

Implementing an Improvement Initiative: *Strategies and Tools to Hit the Ground Running and Go the Distance*

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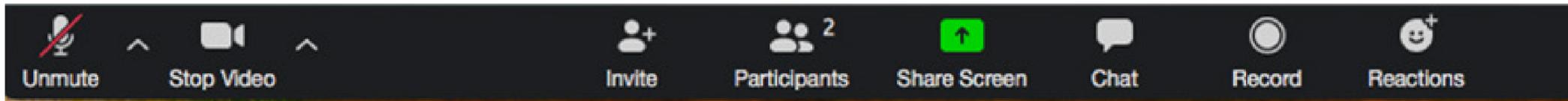


Welcome and Introductions

Quick tour of Zoom features

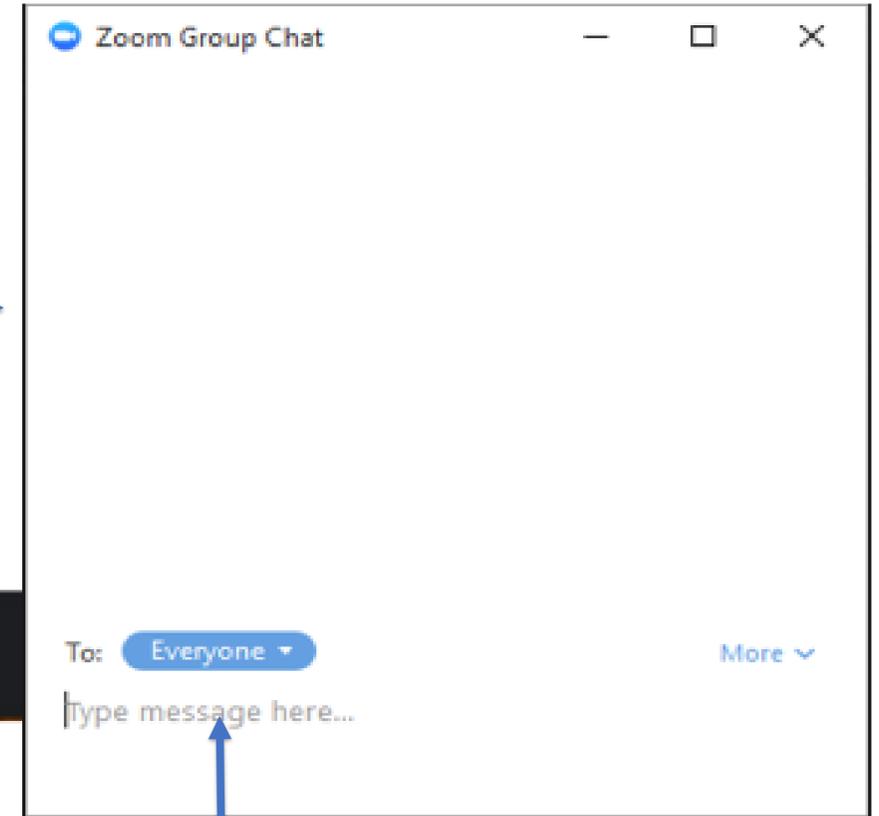
Pro Tip: Mute your mic unless speaking to limit background noise

Mute/unmute microphone

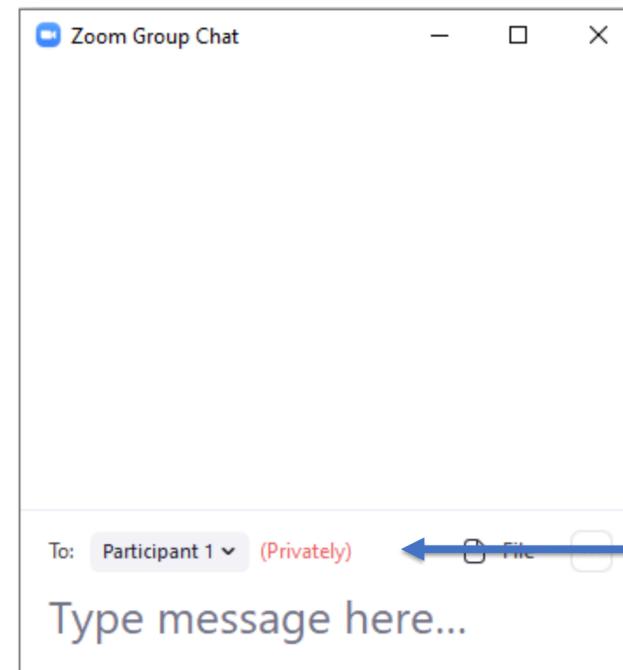


Pro Tip: Turn video off if you are experiencing low bandwidth

To view and use Chat



You can send a Chat message to Everyone in the meeting or select a specific person from the drop-down in blue



Norms for today

- Be ready to be engaged!
- Turn off all distractions.
- Share your ideas and experiences.
- Take the time to let us know what worked and what we could do better.

Bonus points!

- Name that Movie
- Name that Song



Agenda



Time	Agenda item
2:00 – 2:10 p.m.	Welcome and introductions
2:10 – 2:25 p.m.	Using continuous improvement in eastern Kentucky
2:25 – 2:40 p.m.	Phase 1: Set the foundation
2:40 – 3:10 p.m.	Breakout groups: Problem of practice
3:10 – 3:25 p.m.	Phases 2 and 3: Plan and do
3:25 – 3:30 p.m.	BREAK
3:30 – 3:40 p.m.	Phase 4: Study
3:40 – 4:10 p.m.	Breakout groups: Interpreting data
4:10 – 4:20 p.m.	Phase 5: Act
4:20 – 4:45 p.m.	Breakout groups: Revising and improving
4:45 – 5:00 p.m.	Next steps and wrap-up

Meet your facilitators



CJ Park
REL Appalachia
SRI International



Ashley Campbell
REL Appalachia
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Victoria Schaefer
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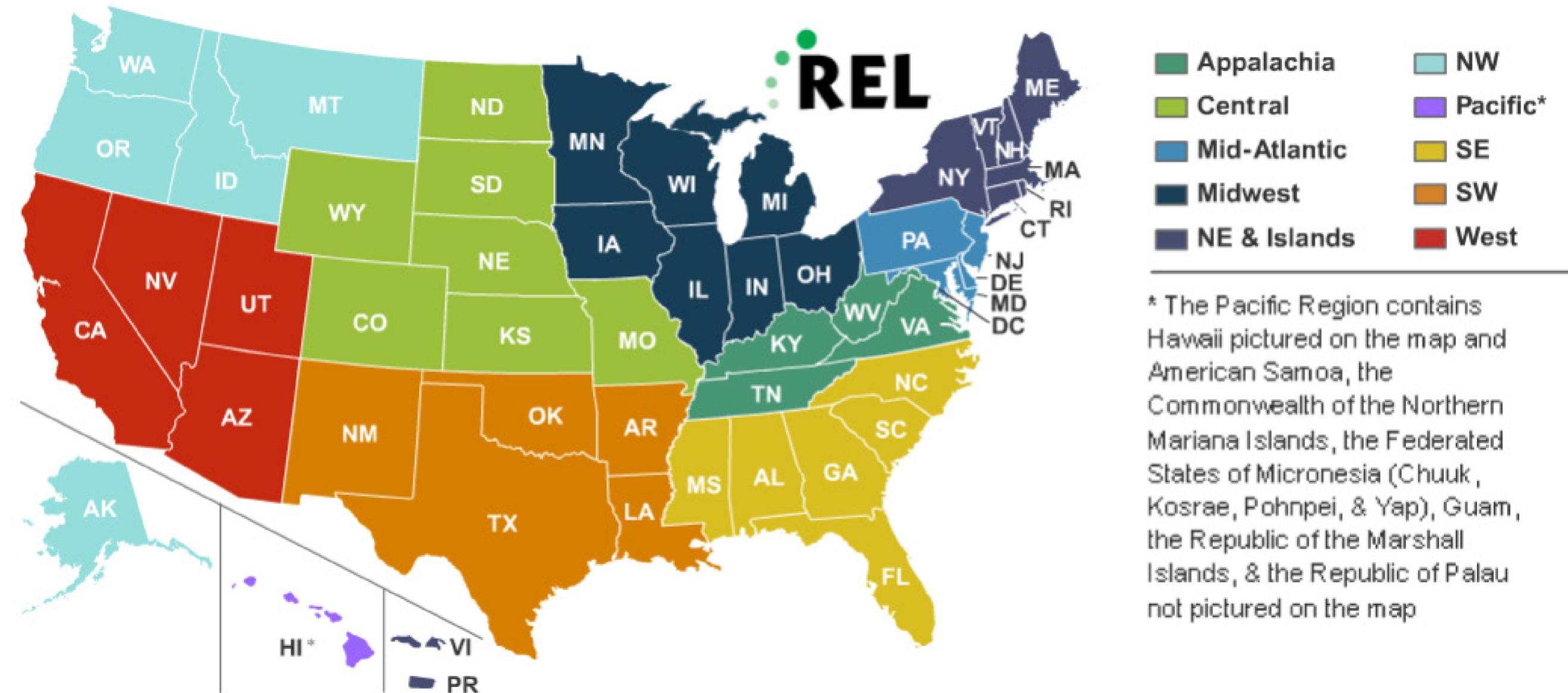


Kathleen Dempsey
REL Appalachia
McREL International



Ryoko Yamaguchi
REL Appalachia
Plus Alpha Research & Consulting

The Regional Educational Laboratories



The 10 RELs work in partnership with stakeholders to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web! <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

Applied Research

Training, Coaching, and Technical Support

Dissemination



 Regional Educational Laboratory Appalachia
 At SRI International
 REL 2020-017
 U.S. DEPARTMENT OF EDUCATION

What Tools Have States Developed or Adapted to Assess Schools' Implementation of a Multi-Tiered System of Supports/Response to Intervention Framework?

A Publication of the National Center for Education Evaluation and Regional Assistance at IES




Supporting Your Child in Developing Math Skills For Future Success

Math success opens doors to college and careers.
 The technical and professional jobs of the future demand more mathematical knowledge and problem solving skills.



Children who believe they can be successful in math are more willing to put in effort, even when they struggle, and this results in better performance.¹
 Success in elementary school math predicts future achievement in middle and high school math and other subjects.^{2,3}
 Students who complete higher level math in high school earn higher incomes in the future.⁴
 The number of STEM (science, technology, engineering, and mathematics) jobs is growing and half of all STEM jobs are available to workers without a four-year college degree. STEM jobs pay 10% more than other jobs available to these workers.⁵

