

Summary of Feedback and Reflections on

# **Administrators' Academy 2005: Doing What Works**



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## Introduction

The following sections summarize feedback on, and results of, the Saint Paul Public Schools Administrators' Academy 2005.

1. Academy Feedback Form: results for 2005, as well as 2003 and 2004
2. Data Feedback Forms: detailed results
3. Percentage of SCIPs updated (the focus of Academy breakout sessions)
4. Staff Reflections on Lessons Learned

### Summary of Overall Feedback on Administrators Academy, 2003-05

The primary Academy evaluation form asked participants to rate the overall event and the specific sections, on a scale from 1 (lowest) to 5 (highest). The two previous years' (2003 and 2004) ratings are also provided below. For the most part, each year's Academy has had different topics and components, which makes it difficult to compare the ratings. In cases where different years had the same evaluation questions, the ratings are provided side by side.

Overall satisfaction was highest in 2003, was lower in 2004, and nearly as high this year as in 2003. The highest ratings for the 2005 Academy were Opening Remarks and Breakout Sessions. The lowest 2005 rating was for Small Group Reports, when facilitators presented the work of the various breakout groups.

*Average Responses, Overall and Sections, by Year*

	2005	2004	2003
<b>Overall Satisfaction</b>	<b>4.0</b>	<b>3.3</b>	<b>4.1</b>
Opening Remarks	4.2	-	-
Breakout Sessions	4.2	-	-
Power Point Presentation	4.0	-	-
Small Group Reports	3.4	-	-
Growth	-	3.8	-
Meet the Commissioner	-	4.1	3.9
Partnerships	-	2.8	-
Legislature 101	-	3.6	-
Maintaining the Momentum	-	3.2	-
Moving Forward Together	-	4.2	-
Knowing with Precision: By the Numbers	-	-	4.1
Making Meaning of the Data	-	-	4.0
Pop Quiz: No Child Left Behind	-	-	4.1
The Learning Walk	-	-	4.0
Focusing our Work	-	-	4.2
District Tool Kit	-	-	3.8

## Summary of Feedback on Data from 2005 Administrator's Academy

### *Methodology*

At the end of day two of the Administrators Academy, group facilitators distributed surveys to conference participants and asked to complete the surveys and return them to the facilitator. This information provided by participants will be helpful in providing better information and data reports for the 2006 Administrators Academy. The quantitative component of the survey used a 5-point Likert scale. Participants were asked to rate each section of the data reports provided with '1'=Not Useful and '5'=Highly Useful. The qualitative component of the survey asked open-ended questions about data use.

### *Synthesis and Conclusions*

- None of the reports were rated so low that we would discontinue providing the reports, but it may be useful to conduct a focus group or two with school staff to increase the usefulness of any of the reports that did not receive an appropriate criterion (perhaps 80% quite or highly useful).
- As the newest version of the Data Center is completed, REA will be working with OIS staff to generate documents for helping school staff make the best use of the components of the Data Center (including SwiftKnowledge, the MDE School Report Card website, Edusoft/A2L, etc.) as well as assistance using Microsoft Excel software to utilize SPSS data. This will include achievement as well as other performance indicators, for a variety of purposes.
- It may be that some of the reports (such as the TEAE Summary and the Data Summary) will be more meaningful if additional detailed reports are provided to show the data/calculations behind these summaries, and clarify further how and why they may be used at the site level.
- REA will be spearheading an effort to develop a clearer and more useful achievement growth metric, and/or a better way to combine information from multiple measures.
- Some of the comments suggest that it would be appropriate to design different types of data training/analysis help for administrators, and to allow them to decide which type of session they would attend.

### *Quantitative Findings*

- The reports that were rated most useful by all groups were the AYP One-Pagers and the MCA Individual School Summary, which were perceived as "quite useful" or "highly useful" by 88% to 100% of respondents at each grade range.
- The majority of participants (85%-95%) found all the data of the MCAs & AYP summary reports (AYP one-pager, guide to AYP results, Individual school MCA summary 05, and MCA all schools trends) highly useful (with scores of 4 and 5).
- The School Data Summary was rated as highly as the MCA reports at the middle school level (89% quite/highly useful), but it was rated somewhat lower (73% quite/highly useful) at the elementary level.
- From 72 to 78% of participants found the Glossary quite or highly useful (depending on grade range).

