

Stanwood-Camano School District

Community-wide, Equity-centered Strategic Planning Process

Deborah Rumbaugh, Ed.D., *Superintendent*

Facilitated by: **Performance Fact, Inc.**

Stanwood, WA | December 2021



Facilitators



Mutiu O. Fagbayi
President/CEO

"Moo-tee-oo Fa-gb-ayee"



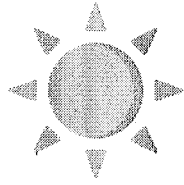
Lauren Klaffky
Senior Associate

- ▶ **Valerie Balanon**, *Creative Specialist*
- ▶ **Kaye Jadrych**, *Executive Administrative Specialist*
- ▶ **Amreet Waters**, *Director, Client Relations & Project Management*

A *facilitator* is a guide. A guide does not command or control.

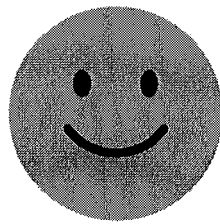
However, a facilitator does direct, leaving it up to you to follow.





**Each morning, the Sun
wakes up and says to itself,
“I’m going to be hot today!”**

And it is!



**Make it
a great day!**



ABOUT Performance Fact



*... aligning our external
perspective with your
internal vision for your
students, schools, and
community*



PERFORMANCE FACT INC. ©

Think. Believe. Move Mountains.

STRATEGIC PLANNING & ALIGNMENT

5

Performance fact, Inc.

Founded 1997

OUR MISSION

Develop *capable leaders*,
strengthen *effective practices*,
and achieve *extraordinary student
results*.



OUR CORE VALUES

Performance
fast forward
accountability
continuous learning
trust



PERFORMANCE FACT INC. ©

Think. Believe. Move Mountains.

STRATEGIC PLANNING & ALIGNMENT

6

Our Five Core Values



PERFORMANCE

We believe that results matter. They tell us about the effectiveness of our practice, and focus our attention on solutions that matter most.

fast forward

We act with a sense of urgency, and continually search for ways to accelerate time to results for our clients.

accountability

We rely on a fact-based approach, not opinion. Accountability means standing up for the results we produce, individually and collectively.

continuous learning

We view personal and team learning as professional expectations, and as the fuel for continuous improvement of services to our clients.

trust

We build relationships based on uncompromising integrity, deep caring, and total commitment to helping our clients achieve the goals that are important to them.



Our Focus



Strategic Planning & Alignment

Trust & Authentic Relationships

Disciplined Implementation

Leadership for Results

Data-informed Equity Audit

Since 1997

100+ school districts
serving more than
1 million students

12 US States



The Performance Fact Premise

Cause & Effect

"All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has **not** been taught well **yet**."

Student learning, then, is an "*effect*" whose "*cause*" lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning."

Muti O. Fagbajyi (2006)



The Strategic Planning Process

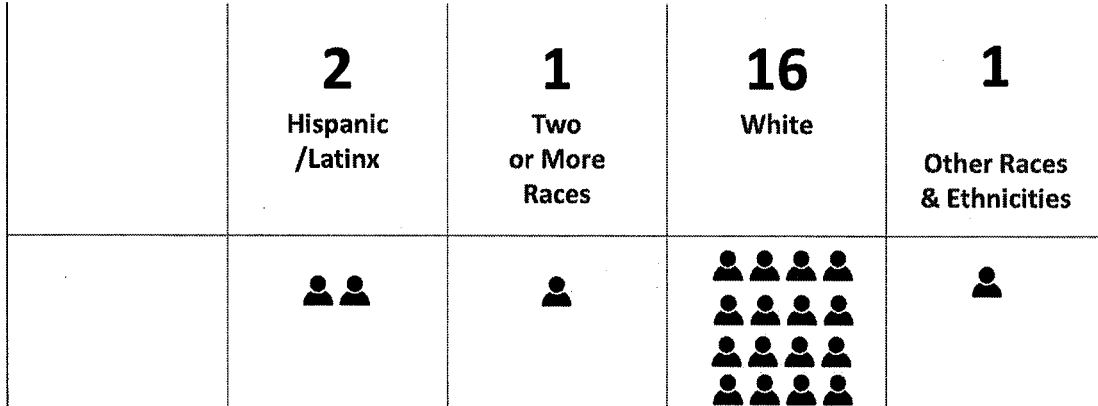


*... moving forward as one,
aligned on common
purpose*

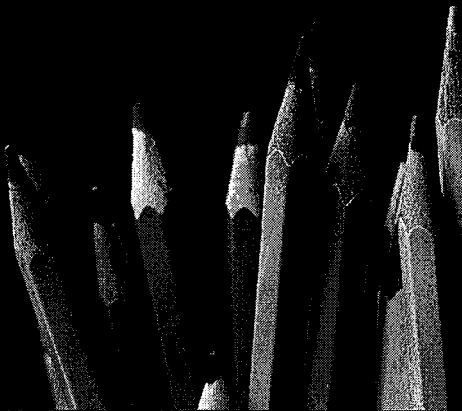


Profile of Our Students

Out of every 20 students...



