

ANATOMY OF CHANGE

Greg Lynch, Superintendent
Central Kitsap School District

BACKGROUND

Planning and Resourcing State-Level Education Reform Initiatives

The state of Washington is facing a series of unprecedented K-12 education challenges. The confluence of state and federal education reform related initiatives, historic levels of accountability, and major funding shortfalls are seen as overwhelming. On the other hand, these momentous and shifting conditions of education reform, accountability, and major resource shortfalls can be viewed as an opportunity for positive, state-wide transformation. Everyone from teachers in the classroom, school principals, superintendents, school boards, and state officials must be willing to change to new and better ways to help students achieve. However, the first, and most critical change must include assigning overall responsibility for the planning, implementation and resource alignment of all state and federally generated education reform related mandates.

One of the unfortunate consequences of the proliferation of legislatively enacted requirements is that no one source or agency monitors the total burden imposed on school districts by the state and federal government. And a complicating factor inhibiting more positive state control, is that there is not one state-wide list detailing all active initiatives currently impacting school districts. If the State Department of Health supports legislation which affects schools, there is no clearing house to assess the actual impact—such legislation is simply added to the amorphous total of requirements placed on school systems without adequate funding to pay the costs and/or time to implement the required changes. Since no one person or agency knows the totality of the mandated load, there is not adequate counsel for individuals, agencies, departments, and governmental bodies to take into account when legislators, OSPI or the State Board of Education, considers adding new initiatives.

An unintended consequence of not having a state-wide, K-12 planning system, or a single agency overall responsible for the planning, implementation and integration of **ALL** initiatives, is an unmanageable and unreasonable workload within school districts. The present system for planning and resourcing state-wide initiatives isn't apparent, and the current planning and implementation methods are neither effective nor efficient. Already overtaxed school districts are using energy they can't afford to expend to react to state directed changes. It requires an even higher level of organizational energy to keep pace with state initiatives that are not well planned or fully resourced. Planning inefficiencies within the K-12 system generate increased workload, at the classroom, school and school district levels. In turn, increasing workload is harmful to staff morale, and ultimately and most importantly negatively impacts student achievement.

Absent a single controlling agency at the state level that has visibility of the total impact and number of requirements levied on school districts, and a well coordinated multi-year plan detailing priorities and future initiatives, scarce state and local resources will not be fully leveraged. In order to maximize student achievement, school improvement plans must nest under or support school district improvement plans, and school district plans must nest under state plans. Having a clear set of goals, priorities and a detailed multi-year plan at the school district level, isn't helpful when the state mandates new initiatives inside the school district's already completed plans. The number of state directed initiatives already exceeds the organizational capacity of school districts.

A recent example of a state-level decision that was inside already completed school district plans involves the implementation of the new performance expectations for mathematics. A decision was made by the state during the spring 2008 to assess elementary students in March, 2010 using the new math performance expectations. In order to prepare students and staff for a March 2010 assessment, work for this transition should have started not later than the fall of 2006. In the spring of 2008, district and school improvement plans for school year 08-09 were already complete, and the preliminary school district budget in support of these plans was being finalized.

With the understanding that new math performance expectations were not available until early 2008, detailed planning could not have started any sooner. However, the state's implementation timeline for the new math assessment should not have been set any earlier than 2012. The additional two years would have allowed time to properly plan a comprehensive transition to include the alignment of all resources.

The alignment of all resources includes staff and administrator professional development, implementation of either new curriculum or supplemental materials, communication with parents and community members, and the allocation of dollars to support a multi-year transition plan. Recognizing that the new math performance expectations will better prepare our students, most school districts would have likely and informally integrated the new standards into the existing curriculum as soon as possible. Formally assessing students in the spring of 2012 would not have precluded students learning new material as soon as school districts were able to do so! However, formal assessment at the state level beginning in 2012 would have been a very effective way to better control the growing workload within school districts, provide a more inclusive planning approach, and better align our state and school district fiscal processes.

