

# Vision 2020 Survey

New Jersey Association of School Administrators  
September 04 – 30, 2013



# Overview

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The NJASA Vision 2020 Survey provided an opportunity for education leaders throughout New Jersey to share their view of the future of education in the state.

Survey topics included:

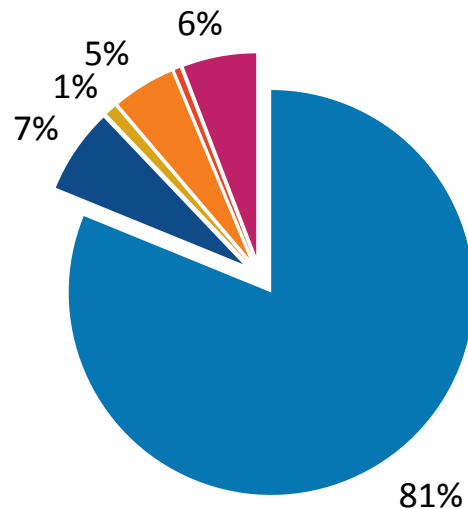
- Relevance of NJASA 2007 Vision Factors
- Relative Importance of NJASA Visioning Committee Transformation Categories
  - Classroom
  - Standards
  - Culture
  - Environment
- Student Skills and Knowledge for 2020
- Defining and Measuring Education Quality

# Participation

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8 out of 10 respondents identified themselves as a superintendent.

Role of Respondents (N=223)



■ Superintendent (N=181)

■ Assistant or Associate Superintendent (N=15)

■ Business Administrator (N=2)

■ Director (N=11)

■ Coordinator (N=1)

■ Other (N=13)

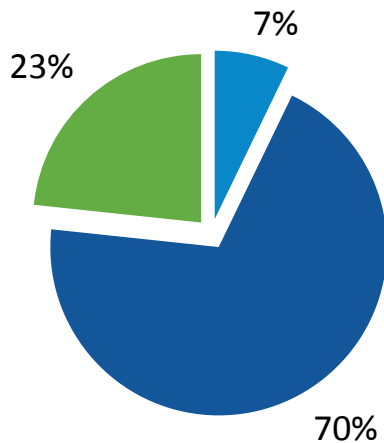
Other: Retired Superintendents (4), Chief School Administrators (2), Principal, District Supervisor, etc.

# Respondent Demographics

Most respondents represented suburban school districts.

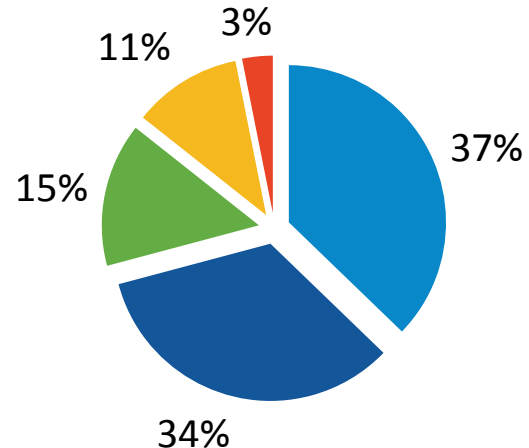
71% of respondents were from districts with 3,000 students or less.

How would you describe your school district?



- Urban (N=16)
- Suburban (N=155)
- Rural (N=52)

How many students are enrolled in your district?



- Less than 1,000
- 1,001 to 3,000
- 3,001 to 5,000
- 5,001 to 10,000
- More than 10,000

# County

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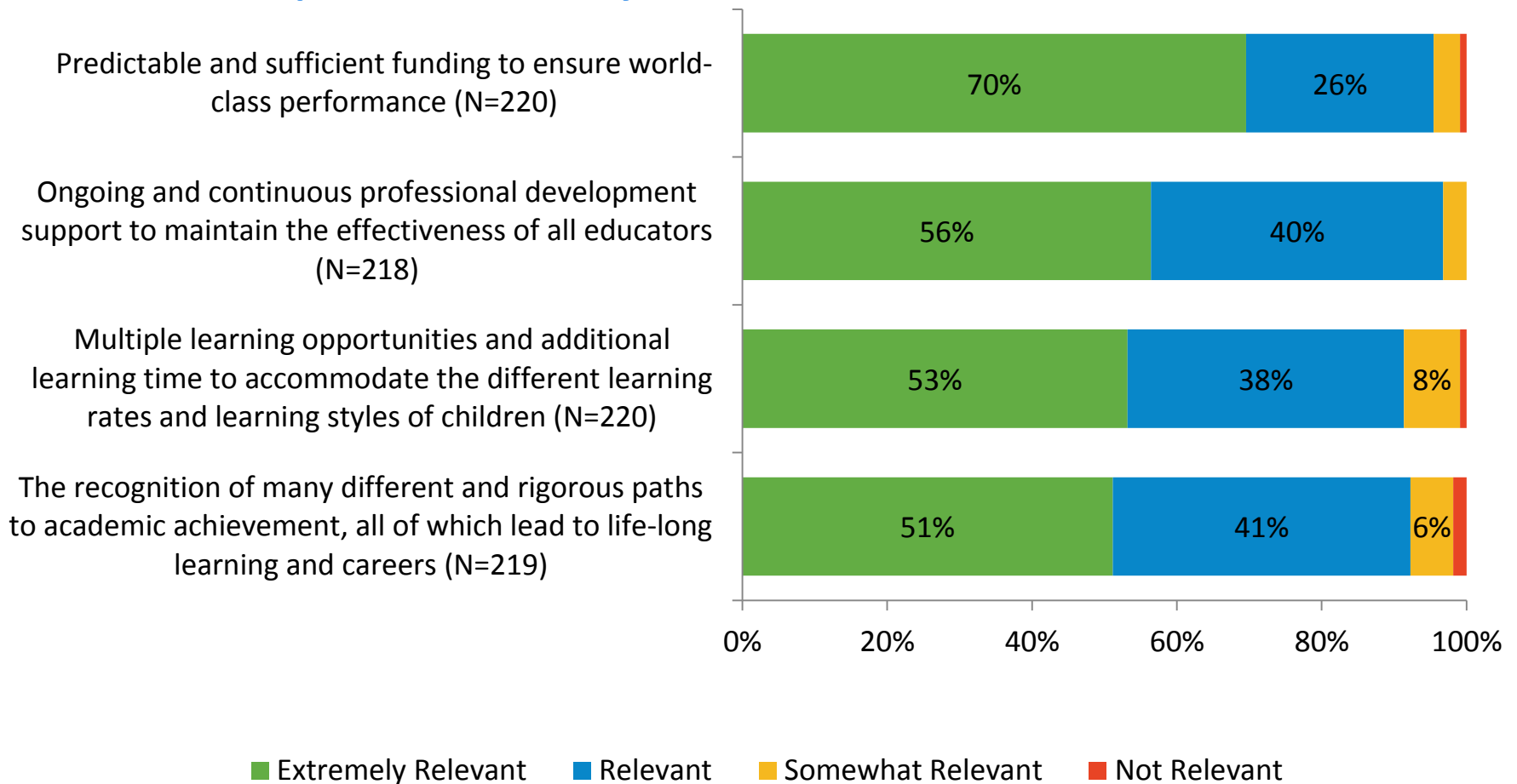
Each New Jersey county was represented in the survey results.

