



Date: May 19, 2011
To: Board of Education
From: Daniel Nerad, Superintendent of Schools
RE: Literacy Program Evaluation: Annual Tasks and Activities

Background

2010-11 was the first year in which a formal curricular review cycle has been initiated. According to the program review cycle approved by the MMSD Board of Education, literacy was the first area to be reviewed. As a part of an intensive first year (Year 1) review cycle, the Literacy Evaluation and Recommendations were presented to the Board in February, 2011. At the March, 2011 Board meeting, a panel presentation was made in addition to sharing updated action plans and budget implications. Additional budget clarifications were made at the April, 2011 Board meeting.

Annual Tasks and Activities

Program evaluation is an on-going process over a period of several years. The document attached provides information regarding the on-going work of the Literacy Program Evaluation over the course of a full review cycle. A brief description of the type of activities is described on an annual basis beginning in 2010-11 (Year 1) through 2015-16 (Year 6). It is projected that literacy would re-enter a Year 1 cycle of activities in 2016-17.

Attached: Literacy Program Evaluation: Annual Tasks and Activities

**MADISON METROPOLITAN SCHOOL DISTRICT
Literacy Program Evaluation and Curriculum Review Cycle
Updated Annual Tasks and Activities
May, 2011**

Program evaluation is designed in a cyclical and on-going manner. In addition to the cyclical tasks described below, the proposed process includes tasks that are performed annually for literacy.

Year	Task	Activity
Year 1 2010-11		
	1	Initiate program evaluation per MMSD Board of Education approved process.
	2	Confirm evaluation questions to be pursued with Board of Education.
	3	Define measurement approach in conjunction with Program Evaluation Advisory Committee and curriculum-specific teacher leadership team.
	4	Allocate resources to support evaluation team work including determination of what external third party resources might be used for evaluation tasks, if any.
	5	Implement data collection in support of the measurement plan.
	6	Analyze data and generate summary of findings.
	3	Collaborate with central office and schools to cycle teacher leadership work with major curricular initiatives (e.g., new course proposals).
	6	Establish Literacy Advisory Committee inclusive of multiple perspectives.
	7	Review state and local assessment data to determine patterns and trends across schools and student subgroups.
	8	Review local, state, and national curricular standards.
	9	In conjunction with Research & Evaluation, conduct a teacher instructional practices survey and review results.
	10	Conduct secondary research of instructional strategies and validate the quality of that research.
	11	Review program mission and program goals.
	12	Identify gaps and redundancies of program interventions and instructional practices.
	13	Prepare draft documents and determine resource needs/budget amount.
	14	Present report, recommendations and budget resource requests to the Board of Education for approval.
Year 2 2011-12		
	1	Purchase literacy materials as approved by the Board of Education and the Curricular Review Process.
	2	Establish K-12 Scope & Sequence Teacher Leadership Committee.
	3	Implement Core Literacy Practices K-5.
	4	Establish Core Adolescent Literacy Practices grades 6-12.
	5	Implement K-12 professional development for Elementary Instructional Resource Teachers, Middle School Learning Coordinators and High School Literacy Coaches.
	6	Implement Interventionist professional development.
	7	Implement Kindergarten Literacy Pilot Program with selected schools. Provide professional development and student data support. Analyze Kindergarten pilot student achievement data and compare with non-pilot Kindergarten student achievement data. Communicate next steps for 2012-13 by June 2012.
	8	Implement Word Work materials in all grades K-3. Provide professional development and

Year	Task	Activity
		student data support to enable effective analysis
	9	Implement intensive professional development plan for Kindergarten, grade 6, 9 and 10.
	10	Design common formative assessment plan.
	11	Establish Response to Intervention Plan (RtI) for Literacy.
	12	Administer and analyze annual instructional practice survey
	13	Administer MAP grades 3-7. analyze data.
	14	Analyze student achievement data to inform professional development, core practice, Response to Intervention, and School Support Team work.

**Year 3
2012-13**

- 1 Purchase literacy materials as approved by the Board of Education and the Curricular Review Process.
- 2 Implement Literacy Scope & Sequence K-12
- 3 Sustain and support comprehensive professional development for literacy.
- 4 Implement Core Adolescent Literacy Practices grades 6-12.
- 5 Implement consistent RtI Tier 1, 2, and 3 interventions for Literacy.
- 6 Administer and analyze annual instructional practice survey.
- 7 Administer all literacy assessments per the Balanced Assessment Plan.
- 8 Analyze student achievement data to inform professional development, core practice, Response to Intervention, and School Support Team work.

**Year 4
2013-14**

- 1 Purchase literacy materials as approved by the Board of Education and the Curricular Review Process.
- 2 Sustain and support comprehensive professional development for literacy.
- 3 Monitor Literacy Scope & Sequence implementation. Make adjustments as needed.
- 4 Monitor implementation of RtI Tier 1, 2 and 3 interventions for Literacy. Make adjustments as data indicates.
- 5 Administer and analyze annual instructional practice survey.
- 6 Administer all literacy assessments per the Balanced Assessment Plan.
- 7 Analyze student achievement data to inform professional development, core practice, Response to Intervention, and School Support Team work.

**Year 5
2014-15**

- 1 Purchase literacy materials as approved by the Board of Education and the Curricular Review Process.
- 2 Sustain and support comprehensive professional development for literacy.
- 3 Monitor Literacy Scope & Sequence implementation. Make adjustments as needed.
- 4 Monitor implementation of RtI Tier 1, 2 and 3 interventions for Literacy. Make adjustments as data indicates.
- 5 Administer and analyze annual instructional practice survey.
- 6 Administer all literacy assessments per the Balanced Assessment Plan.
- 7 Analyze student achievement data to inform professional development, core practice, Response to Intervention, and School Support Team work.

**Year 6
2015-16**

- 1 Purchase literacy materials as approved by the Board of Education and the Curricular Review Process.
- 2 Sustain and support comprehensive professional development for literacy.
- 3 Monitor Literacy Scope & Sequence implementation. Make adjustments as needed.
- 4 Monitor implementation of RtI Tier 1, 2 and 3 interventions for Literacy. Make adjustments as

Year	Task	Activity
		data indicates.
	5	Administer and analyze annual instructional practice survey.
	6	Administer all literacy assessments per the Balanced Assessment Plan.
	7	Analyze student achievement data to inform professional development, core practice, Response to Intervention, and School Support Team work.
	8	Prepare for new review and evaluation cycle to begin in June of Year 1

DRAFT