Puget Sound Continuous Improvement Summit Series Workbook

Applying continuous improvement skills and methods to increase equitable outcomes for youth and families

Puget Sound CI Summit Series

Shift (2020). Puget Sound Continuous Improvement Summit Series Workbook. Seattle, WA. www.shift-results.com

If you have any questions about this workbook, please reach out to Shift at contact@shift-results.com or visit our website www.shift-results.com for more information.

Support for this project was generously provided by the Bill & Melinda Gates Foundation.

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Puget Sound CI Summit Series

Overview & Contexts

This workbook is a product of the Puget Sound Continuous Improvement Summit Series which was designed to build capacity among regional organizations to use continuous improvement methods in service of increasing equity in educational outcomes. This series provided the opportunity for organizations in the Puget Sound region to learn and apply continuous improvement methods in person and virtually, as well as to contextualize methods through improvement coaching for their improvement initiatives.

The tools in this workbook are intended to guide improvement communities to continuously probe the systems in which they work to build a deeper, shared understanding of how they produce inequitable outcomes and identify where there are opportunities to make structural changes. The objective of this workbook is to provide simple, yet powerful, methods and tools that can be used independently by improvement teams. While these tools are important, they are only as powerful as the perspectives in the room and the facilitation to draw out their lived experiences. These methods and tools are timeless and can be applied over time with different improvement initiatives and community members.

Puget Sound CI Summit Series Equity Lens

An equity lens refers to a way of analyzing the adverse impact of systems on different groups of stakeholders, especially those who have been historically marginalized, to identify and remove obstacles.

At Shift, applying an equity lens is one practice within our broader commitment to empowering communities and working toward systemic justice. In the improvement process, truly seeing the system can only be achieved with intentional examination of structural elements that result in disparity and how they may impact people differently. An equity lens creates this intentionality for practitioners and stakeholders alike to ensure they engage in the process of improvement with common intent and language.

As your team probes the systems that you seek to improve, we ask that you start each workbook activity with a reflection and commitment as to which lens each person will hold to:

- **Notice** and recognize bias and inequity
- **Inquire** and seek to understand the experience of those close to the issue you seek to improve
- **Use** the learning to act
- **Facilitate justice** by identifying opportunities to avoid recreating inequities

NOTICE | INQUIRE | ACT | FACILITATE JUSTICE

Attribution: Developed by Tanya Johnson for Shift's Improvement Methods for Equity (IM4E) continuous improvement practicum.

Shift's Approach to Improvement

Shift's approach to continuous improvement values a combination of strong technical skills and tools, while also emphasizing individual, team and community work. This is necessary to avoid reproducing or reinforcing oppressive structures that were intentionally designed to create inequitable outcomes.

Shift's approach is built on diverse teams that work together with shared purpose to accelerate learning and improve outcomes. This approach includes an intentional set of methods and tools to apply along a continuous improvement journey to study the system, build empathy and capacity, develop change theory, measure impact, and test and scale changes. This approach provides an organizing construct for the methods, tools and templates in this workbook. It is important to note, however, that they are not linear or sequential. Teams will likely find that learning is iterative and that by revisiting these tools and methods, they will provide even deeper learning and insights.

Shift's Approach to Improvement

How diverse teams with a shared purpose can accelerate learning and improve outcomes.

Study the System

Evaluate the system as a whole and examine the factors that contribute to inequitable outcomes. Identify strengths to build on and opportunities for improvement.

Build Empathy and Capacity

Reflect on implicit bias and sources of privilege and oppression. Deepen trust, develop diverse leaders, and build capacity for change.

Develop Change Theory

Set aims for achieving improved outcomes, and build alignment and excitement.

Measure Impact

Conduct frequent measurements over time to observe the impact of changes.

Test and Scale

Build a culture of sustainable improvement by prioritizing community needs, testing outcomes, and scaling successes.

Building an Improvement Team

The starting place for any improvement initiative is to build an improvement team that reflects the system that you are trying to improve, especially the people most impacted by the policies and practices of that system. By involving the people most impacted by the system, you will illuminate blind spots to clarify the purpose of the improvement efforts, identify what measurement will be most meaningful and innovate new ideas.

To create a multi-disciplinary team, think about the system that you want to improve, and recruit team members that represent a slice of this system. For example, an improvement team in education might include district or system leaders, school leaders, teachers, after school care providers, school support staff, and certainly families and students. This will help you to make sure that different perspectives and lived experiences are included in your design.

It is important to create an open and inclusive space in which team members share their different perspectives on what is and is not working, as well as principles to facilitate shared decision making and collaboration.

Throughout your improvement journey, you may need to continuously revisit and evolve your team composition. Resources to support your teams growth can be found in the section on Building Empathy & Capacity.

Preparing For Our Work Together: Community Agreements

Improvement teams create community agreements to guide their work together. Community agreements are an important first step to address and remove hierarchy from the team's work and to encourage active participation across the team. Community agreements support positive team dynamics by clarifying expectations while also providing a framework for decision-making and conflict resolution.

TYPICAL AREAS FOR COMMUNITY AGREEMENTS TO ADDRESS:

- Participation
- What we expect from each other
- How we listen to and learn from each other
- Confidentiality and sharing
- Decision-making and consensus
- Conflict resolution

EXAMPLES OF COMMUNITY AGREEMENTS:

- Be present in the here and now.
- Listen first to understand. Ask clarifying questions.
- Be genuine with each other.
- Give each other the benefit of doubt.
- Practice humility. It's okay if we don't know the answers.
- Each of us brings valuable lived experience.
- Celebrate the positive.
- Resolve conflict through learning by doing. Test ideas and assumptions.

OUR COMMUNITY AGREEMENTS:

Preparing For Our Work Together: Meeting Roles

Effective teamwork is critical for improvement and improvement methods can be used to impact team functioning. Strong team work facilitates role clarification, better hand-offs, and participation of all team members. Sharing and alternating responsibilities and leadership is one way that your team can avoid reproducing inequitable habits that amplify some voices while minimizing others or assigning disproportionate work.

Below are some suggested meeting roles that may be useful for you in your work together. Your team may decide to identify additional or different roles for your work.

LEADER	**NOTE-TAKER**
Responsible for ensuring the flow and direction of the meeting	Responsible for recording main points of discussion
FACILITATOR	**PARTICIPANT**
Responsible for ensuring active participation from all participants	Responsible for participating in discussions, brainstorming and planning
TIME-KEEPER	**COMMUNITY LIAISON**
Responsible for managing time	Acts as a point person to ensure all stakeholder voices are incorporated

THINGS TO REMEMBER:

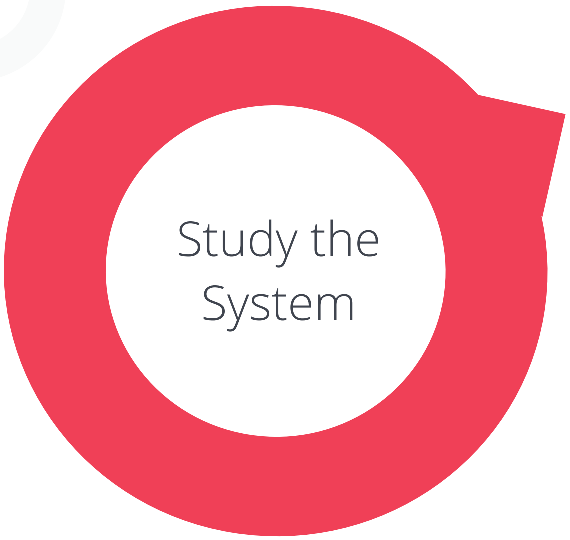
The most successful multi-disciplinary teams represent the stakeholders who do and are impacted by the work.

Team engagement generates more ideas, reduces the need for buy-in or resistance to change, and can help spread changes as they are implemented.

All-in atmosphere discourages blame and can help shift culture.

Improvement teams may be permanent or can be ad-hoc for a specific slice of the work.

Study the System



Evaluate the system as a whole and examine the factors that contribute to inequitable outcomes. Identify strengths to build on and opportunities for improvement.

A well known saying in continuous improvement is that "Every system is perfectly designed to get the results that it gets".

In order to achieve different results, it will be necessary to study the system. Systems impact different people in different ways. It is important to create shared understanding among your team that while the system serves some people well, it is also designed serve others less well. Your exploration of the system should illuminate inequities and identify ways in which complex systems are designed for inequity.

Introduction to Process Mapping

Process maps are a visual representation of the sequence of steps or activities in a process. This is a foundational tool in continuous improvement as it will help your team to truly understand the processes that make up the system. In order to achieve different results, you will need to develop a deep understanding of those processes and re-design or change how they function.

A process map is an important tool to:

- Take a critical look at the system and how it is designed
- Notice specific problems or failures, especially related to inequities, biases and inconsistencies in how the process functions
- Identify unclear steps or missing steps in a process
- Illuminate redundant steps or bottlenecks in a process that could create waste or frustration for stakeholders
- Align as a team about the current versus ideal state of the process to guide the development of potential solutions

There are various types of process maps. In this self-guided workbook, we will focus on the high level process map as this is a simple yet very powerful tool that can be created in a short amount of time. It provides a high level "birds-eye" view of the process and can inform where deeper work may need to occur to provide greater time and detail into specific problematic steps of the process.

To create a high level process map, your team will benefit from a dry erase board or virtual whiteboard. Flip charts with sticky notes are also very helpful. Make sure that you have at least 45-60 minutes for each process.

