

LEADERSHIP

SERIES *to* ADVANCE TEHAMA.

September & December
2019

CORNINGPROMISE
Paskenta Band of Nomlaki Indians



INTRODUCTION AND BACKGROUND

The goal of the Leadership Series to Advance Tehama was to synergize efforts cross-organizationally, build individual leadership capacity, and learn a common language to reach the collaborative result of:

“All children in Corning will successfully graduate high school and be college and/or career ready.”

The leadership series was initiated in September 2019 with a “Performance Partnership Summit” and followed by a December meeting that focused on Accountability, Capacity Building, and Strategy Development.

SEPTEMBER 2019: The overarching goal of the Performance Partnership Summit was to fuel system-wide change by identifying shared targets related to the collaborative result, aligning actions designed to meet the targets, and creating strategy groups with action plans to execute and sustain the work.

DECEMBER 2019: The December session provided an opportunity for the leaders to review their strategy group’s work-to-date, refine strategies where needed, hold accountability conversations, and engage in other leadership competency development activities/conversations designed to support the collaborative actions leading to the shared result. By the end of the sessions, the leaders:

- Increased understanding of current data related to their work.
- Identified levels of accountability and discussed how to apply an accountability framework to their ongoing work.
- Increased their knowledge of performance measures and applied their understanding to the current work.
- Further developed strategies and identified stakeholders using the “results in the center” framework.
- Integrated concepts related to working in high action and high alignment.
- Applied the framework of “adaptive leadership” to their ongoing strategy work to distinguish different leverage points for moving the work forward.
- Considered how to apply targeted universalism to advance an equity framework.



PARTICIPATING ORGANIZATIONS

Leaders from a cross-sector of organizations participated in the Leadership series. The leaders are affiliated with the following organizations:

- Center for Evaluation and Research (CER)
- City of Corning
- Corning Police Department
- Corning Promise
- Corning Union Elementary School District (CUESD)
- Corning Union High School District (CUHSD)
- Develop and Evaluate, Inc.
- Early Head Start/Head Start
- Empower Tehama
- Harvest Christian Center
- Job Training Center
- Maywood Davinci Middle School
- New Life Assembly
- Northern California Child Development, Inc. - Early Head Start (NCCDI)
- Olive View Elementary School
- Northern California Child Development, Inc
- Tehama County Board of Supervisor
- Tehama County Department of Education (TCDE)
 - Educational Support Services
 - Early Childhood Department
 - Safe Education and Recreation for Rural Families/Expanded Learning Program
 - School Readiness
- Tehama County Health Services Agency (TCHSA)
 - Healthy Families Tehama
 - Public Health Department
- Tehama County Library

DATA WALK

Data was used in the Leadership Series as the anchor to ground the conversation, this is referred to as the “Data Walk”. Participants joined in groups of three to review the data, discuss the data, and ask questions or add comments on the visual presentations. The data on display included kindergarten readiness, summative assessment data, district college and career readiness data, and demographic data for Corning, Tehama County, and the State of California.



BASELINE AND TARGETS

During the September Summit, leaders answered the question:

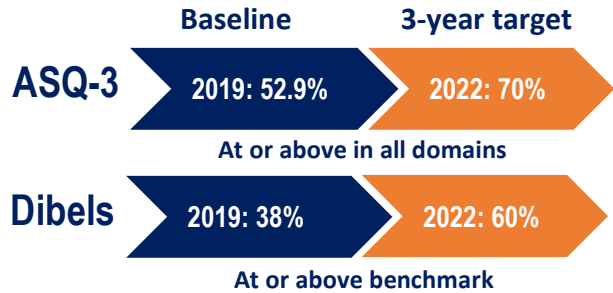
1. **Where are we now?** Participants agreed upon baseline indicators in kindergarten readiness and grade-level academic standards in grades 3, 8, and 11. The baseline measures served as the starting point for tracking progress.

2. **Where do we want to be?** By answering the question of “Where do we want to be?”, participants agreed upon a 3-year target for each of the indicators.

