Sustaining Reform
Six States Reassess Priorities for the Future
August 2015

> "The sustainability tools really forced us to ask some hard questions about our own reforms. It was tough, but it helped us to get aligned as a team about what we needed to do and to move forward."
>
> —*Stephanie Shipton, Hawaii Department of Education*

Introduction

States seeking to improve student outcomes continually face the extraordinary challenge of sustaining and adapting the reforms they have implemented to accomplish this purpose. This prospect becomes even more daunting in the face of inevitably evolving conditions—such as a change in resources (for example, the end of a grant), leadership (a transition in personnel or vision) or context (a shift in stakeholder support).

To address this challenge, the Reform Support Network (RSN) formed the Sustainability Work Group in 2014 to bring together six Race to the Top State grantees to explore and address sustainability. This brief is based on their experiences and the lessons uncovered through the work group process.

One of the most critical lessons reinforced by the States' experiences is the importance of planning for sustainability. Planning for sustainability can begin at any time, but is ideally begun early in the life cycle of a reform.

Secondly, when planning for sustainability, States begin the sustainability process at different points along a continuum. One State education agency (SEA) might never have thought about planning for sustainability before, another might have assembled a team but not begun the work, and a third might have previously assembled a sustainability plan but recognize the need to revise. Because of the great variability among States, a one-size-fits-all process cannot succeed.

A few steps were identified as consistently worthwhile. Conducting a thoughtful and comprehensive self-assessment allows any State to determine where its sustainability work should begin and identify the most critical elements to address. Secondly, assembling a leadership team for sustainability planning that consists of the staff most responsible for driving progress on the SEA's reform increases the likelihood of the plan's integration into the structure and strategic plan for the agency. (When the priority of the reforms is uncertain, it may be best to start with the agency's top leadership team.)

> Sustainable reforms are durable, adaptive and persistently focused on priority goals for improved student growth in the face of changing conditions. There is no single right way to approach sustainability … but there are common factors that State leaders can consider when planning for sustainability. … For the purpose of organizing this rubric, we have placed them in three categories: context, system capacity, and performance management.
>
> —*From the Sustainability Rubric*

The RSN Sustainability work group consisted of six States that worked together to: (1) identify priority student achievement goals and the priority reforms to sustain in order to reach them; (2) assess the current sustainability of the priority reforms; and (3) take actions to ensure those priority reforms could be sustained. This led to the *Sustainability Rubric* and *Sustainability Self-Assessment Workbook*, which were designed to assess the sustainability of a priority reform. The work group also revised the tools to create sustainability resources for local educational agencies (LEAs)—a **rubric** and **self-assessment workbook**—working with several of the Department's LEA grantees to develop, pilot and disseminate the tools.

Third, the SEA leadership should designate one lead for sustainability, who will become familiar with the planning tools and facilitate the team's use of them. The tools identified below and **available here** are self-explanatory. They provide step-by-step guidance for how to use the team's time to develop and build agreement on a plan for sustainability.

Planning for sustainability is complex—crafting a plan is often difficult and time-consuming and securing final approval by the State's leadership even more so. For this reason, if the State already has an established framework for the future in place, such as a strategic plan, it is often fruitful to integrate the sustainability plan into that existing framework.

Lastly, while it is possible for States to conduct this work independently, an external facilitator can be helpful. An external facilitator can also offer previous experience with sustainability planning as well as the "outsider" perspective, and let SEA staff fully engage in discussion and planning.

The Primary Tools Developed by the Sustainability Work Group

The tools developed through the Sustainability Work Group offer a foundation for a comprehensive planning process. The Sustainability Work Group has developed three primary tools, designed to help States achieve their priority goals for student outcomes by implementing priority reforms in a sustainable manner.

1. *Sustainability Rubric Summary*

2. *Sustainability Rubric: A Tool to Help State Education Agencies Assess Their Current Efforts to Sustain Reform Strategies to Meet Student Achievement Goals*

3. *Sustainability Self-Assessment Workbook*

All SEAs can use these tools to assess and improve the sustainability of any priority education reform.

Georgia's sustainability team found the *Sustainability Rubric Summary* an especially useful tool for keeping focused on its challenges and progress across the different categories (system capacity, performance management and context for sustaining reform).

