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Rubrics-Based Evaluation of a Statewide System of Support

A Tool to Enhance Statewide Systems of Support



Evaluation Elements

- A Rubric with
 - Explanations
 - Exemplars
 - Evidence



Purpose

- As a framework for how a State Education Agency (SEA) can evaluate the capacity, operational efficiency, and effectiveness of its SSOS.
- For guiding an SEA's internal evaluation of its SSOS or its development of specifications for an external evaluation.
- In establishing ongoing monitoring, reporting, and formative evaluation processes for an SEA's SSOS.



Development of the SSOS Evaluation Rubrics

- Research Basis - *A Framework for Effective Statewide Systems of Support* developed by Rhim, Hassel, and Redding
- Case Studies on roles of states in school improvement
- A national survey of all 50 State Education Agencies, Puerto Rico and Washington DC



Conclusions

- Successful systemic reform requires incentives, capacity, and opportunities
- Need for strong, continuous, district-directed improvement processes to assist schools at all levels of performance

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Overview of Evaluation Rubric

- **4 Main Sections**

- **14 Subsections**

- 42 Indicators**

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ESEA Reauthorization Themes

- Turning around low-performing schools
- Improving teacher quality and distribution
- Bolstering state data systems
- Improving the use of data and assessments

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Components of the Rubric-Based Evaluation

■ **Part A: SSOS Plan and Design**

- 1. Specified comprehensive plan for SSOS
- 2. Defined evidence-based programs/interventions for all students and subgroups
- 3. Plan for evaluation



Components of the Rubric-Based Evaluation

Part B: Resources

- 4. Staff
- 5. Funding
- 6. Data Analysis and Storage
- 7. Distinguished educator, consultants, experts, etc.
- 8. External providers

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Components of the Rubric-Based Evaluation

■ **Part C: Implementation**

- 9. Removal of barriers
- 10. Incentives for change
- 11. Communications
- 12. Technical assistance
- 13. Dissemination of knowledge
- 14. Monitoring and program audits



Components of the Rubric-Based Evaluation

■ **Part D: Outcomes**

- Student achievement
- Student attendance
- Graduation rate



Essential Indicators

- 42 Essential Indicators of critical components of SSOS
- Four-point rubrics with cells individualized to each indicator to help explain and define the different stages a State will go through as it implements each indicator

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Rubric Decisions

- Little or No Development or Implementation
- Limited Development or Partial Implementation
- Mostly Functional level of Development and Implementation
- Full Level of Implementation and Evidence of Impact



Sample Essential Indicator

■ 5.1 Coordination among state and federal programs

- **Little or No Development of Implementation:** There is no apparent plan to efficiently coordinate programs with different funding sources that are aimed at improving schools receiving SSOS services.
- **Limited Development or Partial Implementation:** The state has a written plan and has made some preliminary attempts to integrate multiple state and federal programs aimed at school improvement.
- **Mostly Functional Level of Development and Implementation:** The state has begun to integrate multiple programs with common goals but different funding streams in areas such as planning, resource allocation, training, reporting, and compliance monitoring.
- **Full Level of Implementation and Evidence of Impact:** The state has fully implemented its program integration plan, and there is evidence of greater efficiency in planning, resource allocation, and compliance monitoring.



Cumulative Scoring

- To receive a rating of “Mostly functional level of development and implementation”, the SSOS must also fulfill the requirements to receive a rating of “Limited development or partial implementation”.

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Necessary Materials

- Evaluation rubric with 42 Essential Indicators
- Sample ratings for each indicator to help you rate your own SSOS
- Examples from states that relate to the Indicator statements
- A template for SEA team self-scoring on the CII web site



State Examples related to the Indicators

- Indicator 2.2 explanation (on Page 43) provides an in-depth explanation of coordination of services across SEA departments using Ohio as an example of how funds and program requirements can be integrated.

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Team Discussion

- How well is your State Team addressing this indicator regarding coordination in your SSOS?
- Please take a few minutes and then rate your progress.

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Illustrating the Scoring System

Essential Indicator 7.2

Training for distinguished educators and support teams

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Making Choices for Rating

- As required by the state plan, all Distinguished Educators must participate in three levels of training/professional development: (a) a one-week summer session, (b) a two-day refresher in early fall, and (c) ongoing coaching mentoring during the DE's first year. The "DE Academy," which delivers the training, conducts regular formative evaluations of the activities and services, using the data to make refinements as needed. (page 76)



Making Choices for Rating

- On page 76 the reviewers rated the state as operating at Level IV on this indicator. The training process for DEs was evaluated to be formally defined, comprehensive, fully implemented, and subjected to continuing review and improvement.

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Team Discussion

- How well are you addressing this indicator regarding training in your SSOS?
- Please take a few minutes to discuss this and then rate your progress.

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Illustrating the Scoring System

- Indicator 13.1 explanation (on page 83) provides an explanation of why this state was rated at Level III.
- Also provided there are five examples of Exemplary Evidence that should be used in the decision-making process.

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Evaluating the Outcomes of the SSOS

- Qualities of an effective evaluation
- Evaluation recommendations
- Characteristics of rigorous studies
- Working with external evaluators
- Sample rubric for evaluating service intensity, duration and quality.

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Rubric-Based Evaluation Activities for Academy Participants

- The rubrics illustrate the continuum that occurs with each Indicator as States develop their SSOS.
- Each State team should complete its profile of how its SSOS matches all these indicators.
- Next the State team should develop an Action Plan to immediately start improving its SSOS.



Evaluation

- Using this rubric to repeat a profile review of Pacesetting state's SSOS in June 2010 allows:
 - Each state to document institutional growth in their SSOS for this one year
 - CII to partially evaluate its impact on the Academy's participants



Support for School Improvement (SSI)

- Two planning processes—one for the district and one for each school.
- A district team directs the district planning process.
- The school improvement team, directs the school planning process. A "process manager" (appointed by each team) enters the team's work into this web-based system.

CII website Option for Pacesetting States

Illinois Support for School Improvement (SSI)
Main Menu

Resources and Reports

Plan Your Meeting

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Set Up State	Date Completed		
Step 1 - Register State	08/13/09		
Step 2 - Provide State Information	08/13/09		
Step 3 - Form State Team	08/20/09		
Assess - Create - Monitor	Started	Last Update	Progress
Step 4 - Assess State Indicators	08/14/09	12/18/09	18 of 42
Step 5 - Create State Improvement Plan	08/14/09	12/18/09	12 of 16
Step 6 - Monitor State Improvement Plan	01/15/09	12/02/10	12 of 12

Using CII website to document progress

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Assess Indicators

State Process Menu

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Tab 1 - Select Indicators by Section - select your indicator to assess by section or choose to display all Indicators

Tab 2 - List of Indicators to Assess - choose indicator to assess

Tab 3 - List of Indicators Assessed - choose indicator to edit assessment information

Tab 4 - Assess Indicator - enter this tab only by selecting an indicator in tab 2 or 3



Documenting Indicator Action

1. Select Indicators by Section 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

To view Indicators, choose a section below or

Category	Section	Subsection I	Subsection II	Completed
SSOS Plan and Design	<u>Specified Comprehensive Plan for System of Support</u>			5 of 5
	<u>Defined Evidence-Based Programs/Interventions for All Students and Subgroups</u>			5 of 5
	<u>Plan for Evaluation</u>			2 of 3
Resources	<u>Staff</u>			1 of 4
	<u>Funding</u>			1 of 2
	<u>Data Analysis and Storage</u>			0 of 2
	<u>Distinguished Educators, Consultants, Experts, Support Teams</u>			1 of 2
	<u>External Providers</u>			0 of 2



Priority & Opportunity Scores

Category: SSOS Plan and Design
Section: Plan for Evaluation

1. Select Indicators by Section 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Wise Ways™ Rubric

A3.3 The state has implemented a written evaluation plan to determine the effectiveness of the SSOS, including evaluation criteria for student achievement outcomes and district and school evaluations of state services, and has used the results to improve its SSOS. (449)

- Insert your rubric score for this Indicator (1 - 4).

1. Choose your level of Development or Implementation for this Indicator.

No development or Implementation Limited Development or Implementation Full Implementation ** required field*

2. Priority Score: ** required field*

- 3 - highest priority
 2 - medium priority
 1 - lowest priority

3. Opportunity Score: ** required field*

- 3 - relatively easy to address
 2 - accomplished within current policy and budget conditions
 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. ** required field*

Save this Indicator

Task Assignments

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State Plan

State Process Main

The indicators that you have chosen to include in your plan are stated below as objectives. They will be referred to as "objectives" through the remainder of the SSI process.

