The Next 25 Minutes

1. Enabling Conditions for Continuous Improvement

1. 24 Months of CI at Summit Public Schools (2016 & 2017)

1. Rapid Fire Themes
   Anything to Add?

Enabling Conditions

Organizational Culture

- Rapid prototyping & broad engagement [~~Perfectionism~~]
- Status-Target-Proposal [~~Proposal! Advocacy~~]
- Creators [~~Critics~~]
- Openness & transparency [~~Private practice & fear~~]

Access to Expertise

- Improvement Science
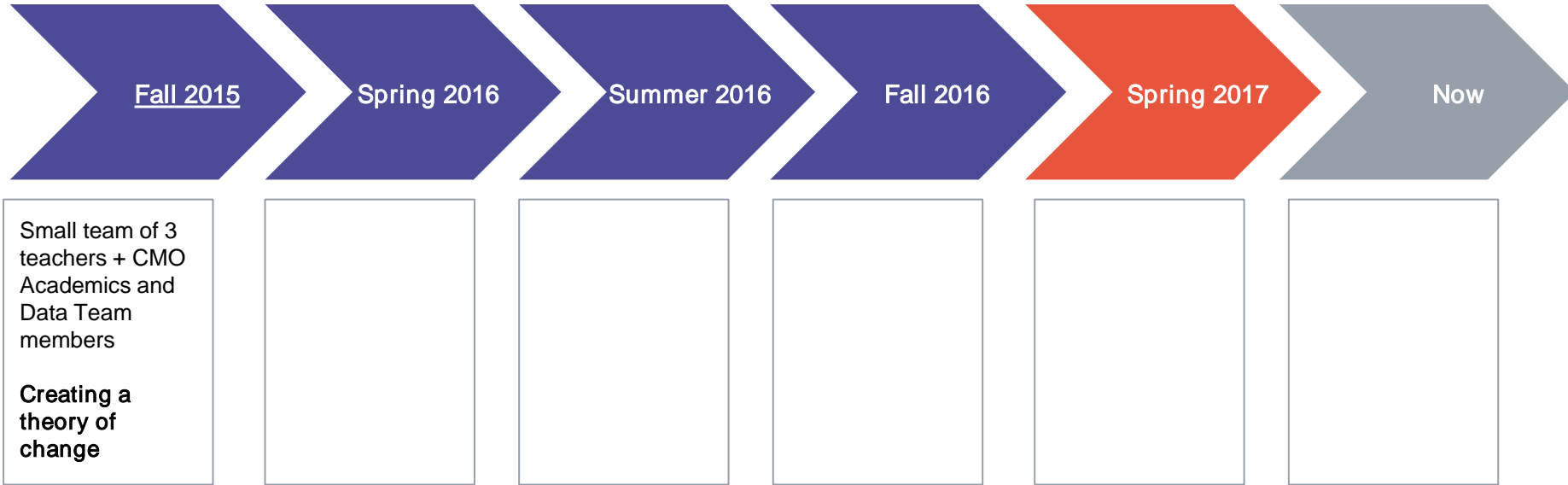- Learning Science
- Data Science

Leadership Buy-In

Accountability & Project Management

Actionable, Important, Available Data

Timeline of Improvement

Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Now
Small team of 3 teachers + CMO Academics and Data Team members **Creating a theory of change**					

■ **EL Improvement**

■ **Transitions from EL to Literacy / Numeracy**

■ **Systemization of EL, Establishing Literacy / Numeracy**

Context: Theory of '15

Core Implementation & Innovation Team
Use driver diagrams and PDSA cycles to develop and measure innovations.

Data Science Team
Ask and answer questions given large data sets about student and educator learning.

