Michigan Department of Education
DRAFT PROGRAM EVALUATION TOOL
[Insert Initiative]
Prepared by [Insert team members]

1. What is the readiness for implementing the program (initiative, strategy, activity)?
 IN AN IDEAL PROGRAM, 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.

a) **What evidence do you have that stakeholders believe and can articulate the research behind the decision to implement the program?**
b) **What evidence do you have that stakeholders are committed to the program with both hearts and minds?**
c) **What evidence do you have that stakeholder (staff, parent, student) concerns about the program have been identified and addressed?**
d) **What evidence do you have that staff is able to integrate this program with other existing initiatives?**

Suggested Evidence for Question 1:
- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance

- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

Given the evidence you've assembled, choose one overall self-assessment for Question 1:

What is the readiness for implementing the program (initiative, strategy, activity)?			
Interest and/or commitment are low.	Some promising elements exist, but are mixed with major gaps in knowledge or confidence.	Support and commitment are generally high, but some concern or work remains.	Stakeholders are fully prepared to implement.
NEXT STEPS: **What action steps are needed to increase readiness to implement the program?**			

2. Do participants have the knowledge and skills to implement the program?
IN AN IDEAL PROGRAM, Program personnel are able to clearly articulate what successful implementation of the program looks and sounds like and how specific practices will change as a result of its implementation. Program staff and administrators can articulate specific outcomes of the programs and specific criteria for program evaluation. Program personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement the program with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills

a) **What evidence do you have that participants share a vision of how practice will change as a result of the program?**
b) **What evidence do you have that administrators demonstrate the knowledge and skills to assess the effectiveness of the program?**
c) **What evidence do you have that opportunities are sufficient for staff to learn the knowledge/skills identified as essential to the program?**
d) **What evidence do you have that staff is able to apply the acquired knowledge and skills?**

Suggested Evidence for Question 2:
- Minutes of professional conversations
- Self-assessment checklists,
- Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

Given the evidence you've assembled, choose one overall self-assessment for Question 2:

Do participants have the knowledge and skills to implement the program?			
Participants are beginning to acquire the necessary knowledge and skills.	A solid start is documented, but many skill levels and much knowledge need to be acquired.	Much knowledge and skill are evident, but few skills (or some knowledge bases) still need work.	Participants have sufficient knowledge and skills to succeed.
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?			

3. Is there opportunity for high quality implementation?

IN AN IDEAL PROGRAM, 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.

a) **What evidence do you have that administrative support is sufficient to get the results you intend?**
b) **What evidence do you have that the financial resources and allocated time are sufficient to get the results you intend?**
c) **What evidence do you have that staff is collaborating to support the program?**
d) **What evidence do you have that structures are in place to collect and review formative implementation data?**

Suggested Evidence for Question 3:

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs
- Inventories
- School schedules

- Curriculum pacing guides
- collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments

Given the evidence you've assembled, choose one overall self-assessment for Question 3:

Is there opportunity for high quality implementation?			
Opportunity and resources are just beginning to align in support of the program.	Basic resources and opportunities are available, but significant gaps need to be filled.	Many necessary resources are aligned with program goals, but more are needed.	Necessary support and resources (time, funding, attention) are solidly in place.
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?			

4. Is the program implemented as intended?

IN AN IDEAL PROGRAM, 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 i**ntegrity of *results.*

a) **What evidence do you have that implementation adheres to strategies, timelines and responsibilities?**
b) **What unintended consequences (good and bad) have occurred?**
c) **What interim adjustments are suggested by implementation data? How might these adjustments affect the integrity of the results?**

Suggested Evidence for Question 4:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used

- Lists of acquired resources
- Collegial visits
- Focus group interviews
- Debriefing following model lessons
- Collegial observations
- Training agendas & material
- Program Time Line

Given the evidence you've assembled, choose one overall self-assessment for Question 4:

Is the program implemented as intended?			
Parts of the program are working, but others have yet to be implemented.	The overall design is in place, but variations in practice are evident and may be adversely affecting results.	Critical elements have been implemented, but work on consistency and depth remains.	All research-based elements have been implemented with fidelity following the proposed timelines.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?			

5. What is the program's impact on students?
IN AN IDEAL PROGRAM, 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 evidence do you have that achievement results compare positively to state and local baseline data?**
b) **What evidence do you have that achievement gaps were narrowed between subgroups and their counterparts?**
c) **What do student achievement results suggest for modifying the program?**
d) **What evidence do you have that stakeholders are satisfied with results?**
e) **What evidence do you have that you met the School Improvement Plan's SMART objectives?**

Suggested Evidence for Question 5
- State assessment scores on reading, writing and mathematics
- School's district wide benchmark assessments compared to proficiency standards as set by the district
- Subgroup performance on state and district wide assessments?
- Interim assessment results?
- Stakeholders' satisfaction surveys addressing student achievement results?

Given the evidence you've assembled, choose one overall self-assessment for Question 5:

What is the program's impact on students?			
Results fail to meet identified targets.	Some proficiency and /or growth results are positive, but results are predominantly disappointing.	Most results show proficiency or satisfactory growth, but few remain below expected levels.	Achievement results show proficiency (or satisfactory growth) across all analyzed groups & sub-groups.
NEXT STEPS: What action steps are needed to increase impact on student achievement?			

CONCLUSIONS: Should the program be continued/ institutionalized?

Based on the information assembled and analyzed above, what conclusions do you draw about moving forward?

a)   To what extent was this the right program to address your need?
a)   Are adjustments needed? If so, which ones?
b)   What is needed to maintain momentum and sustain achievement gains?
c)   Are the benefits of the program sufficient to justify the resources it requires?
d)   How might these results inform the School Improvement Plan?

If you have questions regarding this Tool or would like to participate in the MDE Program Evaluation Pilot, please contact Shereen Tabrizi, Ph.D. Office of Field Services at TabriziS@michigan.gov