

## MEMORANDUM

**To: Dr. Holliday**  
**From: Karen Dodd, Chief Performance Officer**  
**Date: April 27, 2015**  
**Subject: April Stocktake Summary**

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### OVERVIEW

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Workshops were held in February which focused on delivery chains and trajectories. The purpose of the workshops was to ensure strategy teams understanding how their work impacts goals and how to use the delivery tools to show evidence of that progress. Turnover among staff requires that we provide this training on an ongoing basis.

March strategy assessments were held in the Board Room. A template was provided to all strategy leads to help with consistent presentations and inclusion of essential elements.

In April Goal Leads (Kelly Foster, Amanda Ellis and Dale Winkler) held a stocktake with Dr. Holliday and me to provide up-to-date progress toward goals.

In the December Board meeting, approval was granted to rebaseline goals for Proficiency, Gap and 3<sup>rd</sup> Grade Proficiency. Results from the past three years were averaged together to set a new baseline. Given the recent trending of results and current evidence from the assessments and stocktakes, we predict that we are on track to meet all of our goals this year with the exception of Kindergarten Readiness. Please see the details below regarding these goals.

In regard to setting a baseline for teacher and principal effectiveness, much discussion has taken place. During the stocktake, Dr. Holliday proposed that the two goals be combined to form an Educator Effectiveness goal. Two options have been proposed for measuring this goal:

Option 1) All or nothing model: We would have a delivery target for each school based on the trajectory for the school to reduce the percentage of novice by 2020 to 5%. If a school meets the target, then the school gets all 10 points in the Next Generation Professionals accountability component. If they do not meet the target, then they get 0 points. If they eliminate novice and maintain 5% or less novice, then they get the 10 points every year. The district accountability model would be the points based on percentage of schools meeting novice reduction (i.e., if 50% of schools meet novice reduction targets then the district gets 50% of points, which would be 5 points). If the school does not have a novice reduction trajectory (due to either low N count or another reason), the other components of the accountability score would be weighted equally in order to take the place of the missing Next Generation Professionals component.

Option 2) 50/50 model: Use the novice reduction model in Option 1 but assign only 5 points. The other 5 points would go to the percentage of teachers meeting student growth

goals. Unless something changes, most schools would get these 5 points and they could focus on the novice reduction component. The district accountability model would be the average of the points achieved by the schools.

These options will be discussed with the board at the June 3 meeting. Student Growth Goals will be received by June 15, which will help to determine if using the 50/50 model makes more sense than the all or nothing model.

## LIKELIHOOD TO DELIVER ON GOALS

GOALS	Jun '14	Sept '14	Dec 14	Mar 15
College & Career Readiness	●	●	●	●
Graduation	●	●	●	●
Proficiency	●	●	●	●
Gap Proficiency	●	●	●	●
3 <sup>rd</sup> Grade Proficiency	●	●	●	●
Kindergarten Readiness	●	●	●	●
Teacher Effectiveness	●	●	●	●
Principal Effectiveness	●	●	●	●
Program Reviews	●	●	●	●

## STRATEGY STRENGTHS, ISSUES AND ACTIONS BEING TAKEN

### *Persistence to Graduation (CCR, Grad, Proficiency)*

Students in 3<sup>rd</sup> year Focus Schools, all high school students not “on track” for graduation and students enrolled in extended school services (ESS) are to be entered into the IC Intervention Tab. The most recent data pull from the tab indicates that over 90,000 records have been entered. Data quality, however, continues to need improvement. Dr. Holliday directed the team to choose three high schools and ten seniors in those high schools who did not meet ACT benchmarks. The team is to verify whether or not they received an intervention(s). Data from Alternative School enrollment shows that students are placed into alternative programs earlier as evidenced by an incline particularly in grades 8, 9 and 10 and a decline in 12<sup>th</sup> grade. Dr. Holliday directed the team to look at homeschool enrollment to see if there is a correlation.

### *Integrated Methods for Learning (Proficiency, Gap)*

There is some very preliminary evidence that shows African American males may be performing better under the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). Further research is needed to confirm this. Scaling LDC and MDC is planned in the 2016-17 school year as part of the novice reduction work. Dr. Holliday directed the team to pursue an extension of the Gates grant for this purpose. Dr. Holliday also recommended that these integration districts be allowed to use LDC and MDC in accountability (through course assessments to be perhaps 10% of the overall score). A waiver amendment would be needed.

***Learning Systems (CCR, Proficiency, Gap, 3<sup>rd</sup> Grade Proficiency, Program Reviews)***

The Intervention Tab will give us the best “glimpse” of interventions in the state that we have ever had. Dr. Holliday stated that if we discontinue PD360, those funds could be used to expand academic and behavior Response to Intervention (RtI).

***Early Learning (3<sup>rd</sup> Grade Proficiency, K-Ready, Program Reviews)***

Results for the K-3 Program Review audits will be presented to the board in June. The work of the Early Learning Task Force has been delayed causing the Kindergarten-Ready goal to go red. Dr. Holliday directed the team to pilot some districts to look at progress in K-2 (via Dibels or STAR). The team will examine whether they know what percentage of 1<sup>st</sup> graders are on track in reading and math and if schools/districts are comparing their results to the screener data.