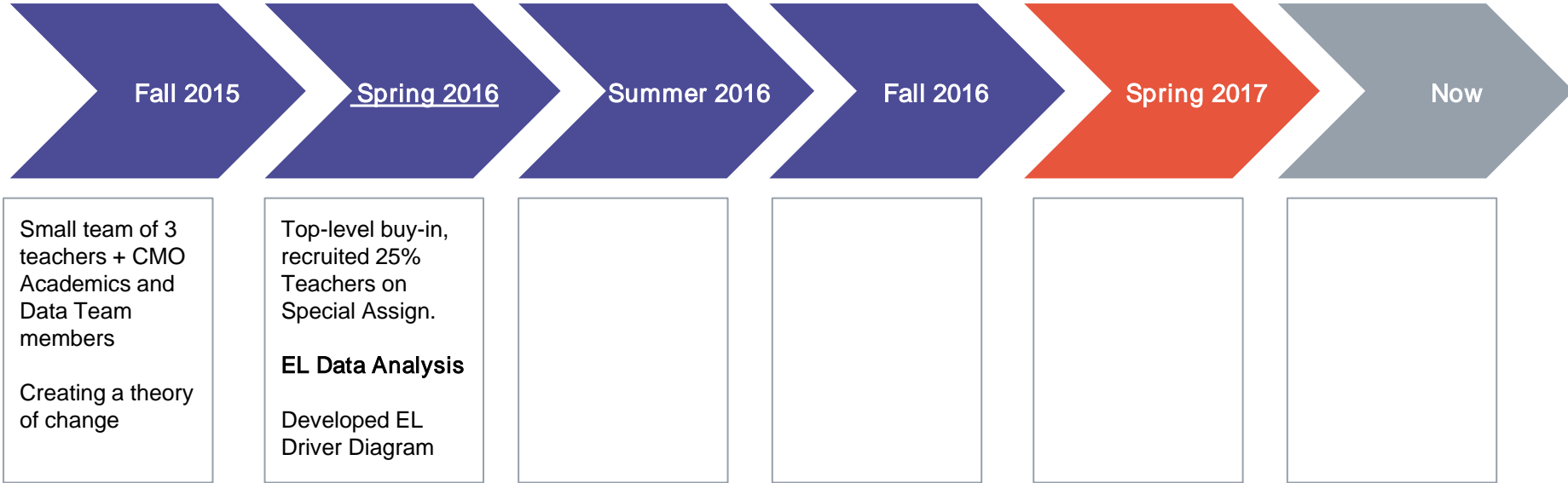**Continual Improvement**

All Summit Faculty
Have access to tools that support continual improvement and innovative practices that scale.

Continual Improvement Leadership Team
Finds ways to encourage continual improvement, align work, and invest in promising ideas.
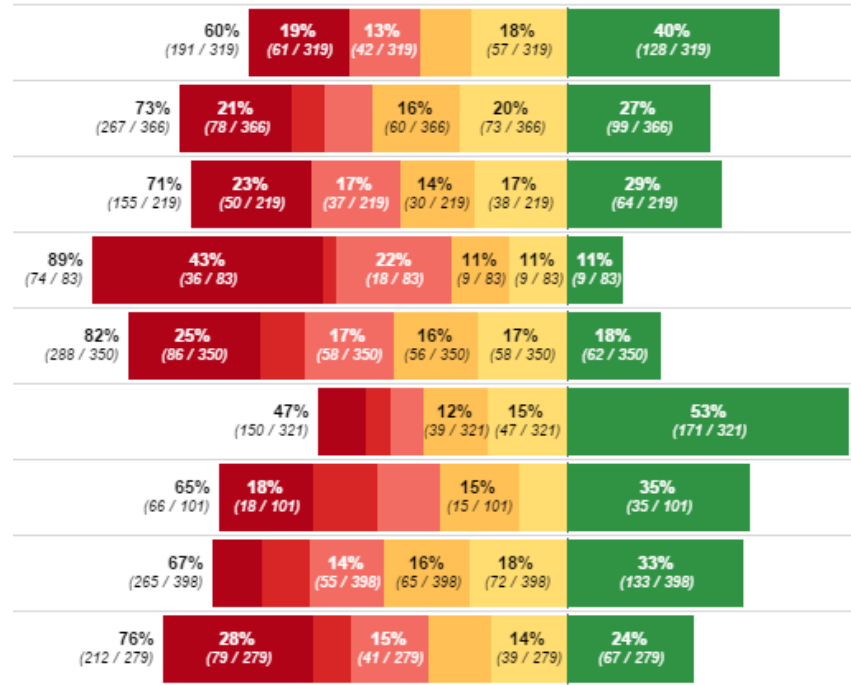
Timeline of Improvement

Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Now
Small team of 3 teachers + CMO Academics and Data Team members

Creating a theory of change | Top-level buy-in, recruited 25% Teachers on Special Assign.

