



Organizational Consulting

Stakeholder-Driven
Strategic Planning



SUPPORTING, PROMOTING, AND ADVANCING PUBLIC EDUCATION

Stakeholder-Driven Strategic Planning: Data Organization Analysis

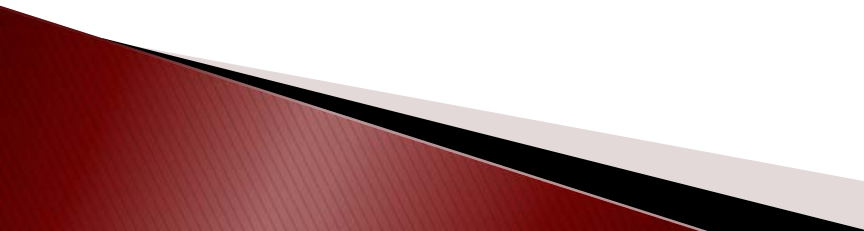
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Meeting Goals

1. Presentation and review of the survey results
 2. Review of the Pareto Analysis
 3. Identification of strategic objectives
 4. Organize strategic objectives into strategic themes or goals
- 

Survey Results

Presentation of the Survey Results

- ▶ Review of the survey process
 - Overview by Superintendent Mans
- ▶ Presentation of the results
 - Guy Leavitt, WASB
- ▶ Each Team Member should have:
 - Survey results
 - Pareto Chart for each answer
 - Summary of answers to open-ended questions (7 & 8) and WORDLE
 - Summary of SOAR activity



Pareto analysis

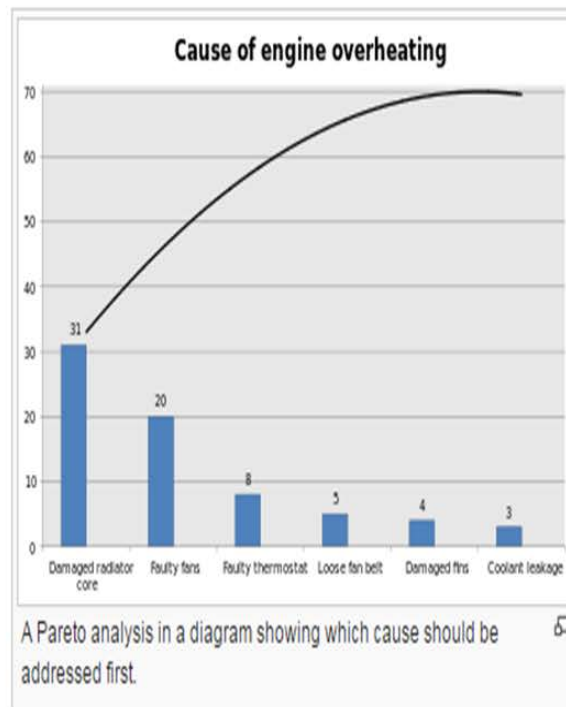
From Wikipedia, the free encyclopedia

Pareto analysis is a formal technique useful where many possible courses of action are competing for attention. In essence, the problem-solver estimates the benefit delivered by each action, then selects a number of the most effective actions that deliver a total benefit reasonably close to the maximal possible one.^[*citation needed*]

Pareto analysis is a creative way of looking at causes of problems because it helps stimulate thinking and organize thoughts. However, it can be limited by its exclusion of possibly important problems which may be small initially, but which grow with time. It should be combined with other analytical tools such as *failure mode and effects analysis* and *fault tree analysis* for example.^[*citation needed*]

