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Overview of Program Monitoring

Program monitoring is the systematic and continual observation and recording of key program aspects (Malone et al., 2014). The data gathered through program monitoring is used to appraise whether a program is on track to meet its expected outcomes. Frequent, intermittent assessment of program implementation and outcomes provides leaders and program administrators with timely information and performance feedback that can guide programmatic decisions. For many SSD programs, including those for which evaluation is required by MSIP 5, monitoring of activities, action plans, and key outcomes represents an efficient and actionable approach that is preferable to less frequent, more in-depth evaluation. Effective program monitoring is contingent upon a well-developed program plan that clearly defines program mission, resources and activities, goals and objectives, and expected outcomes. As one component of program monitoring, it is recommended that some form of voice of customer (VOC) feedback be solicited at minimum annually. When monitoring indicates that a program is consistently failing to meet expectations, an in-depth evaluation or some other corrective action may be recommended.

High quality program monitoring requires the identification and specification of outcomes, indicators, measures, benchmarks, baseline, and targets. The following definitions of these components are adapted from Malone, Mark, & Narayan (2014).

Outcome: An expected result in an individual's behavior, knowledge, or skills, or the change in practices or policies attained as a result of participation in an activity or program. In other words, what is expected to happen as a result of a program.

Indicator: An observable and measurable behavior or finding used to understand information about complex systems. Indicators are used to show whether progress is being made and the extent to which outcomes are being achieved.

Measure: An instrument, device, or method that provides information, often quantifiable data, on an outcome/indicator. A measure, or metric, provides data that allows for judgments regarding the progress and goal achievement.

Benchmark: A standard against which a program's results and progress can be compared. Often performance by similar groups, programs, or organizations can serve as a benchmark.

Baseline: The level of performance indicated by a measure prior to the implementation of a program or intervention. Baseline is used as one reference point for measuring future progress.

Target: A desired value or level of a measure at a specified time in the future. The target is a measurable result being sought. Actual progress is measured against the target to determine achievement of program outcomes.

These abbreviated reports review performance data from the previous fiscal year (as well as the current fiscal year, if available/applicable) for programs designated by DESE and/or the District as requiring at minimum a biennial evaluation. Monitoring results for all programs will be provided to the Board of Education across several separate reports submitted throughout the year.

Curriculum

Report Coordinators

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Brief Program Description

The Department of Elementary and Secondary Education (DESE) requires written curricula for all instructional programs that must contain: A rationale, general description of the content, graduate goals, learner objectives, alignment of the objectives to the district's goals and the Show-Me Standards, instructional activities, specific assessments, scope and sequence, and a date of Board review and approval for each curriculum guide. The curriculum committees have developed procedures for writing curricula to meet the state standards.

Content-specific committees are formed and meet monthly to write/revise each curriculum. After the curriculum receives Board approval, it is posted on Build Your Own Curriculum (BYOC) or the Student Information Systems (SIS) (electronic curricula management systems). Teachers receive ongoing professional development on implementing the curricula. In addition to writing the curriculum, the committee selects the textbooks and instructional materials that will support the curriculum.

Academic and career technical curricula are reviewed on separate cycles. Curricula for one- and two-year technical programs, of which there were 30 in 2014-15, are reviewed on a 5-year cycle. As of the 2017-18 school year, there continues to be 30 programs. Technical Curricula are also updated as needed outside the 5-year cycle in response to market needs, new equipment purchases, advisory committee recommendations, and DESE evaluation tools. Academic curricula are reviewed on a 4-year cycle.

With the shift in State academic standards as of April 2015, all academic areas had to be reviewed and revised in the 2016-2017 school year. This has changed the review calendar for those core areas.

The key, broad goals of this program include:

1. Technical and Special Education schools will collaborate to review/revise academic curricula on a 4-year cycle.
2. CTE will follow a 5-year plan for review of CTE courses along with specific requests from industry and instructors for curriculum/training updates.
3. SSD will implement an effective curriculum that meets stakeholder expectations.

Please consult the Curriculum Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

A biennial report of the progress and status of the Curriculum program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on October 13, 2015.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (expected completion February 2017): Investigate what methods other districts are using to evaluate the effectiveness of their curriculum.

Status of Action Plan: Complete

Action Plan 2 (expected completion March 2017) : Develop a survey or other method to measure teacher/administrator satisfaction with the curricula and the curriculum review process and deploy for yearly feedback.

Status of Action Plan: Complete

Action Plan 3 (expected completion May 2017): Develop a systematic plan for training teachers to improve implementation of curriculum.

Status of Action Plan: Complete. SSD will evaluate our curriculum through a staff survey as well as student assessment results.

Action Plan 4 (expected completion April 2017): Assess the effectiveness of curricula through multiple measures.

Status of Action Plan: Complete. Curriculum surveys were added. Assessment results are used to assess the effectiveness of curriculum in concert with other instructional inputs.

Action Plan 5 (expected completion February 2017): Provide additional/enhanced curriculum training to teachers based on the systematic plan developed.

Status of Action Plan: Complete

Descriptive Program Data:

The curriculum department serves all students attending, and instructional staff assigned to, SSD special education schools/programs and career technical education schools.

Total Program Cost and Cost Effectiveness:

(Costs reported are for FY 2016-17)

Staffing Costs: \$560,037¹ (includes two administrators and three facilitators)
Other Costs: \$83,642 (primarily textbooks and instructional materials and software)
BYOC: \$4,041

Total Costs: \$647,720
Total Cost Per Student (3379 official DESE enrollment in 2016-17): \$192

Monitoring Results

Voice of Customer Assessment:

Solicitation of voice of customer feedback began in 2016-17. See Objective 3.1 below.

Objective 1.1: Subject-specific teachers will meet to review/revise academic curricula according the curriculum review calendar.

Measure: Proportion of curricula reviews planned that were completed per the 4-year schedule.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

¹ Note that salaries included in the calculation have not been prorated and thus actual costs attributable to curricular activities are less than those shown. Curriculum staff generally devote less than 50% of their work hours to curricular-specific activities. Summer stipends paid to teachers who participate in curriculum writing/review are excluded from the costs listed.

Monitoring Schedule: Twice per year in December and June

Results:

School Year	Academic Curricula Reviews Initially Scheduled	Number of Academic Curricula Reviews Completed / On-Track	Percent Completed / On-Track
2016-17	15	31*	100%
2015-16	14	14	100%

Additional reviews were required in 2016-17 due to changes in the state standards for all four content areas. Reviews completed in 2016-17 included: ELA (all courses), Math (all courses), Social Studies K-8, and Science (all courses). Curriculum reviews completed in 2015-16 included: Social Studies (Government, American Government, World History, Geography, Contemporary Issues, Sociology, Social Studies extension, Character Education, High School transition Electives). Reviews scheduled to be completed in 2017-18 include: Social Emotional Learning, Technology courses, Guidance, Spanish, and Health Extension.

Objective 2.1: CTE program teachers will meet to review/revise curricula according the curriculum review calendar and/or specific requests for review.

Measure: The proportion of curricula reviews planned that were completed per the 5-year CTE schedule.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year in December and June

Results:

School Year	CTE Curricula Reviews Schedule	Off-Cycle CTE Review Requests	Number of Curricula Reviews Completed / On-Track	Percent Completed / On-Track
2016-17	7	0	7	100%
2015-16	3	7	10	100%

Seven scheduled reviews were completed in **2016-17:** Auto Technology, Carpentry, Construction Trades, Design and Entrepreneurship, Electrical Trades, Fashion Design, and Heating, Ventilation and Air Conditioning. Three scheduled and seven off-cycle curriculum reviews completed in **2015-16:** **Scheduled:** Graphic Production & Printing, Hospitality and Hotel Management, Motorcycle & Small Engine Technology; **Off-Cycle:** CISCO Networking Academy, EMT, Fire Fighting, Graphic Design, IT & Graphic Design, Law Enforcement, and Pharmacy Sciences. Reviews scheduled to be completed in **2017-18** include eight scheduled reviews and 4 off-cycle reviews: **Scheduled:** Cosmetology, Culinary Arts, Dental Sciences, Health Sciences, Pre-professional Health Sciences Academy, Precision Machining, Welding, Floor Laying Middle Apprenticeship; **Off-Cycle:** Auto Technology, Fire/EMT, IT & Graphic Design, and Veterinary Assistant.

Objective 3.1: Stakeholders will perceive the curriculum and curriculum review process as effective

Measure: Curriculum Voice of Customer Survey (teacher and administrator versions). Items analyzed include (response choice is a 4-point scale ranging from ineffective to highly effective):

1. How effective do you feel your curriculum is?
2. How effective do you feel the review process is?

Performance Target: 90% “effective” or “highly effective” responses

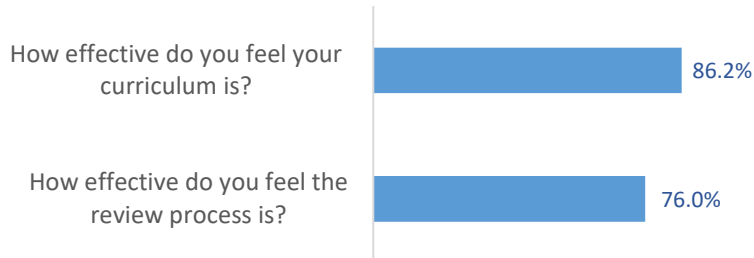
Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: CTE and Teachers assigned to special education schools will be surveyed annually in spring.

Results: The 90% target for this measure was not met. Results are provided below.

2016-17 Curriculum Survey

Percent "Effective" or "Highly Effective" Responses



Additional survey results (yes/no questions):

Question	Percent "Yes"
Do you have easy access to your curriculum?	93.4%
Have you been a part of a curriculum review process?	57.9%
If yes, do you feel your input was valued?	98.6%
Do you feel there are clear and reasonable timelines for the process?	88.9%

Summary and Recommendations

100% of curriculum reviews were completed as scheduled in both 2015-16 and 2016-17. Teacher and administrator perceptions of the curriculum and curriculum review process were assessed beginning in the 2016-17 school year.

Fewer than 90% of teachers rated (a) the curriculum and (b) the curriculum review process as effective or highly effective in 2017. Based on this voice of customer feedback, a professional learning unit was developed explaining the curriculum review process, timelines and committee selection and was presented to the staff in April of 2017 in order to clarify several misconceptions captured in the survey comments. This information seemed to be well received and appreciated by the staff.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

After the staff survey was completed and analyzed, we addressed many of the concerns and misconceptions through a professional learning opportunity in our monthly learning cohort. Staff seemed to gain a better understanding of the process and misconceptions were addressed as well as questions answered.

New action step: Capture voice of customer through an annual survey for those who participate in the curriculum writing and review process. Participant feedback will be solicited following each curriculum review.

Anticipated date of completion: May 2018

Ongoing Evaluation Planning: (select all that apply)

- Continue to monitor using same metrics and schedule.
- Revise evaluation indicators and metrics.

Proposed revisions: _____

Conduct an in-depth evaluation.

Estimated month/year the evaluation is to be completed: _____

Revise the program description/plan.

Other action(s) for improvement:

Rationale for Selection(s): The current program monitoring plan remains appropriate.

Library Media Centers

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Contributors

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Brief Program Description

Library media centers (LMCs) function as integral parts of the schools by helping all students achieve success, be effective users of information, and become lifelong learners. The library media specialist (LMS) works in collaboration with classroom teachers, provides instruction in research skills and literacy, and helps to foster an appreciation of reading. LMCs operate at both technical schools and all of the separate special education schools. The LMCs meet the standards for Missouri School Library Media Centers and the needs of a diverse student population. Instructional materials support the curriculum in each school. At the elementary level, the library media specialist leads 30-minute classes to provide instruction on research skills and digital literacy, as well as helping students select books for leisure reading. In the high schools, teachers schedule times with the LMS to deliver instruction jointly. Students also drop in when working on individual projects.

Northview High School added a LMC in 2015-16. A library clerk position at Neuwoehner High School was added in 2016-17. At present all SSD schools are staffed with a full-time library clerk, and LMCs are open to students daily.

The key, broad goals of this program include:

1. The library media staff collaborates with the instructional staff to integrate library media resources into instruction.
2. The library media centers assist in nurturing a lifelong love of reading.

Please consult the Library Media Centers Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

A biennial report of the progress and status of the Library Media Centers program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on January 26, 2016.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (expected completion date May 2017): Develop and implement process for physical inventory and determine the timelines for physical inventory.

Status of Action Plan: Complete

Action Plan 2 (expected completion date October 2016): Develop and implement process for analyzing usage reports for internet subscriptions.

Status of Action Plan: Complete

Action Plan 3 (expected completion date fall 2016): Hire a library clerk at Neuwoehner.

Status of Action Plan: Complete

Action Plan 4 (expected completion date January 2017): Continue to improve library collections and maintain/increase circulation and visits

Status of Action Plan: Complete

Action Plan 5 (expected completion date spring 2017): Investigate providing project-based learning spaces in the library media center.

Status of Action Plan: Complete. We have visited several other libraries to explore their use of makerspaces and have begun to make plans for makerspaces in the libraries.

Action Plan 6 (expected completion date May 2018): Provide project-based learning spaces – possibly makerspaces – in the library media centers for students to work more collaboratively on innovative projects.

Status of Action Plan: On schedule. We have purchased materials to begin making our makerspaces in each of the libraries.

Descriptive Program Data:

See results below. Library media centers serve all students attending SSD schools.

Total Program Cost and Cost Effectiveness:

(Costs reported are for FY 2016-17)

Staffing Costs: \$491,739

Other Costs: \$49,125

Total Costs: \$540,864

Total Cost Per Student (3379 official DESE enrollment in 2016-17): \$160

Monitoring Results

Voice of Customer Assessment:

See Objective 1.1.

Objective 1.1: Teachers will indicate that they agree that library media staff collaborate to integrate resources into the curriculum on a teacher survey.

Measure: Staff library/media survey item, “The librarian is available/willing to collaborate with staff.”

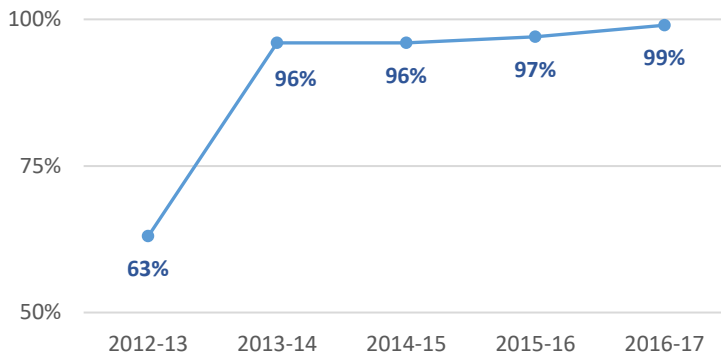
Performance Target: 96% agreement rate (target based on historical baseline)

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Annually in May

Results: The target for this objective was met. Over the previous 4 years, a high percentage of teachers have indicated that library media staff collaborate to integrate resources into the curriculum. Results are presented in the chart below.

High Agreement that "The librarian is available/willing to collaborate with staff."



Objective 2.1: Circulation at each LMC will be maintained or increased as measured by Alexandria reports.

Measure: Alexandria circulation report count of items checked out from the library/media center.

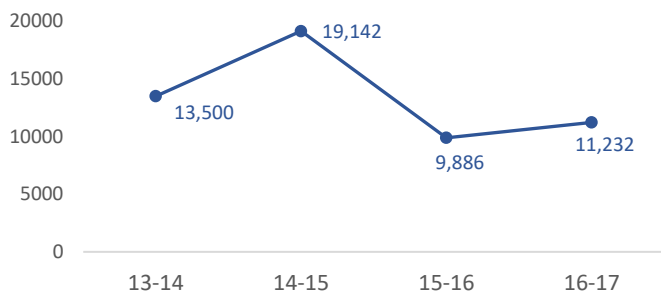
Performance Target: Increase year-over-year

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Quarterly

Results: After a peak in the 2014-15 school year, circulation declined 2015-16, and then rose modestly in 2016-17. The 4-year trend is provided below. Library media staff have observed that increasing use of online resources and computers for research and instruction has contributed to decreases in circulation at some schools.

Book and Media Circulation Has Declined Overall Since 2014-15 but Increased in 2016-17



Objective 2.2: Visits to the LMC will be maintained or increased.

Measure: Number of visits to the LMC as measured by library visitor logs (this is an approximation of attendance as a log entry is not made for every single visitor; counts include both student and staff library use).

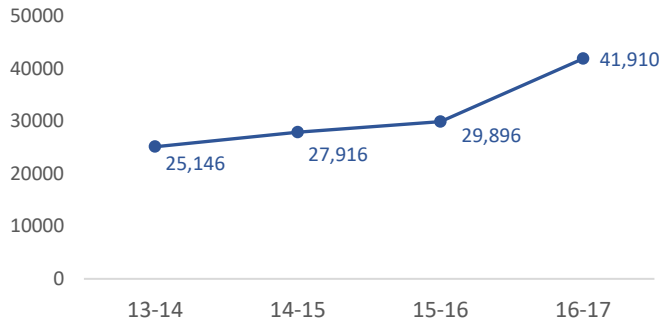
Performance Target: Increase year-over-year

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Quarterly

Results: Student visits to the LMCs have increased each of the last 3 years. Rates are displayed in the chart below. Several qualifications accompany these data. Northview added a media center in 2015-16. In addition, all schools were staffed with a full-time library clerk beginning in 2016-17. Therefore increases in visits observed the previous 2 years likely reflect additional opportunities for students and more consistent visit tracking (one task library clerks perform is monitoring visitor logs). While overall usage has increased, the introduction of laptops into classrooms at the technical schools and laptop carts at the SPED schools has in some cases decreased the demand for using the library’s computer resources and physical space.

Student Visits to LMC Have Increased



Summary and Recommendations

As of the 2016-17 school year, all SSD schools had a LMC that was staffed full-time by either a library clerk and/or a library media specialist. Survey data indicate that staff overwhelmingly perceive library media specialists as willing/able to collaborate (99% agreement on related survey item).

Changing patterns with respect to the availability of computers in classrooms and increasing use of online resources for instruction and student research have impacted LMC usage, particularly at North Tech and South Tech. While visits to LMCs by students have increased, circulation of books and media has decreased.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

1. Increase consistency and accuracy of data collection. Document and disseminate data collection processes to ensure consistency across schools.

Anticipated date of completion: May 2018

2. Revisit expectations for circulation and LMC use/visits among students given increasing access to technology and informational/research tools available in the classroom. Monitor usage at the school level quarterly to evaluate staff/student LMC needs and adjust service delivery and resource allocation as appropriate.

Anticipated date of completion: Ongoing

3. Proceed with plans to implement makerspaces and related improvements in all schools.

Anticipated Date of Completion: May 2019

Ongoing Evaluation Planning: (select all that apply)

- Continue to monitor using same metrics and schedule.
- Revise evaluation indicators and metrics.

Proposed revisions: See Action Plan #2. Moving forward, circulation and visits will be monitored for the purpose of evaluating utilization, needs, and reach of LMC services. No specific targets will be set for these metrics as future expectations for usage are unclear given evolving means of access to technology and informational resources in our schools. Continue to review quarterly. Over time alternative performance metrics may be preferable.

Conduct an in-depth evaluation.

Estimated month/year the evaluation is to be completed: _____

Revise the program description/plan.

Other action(s) for improvement:

Rationale for Selection(s): Increasing use of online resources as well as the availability of computer resources in classrooms contributes to the need for a revised monitoring approach.