



INDIANA
DEPARTMENT *of*
EDUCATION

Specialized Populations Program Evaluation Toolkit

Indiana Department of Education

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Indianapolis, IN 46204



in.gov/doe/

Using the Specialized Populations Program Evaluation Toolkit

The Indiana Department of Education's (IDOE's) *Specialized Populations Program Evaluation Toolkit* is designed to support local educational agencies (LEAs) as they evaluate the effectiveness of their programs for specialized populations. For a more comprehensive evaluation, IDOE recommends that programs be evaluated as a corporation, enabling analysis of student achievement and progress from preschool access, to graduation, and beyond. If a corporation-wide evaluation is not conducted, the toolkit is also appropriate for school-based program evaluations.

LEAs are encouraged to appoint one member of the evaluation team as the evaluation coordinator. The evaluation coordinator may delegate certain tasks, but will be responsible for meeting coordination, data collection, and oversight of the evaluation timeline. The evaluation coordinator is encouraged to review all training materials provided by IDOE and connect evaluation team members with resources according to their roles and needs.

The evaluation process will vary in length and scope according to local context, but IDOE recommends that LEAs plan to complete the first six steps of the evaluation over a period of *at least eight weeks* to allow adequate time to collect data, solicit stakeholder input, research evidence-based strategies, and develop a comprehensive plan of action. The final two steps of the evaluation will be conducted over the course of *the school year* on an ongoing basis. IDOE recommends that LEAs conduct a comprehensive program evaluation once every three years with annual interim evaluations of success. A suggested timeline for program evaluation is provided below:

| Evaluation Task | Estimated Time Needed |
|---|--|
| Step 1: Assembling the Evaluation Team | Two weeks |
| Step 2: Gathering Data & Reviewing the Federal Program Evaluation Toolkit | Four weeks |
| Step 3: Defining the Current State | Half- or full-day in-person meeting* |
| Step 4: Identifying Needs | Half- or full-day in-person meeting* |
| Step 5: Setting Goals | Half- or full-day in-person meeting* |
| Step 6: Developing a Plan of Action | Half- or full-day in-person meeting* |
| Step 7: Implementing the Plan of Action | Determined by evaluation team |
| Step 8: Evaluating Success | Six to nine months after implementation; and annually thereafter |

*LEAs should allow for sufficient time for reflection, additional stakeholder review, and supplemental data analysis and research between Steps 3 and 6. For example, teams may conduct Steps 3 and 4 in a single, full-day meeting, then conduct Steps 5 and 6 in a second follow-up meeting a few weeks later. Sample agendas are included in Appendix A.

Specialized Populations Programs: Why Evaluate?

The implementation of the Every Student Succeeds Act (ESSA) in 2015 included provisions to ensure success for all students. It promotes evidence-based strategies that benefit low-income students and underserved populations. In fact, it requires periodic statewide needs assessments of the “availability and quality of existing programs...including such programs serving the most vulnerable or underserved populations.” LEAs are encouraged to do their own assessment of existing programs supporting their vulnerable and underserved specialized populations.

The U.S. Department of Education Office of Elementary and Secondary Education defines ‘specialized populations’ as, “*students that must overcome barriers that may require special consideration and attention to ensure equal opportunity for success and in an educational setting.*” This broad definition allows LEAs to think about the diversity of their student population, as well as the unique barriers that subgroups of students may face compared to the general student population.

Specialized populations can refer to students who fall in one or more of the following categories that include, but are not limited to, the following:

- Homeless Individuals (may qualify for McKinney-Vento services);
- Individuals with disabilities who do not qualify for special education services (may qualify for a Section 504 Plan) OR whose family members have a disability;
- Individuals from economically disadvantaged families, including low-income;
- Members of one or more racial or ethnic minority group;
- Migrant students;
- Single parent students, including single pregnant students;
- Students who are in, or have aged out of the foster care system;
- Students who have experienced the criminal justice system;
- Youth with a parent who is a member of the military and is on active duty; and
- Students who have experienced trauma.

With the *Specialized Populations Program Evaluation Toolkit*, IDOE seeks to support LEAs as they conduct comprehensive, collaborative evaluations of their specialized population programs to identify areas of needed improvement and effectively enact revisions to strengthen the achievement of all students.

Additional Resources Note:

Specialized populations can apply to various student categories beyond those listed above, including special education and English learner (EL) students. IDOE provides separate program evaluation toolkits specifically for both [special education](#) and [EL](#) programs, which can be found on IDOE’s [Office of Student Support and Accessibility webpage](#).

Step 1: Assembling the Evaluation Team

To effectively evaluate the specialized population program, key stakeholders must lead and contribute to the process. While each local context may vary, the following guidance addresses ideal team composition for corporation-wide and/or school-wide program evaluation. Note the team size and determine if having assigned roles will help move the work forward most effectively and meaningfully. An example corporation and school team organizer is included in Appendix A.

