



PELP: Curriculum & Instruction Panel

Shivam Mallick Shah, Bill & Melinda Gates Foundation

**Boston, MA
June 20, 2007**



Our education team remains committed to our mission and ambitious national goals

Mission & Focus


Our mission is to help all students graduate from high school ready for college, work, and citizenship.

We have focused our efforts on reforming high schools and increasing the value and relevance of the high school diploma.

We also have a strong history of awarding scholarships to promising students who do not have the financial means to attend college.

In both of these efforts, we are particularly focused on increasing academic achievement, attainment, and ultimately, life outcomes for low-income and minority students.

Goals

- 
- **Increase high school graduation rates**
 - **Increase college readiness rates**
 - **Increase college entrance and completion**

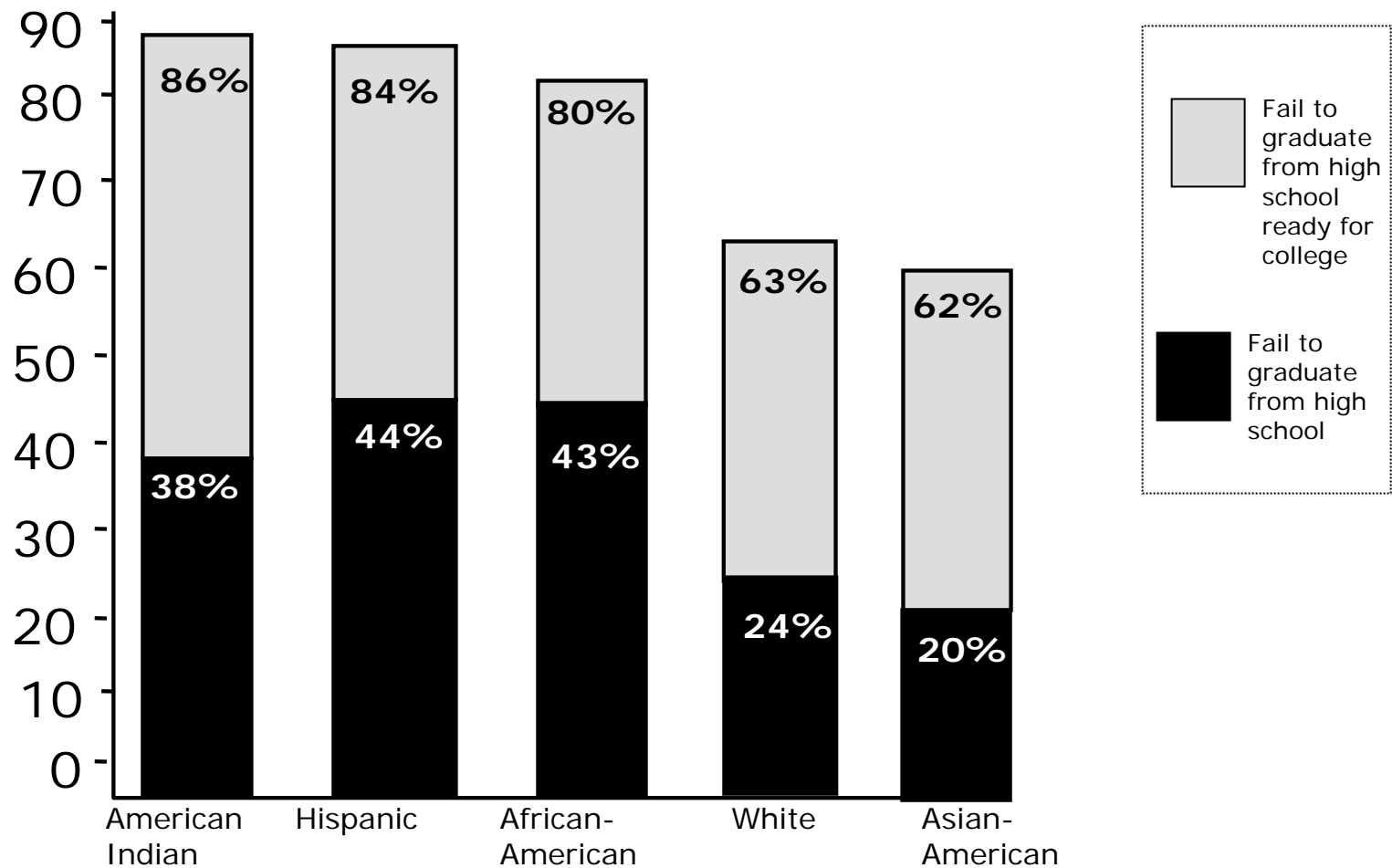
Dropouts are at a significant disadvantage in today's economy