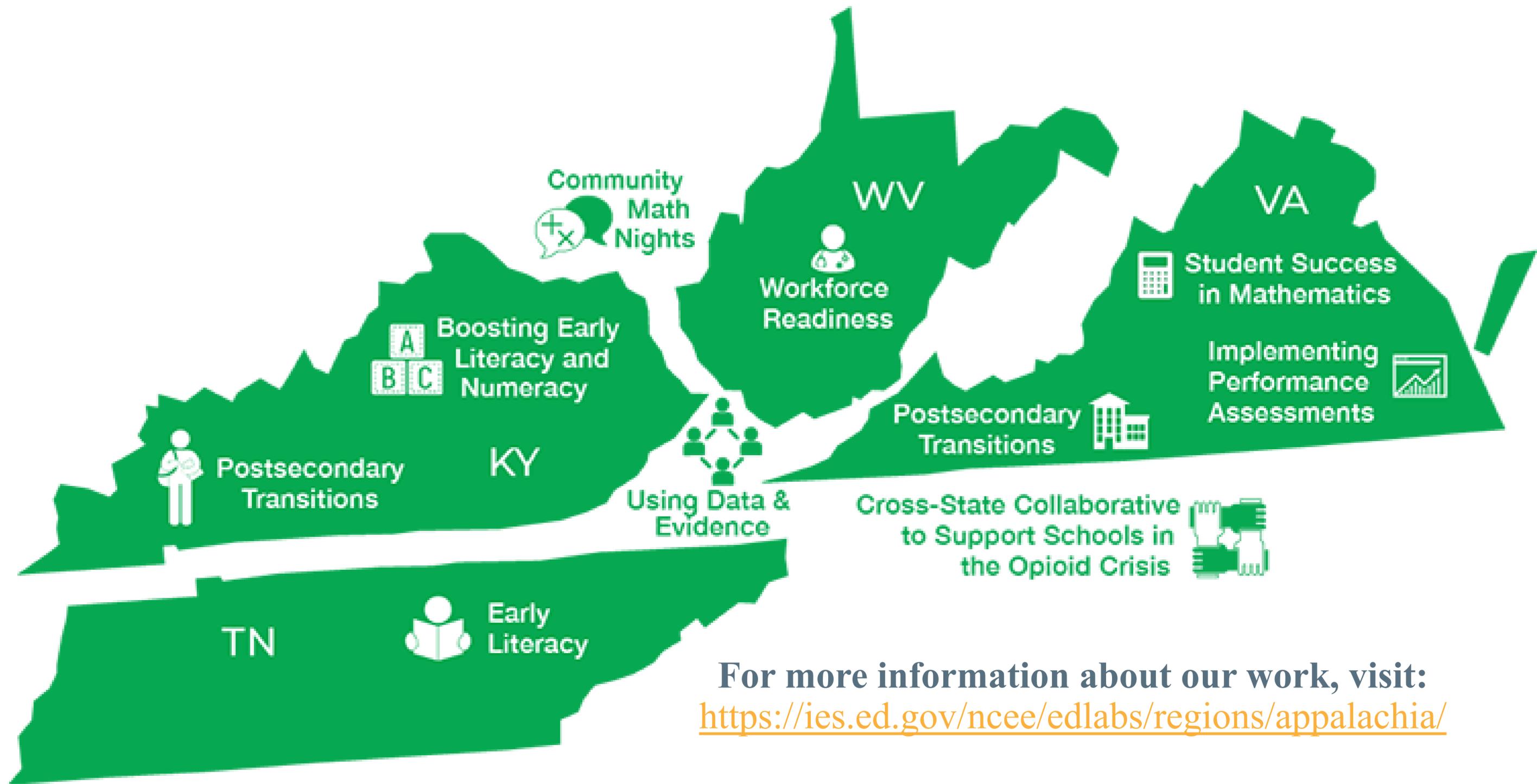
Families can support children in developing math skills for the future by⁶:



praising effort and modeling positive math attitudes.
 encouraging children to seek help and try new strategies when they are stuck.
 confronting stereotypes about who is good at math.


¹Boaler, J. (2015). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. San Francisco, CA: John Wiley & Sons.
²Classens, A., & Engel, M. (2013). How important is where you start? Early mathematics knowledge and later school success. *Teachers College Record*, 115(6), 1-29. <http://eric.ed.gov/?id=EJ1020177>
³Giegler, R. S., Durkin, G. J., Davis-Kean, J. E., Duckworth, K., Classens, A., Engel, M., & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23(7), 671-677.
⁴Achieve, Inc. (2004). Closing the expectations gap: An annual 50-state progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author.
⁵Rothwell, J. (2012). The Hidden STEM Economy. Brookings Institution, Washington, DC.
⁶Epatin, J.L. (2001). School, family, and community partnerships [1st ed.]. Boulder, CO: Westview Press.

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For more information about our work, visit:
<https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

Collaborators



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**Kentucky Valley
Education Cooperative**
*Acting Catalytic
Transformation Lead*



Paul Green
**Jackson Independent
School District**
Superintendent



Michelle Ritchie
Perry County Central High School
Principal



Chris Meadows
Magoffin County High School
Principal



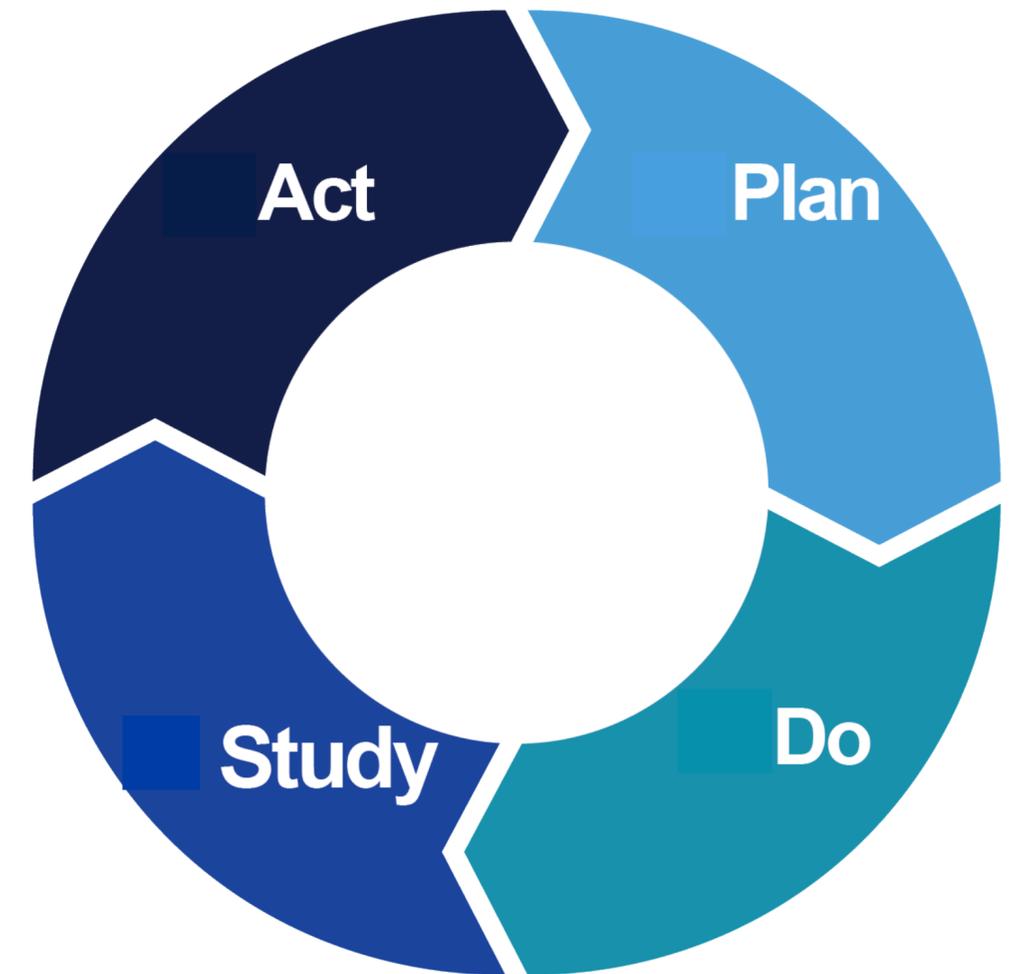
Noel Crum
Johnson Central High School
Principal



Using Continuous Improvement in Eastern Kentucky

What is continuous improvement?

- A process that seeks to increase the **effectiveness** or efficiency of a system by making small-scale **changes** that are repeatedly **evaluated** by a series of tests.
- A Plan-Do-Study-Act (**PDSA**) cycle offers a systematic way to collect and analyze data to determine whether the small changes made to a system actually led to improvement.



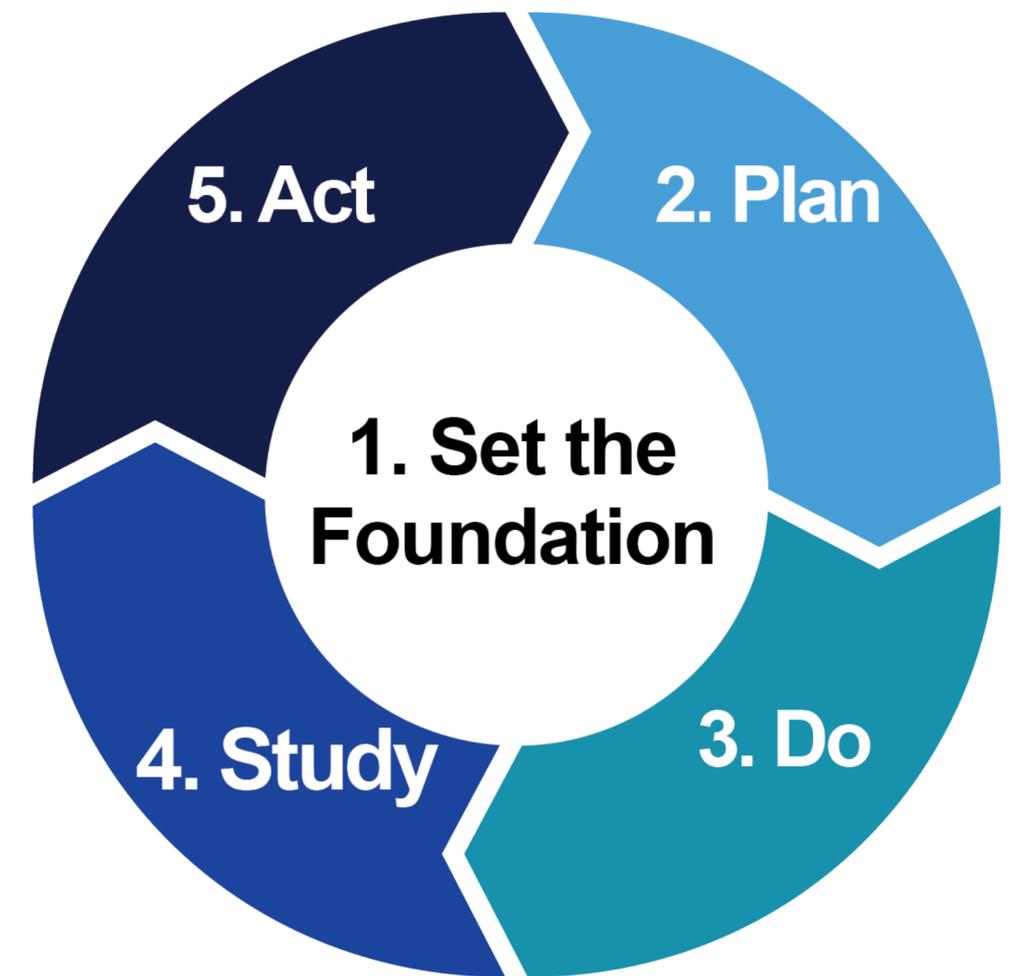
(Bryk, 2009; Bryk et al., 2015; Morris & Hiebert, 2011; Tichnor-Wagner et al., 2017)

Step-by-step continuous improvement process

The continuous improvement process can be facilitated through a **five-phase** approach that begins with setting the foundation, and continues through each part of a PDSA cycle:

1. Set the Foundation
2. Plan
3. Do
4. Study
5. Act

(Tichnor-Wagner et al., 2017)



How can continuous improvement support rural schools and districts?