| Corporation-Wide Evaluation Teams | School-Wide Evaluation Teams |
|---|--|
| <p>Team Members: These staff members should commit to fully engaging in the evaluation process as a collaborative and results-focused committee.</p> <ul style="list-style-type: none"> ● Corporation Equity Directors (if applicable) ● Building-Level Principals (at least one elementary and one secondary) ● Elementary and Secondary Instructional Coaches (at least one from each level) ● Content Area Teachers (for elementary, at least one primary and one upper elementary; for secondary, at least two teachers from different content areas) ● School Counselors/Social Workers (at least one elementary and one secondary) ● Corporation Curriculum Director ● Corporation McKinney-Vento Representative ● Title I Director and Key Title I staff ● Building-Level Title I Coordinators (at least one elementary and one secondary) ● Corporation Family Engagement Director (if applicable) | <p>Team Members: These staff members should commit to fully engaging in the evaluation process as a collaborative and results-focused committee.</p> <ul style="list-style-type: none"> ● Corporation Equity Director (if applicable) ● Principal/Assistant Principal ● Instructional Coach ● Behavioral Support Dean ● Content Area Teachers (for elementary, at least one primary and one upper elementary; for secondary, at least two teachers from different content areas) ● School Counselor/Social Worker ● McKinney-Vento Representative ● MTSS Coordinator (if applicable) ● Title I Coordinator ● Title I teacher (if applicable) ● School Nurse (if applicable) ● Family Engagement Staff (if applicable) |
| <p>Contributing Staff: These staff members will contribute feedback and data for the evaluation process, and, depending on local context, may or may not be members of the evaluation team.</p> <ul style="list-style-type: none"> ● Superintendent/Assistant Superintendent ● Special Education Director ● EL Director ● Assessment/Data Director ● Finance Director | <p>Contributing Staff: These staff members will contribute feedback and data for the evaluation process, and, depending on local context, may or may not be members of the evaluation team.</p> <ul style="list-style-type: none"> ● Assessment/Data Coordinator ● Special Education Director and/or Assistant Directors ● Special Education Teacher ● EL Teacher ● Behavioral Support Staff |

Further Consideration: LEA's should consider how the team could engage community stakeholders in this work. For instance, when might it be appropriate to include parents or other community

partners in the work? In some communities, it might be best to involve stakeholders from the very beginning. In other locations, it might be best to include stakeholders later in the process during goal setting or plan review.

Step 2(a): Gathering Data

Evaluation of the specialized populations program should be rooted in the analysis of quantitative and qualitative data. To accurately assess the current and desired state of the program, data should include local and [state data](#) for both specialized populations and the general student population, as well as other overlapping populations (e.g., EL students, special education students).

Comprehensive evaluation of the specialized populations program will address each of the evaluation areas below. Data should be collected at both the school and corporation level for teams conducting either a school-wide or corporation-wide program evaluation where available. Data should additionally be gathered for analysis for at **least the past three years, as applicable**.

Appendix C contains a chart of common places to find the following data points, as well as individuals to contact who may have access to the information.

Specialized Student Populations

- Total number of specialized populations by school and grade level
- Descriptions of how specialized populations are identified and defined by the LEA
- Specialized populations proficiency levels per grade level
- Specialized populations level of transient between schools (both in and out of corporation)
- Mode of transportation data for specialized populations and overall student population
- Number of students who qualify for multiple categories of specialized populations, if looking at multiple specialized populations (i.e. free and reduced lunch, ethnic minorities, etc.)

Equitable Representation:

- Number and percentage of specialized populations and overall student population enrolled at elementary, middle, and high school (Where possible, gather data by native language and ethnicity.)
- Number and percentage of specialized populations and the overall student population identified for special education
- Number and percentage of specialized populations and the overall student population retained at least one year
- Number and percentage of specialized populations and the overall student population identified for high ability programming
- Number and percentage of specialized populations and overall student population enrolled in school/corporation pre-kindergarten (Pre-K) programs, where applicable
- Number and percentage of specialized populations and overall student population enrolled in Advanced Placement (or equivalent) courses

- Number and percentage of specialized populations and overall student population taking/passing the ACT/SAT or other college entrance exam
- Attendance data for specialized populations and overall student population
- Number and percentage of specialized populations and overall student population enrolled in afterschool programs
- Behavior referrals, suspensions, expulsions and arrests for specialized populations and overall student population
- Number and type of languages spoken by specialized populations
- Educator demographics: language and ethnicity data for school and corporation faculty and staff

Academic Achievement:

- Proficiency and growth data for all specialized populations and the overall student population on ILEARN, IREAD-3, and WIDA ACCESS
- Grade-level performance and growth data for all specialized populations, and the overall student population on local formative assessments (e.g., Northwest Evaluation Association (NWEA), science of reading)
- Four-year graduation rate for specialized populations and the overall student population
- If available, specialized populations rate of enrollment in postsecondary educational institutions compared to overall student population

Elementary/Secondary Programming:

- Building master schedules
- Curriculum maps for all grades
- Master list of Title I students and staff by building
- Established multi-tiered system of support (MTSS) procedures and team members
- List of students in the MTSS process and a list of supports
- Feedback regarding program implementation, service delivery, or access to programs

Professional Learning and Teacher Capacity:

- Master list of all staff who work with students in the program
- Teacher and staff evaluation records for program staff
- School and corporation professional development calendar/plan for the previous three years, including sign-in sheets or other staff attendance data
- Schedules for staff development and collaboration time (e.g., professional learning communities)
- Comments from staff regarding professional learning (e.g., feedback surveys)

Family Engagement:

- Family/parent survey results where applicable (program specific or otherwise)

- Master schedule of all parent/family engagement activities, both formal and informal (e.g., meet-the-teacher night, parent-teacher conferences) (This should include both program specific and general family engagement activities.)
- Attendance documentation (e.g. sign-in sheets) from program-specific and general family engagement activities
- Translation and interpretation policy

Resource Allocation:

- State and federal grant allocations and application budgets for previous three years (including Title I, Title II, Title III, Non-English Speaking Program (NESP), and other relevant funding streams)
- If your organization does receive any grant funds, report the actual expended amounts for funding.
- Data regarding spending per student

Step 2(b): Reviewing the Federal Program Evaluation Toolkit

The U.S. Department of Education provides additional resources including the [Evaluation Matters](#), and [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#). Completion and/or use of these resources is not required, but may help steer data analysis, deepen questions, and target areas of improvement.

Step 3: Defining the Current State

After gathering quantitative and qualitative data for each evaluation area, the entire program evaluation team will conduct an in-depth analysis of the school- and corporation-level data to identify current gaps and clearly define the state of the program in each area. Depending on the size of the evaluation team and the amount of time available for this step of the evaluation, the team may either analyze each program area jointly or divide the different areas for analysis by smaller groups of evaluation team members. In either case, the entire team should have the opportunity to review and consent to the defined current states drafted in this phase of the evaluation.

