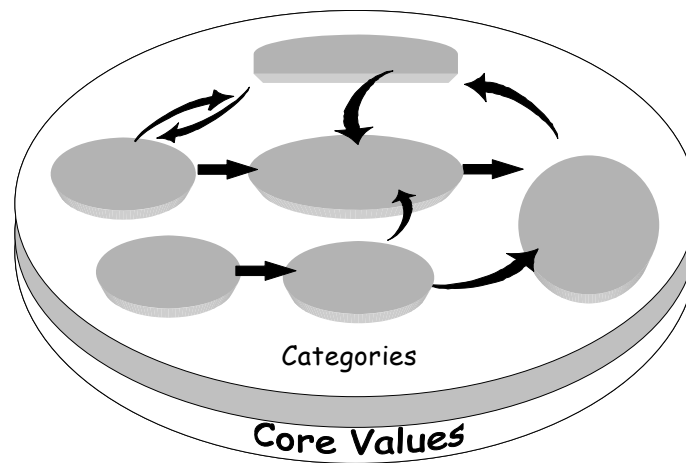




Dirksen School System Assessment Feedback Report

The following system assessment feedback report was developed for Pekin Public School District 108's Dirksen Primary School by the System Assessment Review Team of the Consortium for Educational Change.

Using the best practice criteria of a correlation between the Baldrige Education Criteria, the Characteristics of Professional Learning Communities, and the Correlates of Effective Schools as a lens, the System Assessment Review Team reviewed information provided by the district and interviewed administrators, faculty, staff, students, and parents in order to identify strengths and opportunities for system improvement.



This feedback report was developed reflecting on the indicators described on the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents. Its accuracy is dependent on the information presented and discussed.

Correlation Among Continuous Improvement Frameworks		
Baldrige Performance Excellence Criteria	Correlates of Effective Schools	Professional Learning Community Characteristics
<ul style="list-style-type: none"> ▪ Leadership ▪ Collaborative Relationships/Structures ▪ Communication 	<ul style="list-style-type: none"> ▪ Instructional Leadership ▪ Roles and Responsibilities ▪ Enhanced Communication 	<ul style="list-style-type: none"> ▪ Mission/ Shared Vision/ Shared Values ▪ Communication
<ul style="list-style-type: none"> ▪ Strategic Planning ▪ SMART Goals/ Indicators/ Measures/ Targets ▪ Aligned Performance Appraisal 	<ul style="list-style-type: none"> ▪ Focused Mission/Goals/ Action Plans 	<ul style="list-style-type: none"> ▪ Goals
<ul style="list-style-type: none"> ▪ Student and Parent Focus ▪ Requirements ▪ Expectations ▪ Satisfaction 	<ul style="list-style-type: none"> ▪ High Expectations for ALL ▪ Home School Relations 	<ul style="list-style-type: none"> ▪ Clarify What Students Must Know and Be Able to Do ▪ Creating a Focus on Results that Impacts Schools, Teams, and Teachers
<ul style="list-style-type: none"> ▪ Data, Information and Analysis ▪ Student Responsibility for Learning 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress ▪ Use of Data 	<ul style="list-style-type: none"> ▪ Assessing Whether Students Have Learned the Essential Curriculum
<ul style="list-style-type: none"> ▪ Staff Focus ▪ Knowledge, Skills ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Safe, Orderly, Complete Environment for Learning 	<ul style="list-style-type: none"> ▪ Collaborative Teams of Teachers Focus on issues that Impacts Student Learning
<ul style="list-style-type: none"> ▪ Process Management ▪ Focus on Learning ▪ Systematic Processes ▪ Plan-Do-Study-Act 	<ul style="list-style-type: none"> ▪ Opportunities to Learn/ Time on Task/ Strategies/ Interventions 	<ul style="list-style-type: none"> ▪ Systematic Intervention Ensure Student Receive Time and Support for Learning
<ul style="list-style-type: none"> ▪ Performance Results 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress 	<ul style="list-style-type: none"> ▪ A Focus On Results

Aligned to the “Correlation Among Continuous Improvement Frameworks,” CEC developed a vision for a high performing organization.

Component	Operational Definition	Indicators
Shared Leadership	From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.	1.1 Vision, mission, values, and goals are developed. 1.2 Leaders’ behaviors and actions support the vision, mission, values, and goals. 1.3 Collaboration and communication structures are in place. 1.4 Progress is viewed, monitored, and reported.
Strategic Planning	The planning process translates needs and requirements into actions.	2.1 Goals are aligned to needs and requirements. 2.2 Goals are specific, measurable, aligned, results-oriented and timely. 2.3 Performance goals support organizational goals through action/ improvement plans.
Student, Parent, and Community Needs/ Requirements	The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.	3.1 Needs/requirements are prioritized and addressed. 3.2 Learning expectations are explicit. 3.3 Positive relationships are systematically fostered through communication and collaboration. 3.4 Student, parent, community satisfaction is regularly monitored and reported. 3.5 Student, parents, and community contributions are recognized and celebrated. 3.6 The environment promotes personal growth and high performance.

