



RISC

Re-Inventing Schools Coalition

"World Class Systems"

The Education Revolution

Richard DeLorenzo
RISC Foundation

I WILL
GIVE YOU
MY SISTER
FOR ONE TICKET

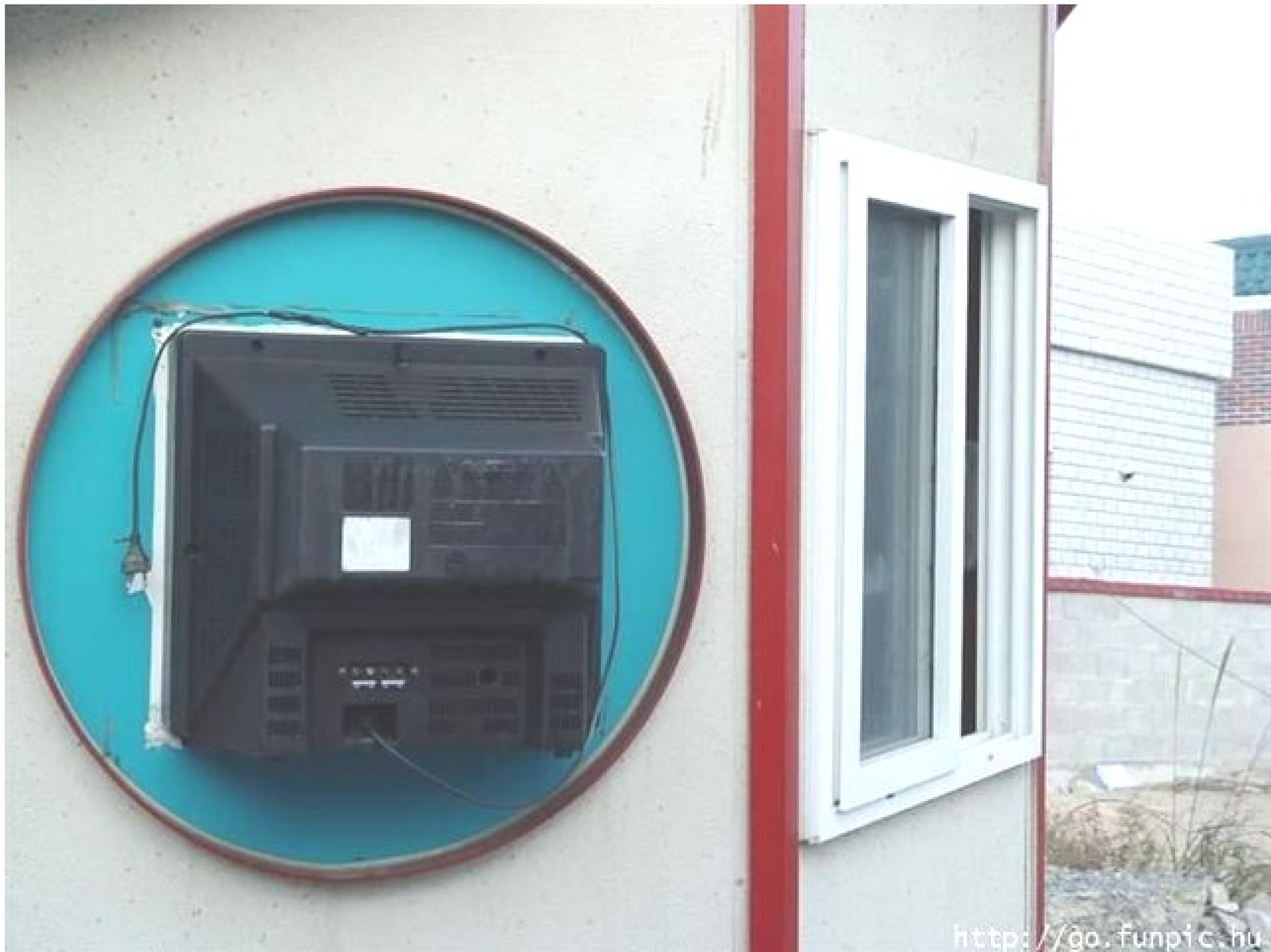


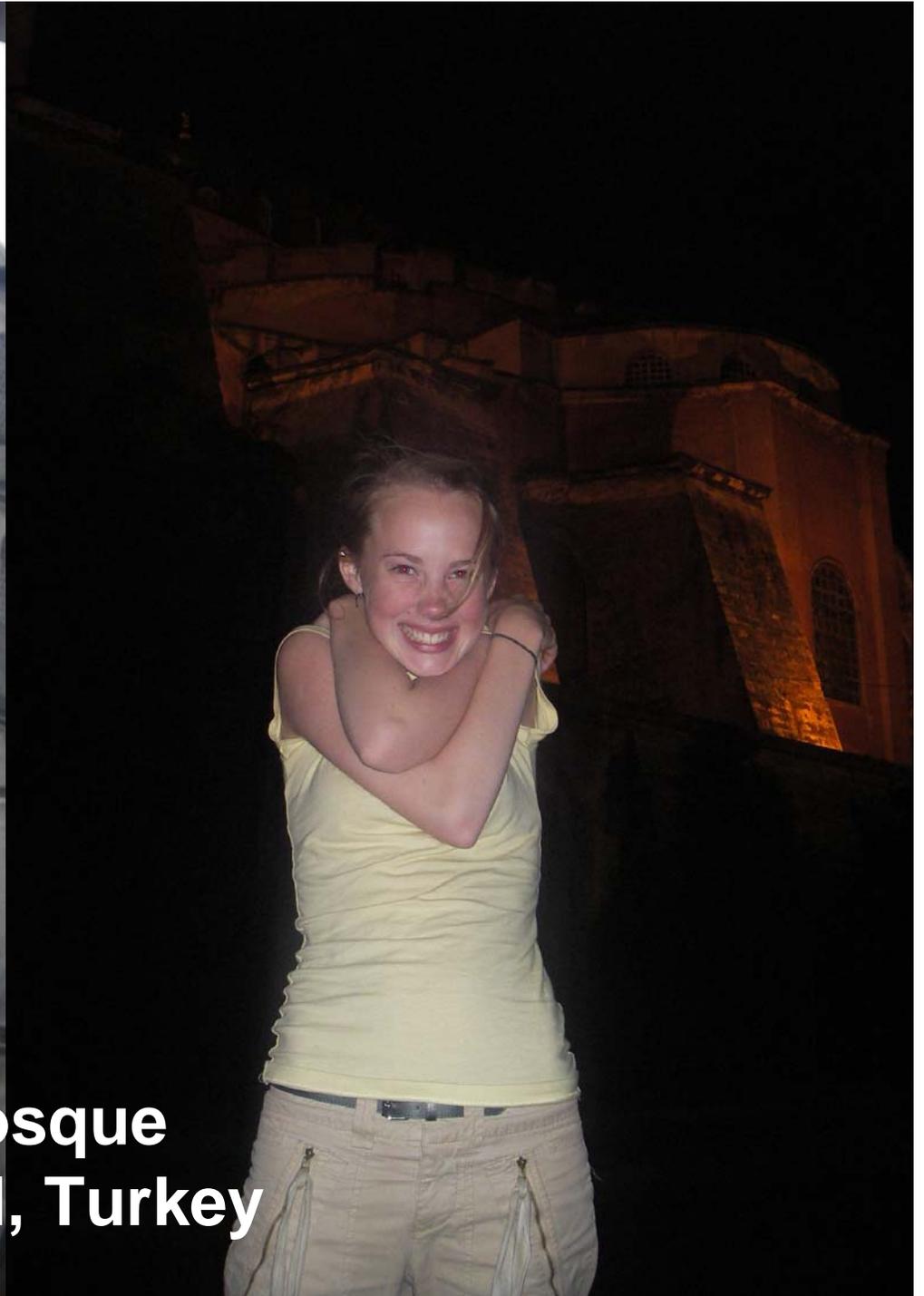
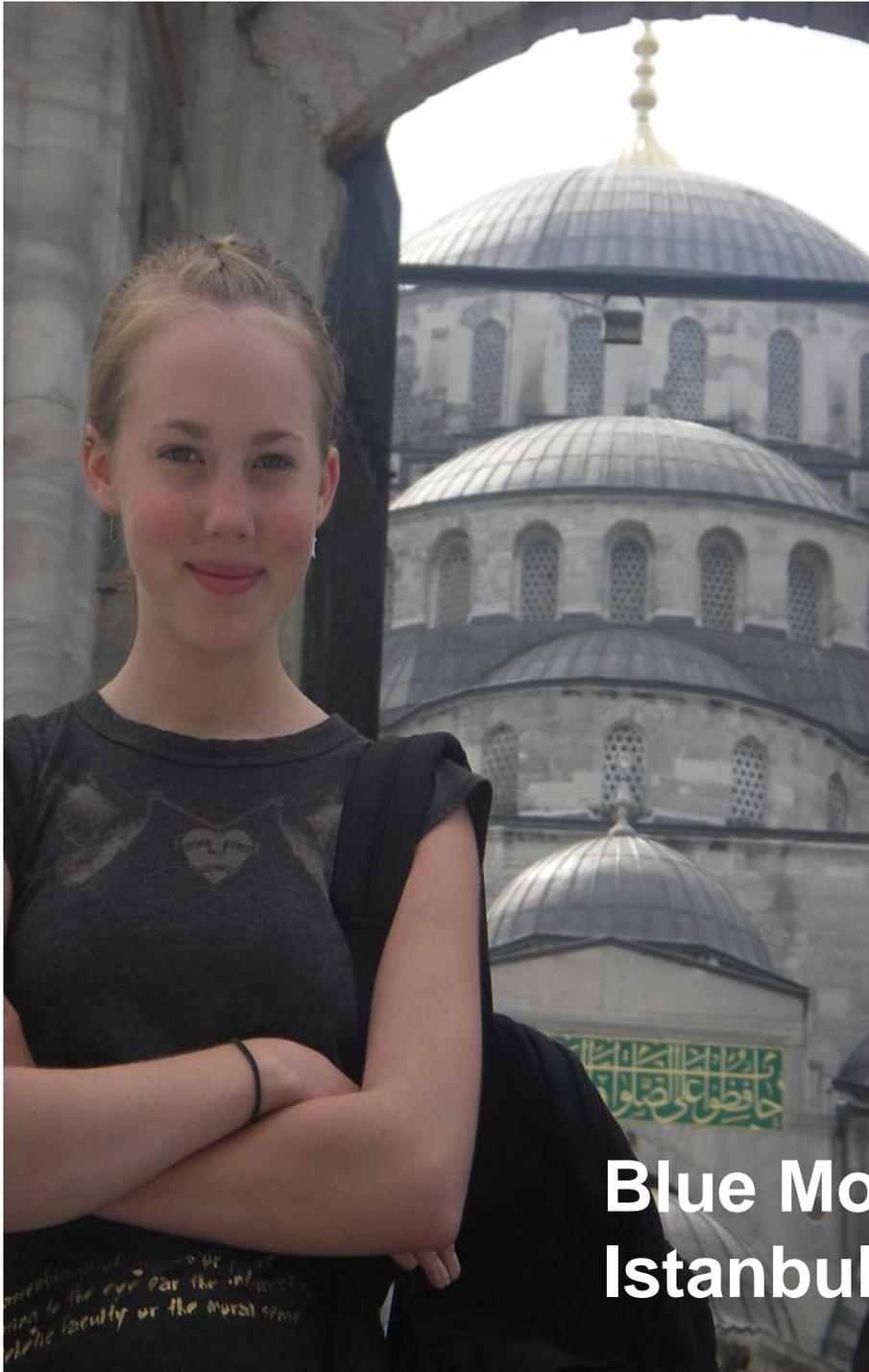
Come a little closer

