

A Better School Through ISO, 3DM And Strategic Planning

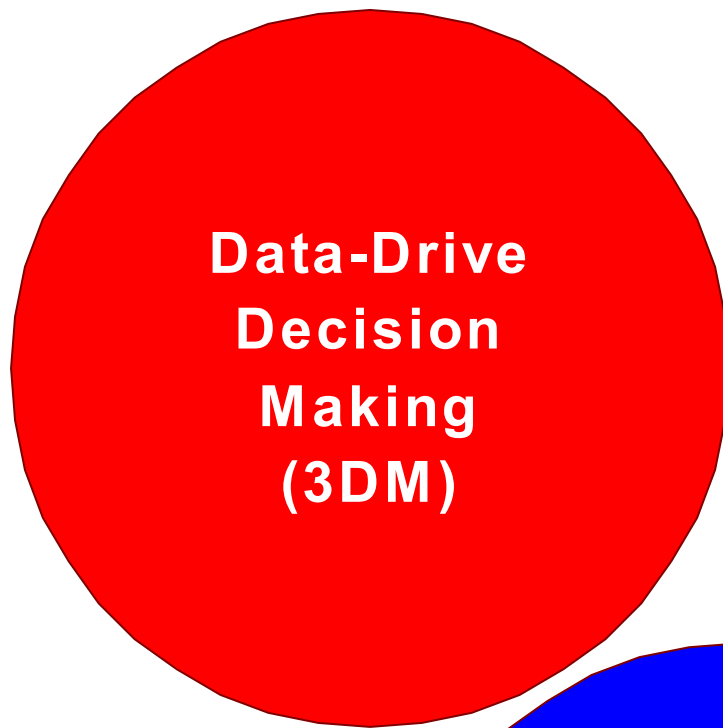
**2004 PAVA Summer Conference
Erie County Technical School
Aldo Jackson & Neil Donovan**

