



CASBO 2018

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



The Achievement Initiative

JOIN THE MOVEMENT

Welcome

Michael McCormick

Superintendent
Val Verde Unified School District

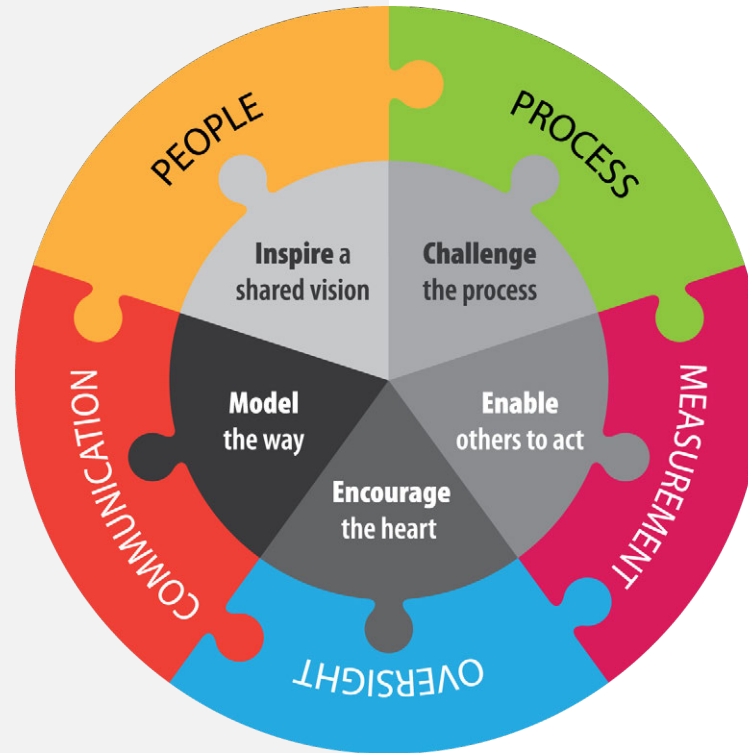
Erica Peterson

National Education Manager
School Innovations & Achievement

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

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

PEOPLE · COMMUNICATION

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.
- They 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.

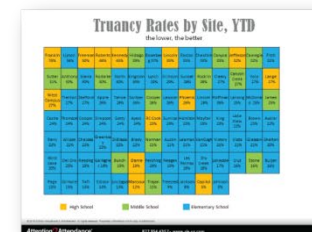
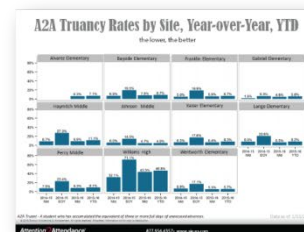
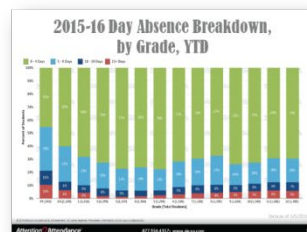
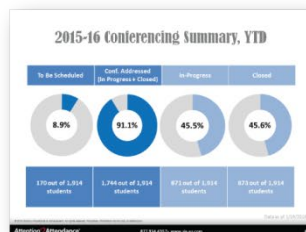
Research indicates that employees have three prime needs: Interesting work, recognition for doing a good job, and being let in on things that are going on. —Zig Ziglar

The Achievement Initiative incorporates all three!

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 · COMMUNICATION

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



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

—Dale Carnegie

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.

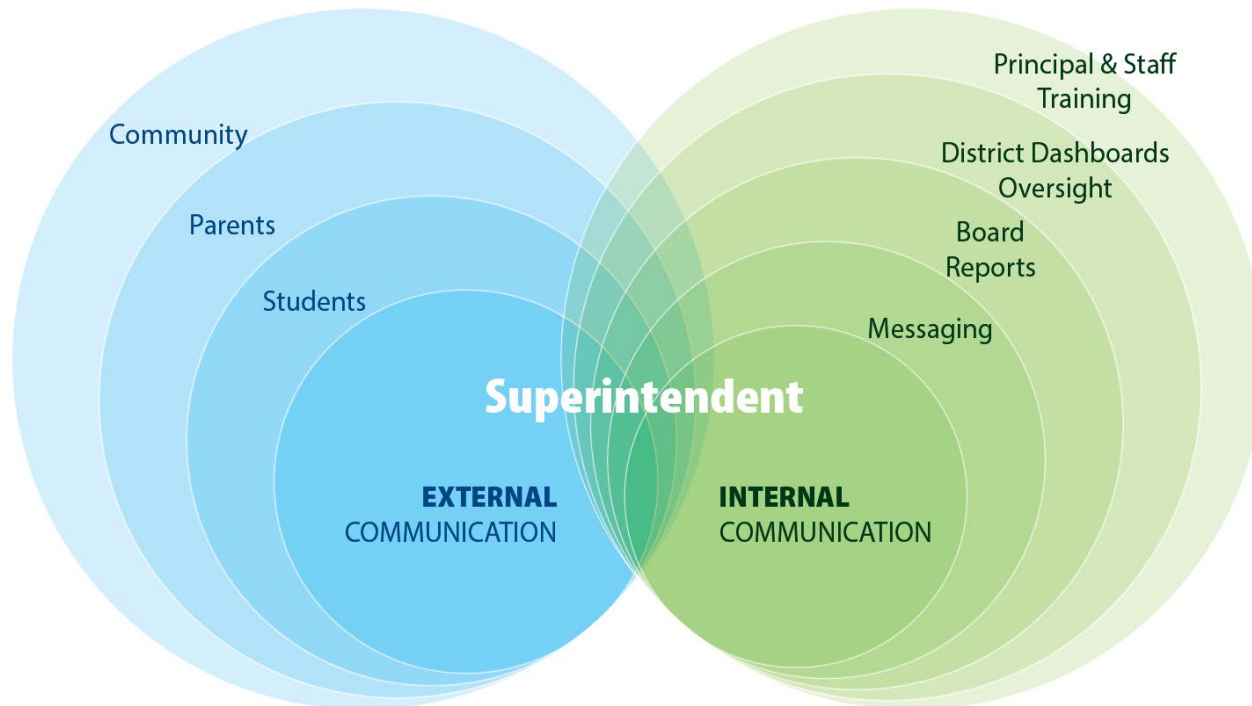
A genuine leader is not a searcher for consensus but a molder of consensus.

—Martin Luther King, Jr.

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.



So...

When you combine

**5 Principles of
Continuous
Improvement**

(which is quality management)



**5 Exemplary
Leadership
Practices**

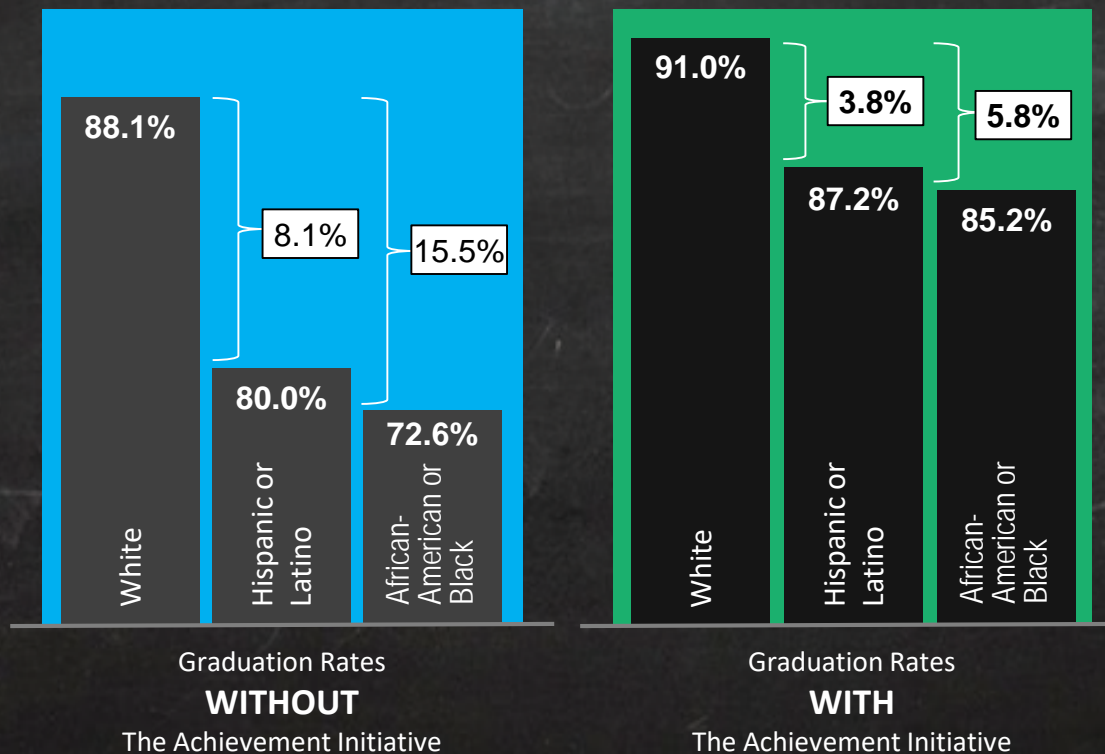
What Happens?

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



Student Outcome Analysis

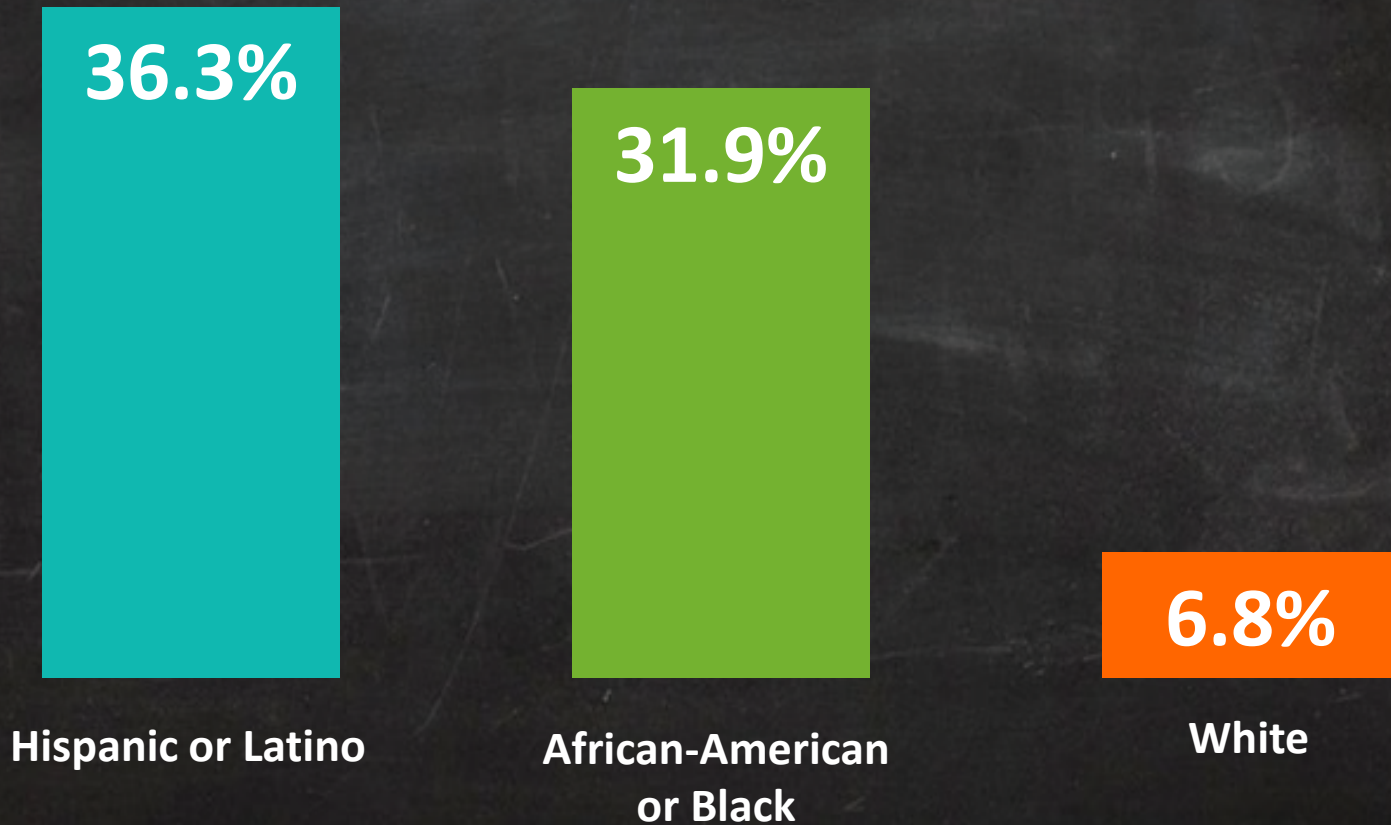
of the effectiveness of The Achievement Initiative
conducted by the **Attendance Institute**

