



# STRATEGIC PLANNING TOOLKIT

Prepared for our K12 partners

# TABLE OF CONTENTS



<u>Purpose and Audience</u>	.....	3
<u>Strategic Plan Framework</u>	.....	4
<u>Conducting Situational Analyses</u>	.....	10
<u>Formulating Strategies</u>	.....	34
<u>Implementing Strategies</u>	.....	52
<u>Comprehensive Resources</u>	.....	71
<u>Works Cited</u>	.....	74

# TOOLKIT PURPOSE AND AUDIENCE

## PURPOSE

Strategic planning requires a concerted, collaborative effort between the school board and district administrators to assess the performance of the district and develop a plan to improve it. An effective approach to strategic planning will:

- Focus action on the most important levers for improving performance
- Align all district stakeholders on a clear path forward
- Guide allocation of the district's limited resources (e.g., financial, human capital)
- Bring a greater degree of coherence between the district leadership and the governance body (school board)
- Prioritize equity and the individual academic and behavioral needs of all students
- Adapt to changing environments and social climates, particularly in response to COVID-19, social injustices, and other challenges

## AUDIENCE

This toolkit can be used by the following stakeholders to inform the district's strategic planning process:

- School district leaders
- School board members
- Strategic planning steering committees
- District accountability and oversight leaders
- School district teams tasked with strategic planning and implementation



# STRATEGIC PLAN FRAMEWORK

# STRATEGIC PLAN FRAMEWORK

Strategic planning frameworks typically include six components within three core areas:

1. **SITUATIONAL ANALYSIS**
2. **STRATEGY FORMULATION**
3. **STRATEGY IMPLEMENTATION**



## Situational Analysis

- What are the district's long-term aspirations?
- What are the district's fundamental beliefs about what actions will lead to long-term success?



## Strategy Formulation

- What are broad areas of focus to support actions leading to long-term success?
- What are specific measurable targets related to district priorities?



## Strategy Implementation

- What are specific projects related to priorities that help to achieve measurable goals?
- What steps need to occur, when do they need to occur, and who will complete them?

# STRATEGIC PLANNING MODEL

Developing a strategic plan requires collaboration between district administrators and the school board both strategically and operationally across six core areas. The board takes a higher level of strategic responsibility in determining the mission, vision, and guiding principles as well as identifying research and findings. Together, the administration and board determine strategic goals and objectives. Operationally, district administration assumes higher responsibility for tactics, implementation, and execution of the strategic plan.



Source: Figure adapted from "Creating the Future: Strategic Planning for Schools," p. 6.

# STRATEGIC PLANNING MODEL ELEMENTS

Each element of the strategic plan and strategic planning process serves a distinct purpose and requires owners of each element to gather, analyze, and determine the district's priorities, data, or action steps.

## **Mission, Vision & Guiding Principles**

Articulate and document the organization's reason for being, aspirations, core beliefs, and philosophies.

## **Research & Findings**

Research and synthesize the current state of reality in the context of the mission and vision.

## **Strategic Goals**

Operationalize the district's mission and vision into general intentions that reflect the desired future position of the organization.

## **Objectives**

Determine leverage points and strategies necessary to accomplish the goals while staying true to the mission and values.

## **Tactics & Implementation Plan**

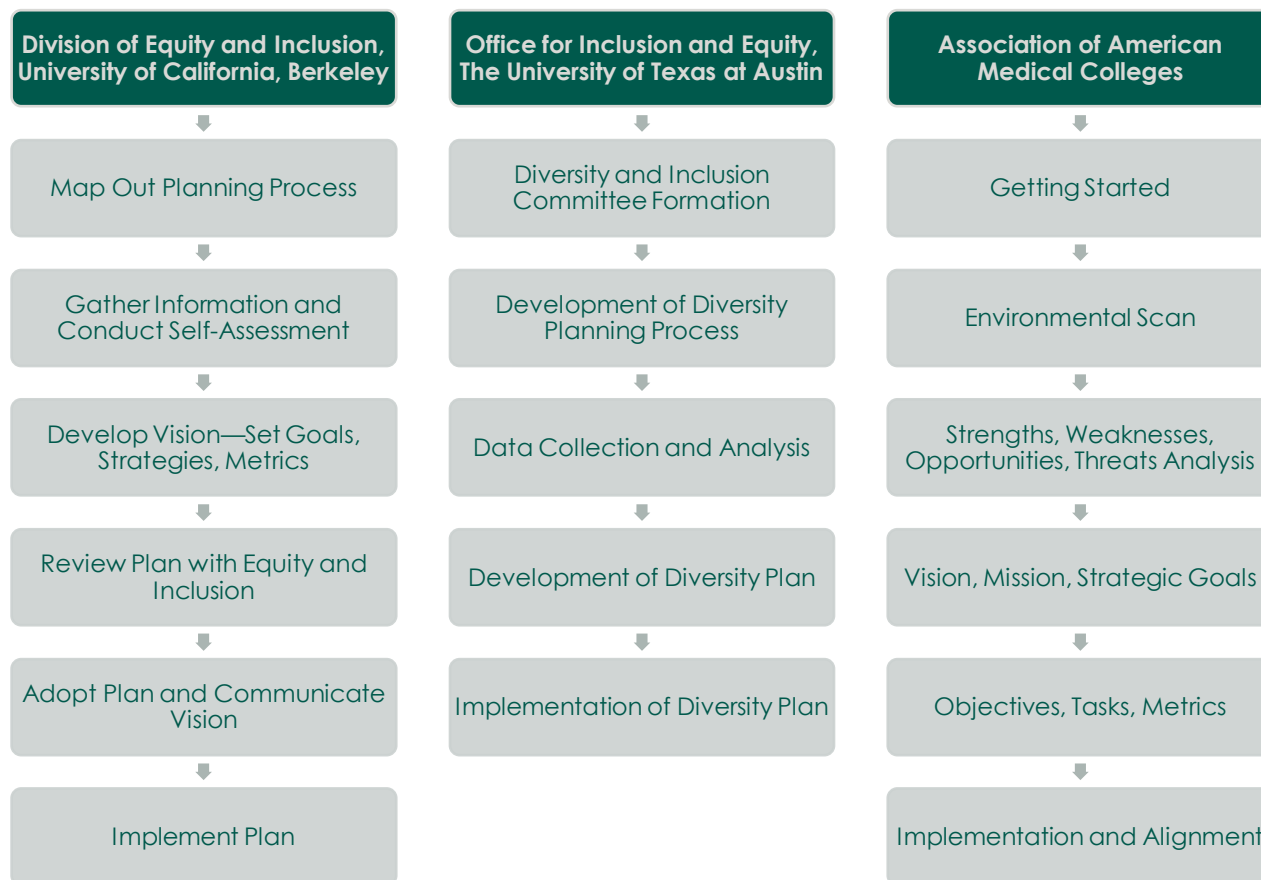
Delineate specific steps and timelines necessary to implement each of the objectives.

## **Execution**

Develop the information systems necessary to monitor adherence to tactics and action plans.

# STRATEGIC PLAN MODELS—DEI

Strategic plans support actions across multiple focus areas (e.g., goals for curriculum and instruction, college and career readiness, equity, operations efficiency) and/or target planning around one broader initiative or vision, such as diversity, equity, and inclusion (DEI). School districts, higher education institutions, and organizations outside of the education sector typically follow the strategic planning model in the preceding slides with minor variations to meet individual needs.



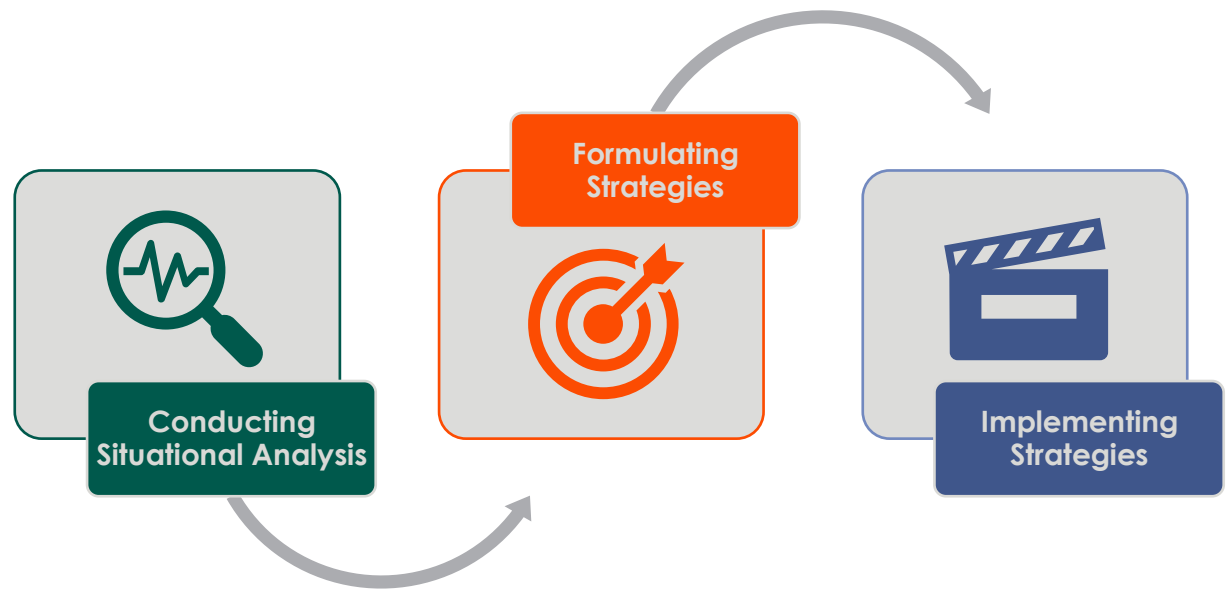
Sources: Figure adapted with text reproduced nearly verbatim from [1] "Diversity and Inclusion Strategic Planning Toolkit." [2] "Strategic Planning for Equity, Inclusion, and Diversity," p.3. [3] "Diversity Planning Tools for Diversity and Inclusion Committees."



# OVERVIEW



This toolkit provides strategies and resources for:





# CONDUCTING SITUATIONAL ANALYSES

# OVERVIEW

As administrators begin to take the first step in the strategic planning process, they must consider two key components of the overall strategic plan: (1) the district's mission, vision, and guiding principles and (2) research and findings.



**Mission,  
Vision, and  
Guiding  
Principles**

**DETERMINE ASPIRATIONS** What are the district's long-term aspirations?

**ESTABLISH FUNDAMENTAL BELIEFS** What are the district's fundamental beliefs about what actions will lead to long-term success and equitable student outcomes?



**Research and  
Findings**

**ASSESS THE CURRENT STATE AND NEEDS** In the context of the mission, vision, and guiding principles, what is the current state of the district and student performance gaps, what are areas of need, and where are there inequitable outcomes?

