

**Using Quality Tools:
Continuous Improvement Principles Go District-Wide**



National Quality Education Conference - 2006

Using Quality Tools: Continuous Improvement Principles Go District-Wide



District Profile

Lou DeVincentis – Communications Coordinator
Melissa Mayher-Lynch – Communications Assistant
Donna Hensley – Human Resource Assistant



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2300 Students

- Moreland Hills Elementary School -

Grades preK-5

1000 Pupils

- Ballard Brady Middle School -

Grades 6-8

550 Pupils

- Orange High School -

Grades 9-12

750 Students

- Diversity of Student Body -

67% Caucasian 23% African-American

6% Asian 4% Other



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Staff

- Moreland Hills Elementary School -

143 Staff Members

- Ballard Brady Middle School -

79 Staff Members

- Orange High School -

119 Staff Members

Faculty – 79% have Masters Degree
or higher



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Campus

- Unique for public schools
- Nearly 200-acres
- Natural wooded environment
- Natural wetlands
- Initial 10-acres donated in 1924
- Part of Campus donated by President Garfield's family
- Inter-urban railroad
- Three school buildings
- Community Center – Pepper Pike Learning Center
- Community Education & Recreation reports to Board of Education
- Athletic fields, courts and pool



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Greater Cleveland

- *Many Cultural Activities* -

- Cleveland Museum of Art
- World Renowned Cleveland Orchestra
- Playhouse Square – 2nd Largest Theater District in Country

- *State-of-the-Art Medical Research and Care* -

- Cleveland Clinic Foundation
- University Hospital Systems

- *Also Known For...* -

- Major Sports Teams – Browns, Cavaliers and Indians
- Numerous museums – Rock Hall, Science Center
- “Located on the Shore of Beautiful Lake Erie”



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Community

- Semi-Rural Chagrin Valley
- 12 miles from Cleveland
- Five Main Communities
 - Village of Hunting Valley
 - Village of Moreland Hills
 - Orange Village
 - City of Pepper Pike
 - Village Woodmere
- Strong Community Support
 - Passed all operating levies since 1975
 - Involved in Schools
 - Community Education & Recreation



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Achievements

- Reputation as a high performing district
- Ranked High in various evaluations
 - State Achievement Tests – “Excellent”
 - Local Student Data
 - Newsweek, Cleveland Magazine
- Brady Middle School – National Blue Ribbon Award
- Moreland Hills Elementary – Ohio Hall of Fame School
- Orange High School – Ohio Award of Excellence
- Orange Community Education & Recreation – Recipient of \$100,000 Cleveland Foundation Grant & Named Model Community Program by State
- Athletic Department, Technology Department & Communication Department recent awards and recognition



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Standard Bearer

- Award Winning System
- Quality Initiative
- Engaging Students in Learning
- Collaboration
- Key Leaders
- Staff Development Opportunities



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Key Leaders & Quality

Dr. Daniel Lukich - Superintendent



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\$40 Million Bond/Capital Improvement (1998)

New PreK-5 Elementary Building
Renovated 6-8 Middle School
Renovated 9-12 High School
Technology – Systemic/Seamless
“Anytime, Anywhere, Anyone”



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Is Being Good Enough?

Board and Superintendent discussion
Improved Teaching/Learning/Student Achievement
Good to Great
Built to Last
Invest in Staff
Build capacity
Work on the system/not the people
Process not new program
Organizational development



