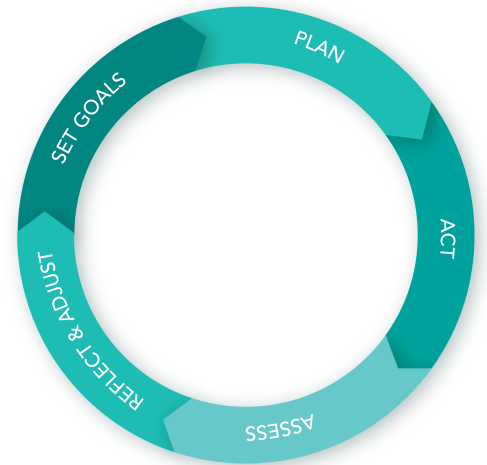


## THE RESULTS-ORIENTED CYCLE OF INQUIRY (ROCI)

A vital indicator of a transformed school is one where intersecting aspects of student identity do not predict their level of academic success or sense of belonging. Therefore, to create the thriving classroom environment we envision, we actively seek to *disrupt patterns of inequity* by cultivating mindsets, practices, systems, and structures that work effectively to close persistent opportunity gaps. Thriving schools do not emerge overnight. Instead, transformation requires an ongoing commitment to making thoughtful and systemic changes that achieve dramatically different results. The Results-Oriented Cycle of Inquiry (ROCI) is the most powerful means we have found for building organizational capability for continuous learning and improvement. ROCI is a set of five simple steps designed to support individuals in sharpening their focus on results and developing habits that fuel continuous improvement. ROCI focuses attention directly on student learning. ROCI stimulates people to act with focus and intentionality, gather data that enables them to learn from successes, and diagnose and problem-solve shortfalls. It then leads them to implement provisional solutions and monitor how they are working. In this way, ROCI engages teachers and leaders at every level as leaders of ongoing organizational learning and improvement.



## NESTED ROCI

It is important to note that ROCI is not simply an annual cycle. Instead each grain size of the year can be organized as a ROCI cycle.

- Annually teams should be assessing the results of the prior year, identifying equity challenges, setting goals, crafting a theory of action and creating year-long plans.
- Next teams should chunk the year, setting interim goals and making plans for 6-8 week long periods of time, assessing progress towards interim goals at the end of each and adjusting for the next cycle.
- Finally, on a daily and weekly basis teams should identify clear action steps and work to study the impact of their actions on desired outcomes.

## ROCI ROADMAP

ROCI also anchors our approach to supporting our partners to develop the essential practices outlined in our School and District Transformation Frameworks. Our work unfolds in a series of six phases, each guided by a goal that focuses our work with leaders and teachers. The following page is a peek at our roadmap for supporting our school partners. Toward the end of our partnership, school sites take increasing responsibility for project management of the annual roadmap. If you are at a school or district working without Partners support, you can do this on your own!



	Partner	Set Goals	Plan	Act	Assess, Reflect, Adjust	Close and Renew
<b>Big Goal</b>	<i>Create authentic relationships so that each person is able to bring their unique knowledge, skills, and beliefs to the table in order to pursue a common vision.</i>	<i>Collaboratively define goals and a theory of action which focus everyone's attention on the most important levers and indicators of progress.</i>	<i>Create actionable plans that break down year-long goals into achievable objectives, allocating time, resources, and actions to achieve those goals.</i>	<i>Provide coaching, modeling, thought-partnership and collaboration in order to build the capacity of teachers and leaders to implement their plans effectively.</i>	<i>Establish a regular habit of using data to identify what's working and adjust practice to ensure that goals will be met.</i>	<i>Create a space for reflection on the progress made; unpacking successes and challenges in order to create momentum for the year ahead.</i>
<b>Results-Oriented Leadership</b>	<ul style="list-style-type: none"> <li>Develop and deepen relationships by providing opportunities to share experiences, culture, values, concerns and aspirations</li> <li>Ensure common understanding of school's history, community, strengths, and areas of need, and, as needed, conduct School Transformation Review to determine current school capacity</li> <li>Develop a shared understanding of how to work together toward the school vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>Analyze school-wide disaggregated student achievement and other relevant data to identify students most in need of support</li> <li>Support school leaders to engage in a root cause analysis in order to unpack the "root causes" that are leading to the gap between the school's vision and their current reality</li> <li>Set school-wide equitable SMART goals for improving student outcomes</li> <li>Develop or refine a theory of action for improving instruction for underserved students</li> <li>Invest staff in identified areas of focus</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional learning plan that includes clear expectations, structures and resources to support instructional improvement as well as to develop cultural proficiency among school staff</li> <li>Develop a strategy for distributing leadership</li> <li>Clarify leadership roles and responsibilities for supporting teacher professional learning and identify support needed to fulfill those roles</li> </ul>	<ul style="list-style-type: none"> <li>Implement the professional learning plan and strengthen quality of professional learning</li> <li>Communicate expectations for implementation as well as how actions are connected to the school's goals, vision, and to achieving equity</li> <li>Build the capacity of the leadership team to engage in ROCI and support teacher learning</li> <li>Monitor impact of professional learning activities on teacher practice and student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Analyze student achievement, adult practice and other relevant student data to monitor progress toward goals</li> <li>Identify gaps in achievement based on race/ethnicity/language and create plans to address</li> <li>Reflect on effectiveness of the theory of action, refine strategies for accelerating student learning, and adjust the professional learning plan to more effectively support teacher learning</li> </ul>	<ul style="list-style-type: none"> <li>Conduct School Transformation Reviews to measure capacity built</li> <li>Create opportunities for staff to reflect on progress toward the school's vision and goals, identify promising practices, and determine a preliminary theory of action and plan for the coming year</li> </ul>
<b>Teacher Professional Learning</b>	<ul style="list-style-type: none"> <li>Identify the strengths and challenges of existing structures (professional development, instructional coaching, collaboration) that support teacher learning</li> <li>Develop and deepen relationships by providing opportunities to share experiences, culture, values, concerns and aspirations within teacher teams and with instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>Support teacher teams to analyze disaggregated student achievement and other relevant data to identify underserved students and more deeply understand their needs</li> <li>Guide teacher teams to define essential learnings or goals, including strategies for monitoring progress and investing students</li> <li>Support teacher teams to make agreements about how they will work together</li> </ul>	<ul style="list-style-type: none"> <li>Support teacher teams to backward plan their instruction and develop intervention plans</li> <li>Support coaches to develop a strategy and plan for instructional and/or peer coaching</li> <li>Support articulation of design principles for professional development and add detail to the scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>Support teacher teams in high quality weekly ROCI</li> <li>Support delivery of instruction that addresses the needs of marginalized students</li> <li>Support coaches to implement regular coaching cycles</li> <li>Support design and delivery of professional development sessions that facilitate learning in the school's areas of focus and which build racial and cultural proficiency among staff</li> </ul>	<ul style="list-style-type: none"> <li>Support teacher teams to analyze disaggregated student data in relation to their goals, identify effective practices, create backward plans, and adjust intervention plans</li> <li>Guide coaches to reflect on the effectiveness of their coaching and adjust their support</li> <li>Support reflection on the effectiveness of professional development and adjust the scope, sequence and design</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that teachers reflect on the work of the year to identify practices, structures, and ways of working that supported them to reach their goals and to identify potential opportunities for growth and adjustment in the coming year</li> </ul>