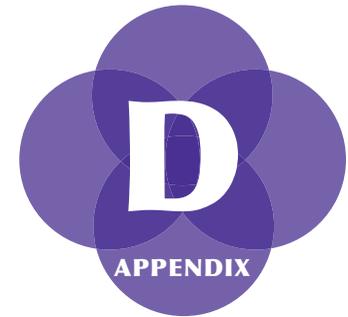


# MEASURING A PROGRAM OR PROCESS



To measure and improve programs and processes, start by making a list of the programs and processes that are being implemented, or intended to be implemented, at your school (Figure B4-1). After listing each program or process, determine if there are some programs that need to be merged, improved, added, or deleted, and note implications for the continuous school improvement plan for each program or process intended to be implemented, complete Figure D-1 to answer these questions.

- ◆ What is the purpose of the program or process?
- ◆ How will you know the intent is being met? (What are the outcomes?)
- ◆ Who is the program/process intended to serve?
- ◆ Who is being served? Who is not being served?
- ◆ What would it look like when the program/process is fully implemented?
- ◆ How is implementation being measured? (Should it be measured differently?)
- ◆ To what degree is the program being implemented?
- ◆ What are the results?

Attached is the Process Protocol for completing Figure D-1. (Figure D-2 is a completed example for RtI implemented in an elementary school, and Figure D-3 is an example for a secondary school.)

To answer the question, *What would the program or process look like if it was fully implemented?*, have your staff create a process flowchart. Process flowcharts show how the program or process is intended to be implemented and/or how it is being implemented now, which is helpful for improving program/process implementation. (See Appendix E, *Flowcharting a School Process*.)

**Purpose** The purpose of this activity is three-fold. To—

- ♦ design programs/processes with purpose, implementation, and evaluation in mind;
- ♦ implement programs/processes with integrity and fidelity; and
- ♦ establish the evaluation of programs to know if they are working or not working.

**Target Audience** School/School District Staff.

**Time** Two hours or more for each program.

**Materials** Self-stick notes (3x3 and 3x5), chart pad paper, and markers. Reserve a room with big blank walls for this activity. Computers and projectors, and copies of the *Measuring Programs and Processes* Table will work also.

### Process Protocol

- Step 1.** Before the day staff get together, have a small group make a list of all programs and processes used in the school to improve student learning, using the *School Processes Inventory*, Figure B4-1.
- Step 2.** Make notes of programs to add or delete and implications for the continuous school improvement plan.
- Step 3.** Using the *Measuring Processes and Programs* table, Figure D-1, assign one or more programs to groups of five or so staff members.
- Step 4.** For each program, have the groups lay out the intent/purpose of the program or process, and then brainstorm how you will know the intent is being met. Make sure all aspects of school life are included.
- Step 5.** Document who the program/process is intended to serve.
- Step 6.** Review data and document whom the program is serving and who the program is not serving.
- Step 7.** Use flowcharting tools, or other methods, to describe what each program would look like when fully implemented. (See *Flowcharting a School Process*, Appendix E.)
- Step 8.** Describe how the implementation *is* being measured and if it should be measured differently. (See *Monitoring Vision Implementation*, Appendix K, for suggestions in creating implementation measuring tools.)
- Step 9.** Measure the degree of implementation.
- Step 10.** Document results. This should be the follow-up of the items in the second column.
- Step 11.** Share small group work with staff.

### Comments to the Facilitator

The small group work could be done at times other than full staff meeting times. Then full staff meeting time can be used to share small group work.

