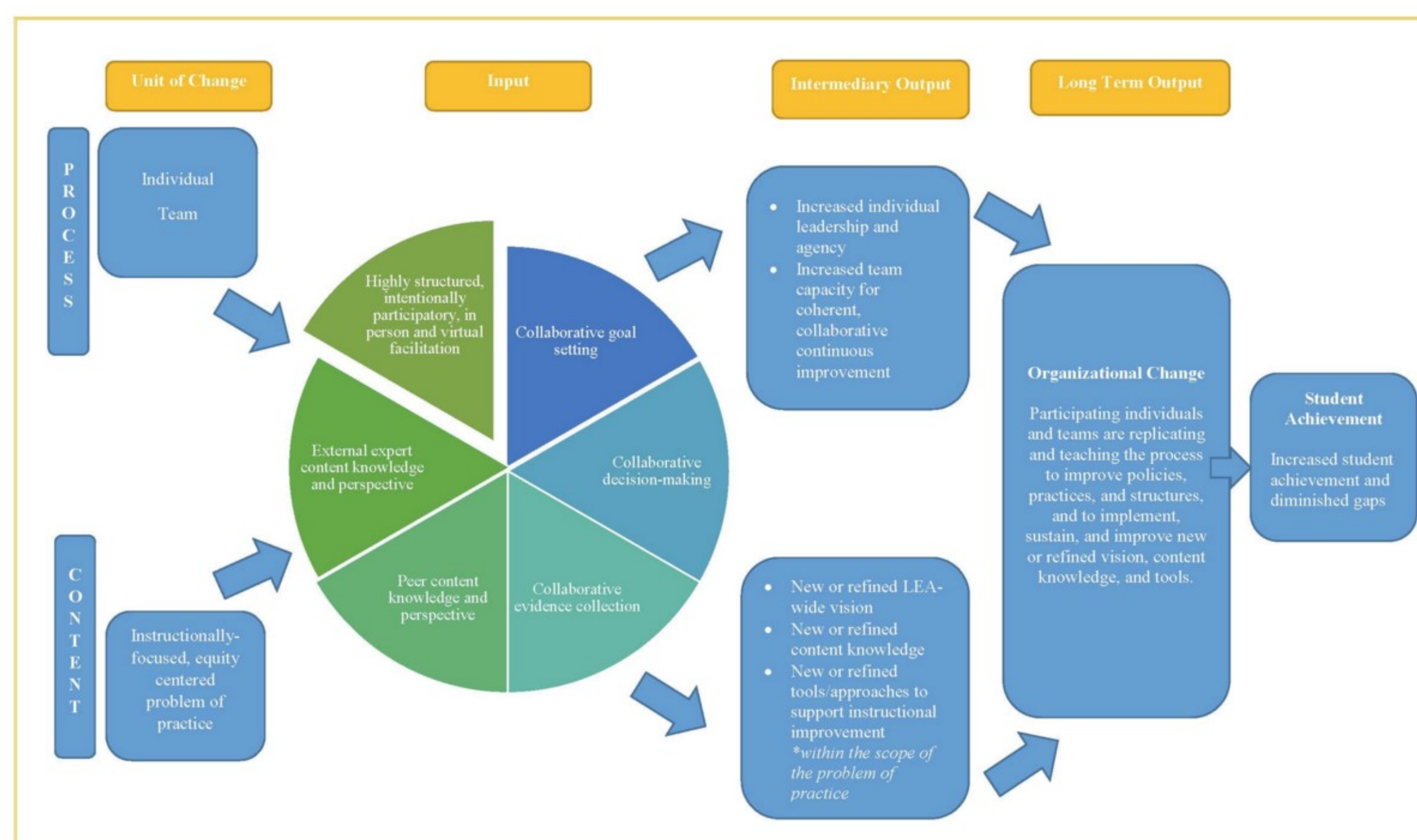# California Education Partners' CALLI Collaborations

The problem and our goal...

Through this work, up to 36 districts will be poised to engage in a powerful 3-year learning process around distinct areas of challenge in Common Core implementation. The process will result in the creation of a clear, actionable, district-driven plan that will result in: improvements in student learning results, creation of new knowledge about Common Core implementation, with a special focus on English Language Learners, and the development of long-term capacity for district teams to collaborate across district lines in order to improve.

Ed Partners' long term goal is to foster a new, more effective and sustainable approach to instructional improvement in our school systems through *collaboration*, especially for those systems serving high populations of English Language Learners and students living in poverty. By participating in our collaborations, individuals and teams develop capacity to replicate and teach collaborative improvement related to their highest priority instructional needs. The goal of the collaborative work is for participants to improve policies, practices, and structures in their own systems, and to design, implement, sustain, and improve new or refined vision, content, knowledge and tools that will accelerate the success of English Language Learners and student living in poverty.

Our approach to solving the problem...

Our organization is designed to bring together leaders to innovate, improve, and build internal capacity as learning organizations, so they can serve all students well for the 21st century, that is, to *collaborate to address shared challenges*. Modeled after the teacher-level PLC, Ed Partners facilitates collaborations in order to build educators' capacity for change. Just as effective classroom level professional learning communities have proven to increase the efficacy of those teachers who work together to reflect on and revise their performance based on their ongoing study of student performance and their own instruction by a significant factor, so too can our district and systems leaders collaborate around shared problems of practice and engage in cycles of inquiry that improve practice and build individual and team capacity. Working together in such a way creates momentum that will allow participants to learn and innovate together in order to support the students, teachers, and communities they serve. Ed Partners provides the facilitative support for educators to engage in and ultimately replicate these processes over time in their own systems. The chart above outlines the parameters of our approach.

We will finalize our 2016-2018 CALLI portfolio (which districts with what EL/Literacy focal areas) by January 2016. After we notify participants of selection and next steps, receive commitment letter and (and budgets) and establish our internal staffing, data review, other communication agreements, we will develop and submit 36 month plan to funders. We anticipate a large-scale meeting to formally launch CALLI in early 2016.

How we'll monitor our progress...