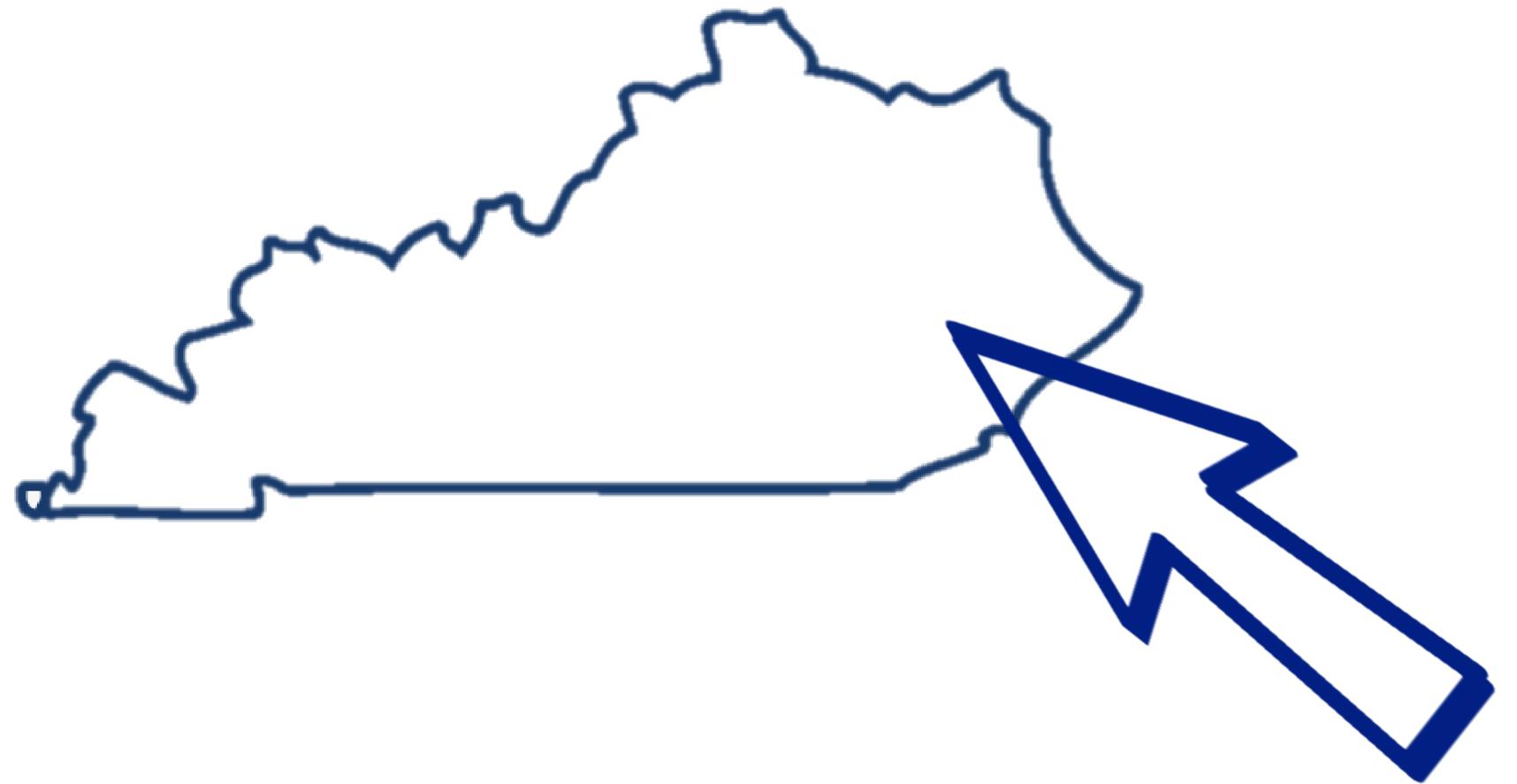
- Rural districts and schools often experience **limited staffing and resources**, which can necessitate prioritizing time on evidence-based policies, programs, curriculum, and professional development.
- A continuous improvement process can help rural school leaders and educators **reflect** on their practice and **improve** gradually over time, making implementation more efficient and effective.



(Cornman et al., 2020)

Kentucky projects

- **Jackson Independent School District**
 - Students and their community
- **Johnson Central High School**
 - Student leadership development
- **Kentucky Valley Educational Cooperative**
 - Supporting a network of grantees
- **Magoffin County High School**
 - Student engagement
- **Perry County High School**
 - Student achievement



It takes a team

- District or school leader
- Change agents
- Content expert
- Team members
- Facilitator





Phase 1: Set the Foundation



What to do in this phase



- 1 Define the problem.
- 2 Create your theory of action.
- 3 Select an evidence-based strategy.



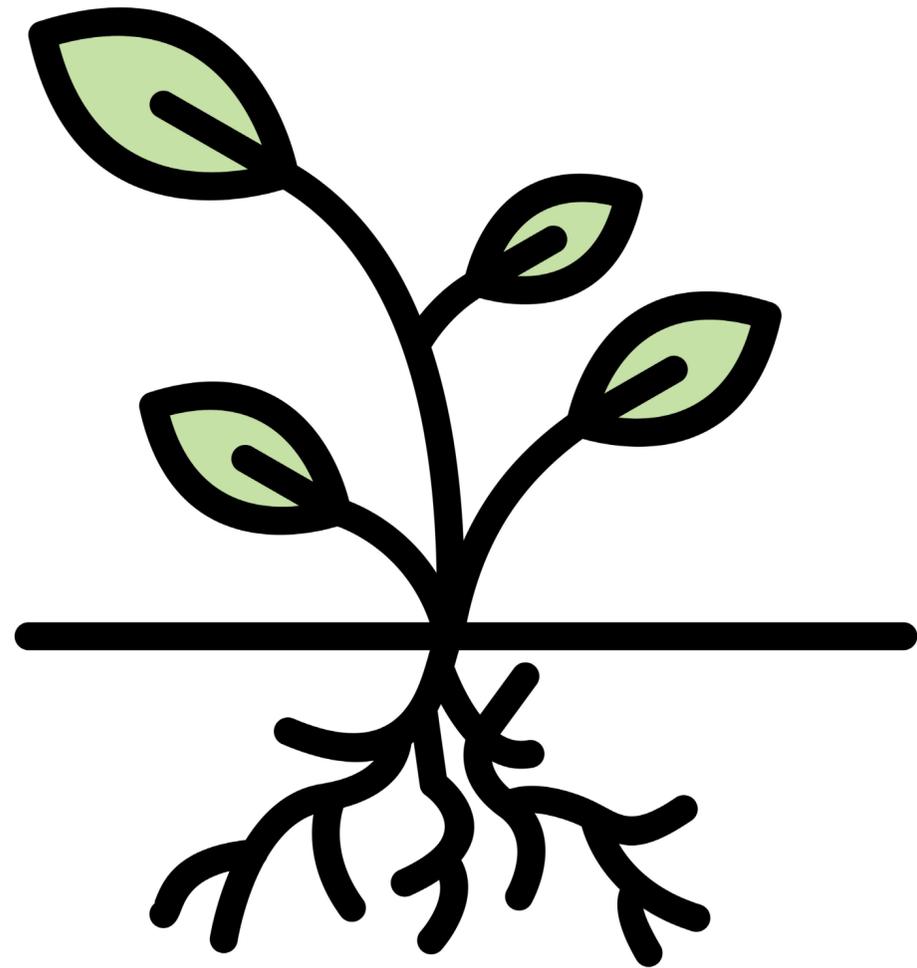
Define the problem: Compile multiple data types for analysis

- Attendance, absenteeism, dropout rates
- State assessments and proficiency scores
- School grades, courses, and graduation rates
- Family engagement and school culture surveys





Define the problem: Determine root cause using the *Five Whys* process



The *Five Whys* process allows improvement teams to dig into the problem statement and consider why the current system produces the undesired outcomes.

(Silverstein & Hewitt, 2014)



Define the problem: *Five Whys* template

- Why [Reflect on data]:
• **Response #1:**
- Why [Reflect on response #1]:
• **Response #2:**
- Why [Reflect on response #2]:
• **Response #3:**
- Why [Reflect on response #3]:
• **Response #4:**
- Why [Reflect on response #4]:
• **Response #5:**

(Silverstein & Hewitt, 2014)



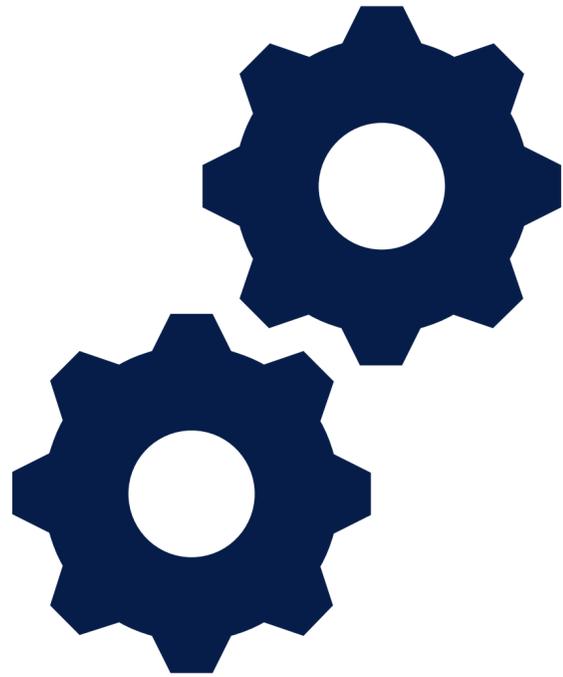
Define the problem: Finalize the problem statement



Your problem statement should be specific so you can develop clear action steps to reach desired outcomes.

- **Too vague:** “Students are not graduating from high school college- and career-ready.”
- **Specific:** “Students are not prepared for postsecondary transition due to inadequate development of academic and nonacademic competencies.”

Create your theory of action

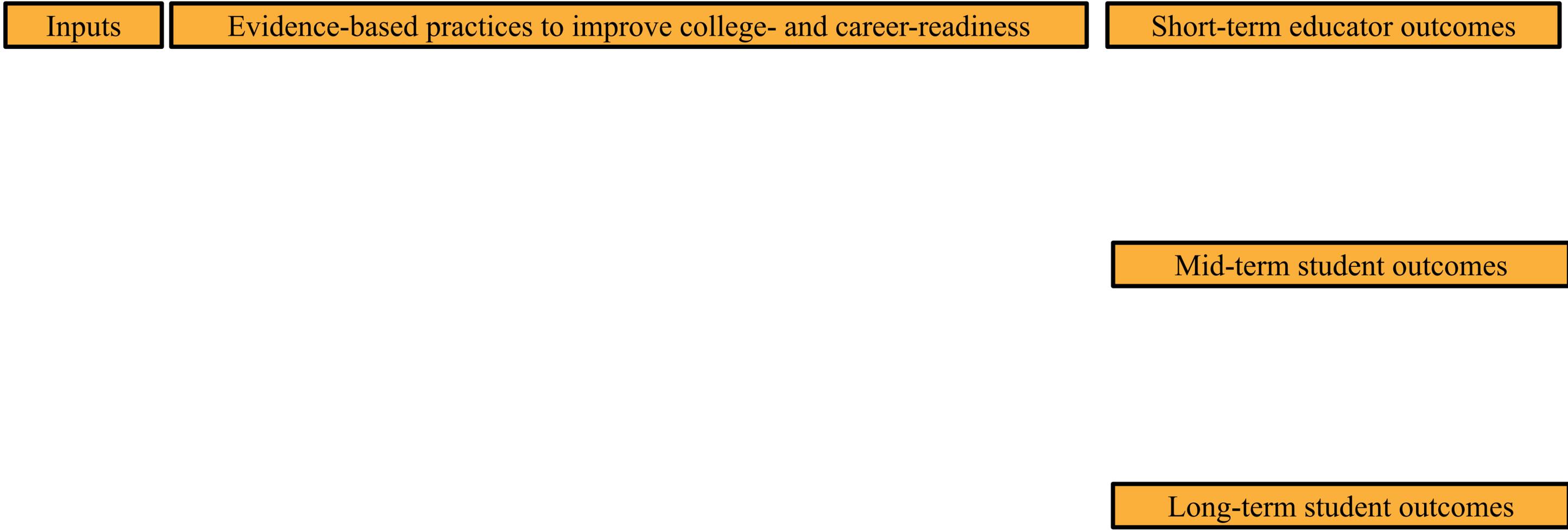


A theory of action offers a graphical representation of your improvement initiative and helps your team articulate how school resources and actions lead to desired outcomes.



Create your theory of action: Theory of action template

Problem statement: Students are not prepared for postsecondary transition due to inadequate development of academic and nonacademic competencies.



(Shakman & Rodriguez., 2015)



Create your theory of action: Start with long- and mid-term outcomes

Mid-term student outcomes

Students improve *sense of belonging* and *attendance* in school

Students increase *academic engagement* and *monitor learning*

Use a backward-design process to identify outcomes.



