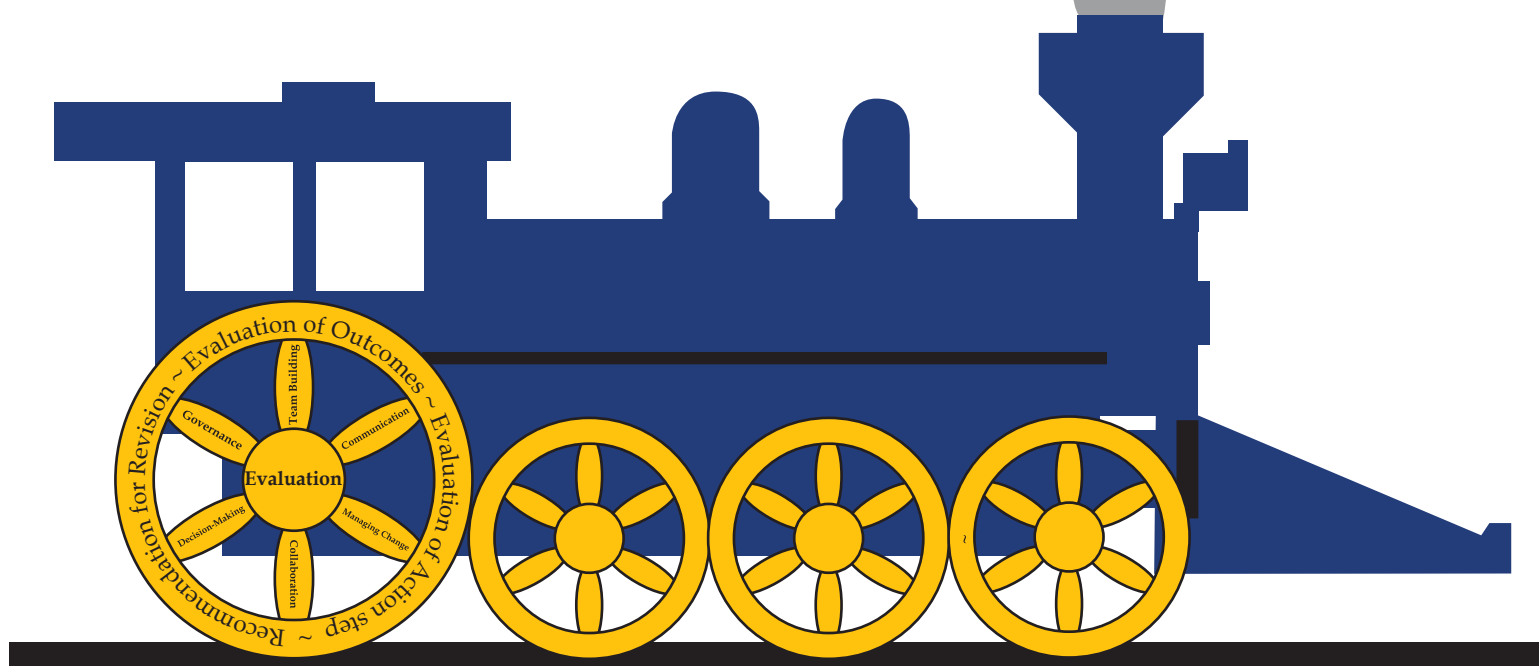


SAGE

School Improvement Guidebook



Evaluation Process Guide

Evaluation Process Guide

The SAGE Evaluation Process Guide is intended to guide a school through an evaluation of the existing School Improvement Plan (SIP). The evaluation phase has two purposes:

1. To engage in a **focused and candid judgment** of the progress made toward reaching the objectives in the current plan, and
2. To provide a **direction for possible revisions** to the plan in the planning phase.

Comprehensive improvement plans take several years to implement. Additionally, it takes time for improvement to be seen in targeted areas. An annual review of the plan provides the opportunity to identify effective programs and practices to sustain, as well as ineffective programs and practices to adjust or eliminate.

TO BEGIN:

During the evaluation phase, the School Improvement Plan (SIP) team takes a look back at the school year in order to guide forward progress. The evaluation of the plan includes three steps, as follows:

- **Evaluation of Outcomes:** To determine progress that has been made in achieving the measurable objectives and in accomplishing the goals in the SIP.
- **Evaluation of the SIP Action Steps:** To examine what has worked and has not worked in the implementation of the plan and in impacting on student learning.
- **Recommendations for Possible Revisions:** To make recommendations for possible revisions to the SIP for the next improvement cycle.

ANNUAL REVIEW OF THE SIP:

The key assumption underlying the SAGE school improvement process is that the school has been engaged in a cycle of continuous improvement (see Attachment 3P, p. 45 for graphic representations of improvement cycles).