Each collaboration will monitor and share progress towards its own student learning and instructional shift goals. The first six months of collaboration will focus on participants designing and agreeing on the shared metrics and reporting structure. As a facilitator of the learning, Ed Partners will hold the participants accountable to collecting, reflecting, and responding to the progress monitoring. We also collect participant surveys, artifacts, and conduct periodic external evaluations of progress toward each collaborations desired goals, and share this data with participants formatively.

What we hope to accomplish in one year...

By the end of 2016, each CALLI collaboration will be midway through its first learning cycle. They will be engaging together, both in person and virtually, in an improvement process related to the instructional challenge they have selected, with the support of Stanford University Understanding Language/SCALE.

...in three years

By 2018, each district in the CALLI portfolio will have made significant instructional shifts and show growth in student achievement in the area of instruction they have focused on through the collaboration. Each district will have a clear vision for instruction and learning in that area, and will be able to name the ways in which its system has evolved through the collaborative improvement process. Each team will be able to name the other districts they worked with to engender this improvement, and the districts to which they contributed knowledge, skills, or approaches. In short, the intermediate outputs delineated in the diagram above will be achieved.

CORE Districts

The problem and our goal…

As a collaboration of districts, CORE's mission is to work together to innovate, implement, and scale successful strategies and tools that help our students succeed, so that all students are prepared for college and career. Through this mission and our activities, we are addressing a critical problem in California: Only 42 percent of high school graduates meet entrance requirements for entrance to the University of California or California State University (DataQuest), with significantly lower rates for low-income, Latino, and African-American students. California's abysmally low rates of college- and career-ready graduates indicate that our students lack access to a sufficiently rigorous -- but also relevant and supportive -- K-12 educational experience.

To solve this critical, large-scale problem, CORE has designed and begun to implement a novel and holistic approach to school accountability and improvement that leverages inter- and intra-district collaboration and roots continuous improvement in relevant data. Leaders, district staff, and educators desire to continue their work together, and CORE now faces the question of how to use what we've learned to develop and maintain a sustainable collaborative organization focused on improvement at all levels of school systems.

Our approach to solving the problem…

The School Quality Improvement System is CORE's multiple measures approach to accountability and continuous improvement. This system is rooted in a commitment to prepare all students for college and career, achieved through shared learning and collective responsibility for continuous improvement. All of the CORE LEAs participated in developing the School Quality Improvement System framework, beginning a transformation of the way we educate, support, and challenge teachers and students. Although only the six CORE LEAs with ESEA flexibility waivers are using the system for federal accountability, all CORE LEAs are deeply committed to the work and in refining and implementing the three areas of focus described in detail below.

1. Standards, Assessment, and Instruction: Support districts' instructional missions for college- and career-ready expectations for all students.
2. School Support and Accountability: Facilitate a novel approach to school accountability and improvement, with differentiated recognition, accountability, and support.
3. Professional Capital: Supporting effective instructional leadership

How we'll monitor our progress…

To achieve college and career readiness while eliminating disparity and disproportionality, and recognizing the state of California does not provide a statewide longitude continuous learning system, all participating CORE LEAs are participating in an innovative and expansive data collection and sharing program. Participating in this data system is a norm for all CORE LEAs, data sharing MOUs are already in place, and data reports on academic performance and the social-emotional and school culture-climate pilots have been developed.

The collected data are being used to calculate the School Quality Improvement Index, as well as for ongoing learning about additional factors that are critical indicators of the ultimate success of students.   The School Quality Improvement Index will be fully implemented during this school year, and will include points awarded across the following areas:

- Academics (60%): Key indicators include: 1) Performance in Math, English Language Arts, and all other state-administered assessments; 2) Student growth; 3) High school readiness rate (for 8th graders); and 4) High school graduation rate.
- Social-Emotional and School Culture and Climate Factors (40%): Key indicators include: 1) Chronic absentee rate; 2) Suspension/expulsion rates; 3) Social emotional skills (such as growth mindset); 4) School performance on student/staff/parent surveys; 5) English Language Learner re-designation; and 6) Special Education identification for the purposes of reducing disproportionality.

In the spirit of continual improvement, CORE is currently exploring options for additional data collection and analysis around career readiness in partnership with the Linked Learning Alliance.

School Quality Improvement Index data will be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure that schools are preparing each and every student to be college and career ready. If student or school performance is lagging on any of these success indicators, it will be highlighted so that schools can make changes to keep student learning progress on course. Schools with low achievement or large achievement gaps will be supported through school pairings and Communities of Practice as described above.

What we hope to accomplish in one year…

By the end of 2016, the School Quality Improvement Index will include information on growth, student social-emotional skills, and school culture and climate. These results will be used by district and school leaders and will support school improvement through their use in school pairings and Communities of Practice.

…in three years

By 2018, schools that are supported through the School Quality Improvement System's interventions (school pairings and Communities of Practice for Priority and Focus schools) will have experienced growth in their School Quality Improved Index scores. This will indicate that CORE's data-driven, collaborative, multi-level approach leads to school improvement.

REACH HIGHER Shasta

The problem and our goal...

The mission of RHS is "Working together as a community to provide all students with all options for education and training after high school to pursue a successful, fulfilling career." Currently, the problem is that only 25% of our students have completed A-G and of those attending and of the 56% attending community college immediately after high school, over 56% need remediation in math or English (or both).

Our approach to solving the problem...

Each subcommittee is working on a problem specific to its scope; the two areas are being pursued with Gates Foundation are focused on: 1) Literacy in the Content Areas for grades 3-8; and 2) High School Counselor's role in students' post-secondary success.

The first component involves the development a professional development model for teachers in grades 3-8 for Literacy in the Content Areas. In grades 3-5, a focus will be on having high expectations for reading and writing in the content areas while encouraging and scaffolding student thinking. In grades 6-8, the focus will be student engagement and relevance of schoolwork. The planning will include development of three different implementation models: one for districts with multiple teachers at a grade level and multiple schools, one for small districts with fewer than three teachers at a grade, and one for content specific teachers in grades 6-8. The intent is to take the professional learning and apply it within small groups and individually in classrooms following intensive learning opportunities, learning from our successes and phasing the models out across schools and districts, and vertically within schools. We will be working with Tulare County Office of Education to learn from their work in the area of Communities of Practice in CCSS Literacy. The work is being developed and refined by our REACH HIGHER Shasta K-8 Subcommittee.

