

District Data Profile Review & Preparation



Walla Walla Public Schools
Superintendent-Board Strategic Planning
Process
September 20, 2016



Learning Objectives

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

- Understand the learning process to support Phase #1 plan development
- Briefly revisit *Leading With Focus* (Schmoker, 2016) tenets discussed at summer Board retreat
- Spend time reviewing and discussing Chapter 6 from the book *In Praise of American Educators* (DuFour, 2015)
- Discuss the purpose of data gathering
- Review quantitative and qualitative data proposals
- Discuss upcoming meetings and tasks

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?**

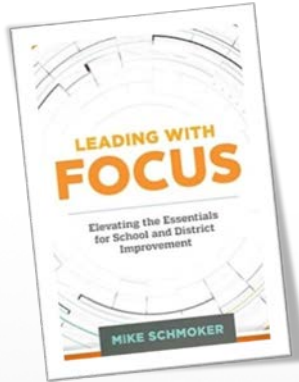
Winter 2017

Phase #3

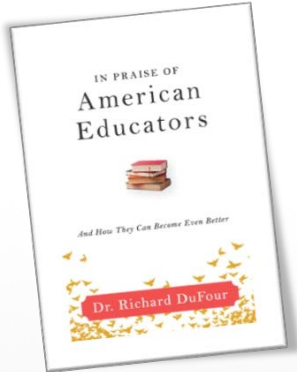
**How Are
We Going to
Get There?**

Spring 2017

Process



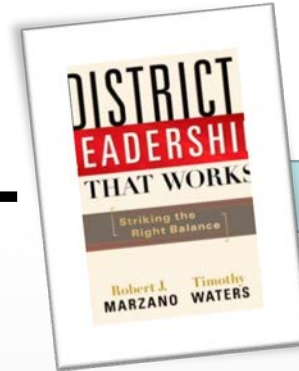
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What

Why

Current Reality

How

Phase #2

Where Do We Want to Go?

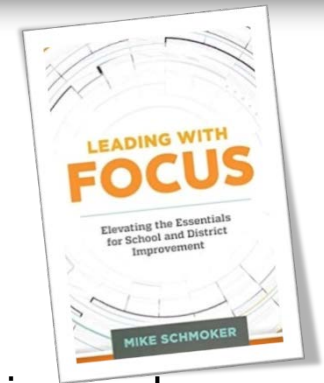


Phase #1

Where are We Now?

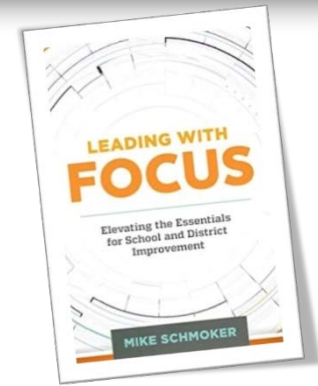


Chapter 1



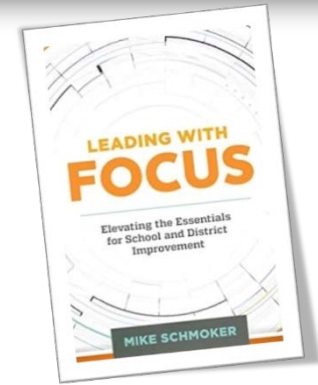
- 5 Steps
 - Research-Carefully
 - “Leaders at every level have traditionally embraced what is popular over what is proven.”
 - Reduce-Until it Hurts
 - “”...we must select from among various initiatives on the basis of what is most effective for us right now.”
 - Clarify-Obsessively
 - “...we must be so clear about our highest priorities that no one could possibly misunderstand or improperly implement our most essential and effective practices.”
 - Practice-Repeatedly
 - “If we want to turn the corner on making effective practice the new norm, then we must make repeated, mastery-based practice the new norm first.”
 - Monitor-and Respond Immediately
 - “What gets measured and monitored gets done.”

