



**BRIDGING RICHMOND**  
COLLECTIVE ACTION — CRADLE TO CAREER

# Attendance Institute

## *Every Student, Every Day*



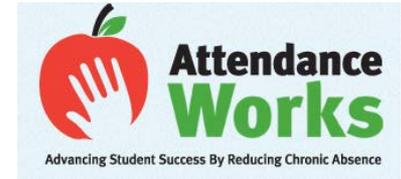
## Session 5: Creating Opportunities for Peer Learning

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4/18/2016

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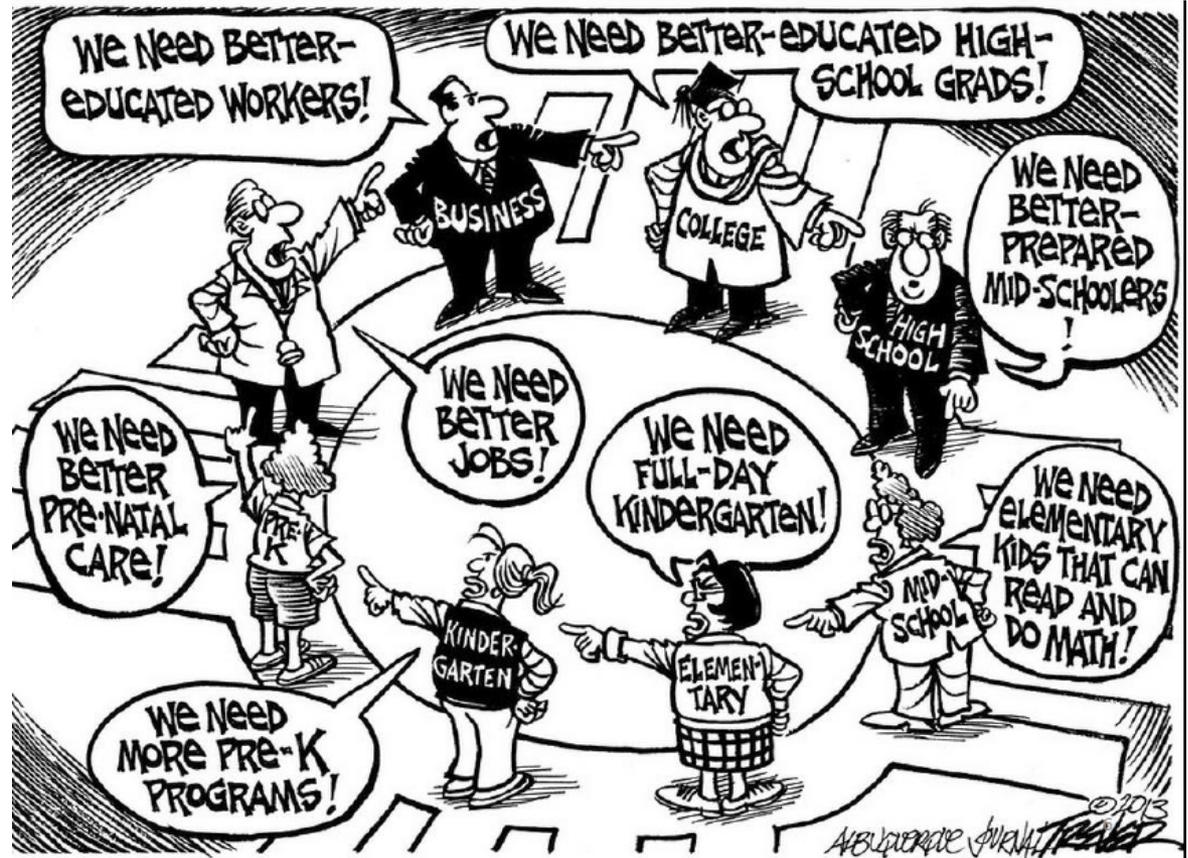
Vision: Every person in our region will have the education and talent necessary to be successful from cradle to career.

Mission: To engage the community to address shared education and workforce priorities through data, collective action, and improvements from cradle to career.

# Systems Change

“There is no such thing as a dysfunctional organization, because every organization is perfectly aligned to achieve the results it currently gets.”

*Jeff Lawrence*





# Learning Objectives:

1. Participants will create a draft of an attendance driver (key factor) diagram for their community.
2. Participants will be able to explain “Cycles of Inquiry” or “PDSA Cycles” in their own terms.
3. Participants will understand the role of school-level improvement teams and how they can benefit from a broader collaborative action network.



# **Presentation builds on:** **Attendance & Truancy** **Among Virginia Students**

## **Module 12: Creating Opportunities for** **Peer Learning**

**BR Bonus: Content from Bridging Richmond on VDOE slide**

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# Warm Up and Introductions

What peer learning opportunities currently exist for principals, teachers or staff in your school or division?

BR Bonus: Regional peer learning?

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# The Value of Peer Learning

- Peers are believable messengers. They're in the trenches with other educators.
- Peers can share among themselves more openly and honestly than with outsiders.
- Peers know the locality, schools and student population. They often face common challenges.
- Peers often have solutions that can help one another so they avoid re-inventing the wheel.