EL Data Analysis

Developed EL Driver Diagram | | | | |

■ **EL Improvement**

■ **Transitions from EL to Literacy / Numeracy**

■ **Systemization of EL, Establishing Literacy / Numeracy**

Incompletes are a Product of our System

Number of Incomplete Courses per Student
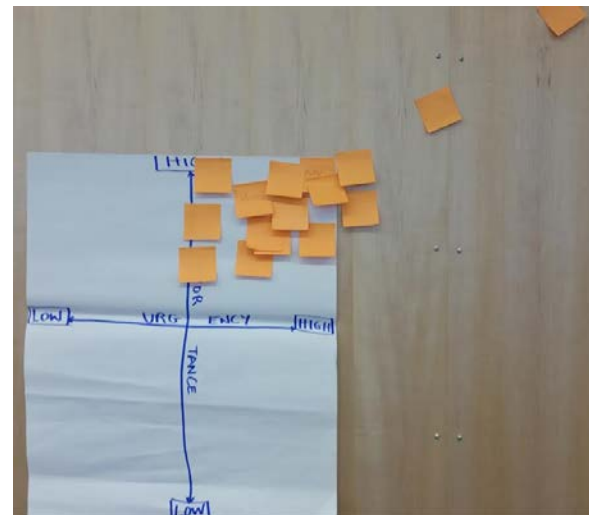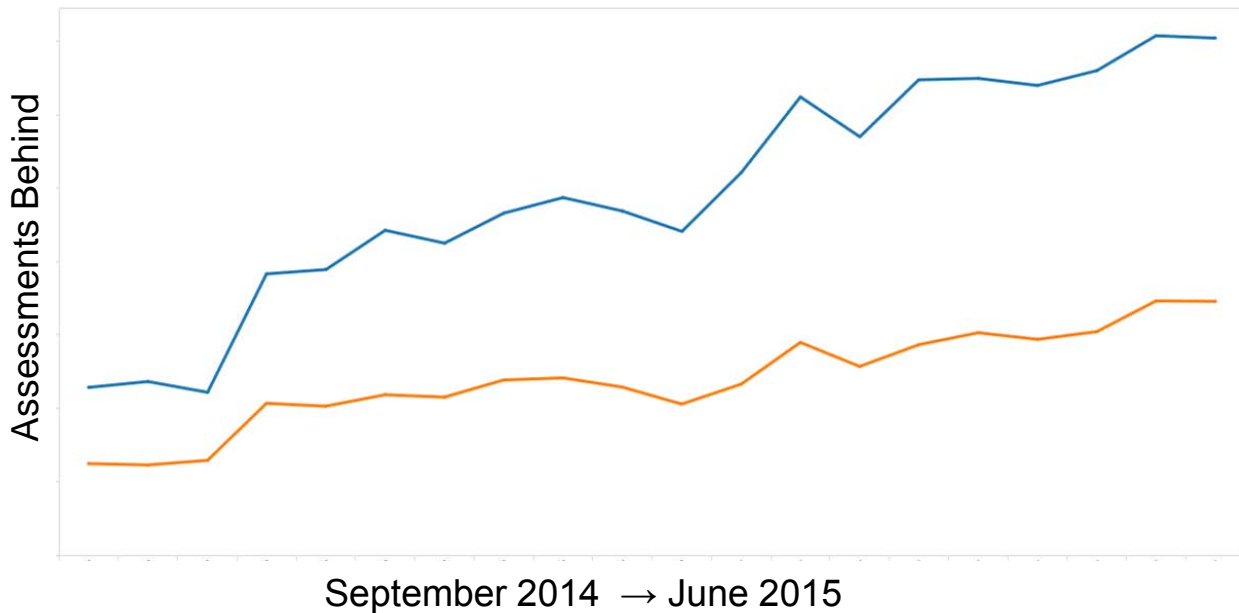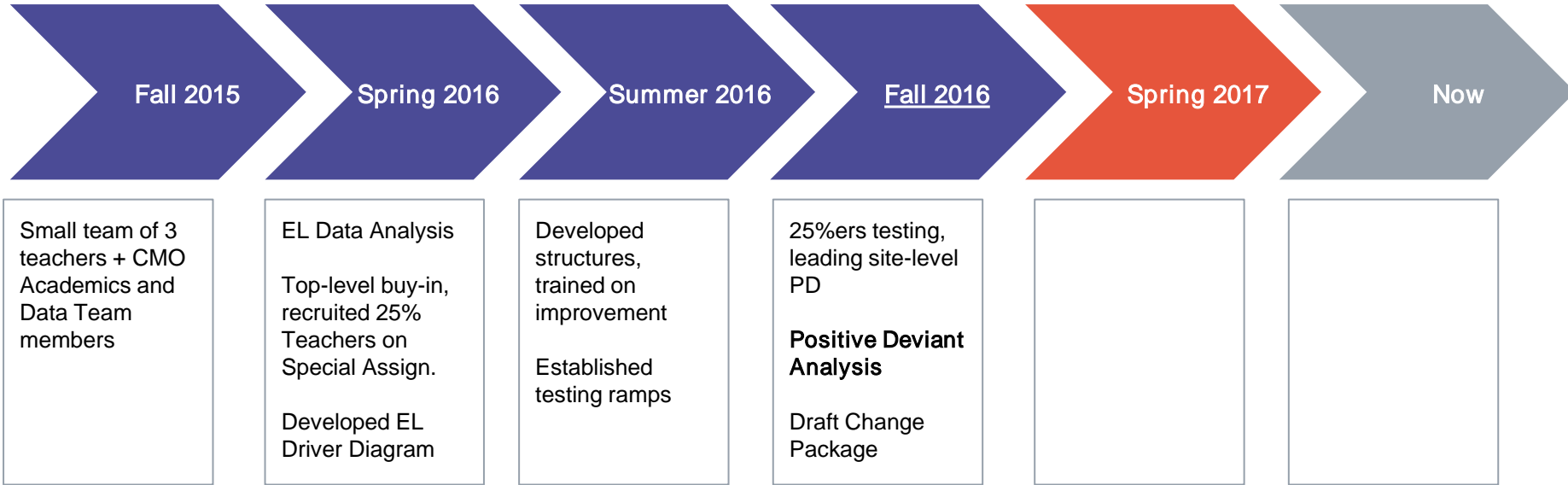### (5 → 0)

