Measures of Achievement against Wayland Public Schools' Mission

Benchmark Analysis of Secondary Sources

Draft – February 16, 2007

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Contents

- **Why**

- Benchmarks

- Measures

- Conclusions

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Why Benchmark Measures Other Districts Use?

- Determine, by comparison, whether WPS District is "delivering superior performance and making a distinctive impact over a long period of time.[1]"

- Determine how other school districts and social sector organizations measure performance, impact, endurance against mission

- Input to establishing and refreshing WPS District measures

1: From Jim Collins, Good to Great and the Social Sectors definition of a great organization

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# Measures of Greatness in Social Organizations

Three Definitions of Greatness

Superior Performance
- Produces the highest levels of results and efficiencies in delivering on its social mission

- -

Distinctive Impact
- Makes such a contribution that it would leave a hole not easily filled should it disappear or be diminished

- -

Lasting Endurance
- Delivers exceptional results over time beyond individual leaders, ideas, approaches, or funding sources

Means of Measuring Greatness

	Input	Output	
Quantitative	X	**	
Qualitative	X	**	

"All measures are flawed. What matters is .. settling upon a consistent and intelligent method of assessing output results and tracking your trajectory with rigor."

"No matter how much you have achieved, you will always be merely good relative to what you can become. Greatness is an inherently dynamic process, not an end point. The moment you think of yourself as great, your slide toward mediocrity will have already begun."

Source: From Jim Collins, Good to Great and the Social Sectors

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Benchmarks

WSC Peer Towns/Districts

- Acton K-6
  & Acton-Boxboro 7-12
- Belmont
- Brookline
- Carlisle K-8
- Concord K-8
  & Concord-Carlisle HS
- Dover-Sherborn K-12
- Lexington
- Lincoln K-8
- Lincoln-Sudbury HS
- Needham
- Sudbury K-8
- Wellesley
- Weston

Project BluePrint Districts

- Cape Elizabeth, ME
- Clayton, MO
- Edina, MN
- Palisades, PA
- Whitefish Bay, WI

Area Private Schools

- Andover
- Dana Hall
- Exeter
- Fenn
- Fessenden

Other Notable Districts

- Branford, CT
- Fairfax, VA
- Greenwich, CT
- New Trier, IL
- Newton, MA
- Palo Alto, CA
- Shrewsbury, MA
- Souhegan, NH
- South Philadelphia, PA

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Observations

- Most benchmark districts have articulated missions, principles/values, and multi-year goals and/or long range strategic plans to achieve their missions and goals.

- Many benchmark districts have existing planning processes, most others have committed to building them.

- Most districts define desired outcomes for their mission, outline measures of progress against specific, multi-year goals that support their mission, and produce topic-specific or state mandated reports.

- Notable examples exist (Needham, Greenwich, Branford, CT) of districts that define clear and measurable sets of quantitative and qualitative input and/or output metrics directly supporting missions, and others have stated plans to do so, though most do not.

- Benchmark measures noted in this analysis are those used for ongoing mission related measurements rather than time related goals or program specific measurements.

- Many districts use domain categories as those identified by WSC/WPS to organize their planning including those relating to students, teachers, leadership, finances and community. Facilities is often prominently aligned with the leadership or the finance domains.

- All observations are from reviewing publicly available information. Primary research would undoubtedly reveal more insight and detail on what is published and potentially useful unpublished benchmark information including specific measures administrators use to gauge progress against their missions.

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Benchmark Planning Status

Districts	Mission/ Vision	Principles/ Values	Goals/ Plans	Planning Processs	Measures related to Mission
Wayland			Yes		
WSC Peer Towns/Districts					
Acton K-6 & Acton Boxboro 7-12	Yes	Yes	Yes	Yes	
Belmont	Yes	Yes	Yes	Yes	
Brookline	Yes	Yes	Yes	*	
Carlisle K-8	Yes	Yes	Yes		
Concord K-8 and Concord-Carlisle HS	Yes		Yes		
Dover-Sherborn			Yes		
Lexington	Yes		Yes	Yes	
Lincoln	Yes		Yes	Yes	
Lincoln-Sudbury HS	Yes	Yes	Yes		
Needham	Yes		Yes	Yes	Yes
Sudbury K-8	Yes	Yes	Yes	Yes	
Wellesley		Yes	Yes		
Weston	Yes	Yes	Yes	Yes	
Project BluePrint					
Cape Elizabeth, ME	Yes	Yes	Yes	Yes	
Clayton, MO	Yes	Yes	Yes		
Edina, MN	Yes	Yes	Yes	Yes	
Palisades (Bucks County), PA	Yes	Yes		Yes	
Whitefish Bay WI	Perhaps				
Admired Benchmarks					
Branford, CT	Yes		Yes	Yes	Yes
Fairfax, VA	Yes	Yes	Yes		
Greenwich, CT	Yes	Yes	Yes	Yes	Yes
New Trier HS	Yes	Yes	Yes	Yes	
Newton, MA	Yes	Yes	Yes	*	
Palo Alto, CA	tbd				
Shrewsbury	Yes		Yes	Yes	
Souhegan, NH	Yes		Yes	Yes	
South Phila, PA	tbd				