- **POVERTY:** 3x more likely than high school graduates to slip into poverty
- **JOB:** Access less than 10% of jobs – vs 30%+ 30 years ago
- **EARNINGS:** Will earn nearly \$1 million LESS than a college graduate over their lifetime

Only 1 in 3 students will graduate high school ready for college

African American and Hispanic high school students are least likely to graduate college-ready

Percentage of 9th graders that fail to graduate ready for college



In order to accomplish our goals, we focus efforts across multiple but targeted levers of reform

College-ready policies

Advance states' adoption of and implementation of **college-ready policies** by converting existing state commitment into action

Public and political will

Build **public and political support** for critical elements of the college-ready policy set including standards, human capital policies, and support for students

Quality curriculum with aligned supports

Advance the adoption of **quality curriculum with aligned supports** for teachers and students in both states and districts to dramatically improve college readiness rates for low-income, African American and Latino students

New and improved schools

Demonstrate high performance and improvement in high-need areas through the support of **new schools and improved schools**; increase the capacity to create and build new schools through sustainable model providers

Accountability policies

Demonstrate that strong execution of well-defined **state and district accountability policies** can accelerate the path to good schools for all

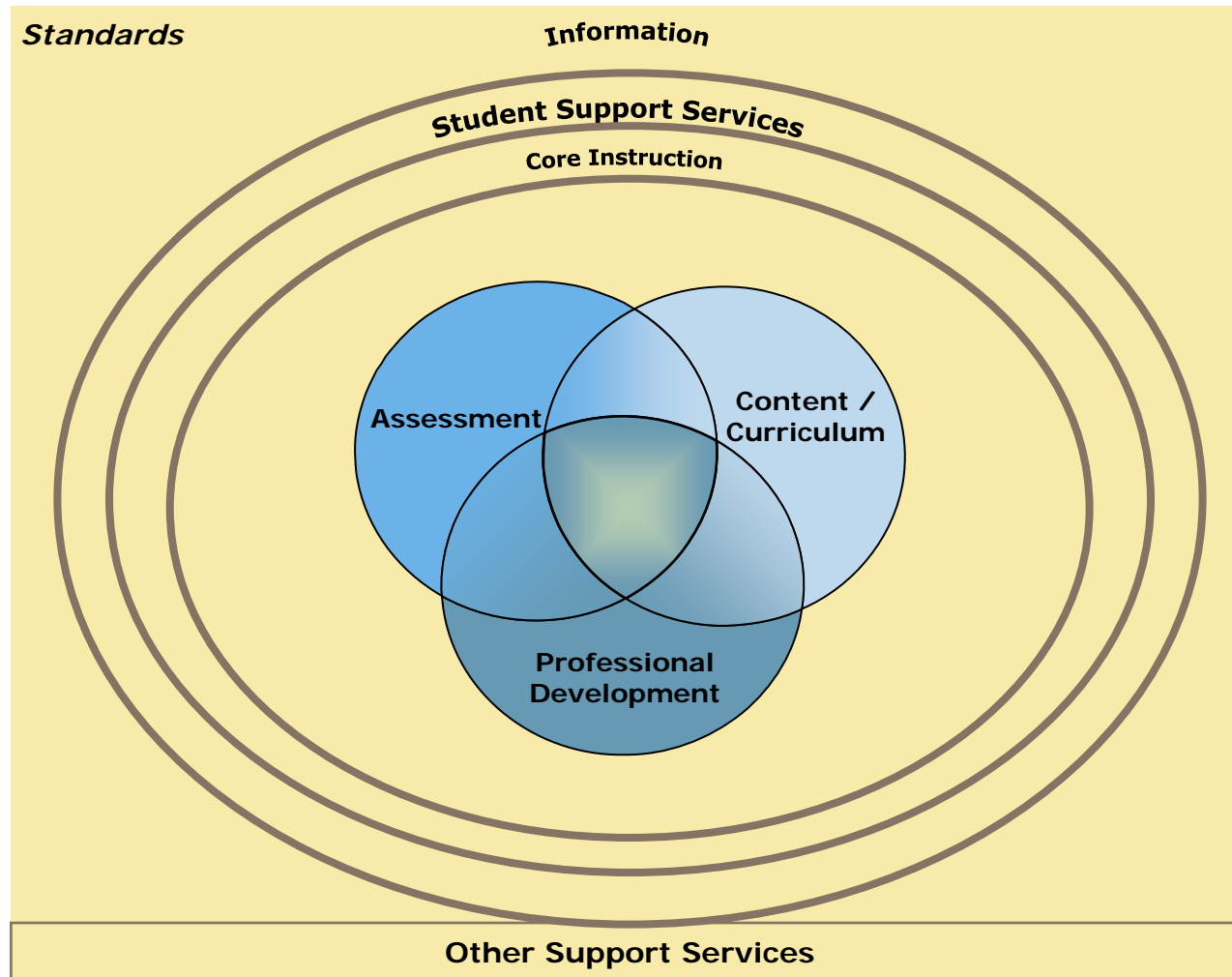
Data

Generate significant progress toward **national data standards** and the implementation of systems at state, district and school levels

Human capital

Develop and refine a **human capital strategy** through a combination of research and pilot programs

An Aligned Instructional System (AIS) is a systematic and coherent combination of Curriculum, Assessment, Professional Development, Information and Student Support Services to support student achievement



AIS is NOT....

A Uniform Curriculum

- Every district demonstration project will make use of varying amount of existing instructional infrastructure
- Managed choice will promote a menu of options based on school performance
- State-level intervention strategy implementation of AIS will be tailored to capacity/existing assets of districts

A Uniform School Model

- Alternative models are an important source of innovation within the context of school districts
- Alternative models will fall under the same assessment and information requirements as mainstream schools

