

# Igniting A Passion

Nothing great in the world has ever been accomplished without passion.”



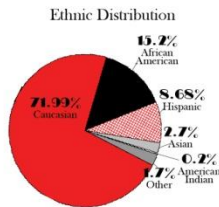
**Mathew Fail – Iredell-  
Statesville Schools, NC**

Public School System with an Annual Operating Budget of over 175 million for over 21,000 students.

 **Iredell - Statesville Schools** District Profile



**21,007** 2007-2008 Final Enrollment  
**21,339** 2008-2009 1st Month Enrollment



**Employees**

Part-time and full-time	2,958
Teachers	1,697
Advanced degrees	38%
Average teaching experience	14.5 years
Beginning teacher pay	\$30,340 + local supp.
Average teacher pay	\$43,725 + local supp.
National Board Certified teachers	140

**Transportation**

Students transported daily	14,793
Miles per day	13,045.83
Number of buses	201

**Child Nutrition**

Breakfasts served annually	593,944
Lunches served annually	1,715,052
Percentage of free/reduced meals	36%

**Notable Numbers**

Average SAT Score	1,056
2007 High School Graduates	1,314
Scholarships Received	\$6,099,502

TOTAL SCHOOLS	35
Elementary Schools	19
Middle Schools	7
High Schools	5
Non-Traditional Schools	4

**Students Receiving Special Services**

Academically & Intellectually Gifted	1,919
Exceptional Children	2,449

**Employees**

- 2,958 Part-time and full-time
- 1,697 Teachers
- 38% have Advanced Degrees
- 14.5 Average years of teaching experience
- 140 National Board Certified

**Total Schools: 35**

- 19 Elementary Schools
- 7 Middle Schools
- 5 High Schools
- 4 Non-Traditional Schools

# Today in America

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- **1,672 public school students corporally punished**
- **2,261 high school students dropped out of school**
- **17,132 public school students suspended**



# University of Virginia Study

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- Over 800 - 1st grade classrooms
  - 23% high quality – positive emotional and high academic climate
  - 31% positive emotional climate but low academic climate
  - 28% mediocre overall quality
  - 17% low overall quality
  - Represents 32 states, regular and private settings



•From Study of Early Childhood Care and Youth Development – 17 year research study – National Institute of Child Health and Human Development (NICHD)

When we don't know what to do as a district, we use the questions in the Baldrige Criteria



# *Baldrige National Quality Program*

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*Education Criteria for  
Performance Excellence*

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# Leadership

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- Shared Vision
- Shared Mission
- Shared Values
- BOE



# Measurement Analysis System

- Identify it

Item #	Priority	Type	Strategic (S) Support (SU), Monitored (M), Legal/Regulatory (L), Formative (F)	Source Owner	Process Owner	Data Reported	To Whom	Data #
1GCS	M		# of certifications offered in CTE	Lisa Conger	Lisa Conger	July	EOY	1.1.1.1
2GCS	S		% of CTE Students that graduate high school	Accountability	Lisa Conger	July/Sept	EOY/Cabinet	1.1.1.A
3GCS	F		# of CTE students that have dropped out	Lisa Conger	Lisa Conger	Feb	Cabinet	1.1.1.A.F.1
4GCS	F		# of CTE students that have dropped out	Lisa Conger	Lisa Conger	July	EOY	1.1.1.A.F.2
5GCS	S		% of EC Students that graduate high school	Accountability	Vic Shandor	July/Sept	EOY/Cabinet	1.1.1.B
6GCS	F		# of EC students that have dropped out	Vic Shandor	Vic Shandor	Feb	Cabinet	1.1.1.B.F.1
7GCS	F		# of EC students that have dropped out	Vic Shandor	Vic Shandor	July	EOY	1.1.1.B.F.1
8GCS	S		EOG Scale Score Rankings 3-5	Brian Schultz	Brian Schultz	July/Feb	EOY/Cabinet	1.2.1.A
9GCS	F		Benchmarks 3-5	Brian Schultz	Brian Schultz	Nov	Cabinet	1.2.1.A.F1
10GCS	F		Benchmark 3-5 EC Performance ( <b>Not Available</b> )	Brian Schultz	Vic Shandor	Nov	Cabinet	1.2.1.A.F2
11GCS	F		AIMSWEB 3-5	Brian Schultz	Brian Schultz	Nov	Cabinet	1.2.1.A.F3
12GCS	F		Teachscape CWT K-5	Brian Schultz	Brian Schultz	Nov	Cabinet	1.2.1.A.F4
13GCS	F		Benchmarks 3-5	Brian Schultz	Brian Schultz	Feb	Cabinet	1.2.1.A.F5
14GCS	F		Benchmark 3-5 EC Performance ( <b>Not Available</b> )	Brian Schultz	Vic Shandor	Feb	Cabinet	1.2.1.A.F6
15GCS	F		AIMSWEB 3-5	Brian Schultz	Brian Schultz	Feb	Cabinet	1.2.1.A.F7

# Prioritize it

- Prioritize the data in terms of strategic, monitored, legal/regulatory, and formative. Develop a balanced scorecard of strategic and formative data.

Cabarrus County Schools'  
Balanced Scorecard

	Obj. #	Measure	06--07	07--08	08--09	09--10	Goal for Current Year
<b>Healthy and Responsible</b>							
54	3.1.1	% of Elementary Students that Report Feeling Safe		70.6%	82.5%	82.7%	95%
55	3.1.1	% of Secondary Students that Report Feeling Safe		84%	80.2%	79.7%	95%
56	3.1.2	% Attendance			96.9%	?	97.5%
57	3.1.3	OSS Incidents of Elementary School Aggressive Behavior per 100 Students		4.1	4.2	1.7	3.8
58	3.1.3	OSS Incidents of Middle School Aggressive Behavior per 100 Students		8.6	9.2	3.5	8.3
59	3.1.3	OSS Incidents of High School Aggressive Behavior per 100 students		8.5	8.3	4.2	7.5
60	3.2.1	% of Elementary Students that Report Participation in Physical Activities			89.4%	91.0%	100%
61	3.2.1	% of Secondary Students that Report Participating in Activities After School			62.3%	63.1%	100%
62	3.2.2	% of Students and Parents Reporting Students are Taught the Benefits of Healthy Eating			78.2%	78.8%	100%
63	3.3.1	% of Elementary Students Reporting Participation in Service Learning that Helped Others			65.7%	74.0%	100%
64	3.3.1	% of middle school students reporting participation in service learning that helped others			62.6%	54.0%	100%
65	3.3.2	% of Elementary School Students Reporting "My Teacher Cares about Me"			94.4%	94.0%	90%

# Use it

• Analyze the data to determine strengths and gaps. Make all decisions based on validated data.

