



Coordinator Name

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Planning Team

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Description of the Program (2010-2011, 2011-2012)

Instructional effectiveness is the degree to which instructional strategies, materials and/or programs are successful in accomplishing their objectives. Effective instruction is designed to meet the needs of all learners. Components of effective, student-centered instruction include:

- implementing the district approved curriculum in an organized, cohesive manner.
- the use of evidence-based instructional practices.
- teachers designing and using appropriate, meaningful, and rigorous learning tasks.
- differentiated instruction.
- using student data to inform instruction and to guide timely interventions.

To measure instructional effectiveness, staff analyze state and district assessment data and disseminates the information to building administrators and teachers in order to modify classroom instruction as needed.

Description of How the Program's Services are Developed and Delivered

Staff have implemented a three-year plan for professional development to improve instructional effectiveness. Topics included implementation of the District curriculum, student engagement strategies, evidence-based instructional strategies, and effective use of commercially-produced instructional materials including textbooks. In addition, teachers received training to use state and district assessment results to inform instruction.

Key Program Stakeholder Groups

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

The instructional needs of our students are addressed by this program.

Overall Goals of the Program

Expected Measurable Outcomes

Goal 1: Teachers will provide effective instruction to students in the separate schools.

Goal 1 outcomes will be measured by Performance Based Evaluations.

- 1.1 Teachers will demonstrate knowledge of content and instructional practices/methods.
- 1.2 Teachers will design coherent instruction.
- 1.3 Teachers will establish a culture for learning.
- 1.4 Teachers will engage students in learning.
- 1.5 Teachers will select instructional goals and objectives based on District curriculum and student data.

Goal 2: Student performance on state assessments will improve from year to year.	2.1 Communication Arts index scores will increase from the previous year. 2.2 Math index scores will increase from the previous year.
Goal 3: Students will increase their scores on district literacy assessments.	3.1 100% of students assessed by STAR reading will improve from pre-test to post-test. 3.2 100% of students assessed by the BLFSC will improve from pre-test to post-test.
Goal 4: Students will increase their scores on district mathematics assessments.	4.1 100% of students assessed by STAR math will improve from pre-test to post-test. 4.2 100% of students assessed by the Math API checklist will improve from pre-test to post-test.
Goal 5: Students will increase their scores on district writing assessments.	5.1 100% of students assessed by writing prompts or Write Source assessments will improve from pre-test to post-test.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)

Special Education Instructional Effectiveness

2012-2013 Program Evaluation Report

Special School District



Evaluation Results

What is the status of the program's progress toward achieving the goals?

Goal 1: Teachers will provide effective instruction to students in the separate schools.

Measurable Objectives 1-5:	Goal 1 outcomes will be measured by Performance Based Evaluations. 1.1 Teachers will demonstrate knowledge of content and instructional practices/methods. 1.2 Teachers will design coherent instruction. 1.3 Teachers will establish a culture for learning. 1.4 Teachers will engage students in learning. 1.5 Teachers will select instructional goals and objectives based on District curriculum and student data.
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Results:

Percent of Teachers who Meet or Exceed Expectations - Separate Schools and Court Programs			
		N	Percent
Obj. 1.1	Demonstrates knowledge of content and Instructional Practices/Methods	88	88.6%
Obj. 1.2	Designs Coherent instruction.	88	88.6%
Obj. 1.3	Establishes a culture for learning.	88	85.2%
Obj. 1.4	Engages students in learning.	88	88.6%
Obj. 1.5	Selects instructional goals and objectives based on District Curriculum and Student Data.	88	87.5%

