

# Scaling Student Success

A CALIFORNIA PARTNERSHIP

## CONCEPT PAPER

An evolving concept paper informed by feedback from leaders in the field

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# Introduction

## A Partnership in Pursuit of College and Career Readiness

Scaling Student Success is designed as a California partnership among local educators, state agencies, support providers, policymakers, researchers, funders, and others – all focused on assuring that CA youth are prepared for success in college, career, and civic engagement. It helps establish and maintain the local and state conditions to unify the field around a singular, student-centered goal that promotes equitable opportunities for CA youth and strengthens the CA economy.

## In Local Communities: A Compelling Case to Operationalize the Graduate Profile

At the local level, the partnership will support school districts to create Graduate Profiles as locally contextualized definitions of college and career readiness, and then to operationalize those Graduate Profiles as a means of holding themselves collectively accountable for assuring that students have equitable opportunities to pursue and demonstrate the outcomes articulated in their Graduate Profiles.

## At the State Level: Unify the Field and Establish Conditions to Support Local Efforts

At the state level, the partnership will assure that the conditions are in place to support local communities in their pursuit of college and career readiness. To do so, over time the partnership will establish a common agenda by

- a) Supporting efforts to define college and career readiness (CCR);
- b) Supporting the alignment of a college/career indicator (CCI) of the CA Schools Dashboard that serves as a valid measure of CCR, once defined;
- c) Promoting the inclusion of CCR indicators in district Local Control Accountability Plans (LCAPs);
- d) Collaborating with the Western Association of Schools and Colleges (WASC) to reinforce the natural alignment between the WASC self-study process and district operationalization of a Graduate Profile;
- e) Working with private companies, industry associations, and chambers of commerce to establish and promote a valid and reliable process for creating and issuing a portable certificate that recognizes student demonstration of competency in the 21<sup>st</sup> Century skills and social-emotional learning (SEL) outcomes that typically show up in Graduate Profiles; and
- f) Working with public and private institutions of higher education to recognize student demonstration of 21<sup>st</sup> Century skills and SEL outcomes in their admissions and/or placement processes.

The partnership would intentionally align state and local efforts in a way that pairs a state definition of college and career readiness (CCR) with locally developed and contextualized Graduate Profiles, ultimately advancing all players (from local teachers to state leaders) toward reciprocal accountability for students demonstrating their readiness for future success. The partnership will intentionally align strategies and guiding principles that support practice through policy, research, and communications.

## **Foundation: Build on Success**

Together, over the past several decades, California schools, local communities, educational support providers, and funders have done groundbreaking work to pilot educational transformation efforts that respond to the growing societal need to better prepare CA youth for success in college, careers, and civic engagement. Collectively, the multitude of projects and initiatives have focused on several interrelated areas of growth.<sup>1</sup> Without doubt, these efforts have led to valuable lessons learned, built organizational capacity, and strengthened the field. Indeed, they have informed the way forward.

While we certainly have much to celebrate, the improvements have been implemented in an uneven, fragmented way that benefits only pockets of students, teachers, schools and communities. To assure equity, there remains a need to weave the fragments together in a way that provides equitable opportunities and improved outcomes for students from all backgrounds in all corners of the state.

To that end, Scaling Student Success intends to build upon past and current successes, clarify a unifying vision and common agenda, advance our collective efforts and capacity, work toward scaling and sustaining promising practices, and assure more equitable opportunity for all CA youth. In doing so, partners and participants will collaborate to answer the questions: Where are we going? How will we get there? By when? (See Appendix A).

## **State Strategy: Unify the Field and Establish Conditions to Support Local Efforts**

In order to optimize the successes of past and current initiatives to transform education, Scaling Student Success will serve to:

- Help unite the field around a unifying vision and common agenda for student success
- Leverage the strengths of past/current initiatives, their respective lessons learned and benefits
- Identify gaps in service, whether in geographic regions, areas of focus, or other dimensions
- Curate a list of quality service providers and tools; and broker services of leading providers to participating school districts and networks
- Provide an adaptive blueprint for districts to operationalize their Graduate Profiles as a means of advancing toward more equitable opportunities and improved outcomes for all students
- Convene leaders within and across stakeholder groups to reflect, plan and act
- Push on policy levers that will help to scale and sustain promising practices focused on college and career readiness demonstrated around the state
- Convene funders to secure resources to support partnership development and activities

## Local Strategy: Leverage the Power and Potential of the Graduate Profile

Over the past decade, an increasing number of CA school districts and networks<sup>2</sup> have convened community stakeholders to create Graduate Profiles that define the skills, competencies, and qualities that each community believes will prepare their students for success in college, careers, and civic engagement.<sup>3</sup> Communities have been willing to dedicate the time and resources necessary to develop Graduate Profiles because they believe that traditional accountability systems often too narrowly define college and career readiness. School and community leaders believe it's important to capture and advance the values of local stakeholders in order to more broadly define the learning outcomes that should be the result of educating the "whole child." Research reinforces the need to broaden the definition of college and career readiness to incorporate a range of 21st Century skills<sup>4</sup> and social-emotional learning outcomes.<sup>5</sup>

Creating a Graduate Profile is a critical first step that lays a foundation for achieving improved outcomes for students. It offers a renewed vision and definition of the college and career-ready student, serves as an impetus for shifting instructional practices and engaging students in deeper learning, and requires a shift in assessments that provide students authentic ways to demonstrate their knowledge and skills. Perhaps most important, when school boards and community groups endorse the Graduate Profile, they imply the intent to hold themselves collectively accountable for a broader set of student learning outcomes.

The power and potential of operationalizing a Graduate Profile is palpable, but building teacher capacity to design and facilitate high-quality project-based learning, performance tasks, and other approaches to powerful learning, teaching, and assessment requires substantial investment, not to mention teachers' will, school leaders' support, and enabling conditions and organizational culture.

This partnership will leverage the best intentions of school districts and networks, and support them in designing and implementing an equity-based strategy for realizing the student learning outcomes articulated in their respective Graduate Profiles. It simultaneously will pull on the policy levers that will incentivize more school districts and networks in CA to prioritize this worthwhile endeavor and realize the intended outcomes for a growing percentage of CA youth.

In essence, the partnership is designed to tie a bow around the groundbreaking work that many organizations have done over the past few decades by connecting the two ends – linking the community vision articulated in a Graduate Profile with the shared accountability of making that vision come to life and improve outcomes for youth. Of course, getting there is the hard part. By coalescing the collective expertise and passion for catapulting our youth into successful futures, we can do it.

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<sup>2</sup> Examples of "school networks" include Envision Schools, Summit Public Schools, High Tech High, New Tech Network, Leadership Public Schools, EL Education, Big Picture Learning, and more

<sup>3</sup> EdLeader21 and Battelle for Kids have been supporting Graduate Profile work for years. See their [gallery of samples](#) of, what they call, the "Portrait of a Graduate."