**BR Bonus: Peers are generally less associated with punitive data use**

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# Purpose of a Typical Peer Learning Network

To create a peer learning community in which teams can:

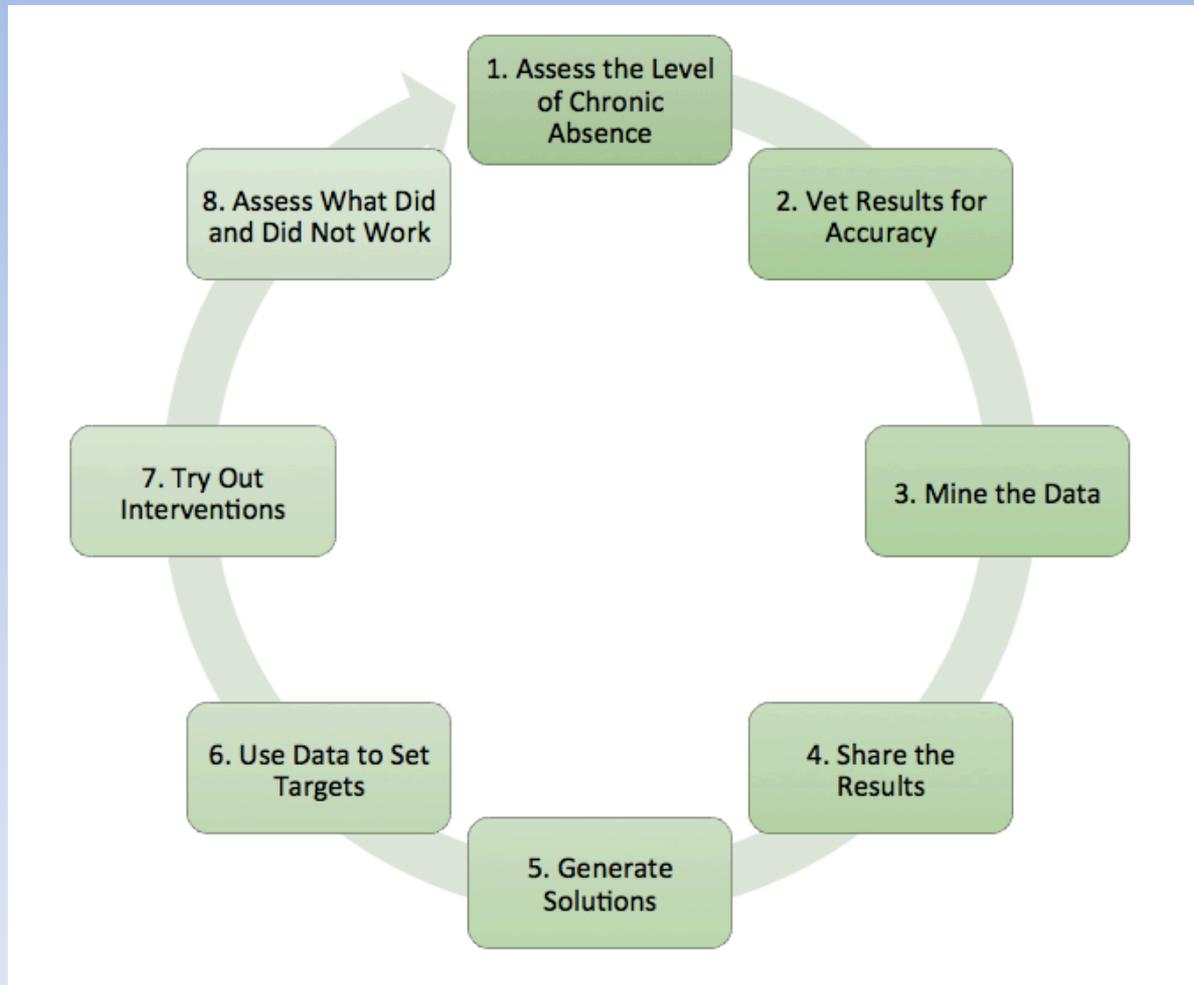
- a) analyze their attendance data
- b) learn about and develop strategies for reducing chronic absence
- c) craft a plan for addressing chronic absence
- d) implement their approach to reducing chronic absence starting in the next school year.