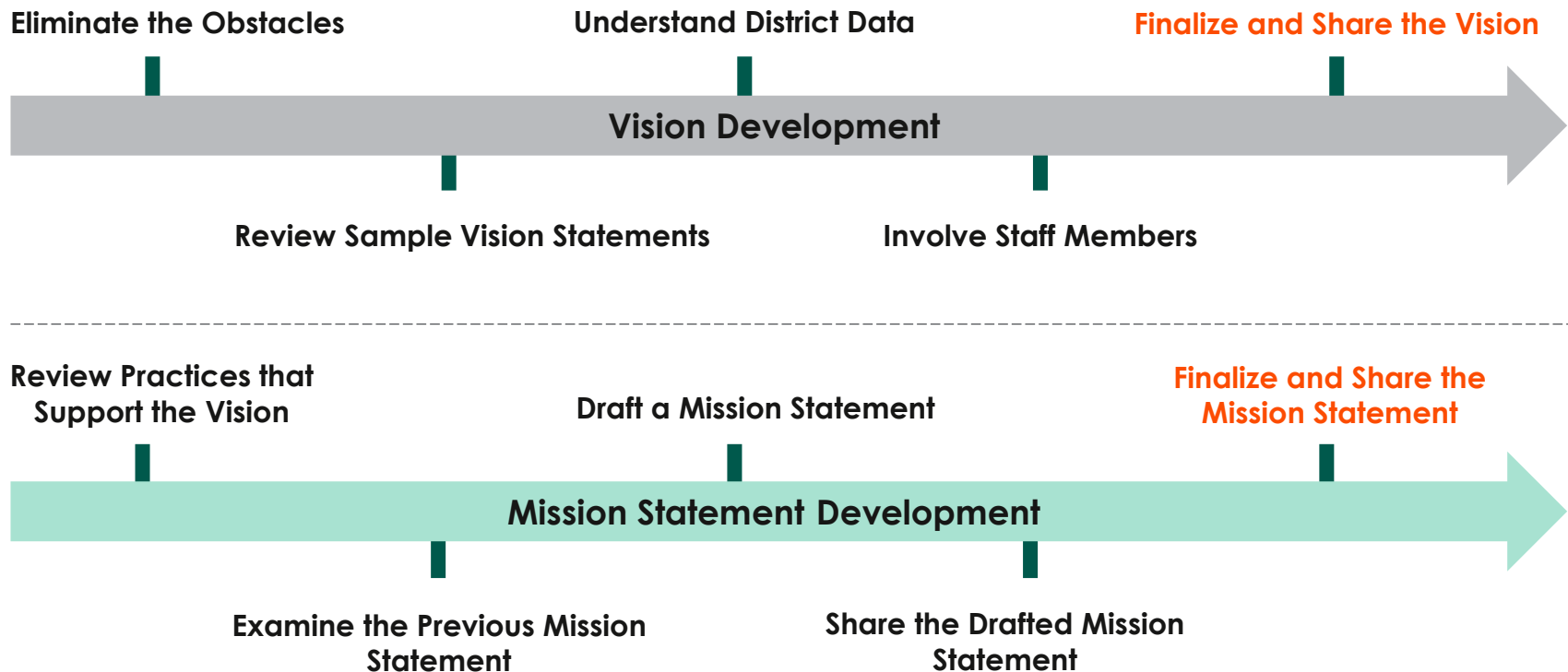
**GATHER AND ANALYZE DATA** Which quantitative and qualitative data will help determine root cause for the district's current state, areas of need, and inequities?



# MISSION, VISION, AND GUIDING PRINCIPLES

# THE MISSION AND VISION DEVELOPMENT PROCESS

Steering committees follow a five-step process both when developing the vision and mission statement. The vision statement serves as the foundation for the strategic plan as a core belief. After establishing the vision, the committee works to develop the mission statement, which outlines the actions that will lead the district to long-term success while upholding the vision. Additionally, mission and vision statements provide opportunities to explicitly demonstrate a commitment to equity, as demonstrated by [Christina School District](#), [Kent School District](#), and [School District of Palm Beach County](#).



# STEPS TO DEVELOPING THE VISION: GUIDING QUESTIONS

Steering committees can use guiding questions from the perspectives of district stakeholders to develop the vision of the district that encompasses the concerns, values, and guiding principles representative of all stakeholders equitably.

## Developing the Vision

### 1 Eliminate Obstacles

- What is the need for a new vision?
- Will we be able to live with the new vision?
- What will we be able to support with the new vision?
- What will the new vision expect of us?
- How will the world change as a result?
- Will we be able to continue what we've always done? Why or why not?
- Do we believe in this new vision?
- Do we believe in the district's ability to achieve this vision?
- Do we believe we can help make the vision happen?

### 2 Review Sample Vision Statements

- What patterns do we see in the statements?
- What do we like or dislike about the statements?
- Are the statements easy to understand?
- Are the statements too vague or are they specific enough?
- Are they too long? Too short?
- Do the statements express an idea or a hope for the future?
- Are they too unambitious? Too ambitious?
- Do they contain adjectives or goals that are more appropriate for a mission statement?
- Do they clarify a direction for the school and for its improvement efforts?

### 3 Understand the District Data

- What are rates of behavioral incidents and dispositions?
- What are state and local assessment results?
- What are standardized achievement results?
- What is student extracurricular enrollment?
- What are advanced test results?
- Do results differ by subgroup? If so, how?
- What are student and staff attendance and tardy rates?
- How is staff absenteeism by department or grade-level?
- What are staff turnover rates?

### 4 Involve Staff Members

- What evidence can staff think of that we are meeting our current vision?
- What kind of district do we and the staff hope to be?
- What do we think should be reflected in our vision statement?
- What do we need to do differently to achieve this vision?
- How are we different from other districts?

### 5 Finalize and Share the Vision

# STEPS TO DEVELOPING THE MISSION STATEMENT

Steering committees can follow a four-step process in developing an updated mission statement.

## Developing the Mission Statement

### 1 Review Practices that Support the Vision

**Review the vision and determine how the following practices may best support it:**

- College and career preparation for all students
- Explicit attention to equity
- Teacher collaboration
- District-wide instructional strategies (e.g., project-based learning, scaffolding and differentiation, practical applications, performance-based assessment)
- Personalized student support
- Inclusive decision-making structures
- Teacher-led professional development
- Interdisciplinary teaming in pathways
- Integration of initiatives (e.g., mainstreaming, Common Core implementation, pathway development)

### 2 Examine the Previous Mission Statement

**Review the previous mission statement to address the following questions:**

- Is there language in the example mission statement that articulates how the district can reach its vision?
- Is there language that clarifies how staff will work together to achieve the vision to achieve equitable outcomes?
- Review notes from Step 1 to identify additional components for the mission statement (e.g., attention to equity, inclusive decision-making structures)

### 3 Draft a Mission Statement

**Work in small groups to draft a mission statement:**

- Work in groups of two or three committee members
- Draft sentence-length statements that could fit into the greater mission statement
- Review the drafted statements to determine whether they support the vision

### 4 Share the Drafted Mission Statement

**Collect the drafted statements from the small groups to share with district leaders' teams to answer the following questions:**

- What kind of district do we hope to be?
- How are we different from other districts? What opportunities do we offer students?
- What do we need to do differently to reach all students, particularly those from historically disadvantaged populations?
- What is strong about the statement?
- How might it be strengthened?
- What instructional strategies, practices, or initiatives support the mission and vision?

### 5 Finalize and Share the Mission Statement

# VISION AND MISSION STATEMENT ANALYSIS

Steering committees can use the following statements to guide discussions during the vision and mission statement development process to determine what core beliefs stakeholders have that will influence the final statement. Steering committee members, district leaders, and those involved in vision and mission statement development can discuss these statements as a starting point.

Learning academic and technical knowledge is enhanced when the two are combined and contextualized in real-world situations.

Connecting academics to such real-world contexts promotes student interest and engagement.

Students provided with both academic and career education are more likely to be able to choose from the full range of postsecondary options.

All students should be able to experience a college-preparatory academic core that satisfies the course requirements for entry in a four-year college.

Project-based learning, in which students collaboratively investigate and address a complex problem, allows students to work on relevant issues and learn vital skills necessary to their success in school or the work world.

To ensure that all students have equitable opportunities to learn and to meet high standards, districts must provide additional support services to students with particular needs.

Because schools have historically tracked students by racial and socio-economic categories into college and “vocational” streams, it is particularly important to make sure that pathway programs provide students with the knowledge, skills, and abilities to attend post-secondary institutions.

Every student's unique personal history enriches classrooms, schools, and the community. The diversity is our greatest education asset.

Belief in the right of every child to learn is the basis of equitable teaching and learning.

Schools must develop the skills, attitudes, and policies that allow teachers and students to work effectively in a cross-cultural context.

Teacher teams working on curriculum and assessment together can help each other be more effective teachers.

Interdisciplinary teacher teams can help students understand the relationships between different disciplines.

Our current structure allows us to get to know our students' strengths and problems, and to communicate to students that we are a caring community.



# ADDITIONAL RESOURCES

## Vision and Mission Development

- [Developing Vision and Mission Statements in a Multiple Pathways School](#) - *University of California, Berkeley*
- [Frequently Asked Questions about District Vision Statements](#) – *Texas Association of School Boards*
- [How to Help Your School Thrive Without Breaking the Bank: Developing a Vision and a Mission](#) – *Association for Supervision and Curriculum Development*
- [Guide to Developing and Implementing Core Values, Beliefs, and Learning Expectations](#) – *New England Association of Schools and Colleges*

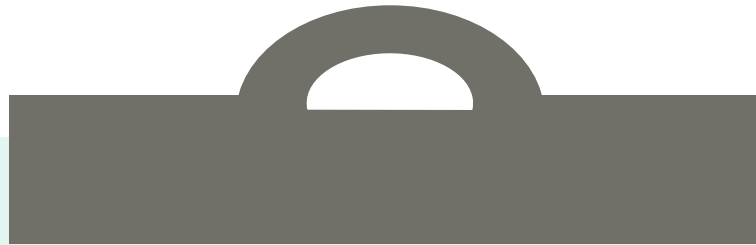
## Equity-Focused Examples

- [Mission, Vision, Values, and Goals](#) - *Alpine School District*
- [Chicago Public Schools Vision, Mission, and Commitments](#) – *Chicago Public Schools*
- [Mission, Vision, and Values](#) – *Reynolds School District*
- [Vision, Goals, and Beliefs](#) – *San Francisco Unified School District*



# RESEARCH AND FINDINGS

# DISTRICT SCAN



Consider four primary elements that impact the district's current state and possible needs: current district performance data, demographic data, stakeholder data, and environmental influences. Collect qualitative and quantitative data to conduct an accurate analysis.

## PERFORMANCE DATA:

- ☐ Attendance
- ☐ Behavior
- ☐ Kindergarten readiness
- ☐ Reading proficiency
- ☐ Annual test scores and growth
- ☐ Grade completion
- ☐ Graduation rates
- ☐ Dropout rates
- ☐ College enrollment rates
- ☐ College remediation rates

## DEMOGRAPHIC DATA:

- ☐ Race
- ☐ Free and reduced lunch
- ☐ Students with disabilities
- ☐ English learners

## STAKEHOLDER DATA:

- ☐ SEL skills
- ☐ Stakeholder engagement
- ☐ Student advancement pace
- ☐ Higher education completion
- ☐ Education credential type
- ☐ Graduate employment rates
- ☐ Workforce satisfaction rates

## ENVIRONMENTAL INFLUENCES:

- ☐ Macro environment (e.g., the economy, community changes)
- ☐ Industry environment (e.g., finances, regulations)
- ☐ Competitive environment
- ☐ Internal environment (e.g., school culture and climate)

Consider cross-analyzing data to determine differences in environmental and performance data and influence across demographics and stakeholder groups.

# PERFORMANCE DATA ANALYSIS

Conducting a full district data analysis during each strategic planning period helps districts assess their current state, identify changes since the last planning period, and highlight gaps or needs as identified by the data.

## Collect data in 10 primary categories:

**Demographics**

**Student  
Indicators**

**National and  
State  
Assessments**

**Early Warning  
Indicators**

**Educator  
Preparation**

**High School-  
Specific Data**

**Postsecondary  
Education  
Outcomes**

**Career and  
Technical  
Education (CTE)**

**Staffing**

**Finance**

## Analyze the data to consider:

- Longitudinal growth or decline
- Trends within subgroups or demographics
- Progress toward pre-determined goals
- Year-over-year trends
- Gaps among subgroups or demographics
- Variance in data

# DATA ANALYSIS TEAMS

Data teams support districts in analyzing data and identifying strengths and areas for improvement. According to the Massachusetts Department of Elementary and Secondary Education (DESE), a data team is:

*A group of educators collaboratively using data to identify and understand opportunities for improvements, then working together to make changes that get measurable results. Using protocols for collaborative inquiry, the group follows a process in which members prepare, implement, and reflect on data-informed actionable goals.*

## Key Responsibilities of Data Teams

Vision and Policy Management	Data Management	Inquiry, Analysis, and Action	Professional Development	Monitoring and Communication
<ul style="list-style-type: none"> <li>Creates and articulates the vision for data use</li> <li>Sets and models expectations</li> <li>Implements and upholds policies for data use in the district</li> </ul>	<ul style="list-style-type: none"> <li>Identifies data to be collected</li> <li>Manages data infrastructure and access</li> <li>Designs meaningful data displays</li> </ul>	<ul style="list-style-type: none"> <li>Selects or develops models for inquiry and data use that will be used district-wide</li> <li>Models the inquiry process publicly</li> </ul>	<ul style="list-style-type: none"> <li>Provides training and professional development to support district departments, principals, school data teams, and teachers in their use of data</li> <li>Uses data to identify professional development needs</li> </ul>	<ul style="list-style-type: none"> <li>Monitors the progress of the district toward achieving its vision for data use</li> <li>Establishes the lines of communication necessary for the sharing of results and best practices</li> <li>Communicates with stakeholders to determine their specific needs for data and training</li> </ul>

For more information on data teams and how they factor into equitable practices and equity-centered data review protocols, please see the Hanover Report "[Equity Data Review Protocol Toolkit](#)," linked here and on Slide 73.

# DISTRICT ANALYSIS AND REVIEW TOOL (DART)

Districts may also use a performance data analysis tool similar to the DESE's District Analysis and Review Tool (DART), illustrated below, to conduct a comprehensive district scan. Districts can also consider incorporating broader categories of data as they relate to specific areas of interest. This tool requires districts to determine which demographic subgroups to cross-analyze for each data point and specific levels of data to collect across populations and district sites.

	Data	Analyze Demographic Subgroup	Analyze for				
			District	Schools	ELLs	After High School	Finance/Staffing
Demographics	Enrollment						
	Kindergartners enrolled in full-day K						
	Class size by gender and selected population						
	Class size by race/ethnicity						
	School-aged residents enrolled in public school						
	Stability rate (enrolled all year)						
	ELL – First language, country of origins						
	ELL programs						
	ELL students in state schools for the 1 <sup>st</sup> or 2 <sup>nd</sup> year						
	Students with IEPs comparison						
	Equitable access to educators						
Student Indicators	Attrition rate						
	Student attendance						
	In-school suspension rate						
	Out-of-school suspension rate						
	Retention rates						

# DISTRICT ANALYSIS AND REVIEW TOOL (DART)

Data		Analyze Demographic Subgroup	Analyze for				
			District	Schools	ELLs	After High School	Finance/Staffing
Assessments	Proficient or above in ELA, math, science/tech						
	Median student growth percentiles in ELA, math						
	Achievement and growth distribution						
	Composite performance index achievement gaps in ELA, math, science/tech						
	Participation rates						
	Test item analysis						
	Standards analysis						
	Achievement results						
	ELL students' achievement/scoring level						
	ACCESS: making progress						
	ACCESS: proficiency						
	ACCESS: percent of students at each proficiency by language domains						
Early Warning	Early warning indicators, district view						
	Early warning indicators, subgroup analysis						
	Early warning indicators (attendance, behavior, assessment, course performance) analysis						

Source: Table reproduced verbatim with modification from "District Analysis and Review Tools."

# DISTRICT ANALYSIS AND REVIEW TOOL (DART)

	Data	Analyze Demographic Subgroup	Analyze for				
			District	Schools	ELLs	After High School	Finance/Staffing
High School	Grade 9 to Grade 10 promotion rate						
	Annual dropout rate						
	Dropout re-engagement						
	Four-year cohort graduation rate						
	Five-year cohort graduation rate						
	Grade 9 students completing and passing all courses						
	Grade 12 students passing a full year of math						
	Grade 12 students passing a full year of science/tech						
	Upperclassmen enrolled in at least one AP/IB						
	AP: test takers scoring 3+ on US History						
	AP: test takers scoring 3+ in each category						
	SAT: average score in each category						
	SAT: distribution of students						
CTE	Connecting activities/work-based learning plans						
	CTE participation by occupational cluster						
	CTE graduation pathways summary						



# DISTRICT ANALYSIS AND REVIEW TOOL (DART)

Data		Analyze Demographic Subgroup	Analyze for				
			District	Schools	ELLs	After High School	Finance/ Staffing
Postsecondary Education Outcomes	Progression from high school through second year of postsecondary education						
	Progression from high school through postsecondary completion						
	Graduates enrolled in postsecondary education within 16 months of high school graduation						
	Graduates enrolled in 2- or 4-year postsecondary education						
	College students persistently enrolled in postsecondary education for the first two years						
	Students at state public colleges enrolled in one or more developmental (remedial) course						
	Students completing postsecondary education						
	Postsecondary outcomes of graduates by academic preparation						
	Graduates attending higher education						
Educator Preparation	Candidate enrollment						
	Ed Prep staff by race/gender						
	Employment by program characteristic						
	Employment by program						
	Employment by year						
	Program completers						
	Licensure test pass rates						

# DISTRICT ANALYSIS AND REVIEW TOOL (DART)

	Data	Analyze Demographic Subgroup	Analyze for				
			District	Schools	ELLs	After High School	Finance/Staffing
Staffing	Superintendent, principal, and teacher retention rates						
	Students-to-counselor ratio						
	Staffing by category, FTE, and student/staff ratio						
	Teachers by program, FTE, and student/staff ratio						
	Staff by length of service and federal funding source						
	Teacher data report						
	Teacher grade and subject report						
	Teacher program area						
	Educator evaluation data						
Finance	Average teacher salary						
	In-district per pupil transportation cost						
	Actual net spending above/under foundation budget						
	Actual net spending above/under required net school spending						
	Per pupil and dollar expenditures						
	State aid revenue						
	Out-of-district expenditures and pupil data						
	Revolving funds, revenues, expenditures						

# ANALYZE THE DATA: STUDENT ACHIEVEMENT

**Focus on student achievement as the cornerstone of district data analytics to reflect on how trends, growth, decline, gaps, and the overall current state of the district may influence student achievement. Use the following probing questions as a guide to begin the analytic process.**

## Demographic Data

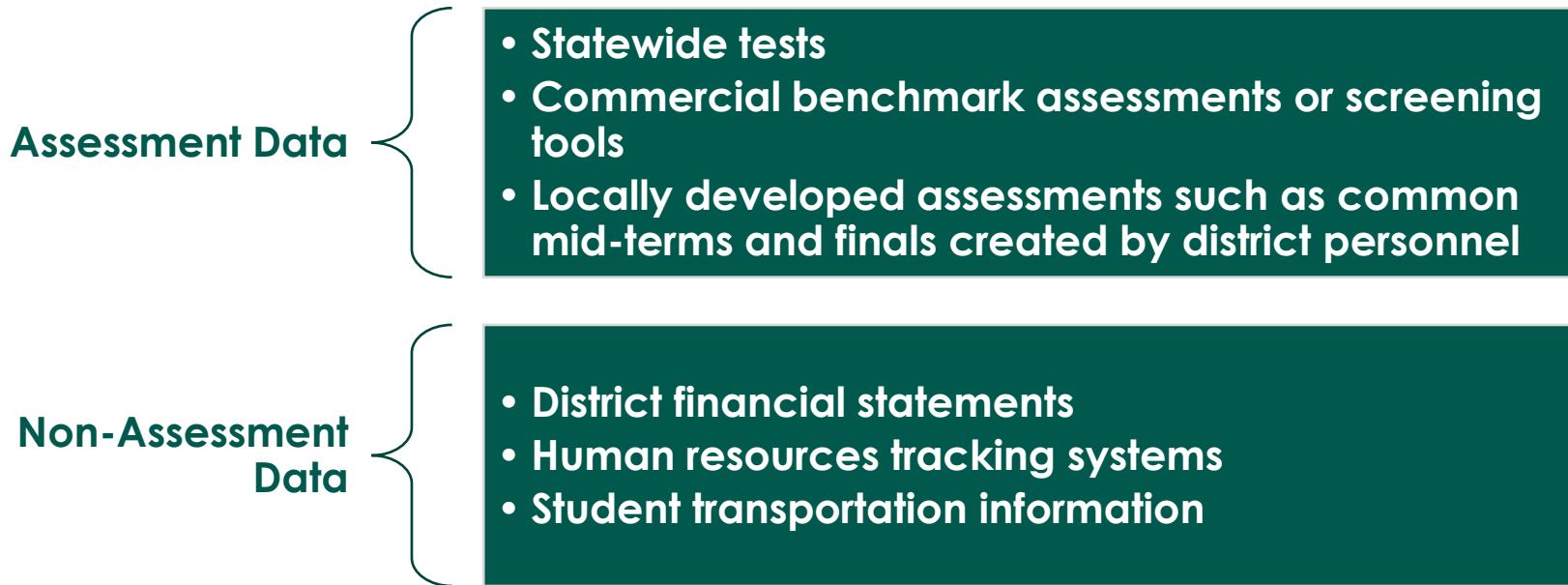
1. In looking at trends in *enrollment data*, what challenges or gaps have been identified?
2. In looking at trends in *attendance data*, what challenges or gaps have been identified?
3. In looking at trends in *behavioral data*, what challenges or gaps have been identified?
4. What actions could be taken to address any identified challenges or outcomes gaps between different groups of students?
5. In reviewing data, are there any student groups that experience persistent or widespread gaps in performance, outcomes, or opportunities?
6. In reviewing *staffing data*, what challenges have been identified?
7. How may these staffing challenges impact student achievement?
8. What actions could be taken to address any identified challenges with *staffing data*?

## Process and Achievement Data

1. In looking at *assessment data*, what standards/indicators stand out as strengths?
2. In looking at *assessment data*, what standards/indicators stand out as challenges?
3. How might these challenges impact overall student achievement?
4. What actions could be taken to address these challenges?
5. What are current strengths, challenges, and trends in *reading scores*?
6. What are strengths, challenges, and trends in *writing scores*?
7. What are strengths, challenges, and trends in *math scores*?
8. What are strengths, challenges, and trends in *science and technology scores*?
9. In looking at *assessment data*, do certain student demographics demonstrate consistent strengths, challenges, and trends, or do outcomes show disparities?

