

Legislative Planning Committee

October 28, 2013

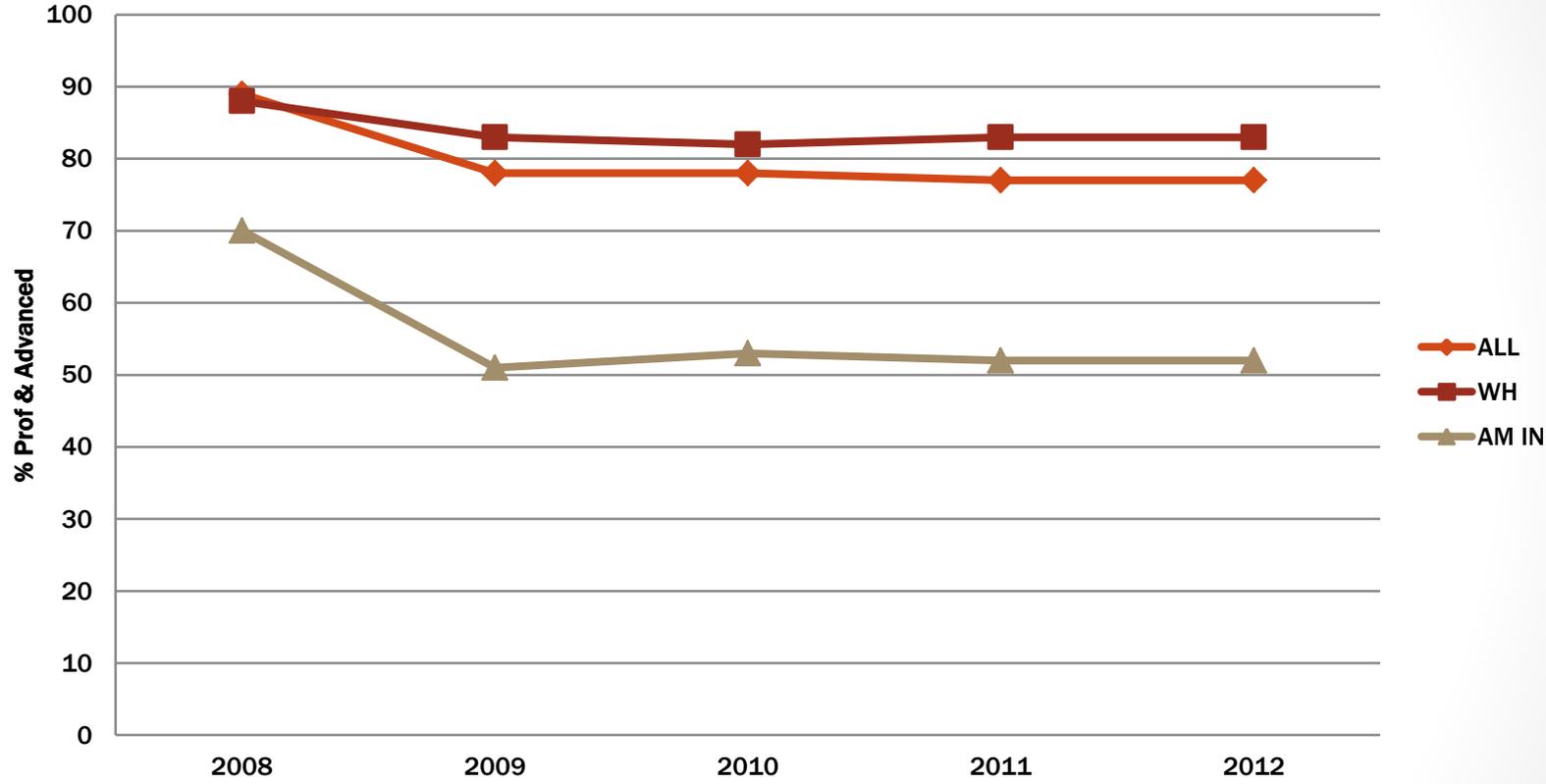
- **Students from poverty are three times more likely to drop out or fail to graduate on time.**

