

# 2018 Engagement Activity



Equity and Excellence Project (EEP) Meeting

May 7, 2018



COLLABORATIVE FOR  
**STUDENT  
SUCCESS**

Established to defend and advance **high standards** and **aligned assessments** through a strategic and coordinated communications campaign.



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**STUDENT  
SUCCESS**

## WHAT WE DO

- ★ **Shape** National Narrative
- ★ **Build** State Communications Capacity
- ★ **Create** Public Demand for Change
- ★ **Fight** Legislative Threats



**Communications Hub** | 33 earned media placements per month, highlighting success and confronting misinformation



**Direct State Support** | Track, monitor and push back against 50–100 legislative actions per year



**Voice Groups** | Enlist and promote high-profile members from Military, Faith, and Teacher communities



**Partner & Ally Convening** | Rally the field around key issues



**Digital Engagement** | High-volume, high-frequency online messaging in support of allies and principles

# How we have worked with The National Urban League

# 2018 Strategic Priorities



## MEANINGFUL ACCOUNTABILITY

### PROBLEM OUR WORK WILL ADDRESS

With ESSA plans now submitted and approved, **how do we ensure that states are doing what they said they would do to improve student outcomes?**

### APPROACH

Build on momentum of *Check State Plans* reviews to now hold states to the promises and commitments laid out in their plans



## DEFENDING COLLEGE AND CAREER READY STANDARDS AND ALIGNED ASSESSMENTS

### PROBLEM OUR WORK WILL ADDRESS

States are administering assessments – but **how do we know if they are good indicators of student learning?** Are they aligned to their state's academic standards?

### APPROACH

1) Influence aspiring state leaders toward policy outcomes that hold the line on good assessments, 2) Hold states accountable to “Principles of Good Measurement”

# 2018 Strategic Priorities



## FINANCIAL TRANSPARENCY

### PROBLEM OUR WORK WILL ADDRESS

How can states, districts, and schools communicate “per-pupil expenditure” information effectively—as a tool to spur more efficient and equitable spending?



### APPROACH

Test visualizations, conduct messaging research to build guidance and strategy for how states communicate with districts, principals and parents

**MEANINGFUL ACCOUNTABILITY**



# ESSA Implementation



- Launching ***Check State Plans: From Promise to Practice***
- Measuring whether states are:
  - Supporting all students
  - Transparent with the public
  - Aligning with college and career expectations
  - Identifying and successfully turning around low-performing schools

# Initial Focus: School Improvement & Turnaround

## Monitoring and Evaluating Implementation



### PHASE 1

Baseline Survey of Implementation Activity (April-June)

### PHASE 2

State Interviews and Peer-Review Feedback (July-August)

### PHASE 3

Snapshot Report/Promotion on School Improvement & Turnaround (September-October)

### PHASE 4+

Potential Follow-on into College & Career Readiness and Transparency & Equity.