The definition of the current state for each program area should be succinct and should cite specific data to define any observed achievement gaps, opportunity gaps, and any identified areas of strength. See Appendix A for an exemplar document for Step 3 and Appendix B for Driving Questions.

| Evaluation Area | Current State |
|----------------------------------|---------------|
| Equitable Representation | |
| Academic Achievement | |
| Elementary/Secondary Programming | |

| | |
|--|--|
| Professional Learning and Teacher Capacity | |
| Family Engagement | |
| Resource Allocation | |

Step 4: Identifying Needs

After the evaluation team has analyzed data to define the current state for each of the evaluation areas, the team will identify the specific program needs in each area. As in Step 3, the team may either develop need statements for each area jointly or assign the different areas to smaller groups of evaluation team members. In either case, the entire team should have the opportunity to review and consent to the need statements drafted in this step of the evaluation process.

Need statements should be rooted in data and clearly aligned to the gaps identified during Step 3 of the program evaluation. Need statements should typically be only a few sentences in length, although teams may identify two to three need statements for each evaluation area. See Appendix A for an exemplar document for Step 4 and Appendix B for Driving Questions.

| Evaluation Area | Need Statement |
|--|----------------|
| Equitable Representation | |
| Academic Achievement | |
| Elementary/Secondary Programming | |
| Professional Learning and Teacher Capacity | |
| Family Engagement | |
| Resource Allocation | |

After developing need statements for each evaluation area, the evaluation team is encouraged to share the drafted need statements with a broader group of stakeholders (corporation leadership, classroom teachers, specialized population program support staff, families, etc.) for review and revision before continuing to Step 5 of the program evaluation. The team should also identify any additional data needed after this step of the evaluation process.

Step 5: Setting Goals

After defining the needs of the specialized population program in each of the evaluation areas, the evaluation team will convene to set goals for program improvement. Although needs were identified in all program evaluation areas in Step 4, evaluation teams are encouraged to select one to three program evaluation areas for goal setting.

The evaluation team will revisit data and evaluation team input from Steps 2 through 4 to determine which evaluation areas will be prioritized for program improvement. The team will then develop specific, measurable, achievable, realistic, and timely [\(SMART\) goals](#) to address the priority evaluation areas. At least one SMART goal should be developed for each priority evaluation area for a total of three to five SMART goals. The team should also define attainment of each SMART goal, including what data will be collected to measure progress toward attainment.

| Priority Evaluation Area 1 |
|---|
| SMART Goal 1: |
| How will we know we have attained SMART Goal 1? |
| |
| SMART Goal 2 (Optional): |
| How will we know we have attained SMART Goal 2? |
| |
| SMART Goal 3 (Optional): |
| How will we know we have attained SMART Goal 3? |
| |

| Priority Evaluation Area 2 |
|---|
| SMART Goal 1: |
| How will we know we have attained SMART Goal 1? |
| |
| SMART Goal 2 (Optional): |
| How will we know we have attained SMART Goal 2? |

| |
|---|
| |
| SMART Goal 3 (Optional): |
| How will we know we have attained SMART Goal 3? |
| |

| Priority Evaluation Area 3 |
|---|
| SMART Goal 1: |
| How will we know we have attained SMART Goal 1? |
| |
| SMART Goal 2 (Optional): |
| How will we know we have attained SMART Goal 2? |
| |
| SMART Goal 3 (Optional): |
| How will we know we have attained SMART Goal 3? |
| |

Step 6: Developing a Plan of Action

After developing SMART Goals to address identified high priority areas of need, the evaluation team will select two to four evidence-based strategies to address each SMART goal. Strategies may include professional learning initiatives, language-based instructional programs, instructional strategies, or other program-wide practices to be implemented.

When developing the plan of action, the evaluation team should provide a brief rationale for each selected strategy outlining the evidence base for the selected practice. The evaluation team should also consider all needed resources, including funding, staff time, and supplemental external materials. The evaluation team should also determine who will be the lead responsible for carrying out or overseeing each strategy and when implementation of the strategy is projected to begin. Next, the evaluation team will define how achievement of the SMART goal will be evaluated.

| SMART Goal 1: | | | Priority Evaluation Area: | |
|--|-----------|------------------|---------------------------|-------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date |
| Strategy 1: | | | | |
| Strategy 2: | | | | |
| Strategy 3 (Optional): | | | | |
| Strategy 4 (Optional): | | | | |
| How will the achievement of SMART Goal 1 be evaluated? | | | | |

| SMART Goal 2: | | | Priority Evaluation Area: | |
|---|------------------|-------------------------|----------------------------------|--------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date |
| Strategy 1: | | | | |
| Strategy 2: | | | | |
| Strategy 3 (Optional): | | | | |
| Strategy 4 (Optional): | | | | |
| How will the achievement of SMART Goal 2 be evaluated? | | | | |

| SMART Goal 3: | | | Priority Evaluation Area: | |
|---|------------------|-------------------------|----------------------------------|--------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date |
| Strategy 1: | | | | |
| Strategy 2: | | | | |
| Strategy 3 (Optional): | | | | |
| Strategy 4 (Optional): | | | | |
| How will the achievement of SMART Goal 3 be evaluated? | | | | |

| SMART Goal 4 (Optional): | | | Priority Evaluation Area: | |
|---|------------------|-------------------------|----------------------------------|--------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date |
| Strategy 1: | | | | |
| Strategy 2: | | | | |
| Strategy 3 (Optional): | | | | |
| Strategy 4 (Optional): | | | | |
| How will the achievement of SMART Goal 4 be evaluated? | | | | |

| SMART Goal 5 (Optional): | | | Priority Evaluation Area: | |
|---|------------------|-------------------------|----------------------------------|--------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date |
| Strategy 1: | | | | |
| Strategy 2: | | | | |
| Strategy 3 (Optional): | | | | |
| Strategy 4 (Optional): | | | | |
| How will the achievement of SMART Goal 5 be evaluated? | | | | |

Step 7: Implementing the Plan of Action

After developing the plan of action, the evaluation team and evaluation coordinator are responsible for implementing the plan, along with any other designated staff members who will enact evidence-based strategies selected in Step 6. The following questions should be used to guide initial implementation, revisited at six weeks, and at each implementation meeting thereafter.

