Program Evaluation

Holly 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?

The name of the strategy/program/initiative being evaluated is called "Power Up."

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

Power Up is a differentiated block of time, occurring four days per week, designed to meet the needs of below grade level, on grade level, and above grade level readers in grades K-2. Power Up is a 30-minute block of time utilizing multiple staff members to divide the grade level students into specific skill/ability groups. Standardized test scores and diagnostic information drives the instruction that occurs in each group.

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

Power Up addresses the need for differentiation among early readers. For example, below level readers may need additional support with phonics and phonemic awareness. Average students have different needs and are ready to progress more quickly. Above grade level students can be challenged to their potential by receiving additional instruction at a higher and deeper level. Although teachers strive to differentiate within their reader's workshop, Power Up has created an avenue for grade level teachers and interventionists to collaborate on the needs of each skill/ability group, therefore creating more comprehensive differentiated instruction at each skill level.

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

Our former program of service for Tier III reading intervention was a pull-out model. Students were pulled by an interventionist from one of their specials classes two days per week to address their reading needs. Our former program of service for Tier II reading intervention was a push-in model in which the interventionist would support Tier II students within the classroom for 20-40 minutes 2-5 times per week. By introducing the Power Up model, Tier II and Tier III students are receiving designated intervention services four times per week for 30 minutes each day. The intention of Power Up was to increase both the frequency of intervention services for Tier II and Tier III students, as well as to challenge accelerated students. Intended results were to see increased growth and achievement for all students, not just at-risk students.

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

Our local intermediate school district recommended that schools create an intervention block of time in order to increase frequency of contact and achievement within intervention groups. Some schools within the district had piloted programs such as this which resulted in increased achievement. After completing a site visit and observations in a local school using an intervention block, we decided to implement a similar program. An added benefit to implementing an intervention block meant that we could also reach our accelerated students, which is something we had been looking to do.

http://www.solution-tree.com/blog/strategic-school-schedules/

http://ttacwm.blogs.wm.edu/planning-for-effective-intervention-blocks/

Averill, O., Baker, D., & RInaldi, C. (2014). A blueprint for effectively using RTI intervention block time. Intervention in School and Clinic, 50(1), 29-38.

Canady, R., & Rettig, M. (2008). Elementary school scheduling: Enhancing instruction for student achievement. Larchmont, NY: Eye on Education.

McLeskey, J. & Waldron, N. (2011). Educational programs for elementary students with Learning disabilities. Can they be both effective and inclusive? Learning Disabilities Research & Practice, 26. 48-57.

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
- •Staff surveys
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •Stakeholder survey results
- •Focus group interviews

Site visit which included observation of another district using the program.

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?

All stakeholders identified the need for differentiation of reading instruction.

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
- •Professional development materials
- •Conference/workshop attendance
- •Data collection plan; data analysis work
- •Stakeholder survey results
- •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?

Stakeholders (including all staff involved in Power Up) in two of the three grade levels feel the need to differentiate is best met through Power Up. The other grade level teachers feel the need can be met within their classroom if the 30 minutes of Power Up time were added back in

to their literacy block.

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
- •Professional development materials
- •Stakeholder survey results

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

All stakeholders were surveyed at the end of each school year. Based on survey results, conversations regarding concerns were brought up in grade level meetings. Professional development materials were identified and when necessary, ordered.

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
- •Data collection plan; data analysis work
- •Suggestion box ideas collected
- •Focus group interviews

Results of site visit, reworking the general schedule to include time dedicated to Power Up.

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

Staff were provided a 30 minute, dedicated block of time (four days per week) within the general schedule to divide the grade level students into multiple skill/ability groups. Materials and ideas for addressing the needs of each group were collected and shared with teachers and interventionists who would be working directly with the students.

	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?

Consistent staff placements would be beneficial to maintain integrity of the program. Compiling a library of materials and resources would also be beneficial. Finally, further analysis of growth, data post-implementation, would be beneficial in creating a shared vision of the Power Up program between all stakeholders. Stakeholders who do not strongly support Power Up could be afforded the opportunity to observe in other grade levels where support for the program is higher.

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

Record of meetings for re-organizing skill groups.

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

The evidence shows that all students, at every level, are being met with and challenged in literacy.

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:

- •Staff surveys
- •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?

The Interventionist Coordinator does weekly walkthroughs to monitor groups and determine whether content taught in groups is at the appropriate difficulty level.

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

Training for new staff.

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?

At the beginning of each year, the Intervention Coordinator meets with teachers/interventionists to review materials available, and expectations, for the Power Up programs. As new staff are introduced after the beginning of the school year, the Intervention Coordinator provides training for them in regards to the program. Emphasis is placed on planning for activity based learning, rather than the paper/pencil activities traditionally used in the classroom. Activity based materials are shared with new staff.

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

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

There is a difference between the way each grade level applies the knowledge and skills to their groups. The philosophy adopted by each teaching team affects the way each grade level and each staff member implements the knowledge and skills they use. Differences between grade level practices result in some frustration for staff members that service in multiple grade levels, as well a difference in student outcomes. When teaching teams offer explicit direction to the interventionists serving in the Power Up program, the focus of instruction is clear and can be easily implemented.

	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?

The Intervention Coordinator, in conjunction with Administration, is working on building a common vision of what Power Up should entail between Kindergarten through 2nd grade teaching staff. All staff need to understand and buy into the vision for Power Up, which is: that

Power Up is additional time meant to address literacy skills for each child/groups' level instead of being an extension of the classroom literacy block.