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Needham, MA

NEEDHAM PUBLIC SCHOOLS

Staff Performance Learning & Growth

Financial Performance

Student Performance Learning & Growth

Educational Planning

Stakeholder Satisfaction

A community and school partnership that

•

creates excited learners

•

demands excellence

•

fosters integrity

Table (right panel)

Key Objectives	Measures	How Are We Doing?
• To set high academic standards for all students	• MCAS • 2006 SAT results • 2006 Advanced Placement data	• All Class of 2006 and Class of 2007 students who took MCAS passed the exam. Needham ranks 19th statewide for combined 10th grade Math and English MCAS average scores. • Average combined SAT score in Math and Reading was 1180 (compared to 1185 in 2005). • 229 students took 386 AP tests in 16 subjects. Of those, 90% passed, scoring three or better, with 71% scoring fours or fives. (In 2005, 216 students took 360 AP exams with 88% passing.)
• To enable a high rate of post-graduation success	• Higher education statistics	• 96% of 2006 Needham graduates are enrolled in post-secondary education.
• To provide a high level of co-curricular engagement	• Sports participation statistic • Arts participation statistics • Club statistics	• 45% of High School students played on one or more of 58 athletic teams (21 Varsity, 37 JV or Freshmen), an average of 1.9 seasons. • 28% of High School students participated in musical performing groups. Over 50% of High School students took a visual arts elective. • 55% of all 4th graders played a band or string instrument. • 46 clubs are available at the High School, plus a number of informal or student-led groups. • Pollard After School (PAS) had 743 registrations for various enrichment classes.
• To engage students in being active community contributors	• Community service statistics	• High School students are required to complete 60 hours of community service; last year, students logged 18,840 hours. • All 8th graders logged at least 6 hours of community service.
• To maintain a safe school environment	• Surveys	• 3% of High School students reported that they did not go to school one or more times because they felt unsafe.
• To instill strong character and social skills	• Risky behavior statistics	• Marijuana use is on the rise; binge drinking continues to be a problem with 32% of high schoolers having had 3 or more consecutive drinks within the last 30 days.

PERFORMANCE REPORT 2006

Table (left panel)

Key Objectives	Measures	How...
• To ensure efficient use of resources	• Allocation of budget expenditures (FY06) • Per pupil cost comparisons	
• To allocate resources to key district strategic priorities	• Funds allocated to support improvement initiatives	
• To maximize district capacity through external resources	• External revenues received annually	• Entitlements and competitive grants totaling $2,342,243, a 6% increase, were received in FY06.

Greenwich, CT - Plan

Greenwich, CT – Measurement System

Greenwich Public Schools
Success System Arena Objectives and Weights

| Arena	Objective	Weight
Student Achievement	• Students demonstrate preparation for post secondary options	30%
	• Students master the academic curriculum	30%
	• Gaps in student achievement are closing	20%
	• Students achieve expected annual academic growth	20%
Whole Student Development	• Students exhibit a positive sense of self and a concern and respect for others	50%
	• Students demonstrate a well-rounded and healthy lifestyle	50%
Community Engagement	• The public supports the district	50%
	• The public expresses satisfaction with the performance of the district including community use and availability of facilities	50%
Internal Processes	• Instruction and service delivery demonstrate alignment with best practices	50%
	• The district recruits, selects and retains a highly qualified staff	30%
	• Staff complies with district policy (Ends and Limitations)	10%
	• Improve communication with internal and external stakeholders	10%
Staff Learning and Growth	• The staff engages in professional learning aligned with research based best practices	40%
	• Technology provides staff with the information necessary to support continuous improvement	30%
	• The staff is satisfied with the learning and working environment	30%
Resource Management	• Resource allocation and management is systematic, proactive and data driven	40%
	• School system facilities meet or exceed district standards	40%
	• The district operates within the approved budget	20%

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Greenwich, CT – Measures - 1

