



Refining the System: A System/District Approach

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Session Goals

- ❖ *Learn how successful systems accreditation hinges on systems thinking*
- ❖ *Gain awareness of the expectations & requirements of a systems accreditation process*
- ❖ *Learn how Fredonia put the theory into practice.*

Pillars of Accreditation

Continuous Improvement

- A process for constantly and consistently evaluating and changing other processes to ensure quality products or results

Quality Assurance

- Providing data to stakeholders that builds their confidence in your quality products or results

Quality Standards

- the level of quality or excellence attained by somebody or something

Definitions to Application

System:

- A collection of people and processes working toward a common goal to produce quality products or results



Systemic Improvement

- Using and aligning the interdependent functions across the organization to produce improvement

Definition to Application

Systematic:

- Step-by-step, repeatable process that will produce quality products or results



Systematic Improvement

- Fostering improvement efforts that are regular and predictable at all organizational levels

Definition to Application

Sustainability

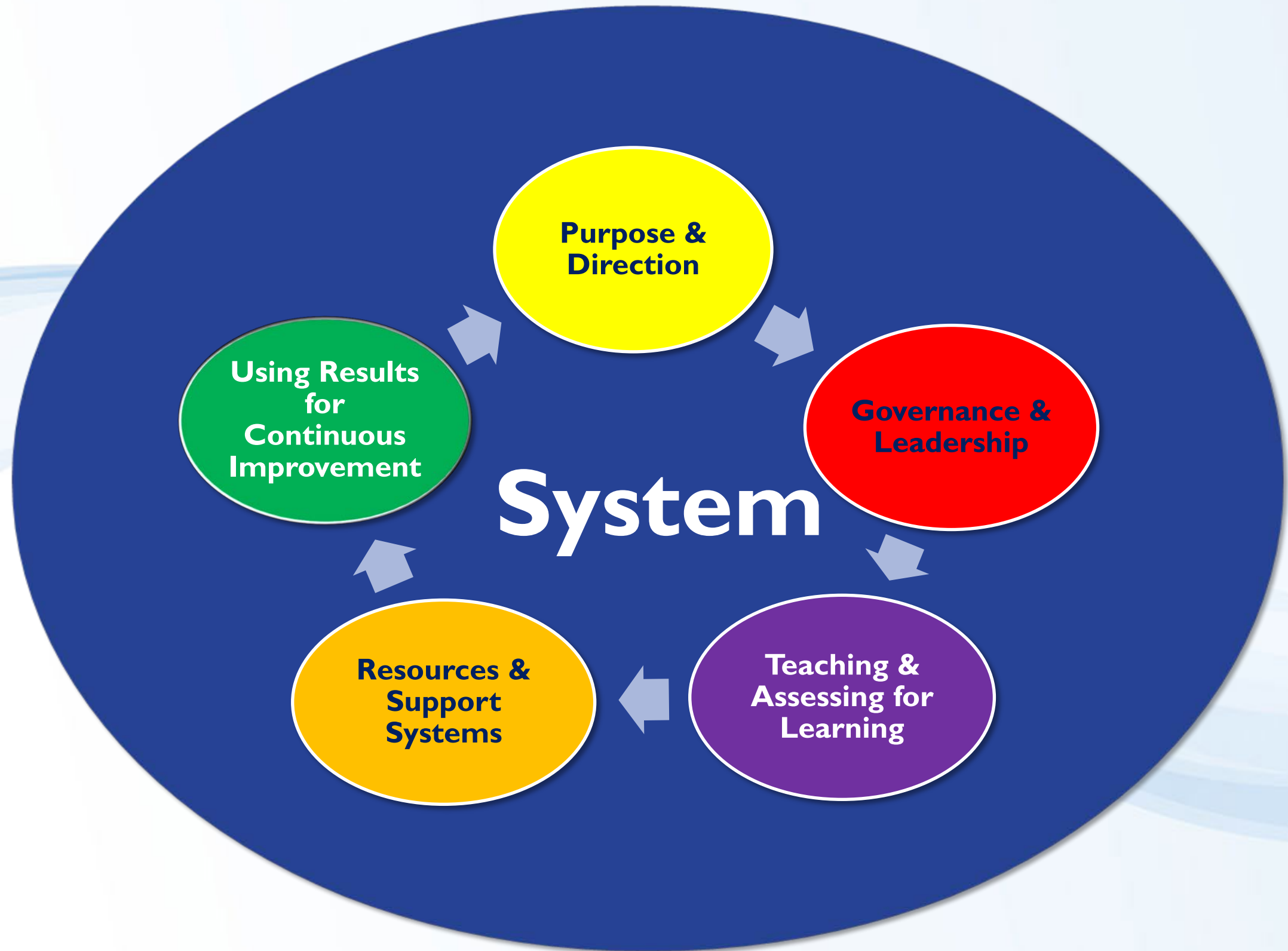
- Ensuring the long-term viability of quality products or results