- **Students who are poor readers and live in poverty are the hardest hit:**

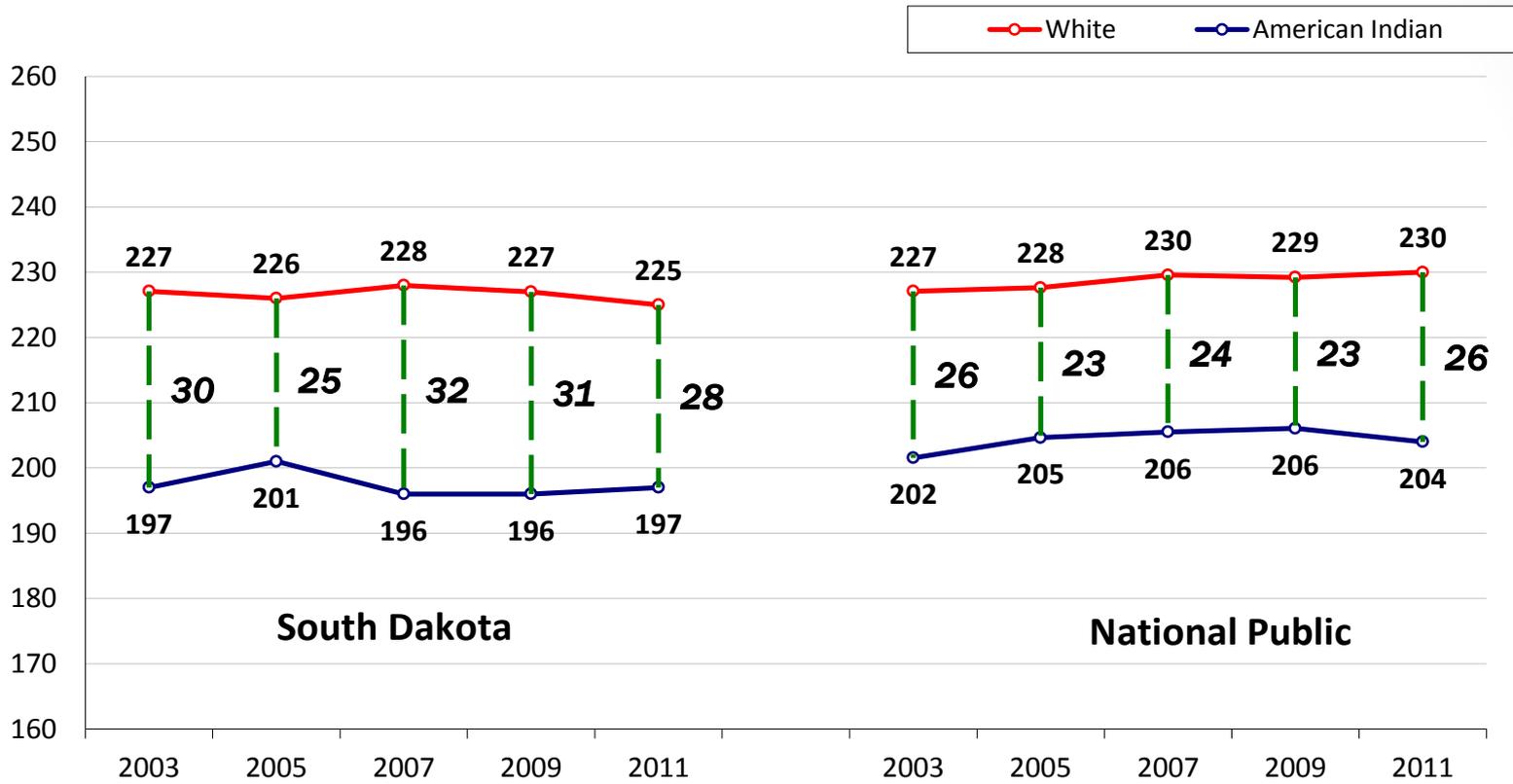
- **Six times at a greater risk to drop out than their proficient counterparts.**

