The CORE Improvement Community is an important testing ground to learn about the shift toward continuous improvement in districts and schools. Educators are working toward simultaneous goals of improving math achievement and building capacity for continuous improvement.

This report highlights lessons learned as educators work together toward a common aim: to improve the mathematics achievement of African American and Latinx students in grades 4-8. PACE’s evaluation focuses on the CORE Districts’ implementation and outcomes and draws from multi-day site visits, interviews, event observations, and document review.

**Lesson 1:** The simultaneous goals of improving math achievement while building capacity for continuous improvement offer both benefits and challenges for the CORE Districts.

**Lesson 2:** Districts have a pivotal role to play in conducting, supporting and sustaining continuous improvement efforts focused on classroom instruction.

**Lesson 3:** Context matters. Pre-existing structures and processes, time for educator collaboration, and supportive leadership all influence continuous improvement efforts.

**Lesson 4:** District and school leaders are excited about the potential of continuous improvement to spur deep and lasting improvement.

The CORE Districts’ goal is to improve math achievement or a similarly relevant focus area while building capacity for continuous improvement. There is a benefit here, in learning-by-doing, but it can be hard as a network to keep focused on two goals at once.

To view the full report please visit: https://edpolicyinca.org/publications/engaging-district-school-and-teacher-leaders-improvement
Important school district roles include:

- Being a champion
- Ensuring sufficient resources for Local Improvement Teams to support improvement efforts
- Coordinating up, down, and across the system (e.g., classroom, school, and district level)
- Conducting their own district-level improvement cycles

**District Improvement Team (District Team)**
- Directs and supports School Teams
- Coordinates with the CIC
- Champions the use of continuous improvement strategies
- Leads district level improvement projects

**District Teams include:**
- Cabinet members
- Department leaders
- Other district staff

**Local Improvement Team (School Team)**
- Drives progress toward the CIC aim using improvement science to test changes on a small scale
- Serves as essential “learn-by-doing” space

School Team always include teachers and could also include:
- School leaders
- Content coaches
- Members of the District Team

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**CONTEXT**

Continuous improvement ideas are unlikely to lead to success in schools where the context presents substantial challenges to regular and deep teacher collaboration.

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**POTENTIAL**

Because of how it is engaging teachers in systematically testing ideas for improvement, participants are finding that continuous improvement has the potential to transform school systems.