to

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**Blue Mosque
Istanbul, Turkey**

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.



- I am not the dumbest dad in the world
- She holds my hand when we walk
- Kisses me each night before she goes to bed



It has always been scary
to step into the circle of firelight,
to show up in the company of strangers,
to ask for entrance or to offer it especially if you are from away.

Our hearts race--

Will we have the courage to see each other?

Will we have the courage to see the world?

The risks we take in the twenty first century

Are based on risks human beings took

Thousands of years ago.

We are not different from our ancestors,

They are still here, coded inside us.

They are, I believe,

Cheering us on.

--Christina Baldwin in Calling the Circle



Today's leading questions

- **What is the promise that we need to deliver?**
- **With the traditional schools where are the best systems in the world?**
- **Why will a well deployed RISC system outperform the best?**
- **What can you do?**



Current Assumptions

- Everyone is already working hard
- Every school has excellent teachers
- This is both an organizational and individual journey
- The real challenge is finding the unifying system that allows everyone to excel



The Promise

- Schooling for some
- Schooling for all
- **Learning for some**
- Learning for all (equity)
- Learning for all with our role in the global economy being the standard (equity and quality)



Freshmen

Angela Hill
Larry Hinson
Ricky Horn
Rusty Horn
Larry Hornback
Kathy Howard

Matthew Howard
Jackson Hudson
Paul Hudson
Rosita Hudson
Nolan Hulsey
Debbie Humphrey

Mary Humphrey
Tom Humphrey
Judy Jefferson
Cindy Johns
Elizabeth Kelly
David Kerrick

Arlaine Kieta
Taylor Kindervater
Ray King
Vicki Knight
Rick Lair
Carl Lambert

Joyce Larkin
Joey Lawson
Shirley Lawson
Ronnie Lewis
David Light
John Litzenburger

Nancy Longendyck
Margaret Lucas
Ricky Lutz
Barbara Lynch
Laura McAlpin
Carolyn McCray



Jeff Middleton
Marla Miller
Susan Miller
Lois Moen
James Montgomery
Larry Montgomery

Wayne Mucker
Ronnie Murphy
Greg Nabers
Judy Neal
Phoebe Neal
Richard Nicely

John Osborne
David Overall
Curtis Patton
Dale Payton
Judy Pearson
Sharlene Pence

Danny Perick
Glen Peterson
Robert Pollard
Bobby Powell
Patricia Price
Dale Priddy

Gloria Quiggins
Chuck Rawlings
Deanna Reed
Wanda Rehberg
Bobby Reno
Sharon Riddle

Phyllis Robertson
Grace Roland
Gloria Russell
Susan Scantland
Carolyn Schaefer
Jay Schaffrick

Out of every 100 ninth graders....



