

Report Title: Cabinet
Survey Title: SB Priorities Evaluation 2013
Report Type: Frequency Table
Start Date: 14-May-13
End Date: 31-Dec-14
Invitations Sent: 13
Delivered: 13
Bounced: 0
Completed Responses: 12
Unique Access Response Rate: 92.31%
Incomplete Responses: 0
Incomplete responses included in this report: 0

Filtered Responses: 6
Name: Cabinet Condition(s): C1: Q1. I am: is Cabinet Member Filter:: Match All Condition(s)

Q2. Priority 1.1: Develop Lifelong Learner (LLL) competencies in all students.													
	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	1	16.67%	0	0%	1	16.67%	3	50.00%	1	16.67%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	1		0		3		12		5		0		

Q3. Rankings of 5 or 1 must include an explanation in the box provided.		
Sr.No.	Response No.	Response Text
1	1	The first KPI simply addresses student awareness of the LLL competencies. Awareness of desired competencies is only an early step in developing the competencies. Even though the LLL competencies are a priority, it remains to be seen if concrete indicators - without implementing yet another set of assessments - are available to measure progress in this priority. Can we analyze our current set of student assessments to determine which of the LLL competencies can/are measured? The Design 2015 program has provided resources to "kick-start" the contemporary learning spaces KPI. There is much more evidence that this program is effectively supporting this Board priority. However, KPI reporting has thus far failed to indicate the percentage of schools that have or are developing such spaces.
2	2	The lifelong learner competencies are potentially very high impact. Project work around Design 2015 and performance tasks are in developmental stages, so the

		performance is "lower," but off to a good start. A limitation to this priority is that we have competencies that are hard to understand. We lack a guaranteed & viable curriculum that we measure through assessments other than SOL tests and other basic skill-based competencies. We need to define benchmarks along the way through a child's development with us that are tied to the LLLS and that lead to the student "product" we are looking for. Performance tasks need to be "standardized" across the division. Students should begin collecting a portfolio of work aligned to LLLS in pre-k or kindergarten and update it on an ongoing basis. Again, this should all be tied to a guaranteed curriculum. I think we are heading there.
3	3	Preliminary survey data from schools suggests that elementary, middle, and high school students are engaging in learning that supports development of the LLL competencies. Other state and national distinctions such as the recent Newsweek list of top high schools indicate that our schools are offering rigorous learning opportunities. The recent strategic plan review reinforces a desire for continued development of LLL competencies while maintaining strong focus on the "3 Rs" (Reading, Writing and Mathematics). Division leaders and design teams from each school are participating in professional development to support ongoing progress in this area including, but not limited to, a focus on contemporary learning spaces . High Impact/Meets Expectations (but warrants continued focus due to level of importance)
4	5	
5	8	Students in the school division are being academically challenged to achieve well beyond the base competencies set by the state. Opportunities are continuously expanding, allowing students more opportunities to participate in the learning process both in as well as outside normal school day. An example of such an activity is the participation of students in the Coderdojo programs.
6	12	

Q4. Priority 2.1: Prepare and assess all students for citizenship/workforce/college readiness.

	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	0	0%	0	0%	1	16.67%	4	66.67%	1	16.67%	0	0%	
Weights	1		2		3		4		5		NULL		
Weighted Average	0		0		3		16		5		0		4.00

Q5. Rankings of 5 or 1 must include an explanation in the box provided.

Sr.No.	Response No.	Response Text
1	1	So we really won't know how we are doing until CAI in June 2013.
2	2	We have pockets of excellence with this work for those who buy into the vision as presented to them. It's high performance for them, but lower impact because we lack a systemic effort.
3	3	This work supports the previous priority of developing LLL competencies in all students. The Division met the target of having each student take at least one performance assessment. Work will continue during CAI and into the coming years to ensure levels of rigor and quality are maintained. This work has progressed substantially, but is not yet fully operationalized. Meets Performance Expectations/High Impact
4	5	
5	8	One area the division has made great strides in is transitioning from traditional single assessment data to a compilation of data sets allowing a more complete analysis of the student(s) and the school(s).
6	12	

Q6. Priority 3.1: Improve the organization's capacity to build and maintain workforce engagement.													
	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	0	0%	0	0%	3	50.00%	3	50.00%	0	0%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	0		0		9		12		0		0		

Q7. Rankings of 5 or 1 must include an explanation in the box provided.

