

# No Excuses

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Continuous Improvement  
Model

*“Closing the Achievement Gap”*

# Who's To Blame?



The college professor said:

“Such rawness in a student is a shame, lack of preparation in high school is to blame.”

# Who's To Blame?

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Said the high school teacher:

“Good heavens! That boy's a fool. The fault of course is with the middle school.”



# Who's To Blame?

The middle school teacher said:

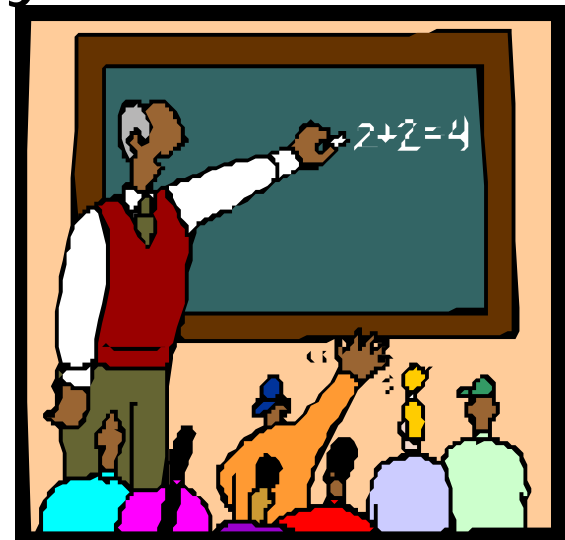
"From stupidity may I be spared. They sent him in so unprepared."



# Who's To Blame?

The primary teacher huffed:

“Kindergarten blockheads all. They call that preparation – why, it’s worse than none at all.”



# Who's To Blame?



The kindergarten teacher said:

“Such lack of training never did I see. What kind of woman must that mother be.”

# Who's To Blame?

The mother said:

"Poor helpless child.  
He's not to blame.  
His father's people  
were all the same."





# Who's To Blame?

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Said the father at the end of the line:

“I doubt the rascal's even mine.”



Anonymous



# Performance

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From Excuses...  
To Results

*Dr. Gerald  
Anderson was the  
Superintendent of  
Brazosport, Texas  
School District.  
He began the  
Continuous  
Improvement  
Model eleven  
years ago.*