Figure D-1  
MEASURING PROGRAMS AND PROCESSES

PURPOSE		PARTICIPANTS		IMPLEMENTATION			RESULTS
What is the purpose of the program or process?	How will you know the purpose is being met? (What are the outcomes?)	Who is the program/process intended to serve?	Who is being served? Who is not being served?	What will it look like when the program/process is fully implemented?	How is implementation being measured? (Should it be measured differently?)	To what degree is the program being implemented?	What are the results?
PROGRAM/PROCESS:							
NEXT STEPS:							

Figure D-2  
EXAMPLE: MEASURING RTI EFFECTIVENESS AT MARYLIN AVENUE ELEMENTARY SCHOOL

PURPOSE		PARTICIPANTS		IMPLEMENTATION		RESULTS
What is the purpose of the program or process?	How will you know the purpose is being met? (What are the outcomes?)	Who is the program/process intended to serve?	Who is being served? Who is not being served?	What would it look like when the program/process is fully implemented?	How is implementation being measured? (Should it be measured differently?)	What are the results?
<p>The intent of RTI at Marilyn Avenue is to:</p> <ul style="list-style-type: none"> <li>Implement, in every classroom, quality, research-based instruction and assessment strategies that address students' needs and differences, and are based on essential learning standards.</li> <li>Maximize all students' learning.</li> <li>Reduce behavior problems.</li> <li>Ensure that all students are primarily educated in the general education environment, with access to the general education content, materials, and expectations.</li> <li>Ensure the appropriate identification of students with special needs.</li> </ul>	<p>When RTI is implemented as intended, instructional coherence and a continuum of learning that makes sense for all students will be evident. What students learn in one grade level will build on what they learned in the previous grade level.</p> <p>Individual student achievement results will improve each year. All students will be proficient in all areas. No students will need to be retained.</p> <p>Progress monitoring and common formative assessments, conducted within the classroom setting, during the school day, will be utilized to identify struggling students and why they are struggling.</p> <p>Interventions matched to student needs will result in student learning increases for all students.</p> <p>Number of office referrals will be minimal.</p> <p>Students will not be placed in special education for the wrong reasons, such as teachers wanting students out of the classroom because of behavior or lack of learning response, poor test-taking skills, second language learning/English language proficiency levels not having received high-quality instruction or adequate interventions. Attendance will improve.</p>	<p>RTI is intended to serve all students within the general education environment.</p> <p>When a student has difficulty mastering specific skills, the classroom teacher will adjust instruction in order to assist that child's learning.</p> <p>Classroom teachers, with support from others, will provide intensive additional instruction in small groups for a specified period of time, and then one-on-one.</p>	<p>The California Standards Test (CST) will show which students are proficient and which students are not proficient.</p> <p>Progress monitoring students are and are not making progress, before, during, and after interventions.</p>	<p>When all teachers at Marilyn Avenue are implementing RTI as designed by staff, they will:</p> <ul style="list-style-type: none"> <li>Identify essential student learning standards, in their grade level teams.</li> <li>Create/adopt assessments of the standards, in their grade level teams.</li> <li>Administer agreed-upon assessments in their classrooms to understand what students know and do not know in order to focus their instructional strategies to meet the needs of all students.</li> <li>Provide instruction adjusted to student needs.</li> <li>Assess students every three weeks.</li> <li>Review assessment results with grade level team members.</li> <li>Provide additional instruction and interventions for the students who are not proficient.</li> <li>Provide regular grade level instruction to all students.</li> <li>Only identify students for special education when insufficient progress has been demonstrated.</li> <li>Ensure that students who are proficient continue to grow.</li> </ul>	<p>The degree to which teachers are implementing RTI is being measured through the classroom observation tool, and through the results of common formative assessments. These measures are discussed in grade level meetings.</p> <p>Classroom observations show that teachers are implementing the components of RTI.</p> <p>Data are used with the RTI flowcharts to understand if the system is working as intended.</p>	<p>CST results show there is instructional coherence in the school in some subjects.</p> <p>Most students are making the equivalent of one year's growth, or better, on state proficiency tests.</p> <p>There is a reduction of retentions.</p> <p>The percentage of the school population identified for special education services has decreased and does not exceed state or national averages.</p> <p>Students, teachers, and parents feel that students can do the work and that they are preparing them for the future.</p> <p>Student absences were down this year.</p> <p>Teacher morale is good, but lower in 2010.</p> <p>Staff and parents feel the school has a good public image.</p> <p>Teachers are better at meeting needs of the lowest performing students, as measured by progress monitoring assessments.</p>

