

## Michigan Department of Education Program Evaluation Tool – Writing 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.*

Strategy / Program/ Initiative Description
<b>What is the name of the strategy/program/initiative being evaluated?</b>
<i>(In addition to the name, identify whether it is a strategy, program, or initiative)</i>
Blueprint for Exceptional Writing (BEW), which is a master <b>initiative</b> to teach the writing process.
<b>Provide a detailed description of the strategy/program/initiative being evaluated.</b>
<i>(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.)</i>
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 <b>during the school year in each classroom on a daily basis</b> as an enhancement to the core instructional program <b>for all 460 students (K-5)</b> at the "All students can Learn School." <b>Our school serves high percentages of economically disadvantaged (95%), English learners (89%) and includes several ethnic groups (Caucasian, Black, Middle Eastern, Hispanic).</b> The initiative was implemented for the first time <b>this year</b> across grades and was planned last year based on our students' <b>local writing assessment samples</b> , gathered and analyzed by teachers during professional learning communities time. <b>State assessment results</b> will be reviewed annually for the grades tested.
<b>What is the need being addressed by the strategy/program/initiative?</b>
<i>(Include the gaps identified using baseline/subgroup data)</i>
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 <b>proficiency levels by grade: K (56%); Grade 1 (45%); Grade 2 (43%); Grade 3 (52%); Grade 4 (62%); Grade 5 (60%). Our subgroups include English learners versus non-</b>

**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.

**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)*

**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.**

**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 a brief summary)*

[http://www.mi.gov/documents/mde/BEW\\_401328\\_7.pdf](http://www.mi.gov/documents/mde/BEW_401328_7.pdf)

[http://ptgmedia.pearsoncmg.com/images/9780205571741/support/BEW\\_ResearchPaper4pages.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.

## 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)*

Survey results show that all **(96-99%)** stakeholder groups (parents, staff, students) agree that students' **writing across the curriculum must be improved** in order to raise achievement results across content areas. They also confirmed **this initiative is the right one for students.**

Survey results indicated that response to the BEW workshops was highly positive by almost all (96%) workshop participants and that their skill level has been significantly improved. Majority of participants (99%) appreciated the fact that the **BEW is evidence-based** and praised having access to the BEW reference because **it raised their knowledge and confidence levels regarding the ability to understand, teach, support and sustain these strategies.** Focus group interviews demonstrated stakeholders' **high level (96%) of knowledge of the research findings regarding BEW.** The few stakeholder members that were originally skeptical were eventually convinced, as evidenced by individual comments and workshop evaluation.

**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)*

All workshop participants actively participated in discussions and asked probing questions that indicated **100% shared vision and commitment to the principles of the BEW initiative. Answers to survey questions** given to all stakeholders **confirmed full commitment to the purpose of the BEW initiative and for implementing it in all classrooms on a daily basis, and reinforcing it at home by parents.**

**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)*

Concerns derived from focus group interviews primarily centered on whether the initiative **would motivate students and encourage parents' participation beyond the school day**. Stakeholders (parents, students, staff) decided to address this concern by **displaying student work in hallways and at parent meetings, and by sending students' writing samples to their homes for further reflection and discussion with parents**.

**Focus group interviews showed that four teachers were reluctant to embrace the BEW initiative**. This concern was addressed by providing additional **discussions** (as evidenced by minutes from three meetings) **regarding the benefits of BEW and the support system available** to all stakeholders to ensure its successful implementation.

**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 (lesson plans and instructional units)

**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)*

Written documents (agendas and training packets) showed that **trainers and administrators demonstrated to staff how the BEW supports and supplements other existing strategies/programs and how to take advantage of synergistic elements within the school improvement plan**. In addition, **lesson plans and instructional units showed that the BEW strategies were used across the curriculum so that the principle could be used wherever the development of written material was required in alignment with the school improvement plan**. Finally, **staff members' surveys indicated a high level of confidence (98%) that BEW strategies integrate and align well with existing strategies/programs**.

**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)*

Administrators and staff will **continue to discuss BEW principles at staff meetings and professional development** release days. We will inform parents of the upcoming staff training sessions and **conduct informational training for parents.**

## 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)*

Workshop evaluations and administrators' walkthroughs indicated that **a shared plan has been established on a) how teachers will apply the BEW strategies daily versus twice/week and b) how the coaches will model the strategies and reinforce staff's knowledge and skill of BEW, especially where gaps exist.** For example, **teachers started using role-playing techniques** successfully to learn each individual step in the BEW process. Additionally, participants' surveys demonstrated a common plan of how the BEW process will be evaluated.

### 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 (role playing)

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

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



All school administrators participated in the BEW training and demonstration lessons provided to teachers. They made presentations to the School Board of Education outlining the basic concepts of the BEW. They reviewed program results found in other districts and wrote an action plan for monitoring progress and listed evaluation techniques they will use with school personnel during program implementation. All school administrators attended MDE's program evaluation tool trainings conducted by the ISD.

