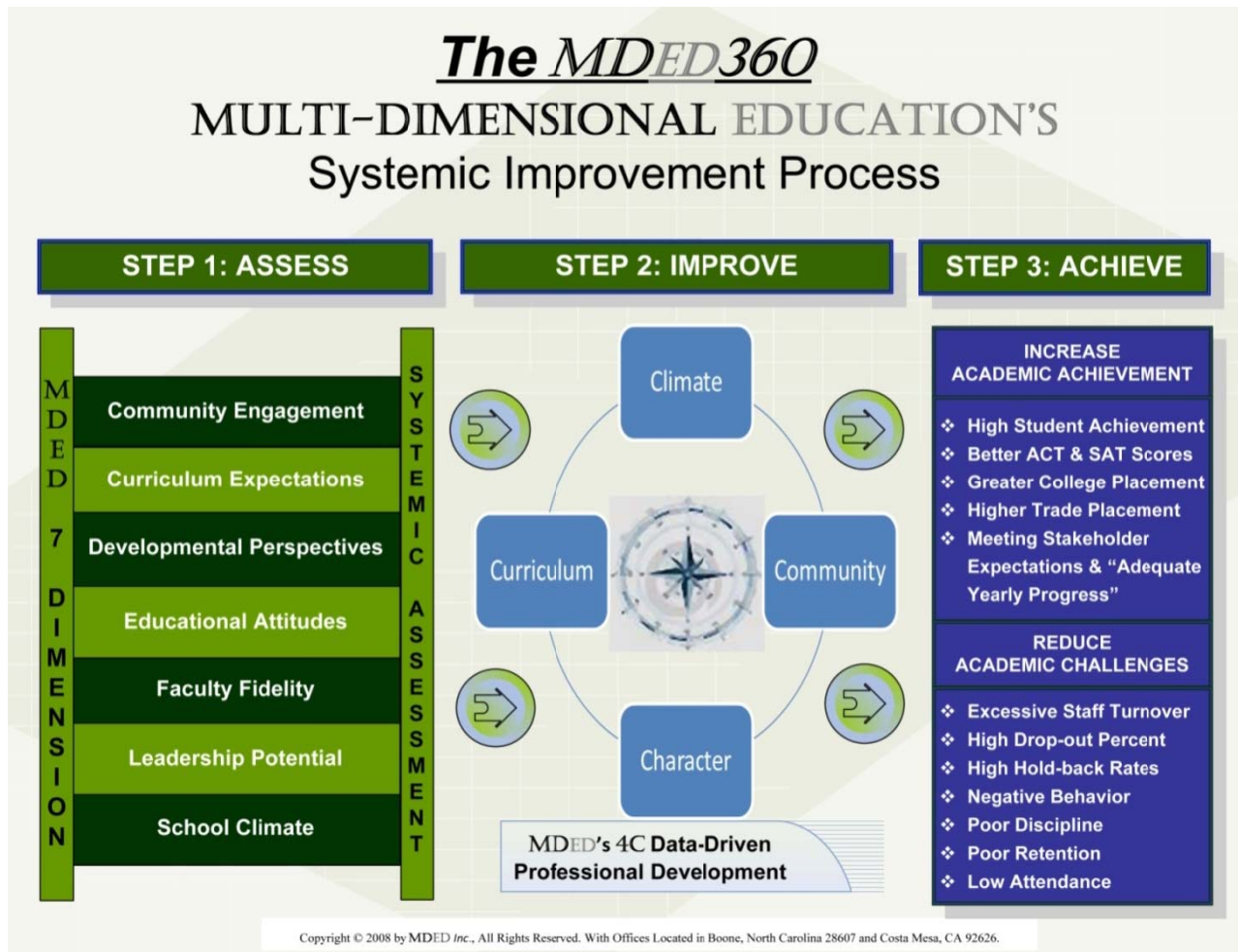


Sigma Elementary School

2009 Report Summary



How to Use This Data for Systemic Improvement

Dear Educators, We are honored to collaborate with you and your school system. Rest assured our goal is to help you by providing data on your school related to the many perceptions and attitudes held by your students, parents, and fellow educators. What follows for your individual school is a summary report of the Multi-Dimensional data collected on the MDED360 seven dimensions of education as reported by your students, parents, and educators. The Multi-Dimensional Assessment measures your stakeholders' perceptions in relation to your school on dimensions of Community Engagement, Curriculum Expectations, Developmental Perspectives, Educational Attitudes, Faculty Fidelity, Leadership Potential, and School Climate. The dimensions are assessed by using 26 reliable, proprietary scales that we validated through federally funded random trials on more than 30,000 participants across the United States. In our research, we have found that schools that use this data for systemic improvement not only make gains in improving on the MDED360 seven dimensions, but also experience beneficial outcomes including higher achievement. We encourage you to take a few moments to look over the School Bus on the next page, as well as the charts that follow. Space has been provided for you after each dimensional chart to make some notes. As you review the data it would be helpful to make some notes on the following areas:

Strengths: All schools need to understand what they do well. Too often educators only hear the negative news about their schools. As you review the data upon your first glance take some time to look for positive information. You might find that students, parents and teachers all feel positive about the school climate and that the school Climate Dimension score is at a 4.50. This is good news and is something that should be shared with every stakeholder at the school.

