

Piecing the Puzzle Together: Aligning Scorecards to the Strategic Plan

How to Create Organizational Excellence by Implementing Continuous Improvement Principles



Bradley Roberson, Superintendent of the Oxford School District

Oxford School District Demographics

- 7 schools (PreK - 12)
- 4700 students
- 600 employees
- 40% Economically Disadvantaged
- 45% Minority
- College Town (University of Mississippi)



Goals and Essential Questions

- Align the system from strategic plan to students
- Ensure improvement is continuous rather than sporadic or an initiative
- Promote and champion organizational change and improvement



Why are you getting the results you are getting?



**Houghton
Mifflin
Harcourt**



STRATEGIC PLAN



OSD Strategic Plan

Vision: A bold, innovative, and continually improving district; understanding today to prepare students for tomorrow.

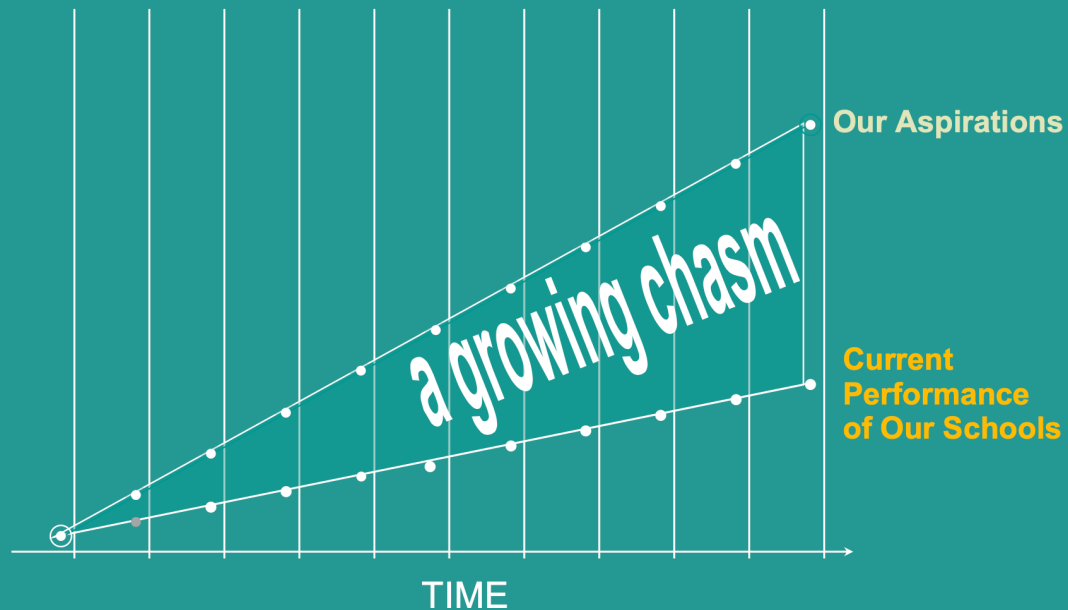
Mission: Empowering all students to become confident and creative builders of the future.

Beliefs: We believe in excellence, equity, service, support, and relationships.

Learning

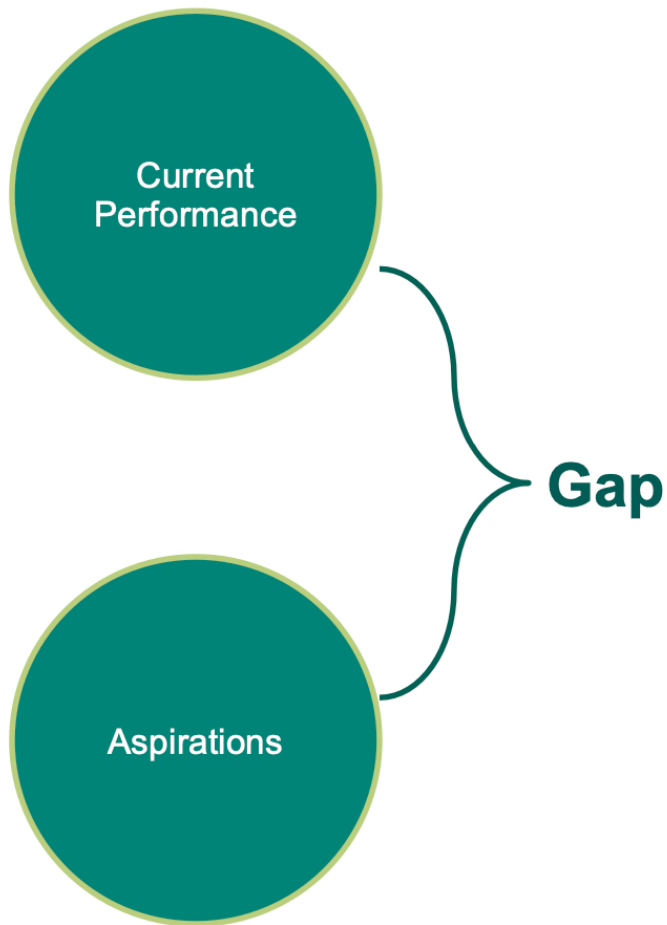
- **Create a guaranteed and viable curriculum for all OSD students that aligns with the Oxford School District Learning Principles.**
- **Create a personalized learning pathway for all Oxford School District students that supports the 95 in 5 plan.**
- **Develop principles of learning that govern the teacher and assessing practices of the Oxford School District.**