The work with high school counselors involves identifying four co-lead counselors, alongside the superintendents who have high school students, and one high school principal from each district to learn from the work being done in Riverside through the Riverside County Education Collaborative. We will then spend time identifying what factors are contributing to our current outcomes and discuss which factors we have control over and determine areas for professional learning and support. We will then identify a measurable improvement aim with measures to track toward improvement. The next planned step is to work with one counselor from each high school in the county to determine what they see as needs for training/support to strengthen the focus on college and career readiness for all students and their families. Counselors will participate in Day 2 of the Riverside County Secondary Counselors' Network training in February and continue to refine the training needs of counselors within Shasta County and Region 2 of California. The REACH HIGHER Shasta High School Subcommittee is the body planning and making decisions for this phase of work.
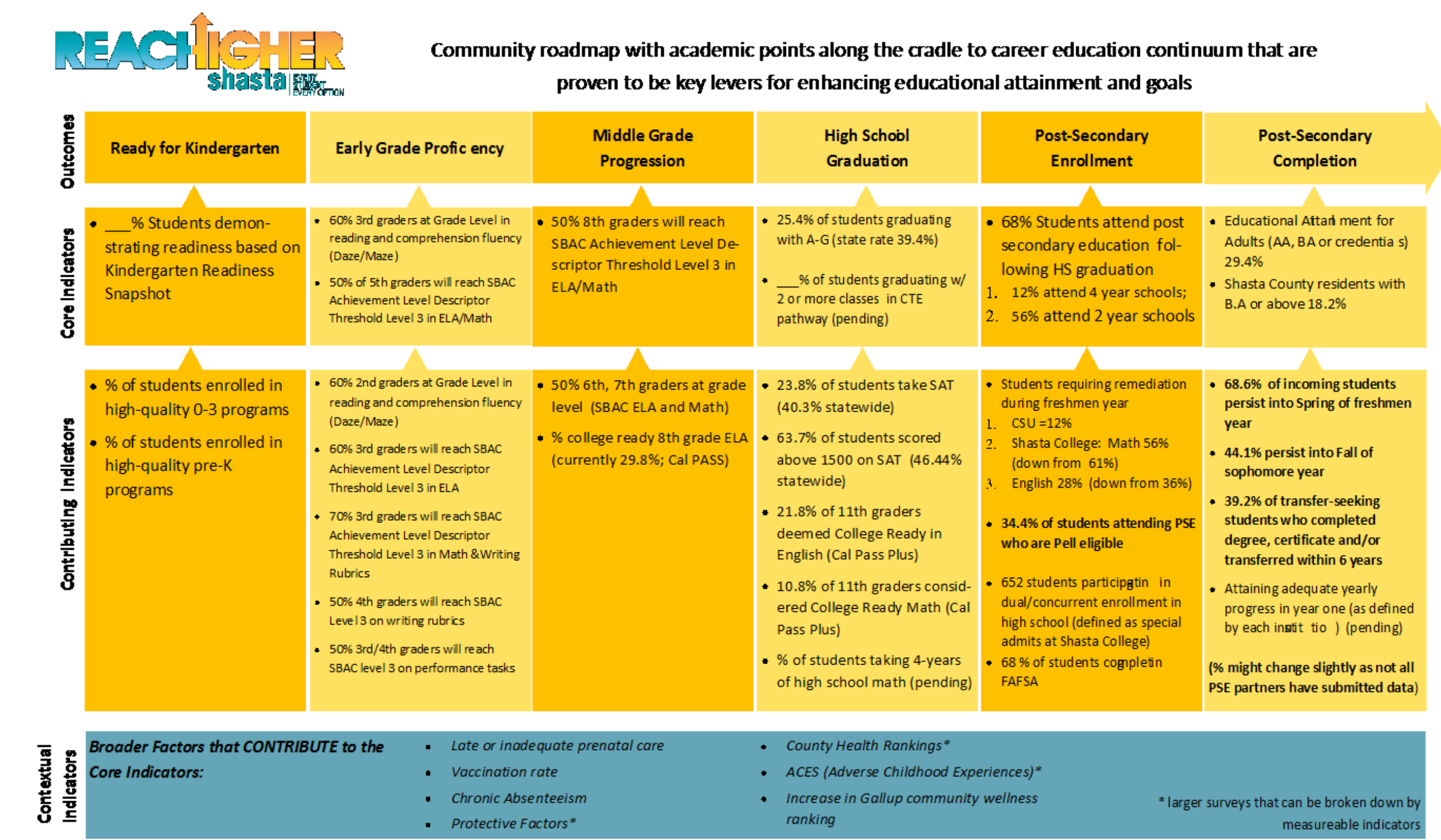
How we'll monitor our progress...

Each subcommittee has a representative on the REACH HIGHER Shasta Executive Team. Time is spent in the monthly Executive Team meetings hearing of the work from various subcommittees. Each subcommittee has core and contributing indicators they are tracking on a yearly basis. We use these indicators to monitor progress and make decisions about the actions/strategies to continue or revise. The data is shared at least yearly across subcommittees and more often within a subcommittee (depending on availability).

