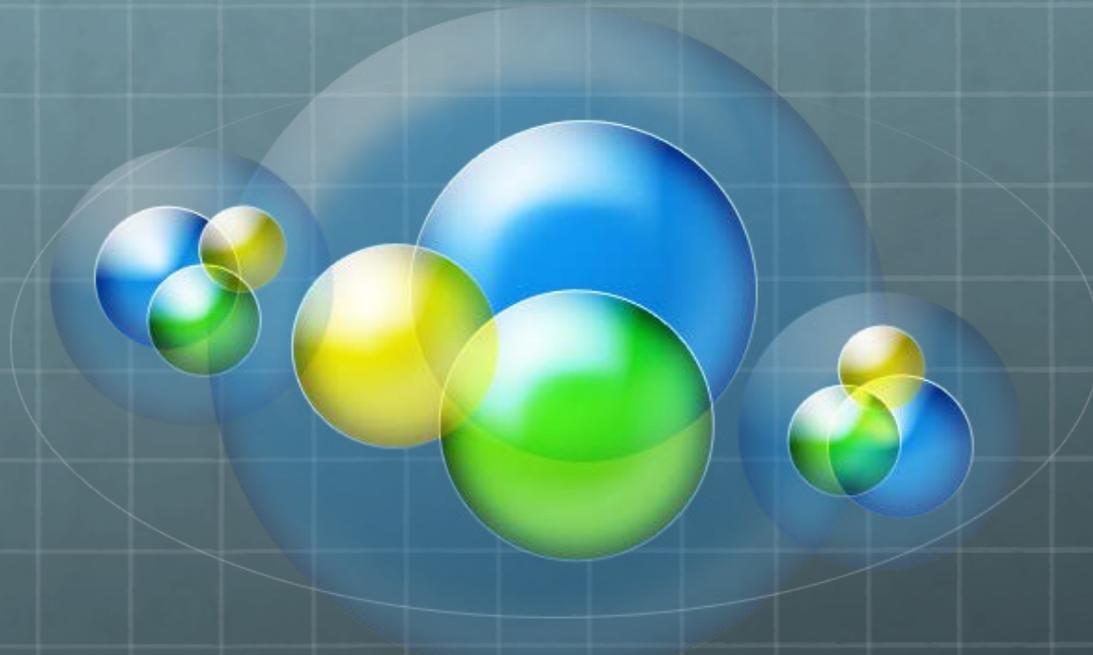


June 11 - Agenda

- **10:00** **Welcome, Introductions**
- **10:15** **Overview – Our Challenge**
-  **10:45** **New Technology High School Presentation**
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Education Innovation Steering Team Meeting

June 11, 2012

RECAP

- In November, 2011 the State Board of Education established “a steering team comprising public/private sector leaders to develop a plan to catalyze, identify, evaluate and spread effective innovation in South Carolina’s K-12 public schools.”
- The Steering Team convened in January, met with Dr. Zais in February. The team includes:

Melanie Barton, Interim Director, EOC (co-leader)

Trip DuBard, Executive Director, SC Future Minds (co-leader)

Gerrita Postlewait, former State Board Chair (co-leader)

David Blackmon, State Board of Education Chair-elect

Mike Brenan, Governor’s appointee to State Board of Education

Don Gordon, Executive Director, The Riley Institute at Furman University

Don Herriott, Director, Innovista Partnerships and member SC BEA

Penny Fisher, Superintendent, Greenville County Schools (Retired)