Why begin the journey of continuous improvement?



“ *Every system is perfectly designed to achieve exactly the results it gets.*

Paul Batalden



Why are we getting the outcomes we are currently getting?

How do we move from the current system to the one we would like to see?

#1...In More Ways Than One



Oxford High students enter school.

RECENT POSTS

Ole Miss coach Matt Luke previews fall camp, talks personnel

Four-star athlete Diwun Black flips from Ole Miss to Florida

Local Veterans host healthcare fair

Local Vietnam Veteran named

Oxford schools No. 1 ranking worth celebrating



By David Magee
Email the author

Published 3:31 pm Thursday, October 27, 2016

Oxford's achievement gap is the widest in the state

Published 11:20 am Friday, November 11, 2016

By Alyssa Schnugg

Oxford
SCHOOL DISTRICT



“ Even though we received the most points on the accountability model, we realize that we still have many students who are struggling and we are working to bring all students to proficiency so that they can achieve their full potential.

Brian Harvey - former Superintendent of Oxford School District



01

Strategic Plan

02

District Scorecard

03

Department/School Scorecards

04

PLC/Teacher Action Plans

Where is your organization today?

	HIGH		
LOW	<u>Lucky</u> Good results, with no understanding of the reasons; replication of success not probable	<u>Leading</u> Good results, with clear understanding of reasons, replication quite probable	HIGH
	<u>Losing</u> Poor results, with no understanding of the reasons	<u>Learning</u> Poor results, with clear understanding of the reasons; replication of mistakes not probable	
	LOW		

The Continuous Improvement Journey Begins



iLEAD MISSION

iLEAD

The Improvement Leadership Education and Development (iLEAD) network is comprised of 13 university-district partnerships committed to the use of improvement science to develop leaders, address local problems of practice, and promote equitable educational opportunities and outcomes for all students.

- Avondale School District and Arizona State University
- Chesterfield County Public Schools and the University of Virginia
- Chicago Public Schools and the University of Illinois, Chicago
- Denver Public Schools and the University of Denver
- Evansville Vanderburgh School Corporation and the Indiana University, Bloomington
- Fairfax County Public Schools and George Mason University
- Florence 1 Schools and the University of South Carolina
- High Tech High's Graduate School of Education and the High Tech High Network
- New York Districts and Fordham University
- Oxford School District and the University of Mississippi
- Portland Public Schools and Portland State University
- Prince George's County Public Schools and the University of Maryland
- UPrep High School and Pittsburgh Public Schools and the University of Pittsburgh

“DREAM JOB”: Roberson named next Superintendent of Oxford School District

Published 10:49 am Thursday, March 11, 2021

By Jake Thompson



Bradley Roberson speaks following the Oxford School District's Board of Trustees naming him the next Superintendent of Schools. Roberson will be replacing Brian Harvey, who is retiring at the end of June. (Jake Thompson/Oxford Eagle)

Improvement System vs Improvement Project

How is an improvement system different from an improvement project?





