

No. _____



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Program Evaluator/Administrator of District Initiatives Duties and Responsibilities

SUBMITTED BY: Pat Campos & Francisco "Pancho Gonzalez, Jr. **OF:** Board Members

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: May 21, 2008

Empty box for content.



Program Evaluator/ Administrator of District Initiatives

Presenter:
Cordelia Orengo



Program Evaluator/ Administrator of District Initiatives

The major role of the Program Evaluator / Administrator of District Initiatives is:

- Evaluate the District's Educational Programs
- Administer and oversee District Initiatives
 - 30 years of successful administrative experience
 - Ability to work with all entities in the District
 - Background knowledge of educational programs
 - Established a strong, positive repertoire with campus administrators for effective communication
 - Promotes the mission and goals of the District

Accelerated Reading and Math Initiatives (ARI/AMI)

State Grant of 1.5 million for targeted students in grades Kindergarten - Eighth Grade

- Development of procedures for implementation and compliance
- Based on academic assessment, initial targeted students are identified for campuses
- Approval of Campus Intervention Plans
- Allocate money to support campus intervention plan
- Collaborate with Business & Finance Department for distribution of budget allocations to the 35 campuses
- Feedback and continuous assessment from the campuses
- Analyze post data information for the completion of the TEA required Evaluation Summary Report
- Ensure that all criteria is met to qualify the District to receive grant





Fast ForWord

Scientifically based program targeting reluctant readers:

- Fast ForWord implemented in all UIISD campuses
- \$720,000
- Areas of evaluation include compliance, implementation, and observation
- Oral and written feedback provided to campus administrators and program coaches
- Required Plan of Action, if needed, is submitted to the Department of Curriculum and Instruction within a set time frame
- Collaborate with Curriculum and Instructional Executive Directors for guideline review and appropriate implementation of program
- On-going evaluation process throughout the school year
- This program is used as an early intervention program and the District has seen a significant reduction in referrals to special education.
- Data analysis indicates that students in the program have been successful on state assessments in upper grades.

Response to Intervention

State and Federal Instructional requirement which involves the process of identifying and providing early tiered intervention for identified students.

- Districts are required to analyze their intervention programs for effectiveness
- Development of forms for identifying and assisting students in order to appropriately document the fidelity and efficacy of interventions
- Developed the processes and procedures for each tier
- Review guidelines with all administrators which include tier interventions for targeted students
- Process is on-going throughout the school year at all campuses
- Data has shown success for students and a significant reduction of referrals to special education



Middle School Course Alignment

Ensure that there is an alignment of courses in all District Middle Schools for PEIMS accountability, credits, and GPA calculations.

- Analyzed and verified the state assigned PEIMS number
- State translation
- Class codes
- Course descriptions which are tied to report cards
- All of the above connected to each school's Master Schedule
- Work closely with Curriculum and Instruction and the Informational Technology Department
- Meet regularly with Secondary Executive Director, Campus Registrars, Counselors, Principals, and personnel from the Informational Technology Department for continuous alignment.





Scope and Sequence Monitoring

- Every six weeks at the elementary and middle school level campus administrators are provided an “Administrators’ Monitoring Chart” for each content area which allows them to document the scope and sequence objectives when conducting classroom walk-throughs.
- Every nine weeks at the high school level campus administrators are provided an “Administrators’ Monitoring Chart” for each content area which allows them to document the scope and sequence objectives when conducting classroom walk-throughs.

