



Chalkboard Project

Improvement Science



foundations
FOR A BETTER OREGON

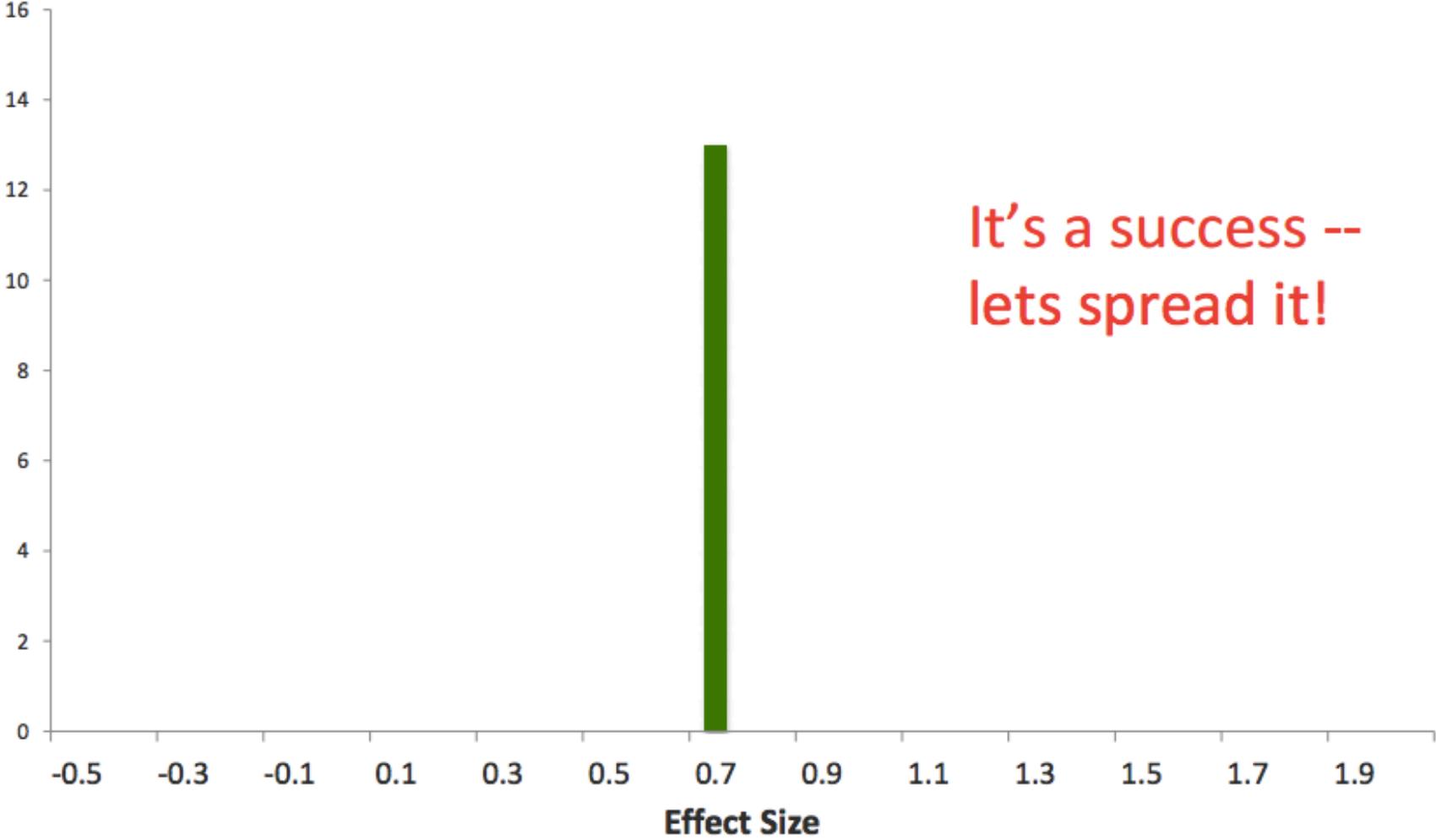
Improvement: Scaling Programs

A case study

- ❑ First year results for a large, multi-site randomized fiend trial