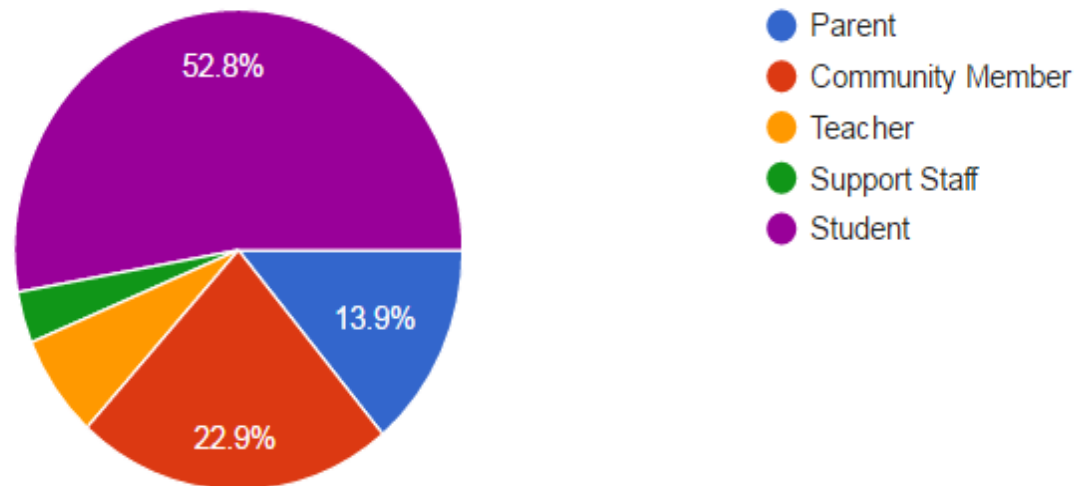
This technique helps to identify the top portion of causes that need to be addressed to resolve the majority of problems. Once the predominant causes are identified, then tools like the *Ishikawa diagram* or Fish-bone Analysis can be used to identify the root causes of the problems. While it is common to refer to Pareto as "80/20" rule, under the assumption that, in all situations, 20% of causes