Leadership Team Feedback on Proposed Strategic Priorities, Strategies, and KPIs – 06/16/2011

Summary: *The following information will be used to guide staff in the formation of Strategies and KPIs in alignment with Board Priorities. Staff will be meeting to update the language in this document to incorporate feedback from the Superintendent, School Board, and Leadership Team. Please note that the language contained herein in still under consideration and has not yet been finalized.*

Goal 1

General Comments/Observations	• At first we thought it would be challenging to reach common understanding (mental model) of academic choice and can be communicated more clearly and simply by combining 1.11 and 1.12. We feel there is redundancy in the strategies, and would recommend simplifying the strategies by combining the common elements. • There is a lot within these strategies. Are we going after LLL or are we looking to focus specifically on academic choice? Can we more clearly articulate the goal? Can we pick something with laser focus and get really strong in it? • Limit the number of strategies within each goal. • Can we focus on increasing awareness and development of one lifelong learning standard? • All schools will identify between one of three lifelong learning standards. • Would we change the walk through data tool to include a drop down menu for the LLLS so that LLLS data can be more easily measurable? Measure with something we are already doing. • Could we focus our attention more on the assessments that demonstrate what students know, understand, and are able to do?
Suggestions for Improvements	• 1 Combined Strategy: "Improve academic choice for students through increased access to a continuum of high-quality learning opportunities." • KPI: Gather exit data from HS grads to check on preparedness • KPI: At least 1 LLLS will be checked for each CWT (percentage of data to indicate one and which one)-can check more than one, which may make the percentage over 100% (Drop down menu needed/ability to check more than one) • KPI: Develop and implement assessments that measure the LLL competencies.
Feedback was based on a review of the following language:	
Goal 1	**Prepare all students to succeed as members of a global community and in a global economy**
Proposed Priority 1.1	***Develop Lifelong-Learner (LLL) competencies in all students.***

	Proposed Strategy 1.11	***Improve academic choice and reduce time/place barriers for students through increased access to a continuum of high-quality learning opportunities. (Do we need to change the words "academic choice"?)***
	Proposed KPI 1.11a	*X% of students will report being given regular opportunities to work on the LLL standards.*
	Proposed KPI 1.11b	*X% of teachers will report regularly incorporating opportunities for students to work on the LLL standards.*
	Proposed KPI 1.11c	*X% of classroom walkthroughs will report evidence of students working on the LLL standards.*
	Proposed Strategy 1.12	***Promote classroom communication, student engagement, inquiry, self-directed learning, and effective use of instructional groups in the design and use of contemporary learning spaces as outlined in the Teacher Performance Appraisal (TPA) and through facilities planning.*** ****The following modified language was proposed by the Superintendent following the Leadership Team meeting:*** *Promote classroom communication, student engagement, inquiry, self-directed learning, and effective use of instructional groups <u>through</u> the design and use of contemporary learning spaces as outlined in the Teacher Performance Appraisal (TPA<u>) and determined in</u> facilities planning.*
	Proposed KPI 1.12a	*X% of students will report being given regular opportunities to work on the LLL standards.*
	Proposed KPI 1.12b	*X% of teachers will report regularly incorporating opportunities for students to work on the LLL standards.*
	Proposed KPI 1.12c	*On the XXXX strand of the TPA, X% of teachers will be at the applies, X% at the integrates, and X% at innovates levels.*
	Proposed KPI 1.12d	*X% of classroom walkthroughs will report evidence of students working on the LLL standards.*
	**Proposed KPI 1.12e*	**The following KPI was proposed by the Superintendent following the Leadership Team meeting:* *A plan will be developed and implemented that promotes the design and use of contemporary learning spaces in all schools congruent with the teaching and learning expectations delineated in the Teacher Performance Appraisal (including but not*

		limited to classrooms, libraries, and specialty centers as examples).

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Goal 2

General Comments/Observations	We looked at Goal 2 and its relation to Goal 1: Goal 1 Prepare all students to succeed as members of a global community and in a global economy Priority Develop Lifelong-Learner (LLL) competencies in all students. Goal 2 Eliminate the Achievement Gap Priority Prepare students for workforce/college readiness Group discussion included a concern that the priority currently listed for Goal 2 is more or just as related to Goal 1. • How and why do we split CWR and LLS across Goals 1 and 2? • How do we develop strategies and KPIs that clearly articulate both process and products that we need or use to meet the goals and priorities? • How do we define "achievement gap"? Is it just membership groups and SOL performance? • Where is workforce/college readiness defined? What's the "adopted bulleted list"? We don't have this operationally defined yet.
Suggestions for Improvements	• Do we need to more clearly and completely define our achievement gaps so we can then better design priorities and strategies to eliminate those gaps. Is it possible to look at a profile approach (ex. literacy profile, numeracy profile) to measuring and monitoring student growth? Access and success in rigorous coursework, absentee rates, participation in enrichment or extracurricular activities were all cited as areas we could use to capture the data needed for a more complete view of student progress and gaps for membership groups. • Use more kid-centric language in the strategy – we want kids to understand what they are working towards.
Feedback was based on a review of the following language:	
Goal 2	**Eliminate the Achievement Gap**
Proposed Priority 2.1	***Prepare students for workforce/college readiness***