Jim Reynolds, Chairman, SC Chamber of Commerce

Chad Walldorf, Chair of SC Board of Economic Advisors

Karen Woodward, Superintendent, Lexington One School District

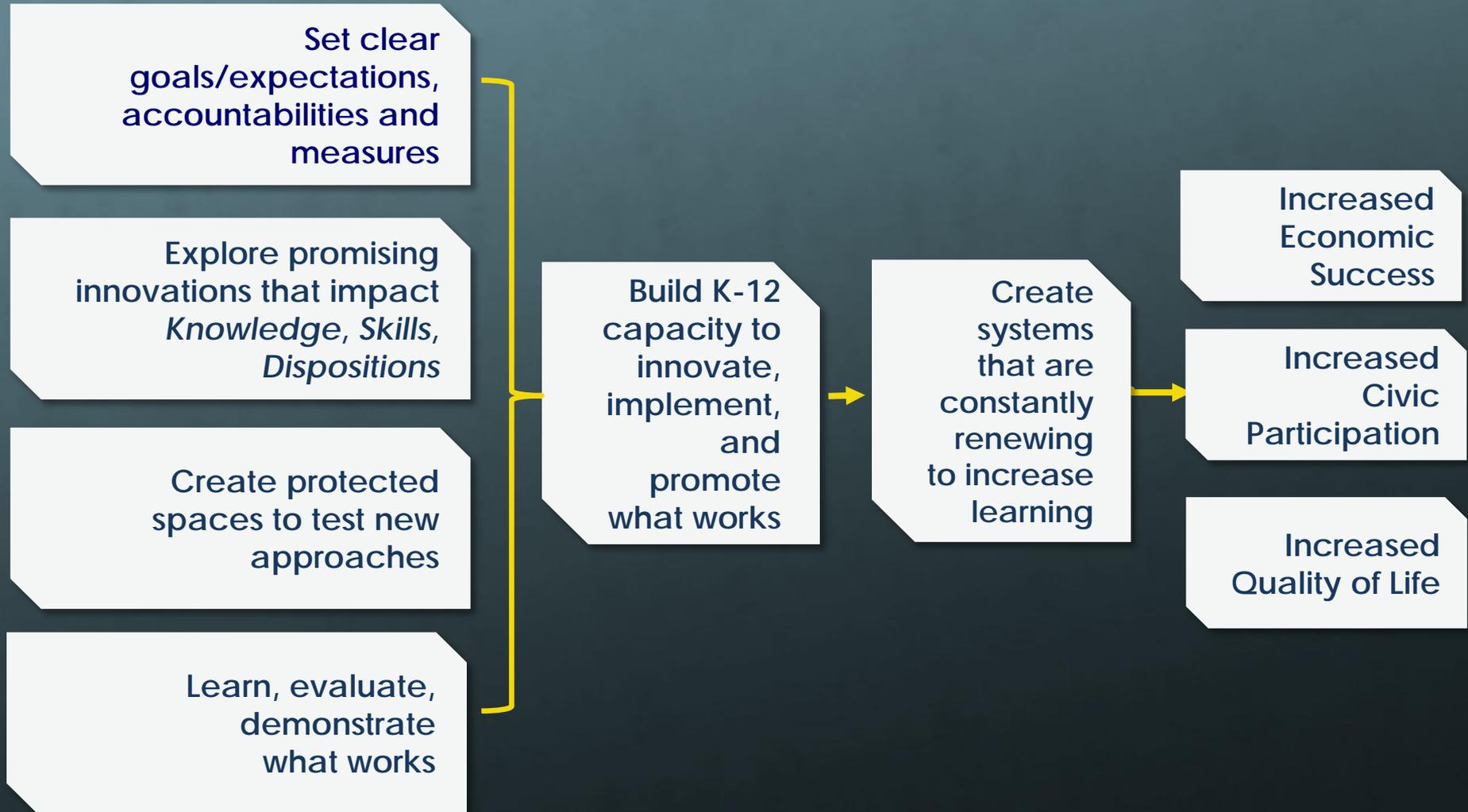
The Steering Team hopes to complete its work and disband by June 30.

Our goal, in a few words

We want to create a change process in which a few pioneering educators, supported by cross-sector experts, imagine, develop and test learning experiences that dramatically reduce dropout rates and increase the number of students graduating ready for learning, work and citizenship.

These educators will be networked so that they can identify, test and share replicable, cost-effective models proven to produce dramatically better outcomes for students.

