



Sustaining Effective Turnaround Processes and Programs with Reduced Funding

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Before We Can Sustain...

- What is sustainability?
- Are we ready for sustainability?
- How do we begin to prepare for sustainability?
- Creating a Sustainability Plan



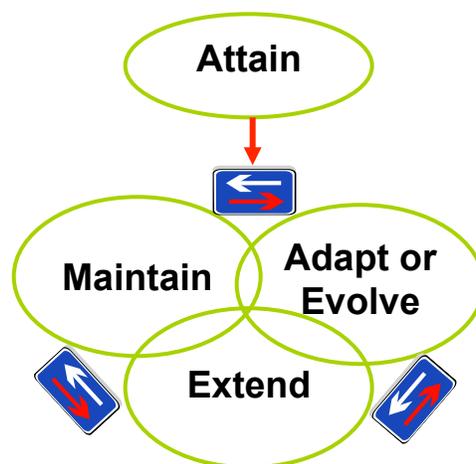
Sustaining a Specified Program: a Premise

- Those who are able to sustain the improved outcomes they have attained under a specified program will be those who
 - See the program not as a funding stream, but as a different way of thinking about teaching and learning
 - See the management of change as a systems-level process



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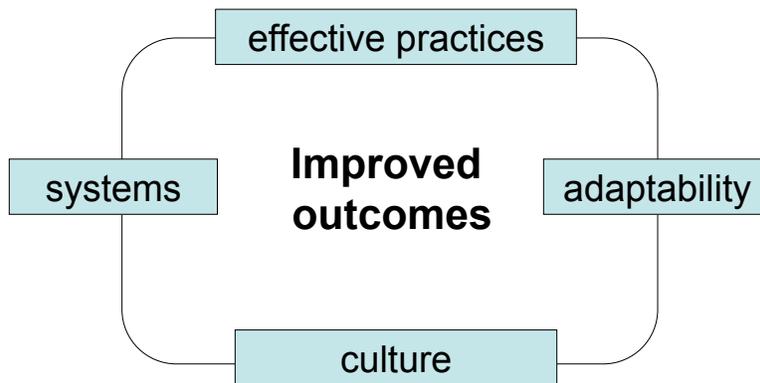
Sustain ≠ Maintain



Adapted from "More than maintenance: Sustaining improvement efforts over the long run" by C. Jerald, September 2005, *Policy brief*. Washington DC: The Center for Comprehensive School Reform and Improvement.

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What do we want to sustain?



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Celebrating Success

Sustainability concept #1

We sustain things when there is a valued outcome.

- Your grant has enabled you to increase academic outcomes for students—and this is a focus of what you want to keep going.



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Celebrating Success

Sustainability concept #2

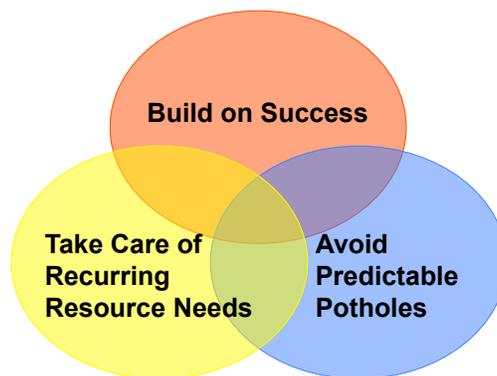
We sustain things that we know how to do well.

- You have implemented your program elements thoroughly and with fidelity—you are now polishing and refining your practice.



