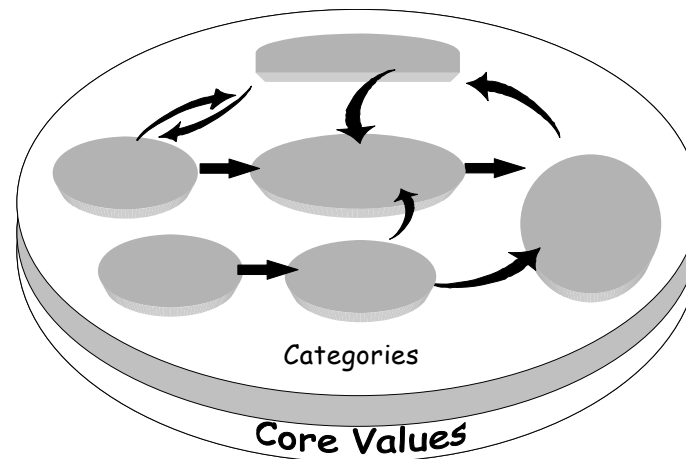




## Pekin Public School District 108: Edison Junior High School System Assessment Feedback Report

The following system assessment feedback report was developed for Edison Junior High 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.

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

**EDISON JUNIOR HIGH SCHOOL**

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

<b>Component</b>	<b>Operational Definition</b>	<b>Indicators</b>
<b>Shared Leadership</b>	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.
<b>Strategic Planning</b>	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.
<b>Student, Parent, and Community Needs/ Requirements</b>	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.

**EDISON JUNIOR HIGH SCHOOL**

<p><b>Data Collection, Analysis, and Use</b></p>	<p><b>Systematic</b> 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><b>Staff Needs/ Requirements</b></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><b>Improvement Processes</b></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><b>Results</b></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
- Superintendent and Central Office Cabinet members to include Finance, Human Resources, Special Education, and Curriculum/Assessment/Instruction

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.

## EDISON JUNIOR HIGH 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.

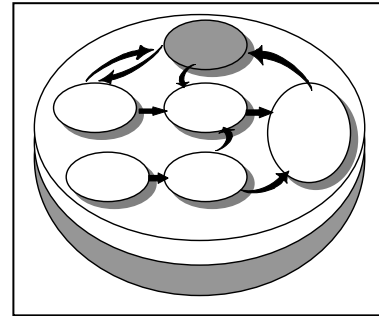
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

<b>Team Member</b>	<b>Position</b>	<b>Organization</b>
Malykke Bacon- Team Leader	Director of Data Management	CEC
Rose Detweiler	Literacy Leader	Pekin 108
Janet Look	Intern	Pekin 108
Cindy Worner	Principal	Pekin 108
Melissa Lard	Teacher	Pekin 108
Phil Abraham	Assistant Principal	LaGrange 102
Joe Gage	Teacher	LaGrange 102
Marie Cimaglia	Principal	Marquardt 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**

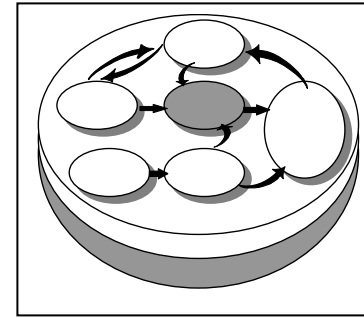
- + Leaders' behaviors and actions support the mission, vision, values and goals. Leadership's actions indicate support through actions.
- + Leadership maintains a climate of trust, support, and concern.
- + Collaboration structures are effective and efficient.
- + Communication structures are effective and efficient. There is strong communication from shared leadership to rest of the staff.

**Opportunities**

- Δ Mission, vision, values and goals are developed but not deployed.
- Δ Progress is not always viewed, monitored, and reported.
- Δ Shared leadership system exists, but it is unclear as to how the various processes are monitored by the leadership system.
- Δ There isn't systematic, formalized feedback to the leadership system
- Δ There appears to be inconsistent/unclear continuous improvement efforts. There are random acts of improvement rather than aligned acts of improvement.