In a resource constrained environment, it becomes even more imperative that a state-wide planning system is in place and there is a single agency/leader responsible for planning, integrating, and implementing all state and federal mandates. A state-wide system must address how the State Legislature, OSPI, the State Board of Education, and other state agencies meld what may appear to be singularly helpful initiatives into effective plans that advance student achievement throughout the state. Of all the many improvements that could be made throughout our K-12 continuum, this improvement is a relatively low cost measure (perhaps even a cost savings) that will positively support school districts, resulting in enhanced student success. Leaving no child behind, and a passion for immediate change, can't become an excuse for a lack of planning and coordination, and a continuing series of rapidly implemented initiatives.

Recommended Solutions

1. **Designate one state agency/office (and executive level leader) responsible for the planning and integration of ALL state and federal K-12 education reform related initiatives.**
2. **Appropriately resource the designated agency with the individual expertise to plan, coordinate, implement and synchronize all initiatives generated by every state level agency that will ultimately impact school districts.**
3. **Create a state-level, K-12 education planning system that covers short and long range initiatives that will directly impact school districts. Short range planning is defined as anytime within the upcoming biennium. Mid range planning is the next biennium and long range planning is the third biennium. (short range 2009-11, long range 2013-15)**
4. **Prohibit the expected implementation of any state level initiative less than 24 months from the time school districts receive a directive for implementation.**
5. **Prohibit any decision by the legislative body to provide funding for any new initiatives without proof that the new initiative can be implemented by school districts in the context of ongoing and future initiatives.**
6. **After a state level planning system is designed, include the system details as part of the required curriculum at the State's K-12 Leadership Academy.**

Greg Lynch
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January, 2009
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Anatomy Of Change

Planning and Resourcing State-Level Education
Reform Initiatives

January 6, 2009

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Anatomy Of Change Planning and Resourcing State-Level Education Reform Initiatives

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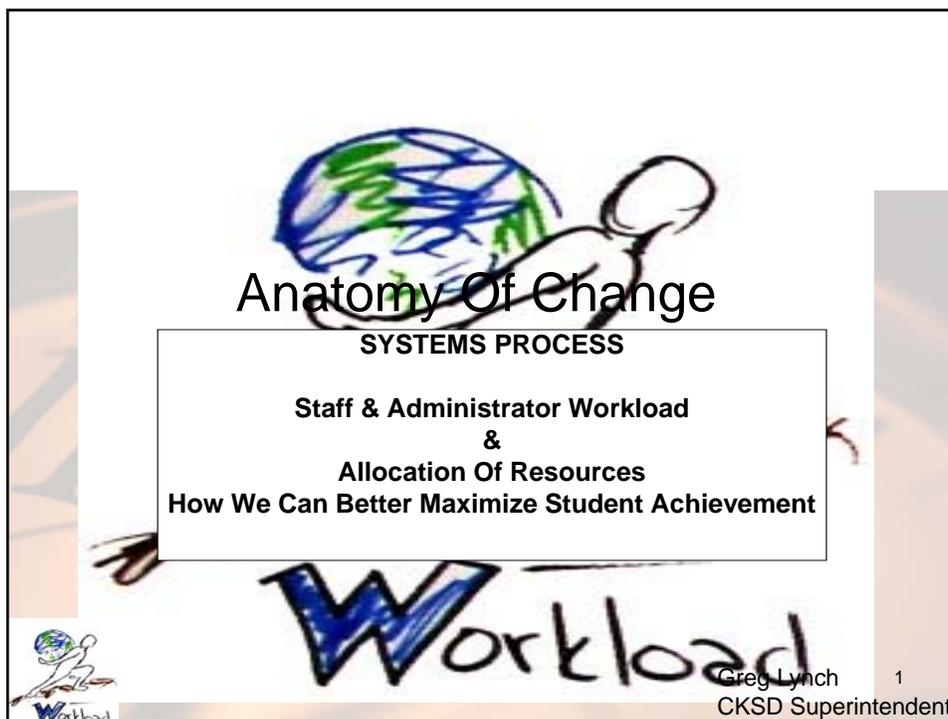
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Anatomy Of Change

SYSTEMS PROCESS

Staff & Administrator Workload
&
Allocation Of Resources
How We Can Better Maximize Student Achievement

