Michigan Department of Education
Program Evaluation Tool

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?
(In addition to the name, identify whether it is a strategy, program, or initiative)
Provide a detailed description of the strategy/program/initiative being evaluated.
(Include population being served – number of students, grade, demographics, etc.; who is implementing; delivery model; frequency of intervention; start date; assessments used to measure objectives, etc.)
What is the need being addressed by the strategy/program/initiative?
(Include the gaps identified using baseline/subgroup data)
What is the reason for selecting the strategy/program/initiative including intended results?
(Include the connection to the need cited above and the SMART objective(s) identifying intended results)
Cite the research supporting the strategy/program/initiative, including a brief summary of research findings and targeted population.
(Research should be current and evidence-based with a brief summary)

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.

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?

- ☐ 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

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?

(Include conclusion, aligned to evidence, regarding stakeholder understanding of the need & the reasons for selecting the strategy/ program/ initiative)

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

- ☐ 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
- ☐ Other

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

(Include a conclusion, aligned to evidence, regarding stakeholders having a shared vision and a strong commitment to the strategy/program/initiative)

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

- ☐ 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
- ☐ Other

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

(Include concerns of each stakeholder group and how they were addressed)

d) What is the evidence regarding the ability of staff and administrators to integrate the strategy / program/ initiative with existing work?

- ☐ 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 |
| | □ | Other |

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?
(Explain how strategy/program/initiative fits into current work)

Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/program/initiative.
(Align rating to evidence)   □ Stakeholders were fully prepared to implement   □ Support and commitment were generally high, but some concern or work remains   □ Some promising elements exist, but were mixed with major gaps in knowledge or confidence.   □ Interest and/or commitment were low

What action steps are needed to increase readiness to implement the strategy/program/initiative?
(Deduce action steps for READINESS from the evidence and rating)

2) Knowledge and Skills: Did the 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.

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

- ☐ Minutes of professional conversations
- ☐ Self-assessment checklists
- ☐ Staff surveys
- ☐ Superintendent or administrator observations/walkthroughs
- ☐ Professional learning agendas, sign-in sheets
- ☐ Program simulations, administrator observations
- ☐ Other

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

(Provide examples of how practice would change)

b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy / program/ initiative?

- ☐ Minutes of professional conversations
- ☐ Self-assessment checklists
- ☐ Staff surveys
- ☐ Superintendent or administrator observations/ walkthroughs
- ☐ Professional learning agendas, sign-in sheets
- ☐ Program simulations, administrator observations
- ☐ Other

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

(Cite how administrator's professional learning supported the monitoring and assessment of effectiveness)

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?

- ☐ Minutes of professional conversations
- ☐ Self-assessment checklists

☐ Staff surveys
☐ Superintendent or administrator observations/ walkthroughs
☐ Professional learning agendas, sign-in sheets
☐ Program simulations, administrator observations
☐ Other

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?

(Include evidence of initial professional learning. Address sufficiency and effectiveness of professional learning, including meeting identified learning outcomes)

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

☐ Minutes of professional conversations
☐ Self-assessment checklists
☐ Staff surveys
☐ Superintendent or administrator observations/ walkthroughs
☐ Professional learning agendas, sign-in sheets
☐ Program simulations, administrator observations
☐ Other

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

(Include results drawn from quantifiable evidence of staff's knowledge/ability to implement strategy/program/initiative)

Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.

(Align rating to evidence)

☐ Participants had sufficient knowledge and skills to succeed.
☐ Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.
☐ A solid start was documented, but many skill levels and much knowledge need to be acquired.
☐ Participants were beginning to acquire the necessary knowledge and skills.

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

(Deduce action steps for KNOWLEDGE AND SKILLS from the evidence and rating)

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.

a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

- ☐ Agendas/minutes
- ☐ Action plans
- ☐ Email correspondence
- ☐ Focus group and/or anonymous surveys
- ☐ Budget sheets
- ☐ Logs, school schedules
- ☐ Inventories
- ☐ Curriculum pacing guides
- ☐ Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- ☐ Staff meeting results
- ☐ Protocols for reviewing formative assessments
- ☐ Other

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

(Include specific examples of administrative support/lack of support and draw conclusions from examples you cited)

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

- ☐ Agendas/minutes
- ☐ Action plans
- ☐ Email correspondence
- ☐ Focus group and/or anonymous surveys
- ☐ Budget sheets
- ☐ Logs, school schedules
- ☐ Inventories
- ☐ Curriculum pacing guides
- ☐ Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- ☐ Staff meeting results

☐	Protocols for reviewing formative assessments
☐	Other

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

(Include examples of opportunities/lack of opportunities for on-going professional learning, including modeling and coaching; draw conclusions from examples you cited)

c) What is the evidence regarding the sufficiency of resources – including financial, time and personnel - to achieve the intended results?

- ☐ Agendas/minutes
- ☐ Action plans
- ☐ Email correspondence
- ☐ Focus group and/or anonymous surveys
- ☐ Budget sheets
- ☐ Logs, school schedules
- ☐ Inventories
- ☐ Curriculum pacing guides
- ☐ Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- ☐ Staff meeting results
- ☐ Protocols for reviewing formative assessments
- ☐ Other

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

(Include examples of resources/lack of resources and draw specific conclusions from examples you cited)

d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

- ☐ Agendas/minutes
- ☐ Action plans
- ☐ Email correspondence
- ☐ Focus group and/or anonymous surveys
- ☐ Budget sheets
- ☐ Logs, school schedules
- ☐ Inventories
- ☐ Curriculum pacing guides
- ☐ Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- ☐ Staff meeting results

☐ Protocols for reviewing formative assessments
☐ Other

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

(Include examples of staff collaboration/lack of collaboration supported by data and draw conclusions from examples you cited)

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

- ☐ Agendas/minutes
- ☐ Action plans
- ☐ Email correspondence
- ☐ Focus group and/or anonymous surveys
- ☐ Budget sheets
- ☐ Logs, school schedules
- ☐ Inventories
- ☐ Curriculum pacing guides
- ☐ Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- ☐ Staff meeting results
- ☐ Protocols for reviewing formative assessments
- ☐ Other

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

(Describe structures in place to collect and review implementation data; derive conclusions from structures/lack of structures to collect and review implementation data)

Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.

(Align rating to evidence)
- ☐ Necessary support and resources (time, funding, and attention) were solidly in place.
- ☐ Many necessary resources were aligned with program goals, but more are needed.
- ☐ Basic resources and opportunities were available, but significant gaps need to be filled.
- ☐ Opportunity and resources were just beginning to align in support of the program.

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

(Deduce action steps for OPPORTUNITY from evidence and rating)

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.

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?

- ☐ 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
- ☐ Focus group interviews
- ☐ Debriefing following model lessons
- ☐ Collegial observations/visits
- ☐ Training agendas & material
- ☐ Program Time Line
- ☐ Other

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?

(Provide specific evidence of a process to monitor fidelity of staff implementation of the strategy/program/initiative; draw specific conclusions regarding fidelity of implementation from examples)

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

- ☐ 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
- ☐ Focus group interviews
- ☐ Debriefing following model lessons
- ☐ Collegial observations/visits
- ☐ Training agendas & material
- ☐ Program Time Line
- ☐ Other

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

(Provide specific examples of positive and/or negative unintended consequences, and draw conclusions from the examples provided)

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

- ☐ 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
- ☐ Focus group interviews
- ☐ Debriefing following model lessons
- ☐ Collegial observations/visits
- ☐ Training agendas & material
- ☐ Program Time Line
- ☐ Other

How might these affect the integrity of the results?

(Include modifications made/being considered and discuss possible impact of modifications on the integrity of implementation)

Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.

(Align rating to evidence)
- ☐ All research-based elements have been implemented with fidelity following the proposed timelines.

☐ Critical elements have been implemented, but work on consistency and depth remains.
☐ The overall design was in place, but variations in practice were evident and may be adversely affecting results.
☐ Parts of the program were working, but others have yet to be implemented.

What action steps are needed to ensure faithful implementation of program plans?
(Deduce action steps for FIDELITY OF IMPLEMENTATION from evidence and rating)

5. Impact: What was the impact of the strategy/program/initiative's 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?

(Include data sources aligned to measurable objectives for all students and draw conclusions from 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?

(Include data sources aligned to objectives for each subgroup and draw conclusions from the data for each subgroup)

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

(List stakeholders involved, describe methods used to measure each stakeholder's satisfaction and specific data results for each stakeholder group)

d) Were the objectives for this strategy/program/initiative met?

☐ Yes

☐ No

Impact Conclusion

Should the strategy/program/initiative be continued or institutionalized?

☐ Yes

☐ No

a) What is the evidence and what does it say regarding whether this was the right strategy/program/ initiative to meet your needs?

(Provide conclusion relating data to identified need)

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?

(Provide conclusion relating data to cost effectiveness)

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

(Discuss potential adjustments with rationale)

d) What is needed to maintain momentum?

(Discuss specific actions, resources, changes that will maintain momentum)

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

(Identify how results will impact measurable objectives, strategies, and/or activities in the School Improvement Plan (SIP)/District Improvement Plan (DIP).