

# Each Child On Track Evaluation Plan



## Introduction

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Ohio's State Systemic Improvement Plan (SSIP) aims to increase the percentage of students with disabilities who graduate with a regular diploma and decrease the percentage of students with disabilities who drop out of school. To achieve these goals, Ohio's SSIP, Each Child On Track, will build the capacity of regional systems of support to assist districts with implementing an early warning system to identify high school students with disabilities who are not on track to graduate and provide universal, targeted, and intensive supports in the areas of attendance, academics, and behavior.

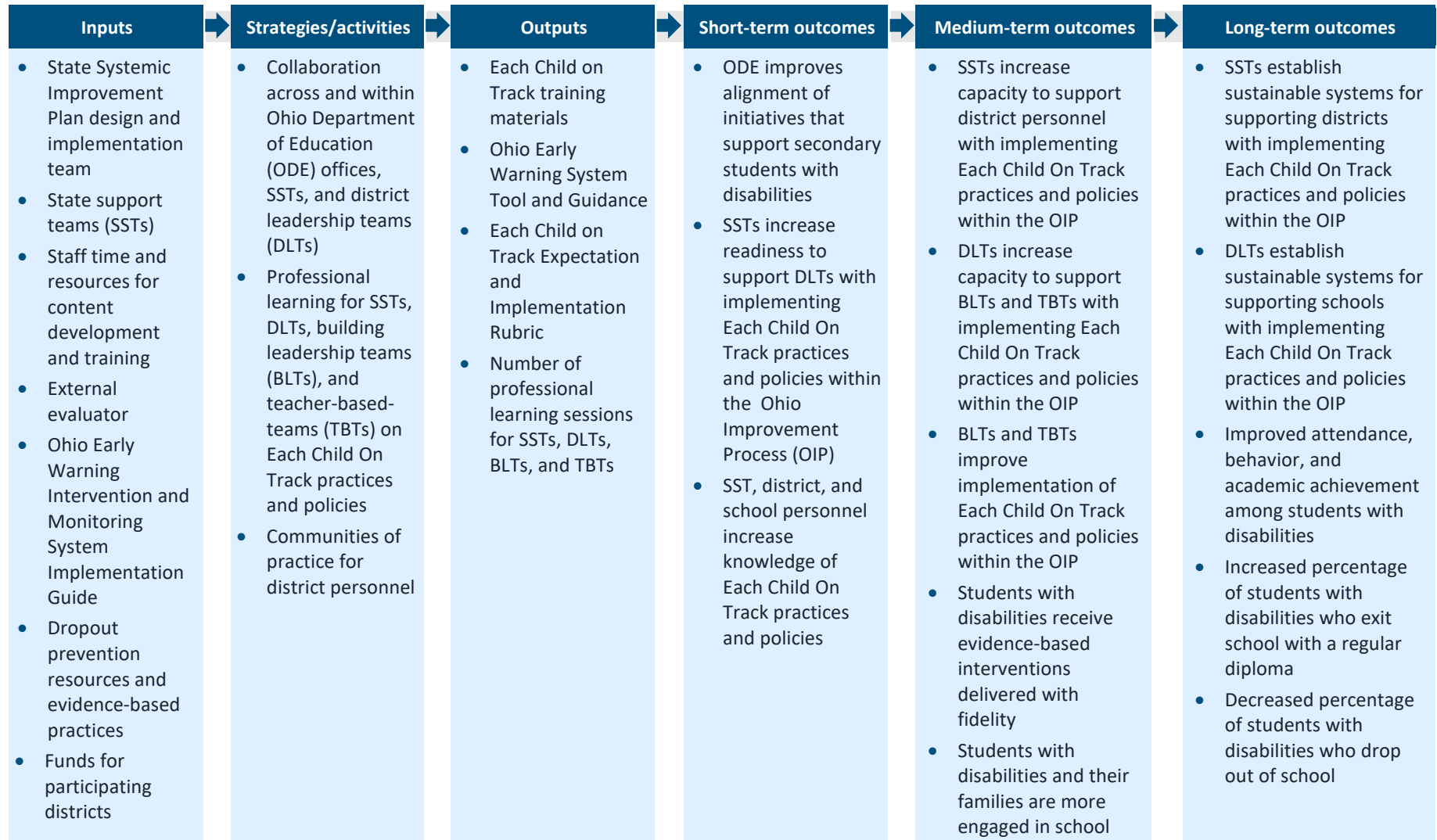
The Ohio Department of Education (ODE) will partner with regional state support teams (SSTs) to provide training and coaching to five cohorts of districts during the 5-year project. ODE will provide professional learning to build the capacity of SSTs to support districts with implementing an Early Warning Intervention and Monitoring System (EWIMS) within the Ohio Improvement Process (OIP). In addition, districts will improve the implementation of effective policies and practices for supporting secondary students with disabilities. Each Child On Track policies and practices include EWIMS within the OIP, shared leadership (e.g., district leadership teams), legislatively required universal supports (e.g., career advising policy, graduation policy), and supports and interventions for students with disabilities (e.g., mathematics and adolescent literacy supports).