	Proposed Strategy 2.11	***Develop and implement an assessment model to determine whether students are acquiring the integrated knowledge and skills necessary to graduate workforce/college ready.***
	Proposed KPI 2.11a	*The Department of Instruction will coordinate the development and pilot testing of case study authentic assessments for 4th & 7th grades.*
	Proposed Strategy 2.12	***Develop and implement a professional development plan to support teachers and administrators in the integration of a rigorous approach to preparing students for and assessing workforce/college readiness.***
	Proposed KPI 2.12a	*Develop a communications plan for raising community awareness about the purpose of case study authentic assessments to be shared in advance of the 2012-13 school year.*
	Proposed KPI 2.12b	*Create and deliver professional development to increase teachers' capacity to deliver instruction for case study assessments and use the data they produce to augment continued instruction.*
	Proposed Strategy 2.13	***Build partnerships to enhance workforce/college readiness.***
	Proposed KPI 2.13a	*# number of strategic partnerships will be developed within the community to enhance students' workforce/college readiness.*

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Goal 3

General Comments/Observations	• "High quality" should not be listed in front of "diversity." • Human Capital Management - Strategy should be broadened to a wider range of staff. • Use technology to recruit beyond Virginia, social media, Facebook by HR, screening tool, and community partnerships. • 3.12 - Strategy is clear, but we do not know how this data will be used to retention. Questioned – frequency, timing, feedback of survey, who creates survey • 3.14 - question wording of "comprehensive"
Suggestions for Improvements	• 3.11 - Provide consistent language between priority / strategy and goal. (diversity) • 3.13 - Use the exit data, quick interview face to face for teaching staff rather than survey • 3.14 - Find a way to capture what we are doing, inclusive of leadership across departments

Feedback was based on a review of the following language:

Goal 3	**Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators**	
Proposed Priority 3.1	***Improve the organization's capacity to build and maintain a high-quality workforce.***	
	Proposed Strategy 3.11	***Develop and implement a comprehensive recruitment plan to attract the highest quality teaching personnel, staff, and administrators (Recruit)***
	Proposed KPI 3.11a	*The Human Resources Department will develop and communicate a plan for recruitment that attends to attracting diverse and high quality employees.*
	Proposed KPI 3.11b	*X% of applicants for instructional and administrative positions will be rated as high quality using the XXXX screening tool.*
	Proposed KPI 3.11c	*Representative workforce????*
	Proposed Strategy 3.12	***Conduct employee climate surveys to determine workforce engagement and satisfaction (Retain)***
	Proposed KPI 3.12a	*X% of employees will report being satisfied with their job.*
	Proposed KPI 3.12b	*X% of employees will report being engaged in their work.*
	Proposed Strategy 3.13	***Gather and analyze exit survey data to inform employee retention efforts. (Retain)***

	Proposed KPI 3.13a	*X% of employees will complete an exit survey.*
	Proposed Strategy 3.14	***Implement a comprehensive professional development system for classified staff, teachers, and administrators to support strategic Vision, Mission, Goals, and Priorities. (Develop)***
	Proposed KPI 3.14a	*The ratio of voluntary professional development opportunities offered to those taken by classified staff will exceed X:X.*
	Proposed KPI 3.14b	*X number of classified staff will attain appropriate certifications (i.e. MOUS and CWD).*
	Proposed KPI 3.14c	*The ratio of voluntary professional development opportunities offered to those taken by instructional staff will exceed X:X.*
	Proposed KPI 3.14d	*X number of instructional staff will attain additional certifications (i.e. NBCT and NETS*T)*