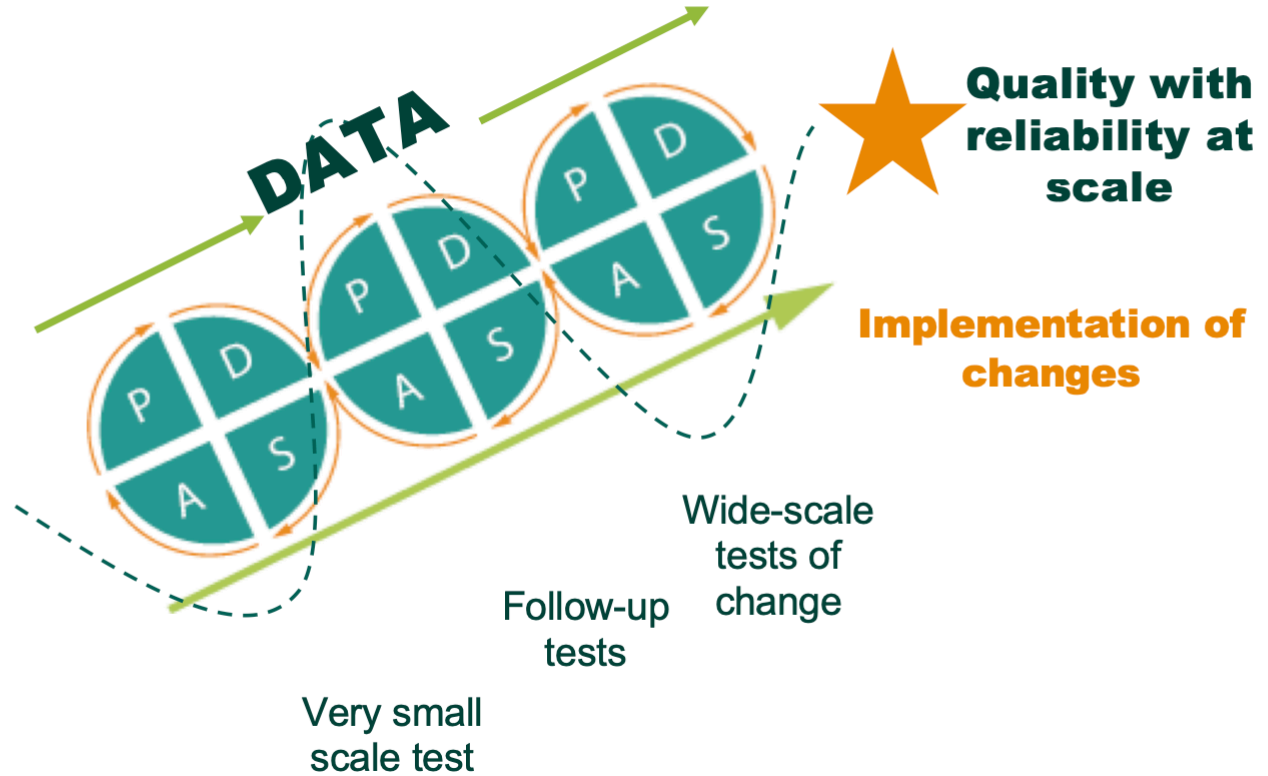
PLANNING

**Failures that we
don't understand**



**Implementation of
changes**

**Quality with
reliability at
scale**



HOW ARE
YOU DOING
ON YOUR
UNSPOKEN
OBJECTIVES?

MY
WHAT?

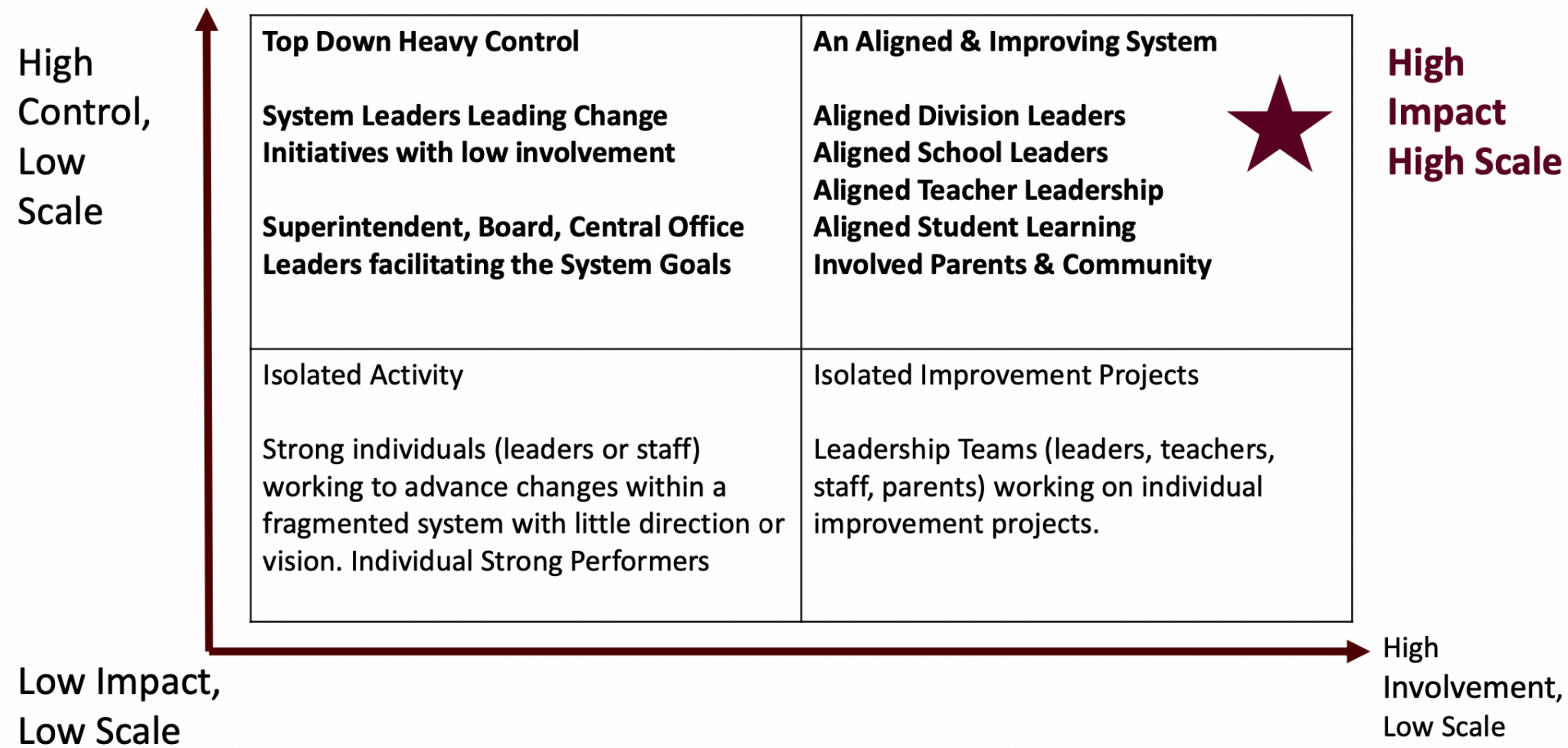
I'M REFERRING TO
THE GOALS I HAVE IN
MY MIND THAT I'VE
NEVER MENTIONED.