Research

Gr. 3 -5 Reading



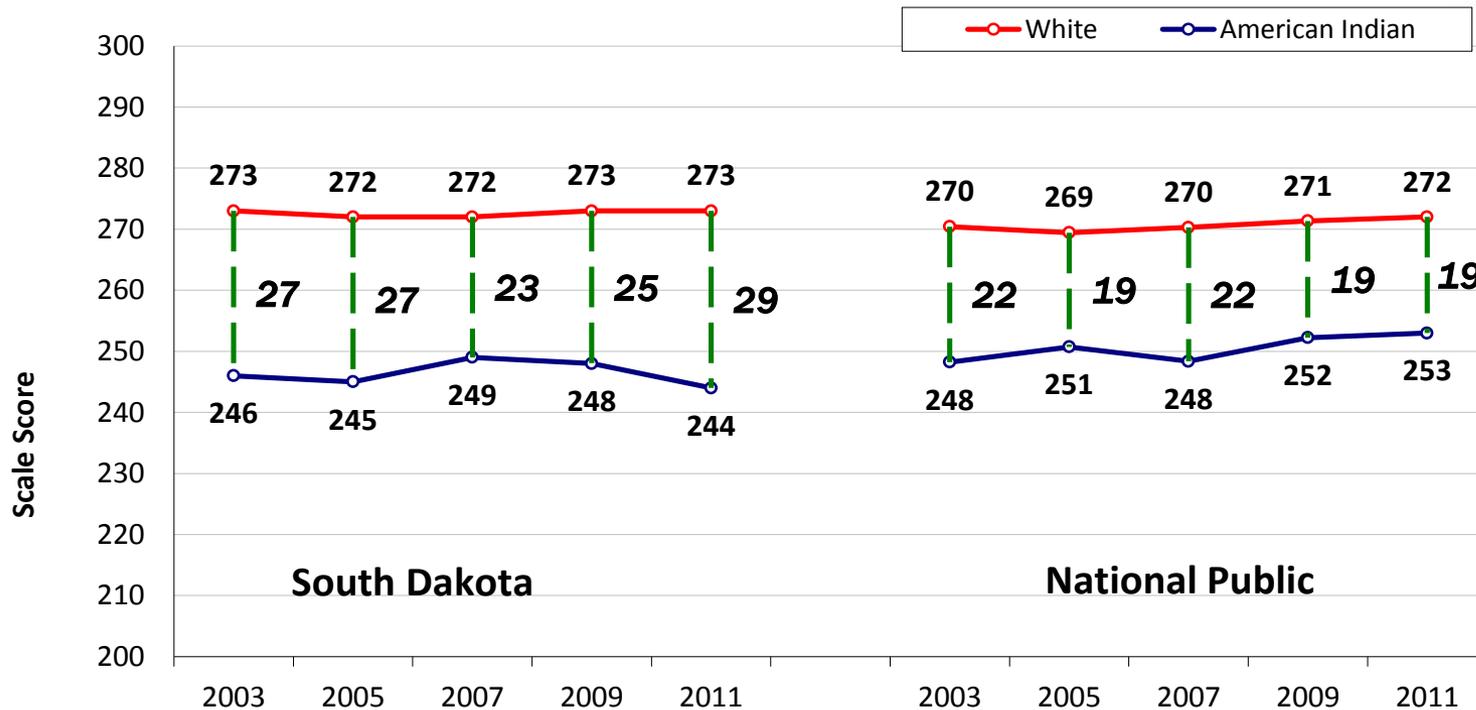
Reading Gap – Dakota STEP



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Research

Reading Gap – 4th NAEP



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Reading Gap – 8th NAEP

	Graduation Rates			
	2009	2010	2011	2012
All	89.21%	89.23%	83.3%	83.32%
White	91.9%	92.16%	87.9%	88.84%
Am. In	66.25%	68.68%	49.36%	46.7%
Wh/Am				
In Gap	25.73%	23.46%	36.54%	42.14%

Addressing the Gap

We cannot have equity without quality. And we cannot have true quality without real equity. All children, regardless of skin color, ethnicity or socioeconomic status, or zip code deserve access to high-quality education and a fair opportunity to learn.

