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JAN HOEGH

Sunday 25 May

**Building High Reliability Schools
Level 3**

Session 2

JAN HOEGH

Jan K. Hoegh is associate vice president of Marzano Research Laboratory in Colorado. She has been a classroom teacher, building-level leader, professional development specialist, high school principal, and curriculum coordinator during her 27 years in education. Jan also served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development.

In 2005, Jan was invited to participate in the University of Nebraska Assessment and Leadership for Learning Cohort. An active member of several educational organisations, Jan was president of the Nebraska Association for Supervision and Curriculum Development. She is a member of the National Association for Supervision and Curriculum Development and Nebraska Council of

School Administrators. Her article "Behind the Scenes of Nebraska State Accountability" was published in Nebraska Council of School Administrators Today.

Jan has a bachelor of arts in elementary education and a master of arts in educational administration, both from the University of Nebraska Kearney. She also earned a specialization in assessment from the University of Nebraska-Lincoln.

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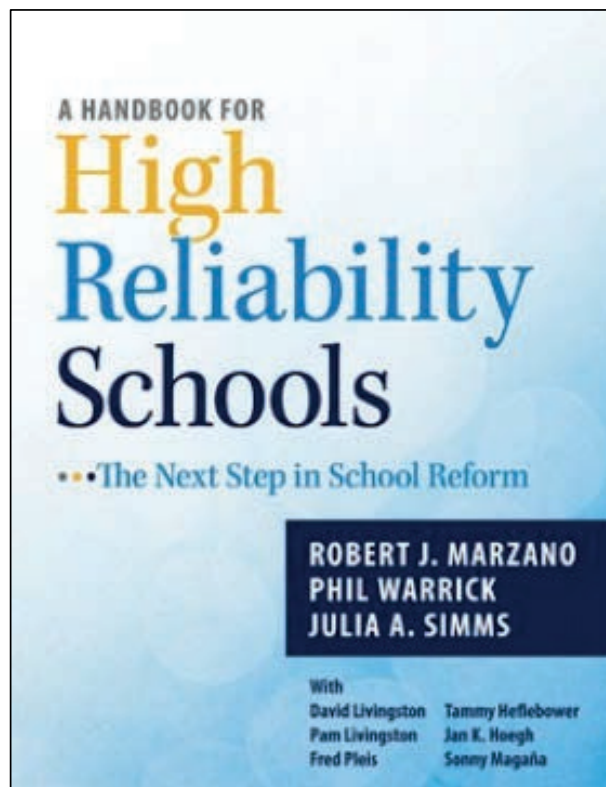
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Becoming a High Reliability School Level 3

Presented by Marzano Research Laboratory



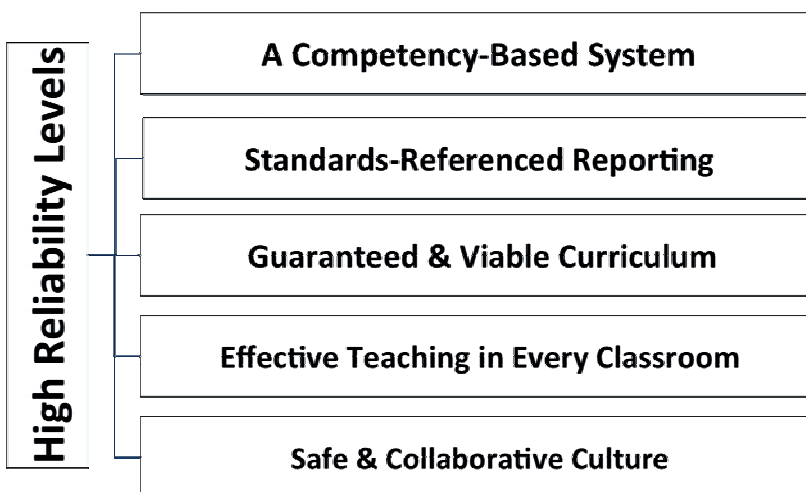
Jan K. Hoegh
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Characteristics of High Reliability Organizations:

1. Continually in pursuit of error free performance
1. Implement structures and systems to identify errors in their operation
2. Immediately take action to prevent errors from becoming system wide failures
3. System failures in their operations make headlines



Marzano Research Laboratory has developed the HRS model to provide schools with a long-term planning framework for continuous school improvement.

The HRS model can serve as a guide for school leaders as they engage in short and long term school improvement planning. The model is focused clearly on school improvement through research-based practices. Levels 1, 2, and 3 are foundational and must be worked on continually in all schools. Levels 4 and 5 are optional for schools.

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Creating conditions for others to be successful is one of the highest duties of leadership.