BR Bonus 1: Use data to improve instead of prove

BR Bonus 2: Accelerate the improvement cycle: Plan → Do → Study → Adjust

BR Bonus 3: Rapidly share what works

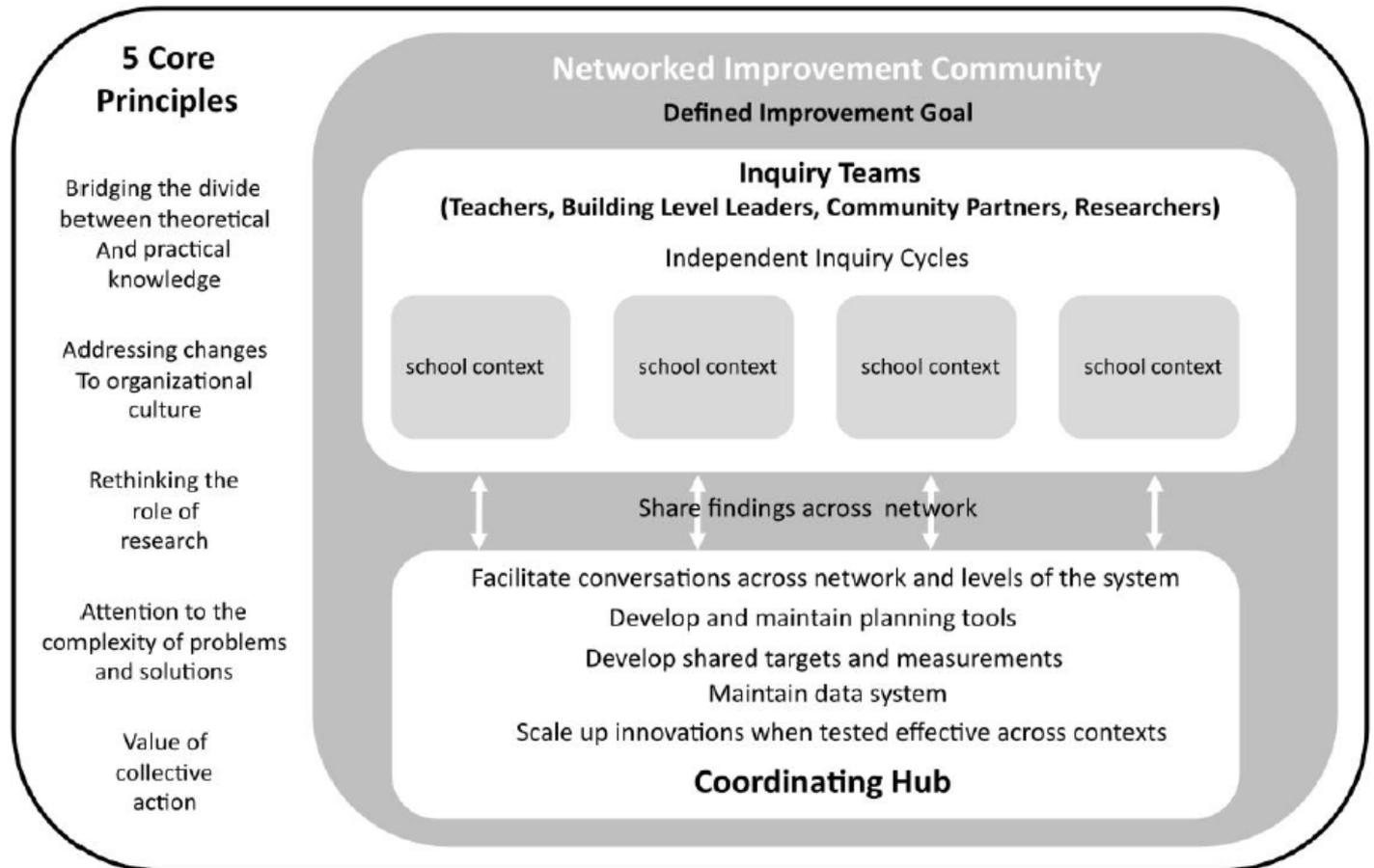
# Cycle of Inquiry for Peer Learning



# How Can You Create Peer Learning Opportunities?

- **Create a new peer network:** Bring a group schools or educators together to meet regularly about attendance practice: what works and what doesn't. Provide a facilitator who can guide the network through a cycle of inquiry.
- **Piggyback on an existing network:** Build in time during an existing meeting for peer learning
- **Join an online learning network:** Take advantage of online resources.

