

Leveraging the GaDOE Continuous Improvement Framework

***2017 GaPSC Certification and Program Officials Conference
Middle Georgia State University, Macon
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Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Session Goals

- Review the Georgia's System of Continuous Improvement Framework
- Discuss how GaDOE will use the Framework
- Discuss what Principals need to know about Framework



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“All organizations are perfectly designed to get the results they are now getting. If we want different results, we must change the way we do things.”

..... Tom Northrup

- 1. Background**
- 2. Framework**
- 3. Connections**

1. Background

2. Framework

3. Connections



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Background

Shared Theory of Action

If leadership and their professional learning communities improve their organizational systems, structures, and processes, then Georgia schools and districts will continuously improve.



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Background

Purpose of the Presentation

To provide the background for Georgia's Systems of Continuous Improvement, a basic explanation of its process for, and content of, continuous improvement, and to connect it to the work of schools, districts, regions, and the state.

Purpose of the Framework

To focus all educational leaders on the continuous improvement work of Georgia's schools, and to align all our tools, resources, and support within that shared work of school continuous improvement.



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Background

Underlying Principles

- Effective continuous improvement work must be manageable and coherent
- Effective continuous improvement work must be collaborative (across departments, divisions, and programs in schools and districts, and among all levels...schools, districts, regions, and the state)
- Continuous improvement must occur all the time, not merely annually (it's a process, not an event)
- The more a school gets organized (around the five research-based systems* and their 22 structures), the more likely it is to improve continuously

*Organizing Schools for Improvement– Bryk, et al.