Sr.No.	Response No.	Response Text
1	1	
2	2	I believe the majority of our employees are highly engaged after reviewing the survey data from last year. The question is, are they engaged with work that is tightly aligned with division and school goals?
3	3	Although the employee engagement survey has not been re-administered, other indicators point to positive growth in this area. For example, the recent participation levels in the "We Notice" initiative were higher than anticipated and the Golden Apple awards ceremony was well attended. Unknown Performance/High Impact
4	5	
5	8	
6	12	

Q8. Priority 4.1: Promote strategic alignment with the Vision, Mission and Goals throughout the organization.

	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	1	16.67%	0	0%	0	0%	2	33.33%	3	50.00%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	1		0		0		8		15		0		4.00

Q9. Rankings of 5 or 1 must include an explanation in the box provided.

Sr.No.	Response No.	Response Text
1	1	Outstanding effort by our team to conduct community and employee outreach. Analysis of these efforts is leading to potential revision of the key elements of the Strategic Plan.
2	2	This could be exceedingly high in impact. Our objectives / priorities need to be action based and less developmental.
3	3	The Division has completed an outreach campaign to gather stakeholder input that will inform the strategic plan. Information was gathered from parents, students, employees, and community members through a combination of face-to-face and digital formats. Staff have worked with a third party to organize and synthesize feedback, and current indicators suggest that this Priority is on target. Ongoing work will be required to engage stakeholders in the revised strategic plan and to align organizational systems, accordingly. Meets Performance Expectations/High Impact
4	5	
5	8	All division level work is validated to ensure alignment to the school division's vision and mission. An example of the alignment is the work conducted by the Project Management Oversight Committee, instructional work at CAI, and the school division's Educational Technology Plan.

6	12	
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Q10. Priority 4.2: Expand two-way communication with and outreach to our stakeholders.													
	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	0	0%	0	0%	0	0%	3	50.00%	3	50.00%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	0		0		0		12		15		0		4.50

Q11. Rankings of 5 or 1 must include an explanation in the box provided.		
Sr.No.	Response No.	Response Text
1	1	Excellent work by Mr. Giaramita since he has been hired - and in developing a set of recommendations to enhance communications with our stakeholders. The big question is whether resources will be available to implement his recommendations.
2	2	This is comparative. While we still have room for improvement, we are listening and broadcasting far better than we have been in the past. We need to become more disciplined with what we ask, when we ask it, and communicating back what we heard.
3	3	A draft communications plan has been presented to the Board with 15 recommendations based on a comprehensive analysis and needs assessment. Further information around each of these recommendations will be presented at the Board retreat in June. A focus is emerging around improvements in internal communications. Meets performance expectations/High impact
4	5	
5	8	Work continues to engage stakeholders in the community. This can be seen with the redevelopment efforts of the school division website, school websites, and next year teacher websites. It has also increased through the use of tools like Parent/Student Portal. Both enhancements have allowed for a greater level of transparency to the community.
6	12	

Q12. Priority 4.3: Assemble a collection of rigorous performance indicators and recognized benchmarks that define a world-class educational system.													
	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	0	0%	1	16.67%	3	50.00%	2	33.33%	0	0%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	0		2		9		8		0		0		3.17

Q13. Rankings of 5 or 1 must include an explanation in the box provided.		
Sr.No.	Response No.	Response Text
1	1	
2	2	
3	3	The Division collects, monitors, and publishes numerous performance indicators. Consensus has not yet been reached on which subset of indicators should be elevated to the "academic scorecard" level. Insufficient performance evidence/Lower Impact