Student Achievement Weighted Objectives and Measures
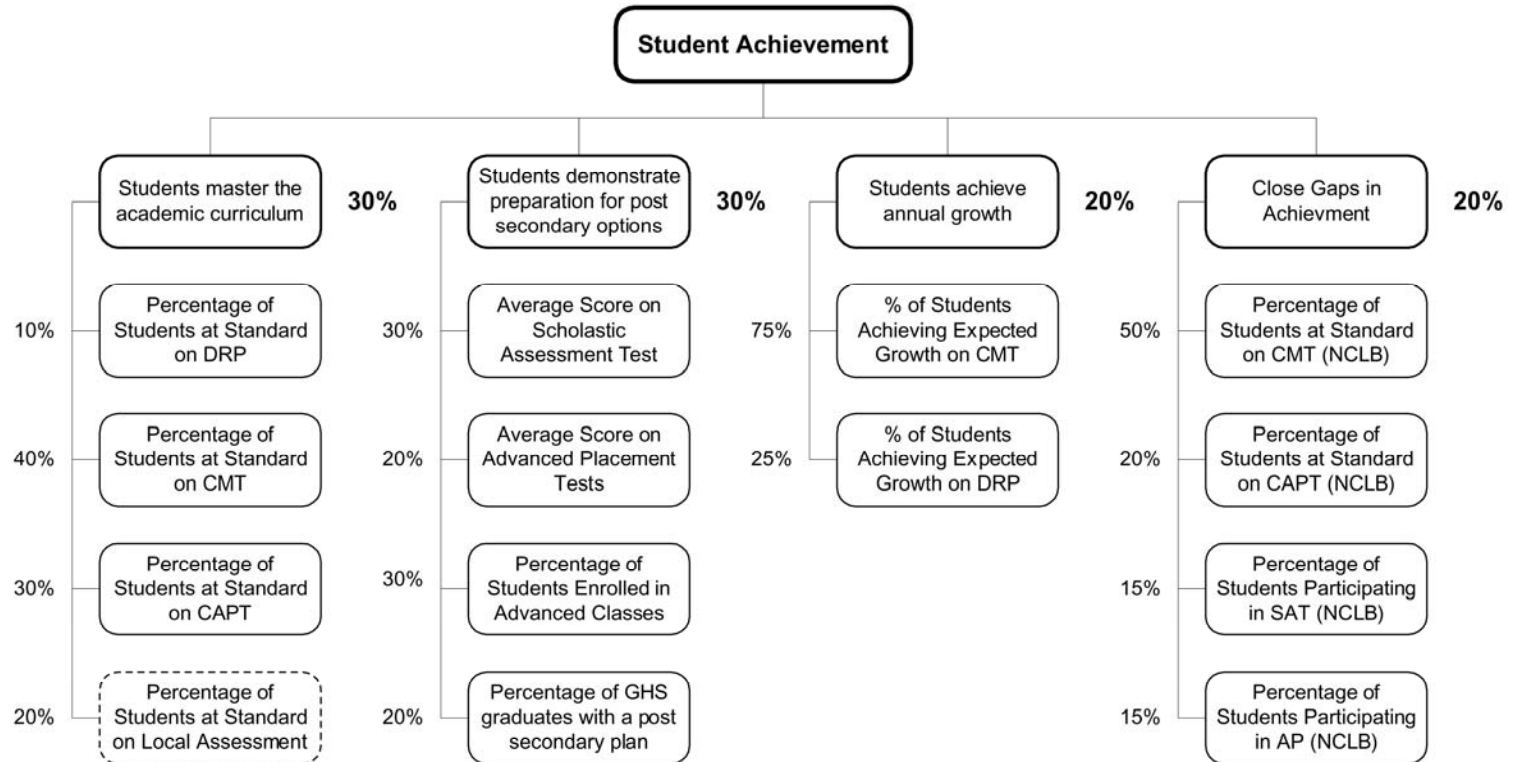
Greenwich, CT – Measures - 2

