



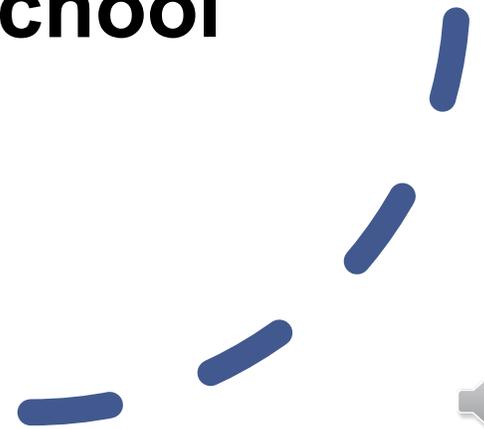
Evaluating Progress of School Improvement Grant Funded Action Steps

School Support and Improvement Unit
Arizona Department of Education

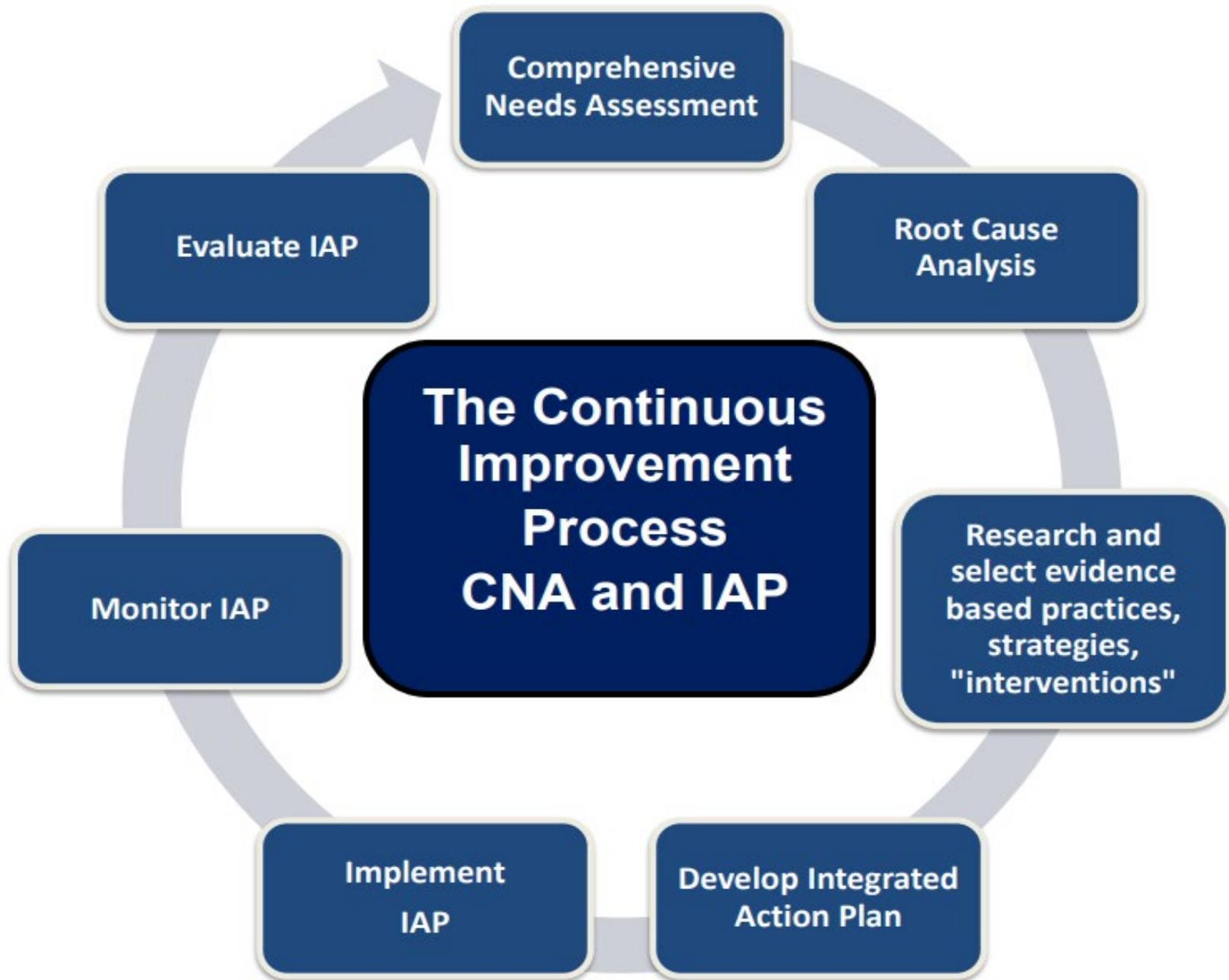




Session Outcomes

- **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**
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Comprehensive Needs Assessment and Data Review



Identify Primary Need



Identify Primary Need



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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 (LA and G),
and a TSI/TSI
Grants

WHAT DO I EVALUATE?





