

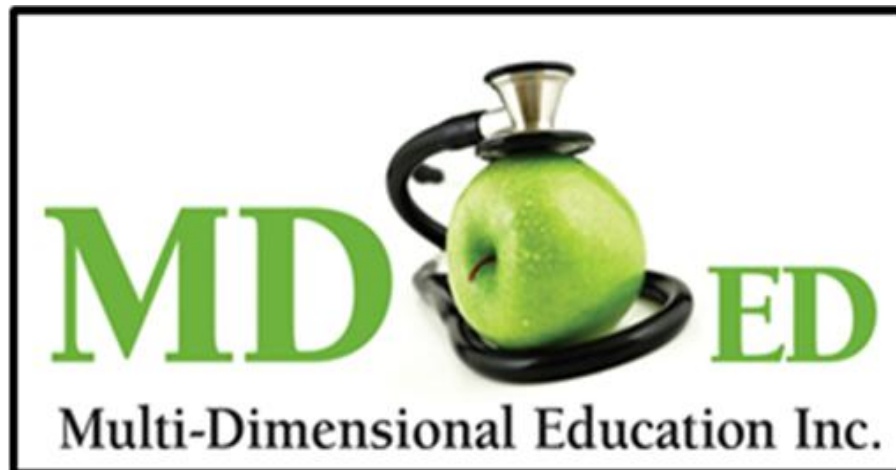
# Multi-Dimensional Needs Assessment

2014 Report Summary

*for*

## Alpha High School

*Provided By*



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## **The MDED Multi-Dimensional Difference**

As our book *Multi-Dimensional Education: A Common Sense Approach to Data-Driven Thinking* (Corwin, 2011) documents, for more than 40 years, research has shown how there are 7 to 8 dimensions that are most often associated with highly effective schools. At MDED, we believe in assessing these predictive dimensions of successful education to help schools have a better chance at improving all they do. We do this by using reliable scales we have developed and validated for each dimension. Through federally funded research on randomly assigned samples our Multi-Dimensional Assessment was field tested on more than 30,000 educators, parents, and students in five states. Since that time, through extensive use in schools from coast to coast and multiple factor analysis of our survey, we have reduced the amount of questions needed to reliably capture variables essential to providing a valid Multi-Dimensional Needs Assessment of education. In other words, we provide you with a comprehensive analysis of the strengths and challenges associated with the dimensions most predictive of your school's success.

Instead of having your students take multiple surveys throughout the year (school climate, teacher satisfaction, parent satisfaction, etc.), with MDED your students will only need to complete one survey - one time a year that takes less than one class period. By doing this we are able to combine these multiple and often non-connected surveys into one succinct and comprehensive analysis; thus allowing you to see how all of these important aspects connect together, work together. While most surveys provide you with some descriptive figures based on a few questions (often providing very little reliable or valid predictive insight), with MDED you will receive an analysis that utilizes our 8 dimensional indexes you can trust. As a school working MDED, this evidence-driven process is intended to provide you with evidence-based solutions needed to lower academic challenges and increase academic achievement.

## **How Does The MDED Data Collection Process and MDED Dimensional Model Work?**

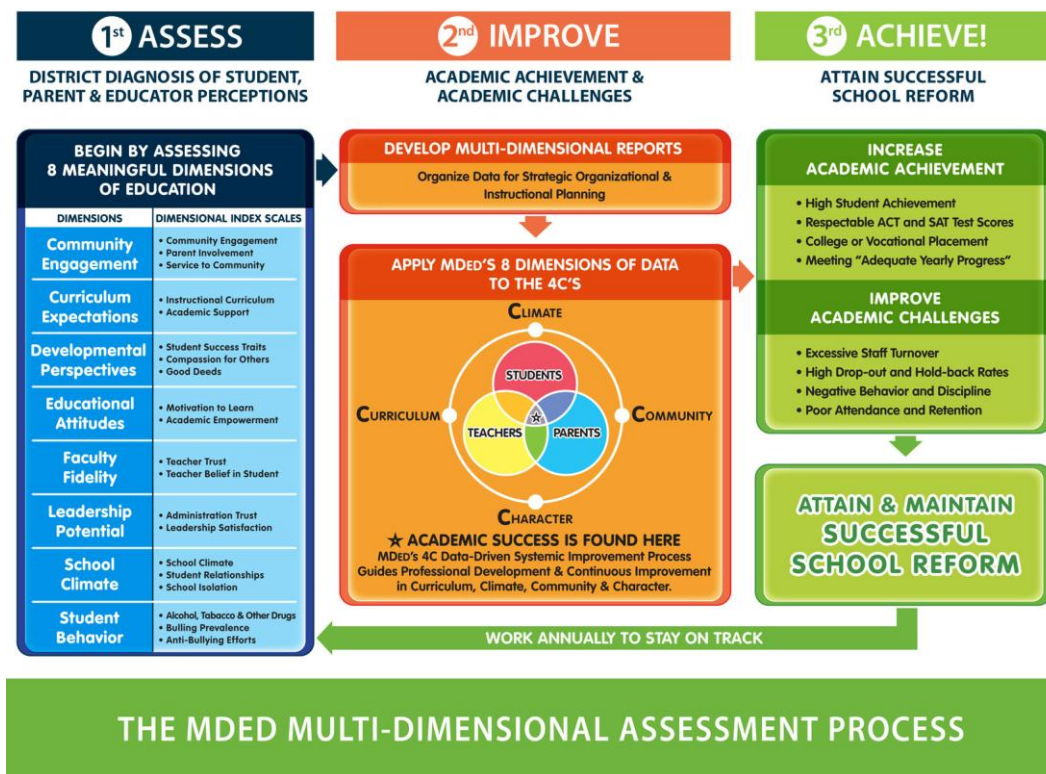
The Multi-Dimensional Process Model to follow provides you with a visual description of the analysis we provide and process we suggest. For your school we began by helping you select an adequate, representative number of students, staff, and parents to complete the Multi-Dimensional Needs Assessment. We did this by providing you with pre-coded student surveys that were distributed to your school and administered by teachers, counselors, or external proctors at a

convenient time. Additional online links for the survey were then also distributed to you for parents and educators.

This report will provide you with an analysis of your school’s multi-dimensional needs assessment data as a whole as well as individual performance on the dimensions included in the model to follow. This report will not only provide you with descriptive statistics to assess how well or poorly you are doing, but also will provide you with information that helps to determine more precisely why your school is doing well or not so well. Here in lies the key of MDED. Once you understand what are the more specific issues that are affecting the learning of students, you then can develop strategies to turn the concerns into strengths. Without such data, many other schools are forced to guess on such issues. At MDED, our goal is to help you know, not guess.

In other words, we use the Multi-Dimensional Needs Assessment (MDNA) to help determine more precisely why schools are performing well or not so well on the following dimensions, and how that performance is affecting their academic challenges and achievements. And as this report details, we have collected this data from parent and educator perspectives as well as students in order to provide you with more of a triangulation on how your school is perceived by the many stakeholders who are part of your efforts.

