MICHIGAN
Department of Education

# Program Evaluation

# Bangor Career Academy

## Bangor Public Schools (Van Buren)

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**Program Evaluation Tool**

# 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?**

Career and College Readiness initiative and Early/Middle College Program At Bangor, Program that was adopted in 2015

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

The Career & College Readiness Initiative and Early/Middle College Program is a program that the Career Academy has started to make sure that the students within our program are both Career and College Ready by graduation, and this is combined with the Early/Middle College program which is offered through The Career Academy in collaboration with Lake Michigan College. The Early/Middle College program offers the students a 5th year of high school and includes students earning up to 62 college credits before graduation at no cost to the student or family.

In 2016-2017 Bangor Public Schools (The Career Academy and Traditional High School had over 45 students taking either dual enrollment or Early/Middle College classes.

June 2017 saw the first 5th year student graduate with both an associates degree from Lake Michigan College and High School Diploma from Bangor Public Schools.
Students grades 9th through 11th are eligible to enter the program.

Seves any student demographic that has demonstrated willingness to take college courses.  Must be able to meet Lake Michigan College entrance requirement through passage of the Accuplacer pre admissions test.

Students take college courses either online at the school, physically at classrooms in the school district or on campus of Lake Michigan College.

Students meet every semester with a College Counselor to discuss progress.

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

Career and College Readiness along with post-secondary education for accelerated and at-risk students

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

Many of the students within the Career Academy are not thinking past high school graduation. This Initiative/Program allows these students to get a head start on College and to make sure they are ready by graduation to either further their post-secondary education or they are employable.

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

9 out of 10 jobs require education beyond high school.

33% of Michigan's high school graduates enrolled in the state's public colleges (including research, state colleges, universities and two-year colleges) require remediation/learning support upon entry.  Students who complete a bachelor's degree will earn more than $2.5 million dollars more than students who do not earn a diploma.  (From the Michigan Career and College Ready portal).

# 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:  3.0

**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
- •Professional development materials
- •Conference/workshop attendance
- •Focus group interviews

**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?**

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

**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
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •Focus group interviews

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

Administrators and Staff all agree that the students need to be Career and College ready upon graduation. The thought of combining this with and Early/Middle College Program with college courses being offered right here on Bangor's School campus is great.

**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
- •Staff surveys
- •Professional development materials
- •Conference/workshop attendance
- •Focus group interviews

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

Concerns were identified at staff meetings, Administrative meetings. Most concerns were discussed during informal and formal conversations with stakeholders.

**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
- •Books/papers about the program
- •Professional development materials
- •Conference/workshop attendance
- •Focus group interviews

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

Through careful consideration, it shows the district and the Career Academy along with Lake Michigan College were ready to move forward with the program.

| | 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. | Support and commitment were generally high, but some concern or work remains. | 3 |

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

Building preparation, and accuplacer testing of all 8th through 11th graders, Working on the MEMCA (Michigan Early Middle College Association Certificate, Career Crusing, Developing a well rounded Multi-Tiered System of Support.

## 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: 3.0

**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
- •Self-assessment checklists
- •Superintendent or administrator observations/walkthroughs
- •Professional learning agendas, sign-in sheets
- •Program simulations, administrator observations

**What does the evidence show regarding staff and administrators' plan for how practice would change as a result of 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.

We will monitor enrollment versus completion of college courses.  We will also monitor and continue to encourage astudents at the loqwer grade levels to prepare for post-secondary/career readiness by monitoring and adjusting our regular curriculum.

**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:**

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

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

While the administration supports the Initiative/Program, monitoring the success of the program throughout the implementation will be a major factor. Counselors, and principals, and the Director of the program along with staff from Lake Michigan College all have a role to play in the programs success.

**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
- •Self-assessment checklists
- •Superintendent or administrator observations/ walkthroughs
- •Professional learning agendas, sign-in sheets
- •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 meetings and professional development to provide the teachers with the opportunities to identify and help the students get to the career and college readiness. Compass test, Accuplacer testing,MME results, along with implementing the Plan and SAT practice tests results, and any other prgraoms that can be implemented to help the students.  Mulit level systems of support.

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

- •Minutes of professional conversations
- •Superintendent or administrator observations/walkthroughs
- •Program simulations, administrator observations

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

All staff have the ability to apply career and college readiness with the use of technology in each class they teach.

| | 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. | Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work. | 3 |

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

Continual professional development, team collaboration within the Career and College Readiness use of the Career and College portal are a strong beginning.

# 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:  3.0

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

**Response:**

- •Action plans
- •Email correspondence
- •Budget sheets
- •Logs, school schedules
- •Curriculum pacing guides
- •Staff meeting results

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

Evidence shows that the administrative team is in full support of the Early/Middle College Initiative.

**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
- •Budget sheets
- •Logs, school schedules
- •Staff meeting results

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

Evidence shows that the administrative team is in full support of the Early/Middle College Initiative.

**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
- •Budget sheets
- •Logs, school schedules
- •Staff meeting results

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

That the resources are available and through the school of choice program this should be a self-sufficient program.

**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
- •Email correspondence
- •Budget sheets
- •Logs, school schedules
- •Staff meeting results

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

Staff from both the High School and Career Academy will be working collaboratively to make this Initiative successful.  This plan is now being implemented also with the Middle School 8th grade class, so they are more prepared when entering High School.

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

- •Agendas/minutes
- •Email correspondence
- •Budget sheets
- •Logs, school schedules

•Staff meeting results

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

All College class records are shared with both the High School Counselor and the Career Academy Counselor and Director.  We track classes enrolled versus classes completed.

| | Statement or Question | Response | Rating |
|---|---|---|---|
| | Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation. | Many necessary resources were aligned with program goals, but more are needed. | 3 |

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

Building being ready to go, testing students to make sure they are ready to take course, informing parents and students throughout the summer to get them registered, updating technology in the College building.

# 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
- Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used
- Lists of acquired resources
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line

**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?**

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.

**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
- Agendas and minutes of common planning time/meetings
- Record of funds used
- Lists of acquired resources
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material

•Program Time Line

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

That although this is in the early stages, this Early/Middle College Initiative will be truly beneficial to the students of Bangor Public Schools. Each year we have had more students enrolling in Dual Enrollment or Early/Middle College programs.

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

**Response:**

- •Principal's walkthroughs
- •Agendas and minutes of common planning time/meetings
- •Record of funds used
- •Lists of acquired resources
- •Debriefing following model lessons
- •Collegial observations/visits
- •Training agendas & material
- •Program Time Line

**How might these affect the integrity of the results?**

The integrity of results is based currently on the number of credits earned by those students currently enrolled in either Dual Enrollment of Early/Middle College Courses.  These results will be used as indicators for improvement.

| | 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?**

Pre-testing, MTSS (Multi-Tiered Systems of Support) continued follow up with Conselors and Principlas, and credits earned from students enrolled in College courses.

As far as new students becoming Career and College Ready, we will continue to monitor all curriculum from Middle School through High School, and have continued meetings with Stakeholders.

# 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?**

Class completion and College credits earned are the current evidence we have been using to show achievement. But other factors for younger students who are preparing to enroll are also being assessed on a regular basis.

**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?**

Same as previous question.

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

Surveys, and personal conversations with all stakeholders is done on a regular basis.

| | 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 increase in College enrollment, and credits earned has shown this is a positive initiative for our district.

**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?**

Anytime, when you have a demographic district such as Bangor does, helping students and families achieve college credit or degrees is justification that this program is worth the time and resources spent.

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

Focus on expanding the program to the Middle School, and also to those High Schools studens who never thought College was obtainable. We have started with the upper 20% of students, but we need to get closer to 50% or more of our student body participating in these programs.

**d)  What is needed to maintain momentum?**

Continued meetings with stakeholders, continued work with the Counseling department, and all staff to help students realize they can go to college and they can be successful.

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

Increase in standardized test scores, reduction of failure rate, and increase in overall graduation rate are all measures that will impact the whole district.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

1) Readiness: What is the readiness for implementing the strategy/ progra...  3

2) Knowledge and Skills: Did staff and administrators have the knowledge a...  3

3) Opportunity: Was there opportunity for high quality implementation of the strateg...  3

4) Implementation with Fidelity: Was the strategy/ program/ initiative bei...  3

Sections