**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 (minutes from presentation to Board of Education)

**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)*

Trainers compiled narrative and expositional writing selections collected from workshop participants as a by-product of the BEW workshops. Evaluations of the writing selections completed by the trainers in accordance with a rubric/criteria developed by participants informed subsequent trainings.

There were several one-on-one special training to clear up misunderstandings and misconceptions regarding the BEW key elements. Teachers were scheduled for collegial visits to observe each other and debrief on their learning experiences. A schedule of common planning/PLC was provided to teachers in order to review student work and derive implications for teacher as well as student learning.

**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 (writing selections with rubric, agendas from PLC meetings)

**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)*

Self-evaluations completed by participants when first applying the process to early writing assignments indicate high level of daily application in classrooms. A schedule of trainers' visits to classrooms for consultation and coaching show that 95% teachers applied the strategies well; and that additional visits were conducted when teachers and students ran into self-identified difficulties in the application of the newly acquired skills.

Copies of students' early writing selections identified common problems that could be attributed to the teaching process. This evidence indicated that support for such students and teachers should be sustained.

Evidence included agendas and minutes from coaching meetings provided to teachers whose students had difficulties in applying the BEW strategies. Administrators' walkthroughs and teachers' reflection notes from coaching sessions indicated that 99% of teachers and all students benefitted from the additional support provided.

**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)*

We must stay true to the professional learning communities' (PLC) schedule and content as well as common planning time. We should ensure providing opportunities for collegial discussions, modeling how to progress monitor successful implementation and coaching to staff as well as additional demonstrations to parents during the implementation of the 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.

#### 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 (instructional dialogues)

#### 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)*

Agendas and minutes from professional development meetings indicated that administrators provided timely feedback to all staff, especially the ones who needed assistance and additional support in learning the skills. Principal's comments to teachers following the review of interim assessment results include specific feedback. Protocols and summaries of instructional dialogues conducted between the principal and individual teachers, when discussing data from writing samples, highlight key strengths observed and areas of improvement. In summary, staff surveys and focus group indicate high level (100%) of satisfaction with administrative support provided to all staff.

#### 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 (contracts with trainers, staff surveys, notes from walkthroughs)

**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)*

Copies of **contracts with trainers** who provided initial and subsequent job-embedded professional development indicate there **were 5 follow up modeling and coaching days on BEW lessons** followed by **debriefs with each teacher**. Surveys show that **teachers were highly satisfied (98%) with the focus and the delivery of the training** along with follow up modeling/coaching and debrief sessions. **Notes from walkthroughs indicate that teachers' implementation of BEW with fidelity was higher than the period prior to these professional learning opportunities. Only 2% of teachers expressed the need for additional coaching.**

**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 (Notes from walkthroughs, debriefs)

**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)*

Staff's biweekly meetings agendas showed that **adequate informational and narrative leveled books were provided** to support students' learning. Minutes from meetings summarized staff ideas and concerns and provided evidence of providing the required

**resources such as time to level and categorize the literacy books by theme, and grade-level meetings for lesson planning. Cross-grade meetings, collegial visits and coaching sessions were scheduled daily. In conclusion, resources and sufficient instructional time was devoted to BEW on a regular basis.**

**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)*

Horizontal and vertical teaming among teachers took place to review samples of all students' writing work during PLC time. Teachers met to share common areas of strengths as well as areas that require additional focus or re-teaching with differentiation of BEW strategies.

**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)*

The school staff met by grade level to review local writing assessment data using STAR system three times. The teams use a data-analysis protocol developed by the school improvement committee to drill down to the benchmark level and by subgroup. A written report shows that staff conducted several sessions on data analysis, derived findings and recommendations for improvement during PLC time.

**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)*

We must continue to adhere to data protocols when examining student work to derive implications for adjusting the coaching and providing the necessary support to reluctant participants. We will continue to inform parents of students' progress timely, and provide additional writing strategies parents can reinforce at home to support student learning.

#### 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 (walkthroughs)

##### 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)*

Teachers were scheduled to conduct observations of each other using a modified lesson study approach, modeling mini-lessons in classrooms using the BEW strategies being implemented. A professional development plan included the coach's schedule of model lessons she provided in each classroom and the names of grade level teachers who were observed. The coach, discussing each teacher's progress toward acquiring the selected strategies, provided notes of de-briefing sessions for each model lesson. A schedule of principal's classroom 'walkthroughs' was available showing useful feedback and continued provision of necessary resources required for adequate implementation. There were BEW classroom-generated rubrics collected at each grade level and reviewed at PLC meetings to determine if all important grade level writing features are being taught. Teachers identified areas in the rubrics that require further

instruction and coaching, and continued provision of necessary resources required for adequate implementation. It is evident that the BEW was implemented with fidelity.

