

**Q#5: What is the impact of the program on students? (\*see excerpts taken from MDE Approved Tool below)**

<input type="radio"/> 1: Results fail to meet identified targets.	<input type="radio"/> 2: Some proficiency and /or growth results are positive, but results are predominantly disappointing.	<input type="radio"/> 3: Most results show proficiency or satisfactory growth, but few remain below expected levels.	<input type="radio"/> 4: Achievement results show proficiency (or satisfactory growth) across all analyzed groups & sub-groups.
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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: Is the program being implemented as intended? (\*see excerpts taken from MDE Approved Tool below)**

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

If any of the above results to the questions on student impact and staff fidelity are not desirable, consider the following questions for further exploration:

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

<input type="radio"/> 1: Opportunity and resources are just beginning to align in support of the program.	<input type="radio"/> 2: Basic resources and opportunities are available, but significant gaps need to be filled.	<input type="radio"/> 3: Many necessary resources are aligned with program goals, but more are needed.	<input type="radio"/> 4: Necessary support and resources (time, funding, attention) are solidly in place.
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**Q#2: Do participants have the knowledge/skill to implement?**

<input type="radio"/> 1: Participants were beginning to acquire the necessary knowledge and skills.	<input type="radio"/> 2: A solid start was documented, but many skill levels and much knowledge need to be acquired.	<input type="radio"/> 3: Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	<input type="radio"/> 4: Participants had sufficient knowledge and skills to succeed.
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**Q#1: What is the [school or staff’s] readiness to implement?**

<input type="radio"/> 1: Interest and/or commitment were low.	<input type="radio"/> 2: Some promising elements exist, but were mixed with major gaps in knowledge or confidence.	<input type="radio"/> 3: Support and commitment were generally high, but some concern or work remains.	<input type="radio"/> 4: Stakeholders were fully prepared to implement.
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**Summary of Key Findings**

<b>Achievements or Accomplishments</b>	<b>Barriers or Challenges</b>
<b>Program Adjustments that are Needed</b>	<b>Additional Resources or Supports to be Provided</b>

**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:** \_\_\_\_\_

**NOTE:** This compact form was intended to process school improvement strategies and state/federal funded programs more quickly to determine which program(s) a more thorough program evaluation should be addressed using the actual MDE Program Evaluation Tool found in ASSIST or accessible on [Google Drive](#). In order to have a better visual of the potential initiatives to evaluate and document those considered, plot on a [2x2 Quadrant](#).