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Comprehensive Education Planning

Needs Assessment

Final Report

December 18, 2001

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Introduction

Between July 10 and November 15, study participants articulated, clustered and prioritized 84 statements describing specific knowledge, skill, capability and other learning experiences necessary to do effective comprehensive educational planning in their district or region.

Key Findings

Responders to the survey were most interested in professional development opportunities related to instructional best practices, data management and analysis, root cause analysis, and implementation. More specifically, they seek the knowledge, skill and capability to

- Identify “specific instructional best practices” that address (a) root causes, (b) the needs of lower socioeconomic students, and (c) the State’s standards and assessments.
- Focus their data analysis efforts at the classroom level (a) “to drive instruction to meet individual student needs” and (b) to “support comprehensive educational planning.”
- “Measure the impact of a specific strategy on student performance.”
- “Fully understand and effectively use root cause analysis.”
- “Develop effective implementation skills in school leaders” so that comprehensive education plans “are not put on a shelf.”

Responders further request that the State Education Department provide timelier and better collection, analysis and dissemination of student performance data.

In summary, responders appear to have validated the current statewide focus on data management and analysis, including the identification of root causes and the shift in focus from district- to classroom-level data analysis.

They have also highlighted an urgent need that may not have received such consistent statewide focus: the capability to identify specific instructional best practices that address the root causes of inadequate student performance.

Finally, responders want their school leaders to become more skillful implementers of comprehensive educational plans.

Report Design

The summary of the study’s results follows and includes a description of the objective, process, analysis, and results. Appendices include rating results, as well as the disaggregated results of participating sub-groups: Superintendents and responders from the RSSCs, Teacher Centers, CDEP steering committee, and SETRC network.

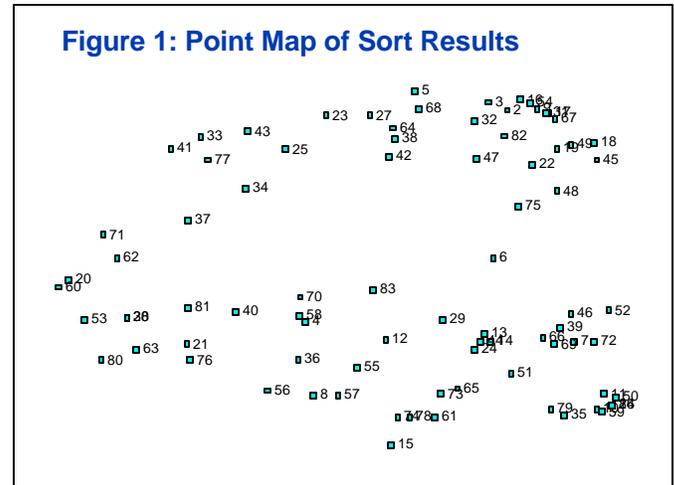
Study Objective

The objective of the needs assessment was to invite Comprehensive District Educational Planning (CDEP) stakeholders, and others, to provide input into the design of professional development opportunities related to comprehensive educational planning.

Process

Idea generation

District Superintendents of Schools, Superintendents of Schools, CDEP districts, Regional School Support Center personnel, and members of the Teacher Center, SCDN, and SETRC networks were invited to respond to this cue: Please write statements or phrases that describe specific knowledge, skill, other capabilities and related learning experiences you need to do comprehensive educational planning in your district or region. Between July 10 and October 1, participants offered 452 statements of need.



Analysis

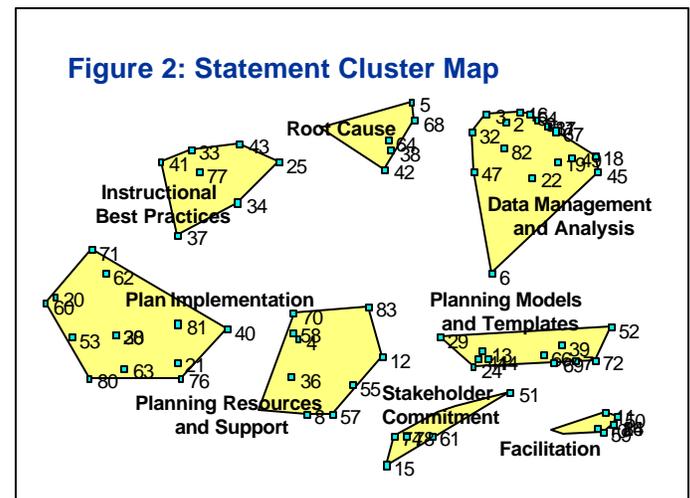
PRISM Decision Systems, working the CDEP Director, Scott MacDonell, and Barb Flynn from the State Education Department, analyzed the 452 responses to eliminate redundancy and maintain unique contributions.

The CDEP steering committee volunteered to sort the final set of 84 needs into clusters and name those clusters. Some 249 participants rated the final set of 84 statements where

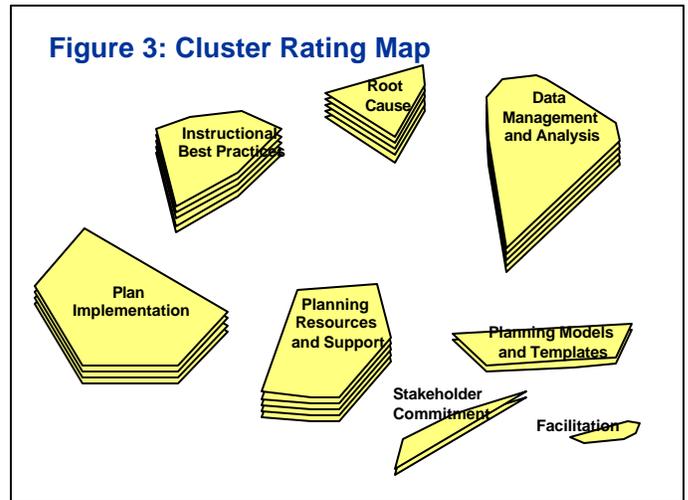
- 1 = Much less important
- 2 = Somewhat important
- 3 = Moderately important
- 4 = Very important
- 5 = Extremely important

The Concept System[®] Analysis

PRISM used powerful mathematical algorithms within a computer program called the Concept System[®] to analyze all participant sorting and rating data and then to



1. Map the 84 sorted statements in a two-dimensional plane or Point Map.
Statements in the map that are closer together are more similar than those that are farther apart. (See Figure 1).
2. Display the mapped statements into named clusters (See Figure 2).
3. Display the ratings results in a Cluster Rating Map (Figure 3). Here the relative importance of each of the eight clusters is displayed. More layers indicate greater relative importance; fewer layers indicate lesser relative importance.
4. Analyze Importance Rating results to determine differences among sub groups (See Figures 4 and beyond).



Results

The Concept System[®] analysis of participant sorting data resulted in eight clusters of need (See Figure 2). Rating data indicated that certain clusters are most important (See Figure 3). These relatively most important clusters of needs are reviewed below.

Cluster #1: Instructional Best Practices: Average Rating: 4.18

Cluster #1: Instructional Best Practices

33)	Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.38
34)	Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.37
25)	Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.29
41)	Identify appropriate academic interventions for specific root causes, where possible.	4.21
37)	Have access to a quality, model academic intervention service.	4.08
77)	Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.07

Driven primarily by the ratings of school-based stakeholders, such as teachers, superintendents and other school administrators, the study identified “Instructional Best Practices” as the most important cluster of needs. The top six statements from this cluster are above. Participants are looking for best instructional practices that

- Address identified root causes, specifically.
- Assist lower socio-economic students, specifically.

- Align with the new standards and assessments, generally.