<sup>4</sup> For 21<sup>st</sup> Century skills, reference the [P21 Framework](#)

<sup>5</sup> For social-emotional learning outcomes, reference the [Building Blocks for Learning](#) and the [CASEL Core SEL Competencies](#)

# Partnership Design

## Partnership Aims

Over the course of the next decade (or more), this partnership aims to...

1. **Grow an ever-expanding community of practice** among CA school districts and networks committed to operationalizing their Graduate Profiles as a strategy for transforming teaching and learning and holding all community stakeholders mutually accountability for a broader set of student learning outcomes
2. **Communicate stories** about lessons learned, progress, and success of partnership participants in order to inspire more school districts and networks to follow a similar path to more equitable and improved student outcomes
3. **Pursue a research agenda** that establishes a base of evidence to support partnership efforts and outcomes, including their implications for classroom practice, school redesign, district leadership, and state policy.
4. **Identify and support policy shifts** (local, state) that enable scaling and sustaining positive partnership outcomes
5. **Establish the necessary supports** (i.e., tools, platforms, network of support providers) to facilitate continuous improvement of evidence-based educational practices in communities across the state.

## Long-term Project Outcomes

By 2025	By 2030
<ul style="list-style-type: none"> <li>• Systemwide, <b>formalized recognition</b> of the importance of student demonstration of 21<sup>st</sup> Century skills and social-emotional learning (SEL) outcomes as essential skills necessary to prepare students for success in college, career, and civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts in local and state <b>accountability measures</b> to incorporate student demonstration of 21<sup>st</sup> Century skills and SEL outcomes (i.e., refined definition of College and Career Readiness (CCR) incorporated into CA School Dashboard, inclusion on district LCAPs)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Substantially improved capacity</b> of practitioners to advance high quality implementation of evidence-based <b>practices</b> (i.e., PBL, performance assessment), which in turn foster student mastery of essential skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Routinized, systematic use</b> of PBL, performance assessment, and other evidence-based educational <b>practices</b> that foster student demonstration of essential skills</li> </ul>
<ul style="list-style-type: none"> <li>• Increase in public and private <b>funding</b> to promote student demonstration of essential skills, teacher capacity to implement evidence-based practices, and leadership coaching to model and promote an enabling organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of sustained public and private <b>funding</b> coordinated to support student mastery of essential skills, teacher use of evidence-based practices, and leader support for an enabling organizational culture</li> </ul>
<ul style="list-style-type: none"> <li>• Emergence of organizational <b>cultures, structures, and processes</b> that support continuous improvement, growth, and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic adoption of organizational <b>policies, cultures, structures, and processes</b> that routinize continuous improvement and sustainability</li> </ul>
<ul style="list-style-type: none"> <li>• Sampling of public and private <b>colleges and universities</b> that consider student demonstration of essential skills in admissions &amp; placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Routinized practice among most/all public and private <b>colleges and universities</b> to recognize demonstration of essential skills in admissions &amp; placement decisions</li> </ul>

## Guiding Principles

The partnership will remain focused on the following draft set of guiding principles (to be revised with involvement by partnership advisors and participants):

- **Remain guided by equity.** By scaling high-quality implementation of evidence-based practices, supporting it through research, and sustaining it through shifts in policy, we will strive continuously to narrow the opportunity and achievement gap and stay focused on assuring that all CA youth develop the skills, competencies, and qualities necessary for success in college, career, and civic engagement.
- **Build from assets.** By leveraging existing efforts of CA school districts and networks, support providers, funders, and state and national education reform initiatives, we will build on their successes in non-duplicative value-add ways, to advance a unifying vision and common agenda.
- **Be learners first.** By remaining curious and inquisitive, and by actively listening and engaging, we strive to learn from related efforts in local communities, other states and countries, as well as service providers who have journeyed along a similar path.
- **Build trust.** By recognizing that that all growth and learning is rooted in relational capital, we commit to building trust by being open, honest, empathetic, even vulnerable in our interactions in order to model a human-centered approach.
- **Honor context.** By acknowledging that each individual, organization, and community operates in its own unique context (history, beliefs, values, politics, relationships, etc.), we accept that each will choose to proceed in a way that honors its context.
- **Model best practice.** By recognizing that Graduate Profile outcomes represent not only what we foster for students in schools, but also for ourselves as adult learners, we will promote symmetrical student and adult learning by modeling empathy, inquiry, collaboration, engagement, and reflection.
- **Unify the field.** By acting as a collaborative and responsive partnership, we will attempt to coalesce and focus the field and its collective vision for equitable access and opportunity and improved student learning outcomes.

## Theory of Change

Scaling Student Success will be guided by the following draft theory of change (to be revised with involvement by partnership advisors and participants).

### **If school districts and communities operationalize their Graduate Profiles by...**

- Benchmarking graduate outcomes down to kindergarten and adopting common rubrics against which to assess student progress
- Building a system of performance assessment that allows students to demonstrate their knowledge and skills in authentic ways
- Engaging teachers in the design, piloting, scoring, and analyzing of performance tasks as a powerful job-embedded form of professional development
- Supporting teachers to use project-based learning and other deeper learning pedagogical strategies
- Modeling a culture of learning by being inclusive and collaborative, engaging in cycles of inquiry and feedback, using data to inform continuous improvement, encouraging innovation by experimenting with new approaches, and reflecting on practice

### **And if school districts and communities exercise collective accountability by...**

- Drawing on multiple sources of information to monitor (a) the quality of students' opportunities to learn, (b) the school environment that supports these learning experiences, and (c) access to equitable and adequate resources
- Developing professional capacity to ensure all students have access to rigorous and authentic learning experiences and are served by well-prepared, competent, and compassionate teachers and leaders
- Being transparent by communicating both internally and publicly its intentions, processes, and outcomes
- Incorporating Graduate Profile outcomes into their Local Control Accountability Plans (LCAP)
- Reporting student progress on and mastery of Graduate Profile outcomes on report cards and transcripts, respectively

### **Then...**

- Schools will be propelled toward valuing deeper learning, the use of performance assessments, and a growth culture
- Students will graduate with confidence that they are well-prepared to succeed in college, career, and civic engagement
- Colleges and universities will use newly-available transcript information in their admissions and placement decisions
- Shifts in local policy and practice will drive shifts in state policy, and
- Positive, systemic change will scale and be sustained.

See Appendix B for a graphic version of this Theory of Change.

## Year-by-Year High Leverage Activities

The following list of high-leverage activities is intended to be demonstrative of intent in order to give a sense of partnership trajectory, but in full recognition that the actual activities will shift according to available funding and input from participants, advisors and partners. A phased approach may be more realistic, considering availability of funding.