**Figure 1. Networked Improvement Community**



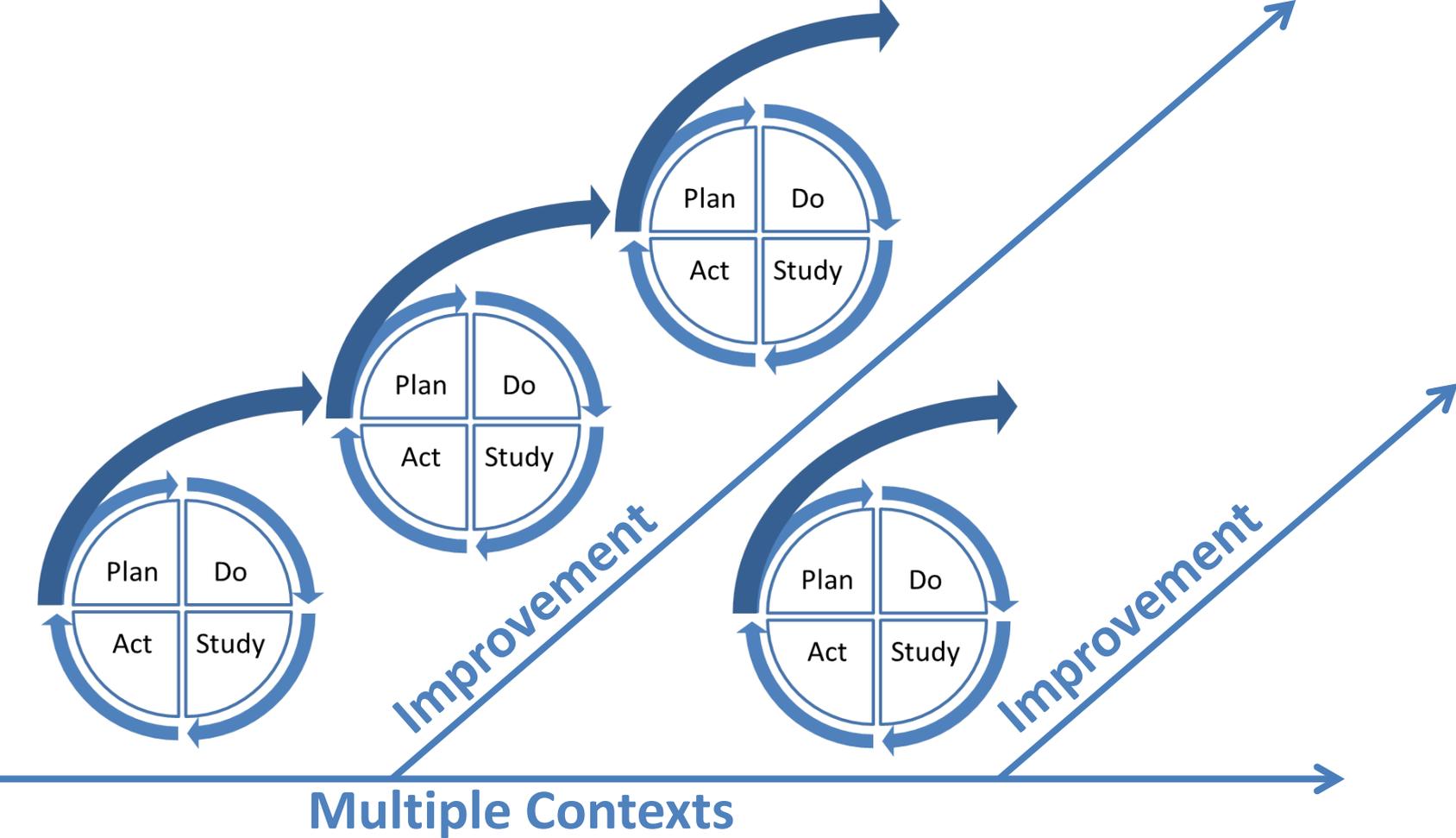
# Bridging Richmond's Hypothesis

If we apply **rapid cycle concepts** to our use of *results facilitation*, then we will:

- Accelerate competency
- Improve efficiency
- Increase ownership & action by our community



# Rapid Cycle Improvement





# Structure Problem Solving

PDSA	DMAIC	Potential Tools
Plan	Define	Problem Statement; Result Statement; Priority Population
	Measure	Trend Data; Disaggregated Data; Process Mapping; Pareto
	Analyze	Root Cause; Key Driver; 5 Whys; Fishbone; Bright Spot Analysis; Interview
Do	Improve	Evidence-based Hypothesis; Test of Change Design;
Study		Run Charts, +delta, Dashboard, Growth Model; Observation with Rubric
Act (Adjust)		Share learning; Cycle back to analyze at intervention level to understand from process owner and customer perspective –What could be improved.
	Control (Monitor)	Monitor Plan and Ownership Transfer; Share learning

# KEY DRIVER DIAGRAM

Project Name:

Project Leader:

Revision Date: \_\_-\_\_-\_\_

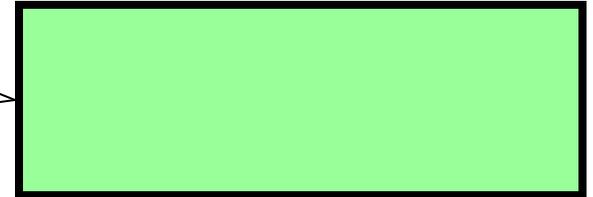
## KEY DRIVERS

## INTERVENTIONS

### SMART AIM

Increase the percent of students who are not chronically absent from X% to x% in X number of pilot schools by December 30, 2016.

