



Program Evaluation

Bangor High School

Bangor Public Schools (Van Buren)

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Program Evaluation Tool

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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?

Positive Behavior Intervention Support (OARSIN)

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

PBIS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. Typically, a team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers. This team will be comprised of administrators, classified, and regular and special education teachers. The school will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. The program will serve all students and staff. The program will start on September 1, 2017 and is meant to continue. Assessments used for fidelity will be the SAS and SET evaluation tool as found on the PBIS website.

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

The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

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

We feel social behavior is central to achieving academic gains. School-wide PBIS is an evidence-based practice for building a positive social culture that will promote both social and academic success. Implementation of any evidence-based practice requires a more coordinated focus than typically expected.

Intended/Desired Outcomes:

Prevention bullying/aggressive behaviors

Define and teach positive social expectations

Acknowledge positive behavior displayed by students.

Arrange consistent consequences for problem behavior

On-going collection and use of data for decision-making

Continuum of intensive, individual interventions.

Administrative leadership - Team-based implementation (Systems that support effective practices)

as stated on the PBIS website.

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

K. Brigid Flannery, Jennifer L. Frank, Mimi McGrath Kato, Bonnie Doren, Pamela Fenning (2013, The High School Journal, Volume 96, Number 4)

Schools that establish systems with integrity and durability have teaching and learning environments that are less reactive, dangerous and exclusionary while also being more engaging, responsive, preventative and productive.

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: 2.0

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
- Stakeholder survey results
- 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?

The PBIS team determines the 3-5 behavioral expectations that suit the needs of their school, they will take this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of PBIS. The evidence currently shows that in year one of implementation we have not fully met our 80% mark with stakeholders.

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:

- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- 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?

Stakeholders were given shared lesson plans and research data for the strength of implementing PBIS.

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
- Conference/workshop attendance
- 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?

Student and staff survey responses as well as PBIS student leadership focus groups.

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
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Data collection plan; data analysis work
- Stakeholder survey results
- School improvement team agendas
- Focus group interviews

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

Staff and administrators were able to teach the behavior matrix in the classroom and review the matrix after extended periods of break. Staff were given the opportunity to recognize positive student behavior outcomes.

| | 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. | Some promising elements exist, but were mixed with major gaps in knowledge or confidence. | 2 |

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

Greater teaching and modifying the behavior matrix. Teachers given additional supports and data driven ideas that support PBIS implementation.

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
- Self-assessment checklists
- Staff surveys

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

Staff were taught in a PD session before the school year started that addressed the need for ongoing communication of the matrix and the need for possible restructuring.

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
- Self-assessment checklists
- Staff surveys

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

Administrators attended three day PBIS work shop as a part of implementation development team.

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
- 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?

Our evidence suggests that we need additional training for staff to learn and practice the 4-1 positive language response.

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

Response:

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/walkthroughs

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

The evidence currently suggests that our building was functioning at about 50% versus the 80% desired mark.

| | 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?

Re-evaluate SET data and SAS data to determine gaps. Adjust teaching matrix schedule to meet the needs of the stakeholders.

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
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- 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 evidence suggests our support from the administrative team to be mixed. With staffing changes mid-year, admin team was not able to fully participate in required duties for PBIS.

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
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Logs, school schedules
- Inventories
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

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

The evidence suggests we need increased training in PBIS for administration and staff. No opportunities were given this year for outside professional development.

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
- Action plans
- Email correspondence

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

The evidence suggests we need an increased budget(does not currently exist) and greater implementation time.

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
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Inventories

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

The evidence suggests we need greater time for staff collaboration to fully support PBIS.

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

Response:

- Agendas/minutes
- Action plans
- Email correspondence

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

We use the SET from the PBIS website as well as the Self-Assessment survey to gauge our implementation and norms of positive behaviors that are taught.

| | 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?

- Increase stakeholders to include parents/community
- Present data findings to staff and administration
- Restructure matrix to meet the needs and behaviors of our building
- Increase administrative support
- Modify discipline policies and procedures to work with PBIS

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
- Model lessons
- Surveys
- Agendas and minutes of common planning time/meetings
- Record of funds used
- Lists of acquired resources
- Focus group interviews
- 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?

Based on our Self Assessment Survey we have increased our teaching of positive behaviors over the past year.

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
- Model lessons
- Surveys
- Coaching schedule
- Lists of acquired resources
- Debriefing following model lessons
- Training agendas & material
- Program Time Line

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

The evidence suggests that without reaching our 80% buy-in from staff, the PBIS matrix is not taught with fidelity and therefore provides

inconsistencies from classroom to classroom.

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
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Lists of acquired resources
- Debriefing following model lessons
- Training agendas & material
- Program Time Line

How might these affect the integrity of the results?

We are considering reducing the size of our teaching matrix. We are also making changes to how best recognize positive student behaviors.

| | 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?

- 80% buy in from stakeholders
- Greater communication of matrix behaviors
- Teaching matrix aligned to building needs
- Implement new/different strategies to recognize positive behaviors.

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?

Our academic data suggests that we are still below state academic standards. Our local data as it pertains to discipline appears to be consistent with previous years reports.The data demonstrated variable individual student growth, however it is difficult to determine overall growth based upon the lack of fidelity with student effort with the assessment.

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?

The outcomes of the intervention showed that our students scored below average on the NWEA MAP assessment in measured content areas. While all areas showed growth overall, the growth remained below the grade level norm for Spring Assessment. Growth varied from Fall to Spring Assessment. Growth for individual students was inconsistent.

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

PBIS team members expressed satisfaction with the program itself, but frustration with the implementation. Team members felt that not all students/staff took the program seriously and therefore did not experience the gains that we hoped for. Team members felt as a part of continuing to implement, some changes would be necessary to make for the continuation of the program.

| | 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 conclusion on the program is that it can be a valuable program when implemented with fidelity with strong classroom management. Providing this program to appropriately targeted individuals in need of improving skills may also show greater growth over the course of implementation.

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 implementation of this program did not require any financial resources. Materials that were utilized for this program were obtained from other resources or donations. The building feels that despite the small amount of growth that was measured, this program is worth continuing as we are able to refine our approach.

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

Adjust the teaching matrix and give increased opportunities for practice of teaching matrix lessons for the staff. Also greater communication to all stakeholders who enter the school building.

d) What is needed to maintain momentum?

Continued staff support and training will be important to continue this program.

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

This survey data on positive climate should tie directly to our building comprehensive needs assessment and the discussion and creation of our school improvement plan.

Report Summary

Scores By Section

