Merging priorities: how CBOs and Superintendents can improve student outcomes without going broke!
Welcome

Michael McCormick
Superintendent
Val Verde Unified School District

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The Achievement Initiative
How our program works: It’s all designed around 2 skills

LEADERSHIP

MANAGEMENT

The Five Practices of Exemplary Leadership

1. Inspire a shared vision
2. Challenge the process
3. Enable others to act
4. Encourage the heart
5. Model the way

5 Principles for Continuous Improvement

1. People
2. Process
3. Measurement
4. Oversight
5. Communication

By Kouzes and Posner
What’s great is when a manager engages in these behaviors the following occurs

They are:

- More effective in meeting job-related demands
- More successful in representing their units to upper management
- More likely to create higher-performing teams
They also....

- Foster loyalty and commitment
- Increase motivational levels and willingness to work hard
- Reduce absenteeism and turnover
- Possess high degrees of personal credibility
5 Leadership Practices

1. Inspiring a Shared Vision
2. Modeling the Way
3. Challenging the Process
4. Enabling Others
5. Encouraging the Heart
1. **Inspire** a shared vision

- Leaders passionately believe they can make a difference.
- They *envision the future*, creating an ideal and unique image of what the organization can become.
- Through their magnetism and quiet persuasion, leaders *enlist others* in their dreams.
- They breathe life into their visions and get people to see exciting possibilities for the future.
ACCELERATING OUR FUTURE...

“Creative tension comes from seeing clearly where we want to be, our ‘vision,’ and telling the truth about where we are, our ‘current reality.’ The gap between the two generates a natural tension. Creative tension cannot be generated from current reality alone. All the analysis in the world will never generate a vision. Many who are qualified to lead fail to do so because they try to substitute analysis for vision. What they never grasp is that the natural energy for changing reality comes from holding a picture of what might be that is more important to people than what is.”

-Pete M. Senge,
MIT Sloan School of Management
1. **Inspire** a shared vision

Our program is designed to create a **culture of achievement** starting with creating a culture of showing up.

Leadership is the capacity to translate vision into reality.
—*Warren Bennis*
2. **Challenge the process**

- Leaders look for opportunities to change the status quo.
- They look for innovative ways to improve the organization.
- In doing so, they **experiment and take risks**.
- And because leaders know that risk taking involves mistakes and failures they accept the inevitable disappointments as learning opportunities.
Yes. I am suggesting change

• The #1 reaction to change is resistance
• Most people prefer the status quo
  – It’s familiar
  – It’s not scary
  – They know “They can do it”
• Here’s the problem
  – Creativity is stifled along with innovation
  – No significant improvements can be had
“The best time to plant a tree was 20 years ago. The second best time is now.”

Chinese Proverb

• To keep up you have to change.

• Some questions:
  – Where would you be if you had started last week?
  – Where would you be if you had started last month?
  – Where would you be if you had started last year?
  – Where would you be if you had started 5 years ago?

• It’s never convenient, there will never be 100% consensus, there will always be naysayers and you can’t wait for perfect.

• Change, like it or not, is an imperative for growth.
2. **Challenge the process**

PROCESS · MEASUREMENT · OVERSIGHT

We’re disrupting how districts typically approach achievement. We have a proven, innovative solution to improve student attendance. We built a process into our program with the rigor, service and vigilance to execute with the same focus in year three as we have on day one.

Effective leadership is putting first things first. Effective management is discipline, carrying it out. —*Stephen Covey*
3. **Enable** others to act

- Leaders *foster collaboration* and build spirited teams.
- The actively involve others.
- Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and dignity.
- They *strengthen others*, making each person feel capable and powerful.
3. **Enable** others to act

**PEOPLE · PROCESS · MEASUREMENT · OVERSIGHT · COMMUNICATION**

We pay attention to people and believe that your data tells a story that should inspire action. Data reporting and comparative analysis are built into our service model, providing your team with the tools and confidence to make a difference.
4. **Encourage the heart**

- Accomplishing extraordinary things in organizations is hard work.
- To keep hope and determination alive, leaders recognize contributions that individuals make.
- In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes.
4. Encourage the heart

People work for money but go the extra mile for recognition, praise and rewards.
—Dale Carnegie

Recognition Program

We feel inspired by the results achieved through our program and are proud to acknowledge the accomplishments of our district partners and their success.