Long-term student outcomes

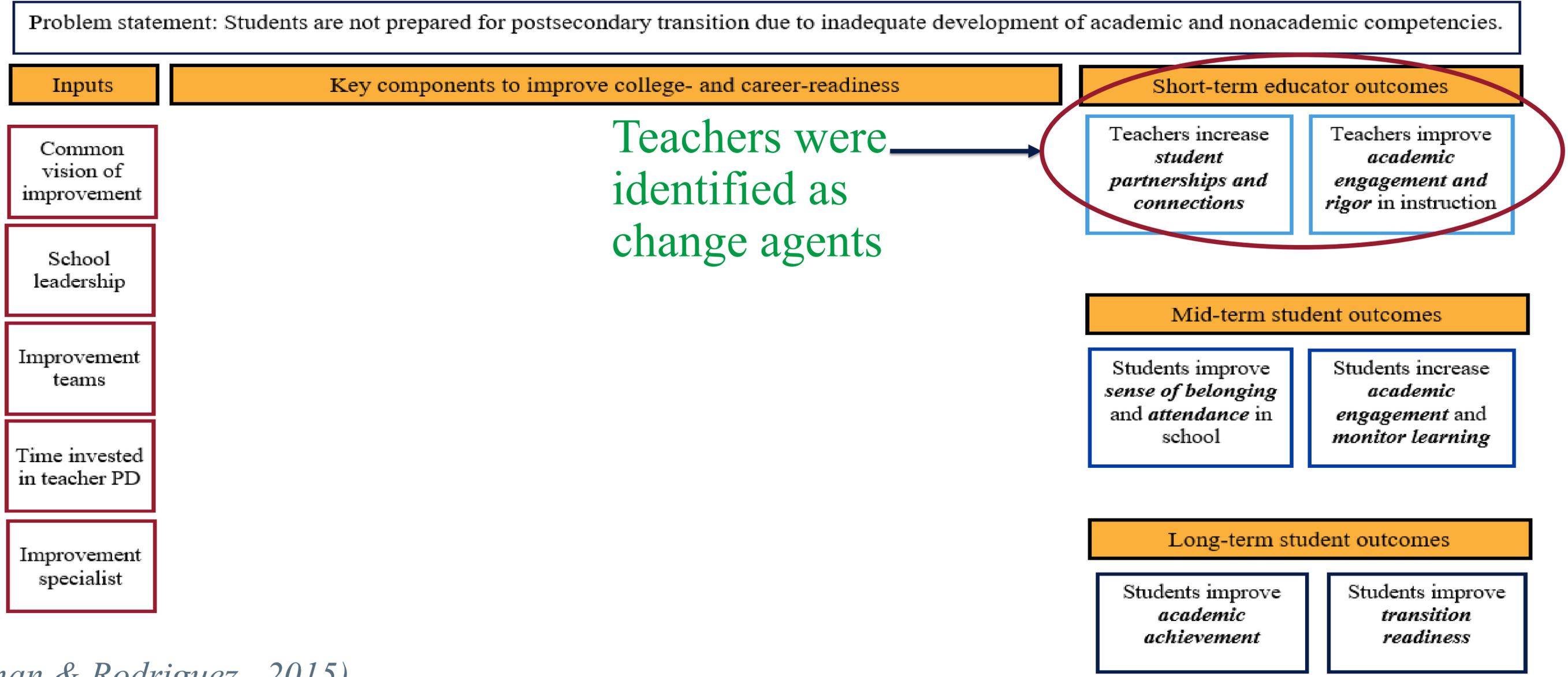
Students improve *academic achievement*

Students improve *transition readiness*

(Shakman & Rodriguez., 2015)

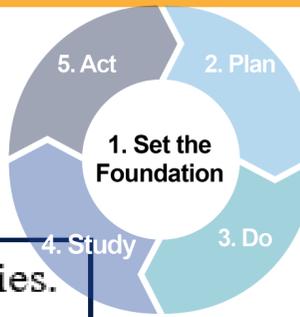


Create your theory of action: Identify change agents, short-term outcomes, and inputs

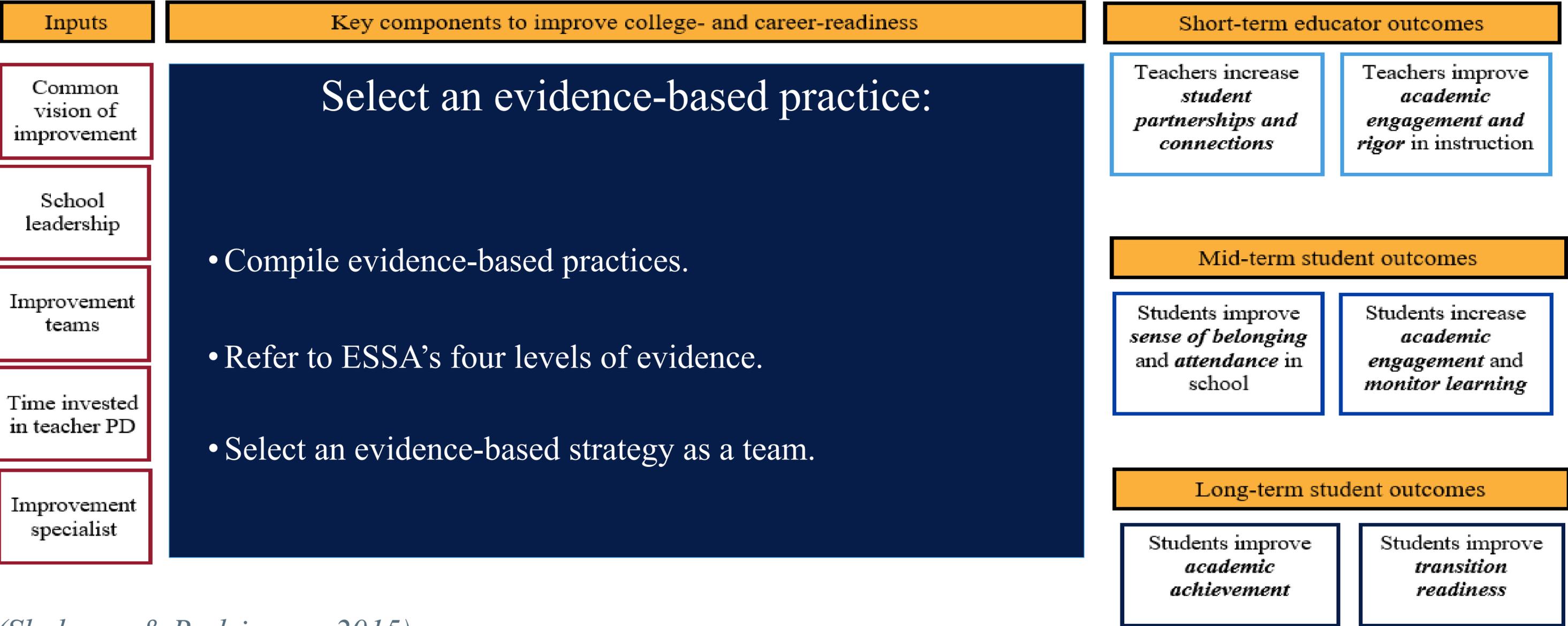


(Shakman & Rodriguez., 2015)

Select an evidence-based practice



Problem statement: Students are not prepared for postsecondary transition due to inadequate development of academic and nonacademic competencies.



(Shakman & Rodriguez., 2015)

Select an evidence-based strategy: Four levels of evidence in ESSA



Strong

At least one well-designed and implemented experimental study.



Moderate

At least one well-designed and implemented quasi-experimental study.



Promising

At least one well-designed and implemented correlational study.
Includes controls for statistical bias.



Demonstrates a Rationale

Well-specified logic model or theory of action.
Includes ongoing efforts to collect evidence.

For a full description of ESSA evidence standards, see <https://ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

Select an evidence-based strategy: Vetting your options

APPLICABILITY OF EVIDENCE-BASED INTERVENTIONS



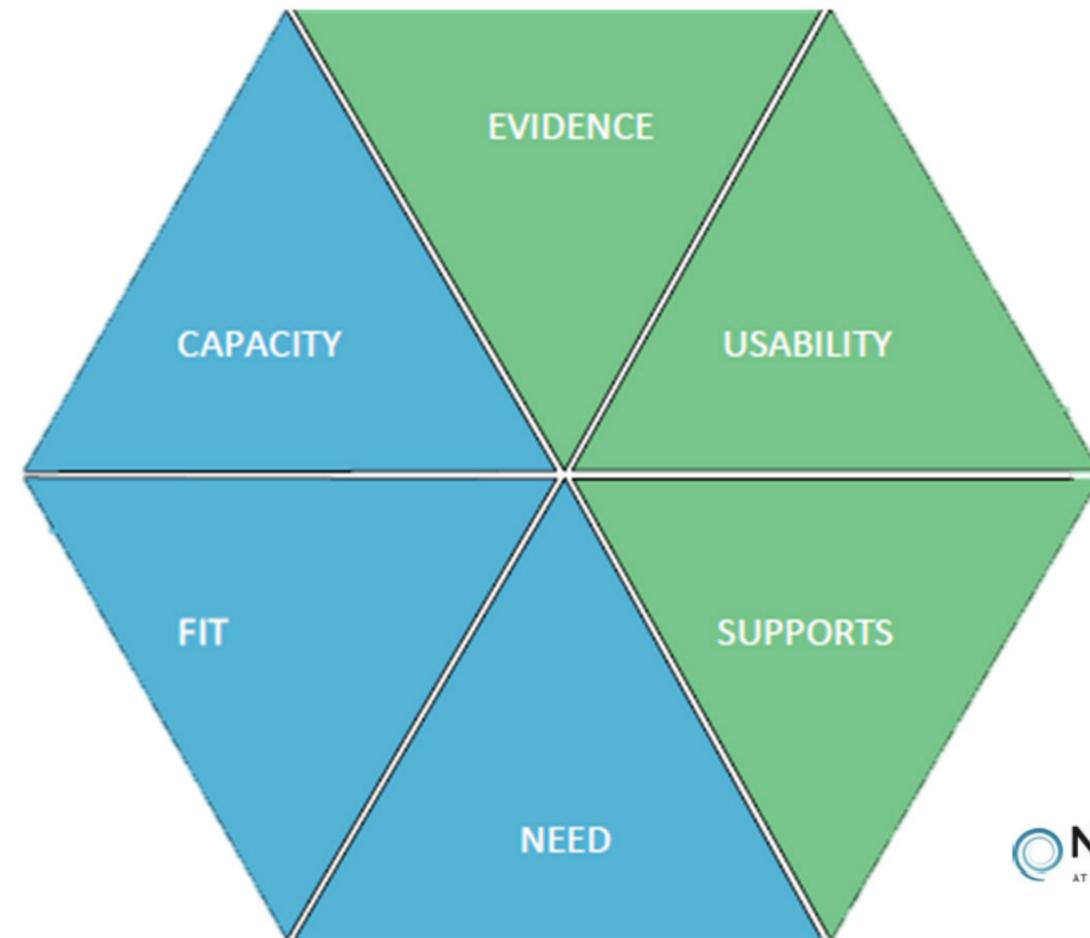
What?

- Determine which practice best *meets the needs of your school* and is *practical in your context*.

How?

- Hexagon Tool
- Applicability of Evidence-Based Interventions document

(Metz & Louison, 2019; REL West, 2020)



 **NIRN** | NATIONAL IMPLEMENTATION RESEARCH NETWORK
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPPEL HILL

- Program Indicators
- Implementing Site Indicators

Breakout Groups: Problem of Practice



Breakout session #1: Problem of practice...“If you build it, he will come.”



Learning targets:

- Build an initial understanding of data useful for identifying a problem of practice.
- Engage in a root-cause analysis to identify where to focus improvement efforts.

Introducing Deer View High School (DVHS)

- Deer View School District is a small, rural school district with one comprehensive high school, a technical school, one middle school, and four elementary schools.
- DVHS has 575 students across grades 9–12, where 67 percent of the students qualify for the federal school lunch program.
- DVHS offers two Advanced Placement courses, extracurricular clubs, and sports.



Small-group breakout: 25 minutes



Suggested planning time:

- 15 minutes for Activity 1: Review the data, jot down notes, and discuss.
- 10 minutes for Activity 2: Review the prompts in the *Five Whys* and develop responses.