Workload

Greg Lynch 1
CKSD Superintendent

Workload

PROBLEM

- Insufficient Time To Plan At The School District & School Levels
- Workload Exceeding Individual & Organizational Capacities
- No Advanced Planning System At The State Level That:
 - Provides A Common Planning Framework
 - Has A Predictable Long Range Plan (2 Years & Beyond)

PROBLEM

- Resource Timeline And Planning Timeline Are Disconnected
- Multiple Offices At The State Level Responsible For New Initiatives

So That We Can Positively Impact Student Achievement

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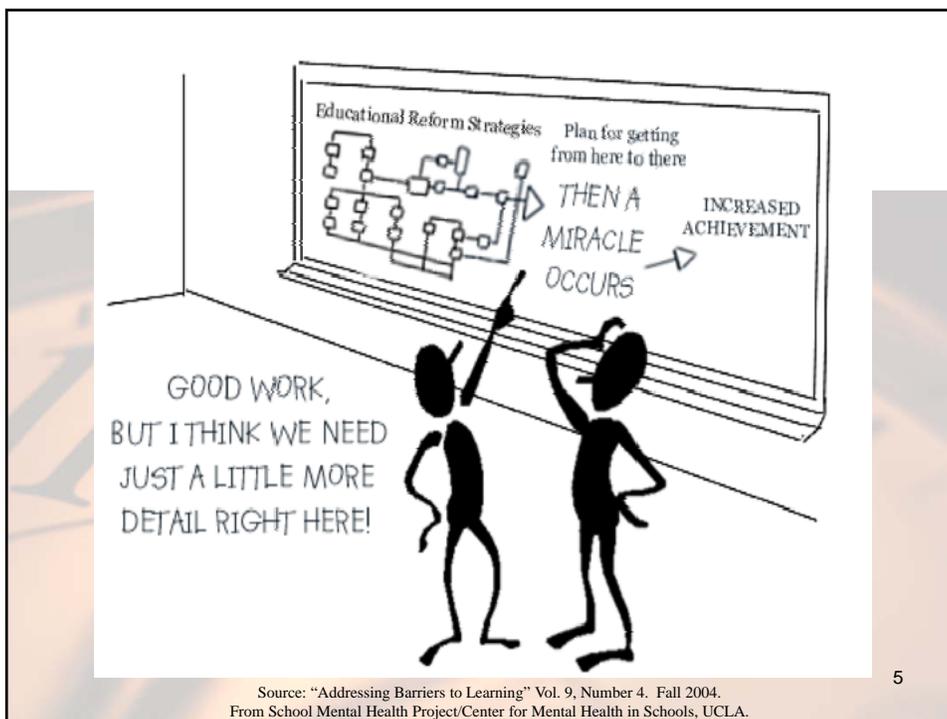
Why We Must Change

Our Current Education System Isn't Organized Or Resourced To Meet Twenty-First Century Education Requirements

Our Issue: Not Just About, Curricula Content, Adequate Staffing Or Sufficient Dollars.....

Our Organization, Process & TIME Must Be Better Aligned

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Should The Office of Superintendent of Public Instruction (OSPI) & Our State Be Concerned About School District....

Organizational Capacity?

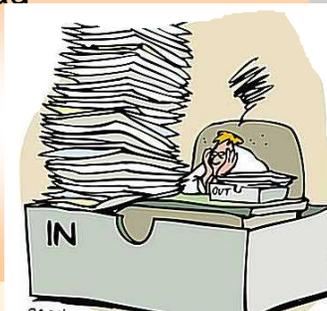
*The Ability To Implement Directives In A **Timely**, Productive & Purposeful Way?*

If The Answer To The Above Statement is YES.....

?

How Does OSPI & Our State....?