### The MDED Dimensional Process Model



## How to Use This Report for Systemic Data-Driven Improvement

We are honored to collaborate with you. Rest assured our goal is to help you by providing evidence 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 our eight dimensions of education as reported by your students, parents, and educators. The Multi-Dimensional Needs 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, School Climate and Student Behavior. In our research, we have found that schools that use this evidence for systemic improvement not only make gains in improving on MDED 's dimensions, but also experience beneficial outcomes including higher achievement. We encourage you to take a few moments to look over the charts that follow. Space has been provided for you after each dimensional chart to make some notes. We have also provided templates and evidence-driven professional development guides within this report. As you review the report it would be helpful to make some notes on the following areas:

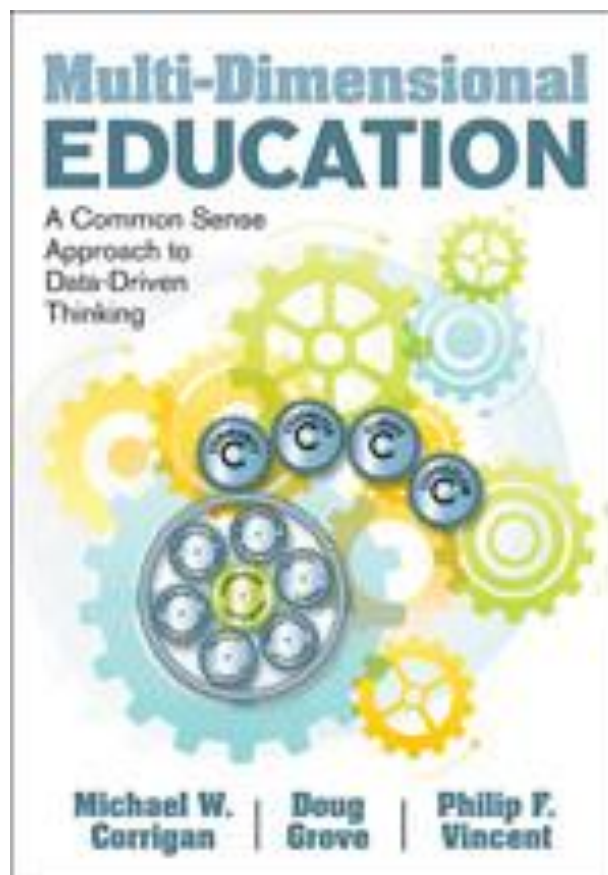
Strengths: All schools need to understand what they do well. Too often educators only hear the negative news about their schools. As you review the data, upon your first glance take some time to look for positive information. You might find that students, parents, and teachers all feel positive about 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 are large (greater than .50 for example). Note these areas as possible places where perceptions are much different for one group versus another group. When one stakeholder group rates a dimension much higher than the other stakeholders (possibly a dimension that is more personal or applicable to them), this is sometimes referred to as a "Halo Effect" and is often an indicator of bias. The challenge is to be honest with each other and use such data to highlight the differing opinions that need to be addressed for continuous improvement to take place.

Possible Concerns: As you think about this report 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. In

addition you should also review the individual scales under each dimension, which help provide a deeper understanding as to why the dimension might be low, moderate or high for your school.

Next Steps: Once you have had some time to review 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. If you would like more information detailing the whole process, we recommend you purchase a copy of our book, *Multi-Dimensional Education*, from Corwin Press.



*As the old saying goes, "If you don't set a goal, you will never reach it."*

### **Additional Points for Consideration on Findings**

\* Given that our scales typically 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 much progress can be made in the future on such dimensions by focusing on improving upon your school's strengths and challenges.

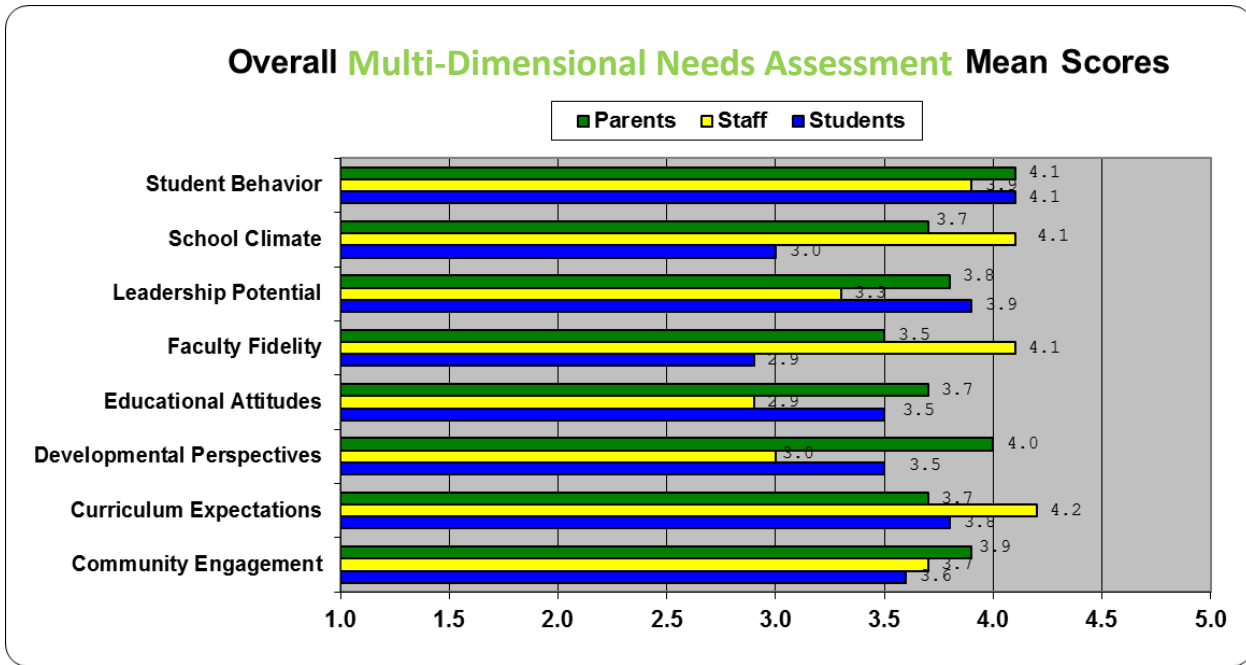
\* All scales have been coded so that the higher the score the better the outcome. Therefore, scales such Bullying Prevalence has been recoded to allow a higher score to represent a better outcome. See Table 3 for more clarification.

\* 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](http://www.MDEDinc.com) for more information pertaining to our survey and scales, as well as additional training and free professional development resources and videos. If for some reason you are in need of additional answers, please email us at: [info@MDEDinc.com](mailto:info@MDEDinc.com). Our goal is to help you use our evidence to guide you in your continuous improvement efforts.

