

Continuous (and Combined) Improvement Plans



Introductions



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Be Odd - Be a Board Member!



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 - Advocate!
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 - Serve 74-201
 - Govern 33-512
 - Student Achievement 33-320
- 5
 - Policy 33-506
 - Personnel 33-513 to 33-518
 - Finance 33-512
 - Safety 33-512
 - CIP (and other plans) 33-320

Guiding Work



Idaho Code and School Boards

The Lightbulb Joke

How many board members does it take to screw in a lightbulb?

The Board is the What and the Superintendent is the How.

- Idaho Code:
 - 33-512 (13)
 - 33-513 (2)
 - 33-320 (2)(d)

The What!



The Combined Plan as a Framework

What is the Combined District/Charter Plan?



- Three plans in one area:
 - Continuous Improvement Plan,
 - literacy Intervention Plan, and
 - College and Career Advising and Mentoring Plan.
- When done effectively it becomes the frame work for the year.
- It will drive professional development, board meeting agendas, superintendent evaluations, and the budget.
- It is a public document that shows the patrons where the board sees the district/charter heading.

The Document That Brings It Together



- Narrative
- Metrics
- Literacy Budget Calculator



LINK to LEA / District Report Card with Demographics and Previous Data (required):

<https://idahoschools.org/districts/431>

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate (2020 cohort)	2019 cohort	2020 cohort
		88.0%	90.0%
All students will be prepared to transition from middle school / junior high to high school	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	43.0%	41.0%
	% students who score proficient on the 8th grade math ISAT	51.0%	48.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 8th grade ELA ISAT	59.0%	57.0%
	% students who score proficient on the 6th grade math ISAT	48.0%	47.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the 6th grade ELA ISAT	64.0%	64.0%
	% students who score proficient on the Kindergarten Spring IRI	88.0%	88.0%
	% students who score proficient on the Grade 1 Spring IRI	71.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	73.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	77.0%	75.0%

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

EXAMPLE RESPONSE: The four-year cohort graduation rate for the 2019 cohort was 89%, so for that metric, we exceeded our goal. Unfortunately, due to the public health emergency, we do not have Spring 2020 ISAT, IRI, or college entrance exam data. We do have winter IRI data, and based on that, believe that we would have met our goals for kindergarten, first, and third grade. Additionally, the progress monitoring data we gathered during the year showed that most students receiving literacy intervention were making strong progress. Reports from teachers were that students were very engaged in learning prior to buildings closing.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	63.8%	71.0%	79.0%
	% CTE track HS students who graduate with an industry-recognized certification	36.1%	37.1%	40.0%
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	92.0%	Not available	95.0%

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	8		11		12
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually, by grade level	9th grade	99.2%	9th grade	Not available	100.0%
		10th grade	97.5%	10th grade	Not available	100.0%
		11th grade	100.0%	11th grade	Not available	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		27	62	32	59	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	43.5%		54.2%		57.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
	29	61	32	62		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	47.5%		51.6%		58.0%	

Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who complete the FAFSA	58.0%	53.0%	60.0%
% of high school seniors who apply to at least one post-secondary institution	61.0%	58.0%	65.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	99.0%	100.0%	100.0%

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	28.2%	35.0%	Not available	37.0%
% of students who score proficient or advanced on the Grade 3 ELA ISAT	39.1%	42.0%	Not available	40.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	60.8%	63.0%	Not available	61.0%

Resources in Planning



- Idaho Schools Report (Academic And Non-Academic Indicators)
- Idaho Department of Education Portal (Cohort Scoring)
- Tableau Similar District Explorer (Comparing Data)
- Local Data (What else is important to our schools?)

Step 1. Pick a reference district

MCCALL-DONNELLY JOINT SCHOOL DIS...

Step 2. Select characteristics for finding similar districts

Enrollment

Yes

Economically Disadvantaged

Yes

English Learners

Yes

Students with Disabilities

Yes

Step 3. Restrict the districts by characteristics (optional)

District/LEA Type (Traditiona/Charter/Virtual)

All

Schedule Type (4 or 5 day)

All

Distance in miles

0 550

Similar Districts Comparison Tool - 2019

	Enrollment	Percent Economically Disadvantaged	Percent English Learners	Percent Students with Disabilities
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	1265	28%	3%	10%

Similar Districts Based on User Selections

MOSCOW DISTRICT	2470	30%	3%	10%
PATHWAYS IN EDUCATION - NAMPA, INC. (LEA)	284	26%	4%	9%
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC. (LEA)	245	31%	2%	11%
SODA SPRINGS JOINT DISTRICT	893	32%	n size	10%
THE ACADEMY, INC.	553	31%	<2%	11%

Select Student Group

All Students

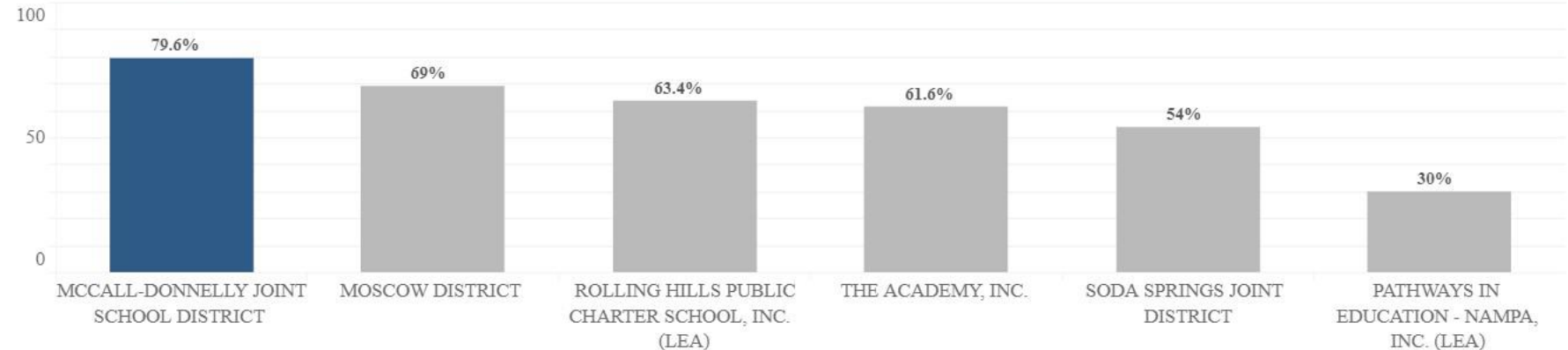
Select Measure

ELA Proficiency

Restrict to districts with higher performance on this measure?

No

ELA Proficiency, All Students



Takeaways



- It is a board document and the Board needs to be involved in the creation, approval and monitoring of the plan.
- If done correctly it will set a framework for the agendas.
- If done correctly it will set a framework for the budget.
- If done correctly it will set a framework for the superintendent evaluation.
- The combined district plan builds the team by setting clear (and public) expectations.
- The plan provides both uniform data as well as local norms and goals.

Here I Stand For:



QUESTIONS