**Figure D-3**  
**EXAMPLE: SOMEWHERE SCHOOL TEACHERS USING DATA TO IMPROVE TEACHING AND LEARNING**

PURPOSE		PARTICIPANTS	IMPLEMENTATION	How is implementation being measured?	RESULTS
<p><i>What is the purpose of the program or process?</i></p> <p>The purpose of teachers using data is to use multiple measures of student assessment data to continuously improve teaching and learning. Teachers, in collaborative teams, review student learning data and support each other's teaching to ensure that all students are learning. Teachers follow the cycle of trying new strategies and reflecting on results.</p>	<p><i>Who is the program/process intended to serve?</i></p> <p>Using <i>Data</i> is for all teachers so they may make a positive impact on the learning of all students.</p> <p><b>Who is being served? Who is not being served?</b></p> <p>According to our results, not all students are being served. The students not being served are those who are not meeting grade level standards.</p>	<p><i>Who will you know the purpose is being met? (What are the outcomes?)</i></p> <p>When the purpose for <i>Using Data</i> is met:</p> <ul style="list-style-type: none"> <li>all students will show learning growth on meeting standards;</li> <li>teachers will adjust their instruction to meet the needs of students who are not meeting standards and challenging those who do;</li> <li>attendance and behavior will improve because students' needs are being met, and they want to be at school;</li> <li>teachers will work collaboratively to help all students, not just the students in their own classroom;</li> <li>teachers and students feel that they belong to the school, that students are challenged, and that the school is helping to prepare students for the 21st Century;</li> <li>teachers feel that they know how to teach to standards, regardless of where students are on the proficiency scale.</li> </ul> <p>When <i>Using Data</i> is implemented as intended, there will be a continuum of learning that makes sense for all students. There will be instructional coherence in every subject area.</p>	<p><i>What would it look like when the program/process is fully implemented?</i></p> <p>When teachers are working collaboratively to <i>Use Data</i> to improve teaching and learning, they will, together, determine—</p> <ul style="list-style-type: none"> <li>what concepts and skills students need to know and be able to do, and when.</li> <li>how they will know that students know these concepts and skills.</li> <li>a timeline for giving assessments during the year.</li> <li>which instructional strategies will make a difference.</li> <li>a plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.</li> <li>times, strategies, and roles and responsibilities for grade-level/subject-area work during the year.</li> </ul> <p>At the beginning of the year, semester, unit, teachers administer post-assessments as pre-assessments. In addition, they—</p> <ul style="list-style-type: none"> <li>monitor student progress throughout the course of the unit.</li> <li>review results with team members.</li> <li>determine how to support students who are not proficient, and students who are proficient in specific skills.</li> <li>review/update curriculum maps.</li> </ul> <p>At predetermined times, teachers will review student learning progress across grade levels to ensure instructional coherence.</p>	<p><i>How is implementation being measured?</i></p> <p>Teachers will create a monitoring tool to support the implementation of these strategies. Teachers are held accountable to implementing standards and teaching every student, through classroom observations. Administrators monitor and encourage the implementation of the <i>Using Data</i> structure and strategies throughout the school.</p> <p><b>To what degree is the program being implemented?</b></p> <p>All teachers are a part of a <i>Using Data</i> team and participate fully in all strategies.</p>	<p><i>What are the results?</i></p> <p>Results show that teachers are assessing student growth in all subject areas, sharing the challenges of teaching with each other, implementing new strategies to meet the needs of all students, and supporting each other in meeting the needs of all students. End of year achievement results show that all students are making at least a year's growth. Teacher morale is high because teachers feel excited about being able to predict and prevent failure with their actions.</p>
<p><b>NEXT STEPS:</b></p> <p>This school needs to ensure that:</p> <ul style="list-style-type: none"> <li>appropriate formative assessments are being used in every subject area and every grade level.</li> <li>leadership is following through with monitoring and observations of the intent of the <i>Using Data</i> structure.</li> <li>instructional coherence is being monitored throughout the year.</li> </ul>					