Fresno Unified School District

Systemic Implementation of Academic Return on Investment *(AROI)*

Council of the Great City Schools *(CGCS)*



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Introductions



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Call to ACTION

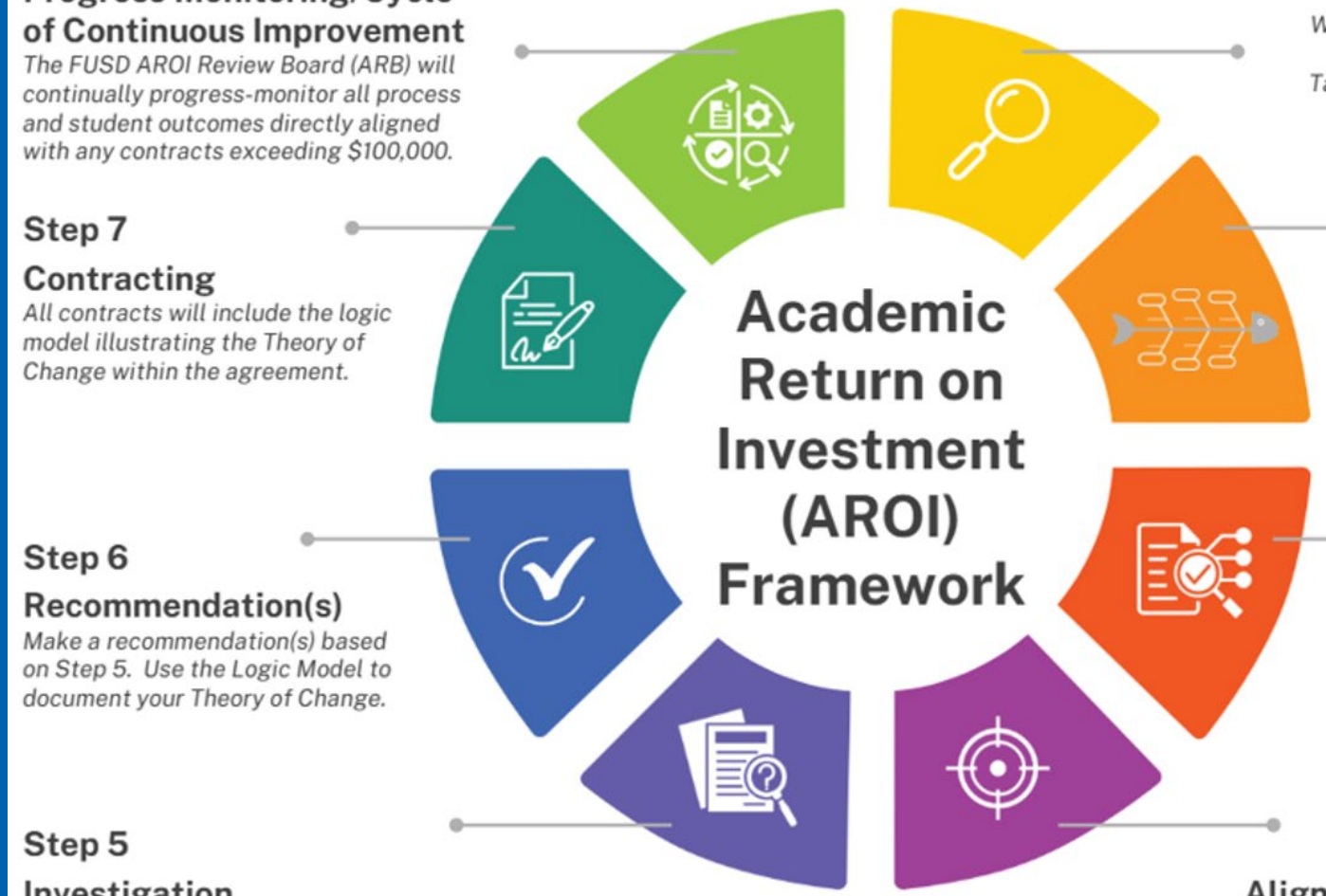


Fresno Unified School District Superintendent and Board of Education have asked that a more refined process be developed to become better stewards of public funds. Based on this call to action, a framework for **Academic Return On Investment (AROI)** has been developed.

