September 6, 2012

Appendix OOO-3-4
September 24, 2012

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: Achievement Gap Plan – Accountability Plans and Progress Indicators

I. **Introduction**

    A. Title or Topic: Achievement Gap Plan – Accountability Plans and Progress Indicators

    B. Presenters: Jane Belmore
                      Sue Abplanalp

    C. Background Information: When the Achievement Gap Plan was approved in June, BOE members approved two motions to assure that specific accountability plans and progress indicators would be provided for each program receiving funding.

    D. Action Requested: Make recommendations for any changes in the accountability plans and progress indicators.

II. **Summary of Current Information**

    A. Synthesis of Topic: Two examples of accountability plans and progress indicators are provided for decision making.

    B. Recommendations: The BOE is asked to make recommendations for any changes in the accountability plans and progress indicators.

III. **Implications**

    A. Budget: The total budget for year one of the Achievement Gap Plan (AGP) is $4,702,435.

    B. Strategic Plan: The AGP is aligned to the Strategic Plan.

    C. Equity Plan: The AGP is aligned to the Equity Plan.

    D. Implications for the Organization: Accountability and progress will be evaluated yearly to determine if any changes need to be implemented in the programs.

IV.   **Supporting Documentation**

    A. Copy of motions approved on June 18, 2012.

    B. Chapter 1, #1 – Literacy, Mondo Bookshop Pilot
            i. Accountability Plan
           ii. Progress Indicators

    C. Chapter 2, #9 – Implement ACT College Entrance Test and ACT Test Preparation
            i. Accountability Plan
           ii. Progress Indicators

S:\CIA\AGP - Implementation\BOE\09.10.12 BOE Info\09.06.10 Memo to BOE.docx

Accountability Plan for All Achievement Gap Programs and Positions

The following motions were passed by the Board of Education on June 18, 2012, to assure that all staff responsible for the program or position/s follow the following protocol for accountability. Each staff member must submit to the Deputy Superintendent their plans for accountability in sections 1, 2 and 3 by September 1, 2012 (See attached template).

Implementation Plan for All Achievement Gap Programs:

1. It was moved by Arlene Silveira and seconded by Beth Moss that the pending motion to approve the preliminary 2012-2013 School District budget be amended to include specific implementation protocol for all programs receiving funding as part of the Superintendent's Final Recommendations for Eliminating Gaps in MMSD Student Achievement (May 31, 2012). Each implementation plan shall include, at a minimum, information pertaining to:
   a. An implementation timeline;
   b. Communication to stakeholders;
   c. Expectations of stakeholders;
   d. Description of program and anticipated results;
   e. Training; and,
   f. Internal point-people.

Accountability for all Achievement Gap Programs

2. It was moved by James Howard and seconded by Arlene Silveira that the pending motion to approve the preliminary 2012-2013 School District budget be amended to include specific accountability measures for all programs receiving funding as part of the Superintendent's Final Recommendations for Eliminating Gaps in MMSD Student Achievement (May 31, 2012). Specifically, in order for any program funded as part of the Superintendent's Final Recommendations for Eliminating Gaps in MMSD Student Achievement to receive continued and/or increased funding in future budgets, each program must:
   a. By November 15, 2012, submit to the Board of Education, proposed progress indicators for improved student achievement for students of color.
   b. Progress indicators will be defined on a yearly basis for a minimum of 5 years and compared to the initial year of 2011-12.
   c. Progress indicators will be broken down by African-American, Hispanic, special education and other non-White students affected by the program.
   d. Progress indicators will include not only student achievement measures but also number of students included.
   e. Data for each progress indicator will be required before continued or additional funding is approved.

Accountability for all Reading Intervention Programs

3. It was moved by James Howard and seconded by Beth Moss that the pending motion to approve the preliminary 2012-2013 School District budget be amended to include specific accountability measures for all reading intervention programs receiving funding pursuant to 2012-2013 budget allocations. Specifically, in order for any reading

intervention program being funded during the 2012-2013 school year to receive continued and/or increased funding in future budgets, each intervention must:

a. By November 15, 2012, submit to the Board of Education, proposed progress indicators for improved student achievement for students of color.

b. Progress indicators will be defined on a yearly basis for a minimum of 5 years and compared to the initial year of 2011-12.

c. Progress indicators will be broken down by African-American, Hispanic, special education and other non-White students affected by the program.

d. Progress indicators will include not only student achievement measures but also number of students included.

e. Data for each progress indicator will be required before continued or additional funding is approved.

