



School Transformation Solution

Common Obstacles to School Transformation

2016/17 Efforts to Overcome Obstacles

Trying to do too many things at once

Schools typically embrace a large number of low-leverage, difficult-to-understand actions. These don't "unleash" anything except frustration and academic stagnation.

-Michael Schmoker, The Power of Focus

Started 2016-17 with 90-day plans, transitioned to "Narrow Focus Protocols" in October 2016

Insufficient attention to implementation and the process of change

One of the challenges in education is that the pizzazz is around having a seemingly new idea, whereas the real work is in making it happen. While innovations tend to get the profile, the slog work of implementation is what makes the difference in the end, and this work gets much less attention.

-B. Levin, How to Change 5000 Schools

Focused monthly district and twice monthly principal problem-solving sessions on addressing implementation obstacles

Increased distribution of leadership and ownership of improvement efforts amongst teachers by enhancing school leadership team role and function

Lack of evidence-based practices

Instruction and curriculum is characteristically driven not by proof or evidence, but by "whims, fads, opportunism and ideology."

-The District Role in Instructional Improvement

Increased depth of focus on Utah's Core Standards so schools could increase active student engagement by employing appropriately matched evidence-based instructional strategies

Dearth of measurement and accountability

Less than 10% of education policy initiatives are ever evaluated much less proven to be effective.

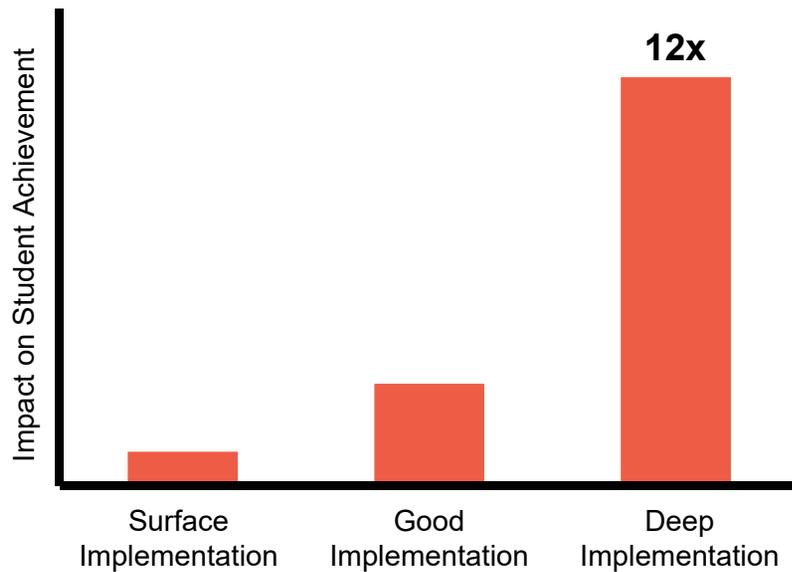
-2015 OECD Education Policy Outlook

Deepened analysis of data using statistical modeling, leading to better informed decisions about student and teacher learning

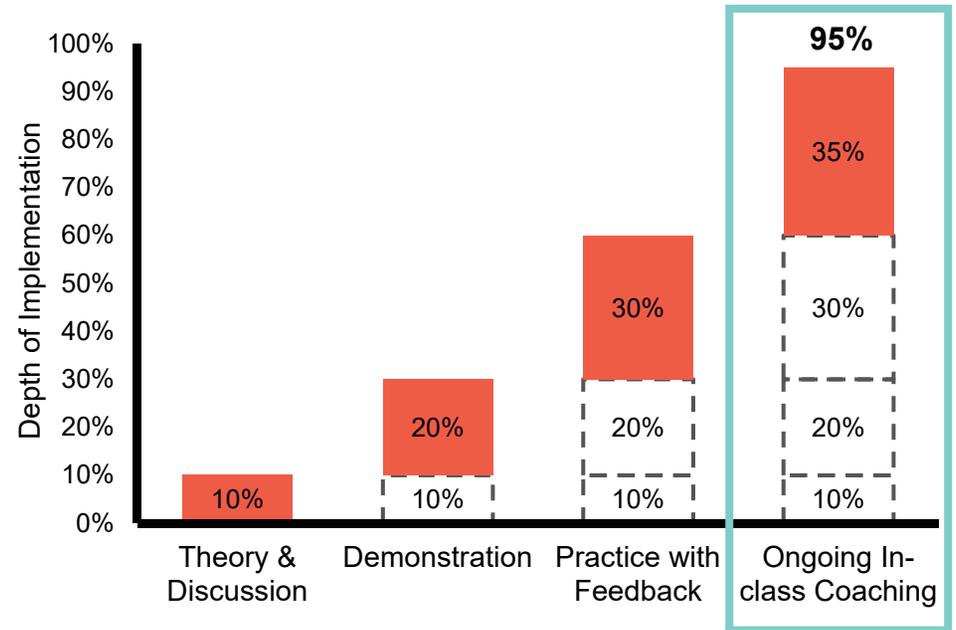
How to Improve Student Outcomes through Turnaround Legislation

Research shows that **less is more**. Implementing the right strategies with **depth** has a much greater impact on student achievement than multiple initiatives, approaches, and changes.

Do fewer things. Do the right things. Do them with depth.



**How to achieve depth?
On-the-ground support.**



Our recommendation: Give the process adequate time to achieve deep implementation and then carefully evaluate efficacy.

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 Van Dyke, M., Blasé, K., Sims, B. & Fixsen, D. (2013). Implementation Drivers: Competency Drivers, Selection, Coaching, Training. University of North Carolina Chapel Hill: National Implementation Research Network.
 Showers, B., & Joyce, B. (1996). The evolution of peer coaching. Educational Leadership, 53(6), 12-16.
 Joyce, B. & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Thank you!

