

Student Outcomes Assessment and Success Report AY2019-20

Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: Social Work

Contact Name(s) and Email(s) Robin Bonifas; robin.bonifas@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>BSW Program – Competencies 1-9 relate to CSWE Accreditation Requirements under EPAS 2015, see https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS</p>				
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <ul style="list-style-type: none"> • C1CB1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context • C1CB2 Use supervision and consultation to guide professional judgment and behavior 	<p>C1CBO Values assessment in SOWK 494 Ethics Paper</p>	<p>80% of students getting an 80% or higher</p>	<p>The mean was 94 with 96.9% of students meeting the 80% benchmark.</p>	<p>This measure will be moved from Ethics Take Home Paper to In-Class Comprehensive exam: Ethics Question, which measures demonstration of Values, Ethics and Ethical Decision-making model as the end measure.</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p> <ul style="list-style-type: none"> • C2CB3 Present themselves as learners and engage clients and constituencies as experts of their own experiences • C2CB4 Apply self-awareness and self-regulation to manage the influence of 	<p>C2CBO Knowledge assessment in SOWK 498 Diversity Presentation</p>	<p>80% of students getting an 80% or higher</p>	<p>The mean was 98.8 with 100% of students meeting the 80% benchmark.</p>	

personal biases and values in working with diverse clients and constituencies				
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> • C3CB5 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • C3CB6 Engage in practices that advance social, economic, and environmental justice 	C3CBO Skills assessment in SOWK 491 Grant Proposal Paper	80% of students getting an 80% or higher	The mean was 90.6 with 91.2% of students meeting the 80% benchmark.	
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <ul style="list-style-type: none"> • C4CB7 Use practice experience and theory to inform scientific inquiry and research • C4CB8 Use and translate research evidence to inform and improve practice, policy, and service delivery 	C4CBO Critical Thinking assessment in SOWK 490 GIM Paper	80% of students getting a 75% or higher	The mean was 79.9 with 68.6% of students meeting the 75% benchmark.	Students who scored lower did not follow clearly stated instructions and left important content out of their papers. Students who did not meet the benchmark were those who did not complete the assignment fully. The 490 instructors for 2020-2021 will remind students of necessity of completing all elements of the assignment.
<p>Competency 5: Engage in Policy Practice</p> <ul style="list-style-type: none"> • C5CB9 Assess how social welfare and economic policies impact the delivery of and access to social services • C5CB10 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	C5CBO Knowledge assessment in SOWK 494 Policy Paper	80% of students getting an 75% or higher	The mean was 88.1 with 100% of students meeting the 75% benchmark.	Faculty is considering raising the benchmark to 80% from 75% for Competency 5: Engage in Policy Practice Core Behaviors because students have consistently exceeded the 75% benchmark.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	C6CBO Critical Thinking assessment in SOWK 490 Group	80% of students getting an 80% or higher	The mean was 99.4 with 100% of students meeting the 80% benchmark.	The Group SIM assignment to measure CBCBO is moving to SOWK 493 <i>Families and Groups</i> ,

<ul style="list-style-type: none"> • C6CB11 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • C6CB12 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	SIM Self, Peer, and Instructor Evaluation			as of Spring 2021. This new course will be required for all students and is a better fit for the Group Sim.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> • C7CB13 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies • C7CB14 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	C7CBO Exercise of Judgement assessment in SOWK 490 Planning Simulation	80% of students getting a 75% or higher	The mean was 70.3 with 41.2% of students meeting the 75% benchmark.	The instructions within the syllabus were revised to provide greater clarity. Students who did not meet the benchmark were those who did not complete the assignment fully because they misunderstood assignment requirements.
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> • C8CB15 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • C8CB16 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 	C8CBO Affective Reactions assessment in the SOWK 499 Process Recording Assignment	80% of students getting a 75% or higher	The mean was 88.1 with 100% of students meeting the 75% benchmark.	
Competency 9: Evaluate Practice with Individuals, Families,	C9CBO Skills assessment in the SOWK 490 Planning SIM Self, Peer, and Instructor Evaluation	80% of students getting an 80% or higher	The mean was 87.2 with 82.9% of students meeting the 80% benchmark.	

