

**District Improvement Monitoring Report**  
**Board of Education**  
**June 16, 2009**

**Purpose of the District Improvement Monitoring Team:**

The District Improvement Monitoring Team is the oversight and accountability group that was put in place as part of both the UHS and UMS District Restructuring Plans. The Team's task is to create a program evaluation plan for school and district improvement plans, and make recommendations regarding program evaluation, including which programs and activities should be evaluated, and how to create an efficient method to use data to analyze, monitor, and evaluate educational programs. The District Monitoring Team met six times during the course of the 2008-2009 school year.

**Membership of the District Improvement Monitoring Team:**

The District Improvement Monitoring Team is made up the following individuals:

Preston Williams, Superintendent  
Don Owen, Assistant Superintendent for C&I  
Susan Baker-Ory, Assistant Superintendent for Special Services  
Gayle Jeffries, Assistant Superintendent for HR  
Laura Taylor, HS Principal  
Nancy Clinton, MS Principal  
Jennifer Ivory-Tatum, King Principal  
Julia Johnson, Director of the Center for the Study of Education in Small Urban Communities  
Lizanne Destefano, Director of I-STEM Education Initiative, Professor of Educational Psychology  
Erika Uskali, ROE Consultant

**General Recommendations:**

As part of the process of reviewing district and school improvement initiatives, the District Monitoring Team recommends the following actions.

1. Invest in a data system that allows for multiple users to have quick access to student data. This data warehouse/data dashboard would facilitate program evaluation and provide teacher, principals, and district administrators a daily snapshot of student progress. The district is exploring options for such a data system and would most likely use ARRA Stimulus funds as the funding mechanism.
2. Provide training, education, and professional development about sound program evaluation practices. This can be done using staff meeting and professional development time. It can also be facilitated by providing common tools and terms for teachers to talk about student achievement through Professional Learning Communities, and problem solving meetings.
3. Continue to focus on monitoring and evaluation efforts at the district level. We will continue to use the following four questions to guide the work of program evaluation at the building and district level:

- What do we want students to learn?
- How will we know if they have learned it?
- What are we going to do if they have not learned it?
- What are we going to do if they have learned it?

### **Specific Action Plan for District Monitoring Team:**

The District Monitoring Team reviewed the district and school improvement plans and selected several programs and initiatives on which it would focus its efforts next year. The criteria that were considered when determining which programs would be the focus included, 1. The program impacts a large number of students; 2. The program already collects data that are easily accessible; 3. The program is new and the evaluation plan can be constructed as the goals and benchmarks of the program are being created.

In addition to monitoring and evaluating specific activities, the District Monitoring Team will monitor several aspects of the school improvement process at the district, building, and classroom level. The purpose of this monitoring is:

- Ensure that activities are clearly defined and focused.
- Provide accountability and evidence that the activities are having a positive impact on student learning, achievement, and behavior.
- Focus the school improvement process on SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals.
- Gather evidence that helps determine if the program/activity is doing what it is intended to do.

The attached sheets outline the Evaluation Plan for the 2009-2010 School Year.

**DISTRICT MONITORING TEAM EVALUTION ACTION PLAN 2009-2010**

<b>Activity</b>	<b>Level</b>	<b>Description</b>	<b>What Evidence is Needed to Determine Effectiveness?</b>	<b>Funding Source</b>
Instructional Practices Inventory	District	The IPI is an evidence based data collection tool that provides teachers with non-evaluative feedback about student engagement. The IPI will expand from UMS and UHS to all levels during the 2009-2010 school year.	IPI Collection Data, Minutes from data discussions, student achievement data that is determined by building	Title IIA, Safety Block
Rtl/PBIS/SEL Blended Model	District	The District Monitoring Team and the District Rtl/PBIS/SEL Leadership team will work on revising the problem solving protocols for all buildings and develop common tools for documenting student progress	Student achievement data from universal screeners, standardized tests, and discipline data; Survey data from staff about protocols and tools	Title I, Safety Block, SEL Grant, Mental Health Grant
ISAT Prep Extended Day Programs	Elem.	Each elementary school receives district funds to run extended day programs to help at risk students prepare for ISAT.	Student achievement data from standardized tests and local assessments; attendance data	District
UMS Instructional Differentiation Coaching Program	Middle	As part of restructuring at UMS, four classroom teachers were hired to become instructional coaches to provide instructional coaching, data analysis, and differentiation support for teachers.	Coaching logs, teacher surveys	District, Safety Block, Title IIA
Recapture Programs	Middle	The middle school currently has several ways in which students can recapture points that have been lost for failed classes. Each of these models will be evaluated to determine if the Recapture Program is improvement student achievement.	Goals and procedures for Recapture, student recapture attendance, participating students' grades	District

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Professional Development Time	Second.	The District Monitoring Team will develop a common tool for documenting the purpose and use Wednesday Early Release Days.	Goals and protocols for team and department meetings, surveys of teachers completed at least once per year.	District
9 <sup>th</sup> and 10 <sup>th</sup> Grade Teams	High School	Teams will be asked to develop team norms with defined roles for team members; use a common form for documenting minutes; document specific interventions provided to students; develop SMART Goals.	Student and staff surveys, Team Effectiveness Inventory	District