A Single Vendor Solution

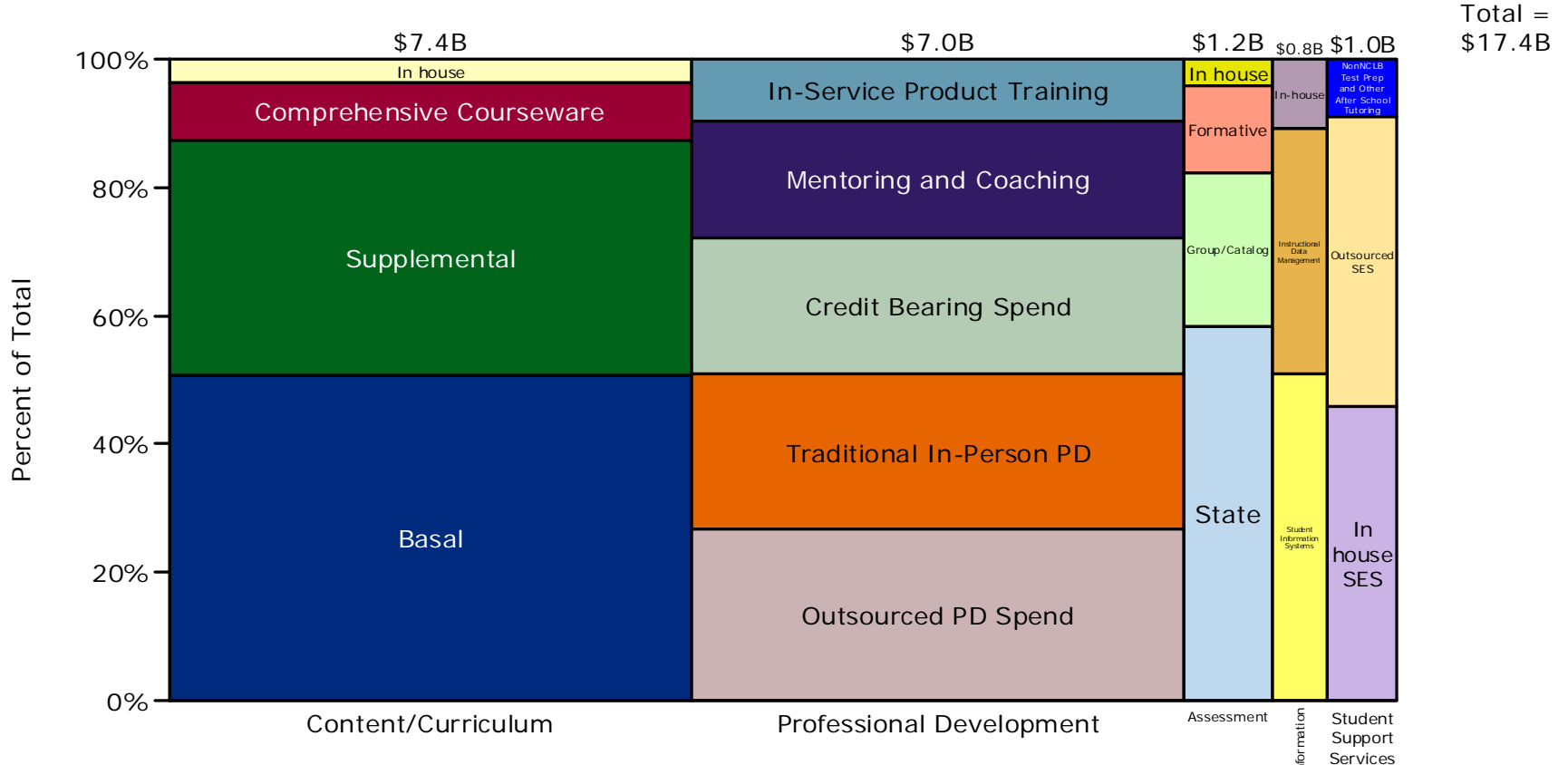
- In an AIS environment it is critical that vendors are inter-operable to form a matrix/menu of AIS components
- The task of integrating all components may fall to the buyer (district/state) or an independent integrator

A “Top-down” Initiative Only

- Strong instructional leadership is absolutely critical, but there are many approaches to gaining critical stakeholder buy-in

The AIS-Relevant Education Market Represents Over \$17B in Annual Spending

AIS-Relevant Market Size by Segment (K-12)



'02-'05 CAGR	4-5%	2%	7%	6%	NA
'05-'08 Projected CAGR	5-6%	3%	6%	7%	7%

Note: Comprehensive courseware is software which includes educational content designed to supplement or replace a basal program. Group/Catalog assessments are exams that are typically off-the-shelf developed for diagnostic and benchmarking purposes. SES (Supplemental Education Services) are tutoring services provided to school districts by independent organizations, funded by Title I under NCLB. Formal PD time includes both outsourced and in-house PD, excludes staff development, and staff meetings

Source: Company websites; Annual reports (2005); Eduventures; CEP; U.S. Department of Education, Parthenon teacher survey- Oct 2006

AIS Relevant Education Market - Detail

	Assessment	Content & Curriculum	Information	Professional Development	Student Support Services
--	------------	----------------------	-------------	--------------------------	--------------------------

• K-12 Market Size	\$1.2B	\$7.4B	\$785MM	\$7.0B	\$1B
• K-12 Profit Pool	\$160MM	\$1.6B	\$80MM	\$70MM	\$20MM
▪ K-12 Growth (Projected)	6%	5-6%	7%	3%	7%
▪ Concentration (Top 5 as a % of Total)	69%	63%	38%	<10%	37%
▪ Percent of Market that is 9-12	24%	32%	28%	23%	10%



Though no single solution exists, players in these markets generally enjoy stable markets and profit streams

Maturing markets

Early stage / Undeveloped markets

Many districts lack coherence across their instructional systems

Problem Areas

What We Heard

Instructional Challenges

- Multitude of curriculum materials within one district, leading to inconsistency in delivery of instruction
- Decentralized PD design and implementation

