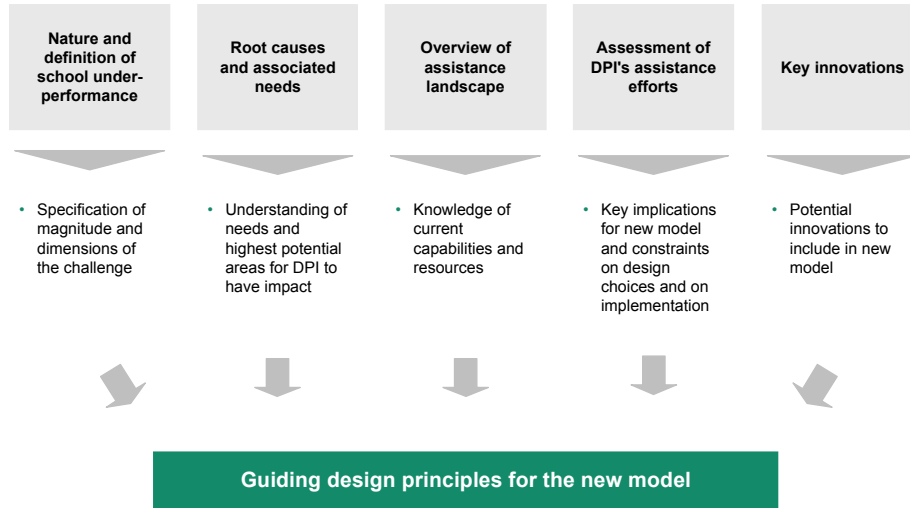


Organizing framework for diagnostic in Phase 1



0

Researched recent innovations across the country and around the world

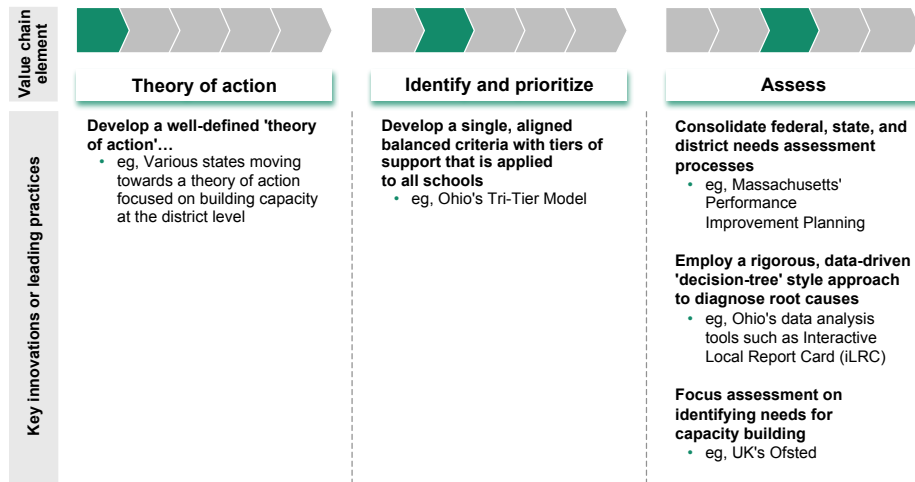


Interviews also conducted with several researchers and national experts

1. In-depth interviews conducted

1

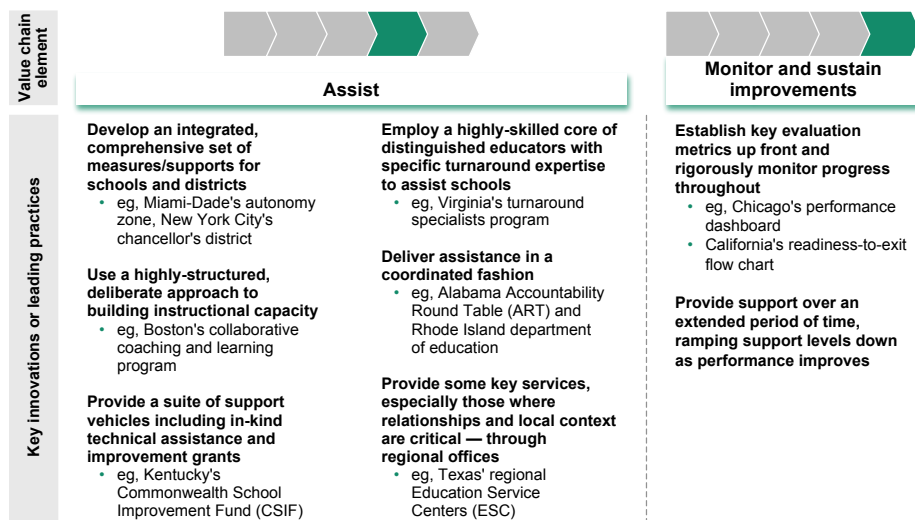
States and districts are trying new approaches but nothing is yet proven (I)