Templates for the Accountability Plan and Progress Indicators are on the next two pages.

MADISON METROPOLITAN SCHOOL DISTRICT

Accountability Plan for Achievement Gap Programs and Positions
(To be submitted to the Deputy Superintendent by September 1, 2012)

Program or Position:

Implementation Timeline:
Communication to stakeholders:
Expectations of stakeholders:
Description of program and anticipated results:
Training:
Internal point-people:

Gap Plan Progress Indicators

TEXT (program/inititative name -- chapter, ID#, title)

Ref#	Indicator Name	Subgroup	Goals					Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1	TEXT	All students											
		White											
		African American											
		Hispanic											
		Asian											
		Multi-racial											
		Low income											
		ELL											
		Special Education											
2	TEXT	All students											
		White											
		African American											
		Hispanic											
		Asian											
		Multi-racial											
		Low income											
		ELL											
		Special Education											
3	TEXT	All students											
		White											
		African American											
		Hispanic											
		Asian											
		Multi-racial											
		Low income											
		ELL											
		Special Education											

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: TEXT

Data source: TEXT

Notes: TEXT

MADISON METROPOLITAN
SCHOOL DISTRICT

Accountability Plan for Achievement Gap Programs and Positions
(To be submitted to the Deputy Superintendent by September 1, 2012)

Program or Position:
Chapter 1, #1 – Literacy: Ensure All K-12 Students are Reading at Grade Level
Mondo Bookshop Pilot

Implementation Timeline: 11 pilot schools will implement Mondo Bookshop in grades K-3 during the 2012-13 academic year in grades K-5. One K-2 school will implement K-2.
Communication to stakeholders: Regular communication will be established and maintained with Mondo school principals, IRTs, interventionists and instructional staff. Communication vehicles include Gmail, Assistant Superintendent weekly updates and professional development sessions.
Expectations of stakeholders: Mondo instructional staff will expect regular communication using the vehicles described above. Ongoing school visits and specific coaching will be provided by school based IRTs and district Mondo coaches.
Description of program and anticipated results: The Mondo Bookshop program is a comprehensive literacy program providing teachers with a sequence of instruction. These materials and the related professional development provide the foundation of essential elements for developing proficient readers and writers. Lesson plans, specific student practice materials and assessment tools are key components of this program.
Training: There will be four training opportunities for school based IRTs, principals and teacher leaders from each grade level. The Mondo professional developers will also make four site visits throughout the year. District Mondo coaches will visit, support and monitor all schools on an ongoing and continuous basis.
Internal point-people: The primary central office point person for communication and professional development is Linda Kailin. Lisa Kvistad provides administrative supervision.

Gap Plan Progress Indicators

Ch 1, #1: Literacy - Ensure All K-12 Students are Reading at Grade Level (Mondo)

Ref#	Indicator Name	Subgroup	Goals					Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	Fall 2012	2012-13	2013-14	2014-15	2015-16	2016-17
1	K-3 student growth will be regularly monitored as measured by approved district progress-monitoring tools. Mondo schools will assess students using the Mondo Oral Language Assessmsnt, Mondo Text Reading Level Assessmsnts, Mondo Word List and Mondo Phonics Assessment. Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps. (RtI model will be used.)	All students						TBD					
		White						TBD					
		African American						TBD					
		Hispanic						TBD					
		Asian						TBD					
		Multi-racial						TBD					
		Low income						TBD					
		ELL						TBD					
		Special Education						TBD					
2	All schools have a plan in place by the end of summer 2012 to identify, provide additional instruction for, and monitor growth in literacy of all K-3 students in Mondo schools not at grade-level proficiency to assure all students are proficient. Indicators of proficiency include Measures of Academic Progress in grade 3, and benchmark assessments to be implemented K-3.	All students						TBD					
		White						TBD					
		African American						TBD					
		Hispanic						TBD					
		Asian						TBD					
		Multi-racial						TBD					
		Low income						TBD					
		ELL						TBD					
		Special Education						TBD					
3		All students											
		White											
		African American											
		Hispanic											
		Asian											
		Multi-racial											
		Low income											
		ELL											
		Special Education											
4		All students											
		White											
		African American											
		Hispanic											
		Asian											
		Multi-racial											
		Low income											
		ELL											
		Special Education											

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: TEXT

Data source: TEXT

Notes: TEXT

Accountability Plan for Achievement Gap Programs and Positions
(To be submitted to the Deputy Superintendent by September 1, 2012)

Program or Position:
Chapter 2, #9: Implement ACT College Entrance Test and ACT Test Preparation

Implementation Timeline:
Academic Year 2012-13:
- Implement marketing plans to students and parents
- Conduct parent/community workshops
- Implement Middle School EXPLORE
- Implement ACT Prep courses at expanded locations and times
- Middle School EXPLORE follow-up
- Administer High School EXPLORE, PLAN, and ACT tests
- High School EXPLORE, PLAN, and ACT score follow-up
- District/building data analysis
- Follow-up meeting with community partners to review implementation and plan for 2013-14 school year
- Determine need/capacity and engage more community partners, if needed

Communication to Stakeholders:
A communication and marketing plan is being developed to:
- Share information about the EPAS system and the purpose of the EXPLORE, PLAN, and ACT tests
- Share importance of College and Career Readiness
- Develop and hold parent & community workshops

Professional Development is being planned to:
- Produce consistent data interpretation and use at Middle Schools
- Produce consistent data interpretation and use at High Schools
- Use data to improve district programs

Expectations of Stakeholders:
- Multiple methods of accessing information for parents and community
- Clear, concise and timely communication with stakeholders
- Clear direction to schools regarding data analysis

Description of Program and Anticipated Results:

Implement (a) district-community partnerships for ACT Prep and (b) have all 11th grade students participate in the ACT test.

Training:
Professional development to support school data work.
Professional development to support parent & community workshops

Internal point-people:
Tim Peterson
Jill Brown
Kolleen Onsrud

Gap Plan Progress Indicators

Chapter 2, #9: Implement ACT College Entrance Test and ACT Test Preparation

Ref#	Indicator Name	Subgroup	Goals 2012-13	2013-14	2014-15	2015-16	2016-17	Baseline 2011-12	Actuals 2012-13	2013-14	2014-15	2015-16	2016-17
1	95% of all 11th Grade students will take the ACT in 2012-13.	All students	95					67					
		White	95					65.8					
		African American	95					25.6					
		Hispanic	95					28.6					
		Asian	95					58.9					
		Multi-racial	95					56.6					
		Low income	95					N/A					
		ELL	95					N/A					
		Special Education	95					N/A					
2	75% of all ACT Prep course participants are member of traditionally underrepresented groups.	All students						N/A					
		White						N/A					
		African American	75					N/A					
		Hispanic	75					N/A					
		Asian	75					N/A					
		Multi-racial	75					N/A					
		Low income	75					N/A					
		ELL	75					N/A					
		Special Education	75					N/A					
3	50% of all students will score at or above ACT's College Readiness Benchmarks.	All students	50					22					
		White						N/A					
		African American						N/A					
		Hispanic						N/A					
		Asian						N/A					
		Multi-racial						N/A					
		Low income						N/A					
		ELL						N/A					
		Special Education						N/A					
4	Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB)	All students	90					83.9					
		White						91.3					
		African American						63.2					
		Hispanic						78.3					
		Asian						94					
		Multi-racial						93.8					
		Low income						70.9					
		ELL						75.4					
		Special Education						70.2					
5	Increase in enrollment in postsecondary institutions among traditionally underrepresented students	All students						N/A					
		White						N/A					
		African American						N/A					
		Hispanic						N/A					
		Asian						N/A					
		Multi-racial						N/A					
		Low income						N/A					
		ELL						N/A					
		Special Education						N/A					

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: 95% of all 11th Grade students will take the ACT in 2012-13.

Data source: ACT, DPI WINSS

Notes:

Description/discussion: 75% of all ACT Prep course participants are member of traditionally underrepresented groups.

Data source: Local school and community partners

Notes:

Description/discussion: 50% of all students will score at or above ACT's College Readiness Benchmarks.

Data source: ACT

Notes:

Description/discussion: Increase in graduation rate among our students to meet 90% benchmark for all by 2014 (as required by NCLB)

Data source: DPI WINSS

Notes:

Description/discussion: Increase in enrollment in postsecondary institutions among traditionally underrepresented students

Data source: DPI WINSS, ACT, UW System, others

Notes: