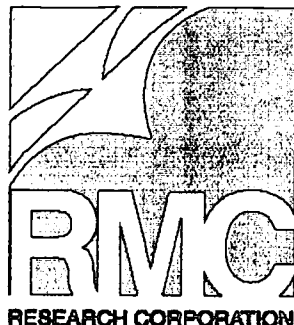ED 449 590   EC 308 194

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ABSTRACT
        This review examined the evaluation components from 10
awarded state improvement grants designed to improve systems providing
services for students with disabilities. The review examined the following
aspects of the evaluation components: purposes, conceptual framework for the
evaluation and systems reform, evaluation design and approaches, evaluation
questions, types of data collected and analyzed, types of analyses conducted,
and the evaluation of systems change and/or reform. The 10 states included in
the review are: Alabama, California, Idaho, Iowa, Maryland, Massachusetts,
New Hampshire, Ohio, Utah, and Virginia. The review notes that all 10 states
addressed the 3 purposes for project evaluation specified in the request for
proposals. The review also notes that different conceptual frameworks guided
choice of evaluation designs and that evaluation designs influenced the
questions formulated and types of data to be collected and analyzed. It
reports that all 10 states will collect both quantitative and qualitative
data concerning demographics, processes, and outcomes and that some states
are collecting data at multiple levels including the individual level, school
building level, district level, and state level. The bulk of the report is
comprised of the individual state evaluation profiles. (Contains 14
references.) (DB)

RESEARCH CORPORATION

A Review of Evaluation Components from Ten Awarded State Improvement Grants (SIGs)

by

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August, 1999

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A REVIEW OF EVALUATION COMPONENTS FROM TEN AWARDED

STATE IMPROVEMENT GRANTS (SIGs)

by Beverly Mattson and Ed McCaul

EVALUATION GUIDELINES IN THE RFP

The May 18, 1998 RFP in the *Federal Register* described the general guidelines for the

evaluation section, Quality of Project Evaluation, of the State Improvement Grants (SIGs)

applications. First, the application had to describe the extent to which the methods of evaluation

were thorough, feasible, and appropriate to the project's goals, objectives, outcomes, and the

context. Second, the evaluation had to examine the effectiveness of project implementation

strategies by using objective performance measures that were clearly related to the project's

intended outcomes and would produce quantitative and qualitative data. Third, the evaluation had

to provide performance feedback and periodic assessment of progress toward achieving intended

outcomes.

Review of Ten Awarded SIGs and Their Evaluation Components

As part of our interest in the State Improvement Grants and in ongoing work on evaluation

of professional development and systemic reform, we reviewed the evaluation components of ten

awarded State Improvement Grants. The intent of the review was to identify key concepts,

strategies, and components and not examine strengths or weaknesses.

We also drew upon the review presented by Dr. Carol Kochhar (1999), of George

Washington University, at the 1999 CSPD Conference for Leadership and Change. According to

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Dr. Kochhar, reviewers of SIG applications looked for a clear relationship between the evaluation

conceptual framework and approach, the needs assessment, and the project's implementation goals

and objectives. There also needed to be a strong relationship between project goals and objectives

and evaluation measures with clear, measurable benchmarks or outcomes.

This review examines the following aspects of evaluation: (a) purposes; (b) a conceptual

framework for the evaluation and systems reform; (c) evaluation design and approaches; (d)

evaluation questions; (e) types of data collected and analyzed; (f) types of analyses conducted; and

(g) the evaluation of systems change and/or reform. The ten states included in this review are:

Alabama, California, Idaho, Iowa, Maryland, Massachusetts, New Hampshire, Ohio, Utah, and

Virginia. See profiles on each state for more detailed information in the appendices.

Purposes of the SIG Evaluations

As described earlier, the SIG RFP clearly identified certain purposes for the evaluation

section of the grant application, mainly performance feedback, periodic assessment of progress

toward intended outcomes, and the effectiveness of the strategies implemented. All ten states in our

review addressed these purposes.

Other states included additional purposes. Table 1, Purposes of Evaluation Within Awarded

State Improvement Grants, identifies all stated purposes in the ten awarded applications. Some

additional evaluation purposes included: (a) the evaluation of the project's effects on

participants; (b) the assessment of the efficiency and effectiveness of the SIG design; (c) the

examination of the impact of the SIG systems change model on professional development needs;

(d) the provision of continuous information to leadership and stakeholders; and (f)

Table 1
Purposes of Evaluations of Ten Awarded State Improvement Grants

Purposes of Evaluations	AL	CA	ID	IA	MA	MD	NH	OH	UT	VA
Provide objective, efficient means of measuring and monitoring progress toward goals, objectives, initiatives, and outcomes	X				X			X		
Conduct internal evaluation to improve the manner in which the project activities are performed					X					
Conduct process evaluation of project to determine whether or not activities are being met in a timely and efficient manner			X							
Conduct formative evaluations to track the execution, usefulness, and outcomes of the project						X				
Provide a quantitative and qualitative evaluation that documents the project's progress toward implementation and completion	X									
Ensure that the four initiatives accomplish their purpose				X						
Provide continuous improvement of the project										X
Conduct a comprehensive evaluation of project implementation, milestones, and outcomes							X			
Evaluate the effectiveness of the project in meeting the grant purposes of the U.S. Office of Special Education Programs					X					
Evaluate the effect of the project on participants in grant activities					X					
Evaluate the project's quantity , quality, and impact of services on intended audiences		X								
Evaluate the effectiveness of project's activities in improving the state's ability to meet the needs of children and youth with disabilities								X		
Evaluate project outcomes and their effectiveness			X	X						
Conduct summative evaluation to determine the project's impact on accomplishing its missions						X				r
Evaluate the achievement of the project's performance goals and objectives on a yearly basis and at the end of five years										X
To assess the efficiency and effectiveness of the SIG design and content in meeting the proposed goals and objectives									X	
To examine the impact of the SIG systems change model on professional development needs									X	
To continuously inform leadership and relevant stakeholders of the status of the project										X
To communicate the value of the project to relevant stakeholders										X

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communication of the value of the project to stakeholders. These varying purposes influenced the evaluation design and approaches selected by the awarded states.

Evaluators and/or Evaluation Partnerships

Some states identified independent, external evaluators while others indicated that the evaluation would be conducted by an institution of higher education within their state. Some states referred specifically to evaluation partnerships. For example, Idaho specifically identifies an Evaluation Partnership (comprised of educators, university faculty, and family/community members). The Ohio SIG included an external evaluator, the Evaluation Services Center at the University of Cincinnati, an Evaluation Board, and 16 regional evaluation centers located with State University Education Deans. (See Ohio Profile.)

Types and Focus of Evaluation Questions

According to Muraskin (no date), an effective evaluation provides information on the following questions: (a) To what extent are the purposes, goals, and objectives achieved? (b) What proportion of the target population is served? (c) What is the intensity of participation in services by those served? (d) What are the outcomes -- intended and unintended? (e) What is the evidence of effectiveness in meeting stated goals and objectives? (f) How can the program be improved? What "facilitates" success?

Some SIGs formulated overall general process and outcome questions. Many process questions focused on the completion of activities and strategies. Outcome

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questions most often focused on achievement of objectives, student outcomes, and system results. For example, Utah developed general overriding questions about the SIG's three goals and specific questions for each goal and objective. Other states also developed evaluation questions matched to each goal and objective.

The Virginia SIG describes three orientations -- learning, customer, and results-- that shaped evaluation questions. For example, questions under the learning orientation include: What factors in the project's actions are influencing emerging results and in what ways? A customer orientation (Local Education Agencies, parents, other stakeholders) will be used to evaluate the project's activities and services. A results orientation will focus on the achievement of planned results and unintended effects.

Evaluation Design and Approaches

The purposes and questions described above clearly shaped the evaluation design and approaches selected by states. An evaluation design refers to the purposes, questions, data collection and analyses, and variables included within a conceptual framework. The evaluation of a State Improvement Grant is a complex endeavor and decisions regarding evaluation design have political, social, and ethical dimensions. SIGs have multiple users and stakeholders, so it would not be surprising to find some cautiousness in describing specific designs and approaches. Perhaps because of the complexity, many SIGs provide only a general description of the types of evaluations they

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will carry out and do not describe specific research designs or analytic techniques. Evaluation designs described in awarded SIG applications range from simple to complex.

Most SIGs will be conducting formative and summative evaluations. Formative evaluation refers to the assessment of an innovative project to modify and improve the design to a particular context while it is still under development (Guba & Lincoln, 1981). Most SIGs are using formative evaluations to provide feedback and periodic assessment of progress toward outcomes. The purpose of a summative evaluation is to evaluate the completed project in terms of professional standards to certify its merit (Guba & Lincoln, 1981). For example, California is using a yearly formative and summative evaluation process. Some States are using yearly and/or five year summative evaluations to evaluate whether project objectives have been met, to determine immediate outcomes, and determine the grant's impact. New Hampshire and Ohio plan to conduct formative and summative evaluations at three levels to evaluate processes and outcomes.

Other SIGs refer specifically to process, outcome, and impact evaluations. Process evaluations describe and assess processes, strategies, products, and activities. Outcome evaluations study the immediate or direct effects of programs and strategies on participants. For example, Alabama will be conducting process and outcome evaluations in a quasi-research design with pre- and post- interventions and matched control districts. Impact evaluations look beyond the immediate results of policies, strategies, and services to identify longer-term and unintended effects (Muraskin, nd).