Source: Literature review; Interview with officials at state and local education authorities

2

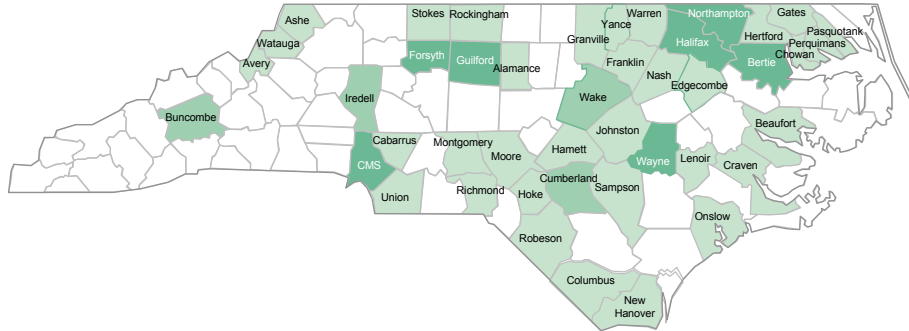
States and districts are trying new approaches but nothing is yet proven (II)



Source: Literature review; interview with officials at state and local education authorities

3

Consulted stakeholders from across the state



- 7 Site visits and interviews with schools and districts
 - 8 superintendents
 - 20 district administrators
 - 24 principals
 - 24 teachers
- 36 Internal stakeholders, 32 External stakeholders
- 231 Survey responses

4

Stakeholders cited a number of common root causes

Many are addressable within the public education system; others more structural in nature

Root causes	Potentially addressable elements for state assistance efforts	Likely structural elements beyond the scope of state assistance
Lack of talent in highest need schools	<ul style="list-style-type: none"> • Allocation of existing teachers/principals • Retention • Training 	<ul style="list-style-type: none"> • Desirability of working/living in high poverty districts • Statewide supply of teachers, especially in key content areas
Instructional and assessment issues	<ul style="list-style-type: none"> • Consistent alignment and adherence to curriculum • Strategies/means to meet special needs • Time on task 	<ul style="list-style-type: none"> • Limited resources
Lack of parental and community engagement	<ul style="list-style-type: none"> • Level of school resources/focus on parental and community engagement 	<ul style="list-style-type: none"> • Constraints on parent's ability to engage with schools (time, educational attainment, etc) • Limited options for business and community partnerships in rural regions
Culture of low expectations, failure	<ul style="list-style-type: none"> • Setting high expectations for students, staff 	<ul style="list-style-type: none"> • Media's tendency to highlight 'failures'
System-level issues	<ul style="list-style-type: none"> • Sub-optimal allocation of resources to districts • Lack of accountability and enforcement of existing policies and plans • Lack of available information, know-how or discipline to make data-driven decisions 	<ul style="list-style-type: none"> • Limited level of resources for public education
Governance	<ul style="list-style-type: none"> • Training of school board members, other key governing bodies 	<ul style="list-style-type: none"> • Fragmented state-level governance • 'Local control'

DPI needs to make choices around what it considers 'addressable'

5

Many school- and district-level staff valued the support they received from the assistance team

Key assistance team **functions** that were most valued

Building teacher capacity

- Organizing/delivering professional development and in services
- Instructional coaching
- Raising the morale of teachers and staff

Serving as a mentor/coach to principals

- Leadership development
- Handling non-critical tasks

Assisting with key instructional functions

- Aligning curriculum with state assessments
- Improving school calendar
- Strategies for specific subgroups (eg, EC)

Working directly with higher need students

- One-on-one or small group coaching with students

Key **attributes** of team's approach that were most valued

Focus on building relationships

- Humility, genuine spirit of cooperation and openness to learn from one another

Accountability

- Feeling ownership for the results

Relevance

- Advice based on direct experiences in similar grade levels, subject areas and with similar student populations