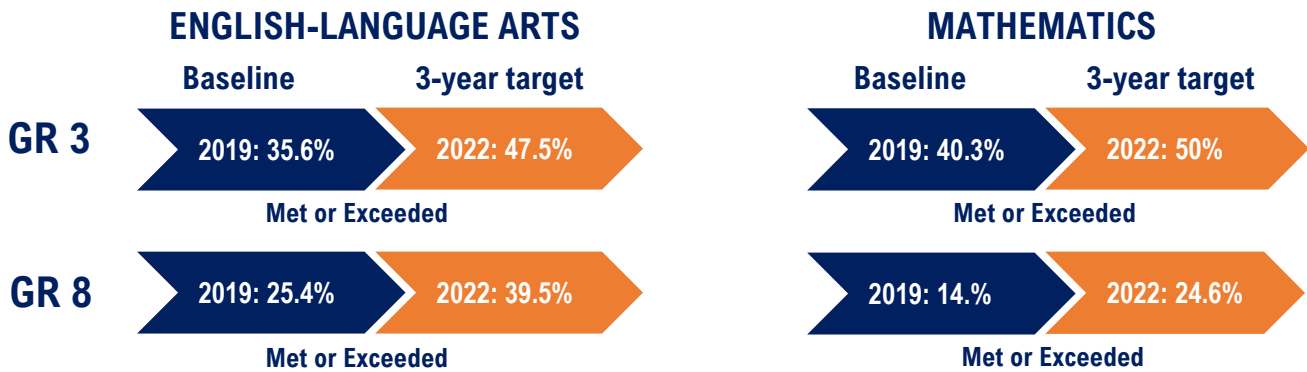
During the September meeting, the leaders established that they are bounded by internal accountability that is nested within the group and driven by the leaders' commitment to improving student outcomes.

The targets, set three years out, were organized around significant education milestones on the cradle to career continuum.

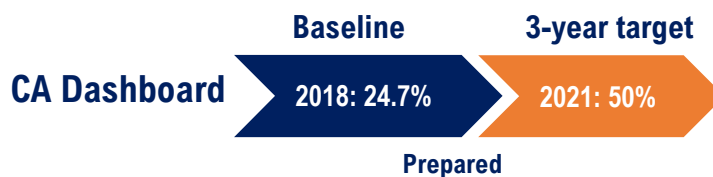
KINDERGARTEN READINESS: Data from two instruments are used to assess kindergarten readiness—the Ages and Stages Questionnaire (ASQ-3) and Dibels. ASQ-3 data is collected at the beginning of a students' incoming kindergarten year in the domains of communication, gross motor, fine motor, problem-solving, personal-social. In 2019, of all students assessed, 52.9% demonstrate at or above in all developmental domains. The Dibels assesses early literacy acquisition of kindergarten children at the beginning of the school year. In 2019, 38% of all children assessed (263 in Fall 2018) had demonstrated at or above benchmark.



GRADE 3 AND GRADE 8: Two components of the California Assessment of Student Performance and Progress (CAASPP) are used to measure progress—the Smarter Balanced summative assessments in English-language arts/literacy and the mathematics assessment. Summative assessments are administered at the end of each school year and results are released by the California Department of Education in September. The percentage of students who fall in Level 3 and Level 4 achievement levels are combined for the baseline and target results.



COLLEGE AND CAREER READINESS: The California Department of Education (CDE) measures how well schools are preparing students for likely success after graduating using several measures, these include Career Technical Education Pathway Completion, Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, College Credit Course (formerly called Dual Enrollment), a–g Completion, State Seal of Bilingualism, and Military Science/Leadership. To see the calculation, visit <https://www.cde.ca.gov/ta/ac/cm/ccical.asp>.



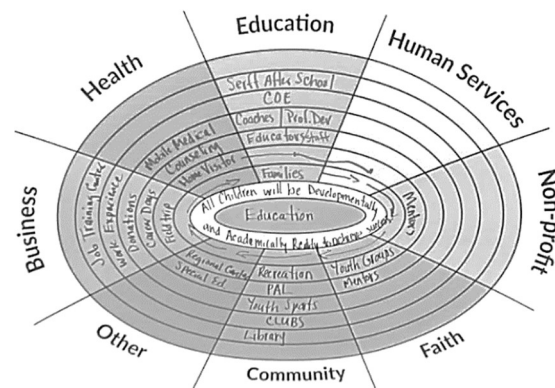
STRENGTHENING STRATEGIES AND EXPANDING LEADERSHIP CAPACITY

In September, participants brainstormed high-level strategies that could be used as part of a coordinated plan to ensure all children in Corning graduate high school and area college and/or career ready. From the conversation, the group identified strategy themes. From these themes, the group sorted itself into corresponding strategy workgroups. Each group identified the top three priority objectives for the strategy and began creating a performance plan for each objective that outlines specific action steps.

At the December session, leaders participated in leadership competency building activities/conversations to expand their knowledge to advance the work they started in September. This section highlights the activities the leaders engaged in during the session.

RESULTS IN THE CENTER

Leaders identified and prioritized stakeholders who have an influence or impact on the success of a strategy and mapped the stakeholder on a framework. The “Result in the Center” framework is designed to place the target result in the center of the circular map and stakeholders in sector slices. This process helps create a shared understanding of the key people who can impact the success of the strategy and highlights how a wide range of players across multiple sectors is needed to reach the result. In addition to identifying those they currently partner with on other projects, leaders were encouraged to map stakeholders not traditionally “at the table” (students, etc.).