Area	2019	2020	2021	Beyond
<b>Partners</b>	Identify interest and secure commitments from key partners focused on practice, policy, research, and communications, and including institutions of higher education, state agencies, community groups, equity organizations, business associations, labor unions, and others	Clarify the roles that each partner will play as the project rolls out; draft and execute Memoranda of Understanding (MOUs) to clarify roles and responsibilities of key partners	Engage committed partners in project strategic planning effort, in part to clarify long-term goals and roles, effectively leveraging resources and assuring non-duplication	TBD
<b>K-12 Practice</b>	Identify 5-10 school districts and networks to serve as pioneering members of a community of practice (CoP) eager to implement the five phases (see below) designed to operationalize their Graduate Profiles with the intent of (eventually) holding themselves mutually accountable for student progress on and mastery of 21 <sup>st</sup> Century skills and SEL outcomes. Host initial convening of the CoP in the fall of 2019.	Initiate quarterly convenings of the CoP to share lessons learned and build capacity (individual, organizational, and collective). By the fall of 2020, add 10-20 interested school districts and networks to the CoP.	Continue quarterly convenings of the CoP to share lessons learned and build capacity (individual, organizational, and collective), combined with other networking and capacity building opportunities. By the fall of 2021, add another 10-20 school districts and networks to the CoP.	TBD
<b>Toolkit</b>	Draft a Blueprint that guides districts in operationalizing their Graduate Profiles; inventory tools already available through partners	Adopt, adapt, and/or create additional tools, and make publicly available a curated toolkit designed to support the practitioner strategies (see below)	Establish a user-friendly, universally-accessible platform for making tools and juried promising practices available to any/all interested parties	TBD
<b>Funding</b>	Secure initial funding from one or more public and/or private funding sources, with agreed-upon progress measures designed to inform future funding	Secure multi-year funding from multiple public and private funding sources, committed to collaborating in order to achieve long-term partnership outcomes	Increase funding to expand the CoP, formalize operations, and invest in research, policy, and communications	TBD
<b>Policy</b>	Examine the policy landscape and assess the viability of potential strategic options	Engage key partners for initial dialog about ways in which policy shifts could support the project's goals, as well as viable strategies to advance the policy levers	Evolve from policy dialogs to a concrete policy agenda designed to support effective project implementation, creating a viable incentive for school districts and networks to invest resources in pursuing partnership goals	TBD

<b>Research</b>	Engage a small research working group to craft a research agenda and seek funding	Initiate a multi-year research agenda designed to evaluate both progress and impact	Assure fully funded effort to evaluate the progress and impact of Scaling Student Success by the participating school districts and networks	TBD
<b>Communications</b>	Research, write, and publish a grounding white paper that effectively builds the case for partnership expansion	Gather and share success stories, lessons learned	Publish first annual report summarizing lessons learned, inputs, outcomes, and impact	TBD
<b>Data Platform</b>	Research data platforms used across the country to recognize, capture, and report student progress on 21 <sup>st</sup> Century skills and SEL outcomes	Identify and share with districts and networks a limited number of the most viable data platforms available to recognize, capture, and report student progress on 21 <sup>st</sup> Century skills and SEL outcomes	With participating school districts and networks, pilot the use of data platform(s) to recognize, capture, and report student progress on 21 <sup>st</sup> Century skills and SEL outcomes	TBD
<b>IHE Engagement</b>	Research and visit colleges and universities using innovative admissions strategies to diversify their student body in order to admit a greater percentage of traditionally underserved students	Exploration of interest and desirable conditions for CA colleges and universities to incorporate students' demonstration of 21 <sup>st</sup> Century skills and SEL outcomes in admissions and placement decisions	Formalize agreements with public and private CA colleges and universities to pilot strategies for considering student demonstration of SEL outcomes and 21 <sup>st</sup> Century skills in their admissions and placement processes	TBD
<b>Advisory</b>	Identify and invite a core group of experts to advise the partnership	Expand advisory group, as needed; convene biannual meetings; and invite advisors to work with designated working groups	Establish leadership roles and evolve into an independent body, no longer reliant upon coordination by the partnership director	TBD
<b>Project Admin</b>	Skeletal staff to launch partnership and put in place the foundational structures, processes, and procedures; leverage time and expertise of "on-loan staff" from partner organizations	Grow partnership team with specialized roles; formalize organizational structure, processes, procedures, leadership, and culture	Contract with an evaluation firm to study project implementation and impact and engage project staff and partners in strategy sessions in order to foster continuous improvement	TBD

### 2022 and beyond:

While it may be a useful exercise to propose year-by-year high-leverage activities beyond the first three years of the partnership, the chances of those projections being realistic decreases year-by-year, so this will become an ongoing effort that emerges with advisement from and consultation with partners and the advisory group.

## Practitioner Strategies for School Districts and Networks

Participating school districts and networks will be supported to move through a process that effectively operationalizes a Graduate Profile to assure a sense of shared accountability around students demonstrating progress toward and mastery of the articulated students learning outcomes. Specifically, each district or network would move through the following phases of development (to be refined in collaboration with the community of practice and described in a Blueprint document):

**Phase 1:** Develop a community-informed **Graduate Profile** (if not already completed)

**Phase 2:** Establish K-12 **benchmarks** for each Graduate Profile outcome

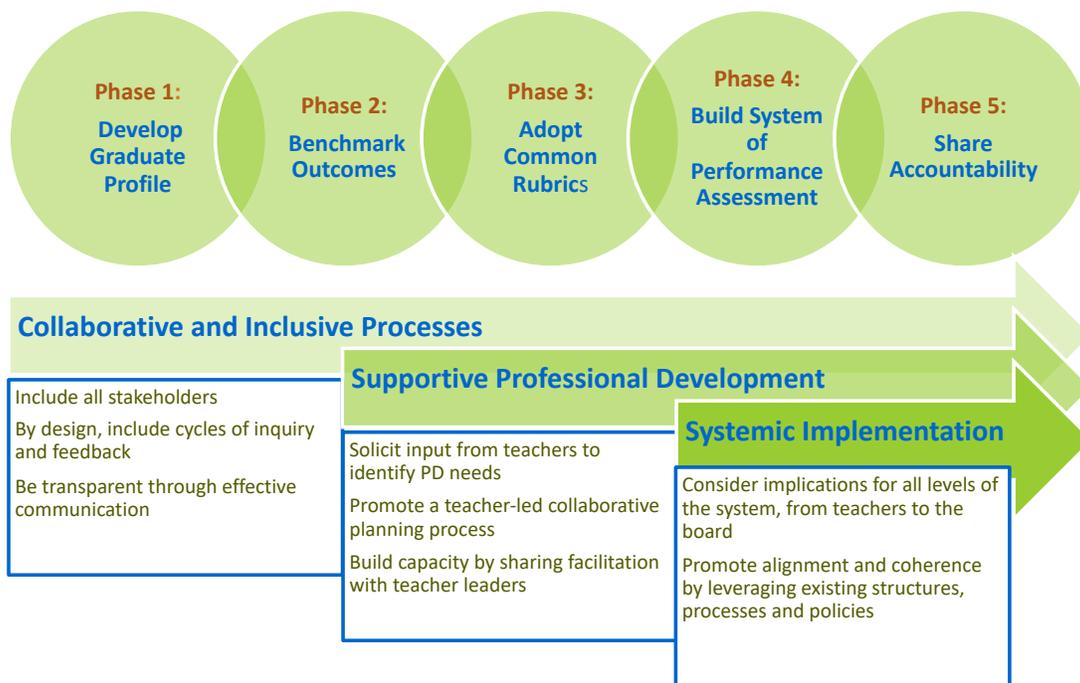
**Phase 3:** Adopt and/or adapt **common rubrics** against which to assess student progress/competency