determine 80% of problems, this ratio is merely a convenient rule of thumb and is not nor should it be considered immutable law of nature.

The application of the Pareto analysis in risk management allows management to focus on those risks that have the most impact on the project.^[1]



Please select your title. (although you may fit multiple categories, choose only one)

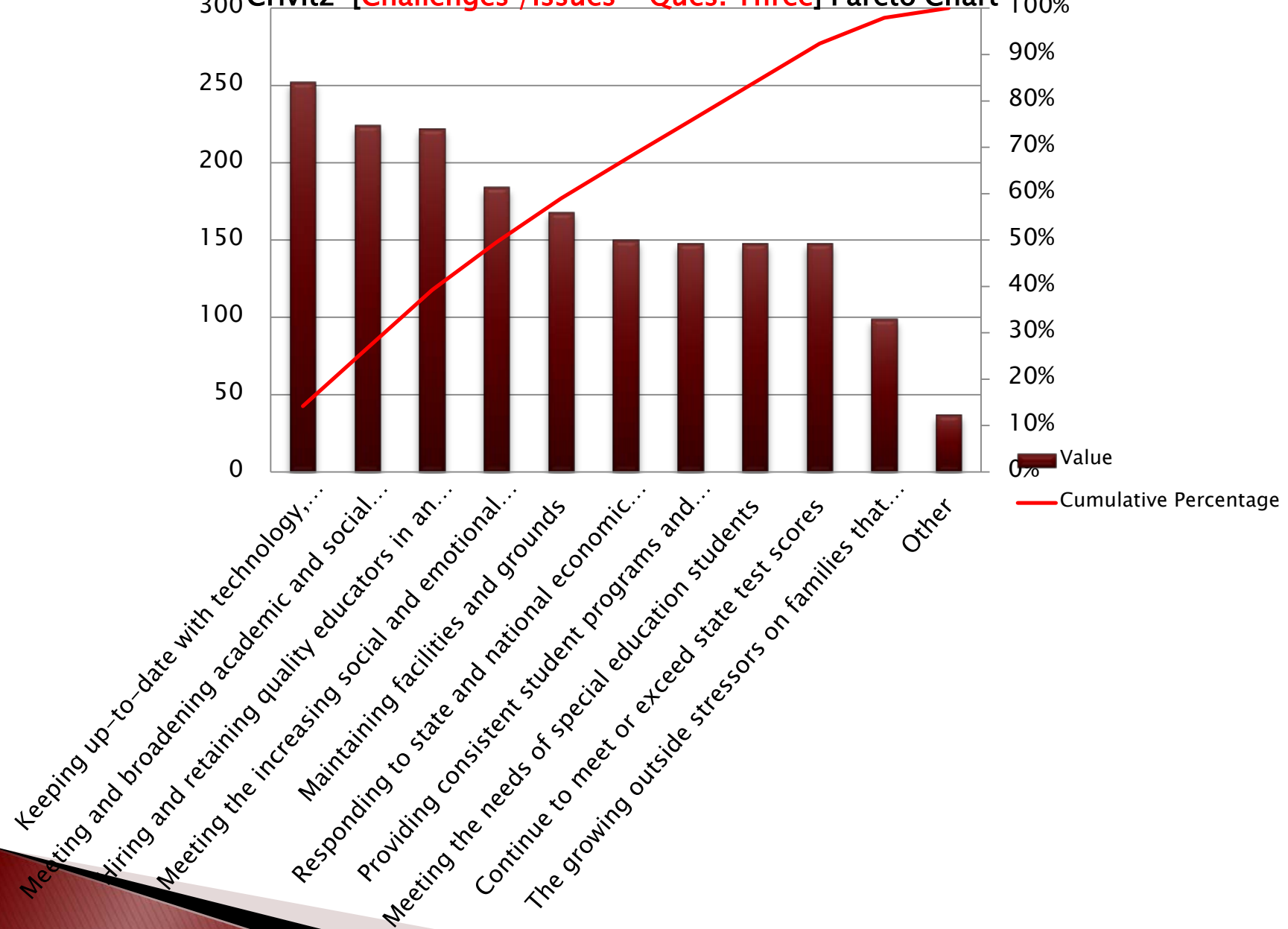
(375 responses)