Turn to the workbook, activity #1

When you see the notification on your screen, click the blue button that says:

Join

or

Join Breakout Room



Share your work

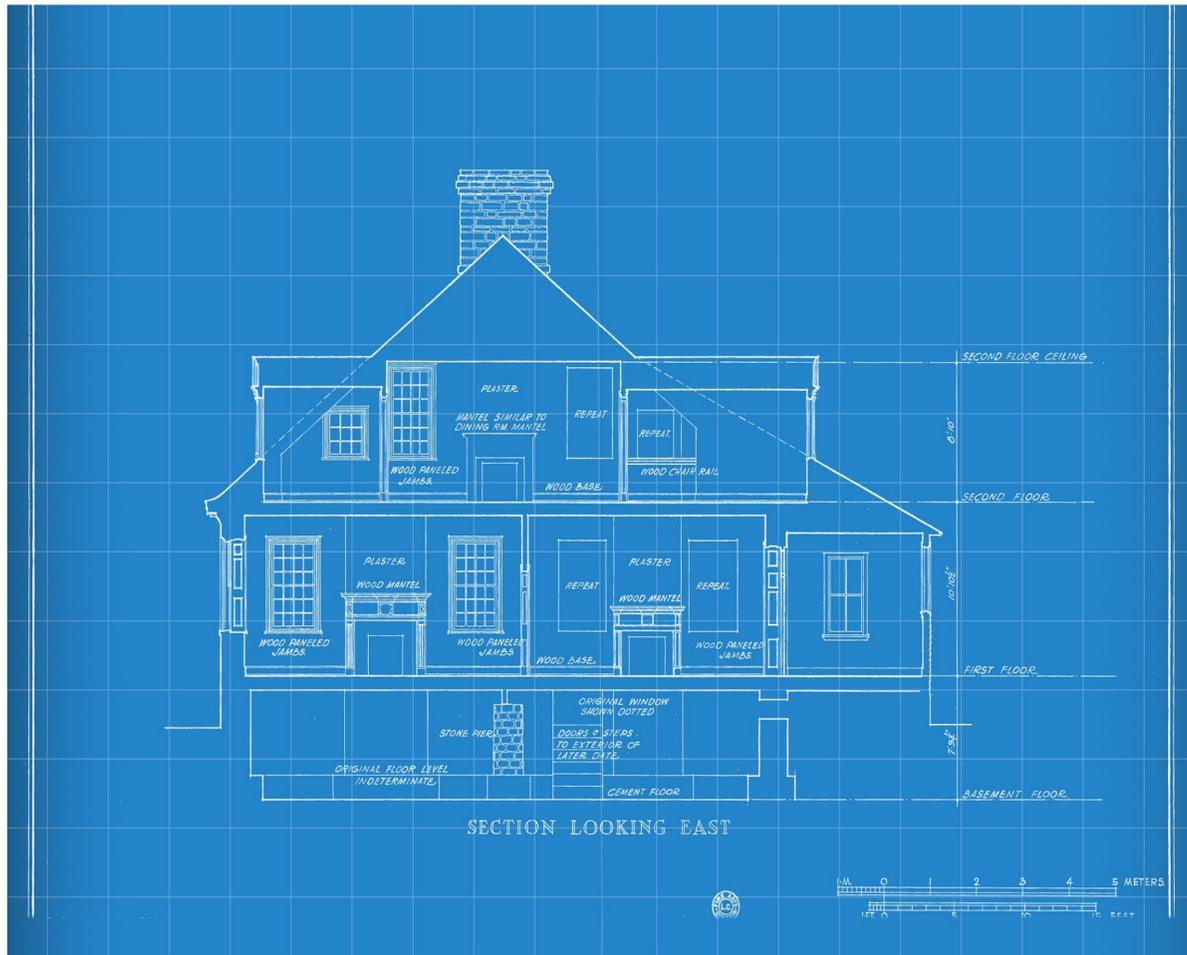




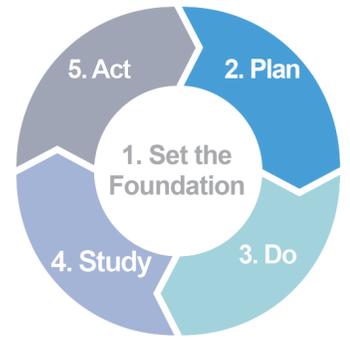
Phases 2: Plan



What to do in the *Plan* phase



- 1 List the action steps.
- 2 Identify data to collect.
- 3 Make predictions.



List the action steps

- Who will implement each activity and action step?
- What s the action step the team will take?
- When and where will each activity or action step happen?

<i>List the action steps:</i>				<i>Identify data to monitor:</i>		<i>Make predictions:</i>
[WHO] Target person	[WHAT] Action steps	[WHEN] Start/end	[WHERE] Location	[HOW] Implementation	[HOW] Outcomes	[WHY] Predict change, <i>where applicable</i>
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

(Collis & Foster, 2018)



Identify data to monitor

- How will you collect implementation and outcome data?
- Before thinking about new data, think about:
 - What data do we already collect?
 - Can we collect those data more consistently and systematically?

<i>List the action steps:</i>				<i>Identify data to monitor:</i>		<i>Make predictions:</i>
[WHO] Target person	[WHAT] Action steps	[WHEN] Start/end	[WHERE] Location	[HOW] Implementation	[HOW] Outcomes	[WHY] Predict change, where applicable
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

(Collis & Foster, 2018)

Make predictions



- What change is predicted?
- Prediction is key to the scientific method.
- The predictions will be used again in the Act phase.

<i>List the action steps:</i>				<i>Identify data to monitor:</i>		<i>Make predictions:</i>
[WHO] Target person	[WHAT] Action steps	[WHEN] Start/end	[WHERE] Location	[HOW] Implementation	[HOW] Outcomes	[WHY] Predict change. <i>where applicable</i>
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

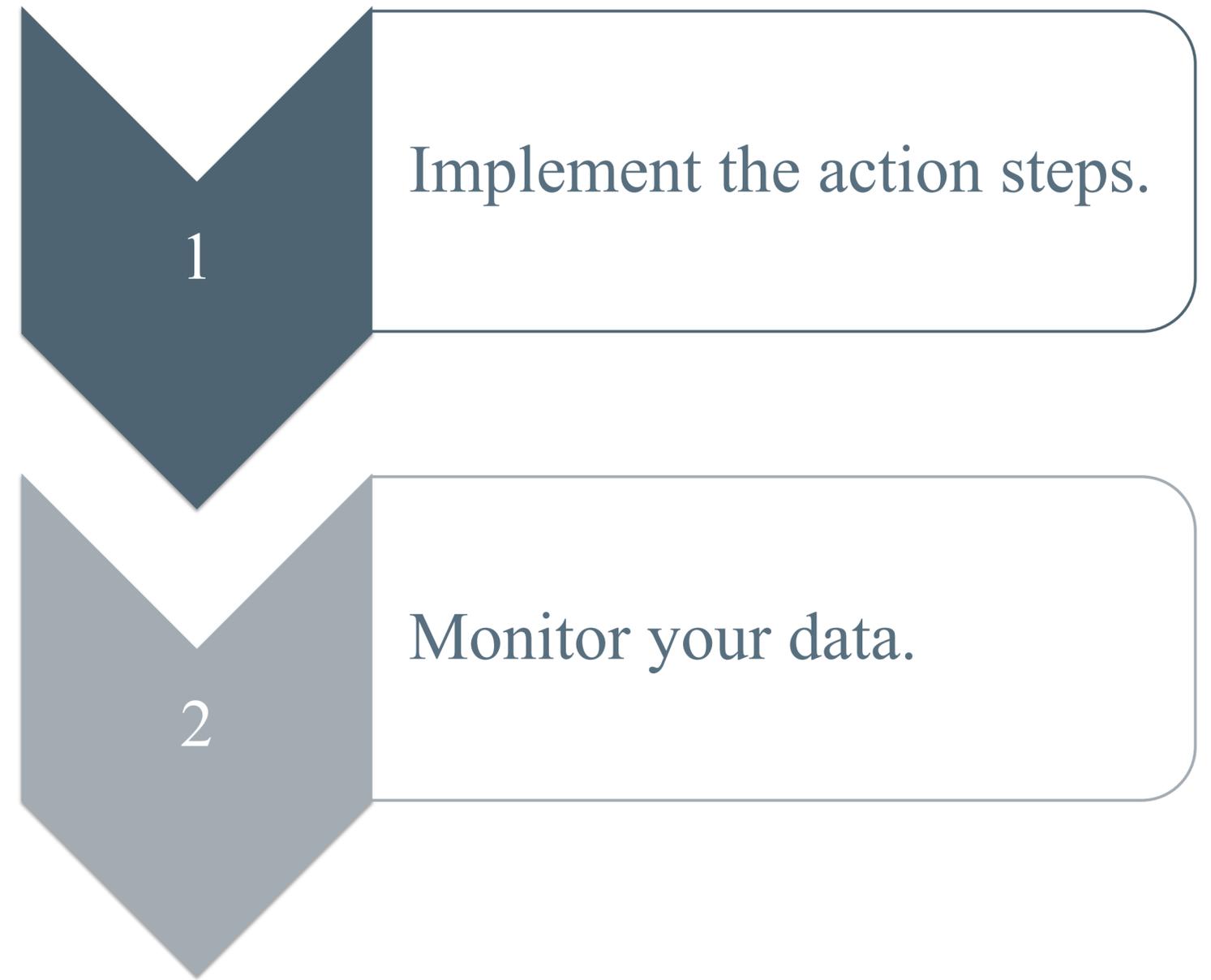
(Collis & Foster, 2018)

[WHAT] Action steps	[HOW] Implementation	[HOW] Outcomes	[WHY] Predict change. <i>where applicable</i>
<p>[PD Focus: Where am I going?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to clarify and communicate learning expectations to students. 2. Teachers will learn how to motivate students to understand why unit content is important to learn. 	<p>Interview:</p> <p>Teachers state understanding of learning expectations</p>	<p>Lesson plan:</p> <p>Teacher lesson plan shows clarity in learning expectations (Yes/ No)</p>	<p>Teachers will easily learn how to clarify and communicate learning expectations. All lesson plans for all three teachers should reflect this at the start of their lesson. This should be review for teachers.</p>
<p>[PD Focus: Where am I now?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to gather evidence of student thinking. 2. Teachers will learn how to probe student thinking. 	<p>Interview:</p> <p>Teachers state understanding of ways to gather evidence of student cognition.</p>	<p>Lesson plan:</p> <p>Teacher lesson plan incorporates evidence gathering (Yes/ No)</p>	<p>Teachers will first use student quizzes as evidence of student learning. After the professional development, teachers will be able to use daily exit tickets to get at student cognition.</p>
<p>[PD Focus: Where to next?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to use formative assessment feedback to adjust lesson plans and instructional approaches the next day. 	<p>Interview:</p> <p>Teachers state how they used evidence of student learning to adjust lesson plans.</p>	<p>Lesson plan:</p> <p>Teacher lesson plan shows options for responsive action (Yes/No)</p>	<p>Teachers will be able to adjust their lesson plan daily by using the evidence (exit tickets).</p>

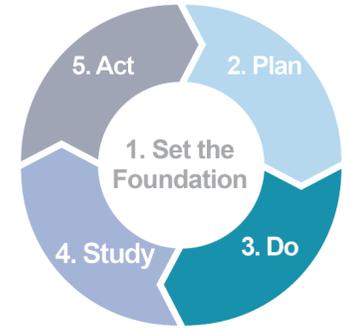


Phases 3: Do

What to do in *Do* phase



Implement the action steps



List the action steps:

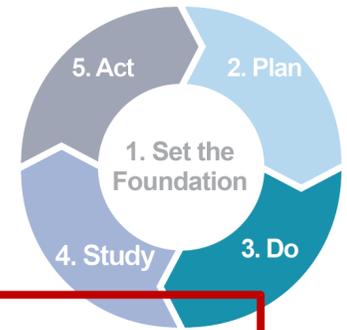
[WHO] Target person	[WHAT] Action steps	[WHEN] Start/end	[WHERE] Location
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		



- Just do it... Start implementing the action steps.
- Remember to collect the implementation and outcome data.