<p>Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> • C9CB17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes • C9CB18 Critically analyze, monitor, and evaluate intervention and program processes and outcomes 					
<p>MSW Program– Competencies 1-10 relate to CSWE Accreditation Requirements under EPAS 2015, see https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS</p>					
			Generalist Practice	Clinical Practice	
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<ol style="list-style-type: none"> 1. SOWK 605 Ethics Presentation 2. SOWK 605 Field Presentation 3. SOWK 615 Career Long Learning Paper 	<p>80% of students will obtain an 80% or higher on aggregate measures.</p>	99%	97%	
<p>Competency 2: Engage Diversity and Difference in Practice</p>	<ol style="list-style-type: none"> 1. SOWK 504 Midterm Exam 2. SOWK 605 Field Presentation 3. SOWK 620 Culminating Project - Engagement 	<p>80% of students will obtain an 80% or higher on aggregate measures.</p>	96%	98%	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<ol style="list-style-type: none"> 1. SOWK 506 Macro Project Proposal 2. SOWK 605 Field Presentation 3. SOWK 615 Field Journal 	<p>80% of students will obtain an 80% or higher on aggregate measures.</p>	100%	96%	
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p>	<ol style="list-style-type: none"> 1. SOWK 507 Literature Review 2. SOWK 605 Field Presentation 3. SOWK 606 Evidence Based Practice Paper 	<p>80% of students will obtain an 80% or higher on aggregate measures.</p>	100%	92.9%	<p>See below re: SOWK 606 assignment</p>
<p>Competency 5: Engage in Policy Practice</p>	<ol style="list-style-type: none"> 1. SOWK 502 Social Policy Paper 2. SOWK 605 Field Presentation 	<p>80% of students will obtain an 80% or higher on aggregate measures.</p>	100%	95.9%	

	3. SOWK 607 Social Policy Analysis Paper				
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1. SOWK 503 Practice Framework Simulation – Engagement 2. SOWK 603 Psychotherapy Module – Setting Goals 3. SOWK 603 Psychotherapy Module – Intervene SOWK 605 Field Presentation	80% of students will obtain an 80% or higher on aggregate measures.	100%	99%	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1. SOWK 503 Biopsychosocial Assessment 2. SOWK 506 Needs Assessment 3. SOWK 605 Field Presentation 4. SOWK 620 Culminating Project - Assessment	80% of students will obtain an 80% or higher on aggregate measures.	100%	97%	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1. SOWK 503 Biopsychosocial – Spiritual Assessment and Treatment Plan 2. SOWK 605 Field Presentation 3. SOWK 615 Clinical Staffing Presentation - Intervene	80% of students will obtain an 80% or higher on aggregate measures.	97%	97.4%	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1. SOWK 505 Photo Voice Community Theory Presentation 2. SOWK 605 Field Presentation 3. SOWK 620 Culminating Project - Evaluation	80% of students will obtain an 80% or higher on aggregate measures.	100%	97.4%	The MSW Program Director reviewed the previous assessment report (2018-2019), which indicated this assessment score was low during that time. The scoring was more successfully completed during the most recent academic year.
Competency 10: Practice effectively within a rural social work context.	1. SOWK 501 Theory Application Paper 2. SOWK 601 Rural Ethical Dilemma Group Presentation 3. SOWK 601 Cultural Competence Paper 4. SOWK 605 Field Presentation	80% of students will obtain an 80% or higher on aggregate measures.	100%	86%	The previous year’s assessment report was reviewed (2018/2019) which indicated the need to measure competency #10 at the generalist level. The generalist level measure was successfully included and assessed during the 2019/2020 academic year.