A Profile of Our Students



Out of every
20 students...

2 Students with
Disabilities

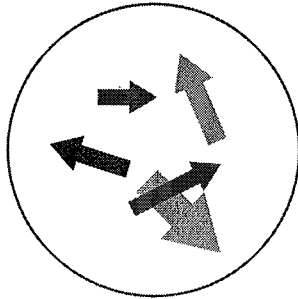
~1 English Learner

6 Low-Income

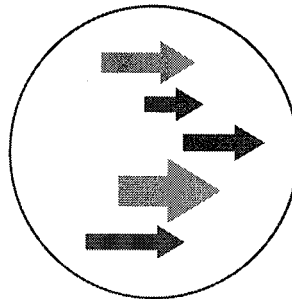


Why Plan?

Misalignment



Alignment



Alignment: getting people, process, program and structure on the same page, going in the same direction.



The Charge

Develop the **strategic alignment plan**, in a way that:



1. Clarifies the **goals and measures** of student achievement



2. Outlines the **roadmap** for accomplishing the goals;



3. Embraces the **diverse voices** of all stakeholders;



4. Mobilizes **leadership** for courageous action at all levels.



The Power *is* within



"Oz never did give nothing to the Tin Man, that he didn't already have."

Lyrics from Tin Man by AMERICA



"Never doubt that a small group of thoughtful, committed people can change the world. In fact, it is the only thing that ever has."

Margaret Mead

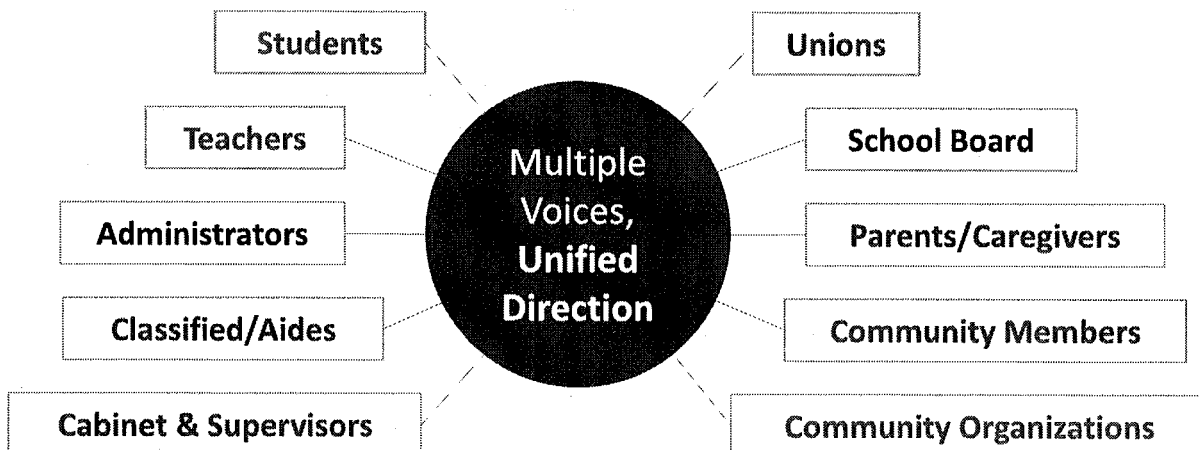


"What we have before us are some breathtaking opportunities disguised as insoluble problems".