<p>Data Collection, Analysis, and Use</p>	<p>Systematic data collection informs decision- making. (achievement, financial, satisfaction, efficiency)</p>	<p>4.1 Systematically identify and collect key data sources that are aligned to goals and priorities. 4.2 Uses key data to guide improvement efforts. 4.3 Compares key data to both similar and high performing organizations to guide improvement efforts. 4.4 Data is accessible and shared broadly and deeply. 4.5 Learners are responsible for data collection and analysis.</p>
<p>Staff Needs/ Requirements</p>	<p>The organization defines the needs and requirements of all staff.</p>	<p>5.1 Needs and requirements are prioritized and addressed. 5.2 Performance expectations are explicit. 5.3 Work is organized to promote collaboration and team learning. 5.4 Staff satisfaction is regularly monitored and reported. 5.5 Staff contributions are recognized and celebrated. 5.6 The environment promotes personal and professional growth and high performance.</p>
<p>Improvement Processes</p>	<p>Teaching and learning processes are designed, implemented, and improved.</p>	<p>6.1 Continuously improves the systematic processes that define how the organization does its work. 6.2 Continuously improves the systematic processes that define how an individual does his/her work. 6.3 Provides support and resources to intervene when learning is not successful. 6.4 Ensures a focus on learning rather than teaching.</p>
<p>Results</p>	<p>Results are improving over time.</p>	<p>7.1 Performance results are improving compared to the past. 7.2 Results are improving compared to similar and high performing organizations.</p>

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The school first completed a self-assessment. The school presented data and information in response to questions aligned to the framework and vision. The school presented its best attempt to describe the “AS IS” state.

The Review Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit.

The Review Team interviewed all stakeholder groups.

On the first day the team interviewed:

- School Administration
- Building or School Leadership Team
- Other School Leaders
- Central Office Cabinet members to include Human Resources, Staff Development, School Improvement, Curriculum/Assessment/Instruction, and Business

On the second day, the team interviewed:

- Students
- Teachers- Classroom and Special Areas
- Support Staff- Instructional
- Parents

The team also visited classrooms.

Schedules were set by the school with the guidelines that representatives interviewed should reflect demographics of the system.

Following interviews, the team reviewed its findings and prepared an oral report to give the school a preview of overall strengths and opportunities for improvement aligned to the framework and vision.

DIRKSEN PRIMARY SCHOOL

The week following the visit, the team communicated electronically to prepare the final written feedback report. This final report was sent to the school within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps.

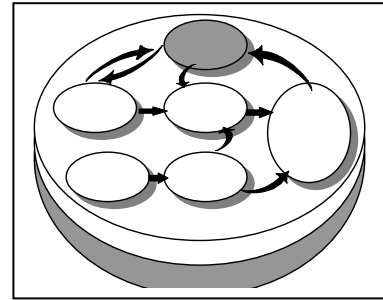
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

Team Member	Position	Organization
Jill Meciej, Team Leader	Director of Curriculum	Carol Stream District 93
Angie Arnold	Director of Technology	Pekin Public Schools 108
Kelly Ashline	Teacher	Carol Stream District 93
Jim Broach	Teacher	McLean County Unit 5
Amy Hendrix	Reading Specialist	Marquardt District 15
Mike Jankiewicz	Principal	Carol Stream District 93
Vickie Mahrt	Association President	McLean County Unit 5
Tonya Martin	Teacher	Pekin Public Schools 108
Angelina Strum	Special Education Teacher	Carol Stream District 93
Lisa Van Natta	Principal	Pekin Public Schools 108
Helena Vena	Principal	Marquardt District 15

Category: SHARED LEADERSHIP

From the broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ✦ HOW DOES THE SCHOOL DEVELOP AND LIVE MISSION, VISION, VALUES, AND GOALS?
- ✦ HOW DO SCHOOL LEADERS' BEHAVIORS AND ACTIONS SUPPORT THE VISION, MISSION, VALUES AND GOALS?
- ✦ HOW EFFICIENT AND EFFECTIVE ARE COMMUNICATION AND COLLABORATION STRUCTURES?
- ✦ HOW DO LEADERS VIEW, MONITOR, AND REPORT PROGRESS?

Other possible guiding questions:

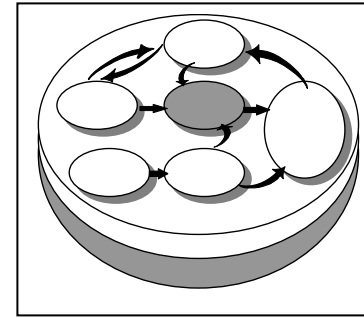
- + What are your top priorities? How do you ensure all employees know these priorities? What techniques have you put into place to make sure the improvement goals are achieved?
- + What does two-way communication look like in your school?
- + What are your standards of behavior?
- + How do you ensure everyone behaves in a legal and ethical way? What happens when they do not?
- + How do you create a "sustainable organization"?
- + How do you promote continuous improvement core values?
- + How would you rate the climate of trust?
- + What is your role in supporting processes to ensure continuous improvement?
- + What is the process for evaluating the effectiveness of the leadership system?
- + What is the process for evaluating leader performance?