HOW
ARE
THOSE
GOING?

I'M
TOTALLY
NAILING
THEM.

Dilbert.com DilbertCartoonist@gmail.com

5-29-12 ©2012 Scott Adams, Inc./Dist. by Universal Uclick



“ *An organization with 500 people makes 4 million decisions a day. Success is the sum of all decisions.*

Edwards Deming

BIG AIMS

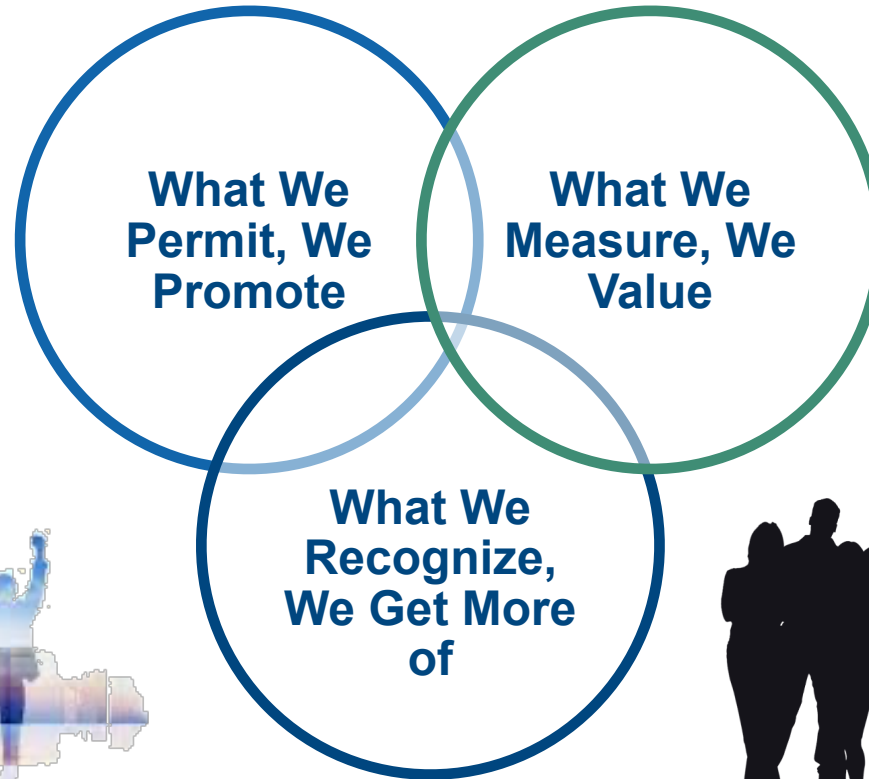
- All students successfully transition to college and/or the workforce prepared for their future (LEARNING)
- All students and families feel they belong in our school community (SERVICE AND CULTURE)
- All students and adults are engaged, learning, and improving (CULTURE AND LEARNING)



GOALS

- Increase college, career, and life readiness
- Improve culture of learning and engagement for all students
- Improve the development and engagement of all staff
- Build and sustain safe, effective, and efficient operations
- Engage our parents and community in our progress

Themes of High Performing Leaders...