Our longer-term strategy



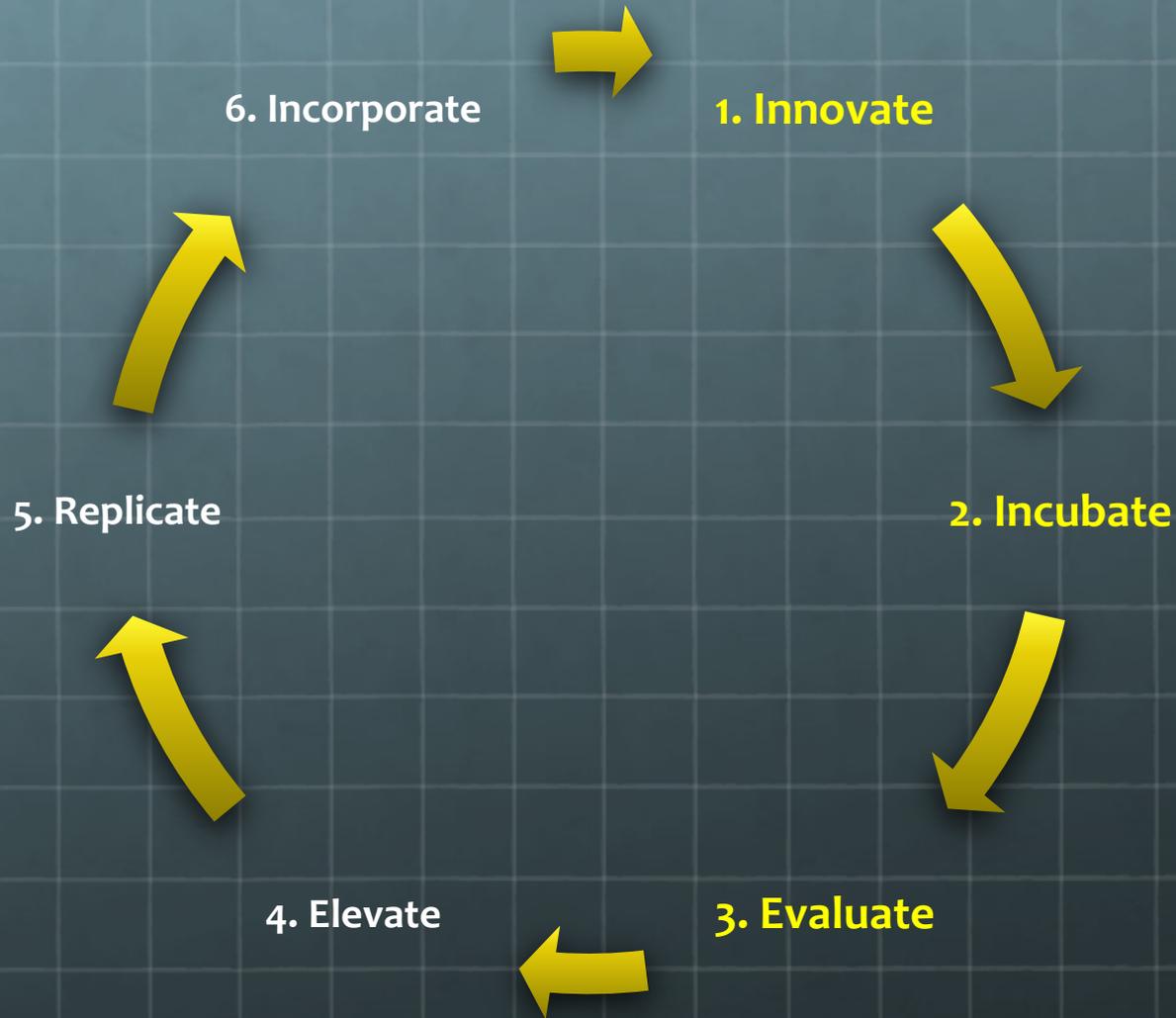
May 2 – Reports from Kentucky, Maine, New Hampshire and Wisconsin

-  **Kentucky**: Led by SDE, Governor, Legislature. Passed new legislation; selected few pilot districts; moved to ACT assessment suite(middle and high school) for all students; connected innovation lab with higher education-leader/teacher development. UK deeply involved, esp. with leader training
-  **Maine**: Two districts started effort; others joined. Then Governor, SDE, and Legislature acted. Created Cohort for Customized Learning (20+ districts); continuous progress model; new strategic plan; huge infusion of technology; new legislation May, 2012 that moves entire state to graduation by proficiency by 2018.