Leading and Lagging Indicators

In order to know what to work on and to measure their success at each level, school leaders need ways to assess their school's current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

Leading indicators are important conditions that are known to be associated with school improvement. They provide direction for school leaders to work on for a continuous process of improvement.

Lagging indicators are the data and artifacts of practice that leaders should use to continually monitor leading indicators.

Level 3 Leading Indicators

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum.
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

Sample Lagging Indicators for Leading Indicator 3.1

Curriculum documents have been created that correlate the written curriculum to state and district standards.

Data show a very strong positive correlation (90 percent or higher) between assessments and the written and taught curricula.

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Short Form Survey For Level 3 Leading Indicators

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A HANDBOOK FOR HIGH RELIABILITY SCHOOLS

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
4: Agree 5: Strongly agree N: N/A or don't know

3.1 The school curriculum and accompanying assessments adhere to state and district standards.	1	2	3	4	5	N
3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	1	2	3	4	5	N
3.3 All students have the opportunity to learn the critical content of the curriculum.	1	2	3	4	5	N
3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	1	2	3	4	5	N
3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	1	2	3	4	5	N
3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.	1	2	3	4	5	N

Figure 3.1: Level 3 short-form leading indicator survey.

This survey provides very general information about a school's level 3 status. For more specific information, long-form surveys should be used.

Level 3 Long-Form Leading Indicator Surveys

The long-form leading indicator surveys are designed to gather specific data about a school's level 3 strengths and weaknesses. School leaders should feel free to adapt the surveys in reproducibles 3.1–3.4 (pages XX–XX).



Reproducible 3.1: Level 3 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
4: Agree 5: Strongly agree N: N/A or don't know

3.1 The school curriculum and accompanying assessments adhere to state and district standards.	Our school's written curriculum has been analyzed to ensure that it correlates with state and district standards (for example, the Common Core State Standards [CCSS]).	1	2	3	4	5	N
	Our school's curriculum adequately addresses important 21st century skills (for example, college and career readiness skills and mathematical practice skills from the CCSS).	1	2	3	4	5	N
	Our school's taught curriculum (that is, what is taught in classrooms) has been analyzed to ensure that it correlates with the written curriculum.	1	2	3	4	5	N
	Our school's assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.	1	2	3	4	5	N
	School teams meet regularly to analyze the relationship between our school's written curriculum, our school's taught curriculum, and our school's assessments.	1	2	3	4	5	N
	I can describe the essential content and standards for the subject areas and grade levels that I teach.	1	2	3	4	5	N
3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	The essential elements of the content taught in our school have been identified.	1	2	3	4	5	N
	The amount of time needed to adequately address the essential elements of the content taught in our school has been examined.	1	2	3	4	5	N
	School teams meet regularly to discuss and revise (as necessary) documents that articulate essential content and the time needed to teach that content (for example, pacing guides and curriculum maps).	1	2	3	4	5	N
	Essential vocabulary has been identified for Tiers 1, 2, and 3.	1	2	3	4	5	N
3.3 All students have the opportunity to learn the critical content of the curriculum.	Tracking systems at our school are used to examine each student's access to the essential elements of the curriculum.	1	2	3	4	5	N
	Parents at our school are aware of their student's current access to the essential elements of the curriculum.	1	2	3	4	5	N
	All students at our school have access to advanced placement courses.	1	2	3	4	5	N
	The extent to which all students have access to necessary courses has been analyzed.	1	2	3	4	5	N
	I have completed appropriate content training in my subject-area courses.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 1 terms is provided to those students who need it.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 2 terms is provided to all students as a regular part of English language arts instruction.	1	2	3	4	5	N
	Direct vocabulary instruction for Tier 3 terms is provided in all subject area classes.	1	2	3	4	5	N



Handwriting practice area consisting of 20 horizontal lines.

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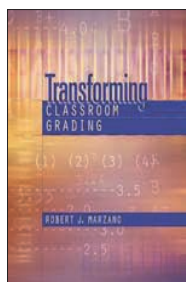


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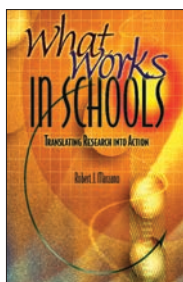