Category: SHARED LEADERSHIP

Strengths	Opportunities
<ul style="list-style-type: none"> + Principal provides a consistent message regarding the vision, mission, and values of the school. + Trust and support is evident throughout the building. + It is evident that all school staff feel personally responsible for achievement of ALL students. + Teaching to the “I Can Do It!” Statements and assessing learning are both valued by teachers. + The daily Opening Ceremony embodies the vision and values of the school. + Communication is effective among teachers and staff. + Students take an active role in modeling the vision of Dirksen School. + Feedback regarding the principal’s effectiveness is collected and reported annually. + Individual, class, and grade level data are used by leaders, principal, SWIP, SILT, ARC, to monitor progress. + Most stakeholder groups can articulate the I Care and Literacy goals. + The school Mission Statement is prominently displayed in the building. + The school values of teamwork, safe environment, and teaching & learning are evident. + Budget is established by the principal and tracked by leadership team. 	<ul style="list-style-type: none"> Δ There is little evidence that key building system changes, processes, and issues consistently include parent input. How do parents learn about key decisions made by staff? By SILT? Δ District collection of SILT effectiveness data occurs annually. Return of data to the building level is not evident. How can SILT improve without feedback on effectiveness? Δ SILT may need to review the following: membership selection, two-way communication processes with all stakeholders. Δ Roles and responsibilities of SWIP and SILT should be reviewed for efficiency and effectiveness. How do the structures work well together? Is it necessary to have two groups for the tasks? Δ While the leadership team (SILT) reviews the budget, shared decision-making by the team in regards to the budget is not evident.

Category: STRATEGIC PLANNING

The planning process translates needs and requirements into goals, measures, and action plans.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ❖ HOW DOES THE SCHOOL DEVELOP GOALS AND MEASURES? ARE THEY ALIGNED TO STATE PERFORMANCE STANDARDS? STAKEHOLDER NEEDS? HOW DO YOU KNOW?
- ❖ ARE GOALS SPECIFIC, MEASURABLE, ALIGNED, RESULTS-ORIENTED AND TIMELY?
- ❖ HOW DOES EACH INDIVIDUAL'S PERSONAL GOALS AND ACTIONS SUPPORT THE PLAN?

Other possible guiding questions:

- + When was the last time the school improvement plan was updated? How was it done?
- + How does the overall process for developing strategy work?
- + How has your planning process helped you identify problems, trouble areas or threats?
- + What data, information and other factors did you consider in the development of your improvement plan?
- + Are you helped or hurt by new technologies?
- + How do you consider the needs of all key stakeholders in your development of the improvement plan?
- + How has your planning process provided opportunities to redirect resources to more productive use?

Category: STRATEGIC PLANNING

Strengths

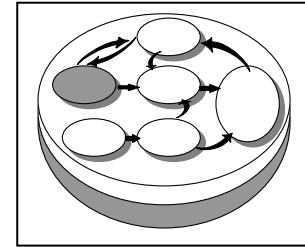
- + School improvement goals are specific, measurable, and attainable.
- + Collection and analysis of data supports the creation of the school improvement plan as well as monitoring of progress.
- + School improvement plans are updated on a regular cycle.
- + Data analysis was used to select and implement a pilot program. Redirection of human resources at first grade resulted from the analysis.
- + Leadership groups (SWIP) develop goals and measures for the building.
- + Literacy goal links to district initiative in literacy.
- + Grade level teams set and monitor grade level goals.
- + Collection of student data aligns to building improvement goals.
- + Some students set goals and monitor data aligned to building improvement goals.
- + Most of the staff set goals aligned to the building improvement goals.

Opportunities

- Δ There is little evidence of involvement by all stakeholder groups in development of building goals.
- Δ It is unclear whether the SILT leadership team has an overarching purpose or if the team actively sets priorities for their work.
- Δ While all students collect data in student data folders, not all students use the data to set goals.

Category: STUDENT, PARENT, AND COMMUNITY NEEDS/ REQUIREMENTS

The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ❖ HOW DOES THE SCHOOL ENSURE THAT PRIORITIES ARE BASED ON STATE PERFORMANCE STANDARDS AND STAKEHOLDER REQUIREMENTS?
- ❖ ARE LEARNING EXPECTATIONS EXPLICIT AND ALIGNED TO STATE PERFORMANCE STANDARDS/REQUIREMENTS?
- ❖ HOW DO YOU MEASURE, MONITOR AND REPORT STUDENT AND PARENT SATISFACTION?
- ❖ HOW DO YOU BUILD POSITIVE RELATIONSHIPS WITH STUDENTS AND PARENTS?
- ❖ HOW DO YOU RECOGNIZE AND CELEBRATE STUDENT AND PARENT CONTRIBUTIONS?
- ❖ HOW DOES THE SCHOOL'S ENVIRONMENT PROMOTE PERSONAL GROWTH AND HIGH PERFORMANCE FOR STUDENTS AND PARENTS?

Other possible guiding questions:

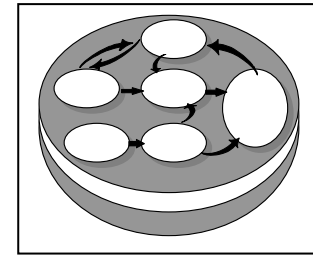
- + What are the key requirements of your State Performance Standards? How do you know?
- + How do you evaluate processes for determining requirements?
- + How do you make it easy for your stakeholders to communicate with the school? How do you handle complaints?
- + How do you evaluate processes to improve relationships with your stakeholders? What are your key measures for stakeholder satisfaction? What tools and techniques do you use to measure satisfaction? What do you do with the information?