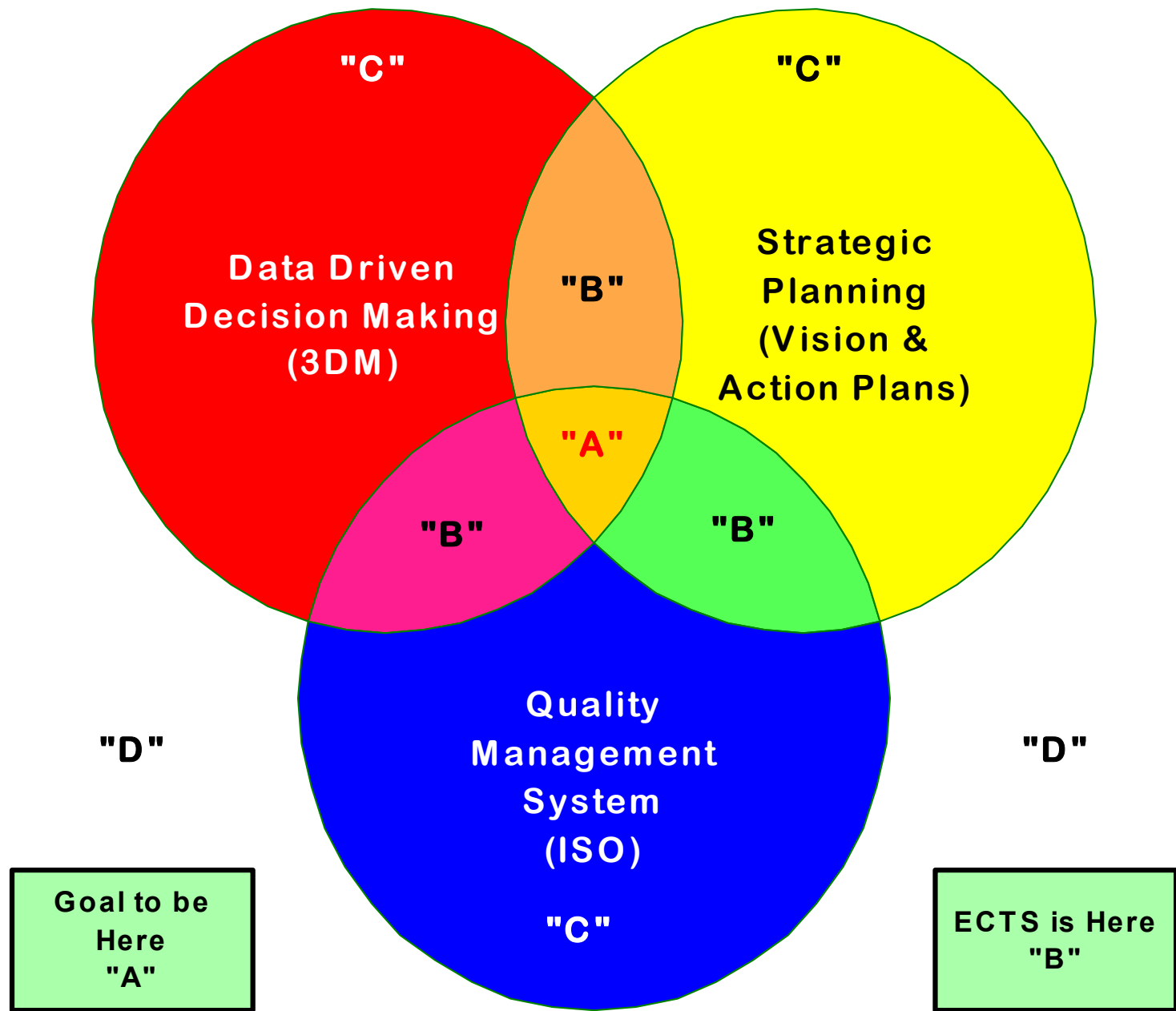
What We Intend To Deliver

- **Identify the principles of ISO and what they look like in a school**
- **Describe a data analysis plan (3DM)**
- **Describe a quality action plan**
- **Describe how we developed our strategic & quality action plans**
- **Examples of how ISO & 3DM have improved our school**

Introduction

- **Presence and importance of each strategy has evolved at the same time**
- **Importance of 3DM has grown—data analysis plan has become a strategic document**
- **Wish we could say ISO, 3DM and strategic plan all line up—they don't yet!**





Introduction

- **A lot of connections between ISO and 3DM**
- **We see a lot of potential for planning, progress and results**
- **Better decisions with data collection and analysis**
- **More relevant strategic and action plans as data is collected and analyzed**
- **Our next strategic plan will be different from our current plan**

The Principles Of ISO And What They Look Like In A School

ISO Principle	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 1 Customer Focus	• Student survey • Parent survey • Faculty & Staff survey • Employers survey • School Districts • Post secondary schools	SV—Goal 2: New Groups of Students with new programs that articulate SV—Goal 2: Programs that respond to business & industry needs

The Principles Of ISO And What They Look Like In A School

ISO Principle	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 2 Leadership	• Administration's Commitment • JOC/Board Commitment • Shared leadership	QAP—Additional Supervisors