We believe...

JAG – Jobs for America’s Graduates

- **Dedicated to preventing dropouts among young people who are most at-risk.**
- **Promotes:**
 - **staying in school through graduation,**
 - **pursuing postsecondary education, and**
 - **securing quality entry-level jobs leading to career advancement opportunities.**

JAG

- **Specialists provide an array of counseling, skills development, career association, and experiential learning experiences**
- **Improves academic performance, school behavior, attendance, confidence, participation and self-esteem**

JAG

- Middle school, alternative school, multi-year, out-of-school, and early college programs
- All programs focus on
 - Connecting students to communities, the JAG organization
 - Providing ongoing support in critical transition years
 - Training students for the workforce

JAG

- **\$275,000 support from legislature over three years**
- **Five communities**
 - **Wagner**
 - **Bennett County**
 - **Rapid City**
 - **Lake Andes**
 - **McLaughlin**
- **180 students participating this year**

WoLakota Project Overview

- The Lakota word, *WoLakota*, implies balance and coming together.
- Oceti Sakowin Essential Understandings created in 2010 by elders and educators
- The “nine” Essential Understandings are captured through stories and voice of the elders
- Provides mentoring and training for teachers through pilot projects this year
- http://www.wolakotaproject.org/?page_id=282

WoLakota Project Overall Goal

- **Improve Native American student achievement by increasing teacher retention in South Dakota's rural and high needs schools, and**
- **By increasing cultural congruity through the infusion of the Oceti Sakowin Essential Understandings.**

Goals of WoLakota Project

- **1) support teachers serving South Dakota's highest needs, rural schools,**
- **2) increase the cultural understanding between Native and non-Native teachers and students; and**
- **3) increase the Overall School Performance Index ratings (doe.sd.gov) of the schools that are part of the WoLakota Project.**

WoLakota Project Action Plan

- **The WoLakota project will impact 32,400 k-12 students by establishing culturally congruent learning practices via 240 mentor/mentee teachers, both native and non-native.**
- **All participating districts represent rural, high-needs schools with high native populations.**

Where we need to focus...

- **What we can't change quickly**
 - **The poverty and cultural issues that affect children daily**
- **What we can affect**
 - **The six hours we have the children in the classroom to make sure they are fed, loved, and taught**
 - **To support teachers and administrators with appropriate training and tools to do their jobs well**



The heart of delivery is rigorously and regularly asking and answering these four questions:

- **What is our system trying to do?**
- **How are we planning to do it?**
- **At any given moment, how will we know whether we are on track?**
- **If not, what are we going to do about it?**

We believe it is our obligation to support educators and districts to be focused on student outcomes.

Deliverology

A “results driven” approach requires back-mapping from the goal to the setting of ambitious but achievable targets and timelines, using data to set baselines and track progress, making reasonable adjustments in both targets and strategies as the situation demands, and holding everyone accountable for the results, not just their effort.

Deliverology

Delivery vs. Strategic Planning

- Previous strategic planning involved us putting together a plan based on the current work we were doing
- Delivery required that we determine our aspiration and THEN determine the work we should be doing

Step 1: Create Aspiration

Three questions:

- What do you care most about?
- What do you want to do about it?
- How will you measure success?

The big questions: “If there were no constraints or a national emergency, what would you do?”

