



**Ector County ISD  
Leadership Visioning Institute  
Evaluation Report**

**Provided By:**



**July 11, 2018**

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**Leadership Visioning Institute  
Evaluation Report**

**OVERVIEW**

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## Summary

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The Ector County ISD Leadership Visioning Institute (ECISD LVI) began in September 2015. It provides the opportunity for leaders to understand why transformation of teaching and learning in our schools is necessary; develop the knowledge and skills required to lead change at the campus or district level; develop a plan for transforming learning on campuses; build the capacity to sustain innovative transformation over time; and study the Visioning Document, *Creating a Vision for Public Education in Texas*.

N2 Learning (N2) Partner Roz Keck has designed and facilitated the ECISD LVI, which utilizes the Visioning Document as a foundation for thinking with focus on Article V: Organizational Transformation. The work has included ongoing reading, research, activities, and discussions through large and small groups, as well as connections to other educational leaders outside the district.

Cohort 1 began during the 2015-16 school year, continued Year 2 the following year, and completed Year 3 during the 2017-18 school year. Cohort 2 began in 2016-2017, and Cohort 3 began in 2017-2018. Selected principals and central office administrators in each cohort collaborated through a series of full-day meetings during the school year. Participants were asked to agree to be learners, to contribute to the learning of others, and to be highly committed to operationalizing new, innovative thinking.

Roz facilitated eight meetings in the first year for each cohort. In Years 2 and 3, the cohorts met six times, centrally and on different campuses, to observe the work of transformation in progress and offer input to the host principal. Many cohort members participated in campus visits outside the district as well. Participants continued to study organizational transformation and build the leadership knowledge and skills necessary to sustain it.

Each cohort has a Design Team made up of participants from that cohort. They meet with Roz to finalize the content and process for their work. Each Design Team has selected a book for their cohort to use as a book study each year and an expert in educational transformation to continue to build the capacity to sustain transformation over time.

In response to a request by the ECISD Board of Trustees and administration, participants were asked to reply to a survey in June 2018 to evaluate the effectiveness of the ECISD LVI for the past three years. The survey asked the participants to:

- reflect on their understanding of the needs for transformation in the schools
- reflect on the capacity for change on campuses and in the district before and after the leaders engaged in the Leadership Visioning Institute
- describe the impact of the opportunity to develop collaboratively with their peers, both inside and outside the district
- offer evidence on how their plan for transforming learning on their campus, or in their central administrative role, has made a measurable impact

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## Overall Findings

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- The need for transformation in the schools is embraced on the campuses
- A large percent of both central administration participants and campus administrators believe that campuses have a much higher capacity for change after engaging in the Leadership Visioning Institute
- A large percent of campus administrators believes the opportunity to develop collaboratively with their peers, both inside and outside the district, on the pace and effectiveness of their change efforts is critical to the success of their work
- Campus administrators feel stronger about the impact of the Leadership Visioning Institute on their efforts to transform learning on their campuses than do the central administration participants
- Networking and campus visits, inside and outside the district, have been major influencers in the growth of participants
- Participants are using the resources, research and activities used during the institute with their teams
- Leaders feel challenged to lead in new ways and teachers have been challenged to step outside their comfort zone and try new innovative ways to reach students and parents
- Participants see alignment between the Leadership Visioning Institute and other district initiatives
- Participants feel change is happening, but there is still more work to do



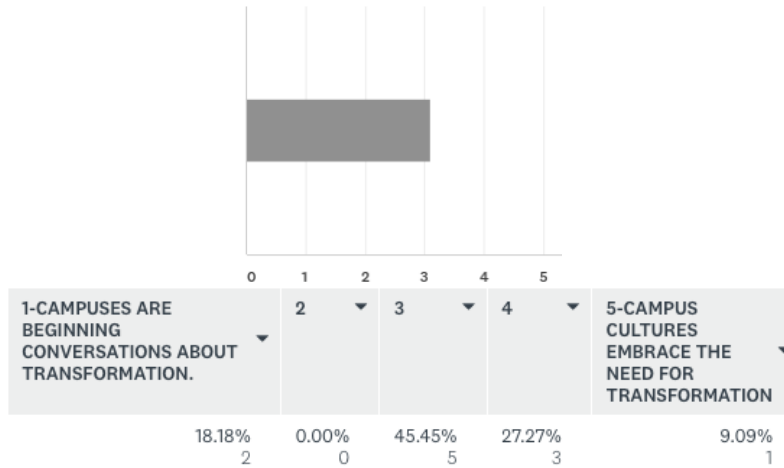
**Leadership Visioning Institute  
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**RESULTS**

## Q2. & Q5. Understanding the Needs for Transformation in Schools; Evidence in Campus Culture

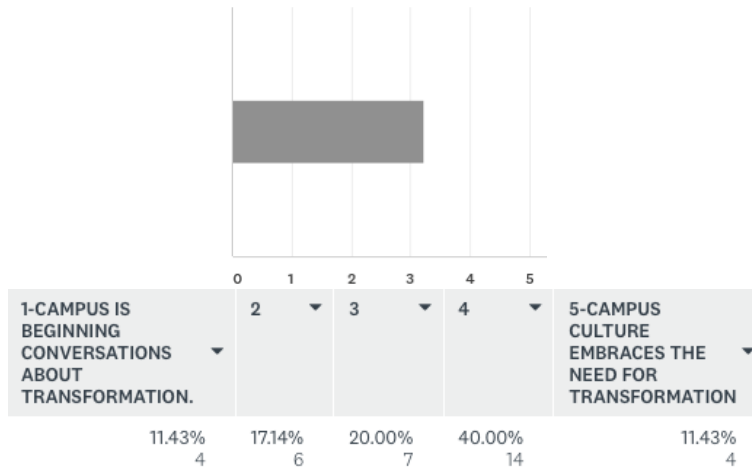
### Central Administration Respondents

Q2 Reflect on your understanding of the needs for transformation in the schools. Select a rating that best represents how much this understanding is evident in your leadership role. Provide examples/evidence in the space provided.



### Campus Administration Respondents

Q5 Reflect on your understanding of the needs for transformation in your school. Select a rating that best represents how much this understanding is evident in the campus culture. Provide examples/evidence in the space provided.