The first tool is the *Sustainability Rubric Summary*, a condensed version of the full sustainability rubric (see below). It provides an overview of the rubric's purpose, the elements of sustainability and guiding questions to consider. This brief document is intended to be used for reference throughout a State's ongoing sustainability work.

The second tool is the *Sustainability Rubric*, which establishes a comprehensive description of what sustainability looks like for any given reform. It allows a State to assess the sustainability of its own reforms

For **Hawaii**, applying the rubric during its participation in the Sustainability Work Group opened the door to a key discovery. The rubric includes the element of "aligned organizational structure" under the category of "system capacity." The Hawaii team found this element so compelling because despite the attention they'd given to aligning their schools in the previous year, they recognized they had not aligned the State agency's operational departments to the strategic plan.

against that description. The rubric is organized around three major categories: context, system capacity and performance management. *Context* is defined as the State's management of the ecosystem of education leadership—including educators, local leaders, parents and the community at large—to build and maintain a coalition that supports the reform. *System capacity* includes the resources, readiness and willingness of a State system and its people to implement the reform.

Performance management means the processes and structures that allow a system to consistently and rigorously monitor progress, first, on the outcomes the reform is intended to achieve, and second, the strategies it has adopted to achieve those outcomes.

Across these three categories, the rubric details 19 elements for a State to consider as it evaluates the sustainability of its reforms.

Sustainability Framework Components

Category
(1, 2, 3)

1. Context for Sustaining Reform
A. Alignment of the Statewide System
   i. Align the policy agenda with priority reforms
B. Public Value
   i. Build stakeholder support for priority goals and reforms
   ii. Build broad public support for priority goals and reforms

2. System Capacity

Variable
(A, B…)

A. SEA Capacity
   i. Align human capital decisions with priority goals and reforms
   ii. Build a culture of continuous improvement toward priority goals
   iii. Align organizational structure with priority goals and reforms

B. State Capacity
   i. Extend capacity through partnerships
   ii. Extend capacity in the field

3. Performance Management
A. Clarity of Outcomes and Theory of Action

Element
(i, ii…)

   i. Set student outcome targets to achieve priority goals
   ii. Establish a theory of action and strategies for implementing priority reforms
   iii. Develop plan(s) that align strategies with priority goals

B. Alignment of Resources (People, Time, Technology and Money)
   i. Direct resources to priority reforms
   ii. Establish clear leadership of priority goals and reforms

C. Collection and Use of Data
   i. Ensure quality data on performance
   ii. Ensure quality data on implementation
   iii. Use data to review progress and make mid-course corrections

D. Accountability for Results
   i. Link internal accountability to results
   ii. Link external accountability to results
   iii. Engage stakeholders about results

i. Align the policy agenda with priority reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
• Are the right policies in place across the State to facilitate and enable priority reforms and goals? • Is this policy agenda reflected in legislation at the State level?	SEA leaders view their work in relative isolation from that of other State education organizations, and policies pursued by State...	SEA leaders are committed to taking account of the larger State context, and policies pursued are consistent across...	SEA leaders view their work and the work of other State education organizations in the context of a State education policy agenda...	The governor, legislators, SEA leaders and leaders at other State education organizations share a single education policy agenda , and the policies of all...	There is evidence of a common reform agenda among the governor, legislators and leaders at other State education organizations (for example, a written document, common language in public statements about priority goals and reforms).

Each rubric row lists a series of questions for the State to consider, descriptors of strong and weak sustainability on a four-point scale and examples of evidence to look for.

The third tool, the *Sustainability Self-Assessment Workbook*, offers a series of five exercises that will take a State leadership team step-by-step through the process of using the rubric to evaluate the sustainability of its priority reform(s) and then translate self-assessment results into an action plan for significantly improving sustainability:

1. Exercise 1: Articulate State priority goals

2. Exercise 2: Identify two or three priority reforms to achieve those goals

3. Exercise 3: Assess the sustainability of priority reforms using the rubric

4. Exercise 4: Identify strategies for improving sustainability

5. Exercise 5: Identify priority stakeholders

Maryland's primary tool was the Reform Integration Framework, located in the *Reform Integration Framework and Resource Guide*, which helped identify priorities, strengths and weaknesses. Maryland had discussed these concerns previously, but its work became more disciplined. It identified two challenges in realizing sustainability: (1) partnerships with stakeholders; and (2) breaking down silos within the SEA.