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Kathy Howard



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Paul Hudson
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Nolan Hulsey
Debbie Humphrey



Mary Humphrey
Toni Humphrey
Judy Jefferson
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Shirley Lawson
Ronnie Lewis
David Light
John Litzburger



Nancy Longendyck
Margaret Lucas
Ricky Lutz
Barbara Lynch
Laura McAlpin
Carolyn McCray



106



Jeff Middleton
Maria Miller
Susan Miller
Lois Morn
James Montgomery
Larry Montgomery



Wayne Mucker
Ronnie Murphy
Greg Nabors
Judy Neal
Phoebe Neal
Richard Nicely



John Osborne
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107

65 will graduate from high school



Freshmen

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Larry Hinton
Ricky Horn
Rusty Horn
Larry Hornback
Kathy Howard



Matthew Howard
Jackson Hudson
Paul Hudson
Rosita Hudson
Nolan Hulsey
Debbie Humphrey



Mary Humphrey
Tommy Humphrey
Judy Jefferson
Cindy Johns
Elizabeth Kelly
David Kerrick



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39 will enter college



Freshmen

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Ricky Horn
Rusty Horn
Larry Hornback
Kathy Howard



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Jackson Hudson
Paul Hudson
Rosita Hudson
Nolan Hulsey
Debbie Humphrey



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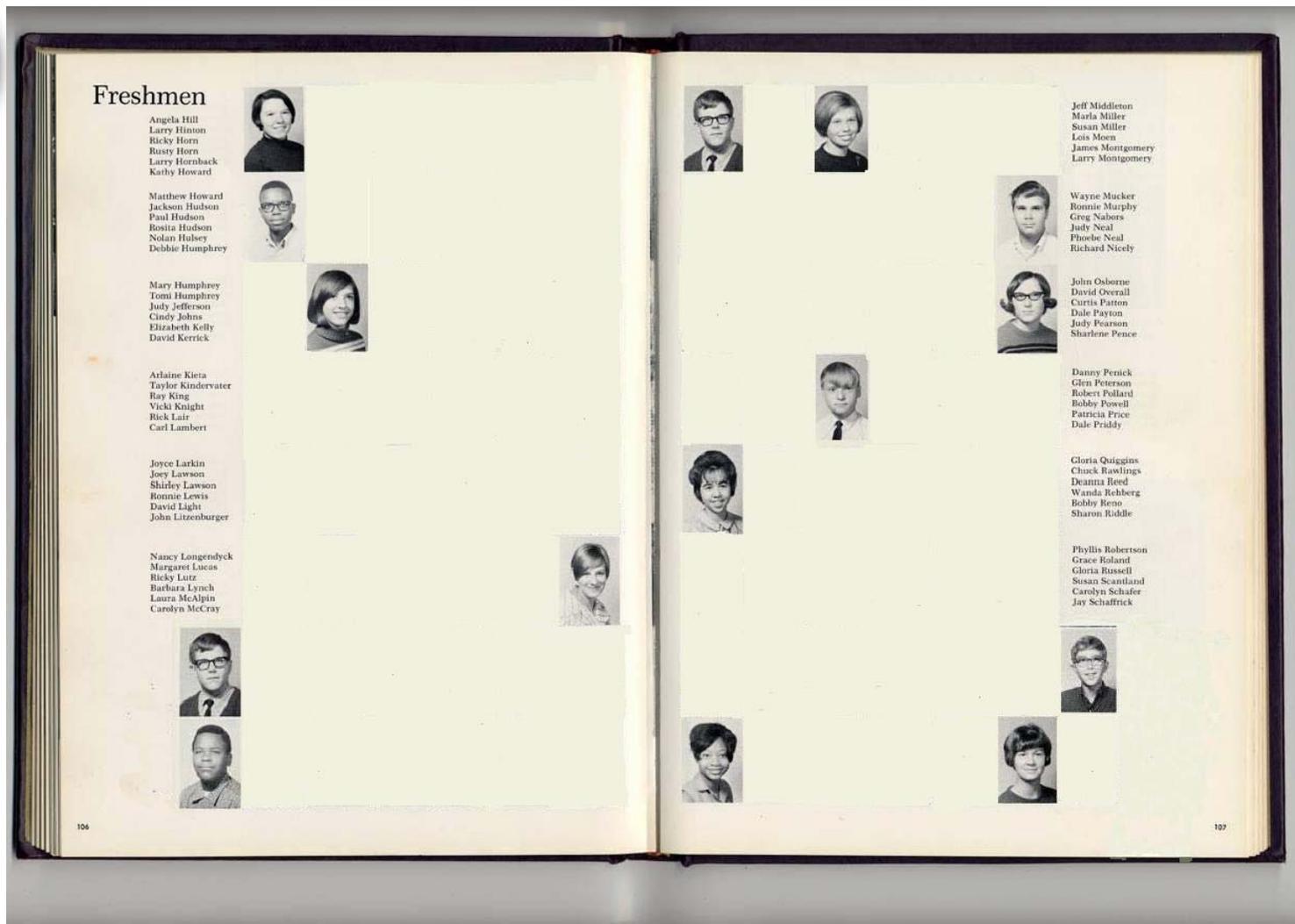
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26 are still enrolled in the sophomore year