### GLOBAL AIM



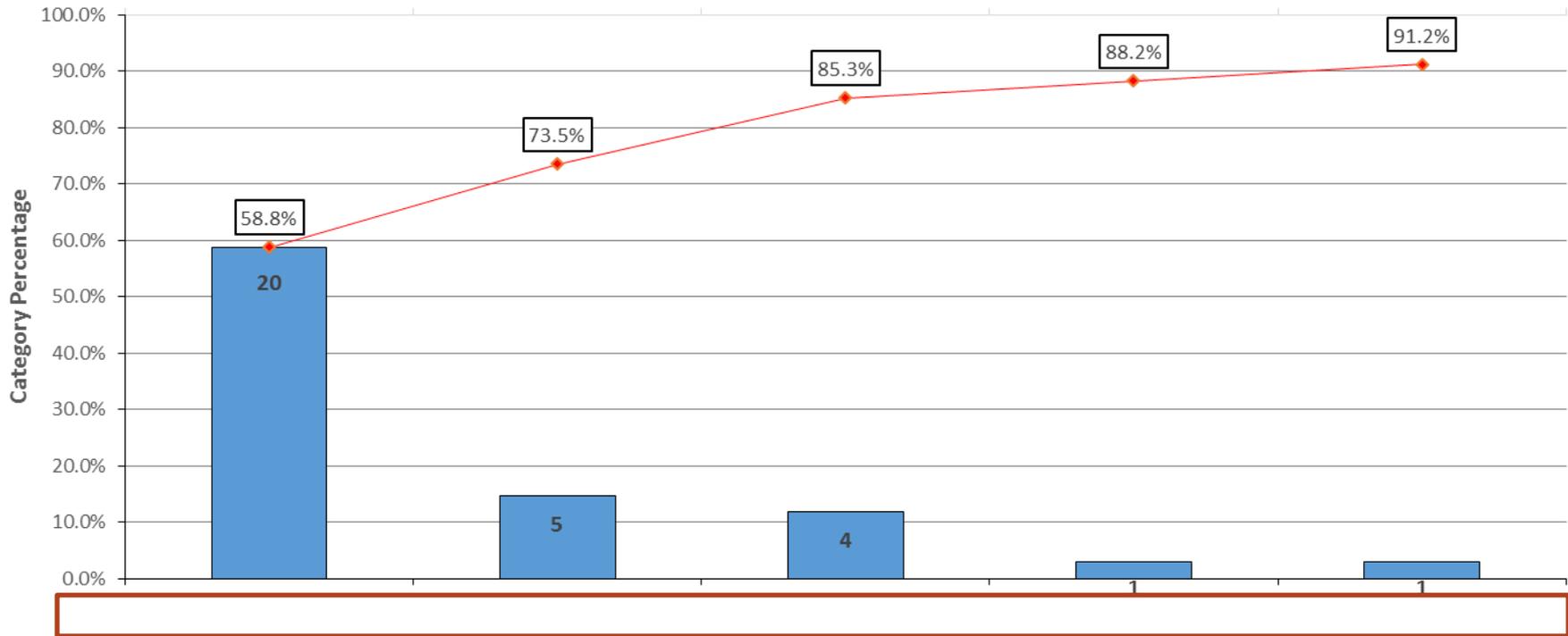
Key

Dotted box = Placeholder for future additions  
Green shaded = what we're working on right now



# Plan: Define Problem

## Attendance Pareto Chart



## Reason for Poor Attendance

■ Individual Quantities & Percentages    ● Cumulative Percentages



# Use Data to Identify Bright Spots

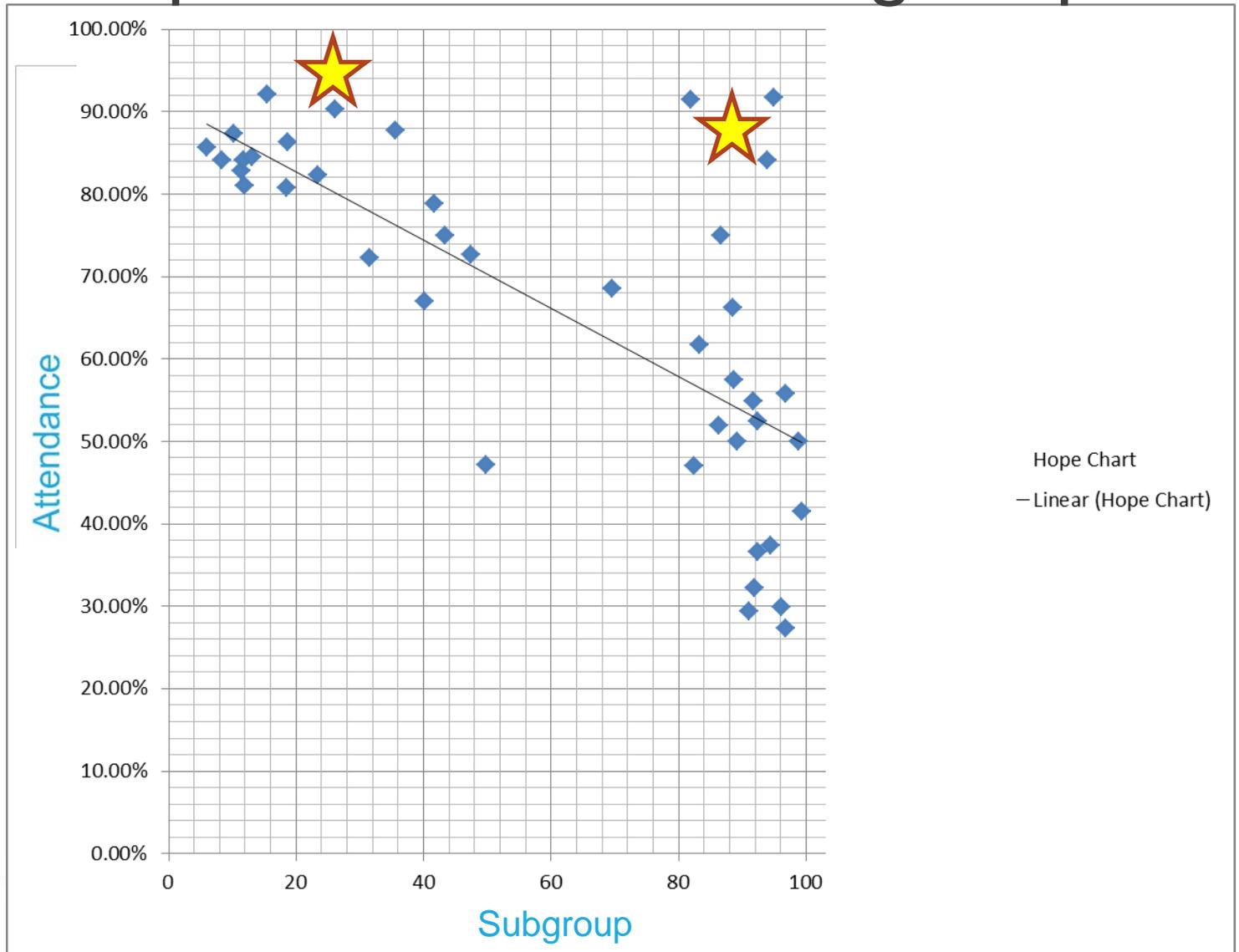
- Once you have calculated your chronic absence levels for all the schools in your division, compare them to see which schools stand out for having low levels of absenteeism.
- Pay particular attention to schools that have low levels of chronic absence despite school characteristics and student demographic factors that are associated with high levels of absenteeism.
- School leaders can do the same analysis to look for Bright Spot classrooms.

# Data Can Tell the Story

Characteristics	School #1	School #2	School #3
Region Type	Rural	Town	City
K-2 Enrollment	218	75	215
% ED	72%	100%	82%
% ELL	5%	16%	64%
% SPED	17%	5%	12%
% Non-White	36%	33%	83%
<b>Chronic Absence</b>			
Predicted Rate	24%	28%	22%
Actual Rate	1%	7%	6%
Difference	-23%	-21%	-16%



# Hope Chart to Find Bright Spots



# How to Identify a Bright Spot

- Look at schools or classrooms with low chronic absence rates
- Examine rates from year to year – are they consistent or are there significant improvements?
- Compare to schools with similar student populations
- Assess proportion of students in challenging circumstances: living in poverty, special education, English language learners
- Assess school size and neighborhood composition
- Confirm data with school principal or attendance clerk and plan a site visit

# Site Visits Can Uncover What Works

Once you have identified possible Bright Spots, plan site visit to assess attendance practices and policies. Here are some questions to consider:

- What do you want to learn from this site visit?
- Are you looking for practices to share district-wide?
- Are you seeking to understand what works and what does not work?
- Are you seeking to understand what motivated the school community to become focused on attendance?
- Do you want to identify how the district office can support sites through providing data, resources, professional development?

# DRAFT Attendance Collaborative Action Network: Key Drivers



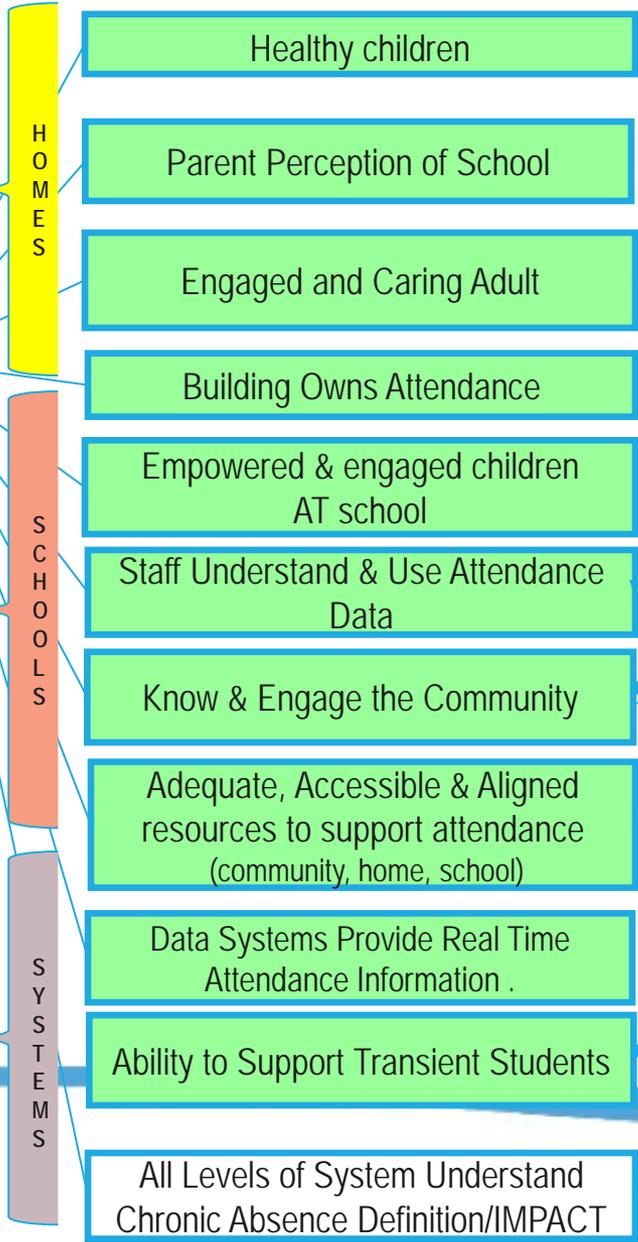
## 120 Day SMART AIM

Increase the percent of students who are not chronically absent from X% to x% in X number of pilot schools by December 30, 2016.