John Gardner



Embracing Diverse Voices & Perspectives



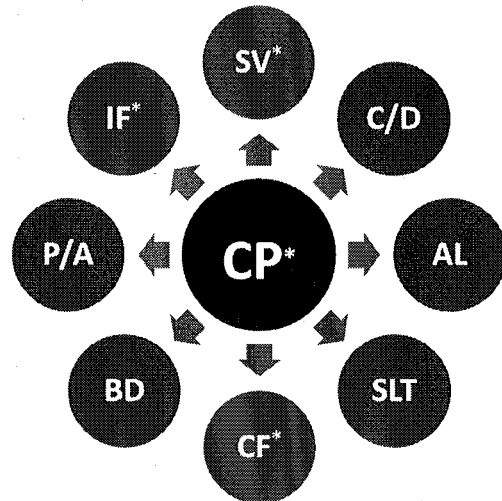
Meaningful Engagement *strengthens* understanding, appreciation and commitment.



Embracing Diverse Voices & Perspectives

Core Planning Team (CPT) ...

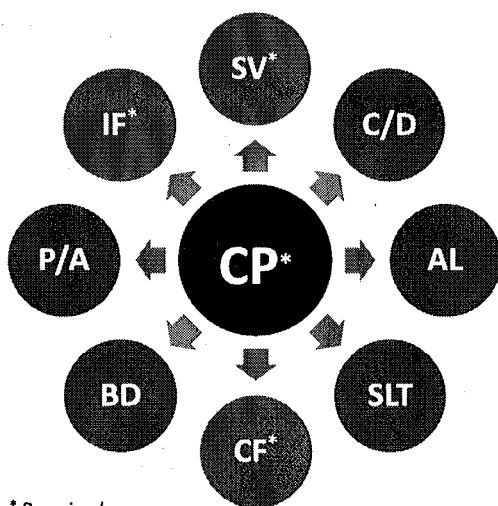
- Diverse team; includes all stakeholders
- Stewardship of the process and products
- "Integrator" of input from all perspectives
- Co-facilitator of "reality check" sessions
- 20-150 people



*Required



Embracing Diverse Voices & Perspectives



*Required

"Reality Check" Teams & Listening Sessions ...

- SV = Student Voice Team
- IF = Instructional Focus Team
- C/D = Campus/Department Team
- P/A = Principals/Administrators Team
- AL = Alignment Team
- BD = Board Review Team
- CF = Community Forums
- SLT = Superintendent's Leadership Team



Phases of the Strategic Planning Process

1	Is everyone ready to go?"	[Community mobilization]
2	"Where are we now ?"	[Assessment of current state]
3	"Where are we going next ?"	[Core purpose, goals, measures]
4	"Is everyone still with us?"	[Stakeholder "reality check"]
5	"How are we going to get there ?"	[Building blocks: practices, strategies, structures]
6	"Have we aligned resources with the Plan?"	[Allocation of people, time, \$]
7	"Do we have the support of our leaders and policymakers?"	[Formal approval]

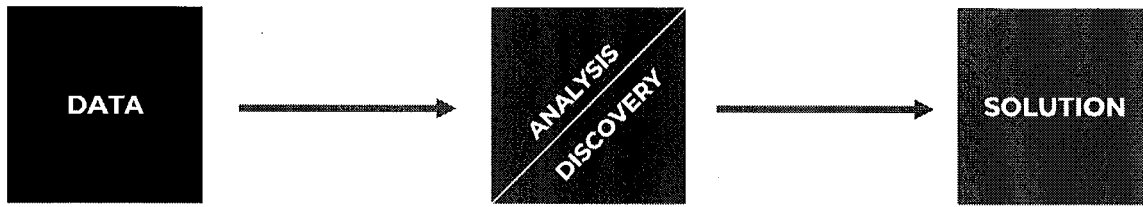


**"Not everything we
face can be changed.
But what must change,
must be faced."**

paraphrasing James Baldwin



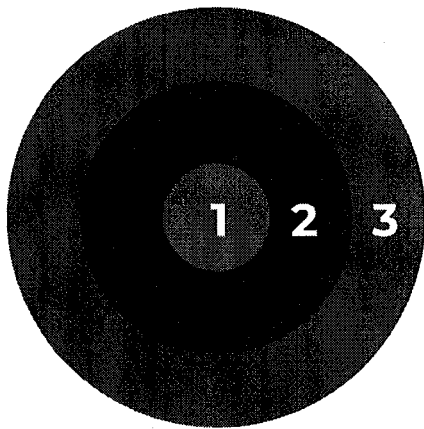
A Data-driven, Equity-focused Planning Process



What data do we have?	What does the data say? and Why does the data look that way?	What are we going to do about it all?
Student Data for Multiple Sources	Areas of Strength and Areas of Concern of the Equity Indicators & Measures and "Root causes" (underlying causes) of the current state of the Equity Indicators	<ul style="list-style-type: none"> • Student Learning • Instructional Effectiveness • Empowering Infrastructure

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."