- Implement Systematic AROI Across Departments and Sites
- Engage Existing Contracts Related to Literacy Work

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Introduction to AROI Framework



Step 1

Identify the Problem

What is the extent of the problem and who is affected? Targeted population should be clearly stated in the statement. Provide evidence of the problem; quantitative data.

Step 2

Identify the Cause(s) of the Problem

A "fishbone" activity, affinity or scatter diagram, or fault tree analysis are tools that can help identify root causes that are essential for identifying need(s).

Step 3

Identify what is Needed to Address/Eliminate the Problem

Investigate and identify need(s) that accurately address the problem; Needs Matrix.

Step 4

Align Need to FUSD Strategic Plan & LCAP (SPSA)

Identify how fulfilling the need (to remedy the problem) is in alignment with FUSD Goals; Student, Staff and Family.

Step 5

Investigation

Investigate implementation and efficacy of existing structures and resources for fulfilling the need (to eliminate the problem); Resource Inventory Analysis.

Step 6

Recommendation(s)

Make a recommendation(s) based on Step 5. Use the Logic Model to document your Theory of Change.

Step 7

Contracting

All contracts will include the logic model illustrating the Theory of Change within the agreement.

Step 8

Progress Monitoring/Cycle of Continuous Improvement

The FUSD AROI Review Board (ARB) will continually progress-monitor all process and student outcomes directly aligned with any contracts exceeding $100,000.

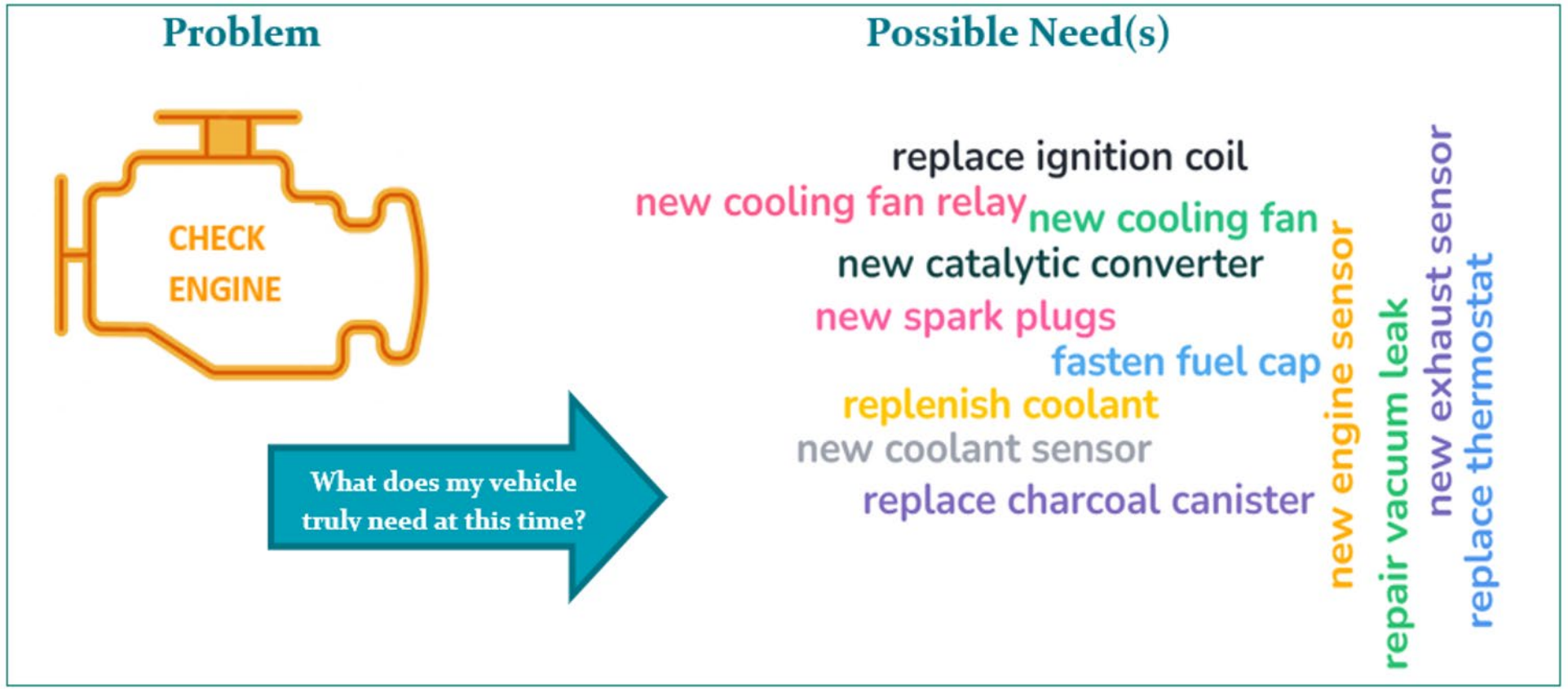
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How Problems Trigger Action