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Another model selected by Iowa and Massachusetts was the Discrepancy Evaluation Model (Yavosky, 1976). This model views program evaluation as consisting of a process of defining program standards, collecting performance information about these standards, analyzying and determining discrepancies, and using the discrepancies to change performance of program standards.

New Hampshire will be conducting a multi-level evaluation of professional development based on Guskey's (1998) and Kirkpatrick's (1956) recommendations. (See the specific state profile for details).

Idaho plans to use several evaluation approaches. First, the SIG will use Fetterman's Empowerment Evaluation Model to build the system's capacity and promote self-determination of participants. Second, the SIG will conduct process and formative evaluations to review the project's activities and outcomes. Third, they will conduct outcome evaluations.

Types of Data To Be Collected

A variety of data collection methods will be used by the ten states. Some of the most common methods identified by the ten states included: needs assessments, surveys, questionnaires and ratings, interviews and computer-assisted interviews, student test scores on statewide and district-wide assessments, review of records (including student Individualized Education Programs, professional development plans, course transcripts, policies), and observations.

All ten states will collect a mixture of quantitative and qualitative data. Table 2, Types of Evaluation Data to Be Collected in Awarded State Improvement Grants, summarizes the types of data that will be collected by each state. The types of data can be categorized into three general types: (1) demographic data on participants, educators, parents and families, and students; (2) process data on partnerships, activities, strategies, materials, products, and World Wide Web site usage, and (3) outcome data for students, personnel, families, schools, local education agencies, and the system. We further subdivided some categories of data on Table 2 into subtopics (e.g., personnel data is broken down into personnel certification, preparation, recruitment, and retention).

Some states also will collect these types of data at all levels: individual student and educator, classroom level, school-building level, local education agency, and state levels. See state profiles for particular details.

Data for formative evaluations most often included: project activities, project strategies, professional development activities, etc. Data for summative evaluations most often addressed: project goals and objectives, project impact, data aligned with performance indicators, and outcome data. Many states delineated specific performance indicators for each goal and primary strategy. For example, Ohio identified performance indicators for students, parents, partnerships, collaboration, service delivery, and local outcomes. See profiles for specific examples.

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Table 2
Data To Be Collected in Awarded State Improvement Grants

Types of Evaluation Data	AL	CA	ID	IOWA	MA	MD	NH	OHIO	UT	VA
Partnerships/Collaboration Data on partnerships	X							X		X
Data on agency collaboration								X		
Data on parent/family participation and/or satisfaction		X	X			X	X	X	X	X
Data on Consumer Feedback					X	X	X		X	X
Data on student IEPs and/or IFSPs				X	X			X	X	
Student Data Data on student participation & time in general education, LRE, and/or Vocational Education		X	X			X	X			X
Data on student demographics & outcomes	X	X	X	X	X	X	X	X	X	X
Data on student post-secondary education, employment, or community activities		X	X		X	X	X		X	X
Personnel Data Data on personnel certification	X	X	X	X	X	X			X	X
Data on personnel preparation (preservice and/or inservice)	X	X	X	X	X	X	X	X	X	X
Data on personnel recruitment	X		X	X					X	X
Data on personnel retention and Career Ladders	X	X	X	X	X				X	X
Evaluation Data on training materials & other products	X	X	X	X	X					
Usage of World Wide Web Site							X			X
Local Education Agency (LEA) or district data	X	X	X	X		X	X	X	X	X
School-based data		X	X		X	X	X	X	X	X
Preschool & early intervention data					X	X	X	X	X	X
System Data		X	X			X	X			

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Types of Data Analyses to Be Conducted

The analyses of data were briefly and generally described in the awarded grant applications. There were references to quantitative and qualitative analyses in general terms. Some states indicated they would conduct comparative analyses of specific data, Most states indicated that they would conduct disaggregation of statewide performance indicators, particularly student performance on statewide assessments. Some states indicated they would conduct trend analyses, particularly of student outcomes. New Hampshire referred to an analyses of inputs (e.g., professional development activities, demographics, and contextual variables) and student performance indicators.

Evaluation of Systemic Change

The evaluation of systemic change or reform is far more complex than simply evaluating the implementation and impact of a State Improvement Grant (SIG). For example, Heck (1999) suggests that the evaluation of systemic reform needs to identify: (a) districts, schools and other structures and functions within the system that will be involved; (b) the targeted components of reform efforts, and (c) the intended and unintended points of pressure and influence between the reform efforts and the system. Heck (1999) warns that maintaining a holistic perspective is important so that the big picture of reform is not lost in the details of implementation. As part of the evaluation process, states will need to: (1) understand and manage change through a large, complex system, (2) track the nature and extent of change over time, and (3) build and test their framework and conceptualization of systemic reform operating within their state's context

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(adapted from Heck, 1999). Rather than focusing on degrees of success of isolated components of reform, Banathy (1995) suggests that the evaluation process examine the totality and complexity of the reform operating within a system. Rather than evaluating discrete causes and effects, Julian, Jones, and Deyo (1995) suggest that the evaluation focus on the evidence that the reform effort as a whole contributed to successful solutions to entrenched problems throughout the system.

Many awarded SIGS conceptualized a systemic reform framework and strategies. Some specifically described their evaluation approaches to systemic change and reform. Each state's evaluation of systemic change will depend upon its conceptual approach and framework to systems change, the components that are being included and addressed, the strategies being used, and the outcomes anticipated and being evaluated.

Examples of Four Approaches to the Evaluation of Systemic Reform

We will briefly highlight the approaches taken by four states to evaluate systemic reform and/or change. Each state conceptualized systemic reform somewhat differently and selected different evaluation designs and approaches. The four states include Idaho, Maryland, Ohio, and Virginia

Idaho. Idaho approached sustainable systemic improvement by building the local capacity to provide, improve, or expand services. The SIG identified the following components for effective systemic change: shared values and beliefs, state and federal legislation supporting ongoing efforts; united leadership and advocacy, collaborative structures at all levels, use of research and evaluation results to affect change efforts, build

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capacity for long-lasting change, and link with existing initiatives (Furney, Hasazi, & Destefano, 1997). The three primary strategies included changes in state and local policies and procedures, the implementation of School Improvement Plans under the Individuals with Disabilities Education Act (IDEA '97), and the incorporation of the Comprehensive School Reform Demonstration Program (CSRD). The SIG refers to a "synthetic policy framework" that will be used to understand the implementation of changes and improvements in systems. As part of the "synthetic framework" the Idaho SIG will draw upon concepts, insights, and propositions from previous implementation studies to develop new tools for analyses of policies. Comparative assessments for implementation experiences across policy areas or types of governmental units will be completed. The SIG will also use an Empowerment Evaluation Model (Fetterman, 1993) to build capacity and promote self-determination at all levels of the system. The evaluation design includes process evaluations and outcome evaluations. In addition, mini-research studies will be completed on status of programming for students involved in the project, changes in educational practices and personnel roles, and changes in parental participation.

Maryland. Maryland conceptualizes the unification of systems through a comprehensive approach to school reform, the application of planned change, and shared participatory leadership and involvement across all levels. The Maryland SIG refers to Lockwood's (1998) nine components for school reform including: support, measurable goals and benchmarks linked to state's curriculum and standards, a comprehensive design with aligned components, effective research-based methods and strategies, aligned

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professional development and personnel preparation, parental and community involvement, external technical support and assistance, coordination of resources, and evaluation strategies. Maryland will collect data on the alignment of policies and procedures and linkages across education and other services. Additional data on proxy measures of systemic reform (e.g., development of and participation in project services) will be collected. Maryland will monitor changes in the capacities and practices of school, agencies, and institutions through the results of technical assistance agreements, annual surveys, outcomes of Local Education Agencies grants, and records of cooperation.

Ohio. Ohio's conceptualization of systemic reform refers to Sashkin and Ergemeier's (1993) approach that focuses on fixing parts, people, schools, and the system. Ohio also refers to building a common vision and direction, decentralizing authority, and changing accountability. Ohio identifies their state's model of Continuous Improvement Planning (CIP) as a primary systemic change strategy. Ohio also articulated anticipated systemic change outcomes. The anticipated outcomes included: (a) improved capacities to direct personnel development needs, (b) increased use of external professional development needs; (c) improved capacity to meet needs of consumers, (d) increased use of Ohio's CIP model to meet the needs of students with disabilities, and (e) improved state capacity to meet the needs of children and youth with disabilities. Ohio's evaluation design included a three tiered design with process and outcome components: Ohio identified agency collaboration indicators, service delivery indicators, and building-level process indicators. Regional coordinating councils will identify desired outcomes and

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set benchmarks for local performance indicators, collect data, evaluate the extent to which goals, objectives, strategies and outcomes were achieved, and evaluate the impact of project activities on improving results for children with and without disabilities. The Evaluation Services Center at University of Cincinnati will coordinate local evaluation efforts and collect and analyze statewide performance indicators. In addition evaluation audits and self studies of project objectives and progress on performance indicators will be conducted by each local partnership site, Coordinating Council, and state team. An external evaluator will conduct focus groups with key evaluators and complete the evaluation audits.

Virginia. The Virginia SIG refers to systems change efforts as including policies, incentives, cross-disciplinary training, technical assistance, and evaluation within school divisions, individual schools, and individual classes. The State Education Agency must create structures that lead to changes in behaviors at the teacher/student, parent/student, administrator/student levels for sustainability. The SIG refers to key factors in carrying out reforms and specific strategies for change (Anderson, 1993). The Virginia SIG will use a results orientation to evaluate the achievement of planned results and unintended effects and a learning orientation to evaluate factors influencing emerging results, final results, and unintended effects. The evaluation of the effectiveness of implementation will address: (a) results-based program improvement, (b) partnership infrastructures, (c) persons and families who work with children and youth with disabilities, (d) a coordinated system of technical assistance and professional development, and (e) the supply and diversity of

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qualified personnel. A strategic evaluation will be completed to document the achievement of five year performance goals.

Summary

The evaluations of State Improvement Grants is a complex endeavor with political, social, and ethical dimensions. The purpose of this review was to identify the key evaluation components of ten awarded State Improvement Grants. The evaluation components and their descriptions of the ten awarded state applications ranged from simple to complex. The RFP identified three purposes for the evaluation: (a) examine the project's effectiveness of strategies, (b) provide feedback, and (c) provide periodic assessment of progress toward the intended outcomes. All ten states addressed these purposes although a number of states included additional purposes. The conceptual framework for the overall purpose and evaluation of the SIG appeared to influence the type of evaluation design and approaches selected by states. For example, given the RFP purposes, most SIGs will be conducting formative and summative evaluations. In addition, several states selected other evaluation designs to complement the formative and summative evaluations and address additional purposes. In turn, the evaluation purposes and design influenced the questions formulated and the types of data to be collected and analyzed. All ten states will collect a mixture of quantitative and qualitative data that can be categorized into three general types of data: demographics, processes, and outcomes. Some states will collect data at all levels: individually-focused, school building level, district level, and state level.

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A number of states specifically referenced their evaluations to systemic reform and /or change which is more complex and challenging than simply evaluating the implementation and effectiveness of SIG strategies. Each state's evaluation of systemic reform depended upon its conceptual framework to their system and its components, their approach to systemic reform and change, and the focus to be evaluated.

We would like to acknowledge and thank Jackie Jones, Connecticut CSPD Coordinator, for her review and feedback of earlier versions of this analyses.

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State Evaluation Profiles

Alabama State Improvement Grant

Alabama State Department of Education   Dates: 2/1/99 - 3/31/2003
Special Education Services
PO Box 302101
Montgomery, AL 36130-2101   Project Director: Linda Smith
                                                                   334-242-8114

Grant's General Purpose:

This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

Conceptual Framework for Systems Change:

Alabama approaches systems change through partnerships, and an on-line professional development academy, and mentorships.

Purposes of the Evaluation

(1)   Provide an objective, efficient means of measuring progress and outcomes.
(2)   Provide Alabama with a quantitative and qualitative evaluation that documents the project's progress toward implementation and completion.

Evaluation Design and Approach

Alabama's SIG will conduct process and outcome evaluation in a quasi-experimental research design with pre- and post-intervention and non-interventions. The design will use pre- and post-test measures with matched control districts.

The process evaluation will track the implementation of activities and the provision of training, technical assistance, and other project intervention activities by documenting their delivery.

The outcome evaluation will measure the achievement of students with disabilities on the Stanford 9 Achievement Tests and the passage of Alabama's Basic Skills Exit Exam; the suspension/expulsion rates of students with disabilities, dropout rates of students with disabilities, and student graduation rates.

AL1

Type and Focus of Evaluation Questions

Evaluation questions are clearly related to the project's goals and objectives.

Process Questions: The process evaluation questions address: (1) the implementation of project activities, (2) the identification of barriers, (3) interactions with subcontractors and stakeholders, and (4) the need, availability, and usage of resources.

Outcome Questions: The outcome questions address: (1) achievement of goals and objectives; (2) impact of activities on goals and objectives; (3) use of new knowledge, skills, and plans, by participants who received training; and (4) observable benefits derived from the project's implementation.

Types of Data To Be Collected for Evaluation

The Alabama SIG will collect the following data:

Partnership Data: Numbers of university-school partnerships and the frequency and numbers of students tutored; the number of staff and hours involved in staff development.

Student Outcome Data: achievement scores of students with disabilities using Stanford 9 Achievement Tests and the passage of Alabama's Basic Skills Exit Exam; the suspension/expulsion rates of students with disabilities, the dropout rates of students with disabilities, tardy and truancy rates of students with disabilities, and graduation rates of students with disabilities.

Training Materials: Number and type of training modules developed.

Personnel Training Data: number of persons by position and parents trained, location of training, and type of training, and/or coaching. Training with Online Academy and the number of chat sessions with numbers/addresses of participants. Number of tuition awards provided for training leading to certification.

Personnel Recruitment Data: Number of recruitment plans developed, initiation of legislative efforts, materials developed, collaboration strategies developed with universities, number of positions filled and open, and number of teachers certified.

Personnel Retention Data: Numbers of coaches and new teachers coached. Hours of coaching per participant and number of low incidence coachings.

Computer-Assisted Telephone Interviews (CATI)

AL2

Types of Analyses of Data to be Conducted

The SIG grant will use a mixture of quantitative and qualitative analyses. Much of the data will be nominal so non-parametric statistical tests will be employed when appropriate.

AL3

California State Improvement Grant

California Department of Education
Special Education Division
PO Box 944272
Sacramento, CA 94244-2720

Dates: 2/1/99 - 1/31/2003

Director: Alice D. Parker
916-445-4613

Grant's General Purpose:

This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvement by delineating and prioritizing training, technical assistance, and other systemic needs.

Conceptual Framework for Systems Change:

The California SIG approaches systems change through the use of partnerships and building the evaluation capacity and assessment expertise within lead agency.

The California Special Education Division staff will serve as internal evaluators and Sonoma State University will provide consultation on evaluation design, instruments, and practices.

Purposes of Evaluation

(1) To evaluate the project's quantity and quality of services and (2) evaluate the impact of these services on intended audiences.

Evaluation Design and Approaches

Methods used in the evaluation are intended to be "consumer friendly" – that is, progress on objectives is easy to evaluate and determine. The attempt was made to utilize existing sources of data; for example, data collected by the California Special Education Management and Information System was incorporated into evaluation. Also, information from the new quality assurance and focused monitoring system will be used.

The California SIG will use both formative and summative evaluations: *Formative evaluations*: Two per year-after month 3 and month 9. (So information may be used during Partnership strategic planning session.) Arranged by Sonoma State University.

CA1

The focus of formative evaluation will address number, nature, and quality of project activities, approaches, and problems for continuous improvement.

Summative evaluations: Summative evaluations will be conducted annually to determine the degree to which objectives have been met, including the quality of process and products and the significance of the project's work after the award period.

Types And Focus of Evaluation Questions

Questions for the formative evaluations include:

What is the number, nature and quality of project activities actually implemented by target date?
What aspects need improvement and/or change?
What approaches are working well and warrant expansion?
What problems are anticipated in implementing the next phase and how might these be overcome?

Question for the summative evaluations will include:

To what degree have objectives been met?

Types of Data to Be Collected For Evaluation

The California SIG has a strong correspondence between goals, objectives, and evaluation measures since quantifiable measures are included in objectives.

Student Outcome data: Performance of students with disabilities on statewide assessments (Stanford 9) and comparison of students with disabilities and their nondisabled peers. Rates of suspension and expulsion of students with disabilities. Percentages of students with disabilities earning high school diploma or GED.

Student Postschool outcomes as defined by assessment instruments cited in the California standards.

Parent Participation Data: parents participating in general education reform initiatives, parents on key committees, and parents on statewide committees for systemic reform.

CA2

Parent Satisfaction Data: Parent surveys on assistance/support for transition services. Percentages of parents rating transition services as "very satisfactory" or better.

Personnel Certification Data: Rates of special education teachers on 30 day emergency or 30 day substitute emergency waivers; rates of special education teachers who are less than fully credentialed.

Personnel Preparation Data: Percentages of special and general education teachers that indicate that inservice training, resources, and/or technical assistance have helped them implement research-based strategies in the classroom.

System Indicator Data: Extent to which the needs of individuals with disabilities are addressed through (1) presence on key state-level committees, (2) response to technical assistance activities, and (3) increased participation in general education reform activities

The amount of instructional time for students with disabilities spent in the general education classroom. (California Special Education Management and Information System has collected baseline information.)

Types of Analyses Of Data To Be Conducted

The one specific type of analyses described in the California SIG referenced the comparison of the performance of students with and without disabilities on state assessments.

CA3

Idaho State Improvement Grant

Idaho State Department of Education
Special Education Section
P.O. Box 83720
Boise, ID 83720-0027

Dates: 2/1/99 - 1/31/2003

Project Director: Russ Hammond
208-332-6919

Grant's General Purpose:

The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Conceptual Framework for Systems Change:

Idaho's Improving Results Initiative addresses sustainable systemic improvement, and building the local capacity to provide, improve, or expand services. The SIG addresses changes in state and local policies and procedures, School Improvement Plans under IDEA '97, and incorporates the Comprehensive School Reform Demonstration Program (CSRD). The SIG refers to critical themes identified from a study of transition systemic change (Furney, Hasazi, & Destefano, 1997). The SIG identifies links between the current initiative and other reform/restructuring efforts in the state. The SIG refers to a "synthetic policy" framework that draws upon concepts, insights, and propositions from previous implementation studies. Idaho will create systems improvement b

Purposes of the Evaluation:

The purpose is to conduct process and outcome evaluation of the project. The process evaluation will determine whether or not project activities are being implemented in a timely and efficient manner and that project outcomes are being met.