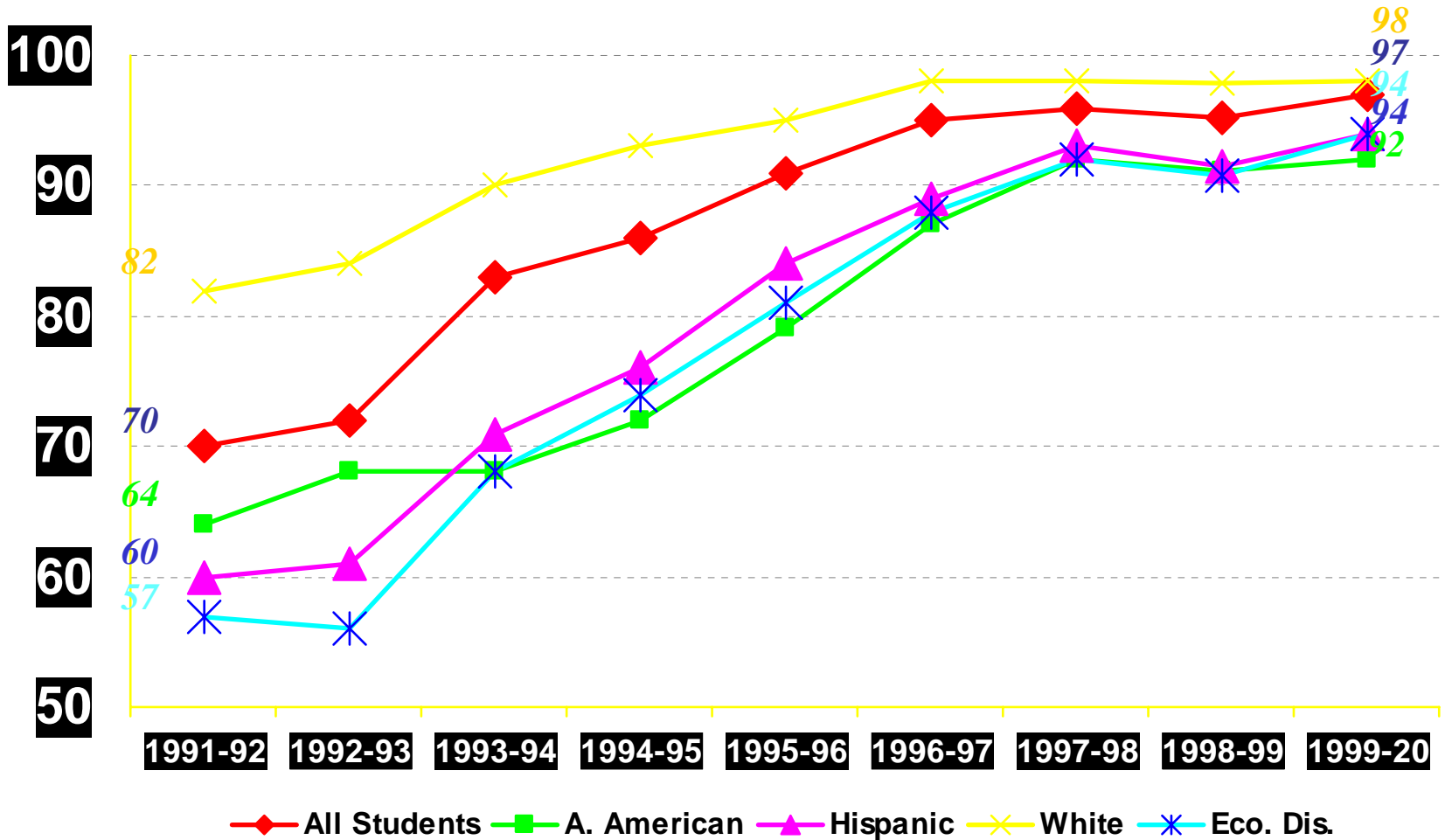


# Why the Continuous Improvement Model

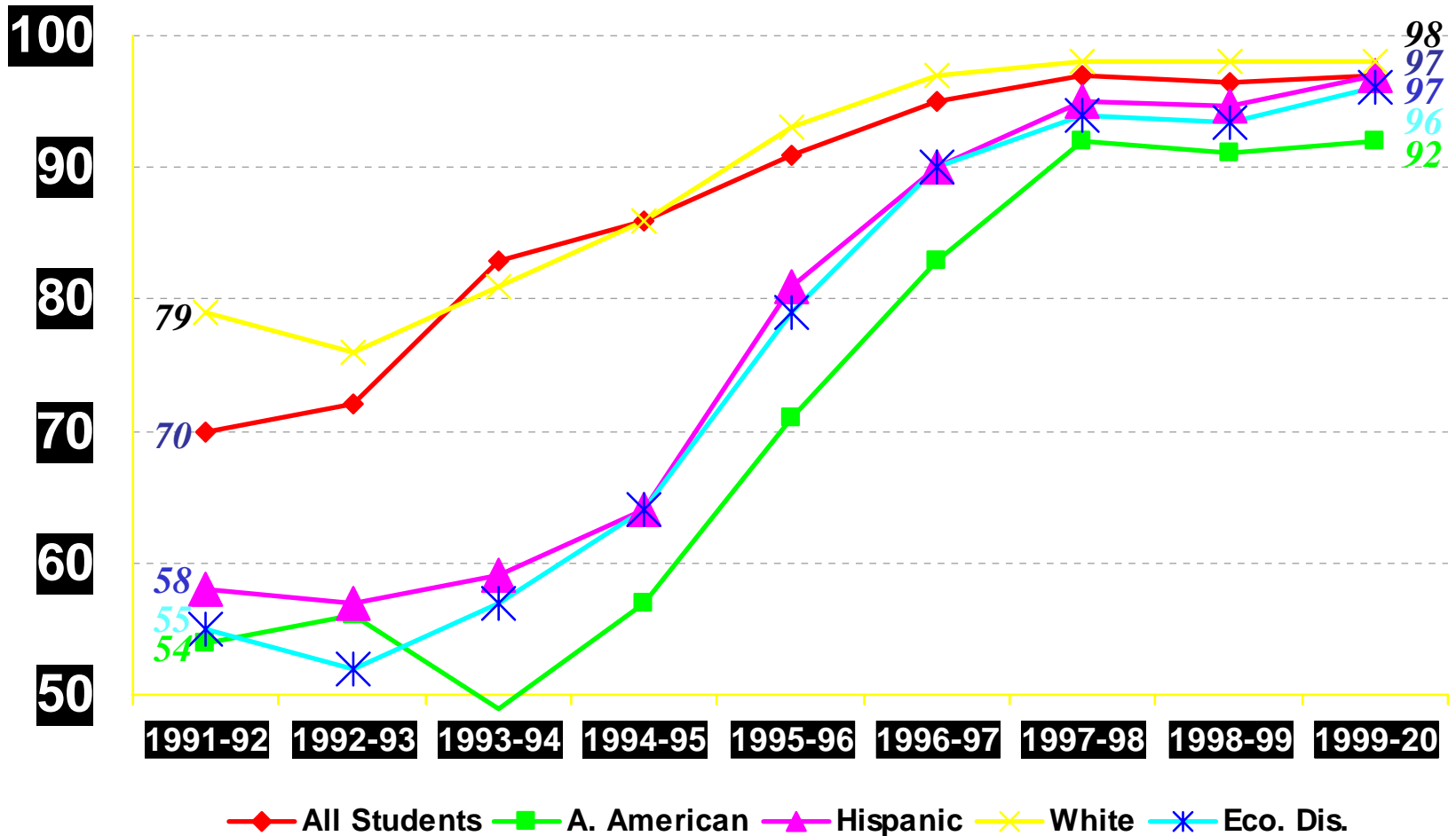
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- Track Record of student performance
- Based on Research
- Closed the Achievement Gap between all racial and socio-economic sub-groups
- Data-Driven