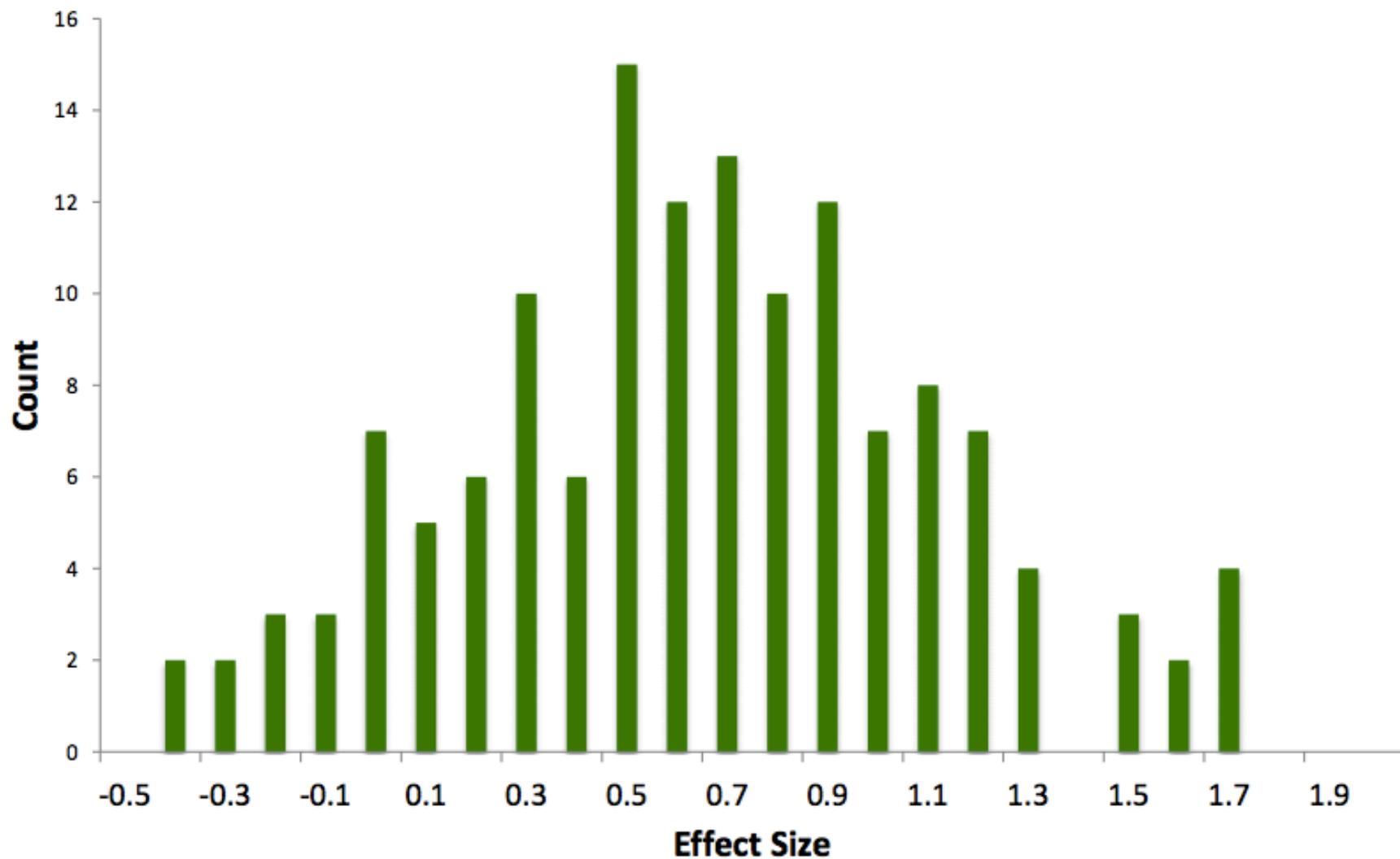
RCT (average) Treatment Effect: Reading Recovery
N=141 schools



It's a success --
lets spread it!

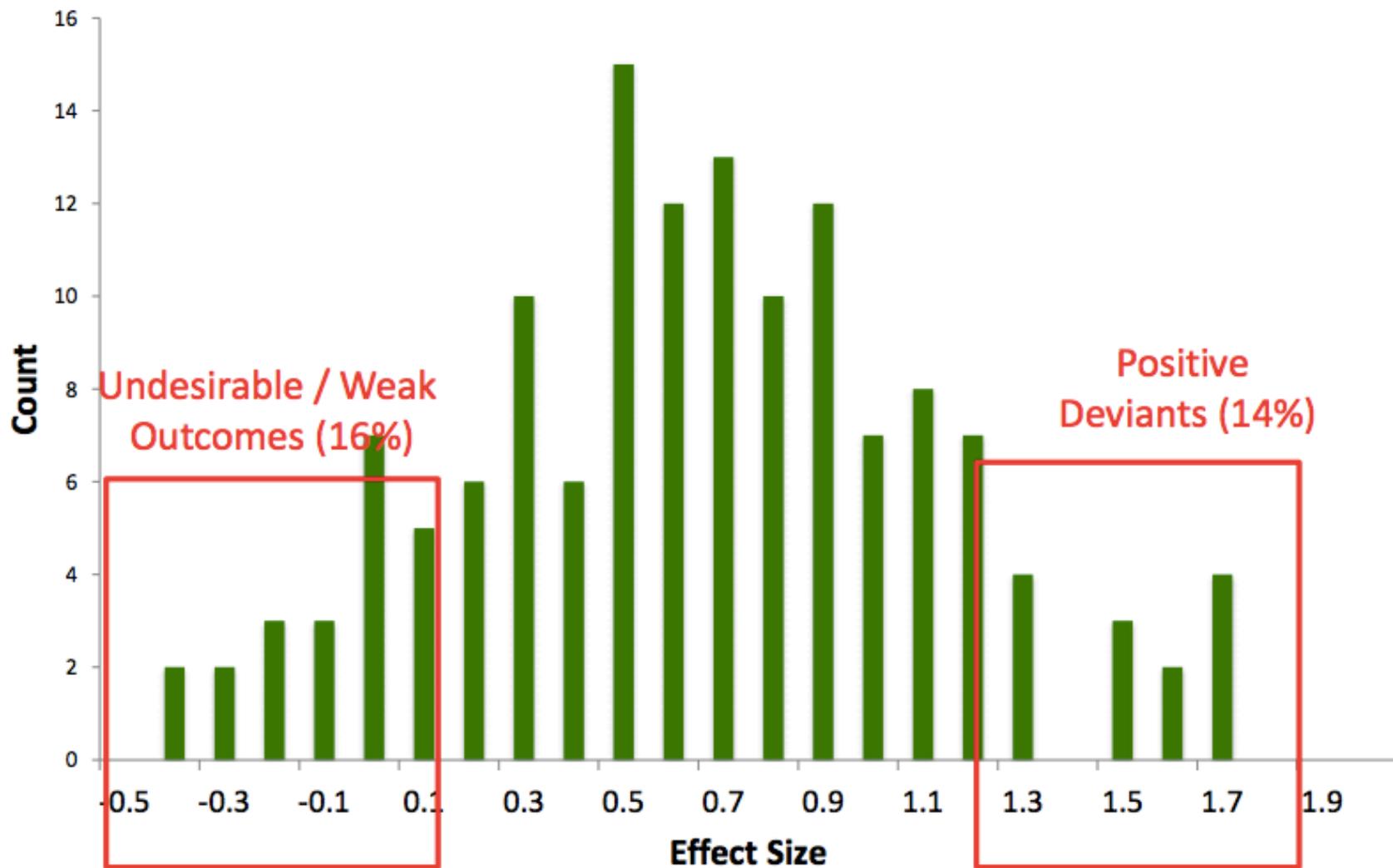
Distribution of RCT Treatment Effects: Reading Recovery