1. Background

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Framework

Georgia's Systems of Continuous Improvement



Framework: The Process for Continuous Improvement

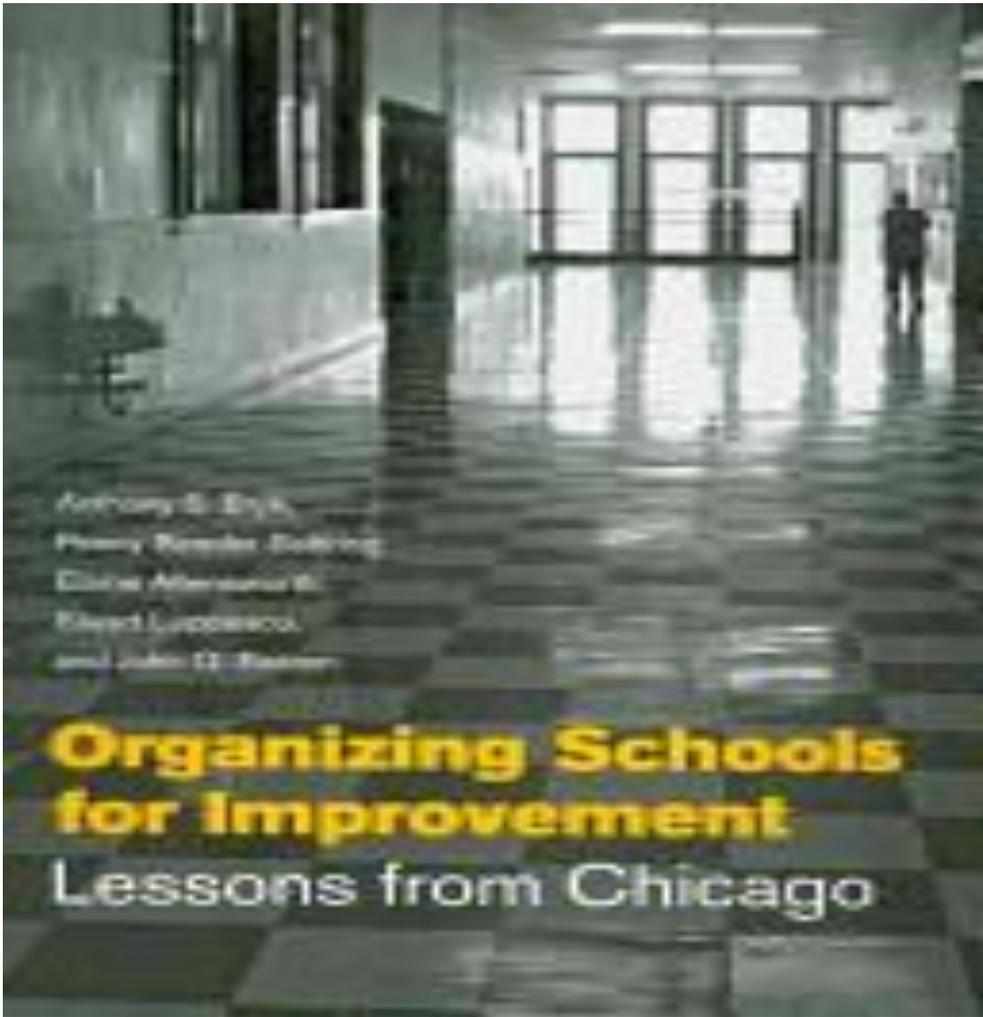
HOW we
improve
continuously



Framework

The Process for Continuous Improvement



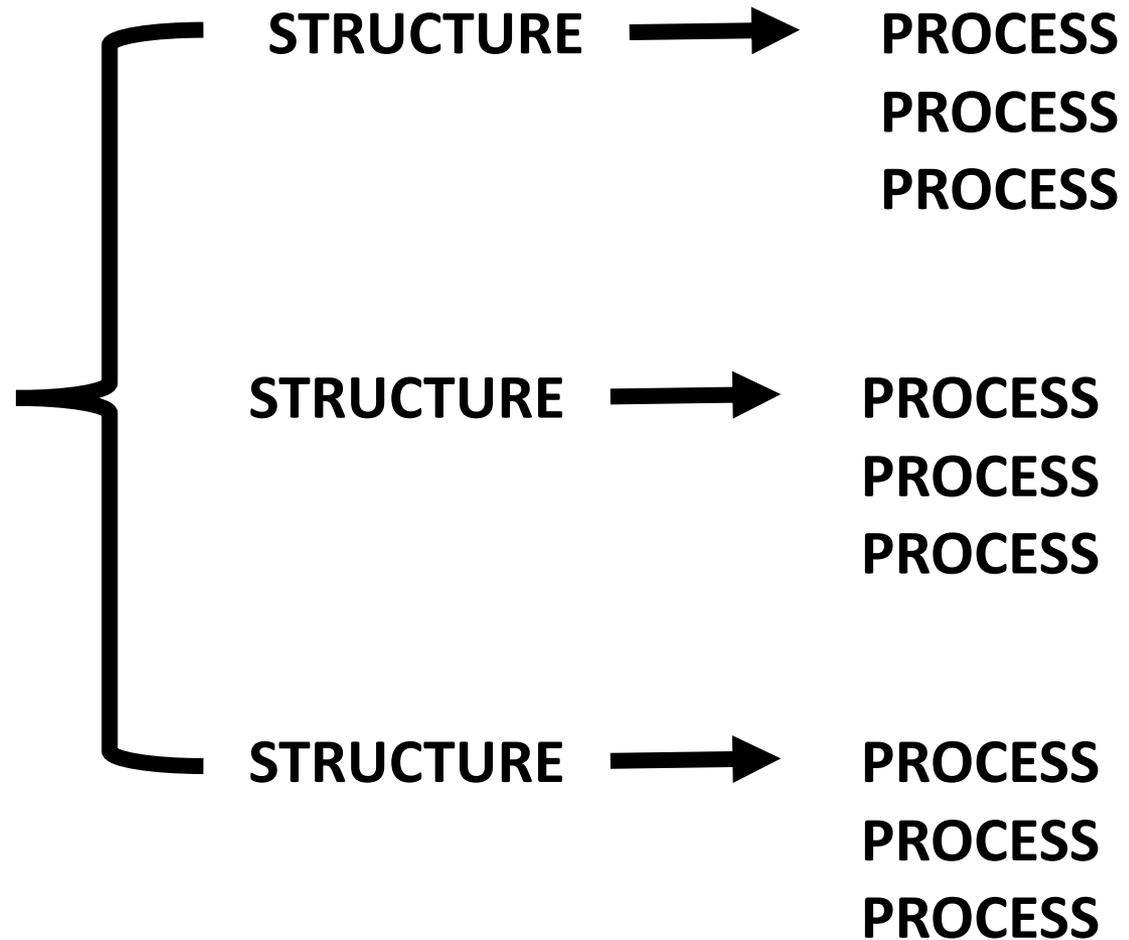


Anthony S. Bryk,
Penny Kessler Goldberg,
Clara Alvarado B.,
Edward Lubienski,
and John D. Weaver

**Organizing Schools
for Improvement**
Lessons from Chicago

Concept

SYSTEM



Framework: The Content of Continuous Improvement

WHAT we
improve
continuously



Framework: The Content of Continuous Improvement

The major system of the complex school organization that articulates and guides the *what and how of instruction*



Framework: The Content of Continuous Improvement



STRUCTURES

- Planning for quality instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

Framework: The Content of Continuous Improvement

A major system of the complex school organization that develops a quality staff to *reduce the variance of quality in instruction* throughout the school



Framework: The Content of Continuous Improvement



STRUCTURES

- Attracting staff
- Developing staff
- Retaining staff
- Ensuring staff collaboration

Framework: The Content of Continuous Improvement

A major system of the complex school organization that *ensures students' school participation* and willingness to expend major effort on classroom learning



Framework: The Content of Continuous Improvement



STRUCTURES

- Maintaining order and safety
- Developing and monitoring a multi-tiered system of supports
- Ensuring a student learning community

Framework: The Content of Continuous Improvement

A major system of the complex school organization that develops *quality links* between local school professionals and the parents and community the school is intended to serve