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

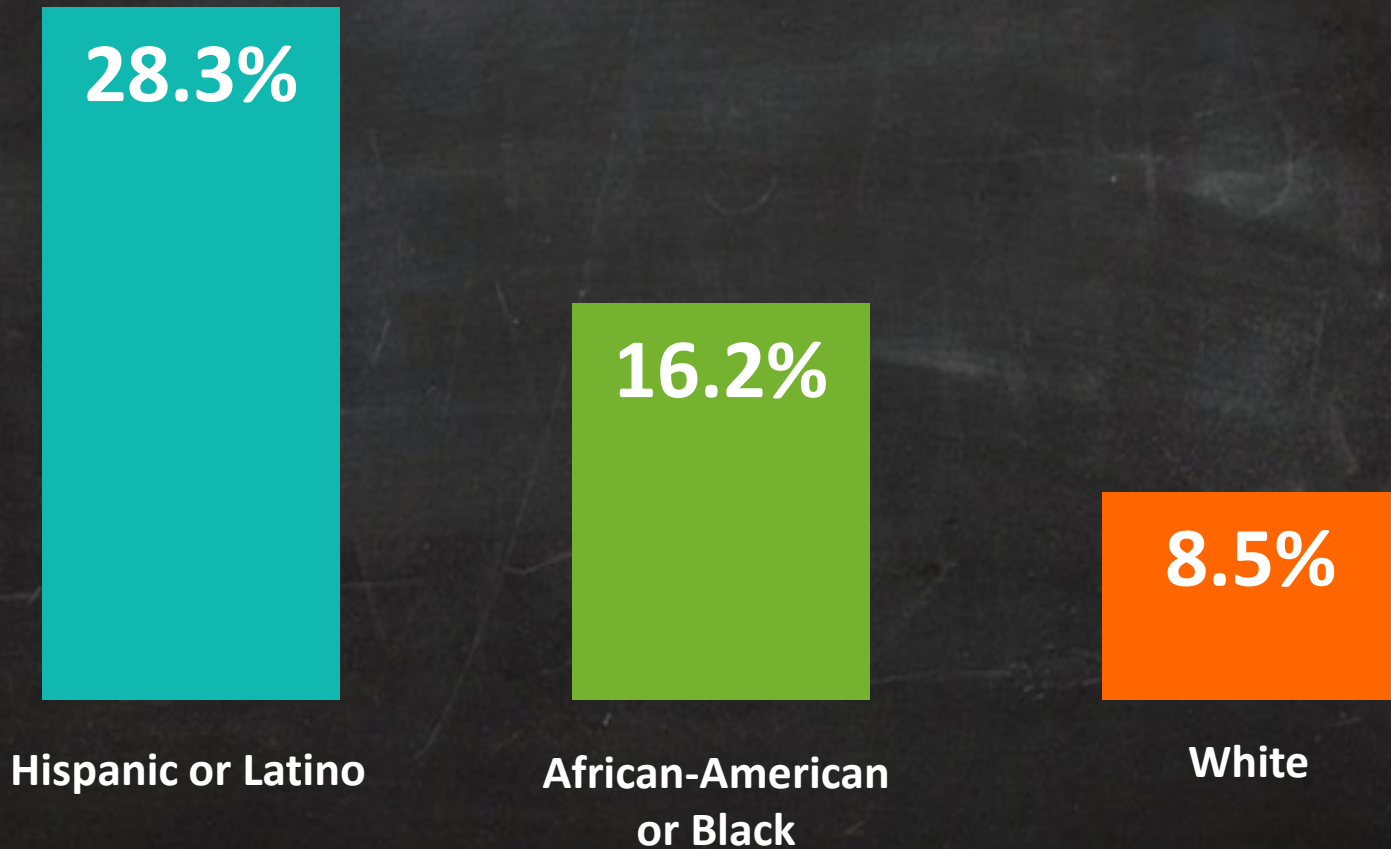
K-5 Truancy

The higher, the better.



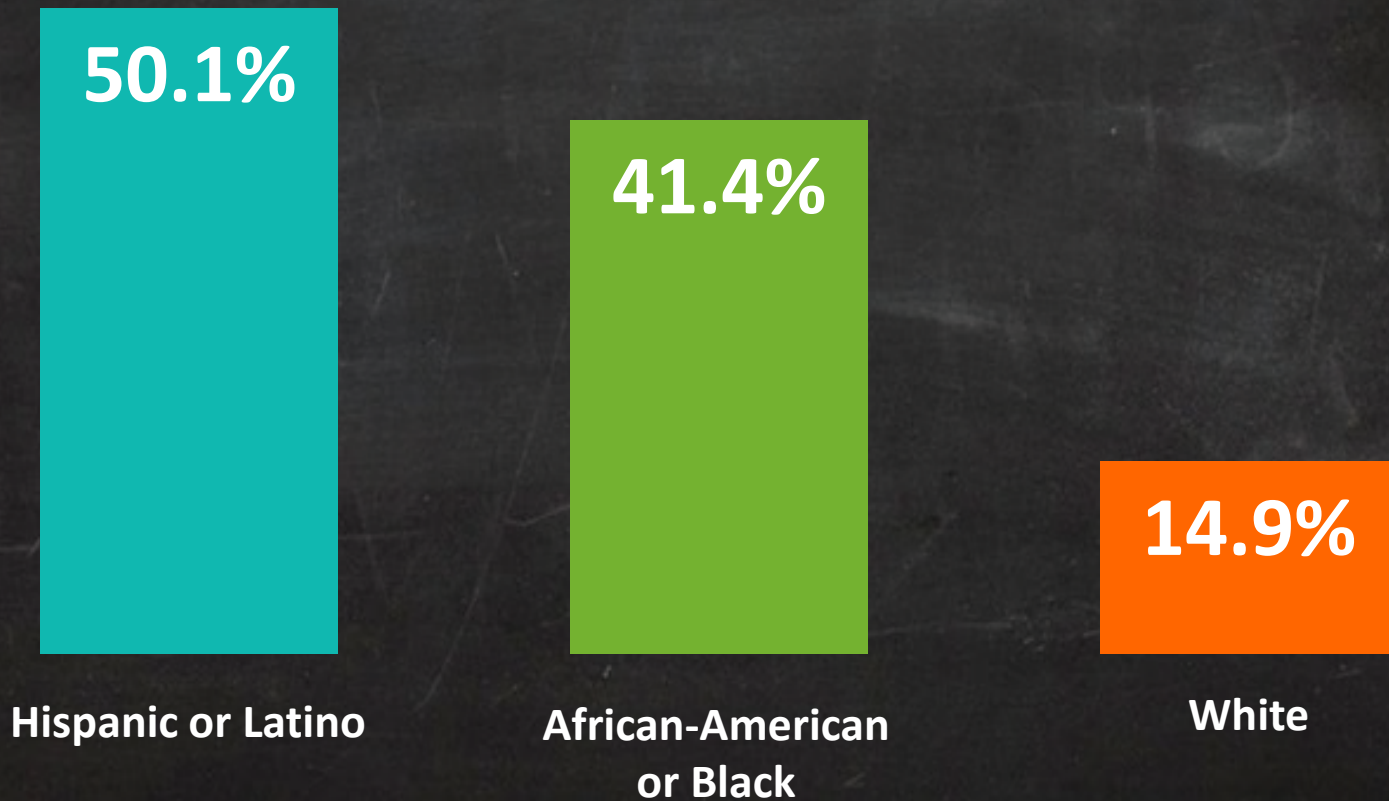
K-5 Chronic Absence

The higher, the better.



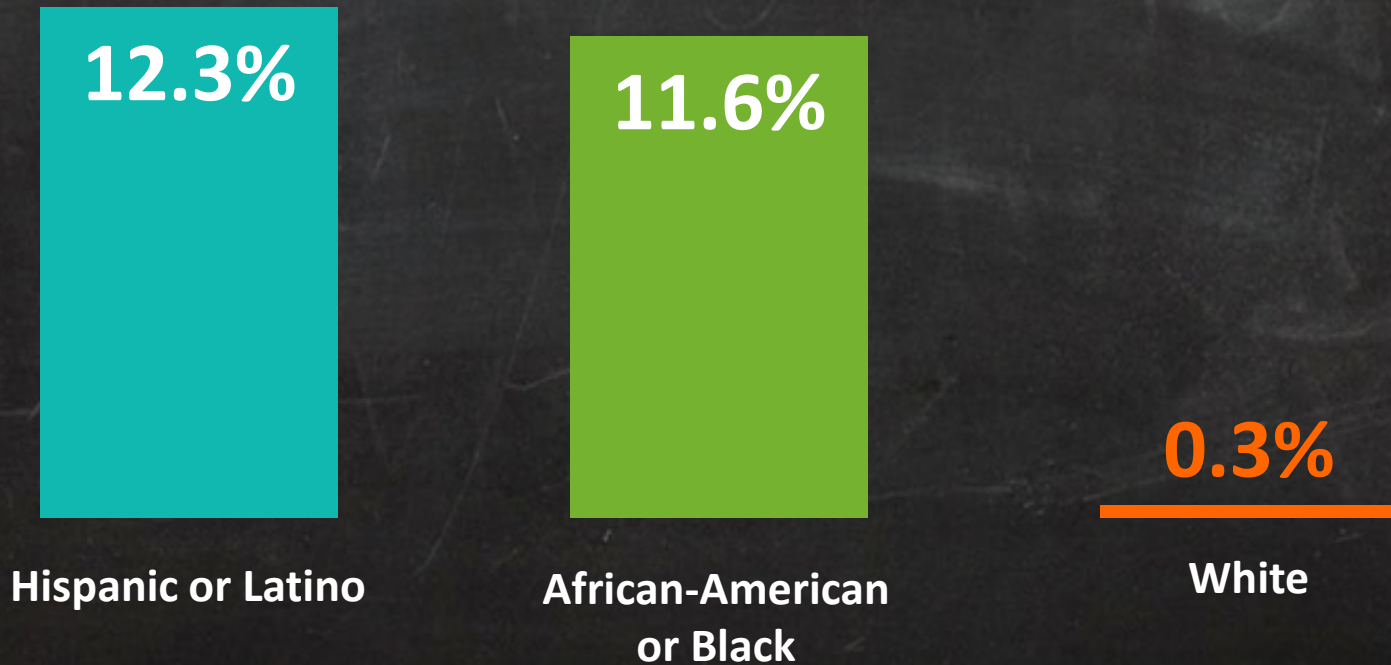
6-8 Truancy

The higher, the better.