The evaluation of Each Child On Track will provide (a) timely feedback to the SSIP design and implementation team to inform the continuous improvement of the initiative and (b) information about the outcomes and impact of the work.

## Logic Model

The logic model (Exhibit 1) presents the key relationships between the initiative's inputs, activities, outputs, and outcomes. The activities summarize the capacity-building efforts, including collaboration, training, and coaching, that will result in the outputs in the logic model. Outputs are the direct result of the project activities and include training materials, training and coaching sessions, and guidance. Outcomes are divided into short-, medium-, and long-term outcomes and include improved knowledge and capacity among regional and district personnel, improved implementation of Each Child On Track practices and policies, and improved outcomes for students with disabilities.

## Exhibit 1. Each Child on Track Logic Model



## Evaluation Questions

The American Institutes for Research® (AIR®) has developed the following evaluation questions to help ODE understand the implementation and outcomes of Each Child On Track as described in the logic model above. AIR will use the evaluation questions to guide the data collection activities. Questions labeled *Process* will provide information about how project activities are implemented and areas for improvement. Question labeled *short term*, *medium term*, or *long term* will provide information about the outcomes achieved.

1. What was the quality of the professional learning provided through Each Child On Track? (*Process*)
2. What barriers and enablers made the difference between successful and unsuccessful implementation of Each Child On Track? (*Process*)
3. In what ways did ODE improve the alignment of initiatives that support secondary students with disabilities? (*short term*)
4. How substantially did SSTs increase their capacity to support district personnel with implementing Each Child On Track practices and policies within the OIP? (*medium term*)
5. How substantially did district leadership teams (DLTs) increase their capacity to support building leadership teams (BLTs) and teacher-based teams (TBTs) with implementing Each Child On Track practices within the OIP? (*medium term*)
6. How substantially did DLTs, BLTs, and TBTs improve implementation of Each Child On Track practices and policies within the OIP? (*medium term*)
7. How substantially did Each Child On Track professional learning improve the strategies and methods that districts and schools use to engage families? (*medium term*)
8. How sustainable are the infrastructure and professional learning systems established through Each Child On Track? (*long term*)
9. How substantially did Each Child On Track improve the attendance, behavior, and academic achievement of students with disabilities? (*long term*)
10. How substantially did Each Child On Track increase the percentage of students with disabilities who exit school with a regular diploma in participating districts? (*long term*)
11. How substantially did Each Child On Track decrease the percentage of students with disabilities who drop out of school in participating districts? (*long term*)

Exhibit 2 presents the evaluation questions with aligned outcomes, data collection methods, and performance indicators. Performance indicators are specific, observable, and measurable statements that show that an outcome is being partially or totally achieved.

