SIX BASIC STEPS OF PROGRAM EVALUATION from Hanover Research

PROGRAM NAME: Personalized Learning
Responsible Staff Member(s): Dana Monogue, Assistant Superintendent for Teaching and Learning
Chris Thompson, Chief Information Officer
Emily Greiber, Director of Data, Assessment and Continuous Improvement

STEP 1: WHAT PROGRAM OR INITIATIVE ARE YOU PLANNING TO EVALUATE?

Provide a brief description: Beginning January 2013, the "UnCommittee" process was initiated. Aimed at spurring innovation and risk-taking in system through a strategic and focused approach to personalized learning for students and teachers, a group of K-12 educators, recommended by principals, gathered to move through a series of professional learning activities that resulted in the development and deployment of 17 personalized learning, classroom-specific innovation projects. The first wave of UnCommittee projects were launched in September of 2013. Th second cohort of UnCommittee teachers convened in January of 2014 and followed the same learning experiences focused on understanding th principles of personalized learning and how to apply them to our Elmbrook context. Again, a variety of K-12 innovation proposals were develope and implemented in the fall of 2014. At present, there are more than 70 district classrooms involved in these projects, impacting more than 100 students.

WHAT ARE THE SELECTION CRITERIA FOR PARTICIPATION?
For UnCommittee Cohorts #1 and #2, participation was voluntary, vetted through building principals. (see UnCommittee applications materials f more detailed information (UnCommittee Proposal Details).

ARE THERE ANY POTENTIALLY CONFOUNDING VARIABLES?
There are a many potentially confounding variables that must be considered when evaluating the overall impact of the UnCommittee process.

- Approaches to personalized learning, though perhaps concentrated and accelerated within these classrooms, are present in many others throughout our district. Many Elmbrook teachers have engaged in their own learning on the topic of personalized learning and are implementing these strategies in their classroom instruction. Isolating the impact of specific learning or instructional strategies will be nearly impossible.
- Individual school building context: Every school in our district has its own unique climate and culture. Each school has selected foci for continuous improvement efforts. Each school is led by a leader or leadership team with unique past experiences and current interests ar passions. While a focus on personalized learning is quickly becoming a major district priority, each school is currently on its own journey in this work. Some schools are beginning "on third base" while others are just stepping up to the plate. We have purposely allowed this effort to play out in all of our schools in a differentiated manner to respect readiness, interest and capacity.

STEP 2: WHAT IS THE PURPOSE OF THE SUMMARY REPORT?

Explain why the program is being evaluated and the overarching goals of the evaluation:

WILL THE PROGRAM REQUIRE FORMATIVE AND/OR SUMMATIVE EVALUATIONS?

Yes, this movement requires both formative and summative evaluation. Formatively, UnCommittee teachers are gathered throughout the schoo year to discuss successes, frustrations, progress monitoring strategies and resource needs. Fall to Winter MAP results, in classrooms where applicable, are reviewed to identify support needs for both teachers and students. UnCommittee teachers, within the context of their respective classrooms, formatively assess students' academic performance, engagement and satisfaction.

Summatively, the following measures are used to assess impact:

- MAP
- Smarter-Balanced Assessment
- WKCE
- Teachers' College Reading Assessment
- Common Summative Final Assessments
- End-of-Year Student Engagement and Satisfaction Surveys
- End-of-Year Parent Engagement and Satisfaction Surveys
- End-of-Year Teacher Engagement and Satisfaction Surveys

WHAT OUTCOMES WILL BE MEASURED?

- Academic attainment in reading and math
- Academic growth in reading and math
- End-of-secondary course academic attainment
- Student engagement
- Student satisfaction
- Parent engagement
- Parent satisfaction
- Teacher engagement
- Teacher satisfaction

STEP 3: WHO WILL USE THE SUMMARY REPORT? HOW WILL THEY USE IT?

Table 1: Audience and Use of Summary Report

Who will use the evaluation? (Audience)	How will they use it?
Students	• Inform individual goal development • Deepen classroom engagement • Foster proprioception • Foster self-advocacy • Foster learner independence and perseverance
District-Level Administrators	• Determine potentially scalable instructional approaches • Prioritize resource allocation • Prioritize coaching and support systems for teachers and principals • Inform principal evaluation • Monitor student achievement and engagement metrics • Foster inclusive practices
Principals and school-based leadership teams	• Determine potentially scalable instructional approaches • Prioritize resource allocation • Prioritize coaching and support systems for teachers • Inform teacher evaluation • Monitor student achievement and engagement metrics • Foster inclusive practices
UnCommittee Classroom teachers	• Enhance individual reflection and refinement of approaches to classroom assessment and instruction • Foster individualized, differentiated and personalized instruction for students • Foster inclusive practices • Inform PLC work
School Board Members	• Determine potentially scalable instructional approaches

	• Prioritize resource allocation • Inform policy revision • Monitor student achievement and engagement metrics • Foster inclusive practices
Parents	• Deepen connection to classroom activities • Foster engagement in the student's learning process • Foster learner independence and perseverance • Strengthen school-home communication

STEP 4: WHAT KEY RESEARCH QUESTIONS WILL THE SUMMARY REPORT SEEK TO ANSWER?