Pareto Chart Data -- CRIVITZ

<i>Challenges / Issues - Question Three</i>	Value	Percentage	Cumulative Percentage
Keeping up-to-date with technology, software, applications, and support	252	14%	14%
Meeting and broadening academic and social needs of our student population	224	13%	27%
Hiring and retaining quality educators in an increasingly competitive market	222	12%	39%
Meeting the increasing social and emotional concerns of students	184	10%	50%
Maintaining facilities and grounds	168	9%	59%
Responding to state and national economic conditions that affect the levels of financial support the district receives	150	8%	67%
Providing consistent student programs and services with declining enrollment	148	8%	76%
Meeting the needs of special education students	148	8%	84%
Continue to meet or exceed state test scores	148	8%	92%
The growing outside stressors on families that impact parental support and quality of student work and behavior	99	6%	98%
Other	37	2%	100%
Total	1780		

Crivitz [Challenges /Issues – Ques. Three] Pareto Chart

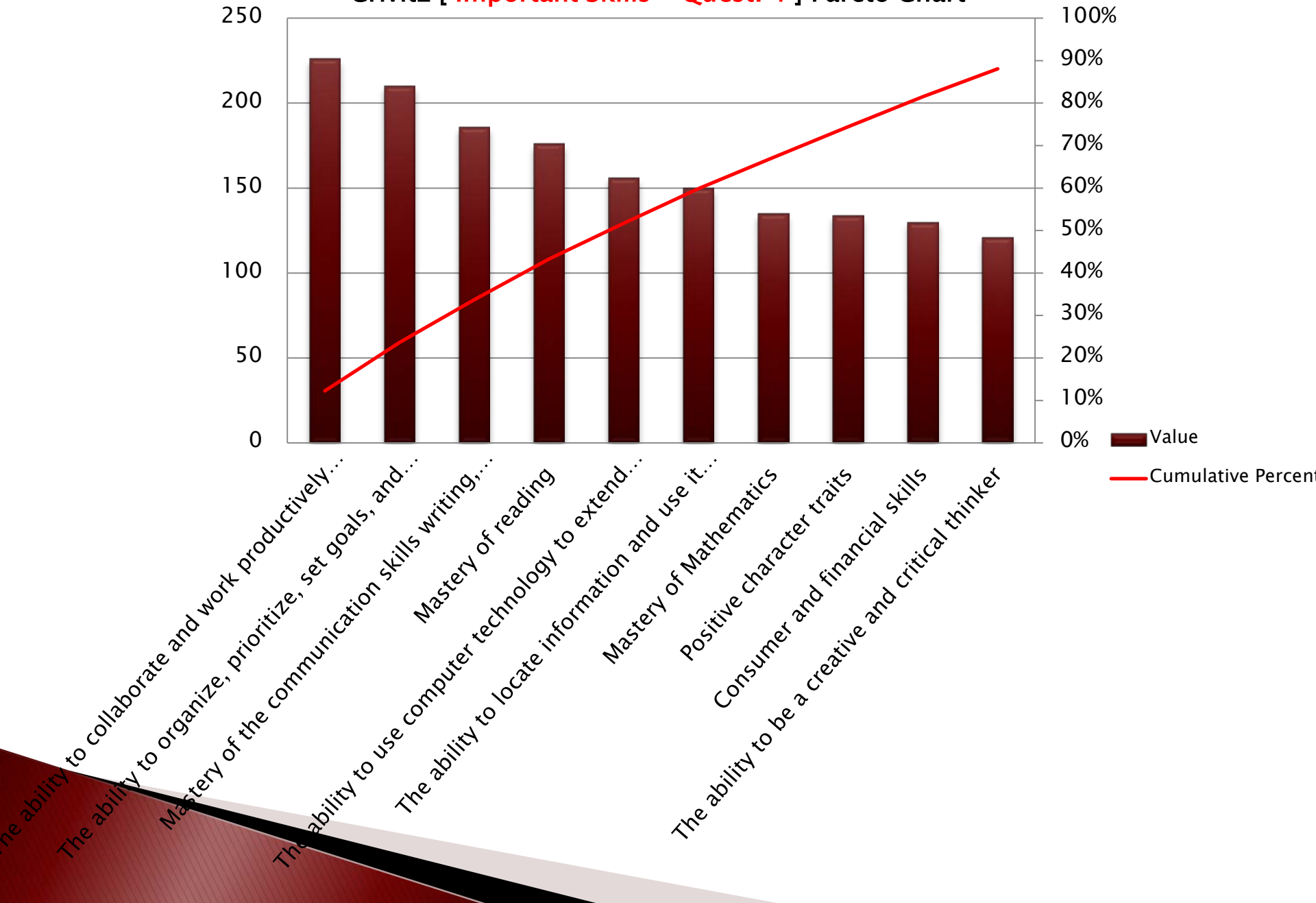


Pareto Chart Data -- CRIVITZ

Important Skills - Question 4

	Value	Percentage	Cumulative Percentage
The ability to collaborate and work productively with others and resolve conflicts when they arise	226	12%	12%
The ability to organize, prioritize, set goals, and manage them	210	11%	24%
Mastery of the communication skills writing, speaking, listening	186	10%	34%
Mastery of reading	176	10%	43%
The ability to use computer technology to extend learning and master subjects	156	8%	52%
The ability to locate information and use it appropriately	150	8%	60%
Mastery of Mathematics	135	7%	67%
Positive character traits	134	7%	74%
Consumer and financial skills	130	7%	82%
The ability to be a creative and critical thinker	121	7%	88%
Volunteerism and community service	64	3%	92%
Mastery of Science	60	3%	95%
Learn a foreign language	42	2%	97%
Mastery of Social Studies	33	2%	99%
Mastery of fine arts	21	1%	100%
Other	21	1%	101%
Total	1844		