# STUDENT DATA COLLECTION

Collect a broad range of student data. These data may originate from various sources, including assessment and non-assessment results.



For more information on student data collection and equity-centered data review protocols, please see the Hanover Report "[Equity Data Review Protocol Toolkit](#)," linked here and on Slide 73.

# ENVIRONMENTAL SCAN

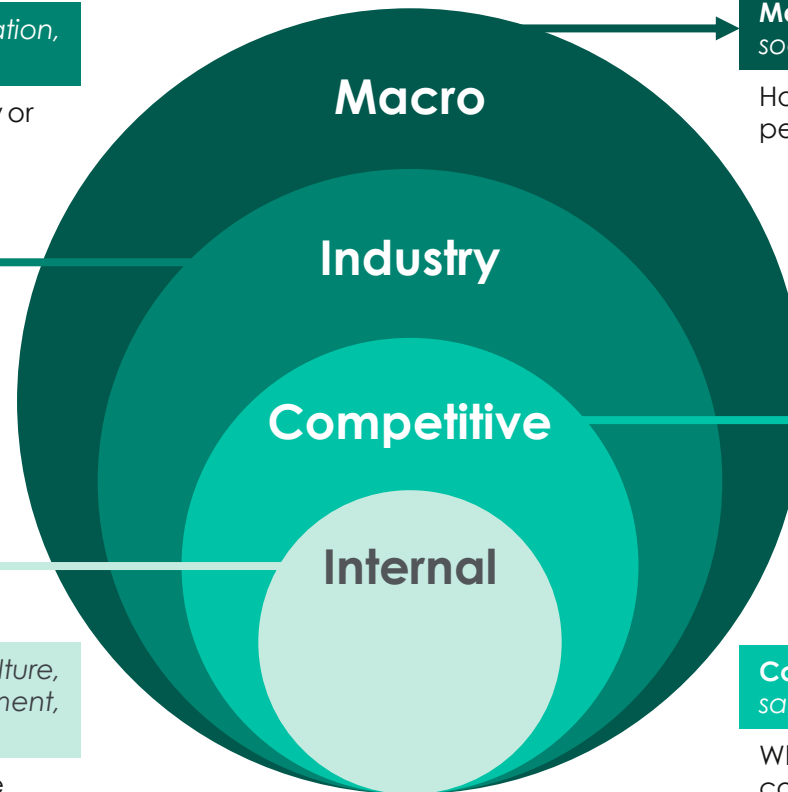
Perform an environmental scan of the four basic environments to help assess the broader environment in which the district operates. This scan helps interpret internal and external influences on districtwide success, obstacles that the district may face, and key trends impacting the district, overall.

**Industry:** structure, finance, regulation, products, students and families, needs

What events in education will positively or negatively impact the district?

**Macro:** economy, technology, politics, society

How will political events impact the district's personalized learning ecosystem?



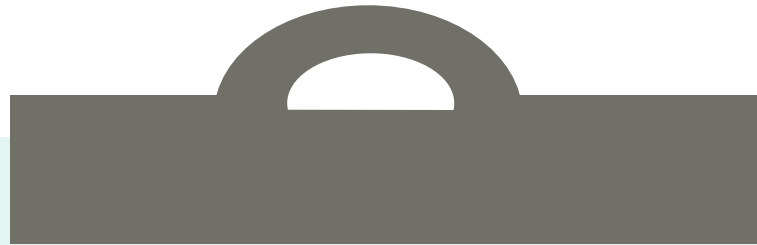
**Internal:** organizational structure, culture, climate, productivity, work environment, service, strengths and weaknesses

What are the most pressing issues in the district?

**Competitive:** others who may provide the same services

Who are our competitors and how do they compete with us? How is the competition performing and how can the district stay relevant?

# ENVIRONMENTAL SCAN TEMPLATE



Use the following template to determine the impacts and influences from the macro, industry, competitive, and internal environments.

Macro Environment					
Major Issue	Impact on your District	Potential Importance		Potential Probability	
		<input type="checkbox"/> High	<input type="checkbox"/> Low	<input type="checkbox"/> High	<input type="checkbox"/> Low

Industry Environment					
Major Issue	Impact on your District	Potential Importance		Potential Probability	
		<input type="checkbox"/> High	<input type="checkbox"/> Low	<input type="checkbox"/> High	<input type="checkbox"/> Low

Competitive Environment					
Major Issue	Impact on your District	Potential Importance		Potential Probability	
		<input type="checkbox"/> High	<input type="checkbox"/> Low	<input type="checkbox"/> High	<input type="checkbox"/> Low

Internal Environment					
Major Issue	Impact on your District	Potential Importance		Potential Probability	
		<input type="checkbox"/> High	<input type="checkbox"/> Low	<input type="checkbox"/> High	<input type="checkbox"/> Low

# EQUITY AUDITS

Consider conducting an equity audit to explore the following disparities in K-12 education:

- Gaps in student outcomes, which reflect the existing differences in performance across subgroups
- Inequities in access to programs, which reflect differences in the opportunity and use of resources that aim to reduce gaps in student outcomes or to enrich students' learning experience

Hanover supports equity audits and accompanying "Equity Scorecards" to help districts explore and reduce these disparities. Audit specifics may vary depending on needs, and audit results culminate in an Equity Scorecard or data dashboard that enable members to compare student performance and access outcomes across subgroups. Additional information on equity audits and scorecards is available through your Hanover point of contact.

## Equity Audit Research Questions

- Where do disparities in student academic and behavioral outcomes exist in the district?
- Where do disparities in student participation in state assessments and enrollment in programs exist in the district?
- Have these disparities diminished over time? At which schools, in which grades, and among which student subgroups is there less disparity in recent years? Where is there more disparity?

## Data Metrics

- State standardized tests
- High school graduation rates
- Enrollment in Advanced Placement and International Baccalaureate
- Enrollment in the Gifted/Talented program
- Attendance rates and chronic absenteeism;
- Suspension and expulsion rates

## Potential Limitations

- If Hanover must rely on aggregate data that are available through the State Department of Education, there may be limitations to our ability to define appropriate metrics.

For more information on using equity audits—through Hanover or independently—identifying criteria for equitable schools, and supporting systemic equity in your district, please see the Hanover Reports "[Toolkit: Systemic Implementation of Equity](#)" and "[Conducting an Equity Audit](#)," linked here and on Slide 73.

# ADDITIONAL RESOURCES

## Environmental Scan Resources

- [Colorado Department of Education Environmental Scan Professional Development Module](#): This module guides administrators through the key components of conducting a district environmental scan.
- [National Center for Healthy Safe Children's Toolkit to Conduct a Needs Assessment and Environmental Scan](#): This toolkit focuses on conducting a needs assessment and environmental scan specifically directed at school health and safety perspectives.
- [ED School Climate Surveys](#): This article outlines how to measure school climate as a component of an internal environmental scan.
- [K12 Staff Equity and Inclusion Survey](#): This Hanover survey collects staff perspectives on topics such as inclusivity, harassment, and retention.

## Data Analysis Resources

- [Michigan Department of Education's Student Data Analysis Model](#): This model provides schools and districts with a walk-through guide of how to gather and assess demographic and student achievement data.
- [Washington Superintendent of Public Instruction's District and School Data Team Toolkit](#): This toolkit guides districts and schools through the process of analyzing multiple data sources to identify trends, needs, and the current state of districts.
- [Analyzing Data for Schoolwide and Individual Student Improvement](#): This chapter aids districts in assessing student achievement data across subpopulations and demographic groups.
- [Analyzing student-level disciplinary data: A guide for districts](#): This REL resource guides districts through analyzing behavioral and disciplinary data to identify areas of need and trends.



# PROFILES

## Environmental Scan Profiles

- [Environmental Scan Report](#) – *Winona Area Public Schools*

## Data Analysis Profiles

- [District Data Analyses](#) – *Longview Independent School District*
- [East Hartford Public Schools State of the Schools Annual Report](#) – *East Hartford Public Schools*
- [District Data Analysis Reports](#) – *Houston Independent School District*

## Equity Audit Profiles

- [Equity Audit](#) – *Pelham Public Schools*
- [District Equity Audit](#) – *Framingham Public Schools*
- [Educational Equity Audit](#) – *Novato Unified School District*
- [Educational Equity Culture and Curriculum Audit](#) – *Princeton Public Schools*

A 3D rendering of a metallic puzzle piece being inserted into a larger puzzle structure, symbolizing strategy formulation. The puzzle pieces are silver and have a brushed metal texture. The background is a blurred view of the puzzle, with the focus on the piece being placed. An orange semi-transparent banner is overlaid across the middle of the image, containing the text 'FORMULATING STRATEGIES' in white, bold, uppercase letters.

# FORMULATING STRATEGIES

# OVERVIEW

In the second phase of the strategic planning process, *formulating strategies*, district administrators and the school board collaborate to develop strategic goals and to determine measurable objectives that the district will track to achieve these goals.



Strategic  
Goals

**CONDUCT A DISTRICT SWOT ANALYSIS** Based on the data analysis, what are the district's strengths, weaknesses, opportunities, and threats (SWOT)?

**PRIORITIZE ISSUES** Which issues from the SWOT analysis are high impact and most possible to address?



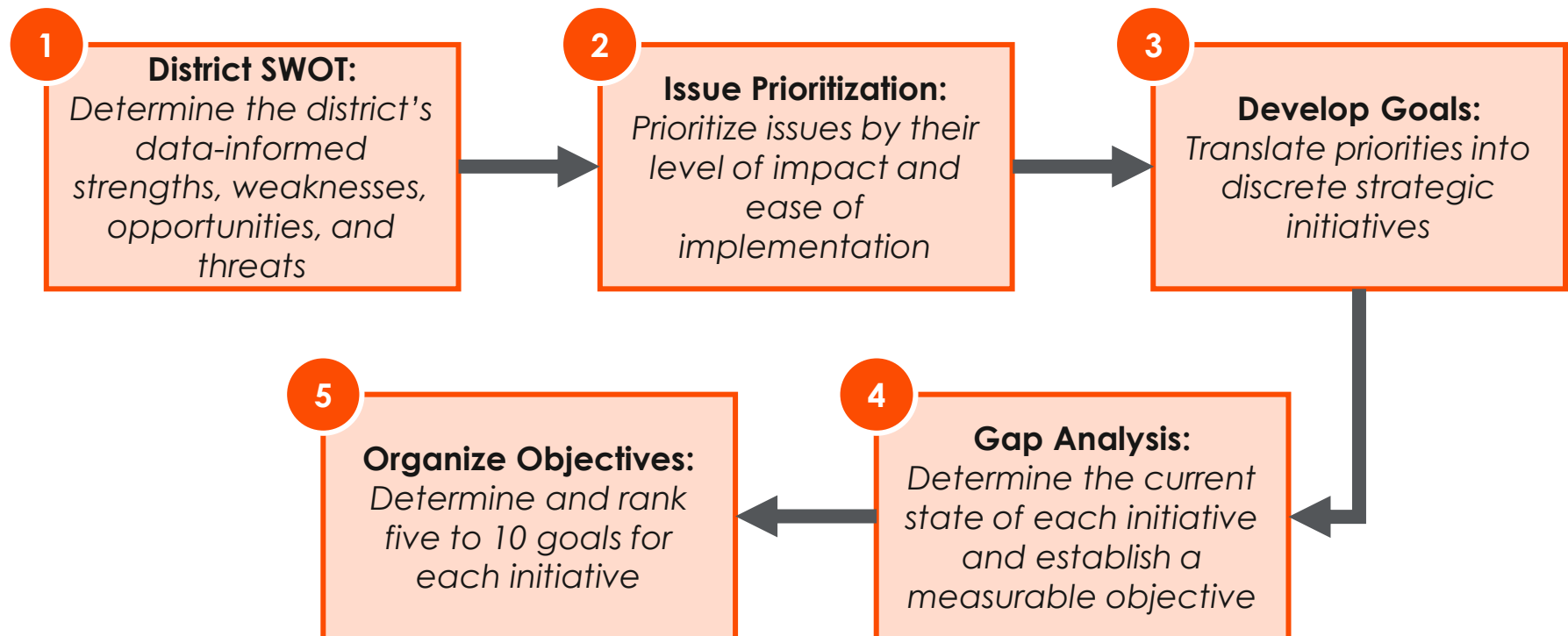
Objectives

**ESTABLISH OBJECTIVES FOR EACH GOAL** Which quantitative and qualitative data will help determine root cause for the district's current state and areas of need?