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The Schlechty Center

3-prong initiative

The District

3 School Buildings

All Classrooms

Standard Bearer School District

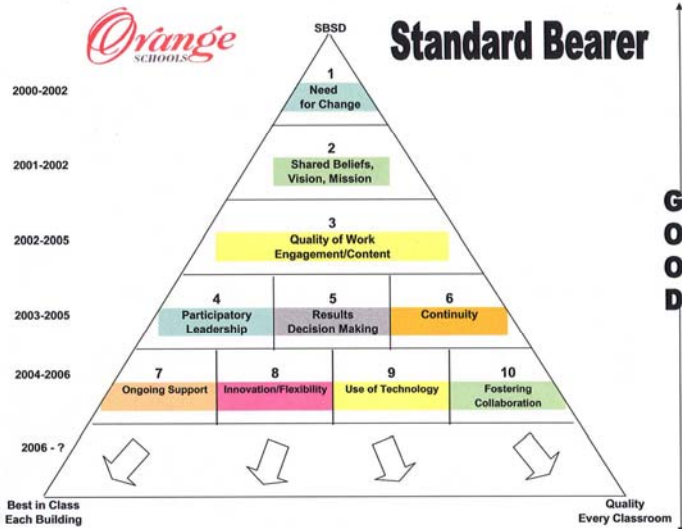
Award Winning Systems

Quality in Every Classroom



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CLSR to Schlechty Center
2001 to 2006
SBSD to Affiliate Relationship



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Key Leaders & Quality

Dennis Hansen – President
Orange Teachers Association



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Key Leaders & Quality Orange Teachers Association

- 239 Teachers; 100% Membership
- Promote Competitiveness
- Expect the best
- More than 10 years ago: Stereotypical Labor/Bd. Relationships: mistrust, distrust, antitrust
- Union = "Protection"



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Key Leaders & Quality OTA Today

Win-Win Collaboration

- Pick issue which both sides agree need to be solved
- Focus on what is best for
 - Kids
 - Teachers
 - District
- Use protocol/tools ie. TAG, Work of Design Teams, Teacher Academies



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Key Leaders & Quality How Did OTA GET Here?

Invitation: Honest Conversation: Build Trust

CLSR/ Schlechty Center: Platform our district used to build capacity for collaboration

Started with Discovering Shared Beliefs among Key Leaders



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Key Leaders & Quality How Did OTA GET Here?

- CLSR/Schlechy Center Conferences
 - Key Leaders; WOW; Induction; Assessment
- National Quality Award conference
- World Class Schools Conference
- American Society of Quality Training
- Many “in district” opportunities to learn and collaborate



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Quality in Every Classroom

ASQ Interests and Actions

2005 – 2006

2006 – 2007

Plan Do Study Act Cycle

Dr. Nancy Wingenbach – Director Educational Programs

April Siegel-Green – Coordinator of Special Education



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Quality in Every Classroom

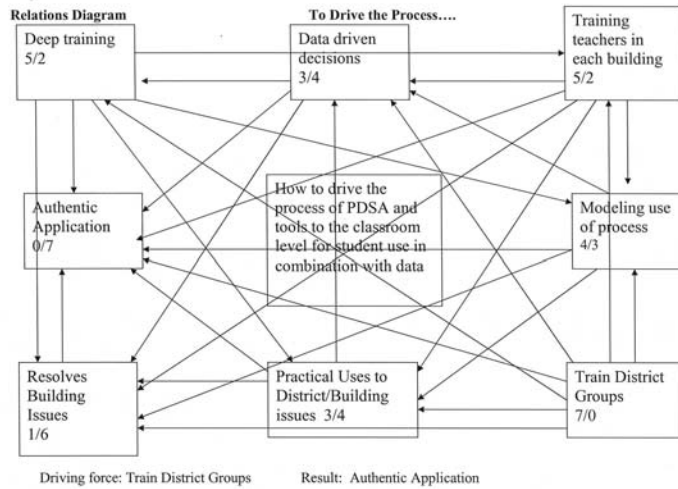
Affinity Diagram

Authentic	Relevant	Train the Trainer
<i>Application</i>	<i>Other school's usage</i>	<i>Extensive timeframe</i>
<i>Real problems</i>	<i>Solutions worked</i>	<i>Opportunity to practice</i>
<i>Student use</i>	<i>Issues came from w/in buildings</i>	<i>Collaborative time</i>
<i>Collaborative time</i>	<i>Practical uses</i>	<i>Imbed in daily work</i>
<i>Connected to district initiatives</i>	<i>Data driven</i>	<i>Opportunity to discuss and analyze over extended time.</i>
<i>Customize to issues</i>	<i>Customize to situation</i>	<i>Customize to transference</i>