- 18% (2 responses) of central administration participants and 11% (4 responses) of campus administrators believe schools are in the beginning conversations about transformation
- 45% (5 responses) of central administration participants and 37% (13 responses) of campus administrator participants believe schools have an average understanding of the needs for transformation
- 36% (4 responses) of central administration participants and 51% (18 responses) of campus administrator participants believe campus culture embraces the need for transformation

## Summary of Comments:

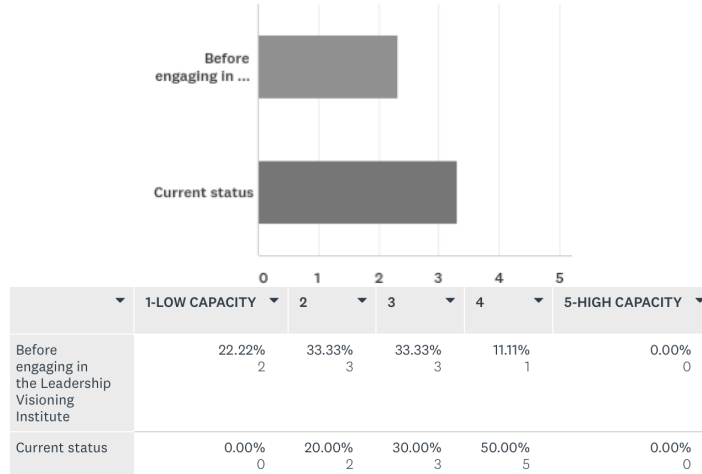
- Transformation is definitely needed, and it requires teamwork
- Visioning allows time to think and work with others, including our accountability partners, and learn from them
- Will use the knowledge I have gained from my two years in Visioning to guide conversations and activities as a new principal; what I have learned from the institute will be invaluable in my work
- Encouraged not to be afraid to try something new
- Principals are encouraged to utilize all the resources to be proactive when looking at changes
- Visioning team has been established and many of the articles, discussions and protocols have been used with the staff and team
- Teachers have offered to mentor and allowed others to come in and shadow to see best practice
- Visioning work aligns with Kagan and The Ron Clark Academy work
- Campus focus areas based on Visioning
  - new ways of reaching community and developing relationships with the school community
  - developing and designing rigorous lessons
  - student engagement
  - innovative means of planning, professional development and response to intervention
  - embracing digital media
  - student goal setting, charting their own data, and leading parent conferences
  - reflection/reflection/reflection
  - increasing the quality of relationships and collaboration
  - increasing parental involvement
  - increasing student voice and choice
  - encouraging students to form new campus clubs based on their interests
  - telling our story
- Well on our way in becoming not only a campus who has transformed practice, but in becoming a catalyst for others
- Still have steps to take and we are well on our way
- Things have come a long way in the past 3 years, but there is still a lot of work to do; still see “this is how we’ve always done it”
- Staff believes in the need for transformation, tries, but some fall back to old ways; a handful are truly on board and pushing the limits



## Q3. & Q6. Capacity for Change on Campuses Before and After Engaging in the LVI; Evidence of Change

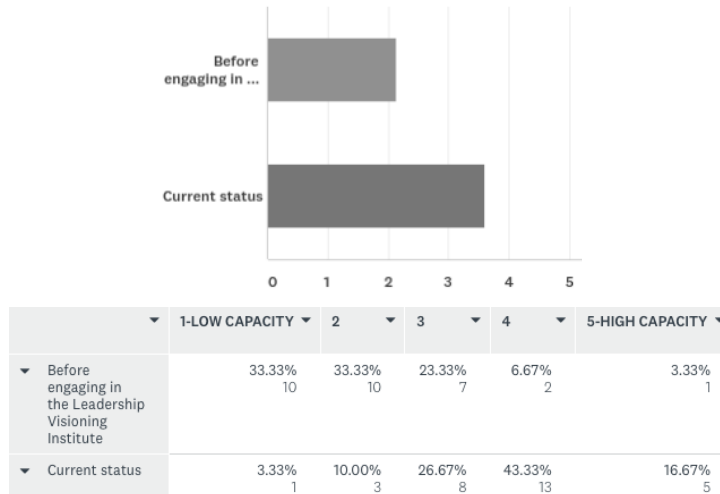
### Central Administration Respondents

Q3 Reflect on the capacity for change on campuses before and after the principal engaged in the Leadership Visioning Institute. Rate the overall campus status. Include evidence in the space provided.



### Campus Administration Respondents

Q6 Reflect on the capacity of your campus for change. Rate the overall campus status before and after engaging in the Leadership Visioning Institute. Include evidence in the space provided.



- 22% (2 responses) of central administration participants and 33% of campus administrators believe that campuses had a low capacity for change before engaging in the LVI
- 0% of central administration participants and 3% of campus administrators believe that campuses have a low capacity for change after engaging in the LVI
- 67% (6 responses) of central administration participants and 57% (17 responses) of campus administrators believe that campuses had an average capacity for change before engaging in the LVI

- 50% (5 responses) of central administration participants and 37% (11 responses) of campus administrators believe that campuses have an average capacity for change after engaging in the LVI
- 11% (1 response) of central administration participants and 1% (3 responses) of campus administrators believe that campuses had a high capacity for change before engaging in the LVI
- 50% (5 responses) of central administration participants and 60% (18 responses) of campus administrators believe campuses have a high capacity for change after engaging in the LVI

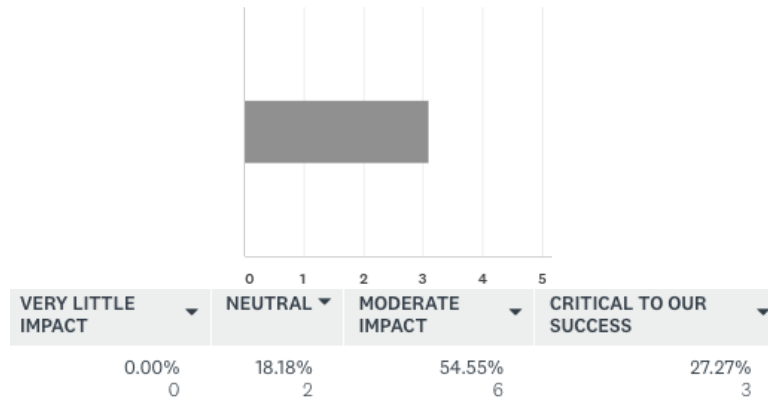
#### **Summary of Comments:**

- Hands-on activities and resources have set the stage for campus administrators and central office to think about how we do what we do and it is getting the desired results
- Participating in the activities and discussions has brought to the forefront the need for leadership and teams to think about learning in a much different way
- Networking is evident and has led to relationships that will continue to be fostered and grown as we continue this work
- Allowed campus level staff to collaborate much more effectively
- Relationships of trust have been established
- Two-way communication continues improving
- Teachers feel supported by their principal
- Strategies are being implemented and making a change on campuses
- Helped bridge the gap between campuses and central office
- Provides a level of “it’s okay to try and fail,” just re-evaluate and try another approach
- Have put together a team that is compassionate about building the bridge between the school and parents
- Since institute, campus has taken huge steps toward major transformation evidenced by staff beginning to dream and initiate the change ideas
- Telling our story moved us from a negative image of the campus to staff and community members responding to positive media and then becoming positive agents of change
- Since institute, campus is clearly defined with a purposeful goal we are all working together to accomplish
- Teachers open to new knowledge and changes, but still work to be done
- Institute has reinforced my own vision for pushing academic envelopes
- Institute helped us to understand the systemic nature of change
- Institute helped us to focus on specific goals for our campus innovation
- Teachers are now looking for more ways to get students engaged in the learning process
- Parents are more aware of what students are doing through different technology avenues
- It’s working but progress seems slow
- Cohesive visioning plan has not been developed at the campus level

