

Building LPS an Earned Autonomy Framework

February 5, 2020

Agenda

- 1 Introduction to CPRL and Evolutionary Learning
- 2 Earned Autonomy Framework Overview
- 3 Q&A Session

1 Introduction to CPRL and Evolutionary Learning

Our Mission



Revitalize
PK-12
Education

Reinvent
Professional
Education

Our Goals and Approach

The Center for Public Research and Leadership (CPRL) was founded in 2011 to address the talent and leadership gap that threatens the capacity for change in U.S. public education.

- CPRL fills this gap by immersing talented upper-level graduate students from business, education, law, and policy schools across the country in the study and practice of PK-12 organizational design, democratic accountability, continuous improvement, and transformation.
- CPRL mobilizes professionally supervised teams of these exceptional graduate students to provide high-quality, actionable, and affordable consulting support to transformative PK-12 organizations.
- This rigorous experiential training in turn prepares our graduates to be the next generation of leaders of the nation's school systems and allied organizations. Most CPRL graduates assume management positions in PK-12 organizations, often with former CPRL clients.

Our Service Offerings



Planning and Evaluation for Improvement

Constant, rapid improvement driven by diagnostic evaluation and structured problem-solving



Stakeholder Engagement

Deeply participatory engagement of families and others in improvement steps



Strategic and Management Support

Strategic planning, management, governance, and implementation support



Qualitative Assessment

Tools and processes for qualitative appraisal of educators, schools, and education-sector organizations



Research and Program Evaluation

Quantitative and qualitative applied research for formative and evaluative purposes



Legal and Policy Analysis

Legal, policy, and advocacy strategies and research for meaningful change

Our Clients

Since 2011, CPRL has provided consulting support to over 100 PK-12 education and related organizations across the United States.

- **State Departments of Education**
Connecticut, Louisiana, New Mexico, Nebraska, New York, Rhode Island, Tennessee, Wisconsin
- **School Districts**
Camden, Cleveland, Lake County (FL), Newark, New York City, Tulsa, Washington, D.C.
- **Charter School Organizations**
Community Roots Charter School, Newark Charter School Fund, Phoenix Collegiate Academies, ROADS Charter High Schools
- **Advocacy, Community-Based, and Support Organizations**
America Achieves, Appleseed New York, Military Children Education Coalition, Raise Your Hand Texas
- **Foundations**
Centerbridge, Bill & Melinda Gates, Stuart, Walton Family, ZOOM

What is Evolutionary Learning?

A disciplined way to improve by learning rapidly from the carefully observed experience of people closest to the problem to be solved.

How is Evolutionary Learning Practiced?

Treat strategy and everyday actions as hypotheses about how to achieve desired impact to be tested and improved upon.



- Define success and say what you plan to do to succeed



- Measure whether your actions and results match expectations



- Study gaps between expectations and results to find ways to improve

2 Earned Autonomy Framework Overview

The Background: Turnaround Growth and the Open Architecture Model

- LPS transitioned to an “open architecture” management structure under former state-appointed Superintendent Jeff Riley. Under this approach, LPS:
 - Maintains rigorous district-wide performance standards; and
 - Provides schools with autonomy, supports, and interventions based on a school’s individualized needs.
- Employing this innovative system, LPS has experienced significant growth in student achievement measures.



