



EVALUATING PROGRESS OF SCHOOL IMPROVEMENT GRANT FUNDED ACTION STEPS

School Support and Improvement Unit
Arizona Department of Education



SESSION OUTCOMES

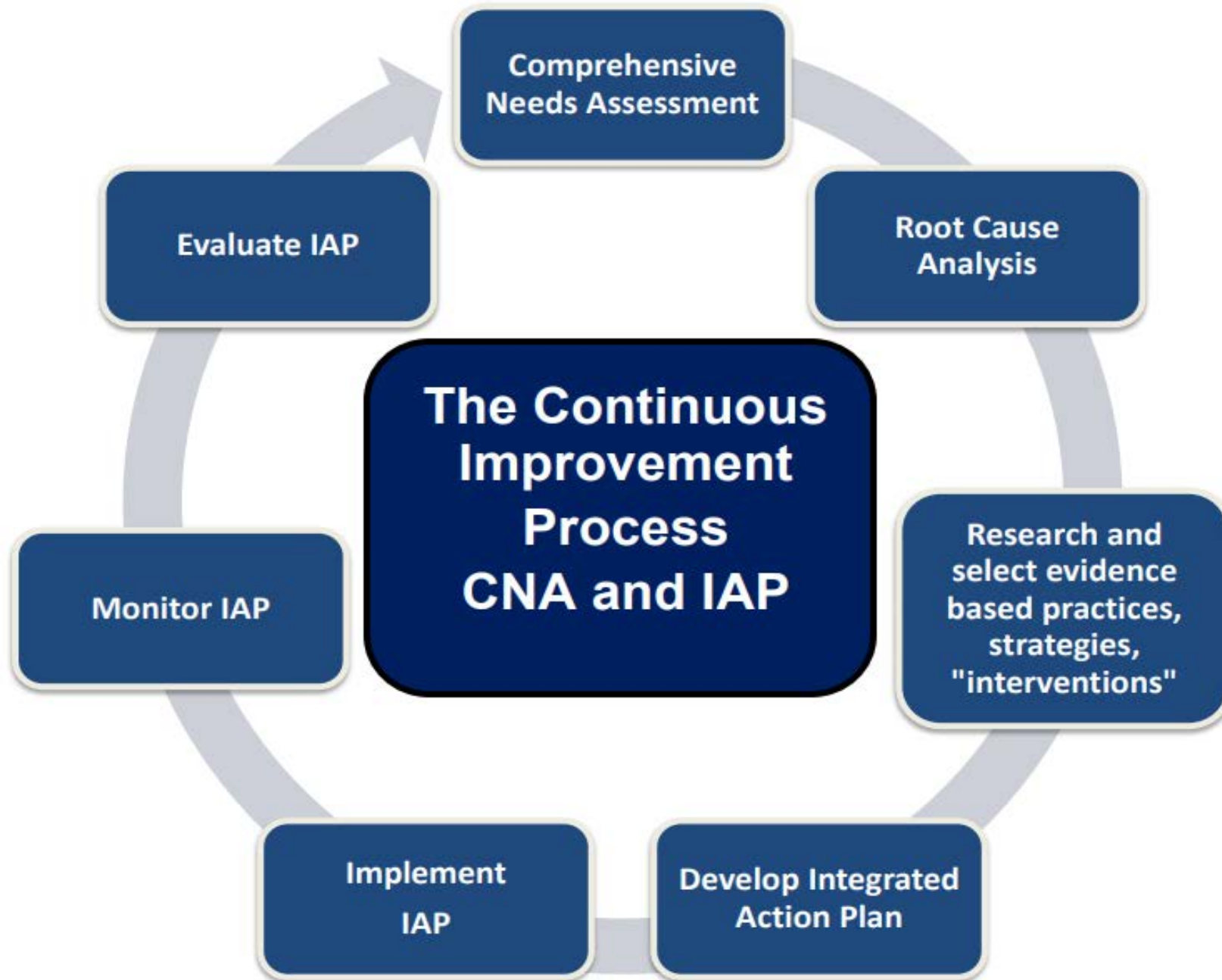


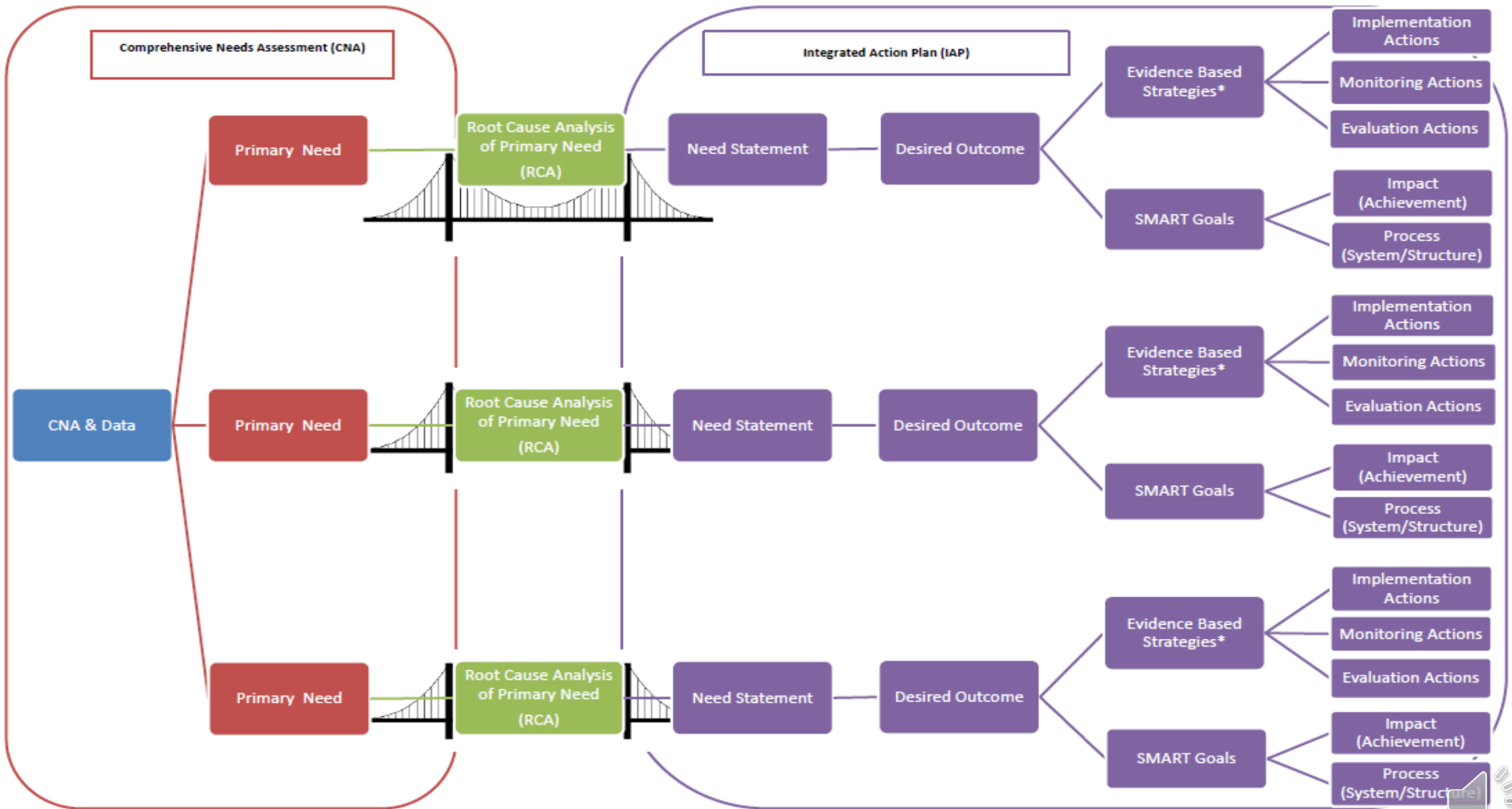
Understand the purpose of monitoring and evaluation within the school improvement process



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.

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 on 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



All School
Improvement
grant funded
actions



CSI, TSI, SIG
Grants

WHAT DO I EVALUATE?



Grant funded action step	Desired outcome	Evidence	Reflection

EVALUATION TOOL



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 School B School C</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, 2021
- One tool/document per grant





For more information and resources regarding School Improvement, please visit:

<http://www.azed.gov/improvement>

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