SEA CHANGE

Resources

Hoover Institution | Education Futures Council

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Organize for Student Outcomes

The structures, systems, and mechanisms used to align strategy, policy, funding, accountability, and support to drive strong student outcomes.

TOP-LEVEL RESOURCES

- Keeping Learning Rigor in AI-Supported Learning (SSRN)
- Keeping Learning Rigor in AI-Supported Learning (NBER)
- AI-Assisted Learning Stumbles on the Evidence (Fordham)

1.1

Adopts elementary and secondary competencies all students should acquire as learning outcomes, culminating in graduation requirements and diploma standards, using them as foundation for programmatic decisions

- Virginia Profile of a Graduate
- Massachusetts Graduate Profile
- South Carolina Profile of a Graduate
- CASEL: From Vision to Action — Portraits of a Graduate, SEL and Future Readiness
- NewSchools Venture Fund — Expanded Definitions of Student Success

1.2

Establishes and maintains a transparent performance system to measure and report student progress toward defined outcomes using multiple sources of evidence

- Colorado School Performance Frameworks
- Tennessee Report Card
- Texas Academic Performance Reporting

1.3

Routinely measures schools on how well they advance students on the outcomes defined in 1.1 with gap analysis to support targeted action

- Colorado School Performance Frameworks
- Tennessee Report Card
- Texas Academic Performance Reporting

1.4

Ensures that funded programs maximize student learning

- What Works Clearinghouse

1.5

Ensures that all students are making meaningful progress toward defined student outcomes to ensure equitable access to effective learning experiences

- Louisiana Believes — Measuring Results
- What Works Clearinghouse

1.6

Establishes and administers transparent performance tier systems based on demonstrated student learning, with clear criteria for advancement and intervention

- Delaware Report Card (DASL)
- Kentucky Department of Education

1.7

Reviews, audits, and intervenes as needed to monitor IEP quality and student progress for special education programs consistent with state and federal law

- Louisiana ELA Guidebooks
- OER Commons

1.9

Leverages exceptional educators to share exemplary learning experiences through easily located and context-matched exemplars of what is possible to inspire others

- Massachusetts Turnaround

Flip the System / Grow Local Capacity and Agency

The conditions, authorities, supports, and relationships that enable districts, schools, and communities to make decisions, take action and drive improvement.

TOP-LEVEL RESOURCES

- Educator-Created Reading Skill Curriculum (Maine Monitor)
- AI and the Future of Work Roundtable (NGA)
- Cultivating Collective Impact: A Playbook for Building Community

2.3

Advises the legislature on potential revisions to state education code that would support growth of state and local innovation capacity and agency

- Colorado Innovation Schools Act

2.4

Reviews and revises its own regulation and guidance to support growth of state and local innovation capacity and agency

- Colorado Innovation Schools Act

2.5

Facilitates innovation in local districts and schools to accelerate improvements in student learning

- What Works Clearinghouse
- Louisiana Believes

2.6

Employs an effective school intervention program for low-performing schools

- What Works Clearinghouse
- Louisiana Believes

2.7

Facilitates economies of scale across districts and states to optimize resource use and expand local capacity

- Colorado Innovation Schools Act
- Massachusetts Charter Schools

New Professionalism for K-12

The systems, practices, and conditions that develop educator expertise, leadership, collaboration, and workforce effectiveness.

TOP-LEVEL RESOURCES

- Why Teachers Quit (AEI)
- Thinking About Incentives (Aldeman)

3.3

Measures and shares the alignment of preparation programs with expectations

- Louisiana — Career Advancement Opportunities
- Louisiana Believes — Teaching
- DC DCPS IMPACT Guidebooks
- Tennessee Accountability (TEAM/TVAAS)

3.4

Devises evidence-based protocols for educator and administrator evaluation to provide reliable feedback on delivering effective learning experiences for their students

- Louisiana — Career Advancement Opportunities
- Louisiana Believes — Teaching
- DC DCPS IMPACT Guidebooks
- Tennessee Accountability (TEAM/TVAAS)

3.5

Designs and administers a professional echelon system that is based on the evaluation system in 3.4 and recognizes differences in teacher effectiveness

- DC DCPS IMPACTplus

3.6

Establishes graduated recognitions, rewards and professional pathways aligned with the echelons established in 3.5

- DC DCPS IMPACTplus

3.7

Conducts initial background checks, and protects student safety through appropriate enforcement mechanisms

- Interstate Teacher Mobility Compact / NASDTEC

Safe and Healthy Schools

The commitments, supports, environments, and partnerships that promote student and staff wellbeing, safety, and belonging.

4.2

Determines school-level health services and nutrition programs to support student wellbeing and readiness to learn

- LPI — Districts Are Investing Billions in School Safety
- LPI — Safe Schools, Thriving Students

4.3

Ensures district and school personnel have access to standards and guidance for student wellness, behavior, and discipline needed for robust learning

- LPI — Districts Are Investing Billions in School Safety
- LPI — Safe Schools, Thriving Students
- LPI — Keeping Schools Safe? Behavioral Threat Assessments
- LPI — Striving for Relationship-Centered Schools

Internal Operations

The internal systems, talent, data infrastructure, and fiscal stewardship required to run an SEA that can actually deliver on its commitments to students and the field.

TOP-LEVEL RESOURCES

- State Education R&D — ALI Coalition Playbook

Visioning, Engagement and Strategic Alignment

The leadership, communication, and coalition-building work that sets direction, sustains public trust, and brings the internal and external will needed to transform how the system serves students.

TOP-LEVEL RESOURCES

- How to Be an Education Governor (Aldeman)