

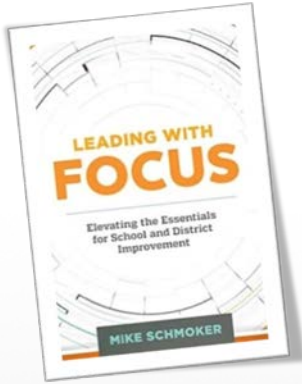


# Reading Reflection & Qualitative Data Profile Review

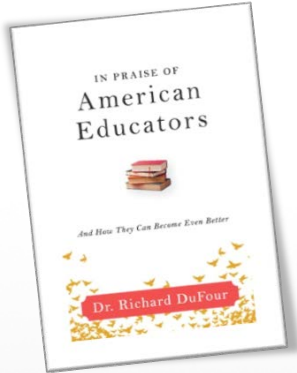
Walla Walla Public Schools  
Superintendent-Board Strategic Planning  
Process  
October 4, 2016



# Process



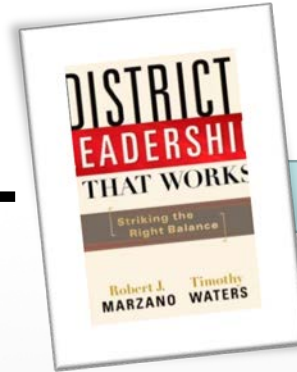
What



Why



Current Reality



How

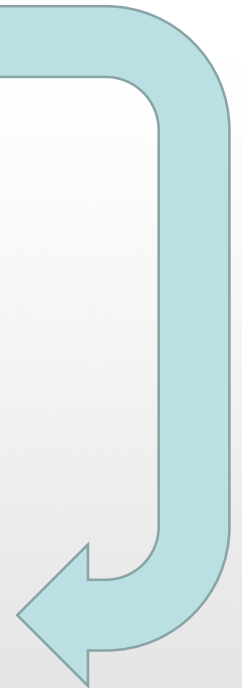
**Phase #2**

**Where Do We Want to Go?**



**Phase #1**

**Where are We Now?**



# Learning Objectives

By the conclusion of the meeting, the Board of Directors will:

- Review and discuss chapters 1+2 from Marzano's, "District Leadership That Works"
- Review summary of recent qualitative data inventory to identify resonant SWOC themes for Phase #1 understanding

# Walla Walla Public Schools

## 2016-17 Strategic Planning Process

**Phase #1**

**Where are  
We Now?**

Fall 2016

**Phase #2**

**Where Do  
We Want to  
Go?**

Winter 2017

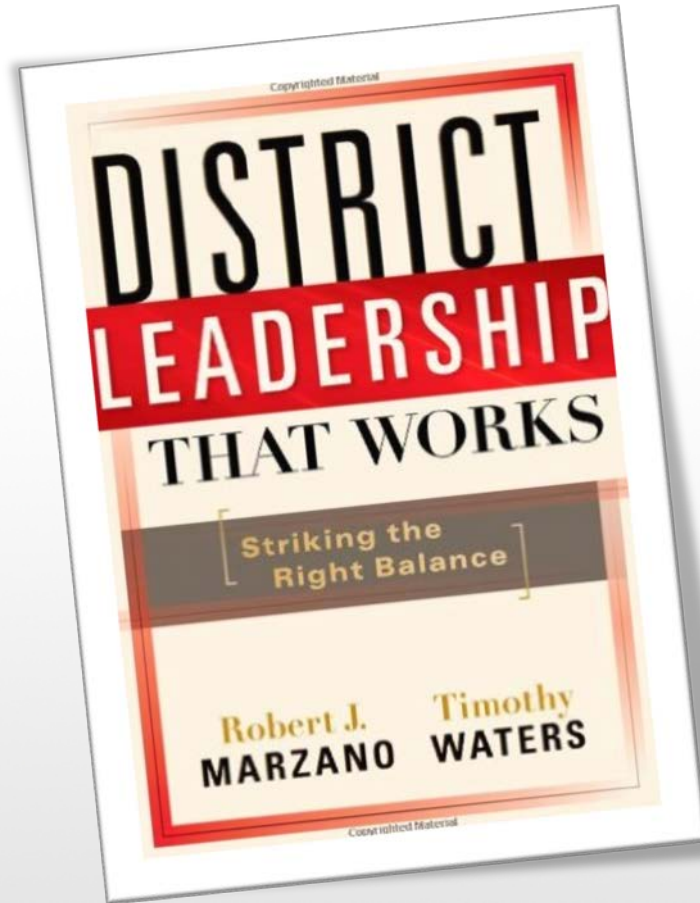
**Phase #3**

**How Are  
We Going to  
Get There?**

Spring 2017

# Book Reflection

- Chapters 1 & 2



# Do We Matter?

- Does district leadership matter when it comes to student achievement?
- Yes, they (we) Do! And the statistical findings are substantial
  - Avg district leadership with average performance
    - leadership improves just one standard deviation in their performance, resulting student performance improves by 9.5%

