



## Summary Report

### **The District Performance Scan:** *Horseheads CSD*

*Respondents: 643*  
**January 2009**



*This includes all seven schools of the district and additionally,  
Transportation, Facilities and District Offices.*

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# The District Performance Scan (DPS)

## *Internal Analysis*

### **Purpose:**

This is an internal assessment of the practices of the school district. It references a number of correlates or areas of performance. These included: Organizational Flexibility, Best Practices, Quality Standards, Accountability and Responsibility, Celebration of Success, Collaboration, Staff Development, Leadership, Communication, Technology, and Planning/Problem Solving. The DPS provides a very valuable data base for measuring performance, year after year, as well as benchmarking high performance from an internal perspective. Standards of performance in the form of key questions are rated on a 5 point scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. A Don't Know response was also provided. Respondents also had the opportunity for commentary.

### **Reporting of Results:**

Following, are the key correlates of the DPS. These correlates contain the questions asked by district and represent the quantitative (percentage) results. Each correlate is described. District results are reported below the correlate description and are based upon the percentage of respondents who either Agreed or Strongly Agreed with question. A combined percentage of 75% or greater would be considered an Asset according to the DPS protocol. A total of 50% - 74% is deemed an Emerging Strength and below 50% is a Possible Risk. The information was presented to the Core Team who will be making further recommendations. The Core Team is asked to consider the PLC Associates, Inc. recommendations at the end of this Summary Report.

#### **Key:**

75% or greater Strongly Agree/Agree: **Asset**

50 – 74%: **Emerging Strength**

Below 50%: **Possible Risk**

### **Organizational Flexibility:**

Measures the extent to which the district is able to respond, adapt and continually benefit from ideas and information. Schools with high flexibility factors are able to maintain focus while considering new opportunities. Staff members of flexible organizations tend to quickly build support for pending changes and realign efforts more easily.

Responding effectively to challenging situations 74%; Adapting easily 53%; Comfortable suggesting changes 60%; Ideas and input welcome 59%; Understanding necessary change 82%

### **Best Practices and Innovation:**

Allow schools to continually seek new ways of operating, gain insight from research, and replicate programs and initiatives that have proven successful for other school systems. Dynamic organizations are always learning. Innovative cultures are characterized by creativity, excitement and high levels of energy.

Apply best practices 79%; Supports adopting new ideas, being creative 58%; Receiving necessary training and information 68%; Allowing staff time for integration of new procedures 52%; Building programs with research and everyday learning 64%

## **Quality Standards:**

Are important parts of building high performing schools. Standards set the framework. They create a strong reference point for all staff to follow and may include areas such as core beliefs, use of data, designing programs and establishing curriculum.

Data based decisions 55%; Comprehensive curriculum 59%; Beliefs support high achievement 73%; Staff continually improve professionally 75%; Outstanding district 88%

## **Accountability and Responsibility:**

Establishes a serious respect for follow through, measuring and reporting results. It is important that each member of the organization accept responsibility for performance and assist in building an “across the board” commitment to true accountability, implementation and follow through. Successful districts continually measure and benchmark their results.

Staff accepts responsibility for their performance 61%; Staff aware of role in improving student learning 71%; Performance measured individually and organizationally 66%; Accountable culture, success matters 66%; View mistakes as opportunities for learning 67%

## **Celebration of Success:**

Promotes positivism, optimism and high levels of motivation. This involves recognizing and appreciating successes on a variety of levels – individually, by department, school and the entire district. There is a clear connection between a district acknowledging valid successes and maintaining its capacity to strive for yet higher levels of accomplishment.

Acknowledgement of success at various levels 71%; Optimism about work and accomplishments 81%; Staff acknowledge others’ success 71%; Success celebrations are motivating 54%; Our success is shared publicly 79%

## **Collaboration and Working Together:**

Involves partnerships. Professional relationships, built on trust and respect, serve as a cornerstone for supporting organizations. Although staff has unique responsibilities and tasks, collaborative schools work diligently in common purpose. Teamwork occurs when people make a true commitment to work together as colleagues.

We trust one-another 53%; Depend on each other for support 78%; Enjoy working and care about colleagues 76%; Meetings are regular 65%; Maintain fundamentals of teamwork 64%

## **Staff Development and Training:**

Encourages staff to continually pursue their “professional best.” As new ideas, strategies, practices, and methods become available, it is important that the organization provides access to relevant and effective training. Organizations that value this component provide meaningful time and opportunities for staff.

Access to speakers and experts 60%, Believe in ongoing and continual learning 82%; Professional development is on target 60%; Sufficient time, staff development 48%; Staff input welcome for guiding professional development 60%

## **Leadership:**

Creates direction and provides a path to the future successes of the organization. The leaders of an organization are in key positions. They are the catalysts for setting the “tone” of the organization, defining goals, and involving people in planning. All members of the organization have opportunities to show leadership.

Staff encouraged taking leadership roles 72%; Administration, open/responsive 69%; School leaders empower staff 60%; Associations, positive leadership 60%; Board of Education gives direction and focus 49%

### **Communication Flow:**

Must be clear, concise and complete. It is the means by which people stay connected. Effective schools continually provide accurate and timely information around their work, accomplishments, and challenges. Staff members share in the responsibility to remain updated and informed.

Communication flows openly 46%; Up-to-date information, everyday events provided 69%; Information is timely, various sources 68%; Information given at challenging times 58%; Staff responsible for being informed 71%

### **Technology:**

Supports success in a number of areas. It enhances student learning, may be used to deliver relevant data, supports staff training and improves communication. Technology creates efficiencies and allows the district to achieve maximum benefits from its applications.

Staff training for technology 74%; Effective use of technology 74%; Available support 84%; Technology helps students 79%; Technology easily accessible 78%

### **Planning and Problem Solving:**

Is central to effective organizations. Models are important; that is, making certain that departments, schools as well as the entire organization have well-structured processes that involve people. This is a needed strategy for bringing together the vast expertise of the school community.

Creative thinkers 69%; Experimenting with possibilities 68%; Plan with open minds 63%; Involves community in planning 53%; Process supports effective planning 60%

### **District Performance Scan Interpretations and Recommendations:**

1. Horseheads has **11** of the fundamental **Assets** in place as measured by the 75% SA/A designation.
2. There are **41** items at the **Emerging Strength** benchmark with **3** in the **Possible Risk** category.
3. The district should seek to improve its percentage of Assets through the development of Key Initiatives and Action Plans in the Strategic Planning process. A re-benchmarking in Academic Year 2011 is recommended with the continual reassessment until 75% of the performance standards are at the Asset Level. Additionally, the Core Team is well advised to build Strategic Intents (targets) linked to particular key questions that are considered higher leveraged.

### **Recommended Strategic Intents:**

By \_\_\_\_, the District will have achieved Asset Level on 75% of its District Performance Scan Standards.

By \_\_\_\_, x% of district respondents will indicate SA/A on the following key questions (list):

## *Building People and Organizations*