- Board ceremony presentation
- Award plaques and certificates provided
5. **Model** the way

- Leaders establish principles concerning the way people (constituents, colleagues, and customers alike) should be treated and the way goals should be pursued.
- They create standards of excellence and then set an example for others to follow.
- Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward larger objectives.
- They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory.
5. **Model** the way

PROCESS · MEASUREMENT · OVERSIGHT

We push your one clear message out to students, parents, community and district staff, starting the chain reaction that shifts your entire organization’s priority toward your objectives.

A genuine leader is not a searcher for consensus but a molder of consensus.
—Martin Luther King, Jr.
So...

When you combine

5 Principles of Continuous Improvement
(which is quality management) + 5 Exemplary Leadership Practices

What Happens?
Achieve the extraordinary

We are **closing the gap** in graduation rates

Compare California and The Achievement Initiative averages

Independently verified data from 21 diverse school districts over 7 consecutive years

Graduation Rates **WITHOUT** The Achievement Initiative

- **White**: 88.1%
- **Hispanic or Latino**: 80.0%
- **African-American or Black**: 72.6%

Graduation Rates **WITH** The Achievement Initiative

- **White**: 91.0%
- **Hispanic or Latino**: 87.2%
- **African-American or Black**: 85.2%
Analysis contains more than 700,000 students within 72 diverse districts

- Graduation rates comprised of 21 district covering seven consecutive years
- Three-year data analysis consists of 31 school districts
K-5 Truancy

The higher, the better.

- Hispanic or Latino: 36.3%
- African-American or Black: 31.9%
- White: 6.8%
K-5 Chronic Absence

*The higher, the better.*

- **Hispanic or Latino**: 28.3%
- **African-American or Black**: 16.2%
- **White**: 8.5%
6-8 Truancy

The higher, the better.

- Hispanic or Latino: 50.1%
- African-American or Black: 41.4%
- White: 14.9%
6-8 Excessive Excused Absence

*The higher, the better.*

- Hispanic or Latino: 12.3%
- African-American or Black: 11.6%
- White: 0.3%
6-8 Chronic Absence

*The higher, the better.*

- Hispanic or Latino: 19.1%
- African-American or Black: 10.6%
- White: 14.2%
9-12 Truancy

The higher, the better.

11.3% Hispanic or Latino
9.5% African-American or Black
6.0% White
9-12 Excessive Excused Absence

The higher, the better.

Hispanic or Latino: 35.2%
African-American or Black: 41.7%
White: 20.9%
9-12 Chronic Absence

The higher, the better.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>46.5%</td>
</tr>
<tr>
<td>African-American or Black</td>
<td>41.5%</td>
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<tr>
<td>White</td>
<td>29.8%</td>
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</tbody>
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Attention2Attendance (A2A) is designed to:

- Establish “showing up” as an imperative for all students
- Increase learning time
- Improve school site and parent relationships
- Increase parent engagement and communication
- Remove administrative burden
- Enhance school culture
But is it ADA positive?

All things being equal, the answer is absolutely.

Considerations:

– Trend lines (declining enrollment)
– School shootings (threats of violence)
– Epidemics (flu season outbreaks)
– Natural disasters (fires, floods, hurricanes)
– Political factors (immigration issues)
“The Val Verde Way”

Michael McCormick, Superintendent
Val Verde Unified School District
The **most important** thing we can do for our children to be successful in life is to get them to school every day and on time.

- In the elementary years, children who miss school are more likely to struggle academically and in later years, to dropout entirely.
- In the secondary years, attendance is the No. 1 predictor of dropout and graduation rates.
- Attendance is a top indicator of being on track for graduation and for college and career readiness.
- Nearly 67% of course failures were attributed to attendance.
Attendance monitoring is the single most important process in a school district.