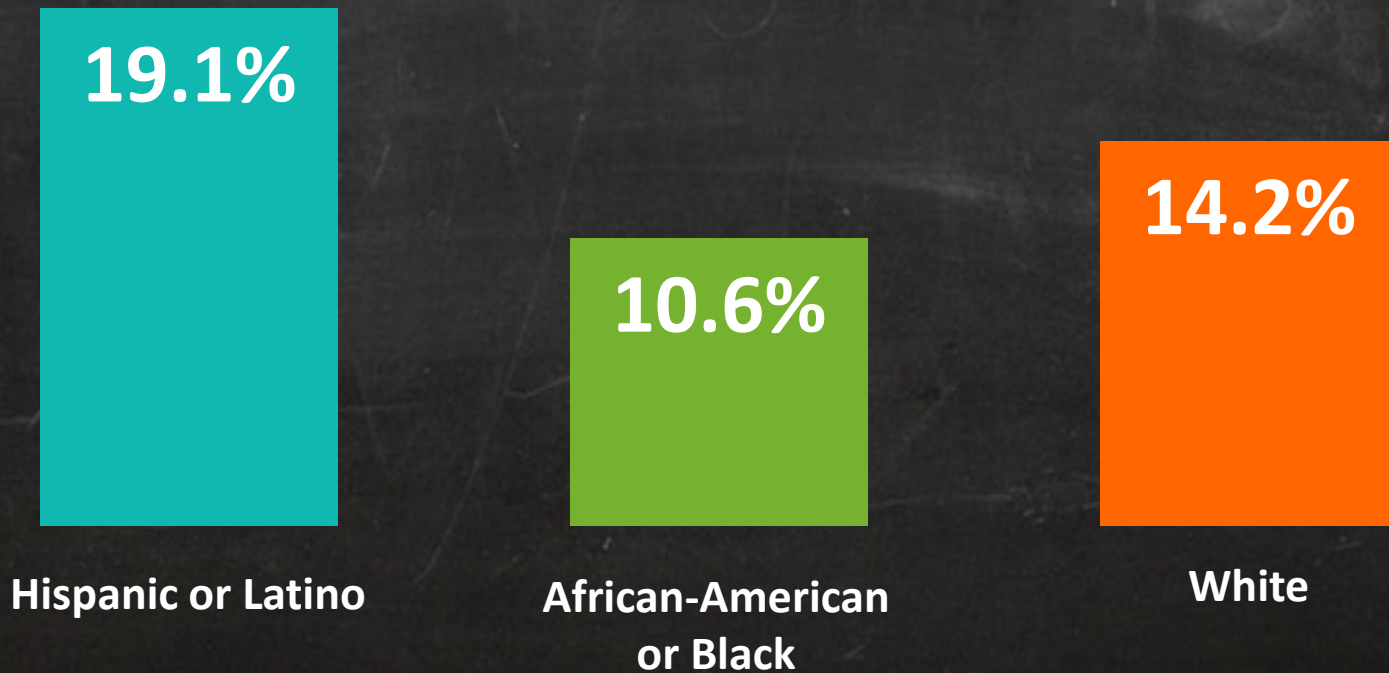
6-8 Excessive Excused Absence

The higher, the better.



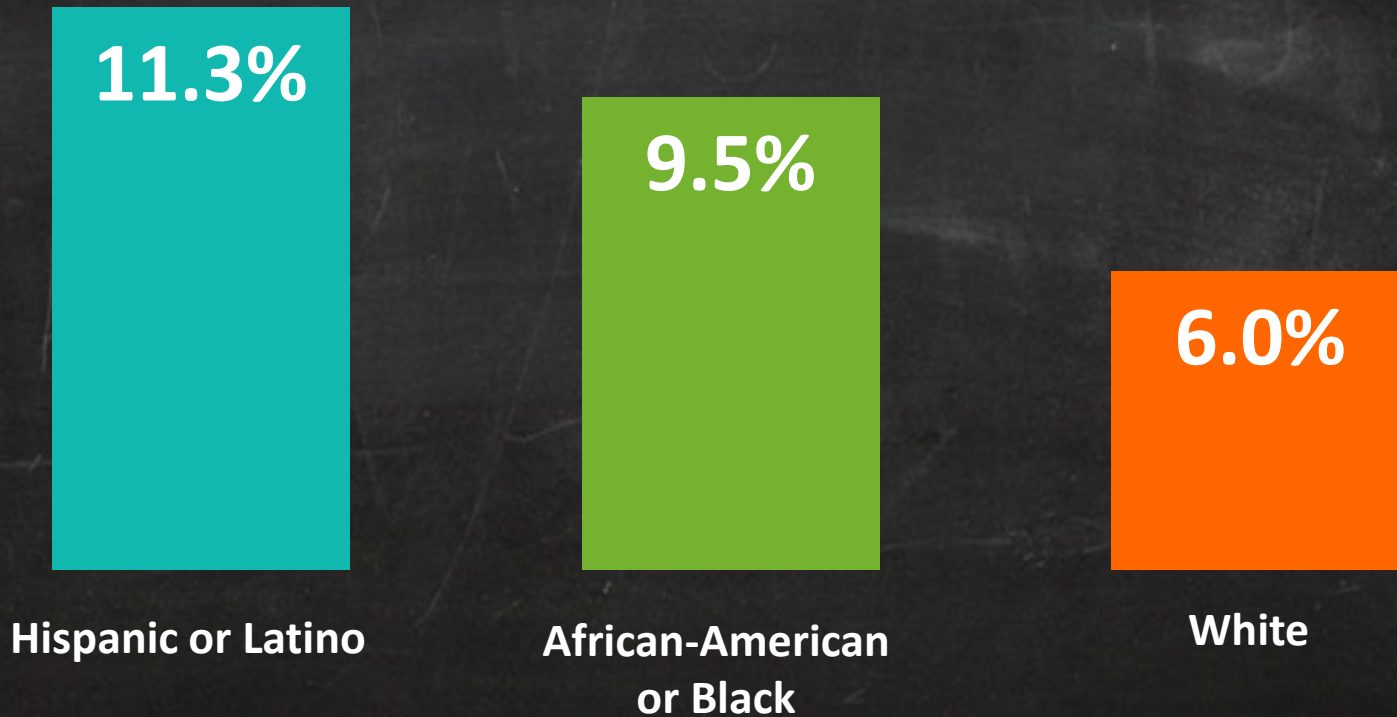
6-8 Chronic Absence

The higher, the better.



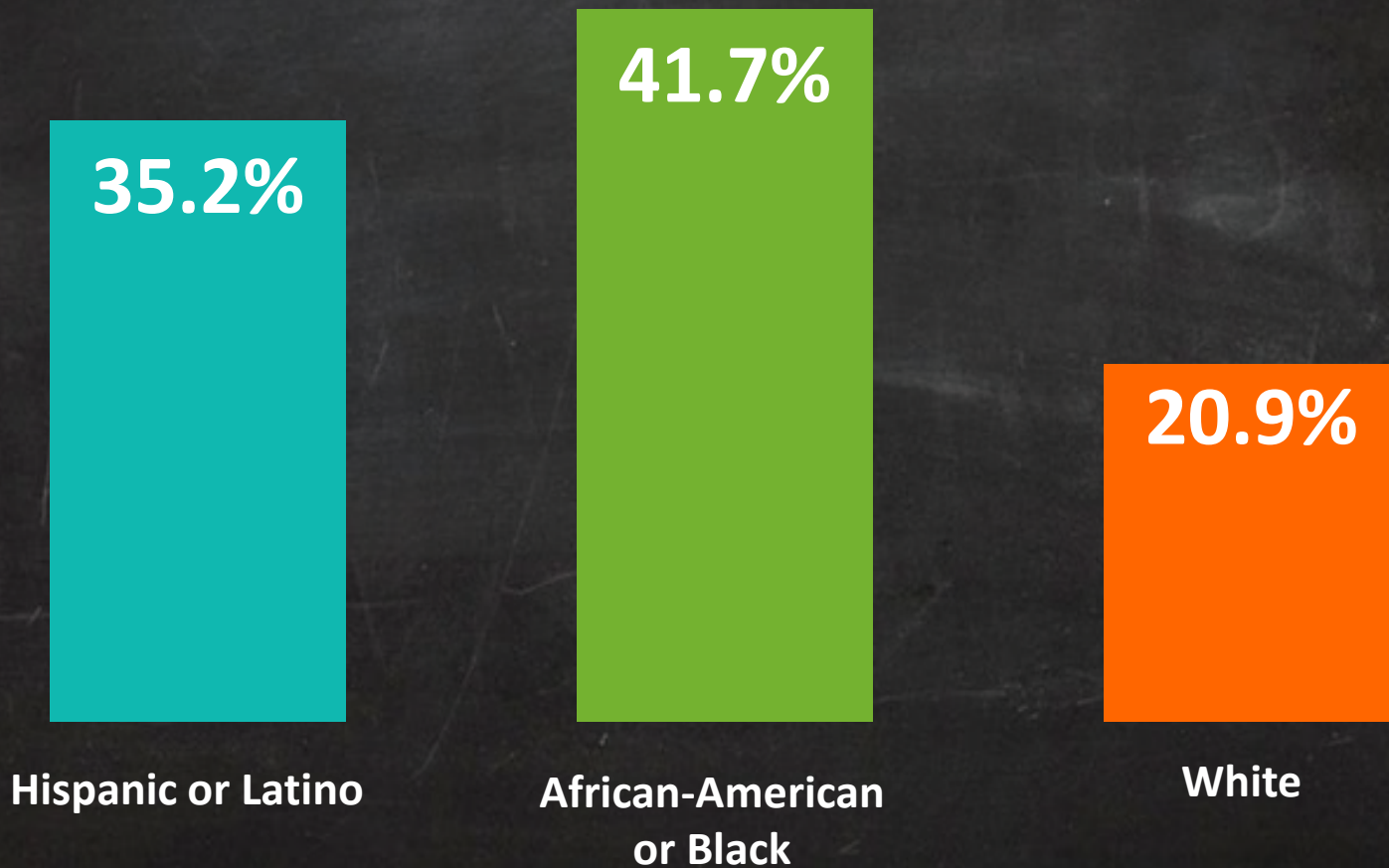
9-12 Truancy

The higher, the better.



