Great Assessments…
Great Planning!

PLC ASSOCIATES, INC.

Affiliated with…

New Jersey Association of School Administrators
Ensuring Effective Education Throughout New Jersey

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What We Will View

➢**Three Powerful Assessment Tools:**

- •The District Performance Scan (DPS)
    - -A measurement of culture
- •The Community Engagement Survey (CES)
    - -Assesses the community connection
- •The Student Voice (SV)
    - -Offers the important student perspective

➢**The PLC Strategic Planning Model**

A comprehensive planning protocol grounded in data collection, inquiry, and participation that operates with transparency.

Climate, Culture… Change

To put it as succinctly as possible, if you want to change and improve the climate and outcomes both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed, well-intentioned efforts will be defeated.

Seymour Sarason
*Revisiting the Culture of the
School and the Problem of Change (1996)*

Structural change that is not supported by culture will eventually be overwhelmed, for it is in the culture that any organization finds meaning and stability.

Phil Schlechty
Inventing Better Schools (1997)

Climate, Culture… Change

Structural innovation…should not be undertaken, without considering school culture.

Newmann
Authentic Achievement: Restructuring Schools for Intellectual Quality (1996)

If you intend to introduce a change that is incompatible with the organization's culture, there are only three choices: modify the change to be more in line with the existing culture, alter the culture to be more in line with the proposed change, or prepare to fail.

Salisbury and Conner
Educational Technology, 34. (1994)

Very Challenging Times

As we move into the future, our capacity for **planning diligently**, maximizing the **talent and expertise** of our staff, **engaging our community**, and working in **shared purpose** is being challenged by a number of variables.

Internal Dynamics

External Dynamics

"Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception, that school or department has been a part of a collaborative professional learning community."

Michael Fullan/The HOPE Foundation

The Questions

How do we…

❖ *Setup and benefit from a great planning model that will* *integrate* *all aspects of district work?*

❖ *Collect, organize and utilize* *a comprehensive data base* *to drive decisions?*

❖ *Embrace both* *academic and social/emotional* *arenas in preparing students for the 21st century?*

❖ *Meaningfully* *involve our stakeholders* *– both within the district and larger community?*

❖ *Create the* *dynamic approach* *that will generate enthusiasm, verify results and sustain?*

And…Engaged Cultures Promote Results!

According to the Collaborative for Academic, Social and Emotional Learning (CASEL) in its reviews of more than 700 studies – when school climate improves, students' performance on state wide tests in reading, math, and writing correspondingly, improve.

CASEL, Educational Leadership 66/2009
D. Viadero, Education Week, 27/2007

The California School Climate Survey (CSCS) released the largest set of data on staff perceptions of the teaching and learning environments in California public schools involving 67,901 respondents. The report found a positive association between culture and student test scores as measured by the Academic Performance Index (API).
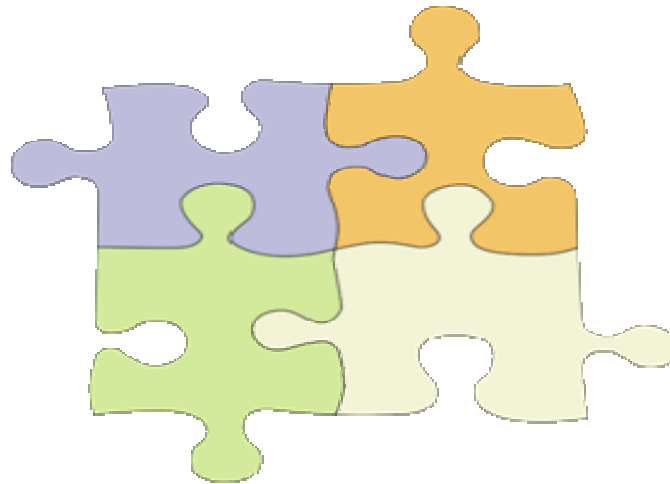
California Department of Education, 12/2008
Jack O'Connell, State Superintendent of Public Instruction