Individual Summit School sites

Row	Data
1	60% (191 / 319) — 19% (61 / 319) — 13% (42 / 319) — 18% (57 / 319) — 40% (128 / 319)
2	73% (267 / 366) — 21% (78 / 366) — 16% (60 / 366) — 20% (73 / 366) — 27% (99 / 366)
3	71% (155 / 219) — 23% (50 / 219) — 17% (37 / 219) — 14% (30 / 219) — 17% (38 / 219) — 29% (64 / 219)
4	89% (74 / 83) — 43% (36 / 83) — 22% (18 / 83) — 11% (9 / 83) — 11% (9 / 83) — 11% (9 / 83)
5	82% (288 / 350) — 25% (86 / 350) — 17% (58 / 350) — 16% (56 / 350) — 17% (58 / 350) — 18% (62 / 350)
6	47% (150 / 321) — 12% (39 / 321) — 15% (47 / 321) — 53% (171 / 321)
7	65% (66 / 101) — 18% (18 / 101) — 15% (15 / 101) — 35% (35 / 101)
8	67% (265 / 398) — 14% (55 / 398) — 16% (65 / 398) — 18% (72 / 398) — 33% (133 / 398)
9	76% (212 / 279) — 28% (79 / 279) — 15% (41 / 279) — 14% (39 / 279) — 24% (67 / 279)