Community roadmap with academic points along the cradle to career education continuum that are proven to be key levers for enhancing educational attainment and goals

	Ready for Kindergarten	Early Grade Proficiency	Middle Grade Progression	High School Graduation	Post-Secondary Enrollment	Post-Secondary Completion
Outcomes						
Core Indicators	• ___% Students demonstrating readiness based on Kindergarten Readiness Snapshot	• 60% 3rd graders at Grade Level in reading and comprehension fluency (Daze/Maze) • 50% of 5th graders will reach SBAC Achievement Level Descriptor Threshold Level 3 in ELA/Math	• 50% 8th graders will reach SBAC Achievement Level Descriptor Threshold Level 3 in ELA/Math	• 25.4% of students graduating with A-G (state rate 39.4%) • ___% of students graduating w/ 2 or more classes in CTE pathway (pending)	• 68% Students attend post secondary education following HS graduation 1. 12% attend 4 year schools; 2. 56% attend 2 year schools	• Educational Attainment for Adults (AA, BA or credentials) 29.4% • Shasta County residents with B.A or above 18.2%
Contributing Indicators	• % of students enrolled in high-quality 0-3 programs • % of students enrolled in high-quality pre-K programs	• 60% 2nd graders at Grade Level in reading and comprehension fluency (Daze/Maze) • 60% 3rd graders will reach SBAC Achievement Level Descriptor Threshold Level 3 in ELA • 70% 3rd graders will reach SBAC Achievement Level Descriptor Threshold Level 3 in Math &Writing Rubrics • 50% 4th graders will reach SBAC Level 3 on writing rubrics • 50% 3rd/4th graders will reach SBAC level 3 on performance tasks	• 50% 6th, 7th graders at grade level (SBAC ELA and Math) • % college ready 8th grade ELA (currently 29.8%; Cal PASS)	• 23.8% of students take SAT (40.3% statewide) • 63.7% of students scored above 1500 on SAT (46.44% statewide) • 21.8% of 11th graders deemed College Ready in English (Cal Pass Plus) • 10.8% of 11th graders considered College Ready Math (Cal Pass Plus) • % of students taking 4-years of high school math (pending)	• Students requiring remediation during freshmen year 1. CSU =12% 2. Shasta College: Math 56% (down from 61%) 3. English 28% (down from 36%) • 34.4% of students attending PSE who are Pell eligible • 652 students participating in dual/concurrent enrollment in high school (defined as special admits at Shasta College) • 68 % of students completing FAFSA	• 68.6% of incoming students persist into Spring of freshmen year • 44.1% persist into Fall of sophomore year • 39.2% of transfer-seeking students who completed degree, certificate and/or transferred within 6 years • Attaining adequate yearly progress in year one (as defined by each instit tio) (pending) (% might change slightly as not all PSE partners have submitted data)
Contextual Indicators	**Broader Factors that CONTRIBUTE to the Core Indicators:**	• Late or inadequate prenatal care • Vaccination rate • Chronic Absenteeism • Protective Factors*	• County Health Rankings* • ACES (Adverse Childhood Experiences)* • Increase in Gallup community wellness ranking		* larger surveys that can be broken down by measureable indicators	

What we hope to accomplish in one year...

By the end of the 2016-17 school year, we will have provided Literacy in the Content Areas professional development to teachers in grades 3-8 and supported them with lesson study, coaching, and other supports (as determined through the planning grant process) to increase the alignment of their instructional program with the Common Core Literacy Standards.   We will also have provided training and support to middle and high school counselors using a model developed within the planning grant. The training component will have been offered to all counselors in Region 2 (9 counties) with more intensive support provided within Shasta County.

in three years...

By the end of the 2018-19 school year, evidence of significant shifts in instructional practice will be documented for teachers who have been involved in the Literacy in the Content Areas Network. Online communities will exist and teachers will continue to share lessons across the community. Teachers will move into instructional leadership positions within their grade level and/or school to scale the work beyond the cohort of Network teachers. Administrators and teachers across the county will have a common vision for what literacy in the content areas looks like when fully implemented both at the elementary and middle school levels. A greater percentage of students will graduate knowing what career they would like to pursue as evidenced by a 10-year plan; a greater percentage of students will know they have the funds to pursue secondary options as evidenced by increased numbers of seniors who complete the FAFSA; and a greater percentage of students will graduate having completed the A-G required courses so that they have every option available for their future. Counselors will be empowered through the training they have received and convinced through the changes they see in students to strive for _every_ student to graduate with every option available for his/her future.

Riverside County Education Collaborative

The problem and our goal…

The RCEC LEA Implementation Network established will collectively address Riverside County's extremely low college-readiness and enrollment rates. RCEC members have made a collective commitment to increase college enrollment and success rates for all students through efforts such as:

- Expanding access to college-level work and advanced coursework opportunities, particularly for low-income or other at risk students
- Improving college guidance, counseling, and career exploration for students, particularly first-generation college going students
- Strengthen professional development for secondary school counselors, and improving alignment of high school course work with college expectations

Our approach to solving the problem…

RCEC members have developed the following four goals geared to increase postsecondary access and attainment in our community through the 2019 school year:

- Increase percentage of students applying to three or more colleges by 60%
- Increase percentage of FAFSA completions from 52% to 93% through school years 18-19
- Increase the percentage of students enrolling in postsecondary education from 52% to 65%
- Increase the number of students who are college ready from 2.6% to 20%
-

Assumptions and Critical Components

The RCEC network leadership and partners were identified with a systems approach in mind and with an understanding that the obstacles we face to preparing our students for college and careers are complex. Our theory of action to increase college access remains focused on the following strategies:

- **College Going Culture**– encouraging a college-going culture beginning at the middle school level, increasing parent involvement in their student's education, implementing specialized programs for students in need of additional support, and increasing access to college level coursework, will decrease remediation rates.
- **Curriculum Integration** –integrating college applications and other college and career readiness activities into middle and high school curriculum will increase the number of students enrolling in college.
- **Counselor Professional Development** – providing necessary systemic support and PD for school counselors and other staff to assist students will increase FAFSA completion rates.
- **Student Tracking** – leveraging existing systems will allow students to be tracked from K-12 thru postsecondary, increase support and communications with those students and ensure they enter the first year of postsecondary education.

