



Program Evaluation Tool

East Leroy Elementary School

Athens Area Schools

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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?

Improve student writing skills through writing to learn across the curriculum.

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

We are implementing writing to learn across the curriculum and monitoring this through monthly writing reports and pre and post tests. PD is available for all teachers and interventions are implemented by the classroom teacher, Title paraprofessionals, 31A paraprofessionals, and the Title I teacher. This is implemented through K-5 with all students from the beginning of the year to the end.

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

Teachers have observed that students have difficulty especially with organization of writing pieces. The low performance in writing is especially demonstrated by Title, At-Risk and Special Education students. Research has stated that when students react to the curriculum through writing, their understanding and retention of the information in the curriculum is improved. The increased amount of writing also increases the students' ability to write proficiently.

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

Based on research, writing to learn has a profound, beneficial result on improved student learning. Along with the need to improve student writing skills we have selected this program initiative to meet both of these. All students including Title, At-Risk, low socio-economic status, special education will show growth in writing skills between the pre and post test of 60% improvement from Sept. to June of the school year.

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

Mike Schmoker in Results Now as well as other research that shows that student writing about the subject matter increases student retention and understanding of the subject matter demonstrate that writing to learn and writing across the curriculum is important. Student learning increases as students interact with the material through writing. Research also demonstrates that even the process of handwriting rather than typing also increases student learning. See the symposium on Handwriting for documentation.

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: 4.0

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
- School Improvement Plan elements
- Data collection plan; data analysis work

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?

The staff has worked on this program initiative the last few years and so they are very familiar with the need, the goals and the implementation of the program. This has been demonstrated by administration of the pre and post tests, and the monthly reports that have to be submitted. Classroom observation is also an important component of monitoring implementation.

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
- School Improvement Plan elements
- Professional development materials
- Data collection plan; data analysis work

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

Stakeholders have a strong commitment to the initiative as demonstrated by the completion of monthly reports and classroom observations.

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

Response:

- Books/papers about the program
- School Improvement Plan elements
- Professional development materials
- Data collection plan; data analysis work

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

All of the stakeholders had identified the same need to improve student writing. Initially, staff had some reservations about how to collect data and how to include writing to learn into their classrooms. These concerns were addressed through workshops and working with individual teachers. Parents and students only expressed concern about the writing skills necessary to be successful which this program addresses.

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:

- Books/papers about the program
- School Improvement Plan elements
- Professional development materials
- Data collection plan; data analysis work

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

The staff and administrators are ready to implement the program based upon the understanding formed this last year and the reports turned in.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Stakeholders were fully prepared to implement.	4

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

The existing staff is fully ready to implement the program, however we will have some new staff members who will have to be trained in how to implement the program due to staff turn over.

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: 4.0

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:

- Superintendent or administrator observations/walkthroughs

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

Teachers are implementing specific examples of writing to learn in their classrooms as an integral part of instruction. Administrators are trained to look for writing to learn in their classroom observations.

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:

- Superintendent or administrator observations/walkthroughs

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

Administration met together to discuss this initiative and also participated in workshops addressing writing to learn. As a result all of them feel qualified to observe this in the classroom.

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:

- Superintendent or administrator observations/ walkthroughs
- Program simulations, administrator observations

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?

Staff were provided with continuing PD in writing to learn and how to implement the program. This consisted of multiple workshops during multiple years.

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

Response:

- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations

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

The evidence that staff has the ability to apply the acquired knowledge and skills is demonstrated in the monthly reports that teachers are required to turn in.

	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.	Participants had sufficient knowledge and skills to succeed.	4

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

New staff members will need to be trained. Current staff members may need a refresher to continue the enthusiasm to carry out the program.

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: 4.0

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

Response:

- Action plans
- Email correspondence
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

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

The administrative support is sufficient demonstrated by the classroom observations and teacher evaluation tool

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

Response:

- Action plans
- Email correspondence
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Protocols for reviewing formative assessment

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

We have supplied a writing coach this year as well as several PDs. These have been very helpful in the fidelity of implementation

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

Response:

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

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

The evidence shows that the cost of PD and the writing coach were fully funded and no other funds were required. Several resources were made available for classroom teachers.

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:

- Action plans
- Email correspondence
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Protocols for reviewing formative assessment

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

PLCs are built into the schedule. Among other items, these PLCs were used to discuss writing to learn implementation. Evidence of implementation is demonstrated by the required monthly reports.

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

Response:

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

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

There are structures in place to collect and review implementation data. Teachers are required to turn in monthly reports.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Necessary support and resources (time, funding, and attention) were solidly in place.	4

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

Continued collection of data.

Training of new staff.

Continued observation by administrators

A review of the implementation plan

A PD to review writing to learn.

This will be a priority next fall.

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: 4.0

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
- Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Debriefing following model lessons

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?

Pre and Post tests administer at beginning and end of year.

Monthly required reports on evidence of implementation of writing to learn in all subjects.

Administrator walk throughs and classroom observations.

Review of data

The program is being implemented with fidelity.

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

Response:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Debriefing following model lessons

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

The program was implemented with fidelity. A few teachers neglected to turn in a monthly report and that issue was dealt with in a timely

fashion. The vast majority of teachers turned in the monthly reports along with the pre and post test that demonstrate the implementation of the program.

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
- Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Debriefing following model lessons
- Training agendas & material

How might these affect the integrity of the results?

The modifications at the beginning of the year were positive and no new modifications are warranted except we are modifying the rubric for the pre and post tests and allowing integration with the curriculum. These improvements will increase the effectiveness of the program.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	All research-based elements have been implemented with fidelity following the proposed timelines.	4

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

- The changes need to be explained to staff.
- The end of the year data needs to be examined.
- New teacher training needs to take place
- Continued monitoring of implementation

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 data demonstrates that the program is being successful and that students are growing in their ability to write effectively. The data is provided by pre and post test results and by the required monthly reports.

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?

Each of the subgroups are also demonstrating growth. This evidence is again provided by the results of pre and post tests and the required monthly reports.

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

Teachers and parents both express the improved writing skills demonstrated by students. Teachers also recognize the growth in their students based on formative and interim classroom assessments as well as the results of the pre and post tests

	Statement or Question	Response	Rating
	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?

The data shows that this program is effective and that there is continued need to implement it with fidelity

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?

The learning improvement of students in all subjects by implementing writing to learn is impossible to measure due to the many variables. However, based on the improvement between pre and post tests the benefits of the program are substantial and demonstrate the worthiness of the program.

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

Making the pre and post tests integrated with the curriculum increases the effectiveness of the program.
Changing the rubric to include more items to be evaluated increasing the overall effectiveness

d) What is needed to maintain momentum?

Continued monitoring, PD and administrative encouragement.

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

The results directly affect the SIP and DIP. It is a part of the plan.

Report Summary

Scores By Section

