



## **Week 1 Assignment: Analyzing Campus Need and Personal Vision**

### **Overview**

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week's assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

**Rubric**

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Week 1 Assignment: Analyzing Campus Need and Personal Vision</b>				
<b>Part 1: Analyzing Campus Need</b> (ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)	Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup's performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area.  <b>(10 points)</b>	Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries.  <b>(8 points)</b>	Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization.  <b>(7 points)</b>	Does not use applicable AYP indicators to compare standards to actual campus performance.  <b>(6-0 points)</b>
<b>Part 2: Analyzing Personal Vision</b> (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)	Answers all questions and cites information from Web sites; elaborates.  <b>(10 points)</b>	Answers all questions citing information from Web sites with minimal elaboration.  <b>(8 points)</b>	Answers three questions citing information from Web sites. No elaboration.  <b>(7 points)</b>	Does not submit assignment.  <b>(0 points)</b>
<b>Part 3: Personal Vision of Leadership</b> (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)	Completes all statements and creates a one-sentence personal vision of leadership statement.  <b>(10 points)</b>	Completes five statements and creates a one-sentence personal vision of leadership statement.  <b>(8 points)</b>	Completes four or fewer statements and creates a one-sentence personal vision of leadership statement.  <b>(7 points)</b>	Does not create a one-sentence personal vision of leadership statement or assignment is not submitted.  <b>(0 points)</b>
<b>Mechanics</b>	Few errors in grammar, spelling, or punctuation.			Multiple errors in grammar, spelling or punctuation.

	(5 points)			Responses lack clarity and depth.  (0 points)
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**Part 1: Analyzing Campus Need** (ELCC 1.2 k-i., ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)

Knowledge of the Texas Education Agency's database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA's Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

**Directions**

1. Type the TEA Web address <http://www.tea.state.tx.us/ayp/2009/guide.pdf> in your Internet browser's address bar to access the *2009 AYP Adequate Yearly Progress (AYP) Guide*.
2. Print out Page 22 of the *2009 AYP Manual*, "Exhibit 1: 2009 AYP Indicators," and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

**Summary of AYP Indicators**

<p><b>Reading/English Language Arts:</b> For Reading/English Language Arts (ELA) students in Grades 3-8 and 10 should achieve minimum performance standards. In addition student groups should also meet standards that meet the minimum size requirements. These groups consist of African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient</p> <p>Participation is to be 95% of students on either the date of testing or 95% combined participation on the 2007-08 and 2008-09 testing years.</p> <p>67% students who tested that have been enrolled for the full academic year should pass the minimum standard for the 2008-09 exams. In addition there is a 10% decrease in proficiency rate or a school can show an improvement in Graduation Rate or Attendance Rate</p>
<p><b>Mathematics:</b> All students and each student group that meet minimum size requirements are to be tested. Participation is to be 95% of students on either the date of testing or 95% combined participation on the 2007-08 and 2008-09 testing years. 58% of tested students whom have been enrolled for the academic year should achieve proficiency. A 10% decrease is allowed and still meet minimum standard or the district may show an improvement on Graduation Rate or Attendance Rate.</p>
<p><b>Attendance Rate:</b> Attendance rate should be at 90% or show any improvement.</p>
<p><b>Graduation Rate:</b> Graduation rate percentage should be at 70% or show any improvement.</p>

**Directions**

- Type the TEA Web address *http://www.tea.state.tx.us/ayp/index\_multi.html* in your Internet browser’s address bar to access your campus AYP report.
- On the left, click Campus Data Tables.
- On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
- Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.  
*Note: The attendance rate and graduation rate will only have the first number: % meeting standard.*
- Compare the campus performance to the AYP indicators.

**Campus AYP Data Table**

Campus Name: Maypearl H S								
Campus AYP Status: Recognized								
Title I Improvement Requirement:								
Percent Meeting Standard/ Participation Rate								
Performance Area (most current yr.)	All Students	African American	Hispanic	White	Econ. Disadv.	Sp. Education	LEP (Measure)	LEP Students
Reading/ ELA	90%	83%	63%	95%	79%	80%	*	N/A
Mathematics	60%	<1%	38%	70%	50%	13%	*	N/A
Attendance Rate	99%	>99%	>99%	98%	>99%	>99%		*
Graduation Rate	96.9%	*	90*	98.1%	80%	93.8%		80%

### Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup's performance and areas of strength and weakness as identified by the indicators.