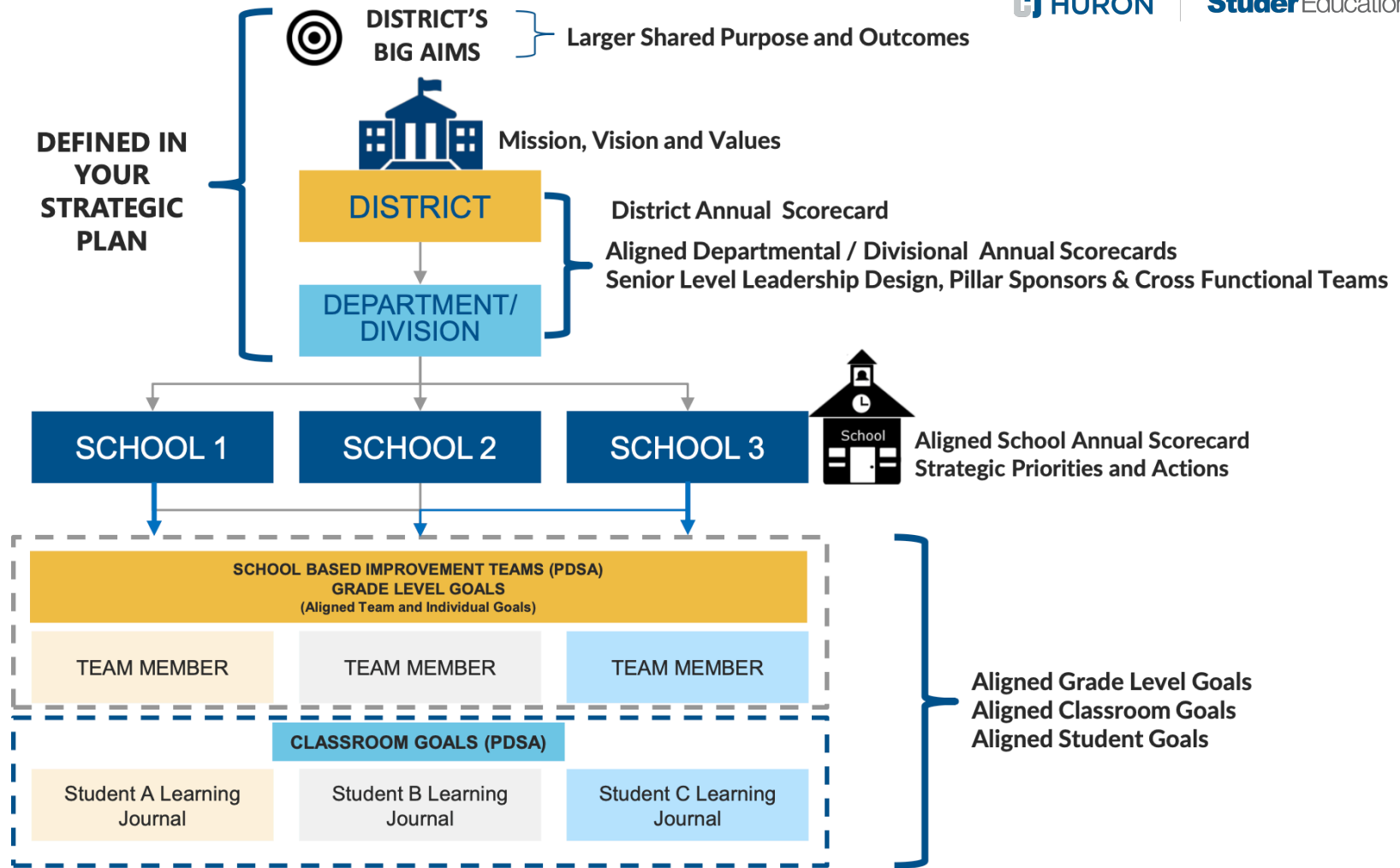


“ *The feeling of being in a great culture isn't smoothness - it's the feeling of solving hard problems with people you admire. That is a special feeling, and it's the reason people inside great cultures love it so much.*

Daniel Coyle

Oxford School District Scorecard

ALIGNING & CASCADING



Challenges of the Work

**Barriers to Continuous
Improvement**

“ We are increasingly realizing how critical measurement is for the improvement we seek, yet how counterproductive it can sometimes be to mix measurement for accountability with measurement for improvement.

Leif I. Solberg, MD

Lief Solberg,
Gordon Mosser and
Sharon McDonald
*Journal on Quality
Improvement* vol.
23, no. 3, (March
1997), 135-147.