Example: High Level Process Map to Co-Produce Attendance Plans

PROCESS	School-level teams identify students at risk of becoming chronically absent based on student attendance data, disaggregated by grade, race, and free and reduced lunch status.	Cross-grade teacher teams determine who is the best person to reach out to at risk students' families based on relationship for personalized early outreach.	Point person schedules attendance conference with family to learn more about students' experience of school and about structural barriers preventing attendance, and brainstorm change ideas to resolve them.	Point person holds attendance conference with family and they co-produce a plan address system and family barriers most contributing to absences.	Cross-grade teacher teams re-assess data weekly. If there is one absence, families are contacted for an email or text check-in. If there are two or more absences that week, another attendance conference with family is called.	Student removed from chronic absenteeism risk list after 4 weeks of attendance with 1 absence or less, and student receives recognition for improvement from caring mentors.

Introduction to Process Mapping

Components of a Process Map

Here are some basic instructions to create a high level process map:

1. Clarify the process that you are mapping. Determine start and end points (referred to as the “terminal”).
2. Brainstorm the steps to the process. Try to keep to a high level with about 5-7 steps between the start and end points.
3. Keep each step at about the same level of detail.
4. If you get stuck on one step, mark it with a cloud and keep moving. You can come back to this later or complete a process observation activity to learn more about how the process functions in reality.

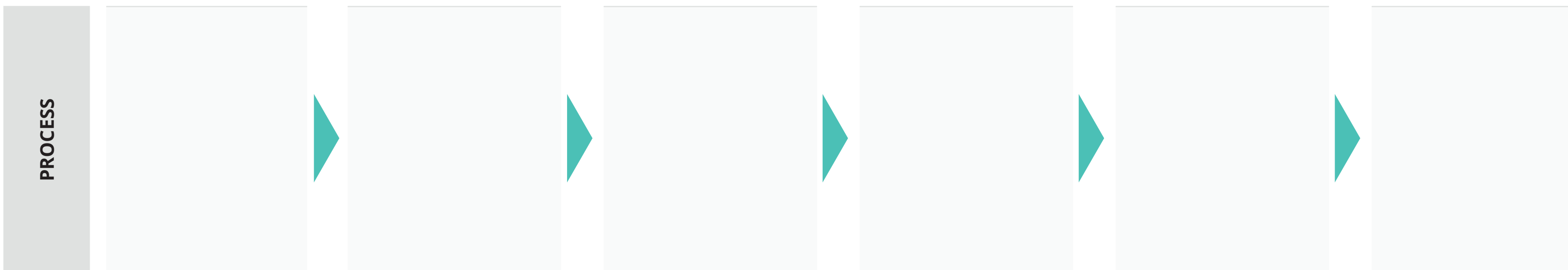
Note that it is often helpful to start with the current, actual process. Your team can also build off the current state process map to create an ideal state process map.

A high level process map is a strong launching place for many of the root cause analysis tools. By clarifying the high level steps in a process, your team will then be able to identify how and how often there are failures or breakdowns in each of those steps. This is a foundation for the next tools in this workbook.

SYMBOL	NAME	FUNCTION
	TERMINAL	Shows start/end of the process flow
	ACTIVITY/TASK	Describes the actual task at a given point in a process
	DECISION	Displays a Yes/No or True/False question that leads to two different activity flows
	DIRECTION LINE	Connects steps in a process and show activity flow direction
	ISSUE	Denotes that there is a lack of consensus or unclear understanding for this activity or task

Process Name	Start	End
Co-produce atttendance plans.	School-level teams identify students at risk of becoming chronically absent based on student attendance data, disaggregated by grade, race, and free and reduced lunch status.	Student removed from chronic absenteeism risk list after 4 weeks of attendance with 1 absence or less, and student receives recognition for improvement from caring mentors.

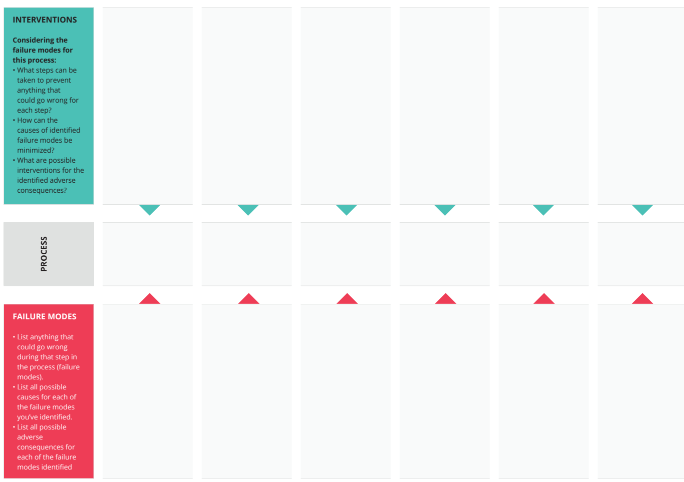
Simple Process Mapping Template



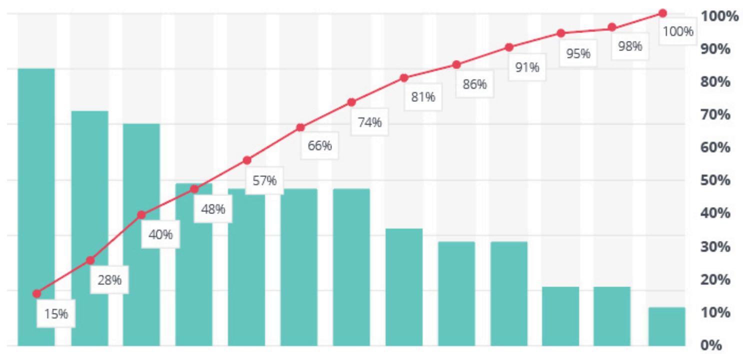
Root Cause Analysis

Root cause analysis tools are designed to take a systematic view of barriers, or undesirable outcomes and identify opportunities to understand and address the root-cause of the problem. The undesirable outcome - sometimes known as an adverse event or system failure - provides an opportunity to learn about the conditions that enable this outcome and to generate ideas to prevent this outcome from occurring.

There are many different root cause analysis tools. This workbook provides two examples: a **F**ailure **M**odes and **E**ffects **A**nalysis (which builds off of process mapping) and a Pareto chart.



Failure Modes and Effects Analysis (FMEA)



Pareto Chart

Failure Modes and Effects Analysis

A Failure Modes and Effects Analysis (FMEA) is tool that helps teams to identify where problems occur in processes and identify ideas to prevent these breakdowns. This tool builds on the high level process map. Plan at least 45 minutes as a team to complete the FMEA.

For each process step:

1. Underneath the process step, brainstorm a list of actual or potential breakdowns in that step. We often use red text or marker to illustrate these breakdowns.
2. Above the process step, brainstorm the potential solutions to mitigate the breakdowns. We often use green text or marker to illustrate possible solutions.
3. Repeat with as many process steps as time allows.
4. Check your work! It is important to go out and observe processes in action to further refine the process steps, breakdowns and potential solutions.

This tool can be further strengthened by using data to quantify the frequency of process breakdowns. Data collection can be as simple as a tally sheet or an excel worksheet to record frequency. This could inform the beginning of a Pareto Chart, another root cause analysis tool.

PROCESS	School-level teams identify students at risk of becoming chronically absent based on student attendance data, disaggregated by grade, race, and free and reduced lunch status.	Cross-grade teacher teams determine who is the best person to reach out to at risk students' families based on relationship for personalized early outreach.	Point person schedules attendance conference with family to learn more about students' experience of school and about structural barriers preventing attendance, and brainstorm change ideas to resolve them.	Point person holds attendance conference with family and they co-produce a plan address system and family barriers most contributing to absences.	Cross-grade teacher teams re-assess data weekly. If there is one absence, families are contacted for an email or text check-in. If there are two or more absences that week, another attendance conference with family is called.	Student removed from chronic absenteeism risk list after 4 weeks of attendance with 1 absence or less, and student receives recognition for improvement from caring mentors.

INTERVENTIONS **Considering the failure modes for this process:** • What steps can be taken to prevent anything that could go wrong for each step? • How can the causes of identified failure modes be minimized? • What are possible interventions for the identified adverse consequences?	Clear roles for pulling and distributing disaggregated student-level attendance data are established and made transparent within schools.	All teachers have designated FTE to conduct family outreach and/or family liaisons on staff.	Multiple ways to reach families are identified at the start of the school year and are securely on file for each student.	Plan templates are provided, and both identify top reasons for chronic absenteeism in area and leave space for both family-specific reasons and school-specific/ "other" reasons for absence.	Teacher meeting time is protected during standing meetings to specifically check in on chronic absenteeism.	Student improvements are genuinely celebrated by teachers teams, and reminders are set in place to support point of contact in recognizing student improvement.
PROCESS	School-level teams identify students at risk of becoming chronically absent based on student attendance data, disaggregated by grade, race, and free and reduced lunch status. Trigger for a meeting: 4 days absent in a month.	Cross-grade teacher teams determine who is the best person to reach out to at risk students' families based on relationship for personalized early outreach.	Point person schedules attendance conference with family to learn more about students' experience of school and about structural barriers preventing attendance, and brainstorm change ideas to resolve them.	Point person holds attendance conference with family and they co-produce a plan address system and family barriers most contributing to absences.	Cross-grade teacher teams re-assess data weekly. If there is one absence, families are contacted for an email or text check-in. If there are two or more absences that week, another attendance conference with family is called.	Student removed from chronic absenteeism risk list after 4 weeks of attendance with 1 absence or less, and student receives recognition for improvement from caring mentors.
FAILURE MODES • List anything that could go wrong during that step in the process (failure modes). • List all possible causes for each of the failure modes you've identified. • List all possible adverse consequences for each of the failure modes identified	Attendance data are not pulled regularly, and/or are not able to be viewable in a disaggregated fashion.	Person identified as being in closest relationship with students' families does not have sufficient FTE to cover time needed to serve as point of contact for families.	Meeting does not get scheduled.	Plans co-created with families are not aligned with reality, and/or are not followed.	Team does not re-assess students' attendance Teacher teams are unable to reach parents	Students do not receive recognition for improvement from caring mentors.

