Program Evaluation

Vanderbilt Charter Academy

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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?

Literacy Book Bag Program

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

1st- 3rd Grade Students take a picture book home 2-3 times a week and read it twice. They return to school the following day and take an Accelerated Reader comprehension quiz. Student who pass the quiz take the next book home. Reading Level of books consistently increase.

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

Reading proficiency for 1st-3rd graders and Michigan's 3rd Grade Reading Bill

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

Prepare students for end of 3rd Grade by addressing Reading needs for IRIPs.

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

Abundant reading material and reading opportunities in the classroom: The classroom includes: - a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing - books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books - books children can borrow to bring home and/or access digitally at home - comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom - opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion
Ongoing observation and assessment of children's language and literacy development that informs their educationThe teacher: - engages in observation and assessment that is guided by an understanding of language and literacy development the Michigan K to 12 Standards for English Language Arts - prioritizes observation during actual reading and writing - administers assessments as one source of information to identify children who may need additional instructional supports - employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)
Collaboration with families in promoting literacy: Families engage in language and literacy interactions with their children that can be drawn upon and extended in kindergarten through third grade. Educators help families add to their repertoire of strategies for promoting literacy at

home, including supporting families to: - prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car - promote children's independent reading - support children in doing their homework and in academic learning over the summer months - speak with children in their home/most comfortable language, whether or not that language is English - provide literacy-supporting resources, such as: books from the classroom that children can borrow or keep children's magazines information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development announcements about local events passes to local museums (for example, through www. michiganactivitypass.info)

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
- •Books/papers about the program
- •Staff surveys
- •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 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?

Vanderbilt's evidence showing stakeholder understanding comes from Parent/Teacher conferences where teachers reviewed the 3rd Grade Reading Bill and IRIP information.

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
- •School Improvement Plan elements
- •Conference/workshop attendance
- •Data collection plan; data analysis work

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

Vanderbilt's evidence showing stakeholder understanding comes from Parent/Teacher conferences where teachers reviewed the 3rd Grade Reading Bill and IRIP information.

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

Response:

- •Meeting agendas/minutes
- •School Improvement Plan elements
- •Professional development materials
- •Conference/workshop attendance

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

Vanderbilt Parent Survey and Staff Engagement Survey results showed a strong call for action in regards to needing a strong emphasis in Reading for our 1st-3rd grade students. Connections at home for reading were addressed using the Book Bag Program.

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

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

The evidence of increased literacy in conjunction with the 3rd Grade Reading bill can be seen with the emphasis on Phonics during workshop times, attendance at OAISD Essential Literacy Network, Staff PD Agenda discussions on Essentials, and results from Accelerated Reader tests.

	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?

Increase frequency of Book Bag Program and include Kindergarten toward the end of the school year. Provide additional staff to support the

program.

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
- •Staff surveys
- •Superintendent or administrator observations/walkthroughs
- •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?

The plan addressed the practice of additional time reading at home and evidence shows a direct link to providing book bags to 1st-3rd grade students to take home and read has had a positive impact on the practice.

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

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

Administration regularly monitor and assess the effectiveness of the program by printing and analyzing the reports for student participation and progress.

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
- •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 has been trained on how to populate and analyze accelerated reader reports and respond to identified holes.

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

Response:

- •Superintendent or administrator observations/walkthroughs
- •Program simulations, administrator observations

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

Once staff has identified holes they will utilize AR team members to ensure all students have full participation.

	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?

Create an onboarding plan for new staff to the Book Bag Program.

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:

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

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

Evidence shows an increase in staffing to the Book Bag Program during the middle of January. Additional support for students who were not participating at 100%.

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

Response:

- •Email correspondence
- •Budget sheets
- •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?

Evidence shows that staff received sufficient opportunities for PD, modeling and coaching during O3s. O3 notes will reflect coaching conversations.

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
- Budget sheets
- Staff meeting results

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

The program has been so successful that additional books were added in January along with additional staff to support the 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
- 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 collaborated throughout the implementation process and provided feedback on needs to enhance the Book Bag Program. Staff also collaborated on book selection and ordering.

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
- Staff meeting results

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

Accelerated Reader reports have been printed and analyzed quarterly to review implementation progress.

	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?

Action Step: Continue to grow the program to include Kindergarten after Spring Break.

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: 4.0

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
- •Coaching schedule
- •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?

Evidences shows that 100% of the classroom participating in the Book Bag Program have implemented with fidelity.

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

Response:

- •Principal's walkthroughs
- •Coaching schedule
- •Record of funds used
- •Collegial observations/visits

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

No unintended consequences were observed.

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

Response:

- •Principal's walkthroughs

•Number of staff implementing with fidelity

How might these affect the integrity of the results?

Because the program was implemented with fidelity there will be no effect on the results.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	All research-based elements have been implemented with fidelity following the proposed timelines.	4

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

Regular review of Accelerated Reader reports by Administration will be required to ensure faithful implementation of the program plans.

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?

Evidence of participation in the program shows a positive achievement gain on Interim 2 Assessment Data.

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?

Evidence of participation for every subgroup in the program shows a positive achievement gain on Interim 2 Assessment Data.

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

Parent and Staff survey data shows a positive gain in "My school places a strong emphasis on Reading".

	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?

Teachers, Parents, and students all expressed positive feelings toward the Book Bag Program. The feelings were expressed at the recent Parent/Teacher conferences. Achievement data has gone up!

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?

Interim 2 Data increase was significant enough to justify the resources it requires.

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

No adjustments necessary with exception of adding Kindergarten.

d) What is needed to maintain momentum?

Continually add new books and create incentives for students to read above and beyond the expected level of the program.

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

The School Improvement Plan may need to take into consideration that the 1st-3rd grade students will be entering 4th grade at a much high reading level. Other resources may be utilized else where.

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... — 4

Sections