1. Student Learning

- ▶ Equity Principles
- ▶ Portrait of a Graduate
- ▶ Vision, Mission, and Core Values
- ▶ Goals, Measures, and Equity Priorities
- ▶ Performance Targets/Benchmarks

2. Instructional Effectiveness

- ▶ "Four Pillars" (building blocks)
- ▶ Professional Practices
- ▶ Educational Strategies

3. Empowering Infrastructure

- ▶ Mission-focused Supports & Services
- ▶ Needs-based Resource Allocation
- ▶ Leadership for Results
- ▶ Implementation Roadmap

Ends (Effect)

Vision, Mission,
and Core Values

Portrait of
a Graduate

Goals, Measures,
Equity Priorities, and
Performance
Benchmarks

Means (Cause)

Four Pillars

Professional Practices
Educational Strategies

Mission-focused Supports & Services
Needs-based Resource Allocation
Leadership for Results
Implementation Roadmap



Example

Meeting Norms

1. Encourage participation by everyone.

2. Practice respectful use of cellphones.

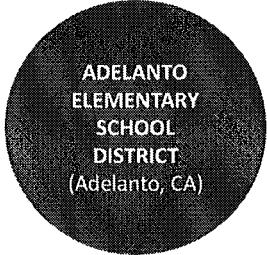
3. Listen attentively without side-bar conversation.

4. Embrace the spirit of cooperation.

5. Honor and respect the voice of all stakeholders.

6. Remember that every voice matters.

7. Practice collaboration and respectful listening.



Example

Meeting Norms

1. Filter all decisions based on what's best for students.

2. Love everything for 5 minutes!

3. Encourage participation of everybody.

4. Be discrete regarding use of telephone and remain present.

5. Embrace and leverage dissent and honor different ways of processing information.

6. Check before sharing information outside of the group (including on social media).

7. Be mindful of context.

FEDERAL WAY
PUBLIC SCHOOLS
(Federal Way,
WA)



Example

Meeting Norms

1. Wag, not bark.

2. "Paws" before you respond.

3. Assume positive intent.

4. Step up, step back.

5. No jive talking, just get to the point!

6. 90-second talk time: "share the air."

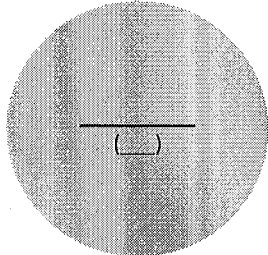
7. Allow people to speak their truth.

FRANKLIN HIGH
SCHOOL
(Seattle, WA)



Meeting Norms

What norms or behaviors do we choose to guide our work and interactions?

1.	2.	3.	4.
5.	6.	7.	



Proposed Group Norms

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.



Analysis of Student Data

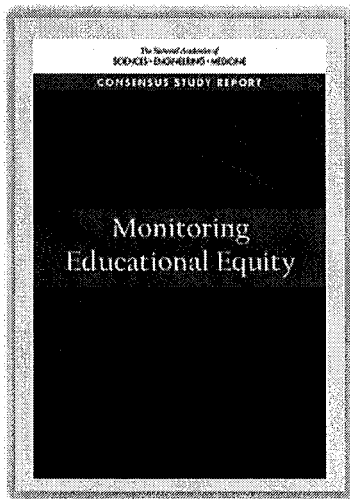


*... data shows “symptoms”;
analysis reveals underlying
causes.*

*Lasting change occurs only at
the level of “cause.”*



The National Academies of
SCIENCES
ENGINEERING
MEDICINE



Monitoring Educational Equity (2019)

DETAILS

268 pages | 6 x 9 | PAPERBACK

ISBN 978-0-30949016-0 | DOI 10.17226/25389



How far have we come?