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Goal 4

<table>
<tr><td>General Comments/Observations</td><td colspan="2">
The Priority itself is missing the element of including the entire community. Expand it to include all stakeholders, including staff, students, parents and community members.
4.11 - Developing a template should be only one aspect in this...the template is a means to the ends, but the ends are unclear. Once we have the shared knowledge base there should be clarity of “what we do with the knowledge.” How do we move forward from here? How do these relate to what we do each day?
4.12 - It makes the assumption that we all understand the ends of the Baldridge Criteria.
Is there a way to measure what is actually happening in the department or school that does not rely only on a survey?
We are already involved with the type of work that the Baldridge Criteria includes, but we label the work differently. We need clarity on translating the language.
In the future, consider changing the wording in the actual goal to say “high-performing” instead of “world-class”
</td></tr>
<tr><td>Suggestions for Improvements</td><td colspan="2">
Strategy 4.11 - Add an adjective to describe the plan so that we know how we will be measuring it. Use language such as “Alignment” and “At all levels” to the strategy. Within the strategy there should be an element of how the training of stake-holders plays a role. Expand the strategy to include all stake-holders, including staff, students, parents, and community members.
Strategy 4.12 - There appears to be a disconnect across the division between the language we use and the work we do regarding the Baldridge criteria, the KPI’s, our school/department improvement plans. Perhaps a KPI could be added to the strategy regarding making this connection more clear.
KPI 4.11a - Change the language from “template,” which implies a tangible yet static item, to “process” which implies a plan that is moving towards making the goal happen. Describe the template as “a common process with measurable outcomes for increasing the understanding.”
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<tr><td colspan="3">Feedback was based on a review of the following language:</td></tr>
<tr><td>Goal 4</td><td colspan="2">Achieve recognition as a world-class educational system</td></tr>
<tr><td>Proposed Priority 4.1</td><td colspan="2">Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.</td></tr>
<tr><td></td><td>Proposed Strategy 4.11</td><td>Develop and implement a plan to increase understanding and ownership of Vision, Mission, and Goals throughout the organization.</td></tr>
<tr><td></td><td>Proposed KPI 4.11a</td><td>Develop a template for expanding the understanding and ownership of the Vision, Mission, and Goals to be used by supervisors with their staff.</td></tr>
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	Proposed Strategy 4.12	***Establish a process that includes stakeholder involvement in the integration of the Baldrige Criteria for Performance Excellence as the foundation for the Division's continuous improvement model.***
	Proposed KPI 4.12a	*X% of stakeholders will respond to a survey about areas for improvement based on the Baldrige Criteria.*
	Proposed Strategy 4.13	***Develop a process to review the validity of the Balanced Scorecard performance indicators and their alignment with strategic planning.***
	Proposed KPI 4.13a	*X number of Division metrics will be reported as valid through a process of internal review.*
	Proposed KPI 4.13b	*X number of metrics will be reported as aligned to Board goals and priorities through a process of internal review.*

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Goal 5

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<tr><td>General Comments/Observations</td><td colspan="2">5.11 is unclear (coaches were more knowledgeable than others, but the group seemed to have a different idea of this proposed strategy and what it meant - very vague – KPI and strategy do not appear to be aligned (is it helping us to be operationalized?)) We think rewriting the KPI to better reflect the Strategy is the way to go.
Regarding the relationship of the 5. 11 strategy to the priority, we feel it really depends on how well the KPI is reflecting what the department does. If each department uses the Plan-Do-Study-Act and develops an evaluation tool that works for them then it would relate very strongly.
5.2 - We think the priority does not align with the goal. If the goal is talking about the $11,000 plus per student spending (which is how we read it) then there is a disconnect. KPI and Strategy are disconnected. The Strategy is about improving communications, but the KPI is asking about satisfaction with education, not necessarily communication. We are asking stakeholders for satisfaction, but does they survey results mean what we want them to mean.
5.3 - Very Clear - Like a lot as long as deadlines in charter would show success in the project.</td></tr>
<tr><td>Suggestions for Improvements</td><td colspan="2">Strategy 5.11 – Should be about planning the system so we know if we are planning well. 5.31 is an example/sample of how we think this would look. SIS charter delivered to the PMOC will be monitored for successful implementation.
KPI 5.11a - Construct two broad tools – one for operational and one for instructional programs and field test these tools to be used for program evaluation. The KPI should be about assessing the tool that is developed.
Strategy 5.21 - Strike the second “and” (proposal). “Develop a process to review, analyze, and improve communications with Division stakeholders for the purpose of gauging their level of satisfaction.”</td></tr>
<tr><td colspan="3">Feedback was based on a review of the following language:</td></tr>
<tr><td>Goal 5</td><td colspan="2">Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals</td></tr>
<tr><td>Proposed Priority 5.1</td><td colspan="2">Identify opportunities for improved efficiencies in operational departments and instructional programs.</td></tr>
<tr><td></td><td>Proposed Strategy 5.11</td><td>Establish a program evaluation system to promote the ongoing review of operational departments, instructional programs, and standard operating procedures</td></tr>
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	Proposed KPI 5.11a	*X number of departments/programs will complete an evaluation each quarter*
Proposed Priority 5.2	***Expand two-way communication with and outreach to our stakeholders.***	
	Proposed Strategy 5.21	***Develop a process to review, analyze, and improve communications with Division stakeholders and to gauge their level of satisfaction.***
	Proposed KPI 5.21a	*X% of Division stakeholders will report being satisfied with the education provided in Albemarle County Public Schools.*
	Proposed KPI 5.21b	*A standard operating procedure for receiving, organizing, and acknowledging stakeholder input regarding Board Initiative will be developed and adopted by the Board.*
Proposed Priority 5.3	***Implement the Division's Student Information System (SIS) and Parent Portal.***	
	Proposed Strategy 5.31	***SIS charter delivered to the PMOC will be monitored for successful implementation***
	Proposed KPI 5.31a	*X% of deadlines outlined in the SIS charter will be met on time.*