**DETERMINE MEASURABLE OBJECTIVES** How can the district translate priority issues and goals into measurable objectives?

# DEVELOPING STRATEGIC GOALS

A five-step process develops strategic goals or initiatives and aligns measurable objectives and goals to establish a foundation for the implementation of an action plan.





# STRATEGIC GOALS

# DISTRICT SWOT ANALYSIS

Based on the data analysis, conduct a **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT) Analysis to determine potential focus areas for the strategic plan. When addressing strengths and weaknesses, refer to the findings from the district's data analysis. When examining opportunities and threats, review the findings from the environmental scan. During this process, consider how SWOT elements impact equity (e.g., Do certain students experience strengths or weaknesses more than others?)



# ORGANIZING THE SWOT ANALYSIS

Review the strengths, weaknesses, opportunities, and threats identified in the SWOT analysis and begin to organize each element. For strengths and weaknesses, rank each element by importance to the district's vision and mission. For opportunities and threats, rank each element by probability or severity of occurrence. When ranking elements, keep in mind which students receive more or fewer resources and opportunities by prioritizing certain areas.

Internal Strengths			Internal Weaknesses		
Rank 1-10	Strengths	Impact on Vision	Rank 1-10	Weaknesses	Impact on Vision
External Opportunities			External Threats		
Rank 1-10	Opportunities	Impact on Vision	Rank 1-10	Threats	Impact on Vision

# ANALYZE THE SWOT ANALYSIS

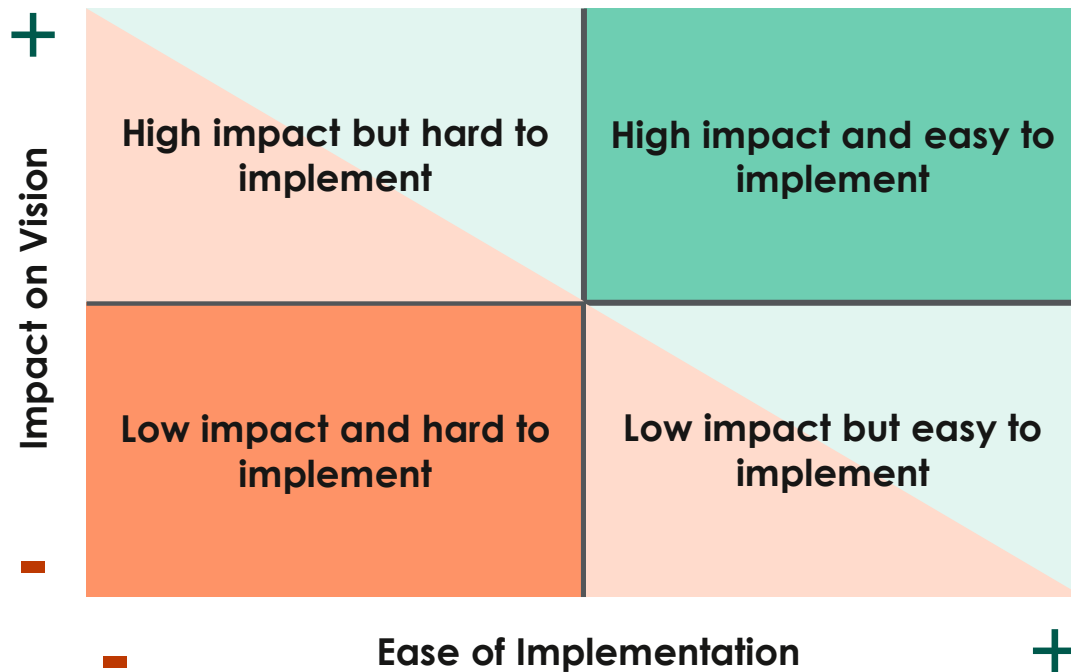
After conducting the initial SWOT Analysis, review the cross-sections to determine how the district may begin to explore opportunities that support current strengths, avoid threats that could impact strengths, exploit opportunities to improve weaknesses, and confront threats that negatively pose greater challenges to existing weaknesses.

	Strengths	Weaknesses
Opportunities	<b>Explore</b> environmental opportunities that may support the district's current strengths.	<b>Exploit</b> environmental opportunities that may help to improve the district's current weaknesses.
Threats	<b>Avoid</b> environmental threats that could negatively alter the district's strengths.	<b>Confront</b> environmental threats that could pose additional challenges to the district's current weaknesses.



# ISSUE PRIORITIZATION

To expand upon the ranked strengths, weaknesses, opportunities, and threats for the district and analyze each cross-section to understand overlap in influence, conduct a two-dimensional issue prioritization to further examine which issues are most pertinent and most probable for the district to address. The issue prioritization should address two key factors: impact and ease of implementation.

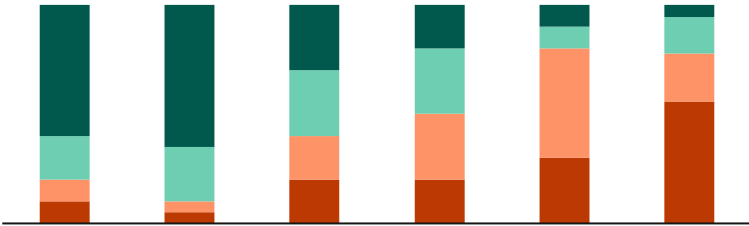


**Impact:** if we addressed this, what favorable impact would it have on fulfilling our vision and goals?

**Ease of implementation:** how easy would this be to implement?

# INVOLVING STAKEHOLDERS IN ISSUE PRIORITIZATION

To identify the key priorities of major stakeholder and decision-making groups, conduct a **Pareto Analysis** of the identified issues. In a Pareto Analysis, stakeholders rank issues they perceive to be the most and least urgent, impactful, or priority. Upon completion of the Pareto Analysis, the strategic planning steering committee will proceed with prioritizing the issues among stakeholders as the new strategic goals.

Survey Stakeholder Groups	Pareto Analysis	Select Top Priorities
<ol style="list-style-type: none"> <li>1. Identify the high impact issues in the top portion of the issue prioritization matrix.</li> <li>2. Ask stakeholder groups and decision makers to rank the issues from greatest to least priority.</li> </ol>	 <p><b>Issue 1 Issue 6 Issue 3 Issue 5 Issue 2 Issue 4</b></p> <p>■ Low ■ Mid Low ■ Mid High ■ High</p> <p>Determine how many stakeholders rank each of the issues in terms of priority on a numbered scale. Organize the data from greatest prioritization to least prioritization by stakeholder responses.</p>	<ol style="list-style-type: none"> <li>1. Identify which high-impact issues the largest portions of stakeholders deem a priority.</li> <li>2. Establish the top priorities to inform strategic goal development.</li> </ol>



# OBJECTIVES

# STRUCTURING INITIATIVES AND OBJECTIVES

After conducting the SWOT analysis, issue prioritization, and Pareto Analysis, establish the district's strategic initiatives to lay the structure of initiatives, objectives, and action plan. Districts typically include four to seven strategic initiatives in the strategic plan.

## Strategic Initiative

High-level statements in each area to focus on during the strategic planning cycle.

## Objective

More focused statements to break down portions of the strategic initiative.

## Action Item(s)

Specific steps to take to achieve the objective and overarching initiative.

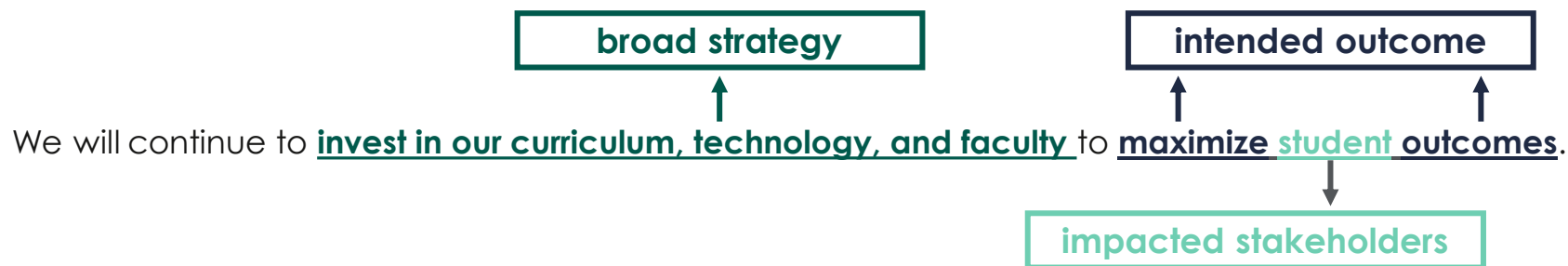


### To determine specific strategic initiatives, address the following questions:

- ☐ What were the highest priority issues as a result of the Pareto Analysis and issue prioritization process?
- ☐ What issues on the issue prioritization matrix were identified as impactful and relatively easy to accomplish?
- ☐ What issues are similar that can be categorized under a theme or cluster? Can we combine similar issues to form one initiative?
- ☐ What are the four to seven strategic initiatives our district will focus on?

# TRANSLATING PRIORITIES INTO INITIATIVES

Translate identified priorities into concrete initiatives that will inform objectives and action items by considering the core of the initiative, a broad strategy to reach the initiative, and the stakeholders who will reap the benefits of initiative achievement.



Priority		Priority Translated into Strategic Initiative
<b>Continuously improve academics</b>	➡	We will continue to invest in our curriculum, technology, and faculty to maximize student outcomes.
<b>Grow enrollment</b>	➡	We will recruit throughout the state to spread our mission and improve the lives of as many students as possible.
<b>Enrich extracurricular experiences</b>	➡	We will provide a full, home-like experience that engages and supports all students.
<b>Promote our value</b>	➡	We will actively promote our message to all constituents.
<b>Enhance our capacity</b>	➡	We will build our internal infrastructure to better serve our students, staff, and faculty.

# GAP ANALYSIS

The gap analysis is a crucial step in the strategy formulation process to begin to develop quantitative and qualitative measures of success that tie directly to the strategic initiatives. When conducting a gap analysis, districts follow three steps: identifying tangible aspirations, assessing the current state, and identifying how to bridge the gap between the current state and aspirations over the course of the strategic planning cycle.

