



Indicator Explanation



CORE FUNCTION	EFFECTIVE PRACTICE	INDICATOR
Leadership	Prioritize improvement and communicate its urgency	1A.10 The school documents referrals, services received, and evaluation of student/personnel satisfaction with services received.

Explanation: Partnering with outside organizations and agencies to provide services requires processes and procedures for a school to follow. A district might spearhead selecting approved providers of services that is districtwide or schools may choose providers based on a survey of school community needs. Once this list of providers is established, the school will need a documented procedure of what students have been referred to services, what services the student received, and the results of the services provided.

Questions: What process does the school have in place to record and monitor services being provided to students? How does the school determine the effectiveness of the services received? What is the measure of success for services?

The school may use an existing leadership team or it may choose to create a team specifically for the creation of a system that includes the referral process, provider selection, and evaluation of services for outside organizations who will provide services for students. This team can also help the school create a documentation process that includes which students have been referred for services, the type of service the student is to receive, when the student received services, the goal or outcomes hoped to be achieved through the services received, and an evaluation of the services and the results. Services may be quite widespread in their scope from tutoring, mentoring, counseling, or other services that have been determined to be of need in the school community. Creating goals or outcomes for each type of service will take some time and using a team to work through this process will lighten the load.

Creating this type of documentation will also help when determining the service providers. It can be written into the RFP or the contract with any type of provider so that the organization or individual provider is aware of and agrees to the types of services to be provided as well as the outcomes expected. Each provider should keep their own records of students served and outcomes from receiving services. In *Guide to Working With External Providers* (Hassel & Steiner, 2019), it is suggested that “important things at this stage are to include reasonable measures of the intervention’s final results and institute some process of feedback and discussion to evaluate how things are going to that midcourse corrections, if needed, are possible. The contract [with providers] should include not only what will be measured but also a timetable for the evaluation of outcomes” (p. 46).

They also suggest including the provider in determining strategies for feedback. These could include

- Quick evaluation of each instance of service (an “exit” ticket for student to complete)
- Regular meetings between school and provider
- Setting aside time in regular leadership meetings to discuss services being provided and perceived changes in student learning/behavior
- Structured quarterly reviews of services and outcomes (Hassel & Steiner, 2019)



Reference

Hassel, B., & Steiner, L. (2019, April). *Guide to working with external providers: Partnerships to improve teaching and learning*. 4th Ed. District & School Improvement Center at American Institutes for Research. Guide to Working With External Providers—Fourth Edition (air.org)