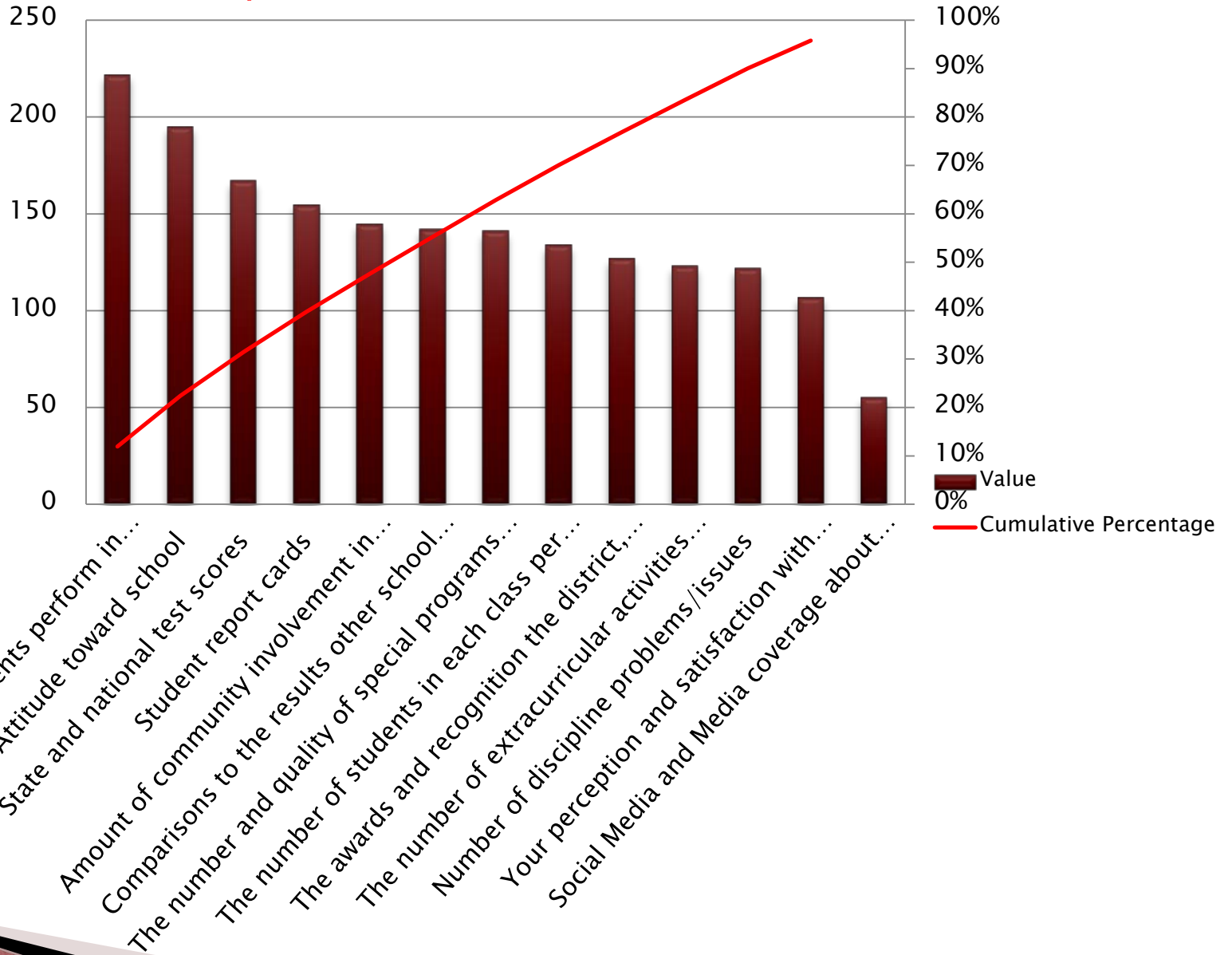
Crivitz [Important Skills – Quest. 4] Pareto Chart



Pareto Chart Data - CRIVITZ

<i>Quality of Education Evidence -- Question Five</i>	Value	Percentage	Cumulative Percentage
How well the district students perform in high school (graduation rates, attendance, ACT scores)	222	12%	12%
Student Attitude toward school	195	10%	22%
State and national test scores	167	9%	31%
Student report cards	155	8%	40%
Amount of community involvement in school & student activities	145	8%	48%
Comparisons to the results other school districts achieve	142	8%	55%
The number and quality of special programs available to meet student needs	141	8%	63%
The number of students in each class per teacher (class size)	134	7%	70%
The awards and recognition the district, schools, teachers, or students receive	127	7%	77%
The number of extracurricular activities (clubs, sports, etc) that are offered	123	7%	83%
Number of discipline problems/issues	122	7%	90%
Your perception and satisfaction with district schools	107	6%	96%
Social Media and Media coverage about school and district achievements and recognition	55	3%	99%
Other	23	1%	100%
Total	1858		