Chapter 1



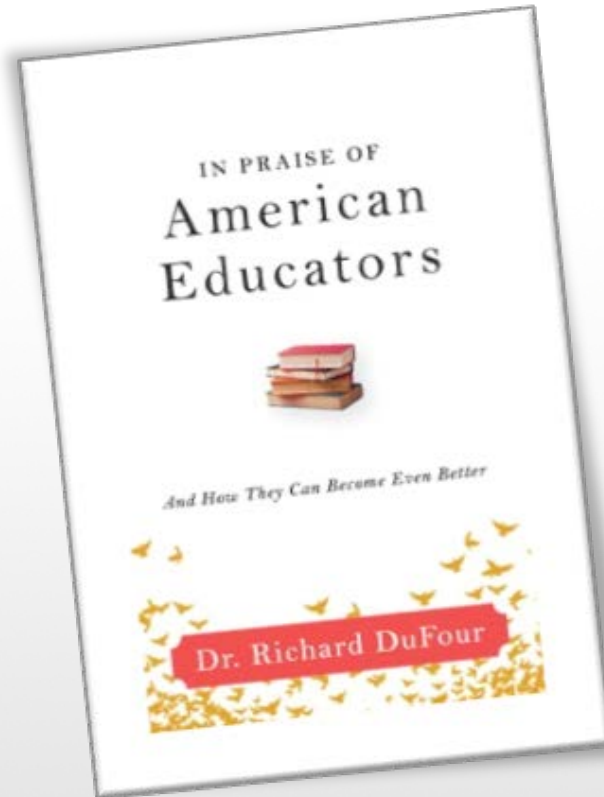
- Summary Statement
 - “Exceptional leadership requires us to choose the right things to focus on and then devote our efforts to them with simplicity and diligence.”

Chapter 2

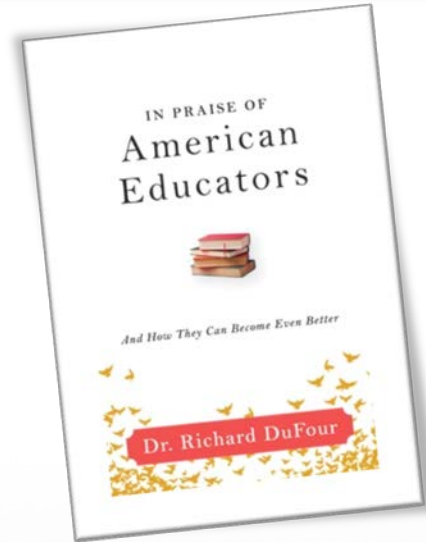


- The Big 3:
 - Coherent Curriculum
 - Authentic Literacy
 - Effective Instruction

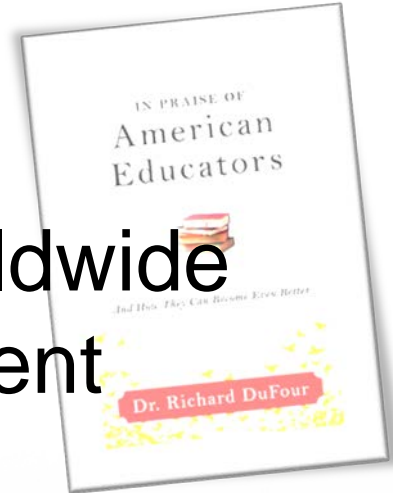
Why?



Introduction

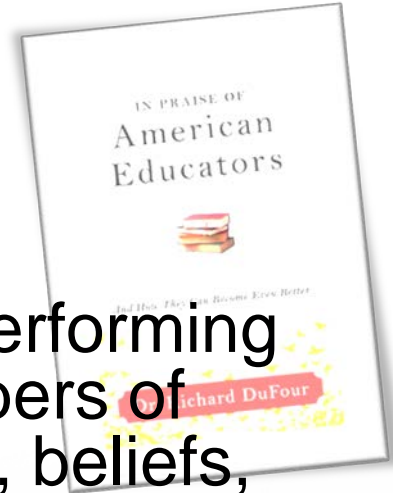


Reading Discussion

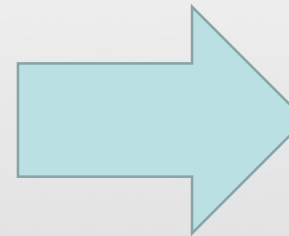


- “There has never been greater worldwide consensus on how to improve student achievement. The key to improving schools is developing the capacity of educators to function as members of high-performing teams in schools and districts that embrace [and support] such practices” (DuFour, 2015, p. 98).