How will the evaluation results and plan of action be communicated with administrators, teachers, families, and other key stakeholder groups? When will this information be shared?

What additional steps must be taken to enact selected strategies (e.g., secure approval from school board, request amendment for budgeted grant funds, procure curricular materials)?

What additional training is needed to enact selected evidence-based strategies effectively? Who will provide this training? When will the training be provided?

What additional data need to be collected to track progress toward SMART goals and effectiveness of selected strategies? How will these data be collected? Who will be responsible for tracking this data?

When will the evaluation team meet next? Who will lead the next check-in meeting? Who will be expected to attend?

Note: IDOE recommends that the evaluation team meets after the first six weeks of implementation to address any concerns or barriers to full implementation and at least once every three months for the duration of the first school year of implementation.

Step 8: Evaluating Success

Evaluation is an ongoing process and is most impactful when it occurs regularly and proactively. IDOE recommends that LEAs conduct a comprehensive evaluation of their specialized population programs once every three years. Step 7 concludes the comprehensive program evaluation process, but Step 8 maximizes impact by continually assessing progress and adapting the plan of action to program needs. The evaluation team should meet once after the first six weeks of implementation to address any barriers to full implementation and at least once every three months during the first school year of implementation.

After the initial implementation period, the evaluation team should meet at least once annually to formally analyze data and assess progress toward SMART goals as an interim program evaluation. The interim evaluation template provided below is intended to guide evaluation teams as they seek to continuously improve their specialized population programs. When revising the plan of action, evaluation teams are encouraged to preserve the fidelity of the comprehensive evaluation findings and ensure that any changes align to the priority focus areas and work toward the SMART goals defined during the comprehensive program evaluation.

| | |
|---|--|
| Interim Evaluation Date: | |
| Evaluation Team Members Present: | |
| <p>SMART Goal 1:</p> <p>What progress has been made toward attainment of SMART Goal 1? Cite specific quantitative and qualitative data demonstrating progress.</p> <p>Review evidence-based strategies selected to address SMART Goal 1 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 1?</p> | |
| | |

| | |
|---|--|
| <p>SMART Goal 2:</p> <p>What progress has been made toward attainment of SMART Goal 2? Cite specific quantitative and qualitative data demonstrating progress.</p> <p>Review evidence-based strategies selected to address SMART Goal 2 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 2?</p> | |
| | |

SMART Goal 3:

What progress has been made toward attainment of SMART Goal 3? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 3 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 3?

SMART Goal 4 (Optional):

What progress has been made toward attainment of SMART Goal 4? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 4 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 4?

SMART Goal 5 (Optional):

What progress has been made toward attainment of SMART Goal 5? Cite specific quantitative and qualitative data demonstrating progress.

Review evidence-based strategies selected to address SMART Goal 5 in Step 6 of the comprehensive evaluation. Are all strategies being implemented with fidelity? Do any strategies need to be revised? Do additional strategies need to be implemented to meet SMART Goal 5?

What additional resources are needed to enact all selected strategies with fidelity and ensure all SMART Goals are met?

What additional data need to be collected to track progress more effectively?

When will the evaluation team meet next? Who will lead the next check-in meeting? Who will be expected to attend?

Appendix A - Exemplar Documents**Sample Agenda - In-Person Meeting for Steps 3 and 4**

| Time | Task |
|--------------------------|--|
| 8 to 8:05 a.m. | Welcome and intros |
| 8:05 to 8:20 a.m. | Agenda and intro to specialized populations program evaluation process |
| 8:20 to 8:30 a.m. | Review of steps 1-2; introduce step 3 |
| 8:30 to 8:35 a.m. | Split into review teams and assign areas |
| 8:35 to 8:55 a.m. | Review data protocol and practice phase 1: predict |
| 8:55 to 9:20 a.m. | Phase 2: go visual |
| 9:20 to 9:50 a.m. | Phase 3: observe |
| 9:50 to 10:00 a.m. | Break |
| 10 to 10:20 a.m. | Discuss with one other evaluation area group and provide feedback |
| 10:20 to 10:40 a.m. | Groups draft current state statements |
| 10:40 to 11:15 a.m. | Groups present data and current state statements |
| 11:15 to 11:30 a.m. | Return to groups and revise current state statements |
| 11:30 a.m. to 12:45 p.m. | Lunch |
| 12:45 to 1 p.m. | Finalize Step 3: current states (review with large group) |
| 1 to 1:30 p.m. | Begin Step 4: identifying needs Phase 4:infer/question |
| 1:30 to 2 p.m. | Draft need statements |
| 2 to 2:15 p.m. | Needs gallery walk |
| 2:15 to 2:30 p.m. | Revise need statements |
| 2:30 to 2:45 p.m. | Review and finalize need statements |
| 2:45 to 3 p.m. | Next steps (preview step 5), conclusion survey, dismiss |