- “Meter” School District Workload
- Know When The Saturation Point Has Neared Or Exceeded Organizational Capacity



If There Isn't A System In Place To Answer These Questions..... How Can The State Legislature & Governor:

*Set Expectations
Target Resources*



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At The State Level.... State Legislature – SBE - OSPI

There Are Recognized Shortfalls & Plans To Address

- ✓ Student Learning & Assessment
- ✓ Leader & Staff Professional Development
- ✓ Funding Shortfalls
- ✓ Staffing Levels

What About

- ? Time To Plan
- ? Time To Communicate
- ? Time To Synchronize With All Other Reform Initiatives

*The Problem Is More About HOW We Are Changing
Not WHAT We Are Changing*

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Workload Defined

- **General Recognition & Understanding That There Is An Organizational Capacity Threshold Around The Number Of Initiatives That Can Be Planned And Implemented Simultaneously**
- Routine v New Initiative Workload
- Tasks Involved For Each Initiative Are Listed
- Tasks Are Outlined At The State, School District, School, And Classroom Levels
 - A Common Understanding At Every Level About What Is Expected
- Each Task Is Identified With An Expected Number Of Required Days/Weeks/Months
- There Are Two Types Of Tasks In Support Of An Initiative: Specified and Implied

Two Ways To Determine Organizational Capacity.....

1. Break The Organization Or
2. Design A System/Process To Predict The Breaking Point Threshold

What Are The Specified Education Reform Initiatives?



Initiative: A Specific Action That Must Be Accomplished With The Intent Of Improving Student Achievement

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What Are The Specified Education Reform Related Tasks?

That Correspond To Each Initiative



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What Are The Implied Education Reform Related Tasks?

That Correspond To Each Initiative



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Initiative: Math
What Are The Specified Tasks?

Specified Task: Expressly Directed

State: Implement Elementary PEs - Prepare Students for SY 09-10 WASL & Conduct Staff Development

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Initiative: Math
What Are Some Of The Implied Tasks?

**Implied Task: Necessary To Implement Expressed Task
But Not Specified Or Directed & *Most Likely Not Resourced***

Superintendent: *Plan, Schedule & Discuss Changes W/Principals*

Principal: *Plan, Schedule & Discuss Changes with Staff*

Staff: *Schedule, Discuss, Learn & Implement New Material/Concepts*

*Most Of The Time....Almost Always.....ALL The Implied Tasks Aje Not
Apparent, Accounted For, Or Resourced! Resources Include:*

TIME, Money & People

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Organizational Capacity

Initiative + Specified Tasks + Implied Tasks =
Workload For ONE Initiative

ALL Initiatives + ALL Specified Tasks +
ALL Implied Tasks =
The Capacity OR NOT To Change

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Simultaneity

How Many Initiatives & Tasks Can The...

- **The Central Office**
- **Principal**
- **Teacher**

Simultaneously Plan & Implement?

Positive & Negative Synergy!

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Initiative & Task "Calculus"

Central Office

<u>Initiatives</u>		<u>Specified Tasks</u>		<u>Implied Tasks</u>
1 Math	X 2	Math	X 6	Math
Science		Science		Science
Writing		Writing		Writing
Reading		Reading		Reading

Implement New PEs	Plan Staff Development Implement New PEs WASL SY 09-10	Plan Cabinet Discussions Plan Principal Discussions Plan School Board Discussions Plan Communications w/All Stakeholders Plan Leader & Staff Development Analyze Staffing Impacts ¹⁷
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Initiative & Task "Calculus"

Principal

<u>Initiatives</u>		<u>Specified Tasks</u>		<u>Implied Tasks</u>
1 Math	X 2	Math	X 6	Math
Science		Science		Science
Writing		Writing		Writing
Reading		Reading		Reading

Implement New PEs	Plan Staff Development Implement SY 09-10	Plan Staff Discussions Plan Communications w/All Stakeholders Plan Staff Development Analyze Staffing Impacts
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Initiative & Task "Calculus" Elementary Teacher

Initiatives	Specified Tasks	Implied Tasks
1 Math	X 2 Math	X 6 Math
1 Science	X 3 Science	X 9 Science
1 Writing	X 2 Writing	X 3 Writing
1 Reading	X 5 Reading	X 5 Reading

For Every Initiative, Ever Specified Task, Every Implied Task The Central Office Must Be Involved With The Details

