



Oak Ridge High School

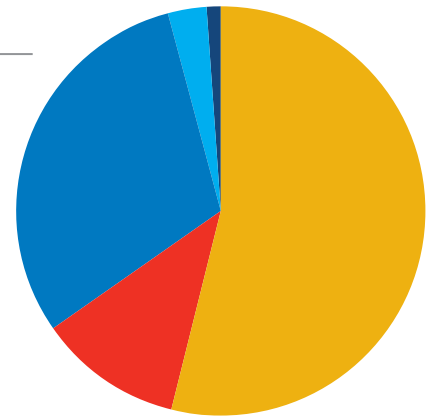
SNAPSHOT FROM THE FIELD

Oak Ridge High School purposefully transformed its culture and climate using the High Reliability Schools™ framework



DEMOGRAPHICS

- 4,133 Students
- 24% Free and reduced lunch
- 3.2% Limited English proficient
- 6% Special Education
- 52.8% Caucasian
- 11.1 % African American
- 29.3% Hispanic
- 3% Asian
- 1% American Indian or Alaska Native



Oak Ridge High School is part of the Conroe Independent School District located in Conroe, Texas, a community of approximately 82,000 residents.

CHALLENGE

Oak Ridge principal Tommy Johnson sought a system that ensured effective procedures were in place to implement quality teaching in every classroom. After attending an instructional rounds professional development session with Marzano Resources consultant Phil Warrick, Johnson

determined that the High Reliability Schools (HRS) process was the answer to addressing Oak Ridge's core principle: that all students can learn. Teachers would need to learn the process efficiently, as the school could not shut down or cancel classes to implement the framework.

IMPLEMENTATION

After Johnson attended the High Reliability Schools Summit in Austin, Texas, his staff adopted the Art and Science of Teaching Instructional Model, utilizing the PLC process as a conduit to continuous school improvement.

Upon adopting the HRS framework, Oak Ridge's staff of more than 300 professionals was trained on the HRS instructional model to utilize clarity, forethought, and consistent application to ensure successful implementation.

After creating a vision that was comprehensible and meaningful, clear communication protocols were established for the school's stakeholders,

connecting the instructional model to the framework of Oak Ridge's operations. Teachers were assured that the HRS process was neither reactionary nor punitive, but instead a method that Oak Ridge would use to run its organization. An interdisciplinary board of directors was created to help school leadership effectively establish organizational procedures and help its teachers successfully make the shift to HRS instruction.

"What we were lacking was a system that tied everything about providing a quality education together," Johnson said. "HRS allows us to effectively implement, monitor, improve, and reflect on instruction for all students."

“The anecdotal evidence we have gathered indicates that teachers are spending more time talking about effective instruction, and that we are building a school culture where collaboration, reflection, and self-care are part of who we are, not just something we do.”

– Tommy Johnson, principal, Oak Ridge High School, Texas

RESULTS

Since obtaining Level One HRS Certification, Oak Ridge has succeeded in both quantitative and qualitative benchmarks: Academic progress has manifested with increased SAT scores, better attendance rates, lower teacher turnover rates, and fewer discipline referrals. Johnson also says that focusing on instruction and teacher effectiveness has improved the overall school culture and climate.

“We are purposeful, reflective, and intentional about the educational decisions we make, day in and day out, within the framework of our instructional model and the HRS system,” Johnson said.



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