1. What knowledge is gained from this data?
2. What are the parameters and limitations of the data?
3. Is there any data we need that we do not have?
4. What is the current level of performance?
5. How does the data compare with (identify strengths and gaps)
  - A. Previous years (trend analysis)?
  - B. Other benchmarks (state, local, etc.)?
6. What do you need to know in order to formulate the next steps (who, what, where, when, and how)?
7. What is/are your strategy(ies) to close the identified gaps?



# Strategic Planning

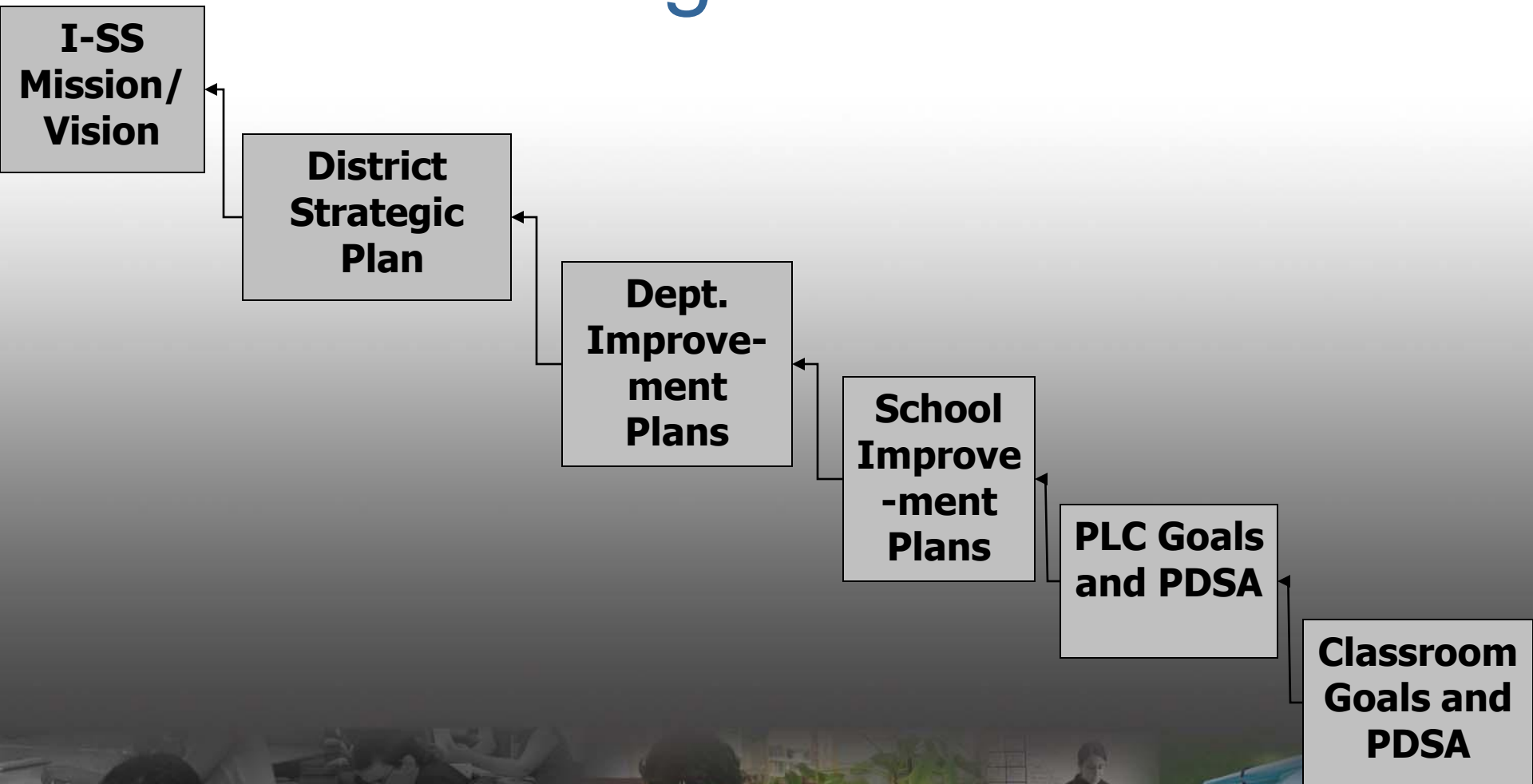
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- Conduct a Comprehensive SWOT analysis
- Develop a Strategic Plan
- Act on the plan



Handout 1, 2, and 3

# District Alignment



Igniting A  
for Passion  
Learning

 Iredell - Statesville Schools



# District Departments and Divisions utilize the same template and quarterly planning format



**P** PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection):

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please copy and paste it into this box.)

Data Analysis. Answer the data analysis questions.

1. What are the strengths and the data to support it?	2. What are the opportunities for improvement and the data to support it?	3. What information is needed that you do not have?
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Target SMART Goal (One year projection based on the answer to question 2 above.):

What strategy will implement to impact the goal?



# The effectiveness of approach is defined by three critical measures: Completion, Fidelity, and Impact.

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

A. List the information or measures the team will use to determine if the approach was implemented/completed?  
(Completion Data)

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly?  
(Fidelity of implementation.)