(Collis & Foster, 2018)

Monitor your data



<i>Identify data to monitor: [From plan phase]</i>	<i>Monitor your data:</i>	
Description of data [List implementation checkpoints and outcome data from action plan template]	Who will collect data? [Name of person responsible for collecting and storing data]	Date of data collected [The date the data were collected, including multiple time points]
	Implementation checkpoints	
1.		
2.		
3.		
	Outcome data	
1.		
2.		
3.		

(Collis & Foster, 2018)

<i>Identify data to monitor: [From plan phase]</i>	<i>Monitor your data:</i>	
Description of data [List implementation checkpoints and outcome data from action plan template]	Who will collect data? [Name of person responsible for collecting and storing data]	Date of data collected [The date the data were collected, including multiple time points]
Implementation checkpoints		
1. Interview of Ms. Neal, Mr. Knowles, and Ms. Riddell	School improvement specialist (Ms. Hale)	- 10/1/20 - 10/30/20 - 11/29/20
Outcome data		
1. Lesson plans for week of 10/1/20 from Neal, Knowles, Riddell	Math chair (Ms. Neal)	- 10/5/20
2. Lesson plan for week of 10/25/20 from Neal, Knowles, Riddell	Math chair (Ms. Neal)	- 10/30/20
3. Lesson plan for week of 11/15/20 from Neal, Knowles, Riddell	Math chair (Ms. Neal)	- 11/20/20

Break

3-minute break



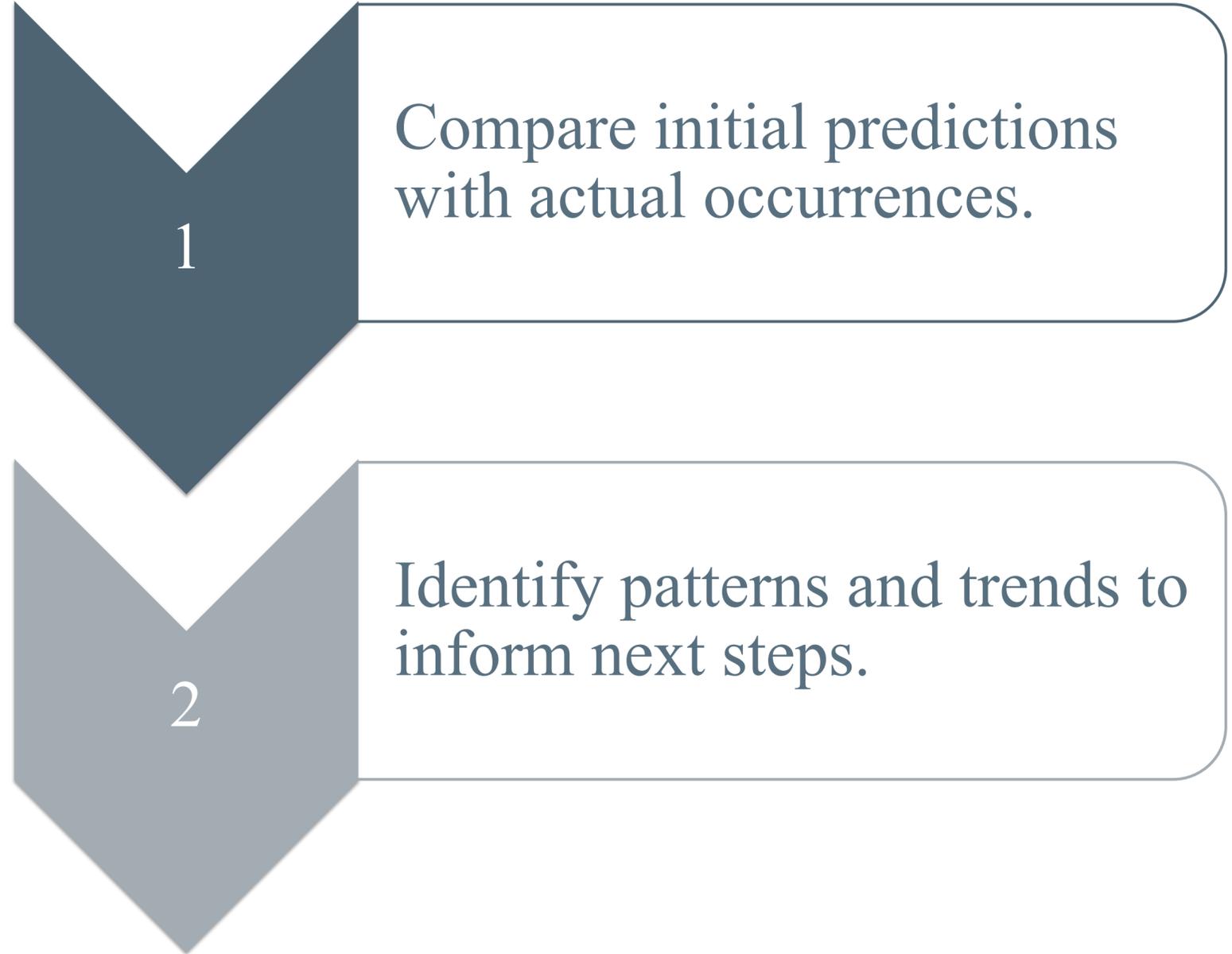
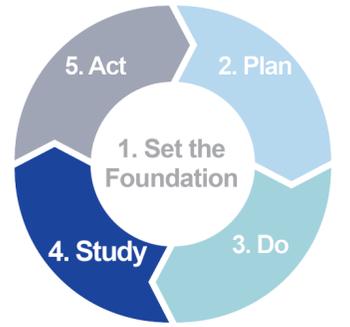
Take a few minutes to grab a bite, get some water, or stretch, and come back after this song.



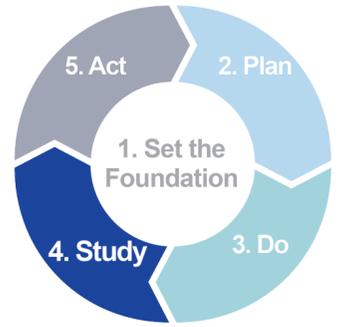


Phase 4: Study

What to do in the *Study* phase



Compare initial predictions with actual occurrences

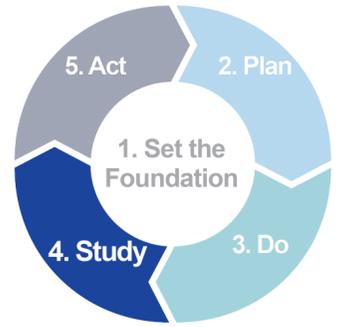


<i>List the action steps: [From plan phase]</i>		<i>Make predictions: [From plan phase]</i>	<i>Study actual occurrences:</i>
[WHO] Target person	[WHAT] Action steps	[WHY] Predict change	[WHAT HAPPENED] Report results from data
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

- Analyze the data.
- Report the results in the action plan template.
- Describe what actually happened when the action step was implemented.

(Cherasaro et al., 2015)

Identify patterns and trends to inform next steps: 
And you may ask yourself, “Well... how did I get here?”



- Were the action steps implemented as planned?
- How did our predictions align with our results?
- Did anything happen that may have affected implementation or outcomes?

[WHAT] Action steps	[HOW] Implementation	[HOW] Outcomes	[WHY] Predict change. <i>where applicable</i>
<p>[PD Focus: Where am I going?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to clarify and communicate learning expectations to students. 2. Teachers will learn how to motivate students to understand why unit content is important to learn. 	<p>Interview:</p> <p>Teachers state understanding of learning expectations</p>	<p>Lesson plan:</p> <p>Teacher lesson plan shows clarity in learning expectations (Yes/ No)</p>	<p>Teachers will easily learn how to clarify and communicate learning expectations. All lesson plans for all three teachers should reflect this at the start of their lesson. This should be review for teachers.</p>
<p>[PD Focus: Where am I now?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to gather evidence of student thinking. 2. Teachers will learn how to probe student thinking. 	<p>Interview:</p> <p>Teachers state understanding of ways to gather evidence of student cognition.</p>	<p>Lesson plan:</p> <p>Teacher lesson plan incorporates evidence gathering (Yes/ No)</p>	<p>Teachers will first use student quizzes as evidence of student learning. After the PD, teachers will be able to use daily exit tickets to get at student cognition.</p>
<p>[PD Focus: Where to next?]</p> <ol style="list-style-type: none"> 1. Teachers will learn how to use formative assessment feedback to adjust lesson plans and instructional approaches the next day. 	<p>Interview:</p> <p>Teachers state how they used evidence of student learning to adjust lesson plans.</p>	<p>Lesson plan:</p> <p>Teacher lesson plan shows options for responsive action (Yes/No)</p>	<p>Teachers will be able to adjust their lesson plan daily by using the evidence (exit tickets).</p>

Breakout Groups: Interpreting Data



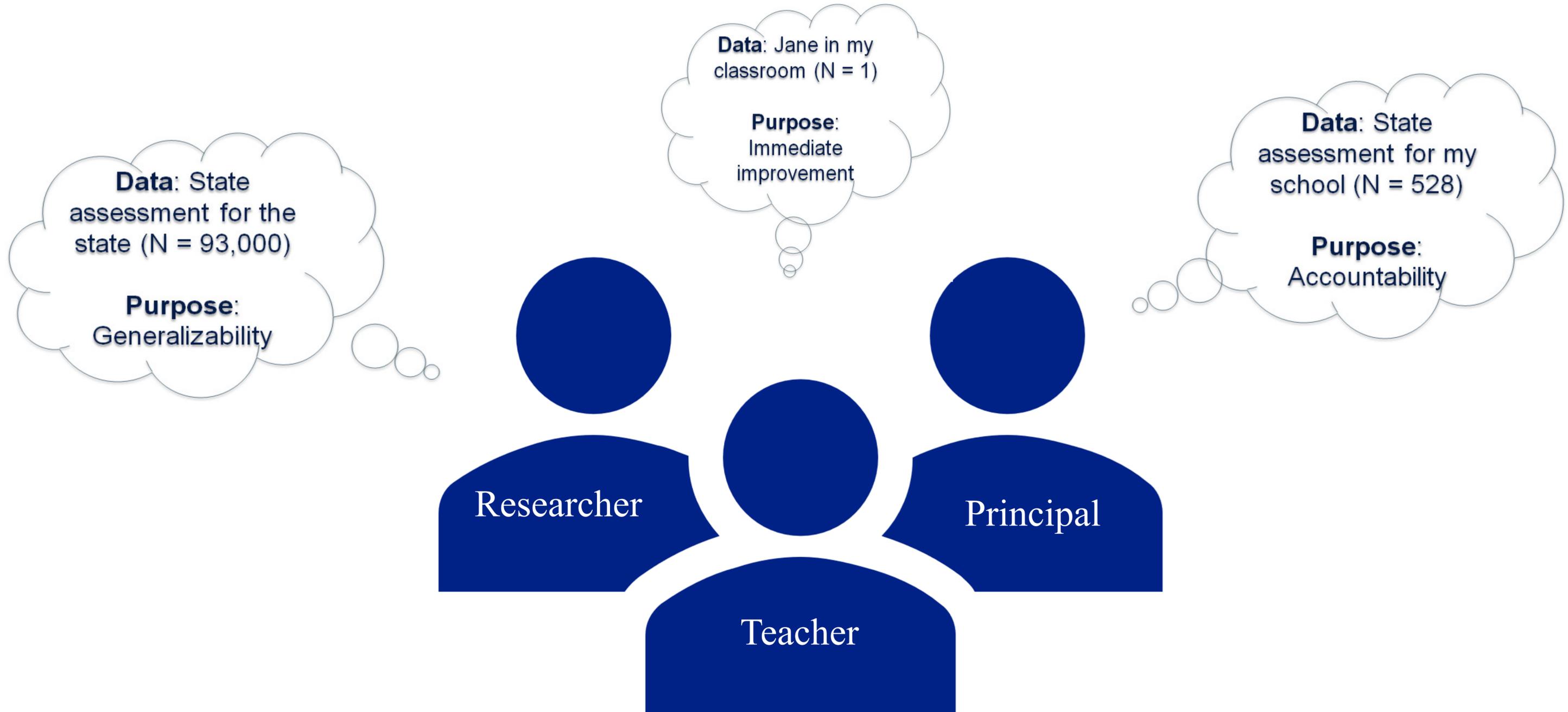
Breakout session #2: Interpreting and showing data



Learning targets:

- Think about data you already have.
- Learn how to analyze data for improvement.

Data all around us: You say “tomato,” I say “tomato”



Deer View High School: Data collected during the *Do* phase

- Implementation checkpoints
 - Interview with Neal
 - Interview with Knowles
 - Interview with Riddell
- Outcome data
 - Lesson plans from Neal: Weeks 1, 2, 3
 - Lesson plans from Knowles: Weeks 1, 2, 3
 - Lesson plans from Riddell: Weeks 1, 2, 3



Deer View High School: Data results during the *Study* phase

<i>List the action steps: [From plan phase]</i>		<i>Make predictions: [From plan phase]</i>	<i>Study actual occurrences:</i>
[WHO] Target person	[WHAT] Action steps	[WHY] Predict change	[WHAT HAPPENED] Report results from data
Grade 10 geometry teachers: Mr. Knowles Ms. Riddell Ms. Neal	[PD Focus: Where am I going?] 1. Teachers will learn how to clarify and communicate learning expectations to students. 2. Teachers will learn how to motivate students to understand why unit content is important to learn.	Teachers will easily learn how to clarify and communicate learning expectations. All (3 out of 3) lesson plans should reflect this at the start of their lesson. This should be review for teachers.	<p>Refer to activity #3 and #4</p>
Grade 10 geometry teachers: Mr. Knowles Ms. Riddell Ms. Neal	[PD Focus: Where am I now?] 1. Teachers will learn how to gather evidence of student thinking. 2. Teachers will learn how to probe student thinking.	Teachers will first want to use student quizzes as evidence of student learning. Through the professional development, teachers will be able to use daily exit tickets to reveal student metacognition.	
Grade 10 geometry teachers: Mr. Knowles Ms. Riddell Ms. Neal	[PD Focus: Where to next?] 1. Teachers will learn how to use formative assessment feedback to adjust lesson plan and instructional approach the next day.	Teachers will use the evidence (exit tickets) to be able to adjust their lesson plan on a daily basis.	

Small-group breakout: 25 minutes



Suggested planning time:

- 5 minutes to review data.
- 10 minutes for Activity 3: Analyze teacher interviews and fill in results.
- 10 minutes for Activity 4: Analyze lesson plan summary and fill in results.

Turn to the workbook, activity #3

When you see the notification on your screen, click the blue button that says:

Join

or

Join Breakout Room



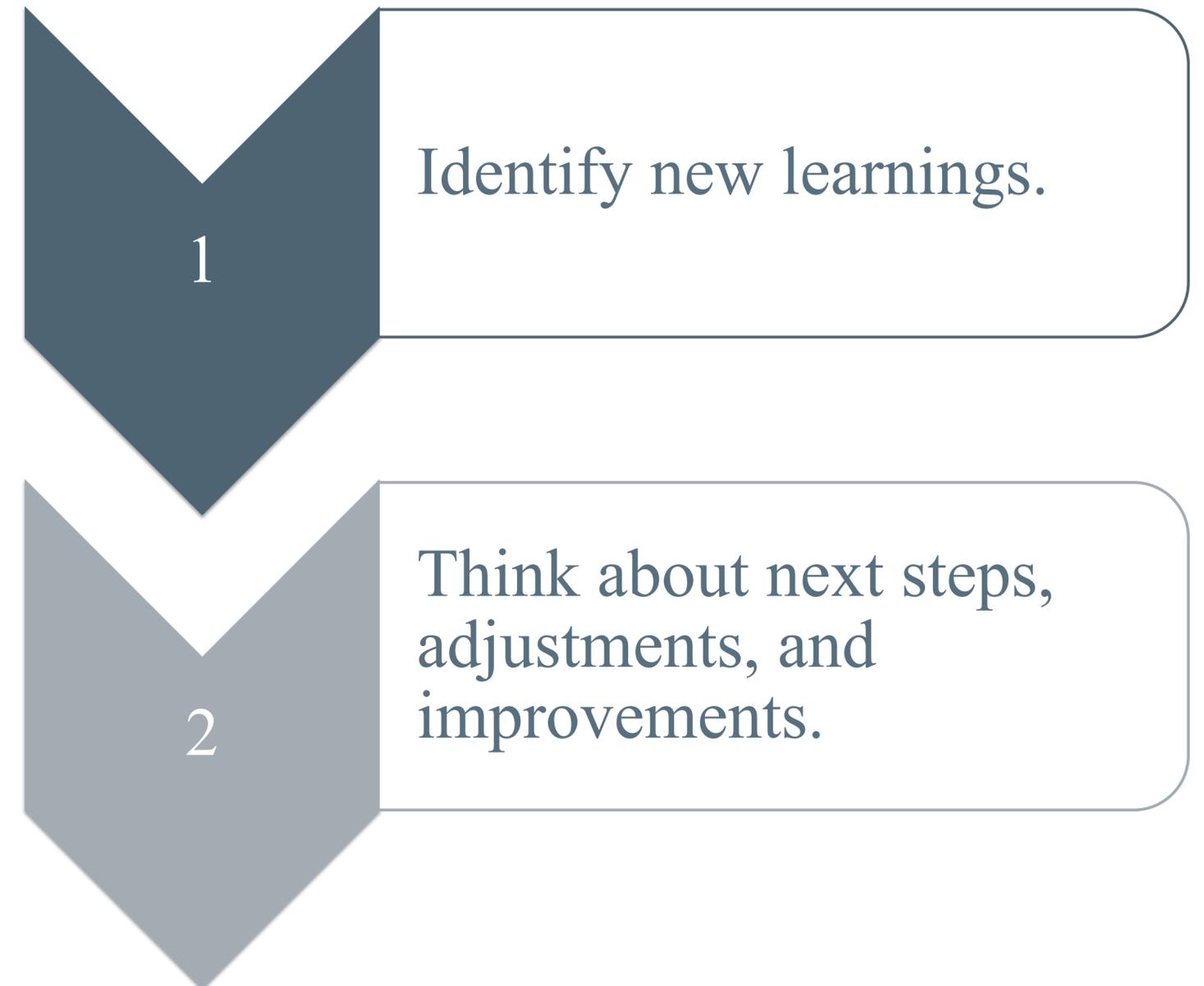
Share your work



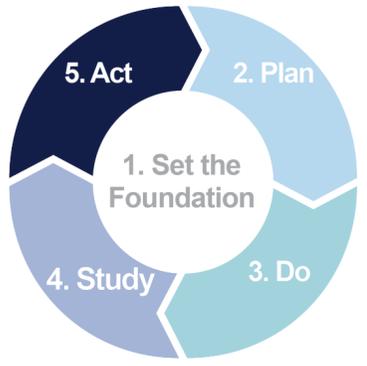


Phase 5: Act

What to do in the *Act* phase



Identify new learnings



<i>List the action steps: [From plan phase]</i>		<i>Make predictions: [From plan phase]</i>	<i>Study actual occurrence: [From study phase]</i>	<i>Identify new learnings:</i>
[WHO] Target person	[WHAT] Action steps	[WHY] Predict change	[WHAT HAPPENED] Report results from data	[WHAT NEXT?] Revise and improve action steps
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			

- What insights do you have?
- What are new learnings?

(Cherasaro et al., 2015)

Think about next steps, adjustments, and improvements

What did we learn when we studied the data and information?

What revisions should we make to our activities and/or predictions?

What are our immediate next steps?

What are our long-term next steps?

Breakout Groups: Revising and Improving



Breakout session #3: Revising and improving your plan to make it... “better, faster, stronger.”



Learning targets:

- Interpreting data for improvement.

Using a discussion protocol

- Step 1: Compare the prediction to the actual occurrences.
- Step 2: Discuss.
 - What insights do you have?
 - What are new learnings?
- Step 3: Synthesize new learnings.



Small-group breakout activity: Revise and improve action steps

<i>List the action steps: [From plan phase]</i>		<i>Make prediction: [From plan phase]</i>	<i>Study actual occurrence: [From study phase]</i>	<i>Identify new learnings:</i>
Target person	Action steps	Predict change	Report results from data	Revise and improve action steps
Geometry teachers: Mr. Knowles Ms. Riddell Ms. Neal	[PD Focus: Where am I going?] 1. Teachers will learn how to clarify and communicate learning expectations to students. 2. Teachers will learn how to motivate students to understand why unit content is important to learn.	Teachers will easily learn how to clarify and communicate learning expectations. All (3 out of 3) lesson plans should reflect this at the start of their lesson. This should be review for teachers.	2 out of 3 teachers reviewed and identified clarifying questions. [Data source: Meeting notes and teacher interviews]	Refer to activity #5 for discussion protocol questions

Small-group breakout: 15 minutes



Suggested planning time:

- 10 minutes for Activity 5: Discussion protocol to identify new learnings.
- 5 minutes for Activity 6: Next steps, adjustments, and improvements.

Turn to the workbook, activity #5

When you see the notification on your screen, click the blue button that says:

Join

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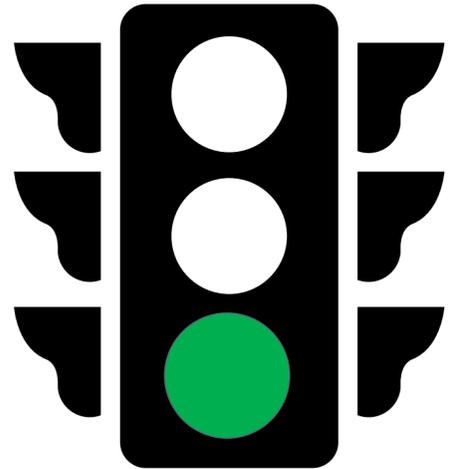
Join Breakout Room



Share your work

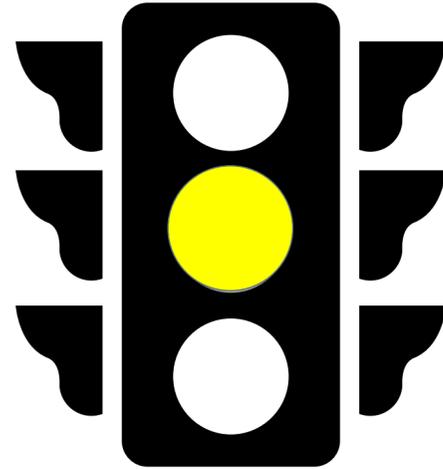


Group discussion: Immediate next steps?



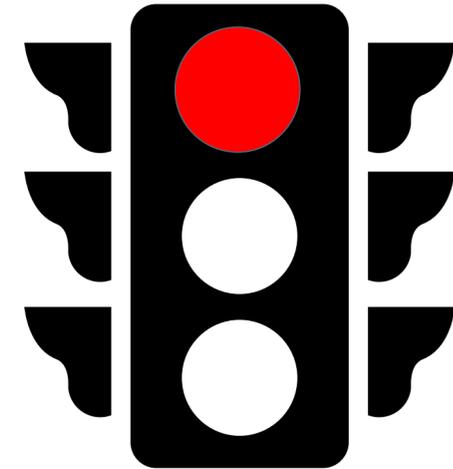
Go

Go all out! Implement formative assessment with other teachers in the school.



Yield

Try again! Implement formative assessment with the same teachers and test one more time.



Stop

No way! Formative assessment did not work. Stop altogether and try something else.

Final thoughts: "It goes on and on and on and on." 

