

Email to selected persons

This would help you put boots on the ground around the urban public schools to address the Education Structure of Accountability for much Higher Quality Education Throughput. This letter is posted as an opportunity on this website page. <http://www.usavalues-character.com/letters-and-regrets.html>

Accountability for High Quality Graduations

http://www.crpe.org/sites/default/files/Statement_Guiding%20Principles%20on%20Accountability.Sept2014.pdf

In reference to this open letter and report you are taking on a major growth issue for the nation. You are reaching out to a broader group with hopes your document sparks a productive give and take. Past positive expectations and positive outcomes of school achievement measurement simply should take more credit for aligning interests with accountability for high quality graduations. Measurements are surely a critical driver of the education sector and the money surely is flowing to testing and evaluation now after 25 years. You did mention in a roundabout way the concept that education develops operations around what is measured and does not develop operations, around what is not measure. High Quality Graduations described by your elements are partial but not complete desirable and undesirable effects in the current and future reality trees of an accountable high quality throughput system. Present systems of measurement would logically be targeted for reduction of effort by replacing them with earlier in the child's life efforts to be really ready to read and have one's real risk reduced by age 7.

Education outcomes driven by measurement could be much simpler at this time. It all started with a nation at risk but the science of early development of a child was not widely known or addressed in the measurements that came out of that risk assessment. They mostly missed it because they were not tuned into the Absorbent Mind defined by Maria Montessori and others. Now, Increased throughput of really ready for kindergarten children, aligned as a part of the total system, should reduce measurement efforts because of earlier versus later proficiency. Really ready to read before kindergarten would align mother and or mentor accountability with natural child and societal development. Critically, we are learning the window for the child is shorter, simpler and higher risk. Perhaps there is real fear for how significantly this would change aligned K-12 systems including measurement and everything besides the school system that supports a left behind child once they are ready to read before kindergarten.

Your direction does not appear to be focused on earlier - individual - one size fits one - accountability as that natural development will need to unfold. This earlier focus on accountability is proven by the success of those who hold themselves accountable for their child's first things first readiness. A good portion of society does this without the government; that is something for government to follow because starting with a demonstrated success is half the battle. Development is clearing the way for the conclusion that with the age 0-6 development period included; it is actually easier to teach a child to read before the age of 7; versus to start later and go to age 9 or 10 without as much total success and then fight excess variability in the whole K-12 system as a result. Of course mom's attitude is part of the earlier solution and she may need a mentor or a teacher to help one on one.

This is accountability at the most basic element without reference to sector

Best in class dependent event systems of accountability for high quality are about and only about sub-systems of each participant doing their part 100% right, subject to demonstrated variability.

Each participant must "stop the sub-system processing for correction" if the

high quality requirement cannot be passed onto the next step.
This stop and fix is what makes high quality free in the whole system.

You can imagine from this simple statement that quality is being built in by the process (not testing), it is not being inspected in from the top down. So accountability starts with the job of quality being JOB ONE. Ford Motor Company coined it for national marketing as QUALITY is JOB ONE. Employees, unions, engines, car bodies, transmissions, sales/service and leadership agreed -- all together at the same time. Not unlike the collective impact models of focus and change in terms of final outcome; but, working more focused on first things first early real requirements that assuredly demonstrate early success, confidence and reduced risk.

This has been a long introduction to our real suggestion. Using the education and community change documentation mentioned below and other first things first change models you might have access to within your rewrite of accountability and even your letter and report you have stated some of the details to the present undesirable effects, current reality tree and a future reality tree to break through the awful expectations from present urban systems. These links form a useable education system perspective that provides the education language of doing real requirements earlier. The community and school district facts and figures demonstrated by these efforts and perspectives should be adequate to support the future reality tree from the current reality tree using the Theory of Constraints for education Socratic thinking:

<http://www.usa-positive-expectations.com/support-files/baldrigeapplication.pdf>

http://www.usa-positive-expectations.com/support-files/mcps_report.pdf

<http://www.tangeloparkprogram.com/about/tangelo-park-program/>

<http://www.usa-positive-expectations.com/support-files/moneylistenstangelopark.pdf>

These books need to be rewritten with education language to support new accountability in education that starts at age 0-6 as needed to remove the gap in urban education and poverty outcomes.