15 will graduate from college



Learning for some

- Every day 7,000 students drop out of school!
- 15,000,000 students fail to reach proficiency annually in America

Chris Whittle
Crash Course
2006



Learning for some

WASHINGTON — Almost every fourth-grader in Mississippi knows how to read. In Massachusetts, only half do. So what's Mississippi doing that Massachusetts, the state with the most college graduates, isn't?

By Ledyard King, Gannett News Service 2007



Setting expectations too low, critics say.

For example, 89% of Mississippi fourth-graders passed the state's reading test in 2005, but only 18% passed the National Assessment of Educational Progress (NAEP) test. That gap of 71 percentage points was the widest in the nation.

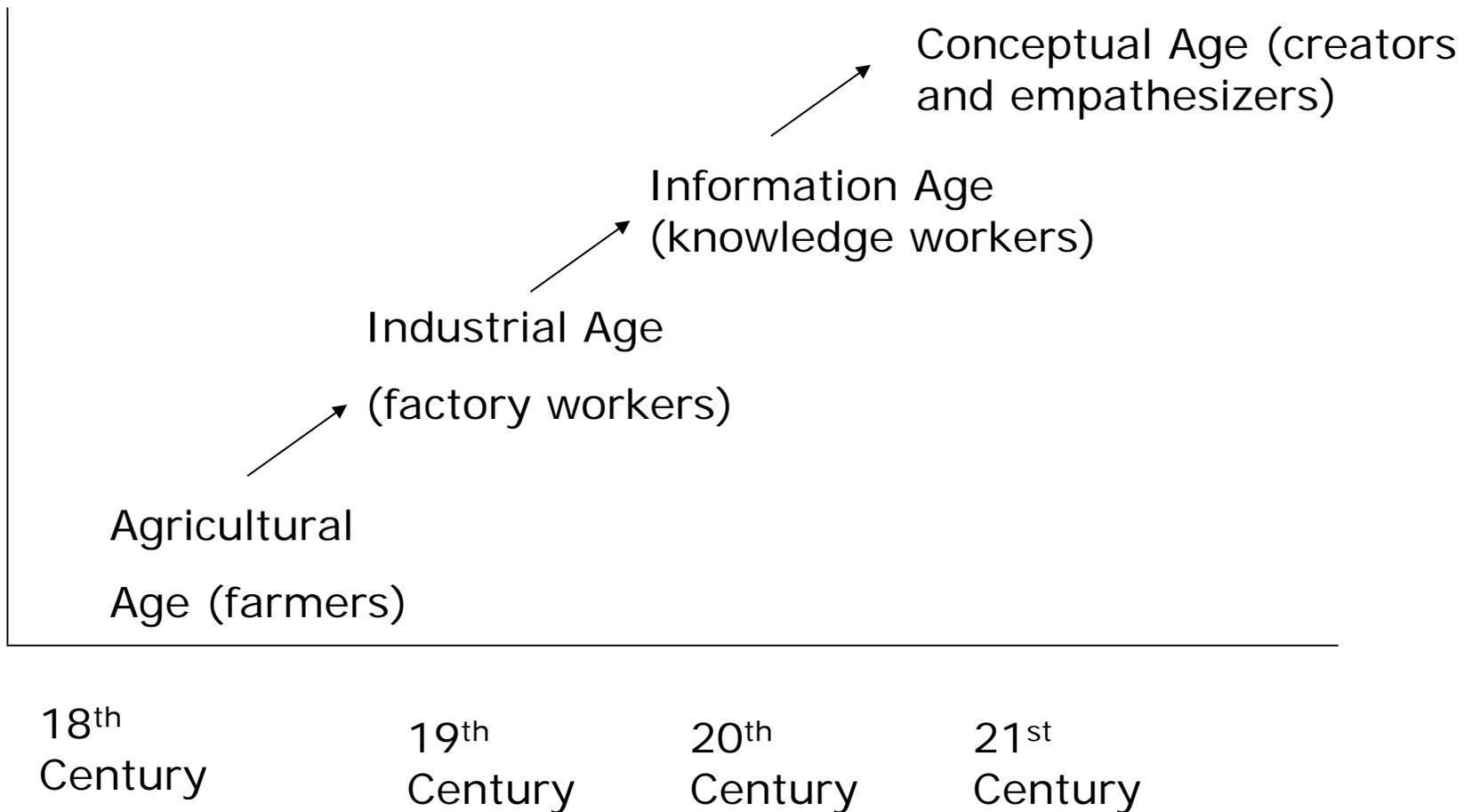


Quick Historical Overview

- Schooling for some
- Schooling for all
- Learning for some
- Learning for all (equity)
- Learning for all with our role in the global economy being the standard (equity and quality)



21st Century Projections from Daniel Pink





The “chip” evolution over the last 100 years

- “cow chip” (farm work, experience rich, information poor)
- “potato chip” (home chores, industrial era)
- “computer chip” (word processing, information era)
- “nano chip”(high technology and miniaturization, information rich, experience poor)

The Challenge

“Change is never easy, but if we commit ourselves to this vision we can overcome any obstacle especially if it means helping our children.”