## Q4. & Q7. Impact of the Opportunity to Develop Collaboratively with Peers, Both Inside and Outside the District; Pace and Effectiveness of Change Efforts

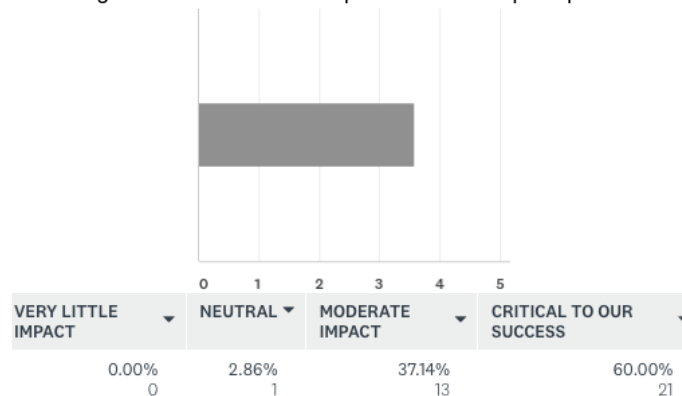
### Central Administration Respondents

Q4 Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.



### Campus Administration Respondents

Q7 Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.



- 18% (2 responses) of central administration participants and 2% (1 response) of campus administrators believes there is very little to neutral impact of the opportunity to develop collaboratively with their peers
- 55% (6 responses) of central administration participants and 37% (13 responses) believe there is a moderate amount of impact of the opportunity to develop collaboratively with their peers
- 27% (3 responses) of central administration participants and 60% (21 responses) of campus administrators believe the opportunity to develop collaboratively with their peers is critical to the success of their change efforts

### **Summary of Comments:**

- Conversations within the cohort group were instrumental in knowing there was a like vision as we began the work to impact our schools
- Networking helps remove blinders and enables leaders to see the bigger picture and/or consider things not thought of before
- Collaborating with my peers and seeing other model schools was invaluable to me
- Being able to have open and honest conversations has provided opportunities for problem solving and motivation
- Reaching out and connecting with educators and thinkers inside and outside of our district has allowed our staff and campus to be innovative and open to rapid transformation
- Allowed us to work together to grow individually and as a group
- Carved out time in our busy schedules to learn from each other as there are great things happening in our district
- Collaboration is an excellent way to obtain ideas, tweak ideas, and mold new ideas.
- Thank you for the opportunity to speak to colleagues, work together, brain storm, learn from each other, share and see that we have many of the same concerns and needs
- Every minute in this cohort has not been a wasted minute
- Had the opportunity to go out of district and see what excellence looks like other places
- We were able to see within our district many campuses that truly had learned and were doing many of the very same things we saw in other districts
- We have been pushed out of our comfort level in a great way
- Started with very broad topics, discussions became more narrow and focused, allowing us to select our focus area – collaboration made this focus possible
- We can always talk about change, but seeing new and innovative ways that change is happening makes all the difference
- Second year seemed much more rushed; seemed like we were going through the motions as opposed to implementing true change

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## **Q8. Evidence on How Respondent's Plan for Transforming Learning on Campus, or in Central Administrative Role, has Made a Measurable Impact**

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### **Summary of Comments:**

- As our first year, teachers are excited and looking forward to the challenge of helping our campus better serve our students
- Has inspired district and campus administrators to embrace change by fostering a culture of accountability, ownership, and autonomy
- Learning became more engaging for students and staff
- Technology was utilized in a way that was engaging to students
- Evidence is embedded in our willingness to try new things and innovate both in terms of technology and student engagement
- We are supportive of staff thinking outside the box and work diligently to help with ideas as they related to transformation and more innovative teaching and learning styles
- Made a difference with my teachers – they are taking risks and trying new things because we have established a risk-taking environment
- Not sure you can measure the impact of building relationships or changing culture, but yes, test scores improved
- Focusing more on student needs and planning for individual growth
- Plan in a way that best suits our campus and creates a more collaborative atmosphere
- Teaching in the classroom has changed, more student engagement and hands on learning; even office referrals for discipline have dropped
- Aligns with the work of Kagan, Lead4Ward, Capturing Kids Hearts and the Ron Clark Academy
- Has helped to give validation to our transformation efforts; things that I was planning to do with or without LVI, but LVI has helped to make those efforts more concrete
- Student performance has grown, but we still have room for more
- Renewed job satisfaction, motivation, self-confidence, creativity in the classrooms - this has been invaluable work
- Most measurable impact has been teacher retention
- Teachers are trying out of the box lessons and engaging students consistently
- Campus was honored as a state-wide 2018 School Transforming Learning
- Has challenged teachers to step outside their comfort zone and try new innovative ways to reach students and parents.
- Has impacted my vision and helped me to see how to grow my staff and the potential leaders on my campus
- Personally, this institute is not impacting my performance. Self-initiated learning, networking and collaboration have impacted the success



**Leadership Visioning Institute  
Evaluation Report**

**COMPLETE COMMENTS  
BY QUESTION**

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**Q2. Reflect on your understanding of the needs for transformation in the schools. Select a rating that best represents how much this understanding is evident in your leadership role. Provide examples/evidence in the space provided.**

