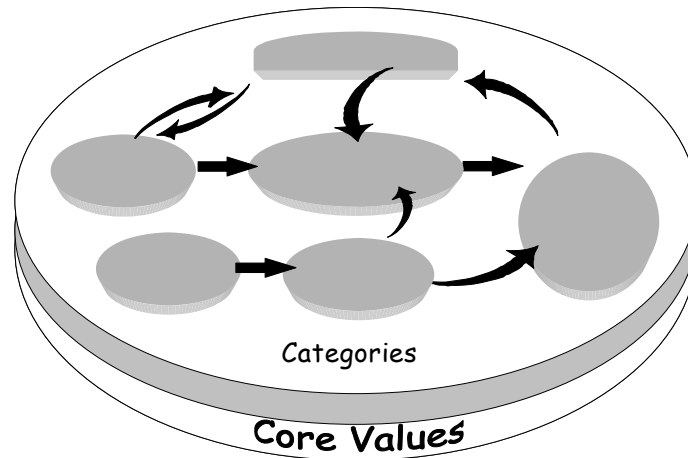




Pekin Public School District 108: Washington Intermediate School System Assessment Feedback Report

The following system assessment feedback report was developed for Washington Intermediate 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 school 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

WASHINGTON INTERMEDIATE SCHOOL

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.

WASHINGTON INTERMEDIATE SCHOOL

<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
- 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.

WASHINGTON INTERMEDIATE 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.

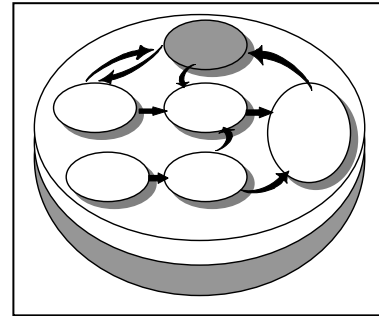
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

Team Member	Position	Organization
Theron Post, Team Leader	Consultant	CEC
Barbara Price	Teacher	Pekin 108
Katie DuBois	Teacher	Pekin 108
Kathy Schlappi	At-Risk Instructor	Pekin 108
Meg Wilmarth	Intern	Pekin 108
Mary Brandt	Principal	Marquardt 15
Jen Campos	Teacher	Marquardt 15
Carl Dove	Teacher	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:

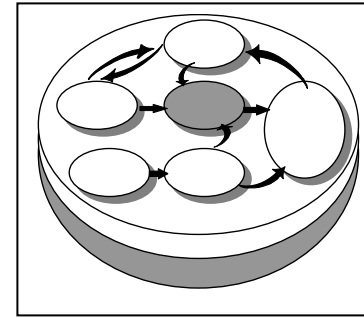
- + What are your top priorities? How do you ensure all employees know these priorities? What techniques have you put into place to make sure the improvement goals are achieved?
- + What does two way communication look like in your school?
- + What are your standards of behavior?
- + How do you ensure 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	Opportunities
<ul style="list-style-type: none"> + Mission, vision, values and goals are developed and deployed. + Leaders' behaviors and actions support the mission, vision, values and goals. + Collaboration structures are effective and efficient. + Communication structures are effective and efficient. + Progress is viewed, monitored and reported. + Process for setting goals at the district, school and classroom levels appears to be well aligned. + The leadership system appears to be focused on students. It is supported by the classrooms and improved through extensive groups, committees and teams. + There is a clear mission statement and core values that staff and students know and follow. + Team mindset and collaboration seem high. Building leaders are very committed to foster and sustain that in the future. 	<ul style="list-style-type: none"> Δ While a purposeful leadership system exists, there may be an opportunity to improve the leadership system to understand how the various committees are aligned, connected, and support one another's work. Δ While progress is being monitored and reported on a classroom level, more could be done to track and report progress at the school level. Δ Leaders seem to have an open environment of discussion, but a systematic process for assessing the effectiveness of the school leadership system is not clearly developed.