County	Count (N)
Atlantic County	22
Bergen County	25
Burlington County	23
Camden County	10
Cape May County	7
Cumberland County	3
Essex County	10
Gloucester County	12
Hudson County	3
Hunterdon County	13
Mercer County	3

County	Count (N)
Middlesex County	14
Monmouth County	11
Morris County	12
Ocean County	12
Passaic County	7
Salem County	7
Somerset County	6
Sussex County	7
Union County	7
Warren County	9

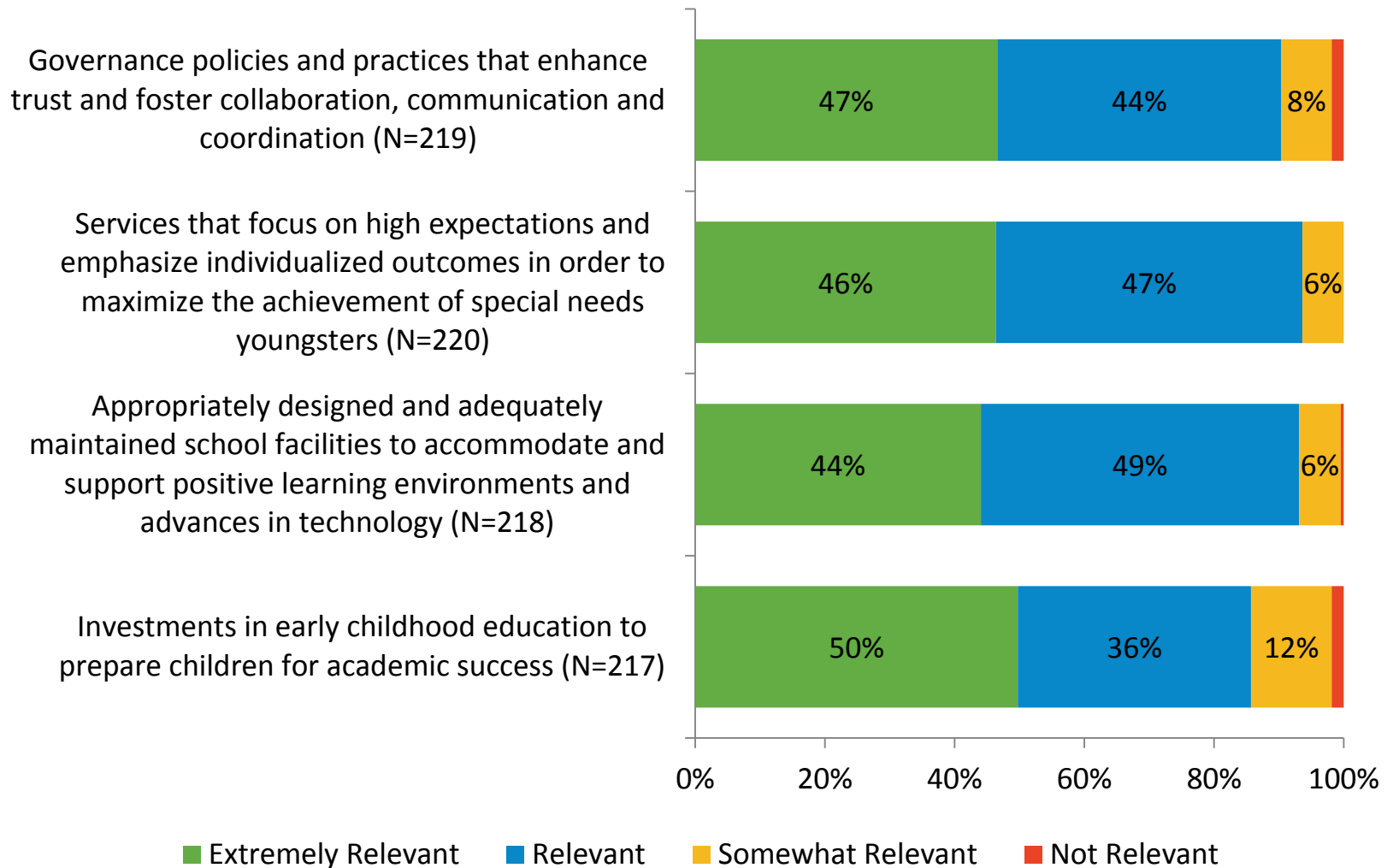
# Building on NJASA 2007 Vision

Range of NJASA 2007 Vision factor's relevance is a high of 96% to a low of 86% for combined responses of Extremely Relevant and Relevant



Note: Data labels less than 5% not shown

# Building on NJASA 2007 Vision (Continued)



Note: Data labels less than 5% not shown

# Other Factors to Consider for Vision 2020

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## Themes from Verbatim Responses (N=56)

**Equity** – Strive to ensure educational experiences and opportunities are available and accessible for students across classrooms, schools and districts; recognize and incorporate 21<sup>st</sup> century skills into curricula, instruction and assessments; work to provide greater access to psychological, emotional and mental health service.

**Innovation** – Recognize alternative education delivery methods – both online and in person; develop a funding stream to maintain, upgrade and/or replace facilities, technology and infrastructure.

**Sustainability** – Advocate for professional development and compensation to ensure quality teachers and leaders are recruited and retained.

