

Evaluation Plan

Formative Evaluation Questions: Data Collection and Data Analysis Methods

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
1. Did the Dual Language Program provide training for teachers (regular and special education) to use the DL curriculum?	Formative, Short-term objective	Training curriculum Training Invitation and Agenda Training Dates Training Attendance	Document Analysis	DL Curriculum is available. Staff required to attend were present at the training.	Week after the training event.	Dual Language
2. Did the Dual Language Program provide training (regular and special education) to use lesson plan book?	Formative, short term objective	Training lesson plan book Training Invitation and Agenda Training Dates Training Attendance	Document analysis	DL lesson plan book available Staff require to attend and be present at the meeting	Week after the training event	Dual Language
3. Were the teachers trained (regular and special education) on the pre and post assessment tests for dual language program instruction?	Formative, short-term objective	Training pre and post assessments Training Invitation and Agenda Training Dates Training Attendance	Document analysis	Pre and post assessment tests (DL) utilized & submitted on timely matter. Staff require to attend and be present at the meeting	Week after training event	Dual Language
4. Did DL staff train resource specialists to become coaches and mentors for teachers	Formative, short term objective	Training for DL Coaches	Document analysis	RS complete training and begin coaching	Week after training event	Dual Language Program

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
implementing the dual language program?		Training for DL Mentors Training Invitation And Agenda Training Dates Training Attendance		RS complete training and begin mentoring Peer coaching Spot checks Resource specialists require to attend and be present at trainings be meeting		
5. Did the Resource Specialists coach and mentor teachers in the implementation of dual language program?	Formative, short term objective	Observation log Survey of teachers	Document analysis	Teachers receive coaching and mentoring from RS' on implementation of DL Peer or administrator observations Teachers require to attend and be present at the meeting	Upon completion of RS DL Coach & Mentor training Quarterly	SSIP Core Team, Sped Program Directors
6. Were the teachers (regular and special education), principals, resource specialists,	Formative, short term objective	Training revised IEP manual Training Invitation And Agenda	Document analysis	Training on revised IEP manual completed	Week after training event	SSIP Core Team, Sped Program Directors

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
parents trained on the revised IEP manual?		Training Dates Training Attendance		Staff require to attend and be present at the meeting		
7. Was training held for teachers (regular and special education), principals, resource specialists on using the IEP rubric?	Formative, short term objective	Training on IEP rubric Training Invitation And Agenda Training Dates Training Attendance	Document analysis	IEP rubric available & utilized Staff require to attend and be present at the meeting	Week after training event	SSIP Core Team, Sped Program, Program Directors
8. Were the teachers (regular and special education), principals, resource specialists trained on classroom accommodations for instruction and for assessment of students with disabilities in the dual language program?	Formative, short term objective	Training accommodations manual Training Invitation And Agenda Training Dates Training Attendance	Document analysis	Accommodations manual available & used in classrooms Staff required to attend accommodations training	Week after training event	SSIP Core Team, Sped Program Directors
9. Did the Program Directors, Resource Specialists coach and mentor teachers in the writing of the SMART IEP goals and objectives?	Formative, short term objective	Observation log Survey of teachers	Document analysis	SMART IEP goals & objectives written by teachers in IEP summary Staff required to attend and be present at the meeting	Upon completion of training Quarterly	SSIP Core Team, Sped Program Directors

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
10. Did training occur for parents on awareness regarding the SSIP and the Dual Language Program?	Formative, short term objective	Parent SSIP & DL awareness training Training Invitation And Agenda Training Dates Training Attendance	Document analysis	SSIP & DL awareness training for parents attendance log Parents invited to attend and be present at the meeting	Week after training event	SSIP Core Team, Sped Program Directors
11. Were Parents invited to attend other professional development activities regarding IEP development? (see above)	Formative, short term objective	Parent training for IEP development Training Invitation And Agenda Training Dates Training Attendance	Document analysis	Parent training for IEP development attendance log Parents invited to attend and be present at the meeting	Week after training event	SSIP Core Team, Sped Program Directors
12. Did General and special education staff participate together, on all (DL) professional development activities?	Formative, short term objective	GenEd & Sped participated in all DL professional development Training Invitation And Agenda Training Dates Training Attendance	Document analysis	GenEd & Sped DL professional development continuous and ongoing Staff require to attend and be present at the meeting	Week after each training or activity event	SSIP Core Team, Sped Program Directors
13. Did Special Education staff collaborate with General Education to provide ongoing technical support on	Formative, short term objective	Technical support on IEP manual, IEP rubric and student accommodations	Document analysis	Technical support on IEP manual, IEP rubric and	Week after each training or activity event	SSIP Core Team, Sped Program Directors