It is key to:

- Funding
- Learning time
- Student success academically
- Graduation rates
Where we started in 2010

- District-wide attendance rate was 93%
- District graduation rate was 78.2%
- Attendance was not a priority
- Lack of student attendance data
- Too many hands in reporting student attendance data
- Inconsistent parent outreach process, no structure
- Lack of personnel and resources
What Changed?

- District leadership began to focus on data that had a direct correlation to mandated reported data
- Attendance became a district-wide focus as the key to improving outcomes
- Creation of the attendance enforcement team
- Attendance became part of principals' evaluation along with attendance incentives
- Utilization of the parent outreach process
- Focus on Chronic Absenteeism
Partnered with SI&A to implement Attention2Attendance, collect data and to configure it to meet our specific needs.

Brought all schools together in a consistent uniform process:
- Helped parents and students see that *achievement and success are linked to attendance—it can’t happen without* being present, at school, ready to learn *… showing up*

Ultimate goal:
- **Strengthen** the connection between schools and families
- **Increase** parent communication
- **Regain** learning time
- **Improve** student outcomes
Use Data to Inform Action

**Improve Outcomes**

- Poor attendance doesn’t have to be a guessing game
- Districts that make a significant change in attendance do so because they use and understand the attendance data and apply it through their process

| Use as a measuring stick against prior months and years | Enables districts to identify chronic attendance problems, truancy and attendance patterns | How does a district know if they are improving district wide attendance through their efforts and programs if they are not using data? |
Revenue lost by day by school
1st semester 2014-2015
-$2,854,767
Revenue lost by day by school
2nd semester 2014-2015
Through P2 3/20/2015  - $2,484,730
Val Verde’s Saturday STEAM
• 71.92% (14,495) of your students fall in the Excellent and Satisfactory groups.
• 28.08% (5,658) of your students have missed more than 9.0 days of school.

Data as of 5/31/2017
2016-17 District Absence Rates Compared to Other A2A Clients

The lower, the better.

Data as of 5/31/2017
Total Absence Rates, Year-over-Year, YTD

The lower, the better.

Data as of 5/31/2017

A2A Truancy:
- 2014-15: 38.1%
- 2015-16: 35.2%
- 2016-17: 34.4%

EEA Rate:
- 2014-15: 22.7%
- 2015-16: 22.7%
- 2016-17: 19.1%

A2A Chronic Truancy:
- 2014-15: 1.9%
- 2015-16: 1.9%
- 2016-17: 1.7%

Chronic Rate:
- 2014-15: 8.0%
- 2015-16: 8.3%
- 2016-17: 7.4%

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Total Absence Summary, Year-over-Year, YTD

The goal is to increase the number of students in the Excellent and Satisfactory categories and decrease the number of students in the Manageable and Chronic categories.

We are seeing improvement over last year in all categories.

Data as of 5/31/2017
VAL VERDE UNIFIED SCHOOL DISTRICT
PORTRAIT OF A GRADUATE

CRITICAL THINKING
- Students collect, assess and analyze relevant information.
- Reason effectively and use systems thinking.
- Make sound judgement and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes and solutions.

FLEXIBILITY
- Students adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively. Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions in multi-cultural environments.

CREATIVITY
- Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Demonstrate originality and inventiveness and understand real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand innovation is a long-term, cyclical process of small success and frequent mistakes.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

COMMUNICATION
- Students articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning including: knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness and assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).

COLLABORATION
- Students demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
Program Success

Program has been in place for six years

- Improved district-wide attendance to 97.0%
- Increased communication and parent engagement
- Lowered truancy rates
- Increased academic success
- Lowered dropout rates
- Increased graduation rates
- Increased district revenue by $6.5 million last year
Graduation Data

The higher, the better.

- California Average
- A2A Average
- Val Verde Unified


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Dropout Data

The lower, the better.

California Average  A2A Average  Val Verde Unified

12%
10%
8%


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California State S.A.R.B.

Recognizes the

Val Verde Unified School District

For Implementing a Model S.A.R.B. Program for the Purpose of Minimizing Student Dropouts and Promoting Student Success

Sponsored by

SchoolsFirst Federal Credit Union

2016
Creating a culture of achievement starting with creating a culture of showing up.

Thank you!

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