EVALUATING PROGRESS OF SCHOOL IMPROVEMENT GRANT FUNDED ACTION STEPS

School Support and Improvement Unit

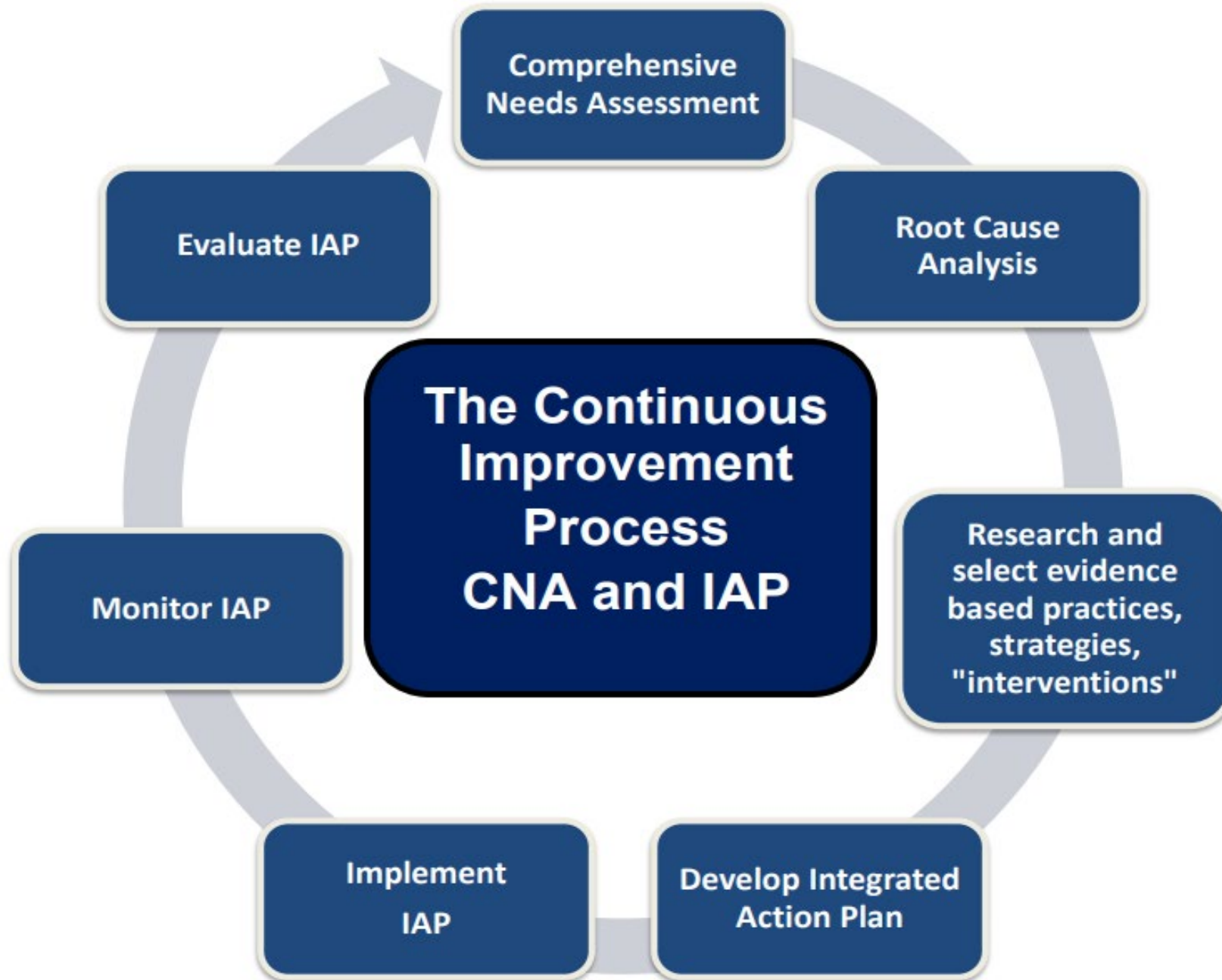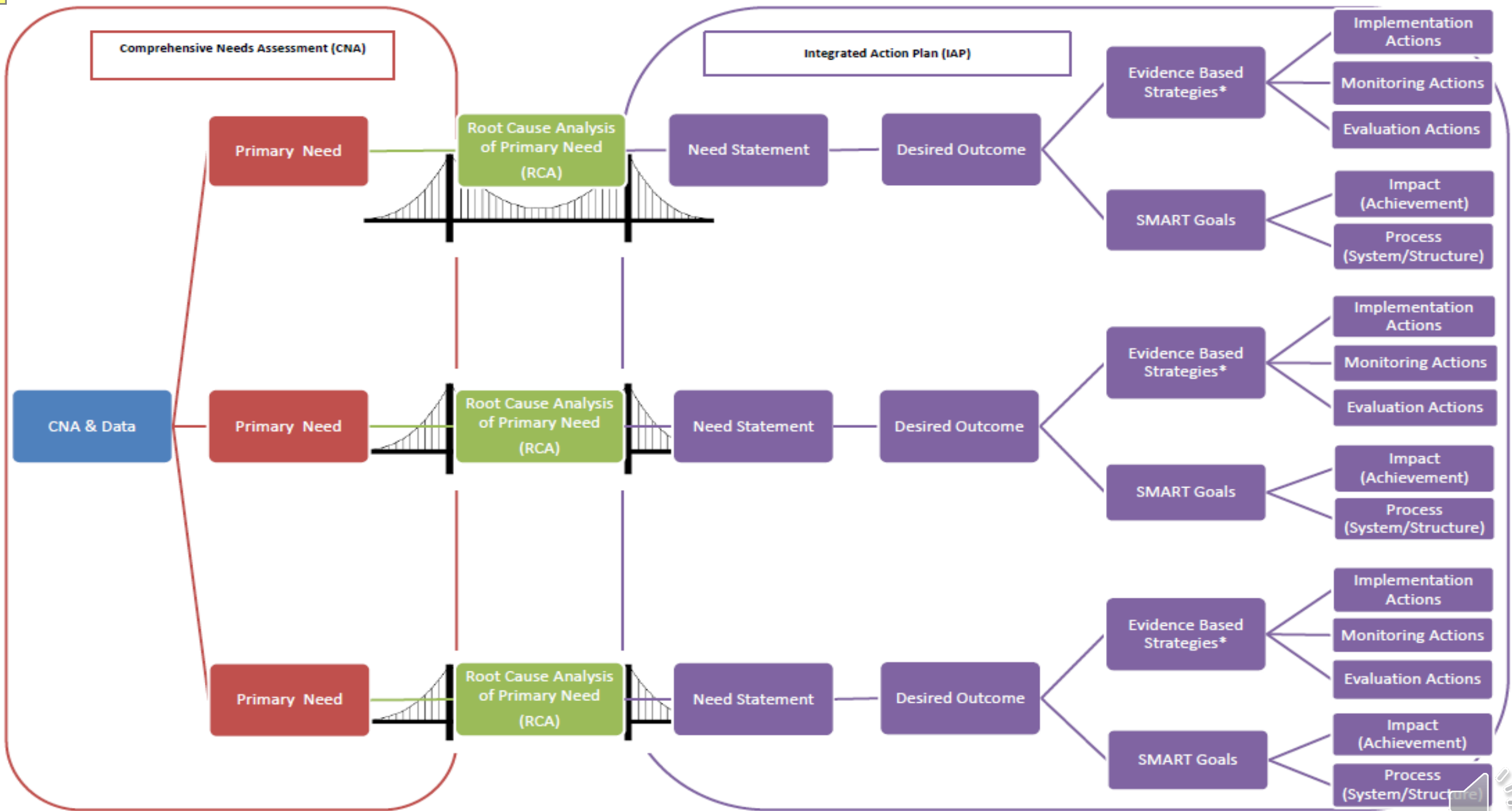Arizona Department of Education