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1. Working with my Accountability partners and seeing how they are changing the way they present information to staff, conduct staff development, and the expectations they have for transformation at their campuses.
2. Transformation is definitely needed in our schools. The campus culture varies from school to school and even dept. to dept. Our job in Administration-Dist. Ops. is to support the transformation needs of teachers and student...teaching and learning.
3. I understand the need for transformation in schools which requires teamwork, not functioning in silos. My role is support and service to students, parents, and school staff. I have collaborated with Alicia Press and Christie Shefchick at Buice as well as ECISD Fine Arts Department with Mark Lyon, John Gillian, LaRee Morris (PHS art teacher), Sgt. First Class Duane Cobb (OHS JROTC), Tyler Owen (Wilson & Young band director), and secondary lead art teachers. Sherry Palmer, Carver principal, and I are working together to launch parent engagement beyond Carver. On 4-4-18, our district volunteer leadership team participated in a learning walk at Carver to see best practices of parent involvement as well as organizational structure and communication methods. This collaboration is on-going. As Noel and Pease are reconfigured, I am working with Stacy Johnson and Autumn Sloan to establish strong foundation for parent and community engagement. In addition, Milam students will provide art as gifts of appreciation for volunteers and partners which will be given at the awards celebration in April 2019. Betsy Clark (Milam art teacher) and I are working together on this. Mark Lyon and John Gillian will collaborate on the awards program again. I have used some of the techniques and resources from the visioning sessions in the monthly volunteer leadership team workshops as well as continued technology training.
4. Things have come a long way in the past 3 years, and there is still a lot of work to do. I still see quite a bit of the "this is how we've always done it" mentality in our schools - it's usually disguised, but it's still there.
5. We are making strides with Professional Development in sharing the vision of transformation.
6. Because our campuses are microcosms of our community, it is key that our leaders welcome growth and change. The importance of recognizing needs and implementing change ahead of time is critical - before needs dictate how/when we change. Principals are encouraged to utilize all the resources at their disposal and to be proactive when looking at changes facing them due to city growth, district changes (rezoning), new TEA guidelines, etc. Our mantra - don't be afraid to try something new!

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**Q3. Reflect on the capacity for change on campuses before and after the principal engaged in the Leadership Visioning Institute. Rate the overall campus status. Include evidence in the space provided.**

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1. The hands-on activities expected during the Leadership Visioning Institute have set the stage for campus administrators/central office to think about how we do what we do and is it getting the desired results. Participating in the activities and discussions has brought to the forefront the need for leadership/leadership teams to think about learning in a much different way. The networking within our cohort is evident and has led to relationships that will continue to be fostered and grown and we continue this work.
2. I think it is evident that the LVI has allowed campus level staff to collaborate much more effectively.
3. Relationships of trust have been established. I have observed principals calling on each other and providing collegial feedback. Two-way communication continues improving. Parents, staff and students have expressed that school feels like family at Ireland, Buice, San Jacinto... Teachers feel supported by their principal.
4. No follow up so it is hard to determine if the impact the campuses are having is due to the Institute or other factors.
5. Strategies are being implemented and making a change on campuses. The institute has helped bridged the gap between campuses and central office.
6. To be a successful principal, one must already have a certain level of growth mindset and the willingness to take risks, to challenge the status quo. Campuses willing to change and/or implement (new) processes which have been in place for years...registration, bell schedules, advisory periods. Participating in the Leadership Visioning Institute has provided a level of "it's okay to try and fail", just re-evaluate, and try another approach. (ID badges, true grade level teaming)



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**Q4. Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.**

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1. The time spent in the Leadership Visioning Institute has emphasized the critical role the leader has in transforming learning on their campus, and in their campus community. The inclusion of the book study was significant in helping us look at leadership and learning and highlighting the need for transformational change. Conversations within the cohort group were instrumental in knowing there was a like vision as we began the work.
2. I think the LVI has been impactful in transformation by opening everyone's eyes to the fact that technology has changed the way students of today learn. We need to change as well in order to increase the number of students we are connecting with.
3. We must continue developing individually and corporately for the purpose of better serving students. Change is difficult for most people. Our culture encourages informed risk taking with students wanting to come to school and eager to do hands-on learning. Our community's awareness is heightened that it takes all of us to improve our schools. Individuals and groups have stepped up, becoming personally involved. The best solutions will be discovered by working together through our challenges.
4. It is vital that we have the opportunity to collaborate with peers if we are to make impact in our schools. Stagnation does not bread growth.
5. If utilized effectively, networking within/without district can provide needed the affirmation or collegial redirection and broaden our leaders' perspectives. Networking helps remove blinders and enables leaders to see the bigger picture and/or consider things not thought of before.

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**Q5. Reflect on your understanding of the needs for transformation in your school. Select a rating that best represents how much this understanding is evident in the campus culture. Provide examples/evidence in the space provided.**

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1. After completing first year of Leadership Visioning institute Cohort 3, our campus is looking at ways of reaching community and developing relationships with the school community outside of school.
2. Blanton has embraced the need for change to meet all of our student's needs. We are continuing to develop and design rigorous lessons for our students. Staff has supported and implemented the professional development from Kagan and The Ron Clark Academy and used the professional learning to help students achieve deeper learning and take active roles in the classroom. Teachers have also been willing to share what work's with other staff members upon returning from the professional learning. Teachers have offered to mentor and allowed others to come in and shadow to see best practice.
3. I will use the knowledge I have gained from my two years in Visioning Institute to guide conversations and activities as the new principal of my school. We will be specifically working on building collaborative relationships among all stakeholders. What I have learned from the institute will be invaluable in my work.
4. Examples include our efforts to meet the needs of students who struggle (EOC remediation) as well as students who are doing well (acceleration and community service initiatives).
5. Most teachers at our school are content with the status quo. However, this is not leading to success when it comes to higher scores in academics.
6. We well on our way in becoming not only a campus who has transformed practice, but in becoming a catalyst for others. One example: Our campus has embraced transformational practice in regards to engaging families to partner with us to ensure academic and social potential is reached. Our staff began the journey of holding Academic Parent Teacher Team Meetings in an attempt to give families voice, teach them how to engage with educators in a profitable way and encourage them to have high expectations for their own students and for ECISD schools. We truly believe communities are at the foundation of school success, but we cannot expect the foundation to be strong unless we teach them. We still have steps to take and we are well on our way: Plans for 2018-2019 include a higher quality APTT Meeting with a schedule that will be more conducive to goal setting and attainment. Our school has been a part of one statewide conference presentation as others in our state recognize our success at APTT Meetings. Additionally we have been invited to present at two additional conferences in the coming months. One of these being a conference that reaches a national audience.

