

Framework for TUSD's Comprehensive Evaluation Plan 2014-15

A. Overview:

Tucson Unified School District has developed a comprehensive district evaluation plan for student assessment and program evaluation using our 5-Year Strategic Plan as a foundation and aligned to the Unitary Status Plan. Also included in this plan are recommendations from the Special Master, Dr. Hawley. This plan addresses the coordination of services and programs that support student learning.

The framework for this plan is TUSD's 5-Year Strategic Plan (2014-2019). This plan contains annual goals that build upon each other from Years 1 through 5. Each annual goal is laid out in a 'SMART' format (Specific, Measurable, Attainable, Realistic, Time Bound/Tracked in addition to Describe Possible Evidence). To view the complete Strategic Plan document, please go to:

<http://tusd1.org/contents/distinfo/fiveyear/index.asp>.

The overarching purpose of this evaluation plan is to collect, interpret, and disseminate relevant data at the individual, classroom, school, and district levels to improve student growth and achievement.

B. 5-Year Strategic Plan:

The 5-Year Strategic Plan was approved unanimously by Governing Board members on July 22, 2014. The Governing Board members praised the process of creating the plan, especially the involvement of the community. About 400 community members contributed ideas and feedback, starting with about 200 members at the kickoff meeting in February 2014 and continuing through subcommittee meetings held on four subsequent Saturdays. The strategic plan contains annual goals in five key areas: Curriculum, Diversity, Facilities, Finance and Communication. List below are the strategic priorities and the overarching goal for each year:

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

- Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement
- Year 2 Goal: Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students
- Year 3 Goal: Design a curriculum that includes authentic assessments for content areas that are embedded within the curriculum with exemplar lessons that are aligned to 75% of the standards

- Year 4 Goal: Design a curriculum with materials aligned by quarter to include culturally relevant materials and fully implemented data analysis tools for analysis of lessons and performance
- Year 5 Goal: Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high quality curriculum and based on meeting the individual needs of every child.

- Year 1 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in providing ongoing communication and feedback on performance
- Year 2 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in using effective questioning and discussion techniques in their lessons
- Year 3 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in effectively measuring student progress through the use of aligned and common formative assessments of learning
- Year 4 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in demonstrating flexibility and responsiveness to individual needs of each student
- Year 5 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students by are proficient in providing ongoing communication and feedback on performance, using effective questioning and discussion techniques, effectively measuring progress through the use of aligned and common formative assessments for learning, and demonstrating flexibility and responsiveness to individual needs of students

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies, and cohesive communities of practice.

- Year 1 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum
- Year 2 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the

site level that is focused on implementing an aligned curriculum and decentralized based on individual site capacity

- Year 3 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is decentralized based on differentiated site needs
- Year 4 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide differentiated purposeful professional development at the site level
- Year 5 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide purposeful professional development that differentiates learning for all staff

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.

- Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 2 Goal: Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 3 Goal: Collect and analyze English Language Arts, Mathematics, Writing, and Science data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 4 Goal: Collect and analyze all subject area data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 5 Goal: Consistently and routinely collect and analyze data using data notebooks and other tools, provide staff development on how to appropriately use the data to drive instructional decisions, and collaborate with departments through data dashboards to promote and improve teaching and learning across the District

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

- Year 1 Goal: Implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning

- Year 2 Goal: Implement a standardized measurement system with common bi-weekly assessments aligned to the curriculum and provide professional development on conducting teacher-student data discussions
- Year 3 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum and provide professional development the effective use of formative data
- Year 4 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and introduce multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.
- Year 5 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and provide support for the use of multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.

C. Comprehensive Evaluation Plan

This evaluation plan contains both ongoing or longer term goals such as annual student performance on standardized testing as outlined in the 5-Year Strategic Plan and shorter term goals such as specific program evaluation as outlined in the USP:

- *Longer Term Goals - Strategic Plan Priorities 4 (Data) and 5 (Assessment):* formative, benchmark, and summative assessments of student growth and achievement will be used to measure student performance. Statewide standardized testing results and other data will be disaggregated by school, grade, classroom, and/or by individual student to show proficiency trends. Additionally, demographic variables such as Free/Reduced Lunch status, ethnicity, support service involvement, special needs, etc. will be also used to identify variability in performance of specific sub-groups.
- *Shorter Term Goals - Specific program evaluation measures as outlined in the USP:* process data collection including dosage, activity type, population served, and demographic profile; qualitative data collection including surveys, focus groups and/or case studies; and quantitative data collection including student achievement and growth data, pre-post surveys, etc. Some examples of support programs from the USP, Section V.E. are:
 - Student support services that focus on academic intervention and dropout prevention
 - Establishment of support services for African American and Latino students including college mentoring programs
 - Support for parent and community participation to improve the educational outcomes of African American and Latino students