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

# Chart 1: Overall Dimensional Means Total



|                                   | Students   | Staff      | Parents    |
|-----------------------------------|------------|------------|------------|
| <b>Community Engagement</b>       | <b>3.6</b> | <b>3.7</b> | <b>3.9</b> |
| <b>Curriculum Expectations</b>    | <b>3.8</b> | <b>4.2</b> | <b>3.7</b> |
| <b>Developmental Perspectives</b> | <b>3.5</b> | <b>3.0</b> | <b>4.0</b> |
| <b>Educational Attitudes</b>      | <b>3.5</b> | <b>2.9</b> | <b>3.7</b> |
| <b>Faculty Fidelity</b>           | <b>2.9</b> | <b>4.1</b> | <b>3.5</b> |
| <b>Leadership Potential</b>       | <b>3.9</b> | <b>3.3</b> | <b>3.8</b> |
| <b>School Climate</b>             | <b>3.0</b> | <b>4.1</b> | <b>3.7</b> |
| <b>Student Behavior</b>           | <b>4.1</b> | <b>3.9</b> | <b>4.1</b> |

# Table 1: Dimensions and Scales Comparative Means

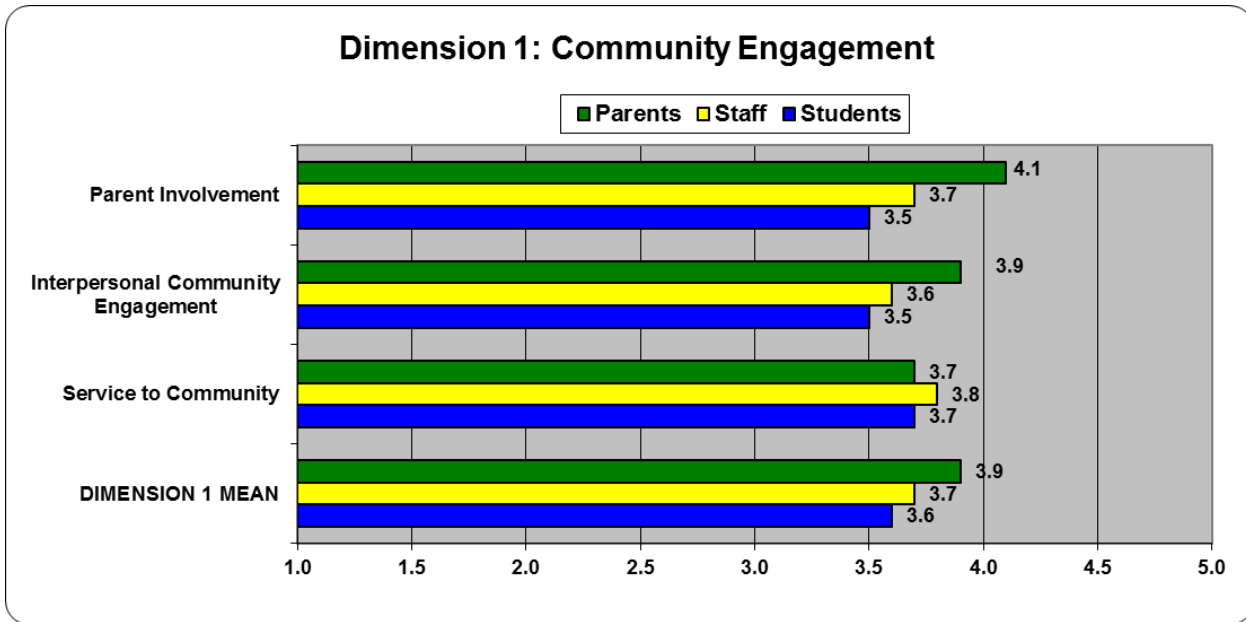
|                                    | Students    |               | Staff       |               | Parents     |               |
|------------------------------------|-------------|---------------|-------------|---------------|-------------|---------------|
|                                    | School Mean | District Mean | School Mean | District Mean | School Mean | District Mean |
| Service to Community               | 3.7         | 3.2           | 3.8         | 3.0           | 3.7         | 3.3           |
| Interpersonal Community Engagement | 3.5         | 3.4           | 3.6         | 2.7           | 3.9         | 3.7           |
| Parent Involvement                 | 3.5         | 3.1           | 3.7         | 2.7           | 4.1         | 3.2           |
| <b>Community Engagement</b>        | <b>3.6</b>  | <b>3.2</b>    | <b>3.7</b>  | <b>2.8</b>    | <b>3.9</b>  | <b>3.4</b>    |
| Instructional Curriculum           | 3.6         | 3.4           | 4.3         | 4.0           | 3.7         | 3.7           |
| Academic Support                   | 3.9         | 3.4           | 4.1         | 4.0           | 3.6         | 3.6           |
| <b>Curriculum Expectations</b>     | <b>3.8</b>  | <b>3.4</b>    | <b>4.2</b>  | <b>4.0</b>    | <b>3.7</b>  | <b>3.7</b>    |
| Good Deeds                         | 3.4         | 3.4           | 3.0         | 2.9           | 3.9         | 3.2           |
| Compassion for Others              | 3.1         | 2.9           | 3.2         | 3.0           | 3.9         | 3.2           |
| Student Success Traits             | 3.9         | 3.9           | 2.9         | 3.1           | 4.2         | 4.1           |
| <b>Developmental Perspectives</b>  | <b>3.5</b>  | <b>3.5</b>    | <b>3.0</b>  | <b>3.1</b>    | <b>4.0</b>  | <b>3.7</b>    |
| Personal Academic Empowerment      | 3.4         | 3.5           | 3.1         | 2.9           | 3.7         | 3.6           |
| Motivation to Learn                | 3.6         | 3.9           | 2.7         | 3.3           | 3.6         | 3.3           |
| <b>Educational Attitudes</b>       | <b>3.5</b>  | <b>3.7</b>    | <b>2.9</b>  | <b>3.0</b>    | <b>3.7</b>  | <b>3.6</b>    |
| Teacher Belief in Students         | 3.0         | 3.0           | 4.1         | 4.0           | 3.3         | 3.5           |
| Teacher Trust                      | 2.8         | 3.5           | 4.2         | 4.1           | 3.7         | 3.6           |
| <b>Faculty Fidelity</b>            | <b>2.9</b>  | <b>3.3</b>    | <b>4.1</b>  | <b>4.0</b>    | <b>3.5</b>  | <b>3.6</b>    |
| Leadership Communication           | 3.7         | 3.2           | 3.2         | 4.1           | 3.6         | 3.6           |
| Administration Trust               | 4.1         | 3.3           | 3.3         | 4.0           | 3.8         | 3.5           |
| <b>Leadership Potential</b>        | <b>3.9</b>  | <b>3.4</b>    | <b>3.3</b>  | <b>4.1</b>    | <b>3.8</b>  | <b>3.7</b>    |
| School Isolation                   | 2.8         | 2.8           | 3.9         | 3.3           | 3.6         | 3.4           |
| Student Relationships              | 3.1         | 2.9           | 4.0         | 3.5           | 3.5         | 3.3           |
| Mded School Climate                | 3.2         | 2.1           | 4.2         | 2.6           | 3.7         | 2.2           |
| <b>School Climate</b>              | <b>3.0</b>  | <b>2.7</b>    | <b>4.1</b>  | <b>3.2</b>    | <b>3.7</b>  | <b>3.1</b>    |
| Bullying Prevalence                | 4.7         | 3.0           | 4.3         | 3.3           | 4.8         | 3.7           |
| Anti-Bullying Efforts              | 3.6         | 3.2           | 3.9         | 3.3           | 4.0         | 4.0           |
| Alcohol Tobacco and Other Drug Use | 3.9         | 2.6           | 3.5         | 2.7           | 3.5         | 3.9           |
| <b>Student Behavior</b>            | <b>4.1</b>  | <b>2.9</b>    | <b>3.9</b>  | <b>3.1</b>    | <b>4.1</b>  | <b>3.9</b>    |



