

# 2011-2012

## Outcome Program Evaluation Template



# General Information

Department/School:	Department of Instruction	
Program Name:	Measures of Academic Progress (MAP) Testing	
Program Coordinator/Director:	Chris Gilman - DART	
Key Members of Program Coordination Team <i>(where applicable):</i>	<ul style="list-style-type: none"> <li>• Middle School Principals</li> <li>• Chris Gilman – DART Staff</li> <li>• Craig Dommer – Lead Coach/Math</li> <li>• Beth Costa – Lead Coach/Language Ars</li> </ul>	
Program Directive	<input type="checkbox"/> Mandated by state or federal government <input type="checkbox"/> Essential functions of school division <input type="checkbox"/> Provided in accordance with local ordinance or written directive <input checked="" type="checkbox"/> Primarily discretionary	
Overall Evaluation	<input type="checkbox"/> 1 – The program should be abandoned completely <input type="checkbox"/> 2 – The program meets some goals, but needs major adjustments <input type="checkbox"/> 3 – The program meets most goals and needs minor adjustments <input type="checkbox"/> 4 – The program meets all goals and should be adopted	
<b>Date of Previous Evaluation</b> NA	<b>Date of Current Evaluation</b> SY 2011 - 2012	<b>Date of Next Evaluation</b> SY 2014 - 2015

# Program Logic Model

Assumptions:				
Processes		Outcomes		
Inputs	Processes/Activities	Short-Term Outcomes	Medium-Term Outcomes	Long-Term Outcomes
<ul style="list-style-type: none"> <li>• Installation of program</li> <li>• Middle School Teachers</li> <li>• Middle School Students</li> <li>• Middle School Principals</li> <li>• DART</li> <li>• Special Education Teachers</li> <li>• School Testing Coordinators</li> <li>• SBIT Teams</li> <li>• Budget – Number of additional staff and dollars to purchase program</li> </ul>	<ul style="list-style-type: none"> <li>• Middle school students will take the reading and math assessments three times during the school year –fall, winter, and spring</li> <li>• Principals and teachers will analyze data in grade level PLCs with content focus</li> <li>• DART will support schools in analyzing data</li> <li>• Make instructional decisions on MAP data</li> <li>• Introduce MAP testing as a Universal Screening Tool</li> <li>• Ongoing Professional Development to assist teachers and schools in</li> </ul>	<ul style="list-style-type: none"> <li>• Have all middle school students take the MAP test three times per year</li> <li>• Collect math and reading data for 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup> grade students and compare to national norms</li> <li>• Evaluate MAP assessments as a Universal Screening Tool</li> </ul>	<p><u>Use MAP to:</u></p> <ul style="list-style-type: none"> <li>• Differentiate instruction for all students</li> <li>• Identify students who were not meeting bench marks</li> <li>• Inform intervention strategies for at-risk students in SBIT process</li> <li>• Predict proficiency on high-stakes tests.</li> <li>• Use growth data to make placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize MAP tests as growth measures for math and reading</li> <li>• Build longitudinal data base to observe trends in student achievement</li> <li>• Evaluate program effectiveness</li> <li>• Evaluate student cohort(s) achievement</li> <li>• Provide appropriate, instruction, based on proficiency</li> </ul>

	understanding and using Map data		<ul style="list-style-type: none"><li>• Student ownership of learning and growth</li><li>• Establish MAP assessments as a Universal Screening Tool</li></ul>	predictions on high-stakes testing, for all students
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## Outcome Program Evaluation 2011-2012

<b>Program Goal:</b> MAP testing will provide benchmark assessments that will measure middle school student growth and can be used as universal screener for RTI and Special Education.			PLAN
<b>Problem Addressed:</b> Albemarle County Public Schools currently has no assessment which measures student growth or provides longitudinal data.			
<b>Key Stakeholders:</b> Middle school teachers and principals, DART, special education teachers, school testing coordinators, SBIT teams.			
<b>Program Resources:</b> <i>Identify estimated costs, funding sources (including cost center), and FTEs needed to accomplish and sustain the program</i> <ul style="list-style-type: none"> <li>• <b>Overhead:</b></li> <li>• <b>Recurring:</b> \$39,000 yearly for the 6 middle schools</li> </ul>			
<b>Program Cost:</b> \$16,000 Professional Development fee. \$39,000 yearly fee.	<b>FTEs:</b> No new FTE's	<b>Cost Center:</b> Years 1 & 2 were paid for by ARRA funds from Special Education and DART. Beginning with Year 3, the Department of Instruction will assume yearly costs.	DO
<b>Program Implementation:</b> <i>Describe how the program will be implemented (who, how, where, when, with what and why) including timelines</i>			

