



Program Evaluation

Bangor Public Schools (Van Buren)

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Program Evaluation Tool

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?

Curriculum Alignment Initiative.

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

One of the biggest needs in our district was curriculum alignment. Because of our consistently low test scores in math across the district, we saw the need to align the curriculum to the Michigan State Standards for Mathematics. Every core teacher and the Curriculum Director worked on this initiative.

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

Our district is less than 10% proficient on state testing.

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

Our district math test scores were deficient on state testing at all levels. The goal to increase proficiency on state math scores by 20% by June 2019 is being addressed with this initiative.

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

Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement states: "Aligning what is taught, written, and tested can be a powerful, systemic way of improving school performance." By aligning our curriculum to the standards, we hope to see growth that continues throughout a student's career. Aligning the curriculum is a long-term process that will take 12 years to fully realize the impact on student achievement.

Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement (2009) Edited by: David A. Squires - Southern Connecticut State University, USA, ABC Education Consultants LLC, Branford, CT

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
- Staff surveys
- Data collection plan; data analysis work
- School improvement team agendas

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?

Our Title I site review shone a light on the problems with the alignment of the current curriculum to the standards. Stakeholders began to feel the urgency when the lack of communication between grade levels and classrooms became apparent. The stakeholders understand after the site review that without an aligned curriculum, many of our efforts for school improvement have little chance of creating a large impact.

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
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- 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?

Board minutes and school improvement meeting agendas and minutes show the commitment to implementing this initiative. The district hired a Curriculum Director in order to achieve the goals.

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

Response:

- Meeting agendas/minutes
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas

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

Board minutes and school improvement meeting agendas and minutes show the commitment to implementing this initiative. The district hired a Curriculum Director in order to achieve the goals.

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:

- Staff surveys
- School Improvement Plan elements
- 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?

We lacked a cohesive plan. New administrators were hired in order to achieve the goal of implementing a vertically and horizontally aligned curriculum.

	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?

PLC meetings, Curriculum Director presentations to all stakeholders, particularly parents.

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: 2.0

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:

- Minutes of professional conversations
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

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

The staff did not have the knowledge to implement the initiative in the beginning. That is why the hired new staff and administrators to lead the initiative.

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:

- Minutes of professional conversations
- Superintendent or administrator observations/walkthroughs
- Professional learning agendas, sign-in sheets

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

The staff did not have the knowledge to implement the initiative in the beginning. That is why the hired new staff and administrators to lead the initiative. The new staff have created diagnostics based on meeting with each PLC individually across the district.

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:

- Minutes of professional conversations
- Staff surveys
- 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?

The Curriculum Director set agendas for every PLC meeting across the district. Learning outcomes were met by the creation of curriculum maps for each content area and grade level.

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

Response:

- Minutes of professional conversations
- Staff surveys
- Professional learning agendas, sign-in sheets

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

Staff created curriculum maps for each content and grade level.

	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.	A solid start was documented, but many skill levels and much knowledge need to be acquired.	2

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

Professional learning opportunities are needed to continue. Staff needs to learn how to identify essential standards and the math staff needs to understand the shifts in the standards.

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: 2.0

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?

Teachers were given subs on several occasions to create curriculum maps.

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

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

There was a lack of quality professional development at the beginning of the initiative. This improved as the plan was developed and fully implemented. More opportunities for professional development are necessary.

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

- Curriculum pacing guides

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

There was a lack of resources as the project began. The staff needs were addressed throughout the year. Time needs were addressed with additional pull-out learning opportunities for 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:

- Agendas/minutes
- Curriculum pacing guides

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

There was a lack of quality professional development at the beginning of the initiative. This improved as the plan was developed and fully implemented. More opportunities for professional development are necessary.

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

Response:

- Agendas/minutes
- Curriculum pacing guides
- Staff meeting results

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

There is a lack of structure to analyze and review data. More meetings need to be set before and after school to address this need.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Basic resources and opportunities were available, but significant gaps need to be filled.	2

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

A professional development plan will be created and teachers will be given more opportunities for collaboration and evaluation of the initiative.

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:

- Number of staff implementing with fidelity
- Coaching schedule
- Agendas and minutes of common planning time/meetings

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?

The program struggled in the beginning. There was no fidelity documented until new staff members were in place to truly lead the initiative.

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

Response:

- Number of staff implementing with fidelity
- Surveys
- Agendas and minutes of common planning time/meetings

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

Up until this point, not positive or negative outcomes have occurred or been documented. The true implementation of the initiative had a slow start, which accounts for this.

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

Response:

- Number of staff implementing with fidelity
- Agendas and minutes of common planning time/meetings

How might these affect the integrity of the results?

Curriculum maps were completed for each content area and grade level. That was our desired outcome for the first year of implementation. Modifications that occurred during implementation helped create fidelity within the initiative. More professional development is needed.

	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?

- Additional professional development
- Addition of a Literacy Coach to provide one-on-one teacher training

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?

This is a long-term initiative that will not begin to show student growth data until next year.

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?

This is a long-term initiative that will not begin to show student growth data until next year.

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

School Board: Meeting minutes

Teachers: Teacher survey

Parents: Parent survey

	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?

Our student achievement data, at the local and state level, suggested large gaps and misalignment of the curriculum. With less than 10% of students proficient on state assessments for mathematics, we concluded the need to address the alignment of the curriculum. Standards are not being taught when they need to be taught. Some standards were being missed entirely. The curriculum maps are the first stage in a long process to create a vertically and horizontally aligned curriculum. But having the teachers work in groups to create the maps, the Curriculum Director facilitated the discussion about the holes in the curriculum. With the new knowledge and sense of urgency created through this process, the plan for next year has a great chance for success.

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 curriculum maps are evidence that we met the goal of documenting our current curriculum so that we can address the problems next year. The costs were relatively low for the intended impact on student learning. Sub costs and the addition of a curriculum director is a low investment for the potential results.

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

An increase the focus of professional development.

d) What is needed to maintain momentum?

Staff meetings that are productive and provide professional learning.

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

The DIP was created with this initiative in mind. Professional development has been identified as a great need and the plan calls for collaboration with the county and KRESA to improve the implementation of the initiative.

Report Summary

Scores By Section