As the Sustainability Work Group moved forward, it became clear that the workbook was an especially valuable tool. For example, Massachusetts used the workbook as a starting point for developing a strategic plan for the four years after the end of the Race to the Top grant, proposing adjustments to its core reform strategies and approach to implementation. These proposals set the stage for the Commissioner of Education's engagement with the new governor-elect and the State Board of Education in the fall of 2014, just as the team was preparing for the leadership transition.

Case Studies

As this example from Massachusetts illustrates, the case study is one way to illustrate the impact of a sustainability process. This brief offers four case studies of sustainability derived from the Sustainability Work Group's experience. The first examines the work group's approach to progress reports, one of the three areas that became a focus of the work group's attention. The second, third and fourth cases describe the work in Delaware, Hawaii and Massachusetts.

Using Progress Reports to Assess Progress and Engage Stakeholders

Sustaining reforms requires widespread understanding and support—inside and outside the agency. External stakeholders in particular are not likely to support sustaining a reform if they are unaware of the reform and any encouraging progress underway. Furthermore, if internal agency staff are unsure of how their work impacts the reform, or are unable to communicate about the changes, then there is a decreased likelihood that the changes will be sustained.

> **Georgia** joined the Sustainability Work Group with a sustainability plan in place, so its process became a validation and expansion of internal work already underway and helped put the State on a more focused track. Through the self-assessment, Georgia identified stakeholder engagement as a weakness. The State identified that despite strong leadership and capacity through third-party organizations, it had not broadly communicated the public value of its reforms.

Creating broad-based teams to develop annual reports to stakeholders is a strategy that not only assesses progress but can engage stakeholders in meaningful ways. Developing progress reports can:

1. Help SEAs articulate and reinforce their theories of action, specifically how each reform connects to the overall strategy and supports students and educators.

2. Help SEAs document progress. This will require determining the metrics to use to report progress to different stakeholders—ideally a mix of data and stories. Public stakeholders likely will be most interested in outcomes measures (lagging indicators), while district and school stakeholders will also be interested in inputs (program supports, funding and other leading indicators).

3. Engage external stakeholders, not only in helping to decide which metrics are most meaningful, but also to communicate and publicize the findings.

The Reform Support Network publication, *From "Inform" to "Inspire": A Framework for Communications and Engagement*, encouraged States to use the 4 I's Framework for communicating and engaging stakeholders. The 4 I's are: INFORM (push out key information through the Web, social media and other channels); INQUIRE (obtain feedback through surveys, focus groups, etcetera); INVOLVE (create opportunities to help shape decisions through advisory groups and the like); and INSPIRE (mobilize a subset of informed, involved participants to help champion reforms).

Annual reports provide an opportunity for States to INFORM and INVOLVE various stakeholders. They also offer opportunities to INQUIRE (if SEAs and partners decide to use survey results as indicators). And ideally, the process will help INSPIRE external stakeholders to more visibly and vocally champion the kinds of reforms the SEAs are trying to sustain.

In the past year, several States have used Reform Support Network assistance to create various models. In September 2014, the **Maryland State Department of Education** published a **34-page overview** of its $250 million investment to support improvements to STEM (science, technology, engineering and mathematics) education and the four key Race to the Top areas: (1) Implementing college- and career-ready standards and assessments, (2) Building robust data systems to improve instruction, (3) Supporting and developing great teachers and school leaders, and (4) Turning around persistently low-performing schools. The report features embedded video and includes a mix of data, narrative and journalistic reports. A statewide advisory committee, representing leaders from statewide education groups, helped guide the work and shape the final report.
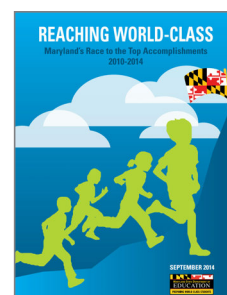
To produce its **December 2014 report**, the **Georgia Department of Education** collaborated with the Georgia Partnership for Excellence in Education, a statewide advocacy group with strong influence in the State legislature. The 56-page report was designed to demonstrate the impact of the Race to the Top initiatives in the State. The report profiled 31 major programs, identifying challenges, lessons learned and recommendations for building on the progress moving forward. The report was informed by the voices of multiple educators who participated in focus groups during the process. The Georgia Partnership used this report in conjunction with its annual *Top 10 Issues to Watch* report to