Problem	Need	Program	Outcome
Hunger	Nutrients	Healthy Meal	Feel satisfied and energized
			
Being hungry is a problem because hunger often affects concentration and energy levels.	Hunger is an indication that the body needs nutrients to function well.	Locating and eating a nutritious meal replenishes needed nutrients that are converted to energy.	A person will feel better after eating a nutritious meal. Concentration and energy levels improve.

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Problem ≠ Need

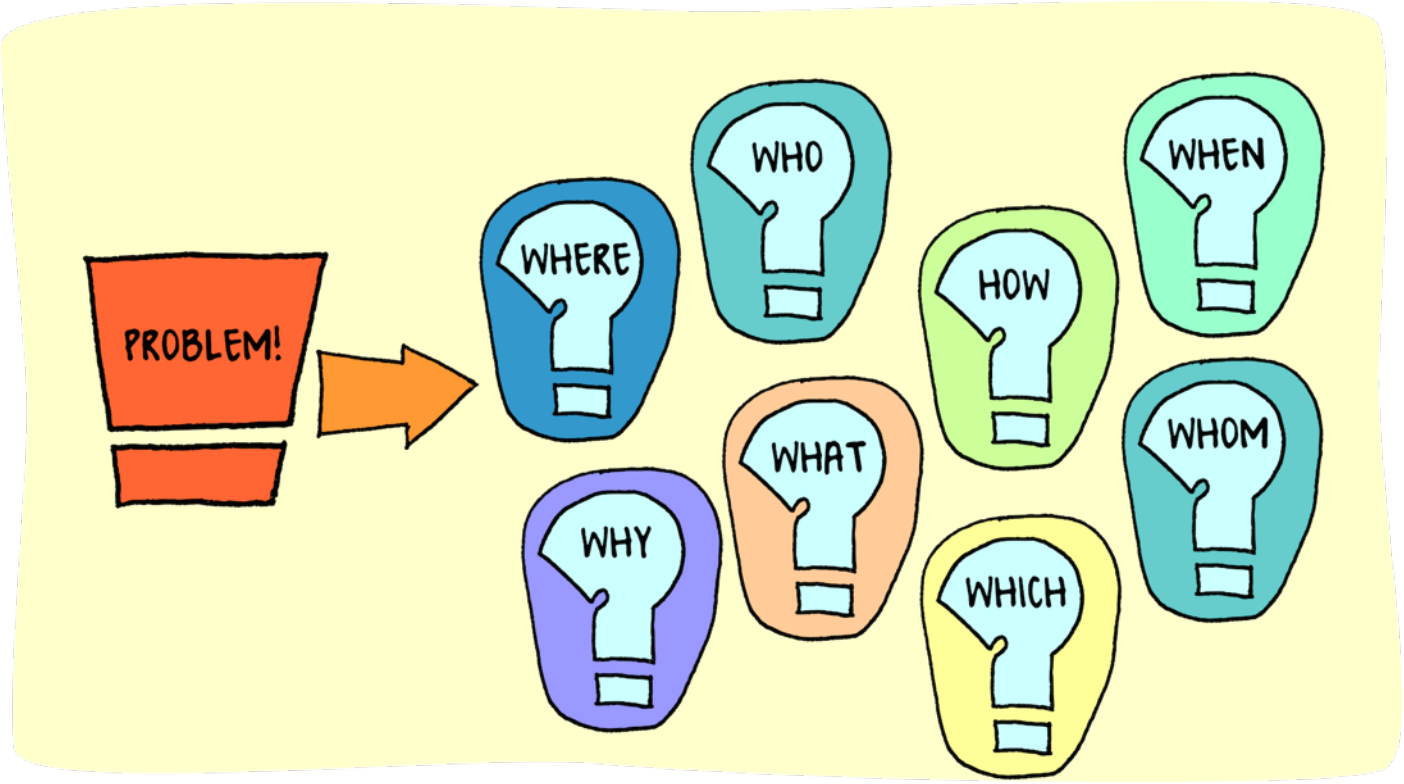