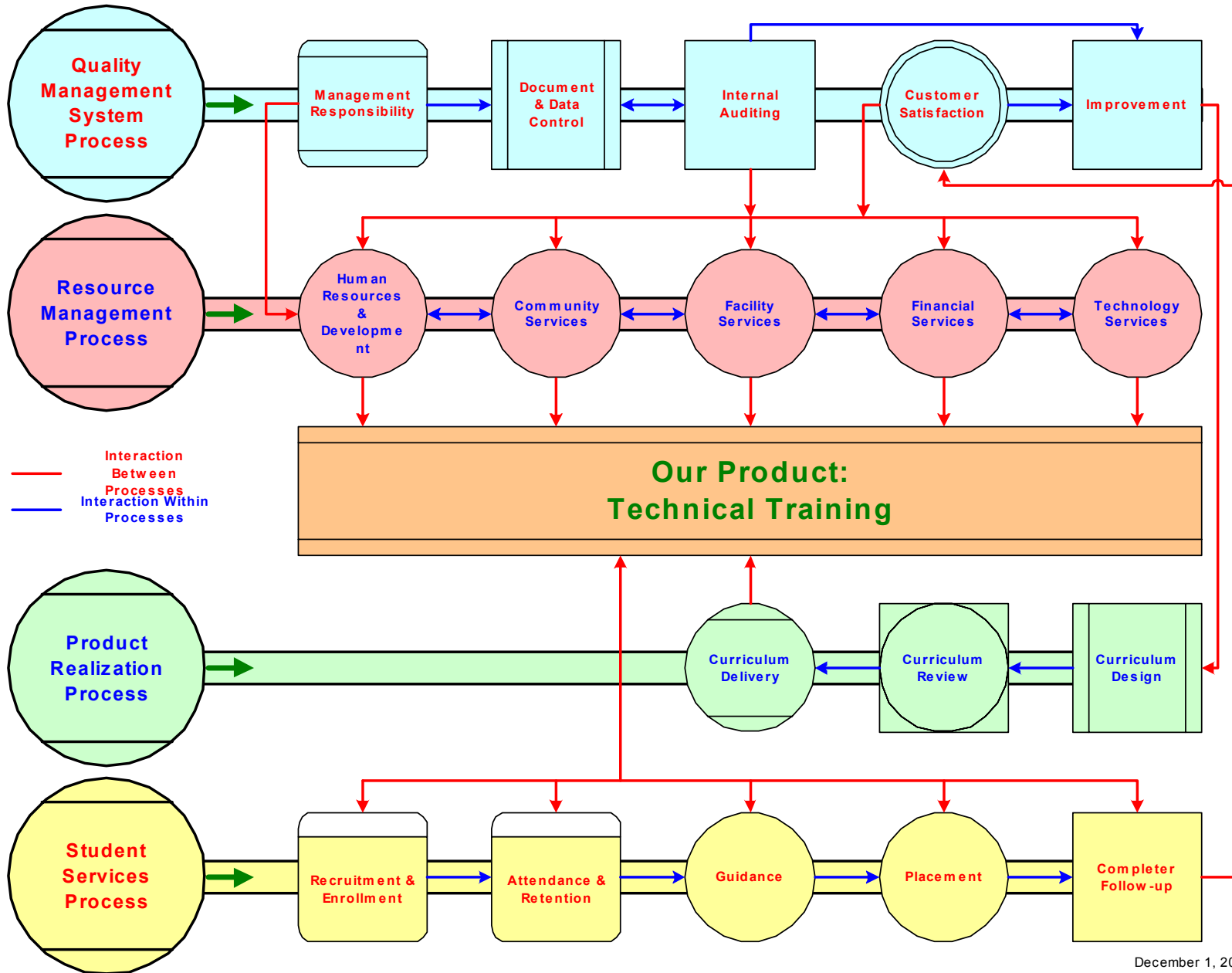
The Principles Of ISO And What They Look Like In A School

ISO Principle	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 3 Involvement of People	• Leadership Council • Strategic Plan Team • Quality Action Plan Team • Principal's Advisory Team • Interview Teams • Corrective Action Teams • Customer Feedback	SV—Goal 1: Alumni Association & Parent Advisory Council

The Principles Of ISO And What They Look Like In A School

ISO Principles	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 4 Process Approach	• Planning Process • Key Processes	SV—Goal 1: Public Relations and CTE as a continuous process SV—Goal 3: Career pathways

Erie County Technical School: Key Processes and Their Interaction



The Principles Of ISO And What They Look Like In A School

ISO Principles	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 5 Systems approach to management		SV—Goal 1: Public Relations QAP—Marketing SV—Goal 3: “Instructional practices” as an “instructional system” SV—Goal 3: Integration of academic and technical curricula

The Principles Of ISO And What They Look Like In A School

ISO Principles	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 6 Continual Improvement	• Corrective Actions • 3DM • Performance Benchmarking	QAP—Curriculum Development QAP—New Program Development

The Principles Of ISO And What They Look Like In A School

ISO Principles	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 7 Facts-based Approach to Decision Making	• Data-based Decision Making (3DM) • Data Analysis Plan	

The Principles Of ISO And What They Look Like In A School

ISO Principles	ECTS Implementation	Strategic Vision & Quality Action Plan
Principle 8 Mutually beneficial supplier relationships	•Purchase Card System	SV & QAP—Regional Collaboration

A Description Of Our Data Analysis Plan (3DM)

- **Effort driven by ISO principles 7 and 4**
- **Started with data analysis of historical NOCTI results**
- **Participated in 2003 Governor's Institute on Data-Driven Decision Making**
- **Analyzed student attendance patterns**
- **Later analyzed CTE student performance on PSSA's (mathematics and reading)**

A Description Of Our Data Analysis Plan (3DM)

- **Contains ten elements:**
 1. Key Processes
 2. Service or Operation
 3. Performance Objective
 4. Performance Measure
 5. Performance Criteria