## Table 2: Grade Level Student Comparison Means

| Dimensions and Scales Comparative Student Means by Grade Level |            |            |            |            |
|--|------------|------------|------------|------------|
|  | 9th        | 10th       | 11th       | 12th       |
| Service to Community   | 3.2        | 3.2        | 3.8        | 4.1        |
| Interpersonal Community Engagement                             | 3.6        | 3.4        | 3.7        | 3.3        |
| Parent Involvement   | 3.6        | 3.4        | 3.5        | 3.4        |
| <b>Community Engagement</b>                                    | <b>3.5</b> | <b>3.3</b> | <b>3.7</b> | <b>3.6</b> |
| Instructional Curriculum                                       | 3.9        | 3.7        | 3.6        | 3.4        |
| Academic Support   | 4.2        | 4.1        | 4.0        | 3.6        |
| <b>Curriculum Expectations</b>                                 | <b>4.0</b> | <b>3.9</b> | <b>3.8</b> | <b>3.5</b> |
| Good Deeds   | 3.7        | 3.6        | 3.3        | 3.2        |
| Compassion for Others  | 3.1        | 3.2        | 3.0        | 2.9        |
| Student Success Traits   | 3.7        | 3.6        | 4.2        | 4.1        |
| <b>Developmental Perspectives</b>                              | <b>3.6</b> | <b>3.3</b> | <b>3.8</b> | <b>3.7</b> |
| Personal Academic Empowerment                                  | 3.6        | 3.5        | 3.2        | 3.2        |
| Motivation to Learn Scale                                      | 3.9        | 3.5        | 3.3        | 3.3        |
| <b>Educational Attitudes</b>                                   | <b>3.7</b> | <b>3.5</b> | <b>3.3</b> | <b>3.3</b> |
| Teacher Belief in Students                                     | 3.2        | 3.1        | 2.9        | 2.9        |
| Teacher Trust Scale  | 3.0        | 2.9        | 2.7        | 2.6        |
| <b>Faculty Fidelity</b>  | <b>3.1</b> | <b>3.0</b> | <b>2.8</b> | <b>2.7</b> |
| Leadership Communication                                       | 3.8        | 3.9        | 3.7        | 3.5        |
| Administration Trust   | 4.2        | 4.1        | 4.0        | 4.0        |
| <b>Leadership Potential</b>                                    | <b>4.0</b> | <b>4.0</b> | <b>3.8</b> | <b>3.8</b> |
| School Isolation   | 2.7        | 2.8        | 2.8        | 2.7        |
| Student Relationships  | 2.9        | 3.0        | 3.1        | 3.1        |
| MDED School Climate  | 3.4        | 3.3        | 3.1        | 3.1        |
| <b>School Climate</b>  | <b>3.0</b> | <b>3.1</b> | <b>3.0</b> | <b>2.9</b> |
| Bullying Prevalence  | 4.5        | 4.5        | 4.6        | 4.8        |
| Anti-Bullying Efforts  | 3.5        | 3.5        | 3.6        | 3.7        |
| Alcohol Tobacco and Other Drug Use                             | 4.0        | 4.0        | 3.8        | 3.8        |
| <b>Behavior Issues</b>   | <b>4.0</b> | <b>4.0</b> | <b>4.0</b> | <b>4.1</b> |

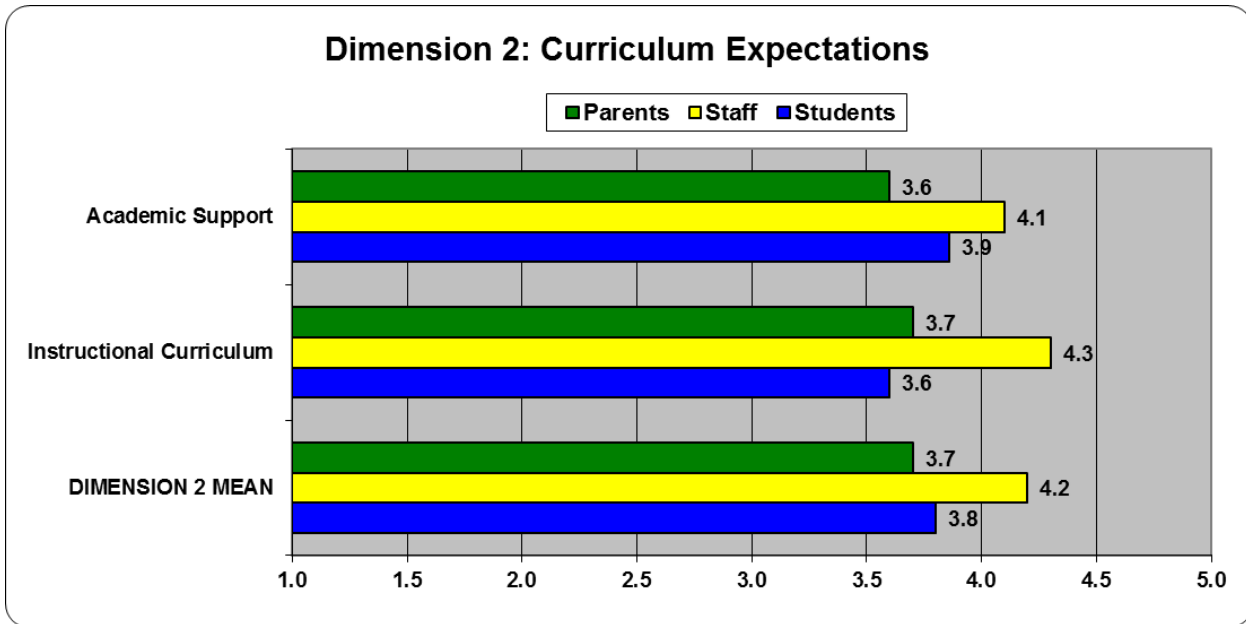
## Chart 2: Student, Parent, and Staff Dimensional Bar Chart



|                                    | Students   | Staff      | Parents    |
|------------------------------------|------------|------------|------------|
| <b>DIMENSION 1 MEAN</b>            | <b>3.6</b> | <b>3.7</b> | <b>3.9</b> |
| Service to Community               | 3.7        | 3.8        | 3.7        |
| Interpersonal Community Engagement | 3.5        | 3.6        | 3.9        |
| Parent Involvement                 | 3.5        | 3.7        | 4.1        |

Notes:

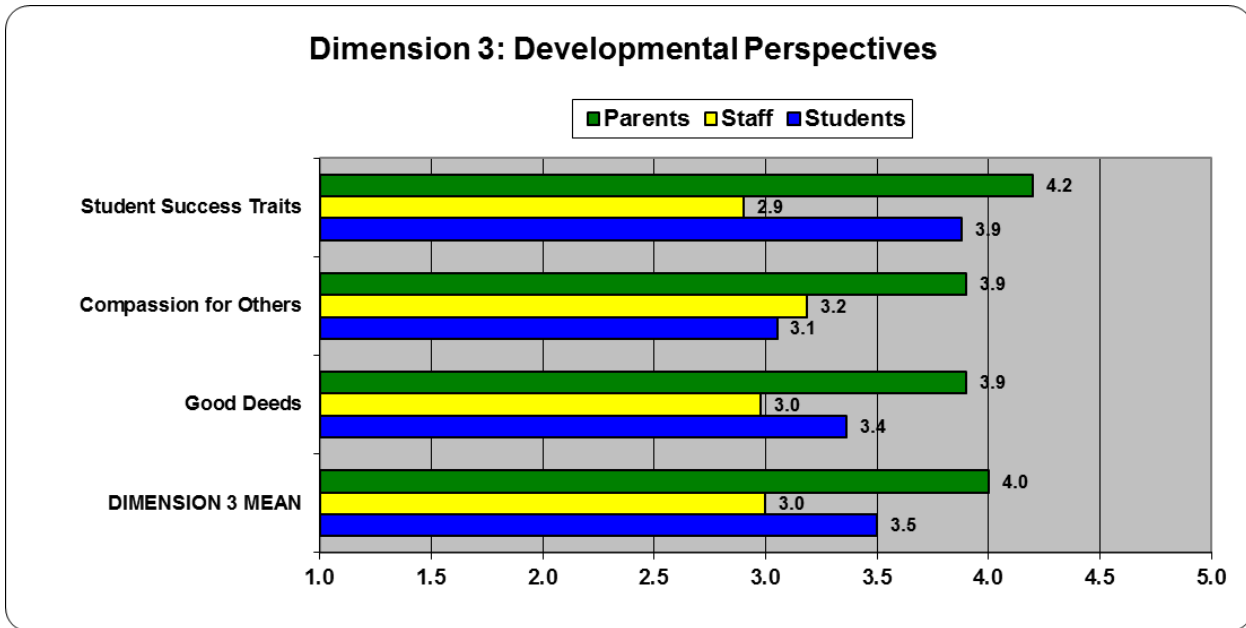
# Chart 3: Student, Parent, and Staff Dimensional Bar Chart



|                          | Students | Staff | Parents |
|--------------------------|----------|-------|---------|
| DIMENSION 2 MEAN         | 3.8      | 4.2   | 3.7     |
| Instructional Curriculum | 3.6      | 4.3   | 3.7     |
| Academic Support         | 3.9      | 4.1   | 3.6     |

Notes:

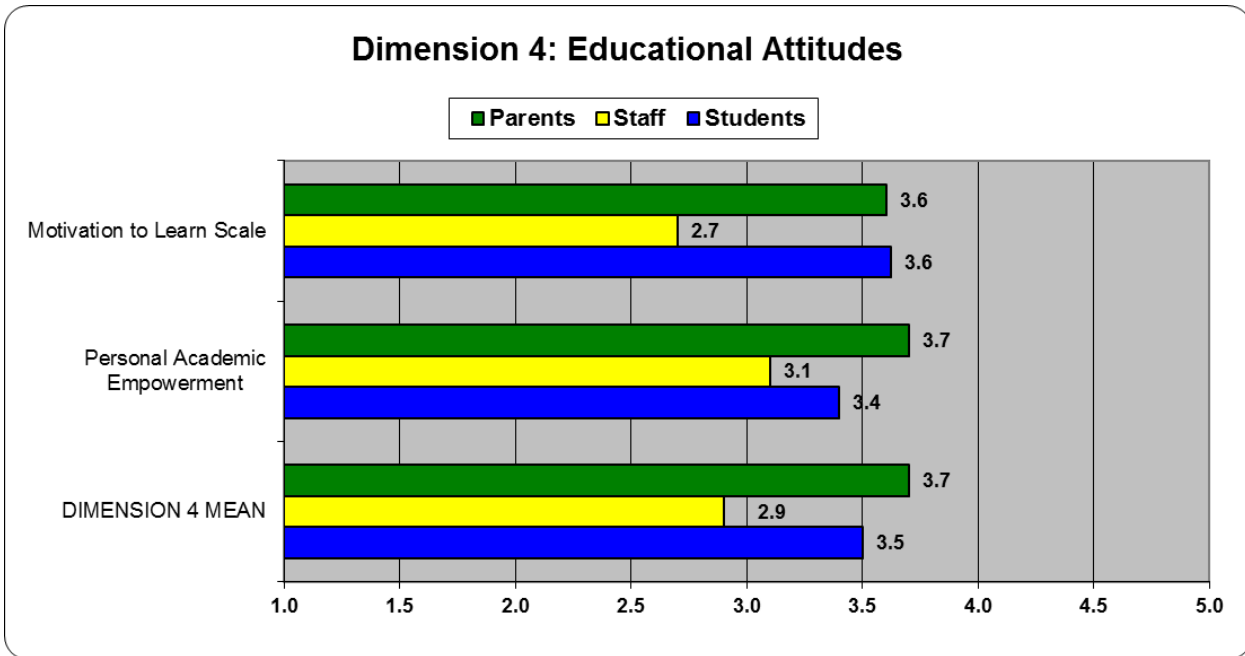
# Chart 4: Student, Parent, and Staff Dimensional Bar Chart



|                               | Students   | Staff      | Parents    |
|-------------------------------|------------|------------|------------|
| <b>DIMENSION 3 MEAN</b>       | <b>3.5</b> | <b>3.0</b> | <b>4.0</b> |
| <b>Good Deeds</b>             | <b>3.4</b> | <b>3.0</b> | <b>3.9</b> |
| <b>Compassion for Others</b>  | <b>3.1</b> | <b>3.2</b> | <b>3.9</b> |
| <b>Student Success Traits</b> | <b>3.9</b> | <b>2.9</b> | <b>4.2</b> |

Notes:

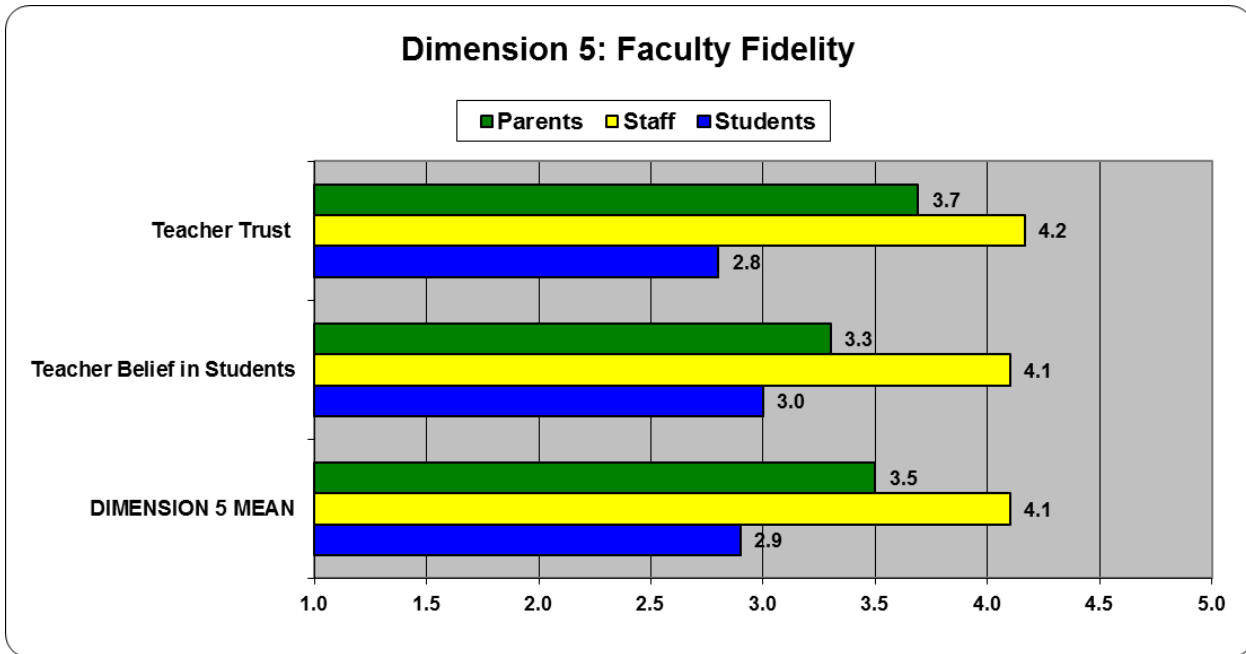
# Chart 5: Student, Parent, and Staff Dimensional Bar Chart



|                                      | Students   | Staff      | Parents    |
|--------------------------------------|------------|------------|------------|
| <b>DIMENSION 4 MEAN</b>              | <b>3.5</b> | <b>2.9</b> | <b>3.7</b> |
| <b>Personal Academic Empowerment</b> | <b>3.4</b> | <b>3.1</b> | <b>3.7</b> |
| <b>Motivation to Learn Scale</b>     | <b>3.6</b> | <b>2.7</b> | <b>3.6</b> |

Notes:

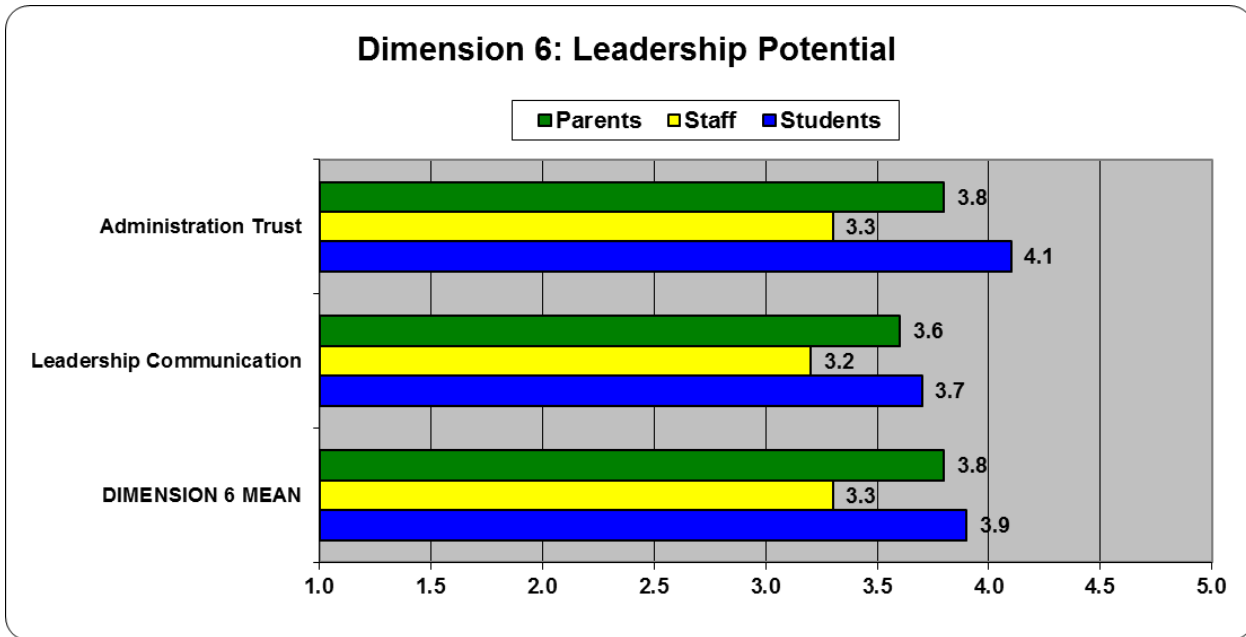
# Chart 6: Student, Parent, and Staff Dimensional Bar Chart



|                                   | Students   | Staff      | Parents    |
|-----------------------------------|------------|------------|------------|
| <b>DIMENSION 5 MEAN</b>           | <b>2.9</b> | <b>4.1</b> | <b>3.5</b> |
| <b>Teacher Belief in Students</b> | <b>3.0</b> | <b>4.1</b> | <b>3.3</b> |
| <b>Teacher Trust</b>              | <b>2.8</b> | <b>4.2</b> | <b>3.7</b> |

Notes:

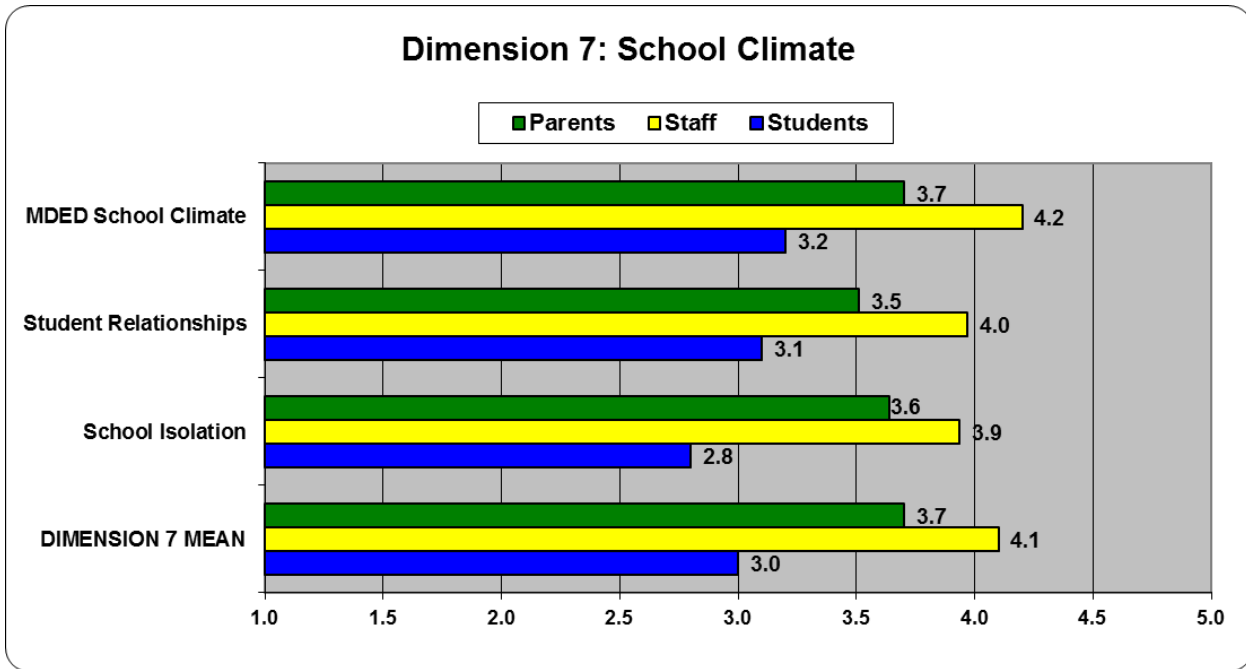
# Chart 7: Student, Parent, and Staff Dimensional Bar Chart



|                                 | Students   | Staff      | Parents    |
|---------------------------------|------------|------------|------------|
| <b>DIMENSION 6 MEAN</b>         | <b>3.9</b> | <b>3.3</b> | <b>3.8</b> |
| <b>Leadership Communication</b> | <b>3.7</b> | <b>3.2</b> | <b>3.6</b> |
| <b>Administration Trust</b>     | <b>4.1</b> | <b>3.3</b> | <b>3.8</b> |

Notes:

# Chart 8: Student, Parent, and Staff Dimensional Bar Chart

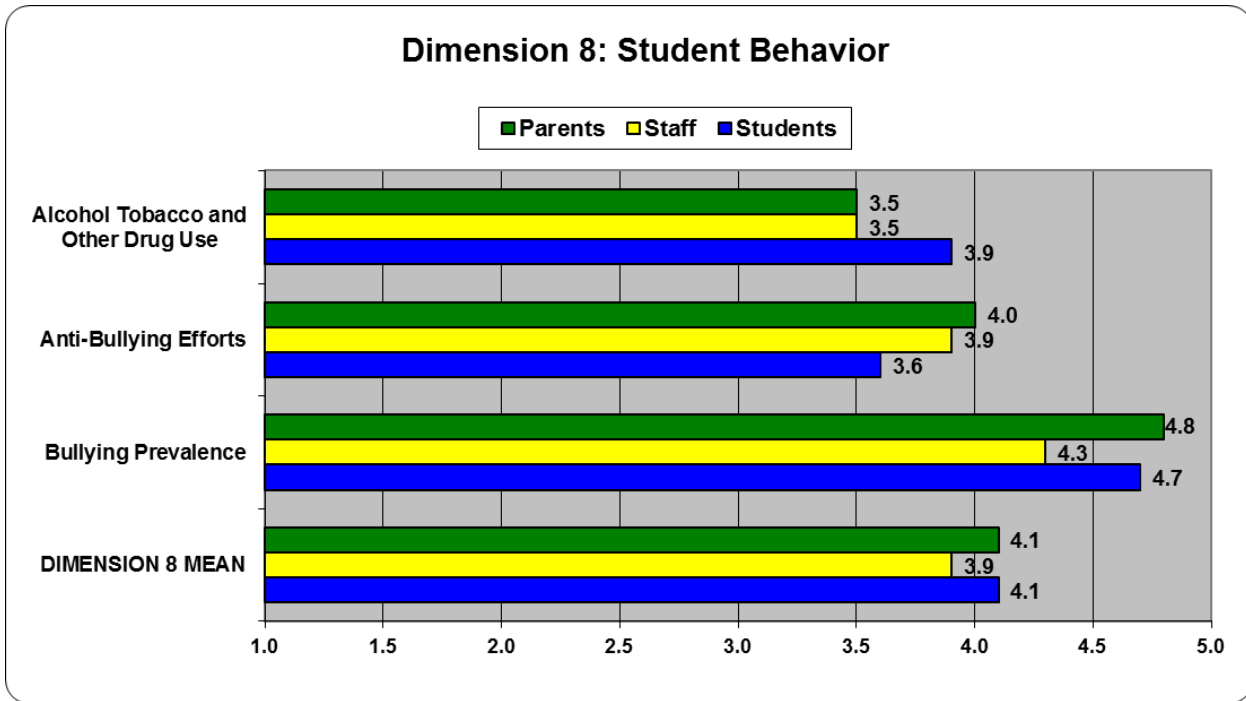


|                              | Students   | Staff      | Parents    |
|------------------------------|------------|------------|------------|
| <b>DIMENSION 7 MEAN</b>      | <b>3.0</b> | <b>4.1</b> | <b>3.7</b> |
| <b>School Isolation</b>      | <b>2.8</b> | <b>3.9</b> | <b>3.6</b> |
| <b>Student Relationships</b> | <b>3.1</b> | <b>4.0</b> | <b>3.5</b> |
| <b>MDED School Climate</b>   | <b>3.2</b> | <b>4.2</b> | <b>3.7</b> |

Notes:



# Chart 9: Student, Parent, and Staff Dimensional Bar Chart



|   | Students   | Staff      | Parents    |
|---|------------|------------|------------|
| <b>DIMENSION 8 MEAN</b>                   | <b>4.1</b> | <b>3.9</b> | <b>4.1</b> |
| <b>Bullying Prevalence</b>                | <b>4.7</b> | <b>4.3</b> | <b>4.8</b> |
| <b>Anti-Bullying Efforts</b>              | <b>3.6</b> | <b>3.9</b> | <b>4.0</b> |
| <b>Alcohol Tobacco and Other Drug Use</b> | <b>3.9</b> | <b>3.5</b> | <b>3.5</b> |

Notes:

## School Level ATOD and Bullying Results

### Table 3: Student Behavior Dimension

| Alcohol, Tobacco and Other Drug Use<br>(ATOD)<br>Item by Item Analysis<br>(Usage for the “Average Student”<br>Annually)                      | <u>1</u><br>Did Not<br>Use | <u>2</u><br>Once<br>a Year | <u>3</u><br>2-3<br>Times | <u>4</u><br>4-5<br>Times | <u>5</u><br>6 +<br>Times | Mean<br>Score |
|--|----------------------------|----------------------------|--------------------------|--------------------------|--------------------------|---------------|
| 1. Use Tobacco (smoke, chew, etc.)   | 55%                        | 8%                         | 3%                       | 5%                       | 29%                      | 3.55          |
| 2. Drink alcohol (beer, wine, liquor, etc.)  | 46%                        | 11%                        | 8%                       | 6%                       | 29%                      | 3.39          |
| 3. Smoke marijuana   | 64%                        | 15%                        | 4%                       | 5%                       | 12%                      | 4.14          |
| 4. Other Drugs   | 69%                        | 15%                        | 3%                       | 4%                       | 9%                       | 4.31          |
| Bullying Prevalence<br>Item by Item Analysis<br>(For Students- Annually)   | <u>1</u><br>0 Times        | <u>2</u><br>1 Time         | <u>3</u><br>2-3<br>Times | <u>4</u><br>4-5<br>Times | <u>5</u><br>6 +<br>Times | Mean<br>Score |
| 5. In the past school year how many times have you been bullied?   | 76%                        | 14%                        | 6%                       | 2%                       | 2%                       | 4.60          |
| 6. In the past school year how many times have you witnessed others being bullied?   | 85%                        | 5%                         | 7%                       | 2%                       | 1%                       | 4.71          |
| 7. While at school this past year how many times have you witnessed another student being threatened with a weapon (gun, knife, club, etc.)? | 93%                        | 4%                         | 1%                       | 1%                       | 1%                       | 4.87          |
| 8. In the past school year have you witnessed anyone being threatened personally or physically without a weapon?                             | 82%                        | 10%                        | 4%                       | 3%                       | 1%                       | 4.69          |
| 9. In the past school year how many times have you heard of someone being cyber bullied?   | 49%                        | 24%                        | 22%                      | 4%                       | 1%                       | 4.16          |
| 10. In the past year how many times have you heard about threats of violence to take place at school?  | 96%                        | 3%                         | 1%                       | 0%                       | 0%                       | 4.95          |

Note: For the mean score of the ATOD and Bullying Prevalence Scales the answers were coded to allow a higher score to represent a better outcome. HOWEVER, consider the percentages of the reported incidents. For example, if more than 10% of your students reported being bullied more than 4-5 or 6+ times, and your school is 2,000 students large, with more than 200 students reporting such high levels of bullying, even with an average mean score this is a sign of a serious problem.

Results Analysis: In consideration of the mean scores, 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:

The Goal and Objective Templates to follow have been designed to help you clarify your goals under each of the MDED360 4C's: Climate, Curriculum, Community, and Character. Also, these templates help you use the data collected on the eight 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 systemically 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](http://www.mdedinc.com).

**Climate Goal:** By \_\_\_\_\_ of 2015, 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)).

| <b>Objective</b>                    | <b>Strategies</b> | <b>Professional Development</b> | <b>Resources</b> | <b>Timeline</b> | <b>Tasks</b> | <b>Monitoring</b> |
|-------------------------------------|-------------------|---------------------------------|------------------|-----------------|--------------|-------------------|
| 1.) Improve student relationship-   |                   |                                 |                  |                 |              |                   |
| 2.) Improve student school bonding- |                   |                                 |                  |                 |              |                   |
|                                     |                   |                                 |                  |                 |              |                   |
|                                     |                   |                                 |                  |                 |              |                   |
|                                     |                   |                                 |                  |                 |              |                   |

**Curriculum Goal:** By \_\_\_\_\_ of 2015, 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)).

| <b>Objective</b>                      | <b>Strategies</b> | <b>Professional Development</b> | <b>Resources</b> | <b>Timeline</b> | <b>Tasks</b> | <b>Monitoring</b> |
|---------------------------------------|-------------------|---------------------------------|------------------|-----------------|--------------|-------------------|
| 1.) Increase academic support-        |                   |                                 |                  |                 |              |                   |
| 2.) Improve instructional creativity- |                   |                                 |                  |                 |              |                   |
|                                       |                   |                                 |                  |                 |              |                   |
|                                       |                   |                                 |                  |                 |              |                   |
|                                       |                   |                                 |                  |                 |              |                   |
|                                       |                   |                                 |                  |                 |              |                   |
|                                       |                   |                                 |                  |                 |              |                   |

**Community Goal:** By \_\_\_\_\_ of 2015, 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)).

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



**Character Goal:** By \_\_\_\_\_ of 2015, 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)).

| <b>Objective</b>                   | <b>Strategies</b> | <b>Professional Development</b> | <b>Resources</b> | <b>Timeline</b> | <b>Tasks</b> | <b>Monitoring</b> |
|------------------------------------|-------------------|---------------------------------|------------------|-----------------|--------------|-------------------|
| 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:** \_\_\_\_\_

**Other Notes:**

**MDED 4C's Walk-Through Rubric**

| <b>CURRICULUM</b> | <b>Observable Evidence +/-</b> | <b>COMMUNITY</b> | <b>Observable Evidence +/-</b> |
|-------------------|--------------------------------|------------------|--------------------------------|
| <u>Strengths</u>  |                                | <u>Strengths</u> |                                |
| <u>Concerns</u>   |                                | <u>Concerns</u>  |                                |
| <b>CLIMATE</b>    | <b>Observable Evidence +/-</b> | <b>CHARACTER</b> | <b>Observable Evidence +/-</b> |
| <u>Strengths</u>  |                                | <u>Strengths</u> |                                |
| <u>Concerns</u>   |                                | <u>Concerns</u>  |                                |

Use the MDED 4Cs Walk-Through Rubric to begin collecting insights and observations around the 4Cs of Curriculum, Community, Climate, and Character. The rubric is meant to serve as a visual organizer and log. Each quadrant of the rubric represents one of the 4Cs. Within each, you have a space to fill in what you see as strengths or concerns within your school.

## **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 success. 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 focusing too much on test scores can only provide a minimal understanding of the many possible reasons for the students' levels of achievement. 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. True academic success requires more than the input of curriculum and the output of tests scores. High achievement is a worthy goal, but knowing how best to improve achievement is even better. This is the logic behind the multi-dimensional evidence 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 eight 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.