**Phase 4:** Design and implement a **system of performance assessment** to support quality instruction and equitable student advancement toward articulated student learning outcomes

**Phase 5:** Put in place multiple features of a system of **shared accountability**, including data systems, locally-controlled reporting mechanisms, professional capacity, organizational culture, and more

# GRADUATE PROFILE

## Phases of Development and Operationalization



## Policy Levers

While many school districts and networks have created Graduate Profiles, they often lack the incentives to fully operationalize them. The local and state policy levers itemized below are designed to (a) establish a more compelling reason for school districts and networks to invest in fully operationalizing their Graduate Profiles; (b) hold themselves collectively accountable for results; and (c) promote scaling and sustainability of promising practices in a way that affords all youth, regardless of background, the opportunity to succeed. The goal is to be clear about the outcomes while allowing for local control of the inputs selected based on the local context, organizational culture, and community values.

**Report cards.** In local schools and districts, incorporate student progress on 21<sup>st</sup> Century skills and SEL outcomes into regular report cards, grades K-12, in order to raise the level of attention (for parents, students, and teachers) to the importance of these critical skills

**High school transcript.** In school districts, pilot new formats for high school transcripts that document student demonstration of 21<sup>st</sup> Century skills and SEL outcomes (see [related concept paper](#))

**Local Control Accountability Plan (LCAP).** Encourage school districts to include Graduate Profile outcomes, with the associated research-based practices likely to foster those outcomes, in their LCAPs.

**University admissions and placement.** Work with public and private institutions of higher education to recognize student demonstration of 21<sup>st</sup> Century skills and SEL outcomes in their admissions and/or placement processes

**State dashboard.** Collaborate with the CA Department of Education to define “College and Career Readiness,” and the associated College/Career Indicator (CCI) on the CA School Dashboard, in order to better assess and report on the desired outcomes for students

**WASC accreditation.** Collaborate with the Western Association of Schools and Colleges (WASC) to incorporate the creation and operationalization of a Graduate Profile into the guidelines of the self-study process

**Industry certification.** Work with private companies, industry associations, and chambers of commerce to establish and promote a valid and reliable process for creating and issuing a portable certificate that recognizes student demonstration of competency in 21<sup>st</sup> Century skills and SEL outcomes

## Research Agenda

Our research partners will convene to develop a research agenda to monitor progress, evaluate impact and inform policy. Below is an initial, brainstormed list of research questions that may be considered.

- What are school districts and/or networks learning as they proceed through the five recommended phases (see above) to operationalize their respective Graduate Profiles? What lessons learned can inform the work in other districts and/or networks? What are districts and networks doing to assure equitable implementation and outcomes? Is it working?
- How is the work in districts beginning to shift public opinion, instructional practice, leadership style, organizational culture, student outcomes, and more?
- How is the work of the partnership beginning to inform and/or influence policy, particularly the “policy levers” (articulated above)?
- Longitudinally, what impact has the partnership had on student success as they advance to college, career, and civic engagement?

## Alignment with Current Initiatives

This partnership has been designed to recognize and honor the exciting work underway in CA (and across the country) and build upon the successes of these efforts in order to maximize positive impact. Leaders of all of these efforts have been approached and invited to participate actively as valued partners and advisors.

Current Initiative / Project	Strategic Partnership Opportunity
<p><a href="#">California Performance Assessment Collaborative</a> (CPAC) - Led by <a href="#">Learning Policy Institute</a> (LPI) in partnership with Envision Learning Partners and ConnectEd, CPAC represents educators, policymakers, and researchers who work to study and advance authentic approaches to assessment, such as presentations, projects, and portfolios, which require students to demonstrate applied knowledge of content and use of <u>21st century skills</u>.</p>	<p>The most active school districts in this community of practice (Pasadena, LA, Oakland, San Francisco, Sacramento) are well-positioned to benefit most from Scaling Student Success, as several are ready to scale their performance assessment systems, if they have not done so already, and may be eager to pursue local and state policy levers to advance their work to the next level.</p>
<p><a href="#">Assessment for Learning Project</a> (ALP) - Led by the <a href="#">Center for Innovation in Education</a> (CIE), <a href="#">Next Generation Learning Challenges</a> (NGLC) at EDUCAUSE, and design partner <a href="#">2Revolutions</a>, this partnership leverages the specific expertise and strengths of each organization while amplifying shared goals.</p>	<p>With leadership from LPI, several CA districts, including Pasadena, Oakland, and LA participate in ALP. With support from Envision Learning Partners (ELP) and ConnectEd, each district is making progress on scaling performance assessment. The partnership can learn from and broaden the reach of ALP in CA.</p>
<p><a href="#">Reimagining College Access</a> (RCA) - LPI partners with <a href="#">EducationCounsel</a> in a national effort to support the use of K-12 graduation performance assessments, such as student portfolios, capstone projects, and senior defenses, in higher education admissions, placement, and advising decisions.</p>	<p>Scaling Student Success could either support or lead a CA pilot for RCA, pursuing a strategy to encourage public and private institutions of higher education to recognize performance assessment in their admissions, placement, and advising.</p>
<p>Promoting Authentic College, Career, and Civic Readiness Assessment Systems (PACCCRAS) - Leverages a diversity of perspectives and insights to inform the evolution of a new statewide accountability system that supports positive shifts in instructional practice and promotes innovation and continuous improvement of schools and district to effectively and equitably engage and prepare students for college, career and civic life</p>	<p>PACCCRAS has led a charge to redefine the College/Career Indicator (CCI) of the CA Dashboard. Scaling Student Success hopes to leverage/join their efforts and continue working with the CA Dept of Education, State Board of Education, and other policy leaders to first define college and career readiness (CCR), and then align the definition of the CCI.</p>
<p><a href="#">CORE Districts</a> - Powered by data, innovation, research, and continuous learning, the 8 large urban school districts (Fresno, Garden Grove, LA, Long Beach, Oakland, Sac City, SF, Santa Ana) are collaborating to solve inequities in educational systems to give every student what they need to thrive.</p>	<p>Initially, Scaling Student Success districts would benefit from joining the CORE Data Collaborative to facilitate assessment of students' social-emotional learning, academic growth, and school culture. Down the road, Scaling Student Success districts may greatly benefit from other key strategies and lessons learned from the CORE districts.</p>

