

Earned Autonomy Framework: Recommendations on Autonomies and Supports

LAE Meeting

June 9, 2021

Agenda

- 1 Introduction and Overview**
- 2 Earned Autonomy Framework: A Refresher**
- 3 Phase II: Working Groups and Implementation**
- 4 Menu of Autonomies and Supports**
- 5 Implementation of Autonomies and Supports**
- 6 Recommendations**
- 7 Next Steps**

Presentation Objectives

1. Review the Earned Autonomy Framework
2. Provide overview of Phase II work
3. Describe the process of developing proposed Menu of Autonomies and Supports
4. Present the Menu of Autonomies and Supports and implementation
5. Introduce recommendations
6. Align on next steps for LPS and CPRL

2 Earned Autonomy Framework

Earned Autonomy Framework: Background

- **2014:** LPS implemented an **Open Architecture Model (OAM)** as a key aspect of their Turnaround Plan
 - School-level **autonomy** was a key driver of turnaround under the OAM

Phase I

- **January 2020:** LPS engaged the **Center for Public Research and Leadership** to codify the OAM into an **Earned Autonomy Framework (EAF)**
- **June 2020:** The LAE approved the EAF, a school performance and improvement tool

Phase II

- **February 2021:** LPS convened two working groups to support implementation of the EAF
 - Applied Autonomies Working Group
 - Target Setting Working Group

Earned Autonomy Framework: Purpose

Build the district's and school's capacity for school improvement based on data

Proactively identify schools in need of support and intervention

Provide useful and nuanced information on school strengths and challenges to support planning

Honor autonomy as a component of improvement

Allow annual designation of schools to help the district and schools identify autonomies and supports

Performance Framework

The Earned Autonomy Framework gives schools scores in action areas based on whether they met targets across the areas' component indicators.

LAWRENCE PUBLIC SCHOOLS - EARNED AUTONOMY FRAMEWORK

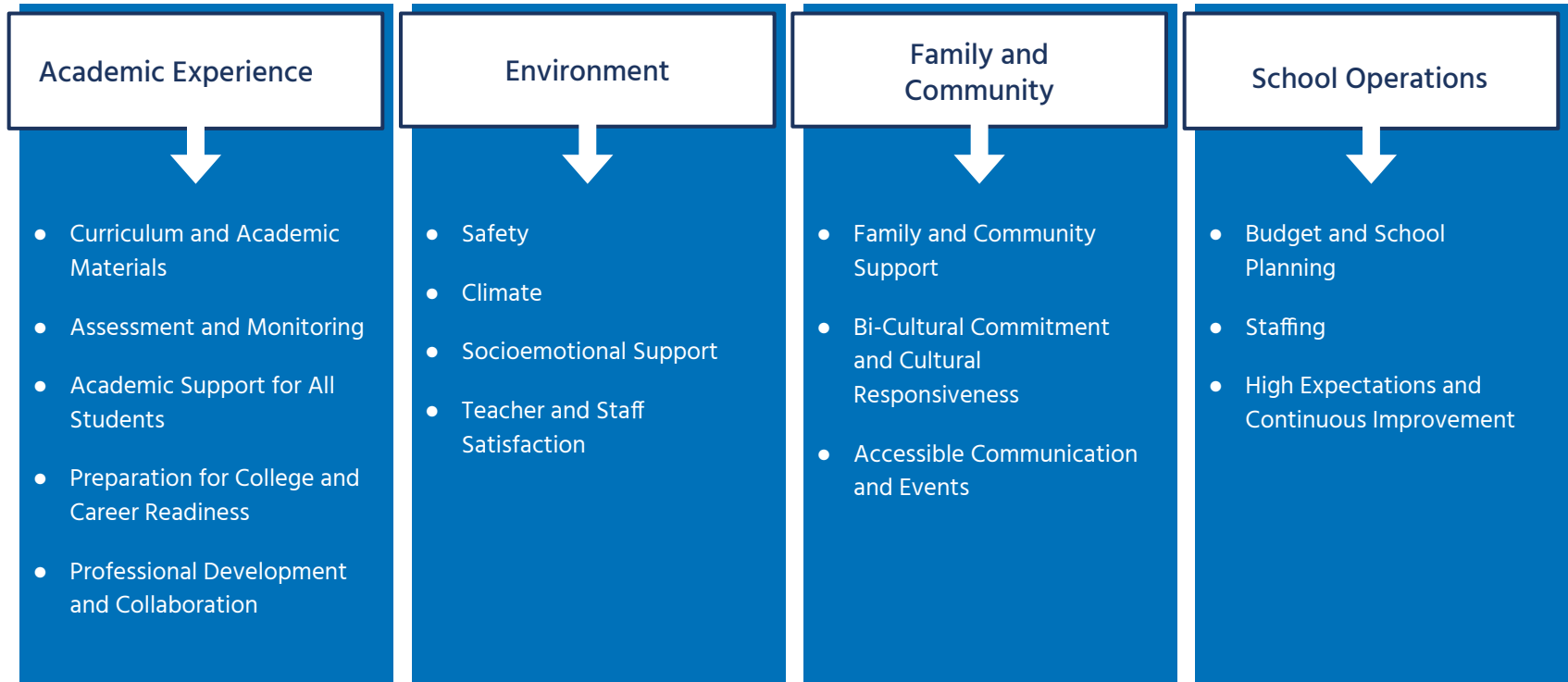
Deliver a rigorous and culturally responsive curriculum and high-quality instruction that addresses the needs of diverse learners

