



S u p e r i n t e n d e n t M e m o r a n d u m

To: Members of the Board of Education

Date: June 19, 2015

Re: Additional Information on the District Improvement Plan

The District Improvement Plan (DIP) has been presented and discussed at several Board meetings during the 2014-2015 school year. District administrators have carefully considered all the suggestions from the Board and public during these meetings, as well as those received via email and the online comment form. Many of these suggestions have been incorporated into the current draft DIP dated June 23, 2015. Mrs. Parks will review the incorporated suggestions at the June 23, 2015 Board of Education meeting.

The following suggestions were not incorporated into the DIP with rationale as follows:

1. ***Intermediate Targets***

Considered but not accepted because we have not yet determined the order in which the Specific Actions will be done. Each Specific Action is expected to have an impact on one or more performance indicators, and without knowing which Specific Actions will be finished in the early part of the plan, it would be impossible to predict intermediate targets. Annual reporting to the public on targets will demonstrate whether or not the district is on track to meet the five-year targets.

2. ***Cumulative Score For All Indicators***

This would not be helpful nor is it possible because many of the indicators are not correlated in any specific way and do not have the same units of measure or categories of performance.

3. ***Reporting Indicators For All Schools***

This not possible because there are only 6 indicators that are measured at all schools. Some of those are reported at the school level on the individual School Improvement Plans.

4. ***Reporting On All Subgroups***

This may not be possible because in many cases, those subgroups are too small to be reported on state or national assessments. Our data shows that the greatest achievement gap occurs

between the Free and Reduced (F/R) subgroup and their non-F/R counterparts. In addition, many of the other subgroups are contained within, or overlap with the F/R subgroup.

5. ***Strategic School Profile Metrics***

Many of the student achievement metrics which were previously reported on the Strategic School Profile are included in the District Improvement Plan such as the state mastery test results and high school graduation rates. Much of the other metrics on the Strategic School Profiles were not related to student achievement (for example, ratio of computers to students). The District Improvement Plan focuses on student indicators of success.

6. ***Accelerated Middle School Math***

The data showing students who successfully complete our highest levels of high school math (Intro to Calculus, AP Calculus A/B, AP Calculus B/C and Multivariable Calculus) are our best indicator of students who have been accelerated in math. Using students accelerated in middle school math does not capture those students who accelerate at the high school level, nor does it include those students who accelerate in middle school math and choose not to continue to advance to the highest levels of math at the high school level.

7. ***Management Indicators***

Page 17 of the DIP lists 'Criteria for Quality Student Performance Indicators.' There are no 'management indicators' in the plan because the focus of the plan is on student success in our schools. Performance indicators for employees are part of the evaluation system.

8. ***ELL Indicators***

These are not included in the plan because this is a very small subgroup of students and most students who are designated as needing English Language Learning are exited from the program in a relatively short time. Other academic indicators for these students are better measures of their learning.

9. ***District Improvement Plan should discuss student assessments being given to parents in a "consistent and meaningful way."***

Student assessments, such as STAR reading, IReady Math, and District Common Writing Assessments are shared and discussed with parents during parent teacher conferences. The student data reported from these assessments is rather difficult to understand and is best shared by the teacher where the parent can question the meaning of their child's results.

10. ***The DIP Has Too Many Unknowns***

Specific Actions are designed to state the outcome (end result), but not specify the means to achieve the result. The individual or group tasked with achieving the Specific Action will research and develop the best way to achieve the stated outcome.

The first year's Specific Actions are yet to be determined – when they are identified they will be included on the annual list of District Initiatives. The Board of Education members can provide input by suggesting which of the Specific Actions should be undertaken in 2015-2016. I suggest that, prior to the July 9 meeting, each Board member prioritize the top 10 Specific Actions found on pages 27 – 31 of the DIP. It is important to keep in mind that the Specific Actions will have different budgetary impacts and a different work load for staff, which will also impact the order in which the Specific Actions are accomplished. Because the determination of which Specific Actions are to be undertaken in years 2-5 is based in part on the work completed in the first year, it is not a wise planning process to commit to Specific Actions beyond the first year at this time.

What are the budget implications for the District Improvement Plan? The District Improvement Plan will certainly have an impact on the budget, as does the current Initiatives List. The Superintendent's annual update on the DIP in the fall will give the BOE an opportunity to determine what items can be funded in the upcoming budget deliberations. The Board, through its budget approval, has final say on whether or not district funds are available to fund a Specific Action in any given year.

Other work will continue within the district. The District Initiatives List will continue to exist and many of the Specific Actions in the District Improvement Plan will appear each year on the Initiatives List. The Specific Actions in the District Improvement Plan are not the only initiatives that the district will address each year. Each June, as in the past, the Superintendent will provide the Board with an update on what has been accomplished from the Initiatives List, inclusive of the Specific Actions from the DIP. In addition, annually in the fall when the data becomes available, the Superintendent will provide an annual review of the DIP to the BOE and the BOE will have the opportunity to suggest priorities from the remaining Specific Actions.