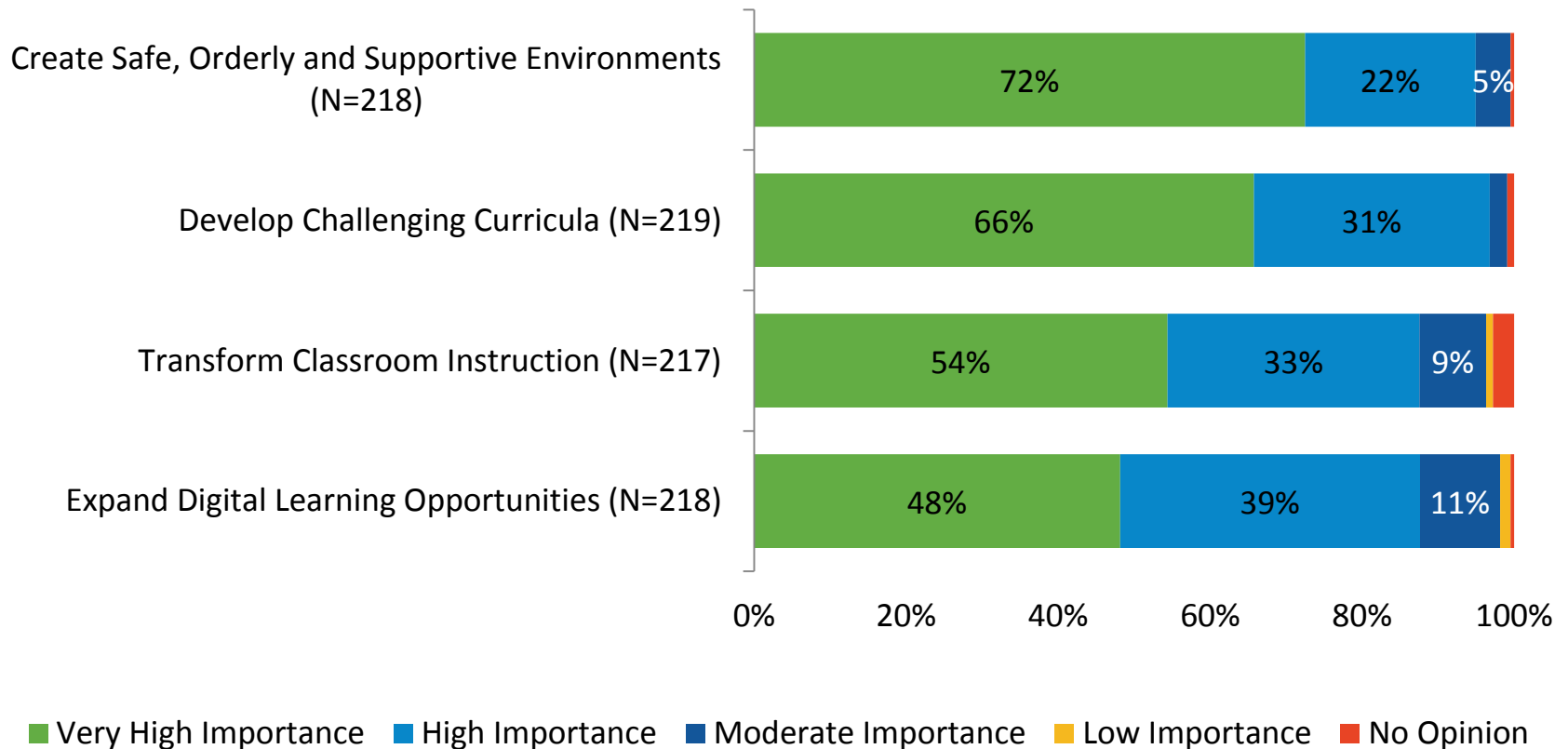
**Partnerships and Collaboration** – Partner with post-secondary institutions and professional associations; work with NJEA, Boards of Education, State Department of Education and legislature; work to align local, state and federal accountability requirements.

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# Visioning Committee: Classroom

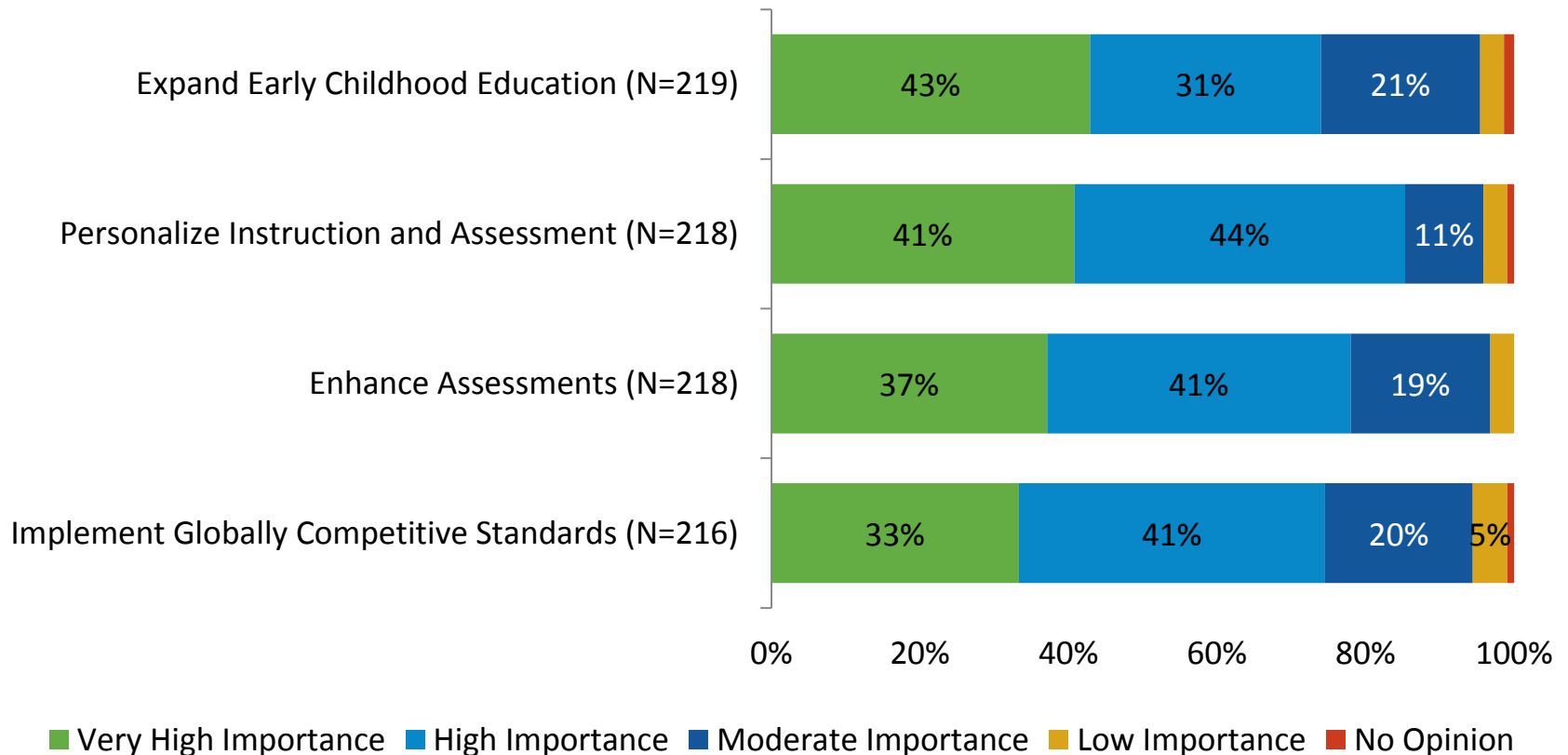
Creating a safe, orderly and supportive environment (72%) and developing challenging curricula (66%) received the most responses of Very High Importance to provide students with the experience needed for future success.



