



Support and Innovation
Improved Outcomes for All



EVALUATING PROGRESS OF SCHOOL IMPROVEMENT FUNDED ACTION STEPS

Fall 2019

Support and Innovation Unit
Arizona Department of Education

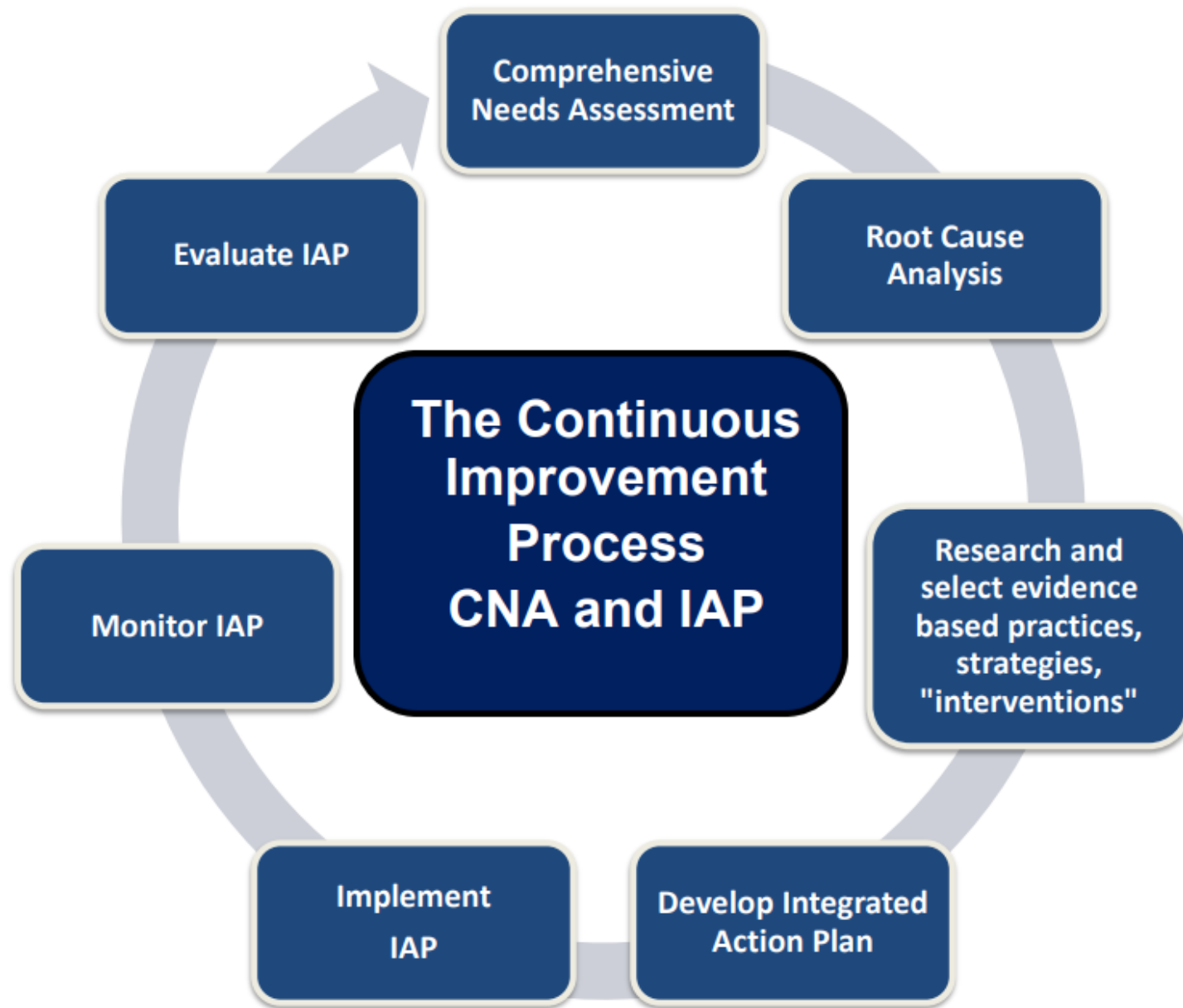
SESSION OUTCOMES

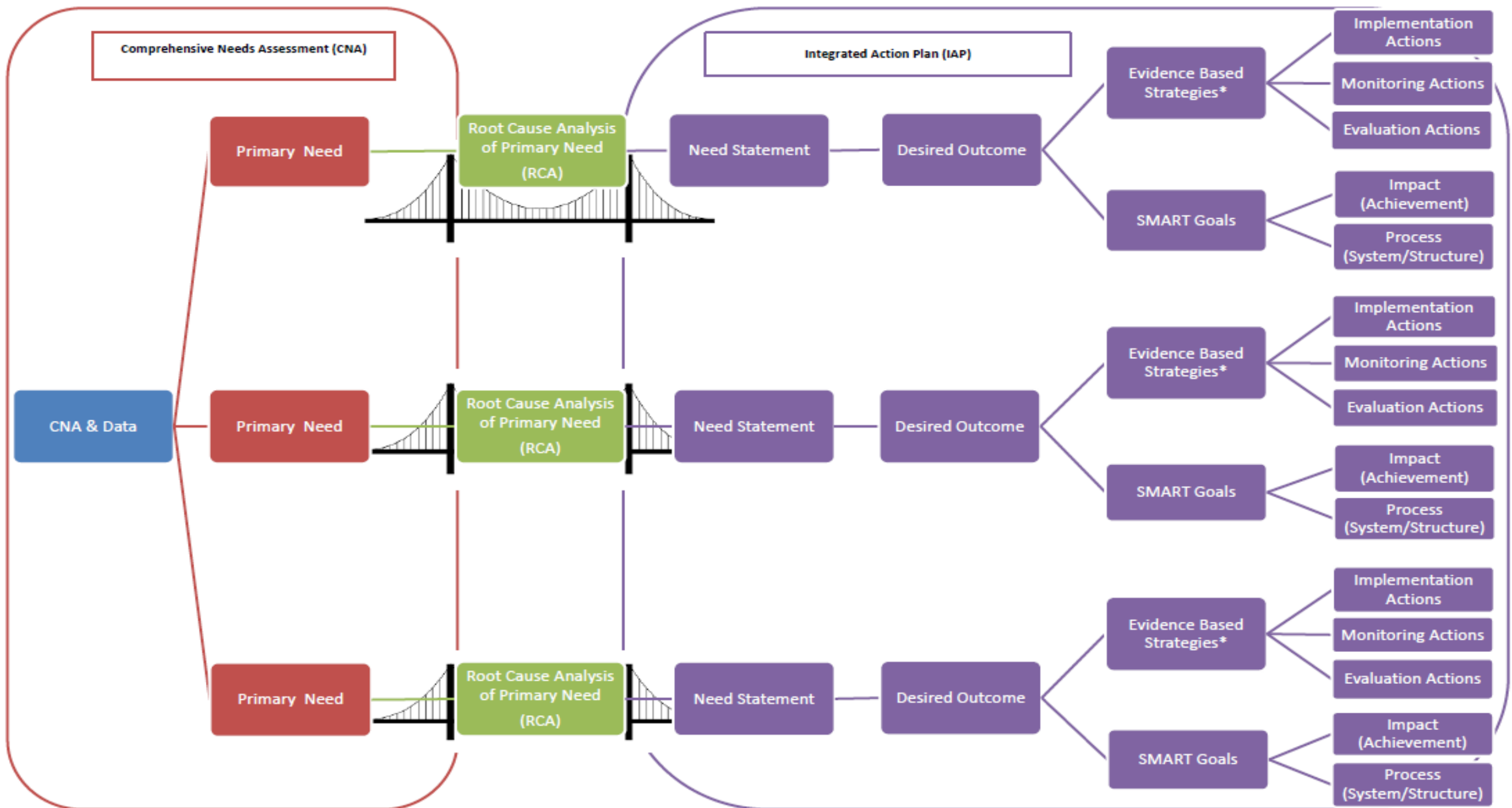


Understand the purpose of monitoring and evaluation within the school improvement process



Understand how to evaluate the effectiveness of the action steps funded by federal school improvement funds





*Special Reminder: There could be multiple strategies to support the desired outcome.

TYPES OF SMART GOALS

Impact Goal

- Student Achievement
- Show Growth or Increase Proficiency

Process Goal

- Implementation
- Systems, Structures & Processes

ESSA'S EVIDENCE BASED RESEARCH REQUIREMENTS

Tier	ESSA Definition	What does it mean?
Tier 1 Strong	Strong evidence from at least one well-designed and well-implemented experimental study.	Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).
Tier 2 Moderate	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.	Well-designed and well-implemented quasi- experimental studies meet the What Works Clearinghouse (WWC) evidence standards with reservations.
Tier 3 Promising	Promising evidence from at least one well-designed and well-implemented correlational study.	Correlational studies (e.g., studies that can show a relationship between the intervention and outcome but cannot show causation) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).
Tier 4 Demonstrates a Rationale	Practices based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes	Ideas that do not yet have an evidence base qualifying for the top 3 levels above or could be under evaluation.

MONITORING ACTIVITIES

How will we ensure the strategy is monitored for:

1. FIDELITY OF ADULT IMPLEMENTATION?
2. IMPACT ON STUDENT ACHIEVEMENT?

Are we on course to meet our goals and desired outcomes?



MONITORING EXAMPLES

ACTION STEP

- Provide staff development on Kagan engagement structures
- Implement Kagan engagement structures in lessons daily
- Creation of a graduation committee to develop individualized grad plans for students

MONITORING ACTIVITY

- PD sign-in sheet, PD exit survey results
- Classroom walkthrough data collection
- Meeting agenda, meeting notes, grad plans

WHY EVALUATE?

