



# **Program Evaluation**

## **Clintondale Community Schools**

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# Program Evaluation Tool

## **Introduction**

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

## **Strategy/ Program/ Initiative Description**

### **What is the name of the strategy/ program/ initiative being evaluated?**

Claim-Evidence-Connect is a STRATEGY that Clintondale Community Schools has implemented districtwide during the 2015-2016 school year. The strategy will be the subject of our PET for the 2016-2017 and 2017-2018 terms, as well.

### **Provide a detailed description of the strategy/ program/ initiative being evaluated.**

Claim-Evidence-Connect (C-E-C) is a Tier 1 instructional strategy for constructing responses to open-ended questions and forming comprehensive explanations. The structure provided by this strategy supports core concepts and skills necessary for college and career readiness and proficient performance on state standardized tests and tasks required by the CCSS and NGSS.

All Clintondale Community Schools K-12 students will be taught the C-E-C strategy, approximately 1600 students. The strategy will be taught explicitly throughout the year by all classroom teachers, beginning November 2015 and continuing through June 2018, with specific district-wide progress monitoring in December or late January, and spring 2017. Building Level Rubrics were developed further in year two. The instructional model used is Gradual Release. An implementation guide has been developed in collaboration with school improvement teams. The guide will continue to be used to ensure fidelity of implementation at all schools in the district. Included in the guide is a "Look Fors" checklist for staff to use as an additional guide and self-assessment. Student progress and understanding will continue to be measured through building-level assessments which have been created by staff and school improvement teams. These assessments will continue to be scored through the scoring guides and rubrics. School improvement teams and building administrators are responsible for data collection and analysis at their individual buildings. Administrators, both building and central, are responsible for district summary data.

### **What is the need being addressed by the strategy/ program/ initiative?**

Clintondale Community Schools students scored well below state and county averages in all areas on the state-administered M-STEP and ACT tests. In each area of the 3-8 testing, Clintondale experienced a decrease in proficiency rates. Although average ACT scores increased one point, which was a significant increase, the state test has now changed over to the new SAT which requires a different skill set, including identifying evidence to support third-person claims. Through observational and assessment data, Clintondale staff identified both a struggle for students to retain content and understand processes necessary for performing at proficient levels on these benchmark tests. The Claim-Evidence-Connect strategy is designed to support all content areas by providing structure for students to communicate their thinking in a comprehensive manner while making connections to prior knowledge, larger concepts, and personal experiences.

### **What is the reason for selecting the strategy/ program/ initiative including intended results?**

Clintondale staff have determined that students struggle with retaining content and understanding complex concepts and processes. The Claim-Evidence-Connect strategy is designed to support all content areas by providing structure for students to communicate their thinking in a comprehensive manner while making connections to prior knowledge, larger concepts, and personal experiences. The strategy includes introducing graphic organizers to help students to organize their thoughts and communicate their reasoning more clearly.

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The SMART objective is stated as follows: All students in Clintondale Community Schools will achieve 100% proficiency in the Claim-Evidence-Connect Strategy as measured on locally developed assessments/rubrics after year three of consistent and sustained attendance in Clintondale Community Schools. Student achievement will be measured through local and state assessments.

**Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.**

National Research Council, 2012

Kaufman, C., 2010

McNeill, Lizette, & Krajcik, 2000

Koutstaal et al., 1997

The above research supports the use of graphic organizers and making connections to experiences and larger concepts to promote executive functioning in the brain.

## 1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

**Response:**

- Meeting agendas/minutes
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas

Implementation Guide and "Look For" checklist

**What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?**

Survey results show that stakeholders agree that expectations are communicated, but student performance shows a lack of understanding of what constitutes a complete explanation/argument. Staff observational reports indicate confusion and lack of persistence/stamina when students are asked to perform non-scaffolded, more complex tasks. Stakeholders agree that there is a need to provide the scaffolding and teach the strategy for completing such tasks.