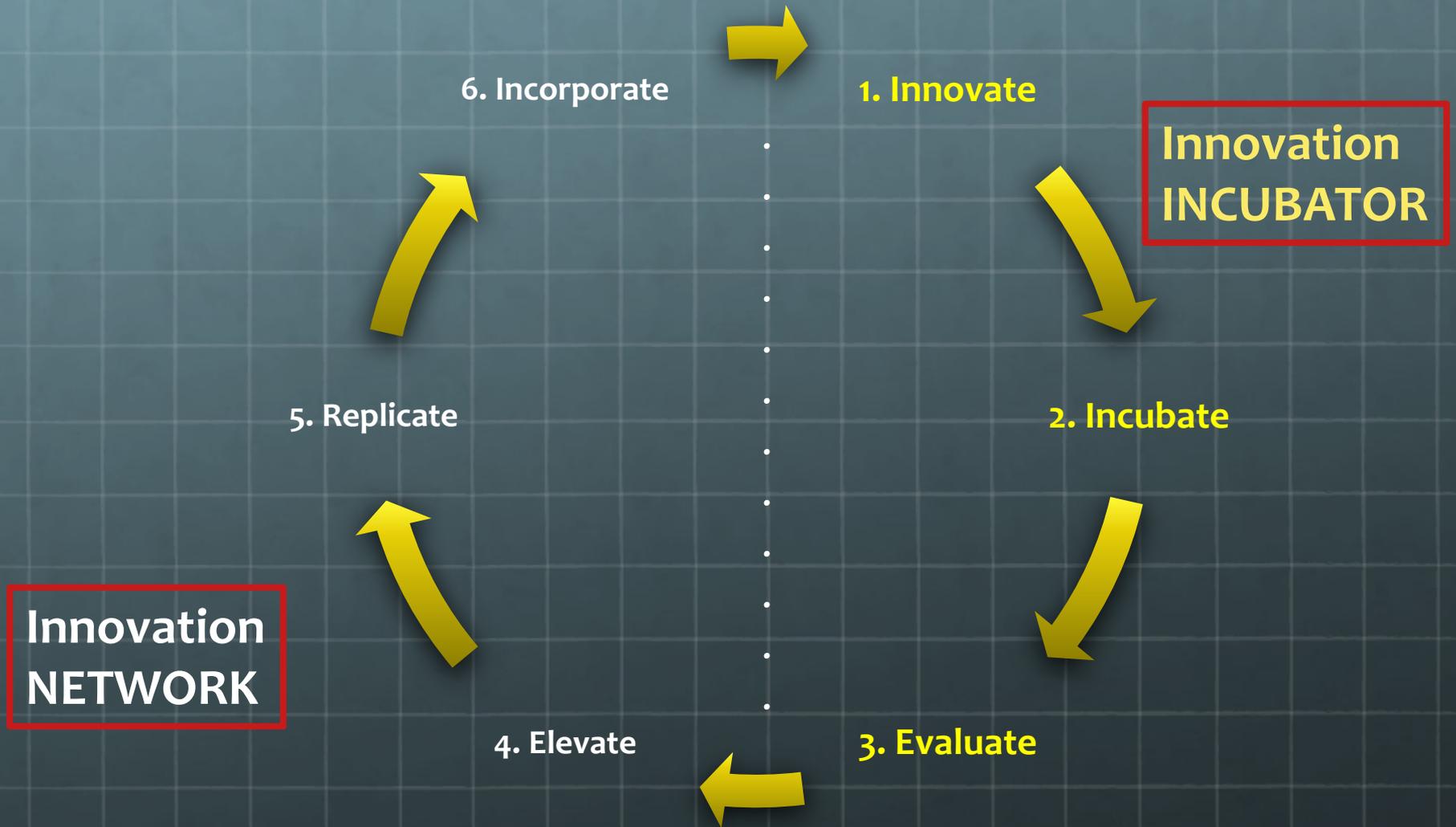
Key Points: Wisconsin and New Hampshire

- 🌐 **Wisconsin**: One region (CESA 1, which includes Milwaukee) as innovation center; traditional, charter, voucher schools all included; personalized learning approach; innovators are networked; established new certification process for educators; testing many sub-components and then moving to aggregate as successes emerge
- 🌐 **New Hampshire**: Effort strongly led by SDE, with Governor and Legislative interest. Moving to competency-based diploma; redefining Carnegie Units around College, Career, Citizenship readiness; applying to pilot new accountability model for US; working with a number of advisors and experts.