## 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**

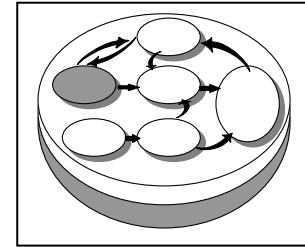
- + **Goals are aligned to needs and requirements.**
- + **The strategic planning process undertaken a couple of years ago appears to have guided you well.**
- + **All stakeholder groups are satisfied with their opportunities to provide input into improvement planning.**

**Opportunities**

- △ **Goals are not always measurable, results oriented and timely. Sometimes they lack clear targets.**
- △ **Staff should revisit the SMART goals and be sure to attend to the monitoring processes.**
- △ **Performance goals are not aligned to support organizational goals through action plans.**
- △ **Greater coordination between teams could benefit all teams when it comes to the school improvement plan.**
- △ **Audit of the curriculum could be beneficial in determining curricular gaps.**
- △ **Root causes may not have been determined in some action planning.**

## 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:

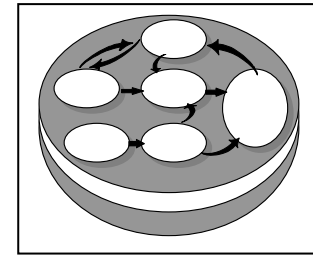
- + What are the key requirements of your State Performance Standards? How do you know?
- + How do you evaluate processes for determining requirements?
- + How do you make it easy for your stakeholders to communicate with the school? How do you handle complaints?
- + How do you evaluate processes to 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**

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>+ Learning expectations are explicit and aligned to state performance standards. District and school goals are derived from state performance standards. "I Can Do It" grade level learning targets are clear.</li> <li>+ Student and parent needs and requirements are prioritized and addressed.</li> <li>+ There is a positive school environment. Relationships between students and teachers appear very positive, thus creating an environment for success.</li> <li>+ Student data folders help to organize data so teachers and students can identify what still needs attention.</li> <li>+ ARC is a problem solving intervention system that helps teachers meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>△ Student and parent satisfaction data is not regularly monitored, reported and acted upon.</li> <li>△ Student voice is not systematically surveyed.</li> <li>△ Student contributions could be better recognized and celebrated.</li> <li>△ The environment promotes personal growth but not necessarily high performance.</li> <li>△ Parent and community contributions are not recognized and celebrated.</li> <li>△ Parents/community need a means to support school efforts and to offer input</li> <li>△ Students need better access to electronic data.</li> </ul>

## 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?

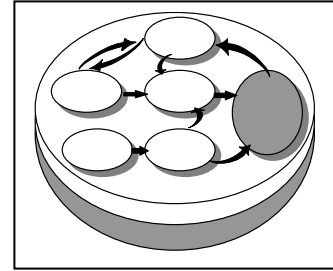
Other possible guiding questions:

- + 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**

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>+ <b>Data collection is evident and is used to guide decision making.</b></li> <li>+ <b>I Can Do It sheets, portfolio, SAI, enrichment, progress reports, etc. all good examples of rich data collection.</b></li> <li>+ <b>Data from discipline (ROCKS) is shared and used.</b></li> <li>+ <b>National Geographic Reading strategies is a great resource to track, monitor, and assess results.</b></li> <li>+ <b>Skyward is a resource to show data and results to improve performance and communication.</b></li> </ul>	<ul style="list-style-type: none"> <li>△ <b>Learners are not systematically responsible for data collection.</b></li> <li>△ <b>The school does not systematically identify and collect key data that is aligned to goals and priorities. A process to yield a comprehensive set of school key data sources was not provided.</b></li> <li>△ <b>Data could be more accessible and better shared. Survey results do not appear to be shared out.</b></li> <li>△ <b>While data collection was present, the school appeared to be inconsistent in its analysis/use to drive improvement efforts</b> <ul style="list-style-type: none"> <li>-Anecdotal data appears to be at the heart of most decisions.</li> <li>-Data process is not used in a systemic way</li> <li>-Data is collected yet not fully deployed for improvement.</li> </ul> </li> <li>△ <b>PDSA appears to be completed informally and after the fact.</b></li> <li>△ <b>Stakeholders using Ed Performance data could benefit from training in how it supports the overall process.</b></li> <li>△ <b>There is limited or inconsistent practice to compare data to surrounding schools or high performing schools.</b></li> <li>△ <b>Staff may not always know the criteria they will use in judging the quality of student work.</b></li> </ul>