make the case to legislators to sustain key reforms in such areas as implementing college- and career-ready standards; recruiting, rewarding and retaining effective teachers and leaders; and using the State's longitudinal database to help teachers strengthen their instruction.
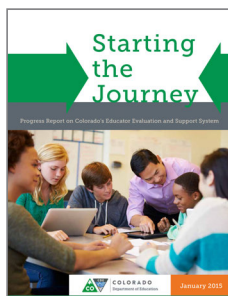
The **Colorado Department of Education (CDE)** focused its annual report more narrowly: to summarize the first three years of its model teacher and principal evaluation and support system. The report spotlighted the most recent ratings, rating trends, bright spots and areas for improvement. It showed that, despite challenges, districts are making steady progress implementing the system and supporting educators. The report was published in January 2015 and distributed widely to more than 4,000 superintendents, principals, teachers and policymakers.

The **Massachusetts Department of Elementary and Secondary Education (ESE)** created a set of dashboards to help agency leaders communicate and monitor the ESE's performance against its priority goals and reforms. One dashboard displays the status of projects that ESE has initiated to support its priority areas. Another displays targets, progress and four-year trends on several key student metrics. The purpose of the dashboards was to offer a quick overview of progress made towards implementing the priority goals and reforms, and assess whether the work was on track. Since fall 2014, ESE has used the dashboards to drive conversations between the superintendent and his senior staff as well as orient new board members to the agency's priorities. All staff have access to the dashboards on Sharepoint, and some offices have built the dashboards into their internal staff routines.

New York underwrote instructional materials and training for teachers and principals through EngageNY.org and the Network Team Institutes. The question that New York explored through its engagement with the Sustainability Work Group was how to sustain this work without a cost-intensive structure, because Race to the Top funding was ending. A particular concern was how to sustain and even scale up the volume of training, recognizing that New York would require more training for teachers, not less, during the next few years of assessment transition.

Delaware: Narrowing the Focus to What Works

Taking a case study look at Delaware illustrates how one State narrowed, refined and bolstered its approach to reform in order to sustain and expand on its most successful initiatives and strategies. The Delaware Department of Education (DDOE) began the first round of Race to the Top with a "success planning" process that supported all 19 of its LEAs in creating unified plans for implementing the Race to the Top reforms and included performance management routines. The DDOE implemented similar routines internally, aligned to the original five pillars from its Race to the Top application.

As the end of the grant approached, Delaware joined the Sustainability Work Group and launched comprehensive planning to determine how to scale up and sustain the most critical and promising areas of the reform work beyond the grant. In particular, DDOE used the sustainability rubric self-assessment to reach agreement that identifying continuous improvement, aligning organizational structure and engaging stakeholders were areas needing attention. In approaching sustainability, DDOE had three priorities: 1) chart a course to continue implementing

effective practices, 2) relieve some of the pressure of efforts that had not been delivered or had gone awry and 3) rebuild the partnerships and communications with the field.

The DDOE team then asked the question: How can we reach a shared view of the initiatives to be sustained, and subsequently determine what it would take to sustain the work on these priorities?

Through the Sustainability Work Group, DDOE clarified its purpose and created action steps. The team created a matrix for defining its priority reforms and aligning policy and funding to the reforms. DDOE created an internal strategic plan and aligned existing State and district performance management routines to reinforce that focus and use a "**success planning**" process with districts to encourage them to do the same. Ultimately, DDOE narrowed its focus to six priorities in the strategic plan for 2015-2017, and aligned resources and performance management routines, internal and external, to reflect the priorities. This included a reorganization of DDOE functions and responsibilities, with an increased investment in communications.

As part of the sustainability conversation, DDOE looked beyond 2017 to consider its future role in relation to districts and schools. It considered what support to districts and schools might look like and the niche that DDOE could fill. From these conversations, DDOE established a shared theory of action that focused on DDOE's role in three primary areas: 1) creating a system of fair and transparent expectations, 2) providing support and 3) seeding innovation. The theory of action further identified how DDOE would achieve each of these core functions. This process continued DDOE's shift away from functioning primarily through compliance toward a role of support and provider of technical assistance to schools and districts. It meant finding a new balance between support and accountability. For example, Delaware created "Common Ground for the Common Core" to provide technical assistance to district teams. Established in 2013-2014, Common Ground offers an opt-in professional learning experience to support educators as they transition to Delaware's college- and career-ready standards, bringing educators together in clinics, online webinars and large-scale meetings with national experts for structured collaboration.

DDOE began Race to the Top with broad-based support from Delaware stakeholders. Maintaining that momentum throughout implementation of multiple, complex reforms and leadership changes was a major challenge. During the sustainability planning process, DDOE leaders concluded that their reactive communications were strong, but that they did not do enough to engage stakeholders or to communicate about implementation. The lack of investment in department-wide communications led to inconsistent and duplicative messaging.

With support from the Reform Support Network, DDOE developed a communications and delivery plan, drawing from communications best practices of districts within Delaware and from States across the country. The plan creates a set of strategic communications priorities so that everyone is on the same page, creating new mechanisms and processes for communications and engagement, embedding communications expertise within each DDOE unit and adding additional staff resources through a DDOE re-organization.

For a more detailed discussion of Delaware's involvement In the Sustainability Work Group, see *Lessons Learned in Sustaining Education Reforms: A Case Study on the State of Delaware*.

Hawaii: Aligning Operations to the Strategic Plan

Hawaii's engagement in the Sustainability Work Group built on previous work implementing an interlocking system for performance management and continuous improvement. Alignment is key to the Hawaii Department of Education (HIDOE) performance management process. HIDOE integrated all its Race to the Top work into its strategic plan and

its six priority strategies: (1) academic review teams charged with planning, doing, checking and taking action (PDCA); (2) Hawaii's college- and career-ready standards in mathematics and English language arts; (3) comprehensive student support system/ Response to Intervention; (4) formative instruction/ data teams process of teachers collaborating to share ideas regarding student performance; (5) educator effectiveness systems (feedback, support and evaluation) for teachers; and (6) induction and mentoring for new teachers. HIDOE implemented a "delivery" framework to plan for and monitor progress on these six priorities. The framework included such concepts as assessment against a rubric, rating progress along a 1–4 continuum and instituting sound performance routines. Through the Sustainability Work Group, HIDOE considered how to sustain this work and continue planning for its future.

Late in 2013, the Hawaii team took the Sustainability Work Group diagnostic self-assessment. The results suggested that to expand and sustain their reforms, it was critical to incorporate performance management for operations as well as academic management. This helped lead to Hawaii's decision to plan and extend its performance management systems to all aspects of HIDOE's four operations divisions (Human Resources, Information Technology, facilities and finance), and build the capacity of all staff to take part in the systems. This process would be mediated through HIDOE's PDCA cycle of continuous improvement.

Hawaii's team recognized the challenge posed by the task and, as an early step, allowed the four operations departments to set their own priorities to encourage

them to recognize how their "nonacademic goals" (like efficient bus service and performance evaluation) affect academic goals and the progress of children in school. One theme was to ask how to better serve HIDOE's customers, supporting the shift on the operations side from their current goals to connecting with the academic purposes. Since all of HIDOE would now be checking progress against goals, this approach also meant that staff members in the operations departments would gain ownership of the new goals, having helped to set them.

The Sustainability Work Group facilitators worked with the operations departments to help them address three pressing questions: (1) how does our work support the academic goals of Race to the Top and the State strategic plan? (2) what are the most important priorities that we are or should undertake to underscore this support? (3) how can we plan for those priorities and integrate them into the same systems of performance management used by the academic departments?

The first set of plans rolled out in mid-2014, and the leadership team engaged in a series of performance management meetings around each plan, including the alignment of budget processes and preparation to sustain the plan without additional Federal monies. In June 2014 the assistant superintendents for operations held their first quarterly stocktake meetings (bi-weekly sessions to ensure regular and timely analysis of progress toward goals) with the superintendent to share their plans. The following three documents are used in HIDOE's stocktake routine:
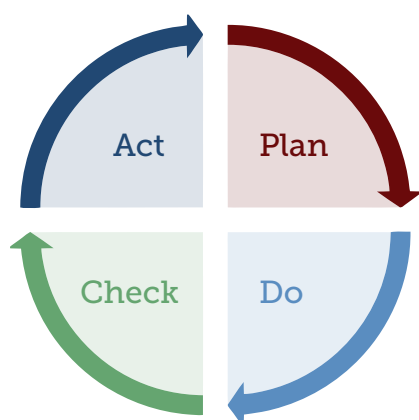
1. **Office of Fiscal Services (OFS) Delivery Plan**: This plan outlines the three priorities and associated metrics and milestones for the OFS. Each of the operational offices (including HR, IT, and Facilities) have similar plans.