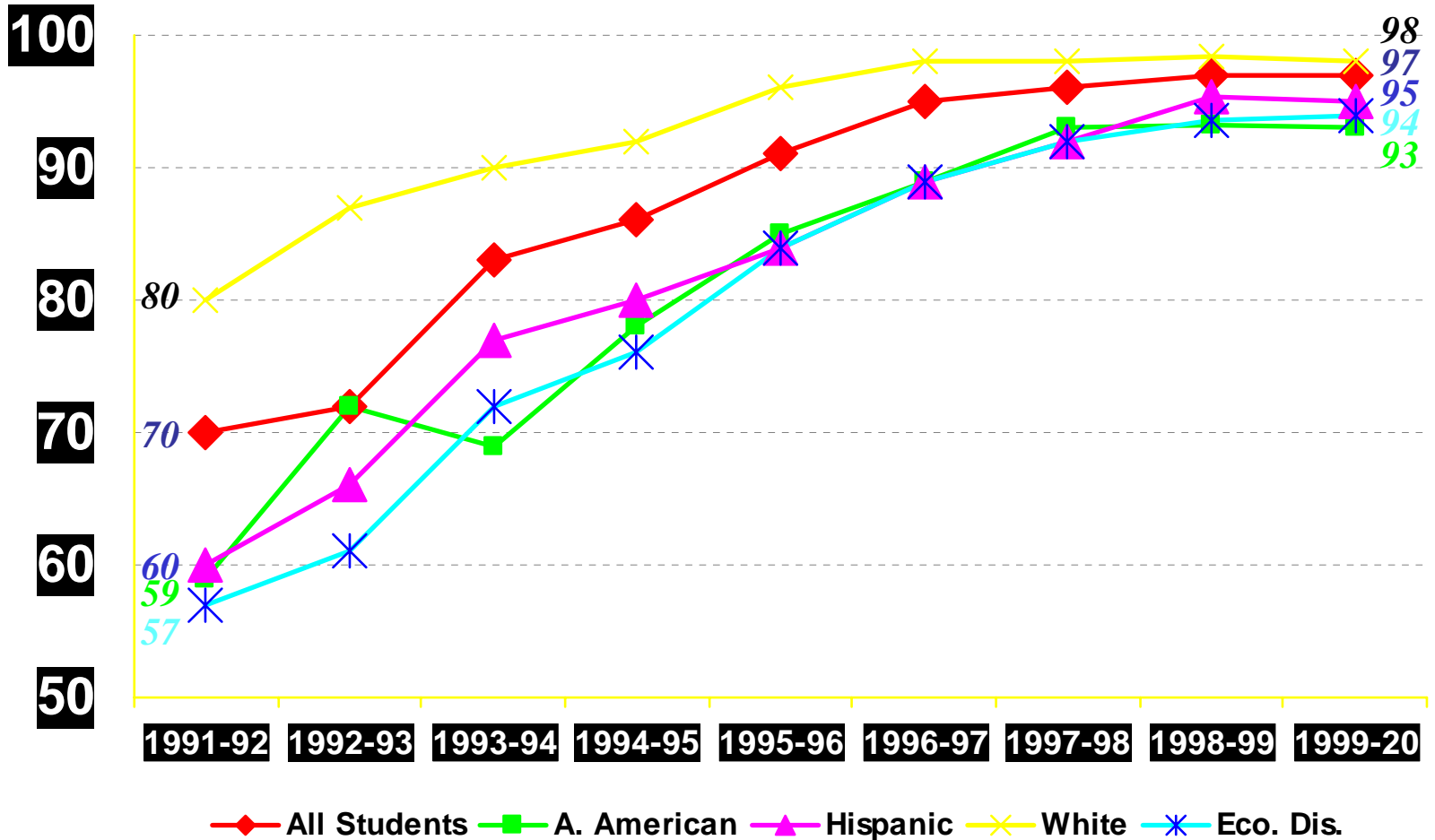
# READING COMPARISON



# MATH COMPARISON



# WRITING COMPARISON





# Benefits of Managing Breakthrough

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- Provides a common VISION for the organization
- Ensures that all components of the system are working together to achieve the VISION of the system
- Creates a commitment to realistic objectives and plans to achieve them at all levels of the organization
- Focuses the energy and the effort of the organization on the VISION



# K - 12 Public Schools' Vision

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*“Leading the Nation in Raising  
Student Performance”*

# The Power of Vision



Vision without action is  
merely a dream;  
Action without vision  
just passes the time;  
Vision with action can  
change the world.