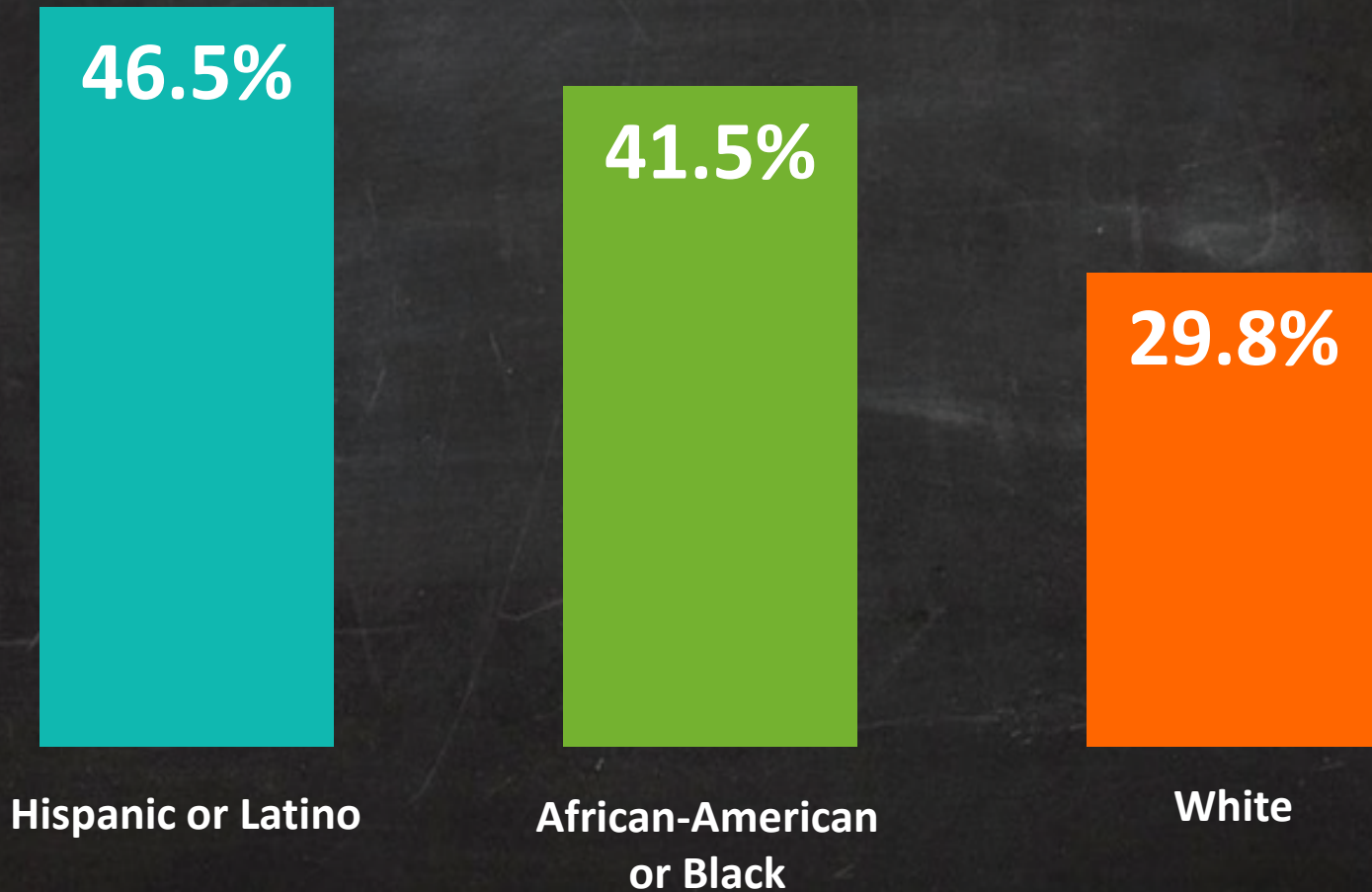
9-12 Excessive Excused Absence

The higher, the better.



9-12 Chronic Absence

The higher, the better.





Our Foundation Program

We are the experts in implementing **consistent processes & software across all schools**

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.**

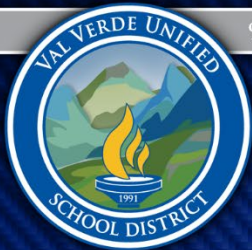
Considerations:

- **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



975 WEST MORGAN STREET, PERRIS, CA 92571 | PHONE (951) 940-6100 | WEBSITE: WWW.VALVERDE.EDU



1.0

Students per
Technology
Device



HIGH : 4
MIDDLE : 4
ELEMENTARY : 12

PRESCHOOL: 1
VIRTUAL /
SSA SCHOOL: 1

★ ★ ★ 20,245 ★ ★ ★



★ TOTAL STUDENTS ★

TOTAL GENERAL
FUND EXPENDITURES:
248,970,725

EMPLOYEE SALARIES/
BENEFITS:
136,143,326

CAPITAL OUTLAY:
4,525,954

DEBT SERVICE:
5,581,805



SERVICES/OPERATING
EXPENSES:
37,446,755

BOOKS/SUPPLIES:
19,600,141

REVENUE
\$252,606,801



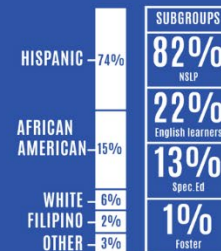
STAFF

53% Support Staff/
Full and
Part Time
Employees
(995)

44% Teachers
(885)

3% Admin
(63)

STUDENT ETHNICITY



Para la versión en
español escanee el código

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Reference District

*About this data: The figures above represent the most recently published data available from California Department of Education. Some values do not match exactly due to rounding, reporting delays, or anomalies.



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PSAT PARTICIPATION
90% ↑ -3%
2016-2017 SCHOOL YEAR

SAT PARTICIPATION
82% ↑ +5.3%
2016-2017 SCHOOL YEAR

AP PARTICIPATION RATE
21% ↑ +7%

0.1% EXPULSION RATE ↑

18.1% RECLASS. RATE ↑ +1.3%

3.4% DROPOUT RATE ↓ -1.5%
AMONG LOWEST IN RIVERSIDE COUNTY

7.4% CHRN. ABS. RATE ↓ -8%

5.3% SUSPENSION RATE ↓ -4%

633 AP TESTS PASSED ↑ +51

2 AVID NATIONAL DEMONSTRATION SCHOOLS
Decades of College Dreams
AVID

5 CALIFORNIA DISTINGUISHED SCHOOLS



4 GOLDEN BELL AWARDS



1 NATIONAL BLUE RIBBON SCHOOL



1 SUPPORT MUSIC MERIT AWARD



1 SCHOOLS TO WATCH



12 TITLE 1 ACADEMIC ACHIEVEMENT AWARDS

1 CALIFORNIA GOLD RIBBON SCHOOL

4TH HIGHEST GRAD RATE 93.3% ↑ +.9%
RIVERSIDE COUNTY

A-G COMPLETION RATE 51.7% ↑ +5%

ATTENDANCE RATE 96.73% ↑ +.37%
AMONG HIGHEST IN RIVERSIDE COUNTY

COLLEGE AND CAREER READINESS - Students graduating from the Val Verde Unified School District will possess the academic and technical skills required to pursue college and career options of their choosing.

PARENT ENGAGEMENT - Val Verde Unified School District is committed to embracing a collaborative culture for students, parents, teachers, staff, and the community that sustains exceptional parental engagement and promotes the social, emotional, and academic growth of our students.

CREATE POSITIVE SCHOOL CLIMATES - The Val Verde Unified School District will maintain safe and effective learning environments where students develop positive social relationships and a sense of school connectedness.

MAINTAIN AND MODERNIZE SCHOOL & DISTRICT FACILITIES AND TECHNOLOGY - The Val Verde Unified School District will offer safe, clean, and well-maintained schools that are technology enriched.

GOAL
1

GOAL
2

GOAL
3

GOAL
4

L
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Google for Education
Reference District

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Attendance is the Foundation



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 is the Foundation



Attendance monitoring is the single most important process in a school district.

It is key to:

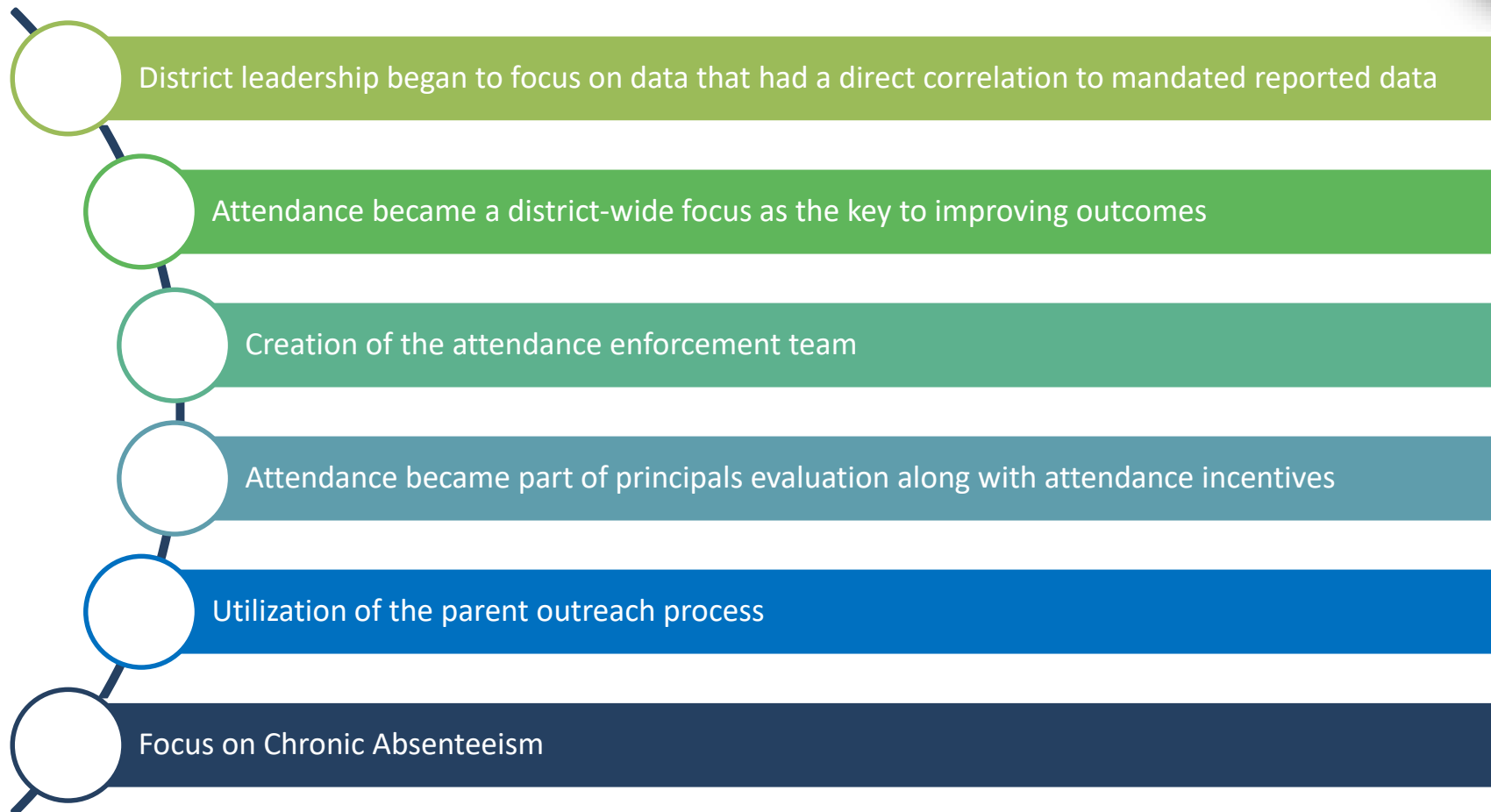


Where we started in 2010



- 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?