Differing Opinions: As you review the data further take a closer look at the scores given on the dimensions and scales between different respondents. You will want to make some notes where the differences between the respondents' scores (e.g., scores of parents compared to staff) are large (greater than .25 for example). Note these areas as possible places where perceptions are much different for one group versus another group, and work can be done to improve communicate and understanding between such stakeholders.

Possible Concerns: As you think about this data within the context of your school and what you know about your school, note areas that appear to be concerning. You might want to review the differing opinions area to consider if those differing opinions might also be areas for concern. Areas for concern can be looked at on a large scale by reviewing the scores on the school bus, which provide an overview of your school scores on each dimension. In addition you should also review the individual scales under each dimension, which help provide a deeper understand as to why the dimension might be low for your school.

Next Steps: Once you have had some time to review and discuss the data there are several template forms at the end of your school report that you can use to combine your notes. These forms will be most helpful as you talk with your team about the data and what it means for your school. In addition there is a goal setting and objective development template that will help you begin to consider how you will take concerns and turn them into strengths.

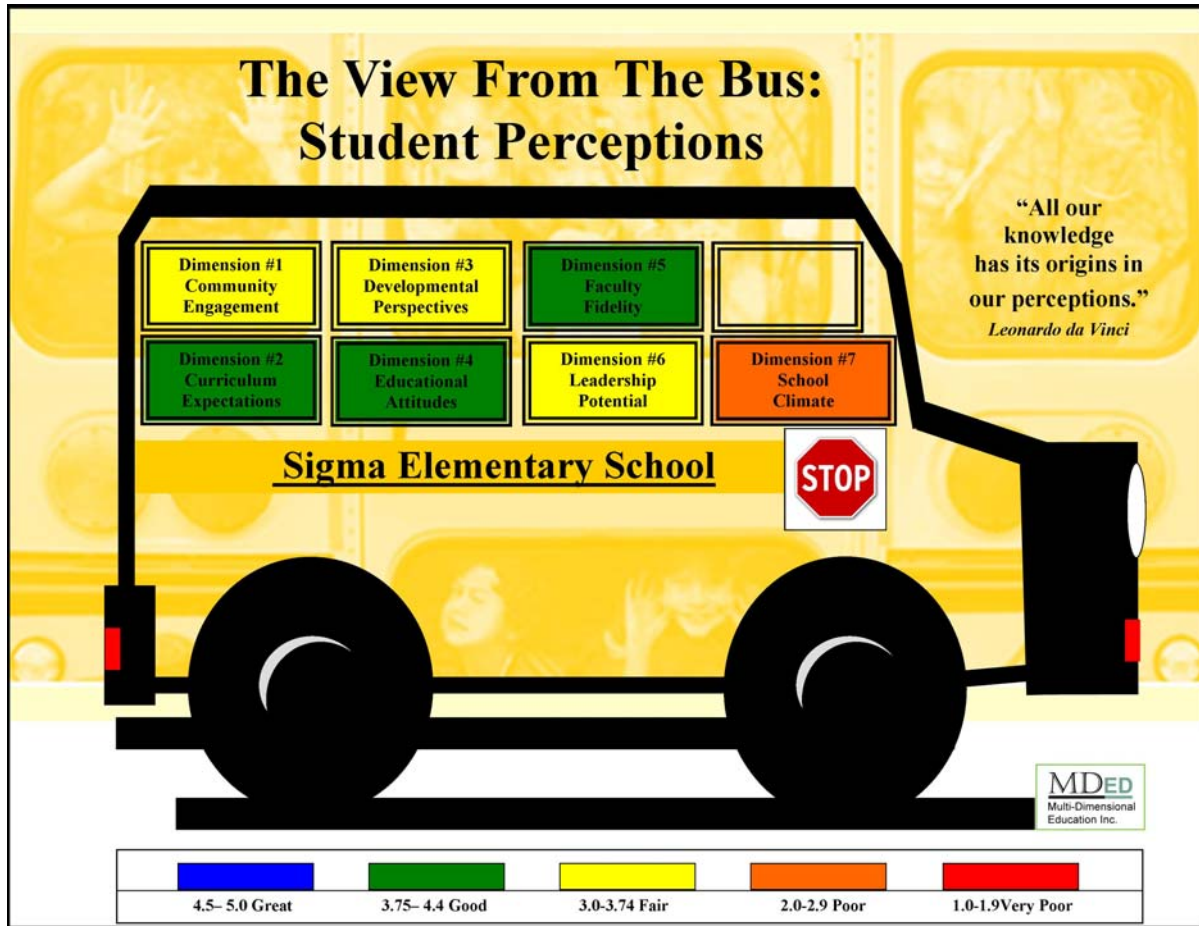
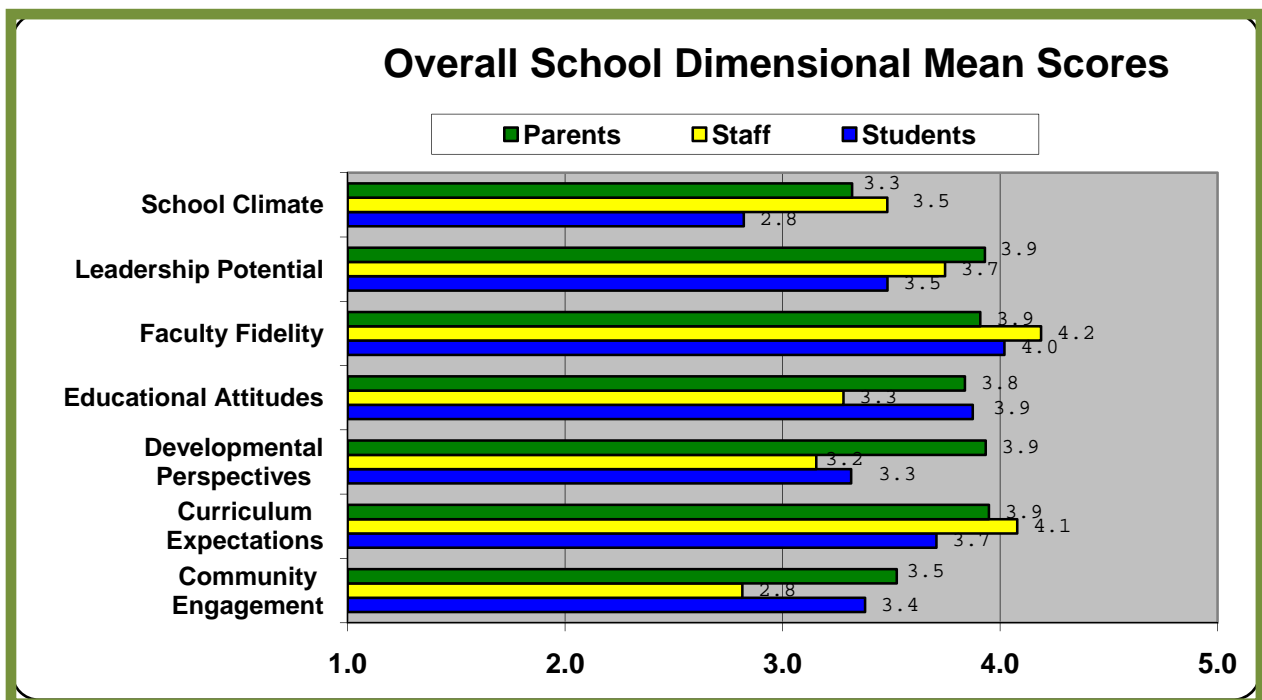