<p>Reading/English Language Arts:</p> <p>Overall Maypearl HS has a very high percentage of students passing the reading/ELA target. With 90% passing for overall students, with white student group achieving 95% and our lowest group being Hispanic at 63%. In all cases there was improvement from the previous year. Increasing focus for our Hispanic community and Economically Disadvantaged groups are the two areas we need to focus on.</p>
<p>Mathematics:</p> <p>While Maypearl HS has shown good numbers in reading/ELA, our Mathematics numbers are a key area that needs to be improved across the board. Our overall student population decreased in achieving the target rate from the previous year. Our hardest hit groups were Hispanic and Special Education in regards to the decline in percent who met standard from the previous year. For 2008-09 the white population group was the only group that achieved the AYP target. The entire school population needs to be offered a focus on mathematics in order to bring this number up.</p>
<p>Attendance Rate:</p> <p>Attendance rate was not calculated</p>
<p>Graduation Rate:</p> <p>Graduation rate dropped from 98.4% in 2007 to 96.9% in 2008. Our largest decrease in graduation occurred in the Economically Disadvantaged and the Hispanic groups with a change of -15% and -10%.</p>

## Part 2: Analyzing Personal Vision (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

### Directions

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:

- <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsph/le100.htm>
- <http://www.leading-learning.co.nz/creating-vision.html>
- <http://resources.sai-iowa.org/si/desiredfuture/vision.html>

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

2. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

A vision, whether for a corporation or an educational organization is a tool that allows a group of individuals to maintain a focus on their goal. For an educational vision, the vision should be focused on the students, learning, and a professional environment (Critical Issue: Building a Collective Vision). From my experience, it is also important that the vision be short enough for a young student to understand as well as members of the school board. If it is too long it can become too hard to remember and fails to provide vision.

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

Some of the steps in developing a vision for your district or campus should include listening to fellow employees (teachers, general staff, principals) in order to see what everyone feels are important. Listen to parents on what they feel is important to them and their children. And also have input from the students to get a feeling as to what is important to them.

Evaluate vision statements from other places such as schools, businesses, colleges. How do they bring across their vision to the public? In addition listen to leaders that are important to the community as well as global leaders. (School Improvement, Articulating your Personal Vision of Leadership)

From what I have seen we don’t really articulate our vision very well. Our district has a vision, and it is very long, often to a point where I don’t think anyone could tell about it, and yet we also have one that is short, “A superior learning community”. This however is limited as we are a small community and we are not always focusing on a community level.

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

I think the biggest thing I have learned is that we need to take our vision statement and have it seen, not just on school letter head, but also throughout the community.

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

If the principal does not have a personal vision of leadership, then they will be limited in leading their school. One cannot lead unless they have a vision, and part of that vision is a vision of their leadership.



**Part 3: Personal Vision of Leadership (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)**

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

Schools should teach... Knowledge based on Creativity, Critical Thinking, Communication
A good school is one that... Knows how to teach a student how to learn from what they have, as well as learn to achieve
An effective classroom is one in which... Can utilize its resources (instructor, technology, books, etc) to help reach students in a way they can understand the concepts being taught
A good principal is one who... Is willing to look at new alternatives when teaching students and have a desire to lead staff to achieve new goals
An effective school faculty is one that... Can take the vision of the principal and make it take on shape in the classroom
A quality instructional program includes... Understanding, creativeness, and multiple perspectives to allow students of all kinds to gain understanding.
Personal Vision of Leadership (one sentence): My vision of Leadership is to help students look at problems, understand the concepts, and find a solution that fits their perspective.

**E-portfolio assignment:**

**Complete “I-001 Vision and Campus Culture” Course-Embedded Internship Log 2.**

Continue to complete and post Campus-supervised reflection logs in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.