N=141 schools

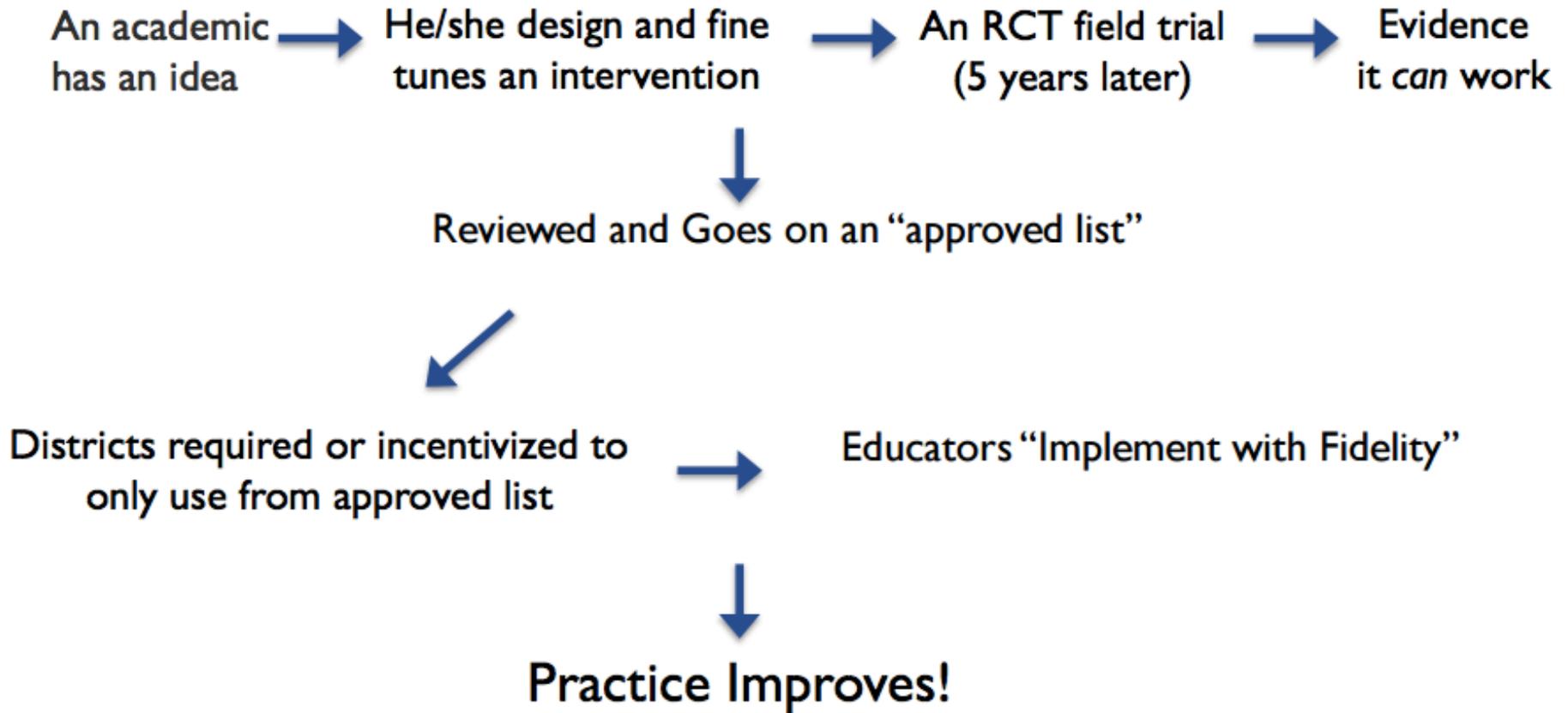


Distribution of RCT Treatment Effects: Reading Recovery

N=141 schools



Evidence - Based Practice Model



Flip The Model





Chalkboard Project

CLASS Project

Creative Leadership
Achieves Student Success



Improvement Science

1. What is the problem we are trying to solve?
2. Why does this problem exist?
3. What are we trying to accomplish?
4. What do we already know?
5. What are we going to change?
6. How will we know that our change is an improvement?

*Possibly wrong and
definitely incomplete.*

*If we are going to learn together,
we need to be able to represent our
shared theory of improvement.*

Improvement Science



Design

3-12 Months

- Broaden the table
- Understand the problem
- Learn
- Determine the drivers
- Decide on the change

Improvement Science



Test

1-3 Years

- ❑ Test the change
- ❑ Create networked improvement communities
- ❑ Continue to broaden the table

Improvement Science



- ❑ Support the change
- ❑ Create networked improvement communities
- ❑ Change the system