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# Visioning Committee: Classroom (Continued)

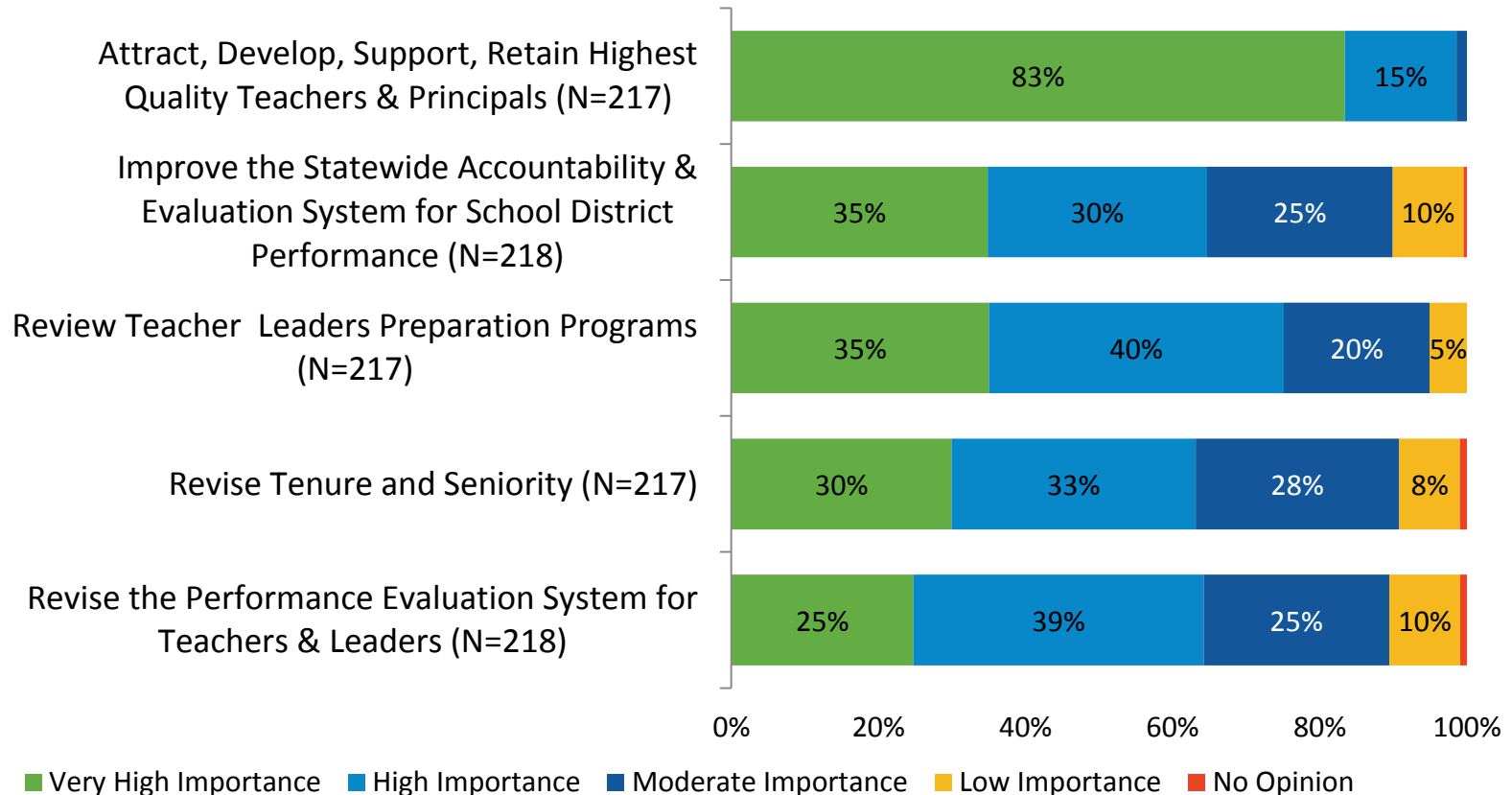
Enhance Assessments (37%) and Implement Globally Competitive Standards (33%) received the fewest responses of Very High Importance.



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# Visioning Committee: Standards

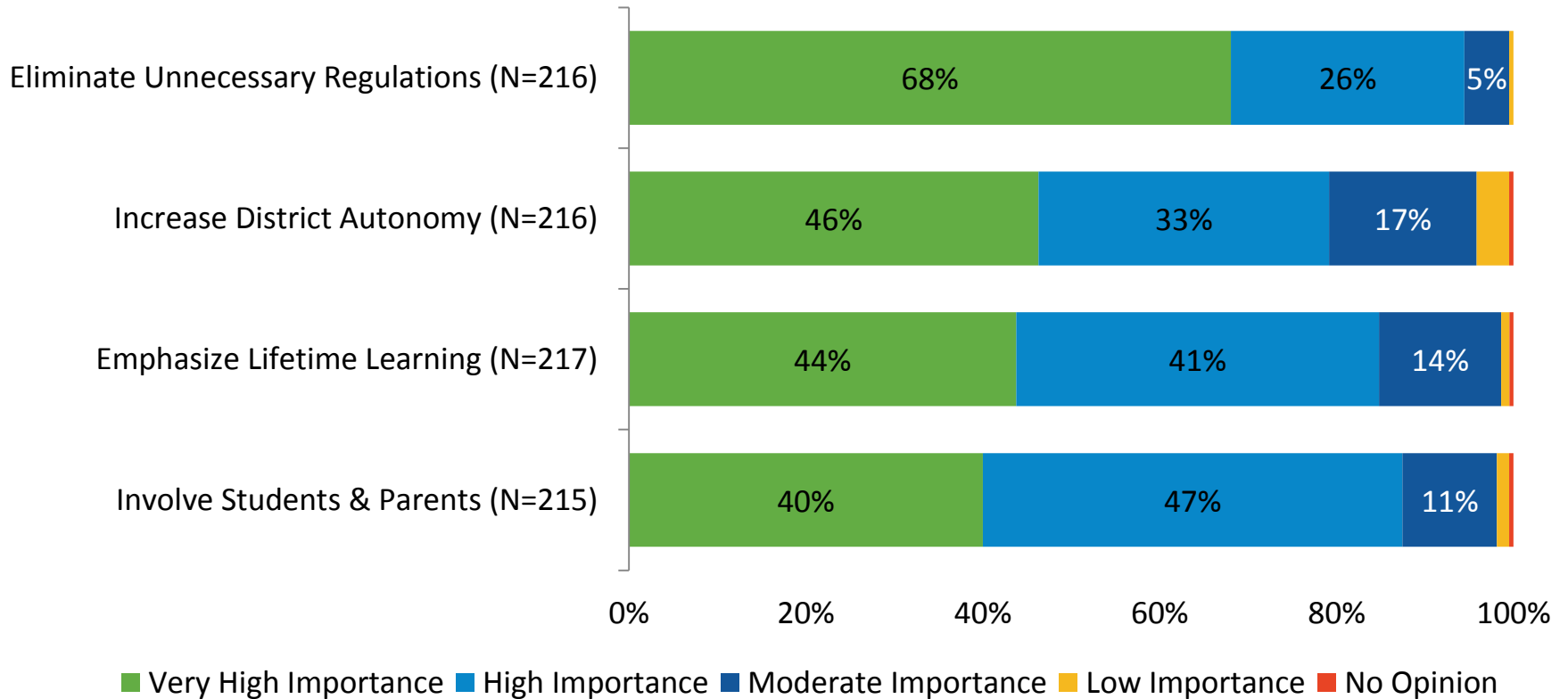
More than 8 of 10 participants responded “...Quality Teachers & Principals” as having Very High Importance to provide students with the experience needed for future success.