Cluster #2: Data Management and Analysis: Average Rating: 4.12

Cluster #2: Data Management and Analysis

9)	Know how classroom level data analysis can affect instructional change.	4.52
2)	Know how to use classroom level data to support comprehensive educational planning.	4.51
47)	Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.49
19)	Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.41
16)	Disaggregate data to drive instruction at the district, building and classroom level.	4.32
82)	Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.22

The second most important cluster related to data management and analysis. The top six statements from this cluster are above. Two major themes emerge, one that can help inform future professional development opportunities and one that targets an infrastructure deficit at the State Education Department:

- Participants want additional professional development related to the collection, analysis and use of classroom data, both to improve instruction and to support comprehensive education planning.
- The State Education Department needs to provide more timely and improved collection, analysis and dissemination of student performance data.

Cluster #3: Root Cause: Average Rating: 4.10

Cluster #3: Root Cause

5)	Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.61
23)	Measure the impact of a specific strategy on student achievement.	4.32
68)	Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.26
38)	Fully understand and effectively use root cause analysis.	4.21
42)	Have access to clear, specific examples of root cause analysis.	4.07
64)	Receive in-depth training in advanced root cause analysis.	3.81

The overlap of themes in this and the first two clusters demonstrates the close interdependence participants see among data analysis, root cause analysis, and the

identification of best practice interventions to improve student performance.

Their clustering data shows the three capabilities to be closely interrelated and interdependent. This insight may have implications for how professional development is delivered. For example, it suggests that root cause analysis is more effectively taught together with instructional best practices that address specific root cause for inadequate student performance.

Cluster #4: Planning Resources and Support: Average Cluster Rating: 4.06

Cluster #4: Planning Resources and Support

8)	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.49
58)	Have access to state funding to support the cost of comprehensive educational planning.	4.25
70)	Receive relief from State Ed. Dept. paperwork and micromanagement.	4.23
56)	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.13
12)	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	4.12

Cluster #5: Plan Implementation Cluster Rating: 3.94

Cluster #5: Plan Implementation

53)	Implement the plan so that it is not archived and "put on the shelf."	4.32
28)	Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.27
63)	Design a system that links the district plan to an action plan at the building level.	4.22
20)	Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.18
62)	Integrate academic and support services into a comprehensive plan.	4.16

Clusters #4 and #5 are lower in importance for participants. Both point to the need for better planning models that

- Integrate multiple mandated plans.
- Ensure a link between district planning and action planning at the building and classroom level.

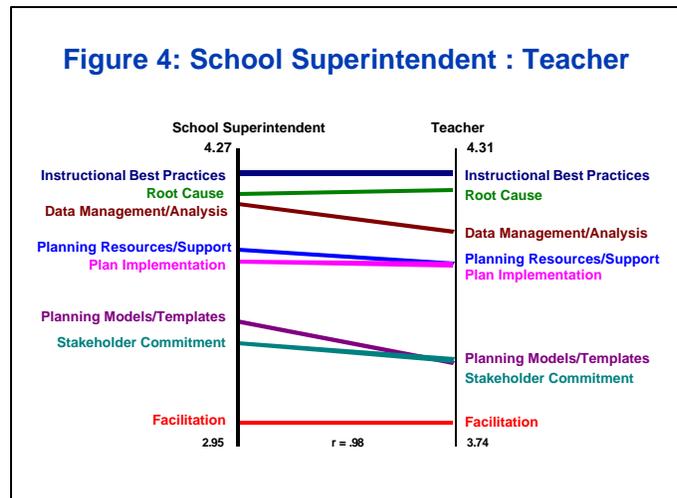
Further both clusters point to the need for building project management skills within school leaders and therefore to ensure they are better equipped to implement the comprehensive educational plan once developed.

Key Areas of Sub-group Similarity and Difference

The Concept System[®] analyzed demographic data and found significant alignment among most participant sub-groups, especially sub-groups with direct contact and responsibility for student learning—that is, school-based subgroups. Differences between subgroups appear when school-based (i.e., superintendents and teachers) and non-school-based subgroups (i.e. CDEP steering committee and RSSC Directors) are compared.

Subgroup Similarity

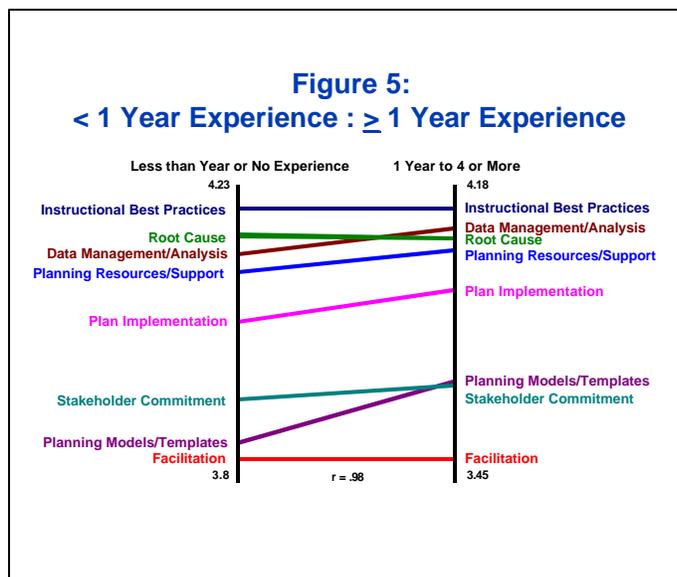
The ladder graph in Figure 4 demonstrates the tight alignment of school-based stakeholders who responded to the survey. This ladder graph shows how School Superintendent and Teacher responders prioritized the eight clusters. Overall correlation is extremely high and is 100% for the top five clusters. Disaggregating by other school-based stakeholders shows similarly high correlations.



Further, there are very high correlations when disaggregating by years of experience with comprehensive educational planning and by “Facilitator” vs. “Non-Facilitator.” See Figure 5 for example.

Subgroup Difference

Figure 6 demonstrates the differences among school-based and non-school-based subgroups. This specific ladder graph shows how School Superintendent and CDEP Steering Committee responders differed in their prioritization of the eight clusters. Whereas those identifying themselves as Superintendents identified the “Instructional best Practices” cluster as most important, those identifying themselves as CDEP Steering Committee members rated that cluster fifth most important. This is the most extreme example of differences among school-based and non-school-based stakeholders who responded. Typical divergence is smaller among other non-school-based subgroups, such as Teacher Center staff, RSSC staff, BOCES staff, SETRC members, who consistently identify “Instructional Best

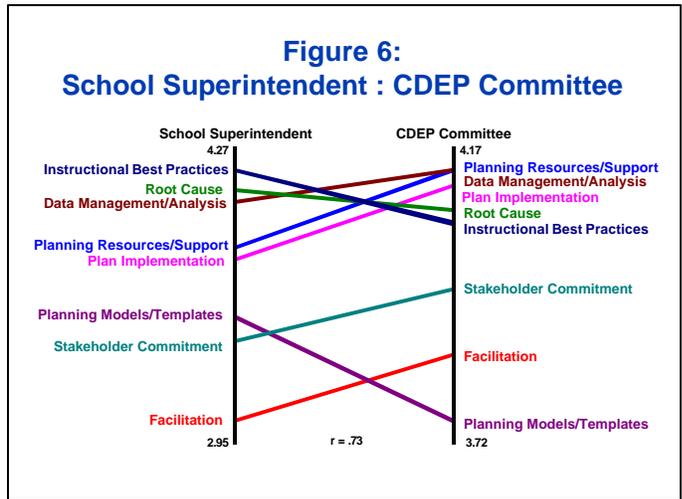


Practices,” “Data Management and Analysis,” and “Root Cause” clusters among the top three clusters, although not always in that order.

