



RISC

Re-Inventing Schools Coalition

"Delivering on the Promise" Continuous Improvement

Richard DeLorenzo
RISC Foundation



What are the components of the RISC Model?

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement



CRIS/T Chart tool

In regards to what you have learned thus far

- Clarify the task
- Reflect and record individually
- Impact on you
- Share within your group

Hopes

Fears

Hopes	Fears



Leading Question on Continuous Improvement?

- Why is continuous improvement important?
- How does your organization collect and analyze information relating to your mission?
- What is your continuous improvement process?
- What type of trend data can you demonstrate over the past 5 years?
- What are some tools and processes that you use?



What are the key components of continuous improvement?

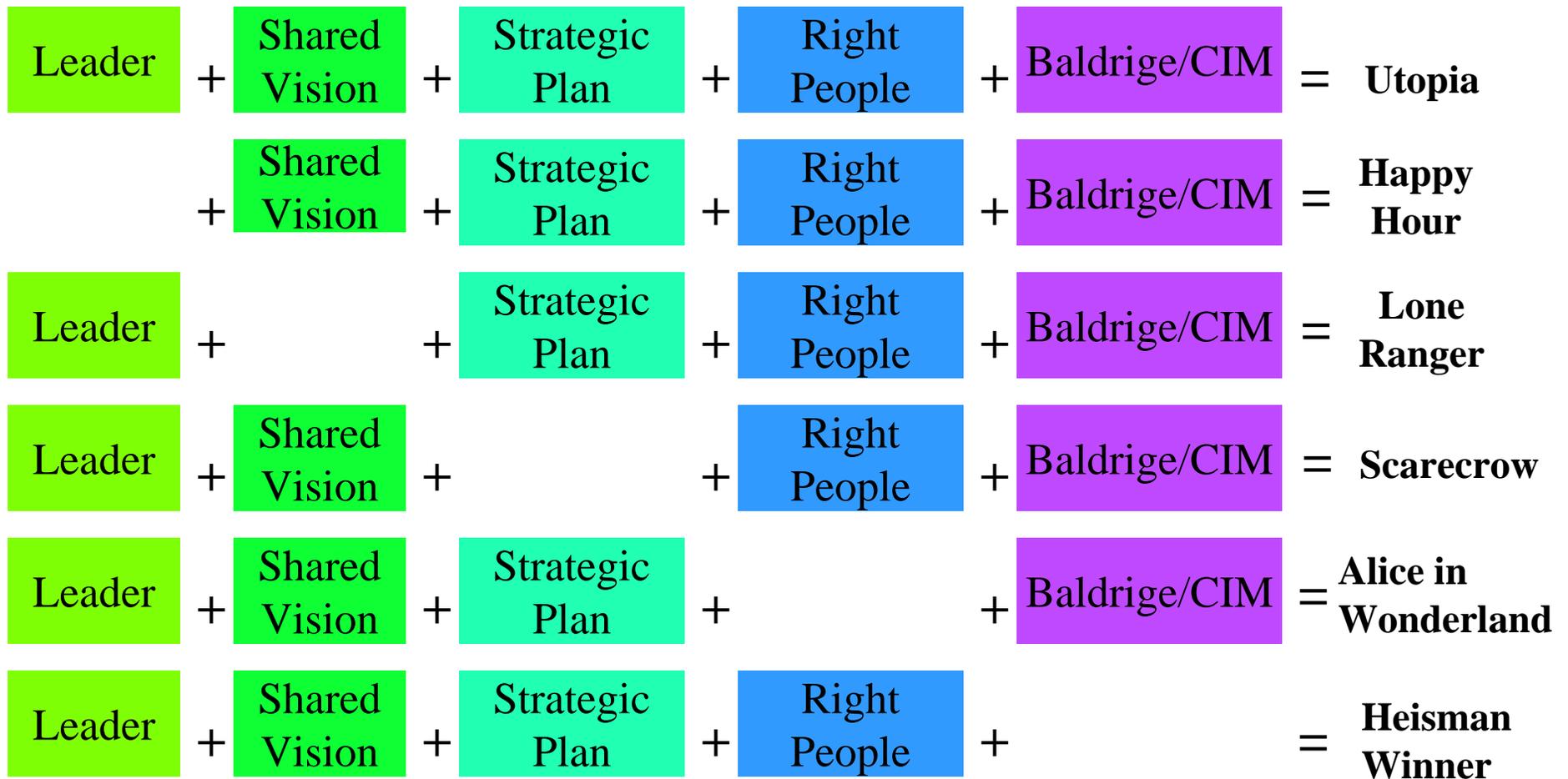
- It is an endless journey with peaks and valleys
- Both individuals and organizations need to model continuous improvement
- Strive for formal processes(PDCA)
- Trend data should be heading in a positive curve



Benefits of continuous improvement

- It confronts the brutal truth
- It gives all stakeholders a focus
- Unifies the organization around what is important
- It makes individuals proud to be a part of your organization
- Buys you more cows!

