Program Evaluation Tool

Fowlerville High School

Fowlerville Community Schools

Mr. Bradford Lusk
7677 West Sharpe Rd Ste A
Fowlerville, MI 48836-8748

TABLE OF CONTENTS

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?

Reading: Lexile Score Data

Students Lexile Scores were compiled at the beginning of the each year and at the end of each year to gauge improvement in reading and the effectiveness of our reading strategies.

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

We assessed our Reading Strategies and their effectiveness through the assessment of Lexile scores.

All students were tested in grades 9 - 12. We have data from multiple years and are able to share that information with all stakeholders in order to improve student instruction.

Lexile Scores were obtained by having students come down to the media center and take the tests with their English Teacher or the Media Specialist.

Based on Lexile numbers that were distributed to staff members they were able to adapt and differentiate assignments to meet student needs. Teachers also implemented Reading Strategies to help all readers grow. All of our staff is Reading Apprenticeship trained.

Our Media Specialist compiled the data and compiled important data for staff.

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

This initiative is being used to improve the reading levels of all students. All students were

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

We wanted to support one of our School Improvement Goal of Reading. Reading is the cornerstone for all learning and we wanted to help all students grow as learners.

Addressing Reading by tracking Lexile numbers is measurable and relevant to learning.

Our goal is to improve the reading levels of students across the board over their four years of high school.

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

Research:

Reading Apprenticeship at West Ed

The Reading, Evidence, and Argumentation in Disciplinary Instruction (READI) Project was a multi-institutional team headed by UIC and funded by the Institute for Education Sciences as part of its Reading for Understanding Initiative. SLI researchers led the design of professional development and the project's approach to science, and contributed deeply to the project's work in history, curriculum design, and assessment.

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
- •Books/papers about the program
- •Staff surveys
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •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?

Stakeholders understand that Reading is important for every job the will ever have. By focusing on reading as our most important goal it supports all of our other goals for school improvement.

All stakeholders are understanding of the scores, what they mean and how they are used to help students grow as learners.

Training is done for staff members to know what the numbers mean and how to use them in the classrooms to improve student reading levels and improve instruction.

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
- •Books/papers about the program
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •School improvement team agendas

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

Evidence shows that stakeholders have a shared vision.

School Improvement time has been dedicated to training and implementation of the initiative.

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

Response:

- •Meeting agendas/minutes
- •Books/papers about the program
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •School improvement team agendas

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

No concerns were addressed. Stakeholders were comfortable with the process and therefore we didn't have to address concerns.

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:

- •Meeting agendas/minutes
- •School improvement team agendas

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

The SRI scores are used by teachers to create differentiated reading experiences for their students. This helps them read at a comfortable level. This combined with the RA strategies used for teaching reading strategies helps students to grow as readers. All teachers are RA trained and we have an RA trainer on staff to help with questions and ideas.

	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?

This initiative has been implemented and is being used in the building.

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
   •Professional learning agendas, sign-in sheets

Staff Lesson Plans
Staff Training Agendas

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

Teachers have differentiated lessons based on reading ability. Strategies have been implemented to assist students in becoming better readers.

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

Staff Lesson Plans

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

All administrators are trained in The Reading Apprenticeship and as well as the staff and this helps with communication and implementation. All staff members are on the same page regarding the use of SRI scores and RA strategies in the classrooms.

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

•Professional learning agendas, sign-in sheets

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?

Our teachers have had years of training on SRI scores and RA strategies that have led to multiple hours of training for each teacher. We also have an RA (Reading Apprenticeship) trainer on staff that could help with questions and further trainings.

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

•Professional learning agendas, sign-in sheets

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

Staff knowledge about SRI numbers and the RA strategies is very high and the staff is very comfortable implementing the program into their curriculum.

	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?

Not having last year's spring results is going to provide challenges but we will reassess SRI scores in the fall and proceed from there.

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:

- •Agendas/minutes
- •Email correspondence
- •Curriculum pacing guides
- •Staff meeting results

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

Staff has felt very supported by the administration who has provided a lot of time for training, collaboration and data analysis.

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

Response:

- •Agendas/minutes
- •Email correspondence
- •Curriculum pacing guides
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- •Staff meeting results

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

Every month we have a staff meeting in which we share professional best practices and or have time for professional learning. The district also provides yearly PD and FLEX PD opportunities for people for staff to continually learn.

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

Response:

- Agendas/minutes
- Email correspondence

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

Resources are sufficient and the RA trainer we have on staff is always a good resource for staff.

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:

- Agendas/minutes
- Staff meeting results

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

Monthly staff meetings and PD opportunities provide for staff collaboration and implementation of the RA strategies based on SRI scores.

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

- Agendas/minutes
- Email correspondence
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

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

SRI scores are collected and distributed to staff by the Media Specialist. They can be searched by student. Scores are used by classroom to best assist students with their learning. Data is tracked year to year to see improvement.

	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 use of this initiative will be helpful in long term improvement in reading.

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: 3.0

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
- •Agendas and minutes of common planning time/meetings
- •Collegial observations/visits
- •Training agendas & material

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?

Teachers are given the SRI scores in the fall after teachers have had time to administer their evaluations. These SRI scores are then distributed to teachers who then have the ability to look at and then use those scores to determine how to best help their students.

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

Response:

- •Agendas and minutes of common planning time/meetings
- •Collegial observations/visits
- •Program Time Line

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

No unintended negative consequences except for the fact that we could not collect scores in the spring. Positively, we have been able to use them for IEP's and 504's. It has helped show where kids need help in regards to reading.

Statement or Question:c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

- •Debriefing following model lessons
- •Collegial observations/visits

How might these affect the integrity of the results?

Yes, our program was implemented as intended. Covid 19 affected the collection of results in the spring. We will continue with new spring numbers.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

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

Continued use of the program as intended will help with long term evaluation and 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?

There was no collection of SRI scores in the fall due to COVID and there were no standardized tests that were administered. We will reassess data points (hopefully) this spring and then move forward from there.

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?

In looking at data from previous years, the student data so far shows growth for each year. We didn't have the opportunity to collect spring data. We will continue this year as well.

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

We were not able to collect spring data for the spring and therefore didn't do any shareholder surveys.

	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?

In trying to improve reading levels of our students in both creative and analytical reading we did thing that using SRI scores and RA strategies was the best way to improve reading in our school.

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?

Evidence will be collected in the spring after we are able to collect both fall and spring data.

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

Being able to create a situation where we can work with kids all year will help increase our impact.

d) What is needed to maintain momentum?

Next year will provide challenges due to Covid 19. However, because of our well trained staff and available online resources we should be able to maintain momentum.

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

When looking at improving reading and having that measured by local and state testing, the results of our efforts in the classroom will hopefully be reflected in student's reading scores.

Report Summary

Scores By Section

Section Score

Sections