# What Are the Effective Leadership Traits?

- 5 statistically reliable traits/behaviors
  1. Ensure collaborative goal setting
  2. Establish nonnegotiable goals for achievement and instruction
  3. Creating board alignment with and support of district goals
  4. Monitoring achievement and instruction goals
  5. Allocating resources to support the goals for achievement and instruction

# What Are the Effective Leadership Traits?

1. Ensure collaborative goal setting
  - “ensure that building-level admin are heavily involved in the goal-setting process since they are the individuals who will implement the goals”



# What Are the Effective Leadership Traits?

2. Establish nonnegotiable goals for achievement and instruction
  - Targets set for the district as a whole as well as individual schools
  - “all staff members are aware of the goals, and an action plan is created”
  - does not mean that all teachers must employ a single instructional model, but does mean that the district adopt a broad framework that supports research-based strategies

# What Are the Effective Leadership Traits?

3. Creating board alignment with and support of district goals
  - “The board ensures that these goals remain the top priority and that no other initiatives deflect attention or resources [away]”
  - “publically adopting broad 5 year goals for achievement and instruction and consistently supporting these goals, both publically and privately, are precisely the board-level actions that are most directly related to student achievement.”

# What Are the Effective Leadership Traits?

4. Monitoring achievement and instruction goals
  - “If not monitored continually, district goals can become little more than pithy refrains that are spoken at district and school events and highlighted in written reports.”

# What Are the Effective Leadership Traits?

5. Allocating resources to support the goals for achievement and instruction
  - “a meaningful commitment of funding must be dedicated to professional development for teachers and principals.”

# Defined Autonomy

- Correlation between site-based management and student achievement = 0
- The key is balance...also referred to as defined autonomy
  - “the superintendent expects building principals to lead within the boundaries defined by the district goals”

# Bonus Finding

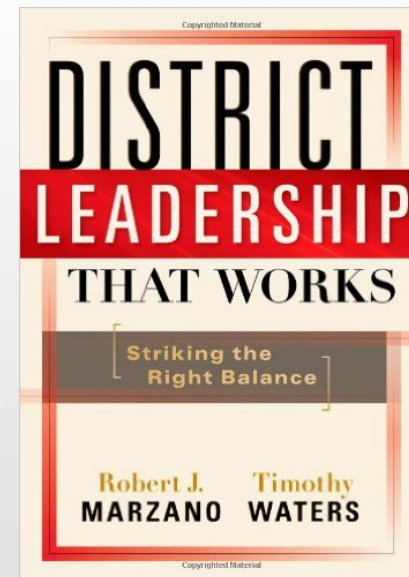
- Superintendent longevity had a statistical affect on improved student achievement
  - “the longevity of the superintendent has a positive effect on the average academic achievement of students in the district.”
  - Hint. 😊

# Chapter 2 Jig Saw

1. What it was about
2. What resonated with you
3. What you wonder about
  - Ruth: Districts and Schools as Loosely Coupled Systems
  - Derek: Issues with Site-based Management
  - Cindy: The Call for Tight Coupling...
  - David: The Evidence From High...
  - Sam: The Evidence From Worldwide...
  - Wade: A New View...

# Next Steps

- October 18<sup>th</sup>
  - Quantitative data review
  - Chapter 5 + 6 discussion





# Data Review

- Purpose is not
  - to evaluate current programs successes and/or challenges
  - to determine efficacy of current initiatives
  - rate/rank the importance of current programs
- Rather, the whole intent is to answer our first and critically important question of strategic planning; where are we now?

# Qualitative

- Themes, trends, and common take-aways from thousands of data points



# SWOC/T



The diagram is a 2x2 matrix. The vertical axis on the left is labeled 'Internal' (top) and 'External' (bottom). The horizontal axis at the top is labeled 'Internal Strengths' (left) and 'Internal Weaknesses' (right). The bottom row is labeled 'External Opportunities' (left) and 'External Challenges (Threats)' (right). Each cell contains a bulleted list of organizational factors.

## Internal Strengths:

- Organizational strengths are resources, capabilities, or assets that help an organization accomplish its mandates or mission

## Internal Weaknesses

- Organizational weaknesses are deficiencies in resources or capabilities that hinder and organization's ability to meet its mandates, reach its potential, of fulfill its mission

## External Opportunities:

- Outside factors or situations that the organization can take advantage of to better fulfill its mission or meet its mandates

## External Challenges (Threats)

- Outside factors or situations that can affect our organization in a negative way making it harder to fulfill mission/mandates

# Questions

