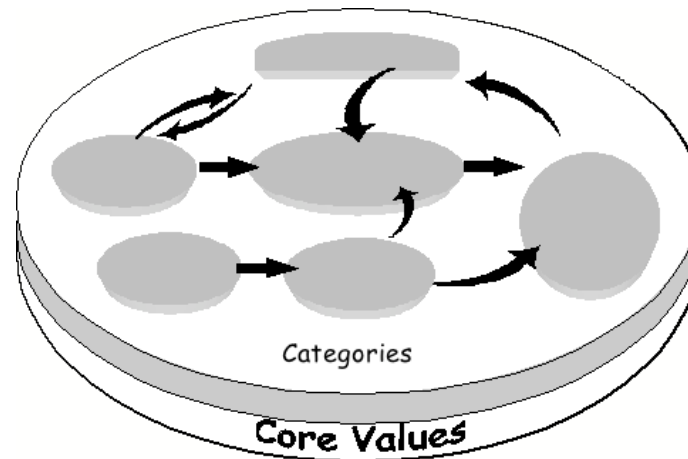




Community Consolidated School District System 59 Assessment Feedback Report

The following system assessment feedback report was developed for Community Consolidated School District 59 by the System Assessment Review Team of the Consortium for Educational Change.

Using the best practice criteria of a correlation between the Baldrige Education Criteria, the Characteristics of Professional Learning Communities, and the Correlates of Effective Schools as a lens, the System Assessment Review Team reviewed information provided by the district and interviewed administrators, faculty, staff, students, and parents in order to identify strengths and opportunities for system improvement.



This feedback report was developed reflecting on the indicators described on the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents. Its accuracy is dependent on the information presented and discussed.

Correlation Among Continuous Improvement Frameworks

Baldrige Performance Excellence Criteria	Correlates of Effective Schools	Professional Learning Community Characteristics
<ul style="list-style-type: none"> ▪ Leadership ▪ Collaborative Relationships/Structures ▪ Communication 	<ul style="list-style-type: none"> ▪ Instructional Leadership ▪ Roles and Responsibilities ▪ Enhanced Communication 	<ul style="list-style-type: none"> ▪ Mission/ Shared Vision/ Shared Values ▪ Communication
<ul style="list-style-type: none"> ▪ Strategic Planning ▪ SMART Goals/ Indicators/ Measures/ Targets ▪ Aligned Performance Appraisal 	<ul style="list-style-type: none"> ▪ Focused Mission/Goals/ Action Plans 	<ul style="list-style-type: none"> ▪ Goals
<ul style="list-style-type: none"> ▪ Student and Parent Focus ▪ Requirements ▪ Expectations ▪ Satisfaction 	<ul style="list-style-type: none"> ▪ High Expectations for ALL ▪ Home School Relations 	<ul style="list-style-type: none"> ▪ Clarify What Students Must Know and Be Able to Do ▪ Creating a Focus on Results that Impacts Schools, Teams, and Teachers
<ul style="list-style-type: none"> ▪ Data, Information and Analysis ▪ Student Responsibility for Learning 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress ▪ Use of Data 	<ul style="list-style-type: none"> ▪ Assessing Whether Students Have Learned the Essential Curriculum
<ul style="list-style-type: none"> ▪ Staff Focus ▪ Knowledge, Skills ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Safe, Orderly, Complete Environment for Learning 	<ul style="list-style-type: none"> ▪ Collaborative Teams of Teachers Focus on issues that Impacts Student Learning
<ul style="list-style-type: none"> ▪ Process Management ▪ Focus on Learning ▪ Systematic Processes ▪ Plan-Do-Study-Act 	<ul style="list-style-type: none"> ▪ Opportunities to Learn/ Time on Task/ Strategies/ Interventions 	<ul style="list-style-type: none"> ▪ Systematic Intervention Ensure Student Receive Time and Support for Learning
<ul style="list-style-type: none"> ▪ Performance Results 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress 	<ul style="list-style-type: none"> ▪ A Focus On Results

Aligned to the “Correlation Among Continuous Improvement Frameworks,” CEC developed a vision for a high performing organization.