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)

# Plans are reviewed quarterly by the CSPO and Appropriate Executive Director and feedback is provided.

Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:

<p>A. What data will you use to determine if the approach was deployed? -Fidelity Walkthrough Checklist</p> <p>This will not measure deployment. You will need to collect the number of students served in remediation and how much time these students are served.</p>	<p>B. What data will you use to determine if the approach was deployed with fidelity? -Walkthrough Checklist</p>	<p>C. What data will you use to determine if the approach impacted the overall goal or target goal? -PA Comparison Data</p>
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# Effectiveness Data ...

## 3. What are the key strengths and data to support it?

Observable	Yes
Lesson/Objective is on target for grade level	100%
Teacher provides feedback to the student(s) explaining what they are doing that is correct and what they are doing that is incorrect.	97%
Teacher provides timely feedback	93%
Students are reading, writing, speaking, skill performance, hands-on, etc. (Not listening)	100%
Teacher questions focus on what is important to learning the objective.	100%
Teacher's questions are higher level requiring students to restructure information or apply information.	88%
Teacher provides adequate wait time for student responses.	97%
Instruction is delivered in flexible small groups.	100%
High Yield Instructional Strategy	91%

### 64 Total Walks

-All areas of math tutoring walk throughs improved significantly from 4<sup>th</sup> quarter of 08-09 to 1<sup>st</sup> Q. 09-10.

Grade	Tutoring	No Tutoring
K-PA	-12	-7
1-PA	+15	-5
2-PA	+19	+13
3-PA	+9	-2
4-PA	+13	+17
5-PA	+7	+6

-1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grade students who received tutoring showed more growth than those that

## 4. What are the key opportunities for Improvement and the data to support it?

-CWT data was compiled for all content areas and not disaggregated for math.  
-4<sup>th</sup> grade and K tutored students did not show an increase of growth over those that did not receive tutoring

## 3. What information/data is needed that we do not have?

**-The tutoring data does not accurately reflect the growth we see in the classroom. We feel the baseline assessment and the 1<sup>st</sup> cycle PA were not comparable.**  
**-Math CWT data**

# Study/ACT

## S Study – Analysis of data after implementing an approach

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

1. What are the strengths and the data to support it?	2. What are the opportunities for improvement and the data to support it?	3. What information is needed that you do not have?
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Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select “check” to check the box)?

<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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## A Act – Revise or continue with implementation plan based on data analysis.

4. What is your next step for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here. **Cycle 2 plan due for review 11/12/09 with final plan due 12/22/09 and will cover December through the end of the year.**

Step #	Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
#1					

# Process Management

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- PDSA
- Capitalize on your Core Competencies
- Models for Learning and Operations  
integration of key processes



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**“The Quality of a  
School System  
Cannot Exceed the  
Quality of its  
Teachers”**



