

ENGAGING DISTRICT, SCHOOL, AND TEACHER LEADERS IN IMPROVEMENT:

LESSONS FROM THE SECOND YEAR OF THE CORE IMPROVEMENT COMMUNITY

FACTS-AT-A-GLANCE

The CORE Improvement Community is an important testing ground to learn about the shift toward continuous improvement in districts and schools. Educators are working toward simultaneous goals of improving math achievement and building capacity for continuous improvement.

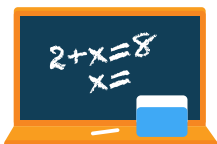
This report highlights lessons learned as educators work together toward a common aim: to improve the mathematics achievement of African American and Latinx students in grades 4-8. PACE's evaluation focuses on the CORE Districts' implementation and outcomes and draws from multi-day site visits, interviews, event observations, and document review.



WHAT WE LEARNED



Lesson 1: The simultaneous goals of improving math achievement while building capacity for continuous improvement offer both benefits and challenges for the CORE Districts.



Lesson 2: Districts have a pivotal role to play in conducting, supporting and sustaining continuous improvement efforts focused on classroom instruction.



Lesson 3: Context matters. Pre-existing structures and processes, time for educator collaboration, and supportive leadership all influence continuous improvement efforts.



Lesson 4: District and school leaders are excited about the potential of continuous improvement to spur deep and lasting improvement.

GOALS

The CORE Districts' goal is to improve math achievement or a similarly relevant focus area while building capacity for continuous improvement. There is a benefit here, in learning-by-doing, but it can be hard as a network to keep focused on two goals at once.



To view the full report please visit:

<https://edpolicyinca.org/publications/engaging-district-school-and-teacher-leaders-improvement>

ROLES

Important school district roles include:



Being a champion



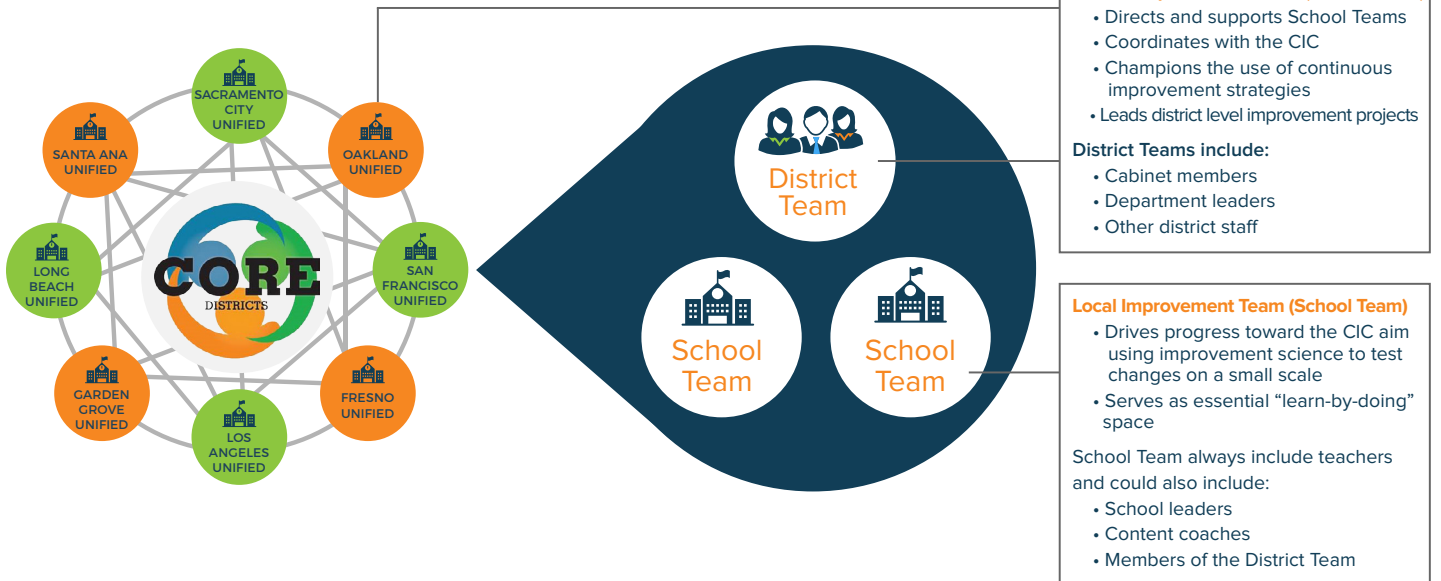
Ensuring sufficient resources for Local Improvement Teams to support improvement efforts



Coordinating up, down, and across the system (e.g., classroom, school, and district level)



Conducting their own district-level improvement cycles



CONTEXT

Continuous improvement ideas are unlikely to lead to success in schools where the context presents substantial challenges to regular and deep teacher collaboration.



POTENTIAL

Because of how it is engaging teachers in systematically testing ideas for improvement, participants are finding that continuous improvement has the potential to transform school systems.