The specific program evaluation of select critical activities outlined in the USP must be a multi-year process so that one program per year would be evaluated to assess impact on student achievement and

growth. Conducting multiple evaluations simultaneously may be too disruptive at the school level for teachers, support staff, or administrators because of the time commitment involved in collecting student or school climate data with fidelity. Per the Special Master's request, TUSD is prepared to start this process of Student Support Services program evaluation in 2015 with an assessment of Learning Support Coordinators. Years 2 and 3 may focus on Tier 2 and 3 On-line Academic interventions, Title 1 support, and/or equity support staff.

These processes require considerable documentation and monitoring of activities not only at the school site, but also at the district level. The result of this effort would be to produce a relevant evaluation on an annual basis of a specific program's impact to guide decision making. To apply these criteria successfully, TUSD would need to provide the following support:

- Consistent professional development to school staff on data collection
- A data repository that is flexible for multiple users
- Designated coordinating staff at each site who would monitor support staff and review data
- Central staff to monitor site activities and to ensure compliance to plan
- Analysis and interpretation of the results of data for decision making on an ongoing basis

D. Evaluation Plan of Student Support Services

Different schools have different services based on school type, student needs, and school-level academic achievement scores. It must be noted that assessing the impact of student support services is inherently challenging because school-based interventions do not occur in isolation. For example, the design of academic interventions is typically intended to be interdependent with ongoing instruction in the classroom. Moreover, a student may receive one or more interventions simultaneously. For behavioral interventions, assessing actual impact is even more complex, especially without the use of time-intensive qualitative inquiry. The dynamic and diverse social and cultural influences both in school and out can confound the explanatory power of the data. Finally, the results of an evaluation can only be as good as the data that was collected. Fidelity to consistent data collection practices is a cornerstone to meaningful evaluation. The primary student support services across schools include:

- Learning Support Coordinators
- Equity support staff
- Advance learning experiences
- Exceptional Education (IEP driven*)
- Counselors
- College and Career Counselors
- Drop Out Prevention Specialists
- Tier 2 and 3 On-line Academic interventions
- Title I Support
- Title III – ELD and Dual Language Support
- Federal School Improvement Grants

- 21st Century Community Learning Centers Grants
 - Parent activities
- *IEP support includes: social workers, psychologists, occupation therapy/physical therapy, adapted PE, hearing and visually impaired, Behavioral Intervention Team (BIT) and speech and language therapy*

Listed below are slightly revised recommended criteria to evaluate student support services provided by the Special Master. He stated in a memo dated 12/10/2014, ‘I know that I have used the term “criteria” to describe these but we should be clear that they are not criteria for evaluation; they are instead sources of data or questions that should be addressed in an evaluation.’ These questions were agreed upon by the parties last year. They represent a plan to justify, define, and document the provision of student support services provided in schools. Please see *Appendix A* to review the 4-point likert survey that will be used to address these process questions below, 4 through 12 across support programs. Questions 1 through 3 will be addressed from the district level. Validation of program success will require analysis of multiple data points using both program process measures and student outcomes by an internal District evaluator or an independent consultant. In addition to the *Appendix A* survey, other data that should be collected and monitored on an ongoing basis include activity type, dosage, person responsible, and intended audience.

| <i>GENERAL CRITERIA: Student Support Programs from the Special Master</i> | | |
|---|---|--|
| | Evaluation Question | Evaluation Approach |
| 1 | <p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) | <p>Review of literature: Justification of program or strategy</p> |
| 2 | <p>Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?</p> | <p>Needs Assessment: What are the gaps in services to students?</p> |
| 3 | <p>Describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy (i.e., are sites selected using a cost/benefit analysis?</p> | <p>Needs Assessment: What data is used to determine school program participation?</p> |
| 4 | <p>Does the program or strategy focus on students’ specific needs? If so, what needs? Describe the diagnostic method used for determining students’ specific needs. Describe the ways the program or strategy directly focuses on those</p> | <p>Needs Assessment: What are the greatest needs of</p> |