- The report that was rated the least useful was the TEAE Summary. From 56% to 69% of individuals rated this report as quite useful or highly useful.

### ***Qualitative Summary***

*The following are suggestions and comments from the administrators academy participants on how we can improve the reports provided and what reports would be helpful in the future.*

#### *What other data reports would be useful that were not included?*

Approximately one-quarter of participants told us what data reports they would like to see included for next year's academy. Their comments are below.

- Individual student data, especially in areas 'not passed' (4)
- Overview of SwiftKnowledge (2)
- More explanation of MCA, SAT10, School Data Summary (av/hi/lo) and TEAE reports including data disaggregated by student groups and for multiple years (trend). (8)
- Other useful data: out of class referrals, discipline, mobility by subgroups, special ed graduation rates, and school climate/safety reports. (4)
- Military data would be useful—What percentage of students enlist in the military? (2)
- Very valuable information! The facilitators were very helpful in explaining the data (3)

#### *What other suggestions do you have for improving data use in SPSS?*

About one-half of the Administrator's Academy participants provided suggestions as to what data reports would be useful. Their comments are below.

- *Great fit on data! Keep the data coming!* The data/breakout sessions were very valuable! It was great to get detailed explanations/information from the facilitators on school-data and to ask questions. (16)
- Provide school data/reports electronically to Principals/Assistant Principals! Also, provide this information prior to academy so there is time to review and understand data. (10)
- The following comments were different ways/purposes participants would like to see data presented: (7)
  - Use data to improve assessment and instructional practices
  - More disaggregated data by ethnicity
  - Provide more student-level and school-level trend data and teacher-level (growth) data
  - Provide data for **ALL** students, not just low-performing students
  - More detailed, special education data including graduation rates
- In addition, participants indicated they would like to have the data for several reasons: (6)
  - Prior to the academy to have more time to review it
  - To share with teachers opening week
  - Work more with schools on their data needs during the school-year
  - Further explanation of data/reports-- *What are the data sources? How can this data be used?*
- Keep improving SwiftKnowledge/Campus/Data warehousing, so data is current and able to be disaggregated and easily accessed. (5)

*In the end, kudos to the data session facilitators!* Participants were very happy to receive individual attention from the facilitators on their schools data needs. The participants thought the data discussions were well prepared and organized, and found the wisdom of the facilitators and thorough data discussions refreshing and a great use of professional time! However, next year, team up facilitators who have similar skills.

There were a few negative comments from academy participants who believed the “*academy was not a good use of time for experienced building administrators*” and thought the data sessions were either “*simply demeaning*” or “*too basic.*” Some participants thought these data sessions would be better as a one-day seminar for new principals.

***Quantitative Data Tables***

Below you will find the survey responses of academy participants separated by groups: Elementary, Junior High/Middle School, Senior High, and Alternative Learning Programs.

<b>Elementary Schools (n = 52)</b>	<b>1 Not Useful</b>		<b>2 Slightly Useful</b>		<b>3 Somewhat Useful</b>		<b>4 Quite Useful</b>		<b>5 Highly Useful</b>		<b>Quite or Highly Useful</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>%</b>
<b>MCA's &amp; AYP</b>											
AYP One-pager	2	3.8					14	26.9	33	63.5	<b>90.4</b>
Guide to AYP Results	2	3.8			6	11.5	12	23.1	29	55.8	<b>78.9</b>
Indiv School MCA Summary 05	2	3.8					11	21.2	37	71.2	<b>92.4</b>
MCA All Schools Trends	3	5.8			1	1.9	16	30.8	29	55.8	<b>86.6</b>
<b>TEAE Summary</b>	3	5.8	2	3.8	4	7.7	11	21.2	25	48.1	<b>69.3</b>
<b>Glossary</b>	2	3.8			5	9.6	11	21.2	27	51.9	<b>73.1</b>
<b>Elementary &amp; Middle/Junior High Schools</b>											
SAT10 Indiv Sch Summary 05	2	3.8			1	1.9	18	34.6	23	44.2	<b>78.8</b>
SAT10 All School Trend	3	5.8			2	3.8	18	34.6	22	42.3	<b>76.9</b>
School Data Summary & Intern (av, hi, lo)	3	5.8	1	1.9	2	3.8	18	34.6	20	38.5	<b>73.1</b>