What We Did



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:

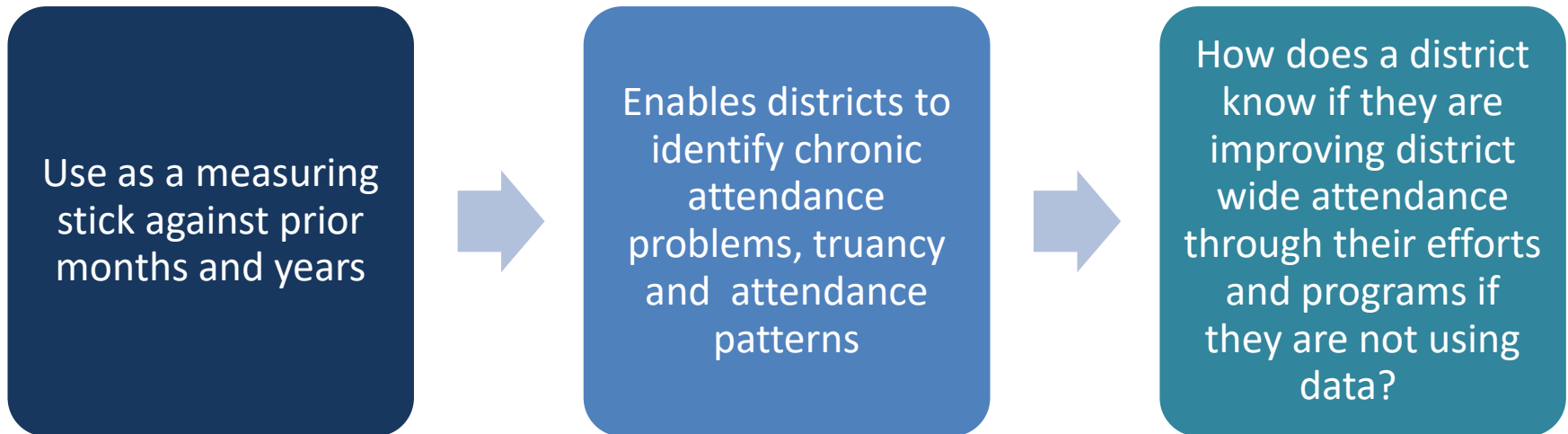
- ***Strengthen*** the connection between schools and families
- ***Increase*** parent communication
- ***Regain*** learning time
- ***Improve*** student outcomes