4	5	
5	8	
6	12	

Q14. Priority5.1: Evaluate and value instructional programs and operational departments.													
	1		2		3 - Insufficient Evidence		4		5		Did not answer		Total
Responses Received	0	0%	0	0%	2	33.33%	4	66.67%	0	0%	0	0%	6
Weights	1		2		3		4		5		NULL		
Weighted Average	0		0		6		16		0		0		

Q15. Rankings of5or1must include an explanation in the box provided.		
Sr.No.	Response No.	Response Text
1	1	
2	2	
3	3	Data were collected from stakeholders as part of the community survey for the strategic plan review process and staff have met with a doctoral student about the development of a valuation tool. A systematic approach to program evaluation and valuation has the potential to fine-tune resource allocation and budgeting decisions that will ultimately impact teaching and learning. The development of a system to do this, however, also requires resources of time to complete and maintain. Insufficient performance evidence/unknown level of impact on achieving Vision
4	5	
5	8	Viewing the school system as a service provided to the community, there are a multitude of evaluations and valuations that occur cyclically. One area where this work stands out is in our budgetary process. The budget process gives the division a reflective pause to assess both the need of the service and the value that service adds to the overall community.
6	12	

Q16. What is important that the School Board and administrative staff has not prioritized?		
Sr.No.	Response No.	Response Text
1	1	
2	2	It is important to move to a paperless "talent management" system. We can tweak our appraisal systems all we want, and as long as we rely on paper and reminders about procedres, we will never adequately manage our work in this area. There is still a thick curtain keeping this work from become systemic. It is important for us to develop a survey calendar that lends discipline and consistency to our measurement of the difference between what we promise our students, families, staff, and community, and what we deliver in termso experience. Further, we must report out on a regular basis what we learn and what we will do to close the gap. We should redefine the achievement gap. As society grows the gap between the haves and have-nots, our role as educators is to equalize opportunities for students and know whehter or not we are making progress with this imperative. It is partly why schools exist. We should seamlessly include "work / career" in our educational program for all students. All of our students should be buiding a LLLS portfolio from the very first day they join us. As we are learning, school climate and daily standard operating procedures may have fallen by the wayside as a priority. As the school division grows, our support and documentation of procedures will become increasingly important, but we do not attend very well to this area of work. We need to focus more on aligning student conduct

		expectations and experiences with our LLLS. We should be more transparent and communicative regarding these data to find new solutions. Somehow, we have got to develop procedures that guide our work and students' experiences across the division.
3	3	Community feedback in the strategic plan review suggests that we maintain a high focus on the "relationships" portion of our vision as we integrate emerging technologies into teaching and learning. The concepts of respect, communication, and community are embedded in the LLLs, the 4Cs, and in key strategies such as Responsive Classroom. The Board may wish to consider integrating a focus on interpersonal skills as a key component of student success into future priorities. It may be helpful to consider fewer goals and priorities, but ones that are student-focused.
4	5	
5	8	
6	12	Some broad definitions that the organization continues to use need to be defined and agreed upon. Different stakeholder groups seem to have a wide range of common understandings.

Q17. Are there any priorities that now need less emphasis placed on them?		
Sr.No.	Response No.	Response Text
1	1	
2	2	Any that are developmental. Those are wheel-spinners. Each of our strategic goals should have a cabinet-level champion. Strategic objectives or priorities should be delegated from the champion into a work team. it's time to upgrade our data collection procedure for KPI reporting.
3	3	Priorities 4.3 and 5.1 appear to have less direct impact on achieving the vision and may need less emphasis at the Board level. Other Priorities, such as 2.1, 3.1. 4.1 and 4.2, while important, could perhaps be considered key strategies to support Priority 1.1.
4	5	
5	8	
6	12	