Moving Your Numbers

Families & Parents & their schools (including regional state overall implementation level of the strategies and is described by Reeves (2006) as an inquiry process that is the most critical component of district and school

To what degree are parents/families empowered to:

- Work with the school or teacher(s) to monitor the implementation of focused instructional strategies and the effects on changes in students' academic, social, and behavioral growth?
- Support principals in actively participating in collegial discussions around instruction and its effects on student learning?
- Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable and used by all districts in the state to continually support higher levels of learning for all students?

Do what parents & families are empowered to:

- Provide information to the district, school, or teacher(s) about what actions they are working to improve their child's learning?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-distributed goals have been met?
- Participate in district or school professional learning opportunities?
Moving Your Numbers

Parents & their schools (including regional agencies) (includinG reGional agencies)

Robinson (2008) identifies goal setting as one of the most critical school leadership responsibilities. They also recommend that the strategies be targeted on specific areas of low performance and phased in over time. Patterson, et al. (2008) notes, “a few behaviors can drive a lot of change… then they must be allowed and encouraged to focus on a few critical things well.” If asked, “What are the district or school improvement initiatives?” most teachers and administrators often cannot articulate them. Reeves (2006) referred to what degree are parents/families empowered to:

To what degree are parents/families empowered to:

Contribute to the identification of focused district goals for improving instruction and achievement?

Support the district in reaching district-wide goals?

Participate in activities related to school-level strategies designed to reach district goals?

Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?

Offer feedback to school and district officials on the relevance of district goals and school-level strategies in reaching their child’s instructional needs?

To what degree do schools and their districts:

Use a data-driven needs assessment to develop a limited number of focused goals, and measurable strategies and actions, directly related to addressing the district’s greatest needs related to instruction and achievement?

Identify goal setting as an important leadership responsibility?

Ensure that all schools in the district align their work with district-established goals and strategies?

Reflect in district goals that the core work and priority of the district is to improve teaching and learning?

Use a data-driven needs assessment to develop a limited number of focused goals, and measurable strategies and actions, directly related to addressing the district’s greatest needs related to instruction and achievement?

Ensure that all schools in the district align their work with district-established goals and strategies?

Reflect in district goals that the core work and priority of the district is to improve teaching and learning?

To what degree do state education agencies (SEAs):

To what degree are parents/families empowered to:

Contribute to the identification of focused district goals for improving instruction and achievement?

Support the district in reaching district-wide goals?

Participate in activities related to school-level strategies designed to reach district goals?

Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?

Offer feedback to school and district officials on the relevance of district goals and school-level strategies in reaching their child’s instructional needs?

To what degree do schools and their districts:

Use a data-driven needs assessment to develop a limited number of focused goals, and measurable strategies and actions, directly related to addressing the district’s greatest needs related to instruction and achievement?

Ensure that all schools in the district align their work with district-established goals and strategies?

Reflect in district goals that the core work and priority of the district is to improve teaching and learning?

To what degree do state education agencies (SEAs):

To what degree are parents/families empowered to:

Contribute to the identification of focused district goals for improving instruction and achievement?

Support the district in reaching district-wide goals?

Participate in activities related to school-level strategies designed to reach district goals?

Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?

Offer feedback to school and district officials on the relevance of district goals and school-level strategies in reaching their child’s instructional needs?

To what degree do states & their education systems:

Focus and align their collective work to effectively support all district’s, schools, and teachers in improving instructional practice and student learning?

Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?

Provide tools, products, and other services that facilitate focused goal setting by all districts, all schools, and teachers.

Establish mechanisms for providing high-quality and consistent support – including facilitating and professional development – to all schools in the state in developing a limited number of focused goals directly related to district identified needs in the area of instruction and student learning?

To what degree do districts and their schools:

Use a data-driven needs assessment to develop a limited number of focused goals, and measurable strategies and actions, directly related to addressing the district’s greatest needs related to instruction and achievement?

Ensure that district’s publics and priorities of the district in improving teaching and learning?

Gauge their child’s performance in response to teachers’ implementation of focused instructional practices?

Understand the need for full implementation of focused instructional practices?

Actively maintain a focus on improving instructional practice and student learning?

Ensure that professional development is directly related to the identified instructional practices chosen for improvement?

Actively maintain a focus on improving instructional practice and student learning?

Ensure that professional development is directly related to the identified instructional practices chosen for improvement?

To what degree do states & their education systems:

Focus and align their collective work to effectively support all district’s, schools, and teachers in improving instructional practice and student learning?

Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?

Provide tools, products, and other services that facilitate focused goal setting by all districts, all schools, and teachers.

Establish mechanisms for providing high-quality and consistent support – including facilitating and professional development – to all schools in the state in developing a limited number of focused goals directly related to district identified needs in the area of instruction and student learning?

To what degree do state education agencies (SEAs):

To what degree do states & their education systems:

Focus and align their collective work to effectively support all district’s, schools, and teachers in improving instructional practice and student learning?

Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?

Provide tools, products, and other services that facilitate focused goal setting by all districts, all schools, and teachers.

Establish mechanisms for providing high-quality and consistent support – including facilitating and professional development – to all schools in the state in developing a limited number of focused goals directly related to district identified needs in the area of instruction and student learning?

To what degree do district and their schools:

Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?

Take steps to build a common language among all staff so that everyone has a shared understanding of high-quality instructional practices?

Ensure full access to challenging content aligned with rigorous standards for all students and student groups?

Ensure the use of prevention/intervention strategies is implemented consistently at all levels, rather than separate for, the district’s instructional program?

Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher-level?

Provide for the system-wide use of collaboratively developed classroom formative assessment as part of the instructional process?

Provide educational opportunities for schools to learn from each other, for principals to learn from each other, and for teachers to learn from each other?

To what degree are parents/families empowered to:

Support the delivery of instruction to their children in segregated areas?

Participate in the implementation of focused instructional strategies?

Understand the need for full implementation of focused instructional strategies?

Understand what full implementation of focused instructional practices looks like?

Gauge their child’s performance in response to teachers’ implementation of focused instructional practices?
What Matters Most: Key Practices Guide

KEY PRACTICE 2: FOCUS YOUR GOALS

After what is described as the new initiatives undertaken in the past two years, most teachers and administrators would declare that initiatives, often discussed-

Moving Your numbers

another way, are tools that can help improve student performance. The authors also acknowledge that some districts have had mixed success in realigning their instructional practices and that the implementation of effective “non-negotiable” practices.

Moving Your numbers

Parents &

Considerations

For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

To what degree do state education agencies (SEAs): 
- Focus and align their collective work to effectively support all districts, schools, and teachers in improving instructional practices and student learning?
- Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?
- Provide tools, products, and/or services that facilitate focused goal setting by all districts, schools, and teachers.
- Provide tools, products, and/or services that facilitate the development of consistent state and school plans that are used in all districts, schools, and classrooms?
- Establish mechanisms or processes to help district officials understand the current state of their child’s classroom instruction and school-level strategies designed to focus on the specific needs of students with disabilities?

To what degree do districts and their schools: 
- Use data-driven processes to develop a limited number of focused goals and measurable strategies and actions, directly related to achieving the district’s greatest needs related to instruction and achievement?
- Reflect in district goals that the core work and priority of the district is to improve teaching and learning?
- Enforce or establish their district’s alignment with high-quality instruction and achievement?
- Directly related to addressing the district’s greatest needs related to instruction and achievement? 
- Engage the larger community, including board members, in establishing and sustaining a focus on district-wide goals?
- Make intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals?

To what degree do parents/families empower to: 
- Contribute to the identification of focused district goals for improving instruction and achievement?
- Support the district in reaching district-wide goals?
- Participate in activities related to school-level strategies designed to reach district goals?
- Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?
- Offer feedback to school and district officials on the relevance of district goals and school-level strategies in meeting their child’s instructional needs?

What Matters Most: Key Practices Guide

KEY PRACTICE 3: SELECT AND IMPLEMENT SHARED INSTRUCTIONAL PRACTICES

Over the last several decades, the research on effective instructional practices has demonstrated that “not all instructional strategies are equal.” (Van Zumeren, F., & Denham, S., 2001) A review synthesized in this way has also shown that, while instructional practices that improve student learning across all academic areas are effective, limited benefits can arise if districts choose to adopt a variety of instructional practices and then allow teachers to develop a clear set of expectations for their use in the specific contexts of schools. In a way, the problem is not that of “top-down” innovation, but rather the lack of alignment between the core work and priority of the district and the implementation of effective, “non-negotiable” instructional practices.

To what degree do state education agencies (SEAs): 
- Make their primary role to be helping all districts in their state improve the quality of instruction provided to all students?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work internally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Establish a statewide system of support intentionally designed to provide consistent, high-quality technical assistance to all districts in the state to improve instructional practice and student learning?
- Evaluate the degree to which SEA office activities are targeted on specific areas of low performance and phased in over time?
- Recognize district systems for student-wide improvement efforts that have a positive affect on all students and student groups?

To what degree do districts and their schools: 
- Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?
- Take steps to build a common language among all staff so that all collectively high-quality instructional practices are frustrated?
- Ensure full access to challenging content aligned with rigorous standards for all students and student groups?
- Ensure that the use of prevention/intervention strategies is implemented consistently at all levels, rather than separate from, the district’s institutional process?
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher-level?
- Provide for the state-wide use of collaboratively developed common classroom formative assessment as part of the instructional process?

Considerations

For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

To what degree do parents/families empower to: 
- Support the delivery of instruction to their children in diversified areas?
- Support the implementation of focused interventions to support the instructional process?
- Work with their child’s teacher(s) in using common classroom formative assessment to gather and provide feedback to the child’s level of understanding and application of content learned?

To what degree are parents/families empowered to: 
- Participate in the implementation of focused instructional practices?
- Understand the need for full implementation of focused instructional practices?
- Understand what full implementation of focused instructional practices looks like?
- Gauge their child’s performance in response to teachers’ implementation of focused instructional practices?
What Matters Most: Key Practices Guide

**KEY PRACTICE 2: FOCUS YOUR GOALS**

**What matters most to leaders is the focus of improvement efforts for students, schools, and districts.**

**CONSIDERATIONS**
For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

**ROLE**
State Education Agencies (in collaboration with...)

To what degree do state education agencies (SEAs):  
- Focus and align their collective work to effectively support all districts, schools, and teachers in improving instructional practice and student learning?  
- Support the implementation of instructional improvement and student learning?  
- Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?  
- Provide tools, products, and/or services that facilitate focused goal setting by all districts, all schools, and all teachers?  
- Provide tools, products, and/or services that facilitate the development of coherent district-wide and school plans?  
- Establish mechanisms for providing high-quality and consistent support (including professional development) and professional development across the district in the state in developing a limited number of focused goals directly related to district-identified needs in the area of instruction and student learning?

**To what degree do districts and their schools:**
- Use a data-driven process to develop a limited number of focused goals, measurable strategies and actions, directly related to achieving the district's greatest needs related to instruction and student learning?  
- Reflect in district data that the work of the district is in progress (ie, teaching and learning learning)?  
- Engage all schools in the district in aligning their work with district-wide established goals and strategies?  
- Identify goal setting as an important leadership responsibility?  
- Develop a coherent district-wide plan to support district goals and ensure that each school develops a building design plan aligned to district goals?  
- Make intentional decisions to ensure resource (fiscal, material, personnel) across the district to meet district-wide goals?  
- Screen, intervene, select, and provide ongoing support to staff based on district-wide goals?  
- Engage the larger community, including based members, in establishing and sustaining a focus on district-wide goals and action plans?

**To what degree are parents/families empowered to:**
- Contribute to the identification of focused district goals for improving instruction and achievement?  
- Support the district in reaching district-wide goals?  
- Participate in activities related to school-level strategies designed to reach district goals?  
- Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?  
- Offer feedback to school and district officials on the relevance of district goals and school-level strategies in meeting their child’s instructional needs?

**What Matters Most: Key Practices Guide**

**KEY PRACTICE 3: SELECT AND IMPLEMENT SHARED INSTRUCTIONAL PRACTICES**

**To what degree do state education agencies (SEAs):**
- Make their primary role to be helping all districts in the state improve the quality of instruction provided to all learners?  
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work internally designed to increase the capacity of all districts to improve instructional practices and student learning?  
- Establish a statewide system of support intentionally designed to provide consistent, high-quality instructional assistance to all districts in the state to improve instructional practice and student learning?  
- Evaluate the degree to which SEA strategies are focused and limited?  
- Recognize districts for systemic wide improvement efforts that have a positive affect on all students and student groups?

**To what degree do districts and their schools:**
- Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?  
- Take steps to build a common language among all staff so that all constitutes high-quality instructional practices?  
- Ensure full access to challenging content aligned with rigorous standards for all constituencies and student groups?  
- Ensure that the use of prevention/intervention strategies is implemented consistently as part of, rather than separate from, the district’s instructional program?  
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher-level?  
- Provide for the statewide-wide use of collaboratively developed common classroom assessment frameworks as part of the instructional process?  
- Provide instructional opportunities for schools to learn from each other, for principals to learn from each other, and for leaders to learn from each other?

**To what degree are parents/families empowered to:**
- Support the delivery of instruction to their children in targeted areas?  
- Assist in the implementation of focused instructional strategies (teacher-leader teams, school-wide teams, district-level teams) that support shared implementation of focused instructional strategies?  
- Help staff at all levels accountable for following through on focused instructional strategies, while providing them with multiple opportunities for professional and support?  
- Set expectations for the direct involvement of administrators (superintendents, principals) in ensuring that focused instructional strategies are being implemented at a high level?  
- Ensure that professional development is directly linked to the identified instructional practices chosen for improvement?  
- Maintain a focus on improving instructional practice and student learning?

**What Matters Most: Key Practices Guide**

**KEY PRACTICE 4: IMPLEMENT DEEPLY**

**What matters most to leaders is the focus of improvement efforts for students, schools, and districts.**

**CONSIDERATIONS**
For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

**ROLE**
State Education Agencies (in collaboration with...)

To what degree do state education agencies (SEAs):  
- Limit the number of requirements to which districts must respond?  
- Require school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are specific to initiatives, programs, or funding sources?  
- Ensure that SEA initiatives soliciting district involvement require responding districts to align proposed work with district-identified goals, rather than identify new goals or different goals?  
- Provide tools, products, and/or services that support districts to fully implement identified instructional strategies?  
- Assist in the implementation of focused instructional strategies chosen for improvement?  
- Recognize districts for systemic wide improvement efforts that have a positive affect on all students and student groups?

**To what degree do districts and their schools:**
- Recognize that identified instructional strategies chosen for improvement are implemented in every building and in every classroom across the district?  
- Define what full implementation of identified instructional strategies chosen for improvement looks like?  
- Require the use of professional development (teacher-leader teams, school-wide teams, district-level teams) that support shared implementation of focused instructional strategies?  
- Help staff at all levels accountable for following through on focused instructional strategies, while providing them with multiple opportunities for professional and support?  
- Set expectations for the direct involvement of administrators (superintendents, principals) in ensuring that focused instructional strategies are being implemented at a high level?  
- Ensure that professional development is directly linked to the identified instructional practices chosen for improvement?  
- Maintain a focus on improving instructional practice and student learning?

**To what degree are parents/families empowered to:**
- Participate in the implementation of focused instructional strategies for improvement?  
- Understand the need for full implementation of focused instructional strategies?  
- Understand what full implementation of focused instructional strategies looks like?  
- Gauge their child’s performance in response to teachers’ implementation of focused instructional strategies?
Moving Your Numbers

While data help us prioritize and gauge progress, attention decision-making begins by asking fundamental questions (Reeves, 2002). At the grade-level, school, district and school level, we need to ask if our collective and individual practices, resource and support, and the way we work are aligned. Important questions for leaders to ask are support system(s) involving the following:

- Do we have the structures in place to support continuous improvement?

To what degree are parents/families empowered to:

- Provide relevant information to teachers about students on state, district, and school level?

To what degree do districts and their schools:

- Foster and communicate a sense of urgency for continuous improvement and positive change in student learning?

To what degree do districts and their schools:

- Provide opportunities for collective reflection among staff and school(s)?
What Matters Most: Key Practices Guide

**Key Practice 5: Monitor and Provide Feedback and Support**

**Role**

- To what degree are parents/families empowered to:
  - Participate in district or school professional learning opportunities?
  - Require teachers and teacher teams to use data to establish instructional prioritization and inform instructional decision-making?
  - Provide differentiated support, as needed, to schools and school leaders in the implementation of focused instructional strategies?
  - Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?
  - Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, inter-metropolitan service areas, districts) of the state?
  - Monitor the degree of implementation of focused improvement strategies across the system?

**Considerations**

- Ensure the effective use of data at all levels, districts, schools, and teachers in improving instructional practices and student learning?
- Develop strong partnerships between educators at different levels that are data-coherent and aligned with instructional priorities?
- Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?
- Develop strong partnerships between educators at different levels that are data-coherent and aligned with instructional priorities?
- Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, inter-metropolitan service areas, districts) of the state?

**Key Practice 6: Inquire and Learn**

**Role**

- To what degree are parents/families empowered to:
  - Provide information to the district, school, or teacher(s) about what is/is not working to improve their child’s learning?
  - Require teachers and teacher teams to use data to establish instructional prioritization and inform instructional decision-making?
  - Provide differentiated support, as needed, to schools and school leaders in the implementation of focused instructional strategies?
  - Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?

**Considerations**

- Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?
- Develop strong partnerships between educators at different levels that are data-coherent and aligned with instructional priorities?
- Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, inter-metropolitan service areas, districts) of the state?