(Academic Experience)

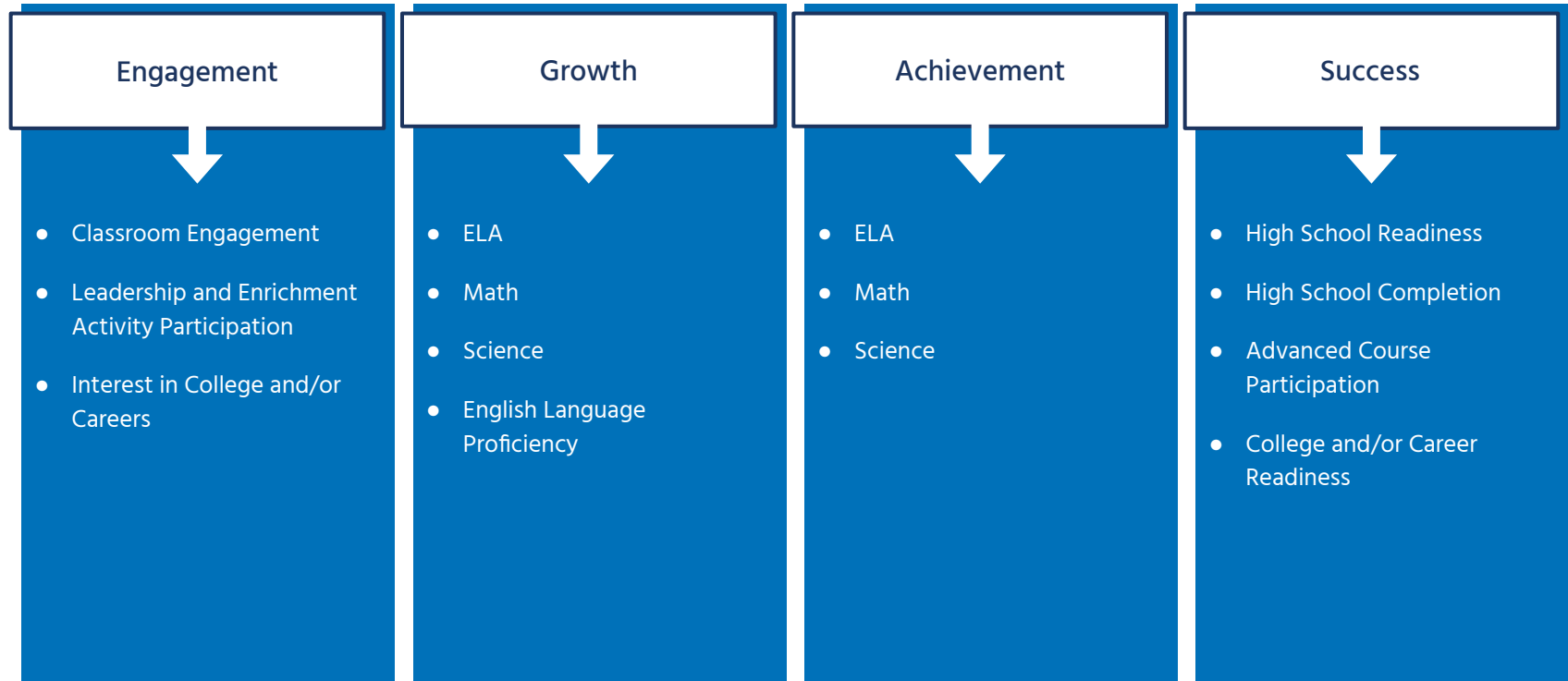


Actions	Indicator	Data Collection Tool	School Type	Prior Value	Current Value	Current Target	Prior Score	Current Score
Curriculum and Academic Materials								
Implement a rigorous curriculum that reflects the needs and priorities of teachers, students, and the community	Extent to which curriculum is aligned across grades, with content standards, and with instructional materials and practices	Quality Review	All					
Provide instruction and materials that are responsive to diverse cultures and backgrounds	Use of instructional practices and materials that are responsive to diverse cultures and backgrounds	Student Survey; Teacher and Staff Survey	All					
Assessment and Monitoring								
Assess students consistently	Assessment participation rate	DESE Administrative Records	All					
	Assessment participation rate for ELs	DESE Administrative Records	All					
	Assessment participation rate for students with disabilities	DESE Administrative Records	All					
Monitor student progress consistently and utilize data to improve instruction	Extent to which (i) there is a progression between assessments, (ii) assessment practices reflect the use of ongoing checks for understanding and student self-assessment, and (iii) instructional materials are refined based on student work and data	Quality Review	All					
Academic Support for All Students								
Maintain high academic expectations for all students	Percentage of students who report that they feel challenged at school and teachers expect them to do their best	Student Survey	All					
Provide appropriate teachers, staff, and services to support all students	Percentage of teachers and staff who report that students with disabilities (i) receive the services specified in their IEPs and (ii) are able to meaningfully participate in general education settings	Teacher and Staff Survey	All					
	Percentage of teachers and staff who report that (i) ELs receive appropriate English language services based on their English proficiency level and (ii) classroom instruction ensures ELs have equitable access to grade-level academic content	Teacher and Staff Survey	All					