Top Statements

The top-rated statements provide additional insight into responders’ needs. Whereas “Instructional Best Practices” was the top-ranked cluster, the three top-rated statements relate to analysis of student assessment data *at the classroom level*.

Although “Plan Implementation” is the fifth rated cluster, “developing effective implementation skills in school leaders” is the fourth highest rated of the 84 statements.



Finally, there is the desire to know how to “measure the impact of a specific strategy on student achievement.”

<p>T O P T E N S T A T E M E N T S</p>	<p>5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.</p> <p>9 Know how classroom level data analysis can affect instructional change.</p> <p>2 Know how to use classroom level data to support comprehensive educational planning.</p> <p>8 Develop effective implementation skills in school leaders so they may get beyond endless planning to action.</p> <p>47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student’s needs.</p> <p>19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.</p> <p>33 Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.</p> <p>34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.</p> <p>16 Disaggregate data to drive instruction at the district, building and classroom level.</p> <p>23 Measure the impact of a specific strategy on student achievement.</p> <p>53 Implement the plan so that it is not archived and "put on the shelf."</p>
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Less Important Needs

Responders rated their need for knowledge, skill and capability related to facilitation, planning in general, and building stakeholder commitment as the least important clusters and among the least important of the 84 statements. For example, eight of the lowest rated ten statements are in these three lowest rated clusters:

- Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.
- Assess readiness for planning and/or change in a district.
- Help teams to develop vision, mission and belief statements.
- Learn a glossary of the "language of planning" –that is, have consistent criteria for writing goals, objectives, strategies, and action steps.
- Understand systems theory and its relationship to comprehensive planning.
- Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.
- Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.
- Network with other districts involved with the comprehensive planning process.
- Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.

See Appendixes “Clusters and Statements in Order of Importance” and “Statements in Declining Order of Importance” for further examples.

Summary

Responders to this survey want *less* focus on planning processes and skills related to building stakeholder commitment and facilitation and *more direct emphasis* on opportunities to improve student learning. More specifically, their data suggests that future professional development opportunities should

- Continue to maintain the current focus on data management and root cause analysis, with increasing emphasis at the classroom level.
- Provide new focus on the identification of specific instructional best practices that will eliminate the root cause of poor student performance, especially that of lower socio-economic students.
- Develop the ability to be able to measure the impact of academic interventions on student performance.
- Make school leaders more effective and skillful implementers.

Finally, responders have identified the critical need for the New York State Education Department to build an infrastructure that allows them to provide timelier and more effective analysis and dissemination of student assessment results.

Appendix: Demographics

Variable	Categories	Frequency	%
Affiliation	BOCES	23	9.24%
	CDEP Committee	13	5.22%
	Other	4	1.61%
	RSSC	9	3.61%
	SCDN Network	3	1.20%
	School District	143	57.43%
	SETRC Network	19	7.63%
	State Ed. Department	4	1.61%
	Teacher Center	<u>31</u>	<u>12.45%</u>
		249	100.00%
Facilitation Experience		0	0.00%
	Don't Know	15	6.05%
	Facilitator	78	31.45%
	Not Facilitator	<u>155</u>	<u>62.50%</u>
		248	100.00%
Planning Experience		0	0.00%
	1 to 3 Years	79	31.85%
	4 or More Years	94	37.90%
	Less than 1 Year	29	11.69%
	No Experience	<u>46</u>	<u>18.55%</u>
		248	100.00%
Role	BOCES Administrator	19	7.63%
	Dist. Superintendent	1	0.40%
	Other	23	9.24%
	Other BOCES Staff	7	2.81%
	Other School Staff	8	3.21%
	Parent	2	0.80%
	RSSC Director	6	2.41%
	RSSC Staff	2	0.80%
	School Administrator	69	27.71%
	School Board Member	1	0.40%
	School Superintend.	33	13.25%
	SED Administrator	1	0.40%
	SED Staff	3	1.20%
	Teacher	28	11.24%
	Teacher Center Dir.	43	17.27%
	Teacher Center Staff	<u>3</u>	<u>1.20%</u>
	249	100.00%	

Appendix: Clusters and Statements in Order of Importance

Instructional Best Practices

33 Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.38
34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.37
25 Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.29
41 Identify appropriate academic interventions for specific root causes, where possible.	4.21
37 Have access to a quality, model academic intervention service.	4.08
77 Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.07
43 Do curriculum mapping in districts K-12.	3.86
Average:	4.18

Data Management and Analysis

9 Know how classroom level data analysis can affect instructional change.	4.52
2 Know how to use classroom level data to support comprehensive educational planning.	4.51
47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.49
19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.41
16 Disaggregate data to drive instruction at the district, building and classroom level.	4.32
82 Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.22
18 Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.21
45 Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.21
31 Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.20
22 Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.09
3 Do effective test item analysis.	4.07
6 Have access to empirical evidence that comprehensive educational planning actually makes a difference.	4.02
32 Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	3.99
67 Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	3.97
75 Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	3.89
54 Gather and analyze cohort data.	3.89
49 Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	3.88
17 Better understand testing and statistics.	3.78

Appendix: Clusters and Statements in Order of Importance continued

48	Learn cost effective means of data management for small schools.	3.68
	Average:	4.12

Root Cause

5	Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.61
23	Measure the impact of a specific strategy on student achievement.	4.32
68	Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.26
38	Fully understand and effectively use root cause analysis.	4.21
42	Have access to clear, specific examples of root cause analysis.	4.07
64	Receive in-depth training in advanced root cause analysis.	3.81
27	Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.44
	Average:	4.10

Planning Resources and Support

8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.49
58	Have access to state funding to support the cost of comprehensive educational planning.	4.25
70	Receive relief from State Ed. Dept. paperwork and micromanagement.	4.23
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.13
12	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	4.12
36	Gain financial commitment to implement the plan.	4.08
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.00
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	3.97
55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.79
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.53
	Average:	4.06

Plan Implementation

53	Implement the plan so that it is not archived and "put on the shelf."	4.32
28	Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.27
63	Design a system that links the district plan to an action plan at the building level.	4.22
20	Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.18
62	Integrate academic and support services into a comprehensive plan.	4.16
40	Garner the time, money and personnel to support comprehensive educational	3.98

Appendix: Clusters and Statements in Order of Importance continued

planning.	
71 Integrate students with disabilities into the regular education classroom.	3.96
21 Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	3.93
60 Monitor the implementation of the comprehensive educational plan.	3.86
81 Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.84
80 Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.75
76 Align the site-based shared decision model with the district's comprehensive education plan.	3.73
30 Incorporate regional and district comprehensive health planning into the comprehensive education plan.	3.04
Average:	3.94

Stakeholder Commitment

65 Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.07
15 Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	4.05
78 Manage comprehensive planning despite continuous changes in school and district leadership and staff.	3.80
61 Turn a manager into a leader.	3.60
51 Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.56
73 Assess readiness for planning and/or change in a district.	3.46
74 Learn how to manage comprehensive planning while running the rest of the district.	3.39
Average:	3.70

Planning Models and Templates

14 Have access to better, clearer templates to help districts complete the comprehensive education plan.	3.89
13 Understand a variety of models for doing comprehensive educational planning.	3.87
7 Learn how to apply a comprehensive planning rubric.	3.84
24 Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	3.84
29 Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	3.83
44 Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.81
52 Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	3.76
46 Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.76
69 Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning	3.50