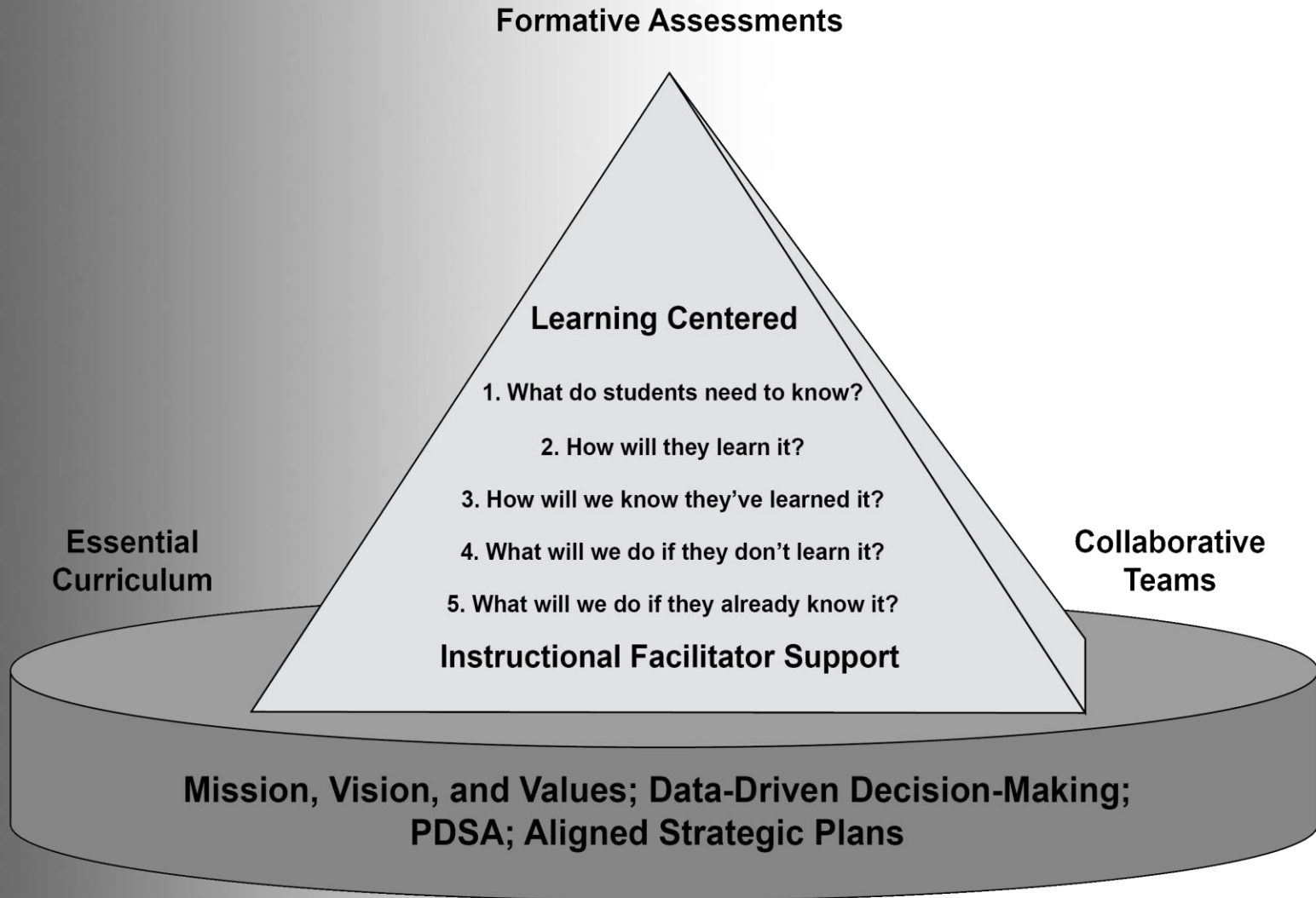
# Schools and Teachers Impact Learning

## Students who enter with 50th percentile performance

<b>School and Teacher Scenario</b>	<b>Achievement Percentile after two years</b>
Average School and Average Teacher	50 <sup>th</sup>
Least Effective School and Least Effective Teacher	3 <sup>rd</sup>
Most Effective School and Least Effective Teacher	37 <sup>th</sup>
Least Effective School and Most Effective Teacher	63 <sup>rd</sup>
Most Effective School and Average Teacher	78 <sup>th</sup>
Most Effective School and Most Effective Teacher	96 <sup>th</sup>

*Source: Marzano, Figure 8.3, What Works in Schools*

# I-SS Model to Raise Achievement and Close Gaps



# ***Forget a part of the process?***

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# Plan

## PLAN

Based on the data, our learning target for this week is:

Comprehension - Cause and Effect

We will measure our learning by:

Multiple Choice Cause + Effect Test on Friday

Our Class Performance Goal:

Everybody will make 80% or better on the Test

We will celebrate improvement by:

Lunching with a friend for those with 80% or better  
Center Time if all make 80% or better



# Do

## DO/ACT

Weekly Classroom Action Plan

Our plan for the Week Beginning: 11/17

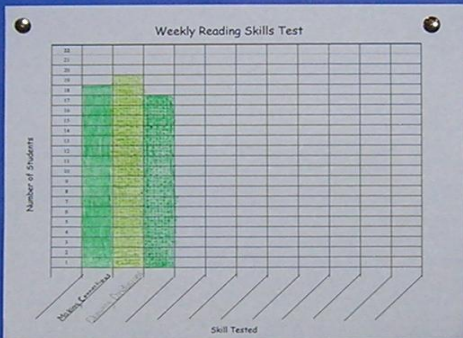
To help us reach our goal this coming week, our teacher will:

- Model Drawing Conclusion with multiple choice answers
- Provide many opportunities to Draw conclusions with multiple choice answers

To help us reach our goal this coming week, we will:

- Reread selections or parts of selections
- Reread questions

We will reflect on this plan when we receive data on: Dec 1



# Act

## DO/ACT

Weekly Classroom Action Plan

Our plan for the Week Beginning: 11/27

To help us reach our goal this coming week, our teacher will:

- Model Drawing Conclusions w/ multiple choice answers

To help us reach our goal this coming week, we will:

- Look back at story if unsure
- Reread questions

We will reflect on this plan when we receive data on: Dec 31



# Study

## Study

For the Week ending: Dec 1st

Looking at our data from this week:

Did we reach our goal? No

Did we improve? \_\_\_\_\_

What else does the data tell us? Multiple Choice tests can be harder than open ended tests.

Looking at our action steps from this week:

What strategies helped us learn this week? +

What should be done differently next week to help us improve? Δ

- Reading Carefully
- Try your best
- Go over your work
- Practice Test

### PLAN

Based on the data, our learning target for this week is:

to read the sight words it, to, is, little and at.

We will measure our learning by:

using a graph.

Our Class Performance Goal:

to read at a level 3 or higher.

We will celebrate improvement by:

having extra time outside.

### DO/ACT

#### Weekly Classroom Action Plan

Our plan for the Week Beginning: December 8th

To help us reach our goal this coming week, our teacher will:

- Say the first sound in the word.
- help you write words on carbon paper.

To help us reach our goal this coming week, we will:

- remind friends about the post
- use flashcards and new names

We will reflect on this plan when we receive data on: December 8th

IANIA Cody

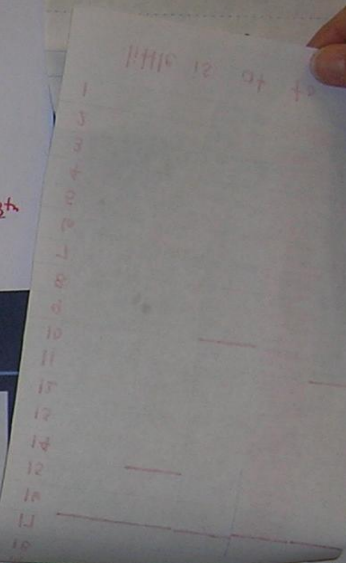
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er Writing Skills

# ACT

# STUDY

### DO/ACT

#### Weekly Classroom Action Plan

Our plan for the Week Beginning: \_\_\_\_\_

To help us reach our goal this coming week, our teacher will:

- 
- 

To help us reach our goal this coming week, we will:

- 
- 

We will reflect on this plan when we receive data on: \_\_\_\_\_

### Study

For the Week-Ending: December 8

Looking at our data from this week.

Did we reach our goal? Yes!!

Did we improve? yes!!

What else does the data tell us? how many people knew the words

Looking at our action steps from this week.