Junior High/Middle Schools (n = 18)	1 Not Useful		2 Slightly Useful		3 Somewhat Useful		4 Quite Useful		5 Highly Useful		Quite or Highly Useful
	N	%	N	%	N	%	N	%	N	%	%
<b>MCAAs &amp; AYP</b>											
AYP One-pager							5	27.8	13	72.2	<b>100</b>
Guide to AYP Results					2	11.1	6	33.3	10	55.6	<b>88.9</b>
Indiv School MCA Summary 05							4	22.2	14	77.8	<b>100</b>
MCA All Schools Trends					2	11.1	4	22.2	12	66.7	<b>88.9</b>
<b>TEAE Summary</b>					4	22.2	8	44.4	4	22.2	<b>66.6</b>
<b>Glossary</b>					2	11.1	5	27.8	9	50	<b>77.8</b>
<b>Elementary &amp; Middle/Junior High Schools</b>											
SAT10 Indiv Sch Summary 05							8	44.4	10	55.6	<b>100</b>
SAT10 All School Trend					2	11.1	9	50	7	38.9	<b>88.9</b>
School Data Summary & Interpretation (av, hi, lo)			1	5.6	1	5.6	7	38.9	9	50	<b>88.9</b>

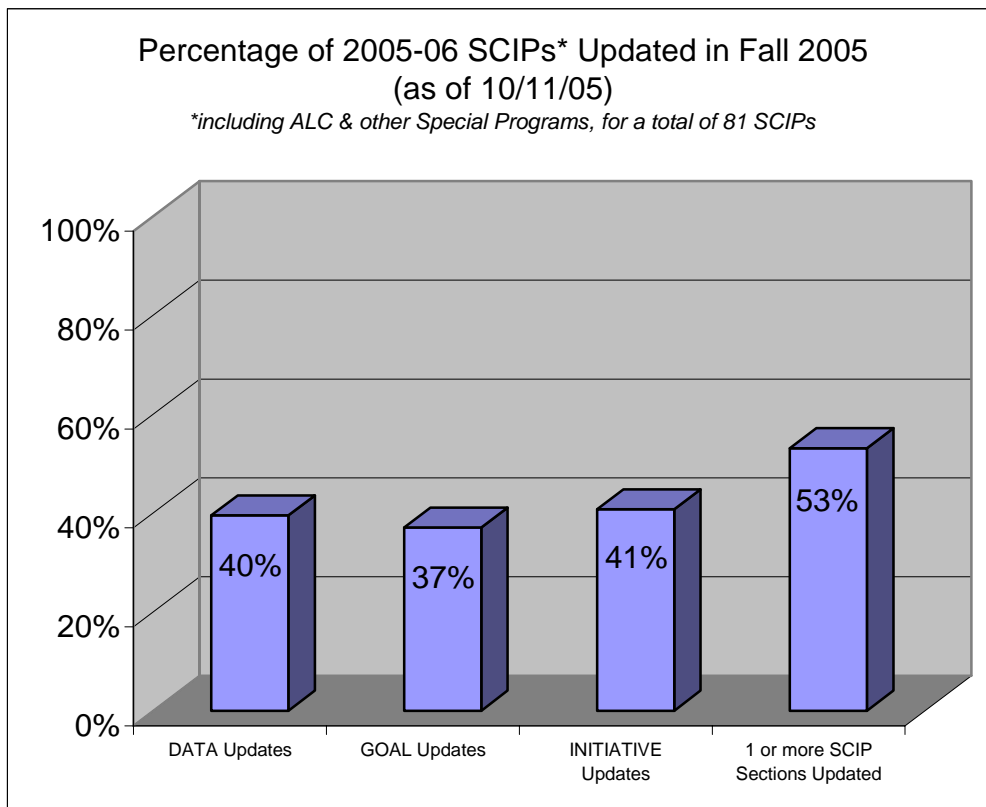
Senior High Schools (n = 25)	1 Not Useful		2 Slightly Useful		3 Somewhat Useful		4 Quite Useful		5 Highly Useful		Quite or Highly Useful
	N	%	N	%	N	%	N	%	N	%	%
<b>MCAAs &amp; AYP</b>											
AYP One-pager					2	8.0	6	24.0	17	68.0	<b>92.0</b>
Guide to AYP Results					1	4.0	8	32.0	15	60.0	<b>92.0</b>
Indiv School MCA Summary 05							8	32.0	16	64.0	<b>96.0</b>
MCA All Schools Trends					1	4.0	8	32.0	15	60.0	<b>92.0</b>
<b>TEAE Summary</b>			2	8.0	5	20.0	9	36.0	5	20.0	<b>56.0</b>
<b>Glossary</b>					5	20.0	9	36.0	9	36.0	<b>72.0</b>
<b>Senior High Schools</b>											
SAT10 9th Grade Indiv School							9	36.0	11	44.0	<b>80.0</b>
SAT10 Growth (1 yr) by Group							8	32.0	11	44.0	<b>76.0</b>
SAT10 5 schools 9th Grade							7	28.0	13	52.0	<b>80.0</b>
BST Writing - Trend					3	12.0	9	36.0	10	40.0	<b>76.0</b>
Higher Education Enrollment					2	8.0	8	32.0	10	40.0	<b>72.0</b>