2. **OFS Superintendent Memo**: This memo is an example of what is provided to the Superintendent at a stocktake meeting. It highlights progress on OFS's priorities and identifies strengths and challenges to be discussed with the Superintendent during the stocktake meeting.

3. **OFS Superintendent Stocktake Response**: After the stocktake meeting, major decisions and next steps are captured in this document and redistributed to the OFS staff, so they can follow up on key points discussed during the stocktake.

In September 2014 HIDOE held a second stocktake to report on implementation of the operations plans.

HIDOE also made a concerted push to ensure that every employee was equipped to participate in these systems of continuous improvement. At its annual Educational Leaders Institute in July, HIDOE devoted sessions to training State employees to apply the PDCA cycle to their own spheres of work and connect that work to departmental priorities. HIDOE also rolled out its PDCA toolkit, a guide to establishing personal performance management systems constructed around the PDCA cycle. Each chapter provides tools for an individual employee to set goals, plan strategies/ projects, set up routines to monitor progress and communicate about the work and problem-solve when the work is off track. The superintendent led an afternoon session dedicated to considering how HIDOE's work supports what happens in schools.

Going forward, HIDOE has restructured internal evaluation services to support and strengthen staff training on the connections between PDCA, evidence-based program management, and delivery. Thanks to the re-alignment of the entire agency, HIDOE is in a position to sustain its six Race to the Top priorities. The leadership team has focused the work of many people and various projects into an aligned system aimed at interrelated goals and strategies.

Massachusetts: Sustainability as the Impetus for Strategic Planning

For Massachusetts, the end of the Race to the Top grant became an opportunity to take stock of current reforms, and adjust and plan for the next three to five years to sustain support for alignment of curriculum to the Massachusetts Curriculum Framework and the implementation of a new educator evaluation system. Even before 2010, however, when Massachusetts won its Race to the Top grant, ESE had built performance management systems around its priorities, for

example, by establishing a Delivery Unit to facilitate internal performance management, planning and monitoring. (For further background, see the Reform Support Network publication, *Performance Management: Setting Outcomes and Strategies to Improve Student Achievement*.) For that reason, ESE joined the Sustainability Work Group with a sense that this system had worked effectively but would need adjustment. Through the Sustainability Work Group process, ESE would establish a sustainability plan for carrying this work beyond the timeframe of the grant.

Massachusetts began its participation in the Sustainability Work Group with the January 2014 kick-off meeting. The team used the sustainability workbook and the rubric for initial planning. The workbook became the organizing structure for the sustainability plan itself. The facilitator held several one-day and shorter sessions with the Massachusetts team. The result was a sustainability plan that embodied a step-by-step process for launching an agency-wide strategic planning process. The plan covered priority reforms through 2017, providing the Delivery Unit with a blueprint for refining the architecture of current work and ensuring that everything was in place for the next four years.

With this step, the Delivery Unit became the driver for the sustainability plan becoming part of the agency's strategic plan. This step was a natural progression of the work begun with the Sustainability Work Group and gave the agency more ownership of that work. The Delivery Unit went through ESE unit by unit, and prioritized the existing work that would be included in the strategic plan, considering budget and staffing, reconfirming existing priorities and identifying new ones and seeking ways to improve stakeholder engagement around these priorities. The Delivery Unit then took the strategic planning process agency-wide again, to ensure alignment across the agency and prepare the plan for the leadership team's consideration.

Conclusion

This brief describes the initial stages of planning for sustainable education reform in several States and lessons learned from those early efforts. Most States

found self-assessment the most promising place to begin, because doing so enabled their teams to focus on the critical elements for improvement, rather than attempt an entire reworking of the agency. Some States began with the *Sustainability Rubric Summary* rather than the full *Sustainability Rubric* to identify critical elements and then turned to the sections of the full rubric that related to those critical elements to dig in deeper. Consulting the *Sustainability Self-Assessment Workbook*, the teams systematically worked through the elements to improve their reform efforts.