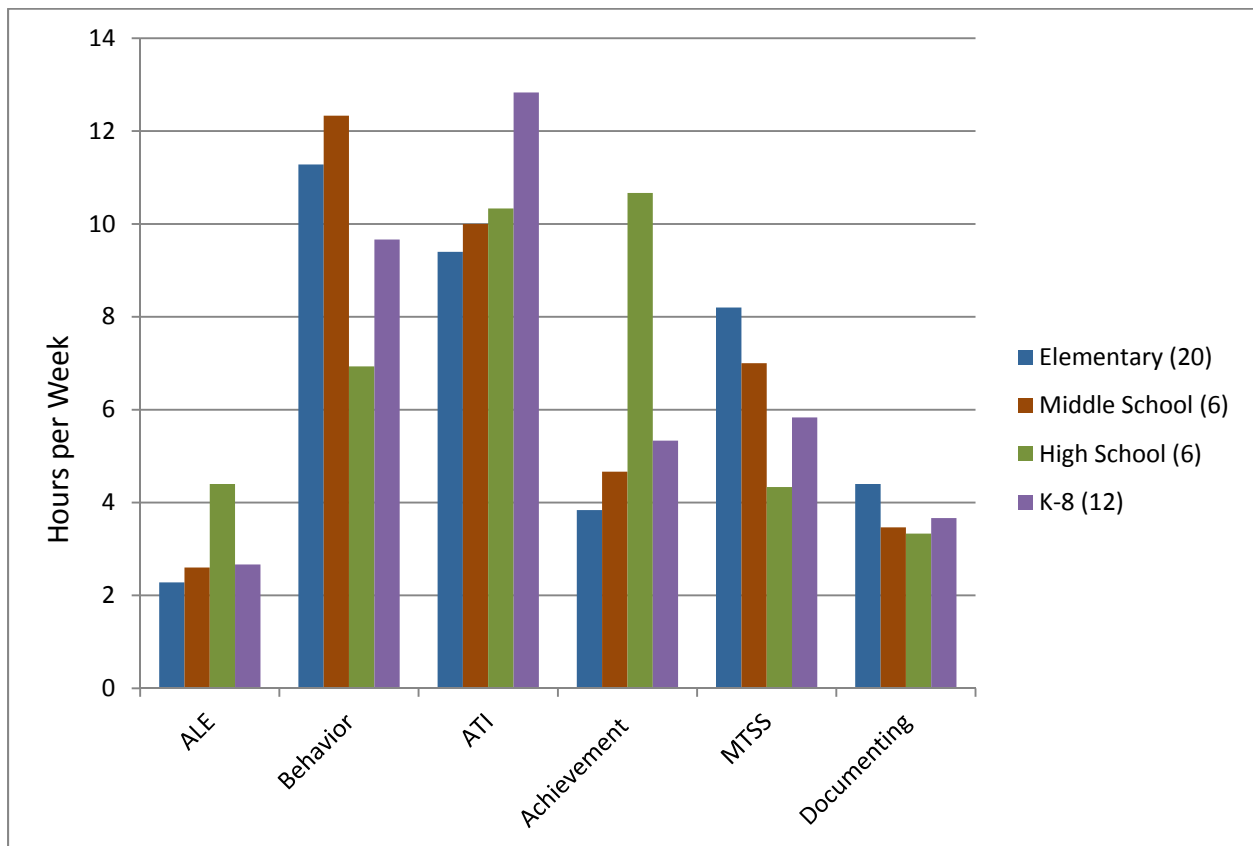
| | | |
|----|--|--|
| | needs. | the students? |
| 5 | Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs. | Process Evaluation: How are students identified for services and monitored? |
| 6 | Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress. | Process Evaluation: How are students identified for services and monitored? |
| 7 | Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. | Process Evaluation: Are services relevant to student needs? |
| 8 | Does the program or strategy use a "pull-out" method? If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention). | Process Evaluation: Type and dosage of intervention |
| 9 | If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. | Process Evaluation: Type and dosage of intervention |
| 10 | Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another? | Process Evaluation: Type and dosage of intervention |
| 11 | Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel? | Process Evaluation: documentation of personnel |
| 12 | Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses. | Process Evaluation: Documentation that qualifications of personnel are appropriate to task |

In summary, the questions outlined in the Special Master's recommendation are methodologically sound and addressing them would support a rigorous evaluation of specific student support services. To implement this evaluation plan successfully, additional fiscal resources are needed to support staff internally within the District to conduct the evaluation and/or to contract externally with vendors for these services.

E. Evaluation of the Learning Support Coordinator’s impact

Learning Supports Coordinators (LSC’s) perform multiple duties at schools including: testing coordinator, MTSS team member, ALE recruiter, Positive Behavioral Interventions and Supports (PBIS) and restorative practices facilitator. They are tasked to plan with the school’s leadership team about student’s longer term academic needs while simultaneously being responsive to student’s immediate behavioral needs. Additionally, they are to support the assessment process at the school which is especially time-intensive during the testing windows. Recently a survey was administered to LSC’s asking them to document their proportion of time of specific activities during the Fall Semester 2014. The summary of the results are provided below.

LSC Average Hours/Week by Grade Level & Activity





The results of this data generally indicate that LSC’s during the Fall 2014 semester spent the greatest amount of their time conducting behavioral interventions and coordinating the testing. In addition, LSC’s are now required to document their daily activities in an electronic format and then submit all

activities on a weekly basis. Please see below for the front page of this data repository that LSC's must fill out.

LSC Daily Data Entry Log - Semester 2, 2015

Name *

Date Work Performed * 

Function 

Other Function Detail

Hours Spent on Work *
Round to 15 Minutes (.25)

School Site: *

At the end of the Spring semester, this data will be collated to answer the following: How do the activities of LSC's vary from school to school? Other questions specified by the Special Master will need additional data collection beyond the weekly activities log. These questions are:

- Are LSC's deployed in schools servicing students with the greatest need
- Are the levels of experience or variation in professional credentials related to how they spend their time?
- What do LSC's do to enhance teacher effectiveness?
- How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSC's?

To address these questions, the methodology outlined in the student support services plan above also apply directly to LSC's because they are a part of the larger student support services. Finally, the question about if LSC's enhance teacher effectiveness could be modified because as it now reads, it is vague and open potentially to subjective interpretation. The questions provided by the Special Master on student support services will help to guide our shorter term specific evaluation programs. These guiding questions help to ensure that our plan have adequate process evaluation measures in place to document accurately the need for the program, the type and dosage of the program delivery, and to be better equipped to interpret the results of the outcome data in a meaningful way.

APPENDIX A:
STUDENT SUPPORT SERVICES FORM

| Name of Program: | | Date: | | | |
|----------------------------------|---|-------------------------|------------------|-----------------|---------------------|
| This program: | | Strongly Agree | Mostly Agree | Some-what Agree | Do Not Agree At All |
| 1 | supports and strengthens other existing programs | | | | |
| 2 | duplicates services with other existing programs | | | | |
| 3 | uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): | | | | |
| 4 | prioritizes the individual student's specific needs in all activities provided | | | | |
| 5 | disaggregates student data by ethnicity, disability, and/or language facility | | | | |
| 6 | focuses primarily on improved student behavior | | | | |
| 7 | focuses primarily on improved student attendance | | | | |
| 8 | focuses primarily on increased academic performance | | | | |
| 9 | utilizes culturally relevant instructional materials on a regular basis | | | | |
| 10 | emphasizes culturally relevant practices significant to all students | | | | |
| 11 | has an established a communication feedback protocol with the school day teacher | | | | |
| 12 | provides regular updates to the school day teacher on student progress | | | | |
| 13 | provides tutoring on a regular basis | | | | |
| 14 | is very effective in supporting students needs | | | | |
| Students in this program: | | | | | |
| 15 | are monitored on a regular basis with academic performance data to assess changing needs and/or mastery of material | | | | |
| 16 | remain in the program all year long | | | | |
| 17 | are also served by other support programs | | | | |
| 18 | with limited English proficiency are represented in this program | | | | |
| 19 | with limited English proficiency have adequate resources available to them to understand the content of the program | | | | |
| 20 | are taught by experienced and qualified teachers | | | | |
| 21 | show the greatest success when they are pulled out of class for services | | | | |
| Teachers in this program: | | | | | |
| 22 | are primarily made up of paraprofessionals | | | | |
| 23 | are primarily made up of certified teachers | | | | |
| 24 | who are paraprofessionals are closely supervised by appropriately certified personnel | | | | |
| 25 | meet regularly as a team to coordinate student support services | | | | |
| 26 | represent the ethnic/cultural backgrounds of the students they serve | | | | |
| Students: | | More than 20 hrs | 11-20 hrs | 0-10 hrs | NA |
| 27 | are typically in classes with about ____ other students | | | | |
| 28 | receive, on average, about a total of ____ hours per weeks of services | | | | |
| 29 | receive, on average, about ____ hours per week of tutoring services specifically | | | | |
| 30 | receive, on average, about ____ hours of services during the school day per wk | | | | |
| 31 | receive, on average, about ____ hours of services before/after school per week | | | | |