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Sustainability Planning: Strategies



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Program Elements and Sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- Curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
- Professional development
- Use of time and additional learning opportunities
- Use of recurring resources
- District support
- Coach/Program Personnel



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Learning about sustainability from the work of others



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Comprehensive School Reform Study: Findings

- Schools that *sustained* reforms
 - More continuity of leadership (leadership)
 - More commitment among stakeholders (culture)
 - The reform was an obvious feature of the structure and culture of the school (culture)
 - More likely that principal played a key role in bringing reform effort to the school (leadership)

–adapted from Datnow (2005)



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Comprehensive School Reform Study: Findings (*con't*)

- School-level factors that inhibited sustainability:
 - The presence of competing reforms (lack of focus—leadership)
 - Greater turnover in leadership
 - Lack of buy-in initially and even after several years of implementation (culture)
 - Greater misunderstanding/criticism about the reform (culture)

–adapted from Datnow (2005)



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Lessons Learned from CSR

Three key factors play the greatest roles in determining sustainability:

- *Shared leadership* (and accountability) for desired outcomes
- *School culture* around desired outcomes
- *Use of data* to monitor, adjust, and make important decisions related to outcomes

–Datnow (2005)



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Lessons Learned from Positive Behavior Support (PBS): What makes a difference?

- Leadership
 - Administrative leadership
 - School-level teams
 - Local capacity
- School culture
 - Build sustainability from day 1
 - Staff input/feedback helps guide program (adaptation within a framework)
- Use of data
 - Formative data system
 - Positive data on own students

–Horner (2006)



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Lessons Learned from The Rand Study

- National sample of federally-funded educational innovations
- Studied projects in the last two years of a 3-5 year funding cycle and the first two years after funding ended
- Outcomes reflected not the amount of funding, but the actions of the local staff
- Key finding: mutual adaptation
 - Sustainability was enhanced if the *project* adapted to the changing context of the school setting (e.g., staff turnover, training and support, changes in student population, etc.) and if *school staff* adapted their practices in response to the project

–Berman & McLaughlin (1978)



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Program Elements and Sustainability

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Sustainability Planning: Strategies for Recurring Resource Needs

“Reallocating resources to increase student outcomes... sends a powerful message to the staff and the community about the district’s primary mission and intent to help students succeed.”

–NWREL (2001)



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Sustainability Planning: Strategies for Recurring Resource Needs

Some of the most important aspects of your academic culture do not carry a cost in dollars.

Factors contributing to success that do not have additional costs attached:

- Shared leadership
- Strong academic culture
- Smart use of time
- Commitment to data-based instructional planning



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Elements of a Schoolwide Program Model with Added Costs and Sources of Support

Element	Cost to District
Leadership (distributed)	No added cost
Culture (how we do things) shared vision, beliefs, commitments; owning outcomes, organization, communication, collaboration, focus, etc.	No added cost
Use of time	No added cost
Use of recurring resources	No added cost



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Sustainability Planning: Strategies for Recurring Resource Needs

Factors contributing to success with costs you may need to cover from another source include:

- Program and materials
- Formative assessment and use of data
- Professional development and coaching

District supporting strategy:

- Prioritize district, state, and federal dollars to the elements that contributed to your success.



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Elements of a Schoolwide Program Model with Added Costs and Sources of Support *(cont'd)*

Element	Cost to District
Curriculum (differentiated)	<ul style="list-style-type: none"> • district materials budget • Title I supply budget • special education
Instruction (differentiated)	<ul style="list-style-type: none"> • existing instructional budget • Title I, IIA, III • special education
Formative assessment and use of data for planning	<ul style="list-style-type: none"> • district pays for data collection, input and retrieval • trained volunteers and staff • building clerical time for data entry • no added cost for data for data-based instructional planning
 Training and support (PD and Coaching)	<ul style="list-style-type: none"> • district and Title I funds for professional development

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Sustainability Planning: Strategies for Recurring Resource Needs

What are your comments and questions on recurring resource needs?

What barriers do you see to sustaining some elements of programs in your state?



Handout 1

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What are the greatest barriers to sustainability?