Category: STUDENT, PARENT, AND COMMUNITY NEEDS/ REQUIREMENTS

Strengths	Opportunities
<ul style="list-style-type: none"> + Family Eagle Club and PEAK build positive student and parent relationships and support families. + Family Eagle Club helps parents gain skills in assisting children to improve reading skills and comprehension. Linkage between Family Eagle Club and school improvement goals is evident. + Strong parent volunteer program promotes strong school and family ties. + Classroom and building newsletters are consistently provided. Email communication between parents and teachers is used on a consistent basis. + The daily Opening Ceremony celebrates and recognizes student achievements and milestones. + Bridges program with the junior high students provides a positive experience for both the older and the younger students. + Partnerships with community agencies are in place. + Individual student needs are identified and addressed in a timely fashion. + The literacy goal is linked to NCLB/AYP requirements. + "I Can Do It!" statements are linked to state standards. 	<ul style="list-style-type: none"> Δ Building-wide student satisfaction data collection is not evident. Satisfaction results on an annual basis can be acted upon and reflected in improvement efforts. Δ There is a lack of consistent, ongoing collection of parent satisfaction information. How could a closed feedback loop for parent survey information contribute to an increase in the number of responses received from parents? What other methods (different than paper survey) could be used to gather parent satisfaction information? How could a consistent survey aid improvement? Δ Parents need a bigger voice in school decision-making. There needs to be two-way communication between leadership teams and parents. Current method for parent membership on SILT may be too selective. Parental membership on SILT appears to be the only way parental input and voice is currently gathered from a limited number of sources. Δ The link of priorities to what parents need and require of the school system is not evident. Δ Engagement of the broader community as a stakeholder is not evident. How could involving the larger school community aid the school district in future referendum needs? Δ Needs and requirements of the preschool and intermediate school programs have not been identified and articulated. Δ Parents are not always clear when a complaint or issue has been addressed, resolved or handled.

Category: DATA COLLECTION, ANALYSIS AND USE

Systematic data collection informs decision making. (Achievement, financial, satisfaction, effectiveness, efficiency)



Key questions for School stakeholders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ HOW DOES THE SCHOOL IDENTIFY, COLLECT, AND USE DATA TO IMPROVE PERFORMANCE AND GUIDE DECISIONS?
- ❖ HOW DO YOU ENSURE THAT INFORMATION IS ACCESSIBLE? HOW DOES THE DISTRICT EVALUATE AND IMPROVE INFORMATION SYSTEMS? ARE DATA SHARED BROADLY AND DEEPLY?
- ❖ HOW DOES THE SCHOOL COLLECT DATA TO COMPARE SCHOOL PERFORMANCE TO SIMILAR AND BENCHMARK SCHOOLS?
- ❖ HOW DO YOU ANALYZE AND REVIEW SCHOOL OR TEAM PERFORMANCE?
- ❖ HOW DOES THE SCHOOL ENSURE THAT STUDENTS AND PARENTS SHARE RESPONSIBILITY IN THE DATA COLLECTION AND ANALYSIS PROCESS?

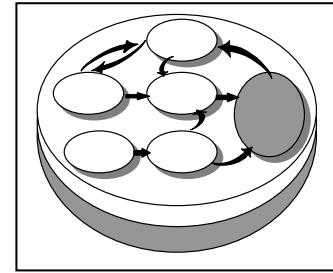
Other possible guiding questions:

- + What kinds of decisions do you make in your job role? What data helps you make those decisions?
- + How do you determine whether the information you collect and use for decision making is appropriate for tracking your work and the performance of the school?
- + How do you benchmark against your top priorities?
- + Give some examples to show how you analyze information important to organizational performance?
- + How do you make sure the analysis needed to support decision-making is effectively communicated? How do you make sure your hardware and software systems meet the needs of all users?

Category: DATA COLLECTION, ANALYSIS AND USE

Strengths	Opportunities
<ul style="list-style-type: none"> + Teachers feel they have the data they need to make daily instructional decisions. + ARC team reviews and analyzes data to meet the needs of students. + Release time for teachers to review and analyze data is provided at the end of each cycle. + The School Improvement Family Survey return rate is adequate at most grade levels. + Students use data folders to chart progress. + Teachers review classroom data three times each year. + Parents receive Learner Rubrics and I Can Do It charts to monitor student learning. + Discipline data is charted and reviewed by the SILT team. + Classroom data is collected using Learner Rubrics and I Can Do It sheets. + Some teachers provide student-led conferences. + ISAT data is compared at the district level during opening Institute days. + Data-based decision-making throughout school promotes high performance. + SWIP team reviews all data three times each year. Decisions are made about school goals and yearly focus. 	<ul style="list-style-type: none"> Δ Results of SILT effectiveness survey are not communicated to buildings. Δ There are no consistent requirements for student data folder contents. What should be consistently collected? What should the frequency be for adding items to the folder? Δ There is no evidence of data to compare school performance to comparable or benchmark, high performing schools. Δ There is no evidence of parental involvement in collection or analysis of academic data. Δ While student data is collected in most classrooms, not all are involved in reflection or analysis at the student level. Δ Ongoing, consistent parent satisfaction data is not available for analysis. There is a need to review terminology used on parent surveys. Parent-friendly terminology could increase return rate of surveys. Δ Data over time is collected and organized by a data manager in the building. It is not evident whether teachers understand or use the trend data to improve grade level programs.