Whole Student Development Weighted Objectives and Measures
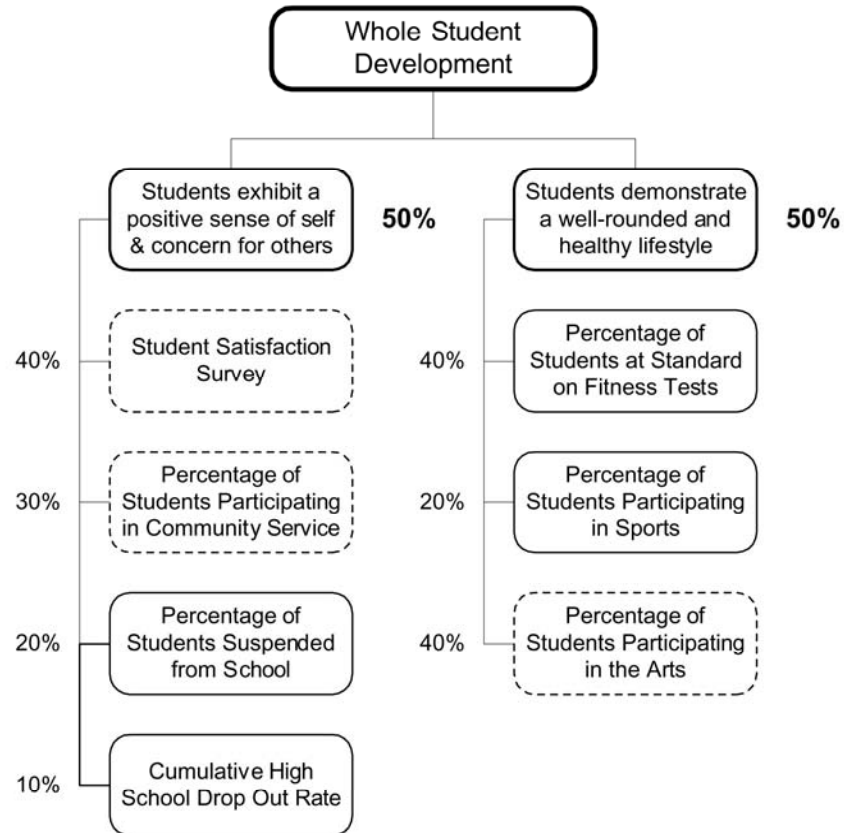
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Greenwich, CT – Measures - 3

Community Engagement Weighted Objectives and Measures
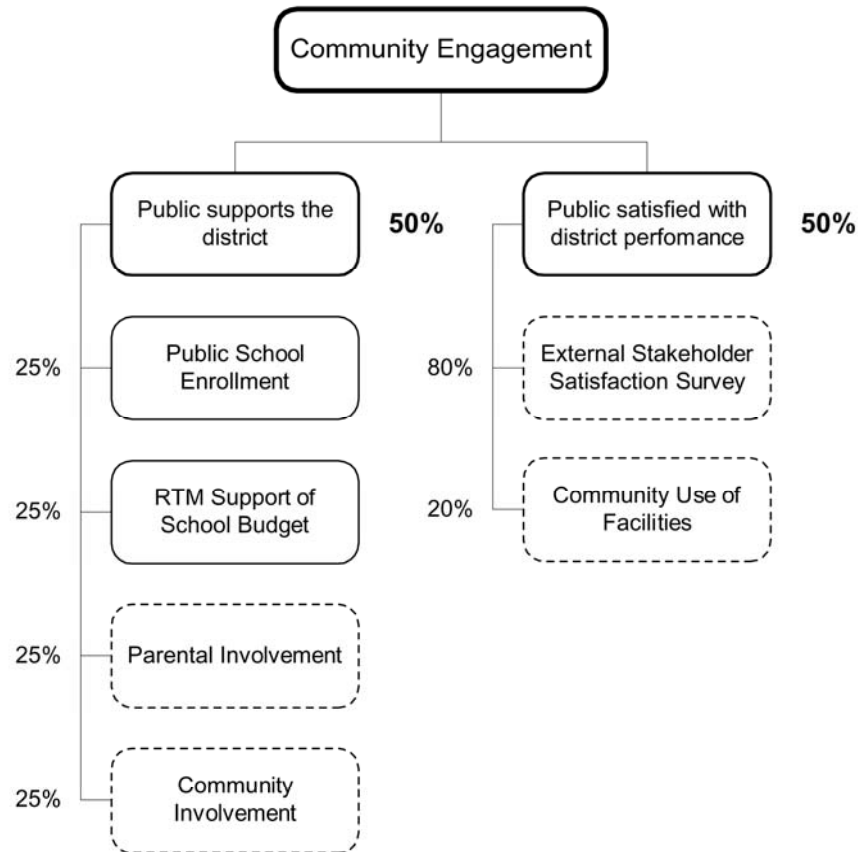
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Greenwich, CT – Measures - 4

Internal Processes Weighted Objectives and Measures

Internal Processes

Objective	Weight	Measures	Weight
Instruction & service delivery aligned with best practice	50%		
	40%	Teacher Evaluation Plan	40%
		Instructional Walkthroughs	40%
		Percentage Time with Non-Disabled Peers	20%
District recruits, selects and retains a highly qualified staff	30%		
	40%	Average Number of Qualified Applicants per Position	20%
	30%	Percentage of Untenured Certified Staff	20%
	30%	Percentage of Staff Leaving for Reasons Other than Retirement	30%
Improve communication with stakeholders	10%	Web Site Use	
		Media Coverage	
		External Stakeholder Communication Survey	30%
		Staff Communication Survey	30%
Staff complies with district policies	10%	Monitoring Reports on Limitations Policies	50%
		Incident Reports	50%

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Greenwich, CT – Measures - 5