Timeline of Improvement

Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Now
Small team of 3 teachers + CMO Academics and Data Team members	EL Data Analysis Top-level buy-in, recruited 25% Teachers on Special Assign. Developed EL Driver Diagram	Developed structures, trained on improvement Established testing ramps	25%ers testing, leading site-level PD **Positive Deviant Analysis** Draft Change Package		

- ■ **EL Improvement**
- ■ **Transitions from EL to Literacy / Numeracy**
- ■ **Systemization of EL, Establishing Literacy / Numeracy**

"Positive Deviants" are a great source of learning

Teachers successful with all students + EL students

Fewer EL Incompletes →

Median of Subgroup Performance

Median of Entire Population Performance

Fewer Whole Population Incompletes →
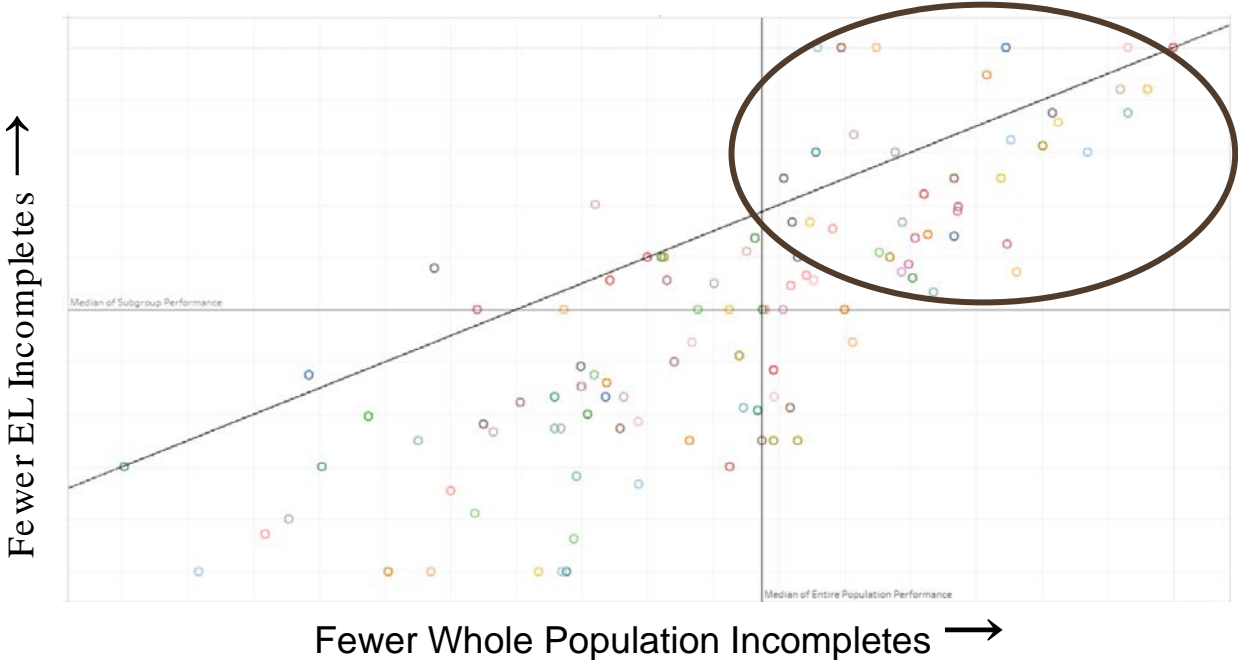
Theory and Change Package

Primary Drivers

Students have **mentors** that help support their literacy and numeracy needs.
Teachers explicitly use **instructional practices** to support language development and other foundational skills.
Teachers and mentors **develop meaningful relationships and build habits** (mindset, belonging) with their students.
Students have **accessible and rigorous curriculum** that builds language and skills
Students receive **interventions** that are targeted to their level and shift their trajectory