Category: RESULTS



Results are improving over time.

Key questions for School stakeholders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ✧ **WHAT IS THE LEVEL OF BASELINE PERFORMANCE?**
- ✧ **WHAT IS YOUR PERFORMANCE OVER TIME?**
- ✧ **HOW DO SCHOOL RESULTS COMPARE TO SIMILAR SCHOOLS?**
- ✧ **HOW DO SCHOOL RESULTS COMPARE TO WORLD-CLASS SCHOOLS?**

Other possible guiding questions:

- + What are the student learning results? What are the measures?
- + What are the student and stakeholder-focused results? What are the measures?
- + What are the budgetary, financial and market results? What are the measures?
- + What are the faculty and staff focused results? What are the measures?
- + What are the organizational effectiveness results? What are the measures?
- + What are the governance and social responsibility results? What are the measures?

Category: RESULTS

Strengths

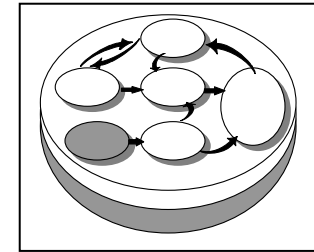
- + Baseline data has been collected using a variety of tools: DIBELS, Learner Rubrics, I Can Do It Statements, Aimsweb
- + ISAT data is reviewed annually and as trend data.
- + ISAT results exceed state expectations considering demographics.
- + CARS, DRA and Learner Rubric data is collected yearly and used as trend data.
- + Staff satisfaction data with the principal as a leader is collected annually and results indicate a positive trend.

Opportunities

- Δ No evidence of comparison to world-class or similar schools.
- Δ While ISAT data is collected and analyzed, trends seem to be declining in reading.
- Δ Special education population is not meeting expectations as measured by ISAT.
- Δ There is little evidence of baseline parent and student satisfaction. How can needs and requirements be identified and monitored without this data? How can continuous improvement occur without this information?
- Δ While the SILT team reviews the budget, little evidence exists to show trend in spending is tracked, monitored and improved.

Category: STAFF NEEDS/ REQUIREMENTS

The organization defines the needs and requirements of all workers and helps them to develop and utilize their full potential.



Key questions for School stakeholders— Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ HOW ARE STAFF NEEDS AND REQUIREMENTS PRIORITIZED AND ADDRESSED?
- ❖ ARE STAFF PERFORMANCE EXPECTATIONS EXPLICIT AND ALIGNED TO MISSION, VISION, VALUES, AND GOALS?
- ❖ HOW IS STAFF SATISFACTION REGULARLY MONITORED AND REPORTED?
- ❖ HOW DO YOU ENSURE COLLABORATION AND TEAMWORK?
- ❖ HOW ARE STAFF CONTRIBUTIONS TOWARD IMPROVEMENT RECOGNIZED AND CELEBRATED?
- ❖ DOES THE SCHOOL ENVIRONMENT PROMOTE STAFF PERSONAL AND PROFESSIONAL GROWTH AND HIGH PERFORMANCE?

Other possible guiding questions:

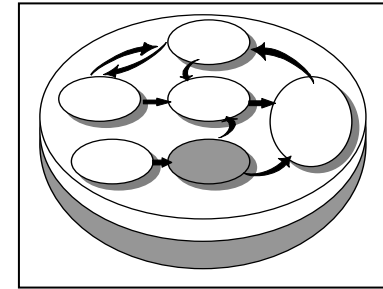
- + What authority do employees have to direct their own actions and make decisions about their work?
- + How do you empower employees?
- + What do you do to ensure effective communication and knowledge sharing among employees?
- + Describe your approach to employee recognition and compensation?
- + How do you figure out what skills are needed by future employees?
- + What are your plans for replacement of school personnel?
- + What training is provided for your employees? New employees?
- + How do you integrate employee, supervisor and manager feedback into the design and delivery of your training programs?

Category: STAFF NEEDS/ REQUIREMENTS

Strengths	Opportunities
<ul style="list-style-type: none"> + Employees feel a sense of community, family and respect exists in the building. Staff feels supported by each other and their principal. + There is strong dedication among staff members. Many teachers go above and beyond their normal workday to articulate and reach grade-level goals. + Staff needs are prioritized according to school-wide improvement goals. + Great availability for staff improvement needs. No staff member has been turned away from professional development unless a substitute could not be secured. + Staff feels very open to address needs and concerns. The principal is viewed as very approachable. + Staff feedback on staff meetings is sought. After every staff meeting teachers complete a PMI. Issues are collected using an Issue Bin. Issues are addressed in a timely manner through staff meetings and the principal's weekly update. + Staff are provided a yearly opportunity to evaluate the principal. The superintendent shares data collected with the principal. + Principal uses a variety of methods to recognize and celebrate staff achievements: Daffodil Principal, emails, and personal notes. + Paraprofessional feels like a valued part of teams. 	<ul style="list-style-type: none"> Δ There is a challenge in the amount of opportunities provided for grade levels to meet. Both school level and district level articulations need to increase in frequency. Δ SILT is defined as the leadership body but doesn't appear to make key building leadership decisions. Δ Opportunities to visit other classrooms within the district and outside the district would be welcomed by classroom teachers. Δ Creation of instructional processes by individual teachers leads to great variance in instructional approaches. How are those approaches aligned from one grade level to the next? What consistencies in approaches and strategies exist for students?

