



Ongoing Evaluation

and

Annual Review

The following tools and worksheets are to assist North Dakota schoolwide programs as they collect data to evaluate their schoolwide program and conduct the required annual review.

Updated July 2015

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The items included in this packet are intended to assist schools in collecting data to evaluate schoolwide programming efforts and conduct an annual review of the schoolwide program. Many of these tools can be used in conjunction with each other for an annual review, or schools can use the tools to enhance their current annual review process.

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Overview of Annual Review Requirements

The schoolwide plan will evolve and grow over time as changes occur inside and outside of the school. A school must review and revise its plan as necessary, evaluating it at least annually to determine whether:

- the academic achievement of all students has improved, particularly of low-achieving students.
- the schoolwide goals and objectives contained in the plan were achieved.
- the schoolwide components are being implemented.
- the plan is still appropriate as written.

To assist in evaluating the plan, schoolwide programs should be collecting data throughout the school year as they work to implement the schoolwide plan. This data should be reviewed regularly and should be used to modify existing programs as well as track student achievement so that students can receive effective, timely assistance when they are struggling.

At the end of the school year, schoolwide schools are required to conduct an annual review of their schoolwide program. An annual review for schoolwide programs is a process that is used to collect data on all facets of the schoolwide plan and to use this data to make decisions for changes to the existing schoolwide plan. This review can include all of the data gathered during the school year at the monthly reviews as well as any additional data that will help measure the success of the schoolwide program. Data must be gathered to measure student achievement and schoolwide implementation.

The annual review can serve other valuable purposes. Results can:

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program.
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals.
- Increase the understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement.
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

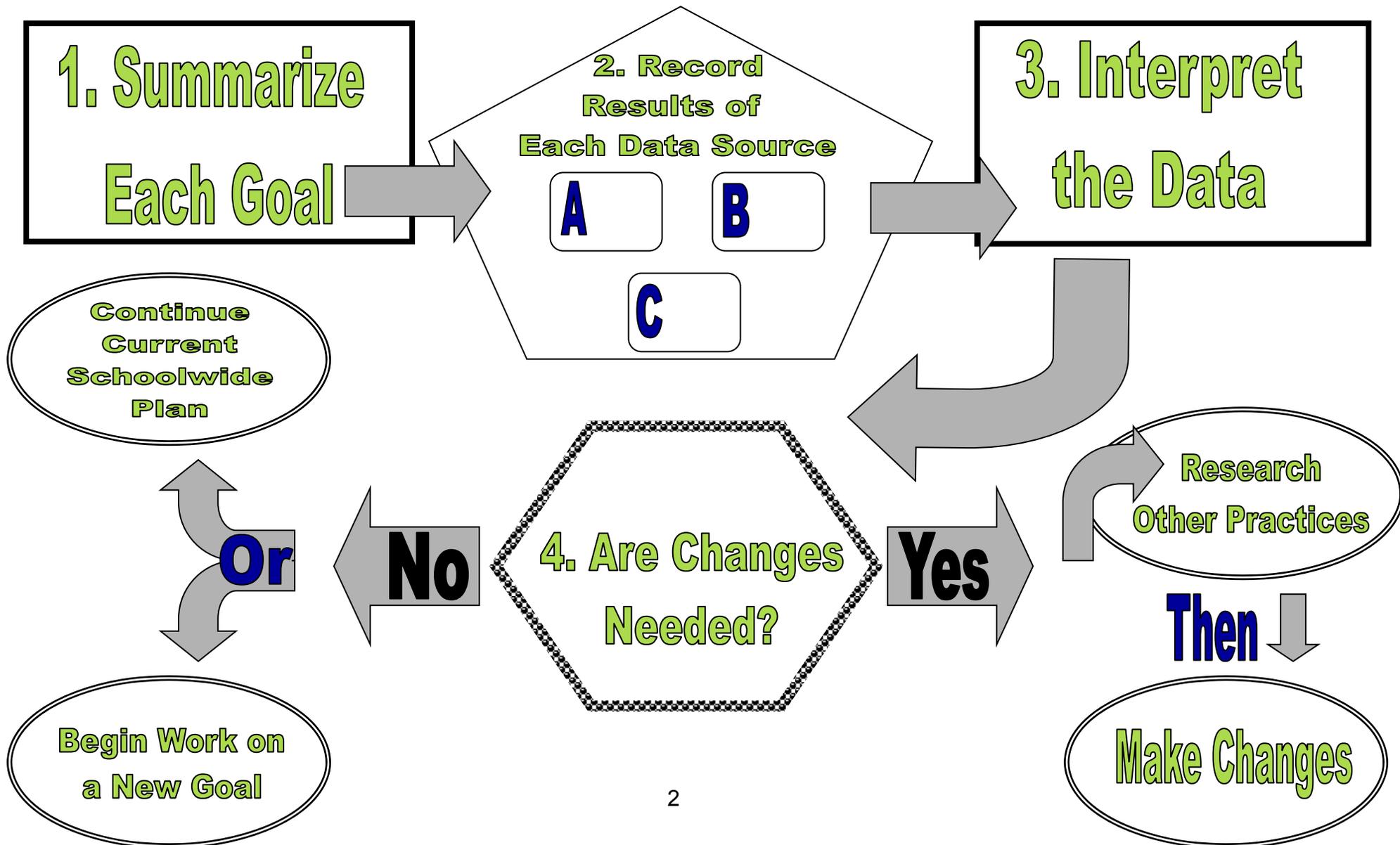
The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. The results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should modify its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