Type of Data	Current State	Current Actions	Gap	Aspirational State
<b>Strategic Initiative</b>				
Quantitative or qualitative	List current competencies, resources, organization, competition, technology, needs, strategy, etc.	What evidence or data do we have to document this?	List deficiencies between the present situation and the aspirational state. What do we need to do to achieve the aspirational state?	List desired competencies, resources, organization, needs, probable competition, etc.



## Additional Resources for Gap Analyses

### [Technology Department Gap Analysis](#)

Seneca Township High School

### [Gap Analysis Introduction](#)

Ohio Department of Education

### [Consider Conducting a Gap Analysis](#)

Regional Education Laboratory Midwest

### [Equity, Inclusion, and Opportunity: Addressing Success Gaps](#)

Idea Data Center

# OBJECTIVE DEVELOPMENT

From the gap analysis, strategic planning steering committees have a set of gaps that exist between the current state of each strategic initiative and the aspirational state. These gaps inform the objectives of focus that fall under each initiative.

Effective objectives define **how much** of **what** the district will accomplish **by when**.

## Types of Objectives

**Process objectives** aim to measure the extent to which project is made toward other objectives.

*By 2020, the district will establish a comprehensive plan to improve school safety and security.*

**Behavioral objectives** aim to measure changes in behaviors of people and the results of their behavior.

*By 2025, the percentage of students reporting that they feel safe in school will increase by 50%.*

**Community objectives** aim to measure the result of behavior change in many people.

*By 2025, the percentage of safety and security incidents will decrease by 75%.*

# SMARTIE GOALS

Use the SMARTIE goal framework to ensure that the district can make progress towards and attain equity-centered goals with clear objectives in a definitive timeframe. This framework expands SMART goals to ensure inclusivity and equity in an organization's goals and outcomes.



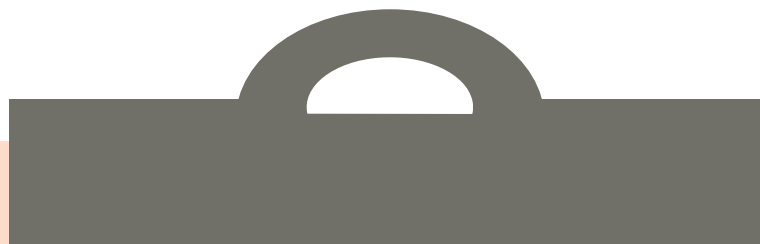


# SMARTIE GOAL REVISION AND REFLECTION

Develop and review SMARTIE goals to ensure that goals include equitable action steps, avoid unintended impacts, and emphasize inclusion rather than tokenism. Additionally, stakeholders should reflect on goals to avoid actions and outcomes that marginalize groups or discourage inclusivity.

<b>Do</b>	<ul style="list-style-type: none"><li>▪ Mind the “how” (i.e., make sure that how you reach a goal includes a lens of equity and inclusion).</li><li>▪ Check for unintentional disparate impact.</li></ul>
<b>Don't</b>	<ul style="list-style-type: none"><li>▪ Create arbitrary quotas.</li></ul>
<b>Ask</b>	<ul style="list-style-type: none"><li>▪ If I added an outcome or activity goal related to a specific marginalized community, will achieving this goal help build power and/or shrink disparities for this district? If so, how?</li><li>▪ Who have I consulted to check for unintended negative consequences? Are there any key stakeholders I am missing from this list?</li><li>▪ If the outcome specified in the goal is not promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion in our district?</li><li>▪ Once we achieve this goal, how do we imagine it will have pushed us forward on our equity and inclusion journey?</li></ul>

# DEVELOP INITIATIVES USING SMARTIE GOALS



Use the following organizational tool to review strategic initiatives and develop SMARTIE goals, informed by the results of data analyses. Remember to include how the district plans to reach each goal and include measurable indicators.

## Goal Category/Initiative:

### Goal Statement:

What will change?	
For whom?	
By how much?	
When will the change occur?	
How will the change be measured?	
How will the process or outcomes address equity and inclusiveness?	
How will this goal be achieved?	

# EXAMPLES OF SMARTIE GOALS

Review strategic planning goals from other districts to observe how others currently incorporate equity into strategic plans in an actionable way. Although goals may focus on different priority areas, all goals can build from an equity mindset and aim to support students of all ability levels and interests. Northshore School District's 2017-2022 strategic plan exemplifies clear, equity-centered goals with specific targets and indicators, two of which appear in the following table.

Goals	Measures	Equity Means
<b>Success in the Early Years:</b> Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of Grade 3.	<ul style="list-style-type: none"> <li>▪ Increased percentage of students who have equitable access to developmentally appropriate teaching</li> <li>▪ Increased percentage of students in Pre-Kindergarten to Grade 3 meeting criteria for social-emotional, physical, and cognitive development</li> <li>▪ Increased percentage of students at grade level in the five components of Literacy Development</li> <li>▪ Decreased achievement gaps across student subgroups in English Language Arts and Mathematics</li> <li>▪ Increased percentage of students in each student subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of Grade 3</li> </ul>	Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of Grade 3 through equitable, targeted resources, instruction, and individualized learning.
<b>Growth for Every Student, Elimination of Outcome and Opportunity Gaps:</b> Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.	<ul style="list-style-type: none"> <li>▪ Increased equitable access to social-emotional supports and services (e.g., counseling, mental health, psychological)</li> <li>▪ Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</li> <li>▪ Increased percentage of students meeting standards in core subjects</li> <li>▪ Reduction of the disproportionalities in discipline, suspension, and expulsion rates across student-groups</li> <li>▪ Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs</li> </ul>	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

A 3D puzzle with a keyhole and a key, symbolizing strategy implementation. The puzzle pieces are metallic and have a brushed metal texture. A keyhole is visible in the center, and a key is inserted into it. The key is also metallic and has a brushed metal texture. The puzzle is set against a background of more puzzle pieces, some of which are out of focus.

# IMPLEMENTING STRATEGIES

# OVERVIEW

In the final phase of the strategic planning process, *implementing strategies*, district administrators take primary responsibility for developing an implementation action plan and monitoring performance over the course of the strategic plan's cycle to gauge continuous improvement and ongoing success.



## Tactics and Implementation Plan

**CONSTRUCT AN IMPLEMENTATION PLAN** What process will the district use to select strategies for their action plan? What actions will the district do to achieve the goals and initiatives of the strategic plan?

**DICTATE ROLES AND RESPONSIBILITIES** Who will carry out each action step by when and with what resources?



## Execution

**MEASURE CONTINUOUS IMPROVEMENT** Over the course of the strategic plan's cycle, is the district on track to achieve the goals and initiatives?

**SHARE PROGRESS PUBLICLY** How will the district communicate its progress and updates to relevant stakeholder groups?



# TACTICS AND IMPLEMENTATION PLAN

# IMPLEMENTATION ACTION PLAN: DEVELOPMENT

Implementation action plans align with each strategic goals' initiatives to determine what specific actions the district will take, who is tasked with each action, when it will occur, what resources are required, and how the action step will be communicated.

## Understanding Action Plan Elements

Effective action plans incorporate the following information for each strategic goal and objective:

- ☐ **What** actions or changes will occur
- ☐ **Who** will carry out these changes
- ☐ **By when** they will take place, and for how long
- ☐ **What resources** (i.e., money, staff) are needed to carry out these changes
- ☐ **Which stakeholders** should know what information

## Identifying Action Plan Strategies

Knowing which strategies to implement requires districts to identify how strategies align with the mission, vision, and the following components:

- ☐ **What levels** to target (i.e., individuals, families, organizations, and/or broader systems)
- ☐ **Whether** the strategy is targeted or universal
- ☐ **What factors** to address, such as personal factors (e.g., skills, social status, cultural norms and practices) and environmental factors (e.g., available resources, financial barriers)
- ☐ **Who** are targets of change and agents of change
- ☐ **What** behavioral strategies may be appropriate
- ☐ **How** chosen strategies align with the mission and vision and if they do so sufficiently

# IMPLEMENTATION ACTION PLAN: DEVELOPMENT

Strategy development also relies on collaboration, both with the internal strategic planning team and other key stakeholder groups.





# IMPLEMENTATION ACTION PLAN: REFLECTION

During action plan development, review the following questions to determine a strategy's **relation to the mission and vision**:

- ? What resources and assets may help the district achieve the vision and mission? How can they be used best?
- ? What obstacles or resistance exist that could make it difficult to achieve your vision and mission? How can you minimize or get around them?
- ? What are potential agents of change willing to do to serve the mission?

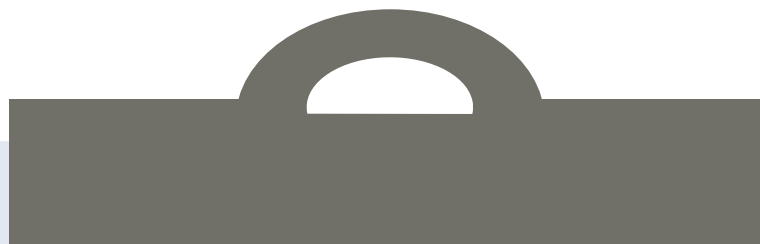
Review the following questions to determine a strategy's **impact**:

- ? Do you want to reduce the existing problem, or does it make more sense to try to prevent (or reduce risk for) problems before they start?
- ? How will your potential strategies decrease the risk for experiencing the problem? How will the strategies increase protective factors (e.g., support from peers)?
- ? What potential strategies will affect the whole population and problem? What potential strategies reach those at particular risk for the problem?

Review the following questions to determine the strategy's **effectiveness**:

- ? Does the plan contain a range of actions that cover each element of the objectives and goals?
- ? Are all stakeholders involved in the process (e.g., school leaders, staff, parents, professional partners)? Are different people given opportunities to lead? Are key district leaders involved?
- ? Are adequate resources allocated and professional learning opportunities planned for all stakeholders?
- ? If there are key people left, are there other team members involved in each action?
- ? Are the goals and planned actions realistic and doable in the timeframes suggested?

# IMPLEMENTATION ACTION PLAN FORM



Use the Implementation Action Plan Form to develop a specific set of action items under each goals and measurable objective.

Strategic Goals:			Objective:			
Action Steps	By Whom	By When	Resources and Support		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take the actions?	By what date will the action be done?	Resources available	Resources Needed	What individuals and organizations might resist? How?	Who should be informed about/involved with these actions?
Step 1: _____						
Step 2: _____						
Step 3: _____						
Step 4: _____						
Step 5: _____						
Step 6: _____						

# SAMPLE ACTION PLAN

Districts may choose to use a modified action plan form or template that best serves their specific needs. Review the sample school action plan from the West Virginia Department of Education for its student engagement focus area from its 2020 strategic plan.