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

BSW Program

- 1) Cohort sizes
 - a. 2019 = 51
 - b. 2020 = 27
- 2) Year-to-year retention = 51.79 = 33.3 percent
- 3) 5-year graduation rate = 33.3 percent

MSW Program

- 1) Cohort sizes
 - a. 2018 = 3
 - b. 2019 = 23
 - c. 2020 = 14
- 2) Year to Year Retention
 - a. 2018 = 86.36 percent
 - b. 2019 = 90.91 percent
- 3) Average time to completion
 - a. Tradition program (2 years) = 1.9 years
 - b. Advanced standing (1 year) = 1.1 years

What worked well in supporting student success this year?

BSW program

Students performed well in field internship even with a transition to remote learning during Spring 2020. Students are performing well in demonstrating knowledge of professional values and ethics, client diversity, and in demonstrating client engagement skills and policy practice skills.

MSW program

The students reported the following program strengths during 2019-2020:

1. Faculty feedback and explanation on assignments
2. Field internship learning experiences
3. Small class sizes which encourage more participation and meaningful learning experiences.
4. Attention to client diversity and clinical practice in learning materials.
5. Strong support provided by the majority of the faculty throughout the program.
6. Wonderful leadership of the field education program
7. Program flexibility
8. Excellent faculty

What are the most significant opportunities for improvement upon which to focus in the coming year?

BSW program

1. The majority of Field Instructors and Task Supervisors scores continue to only use whole numbers (ex. 6, 7, 8), which skews scores; detailed instructions provided to field instructors/task supervisors during Spring 2019 regarding their ability to use continuous scoring (ex. 7.5, 7.8) was not successful in enabling them to more accurately reflect the performance of student via precision in scoring. A percentage will be reported for each core behavior, which will be tabulated and percentage will be used versus field instructors/task supervisors recommending a grade. The scoring for Fall 2019 has been changed to reflect continuous measurement and will reflect the same scoring as other courses. 97-100 = A+, 94-96 = A, 90-93 = A-, etc.
2. The program will continue to implement the following evaluation procedures:
 - a. Faculty will scan copies of rubrics with program measures to the BSW Director upon completion of grading the assignment during both Fall and Spring semesters.
 - b. Data will be reported per assignment with program measures to the BSW Director throughout the semester, rather than waiting to submit scores at the end of the semester. BSW Director needs to be informed immediately when the faculty member teaching the course identifies that students have not met the benchmarks.
 - c. Faculty will report by name of student and the students' 991 numbers.
 - d. All reporting must be based on a percentage out of 100.
3. All syllabi, rubrics, and instructions for assignments will be reviewed with the BSW Director and the faculty teaching the course. Any changes to assignments linked to assessment outcomes should be discussed with the BSW Assessment/CAAC committee and the BSW Director for approval and must not be implemented without the knowledge of these entities.
4. C1CB0 will be moved from Ethics Take Home Paper to In-Class Comprehensive exam: Ethics Question, which measures demonstration of Values, Ethics and Ethical Decision-making model as the end measure.
5. Action: For Fall 2020-Spring 2021, all documents have been changed and updated, including course syllabus and rubrics associated with the ethics paper and the in-class comprehensive as well as the Program Review documents.

MSW program

The following summary includes the areas that were identified as needing improvement and a plan of action for the 2020-2021 academic year.

1. Field Instructor Evaluation of the Field Program—It was noted that Field Instructors would like to receive a copy of student materials in advance of the placement. Additionally, it was stated that Field Instructors would like assistance with understanding the Field forms and the components, including staff, of the Field program. Finally, concerns were expressed regarding the students' use of supervision.
Action—Students will be instructed to provide their Field Instructors with copies of all Field forms, including Learning Plans, Schedule of Hours, timesheets, as well as course related materials, including copies of the course syllabus and course calendar, at the beginning of the semester. A Field Instructors' Training seminar was held on August 11, 2020, during which the Field process was reviewed in depth, including the required forms as well as the roles of the participants involved. A follow up seminar will be scheduled at the beginning of the second semester to offer a "refresher". Students will be instructed on how to prepare for supervision, including developing an agenda and providing feedback to the Field Instructor.
2. Student Evaluation of the Field Program—It was noted that students were not consistently given the opportunity to work with groups and families at both the Generalist and the Clinical levels.
Action—Field Director will work closely with students throughout the MSW Generalist and Clinical placement to ensure that they are receiving an opportunity to intervene with all client systems, including families and groups, to the extent possible at their respective agencies. Field Director will meet with agency supervisors as needed to address this concern.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