Each member LEA and postsecondary partners have committed in a formal MOU to the following network activities to achieve these goals:

1. Ensure our students are completing FAFSA
2. Ensure our students complete three or more college applications
3. Work collaboratively to ensure students have increased opportunities to enroll in college
4. Ensure students enter college ready for college-level coursework

How we'll monitor our progress…

Network members have engaged in conversations and the creation of a clear set of goals facilitated the development of a shared system by which the group will measure success. College Completion metrics and baseline data has been collected in the following areas: (1) number/percent of students completing a bachelor's degree within 6 years of high school graduation; (2) number/percent of students completing associates degree within 3 years of high school graduation; and (3) number/percent of students completing other post-secondary credential within 3 years of high school graduation. Common-community level indicators have been identified, agreed upon and include: (1) the number/percent of students filing a FAFSA; (2) number/percent of students applying to two or more colleges; (3) number/percent of students enrolling in college; (4) number/percent of students not in need of remediation; and (5) number/percent of students "on track for college success." Additionally, RCOE in partnership with participating LEAs have created a College and Career Readiness Dashboard that will serve as the baseline measure to the goals identified and will assist the RCEC track progress, and adjust the interventions/strategies selected in order to continually build upon and improve our joint efforts.

What we hope to accomplish in one year… in three years…

By 2018 districts will have made significant progress on the following:

Outcome/Output/Indicators	Year 1	Year 3
Counselor and school leaders professional development integrated at all levels of leadership to achieve systems change – as reported by professional development survey results	94%	96%
Increase in rigorous course taking and course completion patterns – as measured by A-G completion rates and AP Taking Rate	A-G 39.9% AP 27.1%	A-G 44% AP 29.9%
Increase in students taking SAT, ACT and other college admission requirements- as measured by DataQuest, College Board or ACT	SAT– 37.9% ACT-17.2%	SAT-41.8% ACT-19.0%
Increase in students completing FAFSA – as measured by CSAC and CALPADS	70%	85%
Increase in specialized supports programs (AVID) – AVID participation rate	12.6%	13.9%
Increase in number of students entering postsecondary education and completing the first year – as measured longitudinally by student tracker	54%	61%
Increase number of students applying to 3 or more colleges	20%	45%
Increase the number of students college and career ready – as measured by EAP ELA and Math	ELA 23% Math 8%	ELA 33% Math 18%
Leverage existing systems to track students persistence from K-12 to postsecondary (i.e. CalGrants, FAFSA, California Dream Applications, National Student Clearinghouse)	54%	61%

San Bernardino County

The problem and our goal...

Through this work, nine districts across San Bernardino will engage in a process of capacity- and network-building to strengthen classroom instruction and supports for English learners in the context of integrated academic and technical career pathways using a Linked Learning approach. The process will result in the creation of a system/network supporting teachers and students including: development and delivery of integrated curriculum aligned to California State Standards, increased support for teacher preparation in the context of pathways and addressing the challenges of literacy development for students, development of multiple Communities of Practice participating in lesson study and peer coaching. By implementing a clear plan across the nine districts, the project will increase both student performance, including improvement in levels of El proficiency leading to reclassification and student and college-going rates, including completion of early matriculation and persistence.

Our approach to solving the problem...

To accomplish the work detailed in the El^3 Project, we will engage in three major efforts that will be shared and replicated across networks and through district Communities of Practice. This project will build a sustainable, collaborative professional learning support system for teachers who serve English learners through the context of Linked Learning pathways. The project will:

- Provide a **professional learning series** with three distinct and successive cohorts and a corresponding effort to develop local capacity in each district through preparation of a cadre of teacher leaders who will serve as El^3 Project Specialists in their respective districts.
- **Build local educational leadership and instructional capacity** through work with San Diego State University (SDSU) and CSUSB to
- develop a cadre of teacher leaders and provide a series of online and blended professional learning opportunities that specifically address teaching English learners in integrated, career-themed pathways.
- **Strengthen the capacity of the El^3 Project Leadership Team** by partnering with ConnectEd as well as English learner specialist
- organizations Understanding Language/Stanford Center for Assessment, Learning and Equity (SCALE, Stanford University) and the
- Institute for Language (IFL, University of Pittsburgh) to develop and lead professional development within the region through and beyond the project period.

How we'll monitor our progress...

El^3 Project progress will be monitored in several ways. First, baseline data in the areas of professional learning and strategy implementation, pathway participation by El students, Communities of Practice and surveys on instructional efficacy will be gathered and completed as appropriate. Through the project, we will continue to collect both data and information to compare to baseline data as well as artifacts and evidence supporting completion of various project activities, including curriculum revision, development of integrated projects with embedded El supports, completed professional learning presentations, development of new Communities of Practice and networks. Finally, we will look at student results, both at the baseline and leading through entry into postsecondary education with measures including FAFSA completion, early matriculation, SBAC results and reclassification of El students.

What we hope to accomplish in one year...

By the end of year one, we will have trained a cadre of 40 teachers, including 15 teacher leaders to implement integrated curriculum with embedded El strategies. We will have completed baseline data collection and will have both developed and strengthened communities of practice and networks, including connections to new and larger regional networks focused on increasing literacy.

in three years...

By 2018, each district will have significant evidence demonstrating the effectiveness of this approach as a replicable and sustainable way to increase literacy in both content and language as well as increase the efficacy of teachers across the Linked Learning pathways. Partners will have strong and viable Communities of Practice and will regularly engage in and contribute expertise to a larger set of networks focused on achievement of El students.

San Diego Math Network (UCSD-CREATE)

The problem and our goal…

We focus our Network on math because the past two years' work in the CREATE STEM Success Initiative has led education leaders to conclude that investing in math teacher PD is a key cross-sector effort requiring unprecedented regional attention. Together, we have become increasingly worried about how early cracks in the K-16 STEM pipeline gush later, as children move on with superficial math understanding. Low-income students, underrepresented minorities, English language learners and those from first-generation, college-going families are the populations struggling most in mathematics. Student-level data and several recent regional studies of district-level patterns suggest that mathematics is the subject that is disproportionately keeping students from successful K12 matriculation, high school graduation, and successful two- and four-year college matriculation.

