Earned Autonomy Framework: Status Report and Recommendations

LAE Meeting

June 2022

Objectives

1 Provide an **overview** of the Earned Autonomy Framework

2 Discuss EAF **progress and status**

3 Provide overview on ongoing stakeholder engagement

4 Share **revisions** to the EAF based on stakeholder feedback

5 Lay out **next steps**
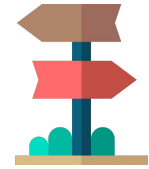
COLUMBIA UNIVERSITY
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Earned Autonomy Framework: An Overview

Earned Autonomy Framework: Purpose

The LPS Earned Autonomy Framework is a locally responsive performance management tool developed and approved in Spring 2020

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 assessment of schools to help the district and schools identify autonomies and supports

Earned Autonomy Framework: Progress

Where We've Been

2020:
- LAE approved the **Earned Autonomy Framework**, a school performance measurement and improvement tool, designed by CPRL

Summer - Fall 2021:
- CPRL **presented recommendations to the LAE** on Menu of Autonomies and Supports and proposed an implementation of the EAF over several years

Where We Are

Spring 2022:
- CPRL and LPS Leadership **reviewed the EAF dashboard** to ensure alignment with **Turnaround Plan and SQR**

- LPS convened the **Implementation and Pilot Team (IPT)** to collaborate with principals and revise the EAF to **strengthen applicability and relevance by grade-band and student population**

The Team

LPS Lead: Melissa Spash

The IPT Team of Principals

- *Early Childhood:* Lisa Conran, Maura Bradley-Gnanou
- *Elementary Schools:* Alex Rock, Ethel Cruz, Maria Calobrisi, Lori Butterfield
- *Middle Schools:* Cheryl Merz, Kevin Qazilbash
- *High Schools:* Gerry Acosta, Melissa Melendez
- *Specialized Schools:* Arlene Reidinger, Dan Rasanen
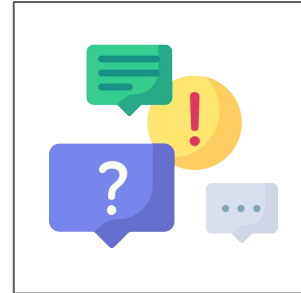
CPRL Team:

- Elizabeth Daniel
- Poorvaja Sundar
- Ruchita Pongulati
- Chloe O'Neill
- Brianna Zimmerman
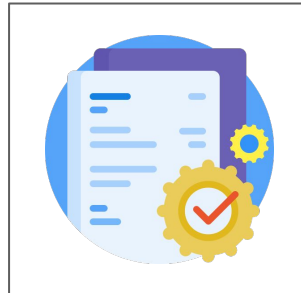
Where We're Going

Streamline the EAF to create a more **accessible framework for all grade-bands and student populations**
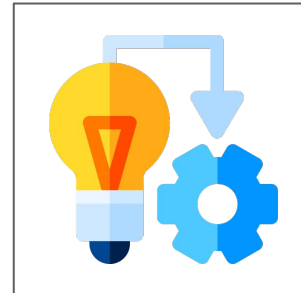

Engage with IPT principals on **accuracy** of dashboard results and identify **implications** for autonomies and supports

Refine the **scope of the Menu of Autonomies and Supports**

Plan **phased implementation** of revised EAF and Menu of Autonomies and Support for SY 2022-23 and SY 2023-24
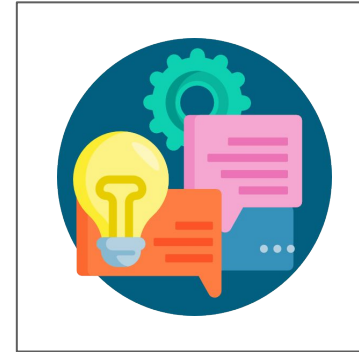
Revised Framework: EAF 2.0

Collaborating with Stakeholders

Meetings with PAC, principal groups, and teacher and staff union reps

3 rounds of pilot testing meetings & ongoing collaboration with 10+ LPS principals

Weekly meetings with LPS leadership team

Meetings with principals, teacher/staff reps to test proposed surveys

Key Revisions to the Framework

1 Adapted the EAF with indicators specific to each grade-band

Early Childhood:
Adding of DIBELs data, focus on play and learning, space and furnishings, and classroom support

Elementary/Middle:
Adding of DIBELs, removal of indicators specific to high school success and others, SEL additions

High:
Adding success indicators on career pathways, credit recovery, and on-track; adding SEL indicators

2 Adapted the EAF to be more responsive to specialized schools, for example

Special needs, newcomers, alternative schools:
Responsive graduation and completion measures, re-engagement measures, academic credit growth, responsive language measures, and removing irrelevant measures

3 Streamlined the EAF with an increased inclusion of SQR: considerable weight to SQR ratings and alignment of EAF's process domains with SQR indicators

4 Revised student and teacher surveys; updated the dashboard with the new SQR data and family survey responses

5 Designed multiple models that can be used to measure overall performance of each school by the district and schools

What's Next?

Vision for Summer 2022

1 Populate school dashboards with data to test the different dashboard models that have been designed

2 Pilot and finalize dashboard models that will communicate information on EAF performance accurately, comprehensively, and effectively to the district and schools

3 Improve understanding of currently available supports and autonomies
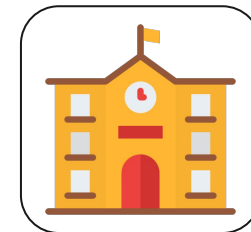
Proposed EAF Implementation Plan

Period: SYs 2022-23 and 2023-24

SY 2022-23: Roll out EAF and Preliminary School Designations

Fall
- Finalize EAF indicators and dashboard based on 21-22 Spring-Summer experience
- Populate each school's individual dashboard
- Share data and communicate with school leaders about inference of performance under the framework
- Test implications of autonomies and supports

Spring
- Align EAF processes with school planning processes
- Identify school designations based on EAF
- Revise Menu of Autonomies and Supports, as needed

SY 2023-24: Roll out the Menu of Autonomies and Supports