Sustainability Improvement

- Maintaining and supporting improvement over time to assure quality of stakeholders

Quality Standards



A System of Systems



Systemic Interdependency

- Understanding interrelationships
- Aligning the parts among and across the system
- Improving the system
 - How subsystems are related, communicate, and depend upon each other
 - How subsystems are aligned

Effective Systems

All subsystems

- Are aligned in their purpose & contributions to the district vision & mission
- Provide a comprehensive & coherent approach for the achievement of the district vision & mission
- Use the same systematic continuous improvement process
- Focus on the improvement of organizational effectiveness & student learning

Effective Systems

Each subsystem/school

- Understands its purpose within the district
- Contributes to achieving the district vision
- Is clear about desired results
- Continuously focuses on its own improvement based on monitoring & adjusting
- Seeks feedback through collaborative involvement of staff & stakeholders

Essentials for Success

- Systems approach
- Teamwork
- Culture of Learning
- Systematic and Responsive
- Internal Monitoring

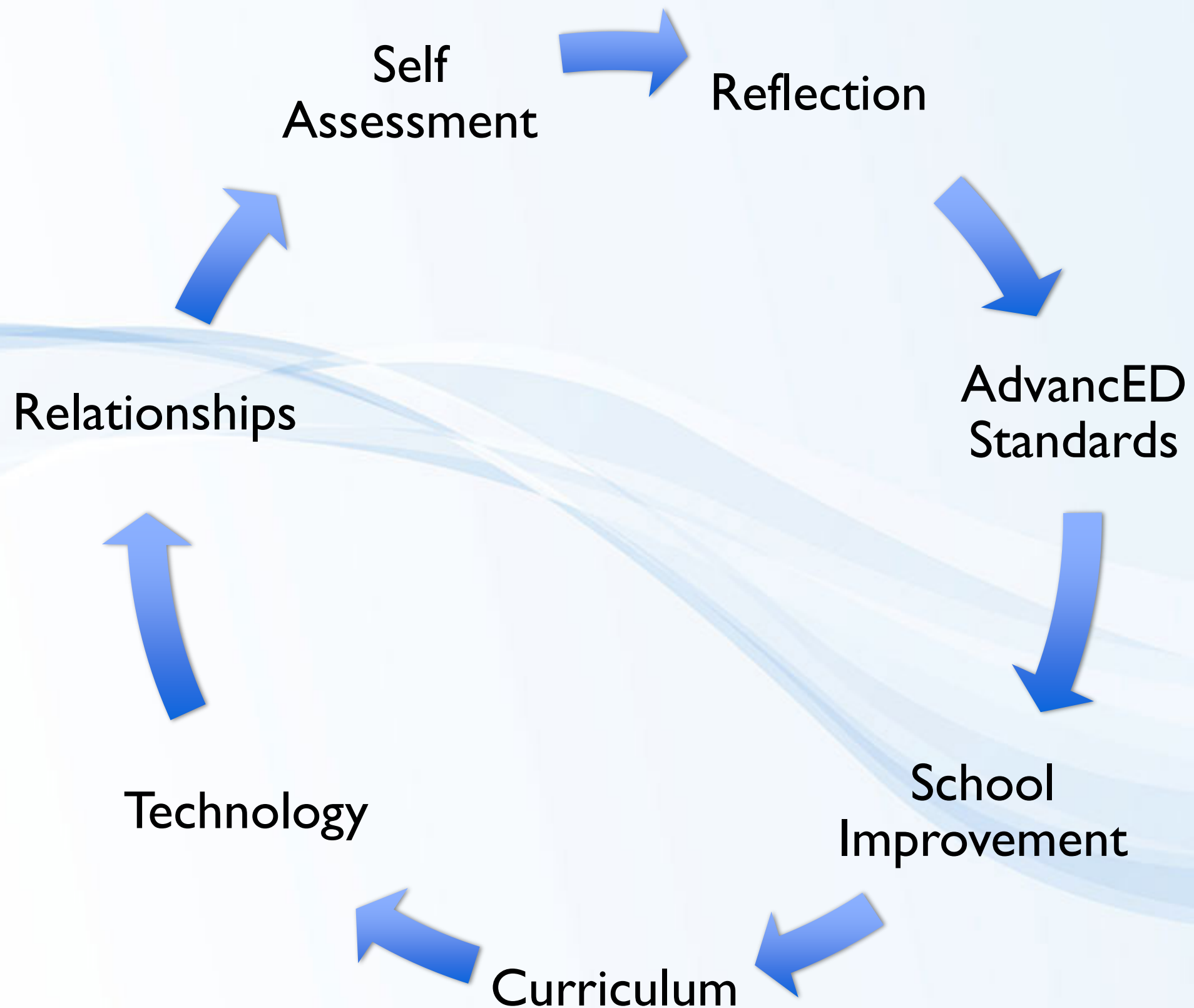
Continuous Improvement

No End

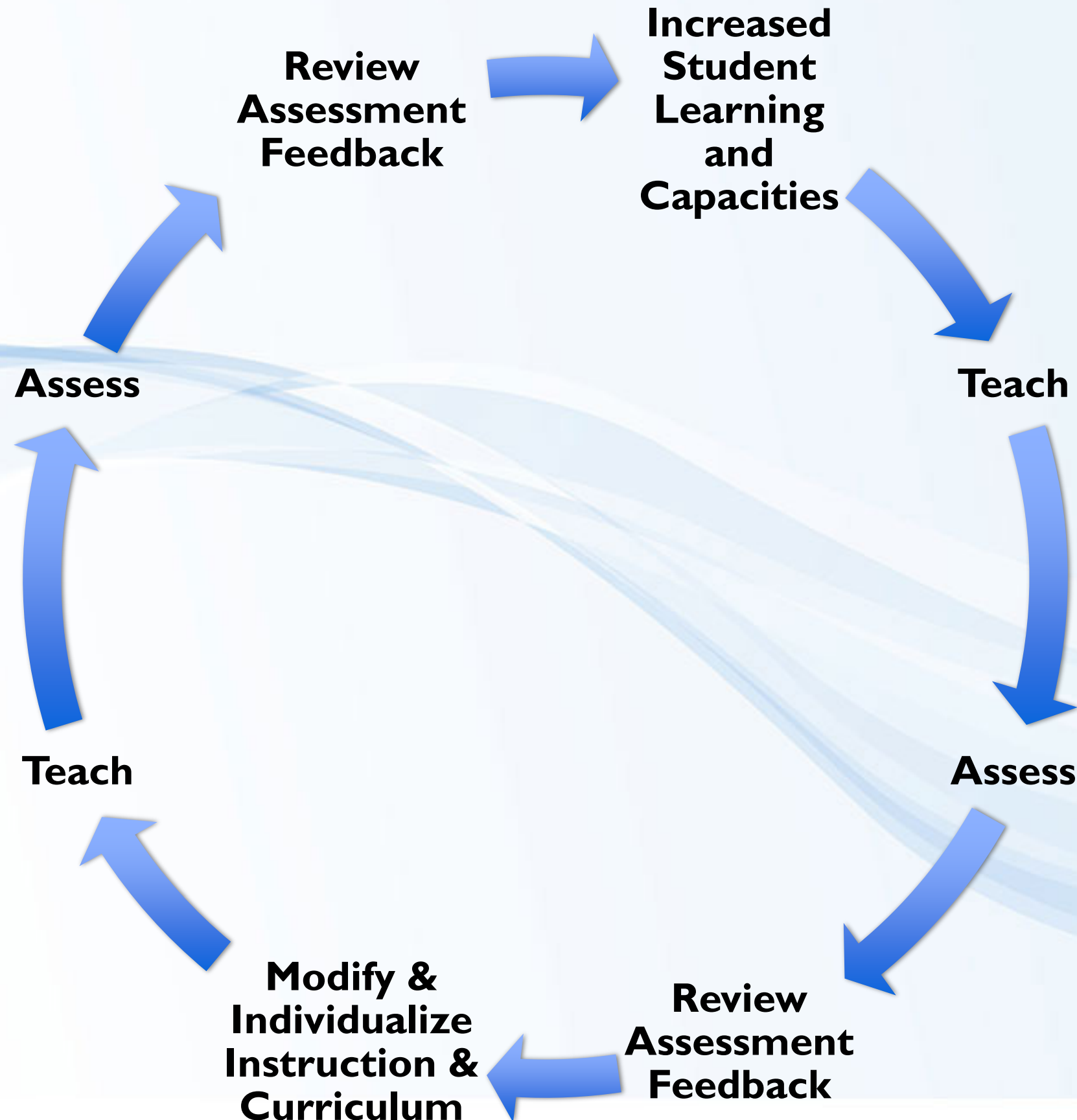
No Beginning

Continuous
Improvement

Continuous Improvement



Continuous Improvement



Reflective Internal Review





Continuous Improvement

- ❖ Expect a district wide commitment to excellence and accountability
- ❖ Continue to strengthen the character education program
- ❖ Develop a shared vision for the success of each student
- ❖ Attract and retain excellent staff members