Current Initiative / Project	Strategic Partnership Opportunity
<p><a href="#">CA Collaborative on District Reform</a> - The Collaborative aims to inform district-level efforts to improve instruction and outcomes for all California students by bringing together practitioners, policymakers, researchers, and funders in ongoing evidence-based dialogue and collective problem solving. Central to this work is the identification of persistent and pernicious opportunity gaps between advantaged and traditionally underserved students as well as strategies for addressing and eliminating the gaps.</p>	<p>TBD</p>
<p><a href="#">CA Collaborative for Educational Excellence</a> – The CCEE is a statewide agency working to strengthen CA’s public school system so that districts can build their capacity to improve student outcomes. Our agency does this by working collaboratively with other statewide agencies, county offices of education, and stakeholders so we — as a collective group — can tackle challenges as a team. In some cases, the CCEE can also offer one-on-one support to districts through direct technical assistance.</p>	<p>Scaling Student Success could effectively partner with county offices of education to support Graduate Profile operationalization, perhaps as a strategy for assisting with the improvement of schools and districts identified for support through LCFF and/or ESSA.</p>
<p>CA Linked Learning District Initiative – Directed by ConnectEd from 2008-2016, this project popularized the notion of creating Graduate Profiles to define college and career readiness. While no longer operating as a formal collaborative, the 9 participating districts remain active leaders in other initiatives and ConnectEd tools and expertise continue to guide and influence the field.</p>	<p>The nine participating districts - Antioch, Long Beach, Los Angeles, Montebello, Oakland, Pasadena, Porterville, Sacramento, and West Contra Costa – continue to lead the field in their pursuit of Graduate Profile outcomes, shifts in teaching and learning, etc. Scaling Student Success will build on their leadership and work, highlight their success, and support continued growth.</p>
<p><a href="#">Deeper Learning Dozen</a> – Led by Jal Mehta (Harvard GSE) and John Watkins, the Deeper Learning Dozen supports superintendents, through a community of practice, to transform their school districts to support equitable access to deeper learning experiences and outcomes for all students and adults.</p>	<p>West Contra Costa USD and Monterey Peninsula USD are the two CA districts participating in this initiative. Scaling Student Success could benefit from the project’s guiding principles, engaging methodologies, and early focus on equitable leadership and adult learning.</p>
<p><a href="#">Mastery Transcript Consortium (MTC)</a> - MTC takes the transcript from a flat, two-dimensional accounting of student time spent on single subjects and a listing of grades without context, to an interactive, digital transcript that highlights mastery of both content and interdisciplinary skills. Rather than reducing 4 years of a student’s work to a single number, the MTC focuses on the higher order skills necessary for success today.</p>	<p>Scaling Student Success can learn from the preliminary work of MTC to engage schools and school districts in adopting an alternative transcript that reflects student mastery of 21<sup>st</sup> Century Skills and Social Emotional Learning outcomes. Some participating Scaling Student Success districts may opt to adopt or adapt the MTC prototype, while others may be inspired by it to create their own.</p>
<p><a href="#">CSU Student Success Network</a> – Facilitated by EdInsights Center at Sac State University, the Network fosters innovation and experimentation, decentralized collaboration, and shared responsibility within the CSU system. It also seeks to establish rigorous quality controls and an evidence base for continued progress.</p>	<p>Scaling Student Success can model after the student-centered, evidence-based, collaborative learning and leadership development practices embraced by the CSU Student Success Network, and even use a similar problem-based learning model for the Scaling Student Success community of practice.</p>

# Partnership Administration

## Partnership Structure

In order to be successful, it is important to establish the partnership as a collaborative among multiple organizations, each able to assume leadership in one or more areas of need – i.e., project-based learning, performance assessment, social emotional learning, community engagement, equity, leadership coaching, school culture, data systems, policy advocacy, research, and communications. While the partnership would launch with a core group of founding partners, other partners would be added over time, as needed.

Operationally, Scaling Student Success was approved (in July 2019) for fiscal sponsorship through Community Partners in Los Angeles. This was a strategic decision designed to assure that no one partner has more ownership in the partnership than the other founding partners, as well as to offer a presence in both northern and southern California.

Similar to the collaboration among partners, it is important for Scaling Student Success to have multiple funders, all of them assuming a share of the responsibility, but none of them claiming the partnership as their own initiative. Coordinating funding in this way will offer flexibility and promote greatest opportunity for sustainability over the life of the partnership.

## Partners

This partnership will be a vibrant collaboration among and between organizations with varied expertise, each of which will be well-positioned to play a critical role in advancing the common agenda. As of May 2019, Scaling Student Success has received letters of intent from nine (9) carefully selected founding partners (including practice, research, and policy). Others will be added as the partnership evolves as needs change. We can anticipate that Scaling Student Success will require the following types of designated partners:

**Practice partners** with expertise in all stages of operationalizing a Graduate Profile, including those with demonstrated success in building capacity of teachers and coaching leaders

**Funders** committed to advancing equitable opportunities and improved outcomes for CA youth

**Policy partner(s)** with expertise in advising shifts in local school board policy and influencing shifts in state policy

**Research partner(s)** with expertise in designing studies that inform continuous improvement and evaluate impact

**Communications partner(s)** with expertise in capturing partnership successes and lessons learned, and scripting compelling narrative for multiple audiences and purposes

**Equity partner(s)** with expertise in keeping a collaborative effort grounded in and focused on equitable opportunities and outcomes for youth

**Data partner(s)** with expertise on how to design and implement data systems effectively able to measure, record, and report student progress on and mastery of 21<sup>st</sup> Century skills and SEL outcomes

**School Districts and School Networks**, referred to as “Members” and described below

## Members

The number of participating school districts and school networks will grow over time as members of an active community of practice (CoP). We anticipate three types of members (to be clarified in consultation with advisors, partners, and founding members):

### Founding Members

Based on recommendations from Scaling Student Success partners, the [partnership](#) has identified a limited number (5-10) of school districts to serve as founding members. Those identified already have in place a Graduate Profile and are advancing through the phases of implementation. As such, they are well-positioned to serve as leaders in the field by sharing lessons learned and advising partnership strategy. Membership fees would be waived in perpetuity, in exchange for designating a representative to serve on the partnership advisory board, opening its doors for visits, hosting convenings of the community of practice, sharing lessons learned at conferences, serving as subjects for research efforts, and contributing in other ways.

### Active Members

Active members would consist of school districts and school networks who embrace the partnership's vision, agenda, and guiding principles; wish to participate actively in the community of practice and commit to the process of operationalizing their Graduate Profile; participate in [partnership](#) convenings and other networking opportunities; and receive support from [partnership](#) curated support providers and tools. Active members would pay annual fees until they become Graduated Members.