Primary Assumptions

1. The SIP is focused on a few powerful research-based strategies/solutions to improve instruction and increase student achievement based on an analysis of staff and student needs.
2. The school has collected and analyzed data and documentation throughout the year that shows the progress made toward improvement goals.
3. The school has met several times during the year to monitor the implementation and impact of the plan.

A plan has been created, implemented, and monitored. It is now time to evaluate the school's improvement efforts.

EVALUATION OF OUTCOMES

The evaluation of outcomes is for the purpose of determining the progress the school has made in achieving the measurable objectives and accomplishing the goals in the SIP. The evaluation of outcomes is also the **initial analysis** of the school's strengths and areas of concern. The SIP team will dig deeper into the five dimensions of school success during the planning phase.

Evaluation Process

Resources and Tools to have on hand:

- Current School Improvement Plan, particularly the *Evaluation of the SIP* (see “Part IIIC: Plan to Evaluate Goals” in the original SIP)
- *Student Achievement Outcomes – Data Analysis Guide (Outcomes-DAG)* (see Attachment 1E, p. 115)
- Relevant outcome data (see Attachment 6P, p. 79 for Data Types, Sources, & Tools)

- 1) Analyze the student achievement outcome data by answering each of the relevant questions in the *Outcomes-DAG* (Attachment 1E, p. 115).
 - a) For each relevant question, analyze the corresponding data.
 - b) Determine the areas of strength related to student performance outcomes.
 - c) Determine the areas of concern related to student performance outcomes.

- 2) Review the *Evaluation of the SIP* plan (see “Part IIIC: Plan to Evaluate Goals” in the original SIP). For each measurable objective, use the *Outcomes-DAG* results to determine the following:
 - a) What progress was made in achieving the measurable objectives?
 - b) What progress has been made in accomplishing the improvement goals?

The analysis of the student achievement outcomes is the initial step. To evaluate the implementation and impact of the SIP action steps requires an analysis of additional data and other variables.

EVALUATION OF THE SIP ACTION STEPS

The evaluation of the SIP action steps utilizes the data that was collected throughout the year in order to monitor the implementation and impact of the improvement actions.

Evaluation Process

Resources and Tools to have on hand:

- Current School Improvement Plan, particularly the *Evaluation of the SIP* (see “Part IIIC: Plan to Evaluate Goals” in the original SIP)
- *Outcomes-DAG* (see Attachment 1E, p. 115)
- Relevant monitoring data (see Attachment 6P, p. 79 for Data Types, Sources & Tools)

1. Go through the current SIP action plan. Evaluate each of the action steps according to the impact on achieving the measurable objectives and reaching the goals. Refer back to the data that the school has collected and analyzed during the monitoring process to answer the questions below.

- Which actions were implemented?
 - How well were the actions implemented? Why?
 - If the actions were not implemented well, what was the reason?
 - What intended outcomes and the unintended outcomes resulted from implementation?
 - What unplanned or unexpected factors affected the implementation of an action?
- Which actions were not implemented?
 - Why were the actions not implemented?
- What new actions were implemented that were not in the plan? Why?
- Which actions were modified during implementation? Why?
- Which actions (programs, practices, etc.) improved the quality of instruction and impacted student learning and achievement?
- What other factors/variables affected the SIP process?

2. Identify the successes that resulted from the implementation of the SIP.

Note: Remember to plan for celebration of these successes.

3. Determine the status of each action step.

1. Which action steps have successfully impacted student learning and achievement and need to be sustained?
2. Which action steps are making progress and need more time to fully implement?

3. Which action steps require minor revisions to ensure a positive impact on student learning and achievement?
4. Which action steps require major revisions to ensure a positive impact on student learning and achievement?
5. Which action steps require elimination because the action has been completed and fully implemented. Which action steps require elimination due to the lack of effectiveness?
6. Based on circumstances and inquiry from the past year, are there any additional action steps that need to be included in next year's plan?

Use the answers to these questions to establish recommendations for the review of the SIP during the planning phase.

RECOMMENDATIONS FOR REVISION

The last step in the evaluation phase is to make initial recommendations for possible revisions to the SIP for the next improvement cycle.

Recommendation Process

Resources and Tools to have on hand:

- Results from the analysis of the *Outcomes-DAG* questions
- Results from the evaluation of the SIP action steps
- Optional: SIP Evaluation & Recommendation Summary template (see Attachment 2E, p. 119)

- 1. Sustaining Progress:** Indicate which action steps should be sustained and make recommendations for how to incorporate these successful action steps into the plan.
- 2. Possible Revisions:** Indicate which action steps may require revision and make recommendations for possible changes to be made in order to ensure effective implementation and impact on student learning and achievement.
- 3. Elimination or Refocus:** Indicate which action steps should be eliminated or refocused based on the analysis of the five dimensions of school success in the planning phase.
- 4. Data Recommendations:** What additional data will need to be collected and analyzed to assist with the SIP goals?