Sample Agenda - In-Person Meeting for Steps 5, 6, and 7

| Time | Task |
|--------------------------|--|
| 8 to 8:05 a.m. | Welcome and intro |
| 8:05 to 8:10 a.m. | Overview of specialized populations program evaluation process |
| 8:10 to 8:30 a.m. | Review of steps 1-4 |
| 8:30 to 8:45 a.m. | Review of teacher input |
| 8:45 to 9 a.m. | Any needed changes to steps 3 and 4? |
| 9 to 9:10 a.m. | Select and finalize priority evaluation areas. |
| 9:10 to 9:15 a.m. | Introduce goal setting: SMART goal teaching. |
| 9:15 to 10:05 a.m. | Draft SMART goals |
| 10:05 to 10:15 a.m. | Break |
| 10:15 to 10:50 a.m. | Gallery walk review of SMART goals |
| 10:50 to 11 a.m. | Return to groups and revise goals |
| 11 to 11:15 a.m. | Review and finalize step 5 |
| 11:15 to 11:30 a.m. | Intro step 6: plan of action and supporting resources |
| 11:30 a.m. to 12:45 p.m. | Lunch |
| 12:45 to 1:30 p.m. | Develop plan of action |
| 1:30 to 2 p.m. | Review and give feedback on plan of action |
| 2 to 2:15 p.m. | Finalize plan of action |
| 2:15 to 2:45 p.m. | Whole group: step 7 planning |
| 2:45 to 3 p.m. | Next steps, feedback survey, dismiss |

Specialized Populations Program Evaluation Corporation Team Organizer

| Title | Name | Attendance |
|--|------|------------|
| Corporation Equity Director | | |
| Building-Level Principal | | |
| Building-Level Principal | | |
| Building-Level Principal | | |
| Elementary Instructional Coach | | |
| Secondary Instructional Coach | | |
| Content Area Teacher | | |
| Content Area Teacher | | |
| Content Area Teacher | | |
| School Counselor/Social Worker | | |
| School Counselor/Social Worker | | |
| Corporation Curriculum Director | | |
| McKinney-Vento Representative | | |
| Title I Director | | |
| Building-Level Title I Coordinator | | |
| Building-Level Title I Coordinator | | |
| Corporation Family Engagement Director | | |
| Superintendent* | | |
| Special Education Director* | | |
| EL Director* | | |
| Assessment/Data Director* | | |
| Finance Director* | | |

***Contributing Staff:** These staff members will contribute feedback and data for the evaluation process, and, depending on local context, may or may not be members of the evaluation team

Specialized Populations Program Evaluation School Team Organizer

| Title | Name | Attendance |
|--|------|------------|
| Corporation Equity Director | | |
| Principal | | |
| Assistant Principal | | |
| Instructional Coach | | |
| Behavioral Support Dean | | |
| Content Area Teacher | | |
| Content Area Teacher | | |
| Content Area Teacher | | |
| School Counselor/Social Worker | | |
| McKinney-Vento Representative | | |
| MTSS Coordinator | | |
| Title I Coordinator | | |
| Title I Teacher | | |
| School Nurse | | |
| Family Engagement Staff | | |
| Assessment/Data Coordinator* | | |
| Special Education Director and/or Assistant Directors* | | |
| Special Education Teacher* | | |
| EL Teacher* | | |
| Behavioral Support Staff* | | |

***Contributing Staff:** These staff members will contribute feedback and data for the evaluation process, and, depending on local context, may or may not be members of the evaluation team

Exemplar - Step 3: Defining the Current State

Considerations:

- Current state statements for each area should be succinct for ease of understanding.
- Current state statements objectively record current realities, citing data when possible.

Equitable Representation

In ABC Schools, 21% of all students meet the defined criteria for specialized population. Of these students, 24% are identified for special education compared to 15.5% at the state level. 12% of the high ability students in ABC Schools are specialized population students. 61 languages are spoken by ABC Schools' students; 7% of the specialized population families indicated speaking a language other than English. There is disproportionality in specialized population suspension and expulsion data.

Compared to state-level specialized population school attendance (95.3%), ABC Schools' specialized population attendance rate is higher (96.2%). Only 5% of certified staff are specialized population.

Academic Achievement

Despite seeing growth in state testing from academic years 2016-2017 to 2017-2018 for IREAD-3 (+8%), and grades 3-8 ILEARN Math (+2.5%) there is still a significant gap between specialized population students and other populations on all major state assessments.

Elementary and Secondary Programming

All specialized population students receive a wide range of services/supports across all grades, and programming and placement varies by building. Services include both social work and school counselor supports.

Professional Learning and Teacher Capacity

While teachers in the corporation had four to five training events a year, less than 10% of teachers reported receiving any training strategies for supporting their specialized population students when surveyed.

Family Engagement

ABC Schools recently started tracking engagement and attendance for families of specialized population students to various events, as well as program participation. A divide has been identified since tracking began. An average of 12% of specialized population families attended at least one parent teacher conference last year, compared to 73% of other population families.

Resource Allocation

Communication between corporation and building level administrators during grant planning rarely occurs, and funds are largely uncoordinated across programs. Much of the ABC School's complexity grant funding is put towards funding special education and EL programs and teacher salary.

Exemplar - Step 4: Identifying Needs

Considerations:

- Need statements are rooted in data and clearly aligned to any gaps identified in Step 3: Defining the Current State.
- Need statements should be succinct for ease of understanding.
- Data teams may include one to three need statements for each evaluation area.

Equitable Representation

ABC Schools need to provide more early intervention services to specialized population students to reduce disproportionality in special education identification for specialized population students.

We need to implement evidence-based alternatives to suspensions in order to address the disproportionality in the discipline data.

Academic Achievement

We need to identify multiple ways to measure student growth (student wellness, academic achievement, language development), including making instruction accessible to all students.

We need to increase individual specialized population student growth in ELA and Math proficiency scores, particularly on grades 6-8 ILEARN assessments.

Elementary and Secondary Programming

We need to ensure that specialized population students at all proficiency and grade levels (elementary, middle, high) have access to intervention supports, and that additional support is available to students who exhibit a need for more intensive programming. We need to better define and communicate our intervention programming structure.

We need to track data (formative assessments, ILEARN, etc.) at each level (elementary, middle, high) for a more detailed analysis of student achievement across different schools within our corporation.

Professional Learning and Teacher Capacity

We need all staff to have a shared understanding of the additional barriers many specialized population students face, as well as strategies for best supporting students with these challenges. This includes classroom teachers, instructional support staff, behavioral support staff, counselors, social workers, and administrators.

