Accelerating Progress Through Intentional Practices

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Discuss intentional strategies for accelerating student progress.
Progress Ready Attributes

Define Progress

Understand Risks

Ecosystem Audit

Ecosystem Adjustments

Accountability
Define Progress

Driving Questions:
What is it?
What needs to be true to improve or accelerate it?
What’s at Risk?

**Driving Question:**
What are the risks if progress is not made?
Ecosystem Audit

Driving Question
Is/how is your organization structured for progress?
Ecosystem Adjustments!

Driving Question
How does your organization respond to data that suggest a change is needed?
Are they quick or slow to respond?
Sharing Accountability

Driving Questions
Is there a system of accountability within your organization?
Progress Ready Review

1. Define Progress
2. Understand Risks
3. Ecosystem Audit
4. Ecosystem Adjustments
5. Accountability

The cycle involves defining progress, understanding risks, conducting an ecosystem audit, making adjustments, and ensuring accountability, then repeating the process.
Set to Accelerate
Stakeholder Alignment

- Students
- Program Staff
- Faculty / Teaching & Learning
- Student Services
- Administration
Stakeholder Alignment

Belief Systems

**Stakeholders**

- Program Staff
- Administration
- Support Services
- Faculty/Teaching & Learning

**Driving Question:**
Can the pace of progress be accelerated for all students?
Student Centric Knowledge

What I know?
• Belongingness
• Exposure Opportunities
• Dream
• Consistency
• Trust
• Will Rise to expectations

What I need to know?
• Are they open?
• Are they Invested?
• Will they trust me with their dreams?
• Will they own and be accountable to their success?
# Student Centric Knowledge

<table>
<thead>
<tr>
<th>Student want to learn</th>
<th>Teach them Hold the accountable</th>
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<tbody>
<tr>
<td>Student want to Prosper</td>
<td>Sell them their dream Hold the accountable</td>
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<tr>
<td>Student want a Path to Progress</td>
<td>Give them the map Hold the accountable</td>
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<tr>
<td>Students will rise to higher expectations/Acceleration</td>
<td>Stretch them Hold the accountable</td>
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<tr>
<td>Students don’t want to be defined by their circumstances</td>
<td>Help them define their identity Hold the accountable</td>
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<tr>
<td>Students want to feel POWERFUL</td>
<td>Fill their tool box Hold the accountable</td>
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Intentional
Student Centric Program Design

Formal Design Aspects

Assessments
• Identify
• Connect
• Fill Gaps

Individualized Plan
• Dream Ownership

Orientation/Onboarding
• Student Centric Program Expectation

Clear Messages
• Accountability/Caring
Intentional Student Centric Program Design

High Touch Engagement
- Laughter
- Genuine/ Authentic
- Family Day
- Text Messages
- Social Media
- Bounty Hunting
- Office set up
- Accessibility/ Space

Informal Design Aspects
Start with the End in Mind

Quantitative and Qualitative Data
Start with the End in Mind

Quantitative Data (3D’s)

- What do you want the data to say? (Be Specific)
- What do you want to be able to say without a doubt?
  - Set Benchmarks (What)
  - Monitor (When)
  - Evaluate (Review and Refine)
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