Domains and Indicators: Process



Domains and Indicators: Outcomes



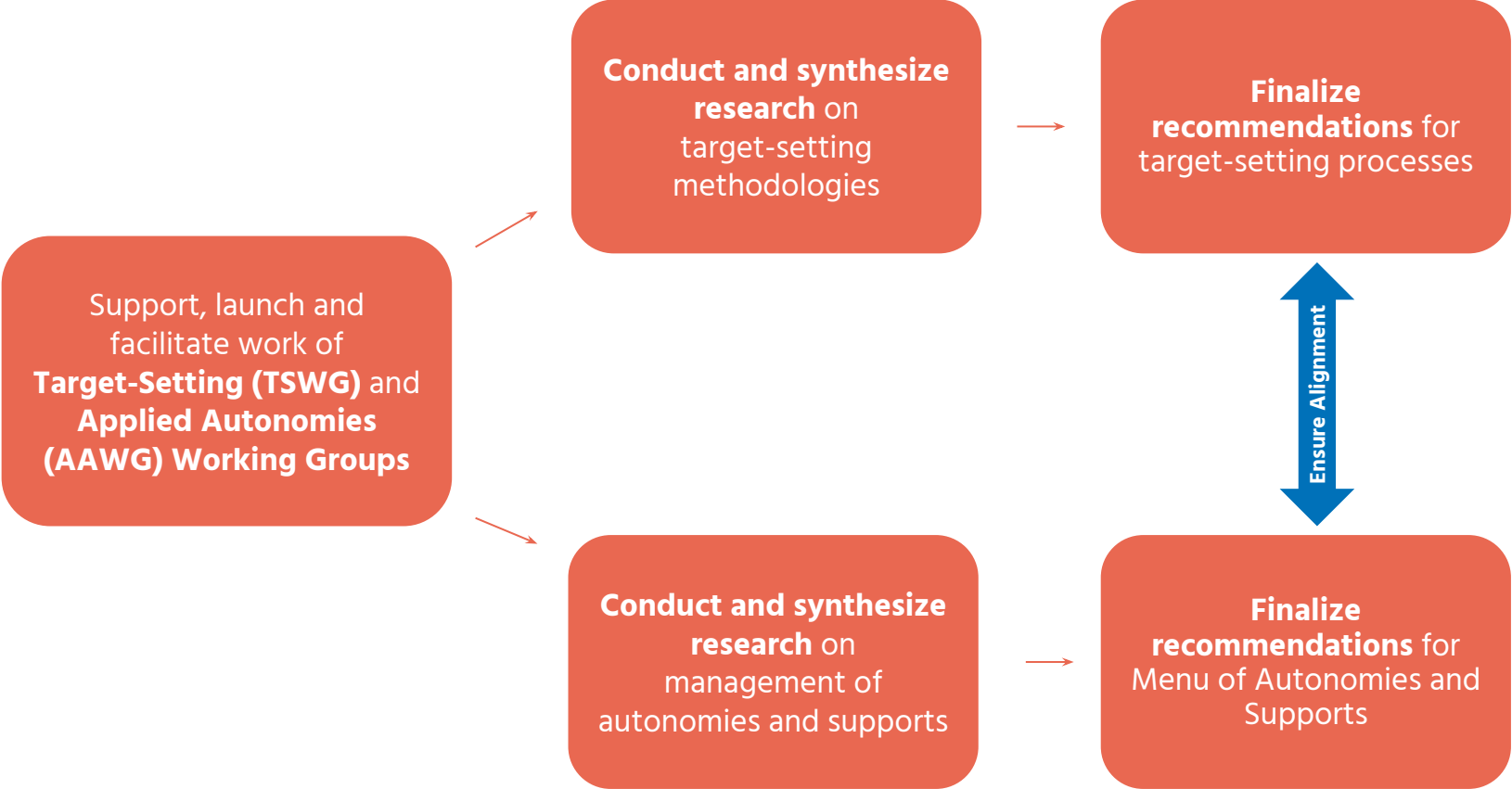
Performance Scoring

Overall Performance (YEAR-YEAR Academic Year)				
Domains	Score (0 - 4)			
Academic Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared for Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exceeded Target
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Met Target
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improved but Below Target
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No Change and Below Target
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Declined