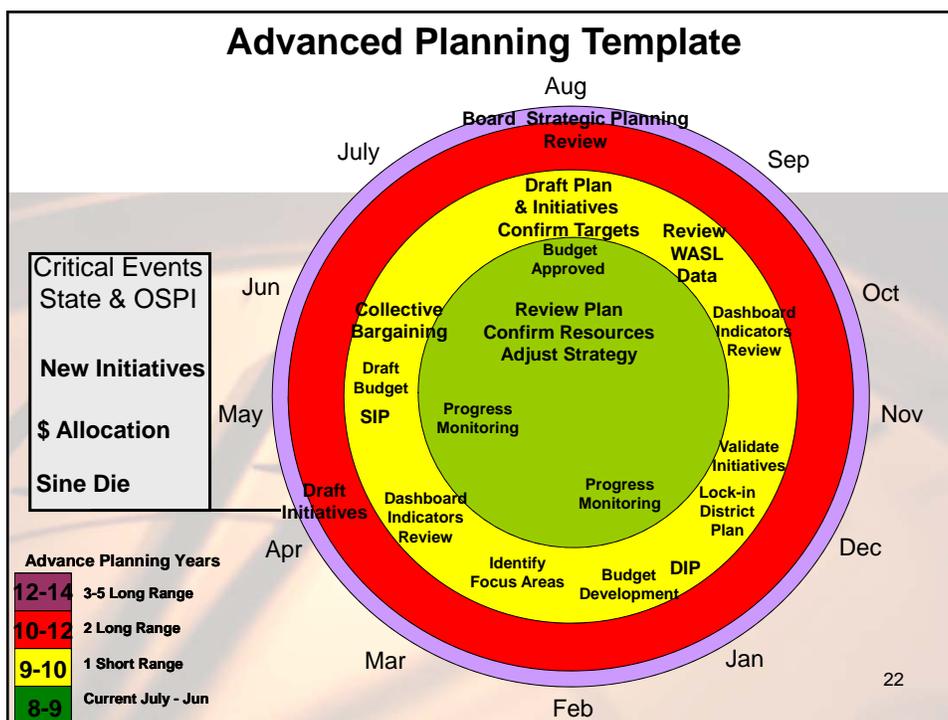
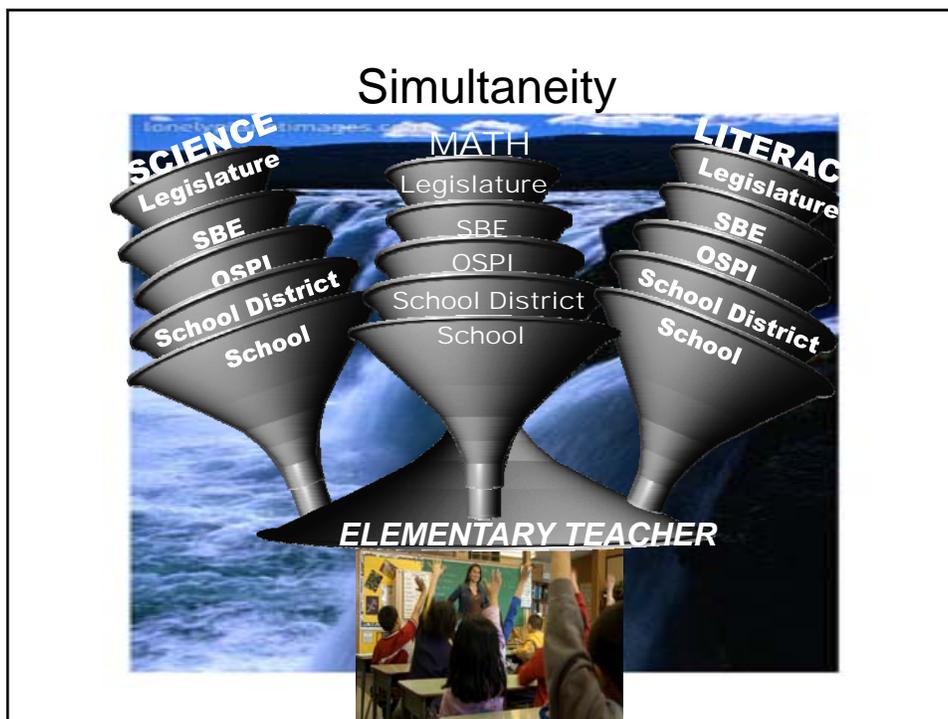
So

How Can The Central Office Better Organize To Provide The Best Support Possible For Building Administrators & Staff



Who Has The Responsibility To Identify Specified & Implied Tasks?