Staff Learning & Growth Weighted Objectives and Measures

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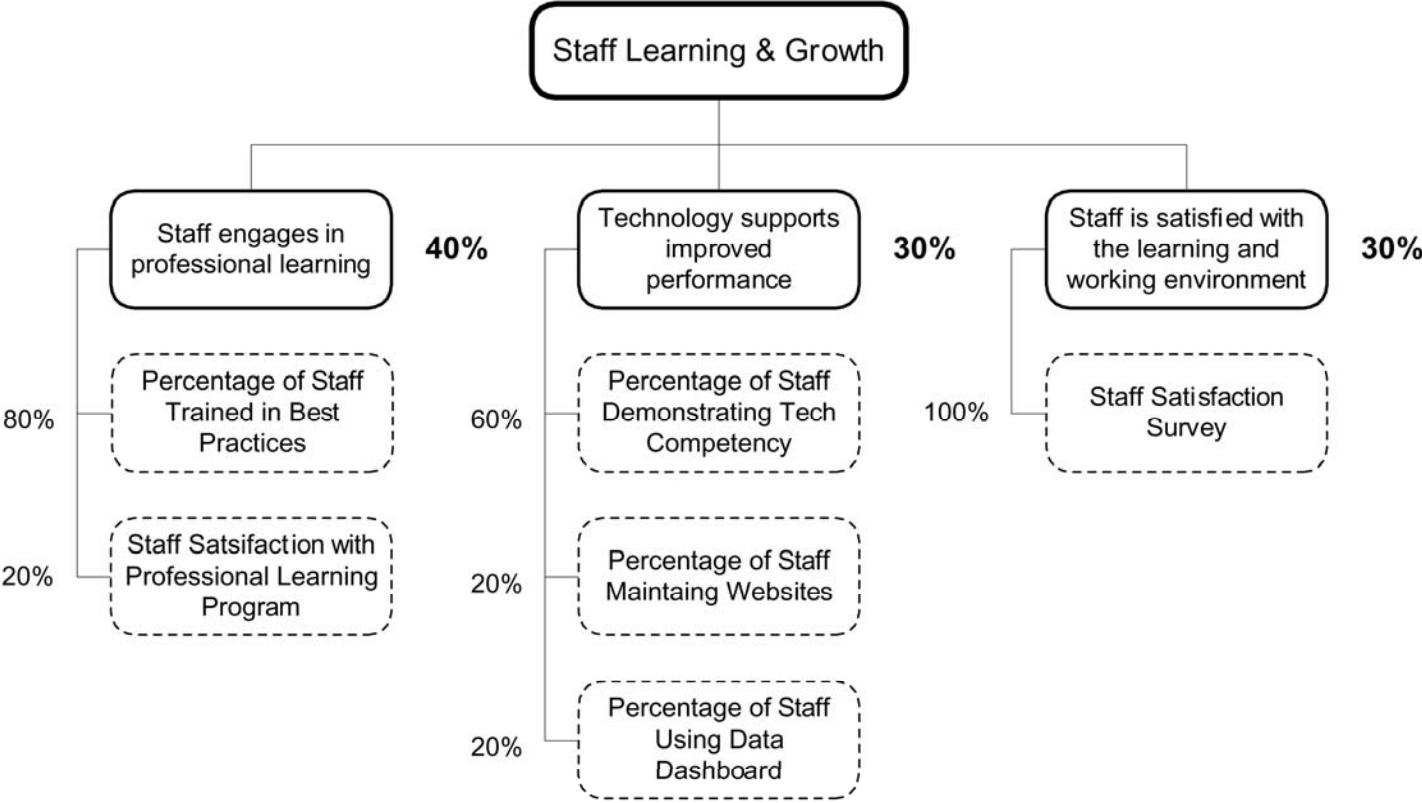
Greenwich, CT – Measures - 6