ASPECT	IMPROVEMENT	ACCOUNTABILITY	RESEARCH
<u>Why?</u>	Develop and evaluate changes in practice	Identify exemplary or problematic performers (teachers, schools, districts)	Develop and test theories about the relationships between conceptual variables
<u>What?</u>	Outcomes and processes that are the object of change	End of the line outcomes	Latent variables
<u>How often?</u>	Frequently as practice occurs	Usually collected once a year (after the fact)	Typically once or twice per study (after the fact)
<u>Testing your theory</u>	Sequential tests	No theory to test	One large test
<u>Sample size</u>	"Just enough" data, small sequential samples	Obtain 100% of available, relevant data	"Just in case" data
<u>Social Conditions of Use?</u>	Data shared in a low-stakes, safe environment conducive to change.	Publically available. Formal collection process to assure appearances of neutrality and objectivity.	Meets scientific standards that are held in the field.

Lief Solberg,
Gordon Mosser and
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Does not illuminate WHY the outcomes occur or what should be done to change them

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IMPRACTICAL to administer; not designed to inform changes in practice

“Possibly wrong,
definitely
incomplete”

“Improvement is a
team sport.”

Keep young people –
particularly those furthest
from opportunity – at the
center of our improvement
work

“F.A.I.L = First
Attempt in
Learning”

“We’re on a
learning journey
together.”

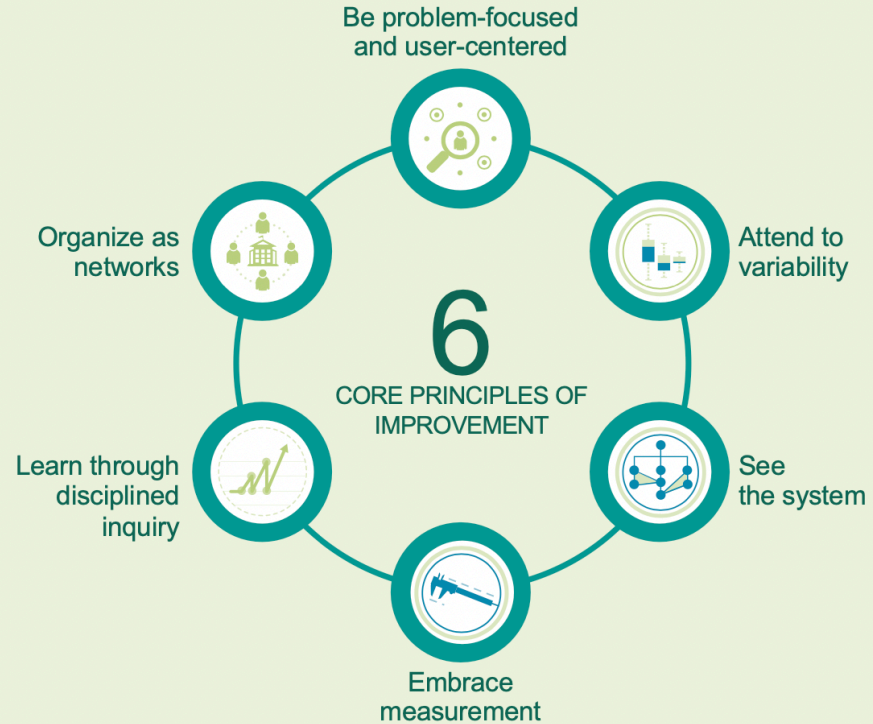
Improvement vs Accountability

MEASURE	GOAL	ACTION (CHANGE AGENT)	HOW WILL YOU MEASURE PROGRESS	STATUS (RED, YELLOW, GREEN AT EACH 45 DAY CYCLE)
MKAS	OECC will increase the percentage of student performing at our above grade level in reading to 82%.	The teacher assistants will use STAR Instructional Planning Reports for focused reading instruction for 15 minutes a day with students identified as performing below grade level.	Early STAR Literacy Assessment	

Turn and Talk

- What types of measurements have you predominantly used in your practice?
- What ways have you used (if at all) these measures for improvement?
- What challenges (if any) did you experience?

Which of the six principles resonates with you, challenges you or your organization, or intrigues you the most? Why?