### Graduated Members

Graduated members would consist of school districts and school networks that have proceeded through the phases of the process to operationalize their Graduate Profile and reached a (to be determined) stage of development, that may be characterized by demonstration of shared accountability, capacity of teachers and leaders, scale and quality of their system of performance assessment, growth of an enabling organizational culture, assurance of equity, and more. Graduated members would no longer pay annual fees, but would continue to have access to project assets – convenings (with registration fee), networking opportunities, curated service providers and tools, etc.

## Funding Strategy

Scaling Student Success will pursue a blended funding model. In the first year, the partnership will conduct an individual donor campaign and seek foundation support in order to establish itself, launch, and gain credibility. Beginning the second year, the partnership will add membership fees from school districts and networks participating in the community of practice (see above).

### Individual Donor Campaign

Using Network for Good, a platform provided by our fiscal sponsor, Community Partners, Scaling Student Success will leverage its network to conduct an individual donor campaign, beginning in September 2019.

### Fee for Service

In general, the school districts in the Scaling Student Success Community of Practice will seek support from the founding partners on a contract basis. However, there may be opportunity for Scaling Student

Success staff to generate funds from limited contracts either with districts already participating in the Community of Practice, or anticipating doing so in future years.

### Foundation Grants

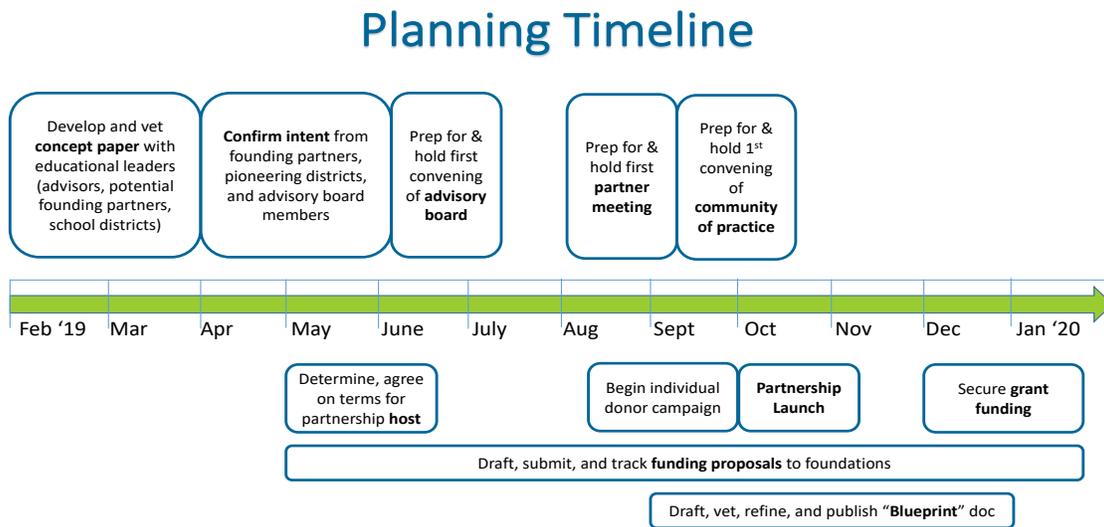
Initially, Scaling Student Success will seek smaller grants from family foundations and corporate foundations (or corporate giving programs), while nurturing relationships with larger private foundations. Within a year of launch, the partnership expects to receive its first larger private foundation grant.

### School District Membership

In order to advance the community of participating districts and networks as a coordinated body, all focused on achieving similar long-term outcomes, Scaling Student Success would expect annual membership of \$X,000 (to be determined) per district or network (except for Founding Districts), which will serve as a binding agreement that assumes the following commitments for both school district/network and the partnership:

Scaling Student Success commits to...	School district or network commits to...
<ul style="list-style-type: none"> <li>• Provide free registration for most convenings and events for teams of 5-10 site and district leaders</li> <li>• Coordinate, plan, and support networking opportunities for Community of Practice members to share lessons learned</li> <li>• Grant free access to tools created, collected, and curated by the partnership team to advance partnership work, including a Blueprint for operationalizing the Graduate Profile</li> <li>• Broker vetted support providers who agree to adhere to the partnership’s guiding principles</li> <li>• Offer free high level consultation from partnership executive director and other staff</li> <li>• Arrange additional networking opportunities (i.e., webinars, videoconferences and calls, working groups, etc.)</li> <li>• Reserve one seat on the Scaling Student Success advisory board (Founding Members only)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in regular convenings and events with a team of 5-10 district and site leaders</li> <li>• Participate in networking opportunities to share lessons learned and advance the field</li> <li>• Embrace the Scaling Student Success vision and adhere to the partnership’s guiding principles</li> <li>• Work earnestly toward operationalizing its Graduate Profile, guided, as desired, by the Blueprint and curated tools and support providers</li> <li>• Participate with research partner(s) on requests for visits, information, etc.</li> <li>• Assign a cabinet-level district representative to the Scaling Student Success advisory board (Founding Members only)</li> </ul>

## Planning Timeline



## Advisory Council

The partnership’s advisory council consists of approximately one-third (1/3) of its membership from each of the following three groups:

- Executive directors (or designees) from each of the **Founding Partners**
- Superintendents (or cabinet-level designees) from each of the **Pioneering Districts**
- **At-large members** who add a critical perspective, area of expertise, professional relationships, etc.

The “at-large members” have been recruited from the list of individuals who were consulted on the design of the partnership, listed in Appendix C. The Advisory Council convenes quarterly to advise on key decisions and partnership direction.

## Project Director

After 10 years serving as a public school teacher, augmented by site and district leadership responsibilities, Roman Stearns has spent the past 20+ years successfully directing large-scale multi-faceted projects and partnerships focused on systemic educational transformation in California. All of the projects had policy implications and required development and management of sustained partnerships bridging K-12 education with partners across all stakeholder groups.

- (2008-2014) California Linked Learning District Initiative

Working at ConnectEd: The California Center for College and Career, Roman first served as Director for Policy, building a surprising coalition of partners to support Linked Learning (which evolved into the Linked Learning Alliance), and then, beginning 2008, served as Director for Leadership Development, directing the CA Linked Learning District Initiative – a large-scale, 7-year, \$30M proof of concept demonstration with 9 medium and large school districts (942,000 students) to pilot and expand Linked Learning across California.

- (2000-2005) UC a-g Guide Project

Working at the UC Office of the President, Roman first directed the statewide “a-g Guide Project” aimed at better aligning university eligibility and admissions with high school reform efforts. For the latter part of his tenure, he served as the Special Assistant to the Statewide Director of Undergraduate Admissions, still overseeing the project, but taking on broader responsibilities aimed at shifting university admissions practices and policies to more equitably serve the current and future needs of CA youth, particularly those who had chosen non-traditional paths to the university (i.e., middle/early college HS, online course-taking options, home schooling, independent study, career pathways, Big Picture schools, etc.).

