

Case Study

Union Endicott Central School District

Perhaps the greatest challenge for a comprehensive district education planning (CDEP) team is to identify where a district's limited resources can have maximum impact on student performance. And with so many stakeholders, reaching agreement seems nearly impossible. Or is it?

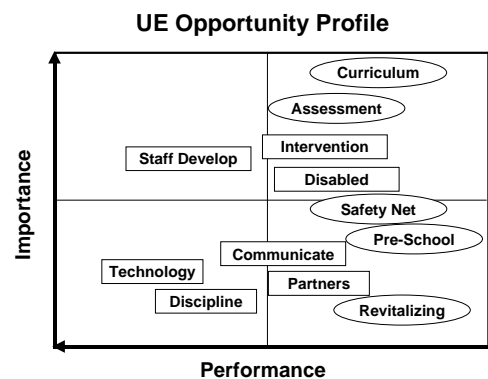
Discovering leverage

At Union Endicott Central School (UE), Superintendent Dennis Sweeney believes "we now have a comprehensive plan with high-level agreement on key priorities. This is exactly what we sought in the CDEP process." UE reached this strong agreement using a gap analysis technique called "strategic profiling". Strategic profiling allows a CDEP team to find the key "leverage points" in the system where change can lead to lasting improvement in student performance.

CoNexus[®]

After agreeing to five-year strategies for improving student performance, the UE team used CoNexus[®] radio response keypads to vote on

- The relative importance of each strategy to great success.
- Current district performance on each strategy.



CoNexus[®] immediately displayed vote results in the "opportunity profile" above. Behind each key word is a richly written strategy. The four strategies in the upper right hand quadrant were voted very important (on the vertical axis) and under performing (on the horizontal axis.)

After discussing the profile, the team unanimously agreed that UE must focus on these four very important and under performing priorities:

- *Curriculum*: Align the K-12 curriculum with the New York State standards and assessments.
- *Assessment*: Create local K-12 benchmarks to measure student performance annually.
- *Intervention*: Design intervention systems at multiple points for at-risk students.

- Disabled: Improve performance of students with disabilities.

These four priorities are now the focus of UE's budgeting, staff and curriculum development, and communications. "I am very satisfied with our results," Dr. Sweeney said.