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# Visioning Committee: Culture

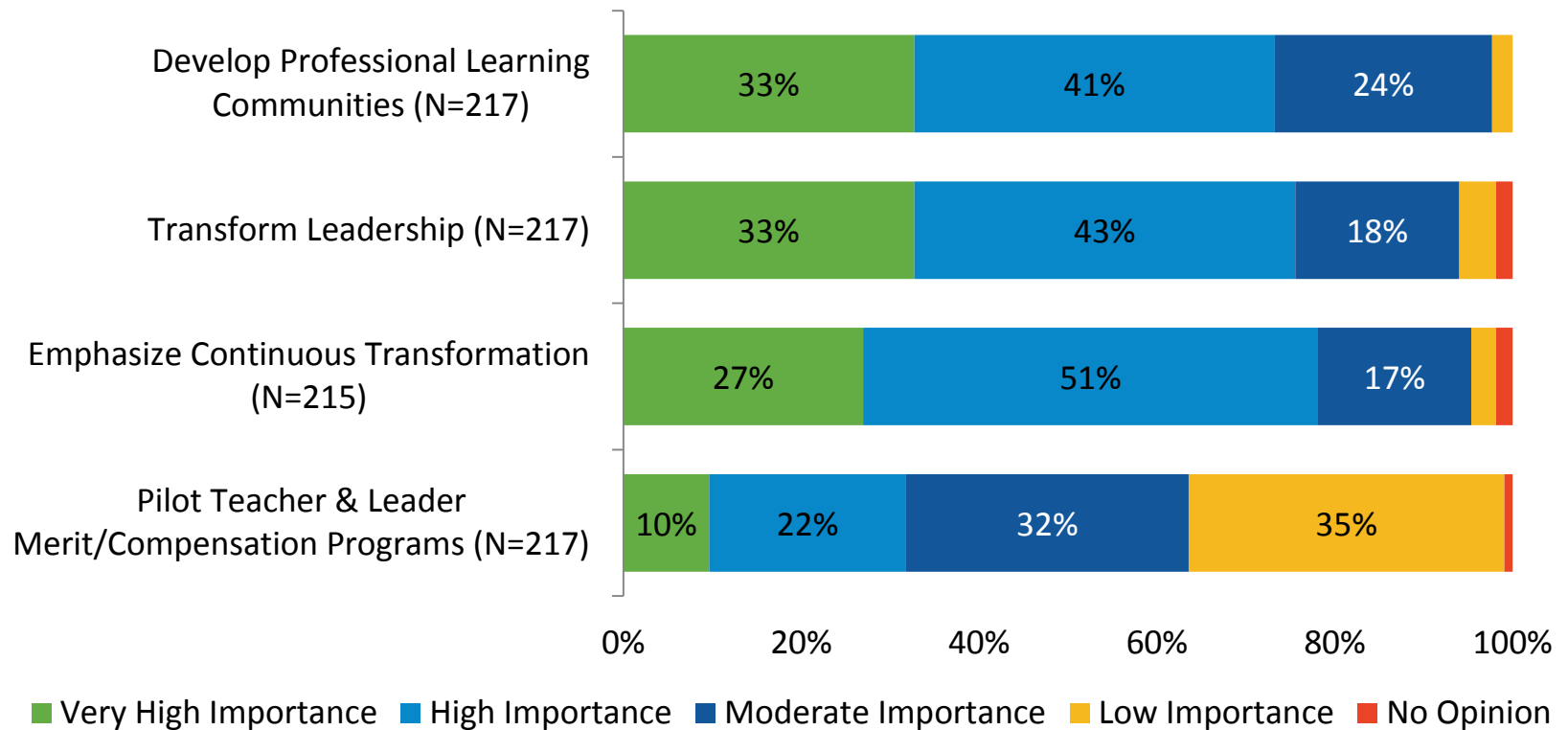
Respondents identified increased district autonomy (46%) and eliminating unnecessary regulations (68%) as the most important district culture components to provide students with the experience needed for future success.



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# Visioning Committee: Culture (Continued)