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Step 1: Identify the Problems

Example:

At the end of third grade, only 1 in every 3 students is meeting or exceeding standards in ELA *(Source - ELA SBAC 2024 results)*.



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Step 2: Identify the Cause(s)

Check out the links below for alternative root cause tools:

- Fishbone/scatter diagram:

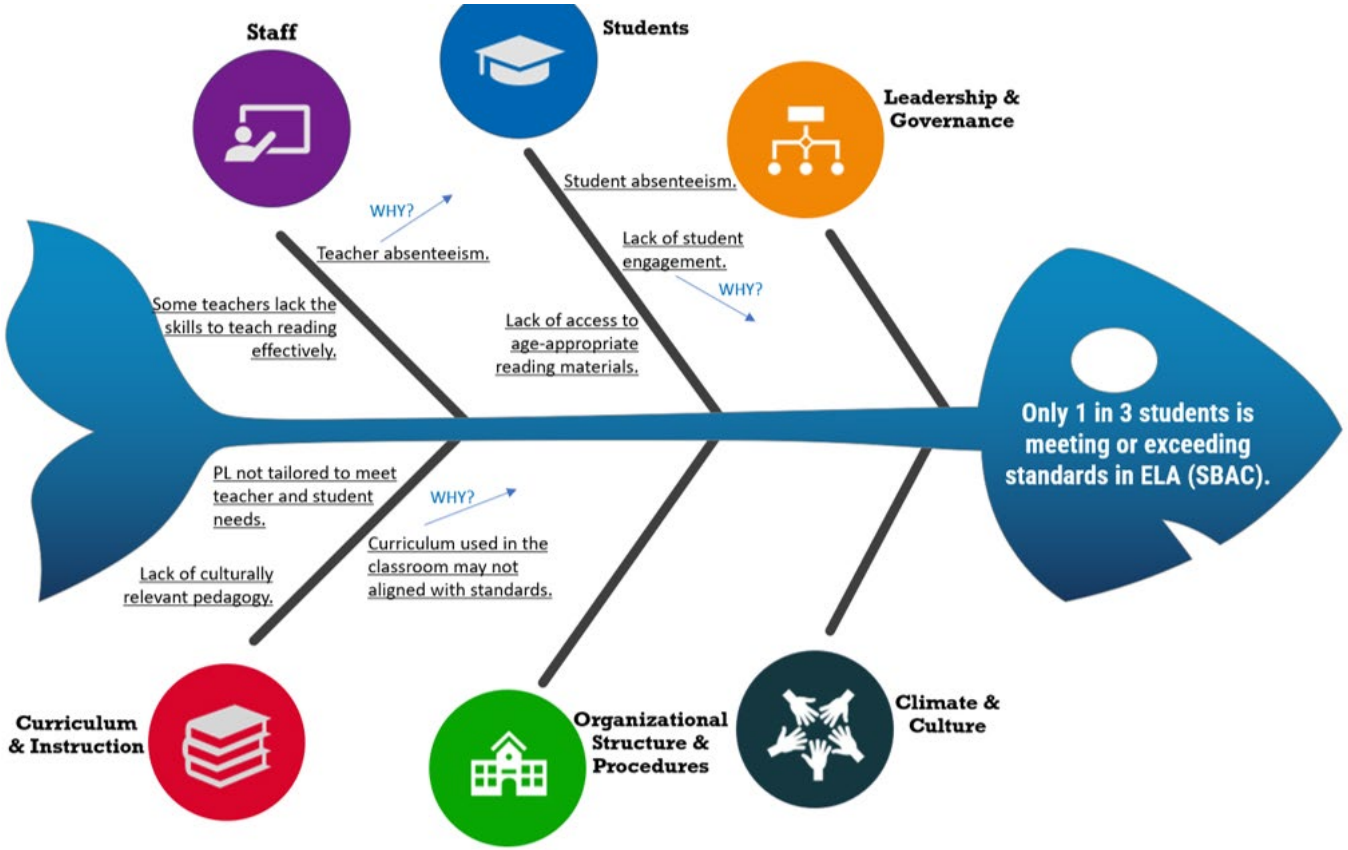
https://tulip.co/blog/root-cause-analysis-tools/#:~:text=Scatter%20Diagram&text=To%20use%20this%20root%20cause,know%20the%20variables%20are%20correlated

