SchoolVoices360

White Paper

Four Partnerships, Three Super Senses, One Platform

How Innovations in Improvement Science, Data Science, and Digital Technology Help Deliver the Promise of Continuous School Improvement

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1 Introduction

This white paper will show how innovations in Improvement Science, Data Science, and Digital Technology can be brought together to empower educational leaders to create a virtuous cycle of continually improving schools.

The past twenty-five years have seen tremendous progress and innovation in primary and secondary education. In the United States, we have seen a reinvention of classroom instruction, individualized student support, and many other innovations. These have transformed the school experience for millions of students. Schools and districts have made amazing transformations. And yet, taken as a whole, we still seem to hit a ceiling in how much and how fast school improvement can occur.

In parallel with the revolutionary changes in Education have come revolutionary changes in Data Science and Digital Technology. A similar transformation has occurred in management best practices, as organizations in all sectors have applied these technological innovations. All these changes are converging now to make it possible for schools to break free from previous limitations and begin experiencing accelerated and continuous improvement.

The Challenge

The factors limiting continuous educational improvement are many. We can, however, find a major culprit in the approach taken by policymakers. The past twenty-five years have seen amazing innovations in school improvement. Much of that can be attributed to government mandates requiring improvement as a condition of receiving funds. However, the tools available to policymakers have themselves unintentionally produced the very limitations from which we now are seeking to break free. These can be summed up in two shifts that must take place to fulfill the promise of high-quality education for all our students.

The first is a shift *from a compliance mindset to an improvement mindset*. Regulation, by its nature, is a carrot and stick proposition. Funding is made contingent on producing compliance artifacts. Over time, various interest groups identify more and more needs to be addressed by our schools. Following a regulatory approach, we have piled more and more compliance artifacts onto the school administrators' already overloaded plates. It is only natural for busy principals and superintendents to focus on meeting the minimum compliance mandates. Without help making compliance easier, the high-impact work of schoolwide improvement can be crowded out.

The second is closely related to the first. Effective school improvement requires a shift *from tactical thinking to systems thinking*. School administrators have a never-ending flow of urgent issues to address. Administrators must wear many hats, from implementing a new program for Math proficiency to training teachers in classroom management to cleaning cat turds out of the Elementary School sandbox. The buck stops in the same place. The tyranny of the urgent is a tyranny of the tactical. It takes a special leader to balance all those needs while keeping a schoolwide focus on a system-based approach to continuous school improvement.

The Solution

Luckily, a solution is possible.

Advances in educational practices over the past decades have been matched by advances in Improvement Science, Data Science, and Digital Technology. These all come together now to give schools access to a set of tools with the potential to make it easier to drive a virtuous cycle of continuous improvement empowered by participation and data. School Voices 360 gives school administrators the ability to achieve that potential today.

The tools are available now to make it accessible for all school administrators to apply an improvement mindset and systems thinking to the challenges of their schools while easing some of their compliance burdens in the process.

We start by recognizing and solving for four things:

1. The problems are many and complex, so simplify them with 21st Century tools
2. You get what you measure, so gain greater insights with new data
3. Who is doing the measuring makes a difference, so include all relevant stakeholders
4. Top-down change has limited effectiveness, so share the ownership of school improvement

A New Approach

The first step towards a new approach in school improvement is a change in perspective. Schools still largely operate in a top-down, leader-driven approach. The burden of strategy and decision-making falls on the superintendent, principals, and a few core leadership staff. This white paper proposes a participatory approach to including the key educational partner groups in that process: parents, teachers, classified staff, and students.

The foundation is found in Improvement Science. Best practices are being used by many of the most successful companies and organizations worldwide. These best practices have been successful in making continuous improvement a part of both the practice and culture of their organizations.

Improvement Science

Data Science

Digital Technology

An Improvement Playbook
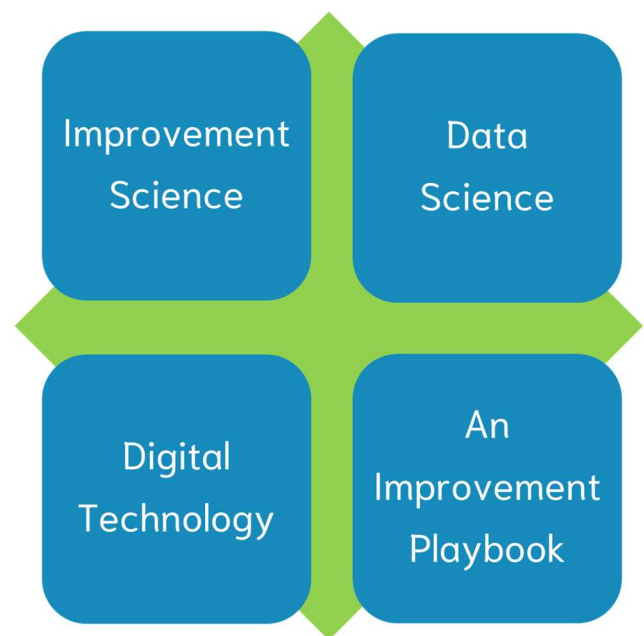
2 Improvement Science

Improvement Science as we know it today began with the work of W. Edwards Deming in the 1950s. Deming was brought to Japan to train Japanese engineers and business leaders in the science of Quality Control. They were rebuilding after World War II. Deming expanded the Quality Control concepts from Walter Shewhart into a cycle of continuous improvement.