**Long-term SMART AIM:** Increase the percent of students who are not chronically absent from X% to X% by (date).

**GLOBAL AIM**  
All RVA children have positive school attendance outcomes, every child, everyday.

### OUTCOMES-KEY DRIVERS (High prioritized processes/ "The What")



### PROJECT PORTFOLIO "The How"

- \*Must Identify Priorities in this Space First\***
- 2.Start Strong**  
Data from 2015-2015 school year used to flag student for early intervention in September. (person responsible?) put this in each one.
- 3 Community Attendance Ambassadors**  
Accessible resources developed, X # of ambassadors trained and reach X # of students at risk for chronic absence by X date.
- 4.Continuous Improvement Teams**  
Ten elementary schools form k/3 attendance improvement teams & reduce chronic absence in priority population by XX% by 1/1/17.
- 5.Student Action Plans**  
X districts pilot common student attendance plan instruments and link data collection for key factors by 12/2016.
- 6.Weekly Attendance Data**  
X% of school districts have systems that correctly pull chronic absence data weekly, at school & student levels.
- 7. Attendance Awareness Campaign**  
X% reach in professional development for central office & school building administration, and families by the 10/01/2016



# FAFSA Completion Project 2015-2016



Bridging Richmond 2015-2016  
School Year Completions To Date



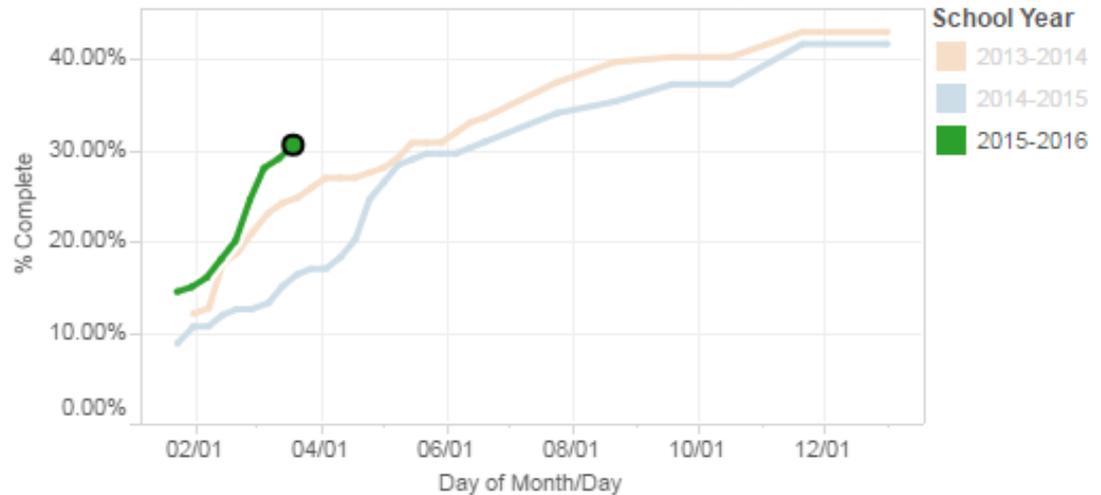
School Name ✕

JOHN MARSHALL HIGH

FAFSA Completions through the end of December 2014 compared with the end of December 2015

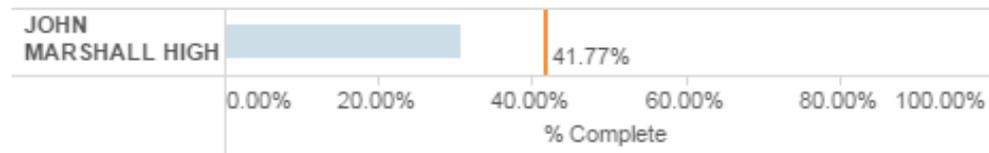
School Name	Completions Through	
	2014	2015
HIGHLAND SPRING..	63.39%	55.17%
THOMAS DALE HIGH	55.19%	55.16%
HANOVER HIGH	55.30%	53.67%
FREEMAN HIGH	55.67%	53.26%
GOOCHLAND HIGH	53.30%	52.94%
MANCHESTER HIGH	49.78%	52.52%
JAMES RIVER HIGH	55.19%	51.09%
NEW KENT HIGH	51.69%	51.05%
TUCKER HIGH	51.10%	50.85%
LLOYD C BIRD HIGH	53.66%	49.55%
MEADOWBROOK HI..	50.13%	48.37%
CHARLES CITY CO ..	38.00%	46.43%
JOHN MARSHALL H..	43.09%	41.77%
CARVER COLLEGE ..	42.11%	39.71%
GEORGE WYTHE HI..	38.86%	39.46%
HUGUENOT HIGH	48.54%	38.06%

## JOHN MARSHALL HIGH Weekly FAFSA Completions



\*If number of completions is blank then number of completed applications were less than 5 and cannot be reported.

## FAFSA Completions 2015-2016 to Date



# PDSA Worksheet

GOAL Statement					
Person Responsible	PLAN			DO	STUDY - ADJUST
	Target Group	Key Drivers	Action Commitment	Date	Study and Adjust

## STUDY:

During our *[brief description of planned action]*, I/we expected *[brief statement of expectation]*. The outcome *[did / did not]* meet the expectation because *[briefly describe why the outcome did or did not meet the expectation]*.

## ADJUST:

In the future, we will repeat the action as it was tested it.

- OR -

In the future we will *[briefly describe how you will change the action to be more impactful]*.