- Affinity diagram:

https://www.interaction-design.org/literature/article/affinity-diagrams-learn-how-to-cluster-and-bundle-ideas-and-facts

- Fault tree analysis:

https://sixsigmastudyguide.com/fault-tree-analysis/



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Step 2: Identify the Cause(s) continues . . .

Guiding questions to consider for Root Causes

Staff	Students	Leadership & Governance	Curriculum & Instruction	Organizational Structure & Procedures	Climate & Culture
How are the **knowledge, skills,** and **motivation** of our **staff** contributing to or causing the PoP?	How are the **knowledge, skills,** and **motivation** of our **students** contributing to or causing the PoP?	How are **leaders** and **policy** contributing to or causing the PoP?	How is what and how we **teach, assess, grade,** and **remediate** contributing to or causing the PoP?	How does our **structure** and **how we do things** contribute to or cause the PoP?	How is how we **act, treat each other,** and **expect to be treated** in the organization contributing to or causing the PoP?

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Steps 3 & 4: Identify Needs & Align

- Identify what is needed to Address/eliminate the Problem
- Investigate and identify need(s) that accurately address the problem using **Needs Matrix**
- Align the need with our FUSD strategic Plan and SPSA
- Identify how fulfilling the need to remedy the problem is in alignment with FUSD Goals



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Steps 3 & 4: Identify Needs & Align continues . . .

Needs Matrix

Root Causes *(Determined from Step 2)*	**Need**	**Justification of Need**	**FUSD & LCAP Goal** *(Aligned to SPSA)*
Example: *Some teachers lack the skills to teach reading effectively.*	Example: *Professional Learning for teachers*	Example: *Teachers don't have sufficient content specific knowledge around foundational reading skills. This has been observed during classroom walkthroughs & voiced by teachers themselves.*	Example: *Improve academic goals at challenging levels (LCAP Goal 1)*
PL not tailored to meet teacher needs.	*Training needs to correlate with specific skills teachers need to gain.*	*Customized PL would allow teachers to expand their learning by meeting them where they're at.*	
Lack of student engagement in observed classrooms.	*Incorporate real-world strategies that promote student engagement.*	*Bringing in relevant strategies would make learning fun and engaging for students.*	
Teacher Absenteeism	*Each site is given a permanent sub or TSA*	*To ensure students have no gaps in high quality instruction.*	
Lack of culturally relevant pedagogy	*Provide extensive training in culturally responsive teaching and practices.*	*Incorporating culturally relevant pedagogy would help to bridge concepts that are meaningful to students, promoting their interest and engagement in learning.*	

