The Michigan Department of Education Program Evaluation Tool (PET)

Lessons Learned & Support Documents

Presenters:

Presentation Goals

- Review role and benefits of the MDE Program Evaluation Tool (PET) within the continuous improvement process

- Explore lessons learned from PET 2015 submissions

- Become familiar with MDE's PET support documents

- Provide feedback on sample PET submission

Purpose of Program Evaluation

- Maximize the impact on student achievement and close achievement gaps for the subgroups

- Ensure that high quality planning, implementation and evaluation are part of the Continuous Improvement Process

- Ensure ongoing engagement of multiple stakeholders (students, teachers, parents/community, administrators) in the planning, implementation and evaluation processes

- Maximize the use of resources to impact student learning

- Review documentation of program implementation to inform future decision-making

- Meet state and federal requirements

General Reminders

State of Michigan (PA 25)

❑ Annual evaluation of the implementation and impact on the school Improvement Plan.

❑ Modification of the plan based on evaluation results.

❖ ISDs/RESAs are required by PA25 to provide technical assistance to schools and districts to develop annual evaluations.

Federal (ESEA)

❑ Annual evaluation of all federal programs- effectiveness & impact on student achievement, including subgroups.

❑ Modification of the plan based on evaluation results.

❖ *ESEA requires annual evaluations of programs funded by the federal programs such as Title I, Part A, C, D; Title II and Title III.*

Benefits of Program Evaluation and the PET

"It has been much easier for District and School Improvement Teams to see the connection between their day to day work and the School and District Improvement Plans since we started using the Program Evaluation Tool about three years ago. The PET provides a real opportunity to take a look at current programming and make decisions about how to move forward."

- David Hundt, Principal, Whitehall District Schools

Benefits of Program Evaluation and the PET

"The Program Evaluation Tool helped our practitioners really reflect more on the data to make adjustments to our program to better service our students for the following year."

- Federal & State Programs Coordinator, Wayne County

"The Michigan Department of Education's Program Evaluation Tool has provided our district with a common, professional language when it comes to _program evaluation_! One that is used among all stakeholders in our district."

- Detroit Public Schools

Rationale for Convening a PET Review "Squad"

- Obtain feedback regarding the use of the PET from year 1
- Review a random sample of submissions and derive recommendations
- Provide additional support and coaching to LEAs and Schools during the first 1-3 years of implementing the practice
- Ensure the continuous improvement process, including PET, is implemented with fidelity
- Support districts in submitting high quality program evaluations
- Impact student achievement once high quality progress-monitoring and evaluations are being conducted regularly

MDE's PET Squad Reviewed Samples and learned….

- Over 3,500 PET submissions with few technical assistance calls

- Questions in ASSIST Diagnostic differed from original PET template

- Wide interpretation and responses to sub-questions

- Lack of measureable objectives

- Written summaries did not convey actual processes

MDE's PET Squad concluded....

- The training of the trainer (TOT) model likely did not reach all PET users

- Additional scaffolding and resources are needed

Response to "Lessons Learned"

- Restructured the PET sequence to match the process, including in ASSIST

- Developed a "Criteria for Reviewing Program Evaluations" document aligned with the PET

- Developed an editable Word Template that includes tips from the Criteria document

- Created two exemplars

- Created additional training materials to support ongoing coaching & modeling

Training materials are available at www.Michigan.gov/ofs

Criteria for Reviewing Program Evaluations

Michigan Department of Education
Criteria for Reviewing Program Evaluations
Based on MDE's Program Evaluation Tool

District: _____ School: _____

Reviewer's Name and Date: _____

PROGRAM EVALUATION SECTION	QUESTION CRITERIA	FEEDBACK
PROGRAM DESCRIPTION	❑ Title ❑ Specify whether a strategy/program/initiative	
	DESCRIPTION ❑ Include population served (including grade level, number of students, and other pertinent demographics) ❑ Include program details: Who is implementing, what delivery model ❑ Include frequency of intervention ❑ Mention start date of strategy/program/initiative ❑ List assessments used for measurable objectives	
	NEED ❑ Include the gap(s) identified using data - baseline data and subgroup data	
	REASON for selection, including intended results ❑ Include the connection of strategy/program/initiative to need ❑ Include SMART measureable objective(s) identifying intended results	
	RESEARCH ❑ Include research that is current and evidence-based, with brief summary	

Michigan Department of Education
Criteria for Reviewing Program Evaluations

PROGRAM EVALUATION SECTION	QUESTION CRITERIA	FEEDBACK
READINESS	**SUB-QUESTION A** – Stakeholder (staff, students, parents) understanding of need ❑ Provide conclusion, aligned with evidence, regarding stakeholders' understanding of the need and the reasons for the selecting the strategy/ program/initiative	
	SUB-QUESTION B – Stakeholder (staff, students, parents) shared vision and strong commitment ❑ Provide conclusion, aligned with evidence, regarding stakeholders having a shared vision and a strong commitment to the strategy/program/initiative	
	SUB-QUESTION C – Stakeholder (staff, students, parents) concerns identified and addressed ❑ Include concerns and how they were addressed for each stakeholder group	
	SUB-QUESTION D - Ability of staff/ administration to integrate strategy/ program/initiative with existing work ❑ Explain how strategy/program/initiative fits into current work	
	RATING ❑ Align rating to evidence	
	ACTION STEPS ❑ Deduce action steps for READINESS from the evidence and rating	

Program Evaluation Template

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.

Program / Strategy/ Initiative Description

What is the name of the program/strategy/initiative being evaluated?
(In addition to the name, identify whether it is a program, strategy, 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

Application of the Review Criteria

Sample Response – Readiness Sub-Question:

What does the evidence show regarding how stakeholders' concerns were identified and addressed?