Managing Effective Change





Mid-continent Research Education Laboratory

Three school practices that have the greatest impact on student achievement:

(They are all within the control of the school district and the schools.)

- ▶ Alignment and coherence of curriculum, instruction, and assessment
- ▶ Instructional time
- ▶ Monitoring progress



School Practices

	<i>Average Effect Size</i>	<i>Percentile Gain</i>
Alignment and coherence	.89	31
Instructional Time	.39	15
Monitoring	.30	12

*School Leadership that Works (McRel, 2005)
From the study A New Era of School Reform by Marzano*



Goal Setting Tool

PDCA Process

Plan-Do-Check-Adjust

1. A tool that allows you to set goals to measure your deployment of new strategies
2. A tool that allows you to refine your strategies based on results
3. You can set short, mid and long term goals
4. How might you use this tool



Plan	Do	Check	Adjust
<p>What would like to accomplish in this training?</p> <p>What would you like to accomplish in the first weeks of school?</p> <p>What would like to accomplish in the first 3 months?</p>	<p>What are the detailed steps that you will need to take to be successful?</p>	<p>How will know if you have been successful?</p>	<p>What are lessons learned?</p>

are needed to see this picture.



Richard DeLorenzo's PIER Plan

RISCFocus Areas for 2006

Strategic Partnerships to help support and improve the quality of RISC

Created 8/16/2006

Plan	Implement	Evaluate	Refine
<p>Research new partnerships for strategic leveraging and financial support</p>	<ul style="list-style-type: none"> • Revisit current partners to renew and/or give update to RISC • Brainstorm list of partnership potentials. • Research and prioritize potential partners who can help us in the following areas; best practices, marketing (Jim Collins, Tom Friedman, Dave Broder etc.), research focused on supporting our vision (shared vision, leadership, standards, continuous improvement), leveraging our work to new and larger markets, and funding 	<p>Actual list of existing and potential partners listed in a table to include the following: partnership potential, boiler plate information, meeting agendas, and summary of initial or subsequent meetings</p> <p>Due 10/31/2006</p> <p>Completed flow chart</p>	<p>Work approved 8/16/2006</p> <p>Iteration cycle will begin after 10/31/06</p>

STANDARD OPERATING PROCEDURE :



Staff Meetings

We have found the getting the district office staff together at least once a month greatly improves the communication throughout the District. This also gives the core members of the organization time to share thoughts, ideas and concerns, as well as uniting on controversial issues.

The acting Superintendent must play an active role in the Leadership aspect of the staff meetings and provide the ground rules, as well as sharing the leadership by having others facilitate the meeting.

There have been 2 types of meetings business versus learning opportunity the former lasting no more than 1 hour and the latter lasting up to 8 hours