Appendix: Clusters and Statements in Order of Importance continued

process.	
72 Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	3.42
39 Understand systems theory and its relationship to comprehensive planning.	3.40
66 Network with other districts involved with the comprehensive planning process.	3.38
	Average: 3.69
Facilitation	
50 Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	3.97
79 Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	3.73
1 Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	3.62
59 Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	3.54
26 Facilitate consensus, including dealing with "blockers".	3.54
11 Help teams to develop vision, mission and belief statements.	3.45
84 Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.39
35 Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.38
10 Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	3.12
	Average: 3.53

Appendix: Statements in Declining Order of Importance

5) Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.61
9) Know how classroom level data analysis can affect instructional change.	4.52
2) Know how to use classroom level data to support comprehensive educational planning.	4.51
8) Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.49
47) Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.49
19) Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.41
33) Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.38
34) Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.37
16) Disaggregate data to drive instruction at the district, building and classroom level.	4.32
23) Measure the impact of a specific strategy on student achievement.	4.32
53) Implement the plan so that it is not archived and "put on the shelf."	4.32
25) Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.29
28) Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.27
68) Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.26
58) Have access to state funding to support the cost of comprehensive educational planning.	4.25
70) Receive relief from State Ed. Dept. paperwork and micromanagement.	4.23
82) Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.22
63) Design a system that links the district plan to an action plan at the building level.	4.22
18) Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.21
45) Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.21
38) Fully understand and effectively use root cause analysis.	4.21
41) Identify appropriate academic interventions for specific root causes, where possible.	4.21
31) Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.20
20) Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.18
62) Integrate academic and support services into a comprehensive plan.	4.16
56) Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.13
12) Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	4.12

Appendix: Statements in Declining Order of Importance continued

22) Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.09
37) Have access to a quality, model academic intervention service.	4.08
36) Gain financial commitment to implement the plan.	4.08
77) Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.07
3) Do effective test item analysis.	4.07
65) Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.07
42) Have access to clear, specific examples of root cause analysis.	4.07
15) Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	4.05
6) Have access to empirical evidence that comprehensive educational planning actually makes a difference.	4.02
83) Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.00
32) Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	3.99
40) Garner the time, money and personnel to support comprehensive educational planning.	3.98
57) Build capacity within the district to support the development and implementation of a comprehensive plan.	3.97
50) Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	3.97
67) Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	3.97
71) Integrate students with disabilities into the regular education classroom.	3.96
21) Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	3.93
14) Have access to better, clearer templates to help districts complete the comprehensive education plan.	3.89
54) Gather and analyze cohort data.	3.89
75) Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	3.89
49) Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	3.88
13) Understand a variety of models for doing comprehensive educational planning.	3.87
43) Do curriculum mapping in districts K-12.	3.86
60) Monitor the implementation of the comprehensive educational plan.	3.86
7) Learn how to apply a comprehensive planning rubric.	3.84
24) Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	3.84
81) Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.84
29) Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	3.83
64) Receive in-depth training in advanced root cause analysis.	3.81
44) Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.81

Appendix: Statements in Declining Order of Importance continued

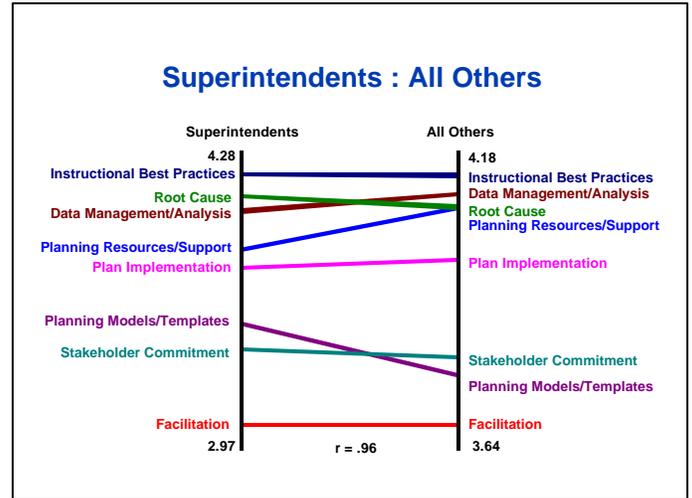
78) Manage comprehensive planning despite continuous changes in school and district leadership and staff.	3.80
55) Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.79
17) Better understand testing and statistics.	3.78
46) Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.76
52) Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	3.76
80) Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.75
76) Align the site-based shared decision model with the district's comprehensive education plan.	3.73
79) Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	3.73
48) Learn cost effective means of data management for small schools.	3.68
1) Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	3.62
61) Turn a manager into a leader.	3.60
51) Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.56
26) Facilitate consensus, including dealing with "blockers".	3.54
59) Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	3.54
4) Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.53
69) Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.50
73) Assess readiness for planning and/or change in a district.	3.46
11) Help teams to develop vision, mission and belief statements.	3.45
27) Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.44
72) Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	3.42
39) Understand systems theory and its relationship to comprehensive planning.	3.40
84) Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.39
74) Learn how to manage comprehensive planning while running the rest of the district.	3.39
35) Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.38
66) Network with other districts involved with the comprehensive planning process.	3.38
10) Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	3.12
30) Incorporate regional and district comprehensive health planning into the comprehensive education plan.	3.04

Appendix: Superintendents' Results

Superintendents identified needs very similar to those of all other responders. Their top three clusters were “Instructional Best Practices,” “Root Cause,” and “Data Management and Analysis.”

Examining their top ten statements provides insight into the unique needs of Superintendents. Like all other responders, their number one need is for professional development that will “encourage all teachers to use student assessment data to drive instruction to meet individual student needs.” However, three of the next four statements articulate their unmet expectations of the State Education Department: to have better, more accurate, more timely collection, analysis and dissemination of state assessment results and to receive relief from paper work and micromanagement.

Their remaining top ten statements address needs related to data analysis, root cause and instructional best practice.



T O P T E N S T A T E M E N T S	5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.66
	47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.59
	25 Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.56
	82 Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.55
	70 Receive relief from State Ed. Dept. paperwork and micromanagement.	4.53
	41 Identify appropriate academic interventions for specific root causes, where possible.	4.53
	33 Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.53
	2 Know how to use classroom level data to support comprehensive educational planning.	4.50
	9 Know how classroom level data analysis can affect instructional change.	4.47
	38 Fully understand and effectively use root cause analysis.	4.44

Appendix: Superintendents' Results continued

Instructional Best Practices

25	Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.56
33	Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.53
41	Identify appropriate academic interventions for specific root causes, where possible.	4.53
43	Do curriculum mapping in districts K-12.	4.25
34	Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.22
77	Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.00
37	Have access to a quality, model academic intervention service.	3.88
	Average:	4.28

Root Cause

5	Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.66
38	Fully understand and effectively use root cause analysis.	4.44
23	Measure the impact of a specific strategy on student achievement.	4.41
68	Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.38
42	Have access to clear, specific examples of root cause analysis.	4.25
64	Receive in-depth training in advanced root cause analysis.	3.75
27	Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.34
	Average:	4.17

Data Management and Analysis

47	Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.59
82	Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.55
2	Know how to use classroom level data to support comprehensive educational planning.	4.50
9	Know how classroom level data analysis can affect instructional change.	4.47
67	Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	4.38
16	Disaggregate data to drive instruction at the district, building and classroom level.	4.38
19	Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.31
31	Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.25
3	Do effective test item analysis.	4.22
18	Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.09
32	Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	4.06

Appendix: Superintendents' Results continued

22	Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.06
45	Organize and effectively present data in a meaningful way to inform planning and decision-making.	3.88
48	Learn cost effective means of data management for small schools.	3.78
75	Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	3.77
54	Gather and analyze cohort data.	3.75
6	Have access to empirical evidence that comprehensive educational planning actually makes a difference.	3.69
17	Better understand testing and statistics.	3.56
49	Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	3.47
	Average:	4.09