+	Δ
What strategies helped us learn this week?	What should be done differently next week to help us improve?
<ul style="list-style-type: none"> <li>• flash cards</li> <li>• teachers helping</li> </ul>	<ul style="list-style-type: none"> <li>• use different names on nametags</li> <li>• more sets of cards</li> </ul>

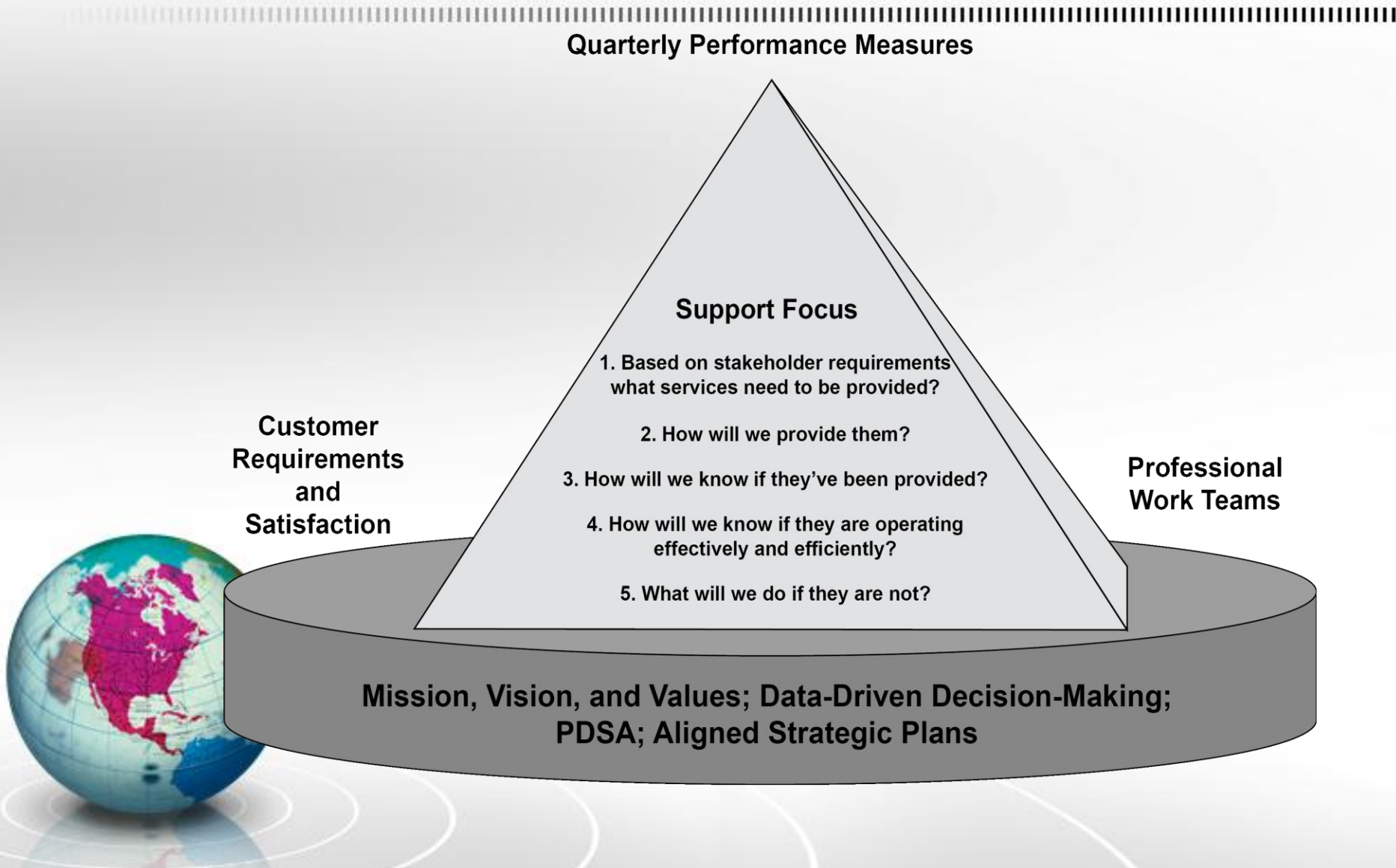


we will all be at a level higher in reading.

21  
20  
19

I the have is am

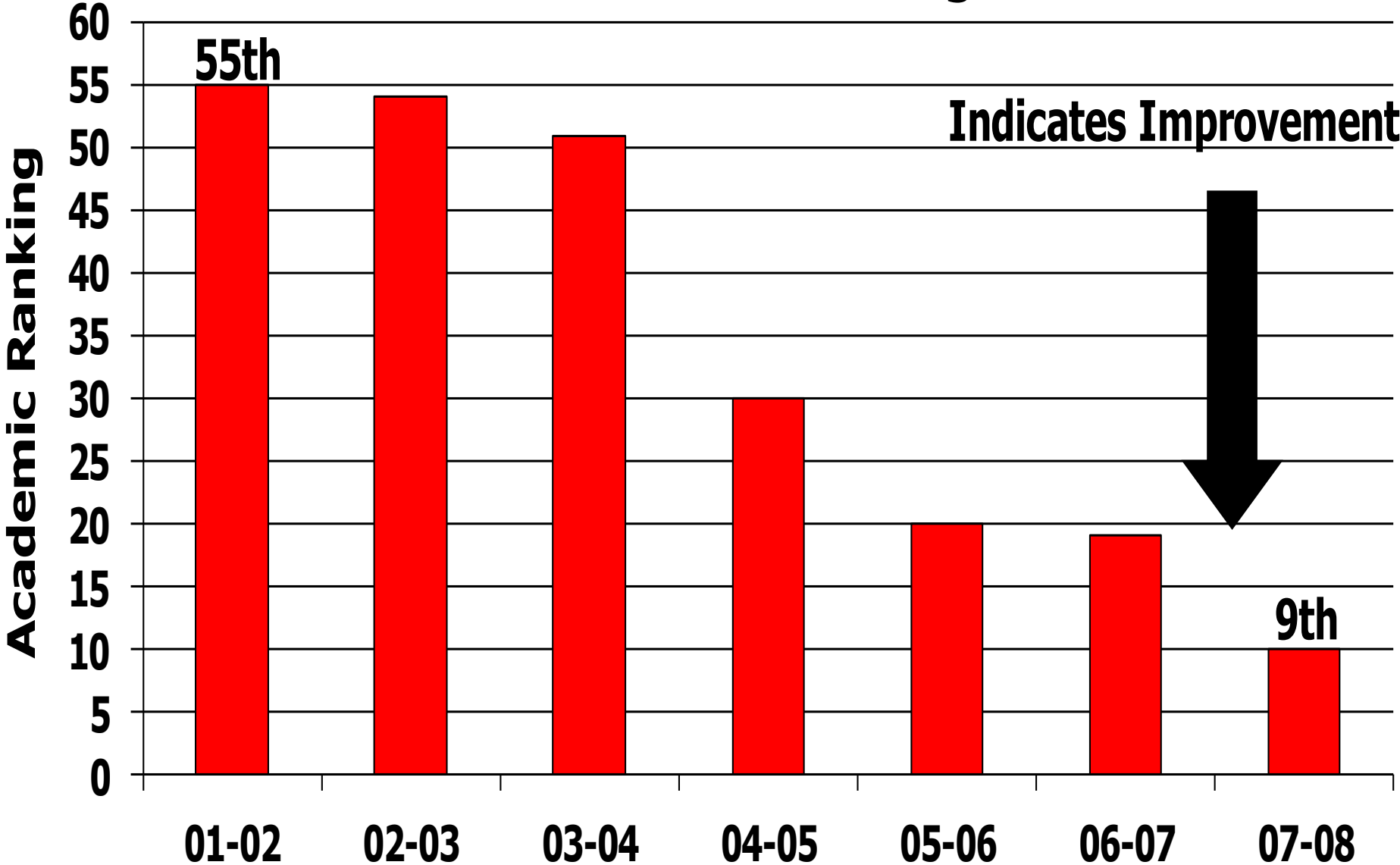
# I-SS Model for Aligned, Effective, and Efficient Operations