Failure Modes and Effects Analysis

INTERVENTIONS

PROCESS

FAILURE MODES

Attribution: There are many different Failure Modes and Effects Analysis tools and templates. We learned this simplified ersion from Cincinnati Children's Hospital Medical Center.

Pareto Chart

A Pareto Chart is a special type of bar chart that shows how various causes can contribute to an effect. It is based on the Pareto Principle or the "80/20" rule - 80% of an effect comes from 20% of the causes. While the Pareto Principle might not apply as neatly when working on complex issues, it remains a powerful way to focus your efforts on those areas with the greatest impact.

Continuing the earlier examples, the table to the right shows the reasons students and families reported for regularly missing school.

CAUSES	# OF OCCURRENCES	CUMULATIVE %
Inequitable discipline/ practices/ policies	508	15%
Language differences	432	28%
Parental work schedule limits involvement in home and school routine	396	40%
Bullying	288	48%
Lack of or disjointed social services	288	57%
Income related stressors	288	66%
Physical or mental health issues	288	74%
Poor student-teacher interactions	216	81%
Housing or food insecurity	180	86%
Courses not engaging/relevant to student's lived experiences	180	91%
Low academic morale/school engagement	108	95%
Unsafe neighborhoods	108	98%
Geographic access to school	72	100%
TOTAL	**3,352**	

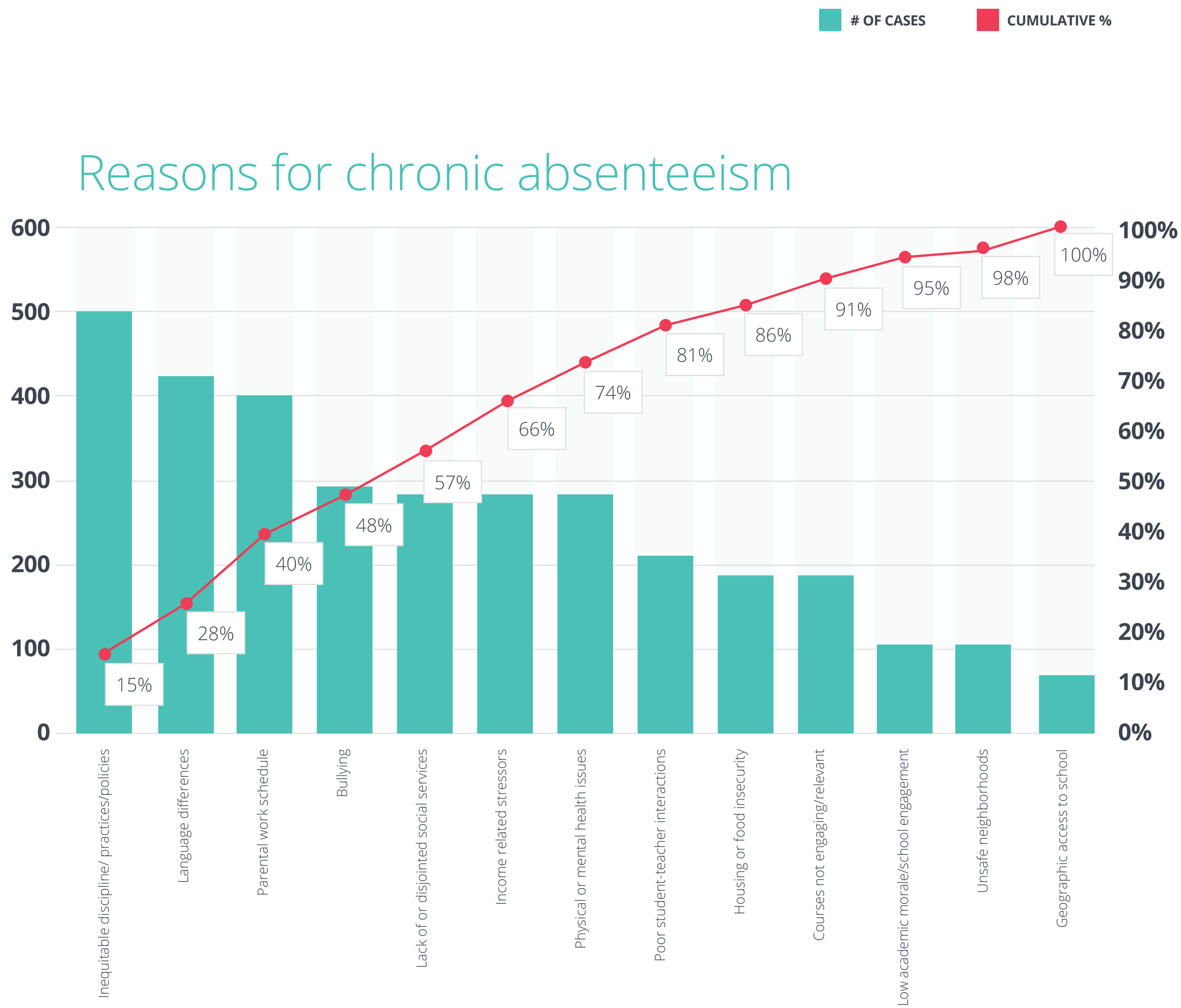
In a Pareto chart, data is collected to evaluate all possible causes to a certain outcome/effect. It is important to rank categories from highest to lowest in frequency in a Pareto data table. Note: If there are many small factors, they can be combined into an "Other" category.

This example was inspired by data shared in a learning event co-hosted by Puget Sound Educational Service District and Shift for school teams through the Office of System and School Improvement. The original data (not shown here) on reasons for school absences in high schools and elementary schools were generated by Lauren Okano, Ph.D MS.ED, Director of Research, Innovation and Data.

Pareto Chart

NEXT STEPS:

- Find the categories that make up at least 80% ("high impact") of the occurrences.
- As a team, plan how to focus on these categories for your improvement efforts.
- You can visually display these data with one of the many available Pareto chart programs using Excel (see example at right).



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Pareto Chart Template

INSTRUCTIONS:

- Create a simple tally sheet (not shown here) to collect information about the frequency of each category of causes for the problem you want to improve.
- In the first column, list out each of the categories in decreasing order of frequency (from highest to lowest).
- In the next column, enter the corresponding number of occurrences.
- In the third column, calculate the percentage of the total for each category.
- In the last column, working from the highest to the smallest category, calculate the cumulative percentage for each category (to 100%).

CATEGORIES	# OF OCCURRENCES	PERCENT	CUMULATIVE %
TOTAL			

Build Empathy and Capacity

Reflect on implicit bias and sources of privilege and oppression. Deepen trust, develop diverse leaders and build capacity for change.

Empathy-building is an important building block of meaningful communication and relationships. Building empathy is also a great way to increase a team's readiness for authentic partnerships—not just with students and families, but also other stakeholders who work in your system. These resources will help your team learn more about the importance of empathy and begin to develop this skill.

In addition to building empathy and community relationships, it is also important to provide your team with deliberate learning opportunities to build their own equity consciousness and leadership skills. This an important foundation to explore and identify potential biases to prevent improvement efforts that inadvertently amplify inequities.

Working Together to Amplify Impact

Empathy deepens our capacity for systems transformation because it's all about understanding the points of view, perspectives and experiences of others without judgment.

Empathy is critical to the success of an improvement effort because we need to include - and fully understand - all perspectives in order to fully see the system and its complexity. Establishing empathy helps us to

- identify who's not at the table that should be;
- recognize opportunities to collect more information or data to learn from different perspectives;
- build a diverse and cohesive team where there's mutual trust, transparency & respect;
- and generate new ideas to improve the issue.

Most importantly, building a culture centered on authentic empathy and mutual trust helps teams to design systems changes WITH people rather than FOR people. This creates an opportunity for more meaningful and lasting improvement, while also avoiding reproducing inequities.

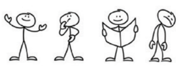
Four Main Attributes of Empathy

1	Seeing the world as others see it	3	Understanding another's feelings
2	Being non-judgmental	4	Communicating understanding of another's feelings

Working Together to Amplify Impact

Resources To Support Empathy Development

This short video, Brené Brown on Empathy (https://youtu.be/1Evwgu369Jw), is a great way to launch a discussion on empathy building with your team. Watch it together during your team meeting or ask team members to watch it before the meeting and discuss how empathy-building might help your team prepare to welcome student or parent leaders.



Improv games and exercises are a fun way to improve communication and empathy—and they are also great team-building activities! Check out these five improv exercises suggested by The Emotion Machine, an online resource on psychology and self improvement (http://www.theemotionmachine.com/5-improvisation-exercises-for improvingcommunication-skills/).

Walk a Mile Cards (http://walkamilecards.com/) were designed to build empathy for those with specific diseases or medical conditions. However, you can build on this model using real scenarios from multiple perspectives in your organization—students, teachers, administrators, family members, and other stakeholders—to create your own set of cards. This could be a great empathy-building activity for team meetings, learning sessions, or other events, helping to keep lived experiences at the center of your improvement efforts.

Perspective Prism

We each bring our individual lived experiences and areas of expertise to the issues and problems that we seek to improve. To fully study the system, as well as build empathy and capacity for the people involved, it is important to consider the issue from multiple angles and perspectives. Just like a prism shows us different wavelengths of a spectrum of colors (red, orange, yellow, green, blue, indigo and violet), this activity will help us to see insights from different perspectives. Ideally your improvement team includes a variety of roles so that stakeholders can contribute their perspectives directly. This activity will likely lead you to identify additional stakeholders whose perspectives are important to fully understand the issue.

Instructions:

- Identify the issue that you are working on together.
- List the key roles or stakeholders involved with that issue.
- Take turns going through the roles, imagining the issue from different perspectives.
- People who identify with the role of focus take the lead in sharing their perspective (this rotates with each color).
- Capture notes, quotes, insights on sticky notes. It is helpful to have markers with each color to coordinate with roles.
- Remember brainstorming practices: Listen without criticism; Build on each other's ideas and perspectives.