Learning about Language Levels

Setting Goals with Diverse Learners

1-1 Check-ins to Sustain Engagement

Direct Vocabulary Instruction

Academic Conversation Structures

Reflecting on Purpose of Learning

Wise Framing of Feedback
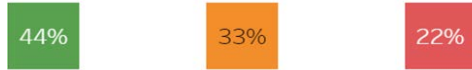
Promise of Improvement @Summit

School Year	All Ss Max I's	EL Max I's
2015-16	53%	79%
2016-17	40%	62%
2017-18	33%	55%

ELs vs All Students
(percent of grades incomplete)

Light = 2015-16
Dark = 2016-17
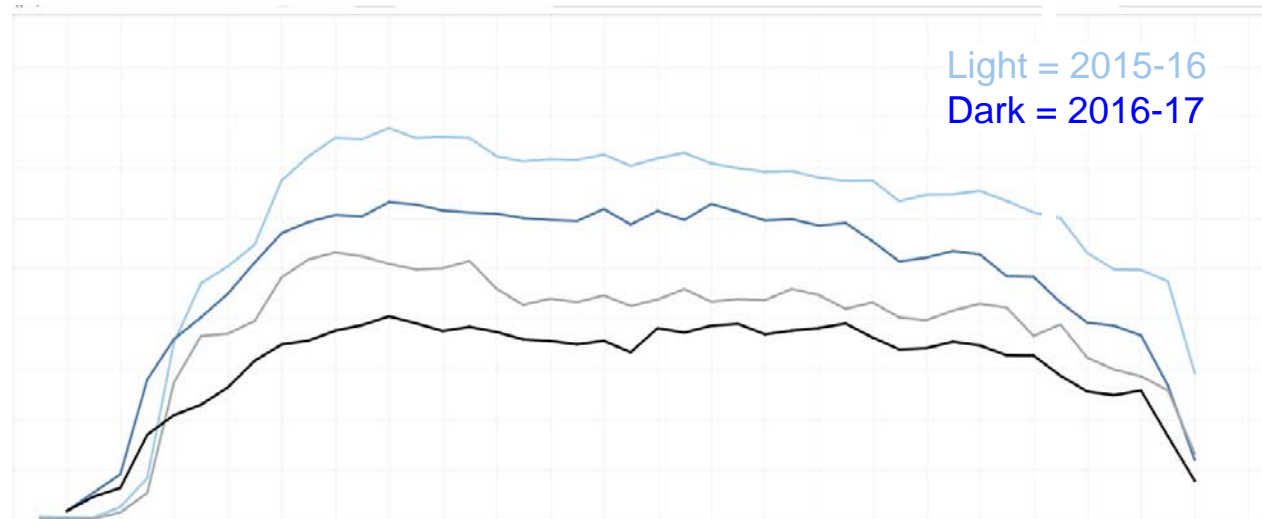
Adjusting our Focus

Grade-Level	On-track, below GL	Off-track
44%	33%	22%

Grade-Level	On-track, below GL	Off-track
19%	38%	43%

On Grade-Level	On-track, below GL	Off-track
10%	39%	50%

Sep 1, 17   Oct 1, 17   Nov 1, 17   Dec 1, 17   Jan 1, 18   Feb 1, 18   Mar 1, 18   Apr 1, 18

Sep 1, 17   Oct 1, 17   Nov 1, 17   Dec 1, 17   Jan 1, 18   Feb 1, 18   Mar 1, 18   Apr 1, 18

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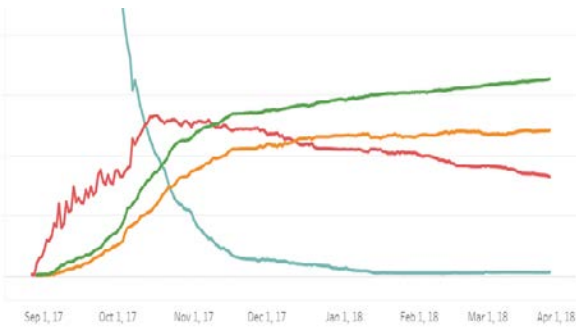
All Students

Low MAP Reading

English Learners

Ongoing System Learning Adjusts Our Focus

	% on grade (>85%)	% "on track" (85%>70%)	% incomplete (<70%)
Low MAP	11%	36%	53%
Mid MAP	40%	37%	22%
High MAP	82%	13%	4%

Timeline of Improvement

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Small team of 3 teachers + CMO Academics and Data Team members	EL Data Analysis

Top-level buy-in, recruited 25% Teachers on Special Assign.