A Description Of Our Data Analysis Plan (3DM)

- **Contains ten elements:**
 6. Schedule
 7. Data manager
 8. Historical performance
 9. Current performance
 10. Target
- **Plan modeled after Fulton County, GA School District's *Performance Scorecard***

Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	Actual Performance					2003-2004 Target
							1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	
Product Realization	Curriculum Design	Curriculum Reliability	NOCTI Exam Scores (Written)	80% of students perform at or above the national norm	May 1	SISS--Curriculum						80%
				Auto Body			67%	100%	78%	88%		
				Automotive Technologies			40%	-	-	-		
				Child Care Services			82%	93%	80%	83%		
				Commercial Art			70%	62%	62%	78%		
				Computer Information Sys			82%	58%	80%	77%		
				Construction Trades			69%	73%	67%	86%		
				Cosmetology			100%	77%	100%	91%		
				Culinary Arts			82%	83%	70%	85%		
				Drafting & Design			50%	79%	73%	64%		
				Electrical Engineering			47%	55%	67%	75%		
				Electronics			43%	0%	50%	33%		
				Facilities Engineering			50%	100%	79%	100%		
				Graphic Communications			63%	30%	50%	60%		
				Health Assistant			67%	88%	71%	83%		
				Hospitality Management			-	-	-	-		
				Metal Fabrication			18%	100%	-	73%		
				Networking Technologies			-	-	-	83%		
				Plastics Technologies			-	-	-	40%		
				Tool & Die			80%	88%	82%	100%		
	Curriculum Review	Curriculum Validity	Craft Advisory Committee Minutes	Each CAC endorses curriculum	May 1	Principal	n/c	n/c	n/c	Yes	Yes	Yes
	Curriculum Delivery	Skills Attainment	NOCTI	80% of students perform at or above the national norm	May 1	SISS--Curriculum	See Scores under Curriculum Reliability					
		Skills Attainment	Student Completion									
		Student Satisfaction	Student Satisfaction (High School)	90% of areas evaluated achieve a grade of B or better	June 1	CHQR	n/c	n/c	n/c		96%	90%
		Student Satisfaction	Student Satisfaction (RCTC)	90% of areas evaluated achieve a grade of B or better	Quarterly	RCTC Manager						
		Student Participation--RCTC	Number of Adult Students Enrolled	Number of Students Enrolled increases by 3% from the prior year	July 1	RCTC Manager						
			Number of Courses Operated	Number of courses run increases by 2% over prior year								
			Revenues v. Expenses	Revenues exceed Expenses by 5%								

System Strategic Plan: Balanced Scorecard

2002 -03 Results

As of October 7, 2003



Goal Area	Objective	Performance Measure	Unit of Measure	Actual				Targets
				1999-00	2000-01	2001-02	2002-03	2002-03
Student Achievement	Students Master Curriculum	Curriculum-Referenced Tests	% of students meeting or exceeding standard in grades 4, 6, and 8 on the first CRCT administration (all students)					
		All Students						
		Grade 4 Reading		72% (39%)	79% (44%)	86% (51%)	85% (57%)	88%
		English/Language Arts		78% (28%)	80% (25%)	83% (26%)	83% (27%)	86%
		Math		71% (23%)	71% (23%)	76% (23%)	82% (30%)	81%
		Grade 6 Reading		76% (43%)	81% (46%)	85% (55%)	88% (59%)	88%
		English/Language Arts		67% (22%)	71% (26%)	75% (33%)	75% (28%)	80%
		Math		70% (28%)	74% (28%)	75% (33%)	76% (36%)	80%
		Grade 8 Reading		83% (53%)	87% (62%)	86% (57%)	84% (56%)	89%
		English/Language Arts		73% (22%)	74% (27%)	79% (30%)	79% (34%)	84%
		Math		64% (22%)	70% (21%)	75% (26%)	76% (25%)	80%
		Special Education Students						
		Grade 4 Reading		40%	42%	52%	68%	59%
		English/Language Arts		43%	42%	48%	65%	56%
		Math		38%	29%	41%	61%	49%
		Grade 6 Reading		43%	47%	49%	64%	57%
		English/Language Arts		27%	29%	33%	41%	41%
		Math		32%	34%	32%	41%	39%
		Grade 8 Reading		47%	51%	50%	49%	58%
		English/Language Arts		27%	30%	38%	36%	46%
		Math		25%	27%	30%	33%	38%
		Limited English Proficient Students						
		Grade 4 Reading		25%	32%	44%	58%	52%
		English/Language Arts		30%	31%	44%	56%	52%
		Math		36%	33%	45%	62%	53%
		Grade 6 Reading		20%	32%	43%	46%	51%
		English/Language Arts		11%	19%	29%	29%	37%
		Math		25%	35%	40%	43%	48%
		Grade 8 Reading		46%	50%	48%	38%	56%
		English/Language Arts		23%	30%	29%	28%	37%
		Math		37%	45%	39%	44%	47%