Some materials that you will need for this activity include:

- Rainbow color markers
- Flipchart paper and sticky notes
- Time keeper and phone / computer alarm

This activity can take as little as 45 minutes and could certainly benefit from more time if possible.

ROLE	**Sample Discussion Questions:** What are the issues that contribute to the problem? What are the possible solutions?
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This activity was adapted from an original activity created in January 2017 by Shay Bluemer Miroite, Lauren Dunnigan and Karen Askov Zeribi for the Caribbean Regional Quality Improvement Collaborative (International Training Center for Health, University of Washington).

Perspective Prism - Example

This example shows viewpoints about chronic absenteeism from different stakeholders. This is a simplified example. You would likely have many flip charts or sticky notes for each perspective. In this example, this team would likely follow up by engaging stakeholders mentioned, such as bus drivers or school nurses.

RED	**Role: Principals/ Assistant Principals** Our school is held accountable for attendance. It is hard to talk about this issue openly when decisions about our school's success and funding are tied to our results. We need to build a system across the district that centers on engagement and relationship building.
ORANGE	**Role: Parents** The bus schedule is inconsistent – it comes late or early. If my children miss the bus, I don't have a way to get them to school. My child has a chronic health condition that necessitates intermittent or extended absences. I spend a lot of time navigating policies across multiple stakeholders from the school and school district.
YELLOW	**Role: Students** My family speaks two languages at home and I'm learning English. I feel like my teacher doesn't think I'm smart. I don't feel like I fit in with other students. I stay home to avoid the kids that bully me. I fall behind when I miss school, then it gets overwhelming and feels impossible to catch up.
GREEN	**Role: School Counselors** I hear about many factors that contribute to avoiding coming to school: mental health, anxiety, and the overall school climate. Many students take care of siblings and work. It is hard to come to school when they need to help with these responsibilities.
BLUE	**Role: Attendance Office Managers** I try to talk to families directly to understand what is going on, but it can be difficult to reach anyone. I have a lot of responsibilities but receive little support or professional development. I don't have the agency to bring together administration, support staff, and teachers to build consistent practice.
PURPLE	**Role: Teachers** This feels outside of my control. With so many things going on in student's homes, it's hard to focus on basic needs and instruction. Missing school impacts progress in learning and a sense of belonging in school. I feel pressure to build relationships and engage students in curriculum. How do I do this when they are not at school?

Perspective Prism - Template

ROLE	What are the issues that contribute to the problem? What are the possible solutions?
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Process Observation Activity

The purpose of this process observation activity is to gain insight from the people that are most impacted by the issue that we would like to improve. Within the educational system, this is often the students and their families, but could also be teachers, instructional coaches or other community members.

This simple activity can be done in as little as 15 – 30 minutes at any time during an improvement project. Not only will this process observation help your team to see a process through the eyes of students, families or other key stakeholders, it will also help to:

- Build empathy and relationships by seeing your work from different perspectives
- Inform improvement initiatives by uncovering new learning and exploring assumptions
- Identify steps to a process as well as areas where bottlenecks or lack of clarity exist (from your client's perspective)
- Identify opportunities for improvement that would otherwise have been missed

Proposed Approach

1 Identify a process that is clearly linked to your continuous improvement initiative. For example, if your aim is to improve early literacy, consider observing how reading specialists are scheduled to work with students, how students use the school or public library, and/or how reading groups are run in classrooms.

2 Select one or two members of your team and make sure that they have protected time to observe the process. It is very important to make sure that the team members can focus on watching the work around them as an outside observer without the usual distractions of everyday work.

3 Direct process observation is the most powerful tool, but if this isn't possible, alternatives could be to role play or simulate the steps in the process and/or to interview a few students or families on how they feel about this process and how it is and isn't working for them.

Process Observation Activity - Example

STEP 1: ACTIVITY PLANNING	
Aim of our improvement initiative:	The Kids Read Network will increase vocabulary, oral comprehension, and writing on the language assessment for second grade students by 40% between August and June among 10 participating schools.
What is a key process that impacts this aim?	Student selection and borrowing of books to bring home to read.
Starting point of the process:	Teacher gives student reading group level for book selection (process for determining reading level is a prior step to this).
Ending point of the process:	Student returns book(s) to classroom.
How could you shadow this process?	Two different team members to observe book selection time in the two different second grade classrooms (occurs right before school dismissal on Tuesdays). Randomly select 2-3 families at school pick-up to ask their feedback on the selection of books to be read at home (what they like and what might be improved).

Process Observation Activity - Template

Write down your observations and learning to share with your team. Some key points are below, but please feel free to add others.

STEP 2: SHADOW AND OBSERVE	
Team member(s) completing the activity and date:	
What were the key steps in the process as you understood it before the observation? What happened differently than you expected?	
Who was present and what are their roles and responsibilities in the process?	
What surprised you?	
What was confusing or frustrating?	
What could be improved in how this process is done? Where were there bottlenecks or challenges?	
What are some specific changes you could make to how this process is done that would lead to a better outcome?	

Narrative Storytelling

Narrative story telling is a powerful way to build empathy and trust across different stakeholder groups in a community. One way to build a culture of transparency and empathy is to continuously provide opportunities for community members to share their story with others. An Ignite Talk is a powerful, persuasive speech or monologue that lasts no longer than five minutes, and demonstrates an important element of vulnerability. The goals of the Ignite Talk are to evoke empathy and amplify the importance of the community's work together. A powerful Ignite Talk leaves others with a sense of importance and urgency for why we are here together and why we do this work. Given the vulnerability involved with sharing a personal story, Ignite Talks help to build trust and break down barriers between stakeholder groups.

Diagnostic
What is the problem that we are addressing? What is the extent of the problem? What is the specific source or sources?

Prognostic
What could the future look like? What is our strategy to reach this vision of the future?

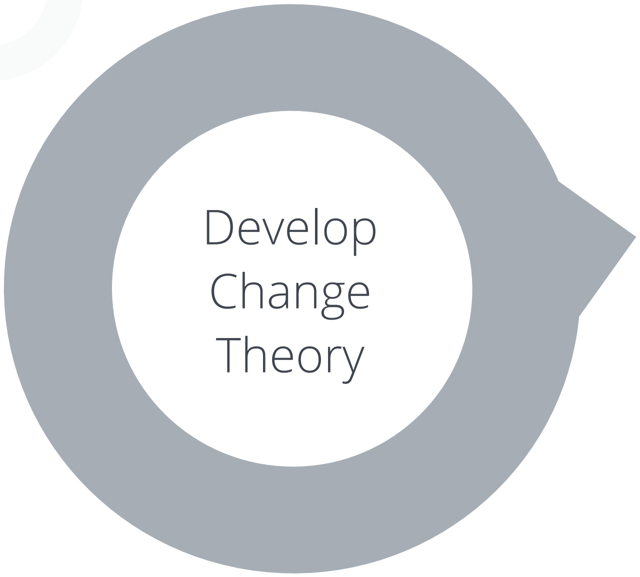
Motivational
Why is this urgent? What is our call for action that connects with the motivational and emotional drivers of our audience?

TIPS:

- Focus on a key takeaway
- Be succinct, specific, vulnerable, person-able and honest
- Paint pictures with your words
- Write in the first person and use feeling words such as "I felt…" "It hurt when…" "I wished…" "I was afraid…"
- Follow style of a persuasive/empower-ment speech:
  -Write a strong opening
  -Offer persuasive evidence
  -Address the counter-argument
  -Conclude with a call to action
- Why is this story an important one to tell?
- What is it that you wish others knew/ would do?
- What is it like to be you and go through what you go/went through?
- How do you want your audience to feel, think, react or act?

Attribution: The first Ignite was held in 2006 in Seattle, Washington by Brady Forrest and Bre Pettis, and was sponsored by O'Reilly Media and MAKE magazine.

Develop Change Theory



Set aims for achieving improved outcomes, and building alignment and excitement in a shared change theory.

Some improvement initiatives design the aim before fully engaging the community. While expedient, this approach loses the opportunity to fully embrace the complexity of the issue and build ownership for its improvement.

To create ambitious aims that seek to disrupt and transform inequitable systems, it is important to hold open the problem space with your community to design a shared change theory that:

- Galvanizes and rallies stakeholders around a shared "why"
- Provides a shared understanding for what factors (or "key drivers") will lead to accomplishing the aim
- Builds a visual road map for how different stakeholders can participate by testing and implementing changes

Keep in mind that your community can work towards collecting and generating this information over time. Starting with a basic theory of improvement and some examples of ideas is a great starting place; your community can build and iterate on this over time to learn about the set of changes that work well in your context. Change theory is iterative and is updated regularly by the community. As you address complex systems issues, there will likely be many key drivers and changes needed to reach your aim. Continuous innovation and learning are important!

Develop Change Theory

When we talk about developing change theory, we typically refer to three major components:

- The aim of the initiative
- Key drivers (these are the major levers or factors that are essential to accomplish that aim)
- Change ideas to test (by categories of key drivers) to accomplish the project aim

If we ___(change idea)____ that will impact ___(driver)______, which in turn will lead to ___(accomplishing our aim)__.

For example:

"If we provide a backup transportation for students that miss the bus, that will impact accessible school transportation, which will lead to reduced student absenteeism at our school."

These three building blocks - the aim, key drivers, and change ideas - comprise the Key Driver Diagram (KDD). The KDD is a useful tool to illustrate a theory of change.