# Results

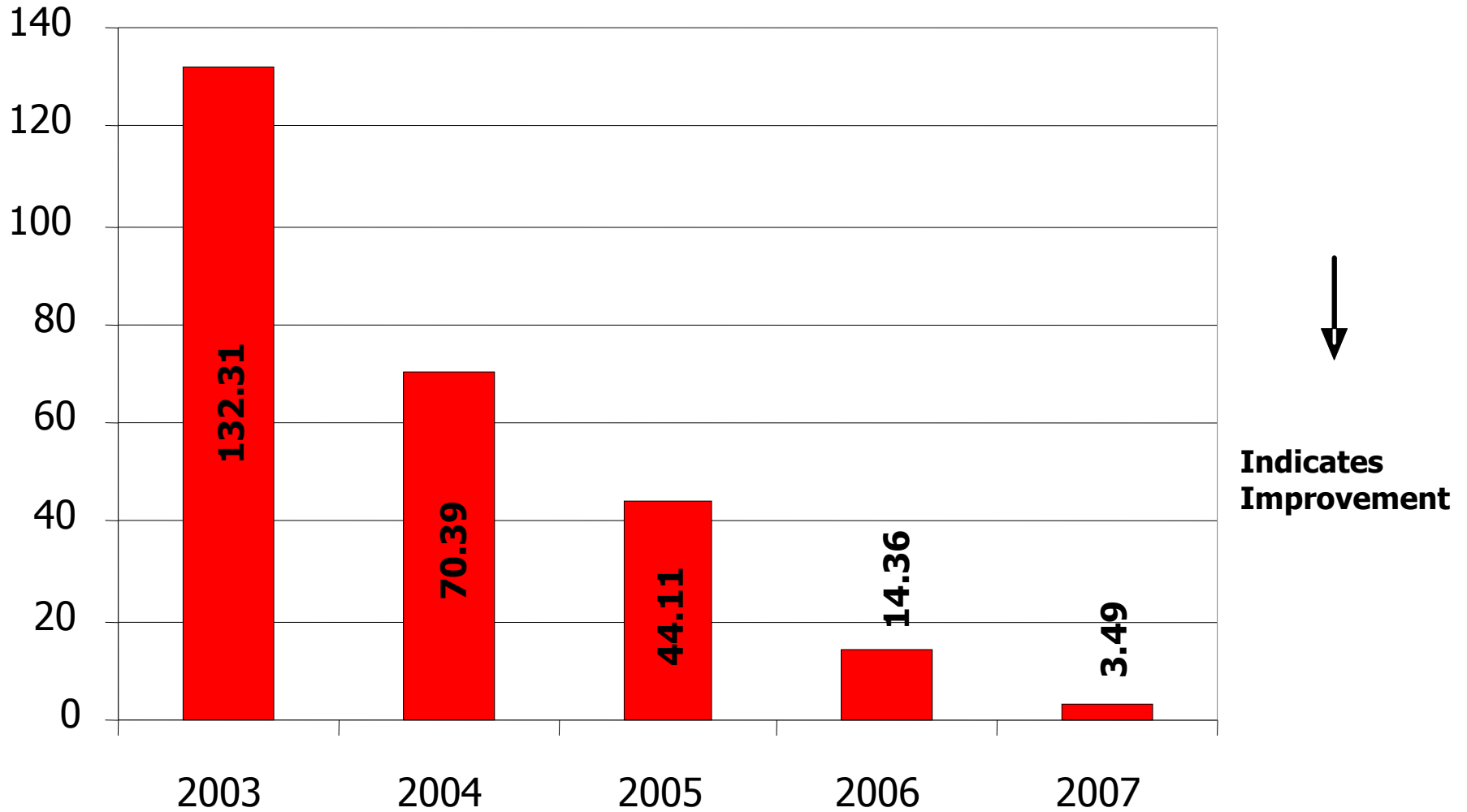


# I-SS Academic Ranking in NC

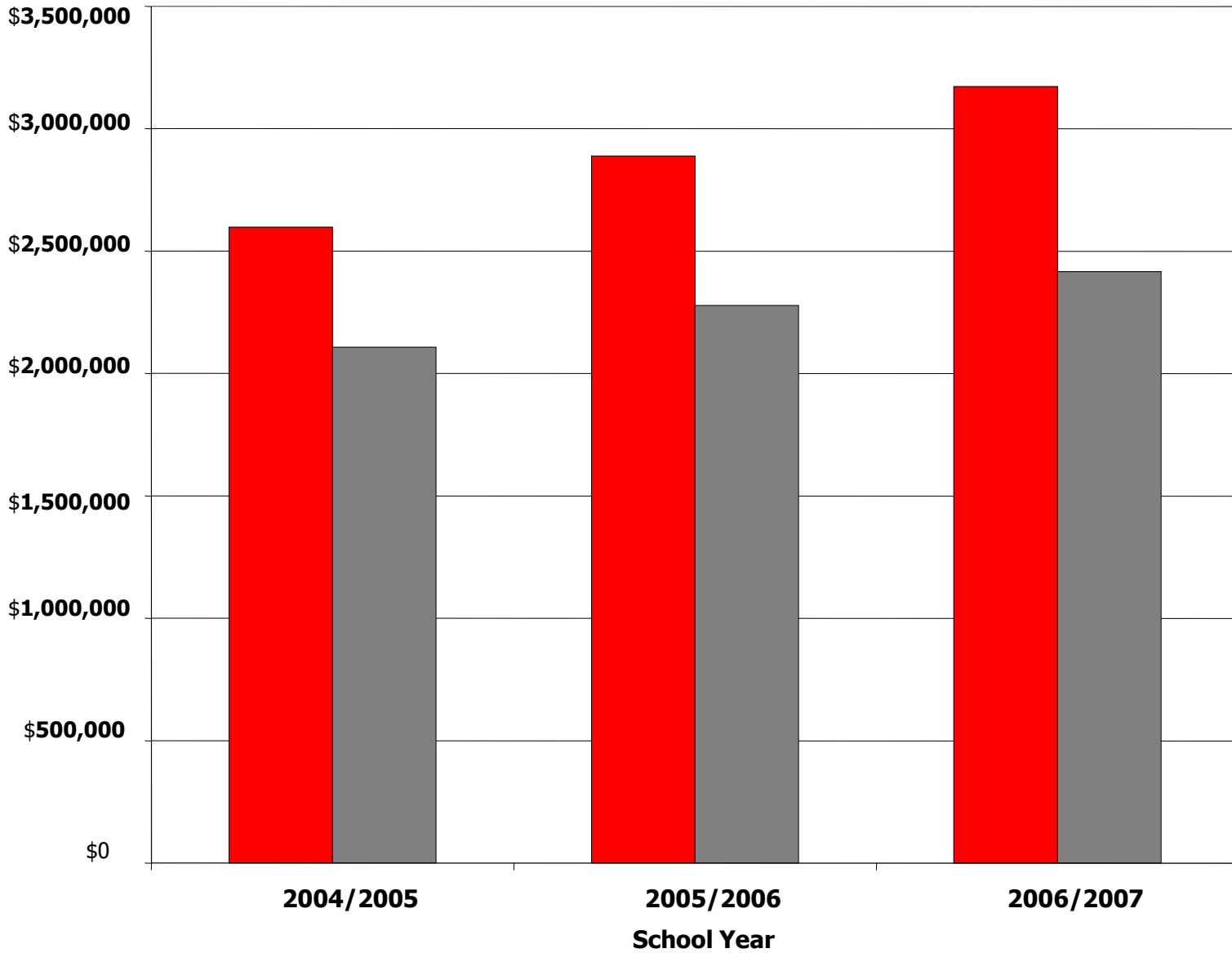



# I-SS Worker's Comp Loss Ratio

2010 Long-term Projection < 3.0