Chart 1: Dimensional Means Total



Points for Consideration on Findings:

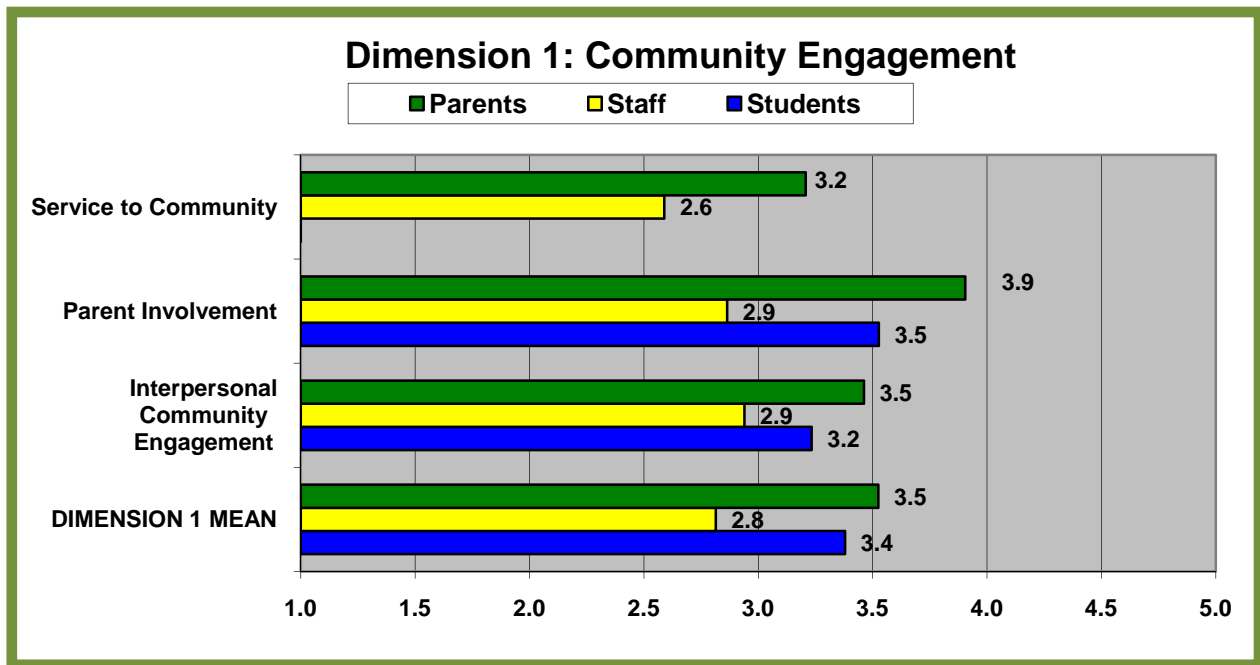
- **Given that our scales range from 1 to 5 (with 1 being the lowest score and 5 being the highest score, and 3 often representing a neutral/undecided position), we ask you to look closely at the mean scores of the findings and consider as to how progress can be made in the future on such dimensions by focusing on improving upon your school’s strengths and challenges.**
- **Please note that scores between 4 (agree) to 5 (strongly agree) are a sign that you are doing well. Scores in the 3.0 – 3.75 (neutral/undecided) should be cautiously accepted. An average of 3 is often a sign that just as many students fall into the category of 1 to 2 (strongly disagree or disagree) as those who report 4 to 5. Therefore, you should be aware that there is a possibility that a good percentage of your students have low perceptions of the dimensions measured within this assessment.**
- **Often students, staff, and parents have differing views as to what is taking place within our educational efforts. Therefore, we ask you also to look closely at how opinions differ amongst stakeholders and how might you in the future work toward getting all stakeholders more closely aligned in relation to views of the meaningful dimensions of education assessed.**
- **Visit www.MDEDinc.com for more information pertaining to our surveys, scales, and reports, as well as additional training and free professional development resources and videos. If for any reason you are in need of additional answers, please email us at info@MDEDinc.com. Our goal is to help you use our data to guide you in your continuous improvement efforts.**

“They don’t care how much we know, until they know how much we care.”

Table 1: Dimensions and Scales Comparative Means

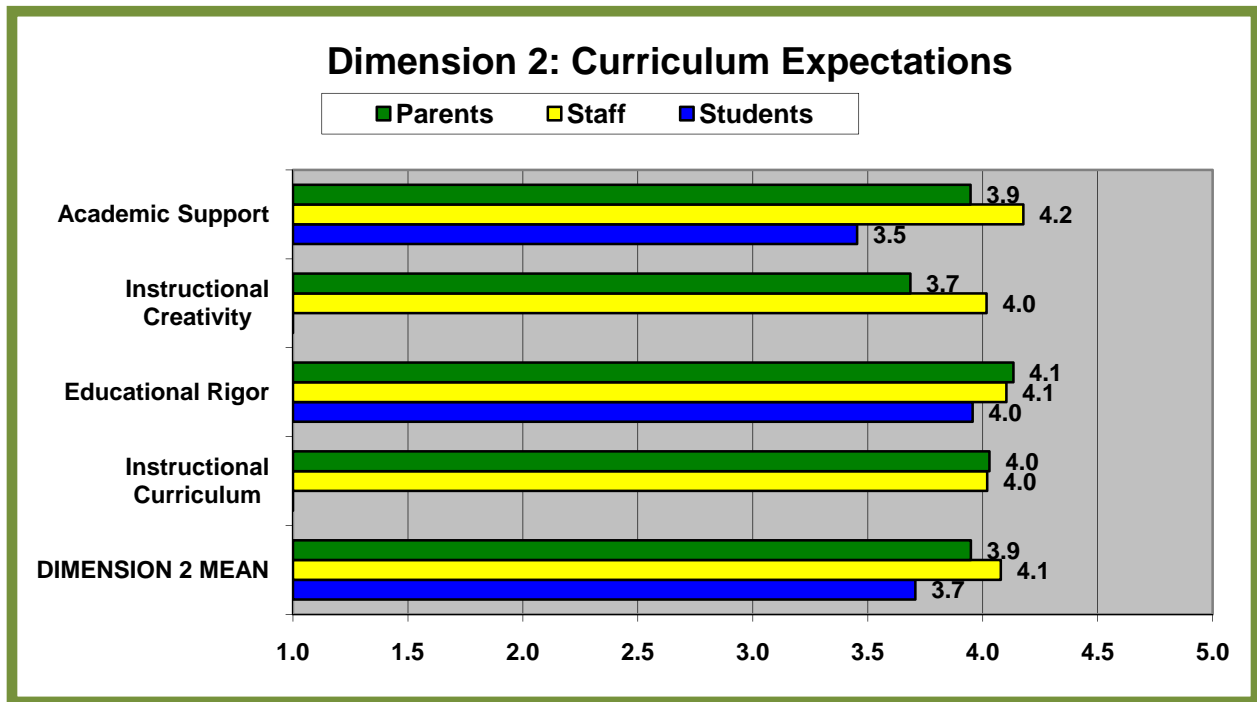
Sigma Elementary Dimensions and Scales Comparative Means						
	Students		Staff		Parents	
	School Mean	District Mean	School Mean	District Mean	School Mean	District Mean
Interpersonal Community Engagement	3.2	3.5	2.9	3.2	3.5	3.3
Parent Involvement	3.5	3.7	2.9	3.0	3.9	3.9
Service to Community	-	-	2.6	2.9	3.2	3.3
Community Engagement	3.4	3.6	2.8	3.1	3.5	3.5
Instructional Curriculum	-	-	4.0	4.1	4.0	4.0
Educational Rigor	4.0	4.2	4.1	4.2	4.1	4.1
Instructional Creativity	-	-	4.0	4.0	3.7	3.7
Academic Support	3.5	4.0	4.2	4.1	3.9	3.9
Curriculum Expectations	3.7	4.1	4.1	4.1	3.9	3.9
School Misconduct	-	-	3.4	3.5	4.5	4.5
Good Deeds	-	-	3.2	3.2	3.4	3.4
Compassion for Others	2.8	2.7	3.1	3.1	3.6	3.5
Student Success Traits	3.9	4.1	3.0	3.6	4.3	4.2
Developmental Perspectives	3.3	3.4	3.2	3.3	3.9	3.8
Motivation to Learn Scale	3.9	4.0	3.3	3.6	3.9	3.9
Personal Academic Empowerment	4.0	3.9	3.4	3.5	3.4	3.4
Student Work Ethic	3.7	3.9	3.0	3.2	3.8	3.8
Feelings for School	-	-	3.4	3.4	4.2	4.1
Educational Attitudes	3.9	3.9	3.3	3.4	3.8	3.8
Teacher Trust Scale	3.7	4.0	4.3	4.2	4.0	3.9
Teacher Belief in Students	4.3	4.5	4.2	4.2	3.9	3.8
Teacher Satisfaction Scale	-	-	4.0	4.0	3.9	3.9
Faculty Fidelity	4.0	4.2	4.2	4.1	3.9	3.9
Principal Trust	3.2	4.1	3.5	4.2	3.8	4.0
Leadership Satisfaction	3.6	4.1	3.6	4.1	4.0	4.0
Leadership Communication	3.6	4.0	3.8	4.0	3.8	3.8
Leadership Shared Mission & Vision	-	-	4.0	4.2	4.1	4.0
Leadership Potential	3.5	4.1	3.7	4.1	3.9	3.9
MDED School Climate	3.0	3.7	3.8	3.7	3.8	3.9
Student Relationships	2.9	3.5	3.8	3.8	3.7	3.8
School Liking	3.1	3.7	3.9	4.0	4.0	4.0
School Isolation	2.2	2.3	2.4	2.4	1.8	2.1
School Climate	2.8	3.3	3.5	3.5	3.3	3.4