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A second purpose is to answer the following outcome evaluation questions:

(1)   To what extent have project staff and partners delivered what they stated they would deliver?
(2)   How effectively have they delivered it?
(3)   To what level have project participants been involved in the implementation and evaluation of this project?

Additional evaluation questions are generated for each evaluation area (project goal) under outcomes evaluation.

Evaluation Design and Approach:

Idaho Evaluation Partnership (comprised of educators, university faculty, family/community members) will meet yearly and use the Empowerment Evaluation model (Fetterman, 1993) to build capacity and promote self-determination. The Evaluation Partnership will identify, design, and carry out a matrix of evaluation activities to measure the processes and outcomes of the SIG. The Idaho SIG will also issue mini-research grants to graduate students and classroom teachers to strengthen the evaluation process.

Components of the Empowerment Evaluation Model include: Training Evaluation - evaluators will teach others to conduct their own evaluation activities. **Facilitation** - coaches or facilitators helping others to conduct evaluations. **Advocacy** - Evaluators will make certain the project is meeting identified needs. **Illumination** - evaluator will point out ramifications and potential hidden meanings of data. **Liberation** - evaluator will help individuals take charge of their situation.

The Idaho SIG evaluation design has two levels:

Level 1: Process evaluation that will focus on whether or not the project activities are being implemented in a timely and efficient manner and the project outcomes are being met. **A formative evaluation** will be used to review progress and compare project outcomes with those proposed. Idaho will use a Progress Evaluation Chart for each objective to track progress. The Idaho SIG will use nine sources of information to gather and monitor progress.

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Level 2: Outcomes evaluation will answer the following questions: (1) To what extent have project staff and partners delivered what they said they would deliver? (2) How effectively have they delivered it? (3) To what level have project participants been involved in the implementation and evaluation of this project?

Mini-Research Studies by graduate students and other participants will address student outcomes, comparison of schools, changes in attitudes of educators, changes in educators' roles, retention of special education teacher, collaboration of faculty in Institutions of Higher Education (IHEs).

Type and Focus of Evaluation Questions

There is a strong correspondence between goals, objectives, and evaluation questions.

Outcome evaluation questions: (1) To what extent have project staff and partners delivered what they stated they would deliver? (2) How effectively have they delivered it? (3) To what level have project participants been involved in the implementation and evaluation of this project? Additional evaluation questions are generated for each evaluation area (goal) under outcomes evaluation. Questions are framed in a yes/no format.

Goal 1, local and state policies, questions on the adoption of standards, the participation of students with disabilities in statewide testing, the development and use of alternative assessments, local improvement plans, alignment of monitoring and school accreditation, the relationship between monitoring and accreditation teams, and the involvement of parents and stakeholders in accountability reviews.

Goal 2, parent influence on reforms, questions on training in other languages, parent-training materials in alternative formats, parent participation in training reflected on child's files, the development and implementation of training on school reform, the linkages between needs assessment and training, and parental data on training.

Goal 3, professional standards, certification, and personnel development programs, questions addressing the realignment of programs and training activities with standards, training of paraprofessionals, accessibility of training in rural areas, seamless system of personnel preparation, joint training with parents, increased number of personnel trained, and level of retention.

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Goal 4, linked system of preservice and inservice training, questions on IHE policies, use of incentives, partnership training for parents and school personnel, development of a training plan, collection of data to determine gaps in training, development of training resources, and the creation of a Training Clearinghouse.

Goal 5, Adequate supply of qualified personnel, questions addressing conduction of projections, targeted areas for retention and recruitment, awareness campaign, minority recruitment, data on attrition, and creation of policies.

Types of Data To Be Collected for Evaluation

The Idaho SIG will collect the following quantifiable data from: artifacts and records; PATH action plans, policies, handbooks, and university course syllabi will be collected. In addition, Idaho SIG will collect quantitative and qualitative data from observations of participants implementing activities. Other data that will be collected include:

Satisfaction with Project Data: Quantitative and qualitative data from surveys of partners, parents, representatives on committees, educators, and training participants on satisfaction with project.

Evaluation of Products data: Content, ease of use, usability, and lack of bias.

Personnel data: Certification status, alternative certification rates, attrition rates, retention rates, employment of Idaho-trained personnel in Idaho, and numbers of individuals with disabilities in training and employed.

Student data: Data on students with disabilities will include graduation rates, drop-out rates, participation in and performance on statewide and alternate assessments data; student academic progress, suspension and expulsion rates.

Post-school Student Outcomes: Employment, wages above the minimum wage, participation in post-secondary education or vocational training, and access to community participation.

Parent data: Quantity, quality, and effectiveness of involvement, participation in and evaluation of training, educational achievement of students whose parents were trained, and parent/educator relationships.

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Training data: agendas, participant lists, percentages of students completing IHE coursework, evaluation of satisfaction with training, and certification data. In addition, the SIG will collect data on the employment of noncertified teachers, consultant specialists, and paraprofessionals. Professional development plans of districts will also be collected.

School data: The SIG will collect the needs assessment data of participating schools (15 schools per year for a total of 75 schools). In addition, Idaho will collect data on the implementation of the Results Based Model school improvement plans (in 15 schools per year for a total of 75 schools); improvement of student outcomes on Iowa Test of Basic Skills (ITBS)Tests of Academic Proficiency (TAP), Direct Writing Assessment (DWA)/Direct Mathematics Assessment(DMA); the number of students reading on grade level by grade 3 in every school; suspension/expulsion data of students with disabilities; school reform results; participation in technical assistance from the State Education Agency; the quantity and quality of parent involvement; reports from general education teachers on team process; and principal reports.

In addition, the SIG will use statewide, district wide, and schoolwide data reports on each performance indicator to collect data, observations and observation record review, interviews, record reviews, and surveys.

Types of Analyses of Data To Be Conducted

A variety of analyses will be used by the Idaho SIG, including: (1) review of records and quantifiable data; (2) "analyses of all available data" on training needs; (3) quantitative and qualitative analyses of surveys and questionnaires by parents, educators, and follow-up surveys by participants; (4) comparative analyses of project outcomes with those proposed; (5) qualitative and quantitative analyses of observational data; (6) disaggregated analyses of student assessment data and percent of annual gains on statewide assessments by students; and (7) analyses of percent of gains in student performance on statewide assessments by pilot schools.

Quarterly and yearly evaluation reports will be disseminated.

Analyses of Systemic Change

Idaho will use a "Synthetic Framework" to understand the implementation of changes and improvements in systems. Comparative assessment of implementation

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experiences across policy areas or types of governmental units will be completed. Mini Research studies will be completed on: status of programming for students involved in project; changes in educational practices and personnel roles; and change in parent participation.

ID6

Iowa State Improvement Grant

Iowa Department of Education
Bureau of Children, Family &
Community Services
Grimes State Office Building
Des Moines, IA 50319-0146

Dates: 2/1/99 - 1/31/2003

Project Director: Lana Michelson
515-271-3936

Grant's General Purpose:

The purpose of the Iowa SIG is to address four issues regarding special education in Iowa: (1) over 70% of special education students have significant reading problems; (2) over one of every eight students is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; (3) the effectiveness of transitions that occur as students move from one educational setting to another and from an educational setting into the community needs to be improved; and (4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

Conceptual Framework for Systems Change:

The Iowa SIG incorporates four initiatives into a single effort to improve the state's systemic responses to the needs of students with disabilities. The SIG Literacy Initiative is part of the larger Iowa Literacy Initiative and focuses on improving the literacy skills of students with disabilities by improving the content knowledge and skills of their teachers. The SIG IEP Initiative focuses on improving academic performance of students with disabilities by improving the overall quality of IEPs developed and implemented by general and special educators. The SIG Endorsement initiative will address the Multicategorical Resource certification. The SIG Career Ladder Initiative will alleviate specific personnel shortages

Purposes of the Evaluation:

(1) Ensure that the four initiatives accomplish their purpose and work toward shared goals
(2) Assess the effectiveness of the SIG Project
(3) External Evaluation of SIG Literacy Initiative and Evaluation of SIG IEP Initiative
(4) External Evaluation of SIG Endorsement Initiative and Evaluation of SIG Career ladder Initiative

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Evaluation Design and Approach

The Iowa SIG evaluation aligns with the Logic Model embedded within U.S. Department of Education's response to Governmental Performance & Results Act (PL 103-62). Formative evaluation of the project's progress toward objectives will be based on the Discrepancy Evaluation Model (DEM) (Yavorsky, 1976) through monthly grant management by objectives. The DEM Evaluation cycle includes: planning, collecting performance information, analyzing and reporting discrepancies, resolving discrepancies, and building program designs. Summative evaluation will also be conducted at the end of each year for each of the indicators.

Two levels of evaluation will be conducted: immediate outcomes related to program and services implementation and outcomes focused on improved results for educators, families, and students with special needs. **Intermediate and end outcomes** will be examined for each project objective. Product and process outcomes will be documented.

Type and Focus of Evaluation Questions:

To be determined by two external evaluators.

Types of Data To Be Collected

External evaluators will use a variety of methods that may include data from the Iowa Board of Educational Examiners, Iowa Department of Education, local education agencies, area education agencies, written and telephone surveys, face-to-face and telephone interviews, and site visits. Quantitative and qualitative data on intermediate outcomes and results will be collected for each objective.

Strategy implementation data will be collected.

Personnel Preparation Documentation: Documentation of training meetings (agendas, materials, dates, participants, etc., training provided). **Multicategorical Preparation and Certification:** transcripts, course selection, and progress of personnel in the endorsement process for Multicategorical Resource certification.

Personnel and Personnel Certification Data: percent of multicategorical resource teachers; ethnicity/race of personnel; personnel representing persons with disabilities; certification status of personnel; and teacher performance data.

Career Ladder Initiative Data: evaluation of Career Ladder Implementation; monitoring of participant progress and newly certified teachers.

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Student Individualized Education Program (IEP) Data: percent of academic goals that are measurable, specific, and reflective of standards in general education; percent of IEPs that are high in quality and meet federal standards; percent of IEP Teams that include IEP-proficient general education teachers and administrators.

Student Outcome Data: Accomplishment of annual IEP reading goals by students with disabilities, percent of students with disabilities who meet or exceed progress projected by IEP team, percent of students with disabilities with improvement in performance.

Types of Analyses of Data To Be Conducted:

Multicategorical Preparation and Certification: Analysis of transcripts, course selection, and tracking progress of personnel in the endorsement process for Multicategorical Resource certification.

Career Ladder Initiative: evaluate Career Ladder Implementation; monitor participant progress and newly certified teachers.

Documentation of process and product outcomes.

Results examined by documenting changes in student performance levels.

Further analyses to be conducted by external evaluators.

IA3

Massachusetts State Improvement Grant

Massachusetts State
Dept.of Education
350 Main Street
Malden, MA 02148

Dates: 1/1/99 - 12/30/2003

Project Director: Madeline Levine
781-388-3300

Grant's General Purpose:

The general purpose of the SIG is to provide statewide systems improvement to benefit all students. More specifically, the project seeks to provide quality pre-service and professional development activities for educators, parents, students, and other interested stakeholders. The SIG focuses on six focus areas:

- Services in the natural environment during early intervention and preschool years.
- Literacy skills instruction in the general education setting during kindergarten and elementary and school years.
- Literacy skills instruction in the general education setting during middle school and high school years.
- Transition for students 18-22 to postsecondary education and/or employment.
- Restructuring of teacher preparation programs based on educational reform efforts.
- Enhancing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

Conceptual Framework for Systems Change:

The MA SIG strives to establish systems change through collaboration among a variety of stakeholders. "Participatory Action Research" (Whitney-Thomas, 1995), which emphasizes investment by partners, guides the project. Themes include parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to previously existing reform programs.

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Purposes of the Evaluation

The overall purpose of internal evaluation activities is to improve the manner in which staff and contractors perform project activities such as training activities, effective outreach activities, dissemination activities, etc. More specific purposes include:

(1)   progress in achieving grant objectives
(2)   effectiveness of the project in meeting OSEP's purposes for the grant competition.
(3)   effect of the project on the participants in grant activities

Evaluation Design and Approach

For evaluation, Massachusetts will use the **"discrepancy model"** – The discrepancy model focuses on the discrepancy between what was *intended* to be accomplished and what was *actually* accomplished.

Both **formative and summative evaluation methods** will be employed. Formative activities involve pre-and post-tests, satisfaction surveys for inservice training, follow-up services, material utilization, and activity logs.

Type and Focus of Evaluation Questions

An annual report will synthesize information and report on the project's successl in meeting desired outcomes. For the first year, desired outcomes will include:

Did the project start on time?

Did the Project Advisory Committee meet as stated?

Were materials developed as stated?

Did training and professional development activities occur as planned?

Did project participants have opportunities to comment on whether activities were well done and effective accomplishing goals?

Has the project involved individuals from diverse cultures and roles?

Have project staff effectively advertised the availability of training?

Have staff provided follow-up to training activities?

Are project materials available in accessible format?

MA2

Types of Data To Be Collected for Evaluation

The Project Evaluation section of the grant identifies the following performance indicators identified as part of evaluation process:

- Review of Project Management Logs
- Review of Quarterly Reports by Project Director
- Review and approval of project material by PAC
- Participation rate for training activities
- Satisfaction of participants in training activities
- Review of sample of Individual Family Service Plans (IFSPs) on an annual basis.
- Review of student outcomes (e.g., IEPs, assessment participation, state assessment scores for reading and English language arts, etc.) in sample of schools with staff or parents participating in project activities
- Teacher/parent surveys
- Review of participation rate and participant satisfaction for mentor programs.
- Analysis of preservice coursework to include Education reform, curriculum standards, developing literacy, and teaching of diverse learners
- Review of prospective educators results on the MA Teacher Test and tracking of passing rate for prospective educators in participant Teacher Preparation Programs
- Review of cost data for pilot sites

Also, training activities surveys, participant evaluations, and telephone interviews (as needed) will be employed.

Types of Analyses To Be Conducted

Types of analytic techniques are not described in detail. Advisory Committee will review evaluation information. No specific data analyses are described.

Analyses of Systemic Change

Systems-change analyses are incorporated into overall evaluation strategy (e.g., evaluation of effectiveness of partnerships, train-the-trainer model, etc.).

MA3

Maryland State Improvement Grant

Maryland Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 21201

Dates: 2/1/99 - 1/31/2003

Project Director: Lucy Hession
410-767-0242

Grant's General Purpose:

"The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students ages three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel."

Conceptual Framework for Systems Change

Maryland conceptualizes the unification of systems through: (a) a comprehensive approach to school reform, (b) application of principles of planned change, and (c) shared participatory leadership and involvement across all levels. The Maryland SIG refers to Lockwood's (1998) nine components for comprehensive reform. Lockwood's components include: support, measurable goals and benchmarks linked to state's curriculum and standards, comprehensive design with aligned components, effective research-based methods and strategies, aligned professional development and personnel preparation, parental and community involvement, external technical support and assistance, coordination of resources, and evaluation strategies.

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Purposes of the Evaluation

The Maryland SIG will conduct formative and summative evaluations. The purpose of the formative evaluation is to track the assessment of the execution, usefulness, and outcomes of the grant. The purpose of the summative evaluation is to determine the impact of the project on accomplishing its mission of improving education and outcomes of students with disabilities.

Evaluation Design and Approach

Maryland will use **formative and summative evaluations** according to Fullan's (1996) model for evaluating systemic reform and a simplified version of American Management Association's (AMA) model on monitoring and evaluating services and activities. The AMA Model will use specified objectives, outcomes indicators, and timelines for each goal with management by an objective approach and input-process-output tracking

The formative evaluation will track and assess the execution, usefulness, and outcomes of: the: (1) alignment of policies and procedures, linkages, and cross-sectional stakeholder involvement; and (2) proxy measures of systemic reform that include student performance data, program quality, development & delivery of professional development and its participation; participation and alignment in preservice preparation, early intervention systemic evaluation, capacity building for improving education and outcomes, and feedback from participants.

A Consumer Review Group will evaluate information services and products on quantity, management of information, production, quality control, distribution, consumer satisfaction, and feedback.

The summative evaluation will determine the impact of the project on accomplishing its mission of improving education and outcomes of students with disabilities. The summative evaluation will: (1) address student's learning and progress; (2) monitor changes in capacities of schools, agencies, and institutions; (3) address practitioners' understandings, uses of new practices to improve instruction, and practitioner's needs and attitudes; and (4) address early intervention outcomes and indicators.

In addition, the Maryland SIG will conduct an evaluation study of the quality and flexibility of local services to families with eligible infants and toddlers.

MD2

Type and Focus of Evaluation Questions:

The evaluation study of services to infants and toddlers included the following questions:

(1) What are the various service delivery models that have evolved? (2) How are personnel deployed? (3) In what types of settings and configurations do teachers, therapists, and other providers provide services? (4) How are local Infants and Toddler programs providing services on a year-round basis and beyond the typical working day? (5) Are jurisdictions operating transdisciplinary programs or are they deploying providers from various disciplines in sequential formats? (6) What range of options do families have within the framework of the Individual Family Service Plan?

Types of Data To Be Collected for Evaluation

The Maryland SIG will collect the following data:

Systemic Reform Data: The alignment in policies and procedures and linkages across education and other services. Additional data will be collected on proxy measures of systemic reform (e.g., development of project services, participation in project services). The Maryland SIG will monitor the changes in capacities and practices of schools, agencies, and institutions (through the results of technical assistance agreements, annual surveys, records of outcomes of LEA grants, and records of cooperation).

Student Demographic Data: The racial composition of students identified as learning disabled, mentally retarded, and as seriously emotionally disturbed.

Student Outcome Data: Participation of students with disabilities in general education, alternative education, and career technology and adult learning. Annual and trend data on Maryland Functional Tests, Maryland School Performance Assessment Program (MSPAP), LEA norm-referenced performance tests, and optional LEA district-wide criterion-referenced tests. Student participation rates, score averages, percent passing/failing, by measures, skill tested, grade level, district, and statewide will be collected. In addition, Maryland will collect student data on: IEP certificates, diplomas, and attendance rates. Maryland will also collect data on suspension and expulsion rates, students' highly challenging school behaviors, and violence and weapons possession.

Post-School Data: Post-school employment and postsecondary participation rates.

District Data: The adoption and implementation of new practices, research, and grants by Local Education Agencies (LEAs).

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Preservice Program Implementation, Enrollment, and Follow-up Data: Enrollments, graduates, the adoption and implementation of new practices and research, and data from graduate follow-up surveys.

Personnel Preparation Data: Special education trainees and include feedback on practitioner's understandings of new things that are expected under the SIG, practitioners" uses of new practices to improve instruction and schoolwide programming, practitioner's needs, and practitioner's attitudes.

Feedback Data: From practitioners, consultants, and the Consumer Review Groups.

Family Data: Surveys of family satisfaction with service delivery options in early intervention.

Summative Evaluation Data: The summative evaluation will collect annual data on student performance; outcomes of professional development and personnel preparation; technical assistance; and research and development information services. Summative Student Data will include: average scores of students with disabilities on the Maryland Functional Tests and the MSPAP, district criterion-referenced and norm-referenced tests. Other data will include the percentage of time in general education by students with disabilities, the percentage of students with disabilities receiving high school diplomas, participation of students with disabilities in postsecondary education, average portfolio ratings on IMPAP, participation in statewide assessments by students with disabilities, expulsions and suspensions of students with disabilities, challenging student behaviors, placements of students with disabilities in alternative settings, average attendance rates of students with disabilities, drop-out rates of students with disabilities, and early intervention.

Types of Analyses To Be Conducted

Analyses and trend analyses of all data will be completed. Disaggregation of all student data will be conducted. In addition, the Maryland SIG will conduct comparative and trend analyses of: (a) student data regarding high school diplomas and certificates earned by students with disabilities in terms of changes in proportion of students receiving certificates, (b) diplomas earned by students with disabilities, (c) students with disabilities meeting University of Maryland requirements, (d) the participation of students with disabilities in career technology and adult learning career-technology requirements, (e) high school program indicators; and (f) proportions of students with and without disabilities who achieve outcomes. The Maryland SIG will analyze student employment and postsecondary education outcomes. Cross-cutting analyses of data sets on performance and outcomes of students with disabilities will also be completed. Trend analysis and

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comparative analysis of follow-up survey completed by preservice preparation graduates will also be conducted. Cross-analyses of profiles of services to infants and toddlers will be completed.

Analyses of Systemic Change:

The Maryland SIG will evaluate the alignment in policies, procedures, linkages across education and other services and data on proxy measures of systemic reform (e.g., development of project services, participation in project services). In addition, the SIG will monitor changes in capacities and practices of schools, agencies, and institutions (particularly through the results of technical assistance agreements, annual surveys, records of outcomes of LEA grants, and records of cooperation).

MD5

New Hampshire State Improvement Grant

New Hampshire Department of Education
Special Education
101 Pleasant Street
Concord, NH 03301

Dates: 2/1/99 - 1/31/2003

Project Director: Robert Wells
603-271-1536

Grant's General Purpose:

The statewide project in New Hampshire addresses the following system components: (1) leadership and service coordination; (2) standards for practice, preservice education, and professional development; (3) use of data for short- and long-range planning, (4) dissemination of exemplary practices; (5) involvement of individuals with disabilities and parents of children and youth with disabilities; and, (6) reduction or elimination of systemic barriers to effective service delivery.

Conceptual Framework for Systems Change:

The Project goals match the guiding principles of U.S. Office of Special Education Programs (OSEP). The grant application described the New Hampshire system, the barriers related to professional development, system barriers, and higher education barriers. The SIG identified specific systems change strategies from OSEP-funded projects. The SIG describes the connections between family participation, research, pre-service education, professional development, professional practice, school organization, policy, and student outcomes. The application makes references to organizational change literature.

Purposes of the Evaluation

The purpose is to conduct a comprehensive evaluation of project implementation, milestones, and outcomes.

Evaluation Design and Approach

The New Hampshire SIG will use **formative and summative evaluations** to evaluate outcomes at three levels. The formative evaluation will focus on the implementation of project - project activities conducted as proposed and planned monthly. The process evaluation will address project implementation and milestones at 6 months,

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1 year, and each year.

The summative evaluation will address intermediate outcomes and the evaluation of achievement of objectives by the Project. The summative evaluation of student achievement and the impact of project on student learning each year of project will be completed.

The New Hampshire SIG will use a **multi-level evaluation of professional development** based on Guskey's (1998) and Kirkpatrick's (1959) frameworks. The evaluation of professional development will address participants' satisfaction, participants' learning, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes.

Three in-depth case studies of participating districts will be developed.

Type and Focus of Evaluation Questions

The New Hampshire SIG has a strong correspondence between goals, objectives, and evaluation questions.

Evaluation questions developed for Goal 1 and Goal 2 and objectives addressed the project's organization, structure, and resources. Most questions require yes/no response as to whether activities were conducted.

Evaluation questions for Goal 3 and Goal 4 and objectives addressed desired increases in personnel outcomes in a yes/no format. Evaluation questions for Goal 5 and Objectives addressed the establishment of professional development schools, high quality retooled programs and activities, and participation of family members or individuals with disabilities in activities in a yes/no format.

Evaluation Questions for Goal 6 and Objectives addressed the involvement of families and individuals with disabilities in hiring, in professional development activities, and the development and use of standards of family involvement by Local Education Agencies (LEAs) receiving project funds in a yes/no format.

Evaluation questions for goal 7 and Objectives, on the data system, addressed the implementation of baseline data, coordination of data systems, and improvement of data systems in a yes/no format.

Evaluation questions for goal 8 and Objectives, on strategies for systemic barriers,

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addressed in a yes/no format: formation of task forces and ad hoc work groups, enactment of new policies and procedures, maintenance of compliance with the Individuals with Disabilities Education act (IDEA).

Evaluation questions for goal 9 and Objectives, on dissemination, used yes/no formats to address the development, maintenance and use of a World Wide Web site and materials.

Evaluation questions for goal 10, on evaluation, used yes/no formats to address the implementation of evaluation studies, data collection and analyses, and the development and use of evaluation reports by project.

Summative evaluation questions include: Were proposed objectives achieved? Did achievement of project objectives lead to the desired outcomes in each goal area? Did achievement of goals and objectives result in improved performance of children and youth with disabilities?

Types of Data To Be Collected for Evaluation

Monthly progress evaluation charts will be completed by project staff on implementation of activities by goals and objectives.

Yearly Statewide Student Performance Data: Yearly statewide data will be collected on performance of students with disabilities, including graduation rates, drop-out rates, and scores on the National Assessment of Educational Progress (NAEP) achievement tests.

Student Performance Data in Participating and Control Local Education Agencies (LEAs): Baseline data and yearly outcome data of student performance data in 5 participating and 5 control LEAs including graduation rate, drop-out rate, and student scores on NHEIAP (statewide assessments).

Professional Development Data: Qualitative and quantitative measures of professional development on numbers and types of professional development activities, teachers' use of practices in classes, and contextual variables.

Performance indicators: The New Hampshire SIG developed performance indicators for: (a) early childhood, (b) elementary and secondary education (including academic, postsecondary, personal, social, general indicators of educational success), and (c) systemic quality indicators (utilization of standards for quality practice to guide program

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design and accountability, transition, dissemination and technical assistance).

Types of Analyses To Be Conducted

There will be a summative evaluation and analyses of statewide student performance, including analyses of trends of statewide student performance data.

The SIG will conduct an analyses of professional development and student outcome data from 5 participating and 5 control Local Education Agencies (LEAs). The SIG will complete within site and across site comparisons between study and control LEAs. Three in-depth case studies of participating LEAs will be completed within a longitudinal study, that includes a comparative analyses of 3 cohorts of student performance data in participating districts in comparison to non-participating districts representing rural and urban, and small and large districts.

The SIG will also conduct an analysis of inputs (professional development activities, practices used by classroom teachers, contextual variables, and demographic variables); and student performance indicators (enrollment in post-secondary education, career status, financial well-being, involvement in community activities, and breadth of social networks).

NH4

Ohio State Improvement Grant

Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085-4087

Dates: 2/1/99 - 1/31/2003

Project Director: Cynthia Puckett
614-466-2650

Grant's General Purpose:

The goals of this project include: (1) to provide children and youth with disabilities access to challenging academic curricula; (2) to develop partnerships among members of the learning community to improve results for all children; (3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; (4) to promote collaboration between regular and special education personnel to ensure successful transitions; (5) to develop a modal to document accountability and continuous improvement in service delivery; (6) to improve building-level processes for assisting students with learning problems; (7) to increase the participation of parents, families, and community members in decision-making; (8) to support the development of shared responsibility and ownership at the building level; (9) to make personnel preparation programs accessible throughout the state; and (10) to prepare graduates and school personnel to effectively manage the behavior of all students.

Conceptual Framework for Systems Change:

The Ohio SIG refers to Sashkin and Ergemeier's (1993) approach: fix the parts, fix the people, fix the school, and fix the system. The Ohio SIG describes systems change as involving a common vision and direction, the decentralization of authority, and changes in accountability. The SIG refers to Ohio's Transition Systems Change Project findings. The SIG identifies Ohio's model of Continuous Improvement Planning as a systems change strategy to gain broad-based stakeholder involvement and consensus. The Ohio SIG will identify priority change areas for professional development and related needs and align multiple initiatives projects and programs.

The Ohio SIG describes two major efforts to bridge gaps in Ohio's educational system: implementing a minimum total of 16 local/regional partnership site agreements by the 3rd year; and implementing partnership agreements to address: (a) personnel shortages, (b) the evaluation of effectiveness, and (c) the dissemination of information.

Anticipated systems change outcomes include: (1) improved capacities to direct personnel development needs, (2) increased use of external resources to meet professional development needs, (3) improved capacity of resource providers to meet

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needs of consumers, (4) increased use of Ohio's Continuous Improvement Planning (CIP) model to address the needs of students with disabilities, and (5) improvement in state's capacity to meet the needs of children and youth with disabilities.

Purposes of the Evaluation

The Ohio SIG identifies two major purposes:

(1) Monitor progress toward goals and initiatives.

(2) Evaluate the effectiveness of project activities in improving the state's ability to meet the academic and behavioral needs of children and youth with disabilities.

Evaluation Design and Approach:

The evaluation of Ohio's SIG will be implemented through the State University Education Deans (SUED) (representing 14 state Institutions of Higher Education, an Evaluation Board, and coordinated by the Evaluation Services Center at University of Cincinnati. The Ohio SIG's Evaluation Board will include representatives from the 16 regional evaluation centers; therefore a dean from each region will be involved.

The SIG will use a three-tiered design with process and outcome components:

Level 1: Local Planning and Accountability - Regional SUED colleges of education will serve as evaluation centers for each region and help set local outcome objectives related to Continuous Improvement Planning (CIP). The Regional Evaluation Centers will monitor progress, collect data, and disaggregate data on statewide performance indicators.

The Coordinating Councils will: (1) identify desired local outcomes and set local benchmarks for continuous improvement performance indicators, (2) collect data on performance indicators and local outcomes, (3) evaluate the extent to which goals, objectives, strategies, and outcomes were achieved, and (4) evaluate the impact of project activities on improving academic and behavioral results for children with and without disabilities.

Level 2: Statewide Coordination of Planning & Accountability - The Evaluation Services Center at University of Cincinnati will coordinate local evaluation efforts and collect and analyze statewide performance indicators.

Level 3: Evaluation Audits and Self-Studies. An Evaluation Audit and Self-Study will be completed by each local partnership site, the Coordinating Councils, and the state

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team. Key audit components will include the project objectives and progress on performance indicators.

An External Evaluator will conduct site visits and interviews. All regions will attend a guided focus group meeting to discuss statewide and local progress and identify areas of exemplary progress and needs. The external evaluator will summarize focus group findings and recommendations.

Type and Focus of Evaluation Questions

The Ohio SIG has a strong correspondence between goals, objectives, and evaluation questions.

Ohio's SIG Identifies 9 project goals with implementation objectives and evaluation measures. The 9 goals address: (a) partnership agreements and coordinating councils, (b) the use of a continuous improvement planning process to facilitate training and technical assistance, (c) the coordination of professional development and technical assistance, (d) the replication of partnership findings throughout Ohio, (e) increased participation of parents/families/community members within partnerships, (f) the Superintendents Advisory Council serving as project advisory council, (g) identified personnel shortages, and (h) evaluation of project.

Ohio refers to the SIG as results-oriented and that SIG dollars will answer the following questions:

Do we have the necessary number of staff?

Are they properly trained to meet the needs of today's and tomorrow's students?

Are the answers to these questions the same at the preservice and inservice levels?

Are more students taking and passing proficiency tests?

Are more students graduating and completing vocational education programs?

Are more students leaving high school prepared for higher education? Are more students prepared to be productive members of the work force?

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Types of Data To Be Collected for Evaluation

Ohio will identify measurable, observable benchmarks for performance indicators. The Evaluation Board will collect baseline data on each of the performance indicators in the first year.

Ohio Student Performance Indicators include the: (a) exemption, participation, and performance by students with disabilities on statewide and district-wide assessments; (b) decreases in exemptions of students with disabilities on statewide proficiency tests; (c) increases in graduation and vocational completions by students with disabilities; (d) decreased drop out rates by students with disabilities, and (e) increases in students with disabilities achieving grade-level benchmarks in subjects.

Transition and Post-School Student Indicators include: (a) increase in the numbers of graduates with disabilities in higher education; (b) increase in the number of youth competitively employed; (c) increases in collaboration between general and special education and agencies to ensure transition.

Parent Participation and Satisfaction Indicators include: increases in the level of participation and involvement of parents; increased in the number of toddlers transitioning to the school-age system; and decrease in complaints and requests for impartial due process hearings. **Parent/Community Partnership indicators** include: increases in the level of participation and involvement of parents and community representatives; decreases in the complaints and requests for impartial due process hearings; and increases in the amount of human and fiscal resources provided to schools.

Agency Collaboration Indicators include: increases in the numbers of partnerships across agencies; increases in the number of infants/toddlers transitioning from Part C to preschool; increases in the number of children making successful transitions from preschool to primary to middle/junior high schools to high schools, and increases in the number of children receiving services external to schools.

Service Delivery Indicators include: (a) Increases in students graduation, employment, and participation in higher education; (b) increases in the use of performance-based data for decisions; (c) the development of alternative statewide assessments; and (d) increases in the number of schools and districts with local accountability systems.

Building-level Process Indicators include: (a) Increase in the number of student objectives on Individualized Education Programs (IEPs) being completed and/or benchmarks met; (b) decreases in home instruction for students with serious emotional disturbance (SED); (c) reduction in the disproportionate identification of minority, limited-

OH4

English-proficient, and economically disadvantaged children with serious emotional disturbance (SED) or DH; and (d) decreases in the number of students suspended or expelled.

Personnel Preparation and Training Data will be collected on measurable and/or observable outcomes in one or more of the following: teaching practices; student outcomes; system policy and procedures; family/community understanding, involvement, and support; and administrative practices.

Regional Local Outcome Data: 16 Regions will develop local outcomes for continuous progress plans and collect data on progress toward local outcomes

Types of Analyses To Be Conducted

The Ohio SIG will analyze data related to performance indicators and disaggregate data on statewide performance indicators to the local region.

Analyses of Systemic Change

The Ohio SIG anticipates that systems change outcomes will include: (1) improved capacities to direct personnel development needs, (2) increased use of external resources to meet professional development needs, (3) improved capacity of resource providers to meet needs of consumers, (4) increased use of Ohio's Continuous Improvement Planning (CIP) model to address the needs of students with disabilities, and (5) improvement in the state's capacity to meet the needs of children and youth with disabilities.

OH5

Utah State Improvement Grant

Utah State Office of Education
Services for At Risk Students
250 East 500 South
Salt Lake City, UT 84111

Dates: 1/1/99 - 12/30/2003

Project Director: Bruce Schroeder
801-538-7711

Grant's General Purpose:

To implement the State Improvement Plan which in turn is aligned with the Utah State Plan and the Utah Agenda. Three over-riding goals drive the SIG:

(1)   A quality decision-making infrastructure: The state will create a "decision-making infrastructure" to improve every aspect of the service delivery system.

(2)   The general curriculum: the state will implement changes in policy and personnel preparation so that students with disabilities have meaningful access to the general curriculum.

(3)   Proactive behavioral/social interventions. The state will provide technical assistance activities on proactive behavioral intervention strategies designed to assist students with disabilities in achieving he attitudes and competencies necessary to be "successful, caring, members of society."

Conceptual Framework for Systems Change:

Based on principles of systemic change and the *Utah Agenda for Meeting the Needs of Students with Disabilities* (strategic plan for the future of students with disabilities). Principles of systemic change on which the SIG is based:

1.   Articulating a clear vision for systems change based on identified needs and priorities.
2.   Systems change is most effective when it is simultaneously acted upon in multiple parts of the organization.
3.   Strong leadership at every organizational level.
4.   Systems change focuses on changing behavior, then attitudinal change will follow.
5.   Systems change is most effective when there is organization-wide accountability

UT1

These principles guide both the SIG and the Utah Agenda. The Utah Agenda articulates a number of systemic change strategies. These strategies include developing comprehensive and unified systems for funding, personnel development, and services to children and youth with disabilities. The Agenda promotes a unified advocacy approach to all aspects of service delivery.

Purposes of the Evaluation

A twofold purpose is given: (1) To assess the efficiency and effectiveness of the SIG design and content in meeting the proposed goals and objectives; and (2) to examine the impact of SIG systems change model on Utah's professional development needs

Evaluation Design and Approaches

A **management-by-objectives approach** will be employed to assess progress toward SIG goals and objectives. The objective under each of the three goals is linked to outcome measures and personnel responsible. Utah has also recruited national experts for each of the three goals to be part of a "National Experts Panel." The Panel is involved with the evaluation of the project.

Type and Focus of Evaluation Questions

Evaluation questions have been developed for each objective. Overriding question pertains to impact of SIG relative to three goals. Examples of specific questions are:

(1) Is there an increase in the number of students with disabilities taking part in statewide and local assessments? (2) Is accountability assessment information being used to improve instructional practices for students with disabilities and increase their participation in general education? To prevent and treat reading failure? (3) Have accreditation processes been aligned with State Improvement Plan priorities? (4) Have shortages in high incidence/mild moderate certification been addressed? In rural/remote areas? In speech-language pathologists? Birth-to-five certification?
:

Types of Data To Be Collected for Evaluation:

A variety of types of data are to be collected. These include quantitative and qualitative data and a variety of outcome data. Some specific types of data to be collected:

Student Outcome Data: Student performance on state achievement testing and Stanford Achievement Test results; and measures of "Child Well Being."

