Everyone,

Welcome back, everyone! Here is Path Note No. 19.

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Our Path Topic

We have reached the Results criteria of our ongoing improvement framework. In the Results section we need to know what our performance and improvement is in all key areas like student Learning, Process Results, customer results, workforce results, leadership and governance results, and budgetary, financial, and market results, Here we are looking at performance levels relative to our competitors and other organizations that offer similar educational program and service offerings. Do we have competitors? Let's start looking at results.

Let's first look at student learning and customer service results. We need to understand our results for Student learning and customer service processes. What are our current levels and trends in key measures or indicators of students learning outcomes and the performance of services that are important to and directly serve our students and other customers? How do these results compare with the performance of competitors and other organizations with similar offerings? How do these results differ by educational program and service offerings, student and other customer groups, and market segments?

Who would be a competitor? We are no longer the only game in town when it comes to education. Parents do have a choice. Students may attend private, church, cyber charter, or brick and mortar charter schools. If we didn't have these competitors, wouldn't we benefit from looking at the results of other school districts? Using others' results to help us improve is certainly beneficial. It really helps us demonstrate that we are "The First Choice".

WASD learns to not only examine our SPP (School Performance Profile), PSSA, and Keystone results, but what about Advanced Placement? What about SATs or ACTs, or other results of student performance? What about "First Choice"? How do we measure if our students are getting their First Choice after high school? Surveying students throughout their school years will help. The 12th grade survey will give you that final look at what students want to do after high school (yes, some do not always know). We can measure from that information whether a student achieved their First Choice.

So what about our process effectiveness results? If the results at the end of our teaching process are not what we want, we must make changes or adjustments to the process. Remember, research shows that 30% of all waste comes in your processes. We need to learn what are our process effectiveness and efficiency results.

What are our current Levels and Trends in Key Measures or Indicators of the operational performance of our key work and support processes, including productivity, cycle time, and other appropriate measures of process effectiveness, efficiency, and innovation? How do these results compare with the performance of our competitors and other organizations with similar processes? How do these results differ by process types?

What about emergency preparedness results? What are our current levels and trends in key measures or indicators of the effectiveness of our District's preparedness for disasters or emergencies? How do these results differ by location or process type? An example, do we measure for our OSHA reports? Probably, we do. We need to have results of reportable incidents; response times for emergency drills, results for work relocation or contingency exercises. Do we track the number of nurse visits or student and staff injuries? How about just playground injuries? If we have a better set of results when it comes to student safety, a parent may turn to WASD as a First Choice than a neighboring district whose numbers are not as good.

Finally, what are our supply-chain management results? What are our results for key measures or indicators of the performance of our supply chain, including contribution to enhancing our performance? An example here could be training hours on new programs, services, or processes; knowledge-sharing activities; audit hours that vary by supplier experience. Do we keep results of bus driver training, number of accidents, complaints from parents, and number of times buses were not checked after a bus run? Soo much more can be measured to help us learn and improve.

Next week we will continue with our Results criteria of our framework. We will look at customer-focused results. For example, we will discuss student and other customer satisfaction and dissatisfaction results. Do we measure it in order to have any results? What about student and other customer engagement results? This is always a tough pill to swallow, but it is good for us as we work to be everyone's First Choice.

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Review for You

- What is Plan/Do/Check/Act?

Events

- A reminder—No school for students on January 12th. It is an in-service day.

- Another reminder—Schools are closed on January 15th for Martin Luther King, Jr.'s Birthday.

Piece of the Puzzle

- This week's Piece of the Puzzle is a group we sometimes take for granted. Without them this time of the year would be rough and miserable…particularly, this year. A big thank you goes out to all of our maintenance and custodial people that make sure our buildings are up and running, have clear parking lots and sidewalks, and WARM when we enter. When you see those who make sure those things are happening, thank them. Remind them they are a BIG piece of the puzzle for 4,400 students and hundreds of fellow employees.

Review Answers

- Plan/Do/Check/Act (PDCA) is a tool for ongoing improvement. It is a way to manage or define a process for ongoing improvement. You might ask what the difference is between PDCA and our WASD Leadership. Both are tools to an extent, but the Leadership Model is personal to your organization. It defines steps you can take to strategically plan, to design a program, or an approach. However, some experts believe that PDCA is more for process. Although you can use either in many of the same ways, PDCA is used often without formal Action Planning.

- Here's a non-school example. If you want to **Plan** a fire escape route in your home, you pull your family together and you work out a plan to escape in case of fire. You act it out or **Do** the plan and make sure everyone knows, who needs to know, what to do and does it. Here's where we tend to miss the boat with planning. Next, execute another run through at another time. **Check** the progress of your plan for escaping. Is it going well? If not, find out how it can improve. Make sure your family is all part of the discussion. If there are concerns, fix them and get ready to do another run through. Now, you can **Act** on those changes. Periodically, go back and review the plan, re-plan, do it, check it, and act again on the changes. If you do this process, you will continue to improve your escape route and make your family safer and safer.

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<u>Final Thoughts</u>

- *Don't tell people your plans. Show them your results.*—Anonymous

- *Only new actions will bring new results.*—Billy Cox

- *The achievement of an organization is the results of the combined effort of each individual.*—Vince Lombardi

- *If you focus on results, you will never change. If you focus on change, you will get results.*—Jack Dixon

- *Fall in love with the process, and the results will come.*—Eric Thomas

- *A little progress every day adds up to big results.*—Satya

- *Insanity: Doing the same thing over and over, and expecting different results.*—Albert Einstein

- *Negative results are just what I want. They're just as valuable to me as positive results. I can never find the thing that does the job best until I find the ones that don't.*—Thomas A. Edison

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Have a great rest of the week. Again, welcome back. Have a very Happy New Year and a great rest of the school year. Take care!

Tod