**Statement or Question:**b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

**Response:**

- Meeting agendas/minutes
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas

Implementation Guide and "Look For" checklist

**What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?**

Survey results show that stakeholders agree that students should be able to communicate their thinking and reasoning in an organized and comprehensive manner. Stakeholders agree that there is a need to provide the scaffolding and teach the strategy for completing such tasks. School Improvement Teams have collaborated to implement instruction at the building level to ensure strategy fidelity throughout each building. The implementation guide and "Look Fors" checklist were created with stakeholder input in collaboration with all school improvement teams.

**Statement or Question:**c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

**Response:**

- Meeting agendas/minutes
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas

**What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?**

Survey results show that stakeholders agree that expectations are communicated, but student performance shows a lack of understanding of what constitutes a complete explanation/argument. Staff observational reports indicate confusion and lack of persistence/stamina when students are asked to perform non-scaffolded, more complex tasks. Stakeholders agree that there is a need to provide the scaffolding and teach the strategy for completing such tasks.

**Statement or Question:**d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

**Response:**

- Meeting agendas/minutes
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas

Strategy Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?**

Individual building improvement plans indicate the use of graphic organizers and CITW strategies to improve student performance. Current standards (CCSS and NGSS) require students to establish and communicate reasoning through making or identifying claims and citing evidence. The Claim-Evidence-Connect strategy complements these established practices.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Support and commitment were generally high, but some concern or work remains.	3

**What action steps are needed to increase readiness to implement the strategy/ program/ initiative?**

School Improvement Teams will work with staff to measure understanding of the "connect" element of the strategy. This "umbrella" term will be adjusted to meet the need of each subject area in order to promote understanding and to eliminate confusion. Rubrics will be revisited and refined as stated in the implementation guide.

The district will continue to support the school improvement teams while they implement the elements of the strategy. There will be a specific focus on Rubrics and making Exemplars and Visuals universal in all classrooms. Principals and school improvement teams will use the "Look Fors" checklist to monitor implementation and check for quality.

## **2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

**Response:**

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?**

Staff will provide students will explicit instruction when answering open-ended questions, citing evidence to support claims, and expressing argument. Graphic organizers will be produced, multi-media presentations will be used, and formative assessment data will be collected and analyzed with the the specific purpose for measuring the strategy and student skill.

**Statement or Question:**b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

**Response:**

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?**

Through the use of the implementation guide, "Look Fors" checklist, data dialogues, and the school improvement process, administrators monitored the implementation of the C-E-C strategy. Administrators collaborated monthly with each other and their staff members to ensure

program fidelity, check for understanding, and make adjustments/address concerns when necessary.

**Statement or Question:**c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

**Response:**

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?**

The district dedicated the day of November 3rd to initial professional learning for all staff in the Claim-Evidence-Connect strategy. All staff had the opportunity to attend PD and materials and presentations were shared that afternoon, along with survey data and feedback. Communications have been consistent throughout the implementation year, with specific activities and opportunities for further PD at the building level at staff meetings. School improvement teams have been monitoring staff and students for understanding of the implementation process and data collection.

**Statement or Question:**d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

**Response:**

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding staff ability to apply the acquired knowledge and skills?**

Staff lesson plans include the C-E-C strategy. Staff have been required to submit assessment questions and assessment data to school improvement teams for the purpose of monitoring understanding and implementation of the C-E-C strategy. Data show that the majority of staff have understanding of the strategy and have begun to use the strategy in conjunction with their daily or weekly instruction. Staff are submitting assessment data according to the implementation guide's timeline.

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	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	3

### What action steps are needed to improve participants' knowledge and skills?

Although most staff were successful at understanding and implementing the strategy with students, some staff continue to misunderstand the "connect" element of the strategy. This "umbrella" term will be adjusted to meet the need of each subject area in order to promote understanding and to eliminate confusion. Rubrics will be revisited and refined as stated in the implementation guide.

The district will continue to support the school improvement teams while they implement the elements of the strategy. There will be a specific focus on Rubrics and making Exemplars and Visuals universal in all classrooms. Principals and school improvement teams will use the "Look Fors" checklist to monitor implementation and check for quality.

### **3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessment

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?**

Administration worked in collaboration with school improvement teams to create and modify the implementation guide and "Look Fors" checklist. Principal lead staff meetings and release time were dedicated to the implementation of the strategy, including checking for understanding, sharing instructional strategies, developing local assessments, collecting/analyzing data, and reflecting on successes and learning opportunities.