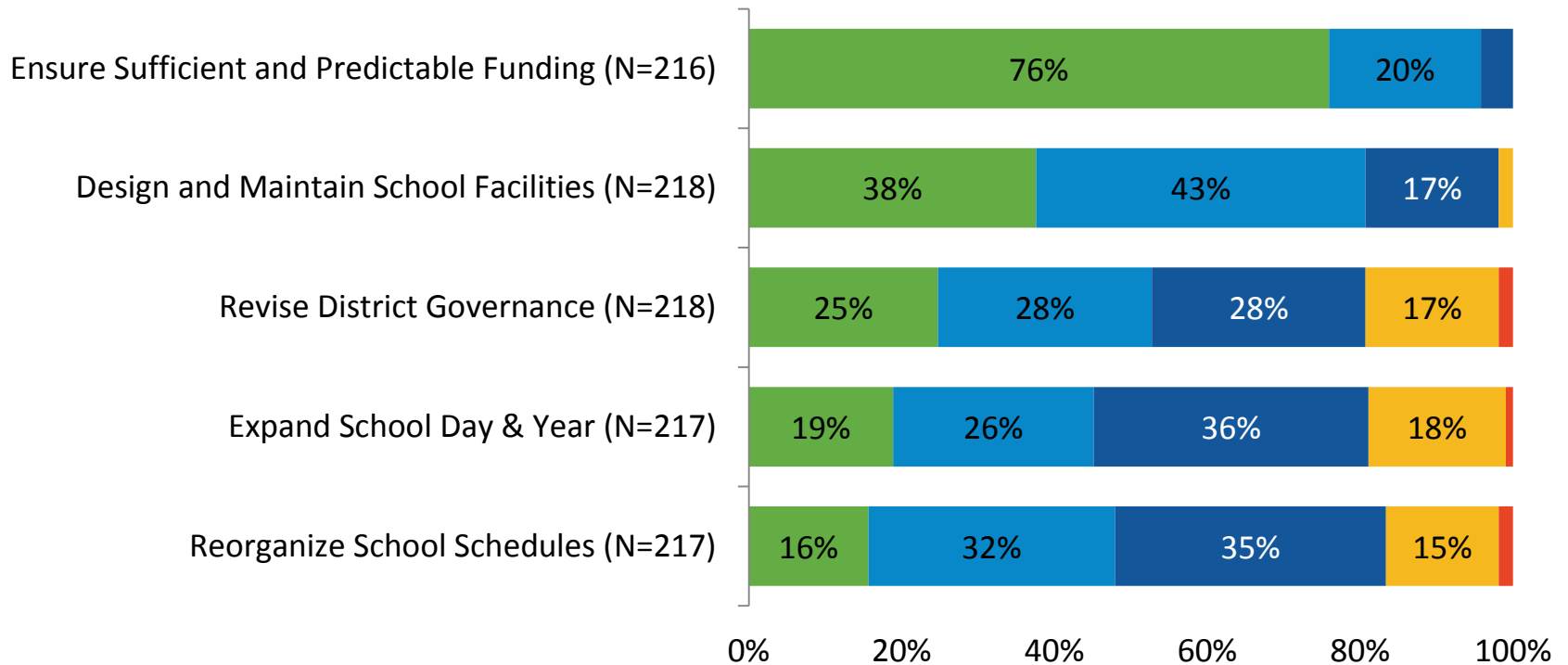
Piloting Teacher & Leader Merit/Compensation Programs received the largest number of Low Importance (35%) responses.



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# Visioning Committee: Environment

Almost 8 out of 10 respondents indicated Ensure Sufficient and Predictable Funding as having Very High Importance to provide students with the experience needed for future success.

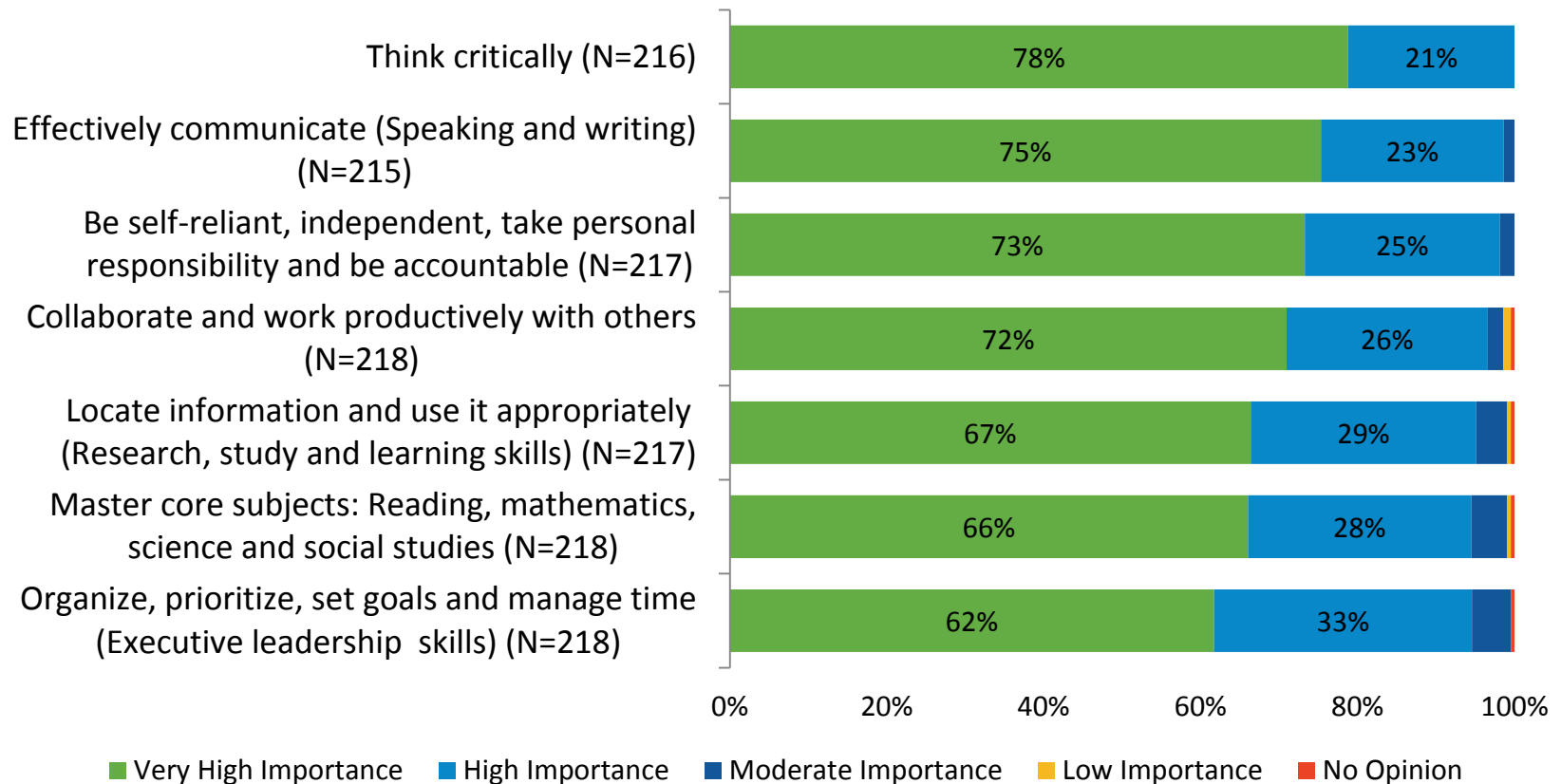


■ Very High Importance ■ High Importance ■ Moderate Importance ■ Low Importance ■ No Opinion

