



# SCHOOL PERFORMANCE INSTITUTE

a division of UNITED SCHOOLS NETWORK

## USING AN INNOVATIVE FORMULA FOR IMPROVEMENT TO INCREASE 8<sup>TH</sup> GRADE ON-TRACK RATES

November 14, 2019

### **PARTICIPANT HANDOUT**



“I get it now. In the world of improvement everybody has two jobs. They have their job, then they have the job of improving their job.”<sup>1</sup>

-Nurse at IHI Training

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<sup>1</sup> Institute for Healthcare Improvement Open School. “Everyone Has Two Jobs.” YouTube, commentary by Dr. Don Berwick, June 16, 2016, [https://www.youtube.com/watch?time\\_continue=75&v=m1AJFEr1jrc](https://www.youtube.com/watch?time_continue=75&v=m1AJFEr1jrc).

## ACTIVITY: GETTING JAMES ON-TRACK

Five Whys: James*							
	GPA	Reading	Writing	Math	Attendance	OSS	On-Track
7th Grade EOY	2.4	B	C	B	97.0%	0	No
8th Grade Tri 1	2.0	D	C	C	96.4%	0	No
Problem: James was on-track in 6th grade, just under on-track in 7th grade, and off-track in Trimester 1 of 8th grade.							
1st Layer	Question:	Why was James off-track in Trimester 1 of 8th grade?					
	Answer:	His reading grade dropped from a B in 7th grade to a D in Trimester 1 of 8th grade.					
2nd Layer	Question:	Why did James' Trimester 1 reading grade drop from a B to a D?					
	Answer:	Despite high reading test scores, he has a low homework grade in reading class.					
James is invited to participate in the Five Whys activity from this point on, including the design of the intervention.							
3rd Layer	Question:	Why do you have a low homework grade in reading?					
	Answer:	I do the easy/less time consuming homework (Math, Sci, History) first during Focus period at the end of the day.					
4th Layer	Question:	Why do you do your reading homework last?					
	Answer:	I don't like doing my reading homework.					
5th Layer	Question:	Why do you dislike your reading homework?					
	Answer:	It is too much work, so I put off doing it until the last possible moment.					
Root Cause: James dislikes doing his reading homework, and as a result does it last, often on the bus ride to school in the morning.							
*James is not the actual name of the student. The name was changed to protect the student's privacy.							



1. USE THE ROOT CAUSE DISCOVERED FROM JAMES' 5 WHYS & EMPATHY INTERVIEW TO DESIGN THE PLAN PHASE OF A PDSA CYCLE.

Project: 8th Grade On-Track (CCA-Main)

Test Start Date:

Test End Date:



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PDSA: \_\_\_\_\_

Objective:

- 1. **Plan:** Plan the test, including a plan for collecting data.



Questions and predictions:

Who, what, where, when:

Plan for collecting data:

*Probably wrong, definitely incomplete*



2. ONCE PROVIDED, COMPARE THE PLAN PHASE FROM JAMES' ACTUAL PDSA TO YOUR GROUP'S VERSION.

3. ONCE PROVIDED, USE THE DATA FROM THE PLAN AND DO PHASES TO DESIGN THE STUDY AND ACT PHASES OF THE PDSA CYCLE.

3. **Study:** Analyze the results and compare them to your predictions.



**Summarize and reflect on what you learned:**

4. **Act:** Based on what you learned from the test, make a plan for your next step.



**Determine what modifications you should make - adapt, adopt, or abandon:**



## SCHOOL PERFORMANCE INSTITUTE TEAM



### **JOHN A. DUES**

#### *FOUNDER & MANAGING DIRECTOR*

John A. Dues is the founding Director of the School Performance Institute (SPI), the learning and improvement arm of United Schools Network (USN). He also serves as the Chief Learning Officer of USN, a network of high-performing public charter schools in Columbus, Ohio. Previously, he has served as a School Director and Dean of Academics at USN. Under John's leadership, USN schools have regularly been among the state and nation's highest performing urban schools. In 2013, John was recognized as the Ohio School Leader of the Year by the Ohio Alliance for Public Charter Schools.



### **BEN PACTH**

#### *DIRECTOR OF IMPROVEMENT*

Ben Pacht is the Director of Improvement of the School Performance Institute. Previously, he served as a founding School Director, Dean of Students, and teacher at USN. Under Ben's leadership, United Preparatory Academy-State St.'s academic results consistently placed it in the top 5% of urban schools in Ohio, as well as among the top urban schools in the nation. He is an alumnus of both the LENS program at Building Excellent Schools and Teach for America.



### **LAURA STEINMAUS**

#### *STRATEGY & OPERATIONS MANAGER*

As the Strategy & Operations Manager of the School Performance Institute, Laura Steinmaus merges her passion for creative marketing and design with her experience in brand strategy, project management, and team leadership. Laura is a graduate of the Leadership Columbus Class of 2014, further cementing her desire to serve as a catalyst in building a strong, diverse community. Her goal is to help SPI become a leader in school improvement, transforming the lives of disadvantaged students by engaging and motivating educators with SPI's best practices.

## BE HUMBLE, SHARE GENEROUSLY

One of SPI's core values is *Be Humble, Share Generously*. Our hope is that we were able to accomplish both during our time together today. Every day, we are humbly attempting to get better in our work to ensure that all children have access to an excellent education. Through SPI, we are attempting to share generously the many lessons we have learned during our journey to create a high-performing network of schools serving a high-poverty student population.

On behalf of the team at SPI, thank you for sharing this journey with us.

Best,

School Performance Institute Team

### OUR VISION

The School Performance Institute originated within the four schools that make up the United Schools Network in Columbus, Ohio. Since 2008, USN has been a testing ground for the research and development of SPI's learning and improvement best practices.

There is a gap that exists between our aspirations for schools and their current performance, especially in schools serving high numbers of economically disadvantaged students. And yet, significant reform efforts have rarely delivered on promised outcomes. We're here to change that. Rather than going fast and learning slow as in the typical reform effort, we are advocating for a fundamental shift in how we think and do improvement work in schools. We're learning fast to implement well while creating the know-how necessary to improve the actual day-to-day work in classrooms and schools.

### CONTACT US

If you have any questions or would like to learn more, please contact us at: [SchoolPerformanceInstitute.org](http://SchoolPerformanceInstitute.org) or email us at [jdues@unitedschoolsnetwork.org](mailto:jdues@unitedschoolsnetwork.org).

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John A. Dues



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