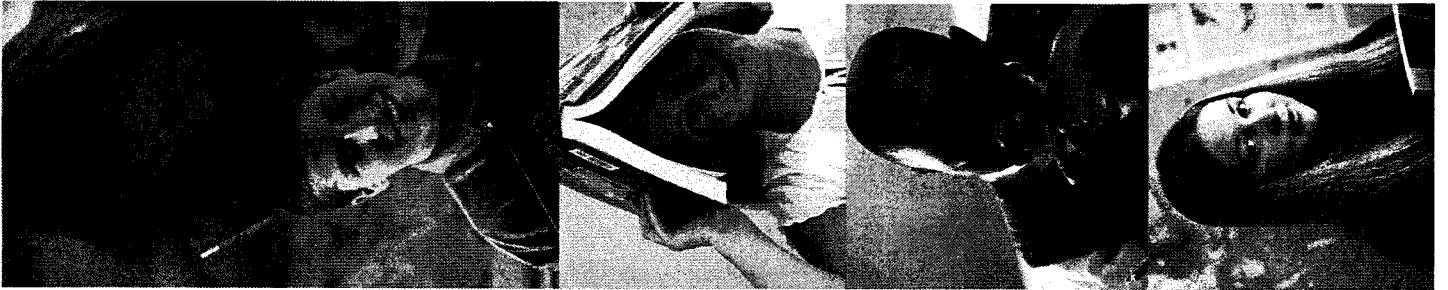
Campus Improvement Plans and District Improvement Plans

State and Federal Requirement

Every campus must have a plan for educational improvement specifying long range goals and annual performance objectives aligned to the District's Improvement Plan

- Meet with principals and campus improvement plan committee to review guidelines and components of campus improvement plans
- Development of verification checklist for CIPs
- CIPs are submitted for compliance verification which include a comprehensive needs assessment, long range goal, annual performance objectives, timelines, strategies, responsible party at the campus level, resources needed (personnel and monetary), and evaluation
- Provide copy of plans to Board Members for approval of Annual Performance Objectives
- On-going monitoring of CIP and DIP effectiveness.





Literacy Ambassadors Reading Initiative

Promote reading at home by providing appropriate Lexiled Reading level books for every student attending Extended School Year at all elementary and middle schools

- Research reading lexiles
- Development of guidelines and procedures for the Literacy Ambassador Reading Initiative
- Collaborate with Purchasing Department in formulating bids for the purchase of over 30,000 books at different lexiles (\$110,000)
- Chair meeting with committee of librarians on the selection of vendor's appropriate titles
- Match students' reading levels to lexile leveled books
- Collaborate with Department of Shipping & Receiving for the distribution of "Books in a Bag" for all elementary and middle school students
- Provide guidance to principals on campus based activities to motivate students to continue reading at home
- Highlight summer reading at the start of the next school year
- Collect and analyze reading data on participating students



Campus/District Software Clearinghouse

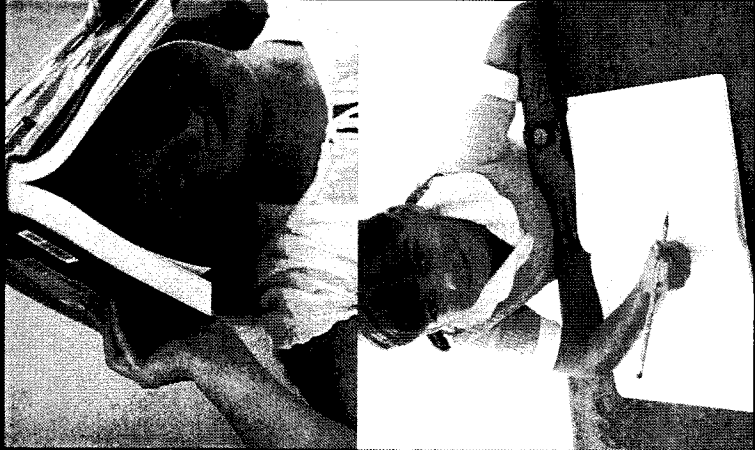
Ensure that proposed purchases by campuses and District of academic software are aligned and support the District's goals and objectives

- Develop goals and objectives for the assessment of academic software programs
- Chair the software review committee
- Review and recommend academic software for possible District and/or individual campus purchase
- Monitor the implementation of the software to make certain that goals are continuously met



Other Initiatives

- Administrative Guidelines Manual
- Coordinate responses to Open Records requests for the Curriculum and Instructional Department
- Support Instructional Coordinators
- Communicate with DEIC of special initiatives
- Research Scientifically based programs, software, class schedules as requested
- Coordinate information from the C & I Department for Superintendent's Evaluation
- Monitor progress of students participating in intervention programs –summer school, ARI, AMI, Fast ForWord, RTI, etc.



The End