Initial meetings should be about setting ground rules and building collegiality

Rotate different individuals to help build capacity

Schedule meeting after board meetings to update everyone on the latest news

Review not only the agendas, but the processes as well

Lessons Learned

Remember to include the entire staff when ever possible

Keep the "Fish" concept alive to keep things fun

Snacks and barbeque make a big difference in showing servant leadership

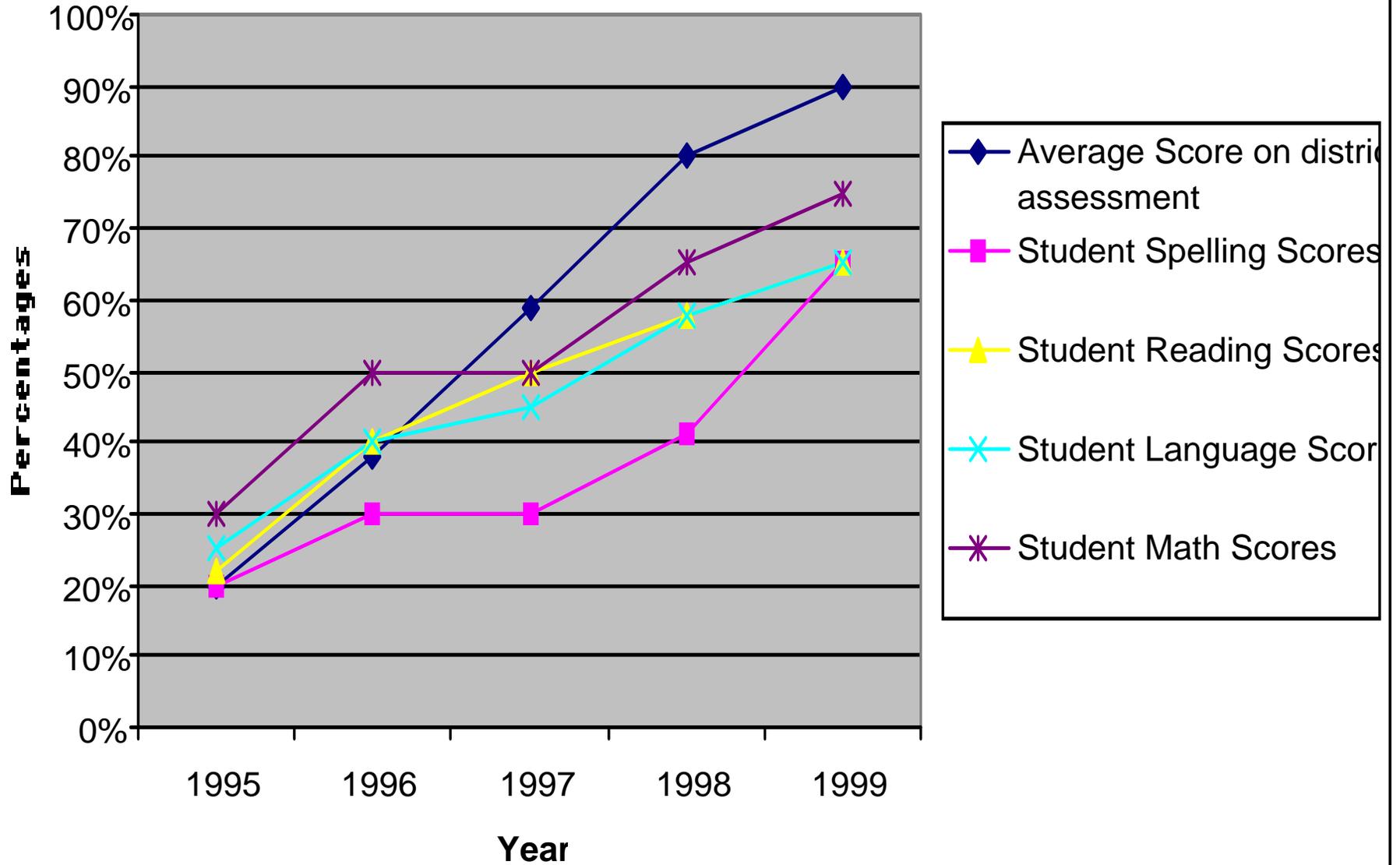
July	Aug	Sep t.	Oc t.	Nov .	Dec	Jan	Feb	March	April	May	June
		We lcome Back – Goals for the Year	Coun t Date Testing	Staff Ho li day Schedu le				Cu ltural He rit age	In- Service	Teache r Ch eck Ou t	

Chugach School District Standardized Test Scores Comparison

**All scores are National Percentile*

CAT Testing	Total Reading	Total Language	Total Math	Total Spelling
1994/1995	28.4%	26.5%	35.6%	22.0%
1995/1996	43.5%	44.2%	54.3%	32.0%
1996/1997	56.0%	50.0%	58.0%	35.0%
1997/1998	62.5%	59.6%	65.8%	46.0%
1998/1999	71.1%	71.9%	78.1%	65.0%

Quality School Assessment Corre





Students Individual Performance Snapshot

Performance Snapshot

Select Student:

Standard Area	1	2	3	4	5	6	7	8	9	10	11	12
Mathematics							+	+	✓			
Technology					✖	✖	✖	✖	✓			
Social Studies					✖	✖	✖	✓				
Reading						✖	✓					
Writing						✖	✖	✓				
Cultural Awareness						✖	✖	✓				
Personal/Social/Health							+	-				
Career Development							✖	✓				
Service Learning							✖	✓				
Science						✖	-					

You may click on a level score symbol to edit that score.

Students Per Level - Classroom Level

data-based decisions about things like Supply orders, Lesson planning...