The annual review is likely to result in modifications that address changing student needs; new instructional approaches; or modifications in standards, assessments, and/or the accountability system. Once the review is complete, the school must revise its plan, as necessary, based on the results of the evaluation to ensure the continuous improvement of student achievement.

Once the updates have been made, a report/notification must be written and made available to all stakeholders (staff in the school, parents, and other community members). The report typically includes background information, the evaluation questions, a description of evaluation procedures, an explanation of how the data was analyzed, findings, and a conclusion with recommendations. This notification can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used must be documented.

Interpreting Data Flow Chart

Interpreting Data Flow Chart provides a very basic visual overview of how to utilize data when conducting the annual review process.



Reviewing Your Schoolwide Plan*

Monthly Data Review

Reviewing Your Schoolwide Plan – Monthly Data Review provides a summary of what is recommended for a monthly data analysis. Use this handout as a guide to help work through your monthly data review.

This checklist should be used for EACH schoolwide goal stated in the schoolwide plan.

Step 1 Review Data (student achievement, demographic, perception, and program data)

- Track and discuss data.
- Post data results.
- Analyze the data results.
 - Disaggregate data based on student participation in schoolwide activities.
 - Is there significant progress?
 - Is additional data needed?
- Note changes in each data area.
 - Did something different happen that may account for these changes?
- Important questions to consider:
 - Are there certain instructional practices that teachers like/dislike more than others?
 - What do the data results demonstrate about these instructional practices?
 - Are there any outside factors that could be influencing each month's data?

Step 2 Summarize Progress Toward Goal

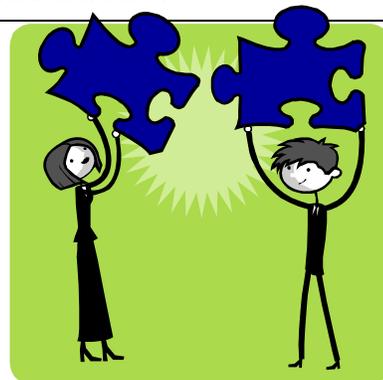
- If there is progress:
 - What is this attributed to?
 - Can it be replicated?
- If there is no significant progress...
 - Are there changes that should be made to the original schoolwide plan?
 - What are the obstacles in the way of progress?

Step 3 Timeline

- View the school's timeline for implementation.
 - Are there any actions that were scheduled to be completed but were not?

Step 4 Address Issues

- Discuss new areas of concern:
 - Are these issues supported by data?
 - Will these issues require changes to the original schoolwide plan or timeline?
 - Should these changes be implemented now or record them for discussion at a major/yearly review?