# PDSA: Cycle of Inquiry

Figure 1. Networked Improvement Community

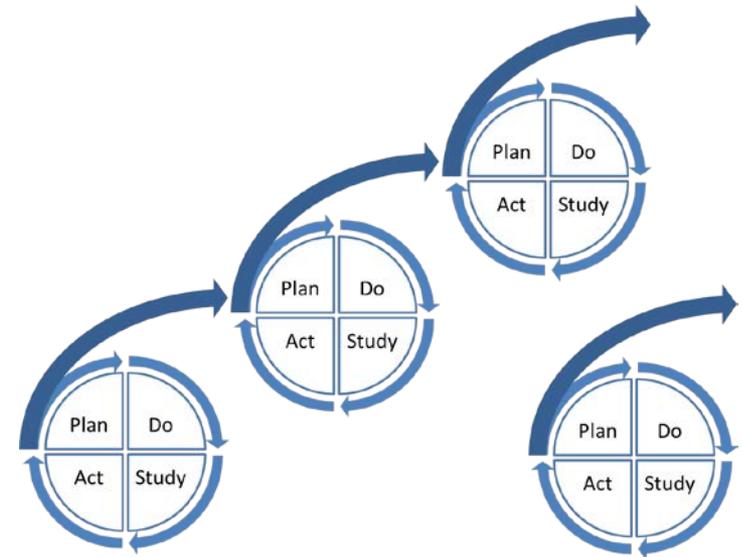
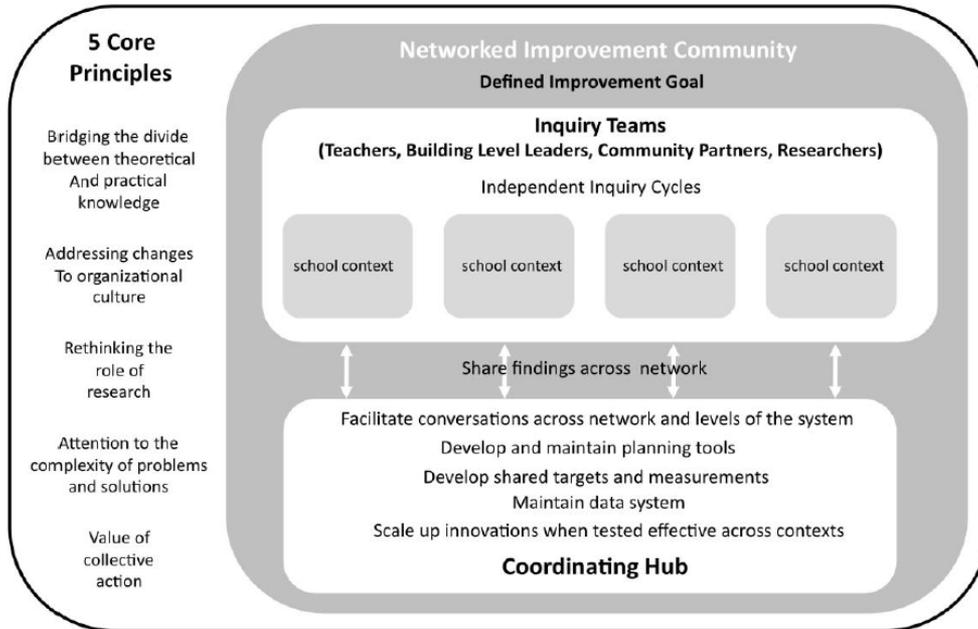


Figure 1 Source: White paper commissioned by Bridging Richmond  
Senechal, Jesse. (2015) Rethinking School Improvement: The case for Networked Improvement Communities. MERC. VCU.



# QUESTIONS?



Share what you've  
learned!  
[#BridgeRichmond](#)



# A Few Resources

- Bryk, Gomez, Grunow, and LeMahieu (2015). Learning to Improve: How America's Schools Can Get Better at Getting Better. Harvard Education Press.
- Bryk, Anthony S., Gomez, Louis M., and Grunow, Alicia. (July 2011) Getting ideas into action: Building networked improvement communities in education. [Carnegie Perspectives]
- Coburn, Cynthia E., Penuel, William, R., and Geil, Kimberly E. (January 2013) Research-practice partnerships: A strategy for leveraging research for educational improvement in school districts [white paper prepared for the William T. Grant Foundation]
- Carnegie Foundation – Improvement Science: <http://www.carnegiefoundation.org/improvement-research/approach>
- [http://www.hightechhigh.org/unboxed/issue13/a\\_foray\\_into\\_improvement\\_science/](http://www.hightechhigh.org/unboxed/issue13/a_foray_into_improvement_science/)
- Menomonee Falls Continuous Improvement:  
<http://sdmf.schoolfusion.us/modules/cms/pages.phtml?pageid=319050&sessionid=0d9a05f68d2a00d0f7f6ac19b06ac376>
- George, Rowlands, Price and Maxey. (2005). The Lean Six Sigma Pocket Toolbook. McGraw-Hill
- Senechal, Jesse (2015) Rethinking School Improvement. VCU. SOE. MERC. Spring 2015.

# Learn More

Positive Outliers Toolkit (which includes sample questions for site

visits)<http://www.attendanceworks.org/tools/for-school-districts/positive-outliers-toolkit/>

Principal Attendance Leader award:

<http://www.attendanceworks.org/tools/for-school-districts/nominate-a-principal/>