Use Data to Inform Action

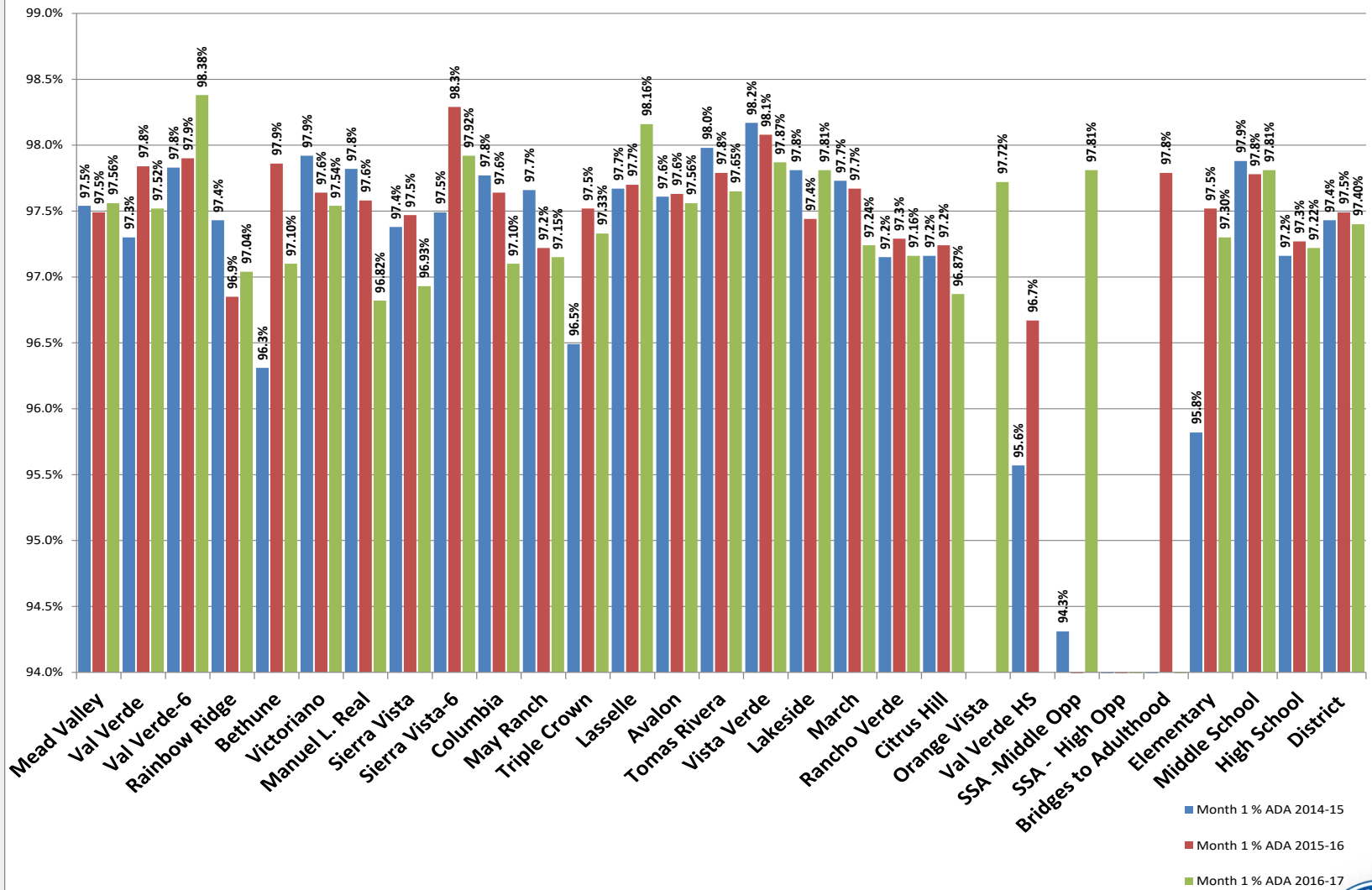


Improve Outcomes

- 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

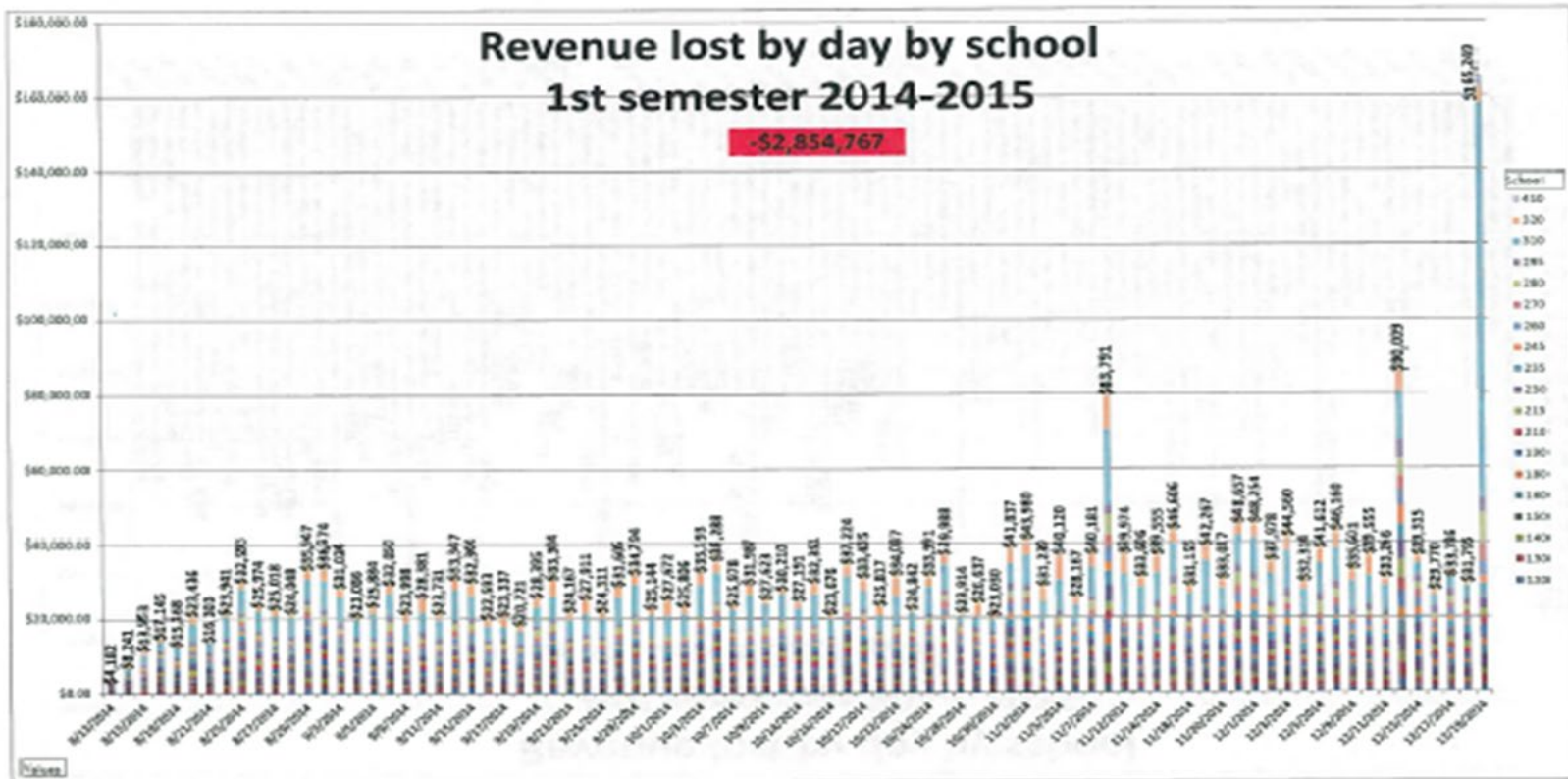


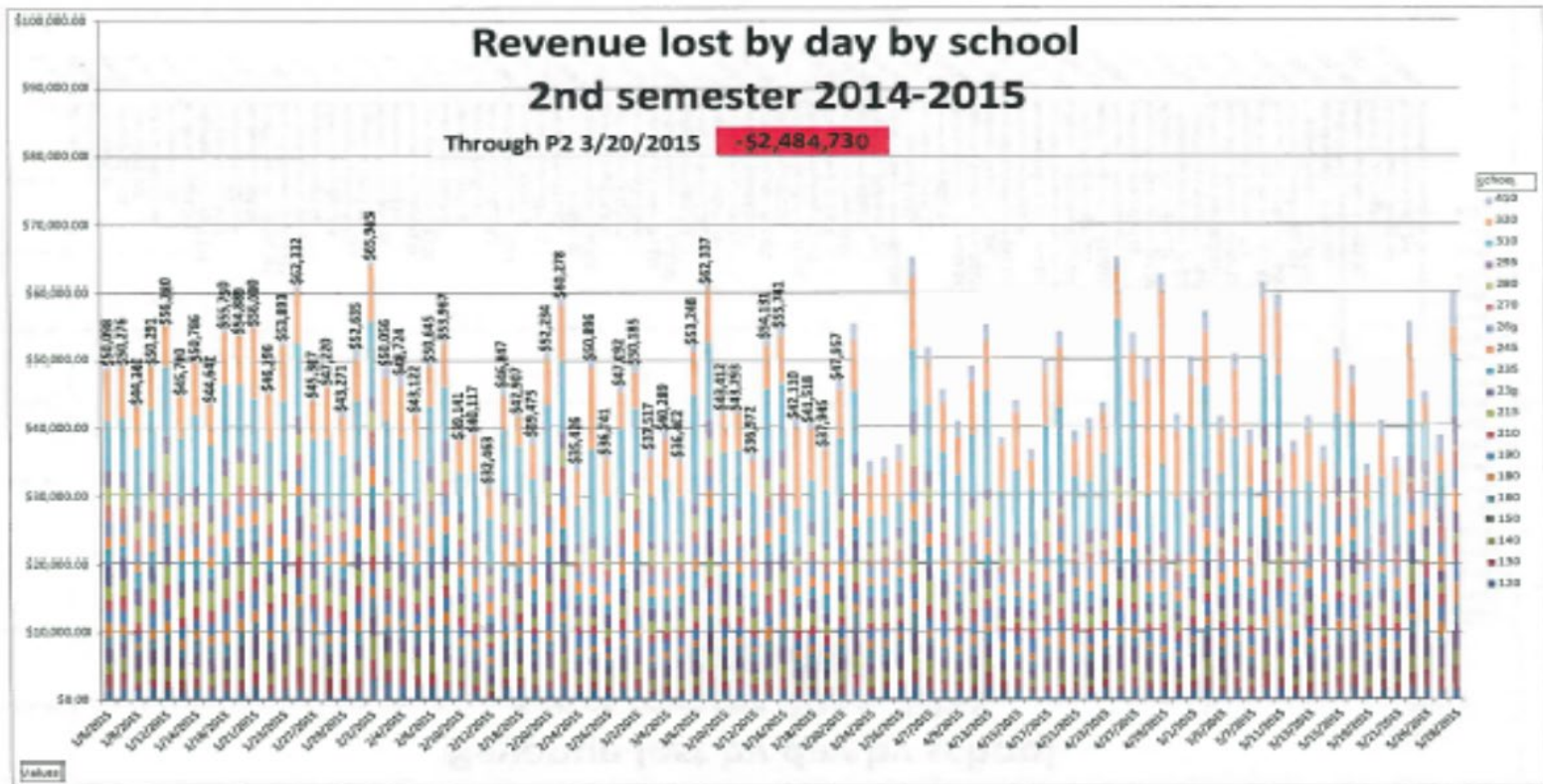
% ADA For Month 1 Reporting Period



Revenue lost by day by school 1st semester 2014-2015

-52,854,767

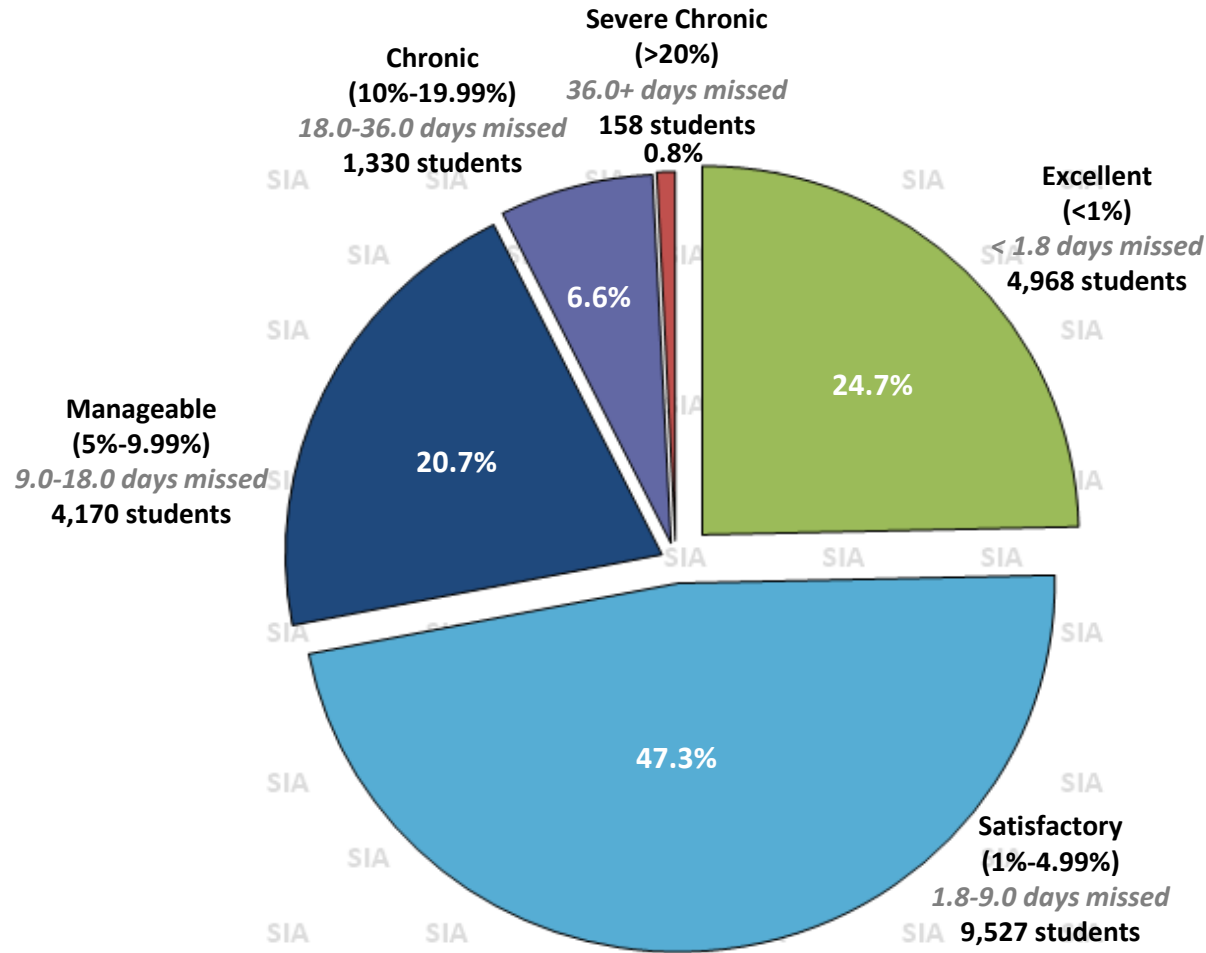




Val Verde's Saturday STEAM



2016-17 Total Absence Summary

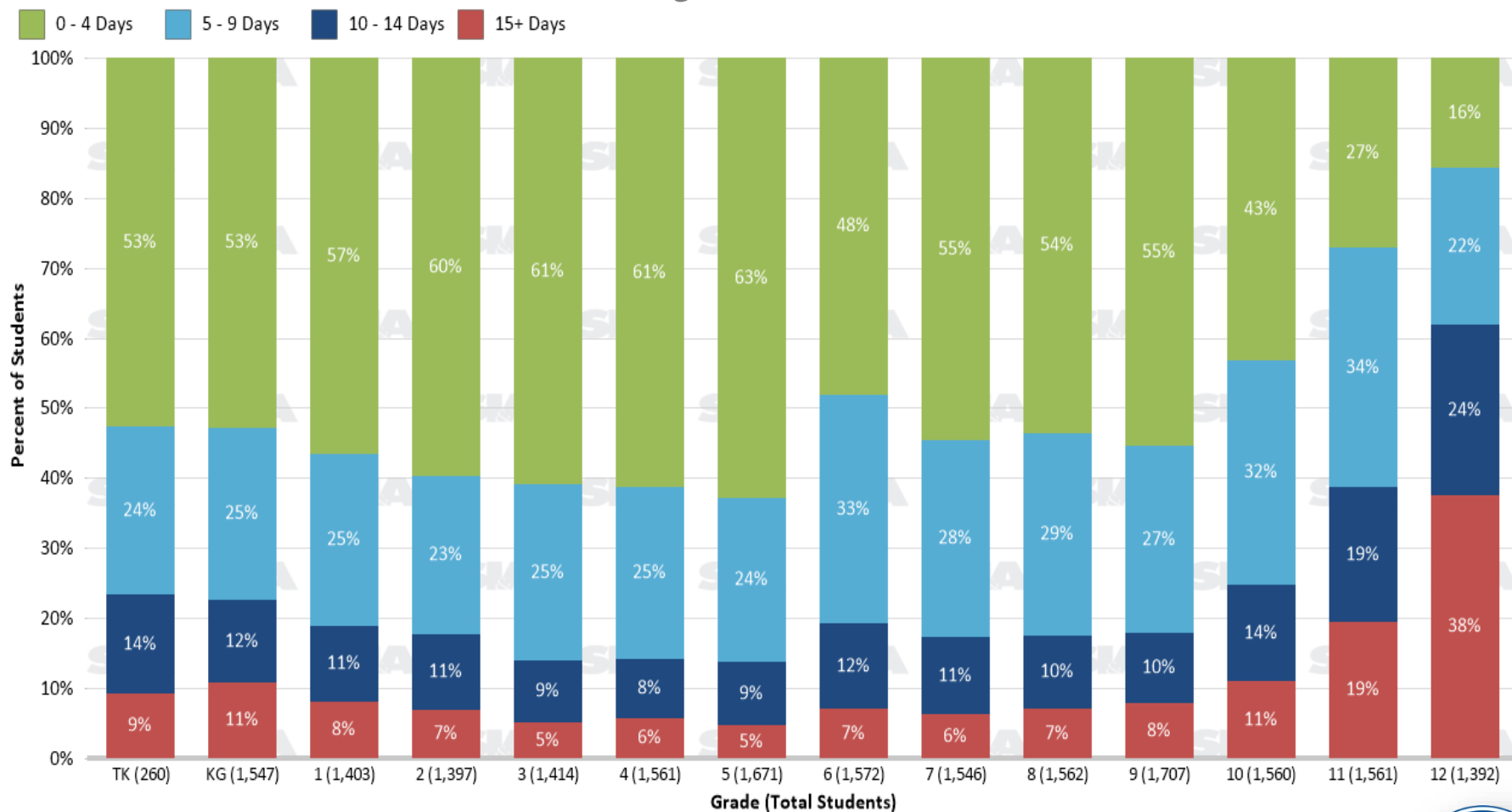


- 71.92% (14,495) of your students fall in the Excellent and Satisfactory groups.
- 28.08% (5,658) of your students have missed more than 9.0 days of school.