## Exhibit 2. Evaluation Questions, Outcomes, and Data Collection Methods

Evaluation questions	Outcomes	Data collection methods	Performance indicators
1. What was the quality of the professional learning provided through Each Child On Track?	<ul style="list-style-type: none"> <li>• Process</li> </ul>	<ul style="list-style-type: none"> <li>• Post-event surveys</li> <li>• Professional Learning Survey</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of participants who report that professional learning was high quality, relevant, and useful</li> </ul>
2. What barriers and enablers made the difference between successful and unsuccessful implementation of Each Child On Track?	<ul style="list-style-type: none"> <li>• Process</li> </ul>	<ul style="list-style-type: none"> <li>• District and SST surveys</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning is adapted based on barriers and enablers identified by districts</li> </ul>
3. In what ways did the Ohio Department of Education (ODE) improve the alignment of initiatives that support secondary students with disabilities?	<ul style="list-style-type: none"> <li>• ODE improves alignment of initiatives that support secondary students with disabilities (short term)</li> </ul>	<ul style="list-style-type: none"> <li>• ODE and SST surveys</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of participants who report improved alignment and integration of initiatives that support students with disabilities</li> </ul>
4. How substantially did SSTs increase their capacity to support district personnel with implementing Each Child On Track practices and policies within the Ohio Improvement Process (OIP)?	<ul style="list-style-type: none"> <li>• SSTs increase capacity to support district personnel with implementing Each Child On Track practices and policies within the OIP (medium term)</li> </ul>	<ul style="list-style-type: none"> <li>• SST Capacity Survey</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of SSTs who improve capacity on the SST Capacity Survey</li> </ul>
5. How substantially did district leadership teams (DLTs) increase their capacity to support building leadership teams (BLTs) and teacher-based teams (TBTs) with implementing Each Child On Track practices within the OIP?	<ul style="list-style-type: none"> <li>• DLTs increase capacity to support BLTs and TBTs with implementing Each Child On Track practices and policies within the OIP (medium term)</li> </ul>	<ul style="list-style-type: none"> <li>• Each Child On Track Expectation and Implementation Rubric</li> <li>• District Capacity Survey</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of DLTs that improve implementation on the Each Child On Track Expectation and Implementation Rubric</li> <li>• Percentage of DLTs that improve capacity on the District Capacity Survey</li> </ul>

Evaluation questions	Outcomes	Data collection methods	Performance indicators
<p>6. How substantially did DLTs, BLTs, and TBTs improve implementation of Each Child On Track practices and policies within the OIP?</p>	<ul style="list-style-type: none"> <li>• BLTs and TBTs improve implementation of Each Child On Track practices and policies within the OIP (medium term)</li> <li>• Students with disabilities receive evidence-based interventions delivered with fidelity (medium term)</li> </ul>	<ul style="list-style-type: none"> <li>• Each Child On Track Expectation and Implementation Rubric</li> <li>• Early Warning Intervention and Monitoring System (EWIMS) Fidelity Survey</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of DLTs reporting “Quality” on at least 80% of the Each Child On Track Expectation and Implementation Rubric</li> <li>• Percentage of DLTs reporting a high level of implementation on at least 80% of the EWIMS survey</li> </ul>
<p>7. How substantially did Each Child On Track professional learning improve the strategies and methods that districts and schools use to engage families?</p>	<ul style="list-style-type: none"> <li>• Students with disabilities and their families are more engaged in school (medium term)</li> </ul>	<ul style="list-style-type: none"> <li>• District Capacity Survey</li> <li>• Interviews</li> <li>• Documentation of district family engagement resources and events</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of DLTs that report improvements in family engagement strategies, resources, and events</li> </ul>
<p>8. How sustainable are the infrastructure and professional learning systems established through Each Child On Track?</p>	<ul style="list-style-type: none"> <li>• SSTs establish a sustainable system for supporting districts with implementing Each Child On Track practices (long term)</li> <li>• DLTs establish sustainable systems for supporting schools with implementing Each Child On Track practices and policies within the OIP (long term)</li> </ul>	<ul style="list-style-type: none"> <li>• SST Capacity Survey</li> <li>• District Capacity Survey</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of SSTs and DLTs that demonstrate a strong degree of capacity on at least 80% of items on the SST or DLT Capacity Survey</li> <li>• Percentage of DLTs reporting “Quality” on at least 80% of the Each Child On Track Expectation and Implementation Rubric</li> </ul>