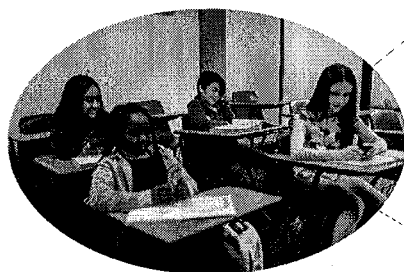
“If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

Report of the Commission on Higher Education (1947)

[As quoted in [Monitoring Educational Equity](#) | The National Academies of Science, Engineering, and Medicine]



Two Types of Indicators in 7 Domains



Outcomes

Access

- ▶ **Domain A:** Kindergarten Readiness
- ▶ **Domain B:** K-12 Learning and Engagement
- ▶ **Domain C:** Educational Attainment

- ▶ **Domain D:** Extent of Racial, Ethnic, and Economic Segregation
- ▶ **Domain E:** Equitable Access to High-Quality Early Learning Programs
- ▶ **Domain F:** Equitable Access to High-Quality Curricular and Instruction
- ▶ **Domain G:** Equitable Access to Supportive School and Classroom Environments

Reference: [Monitoring Educational Equity](#) | The National Academies of Sciences, Engineering, and Medicine



The Equity Imperative: Equitable Access, Equal Outcomes

Equitable access

to resources and opportunities that guarantee fair, just, and affirming experiences and produce

equal outcomes

for every student, without exception

Reference: Mutiu Fagbayi; Performance Fact, Inc. (2021)



STUDENT VOICE

- ▶ Online survey; Grades 3-12; November 2021
- ▶ 667 Elementary students
- ▶ 604 Middle School students
- ▶ 756 High School students

OUTCOMES DATA

- ▶ Attendance rate
- ▶ Average high school GPA
- ▶ Achievement in English Language Arts, Math & Science
- ▶ Graduation rate
- ▶ On-track to graduate
- ▶ High school GPA

ACCESS DATA

- ▶ Enrollment
- ▶ Participation in Gifted & Talented programs
- ▶ Coursework participation
- ▶ Suspensions, Expulsions, Discipline
- ▶ Teacher/Staff credentials



4-Lens Analysis of Student Data

Directions for Group Work

- 1 Select a **Facilitator/Time-keeper**; choose student data you will focus on.
- 2 Share **individual insights** ("what the data says"). *Just the facts!*
- 3 Reach **group consensus** about **Areas of Strengths/Concerns**.
- 4 Summarize **Strengths/Concerns**, with **supporting evidence**.
- 5 Appoint a **Spokesperson** to present your outputs.



Example

Areas of Strength & Areas of Concern

(Based Solely On Student Data)

Label	Supporting Data/Evidence	Strength	Concern
High Elem scores for thinking & learning	About 86% of Elementary students <i>Agree/Strongly Agree</i> that "My classes really make me think." and "I really learn a lot in my classes."	✓	
Little student-to-student respect at MS & HS	Only about 7 out of every 20 middle school students (35.8%) and about 4 out of every 20 high school students <i>Agree/Strongly Agree</i> that "Students in this school treat each other with respect."		✓
Lower feeling of safety & support by Black HS students	Black/African American students expressed significantly lower positive responses to safety/climate/support survey questions, such as: "My school is a welcoming and safe place to be" "I feel I belong at my school" "My teacher makes me feel good about myself" "Adults in this school treat students fairly ... or with respect"		✓



Example

Areas of Strength & Areas of Concern

(Based Solely On Student Data)

Label	Supporting Data/Evidence	Strength	Concern
School-wide Math gains	Significant year-to-year increase in percentage of students Proficient/Advanced at every grade; from 34% to 47% overall	✓	
Lower Reading Scores	Only about 4 out of every 20 students in 3rd grade (18%) scored at/above grade level in Reading Comprehension and Writing Strategies, based on benchmark tests and state assessments		✓
5th Grade Cohort Math Gains	Large gains in Math scores for 5th grade cohort: from about 6 out of every 20 students (31%) Proficient/Advanced at end of 4th grade, to about 13 out of every 20 students (64%) at end of 5th grade	✓	



Example

Areas of Strength & Areas of Concern

(Based Solely On Student Data)

Label	Supporting Data/Evidence	Strength	Concern
Low Hispanic Performance in Algebra I	Each year between 2011-2014, no more than 7 out of every 20 Hispanic students passed the State-wide Algebra I tests.	✓	
Increasing proficiency for MS ELL cohort	Year-to-year increase in the proportion of Middle School ELL cohort meeting Reading/ELA proficiency standards: 4/20 proficient at end of 6th grade; 6/20 at end of grade 7th; 9/20 at end of grade 8		✓
Disproportionalities in Suspension & Expulsion rates	Suspension rates vary significantly by student-group: African Americans were 17% of all students, but accounted for 50% of all suspensions and expulsions during the 2013-2014 school year. White students represented about 45% of all students, but accounted for 21% of all suspensions & expulsions.	✓	



Summary: Areas of Strength & Concern

(Based Solely On Student Data)

Label	Supporting Data/Evidence	Strength	Concern



2.B.-DB

16 PILLARS ROOT CAUSE RUBRIC DATABASE



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Root Cause Analysis Team Consensus

Please use the 16-Pillars Root Cause Rubric to rate district wide implementation of each of the following high-leverage practices on a scale of 1-4.