Component	Operational Definition	Indicators
Shared Leadership	From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.	1.1 Vision, mission, values, and goals are developed. 1.2 Leaders’ behaviors and actions support the vision, mission, values, and goals. 1.3 Collaboration and communication structures are in place. 1.4 Progress is viewed, monitored, and reported.
Strategic Planning	The planning process translates needs and requirements into actions.	2.1 Goals are aligned to needs and requirements. 2.2 Goals are specific, measurable, aligned, results-oriented and timely. 2.3 Performance goals support organizational goals through action/ improvement plans.
Student, Parent, and Community Needs/ Requirements	The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.	3.1 Needs/requirements are prioritized and addressed. 3.2 Learning expectations are explicit. 3.3 Positive relationships are systematically fostered through communication and collaboration. 3.4 Student, parent, community satisfaction is regularly monitored and reported. 3.5 Student, parents, and community contributions are recognized and celebrated. 3.6 The environment promotes personal growth and high performance.

Data Collection, Analysis, and Use	Systematic data collection informs decision- making. (achievement, financial, satisfaction, efficiency)	4.1 Systematically identify and collect key data sources that are aligned to goals and priorities. 4.2 Uses key data to guide improvement efforts. 4.3 Compares key data to both similar and high performing organizations to guide improvement efforts. 4.4 Data is accessible and shared broadly and deeply. 4.5 Learners are responsible for data collection and analysis.
Staff Needs/ Requirements	The organization defines the needs and requirements of all staff.	5.1 Needs and requirements are prioritized and addressed. 5.2 Performance expectations are explicit. 5.3 Work is organized to promote collaboration and team learning. 5.4 Staff satisfaction is regularly monitored and reported. 5.5 Staff contributions are recognized and celebrated. 5.6 The environment promotes personal and professional growth and high performance.
Improvement Processes	Teaching and learning processes are designed, implemented, and improved.	6.1 Continuously improves the systematic processes that define how the organization does its work. 6.2 Continuously improves the systematic processes that define how an individual does his/her work. 6.3 Provides support and resources to intervene when learning is not successful. 6.4 Ensures a focus on learning rather than teaching.
Results	Results are improving over time.	7.1 Performance results are improving compared to the past. 7.2 Results are improving compared to similar and high performing organizations.

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The district first completed a self-assessment. The district presented data and information in response to questions aligned to the framework and vision. The district presented its best attempt to describe the “AS IS” state.

The Review Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit.

The Review Team interviewed all stakeholder groups.

On the first day the team interviewed:

- New Superintendent
- Central Office Cabinet members
- Board Members
- Association Members
- Parent Leaders
- Directors
- Principals

On the second day, the team interviewed:

- Students
- Teachers- Classroom and Special Areas
- Support Staff- Instructional
- Parents
- Principals

Schedules were set by the district with the guidelines that representatives interviewed should reflect demographics of the system.

Following interviews, the team reviewed its findings and prepared an oral report to give the district a preview of overall strengths and opportunities for improvement aligned to the framework and vision.

The week following the visit, the team communicated electronically to prepare the final written feedback report. This final report was sent to the district within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps. The district has committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

Team Member	Position	Organization
Perry Soldwedel, Team Leader	Director of Continuous Improvement, CEC	CEC
Chris Collins	Principal, Glenside Middle School	Queen Bee District 16
Tracy Dietel	Middle Spanish Teacher	Glen Ellyn District 89
Kay Dimon	Student Educational Services Program Director	CEC
Alida Graham	Program Director	CEC
Lina Guio	English Language Learner Teacher	Glen Ellyn District 89
Deb Hays	Assistant Director of Teaching and Learning	Batavia Unit District 101
Andrea Lamb	Fourth Grade Teacher	Marquardt District 15
Randy Lange	Enrichment Coordinator	LaGrange District 102
Kathleen Miller	Principal	Mundelein District 75
Sandra Miller	Principal, Alice Gustafson School	Batavia Unit District 102
Megan McKee	Special Education teacher	Marquardt District 15
Linda McShane	Data Coordinator	LaGrange District 102
Joanne O'Hern	First Grade Teacher	Marquardt District 15
Katie O'Mahoney	5 th Grade teacher	Marquardt District 15
Carolyn Stadlman	ELL Resource Teacher	Mundelein District 75
Vickie Tabbert	Superintendent	Queen Bee District 16
Jan Wright	Associate Superintendent of Teaching and Learning	Batavia Unit District 101

SUMMARY OF OVERALL STRENGTHS

From among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

- + The Board of Education has made a long-term commitment to continuous improvement. That commitment is supported by administration and the three associations. It has been sustainable as leaders come and go. The Baldrige framework has been the foundation for continuous improvement efforts in the district.**
- + There is a clear process used to conduct strategic planning and involves all stakeholder groups. The district AIMS are clear. District goal statements are in SMART goal format. They are specific, measurable, actionable, results-oriented and timely. School improvement plans are aligned to district long-term goals.**
- + Key Indicators of District Success (K.I.D.S.) is the primary vehicle to monitor the effectiveness of the district. It sets performance targets and monitors strategic results for all areas of district operation. The Key Indicators of School Success (K.I.S.S.) are aligned to the district indicators to allow each school to compare its results to district expectations.**
- + Three questions drive the work of individuals, teams and schools throughout the organization:
 - 1. What do we want students to know and be able to do?**
 - 2. How will we know when they have learned/ have not learned a concept/skill?**
 - 3. What will we do when they have or have not learned a concept/skill?****
- + CCSD 59 is one of the highest performing school districts in Illinois when comparing with other school districts with similar demographics according to the Illinois Interactive Website.**
- + The district does ensure a focus on learning rather than a focus on teaching as evidenced by its mission, vision, values, and goals.**
- + The district is program rich and provides a wide array of opportunities to meet student needs and requirements.**
- + The district uses its resources (people, time, and money) to align support programs to meet the needs and requirements of students.**
- + Staff enjoys working in District 59 as evidenced by retention data. People are valued as the**

greatest asset.

- + **Students and parents interviewed perceive the board of education and superintendent have the best interests of students in mind when making decisions. Teachers report district administrators are accessible and approachable.**
- + **Parents interviewed feel teachers are dedicated and care about their children.**
- + **Students interviewed report they feel safe and report overall satisfaction with their school.**
- + **Most students collect work for portfolios to show goals have been met.**
- + **Common plan time for grade level teams takes place in buildings on a regular basis.**
- + **Facilities are state-of-the-art and provide great learning environments.**
- + **Technology and other instructional resources enhance teaching and learning.**
- + **Quality tools are used throughout the district to reflect on practice and assess what is working and what needs attention.**
- + **Three comparable school districts have been identified to serve as benchmark districts.**
- + **The district values training and believes in life long learning for staff members.**
- + **Student and staff technology standards have been developed to ensure consistency in understanding and application of technology in teaching and learning.**
- + **The hiring process used in the district incorporates the Ventures screening tools to identify recruits who are “student-centered” and believe in the district’s mission, vision, and values.**

SUMMARY OF OVERALL OPPORTUNITIES FOR IMPROVEMENT

From among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.

- △ The “Big Picture” of where the district is, where it wants to be, and how it is getting from where it is to where it wants to be is not clear to all stakeholders. The district is not always clear about what must be consistent and what can be different from school to school, classroom to classroom, and student to student. The district does not speak with one voice to communicate key expectations at key times. There is limited documentation (flow charting) of key processes. Most of the key processes in the district are anecdotal and need to be documented and communicated.**
- △ The pace of implementation of new initiatives is challenging.**
- △ The district has not set consistent parameters/ purposes for its collaborative and decision-making structures to clearly communicate roles and responsibilities. The role of association leaders, teacher leaders, and parent leaders is absent in some decision-making structures and processes. The Quality Advisory team is absent a teacher union, ESP union and parent representative. There is inconsistency in roles and responsibilities for members of BLTs. Some have no representative responsibilities in providing two-way communication. BLT membership is inconsistent. The district does not set clear expectations to ensure that ALL staff gets trained in data collection and analysis. BLTs are trained but have no expectation that they are to train all staff. Training is sometimes invitational not directive.**
- △ The district needs to ensure a two-way communication system to be certain it is aware of all stakeholder needs and requirements.**
- △ Elementary schools appear to have a stronger relationship with the district office than do junior high schools. Junior High teachers feel a general disconnect from the district office.**
- △ At all levels—administration, teacher, support staff, and students--goal setting/evaluation processes do not require consistency in SMART goal format, action plans, monitoring, or**