Developed EL Driver Diagram | Developed structures, trained on improvement

Established testing ramps | 25%ers testing, leading site-level PD

Positive Deviant Analysis

Draft Change Package | Spread Change Package through org-wide PD

Demographic Analysis for Literacy

Revise Theory | Systemize EL in platform and curriculum. Hired EL coordinator

Recruit teachers across network around literacy / numeracy |

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Rapid Fire Themes

Who Owns It?

We want everyone to own our students' performance.

But someone has to *own* the work of continuous improvement.

This person is a project manager, a change manager, a coach, an advocate, and an in-house data and improvement resource.

Part of the Job, Not on Top of the Job
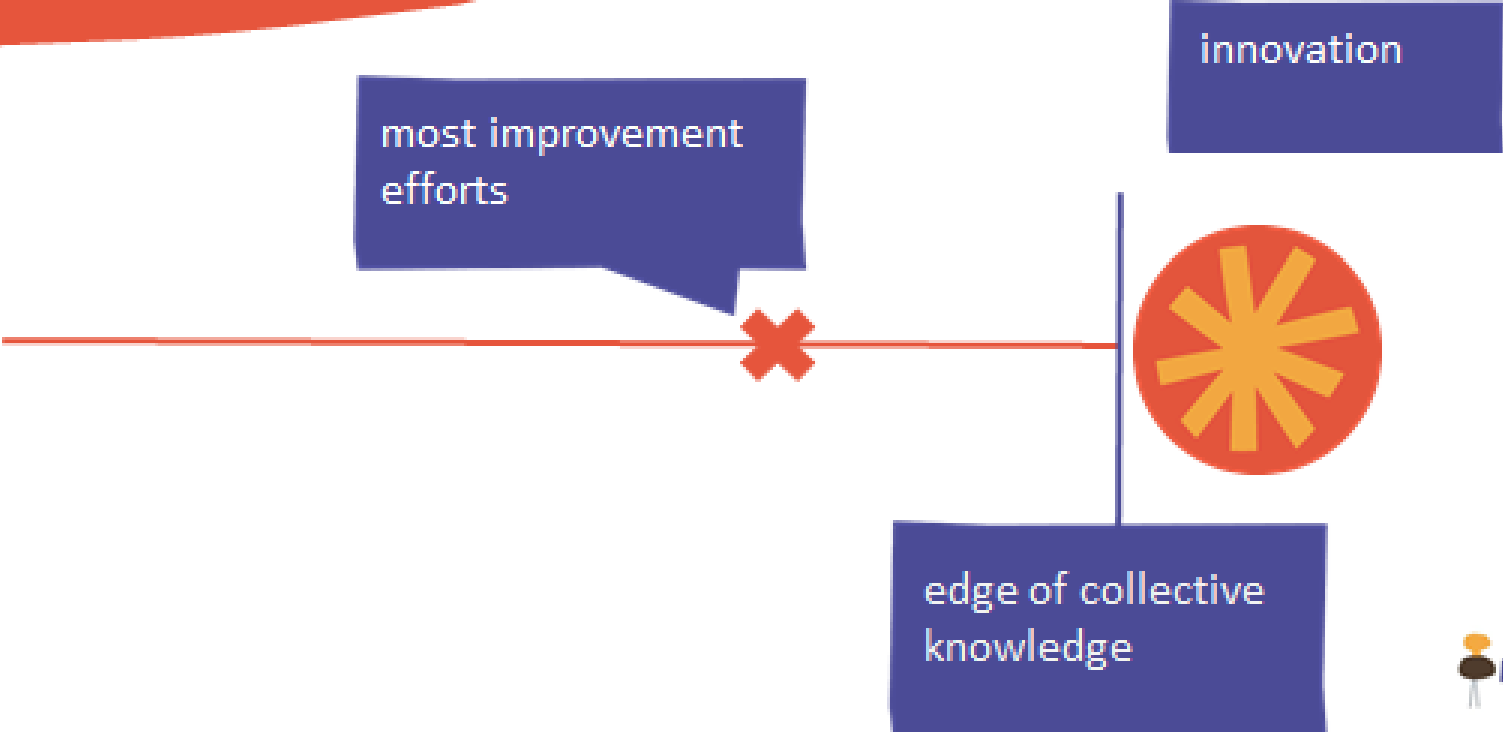
Curb-Cut Effect