Quality in Every Classroom

Relations Diagram



Quality in Every Classroom

GANTT CHART / TIMELINE – PROJECT TITLE: Deployment of ASQ Tools

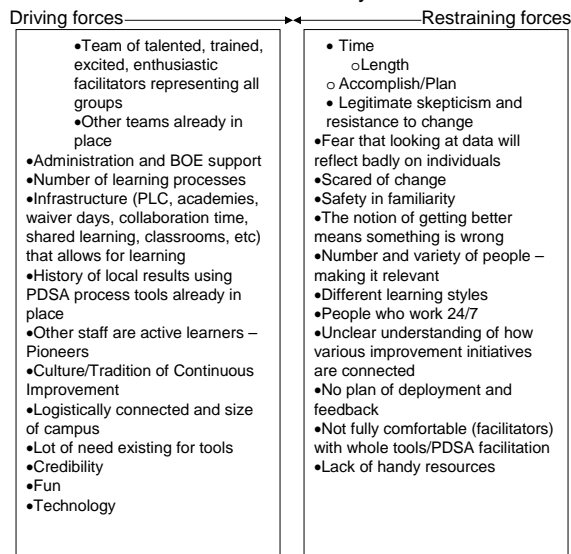
Task	Time	Ma 04	Aug 05	Sep 05	Oct 05	Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06	My 06	Jun 06	Jul 06	Aug 06
Exposed to tools – Palatine group		█													
Teacher training: Group of 16			█	█	█	█	█								
Teachers applied tools to buildings				█	█	█	█	█	█	█	█	█	█	█	
Admn group training, 15 people									█	█	█	█	█		
Community Ed & Rec applies the tools									█	█	█	█	█	█	█
Support Staff training, 20 people									█	█	█				
Teacher Group Follow Up										█	█				
District Team training 5 days															█
District Dialogue		█	█	█	█	█	█	█	█	█	█	█	█	█	█



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Quality in Every Classroom

Force Field Analysis



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Quality in Every Classroom

Force Field Analysis, continued

Actions:

- Use the existing infrastructure for opportunities for exposure, demonstration, showcasing examples, and practice of PDSA tools
- Continue to tell stories of history – results using PDSA tools
- Continue the team of talented facilitators – staying in touch
- Collaboratively develop the next step
- Within the same infrastructure clarify how the different initiatives are meshed
- Create a visual representation of the initiatives using PDSA tools
- Identify time that meets the needs of the various groups of people
- Continue to practice and apply the tools
- Design feedback process



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Quality in Every Building

Marc Haag – Principal

Beth Wilson-Fish, Teacher

Moreland Hills Elementary School



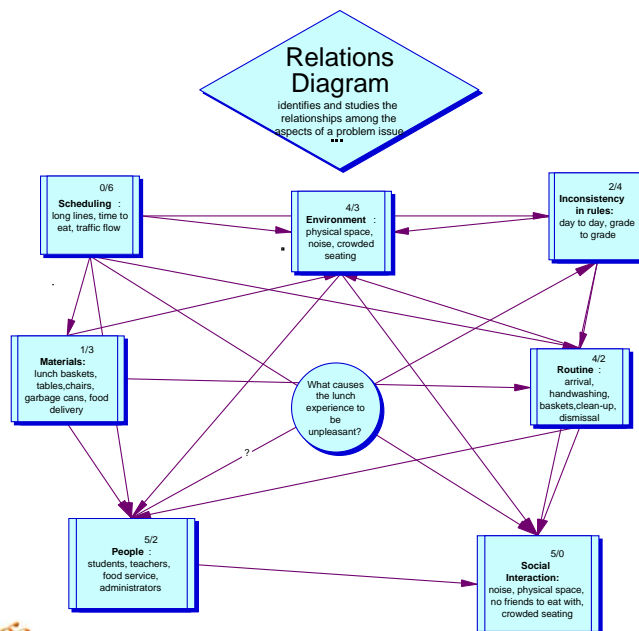
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Moreland Hills Elementary