Step 5: Investigate

Resource Inventory Analysis

Description of Treatment/ Programs/ Initiatives/ Resources/ Tools	Program Design				Program Monitoring			Program Cost		
	Strategic Alignment	**Target Population**	**Desired Outcome(s)**	**Impact to Students**	**Metric**		**Program Participation**	**Time**	**People Human Resources**	**Monetary Cost**
	Identify goals from FUSD Strategic Plan.	*Who was served directly?*	*How did we know the initiative was successful?*	*How many students were impacted by this treatment?*	*What data did you use to measure outcomes?*	*Is this program voluntary or mandatory for the target population?*	*What was the number of participants?*	*Consider frequency of treatment & days, hours, minutes.*	*What human resources were used to apply the treatment with fidelity?* *Consider vendor and staff (district & site).*	*What was the cost per student?* *(Include staff, materials, supplies, etc.)*
Example: *Orton Gillingham Training*	***Goal 1**- Improve academic performance at challenging levels.*	*Teachers who registered for training*	*Students in kindergarten classrooms with a trained teacher will meet the standard for letters and sounds in KFSA, and Foundational domain on iReady by the end of year.*		*KFSA and iReady*	*Voluntary*	*70*	*1 session: In-person, 6 hours*		*$300,000*
Example: *Teaching Fellows- Hire teaching fellows to provide tutoring for ELA afterschool for 75 third graders M-Th for 30 minutes at one site.*	***Goal 1**- Improve academic performance at challenging levels.*	*Students*	*Increase students participating in the afterschool tutoring program by 50%, increase the % of students meeting or exceeding standards to 45% by the end of the 23/24 school year.*		*ELA SBAC scores*	*Voluntary*	*75*	*M-Th- 4 days per week @ 30 minutes*		

Step 6: Recommendations

The Logic Model

Situation	Inputs	Outputs		Outcomes *(Must be in SMART goal format)* ONLY 2-3 sentences per outcome		
Problem and Need	**Investments** *(e.g., equipment, funds, product, services, staff)*	**Activities** *What we do*	**Participants** *Who we reach*	**Short-Term** (Learning) *Expect to see*	**Medium-Term** (Change in Behavior or Performance) *Want to see*	**Long-Term** (Change in Condition) *Hope to see*
				Include how these outcomes will be monitored and measured.		
The problem is . . . *and this is needed to remedy it . . .*	*If we have these resources in place . . .* (existing resources or new product/services)	*And do these things . . .*	*And reach these individuals . . .*	*By June 2026, at least 90% of TK–5 teachers will complete standards-aligned professional learning in evidence-based reading instruction (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension), as measured by attendance records and post-training assessments showing increased instructional knowledge.*	*By June 2027, 75% of observed TK–5 classrooms will demonstrate effective implementation of evidence-based reading instructional strategies, as measured by walkthrough/observation data using a district-approved literacy rubric and coaching feedback cycles.*	*By June 2028, the percentage of TK–5 students meeting or exceeding grade-level reading standards will increase by at least 10 percentage points, as measured by district benchmark assessments and SBAC - ELA, demonstrating the sustained impact of improved teacher reading instruction.*

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Step 7: Formal Procurement Process