Data as of 5/31/2017

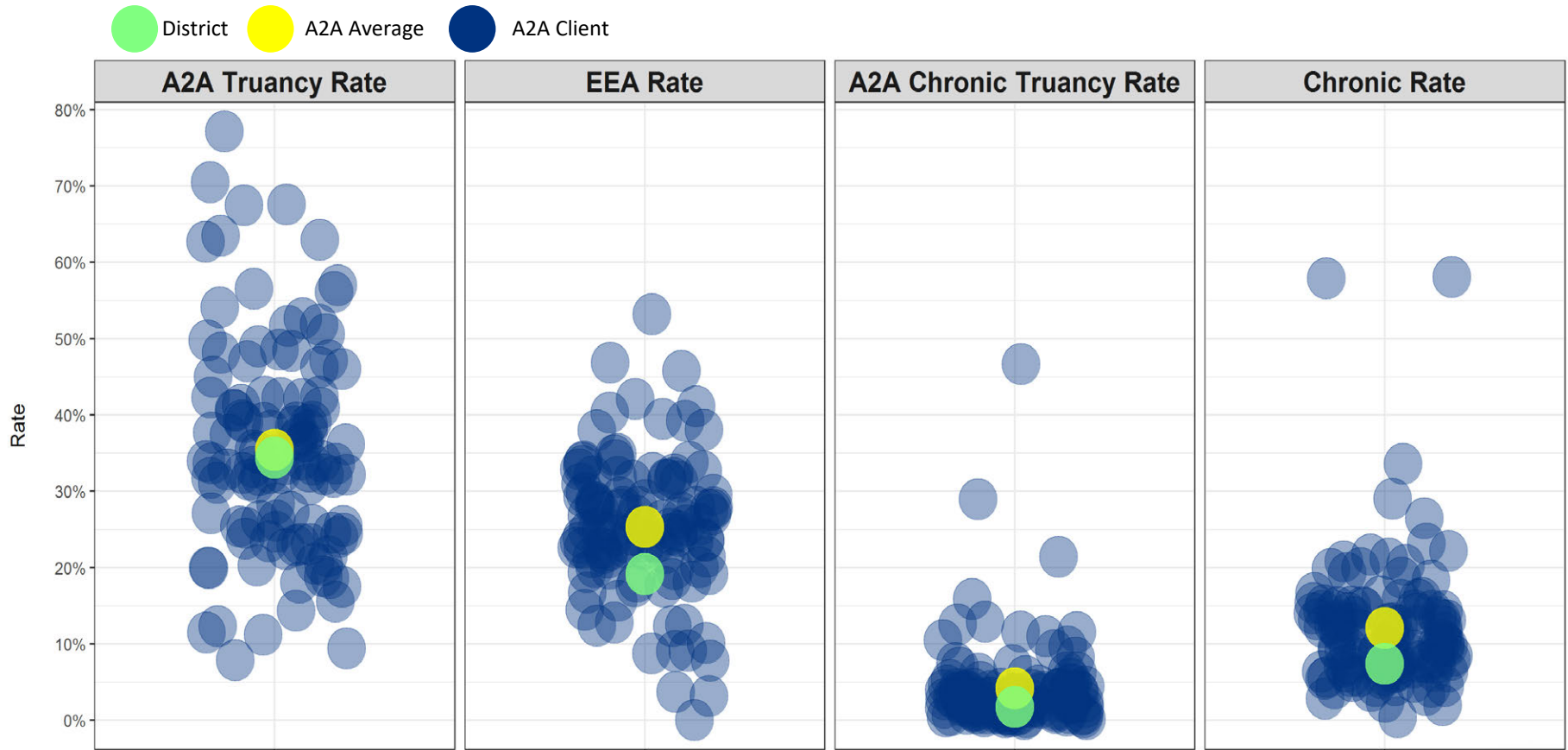


2016-17 Day Absence Breakdown, by Grade



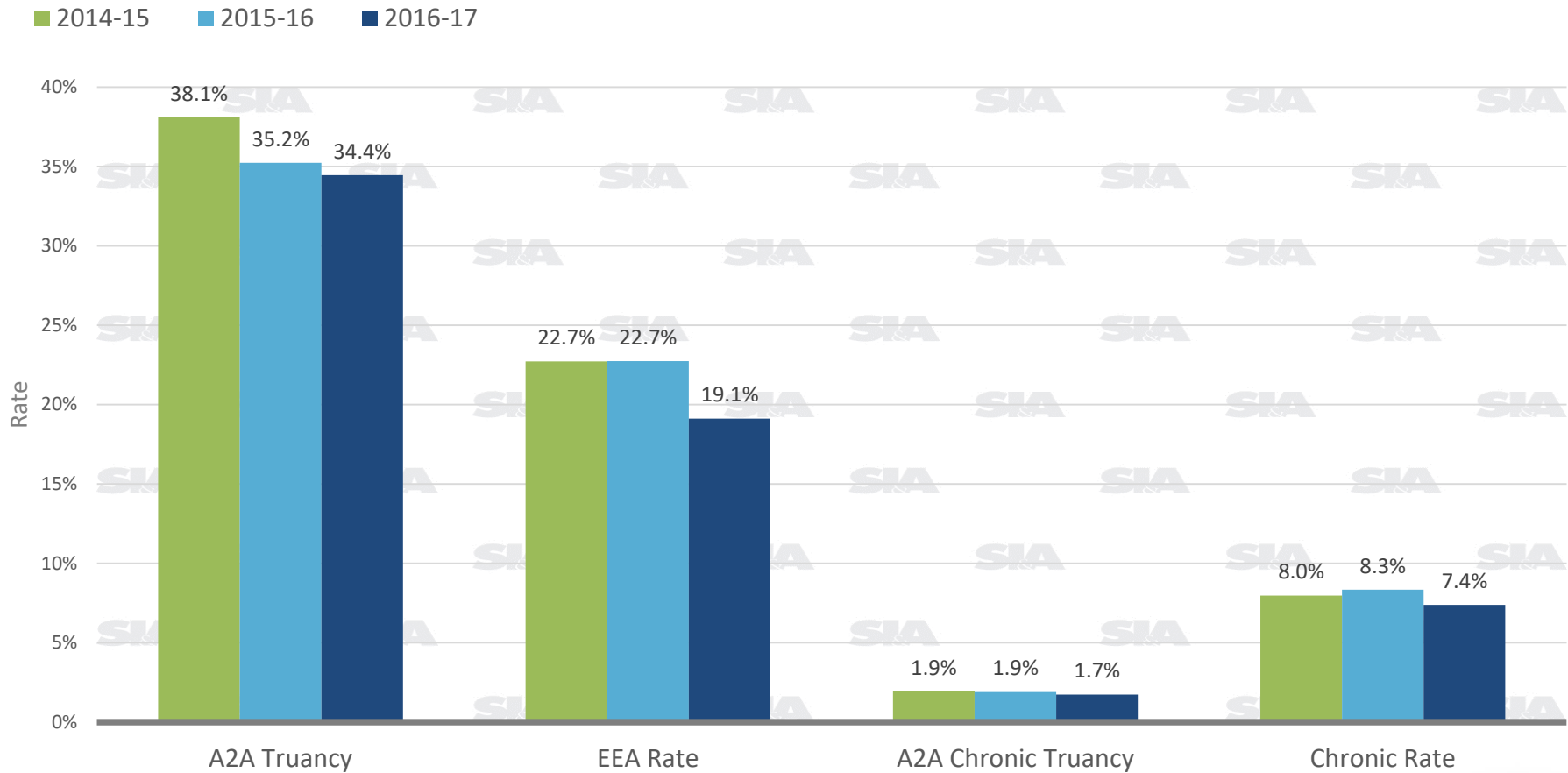
2016-17 District Absence Rates Compared to Other A2A Clients

The lower, the better.

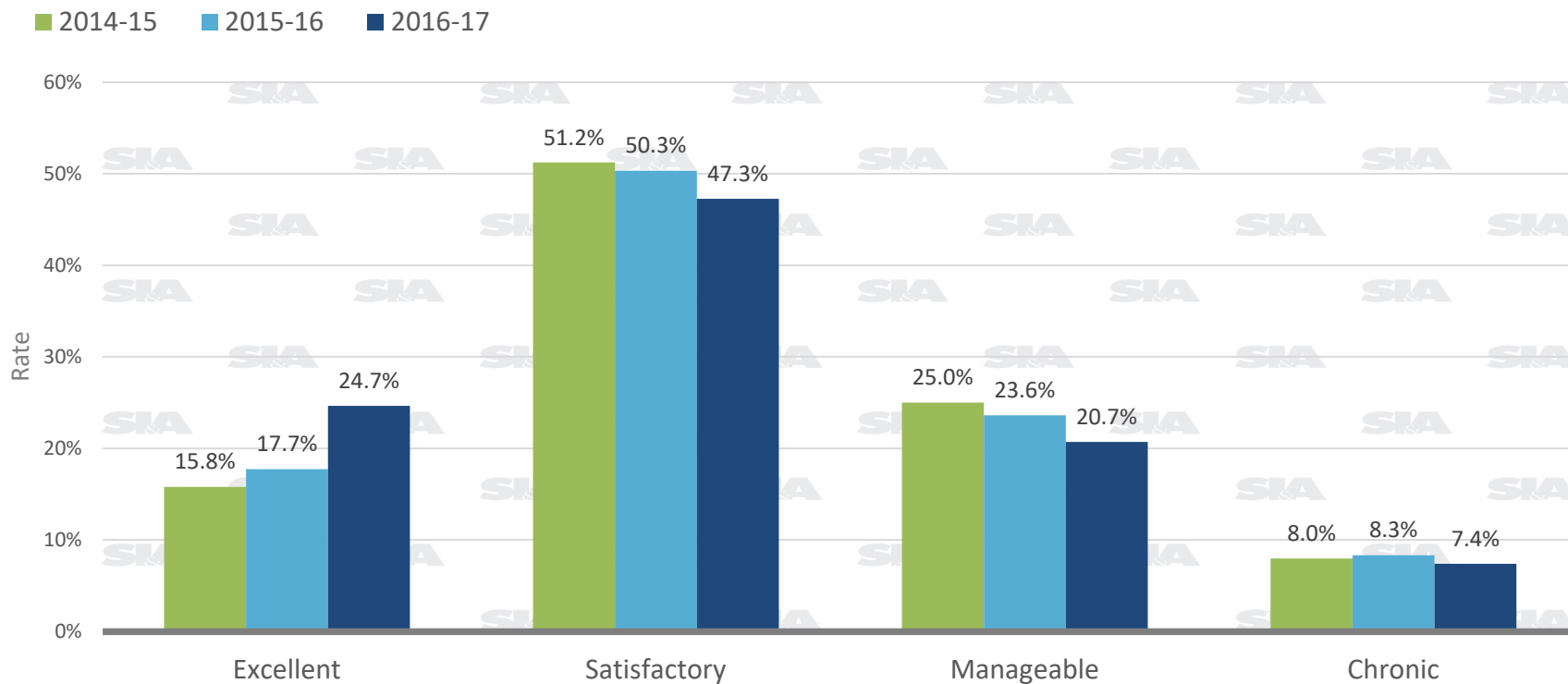


Total Absence Rates, Year-over-Year, YTD

The lower, the better.



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.



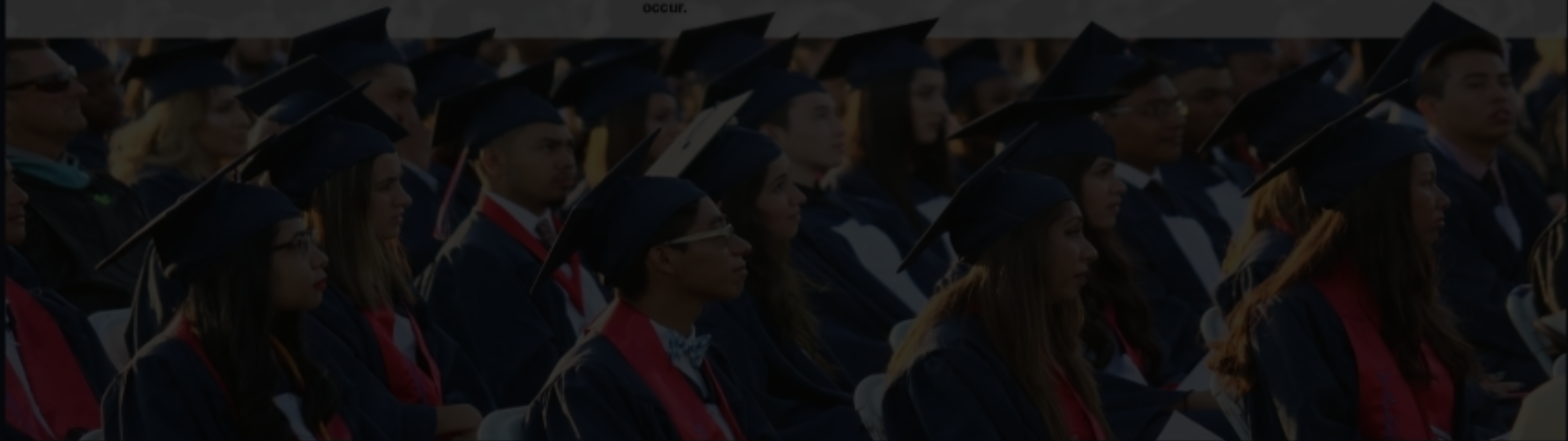
COMMUNICATION

- 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).