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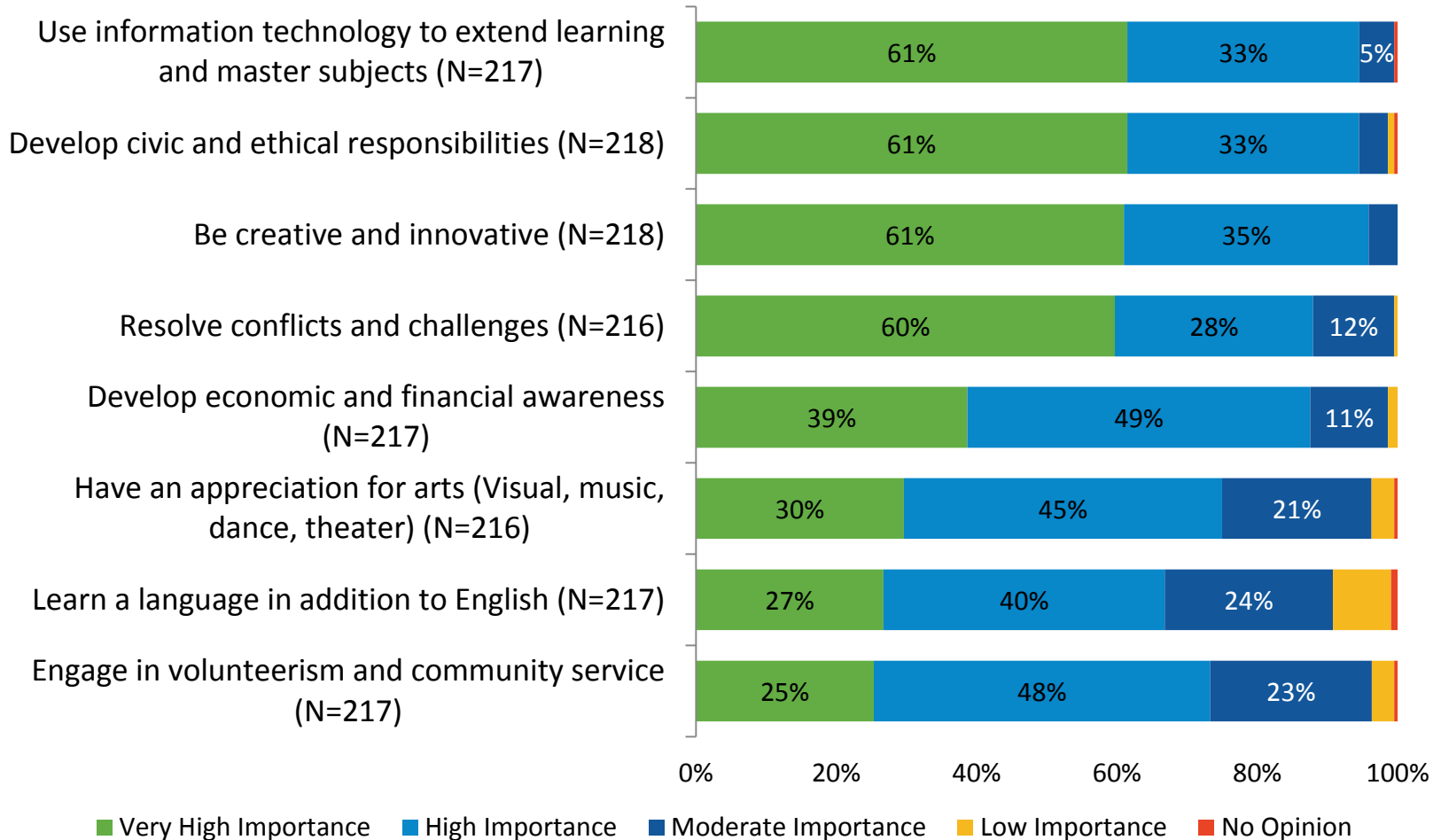
# Skills and Ability

Think critically (78%), Effectively communicate (75%), Self-reliant and accountable (73%) and Collaborate and work productively with others (72%) were the top four categories of Very High Importance responses.



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# Skills and Ability (Continued)

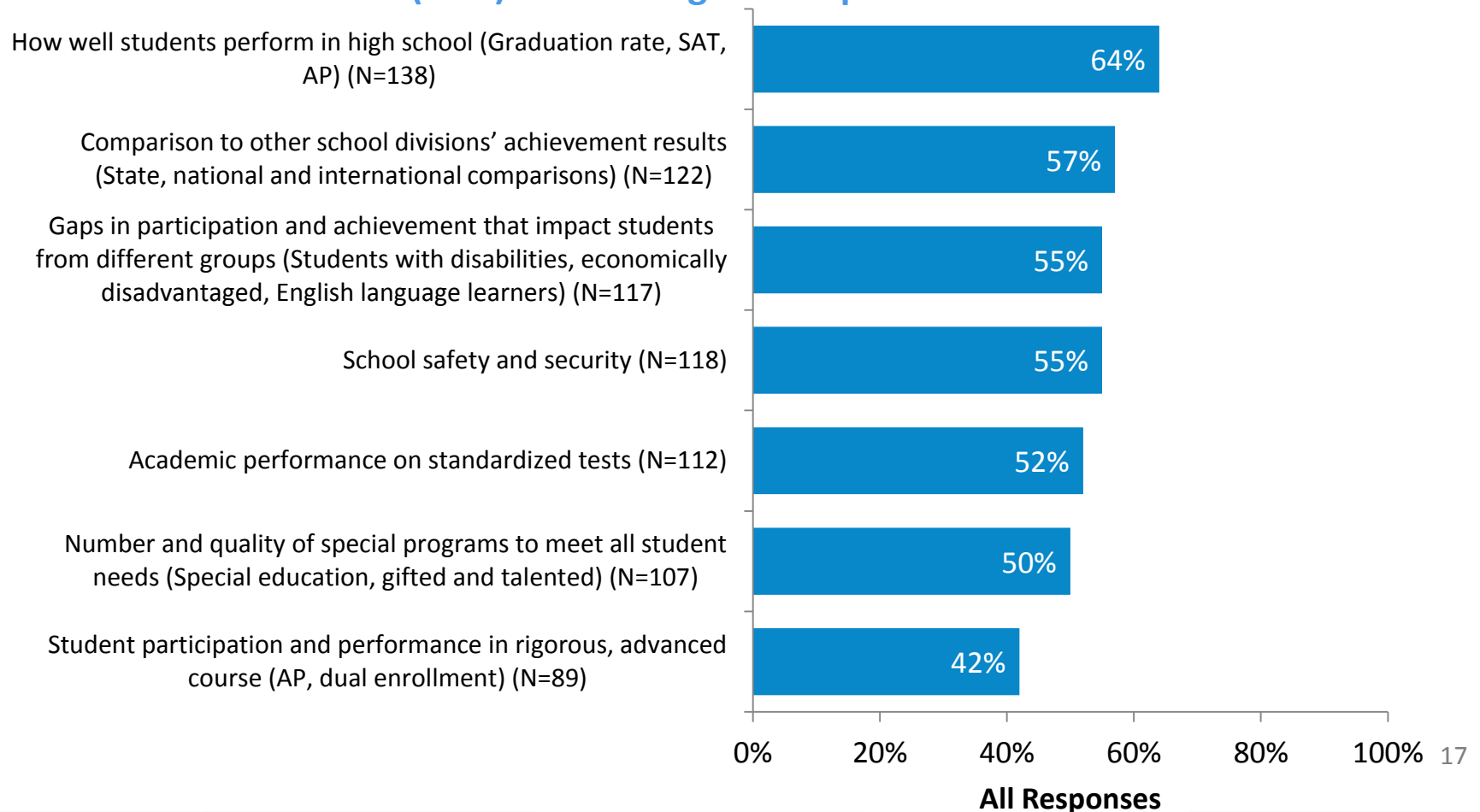


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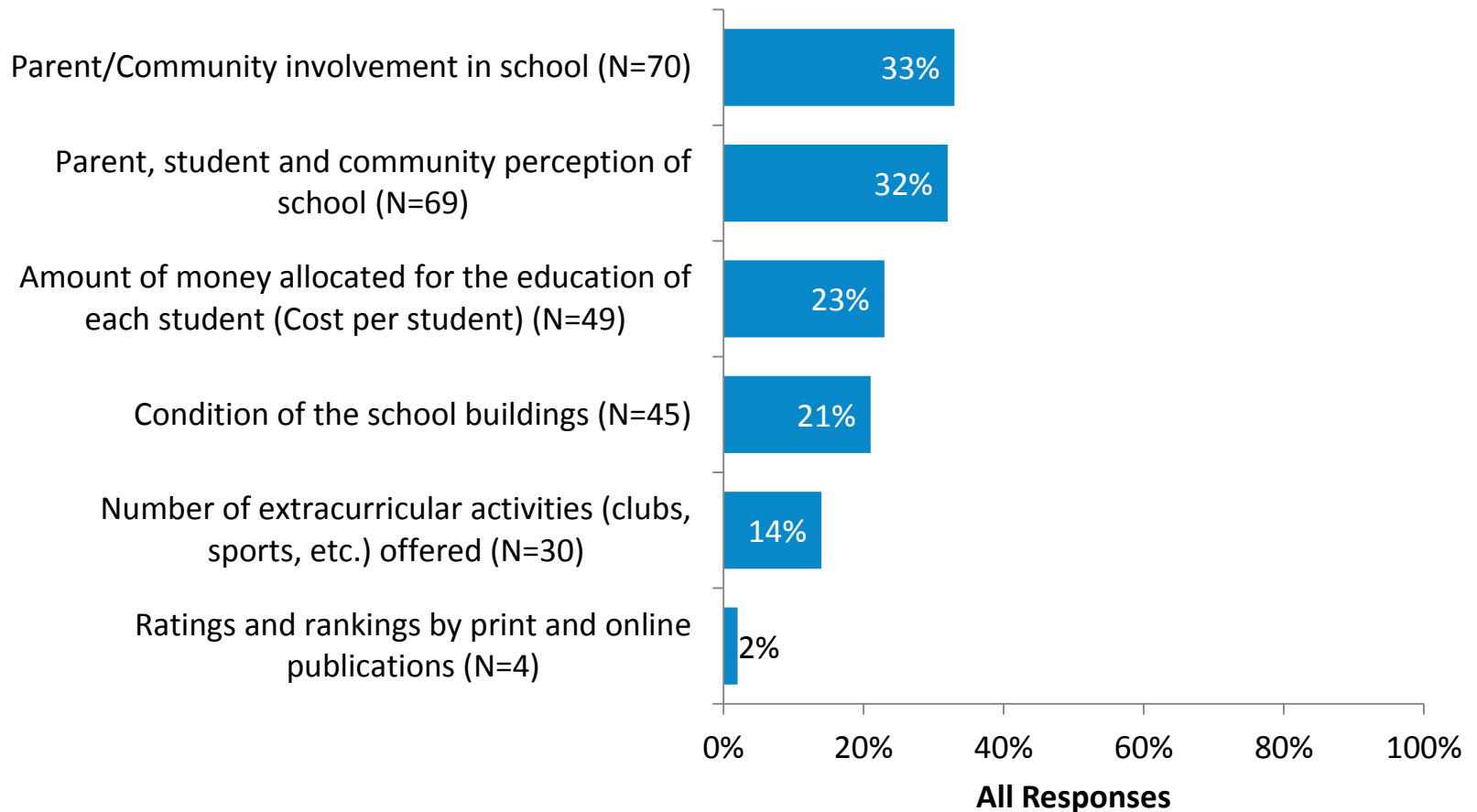
# Quality of Public Education Measures (Highest)

Respondents identified several key factors to include when measuring the quality of public education. Graduation rate, SAT, AP (64%) and comparison with other school divisions' results (57%) had the highest response.



# Quality of Public Education Measures (Lowest)

Number of extracurricular activities (14%) and Ratings and rankings by print and online publications (2%) had the lowest responses.



# Measures of Education Quality

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## Suggestions from Verbatim Responses (N=55)

- Balance quantitative measures with qualitative measures such as parent, student and teacher perception data
- Incorporate portfolio evidence for students and teachers
- Suggest using change-over-time measures such as Student Growth Percentiles for both students and student subgroups as well as school-level success
- Consider broadening definition of engagement and involvement of parents, staff, students within school and school involvement within the community
- Use Malcolm Baldrige National Quality Award principles and benchmarks to measure and judge quality

# Offered Vision Statements for NJ Public Schools

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## A Few Samples from Verbatim Responses (N=39)

. . . NJ Public Schools provide every student with a curriculum that meets their social, emotional, physical, and academic needs; challenges them to discover their talents and explore learning opportunities with confidence; and ultimately prepare them for higher education and or career.

“NJ Public Schools prepare students for lifelong learning, career readiness, and social responsibility.”

“Public Schools in New Jersey through the use of nationally recognized quality measurement techniques will show growth in all categories on a yearly basis.”

# Suggestions to Develop Vision for 2020

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## Suggestions from Verbatim Responses (N=38)

- Vision 2020 should stress the need to provide for ALL children
- Need to have a marketing plan and public relations strategy to get the message out to the public
- NJASA resources to be more proactive with legislative matters and more interaction with members to survey “topical concerns”
- Greater emphasis on improving quality instruction through staff development and professional learning communities and less on teacher evaluation
- Lobby to eliminate salary cap, revise or eliminate QSAC process and educate legislators about the realities of educational organizations — schools and districts

# Next Steps

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- Share survey results and findings with the NJASA Visioning Committee
- Present the survey results and findings at the NJASA/NJSBA Conference
- NJASA leadership to collaborate with the Visioning Committee to incorporate findings into Vision 2020

K12 *Insight* is a technology and communications firm that helps school district leadership better engage in conversations with parents, teachers, staff, students and the general public on critical district issues.

K12 *Insight*'s approach results in greater transparency and collaborative decision-making.

Watch our [Candid Conversations video](#), at <http://bit.ly/12m6z4x>, to learn more about how we work.