3 Phase II: Working Groups and Implementation

Phase II: Preparing for Implementation



Phase II: Jan - Aug 2021

Gathering Stakeholder Input and Views



**4 AAWG &
4 TSWG
Meetings**



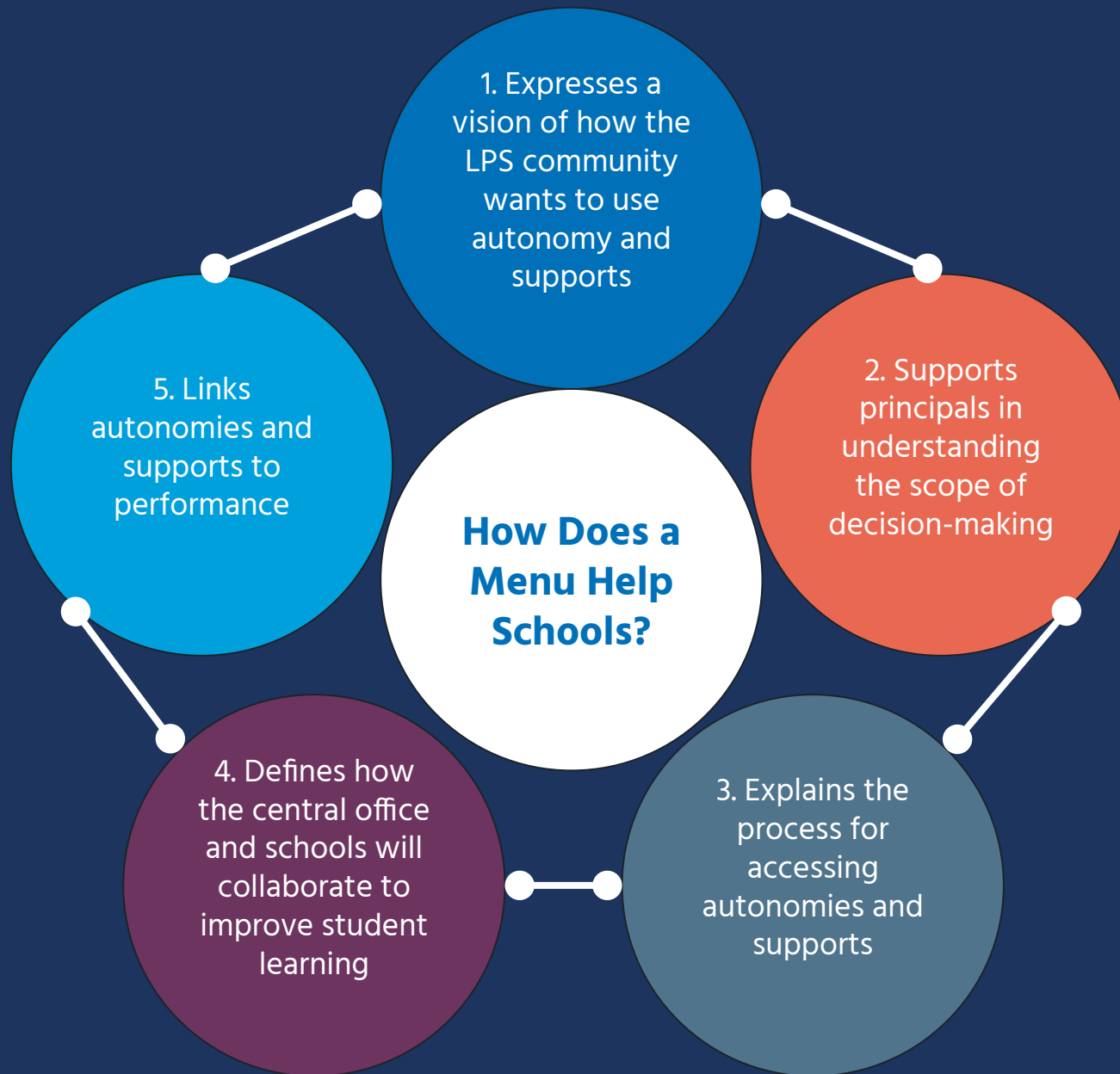
**10+
Interviews**



**6+
Stakeholder
Meetings**

Ongoing collaboration with LPS principals and other stakeholders

4 Menu of Autonomies and Supports



Proposed Areas of Autonomy at LPS:



Curriculum & Assessment



Staffing



Professional Development



Budget



Schedule & Calendar



School Culture and Policies

Based on CPRL's research of other districts, LPS practice, and WG feedback

Proposed Designations - Autonomies & Supports

Succeeding

✓ Scores a 3 (Met Target) or 4 (Exceeded Target) on all domains

Developing

✓ Scores a 2 (Improved but Did Not Meet Target) or above on six or more of the eight domains