* The above information was adapted from the Ohio Department of Education's *Reference Guide to Continuous Improvement Planning for Ohio School Districts*.

Reviewing Your Schoolwide Plan*

Yearly Data Review

Reviewing Your Schoolwide Plan – Yearly Review provides a summary of what is recommended for a yearly data analysis. Use this handout as a guide to help work through your yearly data review.

This checklist should be used for EACH schoolwide goal stated in the schoolwide plan.

Step 1 Determine Progress

- Examine the progress the school has made toward each goal.
 - Is there significant progress? What is it attributed to?
 - If adequate progress is not being made, examine the data further to determine whether any relevant trends or relationships can be seen.

Step 2 Review and Disaggregate Data (student achievement, demographic, perception, and program data)

- Important questions to consider:
 - Has student achievement been raised?
 - Is the schoolwide plan raising student achievement? Why or why not?
 - Which goals and activities are helping? Which are not?

Step 3 Review Goals and Needs

- Review goals, indicators, activities, and strategies to determine if any revisions are needed.
- Important questions to consider:
 - Are the needs that were observed while writing the schoolwide plan still prioritized accurately?
 - Are any new needs emerging?

Step 4 Timeline

- View the school's timeline for implementation.
 - Are there any actions that were scheduled to be completed but were not?

Step 5 Schoolwide Components

- Review the schoolwide required components.
 - Are they being implemented as indicated in the plan?
 - Does this information need updating?
 - Consider using the worksheet entitled "Are We Implementing the Schoolwide Components?" to assist with this review (see pages 11-15).

Step 6 Address Issues

- Discuss new areas of concern:
 - Are these issues supported by data?
 - Will these issues require changes to the original schoolwide plan or timeline?
 - How will the school update the current schoolwide plan to reflect these changes?
 - How will these changes be implemented during the upcoming school year?



* The above information was adapted from the Ohio Department of Education's *Reference Guide to Continuous Improvement Planning for Ohio School Districts*.

Monthly Schoolwide Evaluation

Sample Template for Meeting Minutes

Monthly Schoolwide Evaluation Meeting Minutes is intended to be a sample outline that schools can use to document monthly schoolwide evaluation meetings. This sample is by no means the only way to conduct a monthly evaluation meeting, but it provides guidance to schoolwide programs that are learning to collect and analyze monthly data.

Month: _____

Attendees:

1—How are students doing academically? (List all assessment information available including report card grades, running records, portfolios, local standards-based assessments, teacher formal observations, performance evaluations, etc.)

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2—List other student data. (i.e., attendance, truancy, late slips, etc.)

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3—Disaggregate the student data results of #1 and #2. Note any patterns that emerge.

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*The above information was adapted from the Ohio Department of Education's *Reference Guide to Continuous Improvement Planning for Ohio School Districts*.

4—Describe the school’s progress towards implementing its schoolwide initiatives. (i.e., new curriculum, instructional practices, etc.)

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5—Review professional development initiatives. Note any key themes.

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6—Other: Note any issues that have arisen regarding schoolwide implementation.

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SUMMARY: Use this information to review the effectiveness of your schoolwide plan. Note similarities, emerging themes, and differences. Are there any changes you need to make at this point?

Changes	Responsibility of...

Conducting a Schoolwide Annual Review

(Sample Template)

Conducting a Schoolwide Annual Review (Sample Template) is a sample step-by-step process that a school could follow to conduct its required Annual Review. This sample includes utilizing two of the other handouts included in this packet as well as student achievement data, other process data, perception data, and demographic data to analyze the results of the schoolwide program.

IN CONDUCTING AN ANNUAL REVIEW, COMPLETE ONE OF THESE CONDUCTING A SCHOOLWIDE ANNUAL REVIEW (SAMPLE TEMPLATE) WORKSHEETS FOR EACH SCHOOLWIDE GOAL. WHEN ALL WORKSHEETS ARE COMPLETE, SUMMARIZE YOUR FINDINGS ON THE ANNUAL REVIEW SUMMARY FOUND ON PAGE 10.