Focus Area 2: Academic Engagement		Goal: Focus on academic engagement to decrease the dropout rate.		
Objective: The dropout rate will decrease by 0.3 of a percentage point per year. (0.9% in 2015-16, 0.6% in 2016-17, and 0.3% in 2017-18)				
Baseline: 1.2%		Baseline Year: 2014-2015		
Strategies	Activities	Person Responsible	Timelines	Evaluation
A. Keep students on track for graduation and motivated by incorporating student credit recovery.	1. Create Virtual School credit recovery program. Open school computer lab for this purpose.	1. Graduation Coach, counselors	1. Jan. to June 2016	1. Number of students successfully completing credit recovery.
B. Provide alternative and creative academic support and enrichment opportunities.	1. Offer enrichment activities at different times from core classes, or as electives, or as after school programs. 2. Recruit school staff, parents and/or community members to provide tutoring. 3. Establish partnerships with community organizations and/or postsecondary institutions to offer additional enrichment programs.	1. Principals, school faculty, Graduation Coach 2. Graduation Coach, school faculty 3. Graduation Coach	1. 2015-16 school year 2. Sept/Oct 2015 3. Oct/Dec 2015	1. Class/activity participation roster 2. Number of students using the tutoring program and academic performance of participants 3. Participants in programs
C. Increase positive behaviors of students who have been identified as having at-risk school behaviors.	1. Start a Buddy Program for identified students. 2. Develop implementation plan for the program. 3. Pair selected students with a mentor student. 4. Assign volunteer faculty member to mentor mentor/mentee pairs. 5. Develop contact sheets for mentors and faculty to track number and nature of contact hours.	1. Graduation Coach, counselors, teachers 2. Graduation Coach 3. Graduation Coach 4. Graduation Coach, participating faculty 5. Graduation Coach	1. Sept 2015 2. Sept 2015 3. 2015-16 school year 4. Oct 2015 5. Sept 2015	1. List of selected students 2. Program plan 3. Academic performance and behavioral data of selected students 4. Academic performance and behavioral data of selected students 5. Contact sheets



# EXECUTION

# ASSESS THE PLAN

Before executing the strategic plan's implementation action items, review the overall strategic plan to determine whether core elements have been designed and considered to establish a foundation of success moving forward. Revisit any areas with low ratings before execution.

Questions	Rating Guide	Determined Rating
The strategic plan should serve as a useful guiding document that determines district operations on a consistent basis. <b>How often do you use it in your leadership meetings?</b>	5 = Every week 4 = Regularly 3 = Quarterly 2 = Occasionally 1 = Almost never	
<b>Does your plan articulate a short list of priorities (ideally fewer than 5?)</b>	5 = Fewer than 6 priorities 4 = Fewer than 10 priorities 3 = More than 10 priorities 2 = More than 15 priorities 1 = More than I can remember	
<b>Does the plan articulate goals that are Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable (SMARTIE)?</b>	5 = Yes, definitely 4 = Goals do not meet all criteria but are defined well 3 = Goals are somewhat defined 2 = Goals are not very clear 1 = Goals are not defined in any of these ways	
<b>Does the plan include specific actions/priorities for district functions beside academics, e.g., finance, operations, human capital, etc.?</b>	5 = Every function understands their role in the plan 4 = Most functions are included in the plan 3 = Some functions are included 2 = Few functions are included 1 = Specific actions are not defined, except academics	
<b>Is there a balance of both leading (predictive) and lagging backwards-looking measures in defining SMART goals?</b>	5 = Yes, definitely 4 = Both types of measures are somewhat tracked 3 = Few leading measures are used 2 = Only lagging measures are used 1 = Don't know	
<b>Has there been an articulation of how implementation will be handled? In other words, do you have specific departments, people, and tasks identified?</b>	5 = Yes, everything is clearly defined 4 = Many departments have clear definition 3 = Some tasks are defined 2 = Very little is defined 1 = Nothing is specified	

# MONITORING PROGRESS

To monitor progress of each objective during strategic plan execution, establish a progress monitoring system that focuses on objective, measurable data points and publicly reports progress to key stakeholders. The most effective way to facilitate, launch, and monitor progress during execution is to invest in a strategic governance dashboard tool that collects and displays progress toward each strategic goal under its action items and measurable objectives.

## Monitoring Strategic Plan Progress

- ❑ Determine **key performance indicators** (KPIs) to track
- ❑ Compile data points to **establish a baseline** current state and to **reassess annually**
- ❑ Develop a **progress rating key** based on KPI progress toward objectives
- ❑ Set up a progress monitoring and **data governance dashboard** to regularly measure progress
- ❑ Review progress monitoring data regularly to **determine on-track success**
- ❑ Assign a **dedicated team** to monitor, analyze, and track progress

## A Governance Dashboard can:

- ✓ Establish performance indicators and benchmarks to monitor progress toward strategic goals
- ✓ Establish national, state, and peer group comparisons
- ✓ Track demographic, economic, and other contextual conditions of the community
- ✓ Monitor the degree to which the school is executing tactics and action plans
- ✓ Promote transparency and public trust by communicating district priorities and strategic initiatives

# DEVELOPING PERFORMANCE INDICATORS

Measurable objectives correspond directly with KPIs that districts use to measure progress annually. Districts may choose to use progress toward an internally predetermined KPI to gauge progress, or they may benchmark their KPI progress against other districts. Governance and data monitoring dashboards can help to organize, analyze, track, and report progress.

## Common Student-Focused KPIs

- Total enrollment
- Average daily attendance (year-to-date)
- Average daily attendance of currently enrolled students
- **Students chronically absent**
- Students chronically tardy
- Attendance anomaly index
- Dropout rate from current and last school
- **Limited English proficiency and reclassification**
- **Special Education programs and placement**
- **Students who have been suspended**
- **Students who have committed disciplinary infractions**
- Mobility rate
- Percent proficient on most recent math periodic assessment
- Percent proficient on most recent reading periodic assessment
- **Most recent focus reading benchmark test**
- Most recent focus writing benchmark test
- Percent proficient on most recent social studies periodic assessment
- Percent proficient on most recent science periodic assessment
- **Math state test percent proficient**
- **ELA state test percent proficient**
- Standardized writing test, percent proficient
- Standardized science test, percent proficient
- Standardized social studies test, percent proficient
- **School quality and accountability ratings**

## Student Achievement and Equity KPIs

Districts may assess each KPI by subgroup for equity analysis:

- Pre-K enrollment relative to Kindergarten enrollment
- Percent of 4<sup>th</sup> and 8<sup>th</sup> graders proficient in reading and math on NAEP
- Algebra I completion rates for credit by Grade 9
- Grade 9 course failure rates – at least one core course
- Grade 9 with a B average (GPA) or better
- Absentee rates by grade level
- Suspension rates
- Instructional days missed per student due to suspensions
- **AP participation rates**
- **AP-equivalent participation rates**
- **Specialized program (e.g., career and technical education) participation rates**
- AP exam pass rates
- **Course pass rates**
- Early college enrollment
- **Four-year graduation rate**
- **Index score of student achievement and graduation rate**
- **Postsecondary enrollment rate**

### Notes:

- This is not an exhaustive list of student-focused and achievement-based KPIs.
- Bolded KPIs represent those identified in specific district strategic plans as equity-centered indicators.

# DEVELOPING PERFORMANCE INDICATORS

## District Operations-Based KPIs

### Accounts Payable

- AP cost per 100k revenue
- AP cost per invoice
- Invoices – days to process
- Invoices processed per FTE per month
- Invoices past due at time of payment
- Payments Voided

### Cash Management

- Cash flow – short-term loans per \$100k revenue
- Investment earnings per \$100k revenue
- Investment earnings as a percent of cash/investment equity
- Cash/investment equity per \$100k revenue
- Treasury staffing cost per \$100k revenue

### Compensation

- Paychecks processed per FTE per month
- Payroll cost per \$100k spend
- Payroll cost per paycheck
- Paycheck errors per \$10k payments
- Payroll staff – overtime hours per FTE
- Personnel record self-service usage per district FTE
- W-2 Correction rate
- Paychecks – direct deposits

### Financial Management

- Debt principal ratio to district revenue
- Debt servicing costs ratio to district revenue
- Fund balance ratio to district revenue – all types/unrestricted
- Expenditure/revenue efficiency (adopted budget difference from actual)
- Expenditure/revenue efficiency (final budget difference from actual)

### Grants Management

- Grants funds as a percent of total budget
- Grants-funded staff as a percent of district FTEs
- Returned grant funds per \$100k grant revenue
- Competitive grant funds as a percent of total
- Days to access new grant funds
- Grants receivable aging

### Procurement

- Procurement cost per purchase order
- Procurement cost per \$100k revenue
- Procurement savings ratio
- Strategic sourcing ratio
- Competitive procurements ratio
- Cooperative purchasing ratio
- P-card purchasing ratio
- PALT for requests for proposals/invitations for bids/informal solicitations
- Procurement staff with professional certificate
- Warehousing operating expense ratio
- Warehouse stock turn ratio

### Risk Management

- Cost of risk per student
- Workers' comp cost per \$100k payroll spend/employee
- Workers' comp lost work days per 1,000 employees
- Liability claims percent litigated/per 1,000 students
- Liability cost per student
- Workers' comp claims per 1,000 employees
- Workplace incidents per 1,000 employees



# DEVELOPING PERFORMANCE INDICATORS

## District Operations-Based KPIs

### Food Services

- Breakfast participation rates (meal sites, districtwide)
- Breakfast F/RP participation rate
- Lunch participation rate (meal sites, districtwide)
- Lunch F/RP participation rate
- Cost per meal
- Food cost per meal
- Fund balance per revenue
- Total cost as percent of revenue
- Food cost per revenue
- Labor cost per revenue
- Meals per labor hour
- USDA commodities as percent of revenue
- Provision II enrollment rate - breakfasts

### Maintenance & Operations

- Custodial work (cost per square foot, cost per student)
- Custodial workload (sq. ft.)
- Custodial supply cost per square foot
- Routine maintenance (cost per square foot, per work order)
- Routine maintenance – proportion contractor-operated, by work orders
- Major maintenance – cost per student
- Major maintenance – delivered construction costs as percent of total costs
- Major maintenance – design to construction cost ratio
- Renovations/new construction – cost per student, delivered construction as percent of total costs, design to construction cost ratio
- M&O cost per student
- M&O cost ratio to district budget
- Work order completion time
- Recycling – percent of material stream

- Utility costs per square foot
- Utility usage – electricity usage per square foot
- Utility usage – heating fuel usage per square foot
- Utility usage –water (non-irrigation) usage per square foot
- Green buildings – buildings green certified or equivalent
- **Unfunded M&O projects**

### Safety & Security

- Incidents – assault/battery incidents per 1,000 students
- Incidents – people incidents per 1,000 students
- S&S expenditures per student
- S&S staff per 1,000 students
- Training hours per safety/security personnel
- Crisis response teams – drills per team, teams per academic site
- **Health/safety inspections – sites inspected annually, violations per site**
- Incidents – bullying/harassment incidents per 1,000 students
- Incidents – intrusion/burglary incidents per site
- Intrusion/burglary alarm systems – percent of sites

### Transportation

- Bus fleet – average age of fleet
- Cost per mile operated/rider/bus
- On-time performance
- Bus equipment – GPS tracking
- Accidents – miles between accidents, preventable accidents
- Bus fleet – alternatively fueled buses
- Bus fleet – daily buses as percent of total buses
- Bus usage – daily runs per bus
- Fuel cost as percent of retail – diesel/gasoline
- Daily ride time – general education/SPED

# DEVELOPING PERFORMANCE INDICATORS

## District Operations-Based KPIs

### Human Resources

- **Teacher recruitment – teachers hired with appropriate credentials**
- **Teacher retention – teachers hired 1, 2, 3, 4, 5 years ago**
- Substitute teacher placement rate
- Substitute placements with BA/BS or higher
- Employee separation rate – all, teachers, instructional support staff, school-based exempt staff, school-based non-exempt staff, non-school exempt staff, non-school non-exempt staff
- Exit interview completion rate
- **Staff survey responses**
- Health benefits enrollment rate
- Health benefits cost per enrolled employee
- HR cost per district FTE, per \$100k revenue
- Employee relations – discrimination complains per 1,000 employees
- Employee relations – misconduct investigations per 1,000 employees
- **Employee engagement**
- **Employee participation in equity-based professional development and collaborative learning**
- **Support for and realization of diversity in leadership and staff roles**

### Information Technology

- Devices – average age of computers
- Devices – computers per employee
- Devices per student
- Devices – advanced presentation devices per teacher
- IT spending percent of district budget
- IT capital investments ratio to operational spending
- IT spending per student
- Network – bandwidth per 1,000 students (Mbps)
- Network – Days usage exceeds 75% of capacity
- Network – WAN availability
- Support – Break/fix staffing cost per ticket
- Support – help desk call abandonment rate
- Support – help desk staffing cost per ticket
- Systems cost – business systems cost per employee
- Systems cost – instructional systems cost per student

### Notes:

- This is not an exhaustive list of district operations KPIs.
- Bolded KPIs represent those identified in specific district strategic plans as equity-centered indicators.