- Traditional thinking:
 - Expiration of funding
 - Turnover of key staff
 - Changing priorities
 - Other factors outside our control
- Alternate view:
 - Erosion of culture and commitment
 - School's failure to focus on the variables it controls



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Barriers to Sustainability: Use of Recurring Resources

- Budget is not aligned with priority
- Staffing funds are not optimized for maximum instructional coverage
- Time
 - not allocating adequate time for instruction
 - not making full use of instructional time allocated



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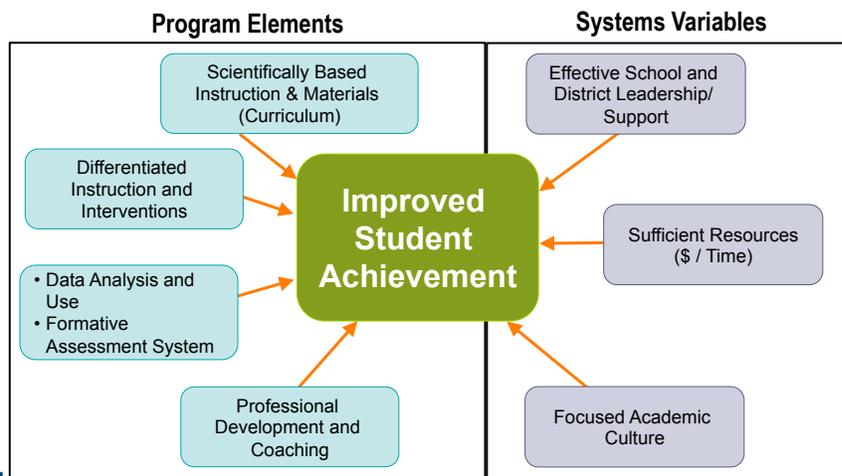
Barriers to Sustainability: Use of Recurring Resources

- Budget:
 - Prioritize district, state and federal dollars for the elements which require funding
 - Which of these options/resources are already present in your district?
 - Which are present and have funds that could be applied to helping sustain your initiative?
 - Which are not currently present but could be explored?
 - How could existing general fund resources be allocated to more specifically support the initiative?



Handout 2 25

Elements + Systems Variables = Sustained Outcomes



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Sustainability Planning: Strategies for Recurring Resource Needs

What are your comments and questions on recurring resource needs?

Table discussion: Find handouts 3 and 4 on resources. What steps have you taken to coordinate funds? Fill in any state resources at your disposal.



Handouts 3 & 4 27

Program Elements and Sustainability

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Supporting an Initiative by Organizational Level and Role

- Review the ideas on the handout by role
- Within your team, discuss
 - What you could/will do within your role to support your initiative (areas of control)
 - What you would like to request/suggest that those in different roles do to help sustain the initiative (areas of influence)
- Together, these things help create the systemic support needed to sustain the initiative



Handout 5 29

Securing District Support

- Who could you talk to in your district to gain district support for your initiative?
- What message would you give them?
- How can you work at this over time?



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Barriers To Sustainability: District Support

- District staff are not connected to the initiative.
- Lack of buy-in or support at the district level.
- District decisions, priorities are not aligned with improvement efforts.
- District policies and procedures are unrelated to achievement.
- Staff are hired, assigned, and supervised on the basis of things unrelated to achievement.



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Strategies For Sustainability: District Support

- Communication, involvement to keep district staff informed about, engaged in the initiative.
- District policies, procedures and actions are aligned with improvement efforts and support achievement.
- Staff (including principals) are hired, assigned, and supervised based on their understanding of and commitment to the instructional needs of students and the support needs of staff.



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One District's Strategies for Sustaining and Scaling Procedures

- Invite non-program schools' staff to attend trainings for program school staff.
- Invite non-program staff to visit *program schools* for observation and discussion.
- Communicate data and their instructional implications at every opportunity.
- Recruit district leaders' support. To build their support, help them understand the *program's* process, rationale, outcomes and needs.