The Need: Comprehensive School Snapshots to Empower Localized Decision-making

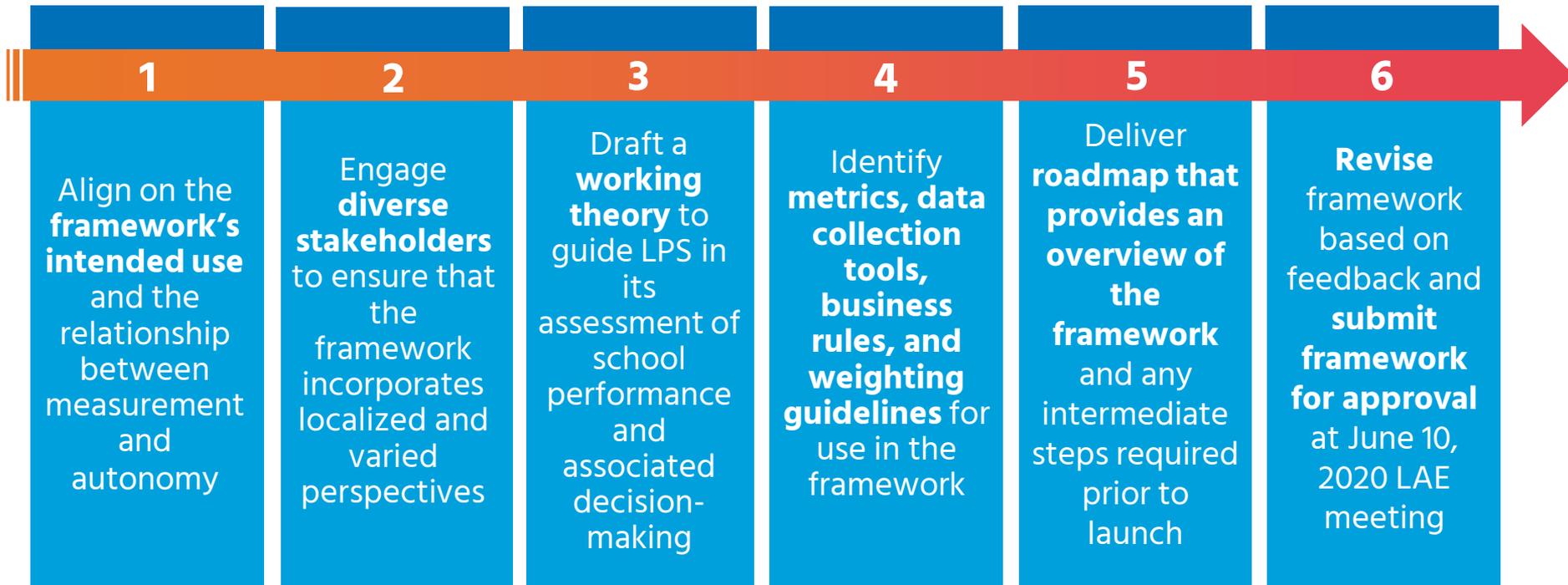
- Throughout the turnaround period, LPS has relied on metrics published in DESE's annual School Profiles to make data-driven decisions.
- However, given the innovative use of the open architecture model in LPS, the district needs a **localized framework to support LPS leaders** in making data-driven choices that:
 - **Account for the local characteristics and conditions** of schools that promote student learning and community engagement;
 - **Support student growth** (with a focus on high-needs subgroups); and
 - **Prepare the district to reassume local control** of schools at the conclusion of the receivership.



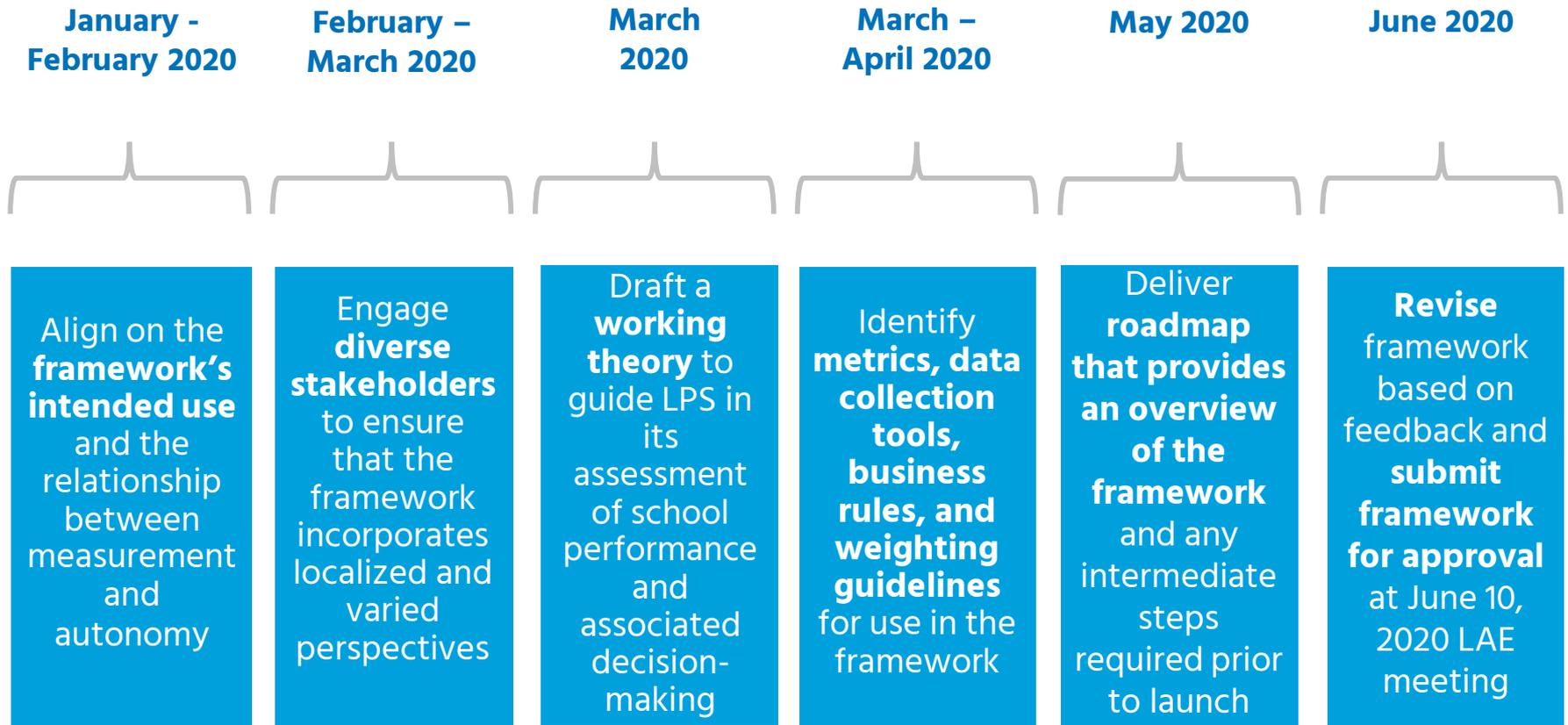
In close collaboration with Lawrence leaders, educators, community members, and other stakeholders, CPRL will build an **Earned Autonomy Framework** that enables Lawrence to collect, analyze, and act upon school-level data needed to support decisions around autonomies, supports, and interventions.

Overview of Project Milestones

Gather and incorporate **feedback** from the LAE Board and LPS in order to ...



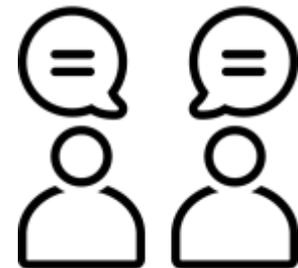
Proposed Timeline



Commitment to Robust Stakeholder Engagement

Input from a broad cross-section of stakeholders will be essential to the building of the framework. While partnering with LPS, CPRL will:

- **Learn from the localized expertise** of individuals and organizations accountable for, responsible for, and impacted by the framework;
- **Include historically underrepresented voices** by proactively addressing how norms, timelines, and methods of engagement may elevate certain voices over others;
- **Clearly communicate** how the framework will incorporate insights gleaned from diverse local stakeholders; and
- **Iteratively revise** the framework in response to feedback.



3 Q&A Session