- Diverse ASQ Team
- Initial Focus: Lunch/Recess Experience
 - Topic of impact for all
 - Meaningful and worthwhile project
 - Discussions & use of Quality Tools
- Ultimate Focus: Building Schedule



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Moreland Hills Elementary Focus on Schedule

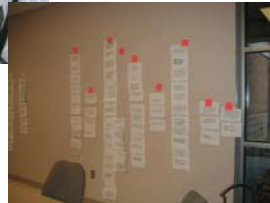
- To connect mid-day improvements to overall schedule
- To build collaborative time into schedule
(Professional Learning Community Development)
- To continue use of Quality Tools



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Moreland Hills Elementary Creating an Affinity Diagram



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Moreland Hills Elementary Year-long Process

- Creation of Scheduling Committee
- Development of Schedule Revisions
 - Special Areas (Art, Music, PE, etc.)
 - Collaborative Time for All
 - Duties (before/after school; mid-day)
- Pilot Schedule in May



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Moreland Hills Elementary Outcomes

- Implementation of Revised Schedule
- Continuation of PDSA (Evaluation)
- Collaboration Time in All Schedules
- Development of Prof. Learning Community
- Awareness of Quality Tools among Staff
- Use of Tools in Future Staff/Student Work



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Quality in Every Building

Stephen Hegner – Principal

Mary Ann Kocher – Teacher

Brady Middle School



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Brady Middle School

Background – Defining the System

- Synergy and harmony
- District Initiatives carried out
- Common planning time for years

Assessing the Current Situation

- Growing pains: BMS mobile technology needs a home

Analyzing the Cause

- Difficult scheduling process leads to underutilization of technology in classrooms



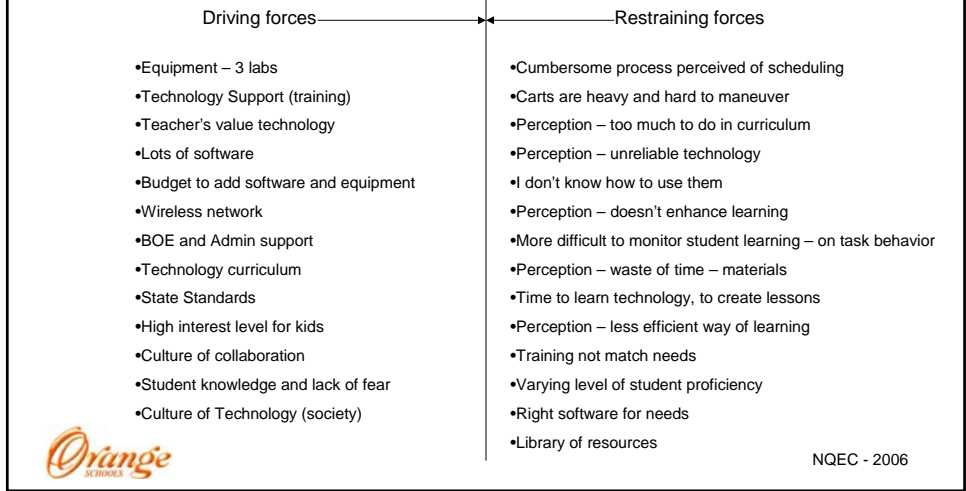
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Brady Middle School

