

**PROGRAM EVALUATION TOOL: MATHEMATICS PROGRAM**

NEEDS ASSESSMENT	PURPOSE		PARTICIPANTS	IMPLEMENTATION		RESULTS	
<i>What are your data telling you?</i>	<i>What is the purpose of the program or process?</i>	<i>What are the outcomes? (How will you know the purpose is being met?)</i>	<i>Who is the program/ process intended to serve?</i>	<i>How should the program/ process be implemented with integrity and fidelity to ensure attainment of desired outcomes?</i>	<i>How is implementation being monitored?</i>	<i>How will results be measured?</i>	<i>What are the results?</i>
<p><i>What do the data tell you about the current results and the need for this program or process? Use multiple measures of data to describe the current situation.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• 50% of our students did not show learning growth on the State Assessment in Mathematics.</li> <li>• Only 50% of our students were proficient on the State Assessment in Mathematics.</li> <li>• Not every teacher is teaching the agreed upon Mathematics curriculum.</li> <li>• The high school in which our school feeds has a 12% dropout rate. Of the students going</li> </ul>	<p><i>Describe the intent of the program or process so <b>anyone</b> can understand it. Make sure the program purpose is “large” enough to eliminate the undesirable results uncovered in the needs assessment.</i></p> <p><i>Example:</i> The purpose of the Mathematics Program is to --</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students proficient in Mathematics on the State Assessment.</li> <li>• Ensure a K-12 continuum of learning in Mathematics.</li> <li>• Provide on-going professional development to improve Mathematics instruction in every</li> </ul>	<p><i>Outcomes are what we want to have happen as a result of the program or process. Outcomes are what we are trying to achieve. Make sure they are broad enough to cover the items mentioned in the needs assessment and are reflective of the purpose.</i></p> <p><i>Example:</i> When the Mathematics Program is implemented, the following will result --</p> <ul style="list-style-type: none"> <li>• Every student will grow in Mathematics knowledge every year.</li> <li>• Every teacher will feel confident in Mathematics instruction in her/his classroom.</li> <li>• Every teacher will know what students know and do not know so they can target their</li> </ul>	<p><i>Describe who the program is intended to serve.</i></p> <p><i>Example:</i> The Mathematics Program is intended to serve every student and every teacher in our school.</p> <hr/> <p><b><i>Who is being served? Who is not being served?</i></b></p> <p><i>Describe who the program is serving and who is not being reached by the program.</i> Teachers improving in Mathematics instruction are being served by the Mathematics</p>	<p><i>Describe how the program or process will be implemented. Describe the steps so <b>anyone</b> can understand how to implement with integrity and fidelity. A flowchart can be used to visualize the steps in the process.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• Every teacher in the district will attend two days of training in Mathematics at the beginning of the school year, and one day every month of the first semester. Teachers will attend by grade level, so the training will focus on the grade level standards, curriculum, and processes – across all schools.</li> <li>• School grade level teams will also be trained in how to work together and support each other in implementing the</li> </ul>	<p><i>Describe how implementation of the program or process is currently monitored.</i></p> <p><i>Example:</i> Program implementation is being monitored through instructional coaching and professional development.</p> <hr/> <p><b><i>How should implementation be monitored?</i></b></p> <p><i>Describe how the program should be monitored for integrity and fidelity.</i></p> <p><i>Example:</i> The Mathematics Program provides a self-assessment monitoring tool that also helps teachers implement with integrity and</p>	<p><i>Designate what will be used to analyze results.</i></p> <p><i>Example:</i> Our School Mathematics questionnaire will be administered 4 times a year to monitor teacher and student perceptions of teaching and learning Mathematics.</p> <p>Our School Mathematics Assessment will be given to learn what students know and do not know, and if they are growing in learning, throughout the year.</p> <p>The State Assessment in Mathematics will be used to</p>	<p><i>Report the results of the program here. Use the outcomes and the column to the left to align results to outcomes and how you planned to measure results.</i></p> <p><i>Example:</i> Early results are showing student engagement to be improving.</p> <p>Progress monitoring results indicate that most every student is growing in Mathematics – not at the same rate, but there is growth.</p> <p>The system of instructional improvement is being embraced. Teachers are committed to improving their instruction.</p> <p>There is evidence that grade level teams are working and that the professional development is being well received.</p>

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<p>on to college, 68% require remediation in Mathematics.</p> <ul style="list-style-type: none"> <li>Teachers reported on Our School questionnaire they do not feel confident teaching Mathematics.</li> <li>Students responded on Our School questionnaire that they do not feel they are not challenged by the work they are asked to do in school.</li> </ul>	<p>teacher’s classroom.</p> <ul style="list-style-type: none"> <li>Support teachers in their classrooms to ensure that every student grows in Mathematics, every year.</li> <li>Provide an assessment tool so teachers know what students know and do not know.</li> <li>Increase schoolwide student engagement and achievement.</li> <li>Guarantee that students in our feeder pattern will not require remediation in college.</li> </ul>	<p>instruction.</p> <ul style="list-style-type: none"> <li>Mathematics proficiency percentage will increase each year.</li> <li>A continuum of learning, K-12, will be evident – what students learn in one year will prepare them for the next year, and ultimately college.</li> <li>No student will need remediation in college.</li> <li>Every student will be engaged in learning Mathematics.</li> </ul>	<p>Program.</p> <p>Students proficient and growing in Mathematics learning are being served by the Mathematics Program.</p> <p>Students not proficient or growing each year in Mathematics are not being served.</p> <p>Teachers not improving in Mathematics instruction are not being served.</p>	<p>Mathematics Program.</p> <ul style="list-style-type: none"> <li>Every teacher will assess where students are at the beginning of the year, for a baseline, and every week, for progress monitoring, using Our School Mathematics Assessment.</li> <li>School grade level teams will review the assessments each week and help each other adjust their instruction to better meet the needs of every student.</li> </ul>	<p>fidelity. We will start using the monitoring tool next year.</p> <p><i>To what degree is the program being implemented with integrity and fidelity?</i></p> <p><i>Provide the evidence that the program/process is being implemented with integrity and fidelity.</i></p> <p><i>Example:</i> Because the Mathematics Program has not been officially monitored, we do not know.</p>	<p>determine proficiency and student learning growth, annually.</p> <p>The Mathematics Program self-assessment monitoring tool will be used, in part, to determine how teachers are implementing the program.</p> <p>Instructional coaches will monitor implementation as well.</p>	

**IMPLICATIONS FOR THE CONTINUOUS IMPROVEMENT PLAN:** *Describe big picture next steps that result from the work above.*

- We need to pilot the monitoring tool this year so we can start the new year with the tool in place in every classroom.
- We need to rethink how we do professional development next year. It needs to be ongoing but not a repeat of what the teachers got this year. At the same time, we need to provide professional development for teachers new to our system.

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			<hr style="width: 50%; margin: auto;"/> <i>Who is being served? Who is not being served?</i> <hr style="width: 50%; margin: auto;"/>		<hr style="width: 50%; margin: auto;"/> <i>How should implementation be monitored?</i> <hr style="width: 50%; margin: auto;"/> <hr style="width: 50%; margin: auto;"/> <i>To what degree is the program being implemented with integrity and fidelity?</i> <hr style="width: 50%; margin: auto;"/>		

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