Strategic Planning Creates Connections
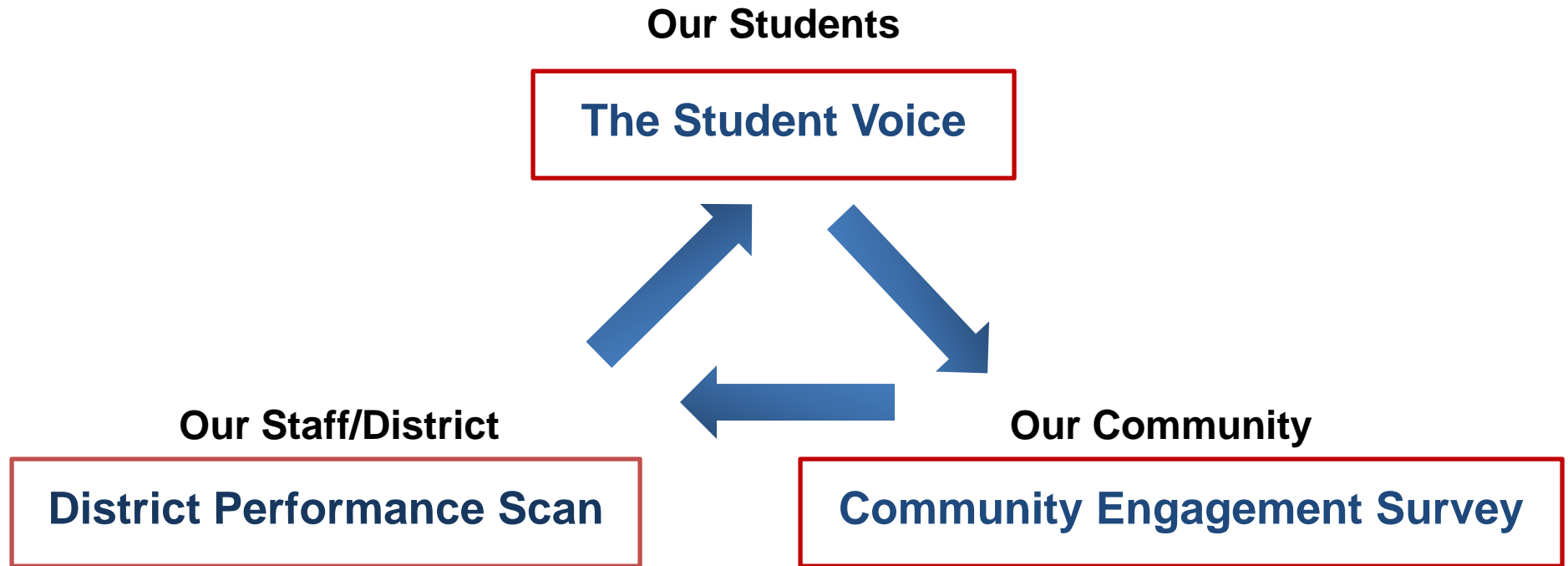
One of the greatest challenges for any organization is **integration;** that is, connecting the all of the components (goals, systems and practices) in a comprehensive manner.

Once both vertical and horizontal alignment is in place, we have a track to "run on." It's the people, though, who implement and make the difference.

Protocols create the path.
People deliver the results!

Data Drives Decisions

Our Students

The Student Voice

Our Staff/District

District Performance Scan

Our Community

Community Engagement Survey

Engaged stakeholders…
from the district, community, and student perspective create the framework.

The District Performance Scan

Twelve Areas:

1. Organizational Flexibility	7. Staff Development and Training
2. Best Practices	8. Leadership
3. Quality Standards	9. Communication
4. Accountability and Responsibility	10. Decision Making and Taking Action
5. Celebration of Success	11. Infrastructure
6. Collaboration	12. Planning and Problem Solving

Example Questions: Accountability and Responsibility:

1. Each staff member accepts responsibility for their performance.
2. Staff in my school/area is candid and forthright.
3. Our beliefs support high achievement.
4. My school/area has an accountable culture where success matters.
5. Difficult challenges are viewed as opportunities.

The Community Engagement Survey

Twelve Areas:

1. Faculty and Staff	7. Working Together
2. Athletics and Co-curricular Activities	8. Academics and Results
3. Communication	9. Leadership
4. Participation and Inclusion	10. Environment
5. Partnerships	11. Community Programs
6. Infrastructure	12. Governance

Example Questions: Participation and Inclusion

1. The District appropriately involves our community in planning.
2. I feel welcomed when I attend activities.
3. I feel connected to the district as a member of the community.
4. I am involved and/or attend school events.

The Student Voice

Twelve Areas:

1. Our Teachers	7. **Classroom Practices**
2. Athletics	8. Student Supports
3. Co-Curricular Activities, Clubs	9. Our Administration
4. Communication	10. Student Involvement
5. Being at School	11. Our Facilities
6. Courses and Academics	12. Student Work and Assessment

Example Questions: Classroom Practices

1. My teachers use different strategies that help with the way I learn best.
2. Students work together in different ways (i.e. groups, partners, projects).
3. I have access to current technology.
4. Classes are interesting and keep my attention.