When building your KDD with your team it is important to do the following:

- Make sure the people who are most impacted by your aim are part of the design process.
- Sequence the building blocks of the KDD. Start with your aim, then brainstorm drivers, followed by change ideas. You may need to go back and forth between different parts of your KDD to iterate with new insights.
- Plan for many refinements. Sometimes change ideas end up feeling more like drivers, or change ideas don't align with your aim like you originally thought.
- Make sure that your KDD remains a living document and is regularly updated as your team learns.

This section deconstructs the building blocks of the KDD starting with creating an aim statement.

Creating an Aim Statement

An aim should be compelling and meaningful to your community. An effective aim inspire and motivates, and prevents drifting away from the stated purpose.

Aim statements should be written in a way that inspires new thinking, learning and collaboration towards an outcome that may not be present today. This differs from accountability efforts that often conjure fear, judgment or even punishment if the aim is not met within the given time frame.

It's important to recognize that aim statements may require recalibration throughout the journey. The template below will lead you through the essential elements of an aim statement, but please modify this for the needs of your improvement initiative.

SETTING A SMARTIE AIM:

- **S**PECIFIC
- **M**EASURABLE
- **A**CTIONABLE
- **R**EALISTIC
- **T**IME-BOUND
- **I**NCLUSIVE
- **E**QUITABLE

NAME OF ORGANIZATON:

will ☐ **INCREASE** ☐ **DECREASE**

CONTENT FOCUS OF PROJECT:

STARTING POINT, BASELINE DATA:

to

DATE

by

IN COLLABORATION WITH

with

WHOM, POPULATION

for

Attribution: We first learned of the SMARTIE framework (adding inclusion and equity to SMART aims) from The Management Center.

Aim Statement - Examples

Northeast Public Schools, in partnership with the parent leadership team, will increase the technology support to students from 65% to 100% by September 1st with a focus on students who are eligible for free or reduced lunch plans.

NAME OF ORGANIZATON:

Northeast Public Schools

will X **INCREASE** ☐ **DECREASE**

CONTENT FOCUS OF PROJECT:

technology support

STARTING POINT, BASELINE DATA:

from 65% to 100%

DATE

by September 1

IN COLLABORATION WITH

with the parent leadership team

WHOM, POPULATION

for students who are eligible for free or reduced lunch plans.

EXAMPLE SMARTIE AIM:

During the Puget Sound CI Summit Series, Building Changes shared the following aim they developed to guide their work:

We will increase graduation rates from 56 to 90%* by 2027 for students experiencing homelessness in all racial / ethnic groups.

*We will increase by an aver-age of about four points per year overall. Annual average improvement targets will vary by race and ethnicity.

Key Driver Diagram (KDD)

Now that you have a strong aim for your improvement initiative, we will share the other building blocks of a Key Driver Diagram (KDD). KDDs help teams to visualize what it will take to reach the aim, prioritize and sequence efforts as a team with a shared road map, and document the improvement initiative so that it can be translated and spread elsewhere.

Anatomy of a Key Driver Diagram

AIM (Why)

A SMARTIE aim that is compelling, meaningful and co-created with your community.

LONG TERM EQUITY IMPERATIVE

It is helpful to include your organizational vision or longer term equity imperative on the Key Driver Diagram. This helps stakeholders to see how this improvement initiative will contribute towards achieving these longterm, transformational goals.

PRIMARY DRIVERS (What)

Primary Drivers are the most important factors that you believe are essential to accomplishing the aim. Primary drivers:

- Act independently or together towards accomplishing the aim;
- Often align with the dashboard of measures for the improvement initiative;
- Serve as a common framework for team members to prioritize and reference efforts;
- Are most powerful when they are succinct, simple (without jargon) and describe the ideal state. One way to practice writing simple language is to use 1-2 adjectives with a noun.

SECONDARY DRIVERS (Optional)

Breakdown Primary Drivers:

- This is a way to provide more detail on the key drivers if needed.

CHANGES TO TEST (How)

The list of changes to test includes the Ideas or concrete actions tied to one or more primary or secondary drivers. It is important to keep the following in mind when listing changes to test:

- Change ideas are actions, and therefore are typically stated as verb.
- Change ideas should be based on evidence and powerful examples for how to do them.
- It will be important to test and adapt changes prior to full implementation.
- Consider adding additional detail, like color coding changes to show which changes are being actively tested, or sequencing fundamental versus advanced changes ideas.

Attribution: The Equity Imperative was inspired by The Building Equitable Learning Environments (BELE) Framework.

Identifying Key Drivers

Primary Drivers

Drivers describe the main factors, leverage points or ideal conditions that would need to be present to accomplish the aim of the improvement initiative. Drivers should be descriptive categories to sort and visualize how change ideas interact in the theory of change. For large scale improvement initiatives, you may find it helpful to include further breakdown of primary drivers into secondary drivers.

There are many sources to start to identify the drivers in your theory of change. Some may include: root cause analysis tools, process maps, observation, stakeholder interviews, and researching evidence in the literature.

Tips to create succinct, descriptive drivers include:

- Describe what the factor is (not how to do it - these are the change ideas!).
- Frame the driver in the positive, ideal state.
- Be descriptive without being verbose, for example, an adjective (timely, accurate, effective) with a noun.

Prioritizing and Categorizing Change Ideas

Change Ideas

Change ideas describe how you might create the conditions described in your drivers in order to accomplish the aim. Change ideas should be generalizable enough to be relevant in different contexts, while also stating enough specifics or providing examples so an improvement team could try the change idea (more information about this in the test and scale section).

Strong change concepts are those that intentionally change the system to make the desired action the default or simplest action, as opposed to relying on the error introduced by human memory or bias. For example, many efforts (improvement initiatives and other well meaning initiatives) focus on building awareness, training and capacity building, and creating basic standardization. While these are typically necessary first steps to mobilizing change, they are often insufficient by themselves to make lasting improvement in a system.

A suite or package of change ideas should also include concepts that involve deeper systems change. Examples of these concepts include:

- Automate reminders that don't rely on human memory
- Use decision aids or detailed protocols
- Build in redundancy to ensure that an important step in a process is not missed
- Identify and resolve process failures in real-time
- Build the system around positive behaviors that are already working
- Make the system visible and transparent to all

There are many sources to find change ideas: research and literature, insights from the use of continuous improvement tools, observation and learning from "bright spot" organizations or schools, and most importantly, the lived experience of your community. Identifying and prioritizing change ideas should be done in a group that includes the people most impacted by your aim. Examples include students, teachers, school counselors, parents / families, or system leaders.

Change ideas are added to the right hand column of the KDD. There are many ways to make your KDD a living document, such as color coding the change ideas and drivers currently being tested or to show a sequencing of change ideas from foundational to advanced.

Key Driver Diagram - Example

AIM (Why)

Sunnyside Elementary School will reduce the percent of students, across races and income levels, who are chronically absent from 18% to 9% by June, through partnerships with families and communities.

LONG TERM EQUITY IMPERATIVE

Sunnyside Elementary School strives to build a school community that supports the academic, social and emotional growth and wellbeing of all students.

PRIMARY DRIVERS (What)

- Accessible, real time attendance data
- Supportive student and teacher/ staff relationships
- Strong relationships with families and caregivers
- Accessible transportation to/from school
- Driver
- Driver

CHANGES TO TEST (What)

- Regular cross disciplinary meetings to identify students at risk from data (attendance, GPA).
  Use data to differentiate supports based on student need.
- Pair students and staff based on who has the strongest relationship. Work together to generate strategies to resolve obstacles to attending school.
- Include Families and Community Representatives on all school leadership teams.
- Back-up transport for students who need it (e.g. volunteer group -with waivers and registration).
- Add change idea here!
- Add change idea here!
- Add change idea here!

Key Driver Diagram - Template

CHANGES TO TEST (What)

PRIMARY DRIVERS (What)

AIM (Why)

LONG TERM EQUITY IMPERATIVE

Creating a Charter

A charter is a document that outlines the shared vision and values of your improvement initiative. This serves as the north star to guide improvement work, and should be co-created with different stakeholders in the system (much like the Perspective Prism). A charter includes key artifacts from design decisions to convey the shared vision, galvanize the community towards common outcomes, delineate roles and supports, and the timeline for participation.

Why would your improvement initiative benefit from a charter?

- The process of preparing and refining the project design is a team-building exercise to build clarity and shared ownership of the project design.
- This creates a transparent and meaningful contract for leaders to anticipate the resources and supports needed for project success.
- The outline of milestones, roles and benefits of participation ensures that improvement team members are aligned and prepared for their work together.

1. Background Information

Why is your improvement project or network important?

2. Mission, Vision & Aim (pg. 34)

Share the compelling long-term outcomes that you are working toward.

3. Theory of Change (pg. 36)

Key Driver Diagram illustrates the aims, our theory for how to accomplish those aims, and changes that participating teams might test and adapt for their context.

4. Dashboard of Measures (pg. 44)

Describe the measures (or concepts if they are not yet well defined) that will be used to track network progress towards aims.

5. Timeline of Network Activities

Add a visual timeline or description of key network events and milestones, as well as team support activities that occur regularly.

6. Expectations, Benefits & Supports (pg. 42)

As clearly as possible, outline details involved with participation.

Creating a Charter - Improvement Teams

A charter typically outlines the expectations for participating improvement team members (or if starting a network, for participating organizations).

It is important to be clear about expectations for participation in an improvement initiative before starting. This can be done by meeting with a senior leader at their organization and reviewing the network charter. This is a good way to ensure that participating team members and/or organizations are fully committed and have the supports needed to be successful.

RESPONSIBILITIES OF THE IMPROVEMENT TEAM:

RESPONSIBILITIES FOR IMPROVEMENT TEAMS (EXAMPLE):
- Form a multi-disciplinary improvement team
- Designate an improvement lead
- Participate in all events associated with the project
- Track and report data associated with the improvement initiative
- Test and implement changes to meet the project aim
- Meet as a team (weekly recommended) to review data and results of tests
- Share data and learning transparently with other stakeholders

SUPPORTS FOR IMPROVEMENT TEAM:

SUPPORTS FOR AN IMPROVEMENT TEAM (EXAMPLES):
- Gain subject matter expertise in topic area
- Build improvement skills that can be replicated for other initiatives
- Receive coaching on interpretation of data
- Receive professional development credit or other certifications

Measure Impact

Conduct frequent measurements over time to observe the impact of changes.