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:

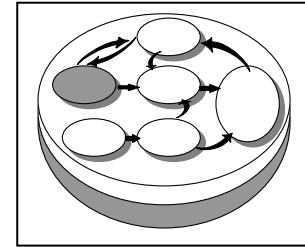
- + When was the last time the school improvement plan was updated? How was it done?
- + How does the overall process for developing strategy work?
- + How has your planning process helped you identify problems, trouble areas or threats?
- + What data, information and other factors did you consider in 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	Opportunities
<ul style="list-style-type: none"> + Goals are aligned to needs and requirements. + Performance goals support organizational goals through action plans. + School appears to adopt and embrace new technology to leverage student achievement and accomplish school goals. + School has developed goals and measures directly aligned to Illinois Learning Standards and district goals. + School goals are specific, measurable and aligned with district. + The newly adopted SWIP process appears to be focusing the school on performance improvement. 	<ul style="list-style-type: none"> Δ Goals are not always measurable and sometimes lack clear targets. Δ A systematic process for factoring in the key voices of key stakeholders in the development of the SWIP was not clear. Δ While the district has a well defined systematic process for strategic planning, the school did not describe a systematic process that addresses the entire scope of school needs.

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:

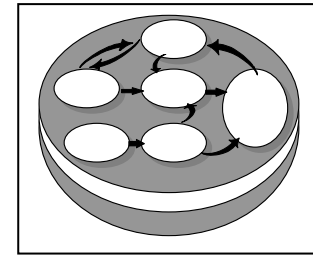
- + What are the key requirements of your State Performance Standards? How do you know?
- + How do you evaluate processes for determining requirements?
- + How do you make it easy for your stakeholders to communicate with the school? How do you handle complaints?
- + How do you evaluate processes to 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"> + 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 contributions are recognized and celebrated. There are numerous processes in place for recognizing student achievement and growth. + The environment promotes personal growth and high performance. Relationships between students and teachers appear very positive, thus creating an environment for success. + Parents report that building leadership is open and responsive to meet their individual needs. + Parent satisfaction is obtained following student conferences to better understand how their needs are being met. + Relationships between students and teachers appear very positive, thus creating an environment for success. + Teachers use a variety of quality improvement tools to understand student requirements and make necessary changes to improve classroom environment. 	<ul style="list-style-type: none"> Δ Student and parent needs and requirements are not always prioritized and addressed. Δ Although priorities are aligned with standards, it was not clear how stakeholder requirements were addressed to drive school priorities. Δ Positive relationships with families and students are not always systematically fostered through communication and collaboration. Δ Although parents are surveyed at conference time, more opportunities may exist to better understand their satisfaction throughout the year. Δ Student and parent satisfaction data is not regularly monitored, reported and acted upon. Δ Parent and community contributions are not always recognized and celebrated. Δ There seem to be more opportunities for building stronger positive relationships with parents and community. Δ While individual classrooms address student requirements, an opportunity may exist to aggregate those requirements into a summative voice of the Washington students.

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?

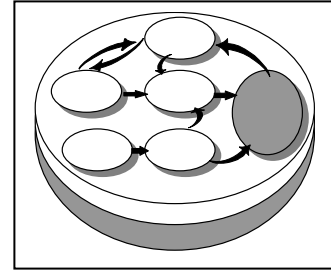
Other possible guiding questions:

- + 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"> + Learners are responsible for data collection. Binders have a reflection chart. Students understand and are accountable for their learning. + Students know how to navigate their way through their data folders. + District systematically identifies and collects key data sources that are aligned to goals and priorities. Leadership assists with data collection and analysis. + District uses key data to guide improvement efforts. + Data is accessible and shared. + Data is used from tests to form the SDSA committees in guided reading and vocabulary. + Data is used effectively to sort students into literacy blocks. + PDSA and SDSA drive data collection and assess progress toward goals. + Multiple data sources for achievement are used. CARS, STAR, Ed Performance, Extended Response, I Can Do It. I Can Do It charts are aligned with Illinois Learning Standards. 	<ul style="list-style-type: none"> Δ School does not compare key data to high performing organizations to guide and assist in improvement efforts. There is limited or inconsistent practice to compare data to surrounding schools or high performing schools. Δ Data provided is limited to literacy. A process to yield a comprehensive set of school key data sources was not provided. Δ Staff may not always know the criteria they will use in judging the quality of student work in areas of the curriculum beyond literacy. Δ Parents felt that during student led conferences, their children were just reading the data and reporting back facts, not comprehending what it means. Δ While data collection was present, the school appeared to be inconsistent in its analysis and use to drive instruction in areas outside of literacy.

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 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

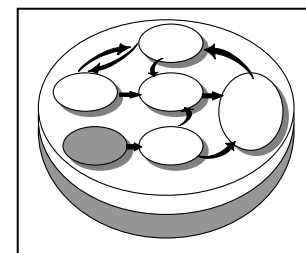
- + **Student achievement results are improving compared to the past. Student learning results (primarily literacy and math) show a positive trend and are improving.**

Opportunities

- Δ **There is little formal student satisfaction data. It appears student satisfaction is high, but no evidence was produced.**
- Δ **There is little formal parent satisfaction data. It appears parent satisfaction is high, but limited evidence was produced.**
- Δ **There is little formal staff satisfaction data. It appears staff satisfaction is high, but limited evidence was produced.**
- Δ **There was no organizational effectiveness results presented.**
- Δ **There is no comparative data outside of student achievement to show results are improving compared to the past.**
- Δ **There is little data to show if results are improving as compared to similar or high performing schools.**

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?

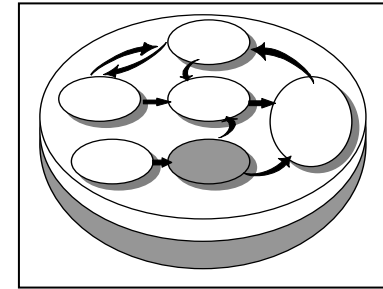
- + What authority do employees have to direct their own actions and make decisions about their work?
- + How do you empower employees?
- + What do you do to ensure effective communication and knowledge sharing among employees?
- + Describe your approach to employee recognition and compensation?
- + 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"> + Staff needs and requirements appear to be addressed. SILT, village, grade level, lunch with the principal and staff meetings help to set and address staff priorities. + Staff knows they are supported when they want professional development. + Staff performance expectations are explicit and are aligned to mission, vision, values, and goals. + Work is organized to promote collaboration and team learning. There is a strong commitment to success throughout the school. + Communication systems are strong due to the process that is in place giving a feeling of family. Two-way communication takes place. + Staff contributions are recognized and celebrated. + The environment promotes personal and professional growth and high performance. + Staff promotes an open door policy for parents. 	<ul style="list-style-type: none"> Δ Staff satisfaction is not regularly and formally monitored, reported and acted upon. Systems for monitoring staff satisfaction are informal. Δ More two-way communication with the community might be helpful. Δ There may be an opportunity to further integrate paraprofessionals and contracted service providers into processes for setting, monitoring and achieving goals.

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	Opportunities
<ul style="list-style-type: none"> + The school continuously improves the systematic processes that define how the organization does its work. + The school continuously improves the systematic processes that define how an individual does his/her work. + The school provides support and resources to intervene when learning is not successful. + The school ensures a focus on learning rather than teaching. Classroom mission statements, student goal setting and data notebooks, differentiated literacy blocks and ARC are examples of a focus on learning. + There is a yearly calendar well organized for meetings, data collection, release days, etc. All processes appear aligned around improvement efforts. + Literacy blocks are an example of a systematic process in place. + PDSA and SDSA are examples of systematic processes in place. 	<ul style="list-style-type: none"> Δ The process of managing the collection and organization of achievement data appears cumbersome and time consuming for teachers. Δ Outside of core teaching and learning processes, there may exist an opportunity to better measure, monitor and improve support processes.

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. (targets were not identified or available in many areas)

Not Yet	Progressing	Proficient	Advanced
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2.3 Performance goals support organizational goals through action plans. (targets were not identified or available in many areas)

Not Yet	Progressing	Proficient	Advanced
---------	-------------	------------	----------

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 with students and parents 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
---------	-------------	------------	----------

3.6 The environment promotes personal growth and high performance.

Not Yet	Progressing	Proficient	Advanced
---------	-------------	------------	----------

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
---------	-------------	------------	----------

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
---------	-------------	------------	----------

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. (WOW!)

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
---------	-------------	------------	----------

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. (all areas)

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. (WOW!)

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.

- + Learning expectations are explicit and aligned to state performance.
- + Student contributions are recognized and celebrated.
- + Staff contributions are recognized and celebrated.
- + School has a clear mission and core values that students and staff follow.
- + Leaders' behaviors and actions support the vision, mission, value, and goals.
- + School goals are SMART goals.
- + Goals are aligned to needs and requirements.
- + Teachers use a variety of quality improvement tools to understand student requirements and make necessary changes to improve classroom instruction.
- + The school environment promotes personal and professional growth and high performance.
- + Collaboration and communication structures are effective and efficient.
- + Work is organized to promote collaboration and team learning.
- + Relationships between students and teachers appear very positive and lead to creating an environment for success.
- + Learners are responsible for data collection and analysis.
- + The school provides support and resources to intervene when learning is not successful.
- + Student learning results especially in literacy are improving.
- + PDSA and SDSA drive data collection and improvement efforts.

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.

- △ School leadership structures need to be better defined and integrated so it is clear how the different structures support one another.
- △ Student and parent needs/ requirements are not always prioritized and addressed.
- △ Relationships with families are not always fostered through communication and collaboration.
- △ Student, parent and staff satisfaction are not formally and regularly monitored, reported, and acted upon.
- △ Parent and community contributions are not recognized and celebrated.
- △ A systematic process for factoring in the voices of key stakeholders in the development of the SWIP needs to be developed and deployed.
- △ Data collection and analysis in areas other than literacy need attention.
- △ The school needs to identify key data sources and develop a data collection and analysis system to act on results. The literacy program can serve as a good model of how to address other key data sources.
- △ Paraprofessionals and contracted service providers need to be better integrated and engaged in setting, monitoring and achieving school goals.
- △ Progress at the school level does not receive as much attention as at the classroom level.
- △ 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 in review of the team findings.

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. The school has done this in the area of literacy. It is suggested that the school use literacy actions as a model to include all performance areas. 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 are the key indicators of success for student support services?
- What are 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.

SUGGESTED NEXT STEP CONTINUED. . .

CONNECT THE DOTS. Connect the dots between tradition and change by making clear how each expected change fits into a continuous stream of improvement and responds to evidence, current conditions, future outlook, and proven practices.

Use the following to assist your connectivity efforts:

- How do all of the leadership structures align with one another to avoid duplication of efforts and focus on improvement? (committees, teams, programs, etc) Do all stakeholders understand and can they demonstrate understanding of the alignment?
- How does the school reflect on communication and collaboration structures to assess their impact on results?
- How does the school reflect on practices, programs, and policies to assess their impact on results? How does the school reflect on the core values and key continuous improvement concepts to target areas for improvement?
- Are priorities evident to students, parents, new staff members, and even visitors to the school? How does everyone share successes and failures? Can all stakeholders clearly articulate what is working well and what is the focus of improvement? What visuals and evidence do they use and is it accessible?
- How does the school ensure that all students are guaranteed access to a systematic intervention regardless of the teacher or team to whom they are assigned?