Category: IMPROVEMENT PROCESSES

Teaching and learning processes and
Designed, implemented, and improved.



Key questions for School stakeholders—

Principal, Assistant Principal, School Leadership Team, School Improvement Teams,
Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ HOW DOES THE SCHOOL CONTINUOUSLY IMPROVE THE SYSTEMATIC PROCESSES THAT DEFINE HOW IT DOES ITS WORK?
- ❖ HOW DOES THE SCHOOL CONTINUOUSLY IMPROVE THE SYSTEMATIC PROCESSES THAT DEFINES HOW AN INDIVIDUAL DOES HIS/HER WORK?
- ❖ HOW DOES THE SCHOOL PROVIDE SUPPORT AND RESOURCES TO INTERVENE WHEN LEARNING IS NOT SUCCESSFUL?
- ❖ HOW DOES THE SCHOOL ENSURE A FOCUS ON LEARNING RATHER THAN TEACHING?

Other possible guiding questions:

- + What new program, product or service have you implemented in the past year (s)? How was the decision made?
- + How do you test new products or services before they are introduced to be sure they perform as expected and add value to the system?
- + What are your key instructional and support processes? Are they well communicated? Are they clearly understood? How are they evaluated and improved?
- + What kinds of difficulties have you had with implementation of new initiatives?
- + What kinds of tests, audits or inspections do you routinely conduct to improve processes?
- + How do you address issues of improvements in cycle time, cost control, productivity and other effectiveness or efficiency factors.

Category: IMPROVEMENT PROCESSES

Strengths

- + Teachers improve instructional processes by reviewing data compiled by the data manager to improve instruction.
- + A systematic process for approaching literacy instruction in first grade is currently in pilot.
- + A discipline goal is being implemented in a systematic way and data is tracked to monitor its effectiveness.
- + A building-level complaint management process exists.
- + The building has a process in place (ARC) to provide additional support for struggling learners.
- + ISAT, DIBELS, Aimsweb, Learner Rubrics, I Can Do It statements, Retell, and CARS provide systematic processes for gathering student learning results.

Opportunities

- Δ A systematic process for writing and mathematics instruction needs to be developed.
- Δ While each grade level has a grade level goal, limited evidence of action plans detailing steps to address or carry out the goals exist.
- Δ Some processes that are in place are not widely known by all stakeholders. One example is the complaint process – parents are not aware of and do not see evidence of the process being followed.
- Δ SILT leadership team does not seem to be following a systematic process for improvement.
- Δ Processes for data collection are not consistent throughout the building.
- Δ Development of a systematic process for selecting parent members for SILT will ensure fair and accessible opportunities for all parents.
- Δ Articulation around consistent instructional processes in all areas and across all grade levels will reduce instructional variance and increase student achievement.
- Δ Processes to improve two-way communication between SWIP, SILT, and parents would enhance collaboration and decision-making.

Assessing the School System Key Concepts Continuum

CEC's vision of a high performing organization represents the framework necessary to examine information to focus on results and add value to system improvement. The following assessment documents how fully and effectively each is currently being practiced.

Rubric for Assessing: Core Values and Key Concepts

NOT YET	TALK	With little or no	ACTION
PROGRESSING	ACTION	With little or no	DEPLOYMENT
PROFICIENT	DEPLOYMENT	With little or no	IMPROVEMENT
ADVANCED	IMPROVEMENT	With little Tracked	RESULTS

Yellow is School Self Assessment. **Green** is Review Team Assessment. Where the two assessments are different, words are in **Red** to clarify rationale.

Shared Leadership

1.1 Mission, vision, values and goals are developed and **deployed**.

Not Yet	Progressing	Proficient	Advanced
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1.2 Leaders' behaviors and actions support the vision, mission, values, and goals.

Not Yet	Progressing	Proficient	Advanced
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1.3 Collaboration and **communication** structures are effective and efficient.

Not Yet	Progressing	Proficient	Advanced
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1.4 Progress is viewed, monitored, and reported.

Not Yet	Progressing	Proficient	Advanced
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Strategic Planning (Improvement Planning)

2.1 Goals are aligned to needs and requirements

Not Yet	Progressing	Proficient	Advanced
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2.2 Goals are specific, measurable, aligned, results-oriented and timely.

Not Yet	Progressing	Proficient	Advanced
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2.3 Performance goals support organizational goals through action plans.

Not Yet	Progressing	Proficient	Advanced
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Student and Parent Needs and Requirements

3.1 Student and parent **needs/requirements** are prioritized and addressed.

Not Yet	Progressing	Proficient	Advanced
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3.2 Learning expectations are explicit and aligned to state performance standards.