Evaluation questions	Outcomes	Data collection methods	Performance indicators
9. How substantially did Each Child On Track improve the attendance, behavior, and academic achievement of students with disabilities?	<ul style="list-style-type: none"> <li>Improved attendance, behavior, and academic achievement among students with disabilities (long term)</li> </ul>	<ul style="list-style-type: none"> <li>Indicators 3 and 4 of the district special education profile</li> <li>Early warning indicator data</li> <li>Chronic absenteeism data</li> </ul>	<ul style="list-style-type: none"> <li>Proficiency rates for students with disabilities in reading and mathematics</li> <li>Discrepancies in suspension and expulsion for students with disabilities compared with students without disabilities</li> <li>Percentage of students with disabilities identified as off-track for graduation</li> <li>Percentage of students with disabilities who are chronically absent</li> </ul>
10. How substantially did Each Child On Track increase the percentage of students with disabilities who exit school with a regular diploma in participating districts?	<ul style="list-style-type: none"> <li>Increased percentage of students with disabilities who exit school with a regular diploma (long term)</li> </ul>	<ul style="list-style-type: none"> <li>Indicator 1 of district special education profile</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students with disabilities graduating with a regular diploma</li> </ul>
11. How substantially did Each Child On Track decrease the percentage of students with disabilities who drop out of school in participating districts?	<ul style="list-style-type: none"> <li>Decreased percentage of students with disabilities who drop out of school (long term)</li> </ul>	<ul style="list-style-type: none"> <li>Indicator 2 of district special education profile</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students with disabilities who drop out of school</li> </ul>

## Evaluation Design

AIR will use a mixed-methods (i.e., quantitative and qualitative) approach to the external evaluation of Each Child On Track. This approach ensures that we are able to not only gather and share data on the measurable changes to implementation and outcomes through Each Child On Track implementation, but also describe the context surrounding those changes to help understand what lead to the results. Exhibit 3 provides information about the data collection tools and methods that will be used in the evaluation.

### Exhibit 3. Data Collection Tools and Methods

Data Collection Tools / Methods	Description
<ul style="list-style-type: none"> <li>Post-event surveys</li> </ul>	<ul style="list-style-type: none"> <li>Administered following training events and communities of practice to gain participant feedback.</li> </ul>
<ul style="list-style-type: none"> <li>Professional Learning Survey</li> </ul>	<ul style="list-style-type: none"> <li>Administered annually to gather feedback on participant satisfaction with the professional learning provided through Each Child On Track</li> </ul>
<ul style="list-style-type: none"> <li>State Support Team (SST) Capacity Survey</li> </ul>	<ul style="list-style-type: none"> <li>Administered twice per year.</li> <li>Will include items measuring SST capacity to support districts with implementing Each Child On Track practices and policies.</li> </ul>
<ul style="list-style-type: none"> <li>District Capacity Survey</li> </ul>	<ul style="list-style-type: none"> <li>Administered twice per year.</li> <li>Will include items measuring district capacity to implement Each Child On Track practices and policies.</li> </ul>
<ul style="list-style-type: none"> <li>ODE survey</li> </ul>	<ul style="list-style-type: none"> <li>Administered annually in spring of each project year.</li> <li>Will include items measuring changes in alignment of initiatives that support secondary students with disabilities.</li> </ul>
<ul style="list-style-type: none"> <li>SST and district interviews</li> </ul>	<ul style="list-style-type: none"> <li>Conducted annually with a sample of purposefully selected SST and district leadership team (DLT) members each year of the project to gain insight into successes and challenges of implementing Each Child On Track and changes in implementation and capacity.</li> </ul>
<ul style="list-style-type: none"> <li>Each Child On Track Expectation and Implementation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>SSTs will meet with DLTs at least quarterly to discuss progress toward meeting the expectations outlined in the Each Child On Track Expectation and Implementation Rubric. AIR will review the completed rubrics to determine progress on implementing Each Child On Track.</li> </ul>
<ul style="list-style-type: none"> <li>Early Warning Intervention and Monitoring System (EWIMS) Fidelity Survey</li> </ul>	<ul style="list-style-type: none"> <li>District personnel will complete the EWIMS Fidelity Survey twice per year to monitor the fidelity of EWIMS implementation. AIR will review the completed surveys and supporting evidence to assess progress on implementing EWIMS within the OIP.</li> </ul>