Grant Evaluation (FY23)

FY23 School Improvement Grant Identify the grant for which you are completing this form
(TSI/aTSI, CSI-LA, CSI-Grad Rate):

LEA/District:

School(s) funded by grant (list all):

Completed by:

Date Completed:

Grant Funded Action Step(s) <i>Paste or paraphrase from your grant budget</i>	Evidence <i>What data or evidence have you collected that shows this action step was completed?</i>	Reflection <i>Describe the implementation of this funded action step</i>	Conclusion <i>What did you observe or measure that demonstrates the impact of this expenditure? What implications does this have for the future?</i>
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EVALUATION TOOL





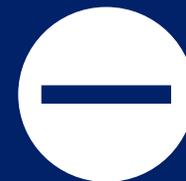
WHAT IF I AM NOT MAKING PROGRESS?



Was the implementation plan followed? Why or why not?



Were there sufficient resources?



What unforeseen barriers were there?



EXAMPLE 1

Grant Funded Action Step(s) <i>Paste or paraphrase from your grant budget</i>	Evidence <i>What data or evidence have you collected that shows this action step was completed?</i>	Reflection <i>Describe the implementation of this funded action step</i>	Conclusion <i>What did you observe or measure that demonstrates the impact of this expenditure? What implications does this have for the future?</i>
Purchase Achieve3000 licenses for use by EL students	Purchase order, program usage log, program assessment data showing growth from pre to post tests, classroom walkthrough data with a fidelity measurement checklist	Achieve 3000 was initially implemented with students in October. Students utilized the program twice a week as a supplement to core instruction.	Middle school EL students and staff began using the program in October after fall break. 87 out of 95 EL students completed sixteen sections. The average Lexile level increased 200 points from October to March. Weekly classroom walkthrough data indicated 89% adherence to the master schedule and agreed upon use of the program. This implies that even with a later start (October) success can be shown with Achieve 3000. If we continue to use it in the future the goal will be to have 100% of our EL students complete the program. Buy-in with staff is high, but we will continue to encourage the other 11% to follow fidelity checklist with Achieve 3000.



EXAMPLE 2

Grant Funded Action Step(s) <i>Paste or paraphrase from your grant budget</i>	Evidence <i>What data or evidence have you collected that shows this action step was completed?</i>	Reflection <i>Describe the implementation of this funded action step</i>	Conclusion <i>What did you observe or measure that demonstrates the impact of this expenditure? What implications does this have for the future?</i>
<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>PD sign in sheet, staff surveys—Pre/Post learnings, 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 staff learned strategies from beginning to end of training and staff was satisfied with the presenters.</p> <p>Staff implemented download of Rewards app</p>	<p>Student goal sheets showed a connection to the ABC behavior strategies. 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> <p>This implies that with follow through, students' behavior will become even more managed. We need to keep in mind the need to train new staff member as done in at the September 2022, two day training.</p> <p>Implemented with fidelity as noted in walkthroughs.</p>



EXAMPLE 3

Grant Funded Action Step(s) <i>Paste or paraphrase from your grant budget</i>	Evidence <i>What data or evidence have you collected that shows this action step was completed?</i>	Reflection <i>Describe the implementation of this funded action step</i>	Conclusion <i>What did you observe or measure that demonstrates the impact of this expenditure? What implications does this have for the future?</i>
<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>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 AImplemented two key strategies outlined in the book used in the book study. Classroom observation data revealed that classrooms utilizing a strategy that incorporated more student choices for demonstrating mastery resulted in fewer instances of off task behavior, increased levels of student engagement, and increased proficiency on weekly formative assessments.</p> <p>School BImplemented a co-teaching model that included Ex Ed teachers and general education teachers. Both teachers planned two lessons each week that would be co-taught. Classroom observation data showed that students with disabilities participated more frequently in classroom discussion.</p> <p>School C Implemented the co-teaching model that incorporated test prep alongside content standards instruction. Students in those classes performed better on the 3rd quarter benchmark than students in the same grade in classrooms that did not employ this co-teaching model.</p>



EXAMPLE 4

Grant Funded Action Step(s) <i>Paste or paraphrase from your grant budget</i>	Evidence <i>What data or evidence have you collected that shows this action step was completed?</i>	Reflection <i>Describe the implementation of this funded action step</i>	Conclusion <i>What did you observe or measure that demonstrates the impact of this expenditure? What implications does this have for the future?</i>
.5 FTE counselor	Job description, job postings, interview schedules, records of meetings with students housed in district/school SIS	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.	Student referral data indicates a continued need for additional counseling services. 46% of student behavior referrals to the office resulted in a referral to a counselor. This implies that student counseling is related to behavior in the classroom and that student achievement could be improved with increased levels of social/emotional supports.



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, 2023
- One tool/document per grant
 - CSI – School level
 - aTSI/TSI – LEA and school level



Thank You

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

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