Reports of the Number of Students Per Level (SPL)

Selection by Teacher:

		Name: <u>Shidner, Cynthia M</u>						TEACHER SPL					
	Level	1	2	3	4	5	6	7	8	9	10	11	12
	Content Areas												
1	Mathematics	11	4	5	3	2	5	3	6	2	1		
2	Technology	16	3	7	6	6	3			1			
3	Social Studies	14	3	6	8	4	4	2		1			
4	Reading	10	2	6	4	2	8	6	2	2			
5	Writing	7	5	5	10	3	6	4	1	1			
6	Cultural Awareness	10	7	7	8	8	1		1				
7	Personal/Social/Health	13	3	8	8	5	4		1				
8	Career Development	15	5	7	6	5	2	1	1				
9	Service Learning	14	7	7	5	4	4		1				
10	Science	15	8	7	5	6		1					

Students Per Level - School Wide

data based decisions about things like Supply orders, Lesson planning...

Reports of the Number of Students Per Level (SPL)

Selection by Teacher: Fairbanks Ext Choose a Teacher... View

		Name: <u>Fairbanks Extension</u>						SCHOOL SPL					
	Level	1	2	3	4	5	6	7	8	9	10	11	12
	Content Areas												
1	Mathematics	48	17	13	5	8	4	2	3			1	
2	Technology	62	12	19	4	1	1	1	1				
3	Social Studies	55	19	13	12			1		1			
4	Reading	31	21	18	4	11	9	5	1	1			
5	Writing	19	34	16	13	14	4		1				
6	Cultural Awareness	54	19	15	10		1	1	1				
7	Personal/Social/Health	50	19	10	16	4		2					
8	Career Development	44	35	12	7	1	1	1					
9	Service Learning	32	38	14	8	7	1	1					
10	Science	77	11	7	4	1	1						



Progress-How long is it taking to complete a level?

AIMS | The Aligned Information Management System

Logged in as: Crumley, Bob L (bcrumley) | Log Out

Classroom | Learning Tools | Administration | Analytical | **Reporting** | Curriculum

PL | ATL | SPR | Permanent Record | Transcript | SAR

Reports of Average Time Spent Working on a Level (ATL)

Report for: Tatitlek | Palmer, Jed | Totemoff, Rami (Rami) | View

		Name: <u>Totemoff, Rami (Rami)</u>						STUDENT TPL + ATL						
	Level	1	2	3	4	5	6	7	8	9	10	11	12	Current Level Time Over Avg
	Content Areas													
1	Mathematics							30	49	0				114 165
2	Technology					0	18	16	16	0				3 173
3	Social Studies					12	15	10						155 173
4	Reading					0	19	24						243 183
5	Writing					0	19	20	2					12 185
6	Cultural Awareness					0	16	16	0					177 185
7	Personal/Social/Health							0	0					243 236
8	Career Development							0	0					243 217
9	Service Learning							0	0					243 215
10	Science					8	5	8	4					243 215



Individual Learning Plan completion percentage

AIMS | The Aligned Information Management System

Logged in as: Crumley, Bob L

Classroom

Learning Tools

Administration

Analytical

Reporting

Curriculum

Dashboard (Student Focus)

Dashboard (Student Focus)

Report for:

Whittier

O'Brien, Shannon

Choose a Student...