All participating districts agree that given the shared dire need for a mathematics focus, additional development of *mathematics teachers* is potentially the highest-impact K12 investment in our region. Yet we have also realized that too few resources support the region's K12 teachers and administrators to focus deeply on mathematics teaching and learning. Early CA Common Core investments for teacher professional development (PD) were helpful but insufficient. Thus, math remains the Achilles heel of our region's college preparation efforts – and it's the focus of our collective San Diego Math Network.

Our approach to solving the problem…

The Network uses a four-phase inquiry cycle and a data-driven, network-informed approach to:

- Identify shared math learning needs across districts
- Support and extend each district's internal network through development of pivotal teachers and administrators
- Locate math innovations and innovators to share practices desired across the Network, via formal and informal learning opportunities for educators
- Foster effective sharing and uptake of CCSS-M innovations across districts.

How we'll monitor our progress…

Our initial task, now underway, is to identify shared math learning needs across districts and get a baseline assessment of existing educator networks within and across our participating entities. Across the three years of this project, to assess our achievement of the bulleted primary outcomes, our Network's primary researcher participants (Pollock, Yonezawa, Daly, technicians (TBH)) will use social network survey methods and supplemental interviews to monitor each year 1) whether or not there are increased mathematics network connections among and within districts, specifically regarding the Network's specific math issues of focus and particularly among those already identified through initial network study (by Daly) as highly influential within their districts; 2) the frequency and quality of inter-district cross-fertilization and use of shared PD math resources, and their alignment with intra-district, data-identified PD needs; and 3) increased teacher content knowledge and confidence in teaching CCSS-M K-12 in network areas of focus. Self-documentation by learning event participants, and quantitative work led by staff from the research and evaluation district- and school-level partners will also help us assess whether 4) achievement increases among participating teachers' students in mathematics areas focused on by the Network within each district/school.

What we hope to accomplish in one year…

During the first year of the SD Math Network, we aim to foster increased connections between administrators and teachers across the university, four districts and two charter schools. A key focus of these connections will be early sharing of the focus and resources of each district regarding mathematics teacher professional development and the sharing of data/outcomes regarding students' mathematics performance in each of the participating institutions. Key will be the consensus selection of foci for the network for the remainder of Year 1 and the out years – 2 and 3. We have already made significant progress towards this goal in just the first two formal meetings of the funded Network.

We also anticipate within the first full year of the SD Math Network that these foci will shape the learning events that each of the districts, university and schools will create to seed the network and inform the participating/leading educators regarding new practices and learning that inform the target areas.

in three years…

Each of the goals and measures we stated above will occur annually over the three-year period. But at the end of the grant cycle, our goals are to have achieved the following results:

1. Increased network connections among and within districts' leaders and math teachers;
2. Increased inter-district/school cross-fertilization and use of math PD resources;
3. Increased teacher content knowledge and confidence in teaching CCSS-M K-12, in mathematics areas focused on by the Network.
4. Increased student achievement (e.g. grades, passage rates, matriculation) in mathematics areas focused on by the Network as measured by district partners.

Santa Cruz County College Commitment

The problem and our goal...

1. How to accelerate the implementation of Common Core standards and build common systems for progress monitoring?
2. How to understand and remove barriers to students success in Mathematics while increasing teacher's instructional capacity?
3. How to define our governance and organizational structures and clarify our working relationship with partners preK-16 as well as community organizations?

Our approach to solving the problem...

S4C operates under the precepts of collective impact, a theory of action based on the fact that complex problems are best solved when all the parties that have an impact work together on the solutions. The five conditions that define collective impact are (1) a common agenda, (2) shared measurement systems, (3) mutually reinforcing activities; (4) continuous communication; and (5) a backbone organization. Within the collective impact model, S4C serves as the backbone organization, integrating and leveraging programs and initiatives that are funded and managed by districts, colleges, community based organizations, government agencies, and businesses across the county.

How we'll monitor our progress...

Setting up systems of progress monitoring is a key component of our planning grant.

We will be monitoring <u>student progress</u> in...

- Mathematics through common assessments at specific grade level and Algebra 1 passing rates (first attempt)
- CAASPP results
- High School Graduation
- Opportunities for work based learning
- College enrollment
- College persistence
- Job attainment

We will monitor <u>implementation of Common Core Standards</u> through teacher perception surveys, classroom observations, and professional development requests.

We will monitor <u>College and Career Readiness</u> through EAP results (CAASPP grade 11) and future implementation of college going culture curriculum in elementary and middle school/

What we hope to accomplish in one year...

By 2016, the governance model of S4C will be established and each committee will have clear measurable goals and activities already in progress. The collaborative will have written an action plan that is based on student and teacher needs and addresses high quality professional l earning. Business and community partners will be integrated into the work of the collaborative including smaller scale projects within the region. All member organizations will be able to define their role in preparing students for post secondary

in three years...

By 2018, each partner in S4C will have made significant instructional shifts and show progress in student achievement in Mathematics and other Career and college readiness measures. Each committee lead will be able to document progress on the action plan and present accomplishments to the community. The Business and Educational Communities will acknowledge S4C as a leader in the county in preparing students for multiple post secondary options. S4C will be a contributing member of the larger consortium of implementation networks.
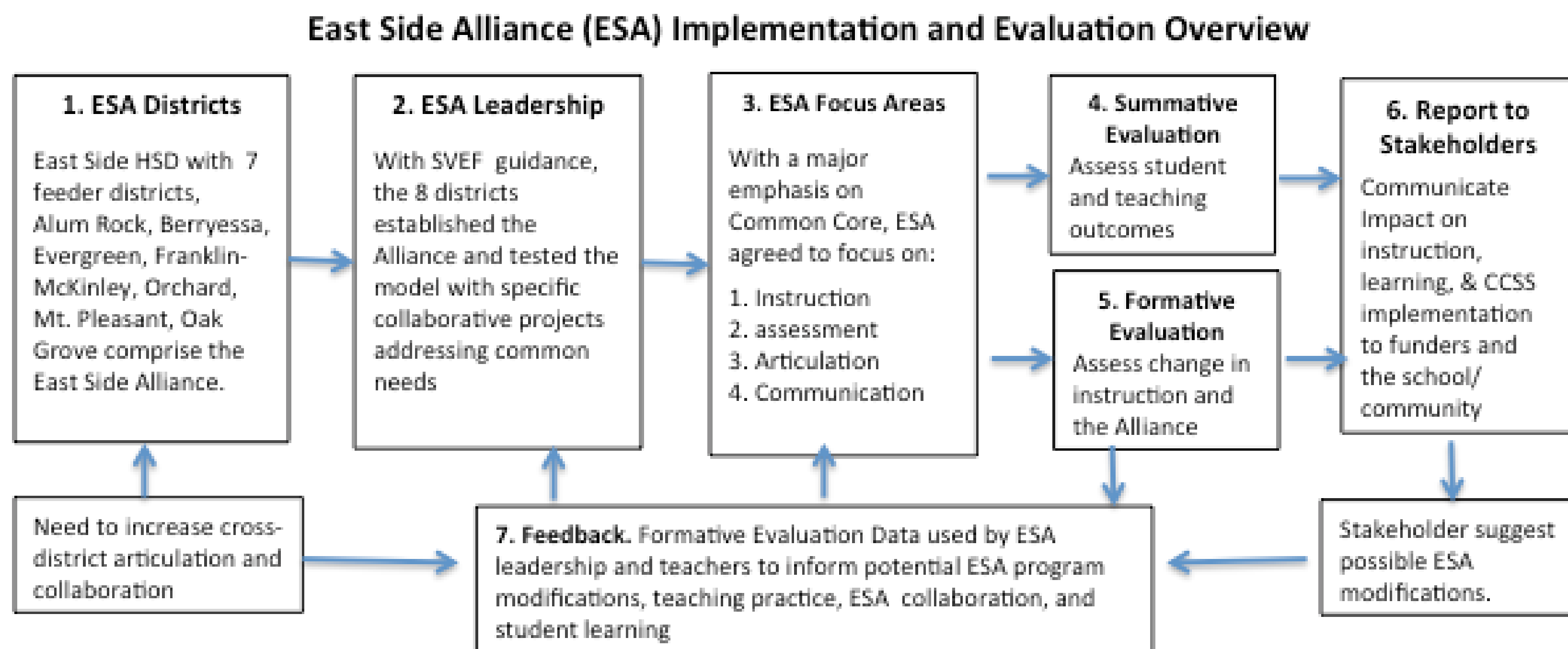
Silicon Valley Education Foundation (ESA/WSSV)

The problem and our goal...

Close achievement gap and increase college and career readiness

Our approach to solving the problem...

- Commit to Common Core State Standards math implementation.
- Develop networks of school districts and networks of networks to achieve more effective results.
- Communicate and involve communities and stakeholders in understanding and supporting work.
- Use of aggressive student data collection process and universal and systematic use of data as key element of decision-making process.
- Develop scaling process to share effective processes across districts, across networks, and to other networks throughout the State.

East Side Alliance (ESA) Implementation and Evaluation Overview

1. ESA Districts

East Side HSD with 7 feeder districts, Alum Rock, Berryessa, Evergreen, Franklin-McKinley, Orchard, Mt. Pleasant, Oak Grove comprise the East Side Alliance.

2. ESA Leadership

With SVEF guidance, the 8 districts established the Alliance and tested the model with specific collaborative projects addressing common needs

3. ESA Focus Areas

With a major emphasis on Common Core, ESA agreed to focus on:
1. Instruction
2. assessment
3. Articulation
4. Communication

4. Summative Evaluation

Assess student and teaching outcomes

5. Formative Evaluation

Assess change in instruction and the Alliance

6. Report to Stakeholders

Communicate Impact on instruction, learning, & CCSS implementation to funders and the school/ community

Need to increase cross-district articulation and collaboration

7. Feedback. Formative Evaluation Data used by ESA leadership and teachers to inform potential ESA program modifications, teaching practice, ESA collaboration, and student learning

Stakeholder suggest possible ESA modifications.

How we'll monitor our progress...

Achieve series of aligned six-month mid-term benchmarks and June, 2017 objectives.

What we hope to accomplish in one year...

- Achieve first two sets of six-month benchmarks
- Math teachers demonstrate facility in deploying Formative Assessment Lessons
- Teachers of grades 5-8 demonstrate alignment of Academic Level Descriptors in curriculum adjustment
- Teachers collect Formative Assessment Data, analyze and utilize in Professional Learning Communities
- Teachers and administrators demonstrate clear understanding of Depth of Knowledge (DOK) criteria on SBAC
- Teacher instructional videos (across districts and networks) developed and utilized in professional development (PD) process
- College Prep Math (CPM) curriculum will be adopted, modified and aligned by key school districts
- Elevate [Math] summer math intervention will be offered to students in grades 7-10
- CCSS assessment practices will be aligned across districts and networks
- Districts and networks will agree upon common math placement criteria
- Quarterly newsletters will be distributed to district and network communities and stakeholders
- MOU will be completed outlining partnership with SJSU and SJCCD guaranteeing admittance of network students who meet minimum criteria.

in three years...

- Achieve June, 2017 objectives
- Students scoring 'standards met' and 'standards exceeded' on SBAC testing will increase in each network school district
- Students achieving grades of C or higher in math will increase in all districts and across network
- Aggressive data collection process, data warehousing process, data analysis, and data usage in decision-making process will be systemic across districts and the network.
- Network website will be up, filled with student success data and explanations, and available to all communities and stakeholders
- Teacher centered professional development and professional learning community activities will exist networks-wide and include wide-spread use of teacher videos
- Multiple school, district and network activities will have been identified, scaled, and codified. A system for scaling will become internalized
- First students will be experiencing the guaranteed admittance policies to SJSU and SJCCD.

Tulare County CCSS Communities of Practice

The problem and our goal...

The TC CCSS Communities of Practice Network recognizes that significant numbers of Tulare County students either struggle and/or are not provided with ample opportunities to critically think, demonstrate, and apply literacy knowledge and skills at rigorous levels thus resulting in suboptimal achievement and college and career readiness levels.