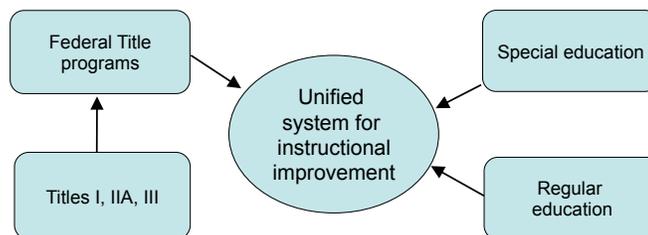


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Instructional Systems

*Systems: All components, all staff,
all working together for one goal*

Instructional System

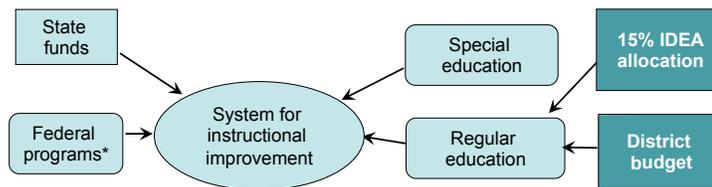


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Instructional Systems and Funding

*Systems: All components, all staff,
all funds—working together for one goal*

Instructional System



*Title I; Title IIA-Highly Qualified Staff; and Title III—ELL



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Areas of Control and Influence

- Areas of control
 - Those areas of your work in which you get to decide how things are done
 - Example: Principal sets master schedule, which has significant implications for instructional time in each content area
- Areas of influence
 - Those areas which you do not directly control, but which you might have an opportunity to influence with data, logic, or persuasion
 - Example: Principal convinces district leadership to support a districtwide formative assessment program



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Barriers to Sustainability: Coaching

- Loss of funding for coach
- Diminished effectiveness of coach

Hypothesis: schools with high levels of teacher turnover will find it difficult to sustain an instructional program without a coach position.



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Strategies for Sustainability: Coaching

- Identify new funding sources to keep the position or
- Identify all roles and functions of the coach that are essential to sustaining efforts and determine how to make those roles/functions happen.
- Look at other coaching models.
- Continue supervision/support for coaching effectiveness.
- Identify other sources of TA and support once regional and state sources are no longer available.
- Have coach document what he or she does and how the individual sets things up (e.g., at the beginning of the year) to make them work.



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Academic Support Without a Full-time Coach

- Consider a part-time or shared coach
- Assign building content specialist from existing FTE
 - provide release time; refocus job description
 - (e.g., Title I, librarian, teacher with strong academic background)
- Peer coaching
- Principal or district instructional leader provides “technical assistance”



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Making Choices About Coaching

- Which strategy or combination of strategies for sustaining the functions of a coach might work best for you given your circumstances?
- What would your first (or next) steps be in pursuing that option?



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Identifying Essential Coaching Functions

- In your school/district planning team, identify the most critical functions now performed by the coach. Add other functions as needed.
- For each function selected, fill out the other columns of the worksheet. This should provide ideas for further planning on how to carry on the implementation without a full-time coach.



Handouts 6 & 7 42

Summary of Key Ideas

- Sustainability *is* possible *if* the implementation is effective and the outcomes are the focus.
- With leadership, planning, sustained focus and a “can-do” culture, effective practices that improve outcomes *can* survive significant changes in context: turnover of key staff—even expiration of initial funding.
- The greatest barrier to sustainability is not loss of funding. It is
 - erosion of the culture and
 - loss of focus and commitment upon which the initial success was built.



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Summary of Key Ideas (*cont'd*)

- We must optimize the resources over which we have control and align them with our mission:
 - Other funding sources
 - Look at functions
 - Resources that do not have additional costs attached
 - shared leadership
 - strong academic culture
 - commitment to high fidelity implementation
 - use of data for instructional planning and PD
 - instructional time
 - systems-level planning
 - connection of research to practice and PD
 - focus and vision



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“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline.”

–Jim Collins



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Next Steps



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Sustainability Planning: Action Steps

School Level Sustainability Strategy:

- Principal and coach continue schoolwide data collection and team process to use data to guide instruction.

What will this look like?

Who will be responsible?

When will it be accomplished?



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