How We Developed Our Strategic & Quality Action Plans

- **Evolution of strategic & quality action plans**
 - Strategic vision (2001-2007)
 - Gap analysis team—current state, desired state, close the gap actions
 - Benchmark Visit—Frances Tuttle Career Center in Oklahoma City, OK

How We Developed Our Strategic & Quality Action Plans

- **Gap Analysis further refined into Quality Action Plan—based on best practices**
 - Nationally Accredited Programs
 - Teachers as Instructional Managers
 - Marketing & Public Relations
 - Co-Enrollment of Adults
 - Integrated, Contextual Academics
 - Regional Collaboration
 - New & Emerging CTE Programs

What Is A Quality Action Plan?

- **Quality action plan includes:**
 - Action steps
 - Solutions/examples
 - Responsible party
 - Timeline
 - Financial resources
 - Other resources

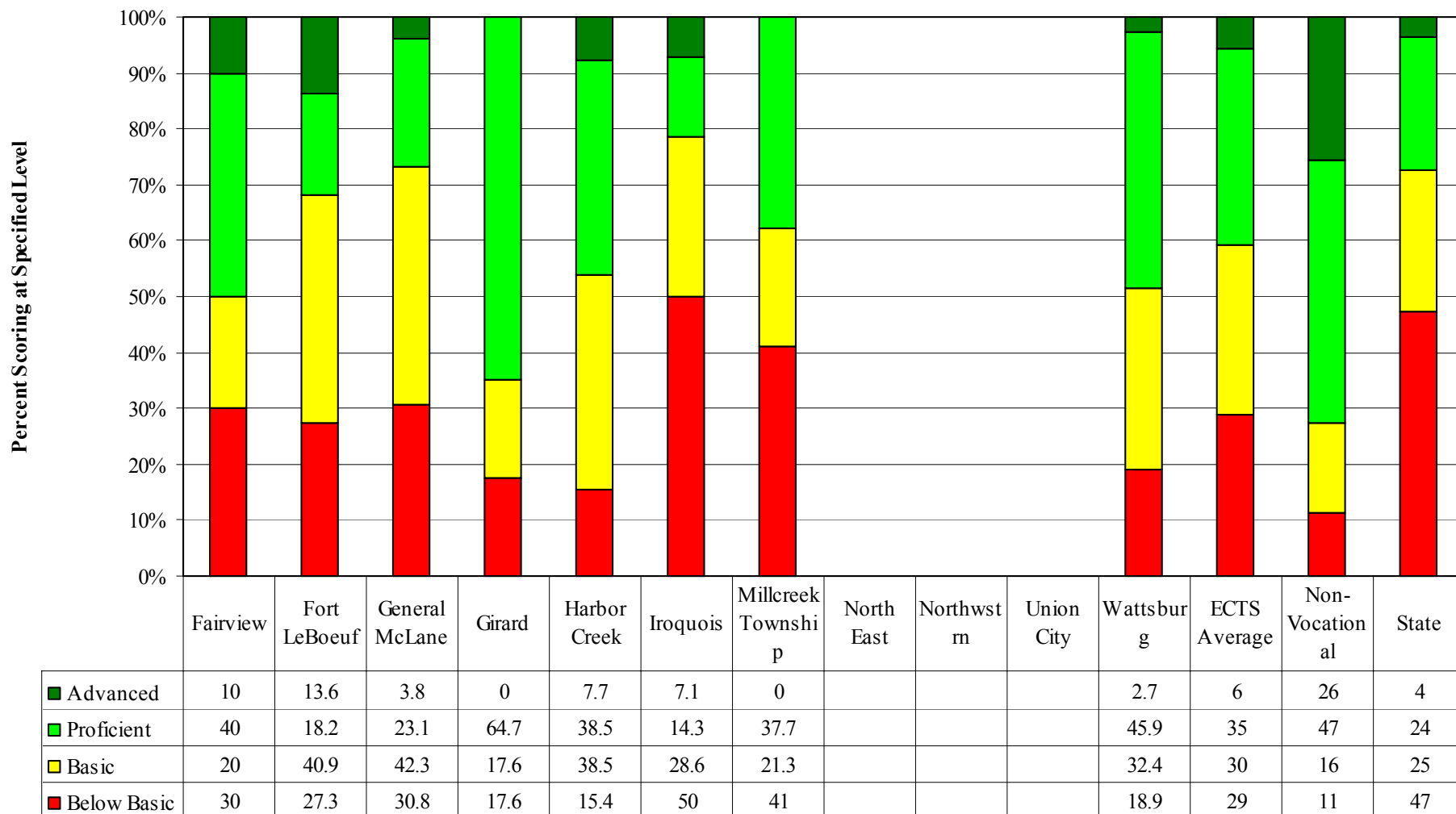
Best Practice A. Nationally Accredited Programs