## 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:

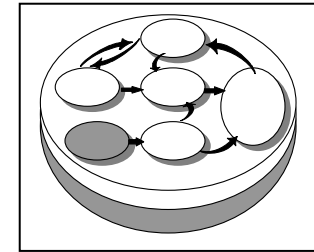
- + What are the student learning results? What are the measures?
- + What are the student and stakeholder-focused results? What are the measures?
- + What are the budgetary, financial and market results? What are the measures?
- + What are the faculty and staff focused results? What are the measures?
- + 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	Opportunities
<p>+ Student achievement results are improving compared to the past. Student learning results show a positive trend and are improving.</p>	<ul style="list-style-type: none"> <li>△ There is little formal student satisfaction data.</li> <li>△ There is little formal parent satisfaction data.</li> <li>△ There is little formal staff satisfaction data. It appears staff satisfaction is high, but no evidence was produced.</li> <li>△ There was no organizational effectiveness results presented.</li> <li>△ There is no comparative data outside of student achievement to show results are improving compared to the past.</li> <li>△ There is little data to show if results are improving as compared to similar or high performing schools.</li> </ul>

## 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?

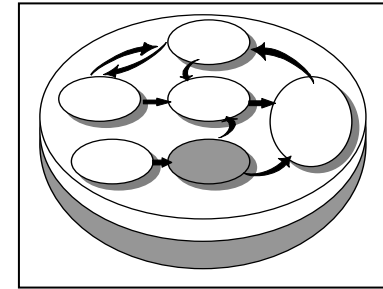
- + What authority do employees have to direct their own actions and make decisions about their work?
- + How do you empower employees?
- + What do you do to ensure effective communication and knowledge sharing among employees?
- + Describe your approach to employee recognition and compensation?
- + 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"> <li>+ Staff needs and requirements appear to be addressed.</li> <li>+ Staff performance expectations are explicit and are aligned to mission, vision, values, and goals.</li> <li>+ Work is organized to promote collaboration and team learning.</li> <li>+ Staff contributions are recognized and celebrated.</li> <li>+ The environment promotes personal and professional growth and high performance.</li> <li>+ Staff needs are addressed through SILT.</li> <li>+ Principal and teacher leader facilitate priorities</li> <li>+ National Geographic helps to support the focus on literacy throughout the content areas</li> <li>+ TIPS (vis a vis district) provides strong induction for new certified staff</li> </ul>	<ul style="list-style-type: none"> <li>Δ Staff satisfaction is not regularly and formally monitored, reported and acted upon. Systems for monitoring staff satisfaction are informal. Verbal, not written, staff satisfaction results were shared.</li> <li>Δ Additional activities could enhance celebration of staff contributions to improvement goals. How does staff celebrate success besides the catch of the day?</li> <li>Δ Communication from team to team would improve collaboration and results.</li> <li>Δ Results are not systematically shared from team to team for improvement; they are more focused on students alone.</li> <li>Δ There appears to be a need for more professional development to support modifications for student learning.</li> </ul>

## Category: IMPROVEMENT PROCESSES

Teaching and learning processes are 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 DEFINE 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**

- + The school provides support and resources to intervene when learning is not successful.
- + The school ensures a focus on learning rather than teaching.
- + ARC (Big and little) is a systemic and systematic approach to improving student results, effectiveness, and responsibility.
- + Communication among all committees supports improvement efforts.
- + Discipline data use is consistent and seems to have improved discipline problems.

**Opportunities**

- △ There is a need to improve the systematic processes that define how the organization does its work.
- △ There is a need to improve the systematic processes that define how an individual does his/her work.
- △ There is inconsistent use of data folders.
- △ Support staff needs to be more involved in use of data to guide improvement efforts.
- △ Data does not appear to drive instruction as a daily practice.