Resource Management Weighted Objectives and Measures

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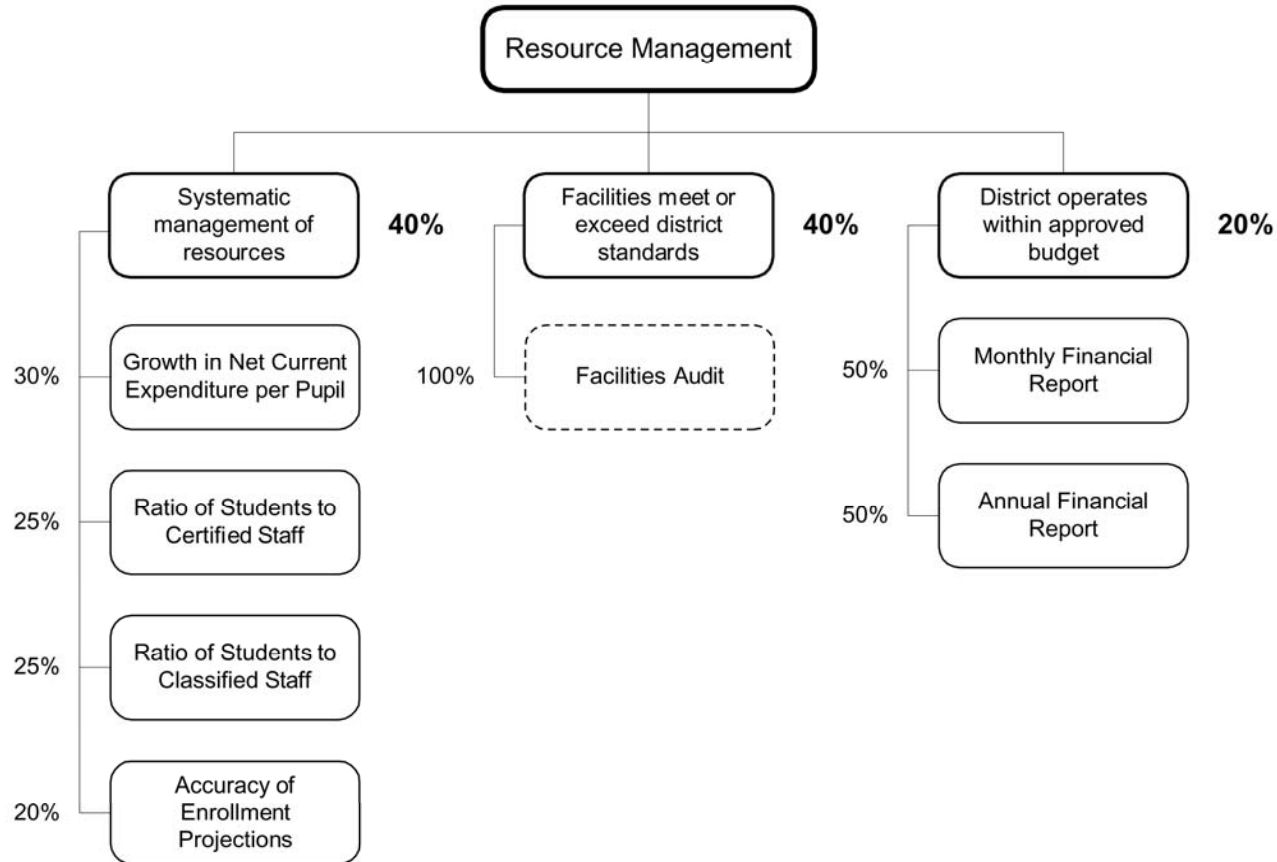
Branford CT - Mission

The Mission

Mission Statement

We, the members of the Branford Public School community, are committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

Institutional Priorities

In order to achieve this mission, the faculty and administration of the Branford Public Schools join with parents and members of the community.

- To foster continuous growth toward excellence in each student, class, and school

- To enhance community understanding and appreciation of the schools

- To enhance the schools' effectiveness in responding to the increased demand to serve an expanded role in student and community life

- To increase management efficiency and effectiveness

- To promote growth opportunities for staff which will enable them to experience continuous improvement

- To develop and maintain facilities which meet growing and changing educational and community needs

- To broaden the use of advanced technologies which support continuous improvement of the educational process

- To develop in each student an understanding of, and ability to function in, a multi-cultural, interdependent world.

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Branford CT - Goals

Planning for Change – Indicators of Success

Goal One: 21st Century Skills

Branford Public School students will demonstrate proficiency in the 21st Century skills needed to be successful in an information-based, technology driven, global society.

Component A: System level curriculum emphasizes core subjects and is aligned with 21st Century skills.
Component B: Learning skills emphasized through student demonstration of proficiency at all levels.
Component C: Use 21st Century tools to develop learning skills.
Component D: Teach and learn in the 21st Century context.

Goal Two: Consistent & Coherent Processes

The Branford Public Schools will ensure that all students are successful by building consistent and coherent Pre-K to 12 processes for curriculum development and implementation, assessment of student learning, uniform data collection and analysis and program and personnel evaluation.

Component A: Curriculum development
Component B: Curriculum implementation
Component C: Assessment of student learning
Component D: Balanced and varied program of assessment tied directly to student learning
Component E: Program evaluation
Component F: Professional development and personnel evaluation

Goal Three: Communication

The Branford Public Schools will continuously improve communication through interaction, involvement, engagement with all key stake holders in order to enhance the success of every student.