Focus

✓ Scores a 0 (Declined) or 1 (No Change but Failed to Meet Target) on 3 or more domains

Overall Performance (YEAR-YEAR Academic Year)	
Domains	Score (0 - 4)
Academic Experience	██████████
School Environment	██████████
Family and Community Engagement	██████████
School Operations	██████████
Student Engagement	██████████
Student Growth	██████████
Student Achievement	██████████
Prepared for Success	██████████

Overall Performance (YEAR-YEAR Academic Year)	
Domains	Score (0 - 4)
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Student Achievement	██████████
Prepared for Success	██████████

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School Operations	██████████
Student Engagement	██████████
Student Growth	██████████
Student Achievement	██████████
Prepared for Success	██████████

Proposed Designations - Autonomies & Supports

Succeeding	Developing	Focus
Schools have full autonomy	Schools have either full or guided autonomy	Schools have limited autonomy. District approves plans.
		Focus supports
Developing supports		
District standard supports		

School Autonomies: The Layout

Schools can...	Conditions	Process of Implementation	Autonomies and Supports by Designation		
			Succeeding	Developing	Focus
Select, replace, and supplement curricular materials and instructional practices to best meet student learning needs and instructional practices.	1. Curriculum must align with Massachusetts Frameworks 2. Curriculum must have supports for English learners, students with disabilities, and other high-need students	Schools should notify XXX and XXX of intent to exercise autonomy in curriculum and assessment. Schools submit a curriculum and assessment plan to XXXXX during the school planning process, depending on their designation, and may need approval depending on their designation. Schools should be aware of potential budget consequences for their decision.	Schools have complete autonomy, subject to conditions, to choose curricula	Schools can request Curriculum and Instruction Dept. to identify appropriate curricula	Curriculum and Instruction Dept. selects appropriate curricula in discussion with school
				Focus Supports: District provides coaching to build capacity on selection and implementation	
				Developing Supports: District provides additional coaching on curriculum selection as requested	
			Standard District Supports: Provide a menu of approved/recommended curricula District funding may be available for approved curricula		

“Schools Can...”

Schools can...

Select, replace, and supplement curricular materials and instructional practices to best meet student learning needs and instructional practices.

Delineates decisions that schools/ principals can make for themselves.

This can also be seen as a description of how the autonomy works.

“Conditions”

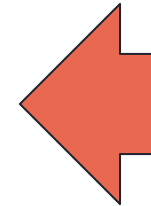
Schools can...	Conditions
<p>Select, replace, and supplement curricular materials and instructional practices to best meet student learning needs and instructional practices.</p>	<ol style="list-style-type: none"> 1. Curriculum must align with Massachusetts Frameworks 2. Curriculum must have supports for English learners, students with disabilities, and other high-need students

Establishes the conditions that shape or limit the practice of this autonomy.

These are often non-negotiable rules set by the district and state.

“Process of Implementation”

Schools can...	Conditions	Process of Implementation
<p>Select, replace, and supplement curricular materials and instructional practices to best meet student learning needs and instructional practices.</p>	<ol style="list-style-type: none"> 1. Curriculum must align with Massachusetts Frameworks 2. Curriculum must have supports for English learners, students with disabilities, and other high-need students 	<p>Schools should notify XXX and XXX of intent to exercise autonomy in curriculum and assessment. Schools submit a curriculum and assessment plan to XXXXX during the school planning process, depending on their designation, and may need approval depending on their designation. Schools should be aware of potential budget consequences for their decision.</p>



Explains how schools need to interact with the district in order to exercise this autonomy.

The process often involves submitting a plan to the central office.