UT2

Post-school Outcome Data: One-year follow-up studies of students exiting special education.

District Data: Data on SIG activities in Local Education Agencies (LEAs_ participating and not participating.

Personnel Certification Data: Teaching Field Index that measures degree of personnel shortages. Number of Personnel on Emergency Certification

Paraprofessional Personnel Needs

Consumer Evaluation of Special Education Services.

Types of Analyses of Data to be Conducted

The types of analytic techniques are not described in detail. The evaluation of SIG activities will include a comparison of districts targeted for SIG activities and those districts not participating directly in the SIG.

Analyses of Systemic Change

The analysis of systemic change is infused into the Utah accountability system as well as the evaluation components of the SIG. One strategy of the Utah Agenda is " to infuse the Utah Agenda into the Utah Public Education Strategic Plan and other broad system change initiatives." This strategy appears to guide the SIG evaluation process. Therefore, while there is no separate evaluation of systemic change, an evaluation of the SIG goals and objectives are intended to provide overall measures of changes in the service delivery system.

UT3

Virginia State Improvement Grant

Virginia Office of Education
Office of Special Education and
Student Services
P.O. Box 2120
Richmond, VA 23214-2120

Dates: 2/1/99 - 3/31/2003

Project Director: Karen Trump
804-225-2071

Grant's General Purpose:

This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: (1) the increase of the school completion rates of students with disabilities in the context of higher academic expectations; (2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and (3) an improvement in meaningful parent/student involvement with special services personnel.

Conceptual Framework for Systems Change:

The Virginia SIG refers to systems change efforts as including policy, incentives, cross-disciplinary training, technical assistance, and evaluation within school divisions, individual school, and individual classes. Therefore, SEAs must implement structures that lead to changes in behaviors at the teacher-student, parent-student, administrator-student levels for sustainability. The SIG, referring to key factors in implementing reforms, includes: (1) training participants before implementation, (2) making reform strategies flexible to meet local needs, (3) ensuring an effective communication infrastructure, (4) making reform community-based, and (5) improving systemic management and provision of resources. Specific strategies for change (Anderson, 1993) include: shared vision, public and political support, networking, teaching and learning changes, administrative roles and responsibilities, and policy alignment.

Purposes of the Evaluation:

The purposes of the evaluation within the Virginia SIG are as follows:

(1) Continuously inform leadership and relevant stakeholders of the status of the project

(2) Continuous improvement of the project

(3) Communicate the value of the project to relevant stakeholders

VA1

(4)Evaluate achievement of performance goals and objectives yearly and at the end of five years

Evaluation Design and Approaches:

The Virginia SIG describes a Learning Orientation for the evaluation which will address factors that influence emerging and final results and unintended effects. The evaluation of the project's implementation will address results-based program improvement, partnership infrastructure, personnel, and a coordinated system of technical assistance and professional development The SIG will evaluate results, activities, inputs, and contextual factors for continuous improvement.

The SIG will also use a Customer Orientation to evaluate the quality of the project's activities/services as assessed by school divisions, professionals, parents, IHE faculty, and other stakeholders.

A Results Orientation will be used to evaluate the achievement of planned results and unintended effects. The SIG will conduct an evaluation of Results-Based Program Improvement on the training and application of knowledge and skills. The SIG will also evaluate "sliver grants" to Local Education Agencies (LEAs) and identify successful strategies.

A Strategic Evaluation will be conducted yearly and at the end of five years on the accomplishment of performance goals and indicators for the SIG's three strategic directions.

Types and Focus of Evaluation Questions:

The Virginia SIG includes a variety of evaluation questions.

Questions with Results Orientation - Is the planned result being achieved? Was the planned result achieved? What unintended effects are occurring or occurred?

Questions with Learning Orientation- What factors in the project's actions are influencing emerging results and in what ways (formative causal inferences)? What factors in the project's actions are influencing final results and in what ways (summative causal inferences)? What unintended effects are occurring or occurred?

VA2

Evaluation Questions on the Effectiveness of Implementation

1. Results-based program improvement. Have training institutes been delivered to all local administrators and special educators? What were the results?

2. Partnership infrastructure Have state-level partners been identified and formal letters of agreement signed? Do partners meet on a regular basis? Do partners and leadership report ongoing satisfaction with the infrastructure?

3. Focus on persons who work with students with disabilities, including families. Has training and technical assistance been provided by Parent Educational Advocacy and Training Center (PEATC)? What are the results? Was the World Wide Web site developed with what utility?

4. Coordinate a statewide system of technical assistance and professional development. Has the professional development activities coordination group been formed as designed? What is the impact of cultural competence training? Have the IHE/LEA partnership training grants resulted in improved collaboration skills for general and special educators, related services personnel, and administrators?

5.Support efforts to increase supply and demand of qualified personnel. Has the subgrant been awarded for a VA IHE to subpartner with University of Louisville? Are all proposed training initiatives delivered as designed? What is the diversity of personnel trained through training initiatives?

Strategic Evaluation Question - At the completion of 5 years, have five year performance goals been achieved?

(The Virginia SIG will assess achievement yearly on the three strategic directions) Identified performance goals under each strategic direction (e.g., Increase 5% each year the percentage of students completing school from 66% to 75%)

Consumer evaluation on quality of activities and services - (1) From perspectives of stakeholders what's working and what's not? (2) From perspectives of stakeholders what are the emerging trends and issues that could influence, positively or negatively, the successes of the project?

Feedback - (1) Do all potential uses of evaluation information have timely access? (2) Are all relevant sources of evaluation information available from partner programs for decision makers?

VA3

Types of Data To Be Collected for Evaluation

Key Contextual Factors will be identified.

Partnership data: Letters of agreement, meeting records, interviews.

Personnel & Licensure Data: the number of qualified and not qualified personnel employed/contracted; the number of qualified and not qualified personnel employed/contracted retained; the number of interstate licensure agreements.

Personnel Preparation Data: the number and location of approved programs statewide; the number and type of interstate agreements; the number of graduates completing approved programs; the number of students from traditionally under-represented populations prepared. The SIG may include the number of paraprofessional training programs developed and the number of people prepared. The numbers and types of workshops/inservices offered by the SEA, LEAs, Regional Training and Technical Assistance Centers, and the Best Practice Centers. The numbers and types of participants and the number of general education teachers and other professionals who participated as a component for license renewal. Training evaluations will be collected at the end of each training and at least 1 month after training. Data on training by the Parent Educational Advocacy Training Center will include data on workshop attendees, processes, and results. Cultural competence training data on attendees, interventions, collected at end of each training event and at least 2 months after on impact on practice. Data on partnership between a Virginia IHE/University of Louisville will be collected. Data on the delivery and design of all training initiatives will be collected. Data on diversity of personnel training through training initiatives will be collected. Data on short and intermediate results of each training initiative will be collected.

Statewide system of technical assistance and professional development data will include: records of meetings and quarterly satisfaction interviews with Professional Development Activities Coordination Group.

World Wide Web data: site usage data and random customer feedback surveys.

Preschool and early intervention efforts on numbers of children identified, transitioned, not eligible under Part B, and numbers no longer in need of special education services.

Family Participation Data: percentages of families participating in eligibility, Individualized Education Program (IEP) development, Individualized Family Services Plan (IFSP) development, transition from early intervention to preschool, and transition planning for students age 14 and older. Parent participation on local advisory committees. Numbers

VA4

of workshops for parents and numbers of parents trained.

Student Participation Data: Numbers and percentages of students with disabilities enrolled in vocational education courses, percentages of students with disabilities who receive all of their Special education or related services in a special education setting. Comparison of Least Restrictive Environment (LRE) settings for children ages 3-5 with disabilities and for infants and toddlers. Percentages of students with disabilities in grades 3,5,8, and high school whose IEP documents no participation in assessments.

School Division and Student Performance Data: Annual collection of data from all school divisions on each indicator for the 3 strategic directions: percentages of students with disabilities completing school each year; percentages of students with disabilities, ages 14-21+ dropping out each year. Percentages of students with disabilities who drop out in comparison to students who stay in school in grades 7-12 each year. Percentages of students with disabilities who complete school and receive advanced or standard diploma, special diploma, certificate of completion, or GED, or reach maximum age of eligibility. Percentages of students with disabilities receiving passing test scores on Standards of Learning. Performance of students with disabilities on alternate assessments. Percentages of students with and without disabilities with long-term suspensions and expulsions. Rates of truancy reduction for participating students in truancy reduction programs.

TYPES OF ANALYSES OF DATA TO BE CONDUCTED:

The Virginia SIG will conduct the following analyses of data: analysis of partnership data for satisfaction indicators. Student performance data will be disaggregated and reported by disability, age, gender, and race/ethnicity. Student drop-out prevention data will be disaggregated from Project Yes. The Virginia SIG will conduct an Integrated analyses of performance indicators for school divisions. Aggregation of observations of scanning teams and reports will be completed. Aggregation of school division data on performance indicators will be completed. Virginia SIG will analyze trends on performance indicators that correlate with school completion, professional development, and parent/student involvement.

ANALYSES OF SYSTEMS CHANGE:

Strategic Evaluation: Progress toward each performance goal will be evaluated annually. At the completion of 5 years, the Virginia SIG will evaluate if the five year performance goals have been achieved? The Virginia SIG also identified performance goals under each strategic direction (e.g., Increase by 5% each year the percentage of students with disabilities completing school).

VA5

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