Data Collection Tools / Methods	Description
<ul style="list-style-type: none"> <li>• Early Warning Indicator Data</li> </ul>	<ul style="list-style-type: none"> <li>• Each quarter of the academic year, district personnel will report the number of students with disabilities, and students overall, identified as at-risk in the areas of math, English, attendance, behavior, and course completion, based on established thresholds.</li> </ul>
<ul style="list-style-type: none"> <li>• Review of extant documentation</li> </ul>	<ul style="list-style-type: none"> <li>• AIR will review documentation of Each Child On Track implementation in participating district. Documents may include meeting agendas, coaching logs, action plans, and family engagement resource and event descriptions. In addition, AIR will review progress toward graduation reports from participating districts.</li> </ul>
<ul style="list-style-type: none"> <li>• Review of district special education profile data</li> </ul>	<ul style="list-style-type: none"> <li>• District special education profile data will be used to assess progress towards in the areas of graduation, drop out, academic performance.</li> </ul>

Data collection will take place throughout the course of the year, at various intervals, based on the data collections methods and measures described above. Exhibit 4 describes the data collection schedule for each year of the evaluation.



#### Exhibit 4. Data Collection Schedule

Evaluation question	Data collection activity	Status of instrument/ protocol	First data collection	Frequency of collection
1	Post-event surveys	E	Ongoing	Ongoing; as needed
1	Professional Learning Survey	TBD	April 2023	Annually
2, 4, 8	SST Capacity Survey	UD	December 2022	Twice per year
2, 5, 7, 8	District Capacity Survey	TBD	January 2023	Twice per year
1–8	SST and district interviews	TBD	February 2023	Annually
3	ODE survey	TBD	March 2023	Annually
5	Review of Each Child On Track Expectation and Implementation Rubric	E	January 2023	Quarterly
7	Review of district evidence of family engagement	TBD	Fall 2023	Twice per year
6	EWIMS Fidelity Survey	UD	January 2023	Twice per year
9	Review of early warning indicator data	UD	January 2023	Quarterly
9–11	Review of district special education profile data, chronic absenteeism data, and restraint and seclusion data	E	As available	Annually

Note. E = exists; TBD = to be developed; UD = under development.

## Data Analysis

AIR will implement a mixed methods evaluation approach to analyze, interpret, and organize the data collected in response to the evaluation questions listed in the previous section. Quantitative data (e.g., fidelity ratings) will be combined with qualitative data (e.g., interviews, open-ended survey items) to provide a comprehensive account of ODE's success in implementing activities as planned and achieving proposed outcomes as described in the logic model. Findings will inform progress in implementing the proposed professional learning activities and help ODE determine where they are succeeding and where changes are needed.

Quantitative analyses will be used to present and interpret numerical data from surveys and fidelity ratings. Qualitative analyses will be used for open-ended survey responses, interview data, and interpretation of data extracted from document reviews. If data from comparison schools are available, we will use a quasi-experimental approach to analyze data for evaluation questions 9 – 11.

## Reporting Plan

To assist ODE in the continuous improvement process, AIR will provide evaluation reports and presentations. Reporting will include the following:

- **Annual Evaluation Reports:** At the end of each project year, AIR will create a report summarizing the evaluation findings for the year.
- **Success Stories:** Each year, AIR will develop up to six practitioner-focused Success Stories to highlighting the successes of participating SST and district staff.
- **Project Status Reports:** AIR will develop written project status reports to share during monthly meetings with the SSIP Design and Implementation Team.
- **Cumulative Evaluation Report and Presentation:** AIR will develop a cumulative report at the end of the project that will articulate the story of SSIP implementation and resulting outcomes.
- **Stakeholder Evaluation Presentations:** AIR will virtually present evaluation results to stakeholders each year.