Not Yet	Progressing	Proficient	Advanced
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3.3 Positive relationships are systematically fostered through communication and collaboration.

Not Yet	Progressing	Proficient	Advanced
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3.4 Student, parent, **community** satisfaction is **regularly monitored and reported**.

Not Yet	Progressing	Proficient	Advanced
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3.5 Student, **parents**, and **community** contributions are recognized and celebrated.

Not Yet	Progressing	Proficient	Advanced
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3.6 The environment promotes personal growth and high performance.

Not Yet	Progressing	Proficient	Advanced
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Data Collection, Analysis and Use

4.1 **Systematically** identifies and collects key data sources that are aligned to goals and priorities.

Not Yet	Progressing	Proficient	Advanced
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4.2 Uses key data to guide improvement efforts.

Not Yet	Progressing	Proficient	Advanced
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4.3 Compares key data to both similar and high performing organizations to guide improvement efforts.

Not Yet	Progressing	Proficient	Advanced
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4.4 Data are accessible and shared **broadly** and **deeply**.

Not Yet	Progressing	Proficient	Advanced
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4.5 Learners are responsible for data collection and **analysis**.

Not Yet	Progressing	Proficient	Advanced
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Staff Needs and Requirements

5.1 Staff needs and requirements are prioritized and addressed.

Not Yet	Progressing	Proficient	Advanced
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5.2 Staff performance expectations are explicit and aligned to mission, vision, values and goals.

Not Yet	Progressing	Proficient	Advanced
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5.3 Work is organized to promote collaboration and team learning.

Not Yet	Progressing	Proficient	Advanced
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5.4 Staff satisfaction is regularly monitored and reported.

Not Yet	Progressing	Proficient	Advanced
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5.5 Staff contributions are recognized and celebrated.

Not Yet	Progressing	Proficient	Advanced
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5.6 The environment promotes personal and professional growth and high performance.

Not Yet	Progressing	Proficient	Advanced
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Improvement Processes

6.1 Continuously improves the **systematic processes** that define how the organization does its work.

Not Yet	Progressing	Proficient	Advanced
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6.2 Continuously improves the **systematic processes** that define how an individual does his/her work.

Not Yet	Progressing	Proficient	Advanced
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6.3 Provides support and resources to intervene when learning is not successful.

Not Yet	Progressing	Proficient	Advanced
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6.4 Ensures a focus on learning rather than teaching.

Not Yet	Progressing	Proficient	Advanced
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Performance Results

7.1 Performance results are **improving** compared to the past.

Not Yet	Progressing	Proficient	Advanced
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7.2 Results are improving compared to similar and high performing organizations.

Not Yet	Progressing	Proficient	Advanced
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Assessing the School System Core Values Continuum

The Baldrige Core Values represent the organizational best practices determined to create a culture for continual improvement. The following assessment documents how fully and effectively each is currently being practiced.

Rubric for Assessing: Core Values and Key Concepts

NOT YET	TALK	With little or no	ACTION
PROGRESSING	ACTION	With little or no	DEPLOYMENT
PROFICIENT	DEPLOYMENT	With little or no	IMPROVEMENT
ADVANCED	IMPROVEMENT	With little Tracked	RESULTS

Yellow is School Self Assessment. **Green** is Review Team Assessment. Where the two assessments are different, words are in **Red** to clarify rationale.

Visionary Leadership: Leadership sets and communicates high expectations with a visible commitment to continuous improvement. **Continuous improvement principles and practices are modeled.**

Not Yet	Progressing	Proficient	Advanced
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Learning-Centered Education: A focus of all activities on the learning needs of students. Active student learning requires students to take responsibility for the **management** of key learning processes.

Not Yet	Progressing	Proficient	Advanced
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Organizational and Personal Learning: Engages students, staff, and **parents** as **full participants** in learning and as **contributors** to improvement processes.

Not Yet	Progressing	Proficient	Advanced
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Valuing Faculty/Staff, Students, and Partners: Investment in the on-going development of knowledge, capabilities, skills and motivation of students, staff and partners. There is a practice of building partnerships internal and external to accomplish goals.

Not Yet	Progressing	Proficient	Advanced
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Agility: Faster and more flexible response to the needs of students, staff and parents.

Not Yet	Progressing	Proficient	Advanced
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Focus on the Future: A willingness to make long-term commitments to students, staff and parents. There is foresight to be **proactive** as compared to reactive.

Not Yet	Progressing	Proficient	Advanced
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Managing for Innovation: A focus on making meaningful change to improve the classroom learning system and create new value for students, staff and parents. The opportunity to take risks, experiment, and learn from mistakes.

Not Yet	Progressing	Proficient	Advanced
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Management by Fact: Decision-making based on measurement, **information**, data and **analysis**.

Not Yet	Progressing	Proficient	Advanced
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Public Responsibility and Citizenship: The practice of the classroom serving as a role model in the operation as a part of the school and a member of the community.

Not Yet	Progressing	Proficient	Advanced
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Focus on Results & Creating Value: A focus on the classroom's performance results that reflect and balance the needs and interests of students and other stakeholders. Knowing that change makes a difference and adds new value to the current situation.