Goal # : _____

Objectives/Activities that were to take place to achieve Goal # :

Step 1. *List the data that you may use to assess these activities and the achievement of your goal. Include student assessment data and implementation effectiveness data, and if possible disaggregated information.*

<p>Student Achievement Data</p> <p>Include NDSA scores, report cards, district standards-aligned assessments, student portfolios, formal & standardized teacher observations, checklists, performance assessments, etc.</p>		
<p>Program Data and Perception Data</p> <p>Include staff implementation surveys, programmatic review meeting results, staff, student and parent questionnaires, self-assessments of schoolwide components, etc.</p>		
<p>Demographic Data</p> <p>Include attendance rates, truancy reports, participation in extra-curricular activities, participation in special programs, ethnicity, special education, low income, etc.</p>		
<p>Disaggregated Data</p> <p>Can any of the above student achievement data be disaggregated by program, perception or demographic data?</p>		

Step 2. First Data Analysis

- What are your first impressions of the data results?

- What, at this point, does the data tell you about specific programs? About specific students?

- Do you have trend data over a period of years that you may use to analyze results with?

- Do you need to gather more data? What type?

Step 3. Organizing and Graphing your Data

- How could this data best be represented visually? Create charts and graphs of the data whenever possible.

Step 4. Questions for Further Data Analysis

- What students are achieving at your school? (Describe these students in terms of characteristics used for disaggregating.) _____

- What students are NOT achieving at your school? (Describe these students in terms of characteristics used for disaggregating.) _____

- What schoolwide programs/activities appear to be succeeding at your school? _____

- Which schoolwide programs/activities are NOT succeeding? Why not? _____

- Look for relationships among the different kinds of data you have analyzed. Does this add to your understanding of your data review? _____

- Summarize your understanding of the data for this schoolwide goal.



How are we doing?

Overall, how is the school doing in making progress toward this schoolwide goal?

What changes need to be made to enhance progress toward the schoolwide goals?

Annual Review Summary

USING THE CONDUCTING A SCHOOLWIDE ANNUAL REVIEW (SAMPLE TEMPLATE) WORKSHEETS COMPLETED FOR EACH SCHOOLWIDE GOAL, AND COMPILER YOUR FINDINGS ON THE ANNUAL REVIEW SUMMARY.

- Are we making progress toward reaching our schoolwide goals?

- Do we need to gather more and better data?

- Are there interactions among the goals, activities, and data that we have reviewed? Can we utilize this information to improve our schoolwide plan and activities?

- What changes, based upon all of the data reviewed, do we need to make to our schoolwide plan?

- Note similarities and differences within each goal.

Are We Implementing the Schoolwide Components?

A Programmatic Review of Our Schoolwide Program

Are We Implementing the Schoolwide Components? A Programmatic Review of Our Schoolwide Program provides a sample format for schools to use to review the schoolwide program. PLEASE NOTE: this document alone CANNOT be the only thing that is done at the school to conduct the required Annual Review. For schoolwide schools, the Annual Review meeting is much more intense than simply a discussion of the program, but instead requires the collection and analysis of data. This tool is intended to facilitate discussion to be used in conjunction with other data when conducting the Annual Review.

Date/Time of the Meeting: _____

Persons in Attendance at the Meeting:

Name	Position

OUTLINE OF QUESTIONS:

Schoolwide Reform Strategies—Helping All Students Learn

- What did we do to make sure that ALL students at the school had the opportunity to reach the state's proficient and advanced levels of student achievement?
- How did teaching for standards improve student learning?
- What alternative instructional techniques and services were implemented?
- How did we address the needs of all children in the school, particularly low-achieving students?
- What did we do to assess students on a regular basis?
- What did we do to help students who, as a result of the assessments used, were falling behind?

Schoolwide Reform Strategies—Scientifically-Based Research

- What programs at our school are based on SBR? What research do we have to document this claim?
- What research should we consider reviewing to improve our schoolwide plan?

