

THINK **BIG**



**Comprehensive  
School  
Improvement  
Plan  
2007-2012**

DAVENPORT   
COMMUNITY  
SCHOOLS

## **What do data tell us about our student learning needs?**

### A. What data do we collect?

The district utilizes a rigorous battery of assessments that includes screening, diagnostic, and classroom assessments. All students are included in district-wide assessments used to measure goal progress. We also use a series of evaluative assessments that allow us to monitor the success of curriculum, programs, and overall school climate in achieving student learning goals. Data collection and trend analysis allows decision making based on long range data and collection over time.

The following data represent these broader evaluative methodologies:

#### **Academic Data**

- ITBS/ITED in grades 3 through 11 for reading, math and science including trend line data and subgroup data
- State of Iowa Alternate Assessments
- Gates MacGinitie
- End-of-term assessments and content-based assessments in grades K-12
- English Language Development Assessment in grades K-12
- Early Childhood performance assessments
- Dynamic Indicators of Basic Early Literacy in Kindergarten
- Cognitive Abilities Test in grade 5
- Iowa Algebra Aptitude Test
- Degrees of Reading Power in grade 8
- Technology Assessment in grade 8
- Career and technical education data
- Percentage of high school students who achieve a score indicating probable postsecondary success (ACT)
- Percentage of graduates who complete the core curriculum (4 yrs. English, 3 yrs. math, science, social studies)
- Percentage of graduates who plan to pursue post-secondary education

## **School Engagement Data**

- Trend line data for Iowa Youth Survey in grades 6, 8, and 11
- Comprehensive, community-wide needs assessment and perception data
- Graduation Rate
- Grade 7 – 12 dropout data
- Attendance data
- District demographic data
- Homeless data
- Student discipline data including out-of-school suspensions
- Second Step assessment in grades 3-8
- Too Good for Drugs assessment data

### B. How do we collect and analyze data to determine prioritized student learning needs?

Though this data are collected at a variety of levels throughout the organization, a definitive hierarchy is in place that allows information and input to move throughout the district to inform decision-making and allow effective communication. Each of the following groups is responsible for collecting, analyzing, and reporting information derived from local, state, and national sources. This process includes the review of information acquired over time of federal, state, and local indicators and student learning goals. Information associated with student health and risk factors is also analyzed.

- Building Level Teams: Generally, data collection originates at a classroom level where grade level and building level teams meet to evaluate programs and approaches and to modify activity as needed to meet the individual needs of students.
- Site Council: School level site councils meet regularly to assess needs at a building level, including giving input on instructional practice, budgeting and community engagement activities. Site councils use needs data when planning staff development.
- Elementary, Intermediate and High School Principal Meetings: Elementary, intermediate, and high school principals meet with their peers to review district and building data and discuss progress toward implementation of the building level comprehensive school improvement plans. Discussion is specific to the represented grade levels. Data from the Iowa Youth Survey are analyzed at these meetings on a regular basis.

- District Leadership Team: The District Leadership Team meets regularly and is comprised of administrators from the central office as well as building level administrators. This group reviews district data and monitors the implementation of the district-wide comprehensive school improvement plan.
- Curriculum Meetings: Each content area has a curriculum council that meets throughout the year to analyze data, review district assessments, and discuss curriculum-related issues relevant to its content area. Instruction Specialists, responsible for curriculum, meet regularly to discuss curriculum.
- Staff Development Council: Additionally, the Staff Development Council meets to determine professional development needs and wrap instructional practice around data emerging from the buildings.
- Superintendent's Executive Council: The Superintendent's Executive Council meets weekly to discuss recommendations from building level teams and principals' meetings and review progress toward goals. The Executive Council invites representatives from various district initiatives to present information on their programs.
- Instructional Support Team: The Instructional Support Team includes the Executive Directors of Learning Services, Director of Exceptional Education and Federal Programs, Program Director of Equity and Assessment, Director of Learning Information Services, and the Director of Curriculum and Staff Development. This group meets to address issues related to student achievement.
- Local School Improvement Advisory Committee: The LSIAC is a group of community members who meet throughout the year to provide feedback to the Board of Education. This group reviews district philosophy, beliefs, mission and vision statements. The LSIAC also provides input on major educational needs and student learning goals.
- Board of Education: The Board of Directors is the final decision-making body, providing another important bridge between the community and the district administration. Data are presented regularly regarding student achievement and operational issues.
- State of Iowa: The district participated in its 5 year Accreditation process which guided the new CSIP development, including a focus on Equity and Disproportionality in Special Education programs. Also, as a district designated as a District in Need of Assistance (DINA), the Iowa Department of Education has worked with DCSD to design a District Improvement Plan that provides a foundation and framework for adopted strategies.

Additionally, district information is shared with the school community through the district web site, regular school board meetings, community focus groups, the Annual Progress Report as well as annual presentations at community meetings in all buildings. Davenport Community School District also has a long history of including stakeholder groups in the decision-making process based on data, including the Local School Improvement Advisory Council, the Community Education Advisory Council, Parent Teacher Associations, and various community and faith-based organizations. Additional stakeholder committees include the Learning Supports Committee, Equity Committee, Health Advisory Committee, TAG Parent Guardian Advisory Committee, Technology Steering Committee, Early Childhood Advocacy Committee and others to assure broad stakeholder input and community governance.

### C. What did we learn through the data analysis?

Through analysis of data, DCSD has learned the following:

1. A significant number of our students fail to meet state proficiency standards in reading, math and science.
2. Davenport Community School District has failed for two consecutive years to meet standards for Adequate Yearly Progress (AYP) for African American students and students with IEPs.
3. Davenport Community School District has failed to meet the state target for graduation and attendance rates and continues to experience above average drop out rates.
4. Students experiencing high quality preschool programs have significantly higher kindergarten readiness test scores than students who do not attend preschool.
5. Davenport Community School District has failed to meet the state target in % of instructional day students with an IEP are in the regular education classroom, indicating “disproportionality” in Special Education services.
6. Iowa Youth Survey data indicates that students entering intermediate school and high school levels become increasingly more likely to report that they have experienced threatening behavior and less likely to report that they feel safe, or that teachers care about them or are available to talk with students one on one.
7. Though the majority of our high school seniors report that they intend to pursue post-secondary education, a number of them fail to achieve a score on the ACT that indicates post-secondary success or complete a core program of study.

8. Technology assessment shows steady growth in student achievement. However, there is a particular need at the secondary level for advanced technology aligned with industry and workforce expectations and challenging academic content.
9. Community perception surveying indicates over a quarter of respondents rate the district as “poor” or “fair” in our “academic program” and nearly half of respondents rate the district as “poor” or “fair” in “preparing students for the future”.
10. Iowa Youth Survey data indicates that use of alcohol, marijuana and cigarettes is decreasing at 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade.
11. State auditing of practice indicates the need for strong leadership to drive standardization and fidelity of implementation of curriculum, instruction and assessment.

D. From the data analysis, what are our prioritized needs?

The district has participated in a broad, collaborative data analysis and needs assessment through the state corrective action plan process. Through that process the district and its stakeholders have identified shortcomings in our education efforts which will be addressed as the prioritized needs of the CSIP and DINA plans and will ensure attainment of district goals. These needs include dramatic and meaningful improvements in (a) the curriculum identified as essential for students; (b) the ways we assess student learning and use the information to make instructional decisions; (c) assuring that instructional strategies are evidence-based and implemented with fidelity; (d) how we personalize learning to address student engagement and social/emotional development; (e) how we ensure that families and community partners are actively engaged in learning experiences; and (f) the role district and building leadership plays in school improvement.

E. How will we develop goals and actions based upon the prioritized needs?

Based on these prioritized needs, the CSIP Leadership Team reviewed appropriate data with the Local School Improvement Advisory Council (LSIAC). The community, represented by this broad-based membership, adopted this broad approach, including, as a first step, the reaffirming of the district mission statement and adoption of Student Learning and Long Range Goals. Once adopted by the Board of Education, these goals have provided a forum for discussion with various stakeholder groups, including the next phase of action planning.

## **What do/will we do to meet student learning needs?**

### A. What long-range goals have been established to support prioritized student needs?

The CSIP is a blueprint implementing specific systemic changes needed to bring about the improvements in achievement for student groups. Change starts with established goals. The CSIP is based on the district's mission "to enhance each student's abilities by providing a quality education enriched by our diverse community." This mission statement is brought to life every day in DCSD classroom through a series of community-built student learning goals that drive the district's standards and benchmarks. These standards and benchmarks are implemented district-wide, utilizing a multicultural, gender-fair approach to the educational programs.