Planning Resources and Support

70	Receive relief from State Ed. Dept. paperwork and micromanagement.	4.53
8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.31
58	Have access to state funding to support the cost of comprehensive educational planning.	4.25
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.00
12	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	3.97
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	3.94
36	Gain financial commitment to implement the plan.	3.66
55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.50
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	3.47
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.22
	Average:	3.88

Plan Implementation

28	Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.31
53	Implement the plan so that it is not archived and "put on the shelf."	4.22
20	Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.13
62	Integrate academic and support services into a comprehensive plan.	4.09
40	Garner the time, money and personnel to support comprehensive educational planning.	4.03
21	Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	3.88

Appendix: Superintendents' Results continued

76	Align the site-based shared decision model with the district's comprehensive education plan.	3.77
60	Monitor the implementation of the comprehensive educational plan.	3.75
63	Design a system that links the district plan to an action plan at the building level.	3.75
81	Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.71
71	Integrate students with disabilities into the regular education classroom.	3.34
80	Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.32
30	Incorporate regional and district comprehensive health planning into the comprehensive education plan.	2.97
	Average:	3.79

Planning Models and Templates

7	Learn how to apply a comprehensive planning rubric.	4.06
24	Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	3.91
14	Have access to better, clearer templates to help districts complete the comprehensive education plan.	3.91
13	Understand a variety of models for doing comprehensive educational planning.	3.69
52	Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	3.59
44	Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.56
29	Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	3.50
46	Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.38
69	Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.25
66	Network with other districts involved with the comprehensive planning process.	3.22
39	Understand systems theory and its relationship to comprehensive planning.	3.16
72	Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	2.78
	Average:	3.50

Stakeholder Commitment

15	Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	3.72
65	Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	3.66
78	Manage comprehensive planning despite continuous changes in school and district leadership and staff.	3.61

Appendix: Superintendents' Results continued

74	Learn how to manage comprehensive planning while running the rest of the district.	3.34
51	Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.22
61	Turn a manager into a leader.	3.16
73	Assess readiness for planning and/or change in a district.	2.91
	Average:	3.37

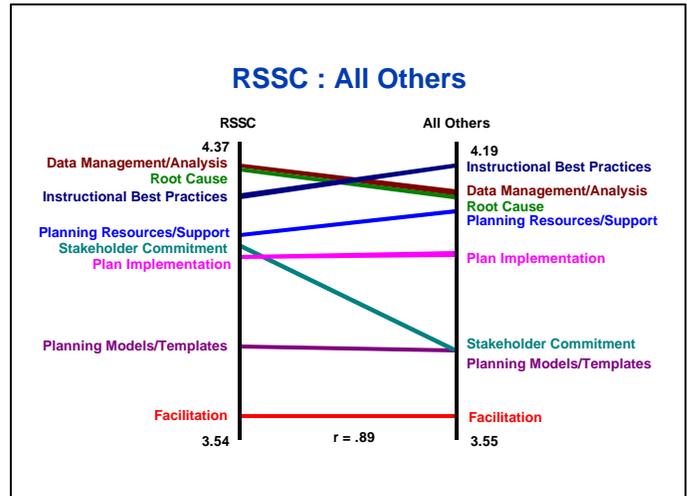
Facilitation

50	Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	3.50
26	Facilitate consensus, including dealing with "blockers".	3.22
79	Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	3.10
11	Help teams to develop vision, mission and belief statements.	3.03
84	Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	2.97
59	Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	2.84
1	Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	2.75
35	Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	2.75
10	Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	2.56
	Average:	2.97

Appendix: RSSC Results

Responders from Regional School Support Centers (RSSCs) had very similar needs to those of all other responders. Their top three clusters were the same although they rated the “Data Management and Analysis” and “Root Cause” clusters ahead of the “Instructional Best Practice” cluster.

Further, nine of their top ten statements are the same as the top ten statements of all other responders. Like all other responders, their number one need is for professional development that will “encourage all teachers to use student assessment data to drive instruction to meet individual student needs.”



One area of difference is that responders from RSSCs saw slightly greater importance in the “Stakeholder Commitment” cluster, which was fifth in importance to them.

T O P T E N S T A T E M E N T S	5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	5.00
	8 Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.88
	47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student’s needs.	4.88
	45 Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.88
	19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.88
	9 Know how classroom level data analysis can affect instructional change.	4.88
	2 Know how to use classroom level data to support comprehensive educational planning.	4.88
	53 Implement the plan so that it is not archived and "put on the shelf."	4.75
	34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.75
	25 Connect the findings of root cause analysis to the design of academic	4.75

Appendix: RSSC Results continued

Data Management and Analysis

2	Know how to use classroom level data to support comprehensive educational planning.	4.88
45	Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.88
47	Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.88
9	Know how classroom level data analysis can affect instructional change.	4.88
19	Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.88
16	Disaggregate data to drive instruction at the district, building and classroom level.	4.63
18	Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.63
75	Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	4.63
49	Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	4.50
22	Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.38
6	Have access to empirical evidence that comprehensive educational planning actually makes a difference.	4.38
82	Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.25
31	Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.13
32	Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	4.00
17	Better understand testing and statistics.	4.00
3	Do effective test item analysis.	4.00
67	Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	3.88
48	Learn cost effective means of data management for small schools.	3.88
54	Gather and analyze cohort data.	3.38
	Average:	4.37

Root Cause

5	Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	5.00
23	Measure the impact of a specific strategy on student achievement.	4.63
68	Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.63
38	Fully understand and effectively use root cause analysis.	4.38
64	Receive in-depth training in advanced root cause analysis.	4.25
42	Have access to clear, specific examples of root cause analysis.	4.00
27	Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.63
	Average:	4.36

Appendix: RSSC Results continued

Instructional Best Practices

25	Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.75
34	Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.75
77	Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.63
41	Identify appropriate academic interventions for specific root causes, where possible.	4.50
33	Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.38
37	Have access to a quality, model academic intervention service.	3.63
43	Do curriculum mapping in districts K-12.	3.25
	Average:	4.27

Planning Resources and Support

8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.88
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.63
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	4.50
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.50
36	Gain financial commitment to implement the plan.	4.38
58	Have access to state funding to support the cost of comprehensive educational planning.	4.13
55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.75
12	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	3.75
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.50
70	Receive relief from State Ed. Dept. paperwork and micromanagement.	3.38
	Average:	4.14

Stakeholder Commitment

73	Assess readiness for planning and/or change in a district.	4.50
78	Manage comprehensive planning despite continuous changes in school and district leadership and staff.	4.38
15	Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	4.38
65	Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.38
51	Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.88

Appendix: RSSC Results continued

61 Turn a manager into a leader.	3.63
74 Learn how to manage comprehensive planning while running the rest of the district.	3.63
Average:	4.11

Plan Implementation

53 Implement the plan so that it is not archived and "put on the shelf."	4.75
62 Integrate academic and support services into a comprehensive plan.	4.63
76 Align the site-based shared decision model with the district's comprehensive education plan.	4.50
20 Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.38
63 Design a system that links the district plan to an action plan at the building level.	4.25
40 Garner the time, money and personnel to support comprehensive educational planning.	4.25
28 Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.25
80 Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	4.00
60 Monitor the implementation of the comprehensive educational plan.	3.75
81 Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.75
71 Integrate students with disabilities into the regular education classroom.	3.75
21 Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	3.63
30 Incorporate regional and district comprehensive health planning into the comprehensive education plan.	3.00
Average:	4.07

Planning Models and Templates

24 Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	4.50
7 Learn how to apply a comprehensive planning rubric.	4.38
13 Understand a variety of models for doing comprehensive educational planning.	4.13
29 Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	4.00
14 Have access to better, clearer templates to help districts complete the comprehensive education plan.	3.88
52 Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	3.88
46 Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.75
69 Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.63