We need to collect quantitative and qualitative data on professional development and teacher capacity to better monitor our progress and identify needs.

Family Engagement

We need to identify and respond to barriers families might be facing to access their school and community (research community resources and coordinate efforts).

We need a systematic method to collect data and evidence of family engagement (including clear ownership of data collection).

Resource Allocation

We need to coordinate efforts with grant funding to benefit all students.

We need to identify financial needs and increase communication between schools and corporation level.

Exemplar - Step 5: Setting Goals

After reviewing teacher feedback on Steps 3 and 4, the evaluation team will develop [SMART goals](#) to address the priority evaluation areas. At least one SMART goal should be developed for each priority evaluation area for a total of three to five SMART goals. The team should also define attainment of each SMART goal, including what data will be collected to measure progress toward attainment.

Priority Evaluation Area 1: Equitable Representation

SMART Goal 1:

Each school will implement at least one evidence-based alternative to suspension to address disproportionality in discipline, by the start of the new school year.

How will we know we have attained SMART Goal 1?

Create and track a master list of specialized population students and discipline, suspension, expulsion data in the corporation. Data will be reviewed quarterly to ensure equity of discipline across all schools.

SMART Goal 2:

The rate of special education identification for specialized population students at ABC Schools will be within 3% of the state rate by 2024.

How will we know we have attained SMART Goal 2?

- Review of disproportionality data
- Special education teacher and school psychologist data analysis and review
- Establish/review procedures of MTSS support for students not identified with disabilities
- Review of clarified procedures for identification of students with disabilities at the corporation level

Priority Evaluation Area 2: Professional Learning and Teacher Capacity**SMART Goal 1:**

Each school will build capacity and deepen understanding of specialized population students for all staff based on evidence of student and staff needs.

How will we know we have attained SMART Goal 1?

- An administrator will establish a building-level specialized population support cohort made up of classroom teachers, instructional/ behavioral support staff, and administrators who will work within the structure of a PLC.
- Specialized Population Support team will lead and share building-level progress during corporation specialized population support collaboration meetings
- Professional learning community (PLC) notes
- Staff surveys

Priority Evaluation Area 3: Family Engagement**SMART Goal 1:**

Each school will increase specialized population family engagement based on evidence of family needs.

How will we know we have attained SMART Goal 1?

- An administrator will establish a building-level specialized population family engagement cohort made up of classroom teachers, support staff, social workers, school counselors, family engagement coordinator (if applicable) and administrators who will work within the structure of a PLC to increase family engagement.
- PLC notes
- Family attendance at various engagement activities
- Family surveys

Exemplar - Step 6: Developing a Plan of Action

After developing SMART Goals to address identified high priority areas of need, the evaluation team will select two to four evidence-based strategies to address each SMART goal. Strategies may include professional learning initiatives, language-based instructional programs, instructional strategies, or other program-wide practices to be implemented.

When developing the plan of action, the evaluation team should provide a brief rationale for each selected strategy outlining the evidence base for the selected practice. The evaluation team should also consider all needed resources, including funding, staff time, and supplemental external materials. The evaluation team should also determine who will be the lead responsible for carrying out or overseeing each strategy and when implementation of the strategy is projected to begin and be completed. Next, the evaluation team will define how achievement of the SMART goal will be evaluated.

| SMART Goal 1: Each school will implement at least one evidence-based alternative to suspension to address disproportionality in discipline, by the start of the new school year. | | | Priority Evaluation Area: Equitable representation | | |
|--|---|---|---|-------------------|------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date | Target Completion Date |
| Strategy 1: Develop a framework for an evidence-based alternative to suspension (i.e. PBIS, restorative practices) programming with a sample recommended service and staffing schedule. | This is necessary to close the gap of discipline disproportionality for ABC Schools. Success of evidence-based alternatives to suspension will rely on regular staff training and frequent analysis of the program. | -Program and service model definitions and procedures -Certified staff schedules | Building-level and corporation-level administrators | October 2023 | January 2024 |

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| <p>Strategy 2: Communicate and provide training to certified staff on evidence-based alternative to suspension through various modes and resources (video explanation, in-person meeting options, website, email, highlighted in program newsletter, etc.).</p> | <p>Various modes of communication will ensure comprehension and retention of information for all learning styles represented.</p> | <p>-Program and service model definitions and procedures -Master PD calendar -Data tracking tools (e.g. PBIS)</p> | <p>Program director, behavioral support dean, administrator, certified teachers</p> | <p>March 2024</p> | <p>Throughout 2023-2024 and 2024-2025 school years.</p> |
| <p>How will the achievement of SMART Goal 2 be evaluated? Suspension, expulsion and other discipline data. Alternate program participation data. Quarterly checks for understanding conducted at building-level. Teacher interviews and surveys administered annually (twice annually during first year of implementation).</p> | | | | | |

| <p>SMART Goal 2: Each school will build capacity and deepen understanding of specialized population students for all staff based on evidence of student and staff needs.</p> | | | <p>Priority Evaluation Area: Professional Learning and Teacher Capacity</p> | | |
|---|--|--|--|--------------------------|-------------------------------|
| <p>Strategy</p> | <p>Rationale</p> | <p>Resources Needed</p> | <p>Staff Responsible</p> | <p>Target Start Date</p> | <p>Target Completion Date</p> |
| <p>Strategy 1: An administrator will establish a building-level specialized population support cohort made up of classroom teachers, instructional/behavioral support staff, and</p> | <p>Collaboration builds collective efficacy across the building; guiding responsive decision-making & flexibility & building staff capacity.</p> | <p>-Dedicated PLC time for Specialized Population team to meet</p> | <p>Building-level administrators, instructional coaches, behavioral support team</p> | <p>January 2024</p> | <p>Ongoing</p> |

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| administrators who will work within the structure of a PLC. | | -Yearlong PLC meeting schedule and staff in-service schedule | | | |
| Strategy 2: The specialized populations building-level support cohort will collect and analyze evidence of student behavior, including academic, discipline, family, and culture, to develop a plan for collaboration and training for all staff. | Collaboration builds collective efficacy across the building and supports students holistically. | -Survey or assessment to determine student and staff needs | Building-level Specialized Population Support team members | January 2024 | Ongoing, but with initial collection and analysis completed by May 2024. |

How will the achievement of SMART Goal 3 be evaluated?

PLC notes
 Building-level specialized population support cohort will lead and share building-level progress during corporation specialized population support collaboration meetings.
 Building-level cohorts made up of classroom teachers, instructional support staff, and administrators will share progress annually and convene with other building-level specialized population support cohorts across the corporation.
 Staff surveys

| SMART Goal 3: Each school will increase specialized population family engagement based on evidence of family needs. | | | Priority Evaluation Area: Family Engagement | | |
|--|-----------|------------------|--|-------------------|------------------------|
| Strategy | Rationale | Resources Needed | Staff Responsible | Target Start Date | Target Completion Date |

| | | | | | |
|---|---|---|---|---------------------|---|
| <p>Strategy 1: An administrator will establish a building-level Specialized Population Family Engagement team made up of classroom teachers, support staff, social workers, school counselors, family engagement coordinator (if applicable) and administrators who will work within the structure of a PLC to increase family engagement.</p> | <p>Collaboration builds collective efficacy across the building; guiding responsive decision-making & flexibility & building staff capacity and understanding of family needs.</p> | <p>-Dedicated PLC time for Specialized Population team to meet -Yearlong PLC meeting schedule and staff in-service schedule</p> | <p>Building-level administrators, Instructional coaches, social worker, family engagement coordinator (if applicable)</p> | <p>January 2024</p> | <p>Ongoing</p> |
| <p>Strategy 2: The building-level Specialized Populations Family Engagement team will collect and analyze evidence of barriers to Specialized Population family engagement, including language preference, hours of availability, transportation access, family dynamics, access to childcare, and culture, to develop a plan to better support specialized population families.</p> | <p>Many specialized population families want to be active participants in their student’s education, but they may have additional barriers to accessing certain family engagement events.</p> | <p>-Dedicated PLC time for Specialized Population team to meet -Survey or assessment to determine family needs and barriers to engagement</p> | <p>Building-level Specialized Population Support team members</p> | <p>January 2024</p> | <p>Ongoing, but with initial collection and analysis completed by May 2024.</p> |
| <p>How will the achievement of SMART Goal 3 be evaluated? Family surveys PLC notes Building-level Family Engagement team will lead and share building-level progress during corporation family engagement collaboration meetings. Building-level teams made up of classroom teachers, instructional support staff, and administrators will share progress annually and convene with other building-level Family Engagement teams across the corporation.</p> | | | | | |

Exemplar - Step 7: Implementing the Plan of Action

After developing the plan of action, the evaluation team and evaluation coordinator are responsible for implementing the plan, along with any other designated staff members who will enact evidence-based strategies selected in Step 6. The following questions should be used to guide initial implementation and revisited at each implementation meeting thereafter.

How will the evaluation results and plan of action be communicated with administrators, teachers, families, and other key stakeholder groups? When will this information be shared?

- Share with the corporation administration at the next cabinet meeting.
- Share with the forum after cabinet approval.
- Share at board meetings (June or July) and make any new staffing or fiscal requests needed.
- Share this with all staff, specifically those tied to the work done already.
- Share with families at annual family night. Develop one to three pages of easily understood and translated resources to explain the work completed and to be done.

What additional steps must be taken in order to enact selected strategies (e.g. secure approval from school board, request amendment for budgeted grant funds, procure curricular materials)?

Materials for evidence-based alternatives to suspension programs must be selected and procured. School board must approve a contract proposed with a technical assistance partner for specialized population training pieces. Building-administrator approval is needed for all strategies requiring staff time in and out of the workday.

What additional training is needed in order to enact selected evidence-based strategies effectively? Who will provide this training? When will the training be provided?

Various goals and strategies in our action plan address specific training needs and planning to move us forward in implementation. All staff will need to be trained in the evidence-based alternative to suspension program. Two school based staff members will attend overview training provided by the approved partner. Then those two staff members will provide all staff training at a set monthly staff meeting.

What additional data need to be collected to track progress toward SMART goals and effectiveness of selected strategies? How will these data be collected? Who will be responsible for tracking this data?

The equity director will work with our assessment coordinator to develop and review a staff survey to be used for the tracking of several of our goals. Building-level administrators will be responsible for administering the survey and tracking completion. Additionally, student surveys will be conducted at the building-level for middle and high school students.

When will the evaluation team meet next? Who will lead the next check-in meeting? Who will be expected to attend?

Note: IDOE recommends that the evaluation team meets after the first six weeks of implementation to address any concerns or barriers to full implementation and at least once every three months for the duration of the first school year of implementation.

Mid-September 2023--full evaluation team will attend, equity director will lead.

December 2023--full evaluation team will attend, equity director will lead.

March 2024--full evaluation team will attend, equity director will lead.

Appendix B - Driving Questions & Goal Review

Driving Questions

Consider these questions throughout the program evaluation process:

1. How effective are the following processes?
 - a. Identification/screening
 - b. Student assessment, including annual ILEARN/IAM assessments
 - c. Provision of qualified staff and resources
 - d. Provision of instructional programs and services to *all* students
 - e. Monitoring practices for *all* students
2. Do classroom teachers have the resources, skills, and knowledge to address the needs of specialized population students in their classroom?
3. Does the corporation/school provide adequate PD and follow-up training in order to prepare program teachers and administrators to implement the specialized population program effectively?
4. Are administrators who evaluate program staff adequately trained and consistently re-trained to meaningfully evaluate whether teachers are appropriately employing their training in the classroom?
5. Does the school have enough trained staff who are qualified to deliver various support services?
6. Are middle and high school specialized population students receiving meaningful access to courses needed to graduate on time?
7. How do the percentages of specialized population students compare in special education, advanced courses, and extracurricular activities? Does such access differ by program? If there is disproportionate participation, what are the barriers to participation? Are the barriers based on population specific obstacles or needs (ex: transportation)?

8. Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
9. Were adequate resources allocated to the area of concern?
10. Has a description of the changes been developed? (What procedural and program modifications will be undertaken? Who is expected to be responsible for what? When will the changes be implemented?)
11. Has a description of the rationale and objective(s) been developed? (What are the changes expected to accomplish? How will success be measured?)
12. Have all stakeholders (i.e., responsible and interested parties) been notified of any program changes?
13. Has necessary training been identified? Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

SMART Goal Overview

SMART Stands for:

Specific: The goal must be clear and well defined. Vague or generalized goals are unhelpful because they don't provide sufficient direction.

Measurable: Include precise amounts, dates, and so on in the goal so as to measure the degree of success.

Attainable: Is it possible to achieve the goal? The goal should be neither too easy nor too hard. Set a realistic yet challenging goal.

Relevant: Goals should be relevant to the identified needs. By keeping goals aligned with this, you'll develop the focus you need to see program improvement.

Time-Bound: Goals must have a deadline. When working on a deadline, the sense of urgency increases and achievement is more quickly attained.

Appendix C - Data Gathering

This chart has been compiled to assist with the collection of data for Step 2. Locations and contacts are not a comprehensive list as corporations or schools may utilize additional data warehouses.

| Data Point | How/Where to Collect | Contact |
|--|---|---|
| Number of specialized population students by school and grade level | Data Exchange InView Local student information system (SIS) | Student Services Equity Director |
| Identification processes | Corporation/school Handbook Corporation website Local documentation | Equity Directors Principal |
| Specialized population proficiency levels per grade level | Data Exchange (LM Report) Local SIS Local Teacher Files | Data Specialist |
| Number and percent of specialized population students and overall student population at elementary, middle, high school | Data Exchange InView Local SIS | Student Services Enrollment Specialist Equity Director |
| Number and percent of specialized population students and overall student population identified for special education | Data Exchange InView Local SIS | Student Services Enrollment Specialist SpEd Director/Teacher |
| Number and percent of specialized population students and overall student population identified for EL | Data Exchange InView Local SIS | Student Services Enrollment Specialist EL Director/Teacher |
| Number and percent of specialized population students and overall student population retained at least one year | Data Exchange InView Local SIS | Student Services Enrollment Specialist MTSS Team Lead |
| Number and percent of specialized population students and overall student population identified for high-ability programming | Data Exchange InView Local SIS | Student Services Enrollment Specialist High Ability Director |
| Number and percent of specialized population students and overall student population enrolled in school/corporation Pre-K programs | Data Exchange InView Local SIS | Student Services Enrollment Specialist Early Childhood Director |

| | | |
|---|--|--|
| Number and percent of specialized population students and overall student population enrolled in Advanced Placement courses | Data Exchange InView Local SIS | Student Services School Counselor |
| Number and percent of specialized population students and overall student population taking the ACT/SAT or other college entrance exam | Data Exchange InView Local SIS | Student Services Enrollment Specialist School Counselor |
| Attendance data for specialized population students and overall student population | Data Exchange InView Local SIS | Attendance Counselor (or equivalent) |
| Behavior referrals, suspensions, and expulsions for specialized population students and overall student population | Local SIS | MTSS Team Behavior Administrator |
| Educator demographics for school/corporation | Data Exchange InView Local SIS | Data Specialist HR |
| Proficiency and growth data for specialized population students and overall student population on ILEARN, IREAD-3, WIDA ACCESS | Data Exchange InView Local SIS WIDA AMS | Data Specialist Student Services |
| Grade-level performance and growth data for specialized population students and overall student population on local formative assessments | Local SIS | Data Specialist Classroom Teachers |
| Four-year graduation rate for specialized population students and the overall student population | Data Exchange InView Local SIS | Data Specialist High School Counselor High School Administrator |
| Specialized population students rate of enrollment in postsecondary education compared to general student population | Local Data Source | High School Counselor High School Administrator |
| Master building schedules | Local Data Source | Principal |
| Curriculum maps | Local Data Source | Curriculum Director |
| Master list of specialized population students | Local Data Source | Student Services |
| Copy of school/corporation annual | Data Exchange | Grant Specialist |

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| determination results and any corrective action plans | | |
| Feedback regarding program implementation, service delivery, and/or access to programs | Parent Survey Staff Survey Student Survey | Program Director Family Engagement Dir. |
| Master list of all staff who work with specialized population students | Locally Tracked | Principal/Assistant Principal |
| Teacher/staff evaluation records for all specialized population program staff | Local Data Source | Principals (or others responsible for evaluation) |
| School/corporation PD calendar/plan for previous three years | Local Data Source | Curriculum Director Administrators |
| Specialized population program staff PD calendar/plan for previous three years | Local Data Source | Program Director Administrators |
| Schedules for staff development/collaboration time | Local Data Source | Administrators |
| Comments from staff regarding professional learning | Local Surveys Local Town Hall Minutes Anecdotal Observations | Administrators Curriculum Director Other |
| Family/parent survey results | Local Surveys | Family Engagement Dir. |
| Master schedule of all family engagement activities | Local Data Source | Family Engagement Dir. |
| Family event attendance documentation | Local Data Source | Family Engagement Dir. |
| Translation and interpretation policy | Corporation Handbook Corporation Website | EL Director Principal |
| State and federal grant allocations and application budgets for previous three years | IDOE Website Local Data Source | Corporation Treasurer Grant Specialist |
| State and federal grant expenditure reports for previous three years | Local Data Source | Corporation Treasurer Grant Specialist |
| Transportation use for specialized population students and overall student population | Local SIS | Transportation Coordinator |