Learning for all with quality

“Rising Above the Gathering Storm”

[WILLIAM J. BROAD](#)

Published: October 13, 2005

Last year, more than 600,000 engineers graduated from institutions of higher education in [China](#), compared to 350,000 in [India](#) and 70,000 in the United States.



The cost of employing one chemist or engineer in the United States is equal to about five chemists in China and 11 engineers in India.



Super Engineers

What would our schools
need to look like for
students to earn an
engineer's degree at 18?



District 1 facts

- Achievement is declining or stagnant
 - Achievement gap exists between subgroups
- Changing demographics
- Declining enrollment
- Increased mobility
- Declining graduation rate
- “Academic Watch” from the state



District 2 facts

- High achieving district on state tests
 - Little achievement gap exists between subgroups
- High socioeconomic demographics
- Increasing enrollment
- Involved parents
- High college admittance
- Low attrition rate with staff



District 1 vs. District 2

- Which district should change?
- How should they change?
- What will be the strongest roadblocks preventing each district from changing?

K 12-Vision

World's Best Traditional School System

“Quality of a School System
Cannot Exceed the Quality of its
Teachers”



Top-Ten School Systems

- Alberta
- Australia
- Belgium
- Finland
- Hong Kong
- Japan
- Netherlands
- New Zealand
- Ontario
- Singapore
- South Korea



Regardless of Social and Cultural Context

Top-Performing School Systems

- 1) Get the right people to become teachers
- 2) Develop teachers into effective instructors
- 3) Ensure every child benefits from high quality instruction
- 4) It must be both an individual and organizational journey
- 5) Grow the right leaders to continue the journey



Schools and Teachers Impact Learning

Students who enter with 50th percentile performance

School and Teacher Scenario	Achievement Percentile after two years
Average School and Average Teacher	50 th
Least Effective School and Least Effective Teacher	3 rd
Most Effective School and Least Effective Teacher	37 th
Least Effective School and Most Effective Teacher	63 rd
Most Effective School and Average Teacher	78 th
Most Effective School and Most Effective Teacher	96 th

Source: Marzano, Figure 8.3, What Works in Schools



Instructional Leaders – Top Systems

- Get right teachers to become principals
- Develop instructional leadership skills
- Focus Principal time on instructional leadership
- Monitor and support teachers



20th Century Schools

RISC Schools

Time-based
Textbook-driven
Passive learning
Teacher-driven
Discipline problems
Fragmented curriculum
Grades averaged
Low expectations
Curriculum is irrelevant to students
Diversity of students ignored
3 Rs
Teacher is the judge of students' work



RISC Model

20th Century Schools

RISC Schools

Time-based
Textbook-driven
Passive learning
Teacher-driven
Discipline problems
Fragmented curriculum
Grades averaged
Low expectations
Curriculum is irrelevant to students
Diversity of students ignored
3 Rs
Teacher is the judge of students' work

Performance-based
Research/Standards-driven
Active learning
Student-driven
Little or no discipline problems
Aligned curriculum
Grades based on what was learned
International benchmarking
Curriculum is relevant to students
Diversity of students embraced
3Rs plus 21st century skills
Self, peer, business
and teacher judge students' work



RISC Philosophy

Approach that redesigns schools to prepare students for the 21st century

Advantages:

- Research strongly supports this model
- Meets the individual needs of every student
- Highly accountable/aligned/rigorous
- Support multiple ways to reach standards
- Equity and quality are the foundation
- **Unleashes the power of students**

Disadvantages:

- Massive paradigm shift for education
- Scheduling, reporting, assessments and resource allocation are redesigned
- Advil, Mallox, and Rogaine will be your best friends



Why will RISC schools have the potential to dramatically outperform the best traditional systems?

The key difference...

The RISC approach to learning is where the entire educational system is organized around engaging students in 21st century skills, working at their developmental levels and advancing only when they have demonstrated proficiency



Student Performance

Snapshot

	Standard Areas	1	2	3	4	5	6	7	8	9	10	11	12
1	Mathematics	X	X								▨	■	■
2	Technology	X	X	X	X	X			▨	■	■	■	
3	Social Science	X	X						▨	■	■	■	
4	Reading	X	X						▨	■	■		
5	Writing	X	X	X					▨	■	■		
6	Cultural Awareness/Exp	X	X					▨	■	■	■		
7	Personal/Social/Health	X						▨	■	■			
8	Career Development	X	X					▨	■	■			
9	Service Learning	X						▨	■	■			
10	Science	X	X				▨	■	■	■			



QuickTime™ and a
decompressor
are needed to see this picture.