Carnegie Foundation
for the Advancement of Teaching

Explorers Workshop

CHALLENGE #2: Capacity Building of Employees

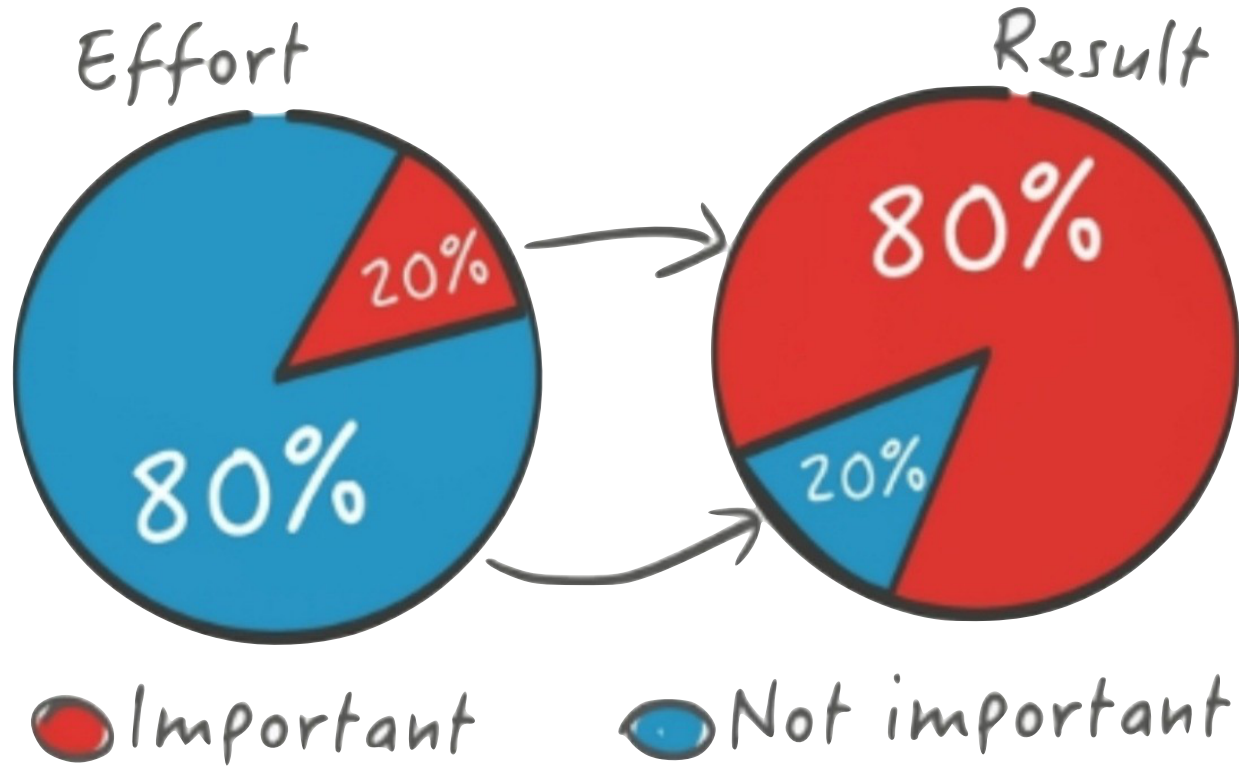
UM-OSD Scholar in Residence



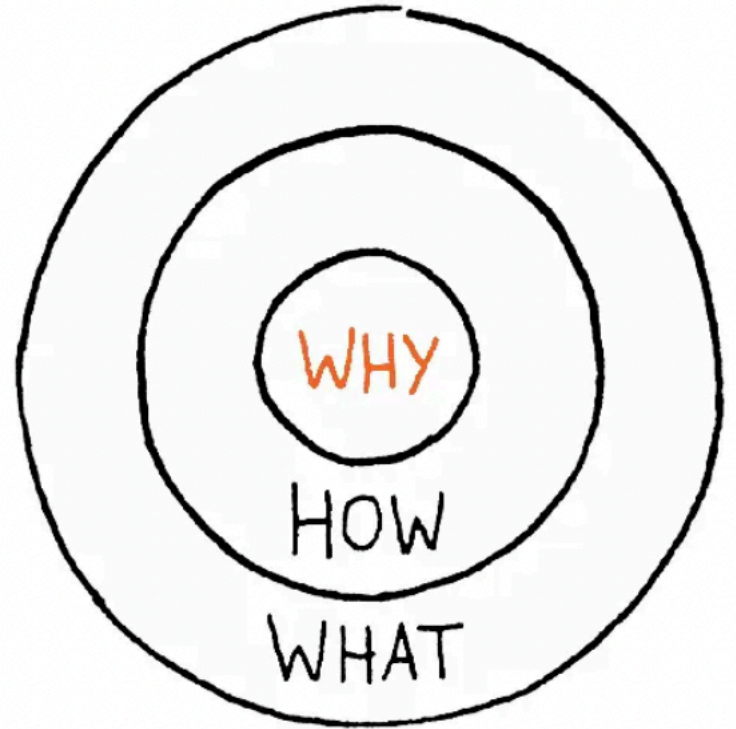
- Meets with principals and assistant principals every two weeks
- Tracks continuous improvement problems of practice with school and district leaders
- Coaches leaders on improvement science process and principles
- Informs superintendent of progress

An Engine for Learning: The PDSA Cycle





**Keep young people -
particularly those farthest
from opportunity - at the
center of your improvement
work**



FIND YOUR WHY!

