

# **Planning and Evaluation Tool for Effective Schoolwide Reading Programs\***

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## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

School: \_\_\_\_\_

Position (check one):

\_\_\_\_\_ Administrator

\_\_\_\_\_ Teacher

\_\_\_\_\_ Paraprofessional/Educational Assistant

Grades Taught (if applicable):

\_\_\_\_\_ Kindergarten

\_\_\_\_\_ First

\_\_\_\_\_ Second

\_\_\_\_\_ Third

Years of Teaching Experience: \_\_\_\_\_

Years at Present School: \_\_\_\_\_

### Directions

Based on your knowledge of your school's reading program (e.g., goals, materials, allocated time), please use the following evaluation criteria to rate your impressions of the reading program's implementation.

Each item has a value of 0-2. Please note that some items are designated with a factor, (e.g., x 2). Items with this designation are considered more important in the overall reading program. Multiply your rating by the number in parentheses and record that number in the blank to the left of the item.

In the right-hand column of the table, document evidence available to support your rating for each item.

### Levels of Implementation Description

0 = Not in place

1 = Partially in place

2 = Fully in place

## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

### Internal/External Auditing Form

0
1
2

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Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<b>I. <u>Goals, Objectives, Priorities</u></b> – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
<u>Goals and Objectives:</u>  _____ 1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	
_____ 2. are articulated across grade levels.	
_____ 3. are prioritized and dedicated to the big ideas (most important skills/strategies) in reading (x 2).	
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).	
_____ 5. are commonly understood and consistently used by teachers and administration within and between grades to evaluate and communicate student learning and improve practice.	

\_\_\_\_\_ /14 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

7 = 50%

11 = 80%

14 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p><b>II. <u>Assessment</u></b> – Instruments and procedures for assessing reading achievement are clearly specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.</p>	
<p><u>Assesment</u>:</p> <p>_____ 1. A schoolwide assessment system and database is established and maintained for documenting student performance and monitoring progress. (x 2)</p>	
<p>_____ 2. Measures assess student performance on prioritized goals and objectives.</p>	
<p>_____ 3. Measures have established technical adequacy (i.e., reliability and validity).</p>	
<p>_____ 4. All users receive training and followup on measurement administration, scoring, and data interpretation.</p>	
<p>_____ 5. At the beginning of the year, measures identify students' level of performance and are used to determine instructional needs.</p>	
<p>_____ 6. Measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).</p>	

**II. Assessment** continued

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>_____7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction. (x 2)</p>	
<p>_____8. The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.</p>	

\_\_\_\_\_ /20 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

**10 = 50%**

**16 = 80%**

**20 = 100%**

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<b>III. <u>Instructional Programs and Materials</u></b> - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____1. A core instructional program with documented research-based efficacy is adopted and implemented school wide. (x 3)	
_____2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., big ideas). (x 2)	
_____3. The instructional materials and program align with and support state standards.	
_____4. Programs of documented efficacy are in place to support students who do not benefit adequately from the core program. (x 2)	
_____5. A validated process based on scientifically-based criteria is used to select instructional materials.	
_____6. Programs and materials are implemented with a high level of fidelity. (x 2)	

\_\_\_\_\_ /22 Total Points      \_\_\_\_\_%

**Percent of Implementation:**

11 = 50%

18 = 80%

22 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<b>IV. <u>Instructional Time</u></b> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
_____ 1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of the time.	
_____ 2. Reading time is prioritized and protected from interruption. (x 2)	
_____ 3. Instructional time and practice are allocated to skills most highly correlated with reading success (i.e., big ideas).	
_____ 4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily. (x 2)	
_____ 5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

\_\_\_\_\_ /14 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

7 = 50%

11 = 80%

14 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p><b>V. <u>Differentiated Instruction/Grouping/Scheduling</u></b> - Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.</p>	
<p>_____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.</p>	
<p>_____ 2. Instruction is provided in flexible homogeneous groupings to maximize student performance.</p>	
<p>_____ 3. Tutoring is used judiciously to supplement (not supplant) explicit teacher-directed instruction.</p>	
<p>_____ 4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).</p>	
<p>_____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.</p>	

\_\_\_\_\_ /10 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

5 = 50%

8 = 80%

10 = 100%

0
1
2

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Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<b>VI. Administration/Organization/Communication</b> - Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	
_____ 1. Administrators are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	
_____ 2. Administrators work with staff to create a coherent plan for reading instruction and institute practices to attain school reading goals.	
_____ 3. Administrators maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	
_____ 4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	
_____ 5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	
_____ 6. A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders is in place.	

\_\_\_\_\_ /12 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

6 = 50%

10 = 80%

12 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<b>VII. <u>Professional Development</u></b> - Adequate and ongoing professional development is available to support reading achievement.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional priorities and effective practices.	
_____ 2. Ongoing staff development is established to support teachers and instructional staff in the assessment and instruction of instructional priorities.	
_____ 3. Time is allocated for educators to analyze, plan, and refine instruction.	
_____ 4. Staff development efforts are explicitly linked to scientifically validated programs and practices.	

\_\_\_\_\_ /8 Total Points      \_\_\_\_\_ %

**Percent of Implementation:**

**4 = 50%**

**6.5 = 80%**

**8 = 100%**

## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

### Individual Summary Score

**Directions:** Return to each element (e.g., goals; assessment) and total the scores at the bottom of the respective page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in that element.

Element	Score	Percent
I. Goals/Objectives/Priorities	/14	
II. Assessment	/20	
III. Instructional Practices and Materials	/22	
IV. Instructional Time	/14	
V. Differentiated Instruction/Grouping	/10	
VI. Administration/Organization/Communication	/12	
VII. Professional Development	/8	
<b>Total Score</b>	<b>/100</b>	

## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

### School Summary Score

**Calculating Average Schoolwide Element Scores:** Enter each individual's score by element on the following table. Sum down each column and divide by the number of participants to achieve an average school score for each element.

Calculate the proportion of total points for each element by dividing the average element score by the total possible points. This will provide the percentage of total points earned for each element.

**Calculating Average Schoolwide Overall Scores:** Enter the total scores of each individual in the designated space. Sum across the Total row and divide by the number of participants to achieve an average overall score for the school.

## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

### Average Schoolwide Overall Scores

	Name	Goals <b>I</b>	Assess- ment <b>II</b>	Instr. Prac. <b>III</b>	Instr. Time <b>IV</b>	Grouping <b>V</b>	Admin. <b>VI</b>	Prof. Dev. <b>VII</b>
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
<b>Total</b>								
<b>Mean</b>								
<b>Points Possible</b>		<b>14</b>	<b>20</b>	<b>22</b>	<b>14</b>	<b>10</b>	<b>12</b>	<b>8</b>
<b>Percentage of Total Points</b>								



## Planning and Evaluation Tool for Effective Schoolwide Reading Programs

### Prioritization and Action

Based on the previous listing of areas to improve, rank order three areas. The areas may include one element or items from several different elements.

Priority #1

Action Plan

Who & Date

Priority #2

Action Plan

Who & Date

Priority #3

Action Plan

Who & Date

### Support Team Members and Schedule

Identify the date, time, and place for the next schoolwide reading meeting.