What are the differences between these terms?

Standards-based in a RISC system

Standards-referenced

Tracking

RISC Standards-based Standards-referenced Tracking

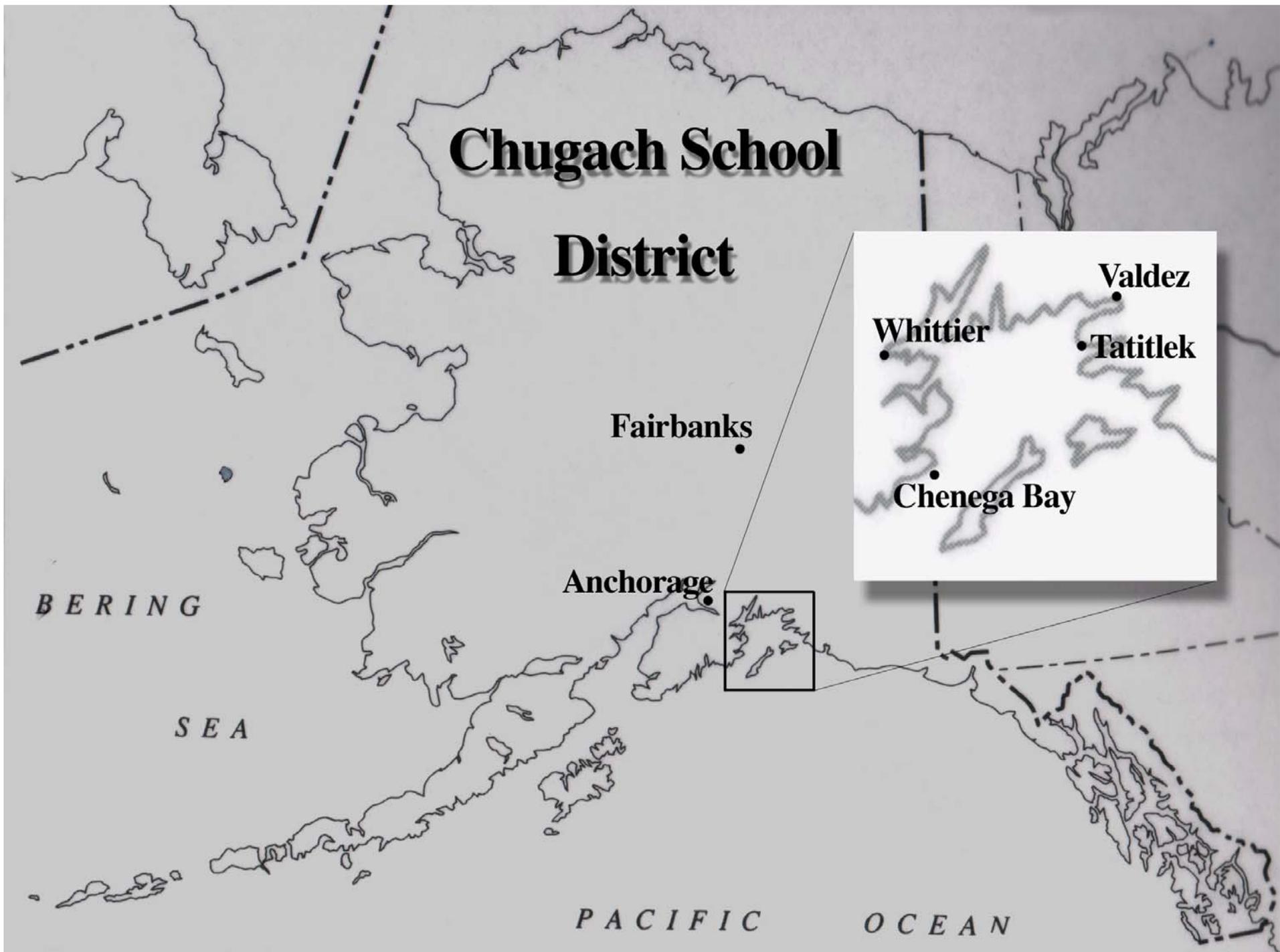


<ul style="list-style-type: none"> students are working at instructional level in all content areas 	<ul style="list-style-type: none"> students are working at grade level across content areas 	<ul style="list-style-type: none"> grouped based on few assessments
<ul style="list-style-type: none"> students own their learning - they have the power 	<ul style="list-style-type: none"> teachers control learning 	<ul style="list-style-type: none"> teacher is the decision maker
<ul style="list-style-type: none"> porous system - grouped based on performance rather than age, students move in and out as needed 	<ul style="list-style-type: none"> grouped by age - students progress in a time-bound system 	<ul style="list-style-type: none"> group with limited movement
<ul style="list-style-type: none"> individual needs are being met through students' interests, goals and unique learning styles 	<ul style="list-style-type: none"> group needs are being met through grade level standards 	<ul style="list-style-type: none"> focus is on the system rather than the learning
<ul style="list-style-type: none"> instruction is balanced; students must understand the information, and also be able to apply it in real life situations 	<ul style="list-style-type: none"> instruction is driven by prescribed programs and textbook assessments 	<ul style="list-style-type: none"> instruction moves forward only when all students are ready
<ul style="list-style-type: none"> progression is based on proficiency 	<ul style="list-style-type: none"> progression is based on seat time 	<ul style="list-style-type: none"> progression is based on group readiness



Chugach profile 1994

- REAA school district which covers 22,000 square miles
- Unemployment = 52.3%
- Poverty level = 75.7%
- 90% of our students could not read at grade level
- One college graduate in 20 years
- 50% teacher attrition rate



Chugach School

District

Fairbanks

Anchorage

Whittier

Valdez

Tatitlek

Chenega Bay

BERING

SEA

PACIFIC

OCEAN



"Courage"

“Gee, where to start? First of all my mother is an alcoholic and drug user – she’s been doing this as long as I can remember. Now I find myself following in her steps even though I know I don’t need to, I continue to go along with it.”

Anchorage House Student



Begin the change process with leading questions.

- What is working and should we keep?
- According to current research, how are our students doing in the new global economy?
- What will students need to know in the 21st century?
- If needed, what and how do we change our current system to meet the needs of all students?



What skills do our students need for the 21st century?



Skills desired by Fortune 500 companies

(in order of importance)

- Teamwork
- Problem solving
- Interpersonal skills
- Oral communications
- Listening
- Personal/career development
- Creative thinking
- Leadership
- Goal setting/motivation
- Writing
- Organizational effectiveness
- Computation
- Reading



How does Chugach prepare students for the 21st century?

- **Individual needs of students**
- **Personal / social development**
- **School-to-life transition**
- **Technology**
- **Basic skills**
- **Accountability**



What does the system look like?

QuickTime™ and a
decompressor
are needed to see this picture.



What research supports this paradigm shift?

- Performance system leading to the next **level**/graduation
- Institutionalizing the art and science of teaching
- Continuous improvement (**PDSA Cycles**)
- Stakeholder support of the district-level initiatives (**Shared Vision**)
- **Systemic** leadership



What are the components of the RISC philosophy?

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



QuickTime™ and a
DV/DXC/PRG/NTSC decoder/compressor
are needed to see this picture.



DeLorenzo's top eight excuses to guarantee no change

- **We tried that before.**
- **Our district is different.**
- **We don't have the money.**
- **Our organization is too small or big.**
- **Micro-management is our friend.**
- **If only you really understood our situation.**
- **It's impossible with our bus schedule.**
- **If only we didn't have any students, I think we could change a few things.**

QuickTime™ and a
YUV420 codec decompressor
are needed to see this picture.



“Change Forces with a Vengeance”

New Horizons for System Change

Horizon #1

Large-scale
improvement of
literacy and numeracy
that is not sustainable

Missing force:
moral purpose & passion

Horizon #2

System change that results
in unleashing energy,
commitment, resources and
learning on a very large
scale to accomplish things
never done before that is
sustainable.



Leadership for incremental change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes



Leadership for second order change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Embrace ambiguity and dissent
- Implement research and theory
- Create explicit goals for change
- Define success in terms of goals



QuickTime™ and a
YUV420 codec decompressor
are needed to see this picture.



What will it take?

- Your courageous commitment for 5 years
- Strong unified board
- 80% commitment from your stakeholders with teachers being the most important
- Reallocation of funds
- Supporting teachers and principals along the way
- You have to be in front as the learner

Exhibit 11.1 RIS Change Continuum, Goal Replication Timeline

	Yea1	Yea2	Yea3	Yea4	Yea5
Awareness					
Understanding					
First Implementation					
Routine Use					
Refinement					
Replication					



“This system provides a clear road map of what students need to know and do in each content area. Besides mastery of basic skills, the needs of the whole child are considered including character development, career development, service learning, and technology. All the skills we need to be successful in the 21st century.”

**Baldrige acceptance speech
by Nathaniel Moore
Chugach School District student**

QuickTime™ and a
Photo - JPEG decompressor
are needed to see this picture.

***“Courage,
passion and
vision”***

***Nathaniel Moore
Acceptance Speech 2001
Baldrige Award
Celebration***



Today's leading questions

- **What is the promise that we need to deliver?**
- **With the traditional systems where are the best system in the world?**
- **Why will RISC system outperform the best?**
- **Where do we begin?**

“Doing the right things in the right ways.”



www.reinventingschools.org