Reading Discussion

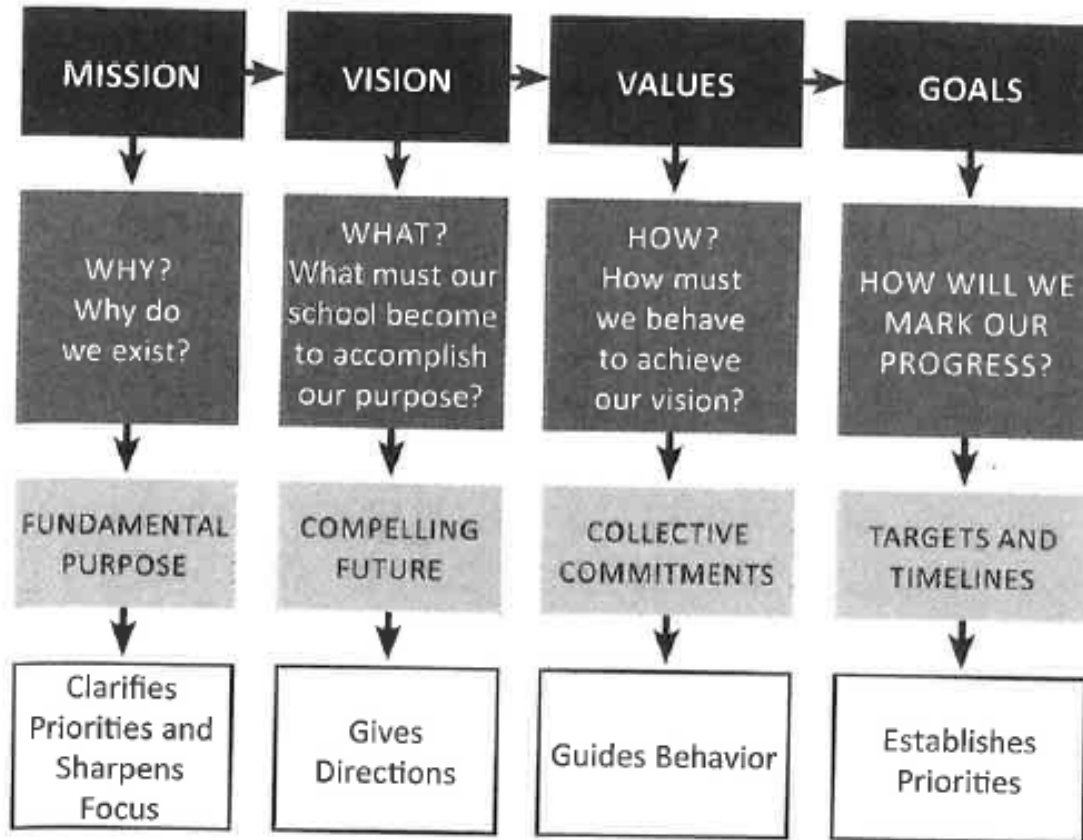
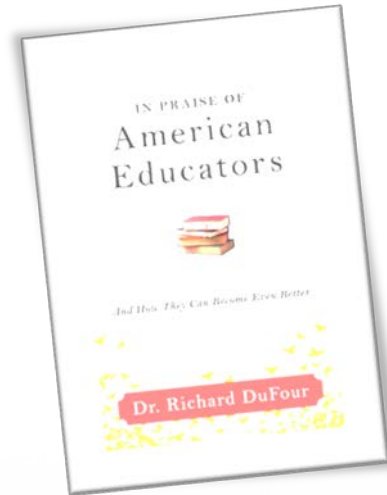


- Where to begin?
 - “Focus less on what educators in high-performing [districts] do and more on how the members of the organization think...the assumptions, beliefs, expectations, and commitments of the people” within the organization (DuFour, 2015, p. 100)
 - The best way to address the beliefs is to engage the educational community regarding the 4 essential pillars:
 - Shared Mission
 - Vision
 - Collective commitments/values
 - Goals