7. We know what we need to do but lack of communication and a clear vision prevent true progress.
8. I believe Ector Middle School embraced a culture of transformation based on evidence in the innovative means of planning, professional development and response to intervention. 1) The campus embraced risk-taking methods of looking outside of Odessa, made connections through PLNs and implemented such. The campus implemented "drafting" intervention techniques based on a middle school connection made through Middle School Matters Institute conference. 2) The campus staff practiced distributive leadership methods based on a transformational mindset instilled by campus principal in Cohort 1, and campus AP in Cohort 2. 3) The campus used transformational thinking in studying and implementing psycho social strategies not commonly found in other middle schools in the area. The staff worked to transform students into leaders and mentors to other campus students.
9. The campus staff understands that we needed to look at our practices and modify/change our approach to classroom instruction, because what has been done in the past is not currently working. The culture of campus is to meet the student needs and support them in their style of learning by stretching ourselves in our instructional pedagogy.
10. Teachers see the need for Kagain & student engagement; teachers take training and are willing to implement it in the classroom. In addition teachers are very open to new ideas from each other and administrators, teachers willing to try new ideas and technology.
11. Our campus recognizes the need for serious efforts to transform the learning environment of the classroom. We believe there are several things that impact teaching and learning on our campus. First of all, our school's culture consists of the traditions, beliefs, policies, and practices of teachers, administrators, students and staff members. To transform our culture, we must change how teachers and students interact in teaching and learning. We know digital media is one way that we can impact how we work, play and socialize. Teachers have provided students with opportunities to utilize tools such as google expedition, Kahoot, pad-let, i-pads and laptop carts. The technology department was utilized for professional development to change the school culture for its digital conversion. Creating a transformed learning culture is a process that must involve all levels of school staff and deliberate outreach to the community so that a cultural change is achieved. Therefore, we've utilized tools for student goal setting and charting their own data. We've made this a priority at our school. Student-led conferences were held twice this year where parents were invited to hear their child talk about their academic goals and progress made. Community partnerships were continued with West Texas Educators Credit Union and Odessa College. WTEC provided a Reality Fair for our 5th graders. Odessa College provided tours of their campus, as well as the signing of letters of intent for students to attend college.
12. We transformed our entire campus to meet scholars needs. This was the first year implementation but we have been preparing for years. Visioning allowed time for metacognition and collaboration with colleagues to continue the journey.

13. Our campus understands the need for transformation and has seen, first hand, what positive transformations can do. A shift in campus personnel will be a struggle to keep the movement forward alive.
14. Culture every day in everyway---from sitting in your car before you go into the building--what do you feel? What do you see? Goals:-Data informed Instruction/Students first always(from project based learning to Inquiry--having fun-authentic to mastery) Reflect on your personal practice/campus innovation/make sure you know all of your students (all have a caring adult on campus-academically/and as a person) Evidence: as the administrator--asking crucial questions---am I seeing all I have listed above? if not what am I doing about it/how am I including my PLC's? Reflection/crucial conversations/back to our goals Reflection/Reflection/Reflection---Are we accomplishing more than ever? are students enjoying -choice/voice--
15. Our campus did very well developing this mindset and working together. The teachers recognized the needs of students and of their own. We are continuing to work on having this mindset across campus with new teachers and a new year.
16. Campus set on their way. Change has been difficult but have some go getters that will help guide us to transformation and focus on students.
17. Transformation is needed in order to meet our goals. One of the ways we have implemented this is through making a plan for student engagement. We are trying to make changes a little bit at a time so that we don't have too much going on. We have found that the staff responds better to information in small chunks and is able to implement it with fidelity.
18. In the spring semester we had a few meetings to discuss our campus focus for the 2018-2019 school year. We will be focusing on relationships and collaboration. The teachers are excited about building relationships and collaborating across grade levels. There is adequate collaboration within grade levels, but we need to increase the quality of that collaboration and expand it to collaborating with other grade levels. For staff development in March, I had every grade level present technology apps to the staff. Some were intimidated by the exercise, but by the end of the day everyone seemed to take something of value from the presentations. Third grade and fourth grade started to incorporate some of the technology and ideas into their weekly lesson plans. As teachers become more comfortable with technology, we will start to use social media platforms to share ideas and instructional strategies that work. Along with relationship building, we want to increase parental involvement and increase student voice. The campus understands our focus for next year.
19. The campus is aware of the need for transformation and has set some action in this place to facilitate this change. Some examples include promotion of student voice and choice by 1. encouraging students to form new campus clubs based on their interests, and 2. encouraging students to adopt a section of the hallway to make it their own area of responsibility & creativity.
20. A campus Visioning team has been established and many of the articles, discussions, and protocols have been used with the staff and team.

21. Understanding of student centered thinking modeling the concept of communication and transparency proactive approaches to restorative practices Leading by example servitude leadership school community collaboration innovative but practical methodologies to attach learning to student experiences while connecting to real world problems student buy-in student input classroom redesign collaborative classroom structures
22. Our campus has been in the process since it's opening. My principal was in Cohort 1 and began the transformation right away. Our campus is a 21st century school and teachers came in knowing the expectations for innovation, so they embraced our goals and vision.
23. Teachers have embraced telling our story. Using different methods of communication with students and parents . Looking for innovative ways to change the learning process for students .
24. With the leadership changes on my campus, change and need for change in campus culture was rarely discussed. The campus was more focused on policy and procedure changes.
25. While I believe staff realizes the need for transformation and maybe even believe they are making the shift, many try and then quickly fall back to the old ways of doing things. A hand full are truly on board and pushing the limits but others only talk the talk. Each year we get a few more on board, or maybe run a few more off!

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**Q6. Reflect on the capacity of your campus for change. Rate the overall campus status before and after engaging in the Leadership Visioning Institute. Include evidence in the space provided.**

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1. We have a put together a team that is compassionate about building the bridge between the school and parents and working together to improve student environment and success.
2. Blanton is still making changes but for full impementation to take place the changes must be in place for at least five years before they become the culture and beliefs of the campus.
3. I now serve in the Principal role and believe that I will be able to make a transformational change based on my time spent in Visioning Institute.
4. N/A (MARKED A RESPONSE ONLY BECAUSE IT WAS REQUIRED- BASED ON PREVIOUS CAMPUS)because this was my first year at the campus. At my previous campus, the level of engagement increased other factors were likely to also have contributed to this increase in engagement such as "Turnaround" initiatives.
5. We need to present staff with various reasons to implement change in order for that change to be embraced.
6. Change is inherent in the very nature of the population our campus serves,. Staff has always expected change and embraced it somewhat from year to year. Since the Visioning Institute, our campus has taken some huge steps toward major transformation as documented in the previous question. The proof of change capacity is when the staff begins to dream and initiate the change ideas! That is beginning to happen!
7. Change in leadership created a pause in progress in transformation. New leader has a rather large learning curve and lacks experience.
8. Staff began to be invited to "Tell Our Story" through uncommonly used media: twitter, Facebook, Group Me. The staff and students shared a preconceived, negative idea of what the "story" was based on community perception. Through modeling to the staff and students of how to "tell our story", staff and community members began to respond to positive media and then became positive agents of change to better tell our story of the successes seen daily on the campus.
9. The campus was very student centered prior to the leadership visioning program, however I think it is now clearly defined and with a purposeful goal we are all working together to accomplish. The campus is very team oriented in our work with students, but also become closer in our team work. The campus
10. New school, teachers were able to make learning engaging for students, and were very open to new knowledge and changes that have been made to the school, still work to be done, but attitudes and beliefs are changing. Very proud of the teachers and students for their willingness to try new ideas.
11. The majority of our students are making a year's growth on I-Station Reading.