Superintendent's Weekly Vital 20%

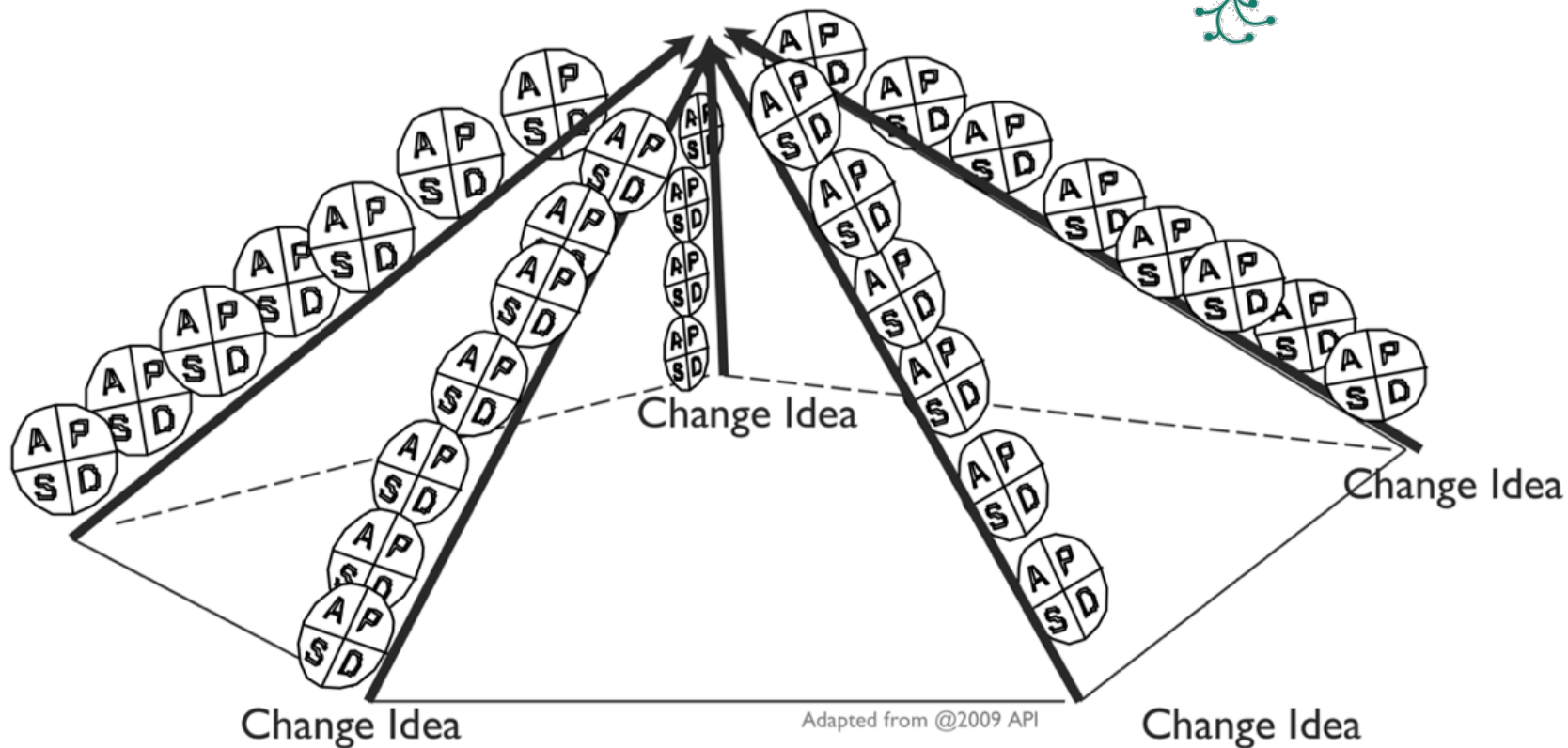
Superintendent Priorities for August 29 - September 2 (vital 20% that leads to district success)

1. Continue leadership rounding meeting with cabinet members
2. Final review of school level scorecards before adding to district website and story to families
3. Visit elementary PLC's at all elementary schools
4. Finalize quarter 1 communication plan with Communications Department
5. Discuss instructional plan with C&I team after state assessment proficiency evaluation

Prioritizing What Matters - Scorecard Goals

- Publish district and school leader calendars
 - Train staff, students, and parents
 - Avoid allowing others to schedule your day
 - Have leaders establish and publish their vital 20% for the week
 - Superintendent SUPPORT!
- “I am not available because...I have a rounding meeting with_____.”
 - “I am just doing what we agreed upon.”





"The Comfort Zone"



“

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