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
professional development for IEP manual, IEP rubric, and student accommodation?		Training Invitation And Agenda Training Dates Training Attendance		student accommodations Staff require to attend and be present at the meeting		
14. Did Special education develop communication strategies among pilot schools, SSIP Core Team, Dual Language Program staff, Office of Curriculum and Instruction, and special education staff (Professional Learning Community around the Dual Language Program).	Formative, short term objective	Professional Learning Community participant listing The developed communication protocol and procedures Meeting Attendance	Document analysis	Professional Learning Community developed & Staff require to attend and be present at the meeting	May and June, 2016 for the development of the communication protocol and procedures Quarterly to evaluate face to face meetings	SSIP Core Team, Sped Program Directors
15. Was there a commitment between dual language program, pilot schools, office of curriculum and instruction, and special education division to participate on SSIP activities (Letter of Commitment)?	Formative, short term objective	Commitment between DL program, 3 pilot schools, OCI, SPED Letter of Commitment	Document analysis	Agreement signed between DL program, 3 pilot schools, OCI & SPED	June 2016 Renewed every 5 years	SSIP Core Team, Sped Program Directors
16. Did the SSIP Core Team manage the implementation of the SSIP activities?	Formative, short term objective	Implementation of the SSIP activities Evaluation	Document analysis	Participation logs Administrator observations	Yearly.	SSIP Core Team, Sped Program Directors

Formative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
		Survey	Summary of evaluation and survey reports			
17. Did the SSIP Core Team evaluate the implementation of the SSIP Activities?	Formative, short term objective	Evaluate the implementation of SSIP Activities Survey	Document analysis Progress reports Survey summaries	Logs Student work observations	Yearly	SSIP Core Team, Sped Program Directors
18. Did the Dual Language Program evaluate the effectiveness of teaching practices as well as progress of student achievement against established standards?	Formative, long term objective	Survey Student outcomes (pre-post assessments, etc.)	Survey summary Summary of student performance	Students show progress on assessments measuring achievement on reading fundamentals and to the SIMR (when applicable)	Quarterly (for proximal measures – such as pre-post assessments) and Yearly for SIMR measures	SSIP Core Team, Sped Program Directors
19. Did the SSIP Core Team analyze the results of the evaluation and will draft an evaluation report?	Formative, short term objective	Analyze results of evaluation	Document analysis	Results of the evaluation Draft evaluation report	Yearly	SSIP Core Team, Sped Program Directors
20. Did the SSIP Core Team gather stakeholders to share the evaluation results and gather their feedback for adjustments to the SSIP implementation as appropriate?	Formative, short term objective	Invitation and Agenda Meeting Attendance Survey	Document analysis Survey summary	Log of Stakeholders feedback	Yearly	SSIP Core Team, Sped Program Directors

Summative Evaluation Questions: Data Collection and Data Analysis Methods (please note it includes some formative questions as well)

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
1. Did the teachers acquire new knowledge and skills of DL curriculum? (including EBPs)	Summative, short term	Evaluation (form) of PD	Document analysis	At least 80% of teachers acquire new knowledge and skills of DL curriculum, including EBPs.	2-3 weeks	Dual Language
2. Did the teachers (regular and special education) develop meaningful instructional lesson plans using the DL lesson plan book?	Summative, short term	Teachers' lesson plans/DL lesson plan book	DL lesson plan book	Completed lesson plans on a weekly basis (Friday)	Weekly	Principal, resource specialists
3. Did the teachers (regular and special education) implement pre-tests to identify students' weakness and strengths, and post-tests to determine if students mastered the goal?	Summative, short term	DL pre/post tests	DL pre/post Tests –English Language Proficiency (ELP), Samoan Pictorial Vocabulary Test (SPVT), Samoan Reading Test (SRT).	Administrator observation/evaluation	Quarterly	Administrator, DL, RS
4. Did the teachers write quality SMART IEPs? (based on IEP Manual and Rubric)	Summative, short term	IEP Manual, IEP files	IEP Rubrics	All IEPs are written accordingly to SMART goals/objectives	2 weeks after training	SSIP core team, RS, PDs
5. Did parents increase their awareness and knowledge of SSIP and Dual Language program?	Summative, short term	Evaluation, survey	Evaluation report/summary	Evaluation report	1 week after training event	DL, SSIP core team
6. Did the parents participate in the IEP meeting and development?	Summative, short term	IEP meeting	IEP meeting log	All parents participate in IEP meetings	One week after each IEP meeting	SSIP core team, school team