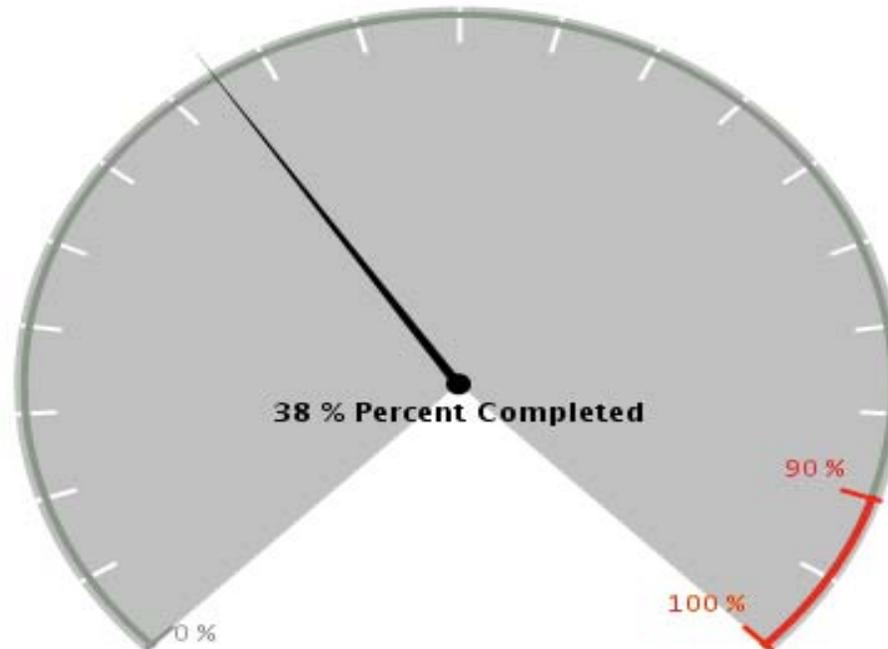
TPQ/LPQ

BIM

ILP

Attendance

ILP Progress (Year to Date)





The Re-Inventing Schools Implementation Monitoring Survey (RIM Survey)

- Measures implementation of the RISC model at a staff level

RISC is:

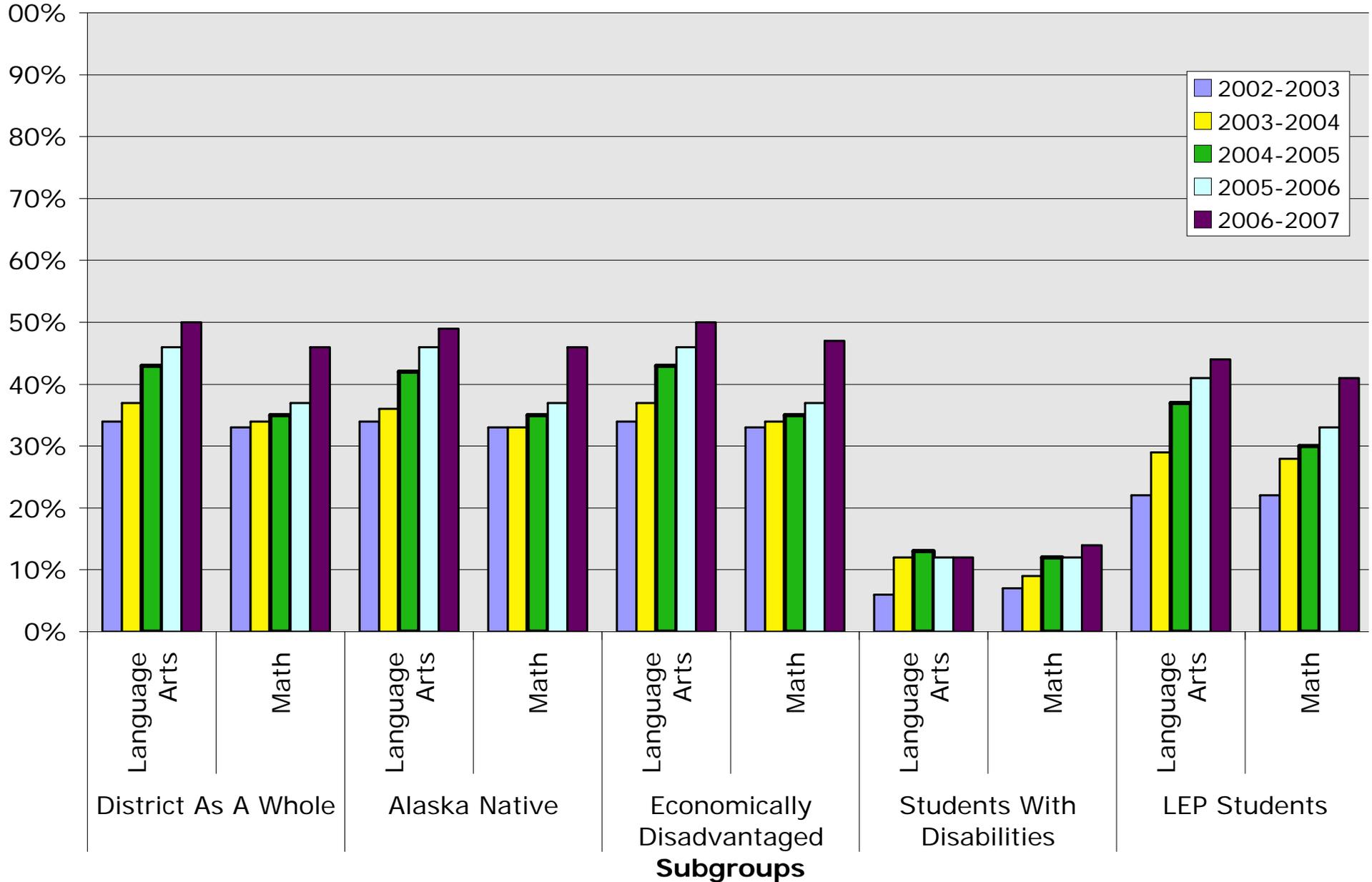
- Shared Vision
 - Leadership
- Standards-Based Design
- Continuous Improvement