# DEVELOPING PERFORMANCE INDICATORS

## District Community-Based KPIs

### School Culture and Climate

- Culturally responsive curriculum and instruction
- Access to arts opportunities
- Access to technology opportunities
- School climate survey results
- Percent of students reporting sufficient academic support
- Percent of students reporting sufficient social-emotional support
- Percent of students receiving interventions

### Family and Community Engagement

- Family survey responses
- Diversity of membership in advisory councils
- Family participation in school activities, education events, and English language classes

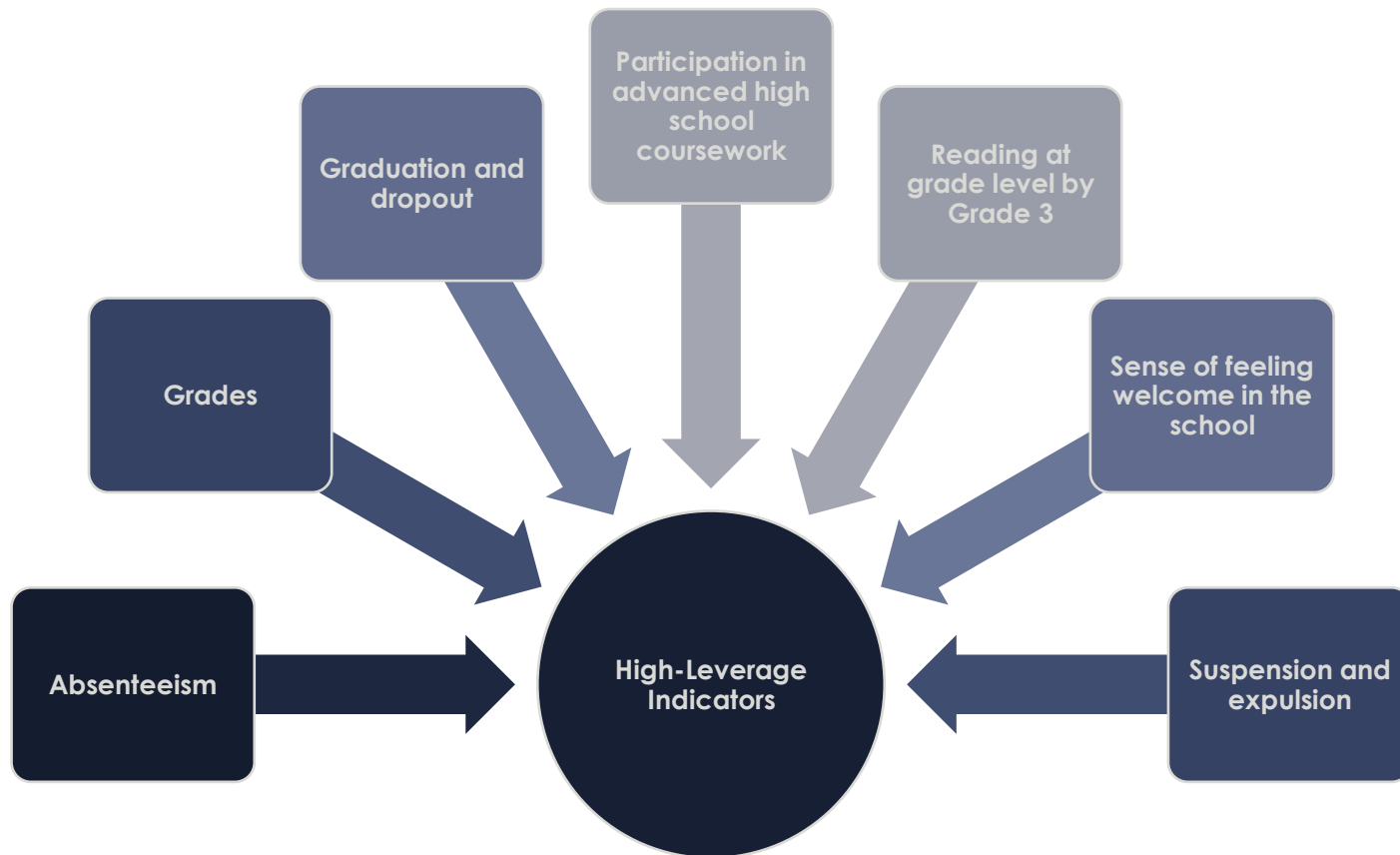
#### Notes:

- This is not an exhaustive list of district community KPIs.
- Bolded KPIs represent those identified in specific district strategic plans as equity-centered indicators.

For more information on equity KPIs in specific districts, please see the Hanover report "[Benchmarking Equity KPIs](#)," linked here and on Slide 73.

# HIGH-LEVERAGE INDICATORS

Focus on “high-leverage indicators” related to equity when choosing KPIs. These indicators provide metrics that predict relevant outcomes that schools can readily impact and promote educational equity.



Source: Figure adapted from “Using Data to Expand Equitable Opportunities for Students.”

# KEY PROGRESS MONITORING QUESTIONS



When establishing a strategic progress monitoring system or investing in a dashboard, districts must consider eight essential questions to ensure their data analysis accurately and effectively measures progress.

**1. Who or what is included in the metric?**

Capture data by subgroup to be able to analyze data to be able to identify which stakeholders in each metric may be most affected and why.

**2. How do these metrics compare to the baseline?**

Compare updated metrics longitudinally to see gradual progress and to compare metric progress to the baseline year.

**3. How does the metric compare to the same time last year? Is this trend unusual for this time of year or is it a seasonal trend?**

Collect data at multiple points throughout the year at the same time to begin to identify trends versus progress made.

**4. How close is the district to being on track to meeting objectives?**

Develop a rating legend to report how close or far the district's metrics are from achieving the objective on-time.

**5. Do the metrics include identifiers for equity issues?**

Ensure that metrics allow for dissection and further analysis; if overall progress is on-track, determine if any subgroup or areas may not be progressing with the mainstream.

**6. What outliers exist in the data?**

Determine whether there are outliers in the data that require the most support to bring on-track to achieving the objectives.

**7. How are similar districts performing?**

Include a benchmarking component to the data analysis to gauge how metrics compare to peers and aspirational peers.

**8. What other influencers may be impacting this metric?**

Analyze multiple metrics together to determine root cause or to understand underlying issues that may influence one data point.

# ADDITIONAL RESOURCES

## Action Plan Profiles and Resources

- [Sample Action Plan](#) – New Jersey Department of Education
- [Action Plan Templates](#) – IDEA Data Center

## Execution Profiles and Resources

- [Strategic Plan Tracker](#) – Lakewood Public Schools
- [Strategic Communications Plan](#) – Carson City School District
- [Key Performance Indicators Framework](#) – School District of New Berlin
- [Academic Key Performance Indicators](#) – Council of the Great City Schools

## Equity-Centered Action Plan Profiles

- [2020-2021 Equity Action Plan](#) – Centennial School District 12
- [Equity and Inclusion Action Plan](#) – Parkland School District
- [District Equity Action Plan 2019-2021](#) – West Linn-Wilsonville School District



**COMPREHENSIVE RESOURCES**

# STRATEGIC PLAN PROFILES

## Strategic Plan Profiles

- [Erie Public Schools: 2018-2024](#)
- [Kent School District: 2016-2021](#)
- [Pinellas County Schools: 2020-2021](#)
- [Shaker Heights Schools: 2020-2025](#)
- [Snoqualmie Valley School District: 2018-2023](#)

## Strategic Plan Profiles with COVID-19 Considerations

- [Fair Haven School District: 2020-2025](#)
- [Lowell Public Schools: 1+4 Year Plan](#)
- [Washington Township Schools: 2020-2025](#)

## Equity Strategic Plan Profiles

- [Brentwood School District: 2020-2021](#)
- [Iowa City Community School District: 2019-2022](#)
- [Minneapolis Public Schools](#)
- [Elk Grove Unified School District: 2017-2023](#)
  - [Executive Summary](#)
  - [Part I](#)
  - [Part II](#)



# STRATEGIC PLANNING, EQUITY, AND MORE FROM HANOVER RESEARCH

Login to the Hanover Digital Portal to access the following resources:

Hanover Report	Description
<a href="#"><u>Benchmarking Equity KPIs</u></a>	This report presents KPIs related to equity from specific school districts throughout the United States. These KPIs directly reference equity and address gaps in achievement across student groups or supports for traditionally underserved student groups.
<a href="#"><u>Conducting an Equity Audit</u></a>	This research brief provides an overview of the academic literature surrounding equity audits and describes the types of research studies and projects districts can commission as part of this process.
<a href="#"><u>District Leaders Crisis Toolkit</u></a>	This toolkit aims to assist district-level leaders in establishing crisis-readiness to provide a safe learning environment for students and staff. The toolkit guides district leaders in strengthening and revising their crisis response plans for before, during, and after a crisis. The information included constitutes general guidance and provides examples that may support schools in a variety of emergencies.
<a href="#"><u>Equity Data Review Protocol Toolkit</u></a>	This toolkit aims to guide school and district leaders in using a data review protocol and understanding data as insights into how to create a more equitable school system. Specifically, the toolkit presents best practices and resources to support users in implementing a data review protocol through an equity lens.
<a href="#"><u>K12 Staff Equity and Inclusion Survey</u></a>	This survey collects staff member perspectives on the following topics: agency, expressing oneself, and leadership inclusion; supervisor questions; minority status; embracing diverse identities; bullying and harassment; retention and development; and professional development.
<a href="#"><u>Preparing for DEI Strategic Planning</u></a>	This research brief presents an overview of best practices for DEI strategic planning and goal development as well as examples of DEI goals from districts across the United States.
<a href="#"><u>Toolkit: Systemic Implementation of Equity</u></a>	This toolkit aims to support district leaders and equity committee members in guiding initial conversations around equity and supporting the district's first steps in prioritizing equity across the district. This toolkit includes guiding questions for initial critical conversations about systemwide equity and profiles districts that successfully implemented these strategies with fidelity.



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