One of the most powerful aspects of Deming's framework is its simplicity. He transformed the complexity within every business or organization into a simple 4–step process. Everyone in the organization can understand and follow it. From the senior leadership team down to the assembly worker, all stakeholders take on a sense of ownership for the strategic and tactical needs of the organization.
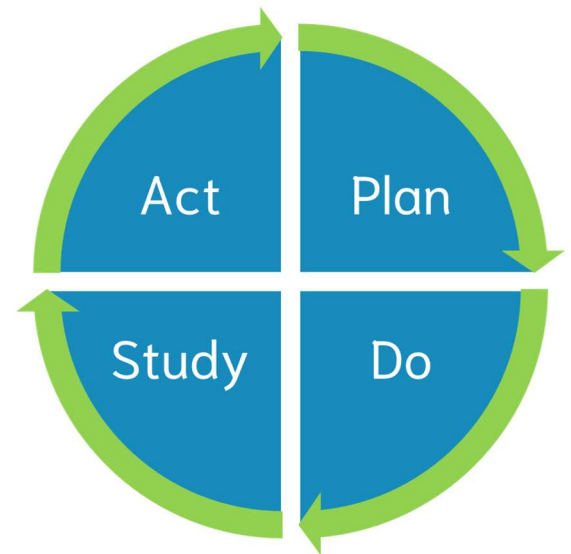
Deming called his framework for continuous improvement PDSA for Plan, Do, Study, Act. The general idea is to form improvement teams within the organization made up of stakeholders who work together on various aspects of the organization. Stakeholder teams apply these four steps in assessing and continuously improving those aspects of the organization within their spheres of influence. First, PLAN what specific changes will be made. Second, DO the planned actions to implement the change. Make sure to define and measure key factors of success. Third, STUDY the outcomes of those actions taken. Finally, ACT on the key learnings gained and repeat the cycle.

The first company to pioneer Deming's approach on a large scale was Toyota. They laid the foundations and have been the world leader ever since. Toyota calls the process "Kaizen." They adapted the PDSA framework to focus on rapid improvement led by busy decision makers. The improvement cycle was renamed to "*Plan, Do, Check, Act*" (PDCA). They place the emphasis of the third step on evaluation for decision making. This led them to replace *Study* (S) with *Check* (C). I learned the practice of Improvement Science with a focus on government programs and social change in graduate school at USC. But I cut my teeth on it at Toyota. At Toyota Motor Sales USA, I was responsible for developing the measurement, technology, and data science to continuously improve their online and direct response marketing programs. Since then, I have done similar work for leading companies in a variety of industries. I founded School Voices 360 to partner with educators to help them deliver the promise of high–quality schools for our students.

Over the past decade, Improvement science has been increasingly adopted by primary and secondary educators across the USA. The mission of School Voices 360 is to help in that effort by tailoring, automating, and standardizing the best practices from Improvement Science for K–12 Education.

Foundations for Improvement Science in Education

This brings us back to the four challenges we must solve for.

1. The problems are many and complex, so simplify them with 21st Century tools
2. You get what you measure, so gain greater insights with new data
3. Who is doing the measuring makes a difference, so include all relevant stakeholders
4. Top-down change has limited effectiveness, so share the ownership of school improvement

The starting point is the Improvement Science foundation of stakeholders from across the organization participating in continuous improvement through PDSA and improvement teams. Advances in Data Science and Digital Technology have now made it possible to solve for these four challenges with a set of easy-to-use tools that are accessible to all school administrators.

The most famous example of Deming improvement teams participating in the PDSA process are Toyota's Quality Circles. Stakeholder teams across Toyota meet together to improve all aspects of the organization, from the assembly line to the executive offices. In education, the key stakeholder teams are Teachers, Classified Staff, Parents, Students, and Administrators. The Board or Community Members could also be included. These groups are sometimes referred to as Educational Partners. PDSA in schools must include educational partners who participate in assessing school performance, giving feedback, and taking ownership for improvement in their spheres of influence.

The School Voices 360 platform is a suite of tools making participation in the PDSA process accessible to all educational partners in a school district. State-of-the-art advances in Improvement Science, Data Science, and Digital Technology are combined with a Playbook simplifying the PDSA process into a set of easy-to-follow instructions and worksheets.