- Joel Barker

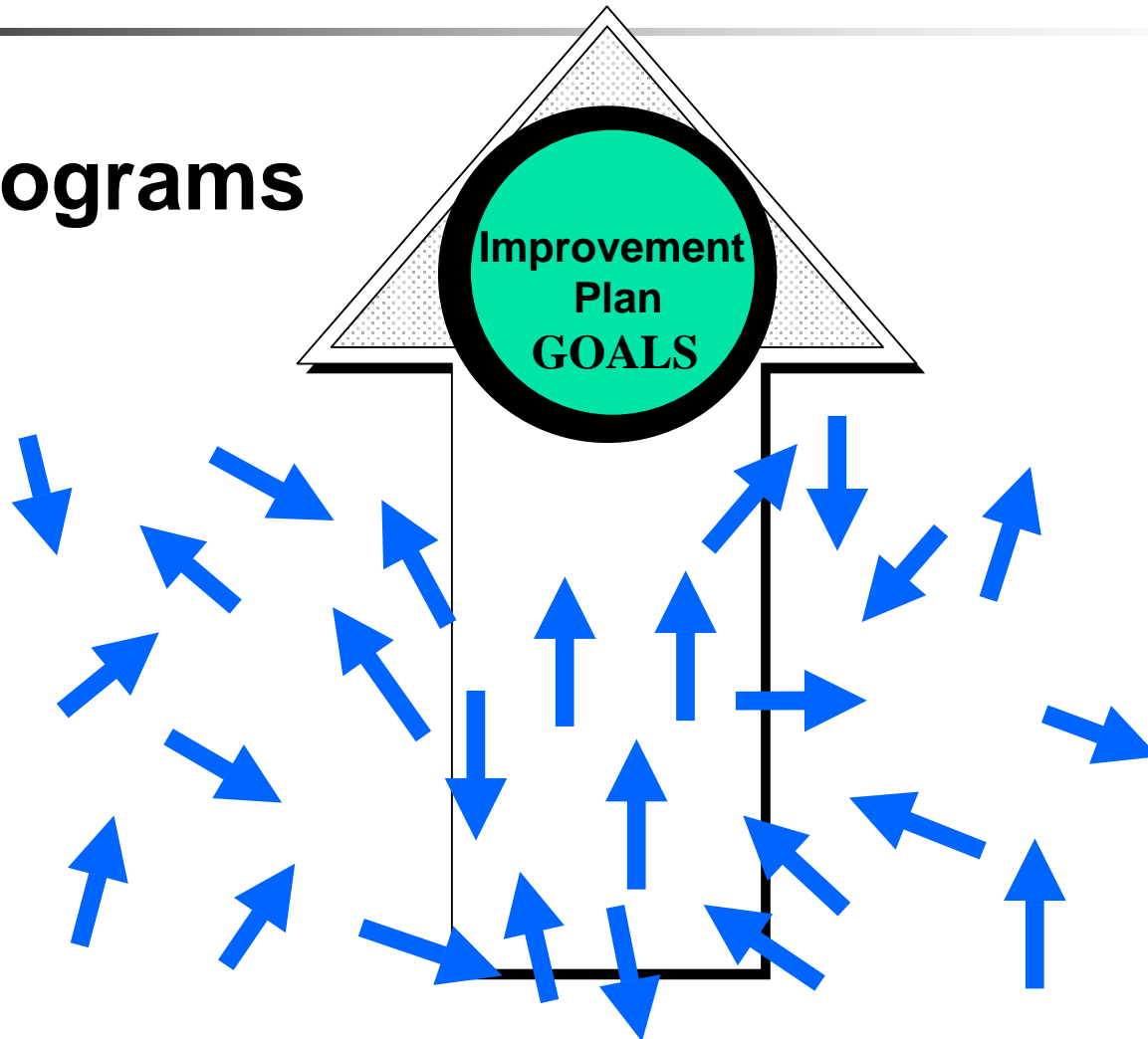
# Beliefs & Values

Leadership must focus all members of the organization on our vision



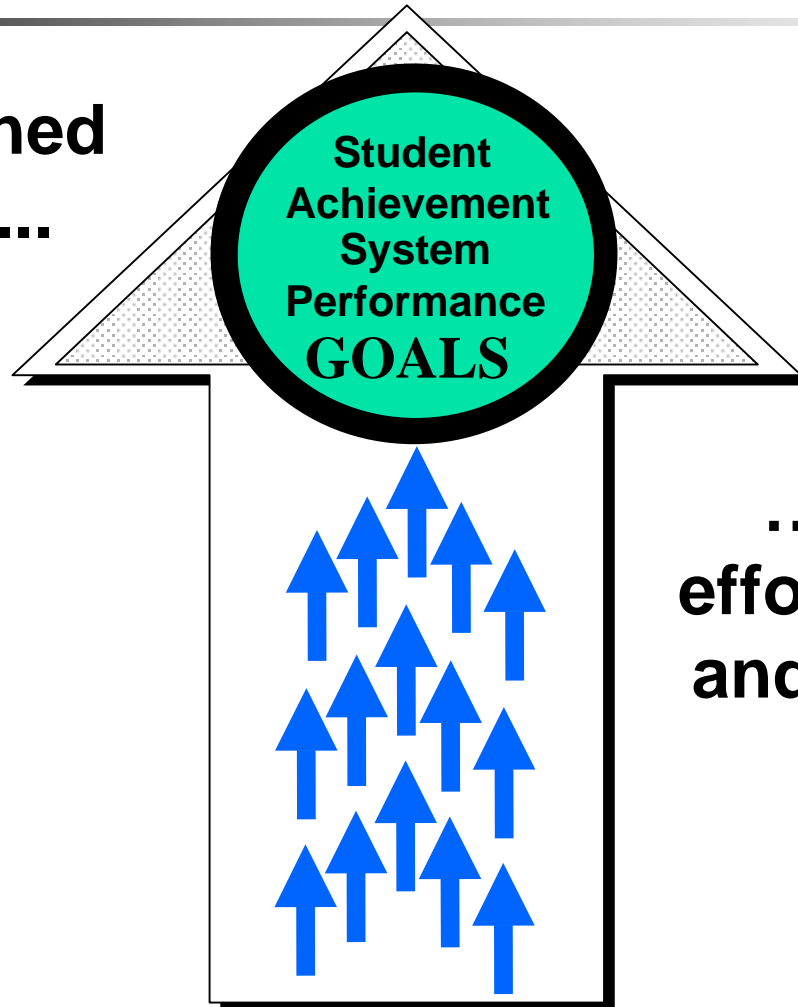
# Random Acts Of Improvement

 = Programs



# Aligned Acts Of Improvement

**In an aligned system ...**



**... improvement efforts are integrated and results-oriented**



# Building Blocks


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**The Improvement Process is grounded in an integrated system of:**

- Effective Schools**
- Total Quality Management**
- 8 Step Process/Plan Do Check Act Process**

*An effective school is defined in the research as one in which equal proportions of low and middle income level children evidence high levels of mastery of the essential curriculum. In an effective school, there are no differences in the proportion of students mastering the basic skills as a function of the group to which they belong.*