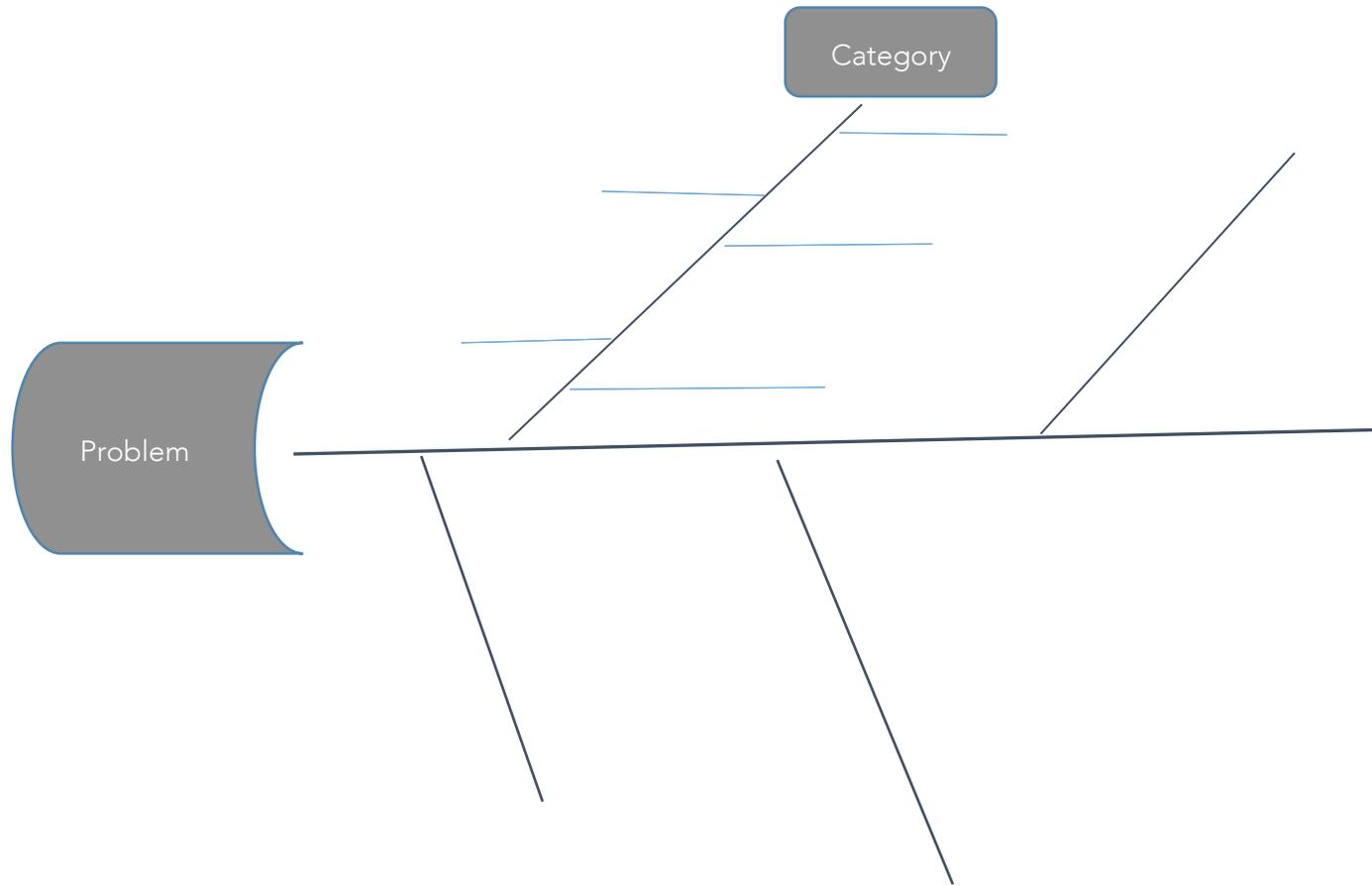
What is the problem we are trying to solve?

Systems are perfectly designed to get the outcomes they are getting

Characteristics of problem statements:

- ❑ By their nature, problem statements are *negative*.
- ❑ Problem statements are *not disguised solutions*.
- ❑ Problem statements *do not assign blame*.
- ❑ The *scale* of your problem matters.

Why does this problem exist?



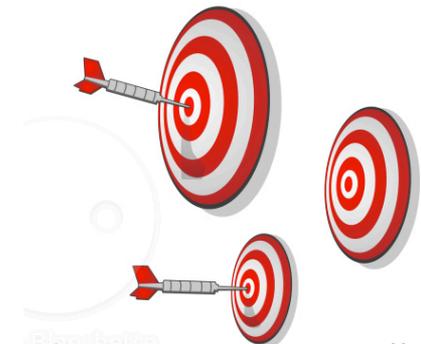
What are we trying to accomplish?

WHAT OFTEN HAPPENS:



Throwing changes at the problem at hoping they hit the mark

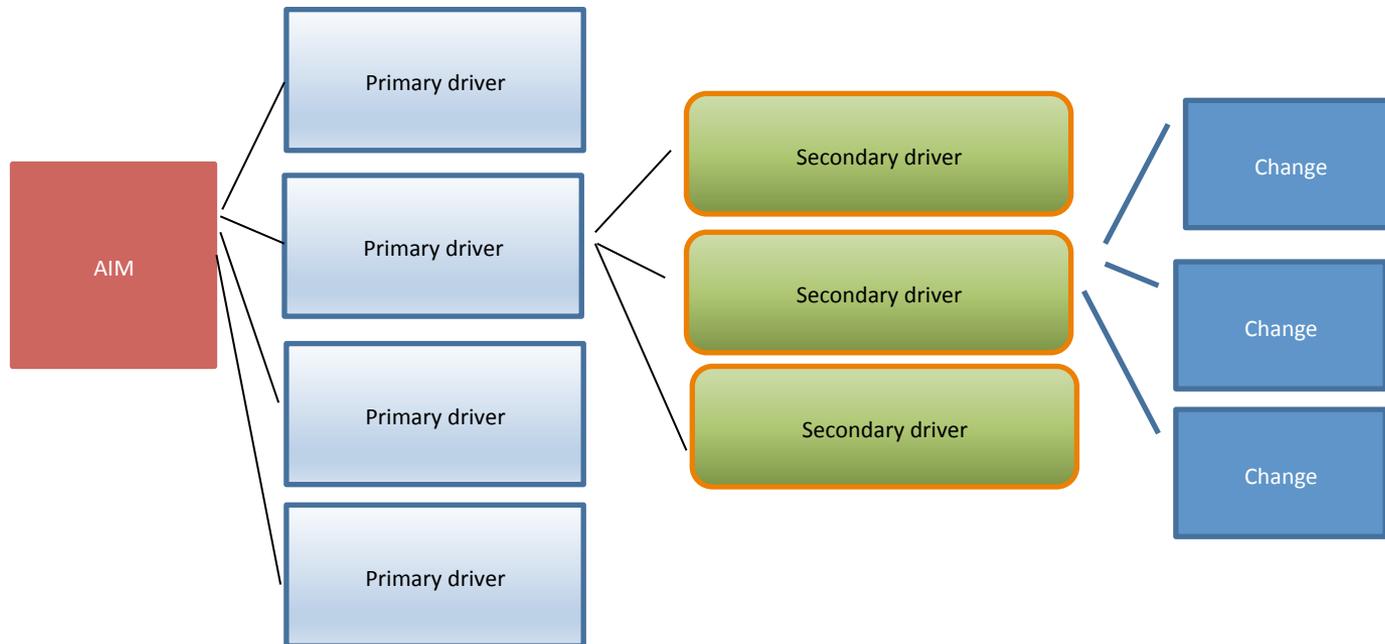
WHAT WE INTEND TO HAPPEN:



Directing changes strategically at the right targets

What do we already know?

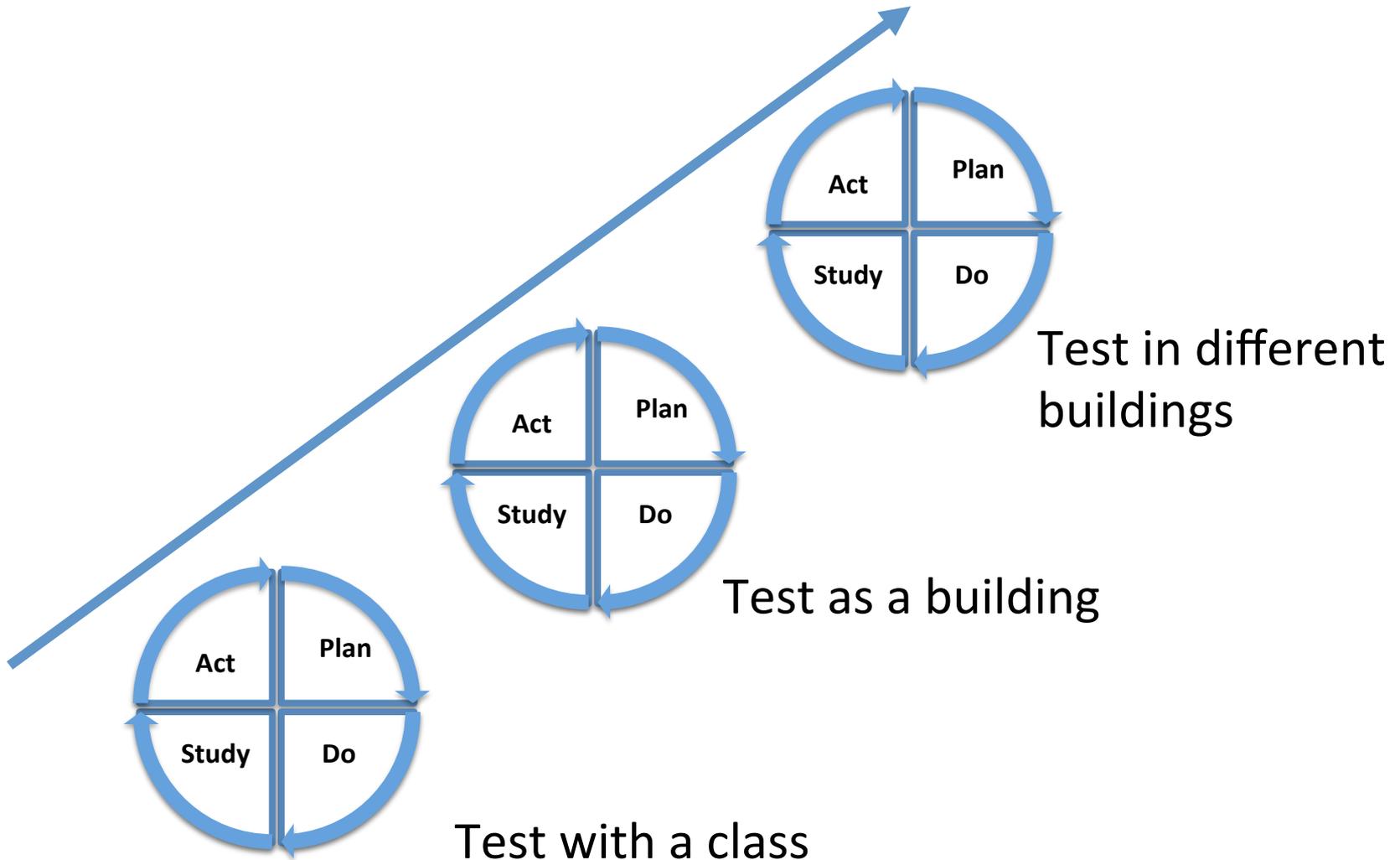
Driver Diagrams

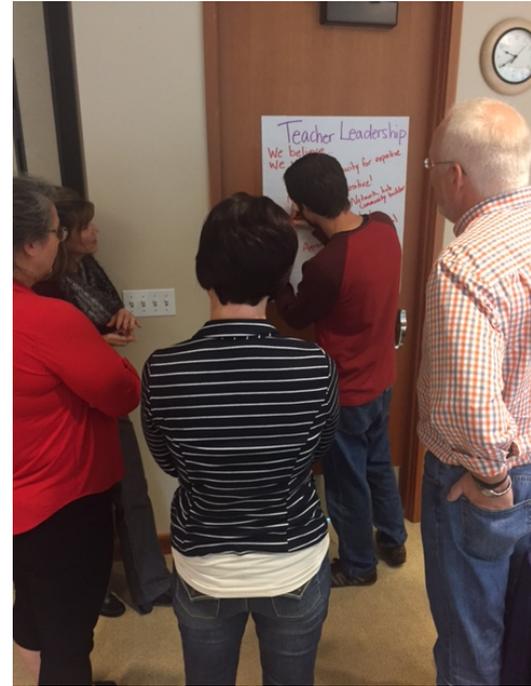
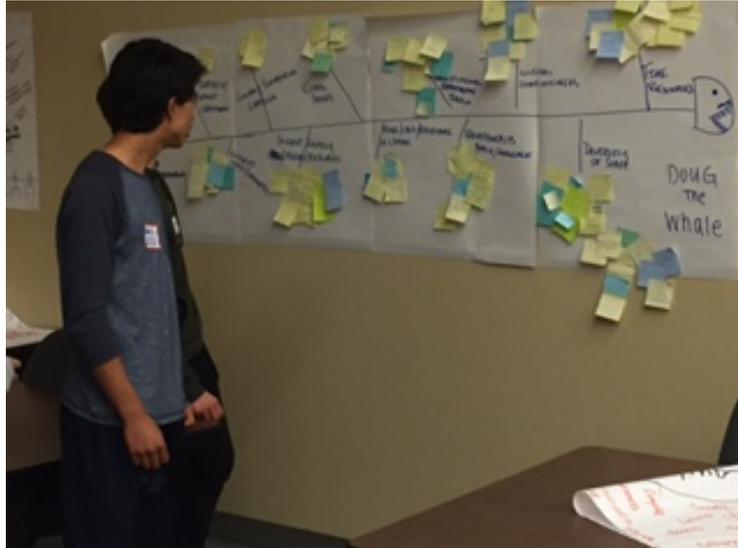
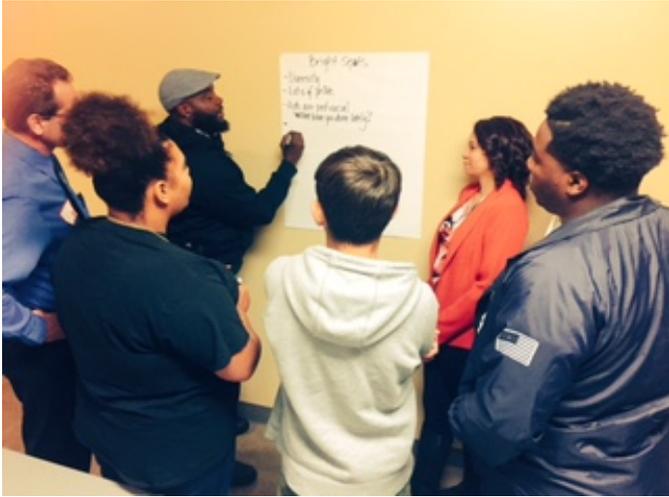


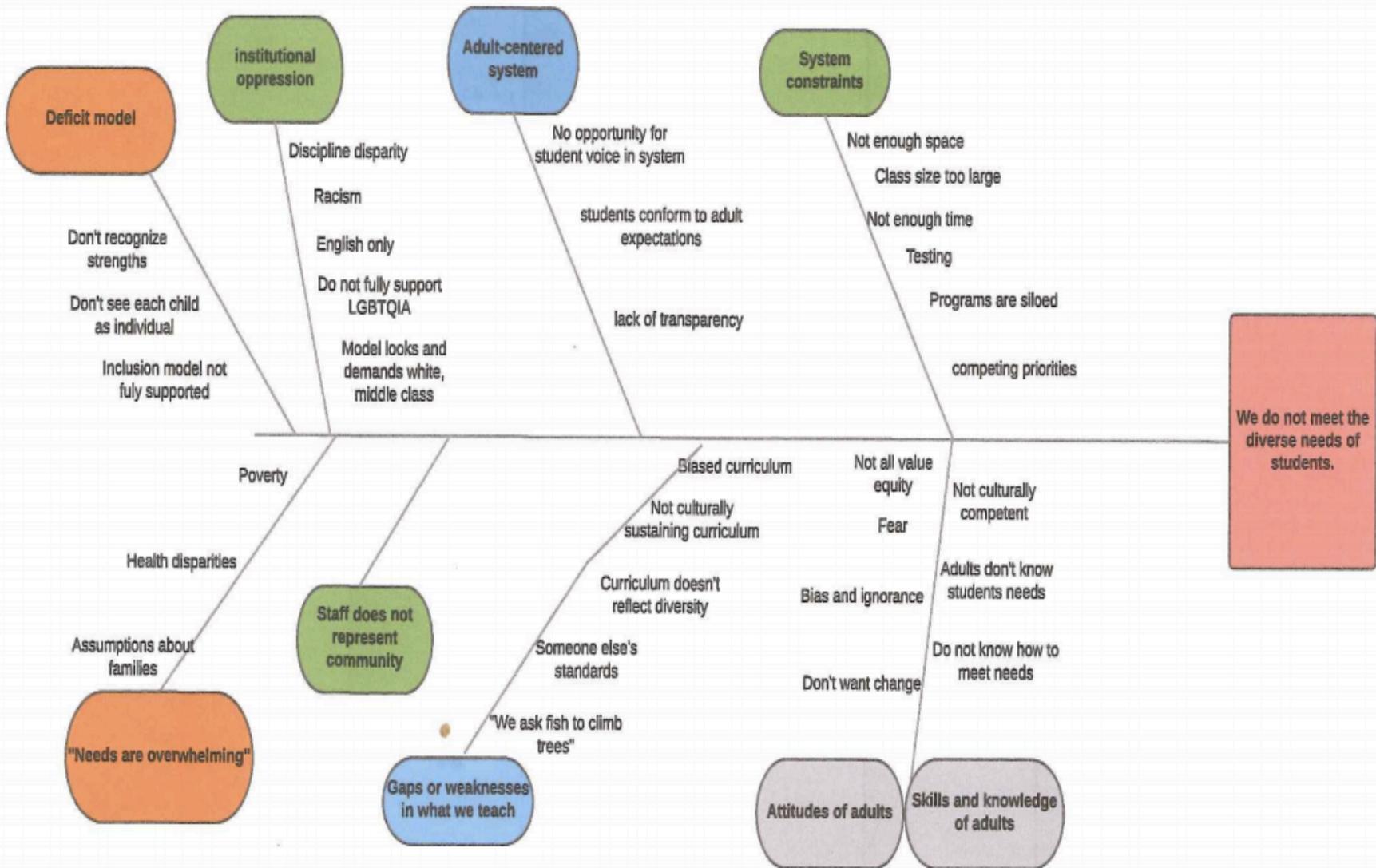
How will we know if the change is an improvement?



How will we know if our change is an improvement?







Deficit model

institutional oppression

Adult-centered system

System constraints

We do not meet the diverse needs of students.

"Needs are overwhelming"

Gaps or weaknesses in what we teach

Attitudes of adults

Skills and knowledge of adults

Don't recognize strengths
Don't see each child as individual
Inclusion model not fully supported

Discipline disparity
Racism
English only
Do not fully support LGBTQIA
Model looks and demands white, middle class

No opportunity for student voice in system
students conform to adult expectations
lack of transparency

Not enough space
Class size too large
Not enough time
Testing
Programs are siloed
competing priorities

Poverty

Health disparities

Assumptions about families

Staff does not represent community

"We ask fish to climb trees"

Curriculum doesn't reflect diversity

Someone else's standards

Biased curriculum
Not culturally sustaining curriculum

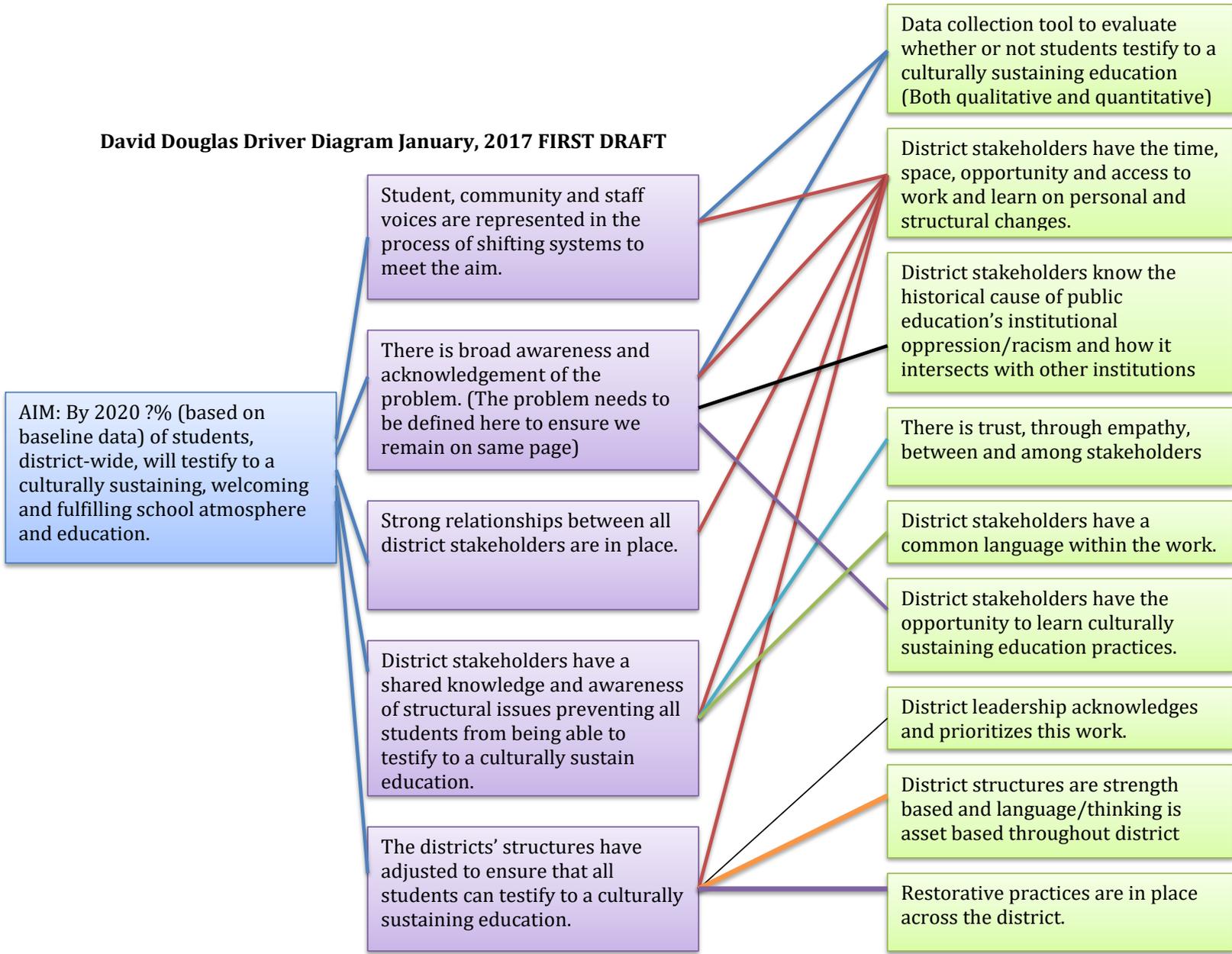
Not all value equity
Fear

Bias and ignorance

Don't want change

Not culturally competent
Adults don't know students needs
Do not know how to meet needs

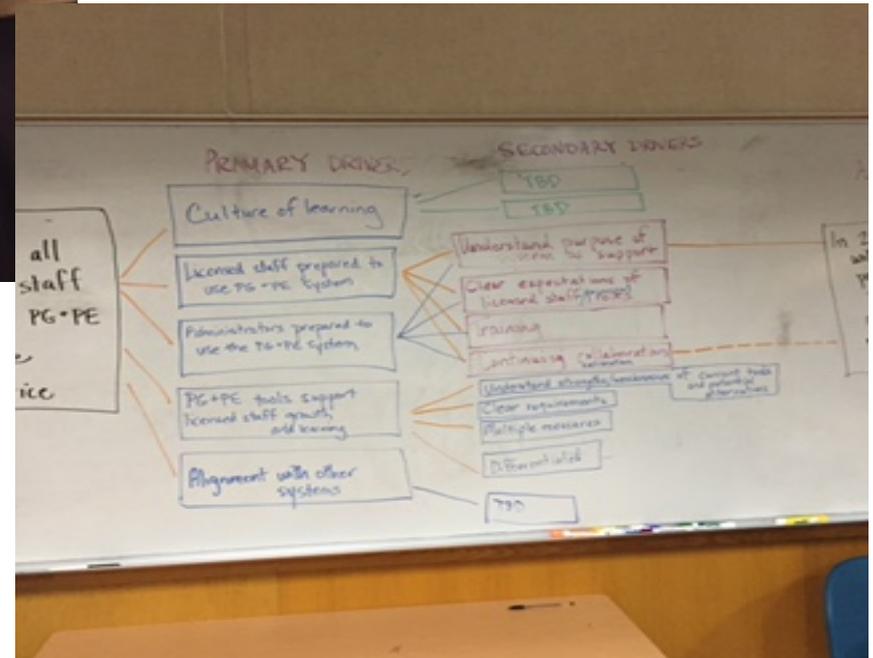
David Douglas Driver Diagram January, 2017 FIRST DRAFT



PDSA Name:		Team members:	
PLAN	Test cycle: 1 2 3 4 _____	Start date	End date
	What change is being tested?		
	What is the goal of the change?		
	Details of implementation plan (who, what, where)		
	What is your first question? What is your prediction? What are the measure(s)? Details about data collection (Who is responsible for data collection? When? How?)	What are your additional questions? What are your additional predictions? What are the measure(s)? Details about data collection (Who is responsible for data collection? When? How?)	
DO	Was implementation of the change carried out as intended? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe modifications:		
STUDY	What were the results? Did the results match the prediction?		
	What did you learn?		
ACT	What will you do? <input type="checkbox"/> Adapt <input type="checkbox"/> Adopt <input type="checkbox"/> Abandon		
	What is the rationale for that decision?		
	What will you do next?		

Please modify this form to fit your needs.

Newberg School District



Driver Diagram

By 2019 all licensed staff will engage in the Professional Growth and Evaluation System to improve practice

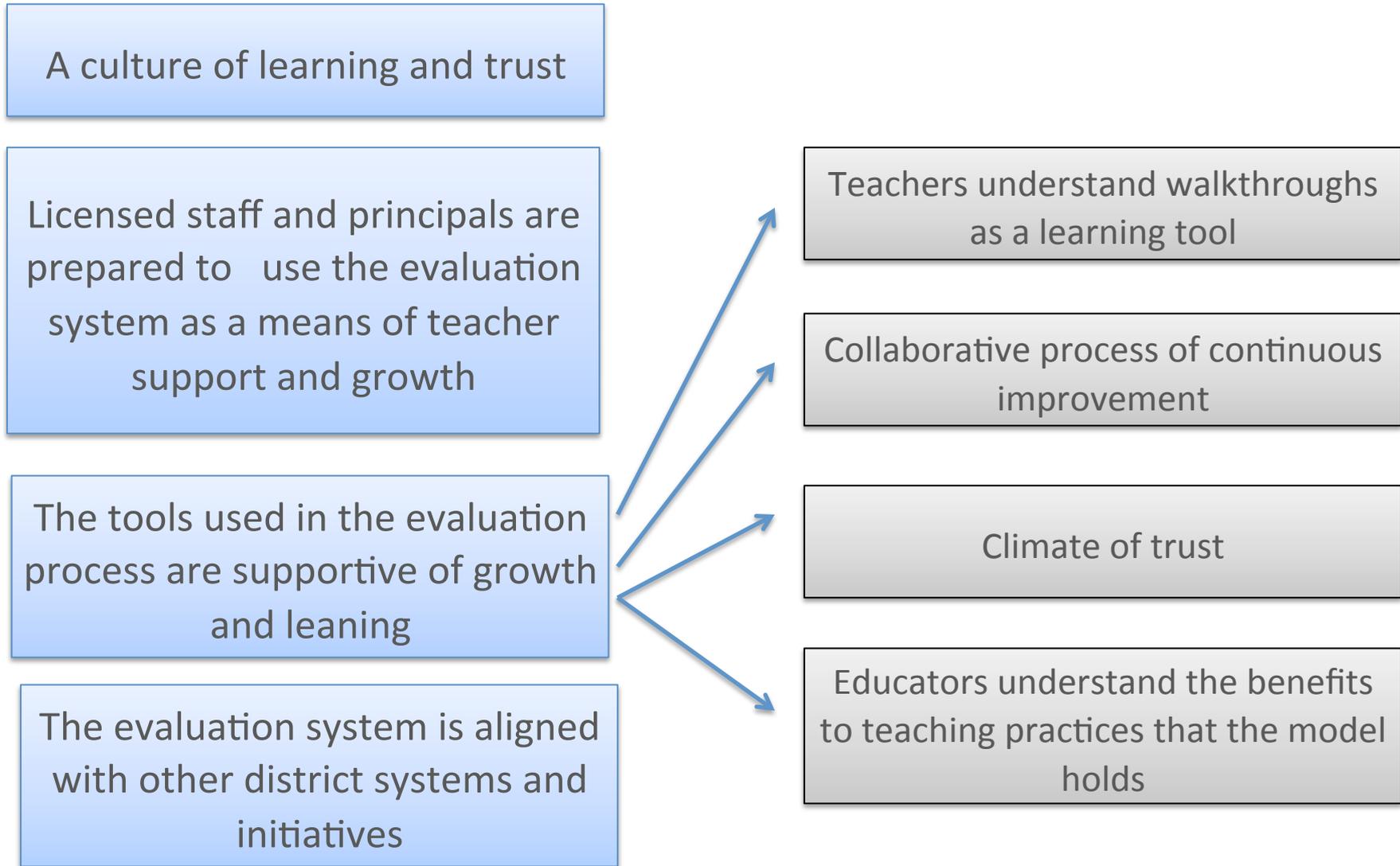
A culture of learning and trust

Licensed staff and principals are prepared to use the evaluation system as a means of teacher support and growth

The tools used in the evaluation process are supportive of growth and learning

The evaluation system is aligned with other district systems and initiatives

Driver Diagram



Change Actions



Teachers understand walkthroughs as a learning tool

Collaborative process of continuous improvement

Climate of trust

Educators understand the benefits to teaching practices that the model holds

Teachers/Admin experience process of walkthroughs together

Structured autonomy within buildings

Collaboration will be supported and lead with OEA representatives

Walkthroughs will be facilitated by instructional coaches