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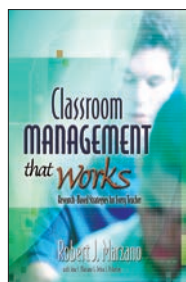
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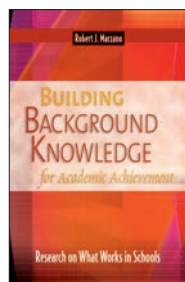
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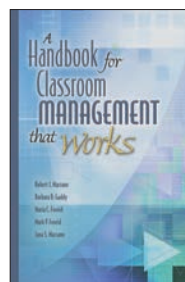
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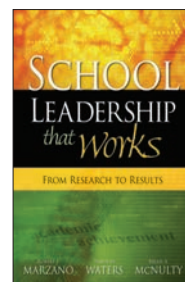
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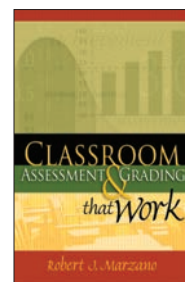
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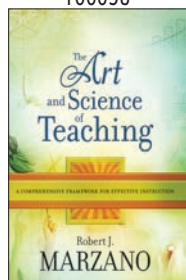
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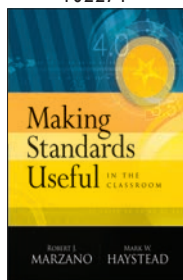
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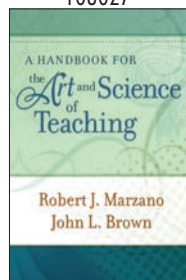
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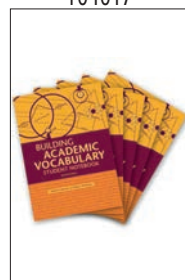
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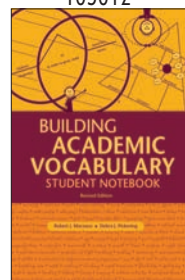
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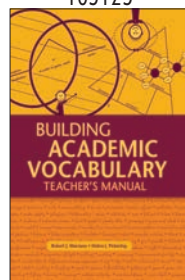
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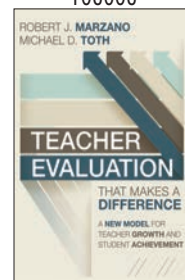
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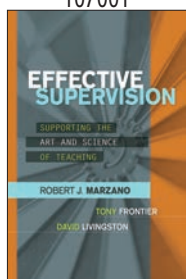
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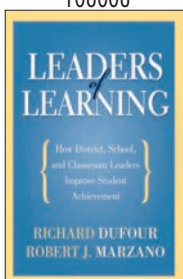
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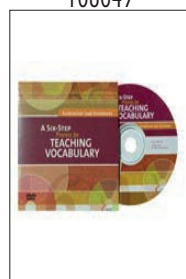
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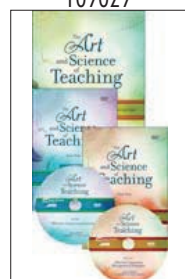
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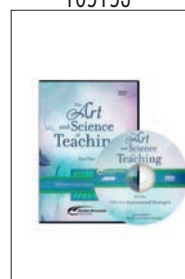
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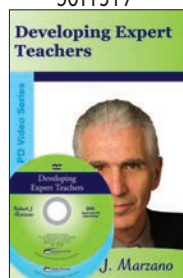
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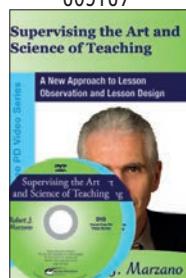
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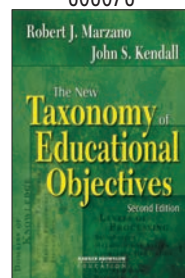
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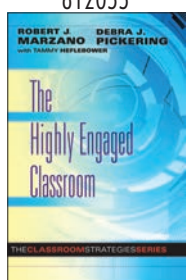
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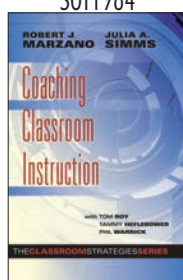
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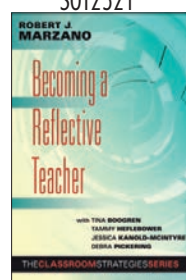
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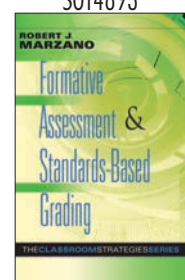
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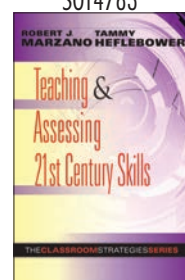
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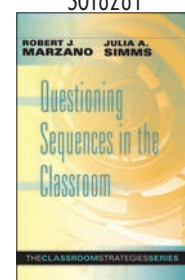
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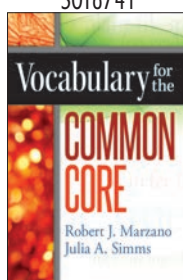
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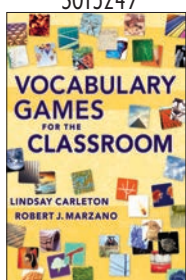
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