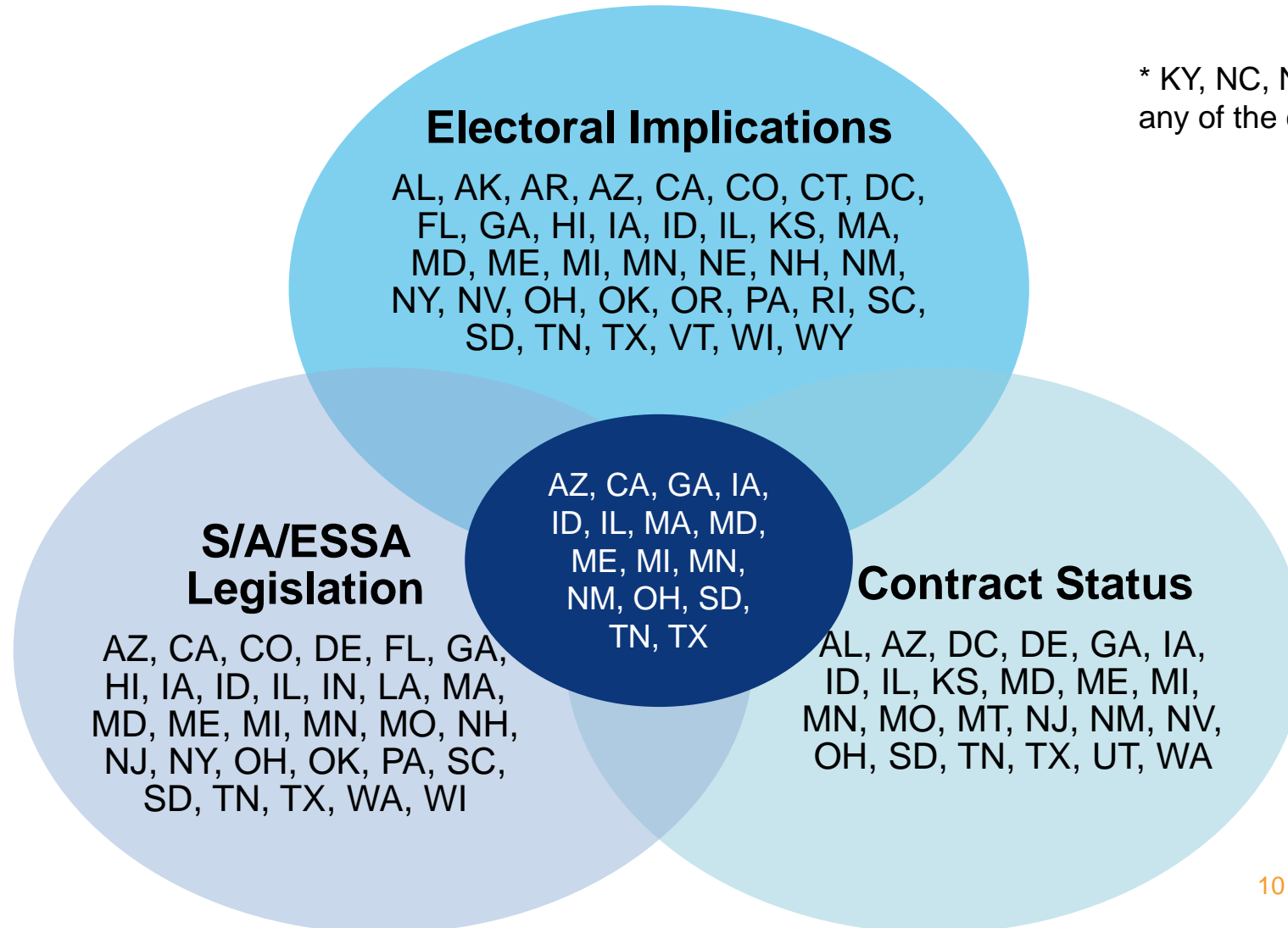


# ASSESSMENT QUALITY



# Legislative Landscape

## Target States



\* KY, NC, ND, VA, WV not in any of the categories

# Assessment Quality

## Targeted Engagement

- Proactive Engagement
  - Directly engage with 2018 campaigns
  - Conduct and disseminate public opinion research
  - Coordinate with in-state advocates/national partner affiliates
- Drive narrative on value of consistent, high-quality assessments
  - Assess each state against a model set of principles
  - Deploy digital, earned media strategy
  - Promote sample legislation calling for independent reviews

# FINANCIAL TRANSPARENCY



# Current Status of ESSA's Financial Transparency Requirement

## ■ States

- 40 states are members of Financial Transparency Working Group (FitWiG)
- Goal is to develop a meaningful reporting system to drive continuous school improvement
- Overall, states are making progress. Circulating draft IFR (Interstate Financial Reports) that will standardize some figures.

## ■ District leaders

- Anxiety around the burden of explaining spending discrepancies
- Don't see the importance of the data

## ■ Principals

- Most are unfamiliar with the requirement and their own expenditure
- The public will want to hear from them

## ■ School Board Members

- Have no knowledge of the requirement. Most do not receive training on school finance. And yet, they have authority over how to spend district dollars. High impact advocacy opportunity.

# Financial Transparency TA Landscape

## FINANCIAL TRANSPARENCY TA LANDSCAPE

### EXPERTISE/EXECUTION



Financial Transparency Working Group or "FitWig"



### STATE ENGAGEMENT & SUPPORT



### MESSAGING RESEARCH & COMMS STRATEGY



### ADVOCACY & SUPPORT



The Education Trust



CHIEFS for CHANGE



# Research Methodology

- Two phased approach in partnership with HCM & Edge Research:
  - Phase 1: Formative research/qualitative gap analysis (Feb-May)

Phase 1a (Dallas)	Phase 1b (TBD)
<p><b>1a: (location 1)</b></p> <ul style="list-style-type: none"> <li>• 6 virtual IDIs (4 principals/1 district leader)</li> <li>• 1 in-person focus group (parents)</li> <li>• 1 in-person focus group (teachers)</li> <li>• 1 virtual focus group (parents)</li> </ul>	<p><b>1b: (location 2)</b></p> <ul style="list-style-type: none"> <li>• 12 virtual IDIs (principals/district leaders)</li> <li>• 1 in-person focus group (parents)</li> <li>• 1 in-person focus group (teachers)</li> <li>• 1 virtual focus group (school board members)</li> <li>• 1 virtual focus group (parents, Spanish language)</li> <li>• 2 virtual focus groups (teachers)</li> </ul>

- Phase 2: Test template concept and messaging by audience

# How we can support you



**QUESTIONS?**