- *“We used to have over 100 different curricula in our high schools” – Chicago*
- *“Schools used to have a lot of autonomy in professional development, with some central support and direction, but not really any non-negotiables or targeted support. Now we have more professional development, offering more choices and with even more focus than in the past.” – Dallas ISD*

- HS teachers perceive autonomy over curriculum as critical to their job

- *“We had a uniform curriculum but it failed at the high school level because teachers and principals rejected it” – San Diego*

- Decision-making and budgeting silos
- Limited capacity at states and districts

- *“Our central organization was quite dysfunctional and very siloed” – Portland*
- *“The system on its own did not have the capacity to develop this quality of curriculum, nor did it have the capacity to do the professional development for teachers” – Chicago*

Organizational Weaknesses

Market Deficiencies

- Lack of sufficient investment / interest from vendors, particularly in professional development

- *“We always ask what professional development supports are available when we purchase. We need PD support to go along with the products so that teachers can implement them with fidelity” - Clarksville-Montgomery*

Addressing this problem requires greater alignment within and across the five verticals of AIS



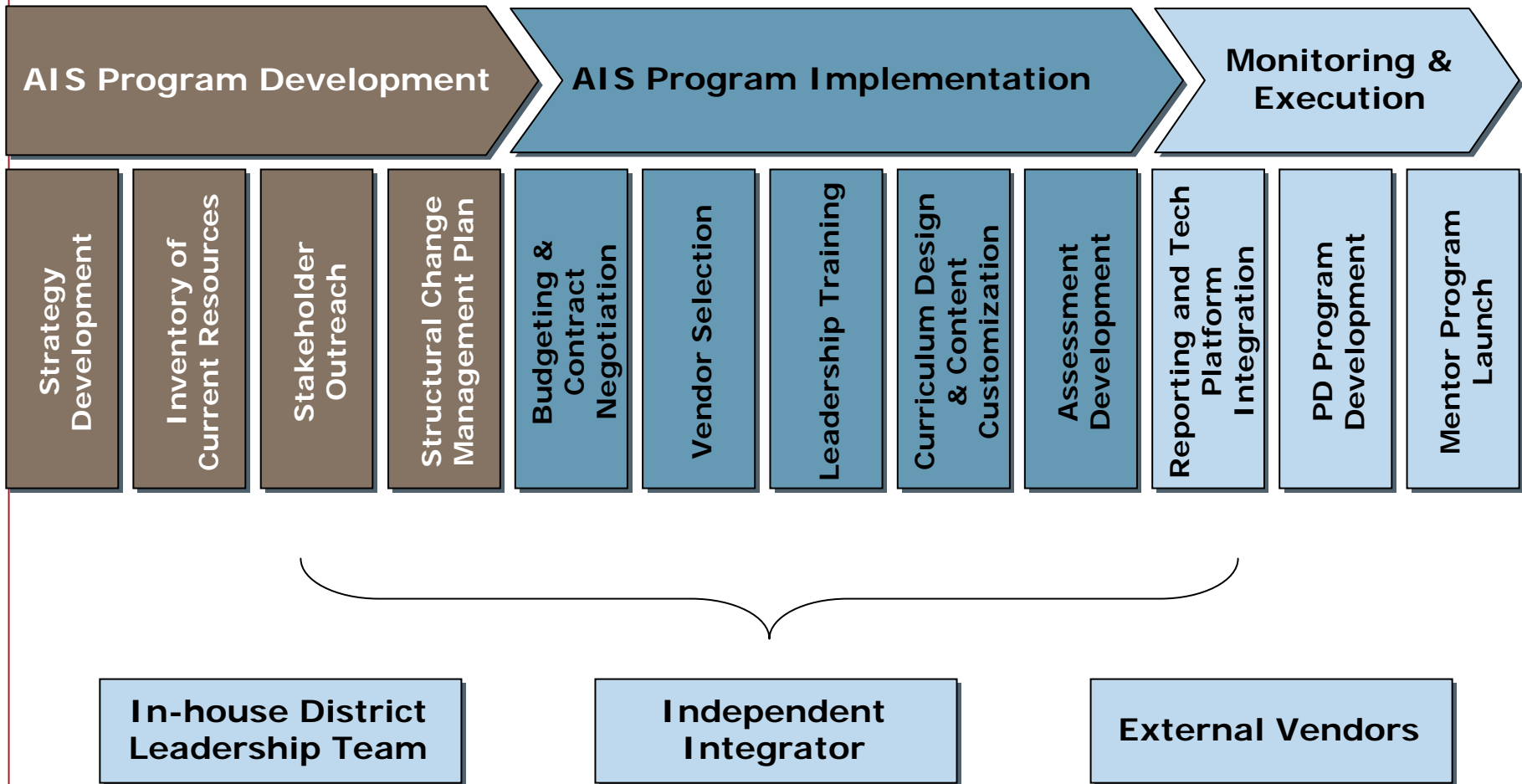
Key AIS Requirements:

- Formative and summative assessment with reporting
- Instructional program(s) that are faithfully implemented, aligned to standards and which support differentiated instruction
- Aligned PD with generous coaching ratios
- Instructional information in the hands of teachers, district and state administrators to evaluate success
- Academic support systems that share student level instructional reporting data with core instruction

← *Demonstrated links with other verticals* →

<u>Sample Providers:</u>	▪ Houghton (Edusoft)	▪ Carnegie Learning	▪ Pearson Achievement Solutions	▪ SchoolNet	▪ Kaplan (Score!)
---------------------------------	----------------------	---------------------	---------------------------------	-------------	-------------------

District level demonstration projects phase in alignment



Case Study: Chicago Public Schools

GOAL → To implement a college-ready curriculum in 50 large, comprehensive Chicago high schools by Fall 2008

Program Development

- ~18 months planning time - new internal staff, partnership with BCG
- Each program includes customized content and curriculum, PD programs, and coaching support (1:15 coaching ratio)

Program Implementation

- RFP to select 7 partners to provide integration solutions for math, English, and science
- ~30 schools applied to participate
 - » Outreach efforts to principals and teachers
- 14 schools selected for first cohort
- Launched at grade 9, adding an additional grade each year

Monitoring & Execution

- New cohort of high schools will be added in 2008-2009
- Vendors worked with AIR to design specialized assessment for each program
- Schools contribute \$250 per participating student

Interviews with district leaders highlight that there is agreement over the value of alignment, but diversity in how districts “get there from here”

- **There is broad agreement from District interviewees on the concept of alignment.** Many see the need for coherence across PD, content/curriculum, assessment, information and student support services
- **In practice, districts are pursuing vastly different implementation approaches on the path to alignment. These varying approaches to AIS implementation also reflect key dimensions of choice that districts have in their pursuit of alignment. These dimensions include:**
 - » AIS Cornerstone
 - » Leadership style
 - » Teacher autonomy and capacity
 - » Subject area focus
 - » “Integrators” and use of vendors
- **When asked about the role of suppliers in achieving AIS, interviewees to date have not placed importance on solutions that suppliers can provide. There are four broad factors that explain this finding – further research will confirm:**
 - » Interviewees to date work in cutting edge districts – they are focused on a do-it-yourself approach
 - » Interviewees to date are primarily curriculum leaders and they see themselves as the primary drivers of alignment or point of integration, vendors are necessary but not sufficient components. In fact, at this early stage vendors are not seen as providing solutions to the biggest obstacles that districts are facing

Our AIS work must test core our assumptions and address key learning questions

Core Assumptions

- Aligned Instructional Systems (AIS) are the most promising means for improving achievement rates for the bulk of low and under performers
- Through strategic partnerships and targeted grantmaking, the Foundation can help stimulate the
 - supply side of the market despite the current absence of quality, scalable suppliers for AIS
 - the demand side of the market by creating “proof points” that can demonstrate success and serve as a model for others
 - the policy environment so that it is more supportive of AIS efforts
- Systems of schools need not be limited to traditional districts, but should include non-traditional systems such as charter management organizations and other networks of schools

Learning Questions

- How do we best define AIS?
- What is the sequence of activities and implementation that yields the best results?
- How does local context impact one’s choice of entry points/cornerstones and priorities?
- How does adoption of AIS affect student outcomes? How long does it take?
- How does the successful adoption of AIS in one system of schools transfer?