

Overall structure to assess and improve success.

- I. Establish goal of continuous improvement and board structure for implementation and assessment
- II. Should we be trying to define quality or should we be trying to define goals and success?
- III. The Key to success of process is communications-both putting it out and commitment to understand

Management of Process	<u>Quantitative assessment</u>	<u>Qualitative assessments</u>	<u>Process Assessments</u>
Collaborate and feedback	Identify desired information	Identify desired information	Identify current practices
	Segregate information by Level and Set priorities (A)	Segregate information by Level and Set priorities (A)	Segregate information by Level and Set priorities (A)
Break the tasks down into manageable pieces Share information	SCHOOL LEVEL A-SAT I B-SAT II C-Cost D-Socio economic	SCHOOL LEVEL A-Qualitative-arts B-Standards-(B)	SCHOOL LEVEL
	PROGRAM LEVEL or OTHER LEVEL	PROGRAM LEVEL or OTHER LEVEL	PROGRAM LEVEL or OTHER LEVEL
In future focus a committee on an item	Collaborate to collect the data	Collaborate to collect the data	Identify best practices
Agree on task or subdivisions of tasks	Examine meaningful relationships		Collaboratively examine
Keep everyone up to date on Work, successes and hurdles	Especially causal relationships		Plan and implement changes
Be inclusive-hold forums even if only a few people come	Update and refine information	Update and refine information	Update and refine information
	----- Cross correlate to other sections and consider implications -----		
	Set or refine benchmarks	Set or refine benchmarks	Set or refine benchmarks
	Feedback to other areas	Feedback to other areas	Feedback to other areas

(A)- It is critical to segregate the information desired by the level of assessment that it relates to for example information related to the assessment of a particular activity or program is at a different level (perhaps “program level” than information relating to summary assessment information of the schools as a whole. This is not to say that the assessment of a particular program should not be done but that it is important to clearly define where that activity of the committee fits into an overall plan.

(B)-Standards refers to the standards of educational achievement established by the educational establishment and by the schools as targets for student learning-The standards also identify criteria for assessing achievement against those standards. There appear to be standards for the “hard” academic subjects (English, math, science, history etc), and the arts. I did not find standards for matters such as citizenship, community service, values etc.