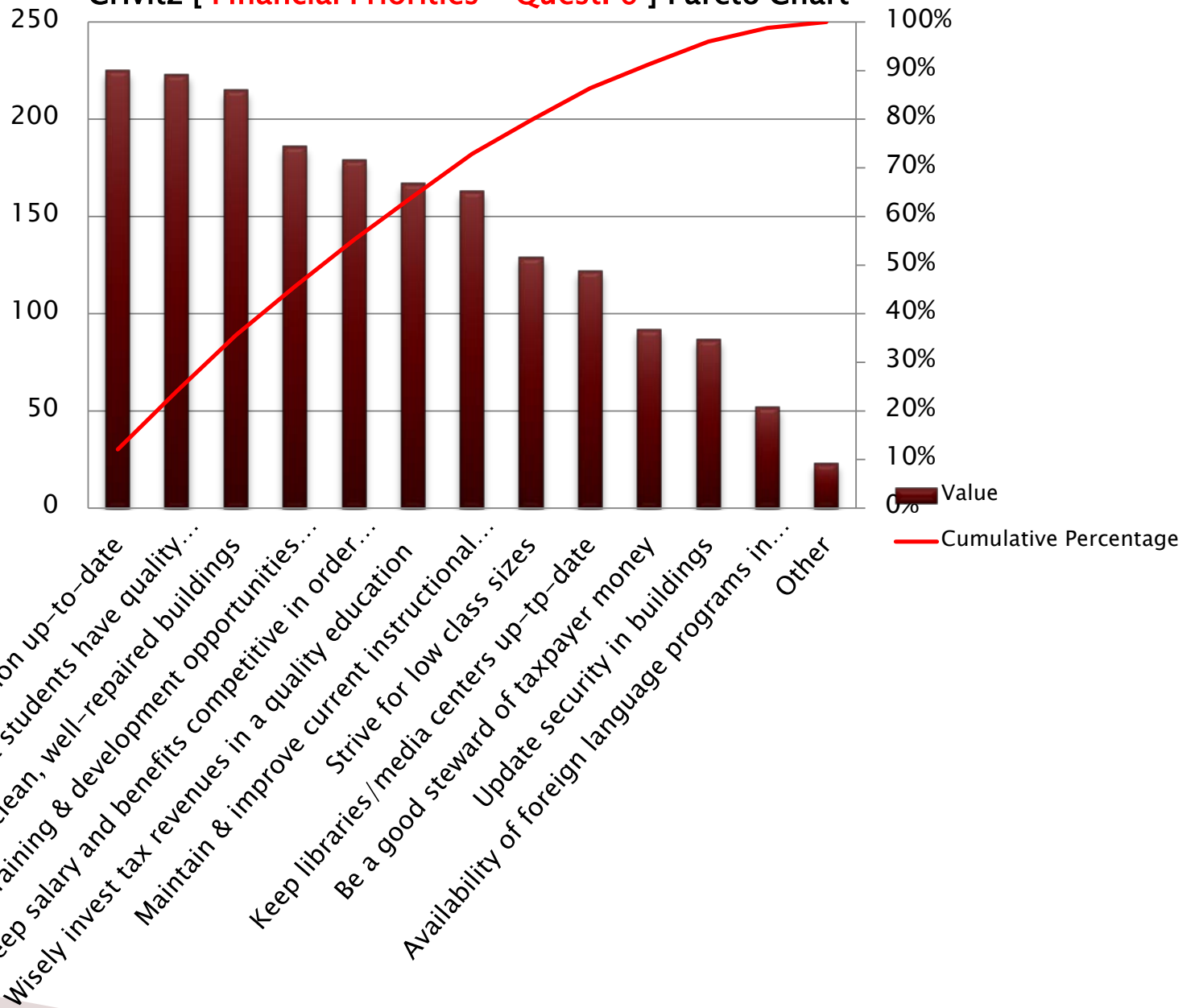
Crivitz [**Quality of Education Evidence – Quest. Five**] Pareto Chart



Pareto Chart Data -- Crivitz

<i>Financial Priorities -- Question Six</i>	Value	Percentage	Cumulative Percentage
Keep technology and integration up-to-date	225	12%	12%
Make sure that students have quality educational materials in the classroom	223	12%	24%
Maintain clean, well-repaired buildings	215	12%	36%
Provide training & development opportunities to keep staff skilled & competent	186	10%	46%
Keep salary and benefits competitive in order to attract and retain quality staff	179	10%	55%
Wisely invest tax revenues in a quality education	167	9%	64%
Maintain & improve current instructional programs	163	9%	73%
Strive for low class sizes	129	7%	80%
Keep libraries/media centers up-to-date	122	7%	86%
Be a good steward of taxpayer money	92	5%	91%
Update security in buildings	87	5%	96%
Availability of foreign language programs in elementary grades	52	3%	99%
Other	23	1%	100%
Total	1863		

Crivitz [Financial Priorities - Quest. 6] Pareto Chart



Question #7

What information or advice would you give the strategic planning team as they make decisions about long-term (3-5 year) priorities and goals?