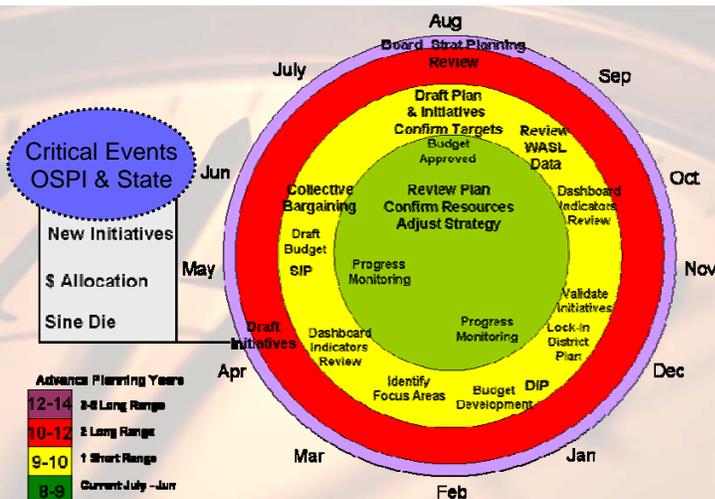
State To School District Planning Timeline

- Spring - Legislative Directive
 - Spring - OSPI Guidance
 - Summer – School District Implementation
- } ≤ 120 Days?

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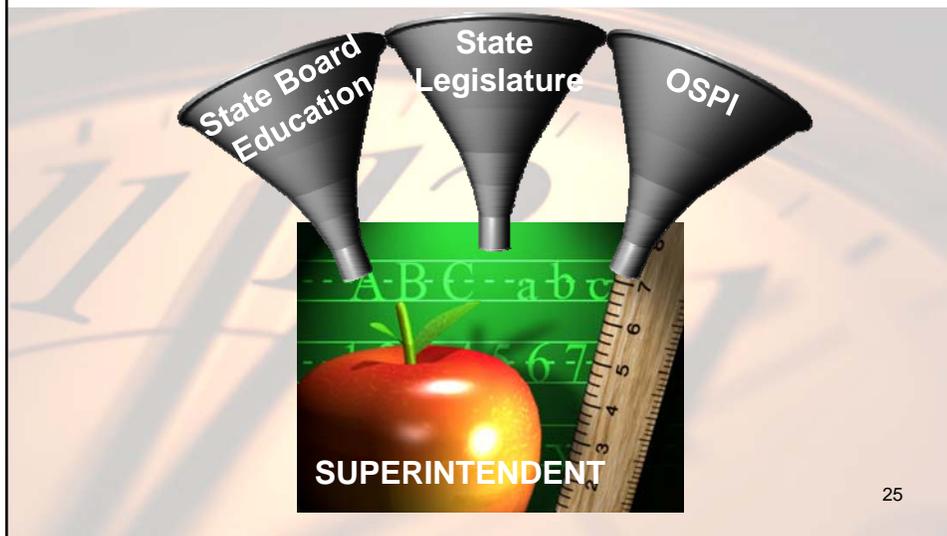
Inside Or Outside Decision Cycle?