Scenario of Deer View High School

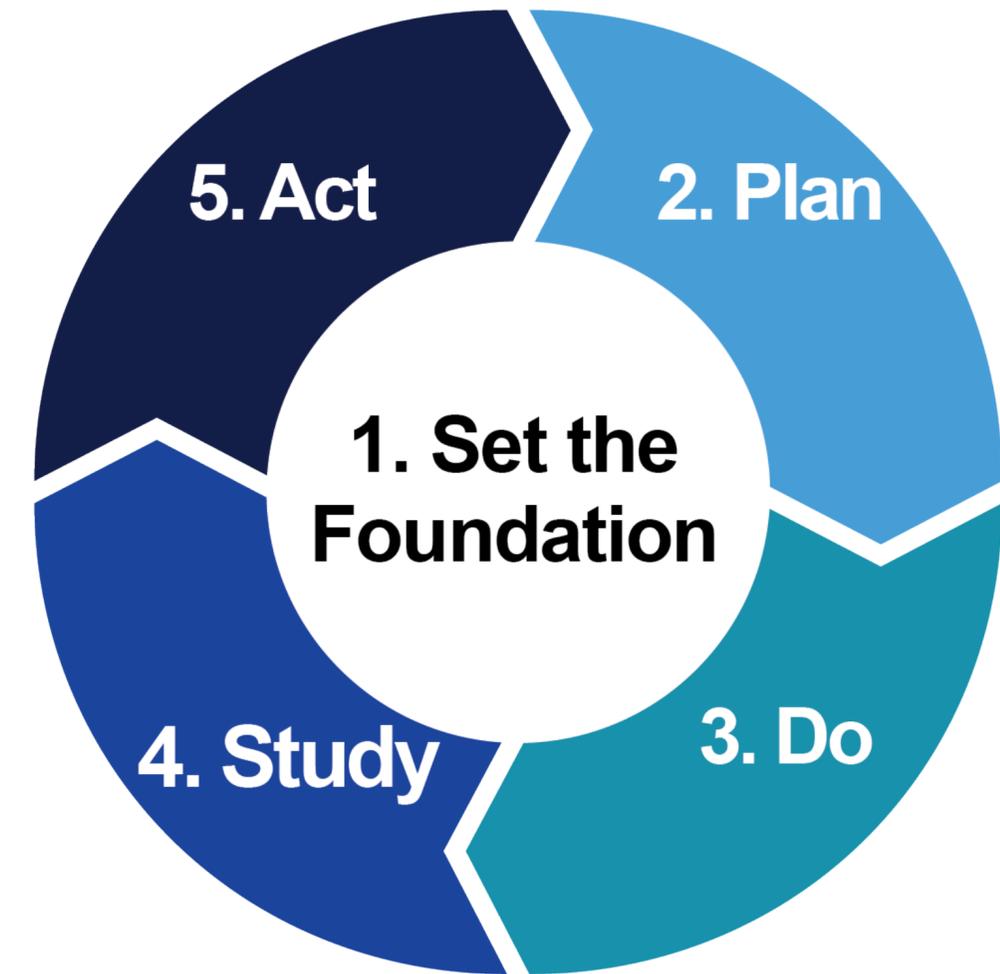
- Take another cycle in quarter two of the school year to study formative assessment practices.
- After second PDSA cycle, decide whether to move the practice forward with other teachers in the second semester.
- Continue to commit to effectively implement formative assessment practices with students prior to expecting the entire staff to become adept with formative assessment.



Next Steps and Wrap-Up

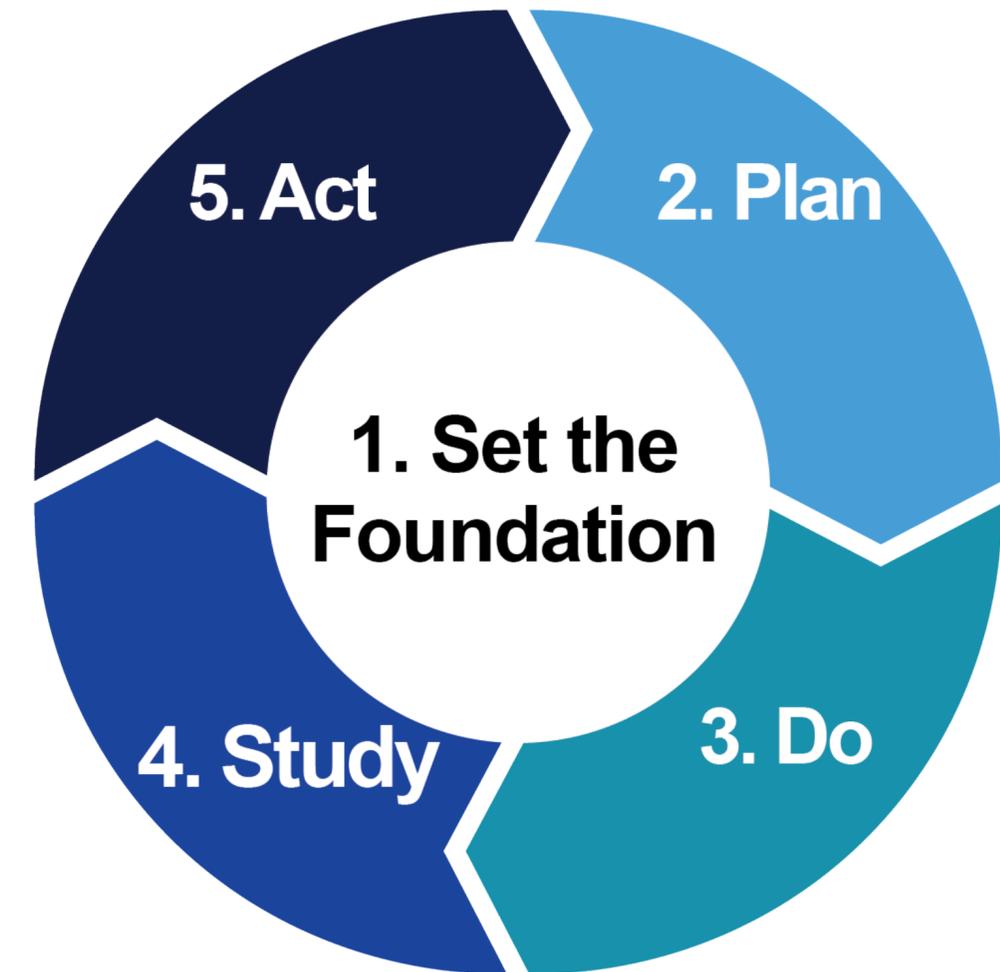
Overview of today's content

- What is *Continuous Improvement*?
 - A process that seeks to increase the effectiveness or efficiency of a system by making small-scale changes that are repeatedly evaluated by a series of tests.
- How do we *Set the Foundation*?
 - Define the problem.
 - Create your theory of action.
 - Select an evidence-based strategy.
- How do we *Plan*?
 - List the action steps.
 - Identify data to collect.
 - Make predictions.



Overview of today's content (cont.)

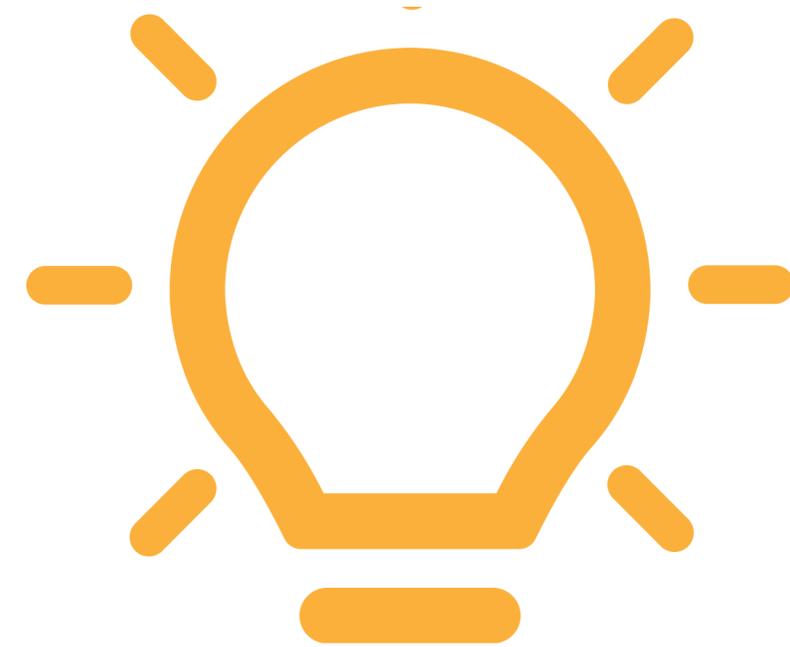
- How do we *Do*?
 - Implement the action steps.
- How do we *Study*?
 - Study the actual occurrence.
 - Identify patterns and trends to inform next steps.
- How do we *Act*?
 - Identify new learnings.
 - Think about next steps, adjustments, and improvements.



What did we learn today?



I used to think...



Now I know...

Where do we go from here?

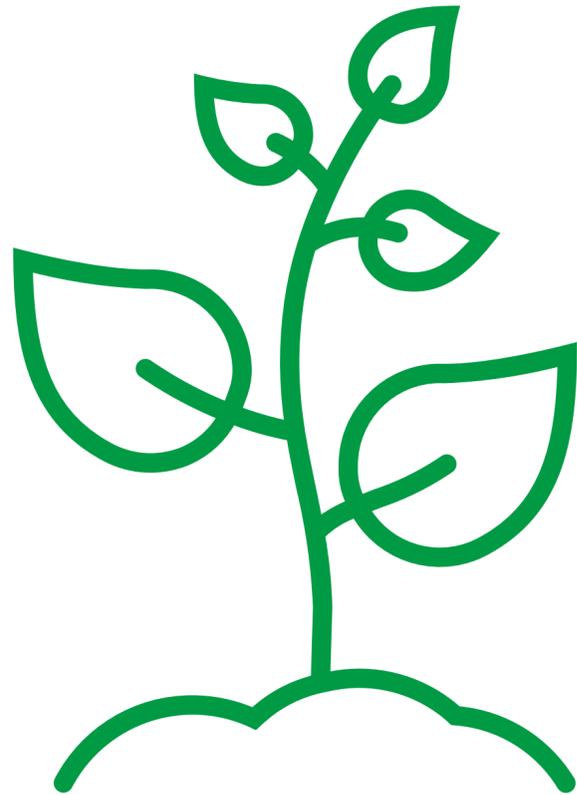


I will share with...



Problem I want to address...

Help us grow!



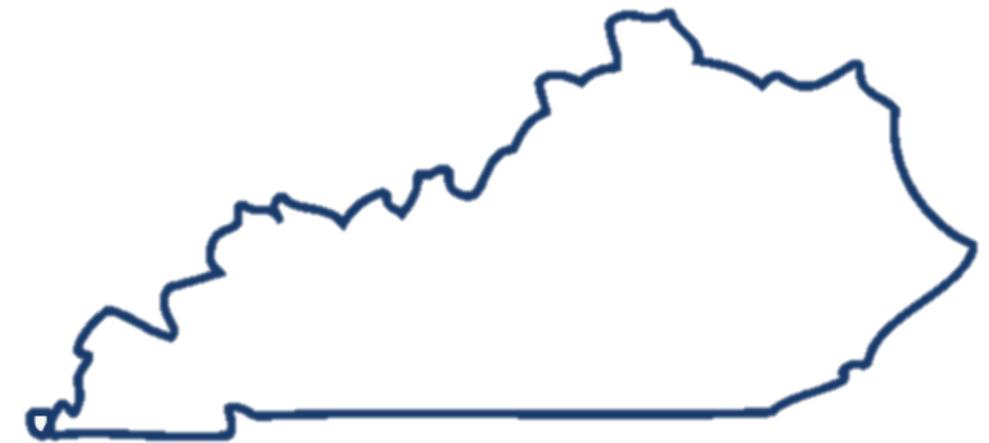
We appreciate your feedback as we continue to improve our work to meet your needs!

https://sri.col.qualtrics.com/jfe/form/SV_2aX8Ty34qxCVDi5

Learn more about our work

We work with partners in Kentucky as part of our Improving Postsecondary Transitions Partnership.

<https://ies.ed.gov/ncee/edlabs/regions/appalachia/partners-postsecondary-transitions.asp>



Thank you!



<https://ies.ed.gov/ncee/edlabs/regions/appalachia>



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