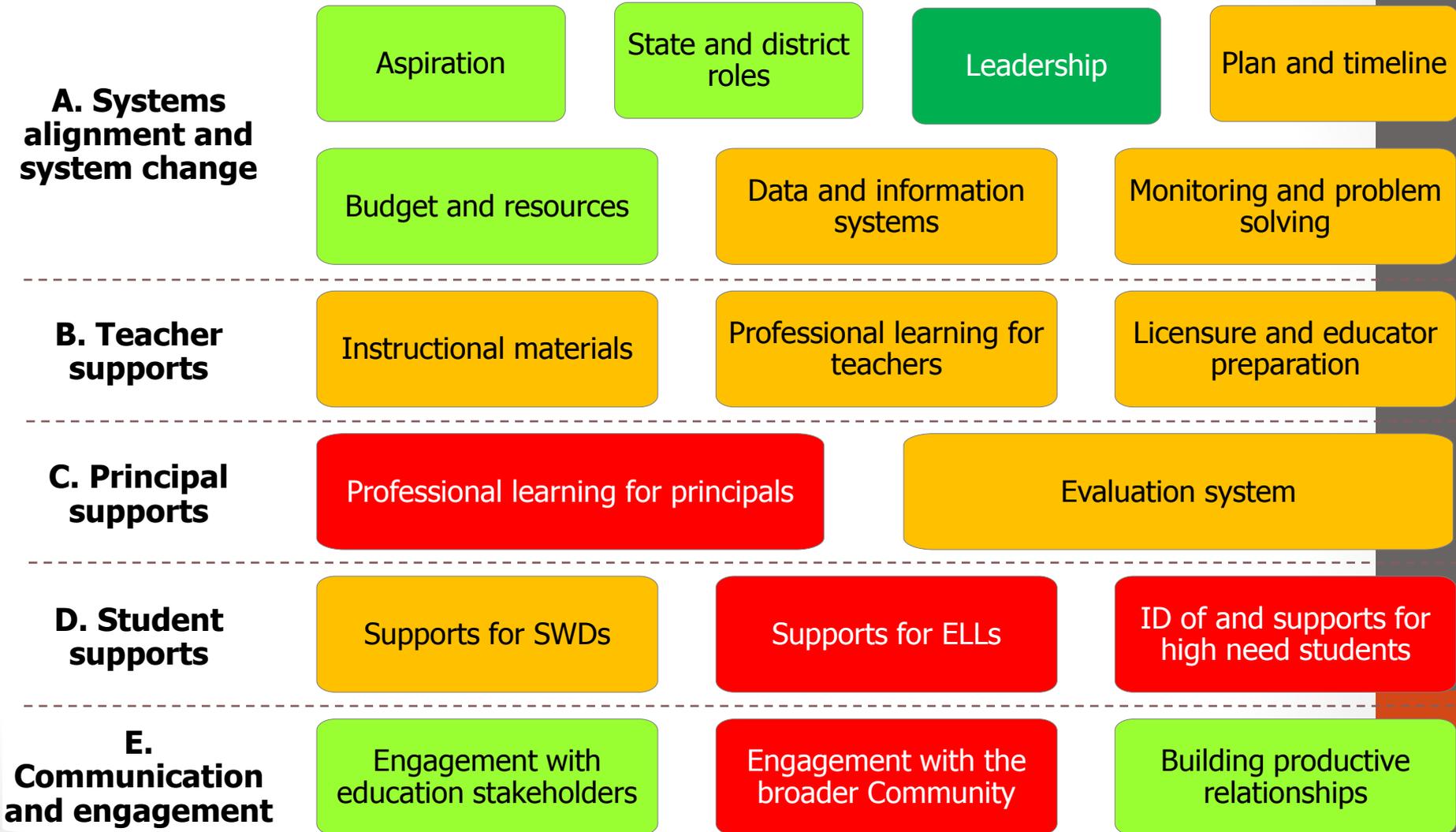
**All students will graduate
college, career and life
ready...**

Step 2: Review our Current State of Delivery

- **Education Delivery Institute conducted a capacity review**
- **Interviewed over 100 people to determine current status**
- **Resulted in a stoplight report describing activities that may or may not be supporting our aspiration**

Interviewed stakeholders from around the state to inform the ratings

- Dr. Schopp and state department staff
- Educator membership organizations
- Legislators and Governor's office
- Members of the higher education community
- State Board of Education and local school board members
- District leaders and curriculum directors
- Principals
- Teachers
- Educators of students with disabilities and English Language Learners



Step 3: Created a Delivery Unit

- Dedicated two people to drive the “Delivery”
- Creating goals and strategies should not be viewed as a once a year event

Step 4: Established a Guiding Coalition

- **Identified people formally and informally to support our work**
- **Constant communication to the field and the Governor's office of our strategies and purpose**