reporting. There are inconsistencies in the use of the current options for tenured teacher evaluation by building principals. There are inconsistencies in meeting the timelines and contractual provisions of the teacher evaluation process. Limited use of Plan-Do-Study-Act was evident.

- △ There appears to be a disconnect between the data collected through MAP testing, CBM testing, ISAT testing, and IAA testing to make instructional decisions, and the formative data teachers use in the classroom to determine mastery of I CAN STATEMENTS. No data was presented to show how ALL students are performing in relationship to the I CAN STATEMENTS. There is inconsistent use of I CAN STATEMENTS by students and teachers. There is inconsistent use of assessment data aligned to the I CAN STATEMENTS by students and teachers. Student goal setting is focused on key district summative tests rather than I CAN STATEMENTS.
- △ Students of white ethnic background had stronger results than other ethnic subgroups and special education subgroups as reported by ISAT.
- △ Student, staff, and parent satisfaction data collected every three years is not sufficient to use satisfaction data in a timely way to respond to needs and requirements. Parents and staff report that they do not always see how the district uses survey results to impact decisions. Survey results are not reported, analyzed or used to show impact on decisions and improvement plans.
- △ Parents report that conferences are not meeting their needs to talk individually with teachers.
- △ The ELL program needs immediate attention as there are competing philosophies that impact the success of the program. Staff report inconsistencies in the exit criteria to move students from bilingual classes to regular classes. Hispanic parents feel disenfranchised. District newsletter and other key communication tools are not translated. Parents report that there is a lack of oral interpretation available for parents. The current plan does not appear to include such topics as identifying and retaining Hispanic kids in gifted program and/or advanced courses, curriculum that reflects the Hispanic experience, teacher development in how to teach Hispanic kids so Hispanic kids learn, and recruiting diverse administrators (building and district level.)

NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. Next Steps are framed by the experiences and opinions of the assessment team.

Priority One: Map Your Journey so the Path and Targets are Clear

Ensure the “Big Picture” of where the district is, where it wants to be, and how it is getting from where it is to where it wants to be clear to all stakeholders. Be clear about what must be consistent and what can be different from school to school, classroom to classroom, and student to student. Speak with one voice to communicate key expectations at key times. Ensure systematic deployment key processes. Connect any new initiatives to the “Big Picture” so stakeholders understand how they fit with the work they are currently doing.

Priority Two: Listen and Respond to Stakeholder Needs and Requirements

Set parameters/purposes for key collaborative and decision-making structures to clearly communicate roles and responsibilities. Define membership expectations to include all stakeholders. Ensure that these structures provide two-way communication so all stakeholder needs and requirements can be heard and addressed. Communicate channels to include annual surveys to provide opportunities to hear student, parent, and staff needs and show how those needs are addressed through decisions and improvement plans.

Priority Three: Use Your Three Fundamental Questions to Drive the Work of Individual, Teachers, Teams and Schools.

Provide training to ALL K-8 staff to ensure the consistent use of I CAN STATEMENTS in core subjects by students, parents, teachers, and intervention programs. Collect, analyze, and report formative data that shows individual, classroom, school and district student performance related to the I CAN STATEMENTS. Ensure student, teacher, team and school goals include analysis of I CAN STATEMENT data. Use this system to drive the work of individuals, teams and schools throughout the organization in addressing the three fundamental questions:

- 1. What do we want students to know and be able to do?**
- 2. How will we know when they have learned/ have not learned a concept/skill?**
- 3. What will we do when they have or have not learned a concept/skill?**

Continue the use of MAP testing, CBM testing, ISAT testing, and IAA testing as summative assessments to measure achievement, monitor growth/improvement, compare learning results against benchmarks/norms.