Alternative Learning Programs (n = 8)	1 Not Useful		2 Slightly Useful		3 Somewhat Useful		4 Quite Useful		5 Highly Useful		Quite or Highly Useful
	N	%	N	%	N	%	N	%	N	%	%
<b>MCA's &amp; AYP</b>											
AYP One-pager					1	12.5	5	62.5	2	25	<b>87.5</b>
Guide to AYP Results					1	12.5	3	37.5	4	50	<b>87.5</b>
Indiv School MCA Summary 05					1	12.5	2	25	5	62.5	<b>87.5</b>
MCA All Schools Trends					2	25	3	37.5	3	37.5	<b>75</b>
<b>Glossary</b>					1	12.5	5	62.5	1	12.5	<b>75</b>

## Percentage of SCIPS Updated in Fall 2005

The Administrators' Academy was part of a larger effort focused on reviewing and analyzing school data in order to revisit School Continuous Improvement Plans (SCIPs) in light of new information. Principals were asked to work with their site council and staff to re-open and, if necessary, modify their SCIPs, which were finalized at the end of the 2004-05 school year. Principals and site council chairs were asked to complete this process and re-sign their SCIPs by October 1.

As of October 11, 53 percent of SCIPs had been updated in fall 2005. The chart below shows this figure, as well as the percent of SCIPs that had one of their three sections modified: data, goals or initiatives.



## **Staff Reflections on Lessons Learned**

In October 19, 2005, district staff who had been involved in the 2005 Administrators' Academy reviewed and discussed qualitative, quantitative and anecdotal feedback from participants and facilitators and summarized the main issues as follows.

### *Breakout Groups*

- Some participants who were experienced with data and SCIP goal-setting felt that breakout sessions did not give them much new information. They suggested a conference format or leveled groups differentiated by skills and/or interest in data. Staff alternatively suggested a structure that would allow an additional half-day, before or after breakout sessions, for additional time for principals who were less experienced in working with data.
- Most participants appreciated the opportunity to discuss common issues, trends and strategies with their colleagues in breakout groups. Staff agreed that this is an aspect that would not be realized through a conference format.
- Participants from central office departments/programs felt that breakout sessions were an improvement over past years, since the new structure gave them time to focus on data and goals specific to their area.

### *General Format*

- Staff suggested that the timing of the Academy days be reconsidered, perhaps to coincide with important points in the year. For example, one proposed model involved a single day in August (before school begins) and another Academy day mid-year to follow-up and reflect on strategies.
- Some participants suggested the return of a single social event, such as a welcome dinner, that would bring all administrators together.
- Staff felt that a keynote speaker should be a part of the Academy again. This would not necessarily have to be someone in the field of education but perhaps someone with experience in management or leadership more broadly.