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:

- •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)
- •Protocols for reviewing formative assessment

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

Our administrative team allows 30 minutes of intervention time to be dedicated to enhance literacy four times per week in grades Kindergarten through second.

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
- •Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- •Protocols for reviewing formative assessment

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

A modeling/coaching approach has been very effective in K-1 Power Up. Due to the reading/writing coach running a Power Up group in second grade, coaching has only occurred in grade level meetings rather than during the Power Up block. If more staff were available, it would free up the coach's time to oversee all second grade groups, as done in K-1.

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
- Focus group and/or anonymous surveys
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Protocols for reviewing formative assessment

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

Although there has been a decline in number of intervention staff available since the start of the program, other ancillary staff members have become involved to keep the integrity of the program intact.

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
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Protocols for reviewing formative assessment

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

All K-2 staff meet with the reading/writing coach at the beginning of the year to review data and outline student groups. Meetings occur as frequently as necessary to collaborate regarding the needs of the students and necessary adjustments that must occur between groups.

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
- Focus group and/or anonymous surveys
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Protocols for reviewing formative assessment

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

Each fall, the reading/writing coach meets with grade level teams to review what groups the students were placed in the year before, and then review their placement for the current year. Since the groups need to be fluid, constant adjustments are made based on assessment and observational data.

	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?

The implementation of Power Up in Kindergarten and second grade is very similar in nature. The implementation of Power Up in first grade needs to be more closely aligned in order to see the same degree of growth at that grade level.

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:

- •Model lessons
- •Coaching schedule
- •Agendas and minutes of common planning time/meetings
- •Collegial observations/visits
- •Training agendas & material
- •Program Time Line

Instructional coach walk throughs

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?

Each year, with experience, goals and objectives have been met with great fidelity. It becomes difficult to meet that fidelity when new staff members com in as lead teachers.

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
- •Model lessons
- •Coaching schedule
- •Agendas and minutes of common planning time/meetings
- •Debriefing following model lessons
- •Collegial observations/visits
- •Training agendas & material

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

Unintended consequences include the locations of where groups meet changing unexpectedly, resulting in lack of instructional space, groups becoming too large for the instructional meeting space, needing substitutes when teachers or other staff are gone, Power Up sessions being cancelled due to school events such as testing, Read N Feed, field trips, etc.

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
- •Coaching schedule
- •Agendas and minutes of common planning time/meetings
- •Collegial observations/visits

How might these affect the integrity of the results?

Utilizing strategies to positively affect student achievement have a direct effect on the integrity of instruction inside each Power Up group.

	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?

Consistency in staff assigned to instruct the Power Up groups, continued professional development and support for interventionists and teachers not highly qualified in ELA, continued dedicated time for groups to meet at least 4 days per week.

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?

Kindergarten 2015-16: 85% Average Growth - Cohort D (first year of Power Up)

Kindergarten 2014-15: 75% Average Growth - Cohort A (four homerooms)
First Grade 2015-16: 69% Average Growth - Cohort A (three homerooms)

First Grade 2014-15: 55% Average Growth - Cohort B (four homerooms)
Second Grade 2015-16: 70% Average Growth - Cohort B (four homerooms)

Second Grade 2014-15: 81% Average Growth - Cohort C (four homerooms)
Third Grade 2015-16: 64% Average Growth - Cohort C (four homerooms WITHOUT Power Up)

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?

Increasing levels of average growth for Kindergarten show the effectiveness of Power Up instruction at that grade level. Cohort A shows a slight decrease in average growth data between the Kindergarten and first grade years, an indication as to the level of implementation fidelity at each grade level as well as new teacher placement in first grade. Cohort B demonstrates effectiveness of Power Up at the second grade level. Cohort C shows the decrease in average growth once the Power Up program is no longer available. State data for growth is not available at this time due to the change in state testing. National data for NWEA ranks Holly Academy at the following percentiles for growth:
 2015-2016   2014-2015
K 99th percentile 93rd percentile
1st 86th percentile 64th percentile
2nd 96th percentile 98th percentile
3rd 86th percentile 94th percentile

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

Teachers and parents agree that Power Up supports Holly Academy's mission of teaching each child at their independent academic level. The targeted instruction received at their level allows students to make greater progress toward growth and not just proficiency. Staff have

requested the Power Up model in grades and subject areas that do not currently have the model in place. Parents in K-2 have expressed a greater and greater interest over time as to where their child is placed within Power Up groups and what skills are being addressed in each group. Parents of high students feel more satisfied that their child is being challenged at a higher level.

	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?

Power Up has met the needs of all students, including intervention students and accelerated students.

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?

Even though some human resources have been lost over the past three years, the Power Up structure is still in place, and meeting the needs of all groups of students for ELA instruction. Third grade teachers are reporting a lower need for intensive Tier III reading support as students are coming to them with a stronger foundation in reading. Other grade levels and subject areas are requesting the same model be implemented to help them differentiate instruction for all learners. A smaller scale Power up model has been piloted in fifth grade reading.

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

Maintaining or adding additional support staff would increase the impact of Power Up because the ratio of teacher to students would be smaller. Additional professional development in the area of reading instruction would increase the impact of instruction, along with keeping consistent staff at each grade level. The implementation of the model in grades 3-5 would also create a greater impact on student achievement.

d) What is needed to maintain momentum?

The same adjustments mentioned above: consistency/frequency of implementation, maintaining or increasing the number of staff involved, additional professional development, consistent staff assignments, and adding the model to other grade levels.

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

Power Up could be listed as a strategy for increasing student achievement in the school improvement plan in grades 3-5. The Power Up model could be modified to fit the needs of other content areas, such as math.

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