Students	Think about students first in all decisions Reduce class sizes, especially elementary Make sure students have life skills Push students but don't overwhelm them Elementary students most affected by decisions Keep focus on student achievement Plan for educating students well Challenge students to seek success
Staff	Hire and retain quality staff Need a compensation system Invest in good teachers quality teaching is most important staff who relate well to students
Technology	Stay on top of technology trends Keep technology updated unblock the wi fi Keep pace with technology
Work/Career Readiness	Prepare students for life Not every student is college bound More hands/on education for students College and work readiness Train students for skilled labor jobs more vocational training opportunities
Facilities	Keep buildings updated fix the school up a bit hot spots/ cold spots
Decisionmaking	Make wise fiscal decisions Invest in technology improvements spend money wisely Funding is limited Tell people where funding is being used

technology students
Stay wise
focus
fiscal first trends sizes
Train Plan school life
affected Funding readiness teachers elementary
funding vocational used educating sure
fix Challenge cold opportunities decisions relate spots teaching training
student staff system bound Invest Tell Elementary success compensation
achievement skills Prepare well Make important jobs people Keep college
pace limited College unblock bit work spend overwhelm buildings fi
Reduce top seek Hire class Push wi good hands/on hot wisely updated retain
Need labor skilled every Think quality

Question #8

What could the District do that would delight you?

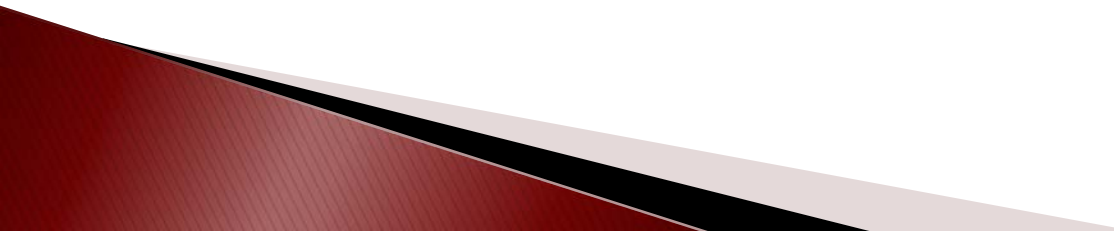
Class size	<p>Think about students first in all decisions Reduce class sizes, especially elementary Make sure students have life skills Push students but don't overwhelm them Elementary students most affected by decisions Keep focus on student achievement Plan for educating students well Challenge students to seek success</p>
Student Learning	<p>low class sizes, especially at elementary help kids who don't fit consider weighted grades stress reading/comprehension literacy support in elementary/middle school</p>
Technology	<p>Stay on top of technology trends Keep technology updated unblock the wi fi Keep pace with technology work to become a 1-1 school wi fi that students can connect phones to</p>
Real world/work prep	<p>Prepare students for life Not every student is college bound More hands/on education for students College and work readiness Train students for skilled labor jobs more vocational training opportunities more college classes outside of NWTC</p>
Food Service	<p>more food, better lunches gluten-free food options</p>
Facilities	<p>upgrades needed in elementary building bring grades 7 & 8 to high school building hot spots/ cold spots</p>
Co-curricular	<p>Make wise fiscal decisions Invest in technology improvements spend money wisely Funding is limited Tell people where funding is being used</p>

Affinity Process

Affinity Diagram – organize large number of ideas into natural relationships.

- ▶ Groups of 4
- ▶ Sticky note pads
- ▶ Seating in groups
- ▶ Instruction: Each group is to take the survey results and identify outcomes from each of the major elements (based on the Pareto Analysis)
 - One goal/action per sticky note
 - Collect all of the Post-it notes and arrange on the wall
- ▶ SOAR can also be used to identify outcomes (Aspirations and Results)

Organize Outcomes into Related Groups

- ▶ No Talking!!!
 - ▶ Each committee member has the opportunity to organize the Post-it notes into like groups
 - ▶ “Loners” are ok
 - ▶ It is ok to move a note that someone has moved
 - ▶ If a note seems to belong into two groups, make a second note.
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Patterns, Discussion, and Other Moves

- ▶ Discuss the shape of the chart
 - Surprises
 - Reasons
 - What is the number of groups? Can they be combined or enlarged?
- ▶ Controversial notes or issues?
- ▶ Loners
 - Reason
 - Actions
- ▶ Heading for each group (Themes / Strategies)

Next Meeting

Meeting #4 – Agenda Goals

- ▶ Draft strategic plan DATE???
- Draft plan to be assembled from the findings of tonight's work
- ▶ Review of the written responses
- Are there items that warrant a closer look or a strategic objective? In which strategy does it belong?
- ▶ Discussion of the draft strategies and objectives
- ▶ Minor modifications and revisions
- Finalize the plan for board approval