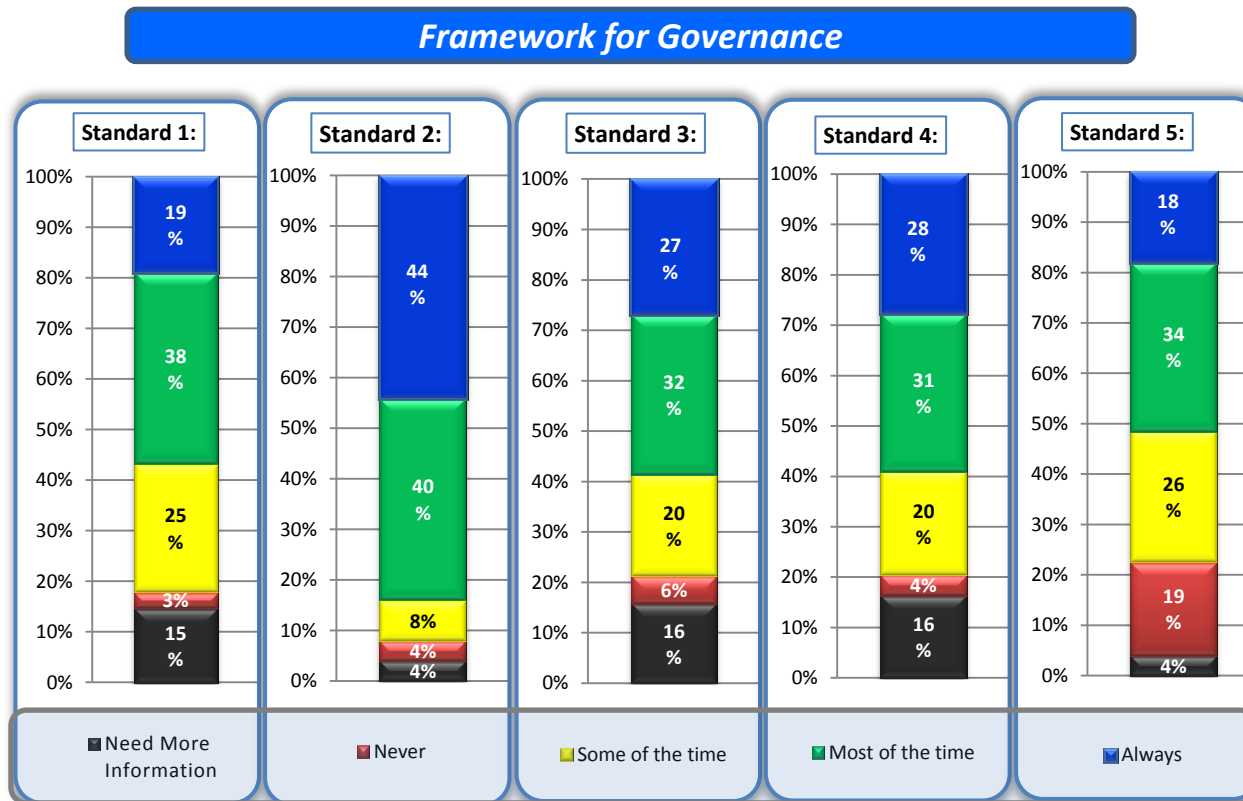


WSSDA Self Assessment Report Resource Guide

These reports are designed to stimulate discussion regarding your board's practices and actions that support your board's increased effectiveness.