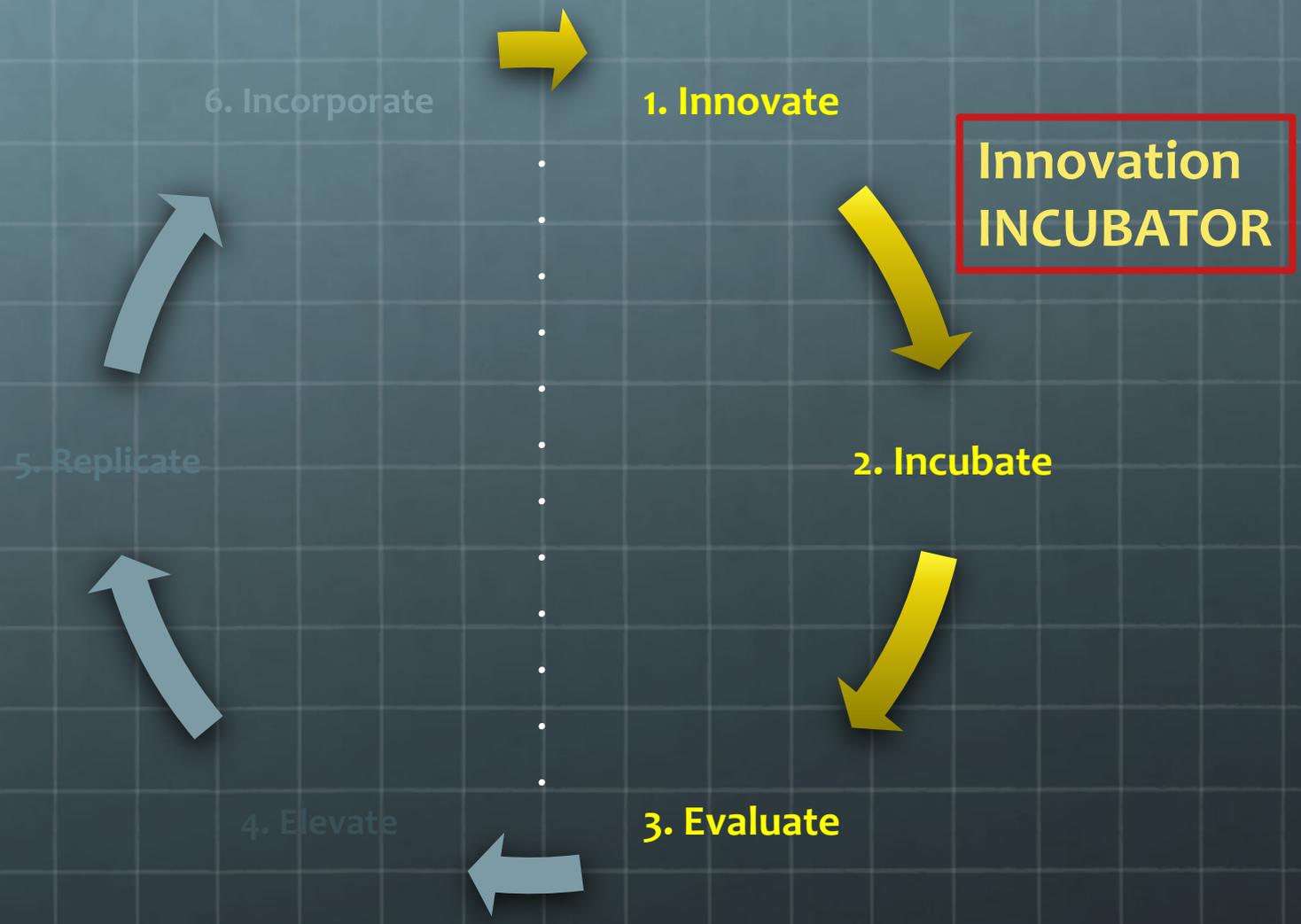
The Cycle of Innovation



The Cycle of Innovation



June 11th Focus: *The Incubator*



The Challenge for Education Today

- Most *careers* require quality post-secondary training/education
- Nationally, for every 100 students entering high schools, on average:
 - Only 70 graduate within four years
 - 44 of these begin college
 - Only 21 get a degree
 - That's a failure rate of 79%* [K through post-secondary]
 - These numbers drop off even further for students from lower socioeconomic levels
- We need dynamic learning approaches that will dramatically increase the numbers of students leaving high school college, career, and citizenship ready

* The National Center for Higher Education Management Systems

Where do we start?

**“The future is already here—
it’s not very
evenly distributed.”**

William Gibson

Where do we start?

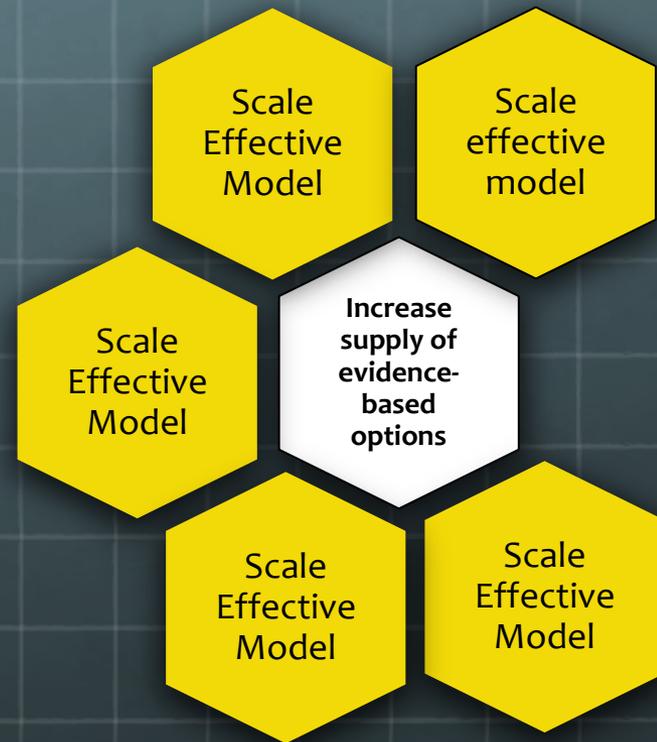
High-quality choices in public education are already here—they're just not evenly distributed.

Where do we start?

Education Incubator

The Incubator . . .

- Intentional strategy to take what works at small scale, often in special settings, and learn how to spread it at larger scale
- A comprehensive, coherent approach that involves all components of the system



GOAL: Increase supply of high-quality public school options

Where do we start?

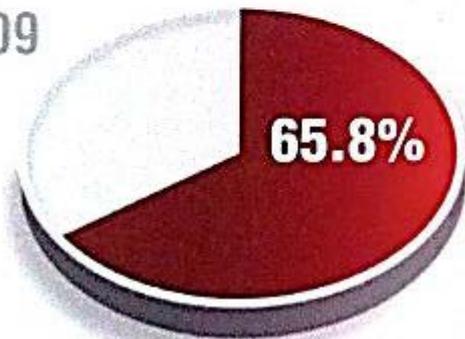
Education Incubator – Workforce Readiness

③ WORKFORCE READINESS

GOAL: By 2020, 85 percent of high school graduates will qualify for postsecondary education or employment.

Students enrolled in two- or four-year colleges.