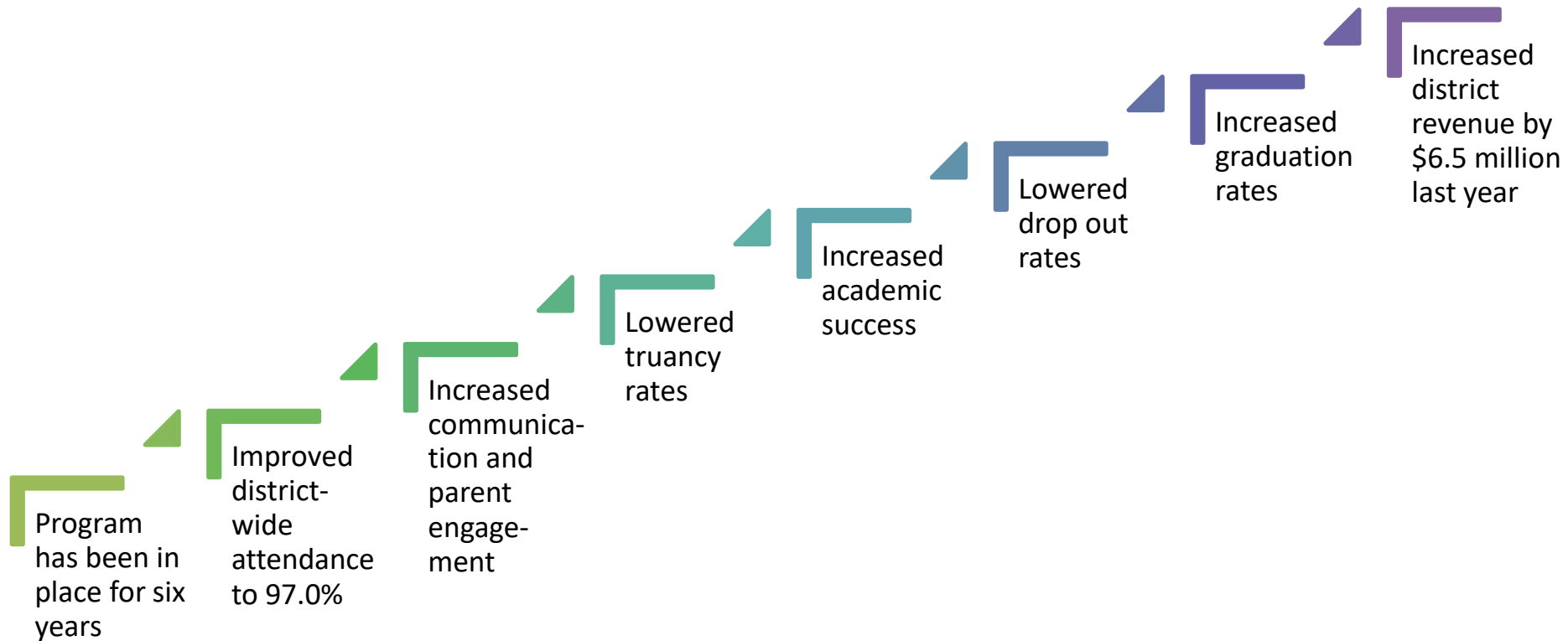


COLLABORATION

- 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.



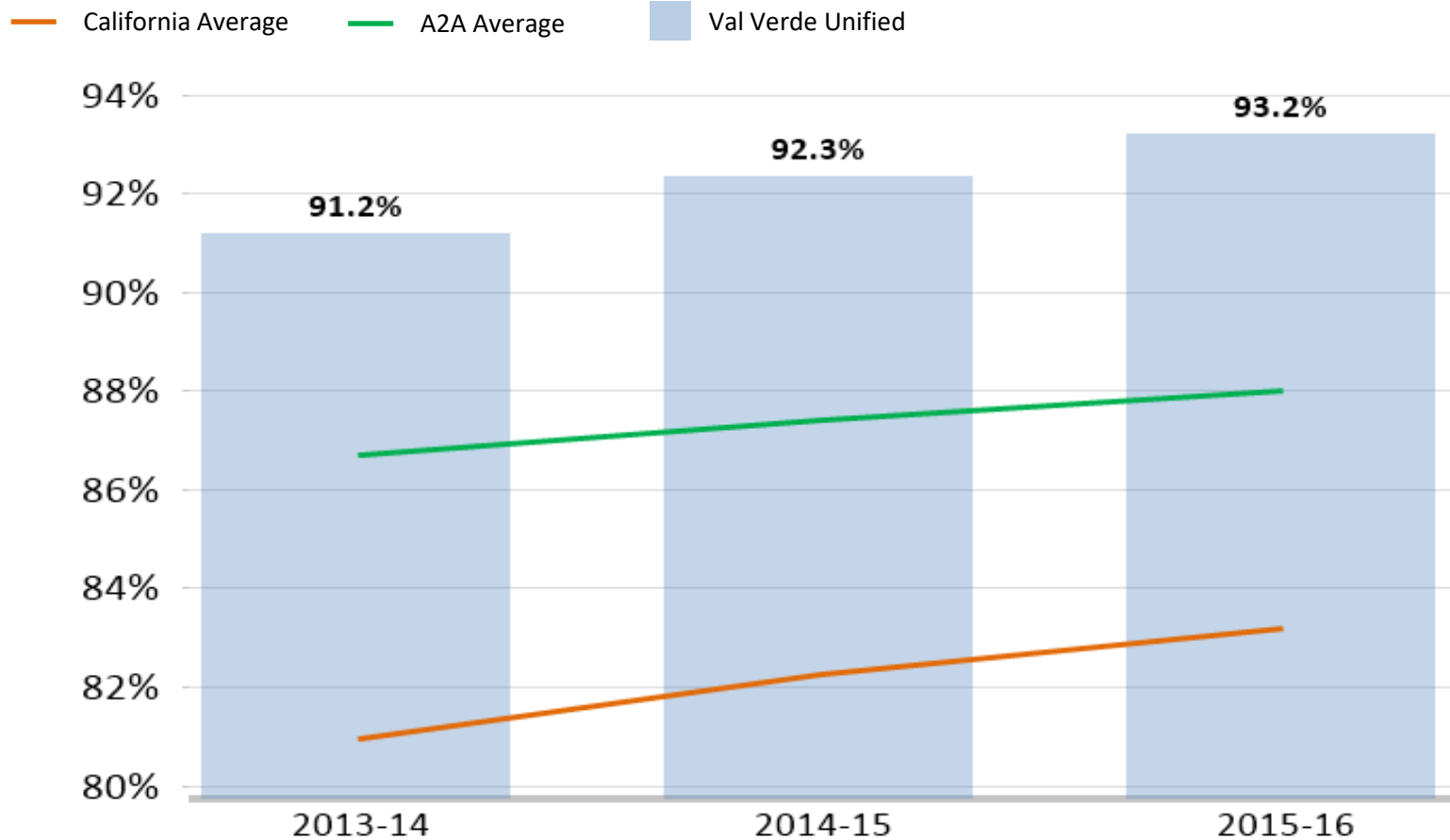
Program Success





Graduation Data

The higher, the better.



California Department of Education (CDE). (2017). 2013-14, 2014-15, 2015-16 Graduates by Race and Gender [cohort14.txt, cohort15.txt, cohort16.txt].

Available from <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

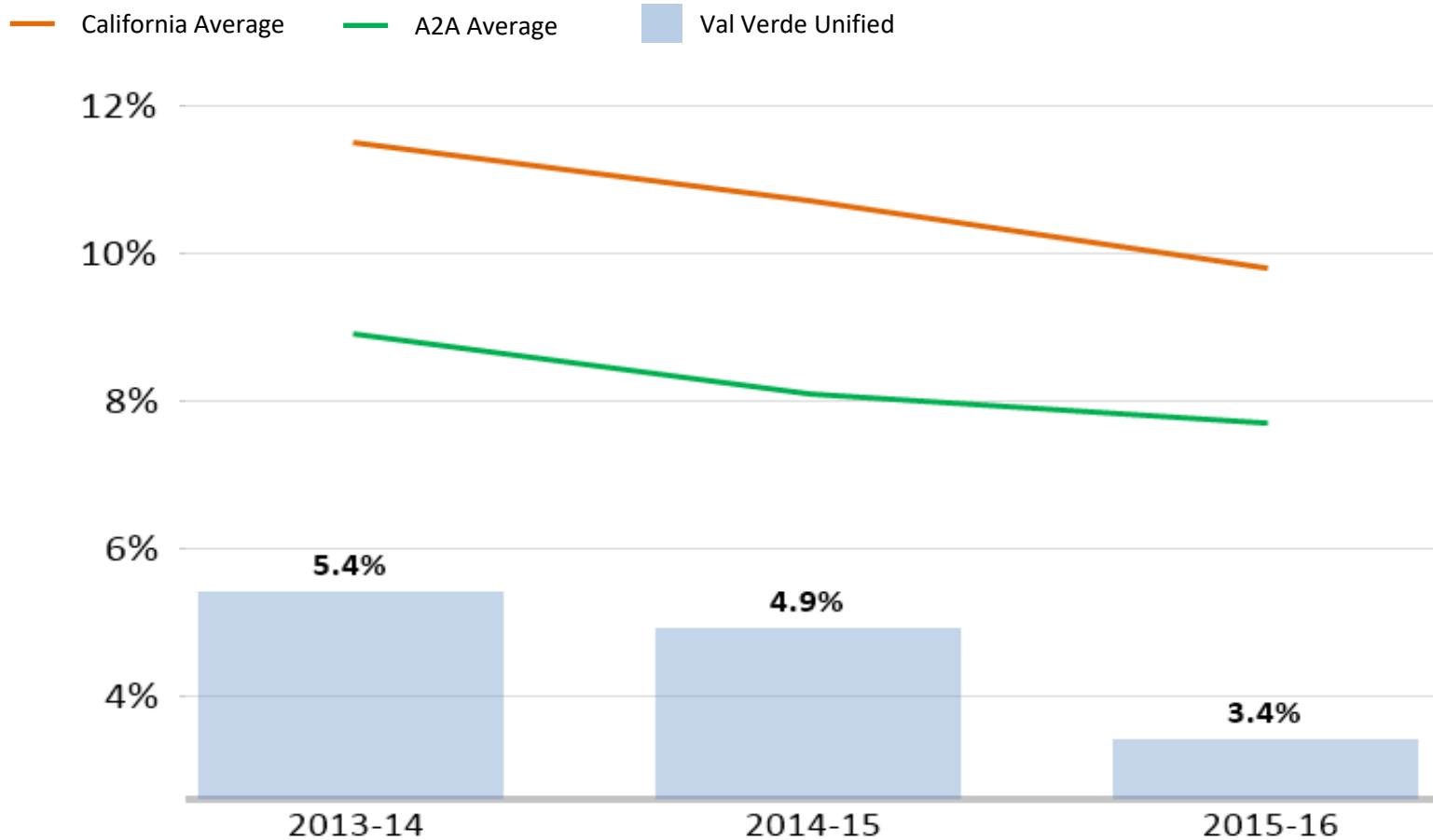
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Dropout Data

The lower, the better.



California Department of Education (CDE). (2017). 2013-14, 2014-15, 2015-16 Dropouts by Race and Gender [cohort14.txt, cohort15.txt, cohort16.txt]. Available from <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>

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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!

Erica Peterson
ericap@sia-us.com