Middle-Level Program Review Process

Representative Committee is formed

- Representative Committee
    - Teacher representatives (or other professionals)
    - Relevant community/business/parent representatives
    - College representatives
    - Administration
- Co-Facilitation by administrator and department chairperson and/or aligned principal
- Explicit responsibilities of committee members
- Communication strategy (updates on progress, opportunities for feedback of those not on the committee)

Phases

- Study Year (work is done by representative committee)
    - Examine student achievement data
    - Examine student enrollment data
    - Survey present students and alumni
    - Analyze Trend data
        - Literature Review Contact business
        - Attend state and national conferences
        - Contact colleges
    - Publish Summary of Findings and Recommendations (including Board presentation)
- Planning Year (work is done primarily by teachers)
    - Course proposals or discontinuance
    - Curriculum writing
    - Common assessment work
    - Vertical scope and sequence
    - Professional development
    - Curriculum materials study and adoption
    - Reporting and Grading adjustments
    - RTI adjustments
- Implementation & Monitoring Years
    - Several years, long enough for complete implementation

Schedule

- Tentative schedule, subject to change due to state decisions or local developments.

Study Year

Committee Organization

During the study year, a representative committee will conduct the study. There will be repeated opportunities for feedback and communication during the study year. The study committee should include a variety of educational professionals representative of differing perspectives and backgrounds. It is desireable to have at least one educator from each school.

Representative	Name(s)	email	Position
District Administrator	Jeff Craig	jcraig@cortlandschools.org	K-12
Building Administrator	Kevin Cafararo	kcafararo@cortlandschools.org	7-8
Core Area Teacher	Amy Sundheim	asundheim@cortlandschools.org	8
Core Area Teacher	Sarah Bertram	sbertram@cortlandschools.org	7
Encore Area Teacher	Sarah Alissa Main	amain@cortlandschools.org	7-8
School Counselor	Penny Pomeroy	ppomeroy@cortlandschools.org	7-8
Encore Area Teacher	Jennifer Rafferty	jrafferty@cortlandschools.org	7-8
Librarian	Betsy Davison	bdavison@cortlandschools.org	7-12
High School Teacher	Kelly Chapman	kchapman@cortlandschools.org	9-12
Elementary teacher	Stephanie Oyer	soyer@cortlandschools.org	6
Special Ed Teacher(s)`	Stacy Rice	srice@cortlandschools.org	varies
Higher Education	Nance Wilson Carol Clarke	nancewilson@me.com carolgclarke@gmail.com	college & community

Study Committee Monthly Objectives

October 26	❑ Convene committee for the first time ❑ Study the process and expectations ❑ Review communication and archival process of committee ❑ Review calendar (previously generated) ❑ Draft questions for interviews and surveys (see samples) ❑ Review of Middle-Level Regulations ❑ Literature Read ❑ Subgroup attends NYSMSA Conference (Saratoga)
November 30	❑ Finalize questions (see sample questions) ❑ Form subcommittees (data, visitation, etc.) ❑ Identify data to be collected ❑ List data collection tools ❑ Assign roles in the data collection process ❑ Literature Read ❑ Subgroup attends AMLE Conference (Philly)
December 18	❑ Continue to collect data - check in where are you? ❑ Create surveys for necessary stakeholders ❑ Create guidelines for observations/focus walks ❑ Literature Read ❑ NYSMSA Conference Report
January 25	❑ What data do we need to collect? ❑ Finalize/approve surveys ❑ Finalize/approve interview questions ❑ Finalize/approve guidelines for observations/focus ❑ Review data and identify additional data that is needed ❑ Literature Read ❑ AMLE Conference Report
February 12	❑ Send info out (surveys, interviews, focus walk dates) ❑ Visitations- other districts ❑ Review Facilities Study Committee Report ❑ Focus walks
March 22	❑ Continue evaluating/interpreting data ❑ Draw conclusions based on literature, regulations, and data

April 19	❑ Identify areas for future growth and success ❑ Begin subcommittee reports ❑ Send reports to facilitator when completed
May 24	❑ Complete and approve program successes and gaps ❑ Committee approves final report
June 28	❑ Present report to Board of Education ❑ Publish report to district

Sample Interview Questions

The following question lists will be utilized to ensure that committee members take a uniform approach in their data collection processes. In asking these questions, committee members will be collecting data from a variety of relevant parties whose perspectives and knowledge can be used to shape future curriculum programs in positive, relevant, and meaningful ways.

Teachers

1. Do you feel the curriculum is aligned (vertically/horizontally) to the standards?
2. What skills specific to a subject area do your students need to be taught?
3. What professional development can be provided in order for you to improve student achievement?
4. What additional experiences do your students need in order to be successful?
5. What percentage of your students are meeting/exceeding curriculum benchmarks?

Parents

1. Is the curriculum provided to your child challenging enough?
2. Do you feel your child has been successful in school?
3. What supports do you feel your child needs in school in order to be successful?
4. What additional experiences do you feel your child needs in order to succeed in school?
5. Do you feel your son/daughter will be college and career ready when s/he graduates? If not, what additional classes, support services, etc. does s/he need?

Students

1. Do you feel you are being challenged in school?
2. Are there enough support services in place for you to succeed?
3. Do you understand how what you are learning applies to real life? Give an example.
4. What additional classes do you feel should be offered in order to prepare you for college or a career?
5. Do you feel enough experiences/opportunities are available?

School Visits

1. How are you embedding technology into your curriculum
2. How are you preparing students to be college and career ready?
3. What additional experiences are you providing your students beyond curriculum?
4. What percentage of your students are graduating with Advanced Regents/Regents/Local diplomas?
5. What makes your program exemplary and unique?