2009



2011



EOC Goal #3

Where do we start?

We propose the *Education Incubator* initially focus on two high school models that have produced impressive graduation results

- Goal: Increase supply of high-quality public school options
- Focus on increasing number of students leaving high school prepared for learning, careers, citizenship
- Test new approaches, e.g., New Tech, Early/Middle College—using a proficiency-based approach to award credit
- Develop and test new measures, metrics, accountability system
- Entity to coordinate and manage education incubator, focusing on producing *evidence* of what works, what doesn't



The Search for More Effective Approaches

-  Our aim: to identify promising learning models that result in significantly higher student success rates
-  We are particularly interested in approaches that dramatically reduce dropouts and increase the number of students graduating ready for learning, work and citizenship.
-  Several recent studies have sought to understand the relationships between the practices of successful independent school networks or charter management organizations and their effects on student achievement. The authors looked at schools that were located within regular school districts and in charter organizations.

Charter Management Organizations and Independent School Networks

- Charter-school management organizations (CMOs) establish and operate multiple charter schools. They represent one prominent attempt to bring high performance to scale. Many CMOs were created in order to replicate educational approaches that appear to be effective, particularly among disadvantaged students.
- Of particular interest are schools that are implementing transformative practices based on a proven framework. These schools are all part of a charter management organization or a national network. They are either charter schools or non-traditional schools, “islands” operating within existing district systems.
- Much of the evidence is still anecdotal. Studies that examine longer-term impacts of these approaches on college and career success are underway; results are expected in 2013.
- Researchers analyzed eight models that appear to be having a significant positive impact on K-12 graduation and college-going rates and that are being successfully scaled.

The Eight Models Reviewed

- Asia Society International Study Schools Network (ISSN)
- Big Picture Learning
- ConnectEd
- Early College High School (also, Middle College High School)
- EdVisions Schools
- Expeditionary Learning
- High Tech High
- New Tech High

Researchers Found

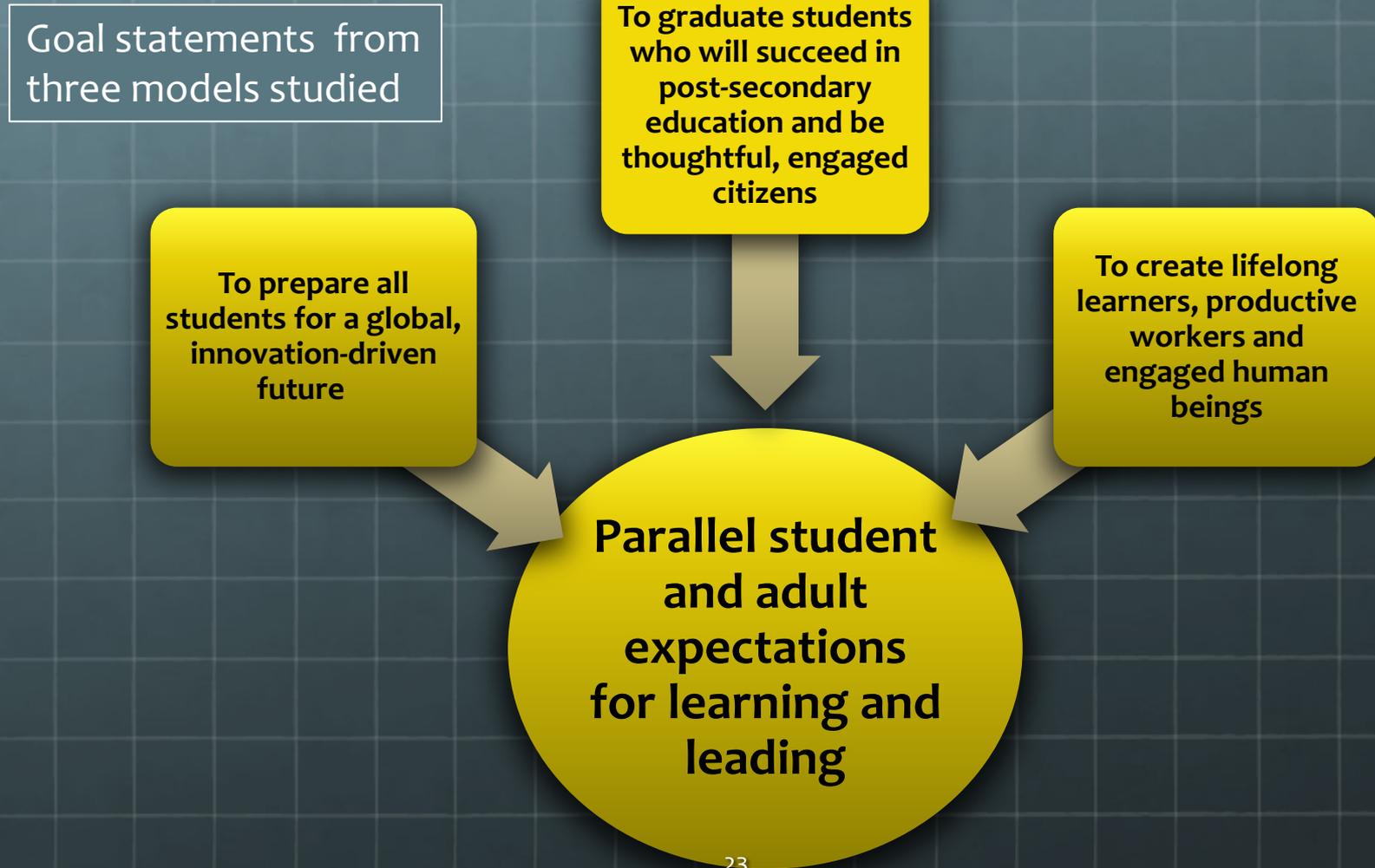
- 🌐 These eight models comprise an extremely diverse set of organizations and schools. However, common patterns among learning and teaching methods, management practices and guiding principles quickly emerged.
- 🌐 There is a coherent system of learning methods and practices that, if implemented well, are associated with much higher levels of success for students.
- 🌐 Transforming culture and practice requires both “top-down” and “bottom-up” strategies. Success occurred most frequently in environments characterized by tight adherence to purpose, outcomes, and key design principles combined with greatly increased freedom, autonomy for teachers and students.

Five Elements Common among School Models that are Producing Impressive Results

- Purpose driven: post-secondary success**
- Drive to produce quality student work**
- Learner-centered, deep engagement**
- Transformed culture**
- Core principles consistent across network**

1. Purpose-driven toward post-secondary success

Relentlessly focused on enacting an expanded definition of student success as the learning goal



2. Drive to Produce Quality Student Work

Emphasis on Quality: *There is a consistent, pervasive drive to produce quality student work*



Learning experiences:
deeply engaging,
personalized,
often collaborative

Many public
presentations and
authentic performance
assessments of work



Teacher development
occurred through a
collaborative focus on
student work

3. Learner-centered, Deep Engagement

Students are deeply engaged in learning that is relevant and rigorous; this requires changes in roles of both students and teachers

Relevant Work



Learning motivated by questions, problems, real-world issues and challenging projects

Teacher as Coach



Teachers are learning designers, advisors, facilitators and school leaders

Student-Driven



Students are responsible for setting goals, analyzing quality of work, driving toward product/outcome

4. Transformed Culture

Business-like culture characterized by empowered adults and students who respect one another, the processes in place, and learning itself



Personal culture of caring, respect, trust, collaboration, mutual support, and community



Professional culture of responsibility, ownership, self-direction and leadership

LEARNERS

TEACHERS

5. Core Principles Consistent Across Network

There are enduring design principles that are implemented with high fidelity across the network of schools



PROCESSES:

Clear, systemic instructional direction. personalized learning with rapid correction cycles



SUPPORTS:

Embedded coaching modeling, mentoring



TOOLS:

Right tools, technology for learning, aligned assessments



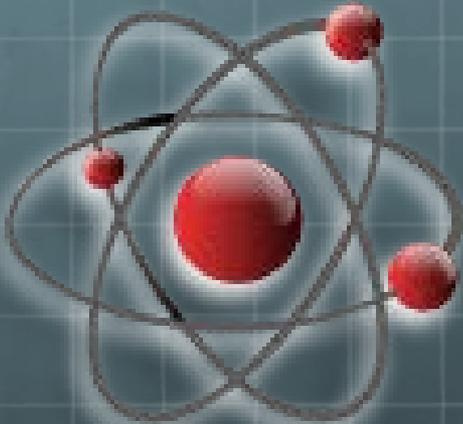
CONDITIONS: High autonomy, expanded space, time, and community connections

These common elements are closely related to the design principles suggested by the State Board of Education in November, 2011*

- 🌐 World-class knowledge and skills
- 🌐 Performance-based (proficiency) learning
- 🌐 Authentic student ownership, responsibility
- 🌐 Personalized learning
- 🌐 Anytime, everywhere learning opportunities
- 🌐 Comprehensive system of supports for students

*Adapted from principles suggested by the national Innovation Lab Network, CCSSO

Proposed Core Design Principles



- **Performance driven: to graduate kids who are College-, Career-, Citizenship ready**
- **Learner-centered: kids own their learning**
- **Evidence-based: focus on quality outcomes**
- **Personalized: fit each learner**
- **Applied: kids demonstrate understanding**
- **Tech-enabled: to leverage technologies**
- **Cost-effective: to be feasible at scale**

