District180 News

Fall 2016

The mission of District 180 is to build sustainable systems that will drive a continuous improvement approach to focus on student learning in each of Kentucky's Priority Schools, Focus Schools, and Focus Districts. The vision of District 180 is for all students in Kentucky to be college and career ready upon graduating from high school. District 180 is committed to providing support and technical assistance to our schools and always welcomes feedback to improve our systems of support.

From District 180
Message to the Reader

Yes, it's that time again, Data! Data! Data! The School Report Card data for the 2015-16 school year is available on the School Report Card. This is the perfect time to collaborate with your team and dissect the newly released data.

The articles in this issue devoted to "The Continuous Improvement Process" will assist you with tools for data analysis and planning for desired performance as we highlight quality tools used to improve results through the continuous improvement process.

We anticipate the information in this issue will benefit your team as you analyze the School Report Card data and other relevant data pertinent to your work. As always, our goal is to share success stories in Priority and Focus schools and include strategies and resources that directly apply to school improvement.

Highlights of the 2016 Continuous Improvement Summit

The 2016 Kentucky Continuous Improvement Summit was a success, with over 400 Kentucky educational leaders in attendance. The opening session was led by Kelly Foster, associate commissioner of education; Jerry Cooper, director of AdvancED Kentucky; and David Hurst, deputy chief operations officer; and the keynote speaker was our very own Commissioner of Education, Stephen Pruitt.

This year's summit offered a wealth of sessions that captured the continuous improvement process at its best. Some offered topics included: "From Priority to Distinction: Building Capacity to Sustain Continuous Improvement;" "Planning for Novice Reduction: Opportunity for School Whole Improvement;" and "Hub Schools: Developing and Sustaining a College- and Career-Ready Culture."

I had the pleasure to be a co-presenter for the "Comprehensive School Improvement Planning: Bringing the Plan to Life" session. At the session, we took a closer look at collaboratively creating improvement plans that represent the school's change process including action and strategies. We were delighted by the enthusiasm in the room and the positive feedback we received.

The summit is definitely an event worth attending. Hats off to the schools, districts and educational cooperatives recognized for best practices; many of our Priority Schools were among those recognized. The summit continues to provide up-to-date effective strategies that support the increase of student achievement and closing the achievement gap.

Systems Approach to Continuous Improvement

"Performance excellence is the result of a pragmatic system of continual improvement driven by customer needs, expectations, and requirements." –Jim Shipley and Associates Inc.

A system is a set of elements that function as a whole to achieve a common purpose. A system within a system is a component of a larger system; for example, the classroom is a system within a school system, a school system is a system within the system of a district, and so on. Elements are necessary but not a self-supporting component of a system. That is, the system cannot achieve its purpose without the element, and the element by itself cannot replicate the system's functions. Systems are characterized by synergy – the whole (system) is greater than the sum of its parts (elements), because the relationship among the elements adds value to the system.

Continuous improvement is a process used by education organizations to improve its results through monitoring and analyzing data to create changes that improve future performance. Continuous improvement requires the alignment of a school or district's goals, people and values. This process does not start and stop; continuous improvement is an ongoing process of learning, reflecting, monitoring and evaluating for success. In the education sector, an effective systems approach to continuous improvement guides educators to commit to the continual improvement approach for performance excellence, objectively analyzes the current state of the educational organization to determine the desired state, balances both systemic actions and systemic thinking and implements systems with fidelity and systems within systems at every level and every level in between.

A systems approach to continuous improvement includes three major integrated components: **systems alignment, systems improvement** and **systems integration**. **Systems alignment** aligns goals, measures and incorporates interlocking improvement plans at all levels. **Systems improvement** adopts a system-wide approach to process improvement using quality tools such as, plan-do-study-act (PDSA). **Systems integration** incorporates a system plan to build system capacity through developing and integrating the system components. For instance, examining the relationships between the seven categories of high performance: leadership, strategy, customers, measurement, workforce, operations and results from Baldrige Criteria for Performance Excellence.

I've highlighted below a few quality tools that support the continuous improvement process. These quality tools can be adapted to state, district, school and classroom levels.

Quality Tools for Continuous Improvement

- **Plan-Do-Study-Act (PDSA)**
  These are steps in an improvement process. PDSAs are about making processes better. They can be used to begin from scratch to build a process or to improve a process already in place. PDSAs are a valuable tool for making improvements and monitoring the level of success

- **30-60-90-Day Plan**
  These plans document the primary work, or "big rocks" the school or district will pursue over the course of the next 180 days as aligned to the comprehensive school improvement plan/comprehensive district improvement plan. Each goal is broken down into action strategies which are assigned a leader, or "point person," and a method of effective communication of the strategy is determined. A measure for outcome success and data collection is included for each "big rock" initiative.

- **Data Questions**
  Based on Edie Holcomb's work, the data questions are an unemotional way to review data and information to inform decision-making. They can be applied to any kind of data or information. They are currently embedded in the district and school comprehension school improvement plans.

- **Plus/Delta**
  This tool is used to open communication and improve a process to make needed change. Deltas are to be used to improve a process and drive next steps in the work.

At District 180, we emphasize our work around a systems approach to continuous improvement to monitor and support Priority and Focus schools across Kentucky. As a system within a system, our goals align to support the Kentucky education system. We adopted a system-wide approach to process improvement and apply quality tools that measure effectiveness such

as: PDSA, 30-60-90-day plan, data questions, consensogram and plus/delta. We also applied a systems improvement plan integrating the education criteria for performance excellence within our organizational unit. We support the idea that systems thinking leads to performance excellence.