FACTOR ANALYSIS

Participants also carried out a “Factor Analysis” exercise to identify the “theory of causation” around the trend lines related to the indicators. In this exercise, the participants identified ways the same stakeholders may contribute to positive and negative outcomes. Examples of the responses from the factor analysis are shown below:

Stakeholders	Contribution to Positive Outcomes	Contribution to Negative Outcomes
Community Members	Voice, experience, historical knowledge	Only participate in activities important to them, apathy, Time limitations
Schools	Screening/assessment data, professional development, family engagement	Protecting your turf, differing agendas
Students	Input, experience in the education system, knowledgeable about trends	Unwillingness to communicate with adults
Churches	Outreach, data	Beliefs, exclusionary
Families	Culture, Beliefs, Support system for children, Parents as teachers	Culture and belief systems

Strategy teams participated in another form of factor analysis by identifying the activities their organizations are actively contributing to and the barriers that may exist specific to identified subgroups. Examples are shown below:

Subgroups	Contributing	Barriers
English Learners (EL)	<ul style="list-style-type: none"> • Bilingual storytime • Summer reading programs • Expanded learning opportunities • Designated ELD curriculum • Teachers training • Preschool Programs/Inclusion Preschools (smaller class sizes) 	<ul style="list-style-type: none"> • Students not taught in their native language • Students not tested in their native language • Disparity heightens as the curriculum becomes more difficult (frustration, apathy, disengagement) • Few qualified bilingual staff
Low Socioeconomic Status (SES)	<ul style="list-style-type: none"> • Meals offered 3 times a day, • School backpacks and supplies • Clothes and shoes provided 	<ul style="list-style-type: none"> • Transportation • Family transiency • Large population with same needs to serve • Attendance issues
Students with disabilities (SWD)	<ul style="list-style-type: none"> • Accommodations provided in the classroom • SDC classes 	<ul style="list-style-type: none"> • Not everyone is an expert on all disabilities. Reliance on experts for intervention

EXPERT PANELISTS

During the December session, high school students, who have not traditionally been “at the table,” were invited to express their thoughts to questions developed, in advance, by the strategy teams. The purpose of the exercise was to help leaders gain insights to help them enhance and advance their strategies.



PERFORMANCE MEASURES

The facilitator introduced performance measures, a tool to help organizations evaluate (qualitatively or quantitatively) whether their programs are leading to the desired objective. To develop performance measures, leaders ask questions related to effort made and effect that the effort produced: How much did we do? How well did we do it? Is anyone better off?

Teams were encouraged to continue the development of their performance measures specific to their strategy. Examples of performance measures, by quadrant, is shown in the table below:

HOW MUCH	HOW WELL
<ul style="list-style-type: none"> • # enrolled in high school • # receiving mentoring support • # enrolled in employment training 	<ul style="list-style-type: none"> • % on track to graduate high school • % receiving mentoring support who enroll in postsecondary education • % completing an employment training program
DIFFERENCE MADE	BETTER OFF
<ul style="list-style-type: none"> • # and % of schools providing mentoring and wraparound supports to youth in care • Equitable discipline policy adopted and implemented by the school district 	<ul style="list-style-type: none"> • # and % with a high school diploma • # and % employed at a living wage

ACCOUNTABILITY

Another framework the leaders learned about was “Accountability.” As a leadership construct, accountability is a mental model that is a foundational pillar that helps to create a results culture that supports meeting collaborative results. It is also a useful framework to manage change and transition and to understand both adaptive and technical challenges. One way that accountability can be used by leaders is to highlight both the technical and adaptive challenges that exist in their work towards their shared results.

An important framework of accountability is to make “commitments to action”. Leaders were encouraged to make action commitments as a routine part of their work and to be accountable for those commitments. The Accountability Pathway, created by Jolie Bain Pillsbury, helps “create conversations about keeping commitments that are interesting, meaningful, engaging and lead to more effective action”.

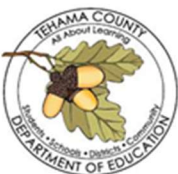
MENTAL MODELS AND THE CYCLE OF IMPLICIT BIAS

Participants spent some time considering how the framework of “mental models” impacts their work towards their shared result. Mental models are the deeply ingrained and constantly reinforced understandings that we hold inside about ourselves, others, and the world. These mental models influence how we see, think, act, and receive the messages of others. The discussion surrounding this topic was introduced by this question: “What assumptions, beliefs, and values do people hold about systems and groups of people?” It was noted that the work of being aware of mental models and learning to work more effectively with and in the context of them is an ongoing project.

ACTION COMMITMENTS

The leaders closed each session with Action Commitments. This was a step to reinforce the Accountability framework, focus the attention on advancing the work, and provides material to ground accountability conversations when participants reconvene.

HOSTED BY:



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CORNING UNION HIGH SCHOOL DISTRICT