Save Time & Frustration

Retention & Recruitment

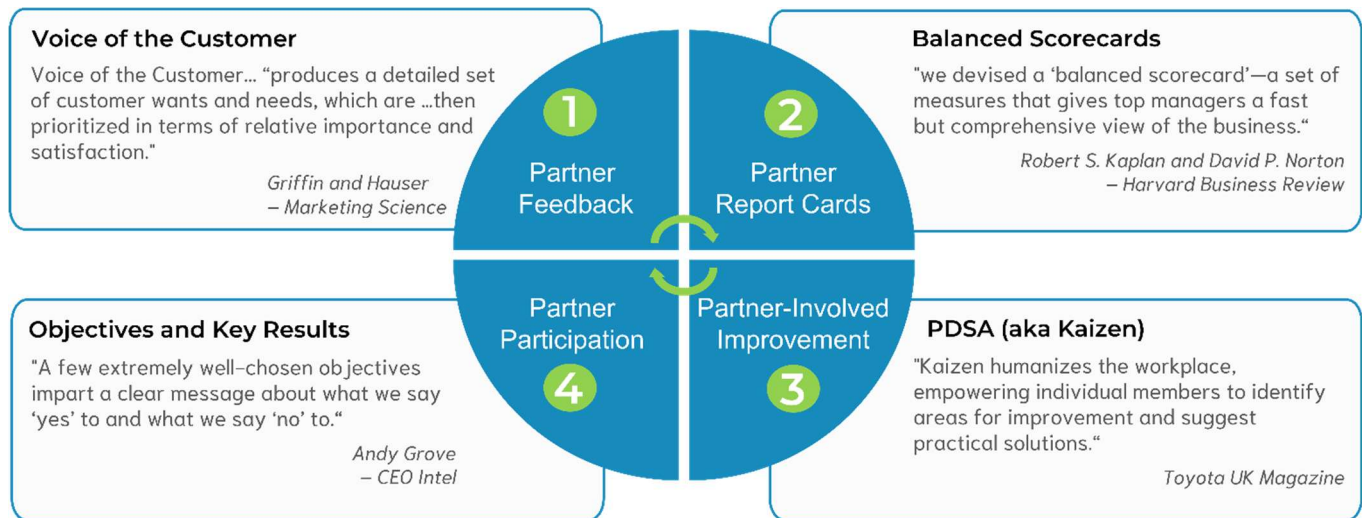Compliance to Improvement

Pays for Itself

The Benefits

Implementing a school improvement program incorporating Improvement Science, Data Science, and Digital Technology has many benefits for school administrators all supporting high quality educational outcomes for students.

1. Save time and frustration by simplifying tedious steps in the compliance process
2. Move schools from a compliance to an improvement mindset by automating improvement science strategies
3. Increase family and student retention by hearing their voices and demonstrating improvement
4. Pays for itself by saving staff costs and maintaining or increasing per-student funding allocations
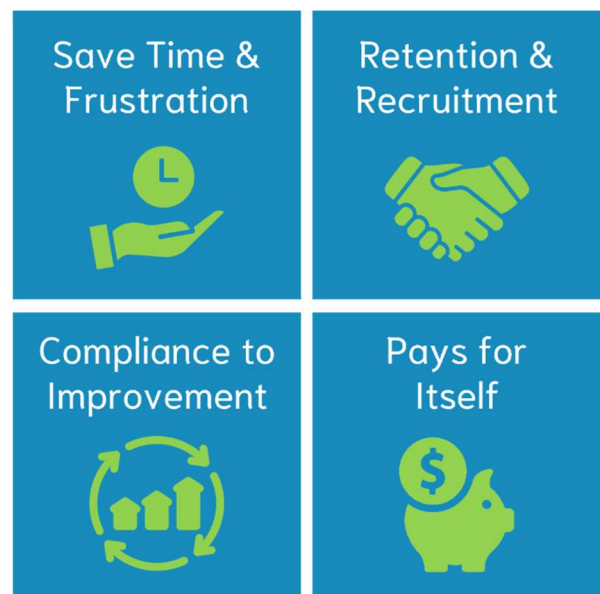
3 The Four Partnerships
Of Improvement Science

There are four Improvement Science principles that, taken together, form a stakeholder and data driven approach followed by successful organizations in the 21st Century. We can call them the Four Partnerships. When these four are implemented together they form a cycle of excellence. The organization is continually learning about itself and improving year after year in partnership with the key stakeholders in the organization.

Voice of the Customer

Voice of the Customer… "produces a detailed set of customer wants and needs, which are …then prioritized in terms of relative importance and satisfaction."

Griffin and Hauser – Marketing Science

1 Partner Feedback

2 Partner Report Cards

Balanced Scorecards

"we devised a 'balanced scorecard'—a set of measures that gives top managers a fast but comprehensive view of the business."