No changes have been made in the career readiness plans; career readiness is incorporated throughout both the BSW and the MSW programs.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?) - Based on outcomes of the assessment process over the last year, specific changes that have been made to the MSW curriculum in both the classroom and field settings. The MSW faculty met on August 12th and reviewed the measures for each competency. In addition, the MSW Program Director presented the information at a field luncheon and presented the data. During this discussion, use of the learning plan that was completed during the field practicums and used as the "observable" measure was discussed. The learning plans and the method of evaluation (scoring rubric) were revised last year and will faculty felt these changes resulted in a more accurate measure of both generalist and clinical field practice.
- 1) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)** - A discussion was held during the August faculty retreat related to concerns regarding MSW competency #4 *Engage In Practice-informed Research and Research-informed Practice* due to students did not meet the benchmark for the clinical year class assignment in SOWK 606. Faculty questioned whether clinical year students connected research skills to all classes and field practice, not just in the research class. Faculty questioned if students know how to support use of intervention models in practice? It was decided that research classes should focus on

practice based research assignments and practice use of professional social work journal articles to support methods of practice. Dr. Bonifas will teach the advanced MSW research course this semester and will adjust the assignments to reflect this need.

- 2) **what your assessment plan will focus on in the coming year** - MSW Program Director addressed concerns related to multiple assignments and competencies resulting in scores of “100%”. This assessment data may not truly reflective of student abilities, but was impacted by other factors (i.e., poor assessment measures). Thus, faculty decided to use upcoming MSW CAAC faculty meetings during fall 2020 and spring 2021 academic semesters to review all assignments to ensure quality of assessment measures. It is hopeful that next year’s scores will show more variability in results as to more accurately measure student competency.
- 3) **how this information will be shared with other stakeholders** – Outcomes data is posted on the Department’s website for public information as required by Accreditation Standards; results are also shared with Field Instructors and the Department’s Community Advisory Council during regularly scheduled meetings.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Bachelor of Social Work	Overall Rating: Mature (2.81/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measureable. They clearly reflect accreditor standards. • A variety of measures allow students to demonstrate learning outcome achievement through different modalities, many of which constitute high-impact practices and professionally-relevant activities. Multiple measures are used to each outcomes to provide triangulating evidence to support findings, and most measures are clearly tailored to align with outcomes. • Expectations for student learning are clear and appropriate. • Actual student performance is reported with differentiation between the important general and clinical distinct areas of student learning and practice. • Thoughtful analysis and plans to address areas for student learning improvement, including designs to adjust assignments to better reflect student learning and provide useful data, are provided. • Faculty are involved in the assessment process, and assessment findings are shared and used by faculty. It is clear that faculty are deeply committed to using data to understand how students are doing and help improve student learning. Stakeholders are involved in these processes as well. 	<ul style="list-style-type: none"> • Note alignment with the CGPS Graduate Student Learning Outcomes to evidence graduate-level rigor in line with ISU expectations (can be found at https://www.indstate.edu/assessment/learning-outcomes-library). • I am curious about the rationale to provide student performance data in aggregate, knowing that disaggregated data could help to better understand performance on separate outcomes of the overall goal. This is especially important for measures like to SOWK 605 Field Presentation that is used as a measure for multiple outcomes. It can also help where students aren't meeting expectations by allowing faculty to hone in on the areas for improvement. • I noted in part 2 the description that rubrics are used and cooperatively developed and normed by faculty, but I wasn't sure whether this was for all assignments or just specific ones. Again, for complex assignments that relate to more than one outcome like the Field Presentation, disaggregating scores from an analytical rubric will ensure direct alignment with separate outcomes.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description. <i>(see notes on aggregation of performance data)</i></p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
Sharing & Use of Results for Continuous Improvement	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.