“Autonomies”

References the level of autonomy available to each designation

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Autonomies and Supports by Designation		
Succeeding	Developing	Focus
Schools have complete autonomy, subject to conditions, to choose curricula	Schools can request Curriculum and Instruction Dept. to identify appropriate curricula	Curriculum and Instruction Dept. selects appropriate curricula in discussion with school

“District Supports”

Explains supports provided by the district for all schools and specific designations

Schools can...	Conditions	Process of Implementation	Autonomies and Supports by Designation		
			Succeeding	Developing	Focus
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School Autonomies: The Layout

Schools can...	Conditions	Process of Implementation	Autonomies and Supports by Designation		
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5 Implementation of Autonomies and Supports

Proposed Designations - Autonomies & Supports

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- ✓ Scores a 3 (Met Target) or 4 (Exceeded Target) on all domains

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Student Achievement	████████
Prepared for Success	████████

Developing

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Overall Performance (YEAR-YEAR Academic Year)	
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Academic Experience	██████
School Environment	██████
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School Operations	██████
Student Engagement	██████
Student Growth	██████
Student Achievement	██████
Prepared for Success	██████

Focus

- ✓ Scores a 0 (Declined) or 1 (No Change but Failed to Meet Target) on 3 or more domains

Overall Performance (YEAR-YEAR Academic Year)	
Domains	Score (0 - 4)
Academic Experience	███
School Environment	███
Family and Community Engagement	███
School Operations	███
Student Engagement	███
Student Growth	███
Student Achievement	███
Prepared for Success	███

1

Fall



LPS

- **Develops a district-wide strategy** for using autonomies and supports to improve learning outcomes under the Earned Autonomy Framework (EAF)
- **Circulates a menu of autonomies and supports** available to schools
- **Sets standards for school designations:** Succeeding, Developing, Focus

2

January



Schools receive preliminary scores on EAF and preliminary designations

3

February-March



Schools reflect on scores and submit an application for autonomies and supports based on designation

4

March



Schools and LPS collaborate to determine autonomies and supports based on designation, Framework performance, other school data, and School Operating Plans

5

May-June



Principals and LPS revisit designation and preliminary award of autonomies and supports based on year-end data

6

September



Principals and LPS conduct a leveling review based on additional data, as needed

6 Recommendations

Recommendations: Earned Autonomy Framework

- ❑ Develop a **comprehensive communication plan** that presents the EAF, the Menu, and the implementation plan and processes
- ❑ Consider **changing the name** of the Earned Autonomy Framework
- ❑ Adopt a **phased implementation** approach considering the significance of the initiative and the challenges of transitioning out of remote learning
- ❑ Provide **training** for district staff and principals on the EAF
- ❑ Identify a **point person** to manage the implementation of the EAF
- ❑ Consider creating a **Principals Steering Committee** to work with the district on implementation and building buy-in

Recommendations: Menu of Autonomies and Supports

- ❑ **Adopt the Menu of Autonomy and Supports** -- built around guided autonomy in 6 key areas and identified supports
- ❑ Implement a **school designation system** based on performance
- ❑ Develop a **process of managing the autonomies** that aligns with existing (or revised) planning processes to ensure effectiveness and efficiency and alignment with district and school goals
- ❑ Include **school self-assessment** on EAF performance as part of the designation and planning process
- ❑ Create a process for **reviewing and revising the Menu** based on changing needs
- ❑ **Train relevant central staff** to support the implementation of the Menu
- ❑ Ensure that the autonomies and supports are **managed to build school capacity** to make strategic, data-driven decisions to **improve student learning**

7 Next Steps

Next Steps: Tasks

- ❑ Clarify the supports and integrate additional supports as needed
- ❑ Better define the scope of budget autonomy and how it affects other areas of autonomy
- ❑ Complete and finalize the implementation plans defined in the menu
- ❑ Consider tailoring a process and menu specific to Lawrence High School and the academies
- ❑ Identify processes for streamlining the planning and application process on Autonomies and Supports
- ❑ Support the development of a pilot of the EAF
- ❑ On-going work on the target-setting process

Next Steps: Timeline

June - July 2021

- Collaborate with principals and LPS to clarify Menu and Implementation
- Collaborate with principals and LPS to build out target-setting process and pressure test framework

August 2021

- Present final recommendations to LAE: Menu of Autonomies and Supports; Implementation Processes; and Target-Setting Processes