Robert S. Kaplan and David P. Norton – Harvard Business Review

Objectives and Key Results

"A few extremely well-chosen objectives impart a clear message about what we say 'yes' to and what we say 'no' to."

Andy Grove – CEO Intel

4 Partner Participation

3 Partner-Involved Improvement

PDSA (aka Kaizen)

"Kaizen humanizes the workplace, empowering individual members to identify areas for improvement and suggest practical solutions."

Toyota UK Magazine

In the United States, schools are implementing each of these to varying degrees. Parts are required under laws such as the 2015 Every Student Succeeds Act (ESSA). This has led to great improvements. However, the results are limited. A top-down approach has created an accountability regime tied to school funding. That addressed half the problem. Schools are now incentivized to implement measures to improve school outcomes and allocate budget accordingly.

School Voices 360 addresses the second half of the problem. How do we make it easier for schools to realize the promise of continually improving schools by empowering partnerships between school leaders and partner groups? We start by looking more closely at the Four Partnerships in the educational setting.

1   Partner Feedback

If you have ever rented a moving truck, you may have had an experience similar to that of an executive leader of a complex organization. You load a houseful of furniture and other items into the back of the truck. Then you start driving. For those who are not truck drivers, like me, it becomes disorienting and uncomfortable the first time you try to look through the rear-view mirror. You cannot see anything. You try to use the side-view mirrors and those are awkward too because of the large truck that blocks most of the view. Now imagine the side-view mirrors are damaged or missing. This is what it is like leading a large organization without feedback from the partner groups.

Voice of the Customer feedback brings the eyes and ears of customers into the organizational mix. Advances in digital technologies in recent years have made this easy and indispensable for many organizations. The practice can be expanded to include not just customers, but all key stakeholders (partners) in the organization: customers, employees, community. Voice of the Customer pioneers Griffin and Houser describe it this way:

> Voice of the Customer "produces a detailed set of customer wants and needs which are...then prioritized in terms of relative importance and satisfaction."

At a school or district, feedback from partner groups: customers (parents and students), employees (teachers and classified staff), and perhaps the community and the Board, are like the rear-view and side-view mirrors for a leader.

2   Partner Report Cards

Responding to feedback can be hard. There is already an avalanche of priorities, data, and complaints landing on a school administrator's plate every day. There is too much information. This is where Business Intelligence (BI) Scorecards come in to make life easier for busy decision makers.

Business Intelligence reports and dashboards bring together large amounts of data (intelligence) about the organization and present it in easy-to-read visualizations. One of the most popular is a scorecard. Scorecards are at-a-glance reports that make it immediately obvious where improvement is happening and where are the greatest needs for improvement. Business Scorecard pioneers Robert S. Kaplan and David P. Norton describe it this way:

> "We devised a 'balanced scorecard'—a set of measures that gives top managers a fast but comprehensive view of the business."

This idea of a balanced scorecard is required as part of ESSA requirements. School Accountability Report Cards provide transparency. But they are limited in two key aspects. First, they are missing measurement data from the rear-view and side-view mirrors, the partner groups. Second, they largely capture symptomatic measures of school outcomes, like test scores, absenteeism, and graduation. But they do not give an overall view of factors driving those measures. This can lead to school improvement being viewed as chasing high test scores rather than meeting the full educational needs of our students. Voice of the School feedback from partner groups adds those additional measures in a format tailor-made for busy decision makers. It lends itself to being presented in Scorecard format to highlight areas for improvement and celebration. In the educational setting, we can call it a Partner Report Card.

3   Partner-Involved Improvement

Next. educational leaders need a way to combine Voice of the School feedback and BI Scorecards with a process for including partner groups in the decision making and implementation process. This is the PDSA process. We have seen how Toyota calls this process "Kaizen" and implements it through Quality Circles. The essence is to have small groups

of stakeholders at each level of the organization. They are given a forum to raise areas for improvement and to devise solutions which they work on together to implement. Toyota describes it this way:

> *"Kaizen humanizes the workplace, empowering individual members to identify areas for improvement and suggest practical solutions. "*

In the United States, schools already have educational partner feedback and improvement processes in place. School Site Councils (SSC), Instructional Leadership Teams (ILT), Parent Teacher Organizations (PTO) and similar teams and processes are a regular part of every school. Adding Voice of the School feedback presented in a Partner Report Card format provides powerful tools for these teams to better collaborate with school administrators.

4   Partner Participation

One final piece is needed to bring this all together into a process that lives as part of the school culture year after year. Schools need a simplified process to align school objectives with a small set of key outcomes that includes partner group input and is easily integrated into team meeting agendas.