- LEAs receiving federal funds are required to monitor and evaluate the effectiveness of the programs funded by federal funds and examine their impact of achievement of all students, including their subgroups. (ESSA)
 - Evaluation shows the impact of instruction on student achievement and whether gaps are being closed for subgroups.
 - Program evaluation ensures that high quality planning, implementation and evaluation are part of the LEA and school continuous improvement process. Evaluation will improve the quality of plans and implementation of these plans with fidelity.
 - Evaluating with fidelity will ensure ongoing engagement of multiple stakeholders.
 - Evaluation maximizes the coordination of local, state, and federal funds to impact student learning.
 - Evaluation provides documentation of program implementation to inform future decision-making.

EVALUATION ACTIVITIES

How will we ensure the strategy:

1. WAS IMPLEMENTED
SUCCESSFULLY?
2. POSITIVELY IMPACTED STUDENT
ACHIEVEMENT?

**Did we receive an academic
return on our investment?**



EVIDENCE SOURCES

Student assessment
results: Benchmarks,
progress monitoring,
formatives

Professional
Learning
opportunities

Classroom
observation data

Communication
logs/meeting
minutes

Reflection and
feedback

Surveys

Pre/post test results

State assessment
data

Teacher evaluation
data

Discipline data

Attendance data

Artifacts

EVALUATION STEPS

Engage stakeholders

Review IAP, goals, and grant funded action steps.

Review evidence that has been gathered.

Interpret your data and the significance of the results.

Determine adjustments to be made

Communicate results



Fiscal Year 20

All SI grant
funded
actions



CSI, TSI, SIG
Grants

WHAT DO I EVALUATE?

Grant funded action step	Desired outcome	Evidence	Reflection

EVALUATION TOOL

This document will be posted as a resource in ALEAT and it will be posted on the Support and Innovation website.

WHAT IF I AM NOT MAKING PROGRESS?



Was the implementation plan followed? Why or why not?



Were there sufficient resources?



What unforeseen barriers were there?

EXAMPLE I

Grant funded action step	Desired outcome	Evidence	Reflection
Purchase Achieve3000 licenses for use by EL students	To increase the literacy skills of the EL subgroup through the use of a supplemental evidence-based program	Purchase order, program usage log, program assessment data, classroom walkthrough data	Achieve3000 licenses were purchased in September. Middle school EL students and staff began using the program in October after fall break. 87 out of 95 EL students completed... The average Lexile level increased... from October to March. Weekly classroom walkthrough data indicated 89% adherence to the master schedule and agreed upon use of the program.

EXAMPLE 2

Grant funded action step	Desired outcome	Evidence	Reflection
<p>Stipends for staff to attend off contract training from ABC Education on behavior strategies and goal setting</p> <p>Contract with ABC Education to provide two days of training on behavior strategies and goal setting</p> <p>Purchase PBIS Rewards app</p>	<p>Create a multi-tiered system of support to address social/emotional and behavioral needs of students; Decrease in office referrals</p>	<p>PD sign in sheet, staff survey, student goal sheets, PBIS reward points, office referral data</p> <p>Scope of work, purchase order</p> <p>Purchase order</p>	<p>All staff attended the two-day ABC training in September. Survey results indicated... Random samples of student goal sheets showed... PBIS reward points increased 45% from last year. Office referrals have been reduced by 38%, and we have also seen a decrease in the number of referrals categorized as physical aggression and threat/intimidation.</p>

EXAMPLE 3

Grant funded action step	Desired outcome	Evidence	Reflection
<p>Stipends for off contract work to create a district TSI committee to investigate co-teaching models and develop a plan for implementation</p> <p>Books for TSI committee to conduct book study</p>	<p>To increase collaboration between special ed and gen ed staff and develop an effective service delivery model for SWD</p>	<p>Meeting agendas, meeting notes, meeting attendance sheets, implementation plan</p> <p>Purchase order, meeting agendas/notes</p>	<p>District TSI committee met on 5 Saturdays to review co-teaching service delivery models and read 2 books to support the work. Implementation plan was developed and shared with all schools in January. Training for principals and staff began in February.</p> <p>School A One paragraph response School B One paragraph response School C One paragraph response</p>

EXAMPLE 4

Grant funded action step	Desired outcome	Evidence	Reflection
.5 FTE counselor	To build a system of social/emotional supports for students and families; to decrease chronic absenteeism	Job description, job postings, interview schedules	Job description was developed in July and posted continuously for 8 months. A total of 12 applications were received over the course of the 8 months, of which only 5 met the requirements. All 5 were interviewed with 3 identified as potential employees. Two did not pass reference checks. One was offered the position but then declined two days prior to starting.

WHEN TO EVALUATE

We expect that major initiatives take two or more years to fully implement with fidelity, and to have maximum impact on student achievement. Evaluating your progress annually will allow you to make timely adjustments to your IAP to maximize the impact on student achievement.

- **Due April 15, 2020**
- Submit evaluation chart as a monitoring item in ALEAT; non-Title I submit to specialist.





QUESTIONS?



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