Foundation of
Strategic
Planning

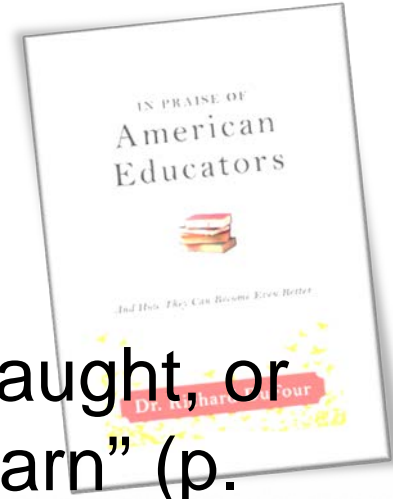
Reading Discussion



Source: Reprinted from DuFour et al., 2010, p. 31.

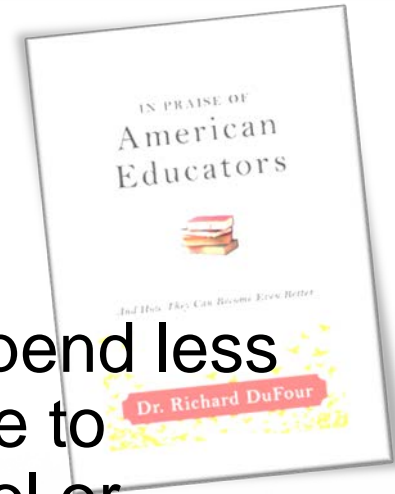
Mission

- Creating a learning focused culture
 - “Are we here to ensure students are taught, or are we here to ensure our students learn” (p. 103)?
 - “A learning-focused culture understands that the school was not built so that teachers have a place to teach-it was built so that the children of the community have a place to learn” (p. 104).



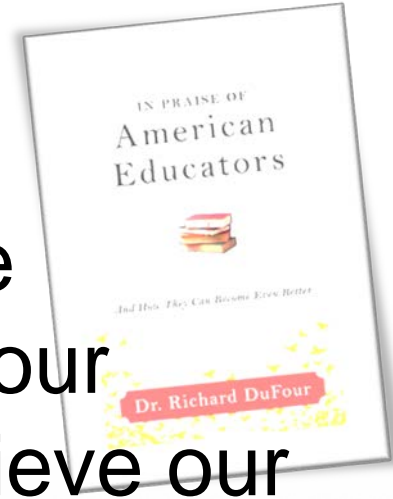
Vision

- What must we become?
 - “The power of a vision statement will depend less on its eloquence and more on the degree to which stakeholders throughout the school or district share it and align their collective actions with it” (p. 108).
 - “If you’re going to stir the souls of your constituents, if you are going to lift them to a higher level of performance, then this is what you need to know: It’s not the leader’s vision, it’s the people’s vision that matters most” (p. 109).



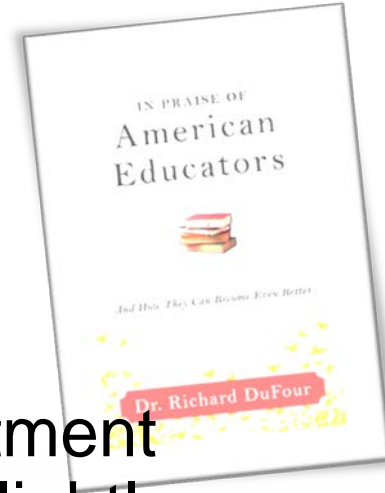
Values

- “How must we behave to create the organization we have described in our shared vision so we can better achieve our fundamental purpose” (p. 110)?



Goals

- Adlai E. Stevenson High School (also covered in Schmoker's book)
 - The original vision and collective commitment statements created in 1983 have been slightly modified four times in the intervening years. The mission and goals have remained constant.
 - We will eliminate student failure
 - We will dramatically increase the % of students who succeed in the most rigorous curriculum in every department
 - We will increase the school's mean score on the ACT exam from 21.9 to 26



Not Just Words on a Piece of Paper

- Is it consistent with our purpose?
- Will it help us become the district we envision?
- Are we prepared (and able) to commit to doing this?
- Will it help us achieve our goals?