# Child Nutrition Supplemental Sales

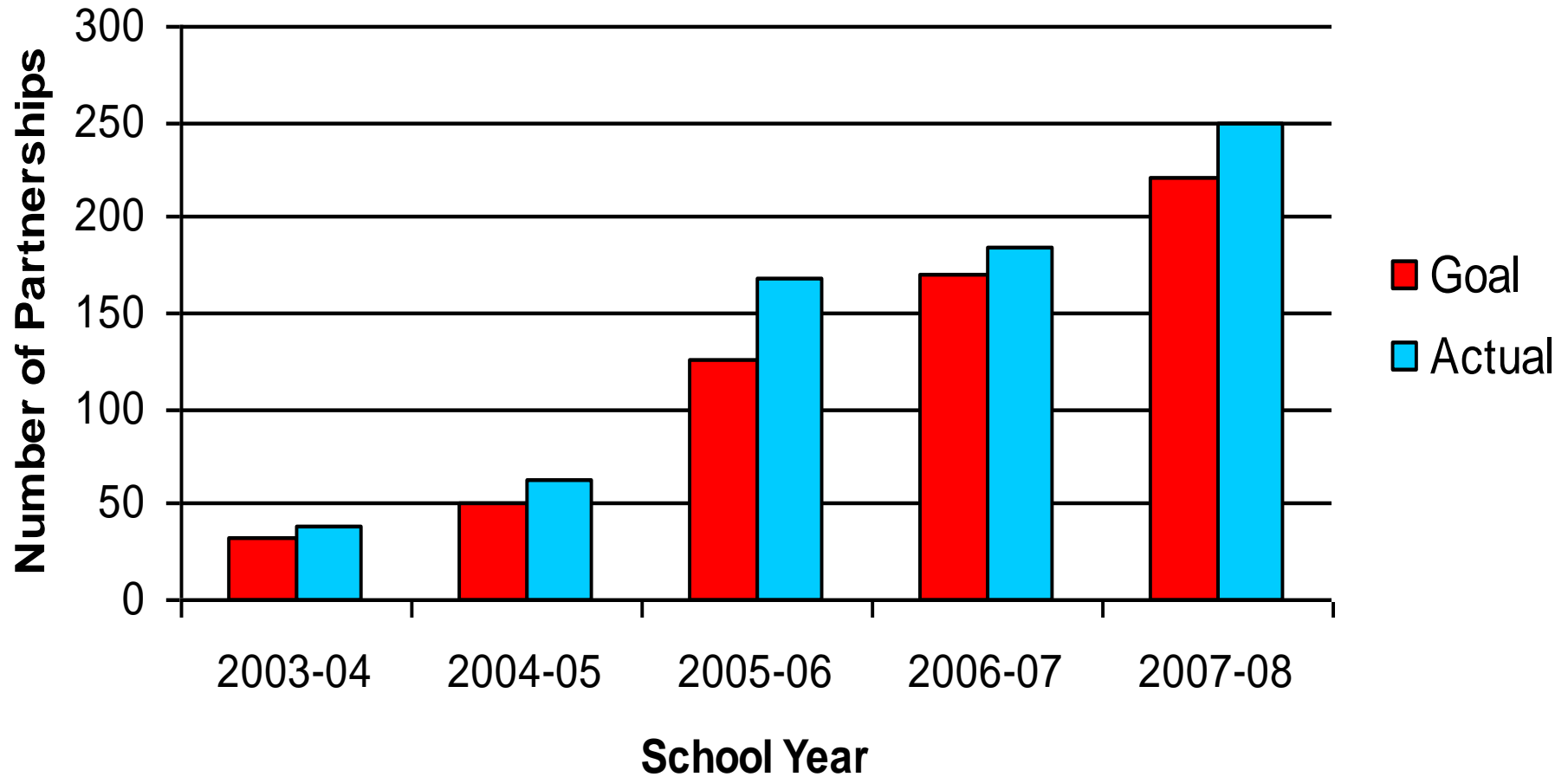


  
**Improvement**

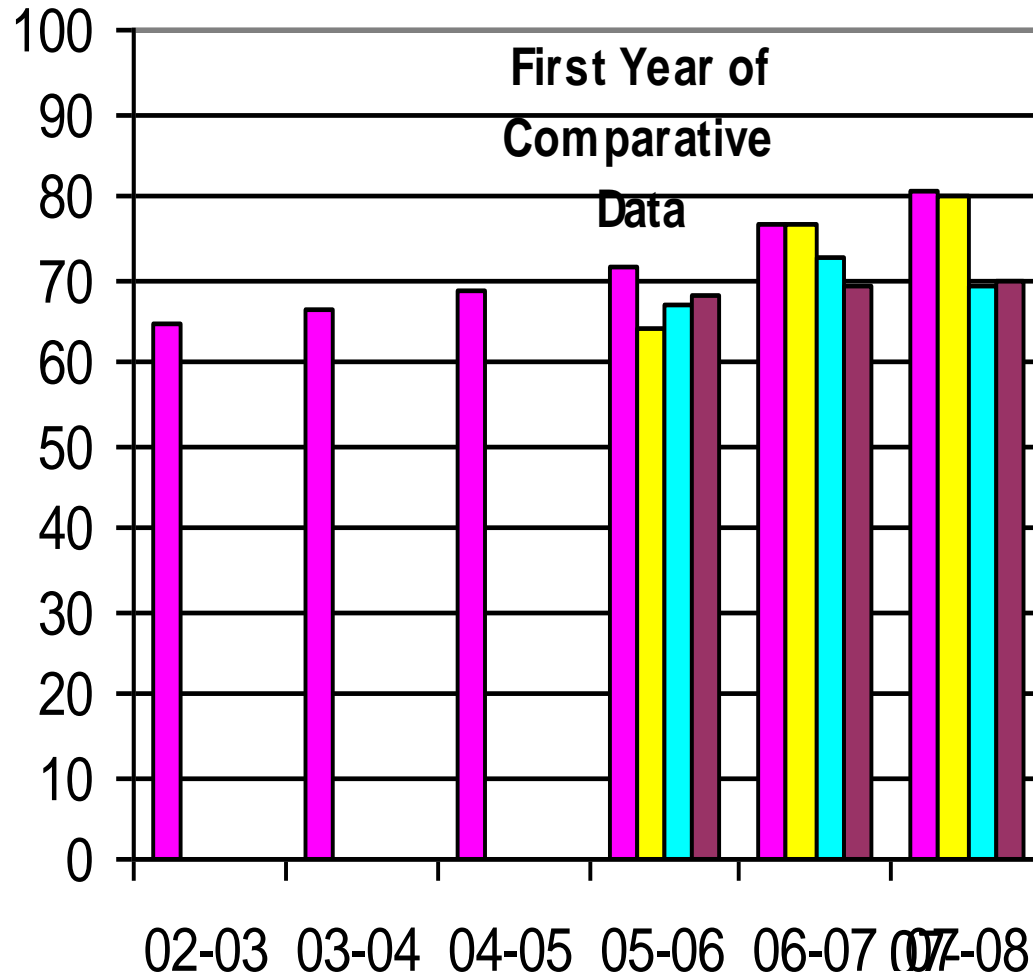
 ISS  
 Peer Districts



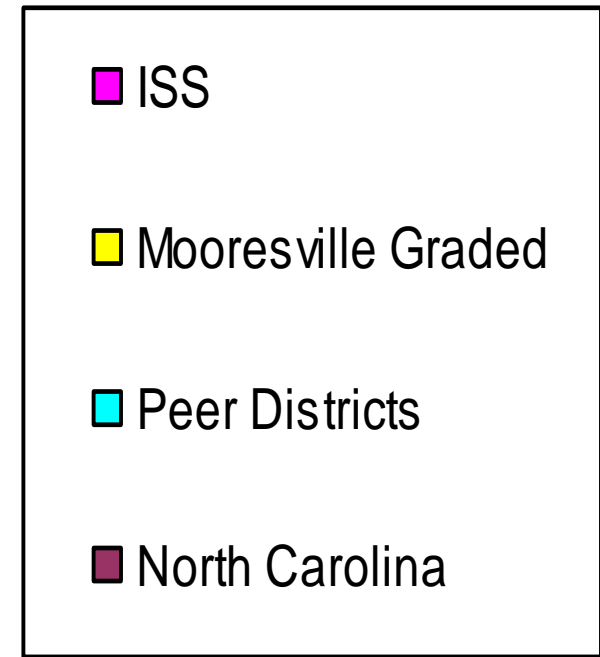
# Partnership Growth Trend



# Cohort Graduation Rate



↑  
Indicates Improvement



# Student Reality



# Questions

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