Framework: The Content of Continuous Improvement

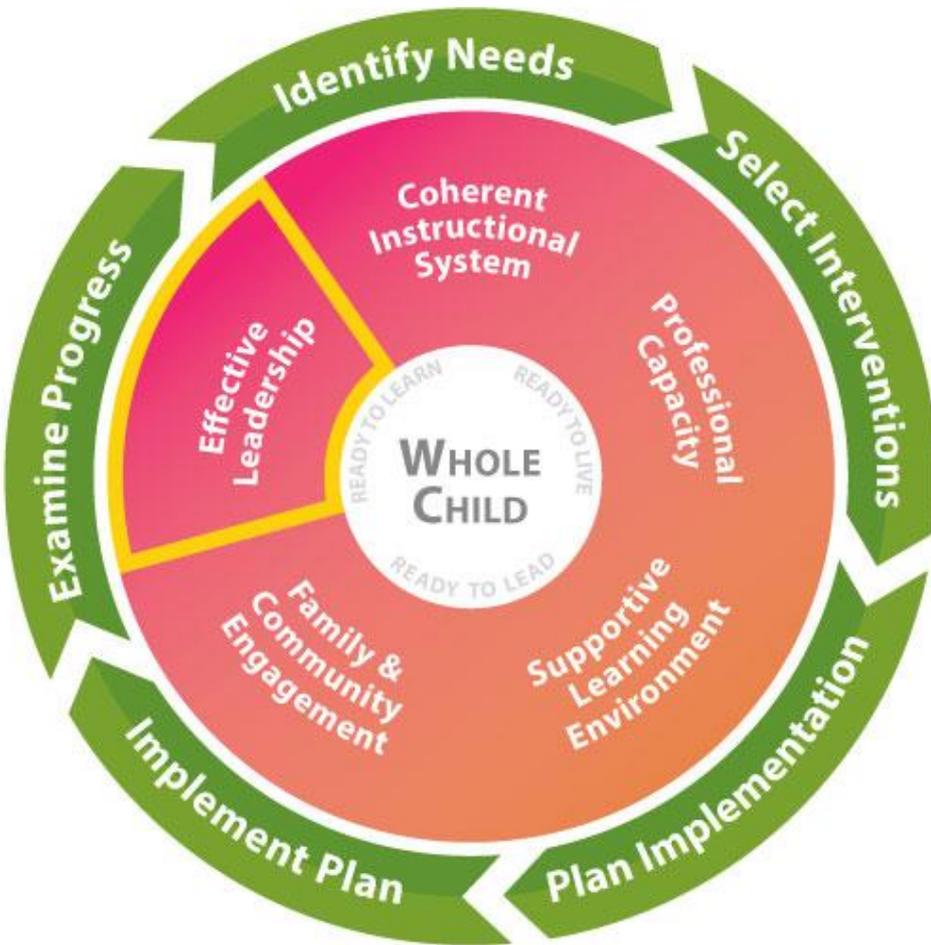
STRUCTURES

- Welcoming all families/the community
- Communicating effectively with families/the community
- Supporting student success
- Empowering families
- Sharing leadership with families/the community
- Collaborating with families/the community



Framework: The Content of Continuous Improvement

A major system of the complex school organization that *sets the direction* for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission



Framework: The Content of Continuous Improvement

STRUCTURES

- Creating and maintaining a climate and culture conducive to academic success
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving improvement efforts



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Connections

Systems Thinking

SYSTEMS (Five total)

MADE UP OF STRUCTURES (22 total)

MADE UP OF PROCESSES (customized by schools/districts)

Example:

ONE SYSTEM- Family & Community Engagement

ONE OF ITS SIX STRUCTURES- Communicating Effectively with Families & the Community

A SCHOOL-SPECIFIC PROCESSES- Meeting with the Principal

Connections

Systems Thinking

Every system is perfectly designed to get the results it gets
(i.e., leaders don't fix students, they fix the organizational systems, structures, and processes)-- Deming



Systems-thinking is a key competency for all educational leaders

School Improvement Plan Template Components

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	

Resources and Tools

- A System for Effective Instruction: A Model Instructional Program
<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/System-for-Effective-School-Instruction.aspx>
- Examples of Data Analysis Protocols:
 - [Atlas Protocol](#)
 - [Abbreviated Protocols for Data Analysis](#)
 - [Examining Data](#)
- Root Cause Analysis Protocols:
 - [Fishbone Diagram](#)
 - [5 Why's](#)
 - [Is/Is Not Matrix](#)

Resources and Tools

Comprehensive Needs Assessment Data Profile Data Guide

<http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/CNA/GaDOE%20FY18%20CNA%20Data%20Guide.pdf>

Georgia's System of Continuous Improvement CNA FAQs

<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Documents/Title%20I%2c%20Part%20A/FY17%20Documents/FAQ3.pdf>

Georgia's Systems of Continuous Improvement



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In conclusion...
If leadership and their professional learning communities improve their organizational systems, structures, and processes, then Georgia schools and districts will continuously improve.





Share your conference experience!

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What questions do you have for our panel
at the end of the day?

To add a question –
Go to www.menti.com
and use the code **17 91 48**