Appendix: RSSC Results continued

39 Understand systems theory and its relationship to comprehensive planning.	3.50
72 Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	3.38
66 Network with other districts involved with the comprehensive planning process.	3.25
44 Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.00
Average:	3.77

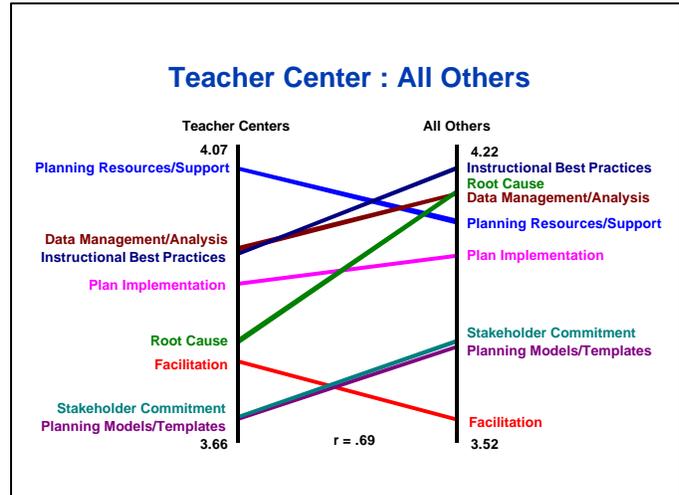
Facilitation

79 Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	4.25
1 Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	4.25
50 Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	4.13
59 Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	3.63
11 Help teams to develop vision, mission and belief statements.	3.50
26 Facilitate consensus, including dealing with "blockers".	3.25
84 Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.25
35 Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.13
10 Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	2.50
Average:	3.54

Appendix: Teacher Center Results

Responders from Teacher Centers identified needs that diverged from those of all other responders.

Their top-rated cluster was “Planning Resources and Support” and their top-rated need was to “gain financial commitment to implement the plan.” Further, four of six top-rated statements articulate unmet expectations of the State Education Department related to relief from paperwork and micromanagement, access to timely reporting of student assessment results, and access to State funding.



They also saw lesser importance in the “Root Cause” cluster, although that cluster was still within their top five.

Like all other responders, they rated “Data Management and Analysis” and “Instructional Best Practices” within their top three-rated clusters.

T O P T E N S T A T E M E N T S	36 Gain financial commitment to implement the plan.	4.70
	70 Receive relief from State Ed. Dept. paperwork and micromanagement.	4.52
	5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.39
	58 Have access to state funding to support the cost of comprehensive educational planning.	4.39
	2 Know how to use classroom level data to support comprehensive educational planning.	4.39
	63 Design a system that links the district plan to an action plan at the building level.	4.35
	34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.35
	9 Know how classroom level data analysis can affect instructional change.	4.35
	65 Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.30
	47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.30

Appendix: Teacher Center Results continued

Planning Resources and Support

36	Gain financial commitment to implement the plan.	4.70
70	Receive relief from State Ed. Dept. paperwork and micromanagement.	4.52
58	Have access to state funding to support the cost of comprehensive educational planning.	4.39
8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.26
12	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	4.00
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	3.96
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	3.91
55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.70
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	3.65
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.65
Average:		4.07

Data Management and Analysis

2	Know how to use classroom level data to support comprehensive educational planning.	4.39
9	Know how classroom level data analysis can affect instructional change.	4.35
47	Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.30
31	Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.22
19	Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.22
75	Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	4.13
18	Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.09
16	Disaggregate data to drive instruction at the district, building and classroom level.	4.00
6	Have access to empirical evidence that comprehensive educational planning actually makes a difference.	3.91
82	Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	3.87
45	Organize and effectively present data in a meaningful way to inform planning and decision-making.	3.87
3	Do effective test item analysis.	3.83
67	Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	3.78
49	Learn a variety of methods for presenting data so that diverse groups can	3.78

Appendix: Teacher Center Results continued

clearly see its relationship to setting academic goals.	
22 Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	3.74
54 Gather and analyze cohort data.	3.65
17 Better understand testing and statistics.	3.61
32 Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	3.61
48 Learn cost effective means of data management for small schools.	3.52
Average:	3.94

Instructional Best Practices

34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.35
37 Have access to a quality, model academic intervention service.	4.09
33 Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.00
77 Learn examples of instructional best practices aligned with the New York State standards and assessments.	3.83
41 Identify appropriate academic interventions for specific root causes, where possible.	3.78
43 Do curriculum mapping in districts K-12.	3.78
25 Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	3.70
Average:	3.93

Plan Implementation

63 Design a system that links the district plan to an action plan at the building level.	4.35
40 Garner the time, money and personnel to support comprehensive educational planning.	4.22
28 Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.17
62 Integrate academic and support services into a comprehensive plan.	4.04
53 Implement the plan so that it is not archived and "put on the shelf."	4.04
81 Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.87
71 Integrate students with disabilities into the regular education classroom.	3.87
20 Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	3.83
76 Align the site-based shared decision model with the district's comprehensive education plan.	3.78
60 Monitor the implementation of the comprehensive educational plan.	3.74
80 Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.70

Appendix: Teacher Center Results continued

21 Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	3.52
30 Incorporate regional and district comprehensive health planning into the comprehensive education plan.	3.35
Average:	3.88

Root Cause

5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.39
68 Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.05
23 Measure the impact of a specific strategy on student achievement.	4.00
42 Have access to clear, specific examples of root cause analysis.	3.57
38 Fully understand and effectively use root cause analysis.	3.52
64 Receive in-depth training in advanced root cause analysis.	3.50
27 Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.48
Average:	3.79

Facilitation

50 Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	4.26
59 Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	4.04
1 Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	3.91
79 Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	3.74
35 Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.65
84 Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.61
11 Help teams to develop vision, mission and belief statements.	3.57
10 Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	3.52
26 Facilitate consensus, including dealing with "blockers".	3.48
Average:	3.75

Planning Models and Templates

13 Understand a variety of models for doing comprehensive educational planning.	4.00
14 Have access to better, clearer templates to help districts complete the comprehensive education plan.	3.96
24 Have access to regional expertise and support for developing and	3.87

Appendix: Teacher Center Results continued

implementing a comprehensive educational plan.	
52 Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	3.83
46 Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.83
7 Learn how to apply a comprehensive planning rubric.	3.78
29 Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	3.74
44 Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.70
69 Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.50
72 Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	3.35
66 Network with other districts involved with the comprehensive planning process.	3.30
39 Understand systems theory and its relationship to comprehensive planning.	3.04
Average:	3.66

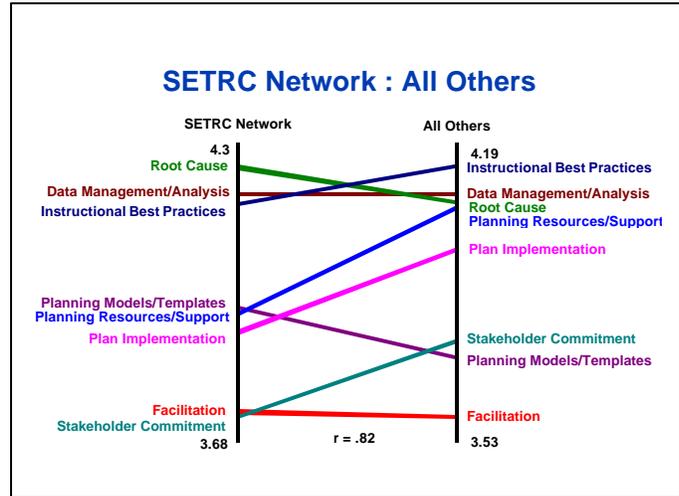
Stakeholder Commitment

65 Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.30
78 Manage comprehensive planning despite continuous changes in school and district leadership and staff.	3.78
51 Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.65
61 Turn a manager into a leader.	3.61
15 Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	3.57
73 Assess readiness for planning and/or change in a district.	3.43
74 Learn how to manage comprehensive planning while running the rest of the district.	3.26
Average:	3.66

Appendix: SETRC Network Results

Like all other responders, SETRC network participants identified “Instructional Best Practices,” “Data Management and Analysis,” and “Root Cause” as the top three-rated clusters, although in a different order. “Root Cause” is the most important cluster to them.

