a theory of action and strategies for implementing priority reforms
- Develop plans that align strategies to priority goals

Alignment of Resources

- Direct resources to priority reforms
- Establish clear leadership of priority reforms

Collection and Use of Data

- Ensure quality data on performance
- Ensure quality data on implementation
- Use data to review progress and make decisions

Accountability for Results

- Link internal accountability to results
- Link external accountability to results
- Engage stakeholders about results



Context for Sustaining Reform

Alignment of the Statewide System

- Align the policy agenda to support priority reforms
- Build a coalition to drive priority reforms

Public Value

- Build stakeholder support for priority reforms
- Build broad public support for priority reforms



TOGETHER, THE ELEMENTS ARE OUR THEORY OF ACTION FOR WHAT MAKES A REFORM SUSTAINABLE

Elements of sustainability rubric: **System Capacity**

SEA Capacity	<ul style="list-style-type: none"> Align human capital decisions to support reform goals Build a culture of continuous improvement toward reform goals
	<ul style="list-style-type: none"> Align organizational structure to reform goals
State Capacity	<ul style="list-style-type: none"> Extend capacity through partnerships Extend capacity in the field

Elements of Sustainability: **Performance Management**

Clarity of Outcomes and Theory of Action	<ul style="list-style-type: none"> Set student outcome targets to achieve priority goals Establish a theory of action and strategies for implementing priority reforms Develop plans that align strategies to priority goals
Alignment of Resources	<ul style="list-style-type: none"> Direct resources to priority reforms Establish clear leadership of priority reforms
Collection and Use of Data	<ul style="list-style-type: none"> Ensure quality data on performance Ensure quality data on implementation Use data to review progress and make decisions
Accountability for Results	<ul style="list-style-type: none"> Link internal accountability to results Link external accountability to results Engage stakeholders about results

Elements of Sustainability: **Context for Sustaining Reform**

Alignment of the Statewide System	<ul style="list-style-type: none"> Align the policy agenda to support priority reforms Build a coalition to drive priority reforms
Public Value	<ul style="list-style-type: none"> Build stakeholder support for priority reforms Build broad public support for priority reforms



ADDITIONAL RESOURCES

■ SUSTAINABILITY RESOURCES

- Full Sustainability Rubric
- Sustainability Rubric Summary
- Sustainability Self-Assessment Workbook
- Capacity Building Template
- Performance Management Briefs
- Competency Framework for building SEA leaders (*upcoming*)
- Capstone Publication with annotated State resources and lessons learned (*upcoming*)

Reform Support Network
Sustainability Rubric Summary
October 2013

Overview
For Race to the Top States to produce transformational, sustainable improvement in student achievement, state education agencies (SEAs) and local educational agencies (LEAs) will have to focus on and commit to improving student outcomes in a manner that has well beyond any particular program or funding stream. Race to the Top grants will not use the full impact of any reform unless it is implemented. LEAs must sustainably implement reforms at the school and classroom level and SEAs must play a leading role in supporting, providing structure, ongoing training, but critical assistance and building capacity at all appropriate scales in the course of the change. The role of the SEA will evolve from one focused largely on monitoring and compliance to one that includes leadership toward statewide goals for improved student growth, targeted support to state and performance management of SEA activities.

What is Sustainable Reform?
Sustainable reforms are durable, adaptive and consistently focused on goals for improved student growth in the face of changing conditions.

Elements	Guiding Questions
SEA Capacity	
1. SEA Leadership	Does the SEA leadership understand how their work supports the SEA priority goal, plan, and vision?
2. Build a Culture of Continuous Improvement	Does the SEA have a culture of continuous improvement that is anchored in continuous learning and evidence-based professional development for all staff on the job?
3. Strong Operational Structures	Does the operational structure of the SEA facilitate partnerships with LEAs to improve state and school-level implementation capacity and administrative goals?
Student Growth	
1. Shared Growth Through Partnerships	Do the SEA's organizational structures with external stakeholder groups plan if the necessary capacity to achieve priority goals and implement capacity building?
2. Shared Capacity in the Field	Does the SEA ensure that the field—regional delivery systems, LEAs, schools and teachers—has the capacity to implement the SEA's priority goals by implementing its priority activities?

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top program as they implement reforms in education policy and practice, build from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

Reform Support Network
Performance Management
Collecting and Using Data to Measure Progress, Improve Results
February 2014

Reforms of the size and scale to which Race to the Top States have committed, require unprecedented planning, oversight and problem solving to implement. Although many factors influence the outcomes of these reform efforts, performance management is a key structural element in realizing sustainable reforms that are durable and adaptive, and persistently focused on improved student growth in the face of changing conditions.

What is performance management?
Performance management is a systemic approach to ensure quality and progress toward organizational goals by aligning structures, processes and routines through a set of reinforcing activities that enable an agency to methodically and routinely monitor the connection between the work underway and the outcomes sought.

This brief addresses "collection and use of data," the first of four elements of performance management described in the Sustainability Rubric created by the Reform Support Network to support State education agencies' efforts to improve their performance management practices. The rubric offers a template through which SEAs can identify key elements of sustainability and assess strengths and weaknesses to address in their sustainability planning.

The rubric's three categories are system capacity, performance management, and culture for sustaining reform. Within the category of performance management, the four elements are: collection and use of data, alignment of resources, collection and use of data, and accountability for results.

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All resources can be accessed at:
<https://rtt.grads360.org/>

What would John Dewey say?