Curing Student Underachievement through Clinical Practice.

Presenters: Phil Esbrandt
Bruce Hayes
Modern Organization Adage

- Workers (employees, teachers) work **in** the system;

- Managers (engineers, administrators) work **on** the system.
Generic School District Organization Chart

Medium Size District Example
Where do We Look to Improve Performance?

• District and School Leaders
• Employees, Students, and Parents
• Grade Levels and Subjects
• Centers of Activities
• Purposeful Work and Communications
• On the Surface or in Depths

Have we looked in the right places?
Search for an Effective Process to Improve Performance

Based on

• Experience as teachers, administrators, graduate professors, and consultants, and
• Research and interviews in education, engineering, law, medicine, business, and the military

We Found

• Very little work done on the system!
• Heavy reliance on old tools and processes for new challenges!
Generic School District Organization Chart

Medium Size District Example
Elementary (K-5) School-Wide Organization for Performance Improvement
Multi-Grade Level Team Contacts

School-Wide

- Curriculum Team
  - School Performance Coordinating Team (SPCT)
- Data and Technology Team

Multi-Grade Level

- Multi-Grade Level Leader
  - Pupil Services, Guidance, BSL, Special Education Team Leader
- Multi-Grade Level Leader

Team Leaders

- Grade 5 Team Leader
  - Grade 5 Team Leader
    - Grade 4 Team Leader
      - Grade 4 Team Leader
        - Grade 3 Team Leader
          - Grade 3 Team Leader
            - Grade 2 Team Leader
              - Grade 2 Team Leader
                - Grade 1 Team Leader
                  - Grade 1 Team Leader
                    - Kindergarten Team Leader
                      - Kindergarten Team Leader

Grade Sections

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
White Space and Key Contact Points

• Reduce impact of hierarchy
• Seek improvements in the “white space”
• Seek improvements in relationships and interactions
• Promote and manage team work
Clinical Practice

• Examines comprehensively performance systems,
• Reveals performance health levels of the whole and parts,
• Improves systematically problem solving and decision making, and
• Makes improvements at the root causes of underperformance.

• How is this done? It starts with ...
Development of Commitment and Capacity

Are we willing and capable of achieving the vision?

1. All students, one hundred percent, will achieve proficiency or advanced proficiency every year; and,

2. Appropriate strategies will be implemented to change organization and personal behaviors to accomplish number one.
"Readiness" for Performance Improvement

**Year 1 & 2**

![Graph showing readiness for performance improvement with grid and labels for capacity and commitment.]

**KEY**
- O: Actual Commitment & Capacity Scores Year 1
- ⌂: Goal for Commitment & Capacity Scores established in Year 1
- #: Actual Commitment & Capacity Scores Year 2
- X: Goal for Commitment & Capacity Scores established in Year 2

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Performance Health Systems

17 Critical Performance Categories (CPC)

- Alignment of Work Processes
- Business/Financial Acumen
- Customer Focus
- District & School-Wide Culture
- Effective & Integrated Governance
- Human Resource Excellence
- Information, Measurement, & Reporting
- Leadership
- Planning & Planned Change

- Professional Learning & Instruction
- Programs, Services, and Curricula that Accelerate Learning
- Staff, Student, & Family Interactions
- Structures that Nurture Improvement
- Student Behavior & Performance Data
- Team Work & Problem-Solving
- Technology that Supports Programs, Personnel, & Students
- Universal Commitment to Expectations
Change in Perspective & Approach

Adopting best practices is not enough.

Adopting, measuring, and coordinating best practices in all 17 CPC to improve performance health is essential.
Major Discovery Activities

- Establish database; collect, and analyze data
  - Identify performance concerns
  - Collect history and performance data
  - Question and review performance health issues
  - Compare local vital signs with past and others
  - Discuss findings and explore options
Student Mathematics Achievement Data
Percent Achieving AYP
Holland Valley High School

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Major Solution Scenario Activities

- Problem solving preparation steps
  - Form hypothesis and weigh symptoms
  - Develop investigation that leads to diagnosis
  - Complete Intervention Priority Matrix
  - Use Diagnostic Funnel
  - Make preliminary and final diagnoses, prescriptions, and prognoses
  - Discuss recommended treatments/remedies
## Priority Intervention Matrix

<table>
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<th>School District Functions</th>
<th>Critical Performance Categories</th>
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<td>1. Board, CSA</td>
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<td>2. Business Office</td>
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<td>A. Accounting</td>
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<td>B. Budgeting</td>
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<td>C. Payroll</td>
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<td>D. Purchasing</td>
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<td>3. CSA Teams</td>
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<td>A. Leadership Team</td>
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<td>B. ASAs</td>
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<td>C. BA, Board</td>
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<td>D. ASAs, Dean, Security</td>
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<td>E. ASA, Directors</td>
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<td>F. ASA, Pupil Personnel</td>
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<td>G. BA, Sectys</td>
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<td>H. Finance, Facility, Tech</td>
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<td>4. Certificated Staff</td>
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<td>A. Instruction</td>
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<td>C. Planning</td>
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<td>5. Child Study Team</td>
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<td>6. Co-Curricular</td>
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<td>9. Curriculum</td>
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<td>10. Custodial</td>
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Major Implementation Activities

- Implementing Prescriptions (interventions)
  - Establish PICC, SPCTs, and teams
  - Conduct training for practice and team work
  - Implement prescriptions
  - Track, measure, and report progress
  - Monitor prescription and prognosis appropriateness
Vital Signs in Diagnosis

Clustering Vital Sign Performance Indicators (VSPI) for Diagnosis & Prescription

CPC: Student Behavior and Performance Data
African American Subgroup AYP Achievement
(Percent demonstrating proficiency in Math and Language Arts)

CPC: Professional Learning and Instruction
Faculty Trained to Use Data in Planning and Problem Solving
(Percent of Faculty trained in the use of data)
Major Assessment & Revision Activities

• Moving towards continuous improvement
  ➢ Report to and consult with teams
  ➢ Track, discuss, and share results
  ➢ Analyze data; are improvements real or is new treatment recommended?
  ➢ Revise prescriptions and prognoses
  ➢ Allocate resources and implement
Clinical Practice Model (CPM)

• Symptoms & Root Causes Identified & Treated

✓ Diagnosis
✓ Prescription
✓ Prognosis/IMP
✓ Assess/Revise

Transplants do NOT work!
Managing Clinical Practice in Four Dimensions
Clinical Practice Protocols:

Uncover, measure, and integrate adult learning, work processes, and student efforts and achievement.

- Clinical Practice Cycle
- Diagnostic Funnel (development of prescriptions)
- Prognosis (forecasting side effects and outcomes)
- Team work (*Team Reporting Workbook*)
- CPC and VSPI monitoring
- Guided Implementation Phase Mini-Cycle (GIPMC)
Clinical Practice

• Moves efforts from “Us vs. Them” to “WE”

• Everyone Works in and on the System
  - Everyone engaged in performance improvement
  - Increased commitment and capacity
  - Adult learning precedes achievement gains
  - Accurate diagnoses, prescriptions & prognoses
  - Side effects anticipated
  - Progress measured and reported
  - Efforts and resources managed productively
  - Focus on student achievement
Documented Results

- Increased trust levels among stakeholders
- Increased and improved use of performance data
- Focused communication about student performance
- More innovative solutions
- Improved adult learning/mastery
- Increased parent satisfaction
- Improved team functioning and outcomes
- Improved student attitude, behavior, and engagement
- Higher student achievement
Thank You for attending

Questions and comments?