12. Leadership Visioning Institute has reinforced my own vision for pushing academic envelopes. In saying this, we began to see a shift in teacher coordinated cross-curricular activities. It was exciting to see the growth and connections in both the students' and the teachers' eyes.
13. Now I can truly say it was a 2--but truly believed it was at a 4 -as the learning and unpacking of learning in the Institute happened and lots of discussion with others in the group--it was evident what I thought was great---truly lacked in understanding the lack of capacity for change. The institute helped us to understand the systemic nature of change. Get out of your silos-- We discussed change agents--It starts with me and I have to build capacity within my teams--this takes time. We have built capacity by working with skill sets/resources/worked on formal systems and procedures/worked on organizational culture--from how we greet each other, answering the phone and being ok--and knowing the difference of collegial/congenial conversations/reflect/analyze and make the necessary changes to continue to build capacity.
14. Our campus is aware of the change needed. They have seen first hand what changing our mindset has done for our students and our campus. Our staff is determined to continue with our success and want to continue to grow our students.
15. We have a few staff members that struggle with change. The majority of our staff understand that change is needed in some areas to help our kids succeed. We need to increase collaboration, student engagement, and student reflection time. We need to increase our capacity and comfort level with technology. We had a tech camp in the spring where every grade level shared ideas and technology apps. Our teachers are slowly building capacity and increasing their comfort level with technology. We have google chrome books for 3rd, 4th, and 5th. With 20 chrome books per classroom, we are very close to being 1:1 in those grade levels. The campus knows that our goal is to increase collaboration, student engagement, and student reflection time through the help of technology, not just to increase technology use.
16. With the campus principal and two of the assistant principals having participated in VI, there is now a knowledge of and plan for campus transformation.
17. This process is a growth mind-set based on individual beliefs; however, I believe teachers are understanding how important culture is but until downtown knows how to model cultural expectations we will have those who are politically connected that will always have the upper hand. Politics controls the climate in this district and major school stakeholders live by the sword then the district will continue what they have always done and get the same results even though the may provide all the cultural aesthetics to attempt to attain different results.
18. The visioning institute helped us to focus on specific goals for our campus innovation.
19. Teachers and staff were stuck in the old way of doing things such as lesson delivery and learner centered activities. Now teachers are looking for more ways to get students engaged in the learning process. Parents are more aware of what their students are doing through different technology avenues that teachers are using to communicate such as Twitter, Class Dojo, Seesaw. Remind.

20. With three administrators involved in the visioning institute, the areas of interest from these three individuals was never discussed at the campus level to develop a cohesive campus visioning plan.
21. Again, in a few staff members the capacity is high, but others are still dragging their feet. I don't believe they are dragging their feet in resistance, they want to, but don't seem to be able to move away from the old ways of doing things. We've focused on the go getters, and tried to pull a few more along each year. It's working, but progress seems slow if you focus on those lagging behind, so we choose to focus on those moving forward and truly transforming instruction.



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**Q7. Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.**

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1. ECISD has amazing leadership throughout the district with people who are experts and knowledgeable in certain areas. It is great to use their strengths to enhance our campuses and student learning.
2. I do feel having the opportunity to collaborate with others is the only way to improve. By Roz pushing us to Tweet, it has opened so many possibilities of professional learning.
3. The time I spent collaborating with my peers and seeing other model schools was invaluable to me. Listening to others and having them share ideas with me will serve me well in my new role.
4. I believe visiting the other campuses has had a significant impact. In addition, being able to have open and honest conversations has provided opportunities for problem solving and motivation.
5. Interaction and collaboration with other administrators is critical to our success. Both our AP and I can bring back things that we learn from others. This helps to know what to do and not to do in some cases. It can also create bonds with other schools. We are stronger together.
6. The change gaining momentum at our campus has occurred with encouragement from peers. Peers, however, collaboration from peers has not been a driving force. Our campus would be doing this work with or without peer encouragement as it is the right thing to do.
7. Information shared and the learning opportunity is a reminder of why we got into education to begin with. Has great potential for all of the great possibilities of we can break the constant cycle of doing what we have always done. Second year seemed much more rushed, most district personnel quit attending, made it seem like we were going through the motions as opposed to implementing true change.
8. Reaching out and connecting with educators and thinkers inside and outside of our district has allowed our staff and campus to be innovative and open to rapid transformation. Connecting with personnel not normally in our peer group at the district level has allowed those not normally at the campus on a daily basis, to absorb campus needs and campus perspective. Those bonds allowed for mutual respect and understanding that we are all one big system with many intermingled parts and systems which depend on each other. Having connected with persons outside of our district has allowed us to taste from other wells of knowledge and experiment with exploring other problem solving techniques outside of our cut and paste answers. This excel in knowledge has allowed us to skip past years of experiment and allowed us to capture successful alternatives to curriculum planning and instruction, and diverse aspects of education.

9. We do not usually have the time to collaborate with each other in depth, this time has allowed us to work together to grow individually and as a group. This ensured that we carved out time in our busy schedules to learn from each other, as there are great things happening in our district.
10. To see how others are implementing student engagement in their school, helps me to see how we can change it in ours. It is also impactful to see great ideas from other schools and districts and bring them back.
11. Collaboration among our peers is critical. Changing our district and schools must become a mindset and regular way of making decisions to maximize effectiveness. As leaders we must actively invest in the opinions of others, understanding that we do not have all the answers ourselves.
12. Collaboration is an excellent way to obtain ideas, tweak ideas, and mold new ideas. Collaboration brings with it sounding board opportunities.
13. I cannot thank you enough for this opportunity. We do not get many chances to speak to colleagues, work together, brain storm, learn from each other, share and see that we have many of the same concerns/needs etc.... we do feel like a lone island--as time is so precious--and every minute in this cohort has not been a wasted minute---- We have had the opportunity to go out of district and see what excellence looks like and hear from the campus staff directly on how they got started and reached the point they are in. They made it clear it was hard work and it all started with the leader(we could clearly see what we were challenged to learn was what they went through--validating the process and teaching us to be patient in the new learning). We were able to speak directly to Principals, staff, students and making many connections. We can continue to ask questions as we persevere through our own challenges in the process. Rozz is an awesome facilitator--never telling us how to do the work but guiding us asking the right questions and making all the work fit each of our situations. Pushing us just enough to stay true to the course/goals we have set for transformation/building capacity. One of the biggest eye openers as we grew in the process and all able to implement and share--we were able to see within our district many campuses that truly had learned and were doing many of the very same things we saw in other districts. They opened their buildings and themselves to scrutiny and willing to be transparent which makes us more open to do the same. I cannot tell you how much this experience has helped me grow and continue to grow. I can tell you that getting to know each and everyone of my staff and being the example of continued professional growth to meet our goals as a team is very powerful. I have also gained much confidence in dealing with many issues quickly/efficiently and in a manner to keep us focused in our work. I would have never made the personal connections and be a part of the world out there as I do now. We have been pushed out of our comfort level in a great way---thank you again---
14. Our teachers understand the importance of coming together for a common goal. They understood how it takes our whole campus as a whole to make our vision reality.

15. This allows us to learn from each other and try different things that may work for our campus. We develop friendships and are able to communicate and share with each other.
16. Meeting with other leaders and seeing their campuses was the best part of the Institute for me. There are so many great things going on in our district alone and we never go out and see that. The times that I visited campuses I was able to immediately bring that back and share it with the staff. We did not implement all the great things we saw but we definitely implemented some that we thought would be relevant for our campus.
17. This is my first year with the visioning institute. At first, we started with very broad ideas. Every month the discussions became more narrow and focused. By the end, we each had a focus area for our campus. The collaboration made this focus possible. I will continue to collaborate with my peers, both inside and outside the district, as we continue our change efforts for next year.
18. It allows us to see what is working and not at other campuses. It provides us with a different support system.
19. Seeing different campuses within ECISD has given me a wealth of ideas to steal. In addition, the development of my PLC has connected me with tweets, blogs, and podcasts of educational leaders all over the country. Next year Bonham will begin to pull more parent and community involvement onto the campus. One idea I got from a leader within my PLN was to recruit dads to do beautification projects around campus.
20. It has been great collaborating with members of central office and administrators at different levels. Roz leads the group perfectly and encourages us to focus on the mission. It has provided a central concept, transformation, that has been beneficial to relating it back to campus change.
21. transparency, transparency, transparency! Lead with your heart, sell the people that work for kids. Expand your thinking in the district and out of the district. Take the best idea's and mold them into your campus vision and/or mission.
22. It was helpful to get ideas and feedback from peers. I really enjoyed the campus visits. It was great to see others implementing their transformation and the impact on each campus.
23. Being able to collaborate with my peers has given me new ideas, a different perspective , a chance to see how other campuses are impacting their students , as well as the opportunity to ask questions .
24. At the campus level, there was zero opportunity. At the district level, there was significant opportunity as other campus administrators embraced the visioning project and the goals.
25. Going to other districts and even campuses within the district has been extremely beneficial. We can always talk about change, but seeing new and innovative ways that changes is happening makes all the difference.

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**Q8. In the space provided offer evidence on how your plan for transforming learning on your campus, or in your central administrative role, has made a measurable impact.**

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1. This was first year in visioning institute, so the plan was developed in the second semester as we gained knowledge about the process. Teachers are excited and looking forward to the challenge of helping our campus better serve our students and community as a whole.
2. When given the opportunity to be the education leader at Blanton the school was in improvement required. For the last three years we have made progress and grown toward the culture of doing what is best for each individual student. This year accountability is not set with definite guide lines yet but Blanton is making double digit gains in many of the tested areas especially in reading and math..
3. Growth and change are inevitable in 21st century learning. Leadership Visioning Institute has inspired district and campus administrators to embrace change by fostering a culture of accountability, ownership, and autonomy. While I feel that we are in the beginning stages of transforming the district culture, the ownership and autonomy given to the campuses and departments has allowed more collaboration and room to be creative while still being held accountable. It provides leaders with the opportunities to find new solutions to old problems. At the middle school for example, traditional scheduling was forgone to address the needs of 6th grade students. By implementing this, the campus showed double digit gains in math for 6th grade students.
4. As leaders, we have at our fingertips tools that are so impactful and must be shared with staff who impact our learners. There are so many, I must revisit and look at how Flipgrid, SeeSaw, etc. can be utilized in my central office position.
5. Learning became more engaging for students and staff. Technology was utilized in a way that was engaging to students and professional development was made more hands-on and appropriate for staff.
6. I believe the evidence of how "transforming learning" has benefited my campuses is embedded in our willingness to try new things and innovate both in terms of technology and student engagement.
7. I know that the culture of our campus is strong. When teachers feel supported and important, they want to come to work. Now, we just have to ramp up our teacher skills in order to create better learners and raise academic success.
8. Parents have become part of the goal setting mechanism for our campus. Goals set are on an individual student level and on a campus level.
9. We are supportive of staff thinking outside of the box and work diligently to help with ideas as they relate to transformation and more innovative teaching and learning styles...

10. After the learning walk at Carver in April, volunteer leaders expressed how helpful it was to see how parents are engaged. They would like for their school to offer the same opportunities to be included in professional development alongside teachers. A few volunteers leaders scheduled meetings at other schools to share ideas and collaborate. Several volunteered for special events at other schools. Camaraderie is growing. I started using GroupMe as another communication tool with the volunteer leadership team. They are using it to ask questions and share ideas with each other.
11. The work we have done has inspired collaborative efforts on campus. We want to provide teachers more opportunity to be a part of the teaching and learning with colleagues. We will be utilizing campus "experts" more often and encouraging them to step outside the comfort zone and help change our school culture to a more inclusive learning culture.
12. The Visioning Institute has made a difference with my teachers - they are taking risks and trying new things because we have established a risk taking environment
13. Not sure you can measure the impact of building relationships or changing culture , but yes, test scores improved.
14. Media presence for our stakeholder has grown from a few viewers to thousands. STAAR scores indicated innovation outside the norm of our district.
15. We have seen changes in the direction and alignment of our campus goals. We are focusing more on student needs and planning for individual growth more than the needs of the teacher. We are also planning in a way that best suits our campus and creates a more collaborative atmosphere.
16. At the campus level, we have seen a big impact on student success in terms of academic progress being made per year through IStation, Benchmarks, STAAR, etc.
17. 2 years straight the school has show improvement in grade level cohorts. Teaching that you see in the classroom has changed, you see more student engagement and hands on-learning. Office Referrals for discipline have dropped 2 years straight.
18. Ongoing learning based on research based strategies, but most importantly accountability. Personally, this institute is not impacting my performance. Self initiated learning, networking and collaboration have impacted the success.
19. We continue to grow teachers in the GROWTH MINDSET. I would say 75% of our teachers are on boards and believe in our student's and teachers. KAGAN and Capturing Kids Hearts training have made a positive impact on our campus.
20. The language and conversation our scholars began having were extraordinary. Parents are often coaxing their children to hurry to leave school as their children want to show them things they have created and learned.
21. The leadership visioning institute has helped to hone and give validation to transformation efforts. My department has done many things to help improve our image within the community. These are things that I was planning to do with or without LVI, but LVI has helped to make these efforts more concrete.

