Education Plan: A.5. Performance Management Plan Narrative for Mathematics

Setting Predicted Baseline Figures

The baseline figures are drawn from an analysis of 10 district and charter schools serving grades 5 – 10 in the area targeted for the location of the school. This included six district schools including a higher performing magnet school and 4 charter schools including one high performing school. This range of schools was selected to provide a true range of what entering performance scores might be expected. The percent of students passing the Math AIMS at these schools ranged from 34% - 100% with the average of 46.7% which was selected for the MCLC baseline. The Math SGP ranged from 37 – 67.5 with the average of 50.2 which was selected for the MCLC baseline.

Process of Data Gathering and Analysis for Effectiveness of Action Steps

A Process/Performance evaluation model will be used to assess the degree to which action steps are implemented (Process) and the outcomes of each action step (Outcome). Each action step will be closely monitored to track the timeline and the effectiveness of evidence for meeting the step. This will be accomplished through student performance data, as well as staff, student and parent surveys on effectiveness. The action steps for all four Strategies have built in reviews through student benchmark assessments, design team analysis reports, collaboration team reports, structured classroom walkthroughs, peer team reviews, individual teacher performance reviews and quarterly reports to the Governing Board. There is a system of public presentation of performance in mathematics built in to the strategies and the operation of the MCLC.

Process of Updating and Implementing Improvements to the Action Steps Based on the Data

Each Strategy contains improvement statements within both the action steps and the evidence of meeting action steps that requires updating and improvement based on student performance and the performance of the staff in making those changes is part of the overall program evaluation. Across the strategies statements included required refinement based directly on the results of student achievement data that is collected every three weeks as well as at the end of year summative assessment processes. This continuous data feedback system is also linked to the Professional Learning Community activities so that staff will regularly review achievement, discuss professional options for improvement and rapidly adjust the curriculum, instruction and support services as needed.