**Statement or Question:**b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Budget sheets
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessment

Strategy Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?**

Throughout the 2015-2016, and 2016-2017 school years, specific staff meetings and PLC collaborations were reserved for professional learning in Claim-Evidence-Connect. School improvement teams and building administrators developed learning opportunities for staff to review the initial learning, expand their understanding with additional lessons, and learn from the experiences of their colleagues.

**Statement or Question:**c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Budget sheets
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

Implementation Guides and "Look Fors" checklist

**What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?**

The district scheduled time and resources for implementation for C-E-C in the form of release time for staff members. Additionally, the district financially supports the school improvement team meetings at Macomb ISD and provides guest teachers for staff.

**Statement or Question:**d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Budget sheets
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?**

Staff collaborated during Early Release days, Data Dialogues, staff meetings and school improvement team meetings. Initially, content area groups met to create baseline assessment questions. However since the initial implementation day, collaborative groups have been whole-group by building, grade-level, or integrated teams. There is evidence that it would be beneficial for future collaboration to be conducted in content area groups for clarification on terminology regarding the "connect" element.

**Statement or Question:**e) What is the evidence regarding structures being in place to collect and review implementation data?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Budget sheets
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessment

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding structures being in place to collect and review implementation data?**

The Strategy Implementation Guide and the initial timeline communicated at the rollout established dates for assessment administration, data collection, and analysis of the strategy data. The implementation guide was created collaboratively and indicates responsibilities for staff. District data dialogues are scheduled and facilitated by administration.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Many necessary resources were aligned with program goals, but more are needed.	3

**What action steps are needed to ensure opportunity for high quality implementation?**

Staff will develop common formative assessments and rubrics to measure C-E-C skills. The district will establish a more clear and specific schedule for data collection and analysis. The implementation guide and checklist will be reviewed and refined to reflect changes in understanding and development of the C-E-C Strategy.

#### **4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

**Response:**

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Surveys
- Record of funds used
- Lists of acquired resources
- Training agendas & material
- Program Time Line

Strategy Implementation Guide and "Look Fors" Checklist

**What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?**

Results from the classroom data collections and checklist data show that staff are implementing the C-E-C strategy as planned, with few exceptions. Responsible staff are implementing with fidelity according to the Strategy Implementation Guide.

**Statement or Question:**b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

**Response:**

- Number of staff implementing with fidelity
- Surveys
- Record of funds used
- Lists of acquired resources
- Training agendas & material
- Program Time Line

Implementation Guide and "Look Fors" checklist

**What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?**

Students and some staff members demonstrate confusion regarding the meaning of the term "connect". Clarification and terminology adjustments occurred in year two. Subject-specific terminology was substituted for the term "connect" in cases where this flexibility created the opportunity for clarity.

**Statement or Question:**c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

**Response:**

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Surveys
- Record of funds used
- Lists of acquired resources
- Training agendas & material
- Program Time Line

Implementation Guide and "Look Fors" checklist

**How might these affect the integrity of the results?**

Modifications for non-writers were planned and designed to be implemented verbally. Therefore, these modifications were not considered to have any negative impact on the implementation of the strategy.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

**What action steps are needed to ensure faithful implementation of program plans?**

Staff will develop common formative assessments and rubrics to measure C-E-C skills. The district will establish a more clear and specific schedule for data collection and analysis. The implementation guide and checklist will be reviewed and refined to reflect changes in understanding and development of the C-E-C Strategy.

## **Impact: What was the impact of the strategy/ program/ initiative on students?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

### **a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?**

The district and its individual buildings collaboratively developed a SMART goal. The established measurable goal stated that all Clintondale students will be 100% proficient in the strategy after three consecutive years. Using a 3 point rubric scale, created by building staffs, data was collected throughout the year. Baseline data was established using evidence from common formative assessments administered by the classroom teacher. This was collected before the explicit instruction. Mid-year data was established using evidence from common formative assessments administered by the classroom teacher. They were scored using the 3 point rubric. The scores were collected after explicit instruction. Summative data was established using evidence from common formative assessments administered by the classroom teacher. They were scored using the 3 point rubric. Scores were collected after completing all explicit instruction.

Preliminary scores on state testing show an increase in student performance to communicate reasoning in mathematics and an increase in performance on the research strand on the ELA assessments.

When using local data, as measured by the common rubric, the middle school performance on the strategy increased proficient responses by 27% from fall to spring with 79% of responses showing a proficiency in CEC.

### **b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?**

The data collected over the past two years is inconclusive in relationship to the sub groups and conclusions from the data may not be drawn at this time. As a district, we plan to continue implementation as it is a three-year process. In addition, measurable objectives will be put in place for analysis of subgroups and their counterparts in order to compare to our baseline data from this year to next school year.

### **c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?**

The district-wide implementation of the C-E-C model has proved to measure the growth and understanding of the initiative. The students and teachers were provided in-services and training to ensure understanding and the results, and the results are still being collected and analyzed. Semester 1 in 2015 provided us with our baseline data for continued implementation of the C-E-C in the years that follow. Staff will continue to support the strategy and continue to implement it in everyday situations with our students to help them respond better to constructed response questions. Overall, the staff feedback data regarding implementation showed more confidence in implementing the strategy and higher expectations for satisfaction of student performance.

62.5% of staff surveyed agree that they explicitly taught the strategy to students. 31.3% were neutral on the question. Almost 49% of staff surveyed agree that they measured their student growth in the strategy. Almost 33% were neutral when reporting growth. Almost 67% of staff

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surveyed agree that they can describe the need for students to learn the strategy. Almost 29% were neutral when answering the question. 37.6% of staff surveyed reported being satisfied with student performance in the strategy. 51.6% were neutral when responding to the question.

42% of staff would like to receive more support throughout the next year in implementing the strategy.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
	d) Were the objectives for this strategy/ program/ initiative met?	Yes	N/A

## Impact Conclusion

**Statement or Question:**Should the strategy/ program/ initiative be continued or institutionalized?

**Response:**

- Yes

**a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?**

Assessment data show an increase at all levels in the skill and ability to communicate thinking and reasoning in a more complete manner. Student performance data has increased along with the ability to verbally communicate more clearly on a daily basis.

**b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?**

Monetary resources were minimal, only guest teacher coverage for classroom teachers during school improvement meetings. The data show the increase in skills and abilities to communicate reasoning to be acceptable given the amount of time spent during staff meetings and release time.

**c) What adjustments, if any, might increase its impact while maintaining its integrity?**

District staff members self-report that the five elements of C-E-C were implemented in classrooms. Staff members used the "Look Fors" checklist to self-evaluate each element, and district administration converted the implementation criteria comprising the elements into a percentage. A percentage equal to 100% would communicate that all criteria of that specific element were implemented in the classroom. District self-evaluations report that CEC Dialogues with students and between students are a STRENGTH with an average of 77% of the criteria met this year. District self-evaluations report that CEC Rubrics used with students is an area of NEED with an average of 37.88% of the criteria met this year.

The district will continue to support the school improvement teams while they implement the elements of the strategy. There will be a specific focus on Rubrics and making Exemplars and Visuals universal in all classrooms. Principals and school improvement teams will use the "Look Fors" checklist to monitor implementation and check for quality.

Adjustments in the schedule and staff accountability when collecting and analyzing data will help to increase impact. Creating opportunities for teachers to model lessons for each other and allowing them to observe classroom practices dedicated to the strategy would increase the impact, as well.

**d) What is needed to maintain momentum?**

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The district must establish clear expectations for all staff participation, including elective teachers. District calendars should include protected time for staff to share and reflect on instructional practices associated with school improvement goals and efforts. This time should include non-negotiable data dialogue protocols.

### **e) How might these results inform the School/District Improvement Plan?**

The Claim-Evidence-Connect strategy supports the CCSS and NGSS. Therefore, the strategy provides structure and scaffolding for communicating thinking and reasoning measured on state standardized testing.

## Report Summary

### Scores By Section