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?

Quantitative Data

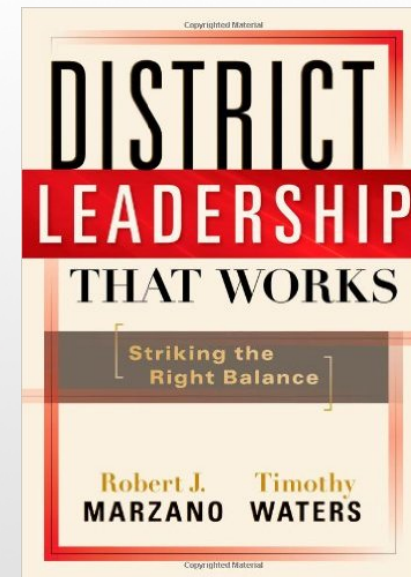
Grade Span	Grade Level Association	Assessment/Review	Description of Measure	Term	Historical Tracking
All	K-12	Attendance	Attendance	NA	4 years
All	1-12	ELPA	EII	Exit	4 years
All	K-12	Demographics	Demographics	NA	5 years
All	K-12	Discipline	Discipline	NA	5 years
DW	DW	Staff-Student Ratio	Staff-Student Ratio	NA	4 years
DW	DW	Highly Qualified	Highly Qualified	NA	4 years
DW	DW	TPEP Achievement	Teacher Eval Achievement	NA	4 years
DW	DW	Staff Turnover	Staff Turnover	NA	4 years
DW	DW	Staff Demographics	Staff Demographics	NA	4 years
DW	DW	Staff Experience	Staff Experience	NA	4 years
DW	DW	Ending Fund Balance	Ending Fund Balance	NA	4 years
DW	DW	Budget "5-9"	Budget "5-9"	NA	4 years
DW	DW	\$/Student Allocation	\$/Student Allocation	NA	4 years
Ele	Preschool	Teaching Strategies	General Ed and Social/Emotional	Entry vs Exit	3 years
Ele	Kindergarten	WaKids	General Ed and Social/Emotional	Entry	2 years
Ele	K-1	Aims	Math	Entry vs Exit	4 years
Ele	K-2	Dibels	Fluency	Exit	4 years
Ele	3-5	SBAC	Math	Exit	2 years
Ele	3-5	SBAC	Reading	Exit	2 years
Ele	5	MSP	Science	Exit	4 years
HS	9-12	ACT	College Preparedness	Exit	5 years
HS	10	EOC	Biology	Exit	4 years
HS	9-12	SBAC	Reading	Exit	2 years
HS	9-12	SBAC	Math	Exit	2 years
HS	9-12	Associates Degree	AA Achievement	NA	4 years
HS	9-12	College Scholarship	Grant Awards	NA	4 years
HS	9-12	Advanced Placement	Number of Passing Scores	NA	4 years
HS	9-12	Graduation Rate	Graduation Rate	NA	4 years
HS	9-12	Dropout Rate	Dropout Rate	NA	4 years
HS	9-12	Post High School Accession	College/Post Secondary Attendance	NA	4 years
HS	9-12	AVID Outcome	AVID Outcome	NA	4 years
HS	9-12	Students in Extra Curricular	Students in Extra Curricular	NA	4 years
MS	6-8	SBAC	Math	Exit	2 years
MS	6-8	SBAC	Reading	Exit	2 years
MS	8	MSP	Science	Exit	4 years

Qualitative Data

Data Description	Year
Thought Exchange	Spring 2015
Thought Exchange	Fall 2015
Thought Exchange	Spring 2016
Community Strategic Summit	Fall 2016
Staff Strategic Summit	Winter 2016
Superintendent Search	Spring 2016
C2C Community Outreach	Spring 2016
WSU Facilities Research Survey	Spring 2014
Healthy Youth Survey	Spring 2015
Community Council Ed Study	Summer 2016
Children's Forum	Spring 2013

Next Steps

- October 4th
 - Quantitative data review
- October 18th
 - Qualitative data review
 - Chapter 1 and 2 discussion



Questions