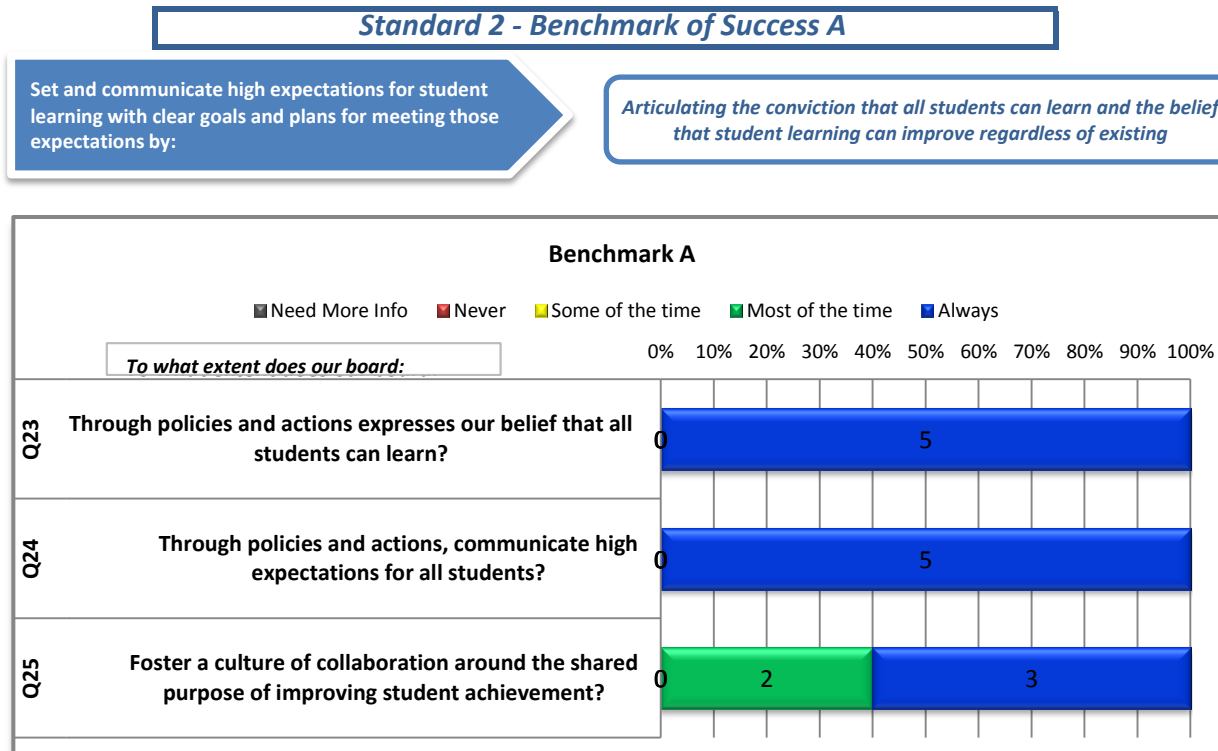
Report 1: *Framework for Governance*

The format for this report is a stacked column. The column always displays the results as percentages that equal 100%. As you can see, it is color-coded enabling you to see trends easily. This report displays the responses from all board members regarding questions specific to each standard.



Report 3: Benchmark and the aggregated responses from the board per question

The benchmark is displayed with the question and responses per question in a stacked column placed on its side. Remember, each board director holds 20% of the total vote. Before laying a great deal of weight on a 20% response, explore the rationale behind this choice.



Looking at Data

Protocol for Looking at Data

The following process is from The National School Reform Faculty and is a guide for looking at data. It is offered as a resource to support your work. You may have processes that you have implemented for analysis that work well for your board.

1. Getting Started

- Facilitator reminds the group of the norms or operating protocols that are relevant to this process.
- The facilitator gives a very brief statement of the data and avoids explaining what s/he concludes about the data.

2. Describing the Data: Standard Report

- The facilitator asks: “What do you see?”
- During this period the group gathers as much information as possible from the data
- Group members describe what they see in data, avoiding judgement about quality or interpretations. It is helpful to identify where the observation is being made-e.g., “On page one in the second column, third row”
- If judgements or interpretations do arise, the facilitator asks the person to describe the evidence on which they are based.
- It may be useful to list the group’s observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. Interpreting the data: Standard Report

- The facilitator asks: “What does the data suggest?”
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other’s interpretations, ask questions that help you better understand each other’s perspectives.
- Select a Standard to focus on and drill down to Report 2: Standards and Benchmarks

4. Standards and Benchmarks

- Repeat Steps 2 & 3

5. Benchmarks, responses per question

- Select a Benchmark for focus and drill down to Report 3: Benchmarks and responses to supporting questions
- Select a focus for goal setting

6. Implications for Goal Setting & Action Plan

- The facilitator asks: “What are the implications of this data regarding goals for improvement?”
- Based on the group’s observations and interpretations, discuss any implications the interpretations might have for goal setting and an action plan. In particular, consider the following questions:
 - What goal (s) would be appropriate in light of the data?
 - What action steps would support achieving the goal (s)
 - How do we measure our progress?
 - How much time is needed to implement the action step prior to assessing?

7. Reflecting

- What did you see in this data that was interesting or surprising?
- What about the process helped you to see and learn these things?
- What did you learn from listening to your colleagues that was interesting or surprising?
- How well did the process work?
- What could be improved?

8. Summary of Goals, Action Plan, Timeline and Measures