Not Yet

Progressing

Proficient

Advanced

Systems Perspective: Using the core values and the seven categories to form the building blocks for an integrated learning and teaching system. **Managing the whole** to be certain the parts are well connected and aligned.

Not Yet

Progressing

Proficient

Advanced

SUMMARY OF OVERALL STRENGTHS

From among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

- + Principal provides a consistent message regarding the vision, mission, and values of the school.
- + Trust and support is evident throughout the building.
- + It is evident that all school staff feel personally responsible for achievement of ALL students.
- + School improvement goals are specific, measurable, and attainable.
- + Collection and analysis of data supports the creation of the school improvement plan as well as monitoring of progress.
- + School improvement plans are updated on a regular cycle.
- + Family Eagle Club and PEAK build positive student and parent relationships and support families.
- + Family Eagle Club helps parents gain skills in assisting children to improve reading skills and comprehension. Linkage between Family Eagle Club and school improvement goals is evident.
- + Strong parent volunteer program promotes strong school and family ties.
- + Teachers feel they have the data they need to make daily instructional decisions.
- + ARC team reviews and analyzes data to meet the needs of students.
- + Release time for teachers to review and analyze data is provided at the end of each cycle.
- + Data plans will provide trend data for the school to use in the future.
- + Budget is established by the principal and tracked by leadership team.
- + Employees feel a sense of community, family and respect exists in the building. Staff feels supported by each other and their principal.
- + There is strong dedication among staff members. Many teachers go above and beyond their normal workday to articulate and reach grade-level goals.
- + Staff needs are prioritized according to school-wide improvement goals.
- + Teachers improve instructional processes by reviewing data compiled by the data manager to improve instruction.

SUMMARY OF OVERALL OPPORTUNITIES FOR IMPROVEMENT

From among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.

- △ There is little evidence that key building system changes, processes, and issues consistently include parent input. How do parents learn about key decisions made by staff? By SILT?
- △ SILT may need to review the following: membership selection, two-way communication processes with all stakeholders.
- △ There is little evidence of involvement by all stakeholder groups in development of building goals.
- △ It is unclear whether the SILT leadership team has an overarching purpose or if the team actively sets priorities for their work.
- △ Building-wide student satisfaction data collection is not evident. Satisfaction results on an annual basis can be acted upon and reflected in improvement efforts.
- △ There is a lack of consistent, ongoing collection of parent satisfaction information. How could a closed feedback loop for parent survey information contribute to an increase in the number of responses received from parents? What other methods (different than paper survey) could be used to gather parent satisfaction information? How could a consistent survey aid improvement?
- △ Parents need a bigger voice in school decision-making. There needs to be two-way communication between leadership teams and parents.
- △ There is no evidence of performance results comparison to world-class or similar schools.
- △ While ISAT data is collected and analyzed, trends seem to be declining in reading.

SUGGESTED NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. Next Steps are framed by the experiences and opinions of the assessment team.

Dirksen School has many of the attributes of a professional learning community: strong leadership, a collaborative culture, a focus on academics, and clarity around learner standards. Based on these observed attributes, the assessment team believes that Dirksen has made a commitment to the systematic use of quality tools and data to sustain the high performance results. It is recommended that Dirksen School consider the following next steps:

PRIORITY ONE: DEVELOP A MEASURABLE INFORMATION SYSTEM ON WHICH TO FOCUS AND INFORM PRACTICE AS WELL AS TO IMPROVE SATISFACTION, FINANCIAL AND ORGANIZATIONAL PERFORMANCE RESULTS.

There is a need **to identify key indicators/measures for student, parent, and staff satisfaction to develop an information system** on which to track progress and set improvement goals. The key indicators need to include those expected by the district along with those necessary for classroom and school monitoring. These indicators will set clear targets for the school in the same way "I Can Do It" sheets set learning targets for student performance. Key indicators of success for student learning have been established.

- What are the key indicators of success for student, parent, and staff satisfaction?
- What are the key indicators of success for financial health?
- What are the key indicators of organizational effectiveness?

The school must track and monitor progress around all goals/indicators including student learning results. The school needs to compare results to past results, other schools similar in demographics and size, and to high performing schools. It is through this information system that the school will then be able to identify gaps to set annual improvement goals.

PRIORITY TWO: REVISIT THE PURPOSE AND FUNCTION OF THE SCHOOL INSTRUCTIONAL LEADERSHIP TEAM TO ENSURE EFFECTIVENESS AND EFFICIENCY.

There is a need to review the following: membership selection, two-way communication processes with all stakeholders, and the relationship between SILT and SWIP. There needs to be a two-way communication process between all representatives of SILT and their constituent group. It is unclear whether the SILT has an overarching purpose, or if the team actively sets priorities for their work. There is little evidence of involvement by all stakeholder groups in development of building goals.

SPECIFICALLY ADDRESS THE NEEDS OF PARENTS:

- Δ Provide parents with a bigger voice in decision making to improve satisfaction and to better meet family needs and requirements.
- Δ There is little evidence that key building system changes, processes, and issues consistently include parent input.
- Δ How do parents learn about key decisions made by staff? By SILT?