Measures are the voice of our system to know if we are making improvements or causing unintended impact elsewhere in the system. As such, continuous improvement seeks to learn from a balanced portfolio of measures as frequently as possible.

Key tenets of measurement for improvement include:

- Seek useful data, not perfect data
- Use data for learning, not judgment
- Collect data as frequently as possible to learn from variation to inform learning and action

The philosophy of measurement for improvement embraces data democratization, ensuring that busy practitioners and stakeholders have full access to data for decision making and learning.

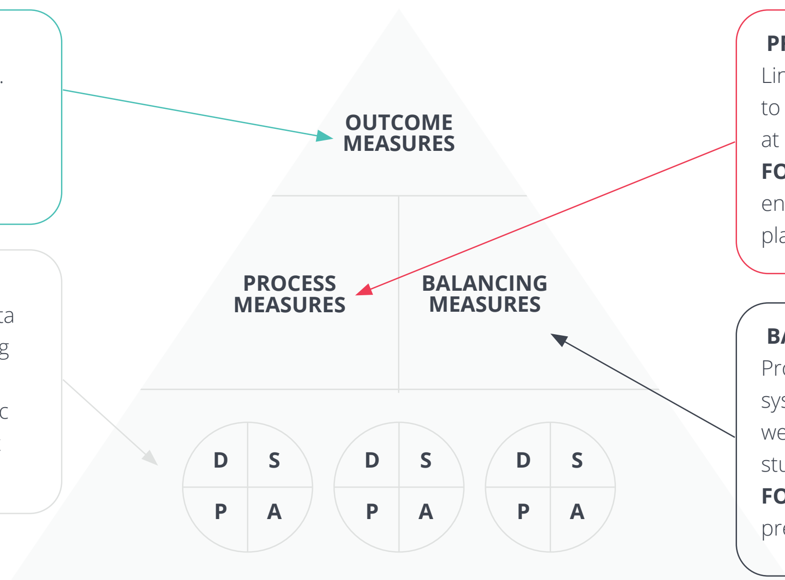
Types and Families of Measures

When designing a measurement strategy, it is best to prioritize a small number of measures (for example no more than 10-15) that encompass different views of the system that we seek to improve. This portfolio should include a mix of outcome measures (aligned with your aim), process measures and balancing measures.

OUTCOME	PROCESS	BALANCING
What is the outcome/result?	Is each step/part of process performing as planned?	Processes that may be unintentionally affected from the improvement efforts
Align with SMARTIE aim	Reveals places where process may break down	What happened to system as the outcome & process measure improved?

OUTCOME MEASURES:
Directly tied to the aim, and often slower to change.
FOR EXAMPLE: grades, graduation rates, teacher retention

PDSA MEASURES:
Teams will likely need to collect some additional data related to specific change ideas that they are testing and adapting (see Test & Scale section for Plan Do Study Act cycles). This data collection may be ad hoc and not for the duration of the entire improvement initiative.



PROCESS MEASURES:
Link to the key process or change ideas that we seek to implement to accomplish the aim. There are likely at least several process measures.
FOR EXAMPLE: Daily classroom instructional time, enrollment into classes, applications to advanced placement classes

BALANCING MEASURES:
Proactively track if we are improving one aspect of the system at the expense of another. For example, are we improving academic outcomes at the expense of student happiness or sense of belonging?
FOR EXAMPLE: cost, experience, time, satisfaction, precision, etc..

Measurement Worksheet

Measurement is vital to your improvement work as it shows progress towards your aim. Creating a portfolio, or dashboard of measures, allows your improvement team to create a measurement strategy that will tell the story of your improvement efforts.

Dashboard of Improvement Measures

Outcome Measures: Linked the result that we want to accomplish in our aim.

MEASURE TITLE	MEASURE DESCRIPTION	NUMERATOR	DENOMINATOR	DATA SOURCE

Process Measures: Correspond to processes that link closely to accomplishing outcome goals.

MEASURE TITLE	MEASURE DESCRIPTION	NUMERATOR	DENOMINATOR	DATA SOURCE

Balancing Measures: Look at if we are improving one aspect of the system at the expense of another.

MEASURE TITLE	MEASURE DESCRIPTION	NUMERATOR	DENOMINATOR	DATA SOURCE

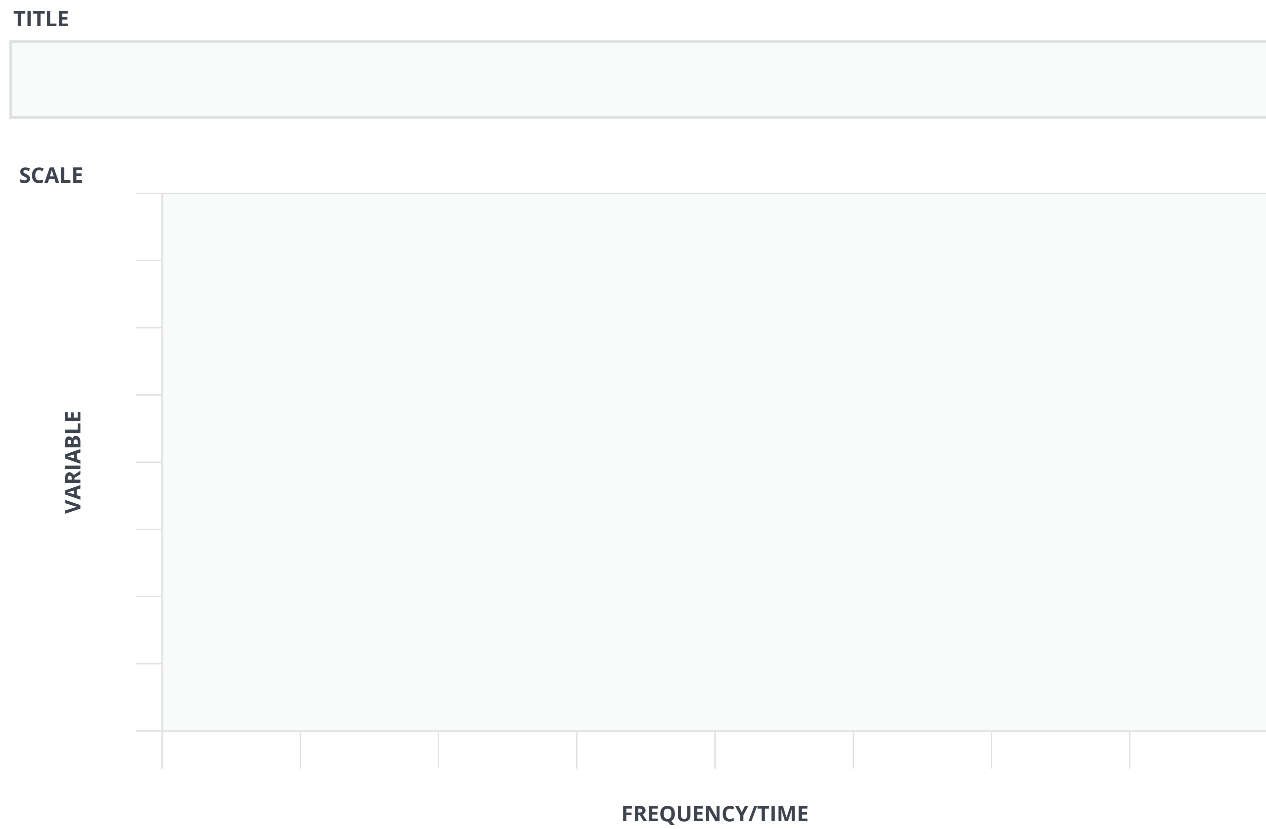
Mock Run Chart

Run charts, also called time series or line charts, are a simple tool to display and analyze data. The simplicity of this type of data visualization supports the everyday use of data for decision-making, which also grows interest among practitioners and community members in ensuring quality data.

Run charts can be created easily in Excel, or with pen and paper. Tracking classroom data can be a fun activity for teachers to do in a classroom with students. Develop a mock up of a run chart using the template to the right. Essential elements of a run chart include:

- A descriptive title
- Time frequency for the X-Axis (collected as often as possible for optimal learning)
- Units or title for the Y-Axis (often a percentage or number)

Basic Construction of a Run Chart (Time Series Chart)



Percent Students with Chronic Absence

Sunnyside District

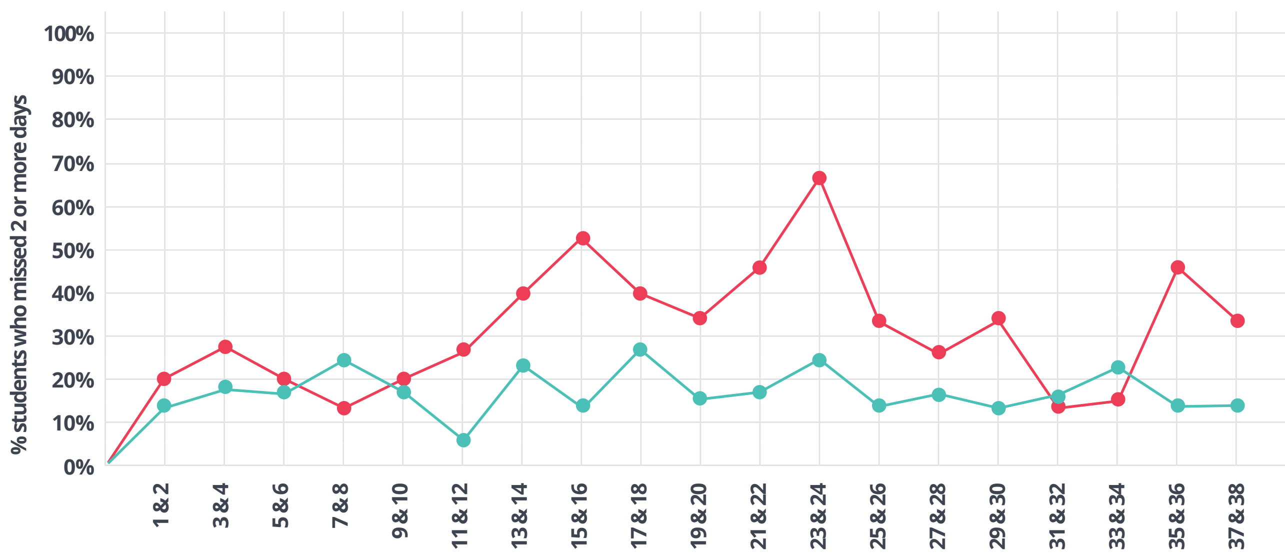
The figures to the right both display the same data set for chronic absenteeism at a high school. Both data sets include the same median of 32% (year 1) and 18% (year 2).