## **Student Learning Goals**

Students will:

- Apply reading, writing, and speaking skills to communicate effectively
- Understand and apply mathematical ideas
- Understand our earth, ecological impact, the physical world, and the cycles of life
- Understand the development of civic responsibility and the influence of history, geography, government, and economics on individuals and societies
- Understand, perform, and value music
- Understand, produce, and value visual art
- Demonstrate appropriate physical movement and form
- Demonstrate skills and knowledge needed for making life-long health decisions
- Demonstrate technical knowledge and skills needed to be productive within the context of real life
- Be knowledgeable about career choices across a variety of areas
- Apply critical thinking skills when making decisions and solving problems
- Use technology and other sources of information for a variety of purposes
- Demonstrate attitudes and skills that support self-directed lifelong learning, personal pursuits, productivity, and conflict resolution
- Demonstrate attitudes and behaviors that support global understanding, collaboration, diversity, and interdependence

In addition to student learning goals that are general expectations for all graduates, the district has adopted a series of long-range goals to assure that students are reaching academic milestones and targets that indicate long-term success.

### **District Long-Range Goals**

Davenport's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs and 2) to address state and federal student accountability.

**Locally Determined Student Needs Goal:** All students will experience rigorous academic curriculum in reading, math, science, social studies, language arts, visual arts, music, physical education, health, world languages, career and technical education and technology.

**State and Federal Accountability Goal:** All students will reach high levels of literacy, mathematics, and science and will feel safe and connected to school.

### B. What process will be used to determine what we will do to meet the long-range goals?

With this year's State Department of Education accreditation visit and DINA Corrective Action Planning process, six prioritized needs emerged which were used to create goals and action plans:

- Curriculum
- Assessment
- Instruction
- Student Engagement
- Family and Community Engagement
- Leadership

An extensive action plan will be developed under each of these areas that is driven by the adopted long-range goals. The Instructional Support Team and Superintendent's Executive Council will work through school principals and District Leadership Team to assure that the action plan is followed, is carefully monitored and refined in response to implementation outcomes. The action plan will be driven by the following overarching outcomes:

- Promotion of district-wide differentiation of educational experiences for all students that will support ongoing academic development.
- Implementation of district-wide curriculum, assessment, instruction, and differentiated learning practices which will provide equitable access to educational opportunities for all students.

- Identification of roles and responsibilities that hold all staff accountable for student academic achievement and engage parents and community in the education of youth.
- Utilization of an enhanced data-based monitoring system to allow frequent monitoring of progress toward improvements in student achievement.
- Use of data-based decisions to drive distribution of resources aligned with initiatives and priorities.

These outcomes will be accomplished through a series of activities in each of the six prioritized areas of need as follows:

**1. Curriculum:** The District will implement curriculum that results in (a) measurable achievement aligned with district standards and benchmark in all content areas along with ITBS/ED scores in reading, mathematics and science; (b) rigorous and relevant instructional experiences for all students pre-K through 12; and (c) culturally relevant instructional experiences for our diverse population.

**2. Assessment:** Implementation of an effective assessment system will provide student achievement data that will be used for decision making. The analysis of assessment data will occur at a district, building and classroom level.

**3. Instruction:** The selection of instructional strategies that will bring about desired learning will be responsive to different learning styles and will actively engage students in learning resulting in improved student achievement.

**4. Student Engagement:** Students will experience a rigorous and relevant curriculum, differentiated to address student needs and guided by individual student goal setting. By empowering students with knowledge of their own learning styles and needs, specific academic goals will address each student's areas of deficiency. A system of relationships and interventions will address social-emotional needs of students that are considered barriers to success will be developed.

**5. Family and Community Engagement:** The work of professional learning communities and the adoption of a performance-based system are greatly strengthened through family and community engagement in student learning. We believe that families are students' first educators and are deeply committed to student academic achievement. Community members, organizations and agencies are part of a student's everyday life and should also be considered partners in the education of students. Family and community engagement will be a two-way process with stakeholder involvement in governance and decision-making through stakeholder committees and dynamic communication tools.

**6. Leadership:** Developing effective leadership skills will result in increased student achievement. We will develop an understanding of first and second order change and the impact change has on staff. Responsibility for school improvement will be distributed throughout the district as we build a sense of collective efficacy. Creation of a shared vision for what quality instruction looks like in the classroom will result in increased learning for all students.

C. What is our current practice to support these long-range goals?

- Curriculum: The district has revised the content standards and benchmarks that now identify the requisite knowledge, skills, and vocabulary. Common course syllabi, pacing guides, and benchmark/end-of-term assessments ensure a guaranteed and viable curriculum.
- Assessment: The district utilizes a comprehensive assessment system of measurement that drives instructional decision-making. The district is beginning to use formative assessments to target professional development resulting in responsive classroom instruction.
- Instruction: The district supports the use of best practices to influence instructional delivery and endorses instructional frameworks that support implementation of curriculum that is horizontally and vertically articulated. Teachers are beginning to use common instructional strategies to create consistency in instructional delivery. Common literacy strategies have been implemented across content areas to enhance student learning.
- Student Engagement: The district utilizes curriculum and agency services to support student engagement. Some students maintain individualized learning plans in the form of Solution Focus Plan which address which address goals. Schools have begun to implement Pyramid of Intervention services.

- Family and Community Engagement: The district utilizes a broad approach to parent and community involvement with many layers of parent and stakeholder involvement in governance. Communication tools include websites, auto-dialer, and newsletters.
- Leadership: District, building and central office leadership teams meet regularly to discuss how to improve student achievement, monitor district initiatives, and effectively lead change.

D. How is our current practice aligned with or supported by the research-base?

“Forward-moving district” research discussed in the corrective action planning process affirms the six prioritized need areas, including alignment with current practice. The process celebrated overall strengths of the district in several critical areas supported by research, including:

- The district has a well defined set of standards and benchmarks to guide instruction.
- The district supports discussions about students and student learning based on data.
- The district is committed to engaging administrators and teachers in quality professional development.
- The district supports collaborative planning between and among all educators within the district.
- The district supports family engagement in their children’s education.

E. What gaps exist between our current practice to support long range goals and the research base?

Several areas were noted in the corrective action planning process as specific gaps between current practice and the research-base. These areas were determined as needs for “further development of a strong system to raise the bar and close the gap:”

- Clearly defined goals for success – Research supports the need for a common vision of good instruction that then helps schools realize that vision through monitoring curriculum, instruction and teaching practices.
- Data-based decisions focused on student learning – Research supports decision-making based on data.
- Culture to support diverse learners – Research on “forward-moving districts” supports a culture of commitment, collegiality, mutual respect and stability that focuses on the success of each and every student in the district

- District and building leadership – Research supports effective leadership structures that maintain high expectations and a high degree of accountability for improving student learning.
- Data/resource allocation/policies and practice – Research supports system-wide improvement through increased capacity in use of data, strategic allocation of resources and coherence between policy and practice.
- Communication and Collaboration – Research supports ongoing parent and community partner communication and a series of clearly defined, collaborative relationships are critical to increased student achievement.

Changes in organizational behavior and operations are essential in supporting the interdisciplinary and interdepartmental work at all levels to address these gaps. These changes are vital for the development of powerful and systemic improvements in the academic achievement of all students - including students who are not yet performing at grade level such as African American students and students with Individualized Education Plans (IEPs). There is a need to deepen and broaden the professional knowledge base of all staff in what is required to provide highly effective and culturally relevant/responsive educational experiences to students in urban settings, and a need to adopt system-wide approaches in curriculum, assessment, instruction, student engagement, family and community engagement and leadership.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

**1. Curriculum Action Plan:**

- Fully implement district standards/benchmarks to clearly define what all students are to know and be able to do as a result of instruction in every classroom.
- Involve teachers in the vertical and horizontal articulation with district standards/benchmarks to be more responsive to the learning needs of all demographic groups represented in our district.
- Increase familiarity of students, families and community partners with district standards and benchmarks through active promotion and awareness activities such as curriculum nights, resource materials, district website and community outreach.

- Active monitoring of implementation of the curriculum through classroom observations and formative assessments. Standards and benchmarks that are aligned to the daily lesson will be displayed in each classroom.
- Integrate Iowa's Model Core Curriculum into existing High School curriculum.
- Ensure curriculum is engaging, rigorous and relevant.
- Continue to develop common pacing guides and course syllabi.

## **2. Assessment Action Plan:**

- Create a comprehensive assessment system that provides easily accessible tools and a systematic process for identifying what students have learned as a result of instruction.
- Empower staff with tools and data to identify what students have learned in order to demonstrate proficiency in district standards/benchmarks as well as on ITBS/ED. Teachers will use both formative and summative assessments to guide instructional practice.
- Standardize district wide assessment system that results in common understanding of the impact of assessment on instruction and student referral for assistance and intervention.
- Standardize district wide assessment system that results in common assessment language and improved understanding among staff, students, and families, including the use of multiple measures and the "growth model" approach to student progress.
- Establish data teams at each school building to monitor progress toward learning goals and create data walls at each site to facilitate discussion of data.
- Create shared data reporting tools to communicate implementation and student outcomes to staff, families and the general community, including CSIP templates and clear expectations for school buildings to use and share data.

## **3. Instruction Action Plan:**

- Standardize instructional practices that are aligned with standards and benchmarks as well as with the assessment system in order to provide a cohesive, systematic approach for addressing student needs.
- Utilize only instructional strategies that are research-based and have demonstrated effectiveness in improving student achievement.
- Ensure that the instructional strategies are culturally responsive to individual student learning needs and take into consideration prior experiences, learning styles, and a readiness for learning.

- Create a deeper understanding among teachers of curricular goals, different levels of student performance, and the need for differentiating instructional practices to meet the needs of students.
- Develop a common language and goal setting among staff, students, and families on common strategies to focus and support student learning at school, at home and in community settings.
- Monitor the implementation of the instructional strategies through classroom observation, implementation logs and student assessment data.
- Ensure students are engaged in a wide variety of reading and writing opportunities across content areas.
- Ensure new teacher induction program aligns with current district practice.

#### **4. Student Engagement Action Plan:**

- American School Counselors Association (ASCA) model will address the academic, career and personal/social needs of each student through guidance curriculum, individual student planning and responsive services.
- Increased use of experiential learning models, including place-based curriculum, service learning and career exploration.
- Formalization of a district-wide approach to student support services as a Pyramid of Intervention to identify and serve students needing additional support.
- Fully implement an Advisory Period for all secondary students to build relationships in the school setting and provide developmentally appropriate curriculum at each grade level.
- Offer meaningful transition activities to students entering elementary, intermediate and high school to assure effective school attachment and awareness of student support services
- Engage students in extracurricular activities through ongoing outreach activities to students and families
- Implement Career Pathways at the secondary level with career awareness through elementary and intermediate levels including student-interest inventory “Choices.”
- Require solution-focus plans for all non-proficient students to provide academic and social-emotional interventions that are developed in coordination with the student, parents and/or guardians, the teacher, and building leadership.

## **5. Family and Community Engagement Action Plan:**

- Create friendly, welcoming environments for families and community at every school and district facility with clearly understood expectations and safety protocols.
- Increase communication and personal contact between teachers/school staff and families, including off-site visits.
- Develop and implement a school-family plan that helps parents support their student's learning at home
- Provide leadership and decision-making opportunities with relevant education for parents and community members.
- Expand partnership with community organizations and families through communication, resource coordination, collaborative committees and program alignment with student support services in and out of school.
- Support outreach through systematic gathering of data regarding perceptions of families and community members, using data to inform school improvement efforts.
- Evaluate the extent and effectiveness of family and community engagement.

## **6. Leadership Action Plan:**

- Develop leadership skills and an understanding the role of administrator in creating vision, rallying support and advocating the role of public education and youth in the community.
- Improve the ability of leaders to coach and evaluate others for the purposes of reaching student achievement goals.
- Expand the knowledge of curriculum, instructional framework, identified strategies and assessment.
- Improve administrators' access to quality student achievement data, skills in analyzing the data, the ability to design effective processes for increased student achievement.
- Develop shared vision for the role of instructional priorities on resource allocation and application.
- Develop an administrator-mentoring plan.
- Refine administrator evaluation process to reflect a professional growth model using Iowa's Effective Leadership Standards for School Administrators.

### G. How will we support implementation of the identified actions?

Through an intensive corrective action planning process facilitated by the Iowa Department of Education, DCSD has identified a “coherent system of support” as a critical element of academic achievement, including:

- Developing and implementing a system of accountability in monitoring district wide student achievement in a consistent format.
- Ongoing monitoring of the PreK – 12 curriculum, instructional framework and identified strategies.
- Communicating data in a consistent format between all stakeholders and collaborative partners supporting implementation.
- Developing a system for accountability of resource allocation that is focused on areas of greatest needs.
- Providing technical assistance from a series of industry experts including Southern Regional Education Board, Area Education Agency, and Learning Point Associates.

### **High Quality Professional Development**

Our district professional development plan describes district-level professional development efforts for PreK-12 professional staff aligned with prioritized student needs and the district’s long-range student learning goals. The content selected for professional development is research-based and focuses upon the needs of the students and the goals set to address those needs. Professional development activities are focused on instructional strategies, curriculum and assessment that specifically target student achievement. Professional development will include student achievement data, analysis, theory, demonstration, practice, reflection and collaboration. Professional development will be focused (i.e., based on the needs of those involved in the professional development effort and will be site-based), embedded (i.e., directly connected to the issues facing those who are participating in the professional development), and continuous (e.g., workshop sessions combined with follow-up on-site coaching and feedback). Professional development will follow an inquiry model and will provide opportunities for staff to engage in meaningful discussions and activities focused around their work with students and the development of skills and knowledge for successfully addressing the instructional challenges they face in their classrooms. The Davenport School District will serve as the professional

development provider for the district. Professional development to support the six the learning strands is as follows:

**Curriculum:**

- Learning about and implementing how standards and benchmarks are reflected in lesson design and delivery.
- Selection and use of rigorous, culturally relevant instructional materials aligned with standards.
- Implementing Iowa's Model Core Curriculum.

**Assessment:**

- Analyzing student work to inform instruction and assure student success.
- Understanding different types of scores and categories of assessments.
- Interpretation of data from formative assessments for instructional planning.
- Utilizing assessment data to drive differentiation of instruction criteria for referrals and placement in academic interventions and special services.
- Development of skills in the administration and interpretation of district-identified tools and understanding of student performance standards.

**Instruction:**

- Learning about and implementing with fidelity evidence-based and culturally responsive approaches.
- Learning about and implementing with fidelity instructional strategies used within selected district-approved instructional materials and/or programs with a specific emphasis on strategies for African American students and students with IEPs.
- Differentiated instruction to meet multiple learning styles and individual student needs.
- Use of experiential learning to build background knowledge to provide context for learning.
- Motivational strategies to engage students in their learning.
- Strategies to improve student achievement through the use of technology.
- Reading and writing strategies across content areas.
- District initiative infused into new teacher induction program.

**Student Engagement:**

- Development, implementation and monitoring of solution focus plans.
- Understanding the impact of poverty and diversity on students.

- Communication strategies for all students and subgroup populations.
- Relationship building and caring classroom environment to support student learning.

**Family and Community Engagement:**

- Communication strategies for families of a diverse student population.
- Home connections for curriculum and instruction.
- Creating a welcoming environment and approach to school climate.

**Leadership:**

- How to create a common vision and system of accountability for staff.
- How to use data, technology and other support systems to assist staff in making instructional decisions.
- How to monitor classroom practices through classroom observations, implementation logs and teacher-team artifacts.
- Understanding of curriculum, instructional framework, and instructional strategy and assessment.

**Alignment with the Iowa Teaching Standards**

These professional development actions align directly with the following Iowa Teaching Standards and Criteria:

- Standard # 1 Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals
- Standard # 2 Demonstrates competence in content knowledge
- Standard # 3 Demonstrates competence in planning and preparation for instruction
- Standard # 4 Uses strategies to deliver instruction that meet the multiple learning needs of students
- Standard # 5 Uses a variety of methods to monitor student learning
- Standard # 6 Demonstrates competence in classroom management
- Standard # 7 Engages in professional growth

## **How do/will we know that student learning has changed?**

### A. How will we know that student learning has changed over time in relation to our long-range goals?

The district will monitor how student learning has changed through analysis of trend line data through the following Academic Achievement Data in all subject areas as well as school engagement data:

- ITBS/ITED in grades 3 through 11 for reading, math and science including trend line data and subgroup data
- State of Iowa Alternate Assessments
- Gates MacGinitie
- End-of-term assessments and content based assessments in grades K-12
- English Language Development Assessment in grades K-12
- Early Childhood performance assessments
- Dynamic Indicators of Basic Early Literacy in Kindergarten
- Cognitive Abilities Test in grade 5
- Iowa Algebra Aptitude Test
- Degrees of Reading Power in grade 8
- Technology Assessment in grade 8
- Career and technical education data
- Percentage of high school students who achieve a score indicating probable postsecondary success (ACT)
- Percentage of graduates who complete the core curriculum (4 yrs. English, 3 yrs. math, science, social studies)
- Percentage of graduates who plan to pursue post-secondary education
- Trend line data for Iowa Youth Survey in grades 6, 8, and 11
- Comprehensive, community-wide needs assessment and perception data
- Graduation Rate
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- Attendance data
- District demographic data
- Homeless data

- Student discipline data including out-of-school suspensions
- Second Step assessment in grades 3-8
- Too Good for Drugs assessment data

**How will we evaluate our programs and services to ensure improved student learning?**

A. What strategies/process will we use to evaluate how well the CSIP activities were implemented?

**Goal-Oriented Approach to Program Evaluation:** Davenport has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. This goal-oriented approach to program evaluation includes:

- Identification of programs that contribute to progress with CSIP goals
- Identification of any additional program goals
- Identification of variables which affect performance including district technology plan
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

The district will use a combination of formative and summative evaluation processes within the program evaluation process. The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Davenport incorporates into its CSIP will occur within a five-year rotation. However, the District Leadership Team recommended the following programs are evaluated annually, using both student achievement data and teacher implementation data:

- Professional Development Program including district technology plan
- Title II, Part A (Teacher and Principal Training/Recruiting)
- Title I, Part A (Parent Involvement)
- Title II, Part D (E2T2)
- Title IV (Safe and Drug Free Schools)
- Mentoring and Induction Program
- Title III (Language Instruction for LEP Students)
- Talented and Gifted Program
- Perkins (Vocational/Career and Technical Education Programs)

- At-risk Program
- Special Education Programs and Services

Davenport will collect formative evaluation data for each program on an annual basis. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board of Education, and the LSIAC.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service has been implemented to support our CSIP goals?

Through the adoption of a performance-based system supported through the continued development of professional learning communities, the district will concentrate on the implementation of district-wide curriculum, assessment, and instructional systems. By focusing these efforts, we will strategically address the individual learning needs of all students and reduce, then eliminate, the achievement gap among African Americans and students with IEPs in the entire district. The district will monitor how learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and community perception data. The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. The CSIP, in this performance-based system, will focus on implementing a support and management technique clearly focused on the improvement of student achievement—particularly for African American students and students with IEPs. Central to this system will be analysis of performance data to guide control of the improvement of student achievement.

**CSIP Indicator Data to Measure Program Effectiveness**

Davenport will evaluate the effectiveness of its instructional programs and services through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP. In depth analysis of implementation and outcome data will assist in determining the effectiveness of the following programs:

- Professional Development Program including district technology plan
  - Implementation data
  - Survey results
  - Impact data
- At-Risk Program
  - Attendance
  - Course completion at the secondary level
  - Out of school suspensions
  - Graduation rate
  - Drop Out Rate
  - Homeless Data
- Career and Technical Education Programs
  - Concentrators
  - Students who receive dual credit in CTE courses
  - Students by special population subgroups in career and technical programs who are proficient in technical skills
  - Graduates by special population who were program concentrators who receive a high school diploma or equivalent
  - Senior program concentrators by subgroups who participate in career and technical programs who continue their education, non-military employment, or military employment
- Mentoring and Induction Program
  - New teachers who have gone through the mentoring and induction program that remain in the district after 5 years
  - Beginning teachers participating in the mentoring and induction program who meet goals of the district professional development plan, as appropriate to their teaching assignment
- Special Education Programs and Services
  - Students meeting IEP goals
  - Students with Individualized Education Plans (IEPs) who meet district goals for reading, math and science
  - African American and Hispanic youth receiving instruction in the least restrictive environment

- Parent and Community Engagement Program
  - Title I, Part A parent participation in child's education
  - Teacher, parent and student questionnaire
  - PIRC indicators
  - Community Perception Survey
  - Partner participation on stakeholder committees and student services
- Teacher and Principal Training and Recruiting Program (Title II, Part A)
  - Class size
  - Implementation of best practices
- Technology (Title II, Part D)
  - 8<sup>th</sup> grade assessment data
- Language Instruction for Limited English Proficient and Immigrant Students Program (Title III)
  - ITBS/ITED
  - I-ELDA including communication with parents
  - Content-Based Assessments
- Safe and Drug Free Schools (Title IV)
  - Iowa Youth Survey - Feel safe at school AND Alcohol, tobacco and other drug usage
  - Second Step Assessment
  - Olweus Climate Survey
  - 40 Developmental Assets Survey
- Gifted and Talented Program
  - Students participating in the gifted and talented program who meet goals in their personalized education plans
  - Participation of students from subgroups