Using the Tools to Plan Our System

FORCE FIELD ANALYSIS

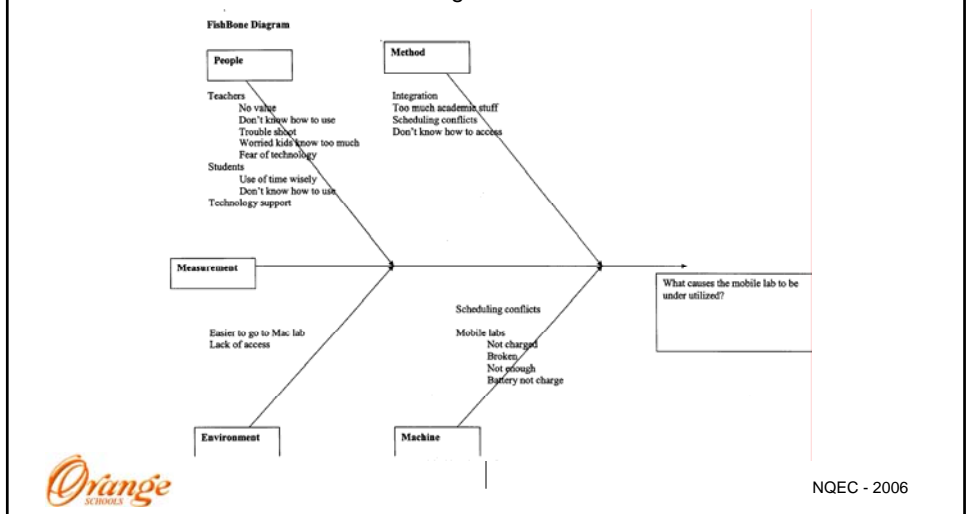
Change to be made: Use of mobile lab-integration into curriculum in wider variety of ways.



Brady Middle School

Using the Tools to Plan Our System

Fishbone Diagram – Mobile Labs

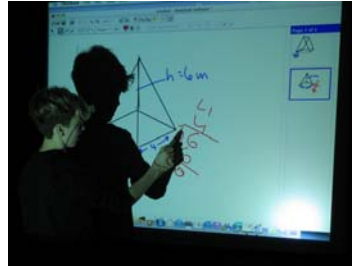


Brady Middle School

Conclusion: BMS Technology: What has been achieved

We now have:

- An online scheduler
 - other implications?
- Computers housed in appropriate locations
- Better utilization throughout the building



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Brady Middle School

Organizing a Support System

Problem:

Support for struggling learners is scattered, resulting in students who are not receiving appropriate interventions.



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Brady Middle School

Solution

- A unified system of support
- Identification through various sources
- Appropriate support
 - scheduled
 - monitored
- Data used to monitor and inform instruction



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Quality in Every Building

Dan Hanstein – Principal
Alison Breiding – Teacher
Orange High School



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Orange High School Collaborative Schedule

Collaborative Schedule

- Teachers/Staff had little to no dedicated time to collaborate regarding the education process
- Surveyed staff regarding their understanding of “collaboration”
- Studied optional schedules and implemented delayed start days in Spring ‘06
- Analysis of results led to modified block schedule for 06 - 07 school year
- Currently in “Act” phase of the PDSA Cycle



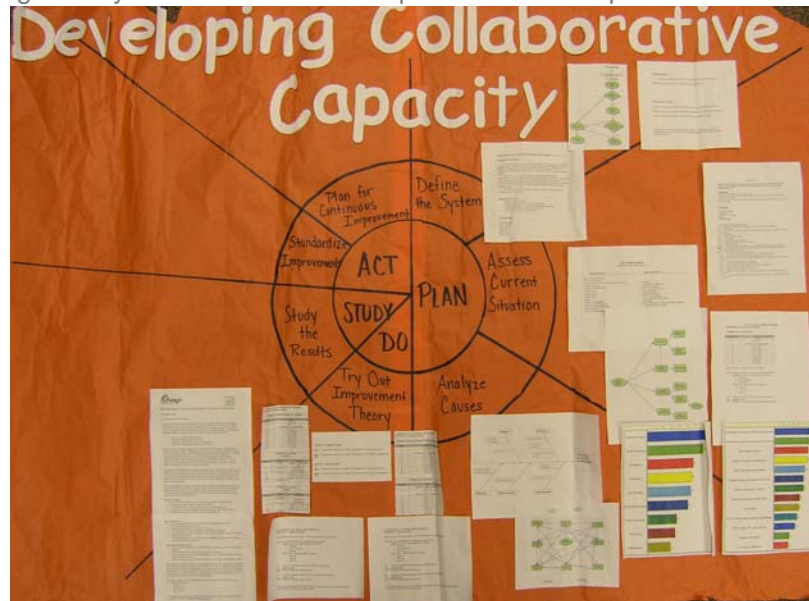
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Quality in Every Classroom



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Quality in Every Classroom

April Siegel-Green – Coordinator of Special Education



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Training / Transfer Results

- Building Teacher Groups Discussions
 - Tools created products (eg. Essential Learnings)
 - Tools focused teams' discussions
- Professional Development Activities
 - Identified PD results desired
 - Systems Definition used in PLC course



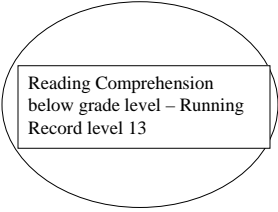

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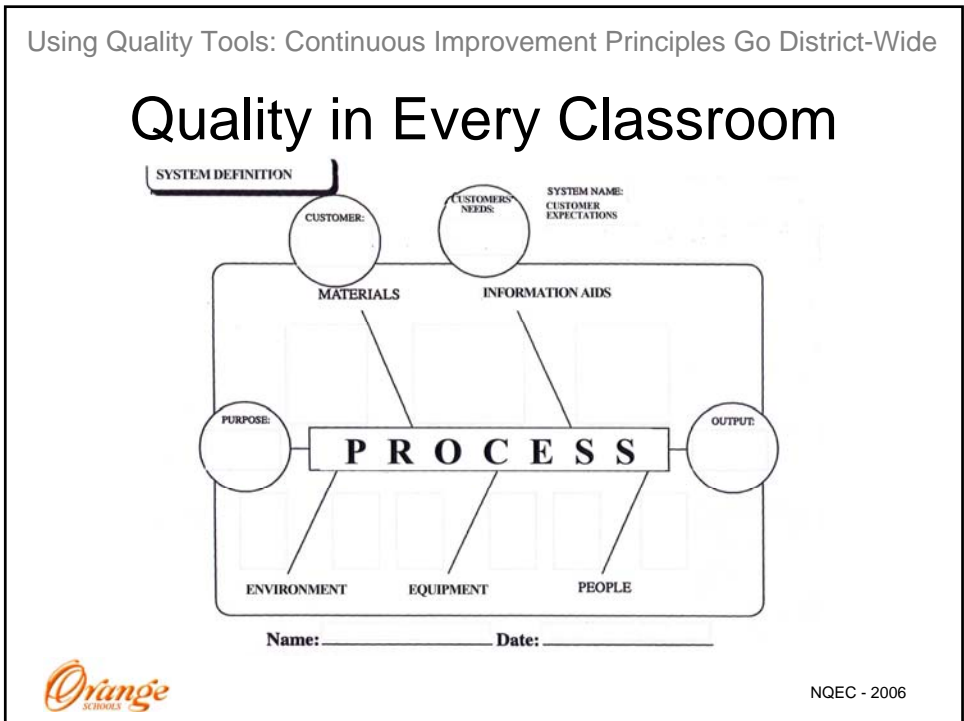
Special Education Results

- Intervention Assistance Teams
 - Focuses teams
 - Visual reminders/notes
- Special Education Committee
 - Result of Teacher Negotiations
 - Provides Communication District-Wide
- Special Education Classroom Placements



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Place in group of students at same level focusing on comprehension strategies	<p>Lotus Diagram</p> <p>Bag of books at Just Right level for home reading</p>	Title 1 support 2 days per week
Comprehension – Dice games		Retell real life situation then ask specific questions
Small group specialized support 2 days per week	Use of visuals while asking questions	Highlight key words
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Overall Results

- Common Language
- Common Understanding of application
 - Models of successful use
 - Transfer to various groups/situations
- Ultimate Goal:
 - To drive the process of PDSA and tools to the classroom level for student use in combination with data



Questions and Answers lead to Affinity Diagram





Quality Goes District Wide

David Burnison – Director of Human Resources

Marcy Fludine – President, CESSA

Jim Ventura – President, OAPSE



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Quality Goes District-wide

- Initial Experience
- ASQ Process, Trainer and Support
- Board of Education
- Relationships



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Next Level of Training

- Administration
- Clerical & Educational Support Staff Association
- Confidential Employees
- Ohio Association of Public School Employees
- Orange Community Education and Recreation
- Supervisors



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District-wide Thinking

- Create System
- Strengthen Relationships
- Improve Communications
- Opportunities for Employees
- Bridge Gaps
- Environment Supporting Student Learning



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Results of District-wide Work

- Authentic Engagement
- Unified Approach – PDSA & Quality Tools
- Ownership of Process
- District Capacity
- Stories of Success...



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Clerical & Educational Support Staff Association (CESSA)

- History of CESSA
- Changing with the times
- Outdated Evaluation Process
- Contract Mandate To Update
- PDSA – Quality Tools
- Living Document



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Quality Goes District Wide

CESSA Evaluation of Professional Performance

Orange School District
CESSA Evaluation Form

Name _____ Assignment: _____ Building _____
 Period _____ to _____ Date: _____ Employee: _____ Date: _____
 Signatures: Evaluator: _____ Date: _____ Employee: _____ Date: _____

Instructions: For each job category, select and check the area most nearly representing the degree of the employee's accomplishment. This evaluation is to be discussed with the employee and both the evaluator and the employee are to sign the form. The signature of the employee denotes only that the evaluation has been discussed. Detailed explanatory remarks may be attached if desired. In accordance with the CESSA/Board of Education Agreement the individual being evaluated may wish to disagree or comment on the evaluation. This may be accomplished by submitting a written statement to the Human Resource Department within thirty (30) days of the evaluation. The statement will be attached to the evaluation.

	IMPROVABLE	AVERAGE	STRONG
Job Knowledge – demonstrates skills necessary to complete the job (based on job description), i.e. Comments See attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Work – accuracy, completeness, high standards, thoroughness, neatness, judgment Comments See attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of Work – completion of work on schedule, amount of work completed Comments See attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Habits – Shows initiative, enthusiasm, resourcefulness, organization of work Comments See attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability – Degree to which he/she can be relied on to do the job without close supervision Comments See attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over _____ 12399



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Quality Goes District Wide

Demonstrates the skills necessary to complete the job in a timely manner:
 Agree Strongly Agree Disagree Strongly Disagree

Evaluator Comments:
Employee Comments:

(Employee) can be rated on a scale of 1-10 (10 being the highest) on the following quality tools:

- Accuracy:**
- Completeness:**
- Neatness:**
- Ability to work with others:**
- Shows Initiative:**
- Enthusiastic:**
- Organized:**
- Timely:**
- Dependability:**
- Attendance:**



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OHIO ASSOCIATION OF PUBLIC SCHOOL EMPLOYEES (OAPSE)

- Local 561
- Engaging Stakeholders
- Establish a Unified Approach



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How Did We Engage Stakeholders?

- Identify
- Empower
- Focus on District Beliefs
& Mission
- Negotiations Process



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Establish A Unified Approach

- Working Within A Main Leadership Committee
- Collaboration
- ASQ – Quality Tools Training
- ASQ Facilitator Training



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How Does This Work?

- ASQ Training & Facilitator Training
- Ownership
- Results – Developing District Capacity



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Quality in Community Programs

Laura Guentner – Director

Orange Community Education & Recreation



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Quality in Community Programs

Orange Community Education and Recreation & PDSA Process

- One of Ohio's most comprehensive community education and recreation departments
- Unique model - integral part of Orange City Schools for over 30 years
- Process over 12,000 registrations per year for over 1,300 different classes and activities



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Quality in Community Programs

Orange Community Education and Recreation & PDSA Process

Needs & Objectives of Department

- Purchased new student/class registration software to handle increasing numbers of registrations
- New software driving changes not able to be supported by current registration process or staff functions
- Needed to design and implement new registration process – both for staff and students



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Quality in Community Programs

Orange Community Education and Recreation & PDSA Process

Using ASQ Tools and PDSA Cycle to Design and Implement a New Registration Process

- Orange Community Education & Recreation staff joined Orange School's ASQ training initiative
- Utilized ASQ tools to understand needs and design new registration process. Particularly useful tools included:
 - **Defining the System** -- understanding purpose and aligning purpose with needs
 - **Flow Charts** -- diagnoses problems/issues and visualizes processes
 - **Force Field Analysis** -- identifies conditions that drive a process forward or hinder a process
 - **Gantt Chart** -- timeline and tracks action step order



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Quality in Community Programs

Orange Community Education and Recreation & PDSA Process

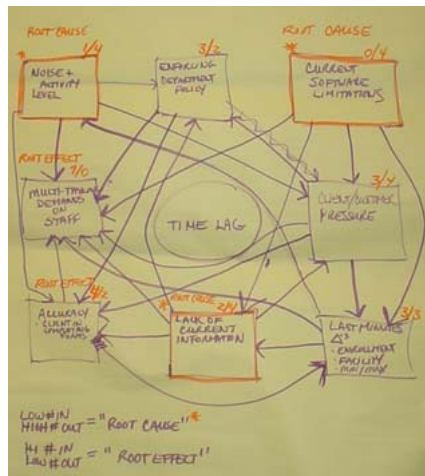


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Quality in Community Programs

Orange Community Education and Recreation & PDSA Process



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Quality in Community Programs

Orange Community Education and Recreation
& PDSA Process

Outcomes & Benefits of Using the PDSA Process

- Systems approach of ASQ's PDSA process assisted in launching new registration software and process in record time
- Improved our organization's capacity to anticipate needs and issues
- Provided common language focusing us on improving efficiency and productivity
- Provided logical way to evaluate and collect data to continue to improve process
- Developing a common language beyond this project – PDSA becoming integral part of doing business in our organization



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Wrap up
Questions & Answers
Affinity Dialogue
Discussion



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Quality in Our Future

Dr. Daniel Lukich - Superintendent



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Quality in Our Future

New Names – New Learning

- DuFour/Eaker
- Daggett

- Stiggins
- Guskey
- Fullen
- Reeves
- Haycock
- Schmoker
- Haggerty-Raines

- PLO/PLC
- Successful Practices Network/
Model Schools
- Formative Assessment
- Mastery Learning
- Leadership for Change
- World Class Schools
- The Standard Movement
- Results: Key to School Improvement
- PDSA Process/Quality Tools



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Quality in Our Future

AGENDA - NQEC Presentation

“Quality Tools: Continuous Improvement Principles Go District-Wide”
 November 13, 2006 3:30 p.m.-5:00 p.m. - InterContinental Dallas, TX

<u>Minutes</u>	<u>Title</u>	<u>Presenters</u>
5	Introduction/Profile	Lou DeVincentis, Donna Hensley
10	Key Leaders/Quality	Dan Lukich Dennis Hansen
20	Quality in Every Classroom focus on continuous improvement	Nancy Wingenbach
	Quality in Each Building	
	<ul style="list-style-type: none"> ● Moreland Hills Elementary ● Brady Middle School ● Orange High School 	Marc Haag Beth Wilson Fish Steve Hegner Mary Ann Kocher Dan Hanstein Alison Breiding
	Training Results	April Siegel-Green



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Quality in Our Future

AGENDA - NQEC Presentation

“Quality Tools: Continuous Improvement Principles Go District-Wide”
 November 13, 2006 3:30 p.m.-5:00 p.m. - InterContinental Dallas, TX

<u>Minutes</u>	<u>Title</u>	<u>Presenters</u>
5	Questions & Answers	April Siegel-Green
20	Quality Goes District-Wide	David Burnison
	<ul style="list-style-type: none"> ● CESSA ● OAPSE 	Marcy Fludine Jim Ventura
	<ul style="list-style-type: none"> ● Orange Community Education & Rec 	Laura Guentner
10	Questions & Answers	April Siegel-Green
5	Quality in Our Future	Dan Lukich



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