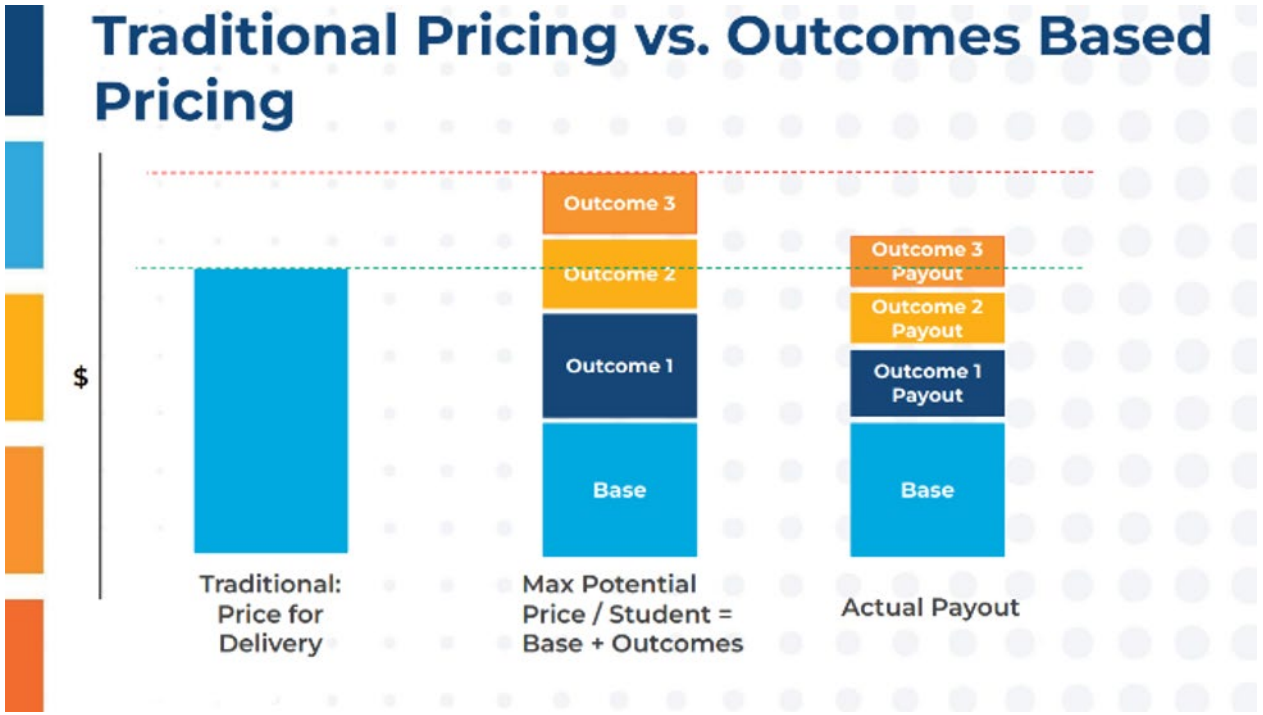


Check here for approved vendors/commodities that have gone through the procurement process.

Pages - General Contracting Information (sharepoint.com)

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Step 7 cont'd: What is an Outcomes Based Contract?



- Under OBC, districts contract for clear student outcomes; this compels mutual accountability for achieving outcomes.
- A substantial part of payment to a service provider is contingent on meeting agreed upon student outcomes. We recommend at least 40% of a total contract payment be contingent on student outcomes.
- Helps ensure public dollars deliver academic impact, even if providers take several attempts to achieve it.
- Requires districts and vendors to identify and commit to clearly defined outcomes.
- So far, the focus of OBC has only been with vendors who provide high dosage tutoring (usually virtually or through after-school program) and education technology. OBC does not currently have examples outside of these two areas.

"We don't buy services. We buy outcomes."

Mindshift from "How much does it cost?" to "How much is it worth?"

...because our students and families deserve outcomes for dollars spent!

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Step 8: Progress Monitoring/Cycle of Continuous Improvement

All contracts over $100,000 require approval from FUSD's AROI Review Board (ARB) prior to going to a Department Chief for final approval.

FUSD AROI Review Board (ARB) will:

- continually progress-monitor all processes and student outcomes directly aligned with any contracts exceeding $100,000.
- conduct monthly reviews of all contracts that meet the designated criteria.
- will provide recommendations based on framework implementation (Steps 1-6).
- provide recommendations for approval for all contracts engaged in AROI process.
- provide monthly feedback and recommendations to departments/sites on all contracts engaged in AROI process.
- train and support departments/sites in implementing the AROI Framework.
- champion and lead AROI systemic work across FUSD.
- ensure FUSD is improving as stewards of public funds.

The department or site overseeing the program/contract is the main progress monitor and will analyze the implementation of the program/contract as well the overall effectiveness based on the predetermined metrics (refer to Outcomes columns in Logic Model from Step 6).

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Expectations

Systems	Departments	Sites

▪ All work going forward will apply an AROI Process.
▪ All contracts will require a Logic Model to be included in the contract.
▪ All contracts above $100,000 (mostly departments) will be reviewed by AROI Review Board.
▪ Select an existing contract to go through the AROI process.
	▪ Commitment to mindset shift to AROI process.
	▪ Identify and train other department staff through AROI systems training with ARB support.
	▪ Select 1-2 existing contracts to go through the AROI process.
	▪ Begin to Implement
	  ▪ AROI: With current work and ALL extended and new contracts moving forward
		▪ Commitment to mindset shift to AROI process.
		▪ Share learning with co-admin at your site.
		▪ Begin to Implement
		  ▪ AROI: With current work and ALL extended & new contracts moving forward

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