Our approach to solving the problem...

Initially, one to two Focus Communities, targeted to a specific-grade level and discipline will be formed. The Focus Communities will collaborate purposely to:

- design and deliver CCSS & NGSS standards-based tasks and supports;
- shift the cognitive load so that students critically think, problem-solve, create, communicate and actively engage in learning;
- provide systems of feedback that promote continuous growth and student ownership of learning; and
- measure, reflect, and respond to the impact of their actions on student learning.

The separate Focus Communities will share the common aim of supporting teachers at the classroom level to refine and improve their practice in order to have a positive impact on student success. The Communities of Practice Network will serve as an avenue to (1) deepen understanding of effective instructional practices through cycles of inquiry, (2) build capacity within participating LEAs to replicate and expand the activities of the network, (3) create, archive and disseminate resources and lessons learned via network activities, and (4) provide teachers, administrators, and stakeholders both the models for quality and rigorous instruction along with the framework to promote spread of practices.

How we'll monitor our progress...

Measurements to monitor progress in a timely, formative matter, which are meaningful and embedded in the work is to be developed collaboratively with the users (teachers) and thus will be one of the initial TC CCSS Communities of Practice activities in year one of implementation. The measurement of understanding, accountability, processes and outcomes will be designed to guide immediate and ongoing efforts.

What we hope to accomplish in one year...

At the conclusion of the 2016-2017 school year, the initial Focus Communities will have defined a concept framework, developed measures for the work, and engaged in at least one pilot learning cycle. An understanding of the improvement process and a culture of trust, risk-taking, and collaboration will be established. Administrators and academic coaches, in addition to the teachers, will recognize the power of the network and be supportive of scale efforts.

in three years...

In three years, each district in the TC CCSS Communities of Practice Network will have recognized gains in student achievement and engagement as a result of significant shifts in instructional practice. Equally important, the educators will be positioned to approach other problems in a similar, collaborative manner as they will have developed a deeper understanding of systems improvement and design.

WestEd/SVMI Mathematics Network

The problem and our goal...

The work of transforming mathematics instruction to create classrooms that truly embrace the intent of the Common Core State Standards for Mathematics (CCSSM) is a daunting challenge. Teachers continue to need help as they move forward in implementation of CCSSM. In expressing this need, teachers often cite the very specific request for help preparing students for Smarter Balanced assessments. Having participated in the Spring 2014 Smarter Balanced field test, and more recently the first "real" Smarter Balanced administration in Spring 2015, teachers and administrators are expressing their need for strategies and tools to prepare students for success—including easy-to-access online resources and opportunities for collaboration with other professionals. Several factors contribute to teachers' challenges in effectively implementing CCSSM and its accompanying assessments:

- Most teachers' educational experiences did not include learning math with the degree of conceptual understanding they are now
- expected to help students develop.
- For the most part, high quality instructional materials aligned to CCSSM are not yet in use in schools.
- Teachers want and need resources to be able to engage students in learning activities using the kinds of performances tasks they will encounter in Smarter Balanced.

Our approach to solving the problem…

The goal of the WestEd/SVMI Mathematics Network is to support districts/schools in preparing all students to be college and career ready in mathematics by 11th grade through:

- Creating a sustainable network that engages mathematics teachers and leaders (including coaches and administrators) in professional development (PD) that makes use of research-based instructional tools to support them in delivering high quality mathematics instruction.
- Collaborating on common problems in order to share and institute policies, practices and strategies that will result in powerful mathematics classrooms.

Professional Development to Enhance Mathematics Instruction: PD activities take place throughout the year (both face-to-face and virtually), and are open to teams from all member districts. The goals of the PD are to improve content knowledge, pedagogical strategies and techniques, and formative assessment practices all for the purpose of developing mathematics programs that will enable students to be college and career ready. Each year's activities include: **Summer Mathematics Institute**, **Quarterly Seminars**, and **Webinar Series**.

Collaboration Within and Among Member Districts: WestEd/SVMI will host a series of leadership PD events and create a virtual leadership network for communication across districts, including an enhanced partnership website, all aimed at developing a more systemic impact within and across member districts: **Leadership Development Network**, **Administrator Collaborative**, and **WestEd/SVMI Mathematics Network Website**.

How we'll monitor our progress…

Feedback collected at professional development events for teachers, leaders, and administrators will inform ongoing program development/ refinement. In addition to qualitative data from participant reflections, we will also track participation data for network events.

Teams of teachers will engage in a formative assessment cycle, where the teachers administer a performance task, come together to analyze the student work and determine students' understandings and misconceptions, then design and teach a re-engagement lesson to address the student learning needs and provide feedback to move learning forward. The project will quantify the number of teachers involved and the frequency they engage in the formative assessment cycle.

Student achievement will be measured by their performance on the MAC/MARS summative test. The students' performance will be compared to the performances of other students across the country who also have MAC/MARS results. The project will track student achievement over time to examine and share student learning. These findings will also enable the project to make program adjustments and target professional development based of student learning.

What we hope to accomplish in one year…

- *Deepen* its work within current member districts by increasing the level of participation in network PD events and increasing opportunities for member districts to collaborate with other districts as part of a learning community that includes teachers, coaches, leaders, and administrators, as well as supporting improved communication through an enhanced partnership website
- *Broaden* membership to include a larger number of districts in the four county region.

in three years…

The WestEd/SVMI Mathematics Network replicates proven practices of SVMI and incorporates WestEd's professional development (PD) and technical assistance expertise, collaborating with districts to create a sustainable network that expands and deepens the critically important work of improving mathematics instruction to support all students in becoming college and career ready as they exit high school. The ongoing sessions for teachers, leaders, and administrators provide forums for sharing ideas, collaborative problem solving, introducing new tools and research and fostering interdependence among the members. The cycles of year-round professional development and networking/collaboration continue each year as the network develops and grows. At the end of grant funding, districts individually and collaboratively possess the capacity to continue their learning and growing professionally.