		Rating
1	STANDARDS-ALIGNED CONSISTENT INSTRUCTION Curriculum, assessment and teaching are directly aligned with state standards in all content areas and for all students, with standards and consistent teaching practices at the center of curriculum planning and student learning.	
2	EQUITABLE ACCESS TO RIGOROUS, HIGH-LEVEL PROGRAM All students have access to challenging, on-standard teaching and courses that include coverage of the "power standards" and core content.	
3	DIFFERENTIATION	



Root Cause Analysis Instructional Practices

Directions for Group Work

- 1 Select a Facilitator/Time-keeper and Recorder.
- 2 Individually rate the 16 Areas in the root cause rubric.
- 3 Reach group consensus rating for the 16 Areas.
- 4 Have the Recorder enter your CONSENSUS Ratings into the google form.
- 5 Appoint a Spokesperson to present your outputs.



Shift Happens!

A. List the student achievement Area(s) of Strength or Concern.

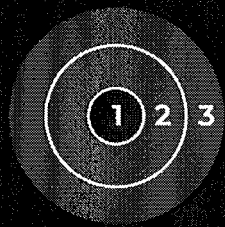
B. Identify the root causes of the current state of student learning and achievement.

C. Define the fundamental "shifts" we must make to improve practice and outcomes.

Shift from ...	Shift to ...
1.	1.
2.	2.



SOLUTION: Student Learning



*Vision, Mission,
Core Values*

*Portrait of
a Graduate*

*Goals, Measures,
Equity Priorities*



Vision

- ▶ What we aspire to be
- ▶ Desired future state
- ▶ Our "North Star"
- ▶ Our fondest hopes and dreams

Mission

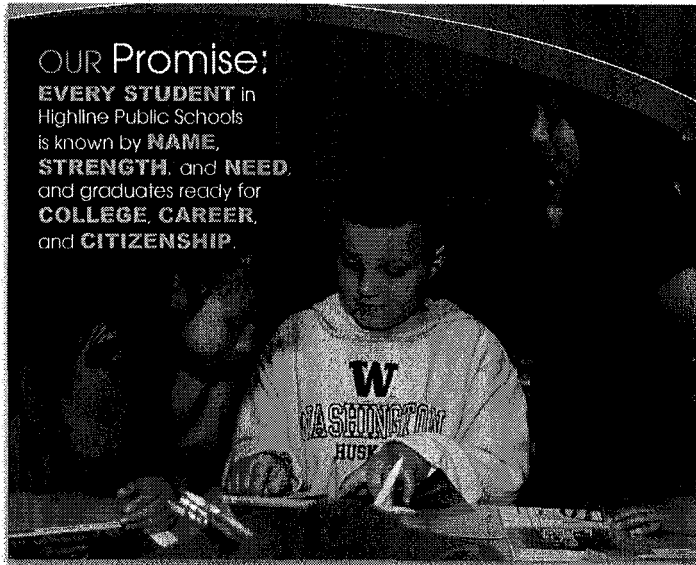
- ▶ Why we exist
- ▶ Purpose for being

Core Values

- ▶ Fundamental principles that drive our work
- ▶ What we are unwilling to compromise (timeless ideals)
- ▶ What we hold in highest esteem



Highline School District (Burien, WA)



The Highline Promise



Federal Way Public Schools: Vision & Core Beliefs

Every Scholar: A Voice. A Dream. A Bright Future.

1. We believe that EVERY scholar can learn at the highest level.
2. We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.
3. We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.
4. We believe that what we do in the classroom every day has the greatest impact on student learning.
5. We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
6. We believe that we must intentionally collaborate and use data as a guide to improve our practice.
7. We believe that our families are critical partners in each child's learning.



Shaker Heights City School District (Shaker Heights, Ohio)

OUR **Aspirations**

Excellence • Equity • Exploration

THE **Mission** OF THE SCHOOLS

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

Vision

Shaker is the first-choice school district for all students.

CORE **Values**

We believe:

- Each student is valued.
- Every student must succeed.
- Diversity makes us stronger.
- Breadth of experience is vital.
- Fiscal responsibility is essential.
- We are all accountable.

Vision

Mission

Core Values