Sample RIM Survey Results

- 15 organizations--634 responses--overall 46% participation rate
- Teachers made up 71% of the responses
- 74% of participants have taught 5 years or more
- 54% of participants, have used the Quality Schools Model 3 or more years

5-Year Comparison of Percentage of Students Proficient for AYP Bering Strait School District



Feedback Reports Process

What are the guidelines for giving
feedback?

IX. SAMPLE FEEDBACK SNAPSHOT



Organization Title:

Date:

Purpose of site visit:

	+	2
Leadership	<ul style="list-style-type: none"> • Good philosophical support • General knowledge of components 	<ul style="list-style-type: none"> • More direction • Clearer QSM expectations
Shared Vision	<ul style="list-style-type: none"> • Identified need • Some plans established • Student Involvement in QSM process 	<ul style="list-style-type: none"> • Commitment anxiety • Stakeholder engagement • Establish shared vision
Instruction	<ul style="list-style-type: none"> • Some scouts • Variety of resources • Traditional skill sets • Support from leadership to try and implement QSM 	<ul style="list-style-type: none"> • Staff Development (BIM) • Time for staff development • Expectations for QSM in classrooms, schools
Standards	<ul style="list-style-type: none"> • P/S /H, Basic Skills • See need for other areas 	<ul style="list-style-type: none"> • Momentum • Process for dissemination
Assessment	<ul style="list-style-type: none"> • Identified need • Plan to continue to develop umbrella-wide 	<ul style="list-style-type: none"> • Staff Development (Scoring Guides) • Clear process for development and implementation
Reporting	<ul style="list-style-type: none"> • Some verbalize need for change 	<ul style="list-style-type: none"> • No clear plan
Continuous Improvement	<ul style="list-style-type: none"> • Awareness and some understanding of PDER • Existing action plan and indicators for QSM 	<ul style="list-style-type: none"> • Focus on existing plan • Evaluation of activities

Comments: Plans to continue assessment development by committee, develop QSM class and school guidelines, increase student engagement



Using the RISC Self-Assessment tool, first determine where your schools are and what are some strengths and OFIs for Continuous Improvement?

- Clarify the task
- Reflect individually
- Impact on your system
- Share with your partner

C
R
I
S

Continual Improvement/Sustainability



AWARE *KNOW* *At least* *Or* *At least* *Weight*
of need *how often* *one* *Routine* *time* *how*
to do

Or organization has a formal system to regularly obtain information comparing organization with the organizations in its industry that inform it to improve	1	2	3	4	5	6
Or organization has a process for regularly assessing standards in its internal strategies, assessments and reporting to inform decisions on improving or standards based design.	1	2	3	4	5	6
Or organization has a process for planning, implementing, evaluating and improving our design and manufacturing facilities on a regular cycle.	1	2	3	4	5	6
Or organization has an education and training process that supports our academic needs by staff to meet the needs of students/scholars	1	2	3	4	5	6
Or organization participates with industry in assessing standards in its internal strategies, assessments and reporting to inform decisions on improving or standards based design.	1	2	3	4	5	6
All stakeholders are engaged in collaboration with the organization as appropriate and aligned with our shared vision	1	2	3	4	5	6
All stakeholders frequently review the shared vision and their role for moving forward	1	2	3	4	5	6
CATEGORY TOTAL						
SUBTOTALS						



"We're encouraging people to become involved in their own rescue."



"I'll quit when it stops being fun."



"Never, ever, think outside the box."



Leading Question on Continuous Improvement?

- Why is continuous improvement important?
- How does your organization collect and analyze information relating to your mission?
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Builders For Eternity

Isn't it strange that princes and kings,
And clowns that caper in sawdust rings,
And common people like you and me,
Are builders for eternity?
For each is given a book of rules,
A shapeless mass, and a bag of tools,
And each must build ere life has flown,
Either a stumbling block or a stepping stone.

Anonymous