Best Practice A. Nationally Accredited Programs					
Desired State			Current State		
• All programs participate in national skill standard certifications • All teachers and all capable students participate • Have the standard recognized by businesses and industries at a local level • Increase students' transition and employability • Meet industry's need for a skilled workforce locally and nationally • Attract students with academic and technical skills necessary to attain the certification			• ISO certified • Ten of 19 programs have accreditations • Seven other programs in planning state for accreditation • Some teacher certifications • Limited student certifications • Program improvements noted from current program accreditations		
Action Step	Solutions/Examples	Responsible Party	Time Line	Financial Resources	Other Resources
1. Identify national accreditations for all programs	• Elicit support of national organizations	• Skill Standards Coordinator • Director	• 2003-2004 School Year • Ongoing until complete		• Repository of National Standards • PDE/BCTE
2. Conduct curriculum reviews and development	• Create modularized course outlines • Model after Frances Tuttle Programs	• Curriculum Coordinator • Skill Standards Coordinator • Teachers	• 2003-2004 School Year • Ongoing until complete	• \$50,000 Annually (Innovative Learning & Workforce Development Grant)	
3. Establish a Curriculum Coordinator Position	• Curriculum Coordinator Position	• Director • Human & Quality Resources Coordinator	• 2003-2004 School Year	• \$60,000 (Salary and Benefits) • Existing funding reallocated—Perkins	• Couple job duties with special education coordination
4. Collaborate with businesses to attain <i>program accreditation</i>	• Bay Harbour Electric Partnership Example	• Placement Coordinator • Skill Standards Coordinator • Community Relations Coordinator • Teachers • Business & Industry	• Ongoing	• \$5,000 annually • New expense	• Occupational Advisory Committees
5. Collaborate with businesses to attain <i>teacher certification</i>	• Bay Harbour Electric Partnership Example		• Ongoing	• See #3 above	• Occupational Advisory Committees
6. Collaborate with business to attain <i>student certification</i>	• Fund certification testing for students • Expand school year to help students with certification		• Ongoing	• See #3 above	• Occupational Advisory Committees

A Better School Through Data Analysis

- **Special education enrollments led to redesign of special education staff and services**
- **Attendance patterns led to a corrective action team on student attendance**
- **PSSA results led to Quality Action Plan item of reading coordinator**

2003 PSSA Results & Comparison **Reading--Vocational**



School Districts

A Better School Through Data Analysis

- **Staff satisfaction results led to faculty intranet site and Leadership Council**
- **High school and adult student satisfaction results led to purchase of \$10,000 worth of furniture**
- **Cooperative education participation led to a reduction in staff**
- **NOCTI results led to curriculum revisions**
- **Monitoring of copier usage led to more efficient use of resources**

A Better School Through ISO

- **Forced school officials to collect and analyze data**
- **Refined key processes and greater appreciation for interaction between processes**
- **Created a communication vehicle (corrective actions) for faculty, staff and students**

Did We Deliver?

- **Identify the principles of ISO and what they look like in a school**
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- **Examples of how ISO & 3DM have improved our school**

Thank You!

- **For allowing us to share our story**
- **Please feel free to contact us for more information:**
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