Component A: Access and availability
Component B: Home and community participation and engagement

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Branford CT – Measures - 1

Goal One Component C: 21st Century Skills -- Use 21st Century tools to develop learning skills.

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
1. Students are not systemically expected to use thinking and problem solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems, and think critically, creatively, and systematically.	Students are infrequently expected to use thinking and problem solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems, and think critically, creatively, and systematically.	Students are occasionally expected to use thinking and problem solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems, and think critically, creatively, and systematically.	Students consistently use thinking and problem solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems, and think critically, creatively, and systematically
2. Students are not systemically expected to use information and communication tools (such as word processing, email, group ware, presentation, web development, internet) to assess, manage, integrate, evaluate, create, and communicate information.	Students are infrequently expected to use information and communication tools (such as word processing, email, group ware, presentation, web development, internet) to assess, manage, integrate, evaluate, create, and communicate information.	Students are occasionally expected to use information and communication tools (such as word processing, email, group ware, presentation, web development, internet) to assess, manage, integrate, evaluate, create, and communicate information.	Students consistently use information and communication tools (such as word processing, email, group ware, presentation, web development, internet) to assess, manage, integrate, evaluate, create, and communicate information.
3. Students are not systemically expected to use interpersonal and self-directional (e-learning, time management, calendar, collaboration) tools to enhance productivity and personal development.	Students are infrequently expected to use interpersonal and self-directional (e-learning, time management, calendar, collaboration) tools to enhance productivity and personal development.	Students are occasionally expected to use interpersonal and self-directional (e-learning, time management, calendar, collaboration) tools to enhance productivity and personal development.	Students consistently use interpersonal and self-directional (e-learning, time management, calendar, collaboration) tools to enhance productivity and personal development

Goal One Component D: 21st Century Skills -- Teach and learn in the 21st Century context.

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
1. Content at all levels may or may not be relevant or connected to student lives, rarely applied in real world applications, or completely dependent on teacher interest.	Content at all levels may be relevant or connected to student lives, sometimes applied in real world applications, often completely dependent on teacher interest.	Content at all levels is sometimes relevant or connected to student lives and sometimes applied in real world applications.	Content at all levels is made relevant and connected to student lives and then interpreted and applied in real world applications.
2. Students rarely interact with each other, teachers, or other knowledgeable adults in authentic learning experiences.	Students infrequently interact with each other, teachers, or other knowledgeable adults in authentic learning experiences.	Students sometimes interact with each other, teachers, or other knowledgeable adults in authentic learning experiences.	Students frequently interact with each other, teachers, and other knowledgeable adults in authentic learning experiences that extend the classroom to a world beyond the school.

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Branford CT – Measures - 2

Goal Two Component B: Consistent and Coherent Processes -- Curriculum implementation.

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
1. Implementation resources are insufficient or limited and not electronically accessible.	Implementation resources are dependent upon individual teachers' access and are somewhat electronically accessible.	Some implementation materials and resources are accessible electronically and accessibility exists in most areas.	Implementation support materials are available and electronically accessible by all.
2. There is no consistent evidence that curriculum implementation is as designed or intended.	There is scant consistent evidence that curriculum implementation is as designed or intended.	There is some consistent evidence that curriculum implementation is as designed and intended.	There is abundant evidence that curriculum implementation is as designed and intended.

Goal Two Component C: Consistent and Coherent Processes -- Assessment of student learning.

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
1. Lower cognitive function assessments dominant although there is some systemic and effective use of common assessment data (inconsistent use of portfolios, exhibits, projects, tests) to guide improvement across all levels.	Lower cognitive function assessments dominant but there is some use of common assessment data (use of portfolios, exhibits, projects, tests) to guide improvement across all levels.	Higher cognitive function assessments dominant and there is some use of common assessment data (use of portfolios, exhibits, projects, tests) to guide improvement across all levels.	Varied and common higher-order assessments used to assess student learning and the resulting data is used to monitor and adjust curriculum and instruction (portfolios, exhibits, projects, tests) across all levels.
2. Some evidence of alignment with local goals or state and national frameworks and standards.	More evidence of alignment with local goals or state and national frameworks and standards.	Most curricula are aligned with local goals or state and national frameworks and standards.	All curricula are aligned with local goals or state and national frameworks and standards.
3. Present classroom assessments measure some aligned content and skills rather than provide immediate feedback for improved learning of in core subjects and identified 21st century skills.	Present classroom assessments tend to measure some aligned content and skills rather than provide immediate feedback for improved learning of in core subjects and identified 21st century skills.	Present classroom assessments measure a good deal of coherent content and 21st Century skills and provide some immediate feedback for improved learning.	Present classroom assessments measure coherent content and 21st Century skills and provide immediate feedback for improved learning.
4. Assessment results occasionally used to adjust curriculum and instruction.	Assessment results occasionally used at all levels to adjust curriculum and instruction.	Assessment results are mostly used at all levels to adjust curriculum and instruction.	Assessments results are used at all levels to adjust curriculum and instruction to improve student learning

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Wayland Public School Mission (Temporary)

- Personal and civic responsibility, love of learning, and empathy for others: these are the qualities that Wayland High School seeks to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.