Sustainability is an enterprise that continues into the future without an end date, for as long as our purpose is to improve the educational opportunities provided to students. The sustainability tools introduced in this brief are intended to prompt States to consider what should be sustained and how to approach the issue. Planning for sustainability, like evaluation, is a cycle of assessment and planning designed to ensure the continual refocusing and strengthening of our efforts to improve how education serves students.

Reform Support Network
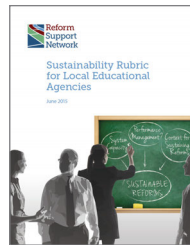
Appendix of Tools

Sustainability Rubric

- **What is it?** The Sustainability Rubric is a tool for education agencies to assess the sustainability of a specific priority reform—a body of work that an education agency is undertaking in order to achieve priority goals for student outcomes. The rubric covers 19 elements of sustainability and what characterizes "inadequate" to "exemplary" for each element.

- **How can I use it?** The rubric should be used in conjunction with the Sustainability Self-Assessment Workbook (see below).The rubric is most valuable when applied by a team composed of education agency team members who have leadership roles for either the specific priority reform(s) and/or the areas of focus that the agency has identified in the sustainability rubric. This tool could also be used at the higher echelons of an education agency to assess the agency's overall readiness to sustain priority reforms, or within specific offices or content teams within the education agency.
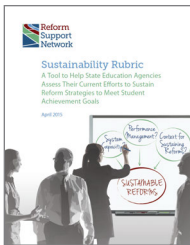
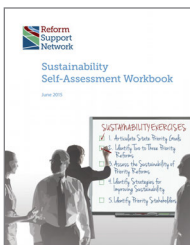Sustainability
Rubric

Sustainability
Rubric
Summary

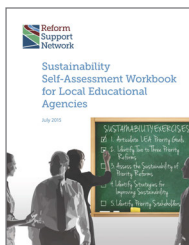Sustainability
Rubric for Local
Educational
Agencies
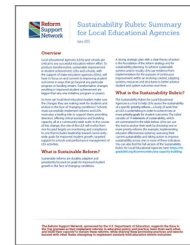
Sustainability
Rubric Summary
for Local
Educational
Agencies

Sustainability Self-Assessment Workbook

- **What is it?** The Sustainability Self-Assessment Workbook is designed to support the use of the Sustainability Rubric (above). It outlines five exercises that will help you conduct an initial self-assessment of the sustainability of your reforms.

- **How can I use it?** The Self-Assessment Workbook should be used alongside the Sustainability Rubric. It can help your team assess the sustainability of a specific priority reform and develop a plan to address specific areas to strengthen.
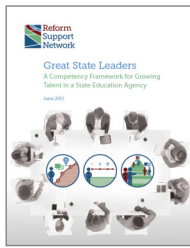

Sustainability
Self-Assessment
Workbook

Sustainability Self-
Assessment Workbook
for Local Educational
Agencies

Great State Leaders: A Competency Framework for Growing Talent in a State Education Agency

State education agencies (SEAs) can use this **competency framework** and accompanying exercise guide to build the skills, knowledge and behaviors of SEA leaders in order to increase effectiveness in their current positions as well as prepare them to assume greater leadership responsibility in the future.

Reform Integration Framework and Resource Guide
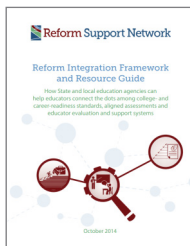
The **Reform Integration Framework and Resource Guide**, co-developed by a number of States in the Reform Support Network, offers State and local education leaders a framework to identify priorities for integrating reforms; more than 50 resources contributed by States, districts and organizations that can be adapted for local use; and spotlights on integration occurring in States with varying contexts including Colorado and Massachusetts.

Lessons Learned in Sustaining Education Reforms

This **brief case study** shows how one State—Delaware—identified priority goals and reforms and plans to sustain them. The case study outlines Delaware's involvement in the RSN Sustainability Work Group and three sustainability lessons learned by the State Education Agency (SEA): focus on what works, establish proof points for the SEA technical assistance role, and don't forget to communicate.