**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)*

Despite classroom observations showing implementation of BEW with fidelity, principal's classroom walkthroughs indicated that two teachers unexpectedly did not apply the BEW strategies on a daily basis as agreed upon by all staff members during the initial commitment toward the initiative. We have to ensure all students understand and apply the strategies.

**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)*

Formative and summative achievement results suggest that students with disabilities in the upper elementary grades have not mastered the BEW strategies. This finding has adversely impacted achieving full implementation. The support provided to these teachers during the implementation will be intensified. Students in two classrooms, where the teachers failed to fully implement the BEW strategies were lagging behind their peers, the principal will conduct walkthroughs daily versus weekly and provide constructive feedback in these teachers' classrooms. Minutes from staff meetings indicate that administrators have adjusted a few activities guided by implementation data. These included increase in collegial classroom visits and coaching on language development strategies in English learner classrooms. They reiterated to stakeholders the need to focus on the intended objectives and maintain the integrity of the implementation process. These modifications will ensure the integrity of implementation among all stakeholders.

**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)*

A coach has been assigned to visit, support and model to the two teachers on a weekly versus biweekly basis. We anticipate this adjustment will positively impact students' writing results and will not adversely affect the integrity of results. Administrators' walkthroughs with debriefings will take place following each visit. We will maintain the current practice of discussing selected parts of the BEW book to reinforce and sustain the implementation of the strategies.

**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)*

Evidence from year 1 includes local interim writing assessments for K-5, State writing assessment, and weekly student writing samples demonstrating that students' proficiency in writing has increased by 8-10% from the baseline data for all students. Therefore, our school met the anticipated objectives/outcomes for all students/aggregated results.

**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)*

Item analysis of local writing assessments and State assessment indicated that performance of all lagging sub-groups increased by 10% from the baseline, except for students with disabilities placed in grades 3-5 whose performance increased by 4%. Therefore we have met the objective for all subgroups **except** for students with disabilities.

**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)*

Stakeholders (parents, staff and students) were made aware of the results and expressed concern (83% of parents; 89% of staff; 76% of students) regarding the achievement gaps of special education students. Their feedback and concerns were gathered via face-to-face meetings or through surveys. When investigating possible reasons for this outcome, stakeholders decided to provide opportunities for creating seamless articulation and coordination between the special education teacher and classroom teachers when implementing BEW strategies.

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

- Yes
- No

Impact Conclusion
<b>Should the strategy/program/initiative be continued or institutionalized?</b>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>a) What is the evidence and what does it say regarding whether this was the right strategy/program/ initiative to meet your needs?</b>
<i>(Provide conclusion relating data to identified need)</i>  Based on the alignment study between BEW and state writing standards, achievement results from student writing samples (pre and post cited earlier), and teacher feedback from the training and the coaching debriefs, there is strong evidence that this program is addressing the need of <u>the vast majority (99%)</u> of students.
<b>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?</b>
<i>(Provide conclusion relating data to cost effectiveness)</i>  BEW is a cost effective "Training the Trainer" model, with modeling and coaching proving to be an efficient way to maintain momentum and accelerate student achievement in writing across the curriculum. The multiple sets of data gathered from all stakeholders throughout the implementation of this initiative strongly suggest this approach has been instrumental in raising student achievement among all students and the subgroups.
<b>c) What adjustments, if any, might increase its impact while maintaining its integrity?</b>
<i>(Discuss potential adjustments with rationale)</i>  Achievement results for students with disabilities indicate there is a need for adjustments, specifically to accelerate special education students' skills by improving coordination efforts between special education teachers and classroom teachers when implementing the BEW strategies. Students may also benefit from extended learning opportunities to maximize opportunity for gap reduction.
<b>d) What is needed to maintain momentum?</b>
<i>(Discuss specific actions, resources, changes that will maintain momentum)</i>  Administrators need to maintain the current close collaboration they have in place with all stakeholders (parents, staff and students) to ensure sustaining current progress. Follow up training for participating staff should continue along with coaching to sustain implementation with fidelity.
<b>e) How might these results inform the School/District Improvement Plan?</b>
<i>(Identify how results will impact measurable objectives, strategies, and/or activities in the School Improvement Plan (SIP)/District Improvement Plan (DIP).</i>

Writing is one of the major goals in our school improvement plan. Since we proposed to teach writing across the curriculum and writing entails critical thinking, organizing ideas, linking personal knowledge and experience to other content areas and to the world, we anticipate positive impact of this initiative on all other SIP goals. We believe that it will increase parent engagement in school activities and student learning which tie into another SIP goal. The training and coaching have been instrumental in creating a professional learning community in our school, which has become a model for other professional development initiatives, and will ensure better implementation of the school improvement plan. We will institutionalize the strategy and program district-wide.

**Note:** The sections aligned with the tips are bolded in the beginning of the exemplar to assist users in identifying the alignment.