Eliyahu M. Goldratt and Jeff Cox – The Goal, A Business Novel -A Process of Ongoing Improvement Introducing the Theory of Constraints – third edition 2004 <http://northriverpress.com/>

The Theory of Constraints (TOC) Theory of Constraints walks you through the crucial stages of a continuous program: the five steps of focusing; the process of change; how to prove effect-cause-effect; and how to invent simple solutions.

It's Not Luck A Business Novel -Learn how to apply TOC to policy created bottlenecks in no choice situations.

Critical Chain A Business Novel that Applies TOC to Project Management.

You can find summaries of all these books and more at <http://northriverpress.com/category/goldratt-books-theory-of-constraints/> This high quality continuous improvement change method is the real deal for dependent event systems of throughput. Private sector money from all sectors flow using this method. That is demonstrated proof for application to age 0-12 education. Remember quality that cannot be understood by the parents or grassroots worker is nothing more than another distractive privilege. Please do not overlook this in your leadership process of creating a future reality tree that leaves awful outcomes and risks behind.

Three of these books are novels and one of them is the method. The method book explains why novels are required. When the service industry absorbed the understanding of the GOAL and TOC method and the digital capacity of the nation and world became most reliable, high quality continuous improvement and growth appeared so fast it shocked and is still shocking the base. **Most specifically, pages 36-76 of the Theory of Constraints written by Eli Goldratt, published in 1990 needs to be rewritten for the education process ahead of us, as schools shed the classroom as the batch and go the route of individual learning.**

The above effort suggested will provide the story of innovation as a novel to let our local education leadership make the local changes that they themselves create and power forward as innovation under their thinking of pages 9-21 of TOC. You see the Theory of Constraints is all about high quality continuous improvement that cannot be wrong when first things first are done right the first time. The change can be invented many times for many local efforts.

So if accountability for high quality throughput is in the grassroots (and we know this is true) what is a leader to do besides understand the most important alignment to reality is that accountability for high quality is first things first in the grassroots and the fragile attitude of everyone and everything is important. With that acceptance, the leader has to talk (realistically to be understood by the grassroots) about the grassroots demonstrated variability as if they are one-on-one and prepared to walk the talk “stopping the system processing for correction ” if required. To start tranche by tranche -- the offices should empty to help each participant do their first part 100% right subject to demonstrated and then improving variability, so the classroom education process does not have to stop at the next step.

The new scientific knowledge of early brain development is very solidly driving real operational change today. It is so solid that spending is moving forward to earlier all over the nation on a cause effect cause justification. Let’s do this accountability test because we now know that it is easier to teach language to a child by the end of kindergarten than it is to do the same by the end of third grade with a late start. This is, if and only if, we start at least two years earlier one size fits one. So if children are ready to read before kindergarten; and that would change everything that goes on in K-12; what would we do with subsets of children who appear for kindergarten not ready to read. Would you solve that known undesirable effect for the whole system going forward or would you set up the attending to the children’s reading readiness by starting earlier? Remember in the end it is easier to teach a child earlier than later and easier should give the whole system an innovation boost and cost savings. Do you want the measure and accountability system to push to earlier? Would the measurement system end earlier if that was the case?

<http://www.usa-positive-expectations.com/support-files/earlyedasriskreduction.pdf>;

<http://www.usa-positive-expectations.com/support-files/limitedsupportforearlyedinturnarounds.pdf>;

<http://www.usa-positive-expectations.com/support-files/sigregsramppearlyeducation.pdf>

This takes us to the professional literature for leadership of high quality change management and the need to make certain that the change being worked and measured will actually increase the throughput and is not just a local efficiency that will change again when the real first things first is subsequently made certain to be right the first time. The success of working on the right change generates the power for the next change. The domain of authority needs to be defined to stop the blame game and that means traditional silos need to join forces collectively with the focus on the child one size fits one.

The accountable authority to apply the resources to increase the throughput is created by working the capacity constraint of the whole system. More high quality throughput for the whole system without

remediation brings down the total cost. The present urban education bottleneck show first things first steps are demonstrating too much variability (no clue to being ready to read starting kindergarten) that is not acceptable in the subsequent operations of dependent event education systems designed to remove the gaps. Accountable leadership will see itself over time moving remedial resources to first things first efforts tranche by tranche grounded in requirements based on demonstrated acceptable variation at lower and lower costs per unit.

Best regards,

Early Reading Skills Delivered - Ringing Advantages

Thomas Wolfgram, USA VALUES, LLC <mailto:tomwolfgram@usavalues-character.com>
<http://www.usavalues-character.com> 651-735-3018