Their top ten statements show an understandable difference: they identified professional development opportunities related to “integrating students with disabilities into the regular classroom” as the top-rated need.



Seven of the remaining nine top-rated statements are consistent with those of all other responders.

TOP TEN STATEMENTS	Statement	Score
	71 Integrate students with disabilities into the regular education classroom.	4.88
	5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.76
	2 Know how to use classroom level data to support comprehensive educational planning.	4.71
	28 Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.65
	19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.65
	9 Know how classroom level data analysis can affect instructional change.	4.65
	16 Disaggregate data to drive instruction at the district, building and classroom level.	4.59
	34 Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.53
	33 Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.53
	45 Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.53

Appendix: SETRC Network Results continued

Root Cause

5 Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.76
23 Measure the impact of a specific strategy on student achievement.	4.47
38 Fully understand and effectively use root cause analysis.	4.41
68 Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.29
42 Have access to clear, specific examples of root cause analysis.	4.29
64 Receive in-depth training in advanced root cause analysis.	4.12
27 Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.76
Average:	4.30

Data Management and Analysis

2 Know how to use classroom level data to support comprehensive educational planning.	4.71
9 Know how classroom level data analysis can affect instructional change.	4.65
19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.65
16 Disaggregate data to drive instruction at the district, building and classroom level.	4.59
45 Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.53
18 Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.47
31 Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.41
47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.35
6 Have access to empirical evidence that comprehensive educational planning actually makes a difference.	4.24
82 Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.24
22 Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.18
49 Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	4.12
75 Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	4.12
54 Gather and analyze cohort data.	4.12
17 Better understand testing and statistics.	4.06
32 Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	4.00
3 Do effective test item analysis.	3.88

Appendix: SETRC Network Results continued

67	Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	3.88
48	Learn cost effective means of data management for small schools.	3.29
	Average:	4.24

Instructional Best Practices

33	Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.53
34	Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.53
77	Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.41
25	Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.35
37	Have access to a quality, model academic intervention service.	4.18
41	Identify appropriate academic interventions for specific root causes, where possible.	4.12
43	Do curriculum mapping in districts K-12.	3.35
	Average:	4.21

Planning Models and Templates

29	Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	4.29
7	Learn how to apply a comprehensive planning rubric.	4.12
52	Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	4.06
72	Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	4.06
14	Have access to better, clearer templates to help districts complete the comprehensive education plan.	4.00
24	Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	4.00
13	Understand a variety of models for doing comprehensive educational planning.	3.88
44	Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.88
69	Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.88
66	Network with other districts involved with the comprehensive planning process.	3.82
46	Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.76
39	Understand systems theory and its relationship to comprehensive planning.	3.71

Planning Resources and Support

12	Have access to an exceptional model of a comprehensive educational plan,	4.29
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Appendix: SETRC Network Results continued

	incorporating the many mandated State Ed. Dept. plans.	
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.29
8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.29
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	4.24
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.24
70	Receive relief from State Ed. Dept. paperwork and micromanagement.	3.88
58	Have access to state funding to support the cost of comprehensive educational planning.	3.71
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.53
36	Gain financial commitment to implement the plan.	3.47
55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	3.47
	Average:	3.94

Plan Implementation

71	Integrate students with disabilities into the regular education classroom.	4.88
28	Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.65
20	Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.29
63	Design a system that links the district plan to an action plan at the building level.	4.29
62	Integrate academic and support services into a comprehensive plan.	4.18
21	Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	4.06
53	Implement the plan so that it is not archived and "put on the shelf."	4.06
80	Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.65
60	Monitor the implementation of the comprehensive educational plan.	3.47
40	Garner the time, money and personnel to support comprehensive educational planning.	3.47
30	Incorporate regional and district comprehensive health planning into the comprehensive education plan.	3.24
76	Align the site-based shared decision model with the district's comprehensive education plan.	3.18
81	Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	3.18
	Average:	3.89

Appendix: SETRC Network Results continued

Facilitation

59	Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	4.18
26	Facilitate consensus, including dealing with "blockers".	3.94
1	Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	3.94
79	Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	3.88
50	Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	3.82
35	Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.53
11	Help teams to develop vision, mission and belief statements.	3.47
84	Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.38
10	Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	3.12
	Average:	3.70

Stakeholder Commitment

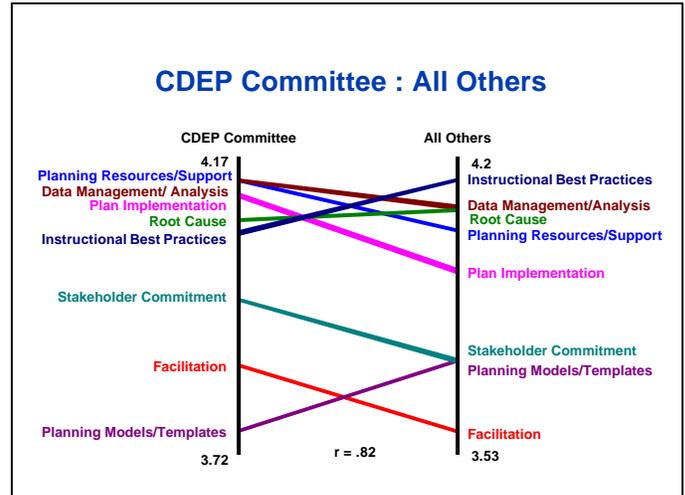
15	Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	4.06
73	Assess readiness for planning and/or change in a district.	4.06
65	Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.06
61	Turn a manager into a leader.	3.76
78	Manage comprehensive planning despite continuous changes in school and district leadership and staff.	3.65
51	Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	3.29
74	Learn how to manage comprehensive planning while running the rest of the district.	2.88
	Average:	3.68

Appendix: CDEP Steering Committee Results

Like responders from Teacher Centers, members of the CDEP Steering Committee rated “Planning Resources and Support” as the number one priority, tied in this case with “Data Management and Analysis.” CDEP Steering Committee members also diverged from all other responders by rating the “Instruction Best Practice” cluster as fifth in importance.

Further, review of their top ten statements shows their strong interest in professional development opportunities related to implementation of the comprehensive plan. Their top three statements—and six of the top ten—address the need to build the capacity to implement comprehensive plans, including developing implementation skills in school leaders, designing a system that links the district’s plan with building level action plans and shared decision-making, and monitoring implementation so that the plan is “not archived and put on a shelf.”

Only three of their top ten statements are consistent with those of all other responders.