Continuous Improvement

Questionnaire: Suggestions for Enhancing Areas in Need of Improvement Fredonia Middle School

Note: The areas in need of improvement listed on this questionnaire were identified when completing our documentation for our upcoming external review. Each area specifically relates to an indicator under one of the five standards Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems and Using Results for Continuous Improvement.

When filling out this questionnaire, please provide suggestions for how we can address the areas in need of improvement. Be honest and be creative.

To complete this questionnaire, save the file to your computer. Then open it in TextEdit, type your answers and save. In order to submit the completed questionnaire, attach the completed, saved file to an outgoing email addressed to bhoughton@fredoniaks.com and send.

Areas in Need of Improvement

Area 1: Mentoring of New Staff

What can we do to better mentor new staff members, including those directly out of college, with previous teaching experience in another district and with teaching experience at another building within our district?

What information should be included within a “new staff” handbook?

— — Your Response:

Continuous Improvement

Mentoring of New Staff

System of Assessments

Student Advocacy

Data Interpretation

Common Grading
Policies

Stakeholder
Communications

Stakeholder Involvement

Continuous Improvement

Unique Learning Needs

Evaluation

Mentoring of New Staff

What can we do to better mentor new staff members, including those directly out of college, with previous teaching experience in another district and with teaching experience at another building within our district?

What information should be included within a “new staff” handbook?

Student Advocacy

What should a system that places every student within the school with an adult advocate look like?

Things to consider include:

- how should it function?
- how would the adult/student assignments be made?
- how frequently would contact be made?
- what would be the purpose of this exercise?
- how would it be measured?

Common Grading Policies

- At present we have a common grading scale and common reporting periods. We do not have standard grading policies from class to class or from building to building.
- When considering standardizing grading policies from class to class and building to building, what should be taken into consideration? Things to consider include: weighting, late work, student feedback in designing of policies, etc.

Stakeholder Involvement

In what ways do you recommend getting more stakeholders – parents, students, staff – more involved in refining and communicating our purpose?

Unique Learning Needs

What suggestions do you have for developing a system that ensures we meet the unique learning needs of each and every student?



System of Assessments

- ❖ How can our use of assessments – formative, summative, state, STAR, etc – be improved?



Data Interpretation

- What needs do you have in the areas of understanding and using student assessment results?
- Examples of needs to consider include how to access the data, how to read reports and how to compare data from one assessment to data from another assessment.

A background image showing a teacher and a student looking at a book together. The teacher is pointing at the text in the book, and the student is looking down at it. The image is faded and serves as a background for the slide.

Stakeholder Communications

- How can we better communicate our policies, goals, activities and strengths with our stakeholders (staff, students, parents and community)?



Continuous Improvement

- ❖ What suggestions do you have for improving our process of continuous improvement?