"Staff who struggled with using the program (i.e., Explore Learning Reflex Math) were provided information about the program, a computer lab schedule was created to address issues with having enough time in getting all students on the program"

What feedback would you give?

Tip from Criteria Document: Include concerns of each stakeholder group (staff, students, parents) and how they were addressed.

Sample Response – Knowledge & Skill Sub-Question:

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

"Title I progress monitors and shares data with the administrator on the effectiveness of the program throughout the school year and also completes a yearly summary report on students' progress."

What feedback would you give?

Tip from Review Criteria document: *Cite how administrator's professional learning supported the monitoring and assessment of effectiveness.*

Exemplars

Program Evaluation Tool
Exemplar

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.

Program / Strategy/ Initiative Description

What is the name of the program/strategy/initiative being evaluated?
(In addition to the name, identify whether it is a program, strategy, or initiative)

Blueprint for Exceptional Writing (BEW), which is a master *initiative* to teach the writing process.

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.)
Blueprint for Exceptional Writing (BEW) is a method of teaching the writing process by motivating students to think, plan, and then write interesting and meaningful essays. The strategies are used during the school year in each classroom as an enhancement to the core instructional program for all 460 students (K-5) at the "All students can Learn School." Our school serves high percentages of economically disadvantaged (95%), English learners (89%) and includes several ethnic groups (Caucasian, Black, Middle Eastern, Hispanic). The initiative was implemented for the first time *this year* across grades on a *daily* basis. BEW initiative was planned last year based on our students' local writing assessment samples, gathered and analyzed by teachers during professional learning communities time. State assessment results will be reviewed annually for the grades tested.

What is the need being addressed by the strategy/program/initiative?
(Include the gaps identified using baseline/subgroup data)
Using the previous writing strategy, students in grades K-5 at the 'All Students Can Learn' School have made small and inconsistent gains in writing across the curriculum. None of the grades has made sufficient gains to eventually meet the state targets in writing as measured by state and local assessments. Based on the most recent local assessments (baseline data), the following is a breakdown of proficiency levels by grade: K (56%); Grade 1 (45%); Grade 2 (43%), Grade 3 (52%)l Grade 4 (62%); Grade 5 (60%). Our subgroups include English learners versus non-English learners, male versus female; Caucasian versus Black, 'students with disabilities' versus 'all students except for students with disabilities.' Gaps between these subgroups are significant for ELs (13%) black (14%) for students with disabilities (15%) but insignificant between males and females (2%). These results are adversely affecting students' performance on other content area assessments that require writing skills. We are looking for a writing instructional strategy that is indicated by research to enhance writing skills for all students and in particular English Learners as they represent the majority of the impacted student population.

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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 identifying intended results)

The school community has tried a few other writing strategies in the past with minimal improvement in students' writing across the grades. Based on the comprehensive needs assessment including student low achievement results in writing, and guided by research summaries, our stakeholders decided to launch BEW. BEW has been shown by research to produce significant gains in writing achievement across all demographic groups and is particularly effective with addressing the unique needs of EL and at risk students, two subgroups where our data indicated the largest gaps existed. Our measurable objectives are as follows:

1. Students placed in each of grades K-5 will increase their writing proficiency levels on local assessments by at least 7 percentage points annually.

2. All trailing subgroups (students with disabilities, English learners, gender, racial/ethnic groups) will increase their writing proficiency levels on local assessments by at least 10 percentage points annually in order to narrow and close the achievement gaps.

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 brief summary)

http://www.mi.gov/documents/mde/BEW_401328_7.pdf
http://ptgmedia.pearsoncmg.com/images/9780205571741/support/BEW_ResearchPaper4pages.pdf

Kame'euni, E.J., & Carnine, D. (1998). *Effective Strategies that Accommodate Diverse Learners*. Upper Saddle River, NJ: Prentice Hall.

Marzano, Robert J., Debra J. Pickering and Jane E. Pollock. 2004. *Classroom instruction that Works: Research Based Strategies for Increasing Student Achievement*. ASCD.

Fontenot, J & Carney, K (2008) Blueprint for Exceptional Writing. Pearson.

Results of research studies show that students who were taught using the BEW intervention demonstrated significant learning gains at the conclusion of the studies. Specifically, general education students improved by a factor of 2 when the BEW intervention was used compared with those students taught using another intervention. Special needs/at-risk students improved by a factor of 11 when taught using the BEW intervention compared with the PW intervention. These improvements were shown to be statistically significant by the analysis of variance.

Based on research findings, BEW proved to be successful in improving the writing proficiency of all students, particularly at-risk students (including English language learners and students with disabilities). Its emphasis on teaching expressive writing skills provides teachers with the verbal interactive methods and multi-sensory learning opportunities, to guide students in becoming successful writers, speakers, listeners, and readers.

Activity: Review a Submission

Using the Criteria for Reviewing Program Evaluations, provide feedback on your section of the PET.

1. Indicate what is complete.

2. Provide suggestions for improvement for what is not complete.

Tools & Resources

Source: www.michigan.gov/ofs

- o Criteria for Reviewing Program Evaluations
- o PET Template with Tips
- o Exemplars
- o FAQs document
- o PET Training Power points

Let's be hopeful ....

Are the RIGHT PEOPLE…

…….Doing the RIGHT THINGS…

……..In the RIGHT WAY…

……….At the RIGHT TIME…

………..for the benefit of STUDENTS?

Reflection and Sharing ....

Share two ways you will support your schools and districts in using the PET and resource documents to support high quality program planning, implementation and evaluation.

Contact Information

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