**Q#5: What is the impact of the program on students?** *(\*see additional explanation on the back)*

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ 1: Results fail to meet identified targets. | ⃝ 2: Some proficiency and /or growth results are positive, but results are predominantly disappointing. | ⃝ 3: Most results show proficiency or satisfactory growth, but few remain below expected levels. | ⃝ 4: Achievement results show proficiency (or satisfactory growth) across all analyzed groups & sub-groups. |

**Q#4: Is the program being implemented as intended?** *(\*see additional explanation on the back)*

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ 1: Parts of the program are working, but others have yet to be implemented. | ⃝ 2: The overall design is in place, but variations in practice are evident and may be adversely affecting results. | ⃝ 3: Critical elements have been implemented, but work on consistency and depth remains. | ⃝ 4: All research-based elements have been implemented with fidelity following the proposed timelines. |

**If any of the above results are not desirable, consider the following questions for further exploration:**

**Q#3: Is there an opportunity for high quality implementation?**

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ 1: Opportunity and resources are just beginning to align in support of the program. | ⃝ 2: Basic resources and opportunities are available, but significant gaps need to be filled. | ⃝ 3: Many necessary resources are aligned with program goals, but more are needed. | ⃝ 4: Necessary support and resources (time, funding, attention) are solidly in place. |

**Q#2: Do participants have the knowledge/skill to implement?**

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ 1: Participants were beginning to acquire the necessary knowledge and skills. | ⃝ 2: A solid start was documented, but many skill levels and much knowledge need to be acquired. | ⃝ 3: Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work. | ⃝ 4: Participants had sufficient knowledge and skills to succeed. |

**Q#1: What is the [school or staff’s] readiness to implement?**

|  |  |  |  |
| --- | --- | --- | --- |
| ⃝ 1: Interest and/or commitment were low. | ⃝ 2: Some promising elements exist, but were mixed with major gaps in knowledge or confidence. | ⃝ 3: Support and commitment were generally high, but some concern or work remains. | ⃝ 4: Stakeholders were fully prepared to implement. |

**Summary of Key Findings**

|  |  |
| --- | --- |
| **Achievements or Accomplishments** | **Barriers or Challenges** |
|  |  |
| **Program Adjustments that are Needed** | **Additional Resources or Supports to be Provided** |
|  |  |

**Progress Monitoring**: Date we will follow-up:

**Summative Evaluation:**  What decision was made regarding the continuation of the program/strategy/initiative?

⃝ Continue “as is” ⃝ Continue with adjustments noted above ⃝ Discontinue

**Program Administrator**: **Date**:

**Q#5 Impact: What was the impact of strategy/program/initiative on student achievement?**

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 measureable

objective for all students when compared to baseline state and local data?

b) What is the evidence and what does it show regarding achievement of the measureable

objective for subgroups and their counterparts when compared to baseline state and local

data?

c) What is the evidence and what does it show regarding stakeholder (staff, parents, students)

satisfaction with the results?

**Q#4 Implementation with Fidelity: Was the strategy/program/ initiative being implemented as intended?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, 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 and what does it 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?

b) What is the evidence and what does it show regarding unintended consequences that

may have occurred?

c) What do student achievement results suggest for implementing/modifying the

strategy/program/initiative? How might these affect the integrity of the results?

*Excerpts taken directly from the approved MDE Program Evaluation 2013-14*