22. We have seen growth in student performance. However, we still have room for more.
23. Renewed job satisfaction, motivation and self confidence sharing of practice greater creativity in the classroom/meetings greater understanding of learning drawn from theories of motivation, engagement and learning Access to high quality resources, websites, technology, professional development improved achievement for our students greater engagement with learning improved behavior greater relationships with staff and other students more active participation in the learning process opportunities to experience learning in new contexts A networked learning community of staff across schools re-energized and motivated staff staff has a greater emphasis and commitment to their own learning including my teachers---all staff working on student leadership as an integral part of our work This has been invaluable work---
24. We have strengthened student/teacher/mentor relationships. We were beginning to the process of maintaining the positive relationships and building on teacher collaboration and coordination for cross-curricular lessons
25. We worked with students and teachers. We put assistance in place where it was needed with both teachers and students. We made students aware of the specific areas of need were after reviewing and analyzing data. The students made huge gains and our test scores reflected this as such.
26. My plan is to create a campus that engages students in their learning not just academically but also social and emotional part of it.
27. This is my first year, so our plan from the visioning institute will start next year. Our campus wide use of the Formative Loop has had an impact on our math scores. This daily program helps us fill in gaps and increases student numeracy.
28. Teachers are using technology and Kagan/Lead4Ward more and this is evident through walkthroughs. We would like to continue to provide ongoing PD in these areas. We are also starting to push engagement through technology with monthly technology PLCs.
29. Need for more use of technology in the classroom.
30. With a campus committee we will set goals for the transformation. We will meet on a regular basis to monitor and adjust these goals.
31. Collaborate, innovate, model, lead by example, be empathetic
32. Leaders should not view failure as a final outcome, but another perspective with resulting input to help try again and/or experience a serendipitous outcome. We fail and we succeed together. My role is to be a sounding board and, for now, a guide. Principals need to know it's okay to try and fail...but to never try, this is unacceptable.
33. The most measurable impact so far has been in teacher retention. Unfortunately we had many teachers leave this year due to retirement or moving away from the area; however, there were only 2 teachers who transferred to other campuses, a reduction from the previous few years. I believe this is a direct result of intentional efforts to build positive relationships on campus.

34. The campus Visioning team is focused of redesigning the learning environment and innovative learning. We are in implementation year one. We will establish a new mission and vision for our campus. (Alamo :)
35. As a campus, we have embraced Technology and we are seeking to utilize all aspects of the digital era to transform our students learning opportunities. We are continuing to expose our students to rigorous learning standards that prepare them for the future and post-graduation opportunities. We have created additional time for instructional teams to discuss, create, and disaggregate common assessments in order to make data driven instructional decisions.
36. We met accountability.
37. Our transformation has made an impact on teachers and students. Teachers are trying out of the box lessons, and engaging students consistently. Our campus was honored as a school transforming learning for 2018.
38. hhh
39. It has challenged teachers to step outside their comfort zone and try new ,innovative ways to reach students and parents. We focus on all students and their learning experience.
40. N/A
41. It has impacted my vision and helped me to see how to grow my staff and the potential leaders on my campus. It has also given me resources that have been shared with staff to help them see things from a different perspective.
42. Moving out of IR is a huge measure. Our preliminary scores this year show another good year of growth.
43. There have been improvements in the campus culture and a variety of assessment data in our school.



**Leadership Visioning Institute  
Evaluation Report**

**EVALUATION COPY**



Introduction

**Q1.**

The ECISD Board has requested an assessment of the impact of the Leadership Visioning Institute on campus improvement efforts. Each of the three cohorts established objectives to guide the work. Generally, these objectives focus on understanding the need for transformation, planning and implementation, and leadership development. Please respond to the following items..

\* Select your cohort.

Cohort 1-Campus Administration

Cohort 1-Central Administration

Cohort 2-Campus Administration

Cohort 2-Central Administration

Cohort 3-Campus Administration

Cohort 3-Central Administration



***\*Respondents directed to:***

- Q5.
- Q6.
- Q7.
- Q8.



***\*Respondents directed to:***

- Q2.
- Q3.
- Q4.
- Q8.

Central Administration

The following items relate to the impact of the Leadership Visioning Institute on participants from central administration.

**Q2.\*** Reflect on your understanding of the needs for transformation in the schools. Select a rating that best represents how much this understanding is evident in your leadership role. Provide examples/evidence in the space provided.

1-Campuses are beginning conversations about transformation.

2

3

4

5-Campus cultures embrace the need for transformation

Examples/Evidence

**Q3.\*** Reflect on the capacity for change on campuses before and after the principal engaged in the Leadership Visioning Institute. Rate the overall campus status. Include evidence in the space provided.

	1-Low capacity	2	3	4	5-High capacity
Before engaging in the Leadership Visioning Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence

**Q4.\*** Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.

Very little impact

Neutral

Moderate impact

Critical to our success

Explain

Campus Administration

The following items relate to the impact of the Leadership Visioning Institute on participants from campus administration.

**Q5.\*** Reflect on your understanding of the needs for transformation in your school. Select a rating that best represents how much this understanding is evident in the campus culture. Provide examples/evidence in the space provided.

1-Campus is beginning conversations about transformation.

2

3

4

5-Campus culture embraces the need for transformation

Examples/Evidence

**Q6.\*** Reflect on the capacity of your campus for change. Rate the overall campus status before and after engaging in the Leadership Visioning Institute. Include evidence in the space provided.

	1-Low capacity	2	3	4	5-High capacity
Before engaging in the Leadership Visioning Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence

**Q7.\*** Which statement best describes the impact of the opportunity to develop collaboratively with your peers, both inside and outside the district, on the pace and effectiveness of your change efforts? Provide an explanation in the space provided.

Very little impact

Neutral

Moderate impact

Critical to our success



Explain

Leadership Visioning Institute Impact

**Q8.\*** In the space provided offer evidence on how your plan for transforming learning on your campus, or in your central administrative role, has made a measurable impact.