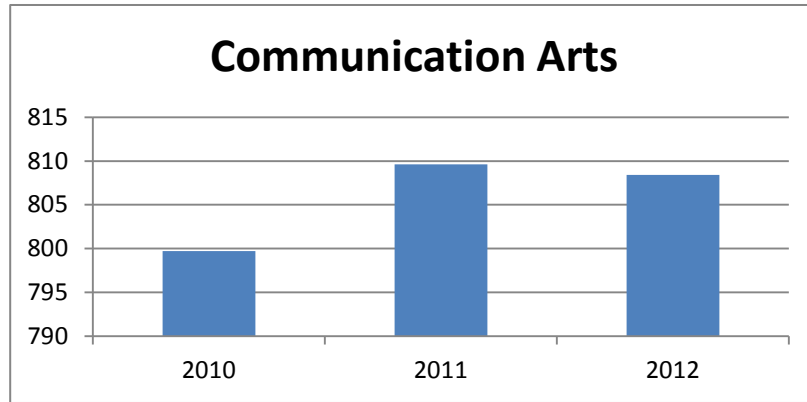
Mean Score (1-5) for Instructional Effectiveness items on PBE			
		N	Mean
Obj. 1.1	Demonstrates knowledge of content and Instructional Practices/Methods	88	4.05
Obj. 1.2	Designs Coherent instruction.	88	3.99
Obj. 1.3	Establishes a culture for learning.	88	4.02
Obj. 1.4	Engages students in learning.	87	4.01
Obj. 1.5	Selects instructional goals and objectives based on District Curriculum and Student Data.	88	3.98

Goal 2: Student performance on state assessments will improve from year to year.

Measurable Objective 1:	2.1 Communication Arts index scores will increase from the previous year.
Results: Not Met. There was an increase over the three year period, but index scores fell slightly from	

2011 to 2012.

Separate Schools and Bridges - MAP, MAPA, and EOC Index scores			
	2010	2011	2012
Communication Arts	799.7	809.6	808.4

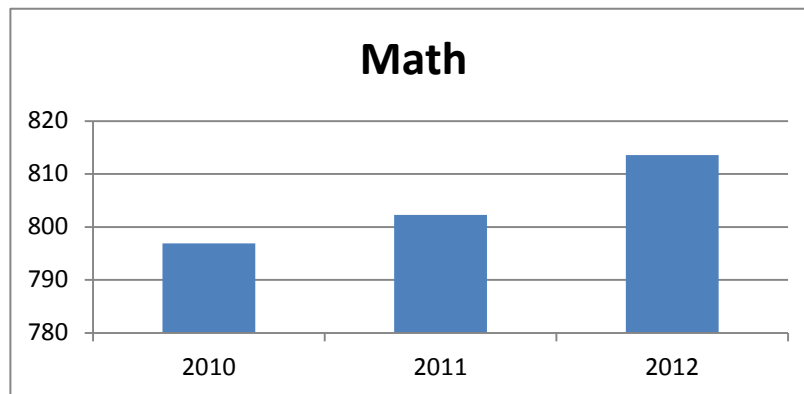


Measurable Objective 2:

2.2 Math index scores will increase from the previous year.

Results: MET

Separate Schools and Bridges - MAP, MAPA, and EOC Index scores			
	2010	2011	2012
Math	796.9	802.3	813.6



Goal 3: Goal 3: Students will increase their scores on district literacy assessments.

Measurable Objective 1:

3.1 100% of students assessed by STAR reading will improve from pre-test to post-test.

Results: Not Met. For this objective and for others in this report, the optimal goal was set at 100%. This goal will remain for continuous improvement, but we are not at the point that we can meet the 100% goal annually.

Percent of students who increased scores on Formatives - SPED		
	N	Percent Improved
STAR Reading Increase	258	55.8%

Measurable Objective 2:	3.2 100% of students assessed by the BLFSC will improve from pre-test to post-test.
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Results: Not Met

Percent of students who increased scores on Formatives - SPED		
	N	Percent Improved
BLFSC Increase	555	75.3%

Goal 4: Students will increase their scores on district mathematics assessments.

Measurable Objective 1:	4.1 100% of students assessed by STAR math will improve from pre-test to post-test.
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Results: Not Met

Percent of students who increased scores on Formatives - SPED		
	N	Percent Improved
STAR Math Increase	197	60.9%

Measurable Objective 2:	4.2 100% of students assessed by the Math API checklist will improve from pre-test to post-test.
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Results: Not Met

Percent of students who increased scores on Formatives - SPED		
	N	Percent Improved
Math API Increase	536	76.5%

Goal 5: Students will increase their scores on district writing assessments.