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Student Learning - 1

Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
							Mission
Comprehensive program appealing to broad range of students	Number and variety of courses	x		x		Needham	Curriculum
	Opportunies for enrichment outside the classroom	x		x			
Defined curriculum improvements	Progress reports		x	x		Weston	
Community contribution	Community service hours	x			x	Needham	
Character & Social Skill Building	Risky behavior Statistics (drug/alcohol usage, smoking, sex, weight/health, biases)	x		x		Needham, Weston	
Improved teaching/learning practices	Student Reporting System and Data Analysis	x		x	x	Weston	

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Student Learning - 2

Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
							Assessment
Co-Curricular Engagement	Sports participation	x			x	Needham, Weston	Extracurriculars
	Arts participation	x			x	Needham, Weston	
	Club participation	x			x	Needham, Weston	
Safe School Environment	Survey Questions		x	x	x	Needham	Student
							Services
							Supplies
							Technology
							High School
K-12 Academic Perf	MCAS		x		x	Needham	Results
	SAT		x		x	Needham	
	AP		x		x	Needham	
Post Graduate Success	Higher Ed acceptance rates	x			x	Needham	

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Staff Performance

Domains	Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
Staff Performance	Recruit Staff	Staff mix by age, gender, race, education, experience	x			x	Needham	Hiring
	Skill Building	% of School budget spent on professional development	x			x	Needham	Professional
		Repetoire, number of instructional strategies to meet diversity of learners	x		x		Weston	
		Competency demonstration against defined curriculum		x	x	x	Weston	
	Higher Ed	Staff mix by ed attainment	x			x	Needham	Development
	Mentor New Faculty	% of new teachers assigned mentor	x			x	Needham	Mentoring
								Evaluation
	Retain Staff	Teacher, admin retention rates		x		x	Needham	Retention

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District Leadership

Domains	Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
District Leadership								Leadership
	Establish Objectives	Articulation of objectives		x	x		Needham	Planning
	School Improvement Planning Process	Articulation of process		x	x		Needham	
								Evaluation
								Communication
								Governance
	Maintain adequate facilities	Space and condition analysis		x	x		Needham	Facilities
	Technology equity and access	Practices observed		x	x		Weston	
								High School

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Financial Management

Domains	Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
Financial Management	Efficient use of resources	Allocaiton of budget expenditures	x			x	Needham	Financial
		Per pupil cost comparisons	x			x	Needham	Management
	External funding	External revenues raised		x		x	Needham	
		Academic program funding		x		x	Weston	
		Co-curricular progr funding		x		x	Weston	
	Funding strategic priorities	Funds allocated to support improvement initiatives	x		x		Needham	Business Processes

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Community Support

Domains	Goal Area	Measures Areas	Input	Output	Qual	Quant	Benchmark	Sub-Domains
Community Support	Know District Objectives	% of parents/community members aware of objectives (survey)		x	x		Needham	Engagement
	Involvement in Planning	Survey		x	x		Needham	
	Communication/participation of all stakeholders	Survey		x	x		Needham	
	Community satisfaction and motivation	Survey		x	x		Needham	

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School committee members and school administrators cited measures

Achievement

- Standardized testing
- Performance against rubrics
- % specialist coverage
- Curriculum assessment
- College acceptance rates, mix
- State, national ratings
- Class size
- Drop outs, at risk levels
- % in private schools by level, reason
- Alumni surveys
- Range of career professions
- Satisfaction with life

Family/Community

- #, % parent involvement, show up, calls home, etc.
- Hours, range of service

Scope

- Measures of multiple intelligences
- % of students who get courses they want
- #, % of AP classes
- How well serving "middle"
- #, % special services
- #, % in music, arts, athletics

Values

- Attendance
- Field trips
- Firsts

Staff

- PD hours, points
- PLC hours
- Staff satisfaction, retention
- Knowledge, performance against best practice stds
- Professional status

Operations

- $ per student
- Budget approval
- Average hours/week

Source: Interviews with school committee members and school administrators

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Conclusions

- Need rationalized and prioritized goals to drive measures

- Need to decide which types of measures to favor along output/input and quantitative/qualitative measures

- Need to deepen understanding of approach, selection with 3-6 benchmark districts

- Would be good to understand approach of international districts

- Need to integrate benchmarks, goal team and survey sources to create strawmodel

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