Momentum

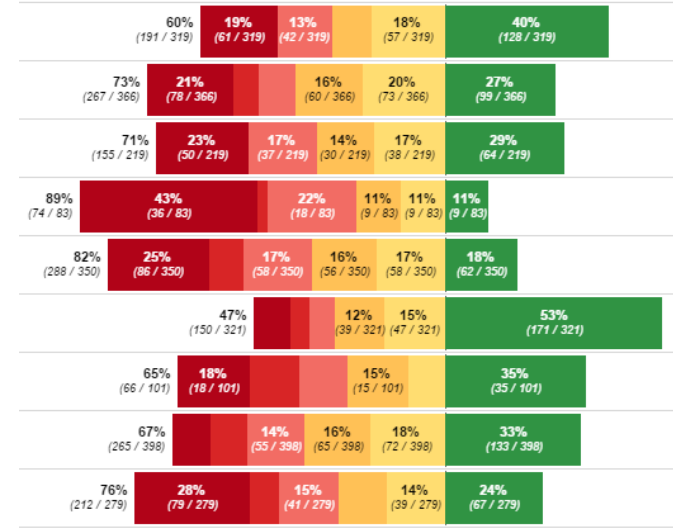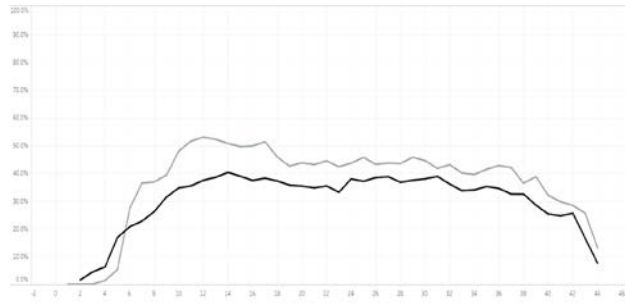Change management: from the CEO down. Data and urgency.
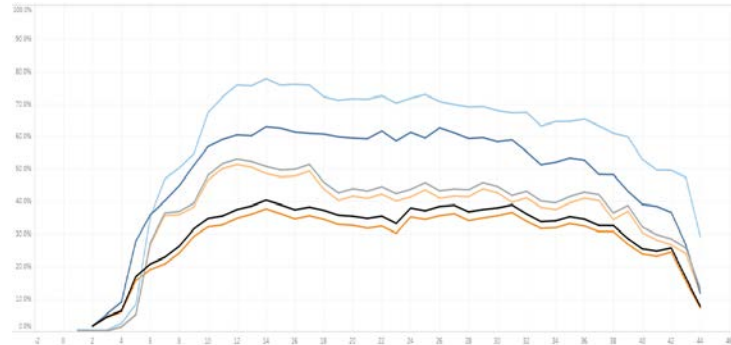
The problem (and aim) will determine your momentum.

Data, Data, Data

	% on grade (>85%)	% "on track"	% incomplete (85%>70%)	no score (<70%)
Low MAP	6%	21%	60%	13%
Mid MAP	23%	30%	33%	14%
High MAP	54%	17%	11%	18%

Summit Public Schools

Q&A