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
7. Did Parents contribute to their child's development of SMART IEP goals/objectives?	Summative, short term	IEP files, log	IEP files goals/objectives component	All parents contribute to their child's development of SMART IEP goals/obj.	One week after each IEP meeting	SSIP core team, school team
8. Did general and special education staff co-plan, design joint instructional practice?	Summative, short term	Lesson plan, DL lesson plan book	Lesson plan book	Completed lesson plans on a weekly basis (Friday)	Weekly	Principal, resource specialists
9. Did the general education staff contribute to the IEP development and implementation, and student accommodation?	Summative, short term	Lesson plan, IEP goals/obj., IEP accommodation manual	IEP file/log	Completed lesson plans on a weekly basis (Friday)	One week after each IEP meeting	Principal, resource specialists
10. Did general and Sped staff gain communication strategy among pilot schools, SSIP Core Team, DL Program staff, Office of Curriculum and Instruction?	Formative, short term	Documentation of meetings with stakeholders	Documents	Communication logs	Quarterly meetings	SSIP core team
11. Was there a MOU between DL & SPED to commit in implementing SSIP activities?	Formative, short term	MOU	Document analysis	MOU is implemented	Summer 2016	SSIP core team, DL
12. Did the SSIP Core Team manage the implementation of SSIP activities?	Formative, short term	SSIP document	SSIP activities	SSIP core team report	Yearly	SSIP core team
13. Did the stakeholders participate in the implementation of SSIP activities?	Formative, short term	Evaluation/survey	SSIP activities	SSIP core team report, participation log document	Quarterly	SSIP core team
14. Were the stakeholders involved in implementing effective EBP's to impact progress of students towards the SIMR?	Summative, short term	Professional Development attendance records	Record analysis	Analysis report	Quarterly	SSIP core team, DL, school teams

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
15. Did the teachers implement EBP's included in the DL curriculum in the classroom?	Summative, mid-term	Professional Development attendance records	Record analysis	Analysis report	Quarterly	SSIP core team, DL, school teams
16. Did the teachers implement and develop meaningful instructional lesson plans?	Summative, mid-term	Lesson plan book, DL curriculum	Lesson plans	Completed lesson plans on a weekly basis (Friday)	Weekly	Principal, resource specialists
17. Was there co-planning and co-teaching between reg. ed teachers and SPED teachers using the lesson plan book?	Summative, mid-term	Lesson plan book, DL curriculum	Lesson plans	Completed lesson plans on a weekly basis (Friday)	Weekly	Principal, resource specialists
18. Did teachers implement frequent pre- and post- tests?	Summative, mid-term	DL pre/post tests	DL pre/post Tests –English Language Proficiency (ELP), Samoan Pictorial Vocabulary Test (SPVT), Samoan Reading Test (SRT).	Administrator observation/evaluation	Quarterly	Administrator, DL, RS
19. Did the teachers adjust instruction based on results of pre- and post-tests?	Summative, mid-term	DL pre/post tests	DL pre/post Tests –English Language Proficiency (ELP), Samoan Pictorial Vocabulary Test (SPVT), Samoan Reading Test (SRT).	Administrator observation/evaluation	Quarterly	Administrator, DL, RS

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
20. Did teachers implement appropriate, individual instruction to students with disabilities based on the students' IEPs?	Summative, mid-term	Lesson plan, IEP goals/obj., IEP accommodation manual	IEP file/log	Completed lesson plans on a weekly basis (Friday)	Weekly	Principal, resource specialists
21. Did teachers measure student progress towards their SMART goals and objectives (IEP)?	Summative, mid-term	IEP files, log	IEP files goals/objectives component	Every student has a progress chart for each IEP goal and objective for a minimum of monthly progress checks	Quarterly	SSIP core team, school team
22. Did parents use dual language concepts with their children?	Summative, mid-term	Evaluation, survey	Evaluation report/summary	Survey results indicate parents use dual language concept with their child as appropriate	Quarterly	DL, SSIP core team
23. Do the IEPs reflect parents' knowledge of their child?	Summative, mid-term	IEP file	IEP goals/obj. components	IEP documents parents' contribution	One week after IEP meeting	SSIP core team, SPED school team
24. Did parent use effective parenting practices, to help their children with homework activities, spend more time helping with their child's education?	Summative, mid-term	Classroom work, parent log notebook	Student work/portfolio	Progress report, report card, student portfolio	Quarterly	SSIP core team, DL, School team
25. Did general and SPED staff implement lesson plans that accommodate students with disabilities in the dual language instruction?	Summative, mid-term	Lesson plan, IEP goals/obj., IEP accommodation manual	IEP file/log	Completed lesson plans on a weekly basis (Friday)	Weekly & Quarterly report	Principal, resource specialists
26. Did general and SPED staff use IEPs to deliver instruction to students with disabilities?	Summative, mid-term	Lesson plan, IEP goals/obj., IEP accommodation manual	IEP file/log	Completed lesson plans on a weekly basis (Friday)	Weekly & Quarterly report	Principal, resource specialists