Top Right: The yearly data collapse all of the information into fewer data points. This is often how we look at data when we use before and after data, or summary statistics.

Bottom Right: In comparison, the continuous time series data chart shows us that same data displayed over time in two week intervals. By seeing our data more frequently, we benefit from important insights. For example, we see the variation of time, seasonal patterns and the impact of change ideas as we introduce them into the system.

Example: Yearly Data

Example: Continuous, Time Series Data

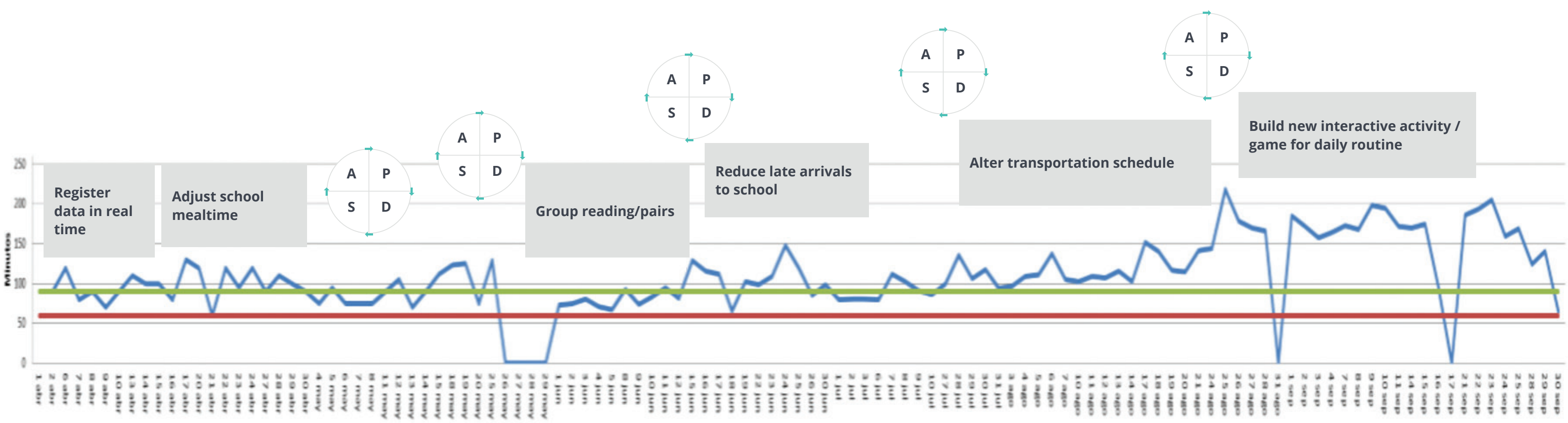


Measurement for Improvement

A well-designed run chart should tell the story of your improvement initiative. A good test for your run chart is to imagine that it is forwarded to a senior leader in your organization. Is enough critical information included that they could understand it with little context or conversation?

For example, the run chart below shows daily data for the number of minutes of reading instructional time in the classroom per day. There are a few key things you learn about this improvement initiative from looking at the run chart:

- The aim (90 minutes per day) is marked with a green line.
- The median (middle value) is marked with a red line. This is important to interpret and learn from the data.
- Data are collected and displayed daily, so we learn from successes and low points.
- Change ideas are clearly annotated on the run chart (more on this in the next section).



Attribution: Example inspired by and modified f om Un Buen Comienzo, Fundación Oportunidad.

Test and Scale

Build a culture of sustainable improvement by prioritizing community needs, testing outcomes, and scaling successes.

Testing changes is a critical part of continuous improvement for a variety of reasons. First, tests allow teams to try an idea to see if it will work in their context without committing to implementation. This builds ownership and local adoption of a change. Second, small scale tests help teams to generate learning quickly. This helps teams to address theory lock and try different theories freely. Finally, small scale tests of change help to maximize limited resources to see if a change works before investing time, supplies or political will.

This section provides more detail about using Plan-Do-Study-Act cycles to introduce new changes to a system.

Test and Scale

Changes are tested with rapid, sequential Plan, Do, Study, Act (PDSA) cycles. Sometimes these are also called inquiry cycles, or safe to fail experiments. Whichever the methodology, the important thing is to have a shared way in your community to take new ideas, try them and adapt them to local context.

The components of the PDSA cycle are illustrated to the right. Each cycle ends with a decision point to abandon, adapt (and re-test) or adopt the change (if shown to be successful). Learning to test and adapt ideas with PDSA cycles is a critical skill for improvement teams to:

- Adapt the change to work in your local context (or identify that this change does not work in your context)
- Generate knowledge quickly with small tests
- Maximize limited time and resources
- Build ownership of the change as you try it without committing to keeping it
- Build a culture of learning and reduce fear of “failure”
- Abandon changes that are not successful

Your improvement community can create a culture of inquiry and transparent learning by highlighting team learning. It is important to share not just successes, but also “failed” tests where important learning was generated. This creates an “all teach all learn” culture where everyone has something to contribute to accelerate the impact of the community.

PDSA Worksheet - Example

TEAM NAME: Sunnyside Elementary School	**CYCLE 1 START DATE:** November 4	**CYCLE 1 END DATE:** November 8

PROJECT AIM: Sunnyside Elementary School will reduce the percent of students, across races and income levels, who are chronically absent from 18% to 9% by June through partnerships with families and communities.

DESCRIBE THE CHANGE YOUR TEAM WOULD LIKE TO TEST. HOW DOES THIS CHANGE LINK TO YOUR AIM? Individual meetings with families and caregivers of students with chronic absenteeism. Learn about barriers to school attendance for their child and co-create solutions. (Links to Primary Driver: Strong Relationships with Families and Caregivers)

WHAT WOULD YOU LIKE TO LEARN FROM THIS TEST? The best way to listen and learn from families about the obstacles they experience to access the school system and come up with solutions together. By focusing on students experiencing the most challenges with attendance, can we identify solutions that will improve school attendance overall.

1. PLAN

MAKE A PLAN FOR HOW YOUR TEAM WILL TEST THIS CHANGE

WHAT IS YOUR FIRST TEST FOR THIS CHANGE: Meet with the family and caregivers for one student	SIZE OF THE FIRST CYCLE (E..G., NUMBER OF CLASSROOMS, NUMBER OF STUDENTS OR TEACHERS) : One student (and their family) DATES OF THE FIRST CYCLE: November 4-8
WHERE WILL YOU TEST THE CHANGE? School meeting room to create a friendly, welcoming space	WHAT DOES YOUR TEAM PREDICT WILL HAPPEN? TRY TO QUANTIFY YOUR PRE-DICTION. We predict that we will identify at least 2 barriers to attendance and generate at least 4 solutions to support school and family relationships. We don't think that this will impact daily attendance at this stage, but could develop stronger student-centered partnerships with families and thus lead to change ideas that ultimately make an impact on the aim.

PDSA Worksheet - Example

MEASUREMENT PLAN:	List any data (qualitative or quantitative) that your team will track to learn if this change works. Remember to include plans for data collection under tasks.
	• Survey families to learn how they felt about the meeting • Number of barriers identified and ideas generated • Number of attempts to contact family • Daily attendance for student following the meeting (as process measure for outcome - chronic absenteeism)

NECESSARY TASKS TO COMPLETE THE TEST: (e.g. data collection forms, talk to stakeholders, gather information)

TASKS	WHO IS RESPONSIBLE?	DUE DATE
1. Utilize disaggregated reports of attendance data to identify students at most at risk from attendance and/or other social factors.	School counselor, Principal, Attendance Office Manager	October 19
2. Create talking points to ensure the message is supportive and explains that the school would like to partner with the family to identify barriers to student's attendance.	School Counselor	October 19
3. Contact family to set up a meeting.	Attendance Office Manager	October 22
4. Create a brief survey to learn from the family how they felt about the meeting.	Principal	October 22
5. Create a welcoming meeting space. Reserve meeting room and purchase food/ beverages.	Office Assistant	November 1

PDSA Worksheet - Example

2. Do

RUN THE TEST AND RECORD RESULTS

Did the test go as planned? ☐ **YES** ☑ **NO** (If no, please describe)

Meeting was set up for November 4th during the day. It took several attempts to make contact with the family; the script should include some talking points for voicemail.

3. Study

REFLECT ON THE RESULTS AND LEARNING

What were the results? Did the results match your predictions? What did you learn?