# SHORT-TERM OUTCOMES

<b>Short Term Outcomes:</b> (measures that are considered throughout the program and inform corrective action) <b>Minor Adjustments:</b> (changes made to the program to address results of short term outcomes)	<b>Cycle 1</b>  Year 2: 2011 – 2012 Quarter 1	<b>Cycle 2</b>  Year 2: 2011 – 2012 Quarter 2	<b>Cycle 3</b>  Year 2: 2011 – 2012 Quarter 3	<b>Cycle 4</b>  Year 2: 2011 – 2012 Quarter 4
<b>Short Term Outcome 1</b> (list the actual outcome/measure)  <b>Have all middle school students take the MAP test three times per year</b>  <i>Measure:</i> Percent of students who took the test each cycle	<b>Status</b> Burley 93% Henley Jouett Sutherland Walton	<b>Status</b> Burley 99% Henley Jouett Sutherland Walton	<b>Status</b> Burley 0% Henley Jouett Sutherland Walton	<b>Status</b> Burley 0% Henley Jouett Sutherland Walton
	<b>Adjustment</b> The first MAP testing	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> Tests were not administered due to conflict w the Spring SOL tests.	<b>Adjustment</b> Not administered.
<b>Short Term Outcome 2</b> (list the actual outcome/measure)  <b>Collect math and reading data for 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup> grade students and compare to national norms</b>  <i>Measure:</i>	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)
	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)
<b>Short Term Outcome 3</b> (list the actual outcome/measure)	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)	<b>Status</b> (what is the status of your measure?)

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<b>Evaluate MAP assessments as a Universal Screening Tool</b>  <i>Measure:</i>				
	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)	<b>Adjustment</b> (what, if any, adjustments have you made?)

## MEDIUM-TERM OUTCOMES

<b>Medium-Term Outcomes:</b> (indicators of the success or failure to meet the program goal)	<b>Cycle 1</b> Year 1 2010 – 2011	<b>Cycle 2</b> Year 2 2011 - 2012	<b>Cycle 3</b> Year 3 2012 - 2013	<b>Cycle 4</b> NA
<b>Intermediate Outcome 1</b> (list the actual long term outcome)  <b>Differentiate instruction for all students</b>  <i>Measure:</i>	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	ACT
	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	
<b>Intermediate Outcome 2</b> (list the actual long term outcome)  <b>Identify of students who were <u>not</u> meeting benchmarks</b>  <i>Measure:</i>	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	ACT
	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	

<b>Intermediate Outcome 3</b> (list the actual long term outcome)  <b>Inform intervention strategies for at-risk students in SBIT process</b>	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)		ACT
	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)		
<b>Intermediate Outcome 4</b> (list the actual long term outcome)  <b>Predict proficiency on high-stakes tests</b>  <i>Measure:</i>	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)		ACT
	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)		
<b>Intermediate Outcome 5</b> (list the actual long term outcome)  <b>Use growth data to make placement decisions</b>  <i>Measure:</i>	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)	<b>Status</b> (what is the status of your long term outcome?)		ACT
	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)	<b>Programmatic Decision</b> (adjust, adopt, or abandon?)		



# LONG-TERM OUTCOMES

<b>Long-Term Outcomes:</b> (a result of the program that was not specified prior to the start of the program and not related to one of the goals)	<b>Cycle 1</b> Year 2 2011 - 2012	<b>Cycle 2</b> Year 3 2012 - 2013	<b>Cycle 3</b> Year 6 2015 - 2016	<b>Cycle 4</b> Year 9 2018 - 2019
Outcome 1  <b>Utilize MAP tests as growth measures for math and reading</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>
	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)
Ultimate Outcome 2  <b>Build longitudinal data base to observe trends in student achievement</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>
	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)
Ultimate Outcome 3  <b>Evaluate program effectiveness</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>
	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)
Ultimate Outcome 4  <b>Evaluate student cohort(s) achievement</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>
	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)
Ultimate Outcome 5	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>

<b>Establish MAP assessments as a Universal Screening Tool</b>	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)
Ultimate Outcome 6  <b>Provide appropriate, instruction, based on proficiency predictions on high-stakes testing, for all students</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>	<b>Status</b>
	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)	<b>Action</b> (how will this be addressed?)

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# UNINTENDED OUTCOMES

<b>Unintended Outcomes:</b> (a result of the program that was not specified prior to the start of the program and not related to one of the goals)	<b>Cycle 1</b> (Dictated by program - may be quarterly, semi-annually, annually, etc.)	<b>Cycle 2</b> (Dictated by program - may be quarterly, semi-annually, annually, etc.)	<b>Cycle 3</b> (Dictated by program - may be quarterly, semi-annually, annually, etc.)	<b>Cycle 4</b> (Dictated by program - may be quarterly, semi-annually, annually, etc.)
<b>Unintended Outcome 1</b> (list the unintended outcome)	<b>Action</b> (how will this be addressed?)			
<b>Unintended Outcome 2</b> (list the unintended outcome)	<b>Action</b> (how will this be addressed?)			

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