

Progress Monitoring a Multi-Year Plan

The following tables outline the process used by U Prep to establish a system for monitoring the implementation of their multi-year Acceleration Plan. The “Annotations” in the right-hand column indicate how this Progress Monitoring approach has been adapted for the sake of monitoring a long-term (3+ year) plan. This Progress Monitoring Plan enables the network to determine whether the Acceleration Plan is being implemented with fidelity, and whether the plan is having the intended impact on student outcomes.

	<i>What does it look like in the Acceleration Plan?</i>	<i>Annotations</i>
<p>Step One: Set Goals</p> <p>Ultimate Lag Measures (End of '23-'24)</p>	<p>These articulate the high-level aims of the organization: in its ideal state, what results will it generate? These numbers function as overall "north stars" to guide the more granular year-to-year target setting. Goals are "outputs" (e.g., assessment results, graduation rates, attendance, teacher retention, etc.), rather than "inputs" (e.g., the actions taken to achieve the results desired).</p> <p>The ultimate lag measures encompass a multitude of areas within the organization that define its "Vision of Excellence" including student academic outcomes:</p> <ul style="list-style-type: none"> • Academic Outcomes • Character Development • Authentic Partnerships (*Our work with families and community) • Adult Experience (*How our team members experience being a part of the organization) • Scholar Exposure (*How we ensure our scholars are constantly aware of the opportunities outside of the walls of the school - all of their future possibilities) 	<p><i>In prior years, ultimate lag measures might cover just one or two years (e.g., the posting period of a Unified Improvement Plan). Since the Acceleration Plan is intended to cover a three-year period, ultimate lag measures have been set for the end of that time (i.e., end of 2023-24).</i></p>

University Prep – CDE Case Study

Progress Monitoring a Multi-Year Plan



What does it look like in the Acceleration Plan?

Annotations

Step Two: Set year-end targets

Annual Lag Measures

These targets establish the bar for student outcomes that will be met by the end of the school year; i.e., what students should be able to do at the end of the school year and how we will measure those outcomes. The '21-22 year-end targets describe what the schools and their students will achieve during the first year of the Acceleration Plan, and they represent the first steps in a planned progression toward the ambitious ultimate goals (ultimate lag measures) of the plan.

Note: "Lag measures" indicates that they reflect the outcomes of the year, that they "lag" or come after the work of the school year. In other words, these measures are "after the fact" -- they measure outcomes that can no longer be influenced for that year.

The ultimate goal (above) reflects the working assumption that the learning recovery process will take three years.

U Prep set the ultimate target or lag measure at the network level, and set an annual target for '21-22 in consultation with the leadership teams at each campus. At the end of '21-22, the team will examine the performance in order to set new targets for '22-23.

University Prep – CDE Case Study

Progress Monitoring a Multi-Year Plan



What does it look like in the Acceleration Plan?

Annotations

Step Three: Set benchmarks and interim targets

Annual Lead Measures

Based on the EOY targets, interim measures and benchmarks are established throughout the year. These are intended to give reliable information about the progress being made towards the EOY targets (lag measures). These measures will give information about (a) whether initiatives/strategies are being implemented with fidelity, and (b) how these initiatives/strategies are impacting student outcomes. If students are "on track," per the interim measures, this is likely a good indication that EOY targets will be met or exceeded. If student outcomes are not yet meeting the interim measures, this may indicate the need for mid-year course corrections or adjustments.

Note: "Lead measures" indicates that these measures will come before the end-of-year results (i.e., they are "leading" indicators that preview expected year-end results). They are also influenceable and can be addressed to improve upon (inputs that are worth focusing our energy on because they are our best bets in producing the end of year results we're going for). For example, attendance is a lead measure that has a big impact on student outcomes. Similarly, achieving certain performance levels within preparation and execution of high quality instruction also drives end of year scholar outcomes and is a "bet" you want to make and invest in.

While ultimate lag measures are universal for the network, individual campuses have flexibility to set their interim measures and benchmarks in the ways they see will best support their progress towards the common annual (year-end) targets and the ultimate lag measures of the plan.

University Prep – CDE Case Study

Progress Monitoring a Multi-Year Plan



What does it look like in the Acceleration Plan?

Annotations

Step Four: Track Progress

WHAT will be tracked?

- **Adult experience** -- We've selected Lead & Lag measures that A) monitor how adults are experiencing the organization along the way, and B) lead to healthy retention.
- **Academic outcomes** -- Within this area we focus on lag outcomes (end of year result) and lead measures (inputs worth focusing on with our teaching force that will drive positive results, i.e. instructional practices, DDI efforts, daily attendance, etc.)
- **Authentic Partnerships** -- Within this area, we are focused on ensuring our families have a meaningful, engaged experience in which they are valued as equal partners in their child's education.

HOW will tracking happen?

- **Network Scorecard** tracks progress during each year and over the course of the Acceleration Plan.
- Results from each campus are combined into a single report that tracks progress towards the overall target.

WHEN will tracking happen?

- Progress is considered and assessed quarterly.
- School teams analyze and action plan based on the Score Cards monthly.

These categories to be tracked and monitored were selected from the ultimate goals of the plan (see above) as focus areas for Year One of the Acceleration Plan. These are the categories that will be most closely monitored during Year One; different categories may be selected for prioritized monitoring in subsequent years.

The network scorecard tracks progress for each campus towards the annual target.