References:

KDE Novice Reduction Systems of Continuous Improvement:
http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx
Baldrige Performance Excellence Program:
https://www.nist.gov/baldrige/about-baldrige-excellence-framework
Jim Shipley and Associates. (2015). Orientation to a Systems Approach to Continuous Improvement. FL: Jim Shipley and Associates Inc. 2001 Rev. November 2015.
ASCD November 1992 | Volume 50 | Number 3 Improving School Quality Pages 38-41 How Systems Thinking Applies to Education Frank Betts
http://www.ascd.org/publications/educational-leadership/nov92/vol50/num03/How-Systems-Thinking-Applies-to-Education.aspx

We want to hear from you!

We want to hear from you! Our next District 180 newsletter will be released in January, and we plan to dedicate that issue to putting your school's comprehensive school improvement plan into action. If you have news related to Priority or Focus schools or ideas for future articles, we would love to include them in our newsletter to showcase the success of hard work and dedication in or Kentucky schools.

Please send all information and/or feedback to Thalia Salgado.

Focus Schools and Priority School Happenings

Focus Schools and Priority School Happenings

At the 2016 Kentucky Continuous Improvement Summit, KDE recognized six schools, one district and one educational cooperative for best practices. Commissioner of Education Stephen Pruitt publicly recognized the winners and presented each with a $500 check that can be used toward school improvement. Many of our Priority schools were among those recognized.

Best Practice Winners:

Southern High School (Jefferson County): Literacy Across the Content

Perry County schools: District Calibration Walkthroughs – Creating Next Steps

Frederick Law Olmsted Academy North (Jefferson County): Collaboratively Improving Learning Targets and Common Formative Assessments to Improve Academic Response to Intervention

Bullitt Alternative Center (Bullitt County): Positive Transitions in the Alternative Setting

Franklin-Simpson High School (Simpson County): Walk-Through Data Used for Continuous Improvement

Hopkins County Central High School: Stop, Drop and Walk

Northern Kentucky Cooperative for Educational Services: Regional Professional Learning Communities (PLCs)

Seneca High School (Jefferson County): The PLC Process: Aligning Standards, Targets and Assessments

The best practices website promotes practices that motivate, engage and provide measurable results in school district achievement, processes and learning in schools throughout Kentucky.

JCPS Announces New Partnership with Texas Roadhouse
Program recognizes and rewards teachers and students at priority schools

Jefferson County schools and Texas Roadhouse restaurants announced a new partnership in August that will recognize and reward students and teachers at the district's 18 Priority schools. Attendance for staff and students is sometimes a challenge at Priority schools. This new program rewards students, teachers and ultimately an entire school for being present and prepared for learning. The program launches this month and lasts throughout the school year.

Click here for more information on the partnership.

Data Tips
Quality Tool: Fishbone Diagram/Fishbone Analysis

The fishbone diagram is an analysis tool that assists teams in categorizing the many potential causes of problems or issues in a systematic way and helps identify root causes. This data analysis tool displays the relationships between the present state and the desired state and the contributing factors of these differences. The large bones represent key performance factors that have been identified as relative to the gap between current and desired performances. This type of diagram can be used to determine root causes, to identify areas for data collection, possible reasons for difficulties, problems, or breakdowns in the initial stages of the process and possible reasons a process is not performing properly and/or producing the expected results.

Click here for more information on fishbone analysis.

Professional Learning
CIITS Training
The Office of Education Technology at KDE is planning some regional CIITS instructional management system (IMS) trainings for school leadership in October and November.
Click here for training dates, locations and registration information.
Title I Educational Conference
The 2016 Title I Conference will be Oct. 17-18 at the East Kentucky Exposition Center in Pikeville. Registration begins at 8 a.m. Oct. 17.
Click here for more information on the conference.

Grant Opportunity
FY17 21st Century Community Learning Centers RFA – Deadline Nov. 17

As authorized under the No Child Left Behind Act (NCLB), Title IV, Part B, Twenty-First Century Community Learning Centers, the Office of Continuous Improvement and Support is issuing a request for application (RFA) for local school districts, community and faith-based organizations and other qualifying private and governmental organizations to design and implement effective out-of-school programs that improve student achievement and social development.

The 21st Century Community Learning Centers program provides academic, artistic and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, mathematics and science. The purpose is to provide students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development, and to offer literacy and other educational services to the families of participating children. Programs must ensure the academic services they provide are aligned with the school's curriculum in the core subject areas. This RFA is located on the KDE competitive grants page.

The questions deadline is noon ET Oct. 20. All questions must be sent to KDERFP@education.ky.gov.

Quote of the Day

"Persistence, perseverance and continuous improvement are the ingredients for forming a successful person."– Debasish Mridha

QR Code: Priority Schools/Educational Recovery KDE webpage

QR Code: Focus Schools/Focus Districts KDE webpage

Regulations Related to District 180

(Priority Schools, Focus Schools and Focus Districts)

703 KAR 5:260 Implementation of Intervention options in priority schools and districts

703 KAR 5:190 Assistance to Low Achieving Schools

703 KAR 5:225 School and district accountability, recognition, support, and consequences

KRS 160.346 Persistently Low-Achieving Schools and School Intervention

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