- (1996-1999) EASTBAY Learns (School-to-Career Partnership)

Working at the Alameda County Office of Education, Roman served first as associate director and then director of EASTBAY Learns, one of the largest school-to-career partnerships in California. With a \$5M federal grant, he directed systemic shifts to better align education with workforce development in an expansive effort that included 20+ school districts in Alameda and Contra Costa counties, along with 10 community colleges, Cal State East Bay, and EASTBAY Works (a network of 10 one-stop career centers).

For a more complete biographical sketch, please see Roman’s [LinkedIn profile](#) or [Eliad Group team member page](#).

## APPENDIX A:

# The Future of Education in California

Where are we going? How will we get there? By when?

## DECADES OF EXPERIMENTATION

### Networks of alternative schools

(Big Picture Learning, High Tech High, Expeditionary Learning, etc.)

### Networks of charter schools

(Envision Schools, Summit Public Schools, etc.)

### Service providers supporting powerful learning

(Buck Institute, ConnectEd, etc.)

### Pioneering work by states

(New Hampshire, Virginia, others)

### Consortia for performance assessment

(Reimagining College Access, CA Performance Assessment Consortium, NY Performance Standards Consortium, etc.)

### Foundation led initiatives

(Deeper Learning Collaborative, CA Linked Learning District Initiative, etc.)

### Shifts in college admissions

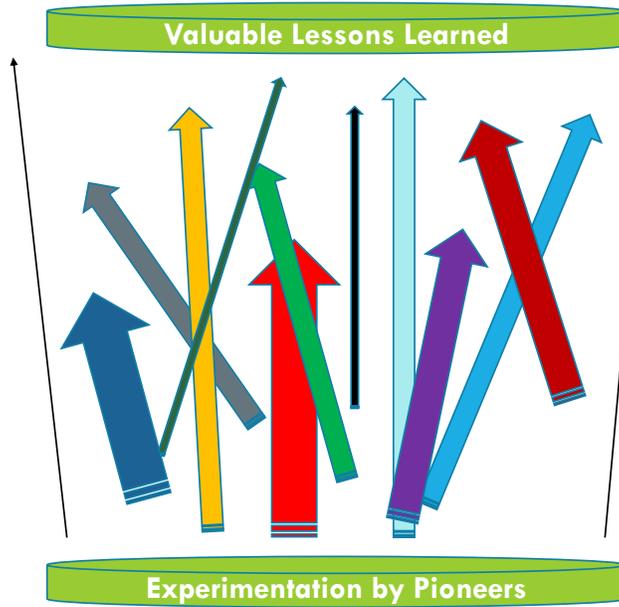
(Common App, reduced reliance on standardized tests, etc.)

## WHERE IS IT ALL LEADING?

Proposal for improved coordination toward a clearly defined set of goals

## CURRENT efforts

- Characterized by:
- Generalized upward progress
  - Undefined intended final state
  - Undefined timeline
  - Undefined roles
  - Lack of coordination



Ending Point:  
Some general sense of improved state of things

Process:  
Disparate efforts aimed at general improvement, but no attempt to coordinate

Starting Point:  
Status quo

## Proposed NEW efforts

- Characterized by:
- Accelerated progress
  - Defined final state
  - Defined timeline
  - Defined roles
  - Coordination



Ending Point:  
Clearly defined system outcomes

Process:  
Multiple, coordinated efforts intentionally aligned to achieve a defined outcome within a defined time period

Starting Point:  
Status quo

## WHAT DO WE NEED TO GET THERE?

### THE RIGHT CONDITIONS

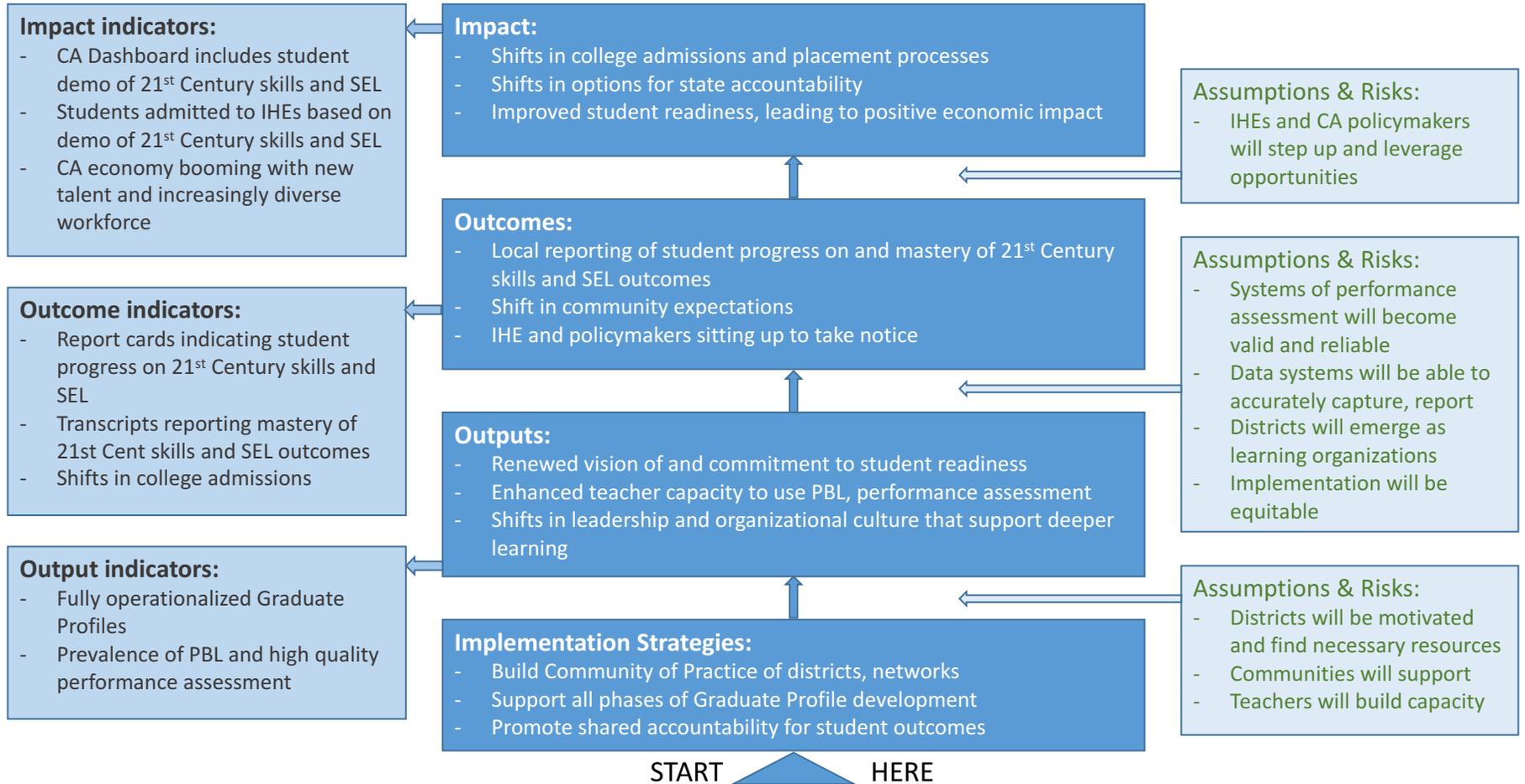
- Consortium of **funders** dedicated to educational equity and quality
- Well known, respected **figure head(s)** leading the effort
- Well-respected, national **organization(s)** to house the effort
- High-powered **advisory council** made up of a diverse group of leaders in the field
- Pitch a **big tent** to promote inclusiveness
- **Culture** that models best practices – transparency, continuous improvement, data-informed decisions, research-based practices, freedom to experiment and fail fast, learning culture, servant leadership