Decision Cycle: The Amount Of Time & Process It Takes To Complete One Or A Number Of Initiatives

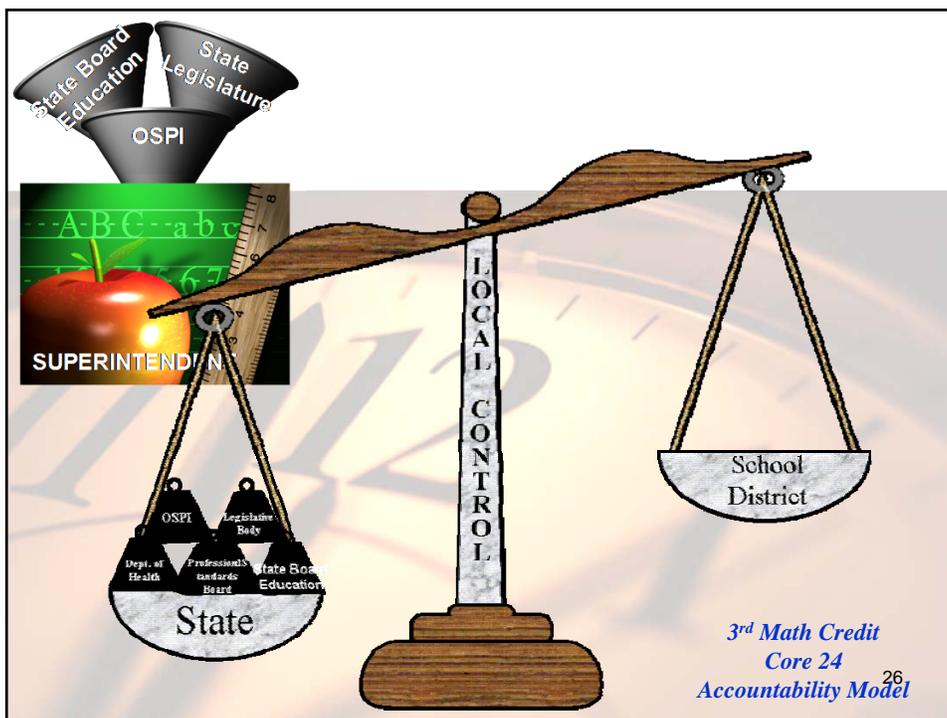


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Superintendent's Perspective



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3rd Math Credit
Core 24
Accountability Model²⁶



Initiative Task Development

Sources:

- Federal Directives
- State Legislative Directives
- OSPI Directives & Long Range Plan
- Board Guidance & Strategic Plan
- Superintendent Focus & Direction
- District Improvement Plan
- District Long Range Plan
- Cabinet Planning Calendar
- Master Planning Calendar

The Argument

If We Don't Change At A Rapid Pace Children Will Be Left Behind And Not Be Prepared For The Future

And

If We Continue At The Same Pace We Will Deplete The Leaders And Staff Who We Depend Upon To Teach Our Children

Everyone Will be Left Behind

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Key Points

- Education Reform Related Tasks
- Organizational Capacity
- Workload
- Systems-Wide Change
- Advanced Planning

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What We Need At The State Level

An Advanced Planning Process

One Office Responsible To: Synchronize,
Coordinate, Plan & Implement **ALL**
Education Reform Initiatives

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Recommendations

- Designate one state agency/office responsible for planning and integrating ALL state and federal K-12 education reform related initiatives
- Appropriately resource the designated agency with the individual expertise to plan, coordinate, implement and synchronize all initiatives generated by every state level agency that ultimately impact schools
- Create a K-12 education planning system that covers short and long range initiatives that will directly impact school districts
 - Short Range 2009 - 2011
 - Mid Range 2011 - 2013
 - Long Range 2013 - 2015

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Recommendations

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Anatomy of Change Schedule of Presentations

•September 26, 2008	Olympic ESD 114 Superintendents
•October 14, 2008	OSPI, Dr. Terry Bergeson
•October 23, 2008	Full Funding Coalition
•December 15, 2008	Representative Kathy Haigh
•December 15, 2008	Representative Christine Rolfes
•December 23, 2009	Senator Phil Rockefeller
•January 6, 2009	OSPI, Randy Dorn
•January 23, 2009	WSSDA Board
•February 26, 2009	State Business Roundtable
•March 23, 2009 (tentative)	Representative Sherry Appleton
•March 13, 2009	State Board of Education

as of 2-24-09

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