Schoolwide Reform Strategies—Core Academic Program

- What did we do to strengthen the CORE ACADEMIC program of the school?

Schoolwide Reform Strategies—Extended Learning Time

- How did we increase the AMOUNT and QUALITY of learning time?
- If we implemented an extended-day program, was it effective? Was it research-based?

Schoolwide Reform Strategies—Enriched, Accelerated Curriculum

- Are all students given the opportunity to learn in an enriched environment rather than some students receiving only basic skills instruction?
- Are students given opportunities to solve real-world problems, to think creatively, and demonstrate their reasoning?
- Are all students given the opportunity to progress at their own pace?

Assessments

- Do our assessments inform instruction, or are they used only to summarize student achievement?
- Do we have a schoolwide system of assessment?
- Do we utilize performance assessments and other authentic assessments?

Timely Assistance

- How did we identify students who were not achieving the state standards during the school year?
- What did we do to help these students?

Schoolwide Reform Strategies—Alignment to Improvement Planning

- Is our schoolwide plan directly aligned to our state school improvement plan? The school accreditation plan? The school professional development plan?

Instruction by Highly Qualified Teachers

- How many teachers at our school do not meet the *No Child Left Behind* definition of being highly qualified? Are those teachers working to meet the definition?
- Are we utilizing all staff, especially those paid with federal funds, in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials?

Professional Development

- How did our professional development drive the schoolwide plan?
- Did our work in professional development improve instruction? Did it have an effect on student achievement?
- Did we devote sufficient resources toward implementing the professional development piece (if “time” is often cited as an obstacle, then we need to try and allocate more resources to overcoming this)?
- How were ALL staff involved in professional development?

Highly Qualified Teachers to High Need Schools

- Do we have a high teacher turnover rate? If so, are we taking appropriate actions to lower this rate?
- What are we doing to support teachers and their employment at our school?
- What is the experience level of our staff?

Parental Involvement

- Did we truly involve parents in our schoolwide program?
- Was communication with parents ongoing and two-way, or was it mainly the school telling the parents what they can do to help?

Reviewing the Schoolwide Parental Involvement Policy and Compact

- Are these documents truly reflective of what happened this school year?
- If not, how can we improve these instruments?

Review Results of Parent Survey

- Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?
- How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys completed and returned?
- Any suggestions from parents that need to be addressed immediately or that should be discussed at this meeting for a change in the schoolwide program operation?

Preschool Transitioning

- Did our program for transiting preschool students into our school benefit our students?
- Did we involve local preschool programs in our improvement work?
- How could we increase communication between local preschool programs and our school?

Coordination of Programs

- Are all facets of the school geared toward our schoolwide goals?
- Is there any way that we could modify other programs (including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, technical education and job training) to better support schoolwide goals?

Other Items for Discussion

Staff Implementation Survey

The Staff Implementation Survey is a tool that could be used to gather perception and process data for conducting the Annual Review. The survey provides information that could be used to measure the implementation of the schoolwide plan.

Please complete this survey as its purpose is to gather information about the level of implementation of our schoolwide plan. Results will be used only to evaluate the implementation and to design further efforts toward improvement.

- | | | | | |
|-----|--|--------------------------------|---|-----------------------------------|
| 1. | I know and can name our schoolwide goals. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 2. | I understand and can describe my role in the implementation of the schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 3. | I understand and can describe other staff's role in the implementation of our schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 4. | I am implementing new teaching strategies as a direct result of our schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 5. | Most/all teachers at this school are implementing new teaching strategies as a direct result of our professional development. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 6. | Administration is fully supportive of our schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 7. | I understand what is expected of me in our schoolwide program. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 8. | Parents play an effective role in the implementation of our schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 9. | Learning for ALL students has improved as a result of our schoolwide plan. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |
| 10. | All school resources are working together toward the implementation of our schoolwide plan. All or most obstacles to implementation have been removed. | <input type="checkbox"/> Agree | <input type="checkbox"/> Somewhat Agree | <input type="checkbox"/> Disagree |

Comments on any of the above: