



Governor's Every Student Succeeds Act (ESSA) Team

August 20, 2016 / 8:00 AM– 4:00 PM
Aiea High School Multipurpose Room

Attendance of team members: Phil Bossert, Catherine Caine, Darrel Galera, Keith Hayashi, Hubert Minn, Steve Nakasato (via phone conference), Catherine Payne, Carol Shikada, Linda Takayama, Steve Terstegge, Andrea Lyn Mateo, Takashi Ohno, Michele Kidani

Attendance of support team: Mike Tokioka, Karen Aka, Carm Minami, Mike Miyamura, Val Kardash, Ken Kang, Louise Wolcott

INFORMATION BRIEFING: Q & A Session on ESSA, BOE/DOE Strategic Plan –
Deputy Superintendent Stephen Schatz and Assistant Superintendent Tammi Chun

- SCHOOL ACCOUNTABILITY SYSTEM FOR HAWAII
 - Should there be a summary grade for each school? A to F ?
 - Should we have different systems? One for federal accountability and one for what we value?
- DOES HAWAII NEED TO STAY IN SBAC CONSORTIUM?
 - Reasons to stay:
 - For comparability
 - Military families want this
 - Costs – may be more expensive to do own test, refresh items, do more
- TESTING – discussion on the following questions took place:
 - ESSA Team has discussed 3 kinds of assessments and 3 purposes of assessments – system school, student. Are we trying to use 1 assessment to do all?
 - What can be done to decrease testing?
 - What is alignment between ACT and SBA?
 - Are we using tests for diagnostic purposes?
 - How can schools audit their testing?
- WASC ACCREDITATION
 - Can the results be used as part of a school accountability system?
 - Can principals weigh in on this?
 - There has been a change according to WASC. Used to be more like a summative rating but now it is not a summary judgement of a school.
- REVIEW OF SLIDE DECK ON DOE STRATEGIC PLAN UPDATE by Asst Supt Tammi Chun

INFORMATION BRIEFING: Networked Improvement Communities & Improvement Science – Dr. Paul LeMahieu, Vice President, Carnegie Foundation for the Advancement of Teaching, former Hawaii State Superintendent of Education

- **IMPROVEMENT SCIENCE – WHAT IT IS AND WHAT IT IS NOT**
 - It is:
 - A “methodology” for engaging in improvement; a set of tools and processes
 - A “methodology” for empowering those closest to the work
 - Method for organizing, for identifying problems, understanding problems, how to come to agreement on solutions to problems, how to work on solutions to ensure improvement
 - Focused on practice; the “what” that accompanies the “how”
 - An approach that works on helping systems to get better, to reduce variability
 - Challenge is to make whole system better
 - How to do practice better, across all different contexts
 - It is NOT:
 - Not a “program” to solve problems
 - “Not about how to make an individual school better – if it was I would put an excellent leader in charge of a school”
- **ESSENTIAL PROBLEM:**
 - About reducing variability
 - So that the range of performance does not remain great even as we give people the authority to make things better
- **REAL LIFE EXAMPLE – Reading Recovery Implementation (instructive example)**
 - Supported by PD, coaching,
 - After 1 year – effect size of 0.7 (.5 and higher is meaningful and worth pursuing)
 - One fifth had no impact, including negative growth
 - One third had high success
 - Same range of performance occurred; we did not learn from schools, did not reduce range of performance, 20% not succeeding – same results before
 - **IMPORTANT:** traditional forms of implementation that do not respect differences in local context and needs of individual schools preserve the same range of performance from low performing schools all the way up to extraordinary schools
 - **IMPORTANT:** even good ideas and programs cannot be successfully implemented without an approach that respects the differences in local context – context makes all the difference in the world.
 - Traditional implementation, even good ideas does not make a whole system get better. What is needed is to change practice with a methodology that honors and respects individual differences in people, in context, in goals, and therefore ultimately in strategy. We need to rethink how to get good ideas into practice, we need to learn how to implement complex ideas effectively. We need to develop capacity within the system to improve. The system itself needs to be able to examine itself.
 - Move from “fidelity of implementation” to “integrity of implementation”

- Integrity of implementation means – understanding deeply what makes this successful program so special, and being true to it while adapting it to another context and testing it to ensure that it works
- This is improvement science. When you do improvement science in a network of improvement communities – you are addressing system change and how to spread ideas successfully. “Communities of sharing” plus “Communities of accomplishments”
- TRADITIONAL PROCESS IS ...
 - Idea - Test it – It Works - Goes to “What Works” Clearinghouse – system tries to spread it
 - This is “silver bullet thinking” – magic bullet thinking
 - What we have done for the past 20 years and has not worked well
- HOW DID THIS COME ABOUT?
 - Improvement Science is not new (been around for 100 years)
 - But is now adapted for schools
 - Connect “improvement science” to “power of networks” – to get improvement communities
- **WHAT IS A “NETWORK IMPROVEMENT COMMUNITY”**
 - Focused on a clear aim
 - Soon is not a time & Better is not a number
 - Guided by deep understanding
 - Guided by a shared theory of improvement
 - Education is beset by “solution-itis”
 - Need to UNDERSTAND the problem first – no one person knows the problem in totality; can only understand when you bring together a group – practitioners and scholars
- “Every system is designed to get the results you are getting”
- Create theory of improvement – DRIVER Diagram
- **Definition: Network Improvement Community**
- Example of how a NIC works – three overlapping phases:
- PHASE 1 - Chartering (understand problem) 3-12 months
 - Create theory of improvement – DRIVER Diagram
 - Driver diagram
- PHASE 2 – Network Learning 1-3 years
 - Prototyping
 - PDSA
- PHASE 3 – Spreading 1 to xxx years
 - How to implement well
 - Learn together
- What is a lifecycle of a Network Improvement Community? (see slide 12)
- NICs can work on 3 things:
 - Improve something that exists
 - Redesign something new
 - Spread ideas that have been successful - known changes
- SAMPLE DRIVER DIAGRAM (Slide 17) – Beginning teachers

- Aim Statement – when, who will benefit, how much benefit, by when to benefit
- Got to work – measure – strengthen what is effective
- Primary Drivers – (what community said if can move needle on these can make a difference)
- How to learn fast to spread well
- Learning Phase – training, prototype and test ideas, PDSA cycle – short cycle rapid test
- Action period is biggest chunk of time – months; accordion design (slide 19)
- Expansion of Driver Diagram (slide 20) – identify secondary drivers and change ideas
- **The Networked Improvement Paradigm**
 - Change in mindset
 - From implement fast and scale wide TO learn fast to implement well
 - From standard effect size TO focus on sources of variability in performance
 - From what works TO how to make it work
 - From script it TO quality process to support complex work
 - From individual autonomy TO work together to accomplish more
 - From researchers vs users TO everyone is involved in improvement
 - From evidence based practice TO practice-based evidence
- “The theory of improvement must be informed by practitioner expertise”
- “It is a change from “evidence-based practice” to “practice-based evidence””
- **Improvement Science, NICs, and School Empowerment** – *“Improvement Science and NICs are the complement to local empowerment, if one wants to be sure that local empowerment is not a recipe for increasing variability (which has happened most places where empowerment was thought to be the only answer) but empowerment supported by a methodology that makes sure that improvement actually happens is an approach that reduces variability by ensuring that all schools are successful.”*

INFORMATION BRIEFING: School Empowerment, Clark County School District – Michael Strembitsky, former Superintendent of Edmonton Public Schools and School Empowerment Consultant for Clark County School District

- Strembitsky explained the current context for Clark County School District – law passed by legislature to reorganize district
- Discussion on document entitled “The Plan to Reorganize Clark County School District” – see attached “Strembitsky Plan to Reorganize Clark County School District”
- Example of Q & A from news article:
- *Q: You helped Clark County School District plan to overhaul its system. What does the plan say?*
- *A: It turns the existing district upside down, or what I call right side up. It makes the schools the focus of the district’s operation. It also means that the superintendent and the senior staff focus their energies on what it takes to make schools work. Most places on the continent are organized so that when the board and the superintendents get the funds, they disburse those funds to various departments. The problem is, none of those people, not one of them, is responsible for the results of a school.*

- *Q: How hard is it to convince people who have risen to that level in a huge organization to let go of control?*
- *A: When you bring about change, a person like myself wants to convince them this is for the greater good. But the first thing people want to know is, what's in it for me? You can't fault them for that. It's not until you can convince them that if we have the greater good, you, too, can gain. As a result of all my work in the States, I marvel at what happened in Edmonton by the group that brought it about. It was just unbelievable how everything happened, fell into place. We didn't have any foundations funding us. We didn't have any seed money. We just up and did it.*
- Strembitsky's suggestion for Hawaii: Discuss and clearly define the responsibilities of the school, complex area, and DOE offices. Provide the resources for those responsibilities to be achieved. Hold schools, complex areas, and DOE offices accountable for their performance.

ESSA TEAM UPDATES

Updates:

- Report and discussion on town hall meetings at Kalani High School and Kealahou High School
- Update to ESSA calendar and timelines

ESSA TEAM WORK SESSION

ESSA Team members worked on the design of the blueprint

- Design ideas
- Vision Focus Areas
- Outline of blueprint
- Next Steps

Meeting adjourned at 4:00 p.m.