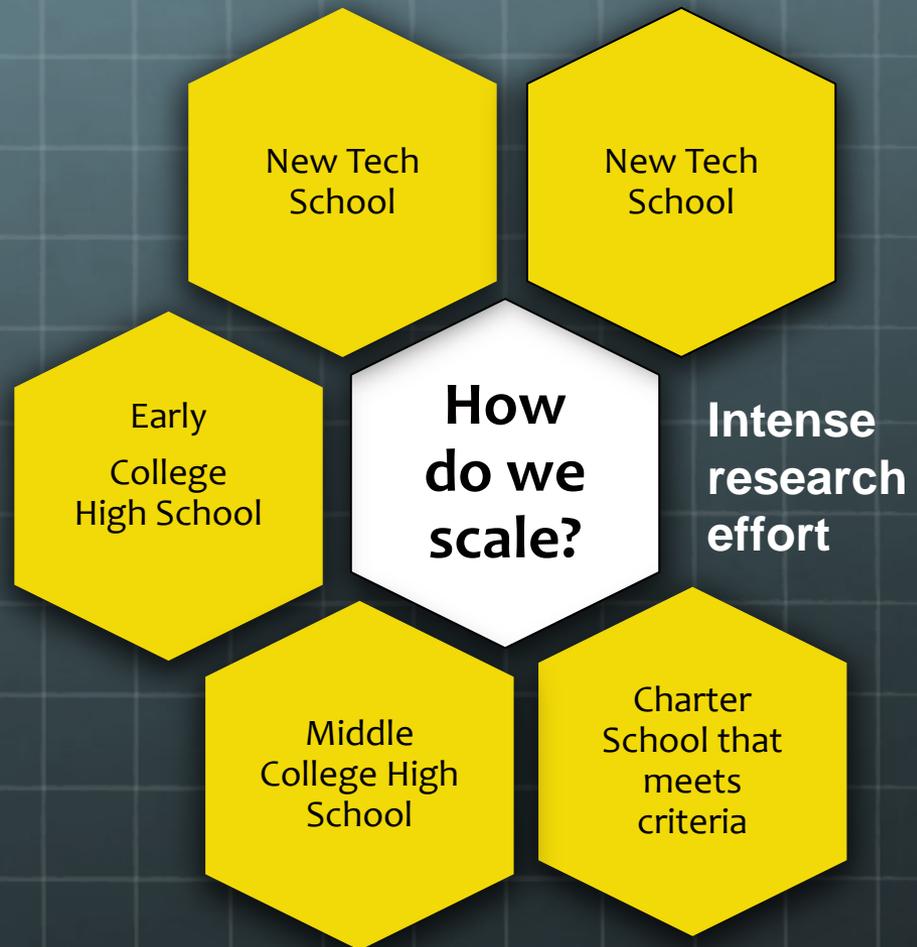
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Where do we start? *Education Incubator*

Presentations: Two schools producing impressive results:

- ❖ **New Technology High School – Wadesboro, North Carolina**
- ❖ **Early College High School – Horry County**



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Update:

- The SCDE has reached out to districts, offering waivers from regulations that prevent innovation and encouraging innovation aligned with the principles of individualized learning, competency/mastery and 21st century skills
- ETV leaders have enthusiastically expressed a desire to join this effort; we are discussing roles such as community engagers, quality content vetters, and providers of “anytime, anywhere” learning opportunities
- Higher education representatives have embraced the opportunity to work with selected secondary schools, to help design the innovation incubator initiative, and to identify assessments that appear to predict post-secondary readiness
- Many other individuals have expressed an interest in the innovation effort. Jill Chalsty, the Community for Education Foundation, has pledged to provide materials and professional development for implementing *Overcoming Obstacles* life skills program in Innovation Network sites
- Betsy Carpentier has conducted an initial screening of measures and metrics aligned to *KNOWLEDGE*, *SKILLS* and *DISPOSITIONS* essential for post-secondary success.
- We have made progress toward securing funding for planning and baseline data collection during the 2012-13 school year, with incubator launch set for June, 2013

Update, continued:

- Business (South Carolina Chamber, New Carolina) and Workforce Development leaders are considering roles they might play in the Incubator effort
- The Riley Institute has assisted with planning and has pledged to continue to be involved with assessment, analysis, evaluation support
- South Carolina Future Minds has pledged support for the innovation initiative, and may play a key role in supporting, sustaining the effort
- South Carolina Association of School Administrators (SCASA) and the South Carolina School Boards Association (SCSBA) provided financial support for this initial planning effort; SCASA meets with interested members June 17; SCSBA will inform, involve local board members in August
- The EOC unanimously voted to “undertake a project to explore innovative ways to transform the assessment and delivery of public education in South Carolina that will increase student academic achievement.”

Next Steps:

June 11 Meet with the EOC

June 12 - 17 Meet business reps, 18 superintendents

June 20 Finalize Steering Team recommendations

June 30 Convey recommendations: State Board + EOC

June 30 Steering Team role begins to phase out

July or early August – Planning session with all interested representatives

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