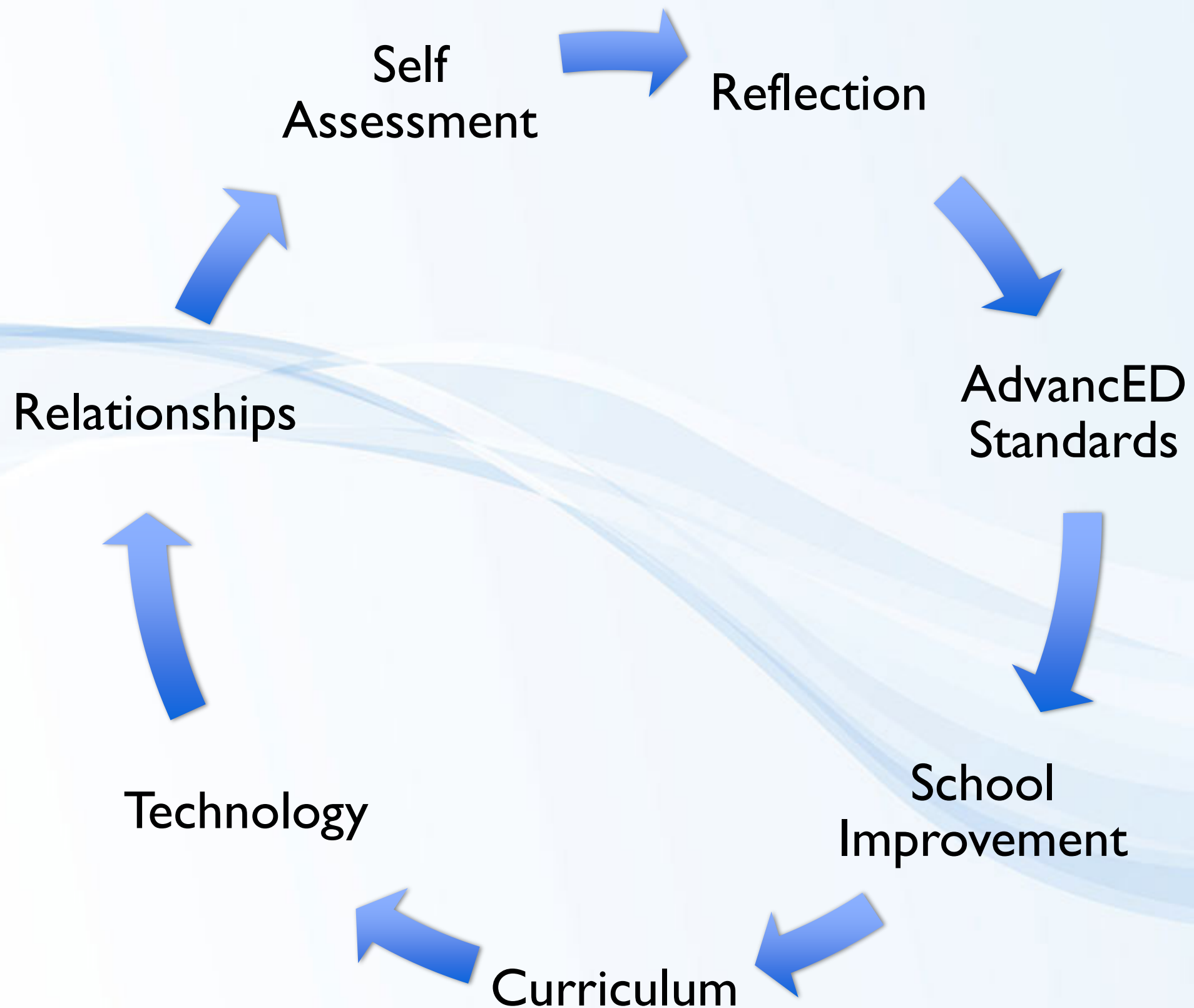
Evaluation

- What suggestions do you have for improving the evaluation process?

Continuous Improvement

- Share Responses
- Summarize
- Prioritize
- Integrate into School Improvement Plan
- Design Actions, Assign Responsibility, Identify Resources, Establish Time Frame, Determine Evidence, Manage Measurement

Continuous Improvement



Continuous Improvement

No End

No Beginning

Continuous
Improvement

What about KESA*?



KESA Framework: The Five Rs

RELATIONSHIPS	RELEVANCE	RESPONSIVENESS	RIGOR	RESULTS
<p>Defining Relationships: "a state of interconnectedness among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)</p> <ul style="list-style-type: none">• Staff• Students• Families• Community	<p>Defining Relevance: "The power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42).</p> <ul style="list-style-type: none">• Curriculum• Instruction• Student Engagement• Technology	<p>Defining Responsive Culture: "one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).</p> <ul style="list-style-type: none">• Leadership• Early Childhood• District Climate• Nutrition and Wellness	<p>Defining Rigor: "a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44).</p> <ul style="list-style-type: none">• Career & Technical Ed• Professional Learning• Resources• Data	<p>Defining Results: "evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner. Informative and summative assessment, coupled with research-based effective teaching practices, can provide the data and information necessary to fuel teaching and empower learning" (KSDE, 2010, p. 46).</p> <ul style="list-style-type: none">• Achievement• Growth• Gap• Other Measures

***Kansas Education System Accreditation**

What about KESA?

- AdvancED's "management" of KESA will be determined once KSDE finalizes their system
- Many aspects of the KESA system are aligned to AdvancED's standards and indicators.
- AdvancED is the international leader of systems accreditation.
 - Our third five-year cycle
 - Two previous cycles of "Transitions," the precursor to the systems model



Questions

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