Step 5: Evaluate Past and Present Performance

- Identifying data and diagnosing it
 - Where are the anomalies
 - Where are the patterns
 - Where should we focus

Step 6: Understand Drivers of Performance and Relevant Activities

- **Good data is essential but only a start
– you have to use it!**
- **Focus on patterns of weak performance**
 - **Created delivery chains**
 - **Developed root cause analysis**
- **Helps in development of strategies**

Step 7: Determine Reform Strategy

- **Bigger than simple interventions**
 - **Becomes the conversation for budgeting, staffing, projects, contracts, and organizational structure**
- **Requires improving existing practices, potentially removing others, or introducing new ones**

Step 8: Set Targets and Establish Trajectories

- Requires setting targets against the goal metrics
- **SMART: Specific, measurable, ambitious, realistic, and time limited**

College, Career and Life Ready

All students graduate college, career and life ready.



Students enter
4th grade
proficient or
advanced in
reading.

Students enter
9th grade
proficient or
advanced in
math.

The gap for
Native American
students is
eliminated.

Students
graduate high
school ready for
postsecondary
or the workforce.

Students have access to high quality standards and instruction.
Students are supported by effective teachers and leaders.
Students enter schools that provide an environment conducive to learning.

Students have opportunities to engage in 21st century learning.

Step 9: Establish Delivery Plans

- Rather than the traditional clean and published strategic plans, delivery plans are real, messy, scribbled notes in the margins, and perhaps coffee stained
- Describes the overall reform strategy
- Defines the delivery chain from policy to implementation

Step 10: Establish Routines

- Requires constantly revisiting how we are doing in each goal area
- Monthly “stocktakes” with the Delivery Unit and management team
- Revisit and revamp when necessary
- Should provide a consistent sense of urgency

Students Graduate High School Ready for Postsecondary or the Workforce

Progress Report

August 13, 2013

	May 2013	August 2013	November 2013	February 2014	May 2014
Articulation of aspiration					
Identification of strategies					
Assign leadership, management, and accountability					
Identify delivery chains					
Create feedback loops					
Anticipate and prepare for risks					
Describe resources and support					
Set trajectories					

Step 11: Solve Problems Early and Regularly

- **Frequent updates and stocktakes allow for dealing with issues before they become a crisis**
- **May require refocusing resources and energy to deal with the issues**
- **May require changing course midstream**

Step 12: Sustain and Continually Build Momentum

- **When positive results come in tempting to take off pressure**
- **Or... when things become tense, tempting to go back to status quo**
- **Delivery helps to fight the temptation and dig through the monotony and managing those who resist change and ONLY celebrate when there is true success**

Step 13: Build System Capacity all the Time

- **Need to constantly evaluate and improve the system capacity**
- **Structure, resources, competencies, and motivation**
- **May require reorganizations, formal training, feedback loops, and constant communication**

Step 14: Communicate the Delivery Message

- **Need to remind ourselves internally of why we do what we do**
- **Need to remind the field of why we do what we do**
- **Need to communicate to the public and the legislature of why we do what we do**
 - **We have a moral imperative to assure that students in South Dakota have every opportunity to achieve our aspiration**

Step 15: Unleash the Alchemy of Relationships

- **Delivery or any other sort of work will never succeed without strong relationships in the system it serves**
 - **Constant communication weekly through updates to the field on Mondays**
 - **Frequent speaking opportunities in schools and communities**
 - **One on one opportunities to meet with you in and out of session**
 - **Frequent communication with the Governor's office on our progress**

How this has changed DOE

- Provides purpose for our work outside of compliance only
- Gives us reason to say “no” when there is a lack of alignment
 - Contracts
 - Projects
 - “Great” ideas
- Guides and budgeting process and staffing

“We must challenge not only the methods and the means that we’ve used in the past but also the yardsticks that we’ve used to measure our progress....

Our strategy to meet these noble national goals is founded in commonsense and common values. It’s ambitious but, with hard work, it’s within our reach.”

President George H. Bush, 2000

Something to Consider