10 Key Deliverables

- **Delivery of the entire assessment**

- Customized questions

- **Electronic Excel Data Report**

- Executive Summary/Quantitative Data report (for web posting)

- **Release of intellectual property (It is yours!)**

- Disaggregation of data as noted by assessment design

- **Strategy Session to set up Communication/Announcement/Design**

- Diagnostic Coding: Asset, Emerging Strength, Possible Risk

- **Webinar Results Report Out**

- Recommendations for steps forward/measurable targets

Data: Comparative Analysis

	DPS	%	Goal	CES	%	Goal	SV	%	Goal
Assets	6	10%	75% or 45 Assets	9	29%	75% or 36 Assets	16	33%	75% or 36 Assets
Emerging Strengths	35	58%		11	23%		24	50%	
Possible Risks	19	32%		28	58%		8	17%	

Key Question: *How do we move to the Asset Level?*

Data Based Strategic Intents

The District Performance Scan

By 2013-14, 85% of our internal staff, collectively and by position (teachers, administrators, support staff) will indicate they Agree/Strongly Agree:

Q4. We have built a accountable culture where success matters.

Q23. We work to maintain the fundamentals of teamwork.

Q44. Our decisions are data based and result in action.

The Community Engagement Survey

By 2013-14, 75% of community respondents will Agree/Strongly Agree:

Q9. Our district benefits from a talented and expert staff.

Q27. I feel committed to the district as a member of the community.

Q35. We have outstanding academic programs.

Data Based Strategic Intents

The Student Voice

By 2013/14, 75% of the Performance Standards measured collectively in Grades 6-12 will be at the Asset (green coding) level.

By 2013/14, 90% of students in Grades 6-12, measured separately, will Strongly Agree/Agree with the following Performance Standards in the Student Voice: (list)

…It is not just the assessment, but also the organization of useful data that matters, and then – transitioning into measurable targets. Then, measure, strategize and re-benchmark!

Engage With Strategic Planning

Involvement Through Task Forces!

Core Team

District Leadership →

1. 21st Century Learning
2. Special Education
3. Gifted and Talented
4. Early Childhood
5. Student Achievement: K-4
6. Student Achievement: Middle Level
7. Student Achievement: High School
8. Community Partnerships
9. Co-curricular Activities
10. Fiscal Responsibility
11. Facilities/Buildings and Grounds
12. Character Education / Wellness

Project Leader facilitates Core Team Sessions. Task Force Facilitators are Core Team members.

Membership

Core Team

- Range: 25 plus

- Includes diverse cross section of stakeholder groups

- Stakeholder groups identified with number of members

Task Forces

- Typically: 10-25

- Expertise and/or interest driven

- Task Force Leaders typically experts/highly informed in area

Selection Process: May be selected by stakeholder group or appointed.

Membership includes at large slots for individuals wishing to be part of either the Core Team or Task Forces.

Parameters are set by the district. 75% Decision Making Model.

Task Force #1   Instruction

To comprehensively audit, analyze and investigate our current levels of student achievement, including but not limited to IB, curriculum alignment and all aspects of K-12 teaching/learning. Additionally, the Task Force must carefully review the success of our staff development program and its correlation to teaching and learning needs.

Critical Issues:

- Do we have equity in achievement, considering our various demographic groups?

- What successes have we realized, by content area, according to the NYS Standards?

- Do we have a proper longitudinal data base for purposes of continually assessing results?

- How will changing demographics impact our student achievement results?

- Do we have ongoing, long term schedules for analyzing and updating curriculum?

- Have we pursued the best available research on creating the greatest gains in student achievement?

- Is our curriculum aligned both vertically and horizontally?

- How effectively do we utilize learning style research in teaching and learning processes?

Strategic Intents: More Examples

1. **Academics / Designation**
   By _____, x % of students will graduate with a High School Diploma; x % will graduate with an Advanced Designation; x % will receive International Baccalaureate Degree.

2. **21st Century Learning**
   By _____, x % of our students measured at grades 7, 9, 11, will have achieved 90% of the 21st Century Learning Benchmark competencies.

3. **Academics / ELA**
   By _____, x % of 4th and 8th grade students will achieve Level 3 or higher on the ELA Assessment; x % will achieve "with distinction" at Level 4.

4. **Academics / Math**
   By _____, X % of grade 5, 6, 7, 8 students will achieve a 85% or greater on the district assessment.

5. **Community Partnerships**
   By _____, the district will have achieved x% partnerships with community organizations.

Build The Data Dashboard

Strategic Intent:

By 2014/15, 75% of respondents on the Community Engagement Survey will Strongly Agree/Agree that the District has created a positive school community as measured by:

-The District offers opportunities for involvement in schools (Q 4)
-I feel welcomed when on campus (Q 15)
-I feel connected to the District a community member (Q 26)

Year	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Goal	45%	--	60%	--	70%	75%
Actual						
Gap						

Great Strategies for Challenging Times

New Jersey Association of School Administrators Courtesy Rates

Offered jointly through:

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