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Select objective to create and assign tasks for the District Plan.

State Plan (16 objectives) *Note: Index = Priority Score x Opportunity Score

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks
A1.1	<u>The state will have a publicly available operations manual for the system of support that includes goals, objectives, timelines, organization chart, roles, and responsibilities. (437)</u>	8/14/2009	4	James Jones	9/09/2009	7
A1.2	<u>The state will implement a systematic process for coordinating planning and resource allocation across programs and will have evidence that the process provides greater efficiency in resource allocation and delivery of services. (438)</u>	8/14/2009	9	Robert Goodman	6/22/2010	7
A1.3	<u>The state will implement clearly defined, written criteria (including needs assessment) and procedures to determine which schools/districts receive services from the SSOS and the amount and types of services provided. (439)</u>	8/14/2009	9	James Jones	10/02/2010	3
A1.4	<u>The state will develop and regularly offer schools/districts served by the SSOS appropriate training and materials to develop and implement improvement plans and will have evidence of the system's effectiveness. (440)</u>	8/14/2009	4	James Jones	9/09/2009	0
A2.1	<u>The state will fully implement a written plan for assisting districts/schools whose students with disabilities fail to meet achievement targets. (442)</u>	8/20/2009	6			0

Task Progress

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State Plan

Define Objective and Assign Tasks

State Process Menu

Objective List



Objective: **A1.2** *Wise Ways™*

The state will implement a systematic process for coordinating planning and resource allocation across programs and will have evidence that the process provides greater efficiency in resource allocation and delivery of services. (438)

1. Assign a team member to manage and monitor your work toward this objective. **Robert Goodman**
2. Describe how it will look when this objective is being fully met in your District. **IA12 when met**
3. Establish a date by which your description above will be a reality. **6/22/2010**
4. Edit steps 1 - 3. [Edit](#)
5. Create a series of tasks for this objective. [Add a task](#)

Task assigned to this objective (click to edit task)	Assigned to	Target Date	Completed
state task 1	Bob Goodman	09/09/2009	08/14/2009
state task 2	Bob Goodman	09/09/2009	10/02/2010
task 3	Sally Harper	05/01/2010	08/24/2009
task 4	Bob Goodman	05/11/2010	08/22/2009
task 5	Jim Jones	04/03/2009	09/01/2009
bob	Bob Goodman	09/09/2009	09/02/2009
Test task column StateID	Robert Goodman	12/18/2009	

Documenting Task Completion

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State Plan Monitor

Monitor Implementation of State Plan

State Process Menu

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The objectives you see listed below are those you've chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. Once all the tasks for an objective are complete, tell about the work that you've done.

Objectives shown in Red need a task added in Step 5.

Objectives shown in Green have all the tasks completed and the Objective has been met.

Objectives shown in Blue have tasks that are not complete.

State Plan (12 objectives)

ID	Select Objective to update task progress.	Rubric	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
A1.1	<u>The state will have a publicly available operations manual for the system of support that includes goals, objectives, timelines, organization chart, roles, and responsibilities. (437)</u>	1	James Jones	9/09/2009	7	28 %	
A1.2	<u>The state will implement a systematic process for coordinating planning and resource allocation across programs and will have evidence that the process provides greater efficiency in resource allocation and delivery of services. (438)</u>	3	Robert Goodman	6/22/2010	7	85 %	
A1.3	<u>The state will implement clearly defined, written criteria (including needs assessment) and procedures to determine which schools/districts receive services from the SSOS and the amount and types of services provided. (439)</u>	2	James Jones	10/02/2010	3	0 %	
A1.4	<u>The state will develop and regularly offer schools/districts served by the SSOS appropriate training and materials to develop and implement improvement plans and will have evidence of the system's effectiveness. (440)</u>	2	James Jones	9/09/2009	0	0 %	08/24/2009



Contact Information

- Pacesetting States using the CII website should contact Sam Redding to:
 - Begin the Registration Process
 - Request Training opportunities

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