## WHAT DO WE NEED TO GET THERE?

### COORDINATED WORK

- Clearly defined **goals** for the field (similar to the UN Sustainable Development Goals)
- Annual **benchmarks** to monitor progress
- Aligned **strategies** focused on practice, policy, research, and communications
- **Commitments** by member organizations, initiatives, consortia, etc.
- Supportive **structures** (e.g., working groups, advisory board)

## Appendix B: Theory of Change (graphic version)



**Appendix C:**  
**Individuals Consulted during the Partnership Design Process**

Organization	Individual(s)	Title(s)
<b>CA Collaborative for Educational Excellence (CCEE)</b>	Ishwara (Iish) Ryaru	Director, Continuous Improvement
<b>CA Collaborative on District Reform</b>	Jennifer O'Day	Chair
<b>CA Community Colleges Chancellor's Office (CCCCO)</b>	Laurie Scolari  John Carrese  Sharon Turner	Guided Pathways Regional Coordinator, San Francisco Bay Area;  Director, San Francisco Bay Center of Excellence for Labor Market Research;  K-14 Pathways - Regional Technical Assistance Provider (TAP), Foothill College
<b>CA Department of Education (CDE)</b>	Keric Ashley  Cindy Kazanis  Donna Wyatt	Deputy Superintendent (former);  Director, Analysis, Measurement & Accountability Reporting Division;  Director, College & Career Transition Division (former)
<b>CA Parent Teachers Association (PTA)</b>	Mary Perry	Vice President for Education
<b>CA State Board of Education (SBE)</b>	Michael Kirst  Ting Sun & Ilene Straus  Sara Pietrowski	President (former)  Members  Policy Consultant
<b>Career Ladders Project (CLP)</b>	Luis Chavez	Senior Director
<b>Center for Innovation in Education (CIE)</b>	Paul Leather	Director of State & Local Partnerships
<b>Children Now</b>	Samantha Tran; Efrain Mercado	Senior Managing Director; Director, Education
<b>College &amp; Career Academy Support Network (CCASN), UC Berkeley</b>	Dr. Tameka McGlawn	Executive Director

<b>ConnectEd: The Nat'l Center for College and Career</b>	Gary Hoachlander Daphannie Stephens Rob Atterbury	President Vice President Director
<b>CORE Districts</b>	Rick Miller	Executive Director
<b>Deeper Learning Dozen</b>	John Watkins	Co-Director
<b>EdLeader21</b>	Valerie Greenhill	President
<b>Education Insights Center</b>	Andrea Venezia	Executive Director
<b>Education Trust – West</b>	Andy Wong	Director of External Relations
<b>EL Education</b>	Ron Berger	Chief Academic Officer
<b>Envision Learning Partners (ELP)</b>	Justin Wells	Executive Director
<b>Inflexion (formerly EPIC)</b>	Matt Coleman	Executive Director
<b>John W. Gardner Center for Youth and their Communities, Stanford University</b>	Jorge Ruiz de Velasco	Deputy Director
<b>KQED</b>	Robin Mencher	Executive Director, Education
<b>Learning Policy Institute (LPI)</b>	Patrick Shields Anna Maier	Executive Director Research Analyst & Policy Advisor
<b>Mastery Transcript Consortium (MTC)</b>	Ben Rein	Senior Director of Outreach & Partnerships
<b>New Tech Network (NTN)</b>	Mark Morrison	Director, School and District Development
<b>Partnership for Children &amp; Youth (PCY)</b>	Jennifer Peck Katie Brackenridge	President & CEO Consultant
<b>Partnership for the Future of Learning</b>	Cyrus Driver	Interim Executive Director
<b>PBL Works (formerly Buck Institute for Education, BIE)</b>	Bob Lenz Brandon Wiley Dinah Becton-Consuegra	Executive Director Chief Program Officer Director of Partnership Development

	Sally Kingston	Senior Director of Research & Evidence
<b>Pivot Learning Partners</b>	Robert Curtis	Vice President
<b>Policy Analysis for California Education (PACE)</b>	Heather Hough Jeannie Myung Alix Gallagher	President Director of Policy Outreach Director of Research-Practice Partnerships
<b>Promoting Authentic College, Career, and Civic Readiness Assessment Systems (PACCCRAS)</b>	Hueling Lee	Director
<b>Turnaround for Children</b>	Gretchen Livesey	California Director
<b>UC Berkeley, Graduate School of Education (GSE)</b>	David Stern	Professor Emeritus
<b>UC Office of the President (UCOP)</b>	Han Mi Yoon-Wu	Interim Associate Vice President, Admissions; Director, Undergraduate Admissions
<b>WestEd</b>	Nikola (Nikki) Filby & Neal Finkelstein Matt Gaertner Svetlana Darche	Co-Directors, Innovation Studies Director of Research Senior Research Associate
<b>Western Association of Schools &amp; Colleges (WASC)</b>	Marilyn George Valene (Val) Staley	Deputy Executive Director former Chair, Accrediting Commission for Schools
<b>OTHER INDIVIDUALS</b>	Tony Smith	Superintendent (former), State of Illinois; and Superintendent (former), Oakland USD
	Brad Stam	Deputy Superintendent (former), San Francisco USD; and Vice President (former), ConnectEd

**Leaders from dozens of School Districts and County Offices of Education, including, but not limited to**

**County Offices of Education** – Butte, Napa, San Bernardino, San Diego

**School Districts** – Antelope Valley UHSD, Centinella Valley UHSD, Colton JUSD, Davis JUSD, Elk Grove USD, Evergreen SD, Hayward USD, Long Beach USD, Monterey Peninsula USD, Novato USD, Oakland USD, Palm Springs USD, Pasadena USD, Porterville USD, Sacramento City USD, San Leandro USD, West Contra Costa USD, and Yucaipa-Calimesa USD

## APPENDIX D: Related Resources

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