T O P T E N S T A T E M E N T S	8 Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.75
	63 Design a system that links the district plan to an action plan at the building level.	4.67
	53 Implement the plan so that it is not archived and "put on the shelf."	4.67
	82 Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.58
	47 Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.58
	76 Align the site-based shared decision model with the district's comprehensive education plan.	4.50
	23 Measure the impact of a specific strategy on student achievement.	4.42
	70 Receive relief from State Ed. Dept. paperwork and micromanagement.	4.42
	60 Monitor the implementation of the comprehensive educational plan.	4.42
	19 Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.42

Appendix: CDEP Steering Committee Results continued

Data Management and Analysis

47	Have access to timelier reporting of state assessment results so that instruction can be immediately tailored to each student's needs.	4.58
82	Have access to better, more accurate data collection, analysis and dissemination from the State Ed. Dept.	4.58
19	Use data analysis and the identification of root causes to set clear, appropriate, and measurable district goals.	4.42
16	Disaggregate data to drive instruction at the district, building and classroom level.	4.33
18	Understand how to identify, collect, analyze and track data to support comprehensive planning.	4.33
32	Learn how to correlate off year, local testing with state assessment results to track student performance longitudinally.	4.33
45	Organize and effectively present data in a meaningful way to inform planning and decision-making.	4.25
31	Understand the various data generated from state assessments (i.e. - item responses) and how to use that data to facilitate improved student learning.	4.17
6	Have access to empirical evidence that comprehensive educational planning actually makes a difference.	4.08
75	Conduct a comprehensive needs assessment so districts can honestly discuss successful programs (assets) and areas in need of improvement (deficits).	4.08
67	Learn how to use appropriate technology to analyze data: data warehouses, mining, spreadsheets, databases, etc.	4.08
49	Learn a variety of methods for presenting data so that diverse groups can clearly see its relationship to setting academic goals.	4.08
9	Know how classroom level data analysis can affect instructional change.	4.08
22	Understand how multiple measures--both quantitative and qualitative--can inform comprehensive education planning.	4.08
2	Know how to use classroom level data to support comprehensive educational planning.	4.00
17	Better understand testing and statistics.	4.00
54	Gather and analyze cohort data.	4.00
48	Learn cost effective means of data management for small schools.	4.00
3	Do effective test item analysis.	3.67
	Average:	4.17

Planning Resources and Support

8	Develop effective implementation skills in school leaders so they may get beyond endless planning to action.	4.75
70	Receive relief from State Ed. Dept. paperwork and micromanagement.	4.42
56	Have access to a truly comprehensive planning tool that addresses multiple State Ed. Dept. planning requirements: PDP, CSPD, etc.	4.33
57	Build capacity within the district to support the development and implementation of a comprehensive plan.	4.33
83	Identify a set of best practice districts and schools to refer to when working with struggling districts.	4.33
58	Have access to state funding to support the cost of comprehensive educational planning.	4.25

Appendix: CDEP Steering Committee Results continued

55	Know how comprehensive education planning fits into other district planning processes, such as planning for facilities, support services, etc.	4.17
12	Have access to an exceptional model of a comprehensive educational plan, incorporating the many mandated State Ed. Dept. plans.	4.08
36	Gain financial commitment to implement the plan.	3.92
4	Have access to a State Ed. Dept. academic year calendar that coordinates all important submission dates.	3.08
Average:		4.17

Plan Implementation

53	Implement the plan so that it is not archived and "put on the shelf."	4.67
63	Design a system that links the district plan to an action plan at the building level.	4.67
76	Align the site-based shared decision model with the district's comprehensive education plan.	4.50
60	Monitor the implementation of the comprehensive educational plan.	4.42
20	Build implementation plans that include formative and summative evaluations for monitoring and adjusting the plan.	4.33
71	Integrate students with disabilities into the regular education classroom.	4.25
81	Allocate or re-allocate resources to implement the priorities within the comprehensive educational plan.	4.17
40	Garner the time, money and personnel to support comprehensive educational planning.	4.08
21	Update an existing comprehensive plan in years 2, 3, and 4 without "reinventing the wheel".	4.08
62	Integrate academic and support services into a comprehensive plan.	4.00
28	Incorporate existing plans (CSPD, PDP, APPR, etc.) into one comprehensive plan to improve student learning.	4.00
80	Establish concise communications to buildings followed up by a clear and timely assessment of progress toward goals.	3.92
30	Incorporate regional and district comprehensive health planning into the comprehensive education plan.	2.75
Average:		4.14

Root Cause

23	Measure the impact of a specific strategy on student achievement.	4.42
5	Encourage all teachers to use student assessment data to drive instruction to meet individual student needs.	4.33
68	Identify ways in addition to state assessment results to measure the impact of specific interventions on student learning.	4.33
42	Have access to clear, specific examples of root cause analysis.	4.08
38	Fully understand and effectively use root cause analysis.	4.08
64	Receive in-depth training in advanced root cause analysis.	4.08
27	Understand the impact of student mobility on academic performance and strategies to manage that impact.	3.33
Average:		4.10

Appendix: CDEP Steering Committee Results continued

Instructional Best Practices

25	Connect the findings of root cause analysis to the design of academic improvement and intervention strategies.	4.33
33	Identify specific instructional best practices to address gaps discovered by root cause analysis, where possible.	4.25
41	Identify appropriate academic interventions for specific root causes, where possible.	4.17
77	Learn examples of instructional best practices aligned with the New York State standards and assessments.	4.17
34	Identify instructional best practices that are proven to increase the achievement levels of lower socioeconomic status students.	4.00
37	Have access to a quality, model academic intervention service.	3.83
43	Do curriculum mapping in districts K-12.	3.75
	Average:	4.07

Stakeholder Commitment

65	Gain support of all stakeholders--administrators, board, community, staff, unions, students--for making changes necessary to improve student achievement.	4.33
15	Effectively communicate to achieve ownership and responsibility for the comprehensive plan by the entire district and community.	4.25
78	Manage comprehensive planning despite continuous changes in school and district leadership and staff.	4.08
51	Generate interest, excitement, and willingness among districts to participate in comprehensive educational planning.	4.00
61	Turn a manager into a leader.	3.92
73	Assess readiness for planning and/or change in a district.	3.67
74	Learn how to manage comprehensive planning while running the rest of the district.	3.42
	Average:	3.95

Facilitation

79	Learn how to involve stakeholders in the planning process: administrators, board, community, staff, unions, students, etc.	4.25
50	Build strong, functional teams that work efficiently and respect each other's ideas and priorities.	4.17
59	Learn strategies to keep "power issues" out of the planning process: i.e., a superintendent or assistant superintendent trying to direct the group's thinking.	4.00
26	Facilitate consensus, including dealing with "blockers".	3.92
84	Experience various facilitation techniques for brainstorming, clustering, prioritizing, and decision-making.	3.92
1	Receive more advanced training in and opportunities to practice facilitation skills: knowing which facilitation techniques work best in specific situations.	3.75
11	Help teams to develop vision, mission and belief statements.	3.67

Appendix: CDEP Steering Committee Results continued

35	Develop the presentation skills necessary to help faculty and other stakeholders understand the comprehensive planning process and the links to implementation.	3.67
10	Practice basic meeting management techniques: ground rules for running a meeting, setting agendas, etc.	3.17
Average:		3.83

Planning Models and Templates

14	Have access to better, clearer templates to help districts complete the comprehensive education plan.	4.00
52	Understand how a district's culture impacts its ability to do effective comprehensive educational planning.	4.00
29	Ensure that the voices of marginalized students and families are not neglected in the educational planning process.	3.92
24	Have access to regional expertise and support for developing and implementing a comprehensive educational plan.	3.92
66	Network with other districts involved with the comprehensive planning process.	3.75
44	Have access to a quality, model comprehensive plan and hear from the team members involved in creating that plan.	3.75
72	Learn a glossary of the "language of planning" --that is, have consistent criteria for writing goals, objectives, strategies, and action steps.	3.75
46	Develop a "common sense vocabulary" to assist understanding of comprehensive educational planning.	3.75
7	Learn how to apply a comprehensive planning rubric.	3.58
13	Understand a variety of models for doing comprehensive educational planning.	3.58
69	Have access to a resource guide identifying articles, journals, experts and tools related to all aspects of the comprehensive educational planning process.	3.33
39	Understand systems theory and its relationship to comprehensive planning.	3.25
Average:		3.72