## 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

<b>NOT YET</b>	TALK	With little or no	ACTION
<b>PROGRESSING</b>	ACTION	With little or no	DEPLOYMENT
<b>PROFICIENT</b>	DEPLOYMENT	With little or no	IMPROVEMENT
<b>ADVANCED</b>	IMPROVEMENT	With little Tracked	RESULTS

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

**Shared Leadership**

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

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Not Yet	<b>Progressing</b>	<b>Proficient</b>	Advanced
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1.2 Leaders' **behaviors and actions** support the vision, mission, values, and goals

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Not Yet	Progressing	<b>Proficient</b>	<b>Advanced</b>
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1.3 Collaboration and communication structures are effective and efficient.

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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1.4 Progress is viewed, **monitored**, and reported.

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Not Yet	<b>Progressing</b>	<b>Proficient</b>	Advanced
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**Strategic Planning (Improvement Planning)**

2.1 Goals are aligned to needs and requirements

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Not Yet                      Progressing                      Proficient                      Advanced

2.2 Goals are specific, measurable, aligned, results-oriented and timely.

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Not Yet                      Progressing                      Proficient                      Advanced

2.3 Performance goals support organizational goals through action plans.

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Not Yet                      Progressing                      Proficient                      Advanced

**Student and Parent Needs and Requirements**

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

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

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

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

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

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

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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.

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

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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.

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

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

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Not Yet	Progressing	Proficient	Advanced
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**Staff Needs and Requirements**

5.1 Staff needs and requirements are prioritized and addressed.

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

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

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

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

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

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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.

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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.

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

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

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Not Yet	Progressing	Proficient	Advanced
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## Performance Results

7.1 Performance results are improving compared to the past.

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

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Not Yet	Progressing	Proficient	Advance
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See 4.3

## 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

<b>NOT YET</b>	TALK	With little or no	ACTION
<b>PROGRESSING</b>	ACTION	With little or no	DEPLOYMENT
<b>PROFICIENT</b>	DEPLOYMENT	With little or no	IMPROVEMENT
<b>ADVANCED</b>	IMPROVEMENT	With little Tracked	RESULTS

**Yellow** is School Self Assessment. **Green** is Review Team Assessment. Where the two assessment 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.

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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.

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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.

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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.

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

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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.

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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.

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

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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.

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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.

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Not Yet                      **Progressing**                      Proficient                      Advanced

Systems Perspective: Using the continuous improvement framework (operational definitions, indicators and core values) 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.

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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.

- + Leaders' behaviors and actions support the vision, mission, value, and goals.
- + Goals are aligned to needs and requirements.
- + Learning expectations are explicit and aligned to state performance standards. District and school goals are derived from state performance standards. 'I Can Do It' grade level learning targets are clear.
- + Student and parent needs and requirements are prioritized and addressed.
- + There is a positive school environment. Relationships between students and teachers appear very positive, thus creating an environment for success. School is a safe place for students and parents.
- + Staff needs and requirements appear to be addressed. The communication among the staff is highly valued as an asset.
- + Staff performance expectations are explicit and are aligned to mission, vision, values, and goals.
- + Work is organized to promote collaboration and team learning. Albeit informal, the collaboration and cooperation among the staff allow many tasks to be completed without much coordination of efforts. This is a "git'r done" staff.
- + Staff contributions are recognized and celebrate.
- + The environment promotes personal and professional growth and high performance. The friendly, open, family-style relationship shared among staff is a positive asset for the school. Staff appears to genuinely hold each other and the students in a very high regard. This allows them to address a myriad of issues with relative ease.
- + Relationships between students and teachers appear very positive and lead to creating an environment for success. The regard the staff has for the well being of the students, academically, socially, and emotionally is praiseworthy. Students recognize the concern and care the staff has for them and they value that. Parents, too, recognize and value this as special and unique to their school.
- + The school provides support and resources to intervene when learning is not successful. ARC is a tremendous support for struggling students.
- + Student learning results are improving.

## 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.

- △ Mission, vision, values and goals are developed but not deployed.
- △ Goals are not always measurable, results oriented and timely. Staff should revisit the SMART goals and be sure to attend to the monitoring processes. Progress is not always viewed, monitored and reported. There isn't systematic, formalized feedback to the leadership system.
- △ Staff performance goals are not aligned to support organizational goals through action plans.
- △ Student, parent, and staff satisfaction data is not regularly monitored, reported and acted upon.
- △ Student voice is not systematically surveyed.
- △ Parents that were interviewed were willing to support the school in any number of ways, but were not sure how to go about such. School staff needs a means to collect and match teacher needs with parent abilities and interests.
- △ Student, parent, and community contributions could be better recognized and celebrated.
- △ Learners are not systematically responsible for data collection. There is inconsistent use key strategies among the staff is confusing for students. For example, students like data folders when they are used to inform them of their progress and where they can see the efforts providing academic fruit. When data folders merely hold completed work, students do not see the value. The data folders also help the students see a greater connection between in-class work and the I Can Do It sheets. Some staff is more adept in their use of data to guide instruction and in the differentiation of instruction than others. Students recognize this on some level and are able to adapt, but indicate that they would like some of those types of ideas to be more the standard than the exception.
- △ The school does not systematically identify and collect key data that are aligned to goals and priorities. A process to yield a comprehensive set of school key data sources was not provided. The school would benefit from a greater understanding in the uses of data and what sort of data is worthy of collection given their improvement efforts. It is not clear which data is used to guide instruction aside from the data collected within the class. This could support a stronger conversation around instruction.

- △ While data collection was present, the school appeared to be inconsistent in its analysis/use to drive improvement efforts
- △ Results are not systematically shared from team to team for improvement; they are more focused on students alone.
- △ The environment promotes personal growth but not necessarily high performance.
- △ There appears to be a need for more professional development to support modifications for student learning.
- △ Performance results are not compared to both similar and high performing organizations to guide improvement efforts.
- △ Performance results other than student achievement are not available to monitor improvement over time.

## 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.

### **DEFINE WHAT EVERYONE NEEDS TO DO WELL TOGETHER TO ENHANCE CONSISTENCY THROUGHOUT THE SCHOOL AND ENSURE ACCOUNTABILITY.**

The school needs to **determine key teaching and learning processes that identify what the requirements are for everyone to do well together.** These processes should be documented, flow-charted, communicated, and embedded into mentoring and induction programs. Everyone should be held accountable for implementation of these processes. These processes should provide consistency within the school, across grade levels and teams. These processes should be deployed in all classrooms so that ALL students have access to their use. This action can still allow for creativity and uniqueness at the classroom and team levels.

Formalize/systematize the informal. Because the cohesion of the staff is so great, a number of processes are understood and trusted to work out smoothly. Formalizing these processes on paper and then living them out will support the maintenance of these processes within the school's system so that all coming as new staff or administration will know how things work at Edison. While the staff as a whole is strong, there are some who are stronger than others with certain skills. It would behoove the staff to spend some time learning some the best practices used by some the teacher right inside their building during team time/staff development time, particularly those skills that students say help them learn best and be more responsible for their own learning.

**DEVELOP A MEASURABLE INFORMATION SYSTEM ON WHICH TO FOCUS AND INFORM PRACTICE AS WELL AS TO IMPROVE RESULTS.**

The school, with stakeholder input, needs to establish key long range goals. These goals should be aligned with district long range goals. For each goal there is a need **to identify key indicators/measures to develop an information system** from student to classroom to school to district. The key indicators need to include those expected by the district along with those necessary for student and classroom monitoring. In continuous improvement terminology this is called a scorecard. It sets clear targets in the same way I Can Do It sheets set targets for student performance.

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

**The school must track and monitor progress around the goals/indicators. Compare results to past results, other schools similar in demographics and size, and to high performing schools. Identify gaps to set annual improvement goals.**

Continue to collect the data that you are collecting and add academic data to that. Then support the regular, systematic analysis of the data for improvement school wide, within and among teams. Given the strong academic performance of the students, it may not be difficult to figure out academic gaps through some analysis of the curriculum and articulation among staff. A good example of this may be the nonfiction reading concern addressed by the National Geographic series. Where is non-fiction addressed in the curriculum? Is it possible to compare the NG data with classroom data around nonfiction?