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	

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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 SECTION	QUESTION CRITERIA	FEEDBACK
KNOWLEDGE AND SKILLS	**SUB-QUESTION A** – Change in practice ❑ Include examples of how practice would change	
	SUB-QUESTION B – Administrator's knowledge and ability to monitor and assess effectiveness ❑ Cite how administrator's professional learning supported the monitoring and assessment of effectiveness	
	SUB-QUESTION C - Staff professional learning ❑ Include evidence of initial professional learning ❑ Address sufficiency and effectiveness of professional learning, including meeting identified learning outcomes	
	SUB-QUESTION D - Staff knowledge and skills ❑ Include results drawn from quantifiable evidence of staff's knowledge/ability to implement strategy/program/initiative	
	RATING ❑ Align to evidence	
	ACTION STEPS ❑ Deduce action steps for KNOWLEDGE and SKILLS from the evidence and rating	
OPPORTUNITY	**SUB-QUESTION A** - Sufficiency of administrative support to achieve intended results	

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OPPORTUNITY Continued	❑ Include specific examples of administrator support/lack of support ❑ Draw specific conclusions from the examples cited	
	SUB-QUESTION B –Sufficiency of opportunities for ongoing professional learning, including modeling and coaching ❑ Include examples of opportunities/lack of opportunities for ongoing professional learning including modeling and coaching ❑ Draw specific conclusions from the examples cited	
	SUB-QUESTION C - Sufficiency of resources (financial, time, personnel) to achieve intended results ❑ Include examples of resources/lack of resources ❑ Draw specific conclusions from the examples cited	
	SUB-QUESTION D - Sufficiency of opportunities for staff collaboration to support implementation ❑ Include examples cited of staff collaboration/lack of collaboration, supported by data ❑ Draw specific conclusions from the examples cited	
	SUB-QUESTION E - Structures to collect and review implementation data ❑ Describe structures in place to collect and review implementation data ❑ Derive conclusions from structures/lack of structures to	

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	collect and review implementation data	
	RATING ❑ Align to evidence	
	ACTION STEPS Deduce action steps for OPPORTUNITY from the evidence and rating	
IMPLEMENTATION WITH FIDELITY	**SUB-QUESTION A** – Monitor fidelity of implementation ❑ Provide specific examples of a process to monitor fidelity of staff implementation of the strategy/ program/ initiative ❑ Draw specific conclusions regarding the examples provided above	
	SUB-QUESTION B - Unintended consequences ❑ Provide specific examples of positive and/or negative unintended consequences ❑ Draw specific conclusions from the examples cited above	
	SUB-QUESTION C – Implementation/ modifications suggested by results ❑ Include modifications made/being considered ❑ Discuss possible impact of modifications on the integrity of implementation	
	RATING ❑ Align to evidence	
	ACTION STEPS	

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	Deduce action steps for IMPLEMENTATION WITH FIDELITY from the evidence and rating	
IMPACT Continued	**SUB-QUESTION A** - ALL students in the strategy/program/initiative made progress towards the measurable objectives ❑ Include data sources ❑ Align specific data to measureable objectives for all students ❑ Draw specific conclusions from the data	
	SUB-QUESTION B – Subgroups within the strategy/program/initiative ❑ Include data sources for each subgroup ❑ Align specific data sources to measureable objectives for each subgroup ❑ Draw specific conclusions from data for each subgroup	
	SUB-QUESTION C - ALL stakeholders ❑ List stakeholder groups ❑ Describe methods used to measure each stakeholder group's satisfaction ❑ Include specific data results for each stakeholder group	
	SUB-QUESTION D ❑ Determine if the objectives were met	

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IMPACT CONCLUSION *Continued*	❑ Determine if the strategy/program/initiative should be continued or institutionalized?	
	SUB-QUESTION A - Right strategy/ program/initiative ❑ Provide conclusion relating data to identified need	
	SUB-QUESTION B – Cost benefit of strategy/program/initiative ❑ Provide conclusion relating data to cost effectiveness	
	SUB-QUESTION C – Potential adjustments to strategy/program/initiative ❑ Discuss potential adjustments with rationale	
	SUB-QUESTION D – Maintain momentum of the strategy/program/initiative ❑ Discuss specific actions, resources, changes that will maintain momentum	
	SUB-QUESTION E - Results inform the School Improvement Plan ❑ Identify how results will impact measureable objectives, strategies, and/or activities in the School Improvement Plan/District Improvement Plan	