The general idea is to boil down all the priorities and needs of the organization into a very small number of goals and actions that the organization will focus on together. Goals and actions are set at both the organizational and partner group levels. These are included in leadership planning as well as partner team meetings and activities. There have been many variations to this management practice. The first and most famous is Management by Objectives (MBO) pioneered by Peter Drucker at the same time Deming was developing PDSA. Perhaps the most widely used today is known as Objectives and Key Results (OKR).

The practice is familiar to schools. In states that require annual improvement plans, schools and districts define goals, actions, and measures for success. Partner groups such as School Site Councils, Instructional Leadership Teams, and Associated Student Bodies are active participants in school improvement. However, there are two challenges.

The first challenge is to limit the goals to just a small number, maybe two or three each cycle. When there are too many priorities and goals, it becomes overwhelming. By trying to work on everything an organization often ends up doing nothing with excellence. Or else people work on the things that are easy and celebrate small wins while leaving important needs unmet year after year. This is addressed by limiting focus to a small number of goals and actions that are clearly aligned with the most important needs of the organization. The originator of the OKR approach, Andy Grove, described it this way:

> *"A few extremely well-chosen objectives impart a clear message about what we say 'yes' to and what we say 'no' to."*

The second challenge is to make the process easy and accessible to the whole school.
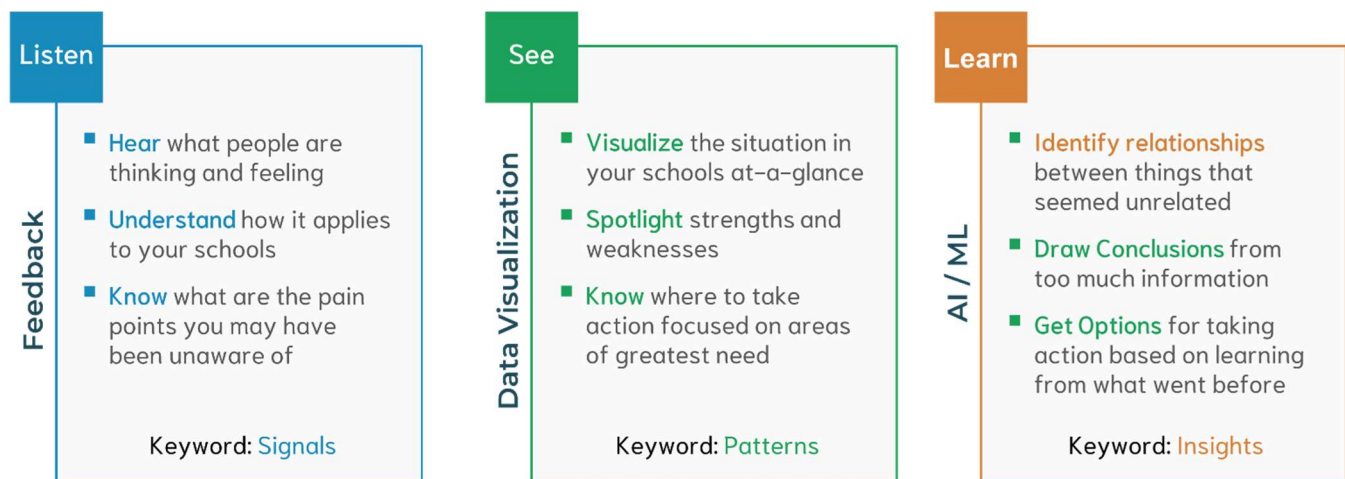
4 Three Data Super Senses
Data Science

For Improvement Science to be effective it must be seen as a partnership between administrators and stakeholders. The Four Partnerships can be seen as partnership enhancers. The rest of this white paper will show how to apply these principals to schools. But first let us look at how Data Science can give school leaders three super senses to become more effective at leading ongoing improvement and working together with their educational partners.

Data Science gives us the ability to create easy-to-use tools to help school administrators enhance their ability to drive continuous improvement at their schools. It is like giving them superpowers.

Many superhero stories start with an event that gives our hero super senses. Some heroes get super hearing. Some get super sight. Some get the power to understand things beyond normal human abilities. The School Voices 360 platform uses data science to give school leaders enhanced abilities to Listen, to See, and to Learn. These abilities are also necessary for any successful relationship. To make it fun, we can call them the Three Data Super Senses.

Listen — Feedback
- **Hear** what people are thinking and feeling
- **Understand** how it applies to your schools
- **Know** what are the pain points you may have been unaware of

Keyword: Signals

See — Data Visualization
- **Visualize** the situation in your schools at-a-glance
- **Spotlight** strengths and weaknesses
- **Know** where to take action focused on areas of greatest need

Keyword: Patterns

Learn — AI / ML
- **Identify relationships** between things that seemed unrelated
- **Draw Conclusions** from too much information
- **Get Options** for taking action based on learning from what went before

Keyword: Insights

Besides being fun, looking at Data Science through the lens of these three *super senses* gives a good picture of how organizational leaders across all sectors are using Data Science tools to make their organizations better at achieving their missions.