As you begin the planning phase, you will turn to additional data to look analytically at causes of both the successes and concerns of your school. You will use ongoing data collection and analysis to drive decisions about student achievement, instruction, professional development, and changes or adjustments to the SIP. You will keep a focus on your goals; through ongoing, committed improvement efforts, you will make a difference!

ATTACHMENT 1E

Student Achievement Outcomes – Data Analysis Guide

Student Achievement Outcomes

DATA ANALYSIS GUIDE

The Data Analysis Guide included in the SAGE School Improvement Guidebook contains two parts, a *Student Achievement Outcomes* section to guide the analysis of the state and local summative assessments and outcome evidence and a *Five Dimensions of Successful Schools* section to guide the analysis of the evidence related to the foundational components of successful schools. The *Student Achievement Outcomes – Data Analysis Guide* (Outcomes-DAG) was created to help school improvement teams target their investigation of the outcome data. The *Outcomes-DAG* analysis includes a bank of questions created to guide discussion around the important aspects of achievement.

Directions:

1. For each question that is relevant to your school, analyze the corresponding data.
2. Determine the areas of concern related to student performance outcomes.

Student Achievement Outcomes

Outcome Indicators

State Assessments

What percentages of students at the school are performing at each achievement level, compared to district and state averages? Consider the following:

- How does the performance of each subgroup compare to the school, district, and state averages?
- How does the performance in subjects, grade levels, departments, and etc. compare to the school, district, and state averages?
- What performance patterns exist in the performance percentages?

Comparing assessment results over several years, what do performance trends in the various assessments show about student achievement at the school, compared to district and state averages? Consider the following:

- How do the performance trends of each subgroup compare to the school, district, and state averages?
- How do the performance trends of subjects, grade levels, departments, and etc. compare to the school, district, and state averages?

District Assessments

What percentages of students at the school are performing at each achievement level, compared to district averages? Consider the following:

- How does the performance of each subgroup compare to the school and district averages?
- How does the performance in subjects, grade levels, departments, etc. compare to the school and district averages?
- What performance patterns exist in the performance percentages?
- Are the patterns of performance on the district assessments different than the patterns of performance on the state assessments?

Comparing assessment results over several years, what do performance trends in the district assessments show about student achievement at the school, compared to district averages? Consider the following:

- How do the performance trends of each subgroup compare to the school and district averages?
- How do the performance trends of subjects, grade levels, departments, and etc. compare to the school and district averages?

Student Achievement Outcomes

Outcome Indicators

If the district has assessments that monitor growth in achievement of the same group of students over time, what is the growth in achievement of the school, compared to the district averages? Consider the following:

- How does the growth in achievement of the subgroups compare to the school and district averages?
- How does the growth in achievement of subjects, grade levels, departments, etc. compare to the school and district averages?

School Assessments

What percentages of students at the school are performing at each achievement level? Consider the following:

- How does the performance of each subgroup compare to the school and district averages?
- How does the performance in subjects, grade levels, departments, etc. compare to the school and district averages?
- What performance patterns exist in the performance percentages?
- Are the patterns of performance on the school assessments different than the patterns of performance on the district assessments?

If the school has assessments that monitor growth in achievement of the same group of students over time, what is the growth in achievement of the school? Consider the following:

- How does the growth in achievement of the subgroups compare to the school averages?
- How does the growth in achievement of subjects, grade levels, departments, and etc. compare to the school averages?

Other Outcome Indicators

What is the school's student attendance rate, as compared to district and state averages? Consider the following:

- How do the attendance rates of the subgroups compare to the school, district, and state averages?
- How do the attendance rates of subjects, grade levels, departments, and etc. compare to the school, district, and state averages?

What is the school's graduation rate, as compared to district and state averages? Consider the following:

- How do the graduation rates of the subgroups compare to the school, district, and state averages?

Student Achievement Outcomes

Outcome Indicators

What is the school's drop out rate, as compared to district and state averages? Consider the following:

- How do the drop out rates of the subgroups compare to the school, district, and state averages?

What percentage of students received the following diplomas last year: Standard, Advanced, Adjusted, Adult, and Certificate of Attendance, as compared to district and state averages? Consider the following:

- How do the percentages of receipt of diplomas of the subgroups compare to the school, district, and state averages?

What percentages of students made adequate yearly progress, compared to district and state averages? Consider the following:

- How does the percentage making adequate yearly progress of each subgroup compare to the school, district, and state averages?
- Which subgroups made adequate yearly progress through safe harbor?
- How does the percentage making adequate yearly progress of each core content area included in AYP compare to the district and state averages?
- What is the AYP designation of the school?

ATTACHMENT 2E

SIP Evaluation Phase Recommendation Summary

(school year) **School Improvement Plan**
Evaluation Phase Recommendation Summary

Goal #	Action Step #	Recommendation
Sustaining Progress		
Possible Revisions		
Elimination or Refocus		
Data Recommendations		

Note: Add rows for each section as needed.

Notes