Measurable Objective 1:

100% of students assessed by writing prompts or Write Source assessments will improve from pre-test to post-test.

Results: Not Met

Percent of students who increased scores on Formatives - SPED		
	N	Percent Improved
Writing Prompt Increase	69	55.1%
Write Source Increase	73	47.9%

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- Based on Teacher Performance Based Evaluations, 87.7% of teachers are meeting or exceeding expectations of providing effective instruction which includes knowledge of content and instructional practices, designing instruction, establishing a learning culture, engaging students, and selecting instructional goals based on District curriculum and data.
- Student performance on the state assessments improved in the area of math (802.3 to 813.6).
- The following percentages of students increased scores on district assessments: STAR Reading 55.8%; ELASC 75.3%; STAR Math 60.9%. Though this did not meet the goal that every student would show progress, it shows that the majority of students are doing so.
- Teachers are using common assessments to measure student growth.
- Teachers are implementing the continuous classroom improvement model and classroom learning systems to help guide instruction.
- The district curriculum and instructional resources are up-to-date and available for teacher and student use.
- Professional Development has focused on continuous classroom improvement and instructional strategies.

Opportunities/Weaknesses

- Student performance decreased slightly (809.6 to 808.4) in Communication Arts.

- District assessments reveal that writing instruction is an opportunity for improvement.
- More frequent data sources may assist in helping teachers determine if instruction is effective at an early stage.
- Assist teachers in making the connection between the curriculum and instructional design.
- Further analysis of those students who did not make progress on state or district assessments.

How well aligned are the program's priorities and processes with the goals of the program?

The goals of the program are well aligned with the program's priorities and processes.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

1. A tiered intervention model will be implemented next year, allowing teachers to collect more frequent data that will assist them in making instructional decisions about specific interventions for students.
2. Professional development will focus on the areas of writing, content literacy, designing coherent instruction, selecting instructional goals and objectives based on District Curriculum, Student Data, and Common Core State Standards.
3. Writing assessments have been revised for the 2013-2014 school year to align with the Common Core State Standards.
4. Further analysis of factors affecting students who do not show academic progress will be conducted next year.

Status of Recommendations from Previous Report

1. *Continue to identify benchmark schools. Visit or otherwise obtain programming information from those whose performance exceeds that of SSD schools.*

In progress. We are still searching for schools with programs like ours to compare performance.

- 2. Continue use of quarterly assessments to measure student progress. Use the data team model to identify strengths, opportunities for improvement, and interventions for those students who do not show progress.*

We are using assessments to measure student progress as well as using that data in the data teams to identify strengths and interventions for students not showing progress. Next year we will have more data to assist in making data based decisions with the implementation of the tiered intervention model.

- 3. Continue to provide staff training and ongoing support in implementing Classroom Learning Systems, including the Plan-Do-Study-Act cycle. This is a model for increasing student learning and performance.*

We have continued training and support of Classroom Learning Systems: this support and training will continue next year.

- 4. Continue current efforts to review and revise curricula and to identify additional instructional materials to support teachers in implementing curricula.*

We have continued to review and revise curricula and identified resources to support teachers in implementation. We have developed a review/revision process and will continue to ensure that our curriculum is in alignment with the standards as well as meeting our students' needs. The curricula we reviewed this year were English Language Arts (we aligned it with the Common Core State Standards), Social Studies Curriculum Extension, Art, Health and PE, Family and Consumer Science and Personal Finance. We adopted textbooks and materials to support Social Studies and Music curriculum.

- 5. Investigate an alternative method for analyzing student progress over time.*

With the implementation of the tiered intervention model and progress monitoring tools as well as our benchmark assessments we should be able to analyze student progress over time.

Cost and Funding Source

No additional funding is needed at this time.