

MEMORANDUM

To: Dr. Holliday
From: Karen Dodd, Chief Performance Officer
Date: January 9, 2014
Subject: December 2014 Quarterly Note

OVERVIEW

Although the assessments were again conducted on the 18th floor in front of the data wall, overall the data did not seem to be synthesized any better than three months ago. However, the fact that teams are now bringing data to assessments and trying to figure out how it is impacting our goals is very good progress compared to a year ago. Strategy leads have begun to attend the “data day” workshops. Prior to the assessments, the Next Generation Professionals teams attend the workshop and it was evident that they learned how to present data in a more concise manner. The rest of the strategy leads will have gone through the workshop before the next assessment and similar results are expected.

Converting the 18th floor data wall to electronic format is still in process. Unfortunately, the project manager (PM) has resigned and we are waiting reassignment of that project to a new PM. This will also impact the development of the Performance Management tool as the same PM was managing both projects.

Strategy leads have developed their own professional learning community (PLC). This is a very big step forward as this shows ownership and responsibility being embraced by the strategy leads. I was invited to the January PLC and the discussion was extremely productive. Several decisions were made during the PLC including the desire to understand better how to create and utilize delivery chains and trajectories. As a result, a workshop is being planned for February. Strategy teams will spend one day intently focused on understanding how their work impacts goals and how to use the delivery tools to show evidence of that progress. It also appears that the teams are ready to begin utilizing a project management tool to track progress of their work. CoPilot has not been utilized for quite some time and, in fact, the reporting feature is no longer working which makes it useless for my purposes (and the reason I have requested a new performance management tool). Early discussions are occurring to find the best solution for tracking work.

As for the progress toward goals, we remain on track to meet CCR and graduation goals. Although there are still vendor issues with EDS, a workaround is in place and we are on track to baseline teacher and principal effectiveness this year. Due to the progress made last year with program reviews, we are currently meeting that goal. Details explaining why the other goals are not green are detailed below.

LIKELIHOOD TO DELIVER ON GOALS

GOALS	Mar '14	Jun '14	Sept '14	Dec 14
College & Career Readiness	●	●	●	●
Graduation	●	●	●	●
Proficiency	●	●	●	●
Gap Proficiency	●	●	●	●
3 rd 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 3rd year Focus schools, all high school students not “on track” and students enrolled in extended school services (ESS) are to be entered into the IC Intervention. Data analysis for the tab is still in the very early stages. The quality of data entered into the tab is not the highest and it will take some time to acquire trend data in order to evaluate interventions. Therefore, this strategy is not yet greatly impacting proficiency.

Integrated Methods for Learning (Proficiency, Gap)

The scope of work has been narrowed to include Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Co Teaching and Culturally Responsive Teaching, data has not yet been synthesized in a way to show progress toward impacting proficiency or closing the achievement gap.

Early Learning (3rd Grade Proficiency, K-Ready, Program Reviews)

The timeliness of data is an issue for this strategy; however, it is clear that improving the process for collecting and reporting K-screener data is being addressed. During the assessment the question was asked, “what do WE do?” to impact the K-Ready goal. Understanding KDE’s role in this strategy should help the team focus on what data can be collected to show progress toward the goals of this strategy. There is also more focus on working with our partners to ensure we are all focused on increasing readiness for incoming kindergarteners

Professional Learning and Support (Gap, 3rd Grade Proficiency, Teacher Effectiveness, Principal Effectiveness)

This team only recently came to a better understanding of the scope of their work. A directive was given to focus on Edviation and Field Staff Evaluation. A great deal of money goes into both

of these components and understanding the effectiveness of each will help us determine if they are indeed helping to push on our goals.

Learning Systems (CCR, Grad, Gap, 3rd Grade Proficiency)

While data is being collected, it is not yet synthesized in a way that shows evidence of progress toward the goals. The team is meeting and progress is being made to establish processes to tap into feedback loops or create new ones.

Stakeholder Engagement (Teacher Effectiveness, Principal Effectiveness, K-Ready)

Data has not yet been collected to show how this strategy is pushing on goals. The strategy lead has established a new team which has not yet met.