Ultimately, there is no mission more important than our children's future. Data Science tools can help supercharge the ability of educational partners to work together to meet their shared goal of providing a bright future for children, communities, and society at large. Young people will make their contributions in all these built on the foundation a positive school experience will give them. We are all impacted by that mission.

Now let's take a quick look at the three Data Super Senses in the educational setting.

1   Listen

First is the power to be a super listener.

There are too many issues constantly bombarding a school or district administrator. There are too many pieces of data and operational details. Adding the voices of parents, teachers, students, and classified staff into the mix just adds to the noise. There is so much information constantly demanding attention. There is always a group of things that seem so urgent they rise to the top of the list. The pressure of the urgent is pressure to remain tactical–minded.

To a stakeholder in the organization, it can seem as if their voice is not being heard. To a teacher or staff worker in the trenches of a difficult challenge, it can be frustrating to see things happening that their leaders never seem to notice. In Data Science terms, all those pieces of information are called "*signals*." Signals are discrete pieces of information occurring over time. Data Science tools process that firehose of data signals into a format that allows busy organizational leaders to go beyond just hearing the noise to understanding the most important messages in the noise. In a manner of speaking, it gives busy organizational leaders the super ability to practice deep listening.

For those who want to dig deeper, a Google search starting with the search term "*Signals in Data Science*" is a good starting point to being learning about how this works under the hood.

2   See

Second is the power to be super observant.

Just like there are different learning modalities, there are also different leadership modalities. How leaders process information and make decisions is unique to each leader. Verbal processors lean into a narrative approach to understanding their organization. Numeric processors want to see the numbers. Visual processors visualize patterns. Strong leaders must be adept at all three even though most will be naturally strong in one over the others. In complex organizations, like schools and school districts, even the strongest visual thinkers will have a hard time visualizing all the moving parts together in ways that highlight the most important trends to focus on.

Data visualization tools help do that highlighting. Data is presented visually in ways that make it easy for anyone to see the most important trends and key findings. Business Intelligence (BI) Scorecards are one of the most powerful and widely used visualization tools for highlighting key trends and success indicators. There will always be conditions and trends in an organization that are invisible to the administrators. When used well, data visualization tools make the invisible visible.

For those who want to dig deeper, a Google search starting with the search term "*Patterns in Data Science*" is a good starting point to see how this works under the hood.

3   Learn

Third is the power to be super insightful.

In a complex organization, like a school or school district, there are many moving parts, many different programs, many different stakeholders, and many different experiences. These are all interrelated. But how they are interrelated is not always obvious. What are the factors that have the greatest impact on the metrics we use to measure school success? How can we measure if our efforts to improve are working as we expect? How can we draw conclusions to make the best decisions for what we do in the future? In other words, how to we learn from way too much information?

Put another way, how do we accelerate the pace of learning in a complex organization so we can shorten the time it takes to make positive change.

There are a variety of Data Science tools that all provide insights to help make decisions and accelerate the pace of positive change. Which tools to use depends on the questions being asked and the change desired. The common factor is they all take in large amounts of information and return concise results that give insights to help answer the questions being asked. They give us the power to be insightful beyond our human abilities.

For those who want to dig deeper, a Google search starting with the search term "*Data Insights*" is a good starting point to see how this works under the hood.

Data Science, Artificial Intelligence, and Machine Learning can seem mysterious and very complex. The algorithms on the back end can be. But the concepts themselves are actually simple. We can view Data Science as a toolbox of tools to help make better decisions and automate tedious tasks. As a leader in an organization, the important thing is to know how the tools can help and which tools to use. We have focused on three types of Data Science tool. Tools can help us listen, make sense from large amounts of information. Tools can help us see, visualize patterns from the information. Tools can help us understand, draw insights from the information. From the perspective of a leader in a complex organization, these tools are like super senses.

These super senses are attuned to strengthening relationships in the school setting. Ultimately, every organization is a group of people working together, in relationship, to get things done towards a common mission. Relationships are messy and hard to navigate. Having these three data super senses can come in handy.

5 One Platform
Digital Technology

Now we are ready to see how a digital technology platform can give school administrators the three data super senses and make the four partnerships easier. Digital Technology gives us the ability to combine Data Science and Improvement Science best practices into a suite of tools. By using these tools, district and school administrators can make continuous school improvement a part of the practice and culture of their schools.

The School Voices 360 platform provides schools with a suite of data-driven tools that adapt the principles of the four partnerships to the school and district setting. By automating and simplifying the process at every step, partner groups can participate in owning school improvement. It shifts some of the burden of school improvement from the administrators' shoulders to the educational partners.

Automated Feedback	Automated Reporting	Playbook	AI Recommendations
Automated Surveys are delivered with a few mouse clicks and tabulated in real time	At-a-Glance reports are automatically generated for easy decision making	Step-by-Step instructions and worksheets guide you through reflection, planning and action	Curated AI Goals and Actions are aligned with school improvement needs

Starter Kit

You can think of this as a starter kit. It includes the most important tools for school administrators to implement a school improvement program based on the PDSA continuous improvement framework. The platform will continue to be expanded giving administrators more capabilities.

1. **Automated Feedback**

   A robust feedback program across all partner groups can be managed with a few mouse clicks. Partner report cards, progress monitoring, and special purpose feedback instruments can be delivered by email, social media, website, and scannable QR codes. Tracking responses and following up can be done with ease.

2. **Automated Reporting**

   Response data is automatically tabulated, and historical data stored for analysis and reporting. Automated BI scorecard reports visualize trends across schools, partner groups, and time. This makes it easy to see exactly where the greatest areas for improvement and celebration are.

3. **Playbook**

   Step-by-step instructions and worksheets guide school administrators and partner groups through the feedback, participation, and improvement process.

4. **Recommended Goals and Actions**

   Recommended goals and actions for school improvement are generated based on the greatest areas for improvement identified in the data. These are aligned with the California Local Control and Accountability Plan (LCAP) priorities. This is a first, limited application of AI recommendations on the platform. More will continue to be added.

Under the Hood

Innovations are happening rapidly in the fields of Data Science and Digital Technology. Every year brings new possibilities. The greatest recent example is the maturation of Large Language Models (LLM) with the creation of ChatGPT. Within just months following the November 2022 release of GPT-3, by OpenAI, everything had changed. Rapid transformations like this are the norm in Data Science and Digital Tech. The current state of Digital Technology allows for relatively easy integration of new tools into existing platforms. As innovation progresses there is no need to rebuild the wheel before it becomes accessible to educators.

When you lift the hood of the School Voices 360 platform, you will find Improvement Science and Data Science built into the engine. The system is architected on a digital platform to enable new innovations, tools, and data sources to be added seamlessly. New capabilities will continue to be added each year.

School districts and schools now have a set of tools and management approaches, based on the foundation of Improvement Science. They are accessible to all school administrators and educational partners. It demystifies and simplifies systems thinking across all schools in a district. By doing so, schools can move beyond a compliance mindset to an improvement mindset.

At the district level, administrators can use these tools to drive continuous improvement in their schools. It does not, however, take away the need for educational leaders to create instructional programs that deliver on the promise of student success. The two work together. Improvement Science, Data Science, and Digital Technology are tools that help school administrators in the mission to provide quality education to all students. This is a mission we all share.

6 The Playbook
Partner-Driven School Improvement

Having an integrated digital platform gives school leaders the tools to make continuous improvement a reality. But tools alone don't make improvements. That requires incorporating them into the school's existing processes.

There is no silver bullet. The tools are assistants. They help make a robust school improvement program a reality within an already crowded school year. They must live within a holistic school improvement program. The good news is schools already have educational partner feedback and improvement processes in place. School Site Councils (SSC), Instructional Leadership Teams (ILT), Associated Student Bodies (ASB), Parent Teacher Organizations (PTO), and similar teams and processes are a regular part of every school. This gives a place for the 360-degree school improvement program to live.

Specific goals, actions, and events should be built into the school calendar. The school improvement program then becomes part of the expectations and culture for all teachers, staff, parents, students, and administrative leaders. School Voices 360 provides a Participation and Improvement Guide complete with step-by-step instructions and worksheets for administrators and partner groups to incorporate into existing school processes and team agendas.

This can be thought of as a Playbook for School Improvement.
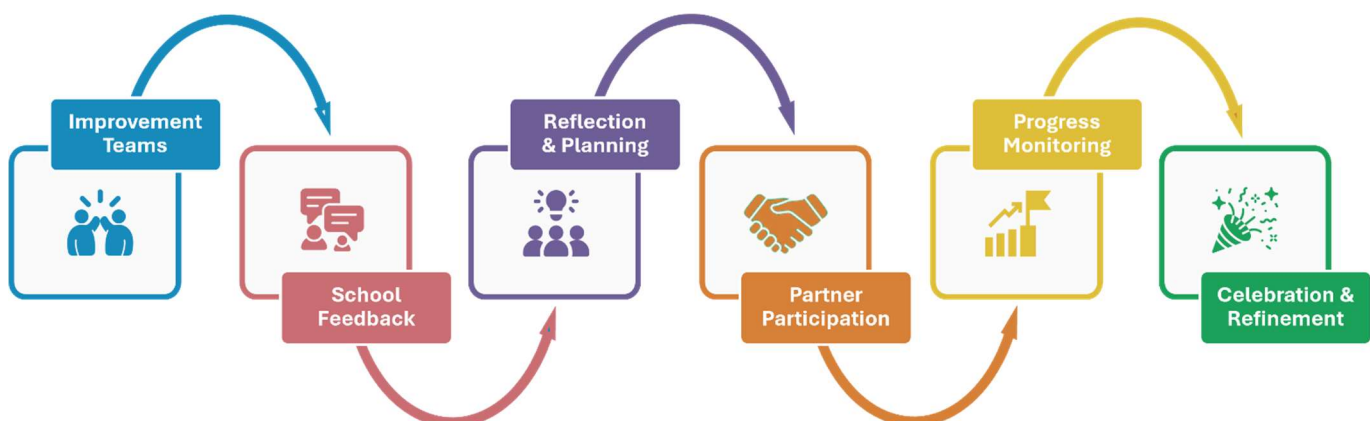
PDSA In the School Setting

There are six key ingredients for implementing PDSA in a school or district. These should be planned and added to the school calendar as well as becoming agenda items in team meetings. A critical factor is moving forward with the best available information and learning as we go. I prefer Toyota's use of the word *Check* over *Study* in this context. It emphasizes assessing results and key findings quickly to move forward rather than risk getting bogged down in over-studying an issue. I am showing it that way in this list to highlight the point.

1. **Improvement Teams**

   Form educational partner improvement teams at each school site and provide orientation and training

2. **School Feedback**

   Administer annual Partner Report Card surveys plus progress monitoring and special purpose feedback vehicles as defined by the school district improvement plan

3. **Reflection & Planning (Plan)**

   Hold Administrator and Partner Group sessions to review results, set priorities, and establish goals, actions, and success measures

4. **Partner Participation (Do)**

   School administrators and partner groups work together through the school year

5. **Progress Monitoring (Check)**

   Progress monitoring can be done electronically through survey instruments, in groups as agenda items in partner team meetings, and through regular leadership practices

6. **Celebration and Refinement (Act)**

   Celebrate wins and heroes throughout the school year and implement further improvements each cycle

PDSA in the School District

At the school district level, effectively implementing a PDSA-based improvement program, as described in this white paper, depends on standardization, automation, and tailoring program components to the needs and strategic goals of the whole district. School Voices 360 provides a generic playbook and worksheets. However, each school district may want to customize the generic playbook to create their own version tailored to their needs and strategic goals. Districts may also want to create customized feedback instruments and reports. These types of customizations are readily achievable with the platform. Some ways a school district can use the School Voices 360 playbook and platform to embed continuous improvement their schools include:

- ✓ Easy to use tools for standardized feedback, reporting, and data collection
- ✓ Standardized processes across all schools in the district
- ✓ Standardized calendar of improvement events, actions, and milestones
- ✓ Easy to follow instructions and worksheets for school administrators and educational partners
- ✓ Training for Principals, Teachers, and Staff
- ✓ Orientation for Parents and Students
- ✓ Year-over-Year consistency, accuracy, and trend analysis

Once a school district has their playbook in place, it becomes relatively easy to make it a regular part of the practice and culture for schools in the district.

7 Getting Started

When you are ready to consider using an automated platform in your schools for continuous feedback, participation, and improvement, contact us to get started.

First Steps

Step 1:   Request a Free Consultation

Step 2:   Take a Test Drive of the School Voices 360 platform with a select group of parents, teachers, classified staff, administrators, and students (optional)

Step 3:   Create a Customized Pilot Program for some or all your schools

Contact Us

Email us: inquire@schoolvoices360.com

Call us: (310) 893-9604

Take a Test Drive	Customize a Pilot Program
✓ 1 school	✓ All schools
✓ Planner Tier license (no charge)	✓ Planner or Reporter licenses (30% Discount paid only if renew)
✓ 5 stakeholder groups: Parents, Teachers, Students, Classified Staff, Administrators	✓ All members of each stakeholder group (Recommend including existing stakeholder teams: SSC, PTO, ILT, Grade Level Teams, ASB, Union)
✓ Up to 100 recipients (Recommend including existing stakeholder teams: SSC, PTO, ILT, Grade Level Teams, ASB, Union)	✓ Advanced reports
✓ Basic school-level reports	✓ Preparation of summary reports
✓ Basic summary of results	✓ Train the trainer
✓ Administrator review & feedback session	✓ Facilitate administrator sessions
✓ Stakeholder groups review & feedback session	✓ Facilitate stakeholder group sessions
✓ Discounted Consulting Fees	✓ Select from 4 implementation paths per school
	✓ Discounted Consulting Fees

Benefits

1. Save time and frustration by simplifying tedious steps in the compliance process
2. Move schools from a compliance to an improvement mindset by automating improvement science strategies
3. Increase family and student retention by hearing their voices and demonstrating improvement
4. Pays for itself by saving staff costs and maintaining or increasing per-student funding allocations