

**Des Plaines District 62
DATA RETREAT
PARTICIPANT
HANDOUT**



**Data Retreat Participant Handout
OCTOBER 17**

The Data Retreat starts with existing elements, building on what is currently in place. Throughout the retreat, the plan team paints a data picture of the current reality of the district. It answers the question: “Where are we now?”

External analysis focuses on political, economic, social, demographic, educational and technological trends and forces. It includes examination of ESSA’s national and state educational requirements and mandates. It identifies customers’ and stakeholders’ needs.

Internal analysis focuses on culture and performance: communication clarity, employee’s capabilities and capacities, internal stakeholder groups and their needs, core competencies and strengths, as well as weaknesses. We examine student achievement data, learning environment and working environment data, financial/ facilities/ and technology data.

The analysis of strengths, weaknesses, opportunities, and threats (SWOT) leads to review and possible revision of the vision, mission, core values and goals. It also informs identification of customers and stakeholders and their respective needs and interests. It identifies what is working and what needs attention.

The product of the retreat is the SWOT analysis that is then shared with all the stakeholder groups represented on the strategic plan team for feedback between the Data Retreat and the Vision Retreat.

Common Vocabulary	
Competitive Advantage	A statement that explains what areas your district does best. It describes what you do that is unique. It is what sets you apart from others.
Customers	The direct beneficiaries or end-users of the districts' services or products.
Environmental Scan	External and internal analyses of the districts' competitive position, policies and regulations, governance, markets, capacity and capability, customers and stakeholders.
Performance Measure	Provide objective evidence aligned to indicators and measures of progress toward a strategic goal and are an analytical basis for decision-making.
Perspective	A view of organizational strategic performance through a particular "lens." Typical perspectives include financial stewardship, customer service, capacity for learning and growth, internal processes, etc.
Process Measure	Performance drivers measure what is happening in the system or process that produces a specific output (efficiency, quality, timelines, waste).
Stakeholders	Individuals or groups with an interest in the district, including students, families, employees, community leaders, partners, etc.
SWOT Analysis	An acronym for Strengths, Weaknesses, Opportunities and Threats. They include inhibitors and drivers of organizational success.
Target	The desired level of performance for the reporting period in question.

At the Data Retreat we ask the question, "WHERE ARE WE NOW?" The purpose of the Data Retreat is to develop a shared understanding. The Data Retreat provides an opportunity for the Strategic Plan Team to review the following data sources:

- Perception Data: results of the Environment Scan or other audits/ assessments
- Academic/Achievement/Learning data
 - Learning Environment data
 - Human Resource/Personnel data
 - Working Environment data
 - Satisfaction/Climate data (student, family, staff, community) such as the 5Essentials
 - Social/Emotional Student data
 - Demographic data (student and community)
 - Financial data
 - Facility data
 - Technology data

ACTIVITY ONE: OUR PERCEPTIONS

What are we MOST PROUD about?

What are our GREATEST CHALLENGES for the Future?

Think of three things you are MOST PROUD about when you think of District 62.

Think of three things you feel are the GREATEST CHALLENGES for the FUTURE when you think of District 62.

Write each one on a different Post-It-Note.

Write each one on a different Post-It-Note.

1

1

2

2

3

3

ACTIVITY TWO: OTHERS' PERCEPTIONS

Participation Rates

Student: 98%

Teacher: 94.4%

Support Staff 39%

Family 8.4%

Student Survey Results	
What is going well and needs to be celebrated? No more than 5	What is not going well and needs attention? No more than 5
1	1
2	2
3	3
4	4
5	5
Teacher Survey Results	
What is going well and needs to be celebrated? No more than 5	What is not going well and needs attention? No more than 5
1	1
2	2
3	3
4	4
5	5
Support Staff Survey Results	
What is going well and needs to be celebrated? No more than 3.	What is not going well and needs attention? No more than 3.
1	1
2	2

3	3
Family Survey Results	
What is going well and needs to be celebrated?	What is not going well and needs attention?
1	1
2	2
3	3
List 3-8 ideas for improvement listed most often from all four surveys.	
1	
2	
3	
4	
5	
6	
7	
8	

ACTIVITY THREE DATA REPORT: STUDENT ACHIEVEMENT RESULTS	
What did you learn from the student achievement report?	
Strengths	Opportunities

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What did you learn from the culture (learning and working environments) report?

Strengths

Opportunities

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What did you learn from the resource (finance, facilities, technology) report?	
Strengths	Opportunities

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ACTIVITY FOUR: SWOT ANALYSIS

<p>STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>
<p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? With a little work, where could we change a weakness into a</p>	<p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? With a little work, where could we change a weakness into a</p>

strength? What are we not doing currently that might be the opportunity for us to improve?

1.

2.

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strength? What are we not doing currently that might be the opportunity for us to improve?

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ACTIVITY FIVE: PREVIEW THE VISION RETREAT

10

Date: NOVEMBER 14

Time: 8:30 am – 3:30 pm

Purpose: To envision where we want to be in 2030. We will examine:

- Mission and Motto
- Vision
- Graduate, Educator, System Portraits
- Core Values

We will develop a shared understanding of where we want to be in 2030.

We will produce a Preferred Statement.

Homework: Each of you will read one of three assigned vision articles. Each of you will virtually visit a school or program working hard on their 2030 vision.

You are asked to identify 5 key ideas from the article and 5 key ideas from the virtual visit to share with others.

"If schools are not imagining a different future, they will amplify their efforts to do what they have always done." -Grant Lichtman, #EdJourney: A Roadmap to the Future of Education