Chart 2: Parent, Staff and Student Dimension 1



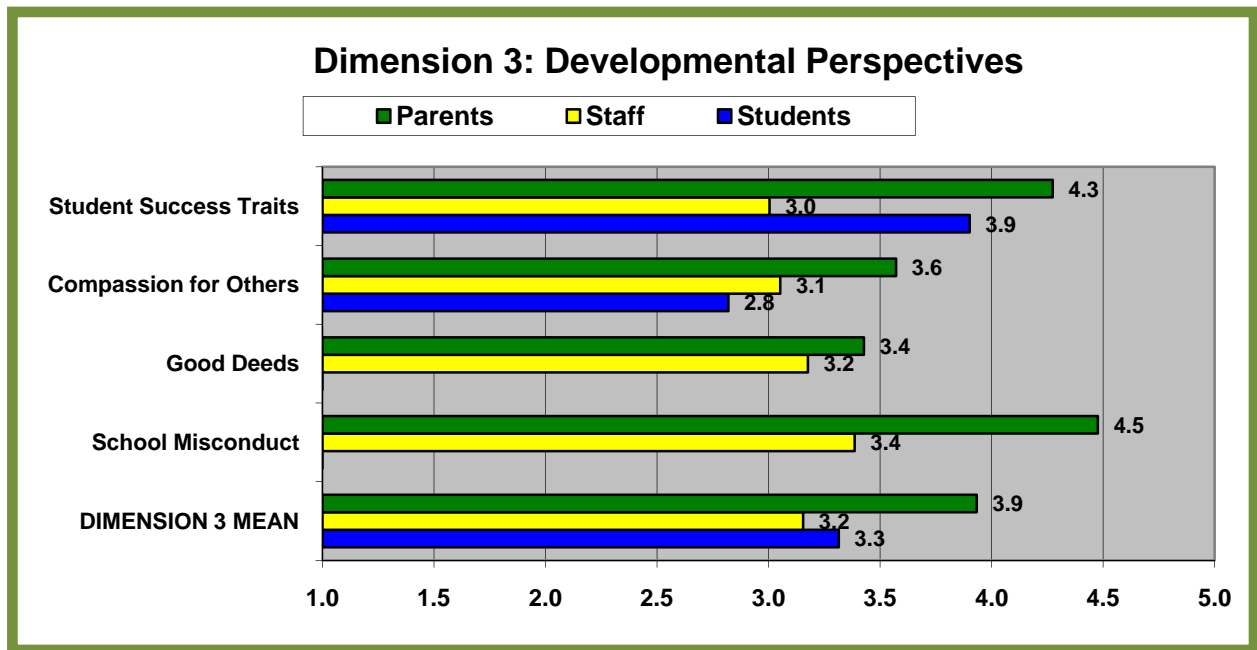
Notes:

Chart 3: Parent, Staff and Student Dimension 2



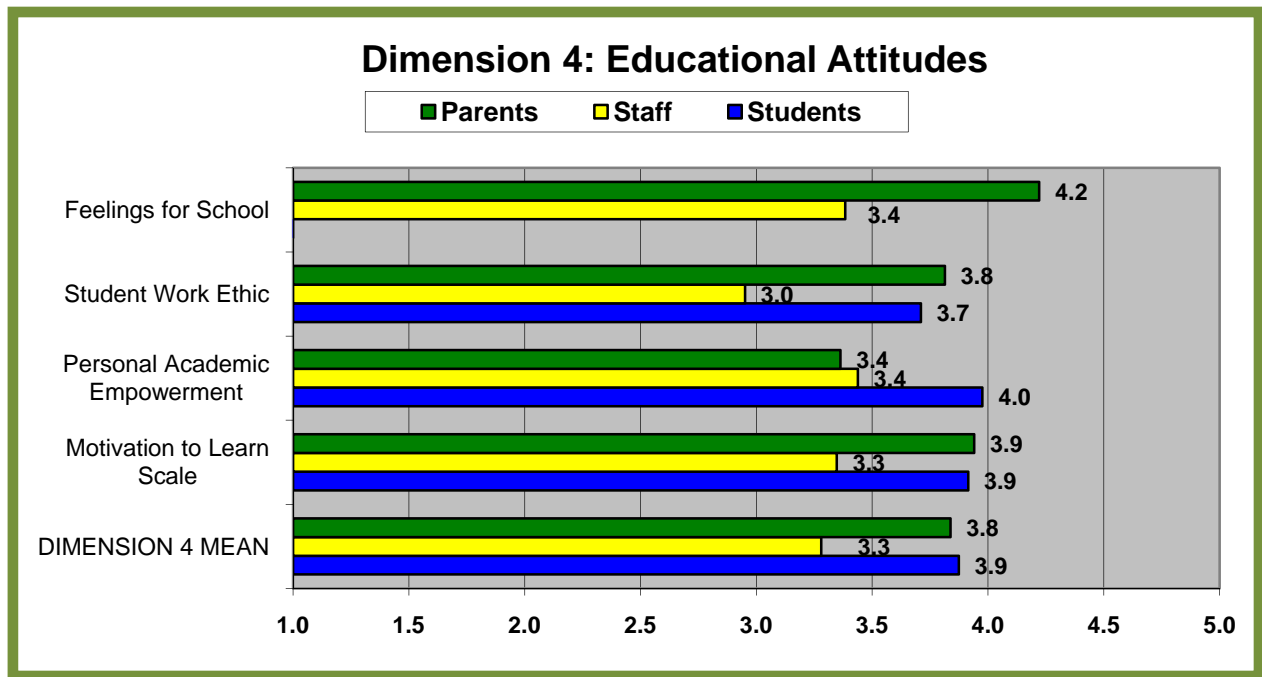
Notes:

Chart 4: Parent, Staff and Student Dimension 3



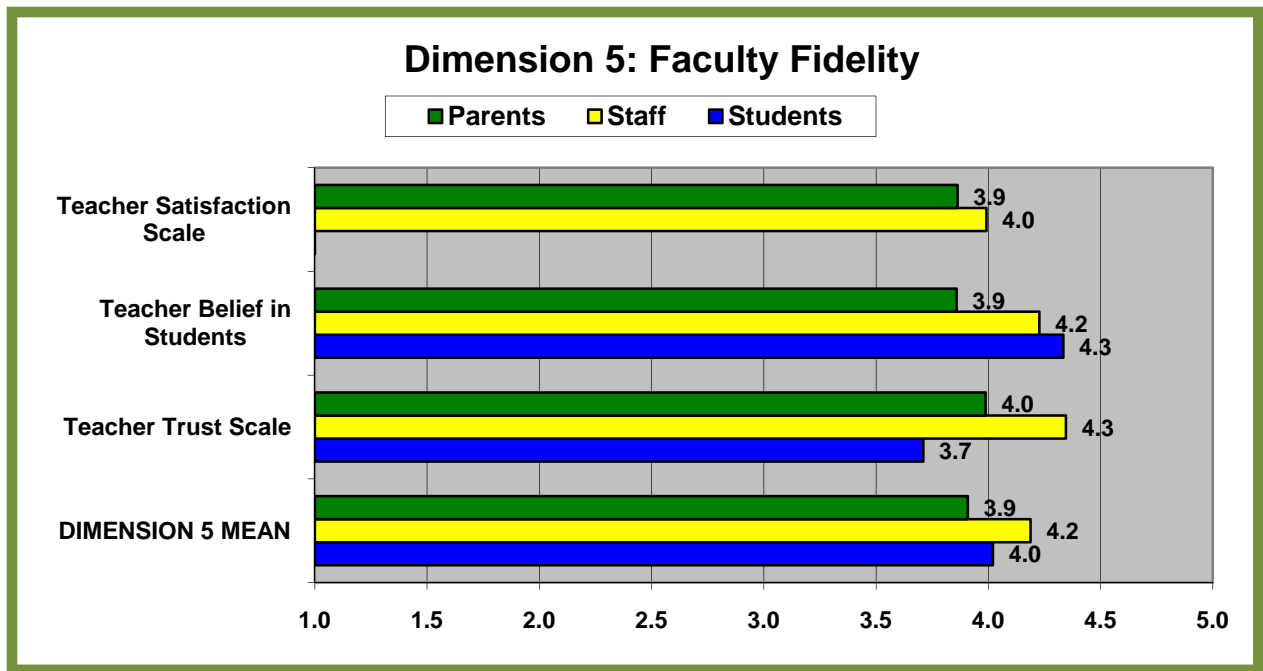
Notes:

Chart 5: Parent, Staff and Student Dimension 4



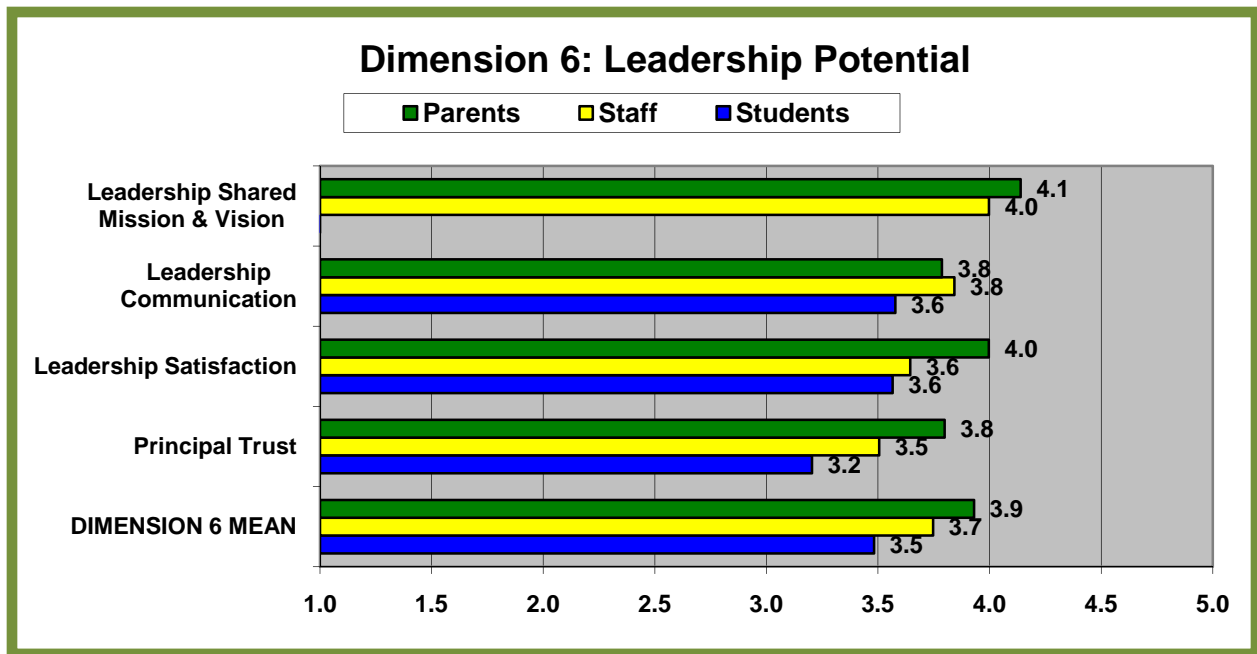
Notes:

Chart 6: Parent, Staff and Student Dimension 5



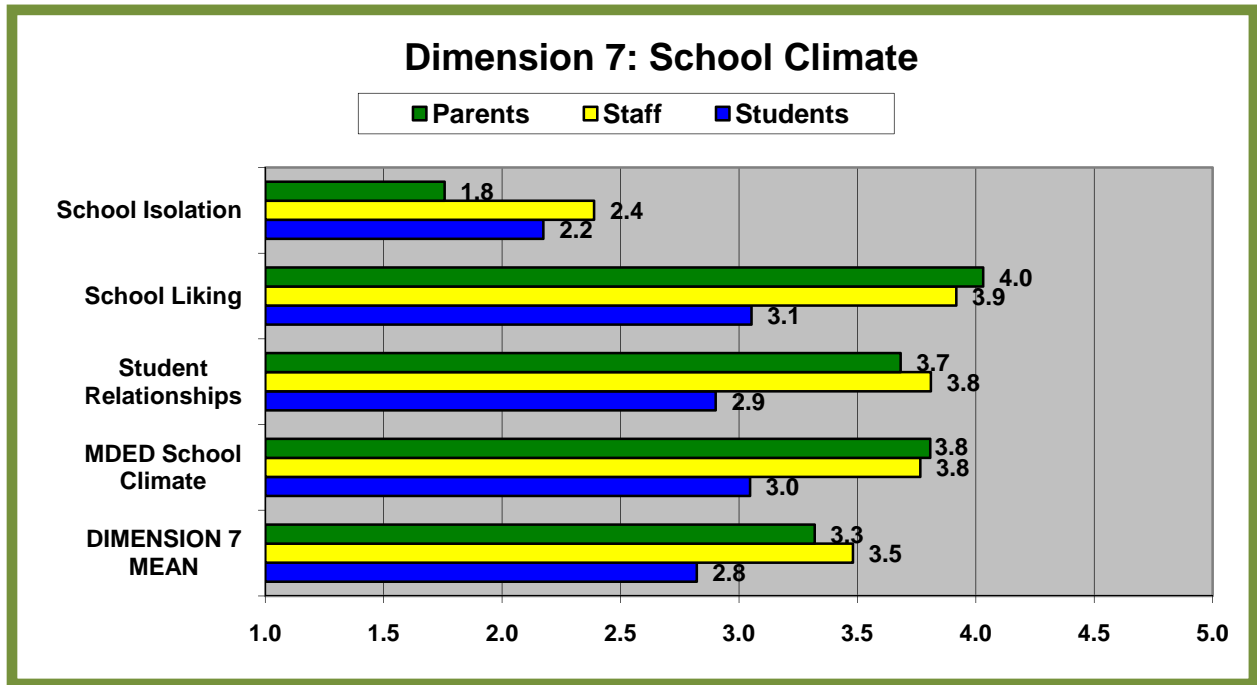
Notes:

Chart 7: Parent, Staff and Student Dimension 6



Notes:

Chart 8: Parent, Staff and Student Dimension 7



Notes:

Results Analysis: In consideration of the mean scores highlighted in your school bus, comparative means table and dimensional means charts please consider the following questions about your school data on each dimension.

What appear to be our Strengths?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

How do the three stakeholders differ on the dimensional scores?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

Notes:

What appear to be our Concerns?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

How are we presently addressing our Concerns?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

How might we address our Concerns in a School-wide Focus?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Notes:

This *Goal and Objective Template* has been designed to help you clarify your goals under each of the MDED360 4C's: Climate, Curriculum, Community, and Character. Also, this template helps you use the data collected on the seven dimensions to determine more specifically the objectives that will be needed to meet the goals. By condensing your multi-dimensional education approach to the 4C's, you can begin to systematically address the strengths and challenges that are unique to your school. Objectives should be stated clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed. For more information please visit www.mdedinc.com.

Climate Goal: By _____ of 2010, strategies will be implemented to improve the overall school climate of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are _____ (list mean(s)) and the desired score is _____ (list mean(s)).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve student relationship-						
2.)Improve student school bonding-						

This *Goal and Objective Template* has been designed to help you clarify your goals under each of the MDED360 4C's: Climate, Curriculum, Community, and Character. Also, this template helps you use the data collected on the seven dimensions to determine more specifically the objectives that will be needed to meet the goals. By condensing your multi-dimensional education approach to the 4C's, you can begin to systematically address the strengths and challenges that are unique to your school. Objectives should be stated clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed. For more information please visit www.mdedinc.com.

Curriculum Goal: By _____ of 2010, strategies will be implemented to improve the overall curriculum implementation in the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are _____ (list mean(s)) and the desired score is _____ (list mean(s)).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Increase academic support-						
2.) Improve instructional creativity-						

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Community Goal: By _____ of 2010, strategies will be implemented to improve the overall community engagement of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are _____ (list mean(s)) and the desired score is _____ (list mean(s)).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve parent involvement in school and community-						
2.)Increase service to community by students-						

This *Goal and Objective Template* has been designed to help you clarify your goals under each of the MDED360 4C's: Climate, Curriculum, Community, and Character. Also, this template helps you use the data collected on the seven dimensions to determine more specifically the objectives that will be needed to meet the goals. By condensing your multi-dimensional education approach to the 4C's, you can begin to systematically address the strengths and challenges that are unique to your school. Objectives should be stated clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed. For more information please visit www.mdedinc.com.

Character Goal: By _____ of 2010, strategies will be implemented to improve the overall character of the stakeholders as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are _____ (list mean(s)) and the desired score is _____ (list mean(s)).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve student relationships-						
2.)Improve student work ethic--						

Prioritizing Objectives

It is important to address the objectives under each of our goals. This does not mean that you will address all of the objectives immediately. But we do suggest that you prioritize the one(s) that you feel would be achievable and make a difference. Therefore, prioritize what you will do in the coming months to meet these goals.

1st Priority: _____

2nd Priority: _____

3rd Priority: _____

4th Priority: _____

5th Priority: _____

Summary

At MDED we know that many factors impact and represent a student's ability to achieve academically, socially, and ethically. The current educational system, however, appears to rely heavily on a few numbers (e.g., standardized achievement tests) to measure student achievement. Research and common sense support that this number rarely ever accurately highlights the many unique benefits received by students and the array of admirable efforts put forth by educators. We believe that looking at singular test scores can only provide a minimal understanding of the many possible reasons for the students' levels of achievement. High achievement is a worthy goal, but knowing how best to improve achievement is even better. Schools are complex organizations and to understand them more completely data must be captured from more than one source and on more than one variable. This is the logic behind the multi-dimensional data you have received on your school.

At MDED we see education as a system that has many parts. It is the sum of these parts that create the synergy needed to help students and teachers succeed. The dimensional data provided begins to provide you with a more comprehensive understanding of the systemic efforts of your school. By adapting your school improvement efforts to use MDED's seven dimensions of data to address your school's climate, curriculum, community, and character, we assure you that greater academic success and career satisfaction will soon follow. Thank you for collaborating with MDED and your dedication to the field of education.