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***In other words, no child is condemned to educational failure because of his family background, race, socioeconomic status or sex.***

***Research conducted by Dr. Larry Lezotte and Dr. Ron Edmonds***

# Effective School Correlates

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**#1 - Strong Instructional  
Leadership of the Principal**

**#2 - High Expectations and  
Teacher Behaviors that  
Convey High Expectations**



# Effective School Correlates

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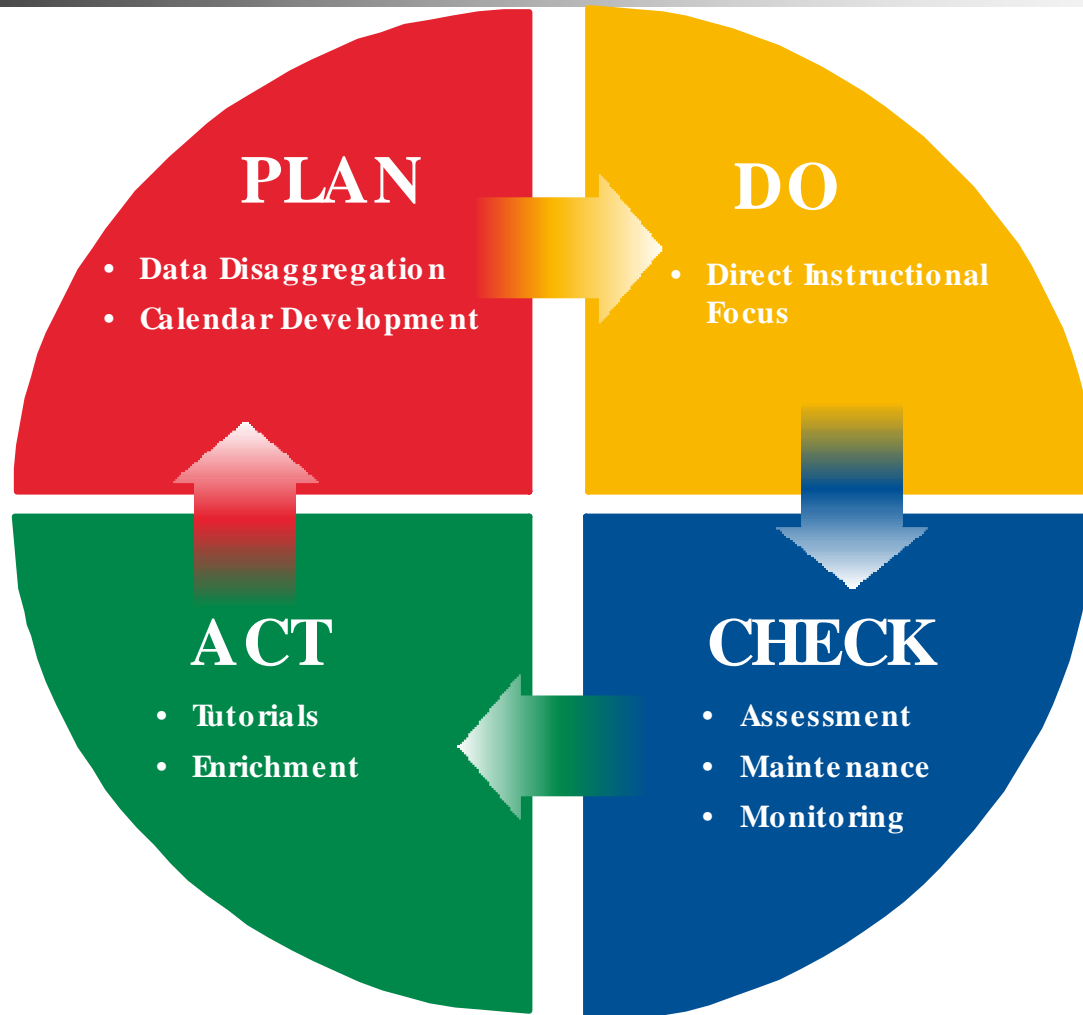
- **#3 - A Pervasive and Broadly Understood Instructional Focus**
- **#4 - A Safe Orderly Climate Conducive to Teaching and Learning**
- **#5 - Use of Measures of Pupil Achievement as the Basis of Program Evaluation**

■ TQM is defined as:

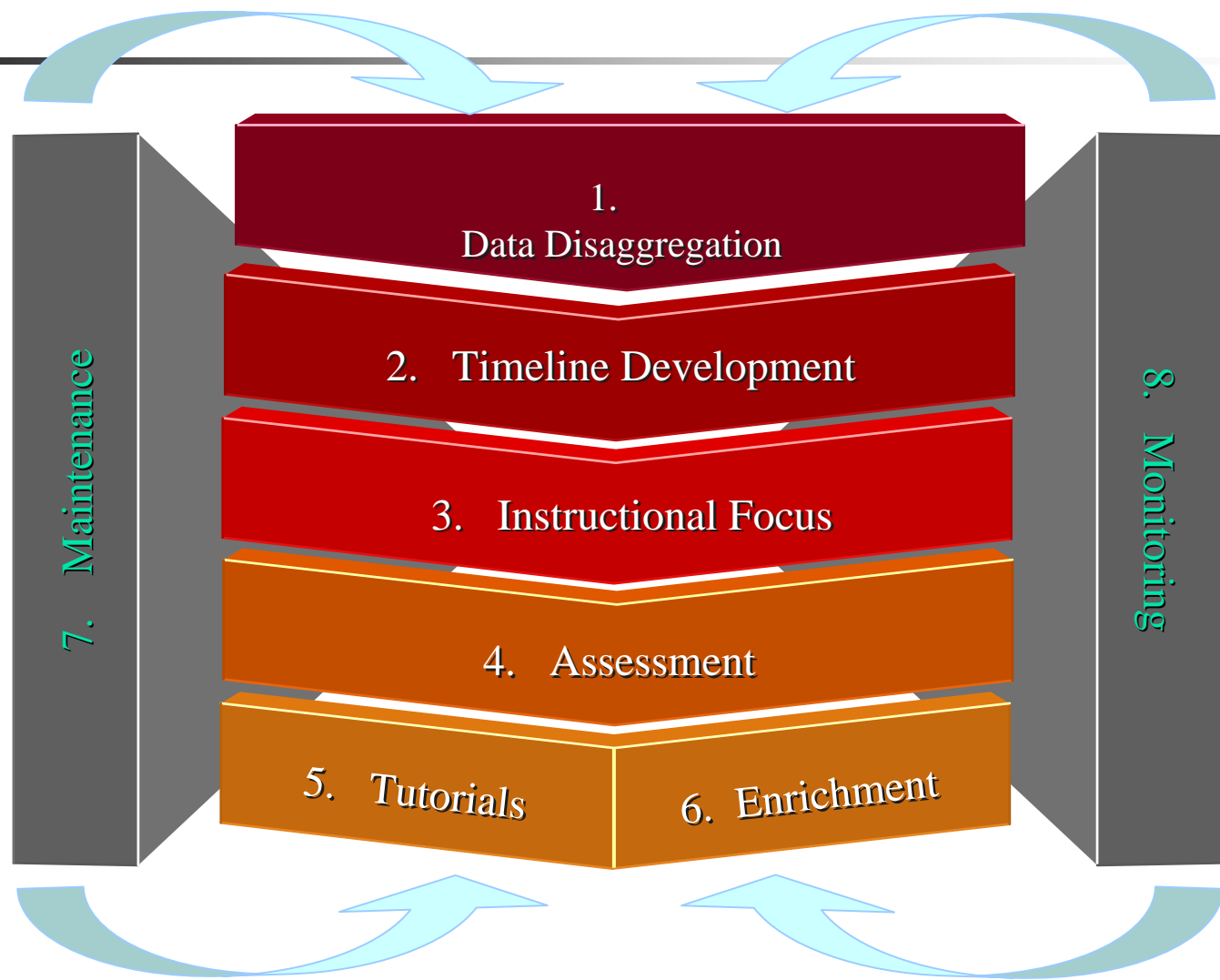
■ **“An operational theory of management...**

**And a set of process tools for implementation.”**

# Plan/Do/Check/Act Cycle



# The PDCA Eight-Step Process





## Our GOAL

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**Student assessment  
results show NO  
significant difference in  
performance between any  
student groups.**



# Performance

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From Excuses...  
To Results

**If students are not literate, that is, they cannot read, write, and do basic arithmetic:**

- **3 out of 4 will go on welfare.**
- **68% will commit a criminal offense.**

**Source: National Adult Literacy Survey - 1993**



Thank You!

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