Open communication

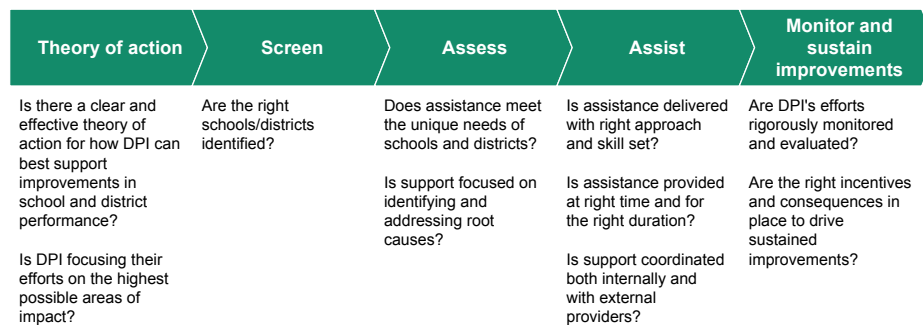
- Frequent and open communication between team, teachers, principals and districts

How the teams went about their work was as important as what support they were actually providing

6

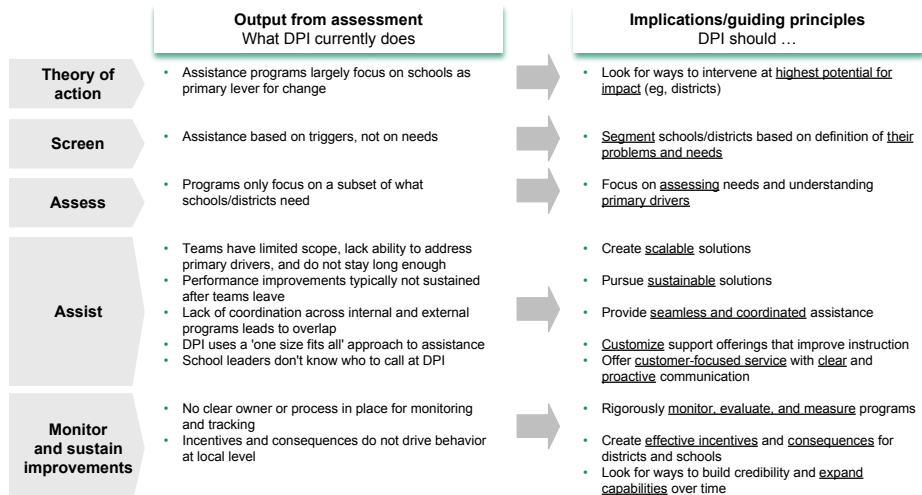
Assessment of DPI assistance efforts based on value chain

Key questions to ask at each step in the assistance process



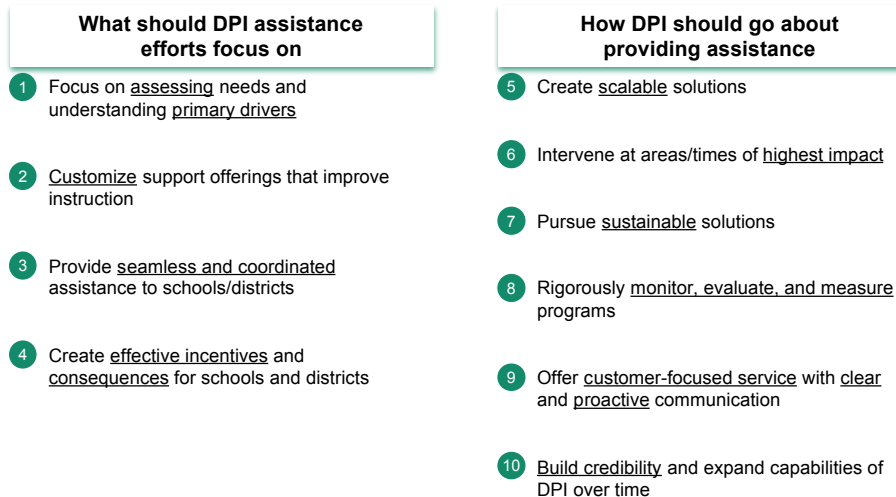
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Assessment of current assistance efforts offered key implications and design principles for new model



8

Proposed key design principles to create a new DPI assistance model



9