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

Comprehensive Needs Assessment (CNA)

Integrated Action Plan (IAP)

CNA & Data

Primary Need → Root Cause Analysis of Primary Need (RCA) → Need Statement → Desired Outcome → Evidence Based Strategies* → Implementation Actions / Monitoring Actions / Evaluation Actions

SMART Goals → Impact (Achievement) / Process (System/Structure)

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*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/Conclusion
Paste or paraphrase from your IAP or grant budget	*Paste or paraphrase from your IAP*	*What data or evidence have you collected that shows this action step was completed and effective?*	*What can you ascertain from the data and evidence? Was this action step ultimately effective in its intent? Did you receive an academic return on investment? What implications does this have for the future?*

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 1

Grant Funded Action Step *Paste or paraphrase from your IAP or grant budget*	Desired Outcome *Paste or paraphrase from your IAP*	Evidence *What data or evidence have you collected that shows this action step was completed and effective?*	Reflection/Conclusion *What can you ascertain from the data and evidence? Was this action step ultimately effective in its intent? Did you receive an academic return on investment? What implications does this have for the future?*
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 *Paste or paraphrase from your IAP or grant budget*	Desired Outcome *Paste or paraphrase from your IAP*	Evidence *What data or evidence have you collected that shows this action step was completed and effective?*	Reflection/Conclusion *What can you ascertain from the data and evidence? Was this action step ultimately effective in its intent? Did you receive an academic return on investment? What implications does this have for the future?*
Stipends for staff to attend off contract training from ABC Education on behavior strategies and goal setting

Contract with ABC Education to provide two days of training on behavior strategies and goal setting

Purchase PBIS Rewards app | Create a multi-tiered system of support to address social/emotional and behavioral needs of students; Decrease in office referrals | PD sign in sheet, staff survey, student goal sheets, PBIS reward points, office referral data

Scope of work, purchase order

Purchase order | 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. |

EXAMPLE 3

Grant Funded Action Step *Paste or paraphrase from your IAP or grant budget*	Desired Outcome *Paste or paraphrase from your IAP*	Evidence *What data or evidence have you collected that shows this action step was completed and effective?*	Reflection/Conclusion *What can you ascertain from the data and evidence? Was this action step ultimately effective in its intent? Did you receive an academic return on investment? What implications does this have for the future?*
Stipends for off contract work to create a district TSI committee to investigate co-teaching models and develop a plan for implementation Books for TSI committee to conduct book study	To increase collaboration between special ed and gen ed staff and develop an effective service delivery model for SWD	Meeting agendas, meeting notes, meeting attendance sheets, implementation plan Purchase order, meeting agendas/notes	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. School A …. School B …. School C ….

EXAMPLE 4

Grant Funded Action Step *Paste or paraphrase from your IAP or grant budget*	Desired Outcome *Paste or paraphrase from your IAP*	Evidence *What data or evidence have you collected that shows this action step was completed and effective?*	Reflection/Conclusion *What can you ascertain from the data and evidence? Was this action step ultimately effective in its intent? Did you receive an academic return on investment? What implications does this have for the future?*
.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. We have begun a new search for a qualified counselor for the upcoming school year.

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, 2022

- One tool/document per grant

  - CSI and SIG – school level

  - TSI – LEA and school level

For more information and resources regarding School Improvement, please visit:
http://www.azed.gov/improvement

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