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
27. Did general and SPED staff communicate regularly to discuss their school progress toward improving the dual language program, such as troubleshooting areas that need improvement, exchange success stories?	Formative, short term	Notes from quarterly meetings with stakeholders Other communication logs Survey Meeting Participation logs	Document and content analysis Survey summary	Stakeholders attend meetings. Survey results indicate stakeholders indicate meetings are productive and provide assistance for their work with schools and with students.	Quarterly (following meetings)	SSIP core team
28. Was there clarity of roles and accountability on the implementation of the Dual language program and the SSIP activities?	Formative, mid-term	SSIP document	SSIP activities	SSIP core team report	Quarterly	SSIP core team
29. Were the SSIP activities implemented by SSIP Core Team and the appropriate stakeholders for their respective activities?	Formative, mid-term	Evaluation/survey	SSIP activities	SSIP core team report, participation log document	Quarterly	SSIP core team
30. Was there improvement/modification of activities for the implementation of the SSIP?	Formative, mid-term	Lesson plans, IEP goals/obj., IEP accommodation manual	IEP file/log	Overall improvements to lesson plans, IEP goals/obj., IEP accommodation	Yearly	Principal, resource specialists
31. Was there improvement/modification of EBPs for improvements to instructional practices?	Formative, mid-term	Quarterly Meetings	Meeting notes	Meetings notes indicate areas for improvement, reasons for improvement and participant decisions to reflect needed improvements	Quarterly	SSIP core team, DL, school teams
32. Did the students demonstrate progress towards reading proficiency?	Summative, Long term	DL pre/post tests Statewide assessment (SBA)	DL pre/post Tests –English Language Proficiency (ELP), Samoan	Administrator observation/evaluation	Quarterly and Yearly as appropriate	Administrator, DL, RS

Summative Evaluation Questions	Type of Question	Data Collection	Data Analysis Methods	Expected Outcome (what is a measure of success)	Timeline	Who Evaluates
			Pictorial Vocabulary Test (SPVT), Samoan Reading Test (SRT). Statewide SBA			
33. Was there an increase in participation/ involvement with child's IEP development?	Summative, Long term	IEP meeting	IEP meeting log	All parents participate in IEP meetings	One week after each IEP meeting	SSIP core team, school team
34. Were families engaged in their child's education?	Summative, Long term	Classroom work, parent log notebook	Student work/portfolio	Progress report, report card, student portfolio	Quarterly	SSIP core team, DL, School team
35. Was there improvement in the dual language program and instruction delivered by general and special education teachers?	Summative, Long term	Lesson plan book, DL curriculum	Lesson plans	Completed lesson plans on a weekly basis (Friday)	Quarterly	Principal, resource specialists
36. Were the SSIP activities implemented in a timely manner?	Summative, Long term	Evaluation/survey	SSIP activities	SSIP core team report, participation log document	Yearly	SSIP core team
37. Were all SSIP activities are implemented?	Summative, Long term	Evaluation/survey	SSIP activities	SSIP core team report, participation log document	Yearly	SSIP core team

<p>38. Was there improvement of effective teaching practices to increase student academic achievement?</p>	<p>Summative, Long term</p>	<p>DL pre/post tests Statewide assessment (SBA)</p>	<p>DL pre/post Tests –English Language Proficiency (ELP), Samoan Pictorial Vocabulary Test (SPVT), Samoan Reading Test (SRT). State SBA</p>	<p>Administrator observation/evaluation</p>	<p>Quarterly and Yearly as appropriate</p>	<p>SSIP core team, DL, school teams</p>
--	---------------------------------	---	---	---	--	---