- 3 attempts to reach the family. Phone was preferred. Talking points were helpful and need to be adapted for a voicemail message.
- Family expressed the meeting felt supportive and useful. They suggested that it would have been helpful to include the student's primary teacher. One of the main barriers is that the student feels left out of classroom discussion and her peer group. Shared learning with teacher and started to test change ideas around student-centered learning. (Note: set up a separate PDSA cycle for this change idea.)
- 4 barriers identified and 7 solutions co-created (mostly focused on the school system).
- Later, the team found that daily attendance for student improved by 20% over one month.

4. Act

DECIDE WHETHER TO ADAPT, ADOPT OR ABANDON THE CHANGE

☑ **ADAPT:** This change needs some adaptation and/or re-testing to learn more. See the next page to run the additional cycles.	**NOTES:** Meeting was very helpful to identify opportunities to better engage this student, as well as identify ways to improve the system overall. Adapt the meeting to include the student's primary teacher.
☐ **ADOPT:** This change works and is ready to implement. We will work on a plan to implement this change.	**NOTES:**
☐ **ABANDON:** This change didn't work and we will try a different one.	**NOTES:**

PDSA Worksheet for Testing Changes

TEAM NAME:	CYCLE 1 START DATE:	CYCLE 1 END DATE:
PROJECT AIM:		
DESCRIBE THE CHANGE YOUR TEAM WOULD LIKE TO TEST. HOW DOES THIS CHANGE LINK TO YOUR AIM?		
WHAT WOULD YOU LIKE TO LEARN FROM THIS TEST?		

1. PLAN

MAKE A PLAN FOR HOW YOUR TEAM WILL TEST THIS CHANGE

WHAT IS YOUR FIRST TEST FOR THIS CHANGE?	SIZE OF THE FIRST CYCLE (E..G., NUMBER OF CLASSROOMS, NUMBER OF STUDENTS OR TEACHERS) : DATES OF THE FIRST CYCLE:
WHERE WILL YOU TEST THE CHANGE?	WHAT DOES YOUR TEAM PREDICT WILL HAPPEN? TRY TO QUANTIFY YOUR PREDICTION

MEASUREMENT PLAN: List any data (qualitative or quantitative) that your team will track to learn if this change works. Remember to include plans for data collection under tasks.

NECESSARY TASKS TO COMPLETE THE TEST : (e.g. data collection forms, talk to stakeholders, gather information)

TASKS	WHO IS RESPONSIBLE?	DUE DATE
1.		
2.		
3.		
4.		
5.		

PDSA Worksheet for Testing Changes

2. Do	RUN THE TEST AND RECORD RESULTS
	Did the test go as planned? ☐ **YES** ☐ **NO** (If no, please describe)

3. Study	REFLECT ON THE RESULTS AND LEARNING
	What were the results? Did the results match your predictions? What did you learn?

4. Act	DECIDE WHETHER TO ADAPT, ADOPT OR ABANDON THE CHANGE	
	☐ **ADAPT:** This change needs some adaptation and/or re-testing to learn more. See the next page to run the additional cycles.	**NOTES:**
	☐ **ADOPT:** This change works and is ready to implement. We will work on a plan to implement this change.	**NOTES:**
	☐ **ABANDON:** This change didn't work and we will try a different one.	**NOTES:**

PDSA Ramp: Fast Planning Worksheet - Example

PDSA ramps are an opportunity for sequential building of knowledge. They use small tests of change to progress to full implementation of a change. Ramps are based on the scale-up of a specific change or adaptations of a change linked by a common theme. Ramps allow the test of ideas on an increasing scale, over longer periods of time and/or under different conditions. Test changes on an increasing scale, over longer periods of time, or under different conditions to continuously adapt and fail-proof the change before implementing it.

TEST #2 (see long form for Test #1)	TEST #3	TEST #4
What: Individual family meetings	**What:** Individual family meetings (include teacher & provide early morning and/or evening options)	**What:** Individual family meetings
Size of cycle: One student	**Size of cycle:** Three students	**Size of cycle:** Six students
When: November 15	**When:** Week of November 15	**When:** December 2
Prediction: We will identify at least 5 new change ideas. Improve daily attendance for this student with new ideas by at least 20%.	**Prediction:** Meeting with more students will generate at least 10 new change ideas. Improve daily attendance for these students by at least 40%.	**Prediction:** We will generate fewer (5) new change ideas. We will continue to improve daily attendance for these students by at least 40%.
Results: Family couldn't meet during working hours – provide more flexible scheduling options. Generated 3 change ideas. Over the next two weeks, attendance improved by 33%.	**Results:** Met with 3/3 families. Observation that it can be difficult for families to name barriers to attending school. Create a sample list of common barriers to share with the family (available in different languages) to prompt conversation. Daily attendance for these students improved by 50%.	**Results:** Prompts work well to generate deeper discussion. Difficult to plan for six different meetings in a short time period.
Act : ☑ **ADAPT** - Create flexible meeting times. ☐ **ADOPT** ☐ **ABANDON**	**Act :** ☑ **ADAPT** - Include prompts for families to help identify and describe barriers. ☐ **ADOPT** ☐ **ABANDON**	**Act :** ☐ **ADAPT** ☑ **ADOPT** - Adopt individual family meetings. Test how to integrate this process into existing touchpoints with families to be more feasible at scale. ☐ **ABANDON**

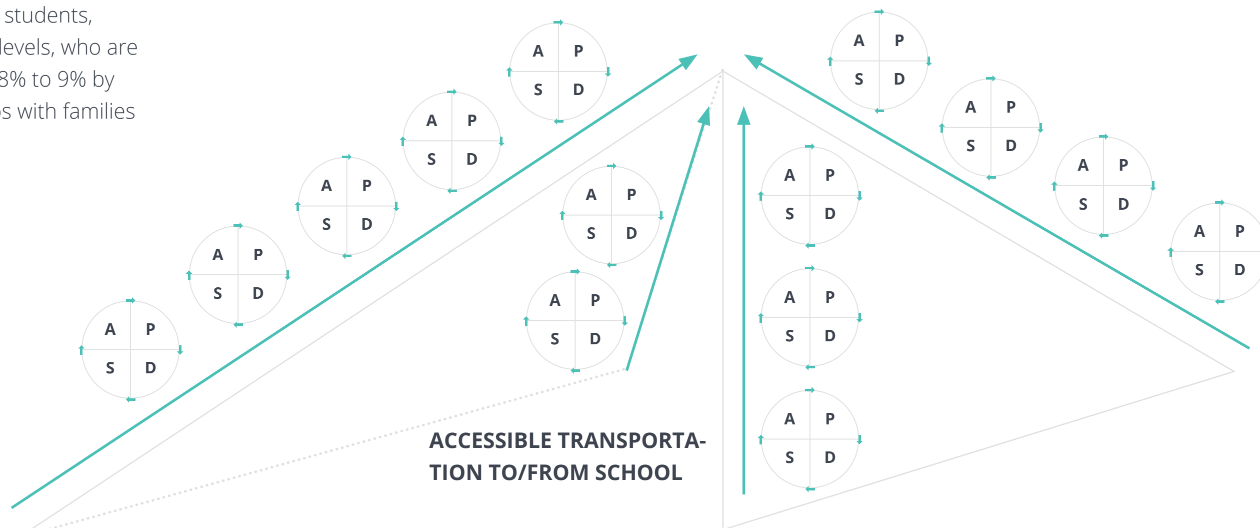
PDSA Ramp: Fast Planning Worksheet

TEST #2	TEST #3	TEST #4	TEST #5	TEST #6
What:	What:	What:	What:	What:
Size of cycle:	Size of cycle:	Size of cycle:	Size of cycle:	Size of cycle:
When:	When:	When:	When:	When:
Prediction:	Prediction:	Prediction:	Prediction:	Prediction:
Results:	Results:	Results:	Results:	Results:
Act : ☐ **ADAPT** ☐ **ADOPT** ☐ **ABANDON**	Act : ☐ **ADAPT** ☐ **ADOPT** ☐ **ABANDON**	Act : ☐ **ADAPT** ☐ **ADOPT** ☐ **ABANDON**	Act : ☐ **ADAPT** ☐ **ADOPT** ☐ **ABANDON**	Act : ☐ **ADAPT** ☐ **ADOPT** ☐ **ABANDON**

Putting It All Together

To accomplish complex aims that seek to address and improve the root cause of systems issues, it is likely that your improvement team will need to test and implement many changes across most or all "drivers". Simple measurement and small scale testing enable busy teams to use their limited time and resources to make meaningful and lasting change.

AIM: Sunnyside Elementary School will reduce the percent of students, across races and income levels, who are chronically absent from 18% to 9% by June, through partnerships with families and communities.



Attribution: Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. (2009) "The Improvement Guide: A Practical Approach to Enhancing Organizational Performance" (2nd Edition) San Francisco, California, USA: Jossey-Bass Publishers.

Puget Sound CI Summit Series - Additional Resources

The Shift Team very much enjoyed the opportunity to learn from and collaborate with local partners working to improve the quality of educational outcomes in the Puget Sound Region. We hope that you will be able to use this workbook as an ongoing resource in your continuous improvement efforts.

Shift also had the honor and privilege to contribute to the national educational equity initiatives below, whose open source resources serve as additional guidance for your organization:

Continuous Improvement for Equity: Additional resources, tools, and approaches to intentionally infuse equity into each step of the CI process are available at https://nsiexchange.org/ci-for-equity/.

Building Equitable Learning Environments (BELE): The BELE Network is working to dismantle structural inequality in schools and create equitable learning environments where all students – regardless of race or class – have the agency, opportunities and tools they need to thrive. The Building Equitable Learning Environments (BELE) Framework and the accompanying Equitable Learning Library is not a "how to" manual but rather tools that collectively drive lasting change from the classroom to the state legislatures to transform student experiences and learning outcomes.

If you have any questions about this workbook, please reach out to contact@shift-results.com or visit our website www.shift-results.com for more information.