List succinctly in order of priority. These questions will be expanded upon in Step 6.

1. Does this strategic approach to personalized learning have a positive impact on student academic attainment?
2. Does this strategic approach to personalized learning have a positive impact on student academic growth?
3. Does this strategic approach to personalized learning have a positive impact on student engagement and satisfaction?
4.Does this strategic approach to personalized learning have a positive impact on parent engagement and satisfaction?
5.Does this strategic approach to personalized learning have a positive impact on teacher engagement and satisfaction?

STEP 5: WHEN IS THE EVALUATION NEEDED?

List a general timeframe and/or dates of any key meetings or presentations, if known.

UnCommittee PLC Meetings:

The Institute at CESA #1 Activities:

TLC Board Meeting Reporting and Accountability Framework Presentations: December 16, 2014; June 9, 2015.

Once steps **1-5** have been completed, the staff responsible for planning the evaluation may need to work with other divisions and/or external partners to complete the remaining steps of the planning process.

STEP 6A: WHAT RESOURCES WILL BE REQUIRED TO ANSWER THE KEY RESEARCH QUESTIONS?

Fill out the tables below for each individual research question, creating additional copies of the table as needed. Use as many rows as needed t describe each resource and/or data point that will be used. ***Where appropriate and applicable, please include at least three years of trend data information and/or benchmark district comparison data.***

RESEARCH Q. #1: Does this strategic approach to personalized learning have a positive impact on student academic attainment?

Information Needed to Answer	**Source of Information**	**Analysis Required***	**Goals and Outcomes of Analysis**	**Staff Responsibilities**	**Potential Challenges**
Academic attainment in reading	K-8 MAP K-8 TC ASPIRE SBA	Academic attainment of all Elmbrook Students, Academic attainment of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goal #1 District Goal #2 Vitals: 1, 2, 6, 7, 14	MAP, TC and ASPIRE administration and data collection; Analysis at both the district and school levels	Fidelity to DMR process Fidelity to A3 process Gaining a full understanding of SBA Data - “clean” and accurate Untangling causation, correlation and confounding variables
Academic attainment in mathematics	K-8 MAP ASPIRE SBA	Academic attainment of all Elmbrook Students, Academic attainment of sub-group populations	District Goals #1, #2 Vitals: 1,2,5,6,7, 14	MAP and ASPIRE administration; Analysis at both the district and school levels.	Fidelity to DMR process Fidelity to A3 process

		Comparisons between UnCommittee and non-UnCommittee classrooms			Gaining a full understanding of SBA Data - “clean” and accurate Untangling causation, correlation and confounding variables
Academic attainment in social studies	WKCE Common Summative Assessments ASPIRE	Academic attainment of all Elmbrook Students, Academic attainment of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goals #1, #2 Vitals: 1, 7, 14	WKCE and ASPIRE administration; Analysis at both the district and school levels; Ensuring common assessment components (UbD syllabi, proficiency rubrics, quality assessment experiences aligned to syllabi) are completed and of high quality.	Fidelity to DMR process Fidelity to A3 process Data - “clean” and accurate Untangling causation, correlation and confounding variables
Academic attainment in science	WKCE Common Summative Assessments ASPIRE	Academic attainment of all Elmbrook Students,	District Goals #1, #2 Vitals: 1, 7, 14	WKCE and ASPIRE administration;	Fidelity to DMR process Fidelity to A3 process

		Academic attainment of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms		Analysis at both the district and school levels; Ensuring common assessment components (UbD syllabi, proficiency rubrics, quality assessment experiences aligned to syllabi) are completed and of high quality.	Data - “clean” and accurate Untangling causation, correlation and confounding variables

RESEARCH Q. #2: Does this strategic approach to personalized learning have a positive impact on student academic growth?

Information Needed to Answer	**Source of Information**	**Analysis Required***	**Goals and Outcomes of Analysis**	**Staff Responsibilities**	**Potential Challenges**
Academic growth reading	MAP TC SBA ASPIRE	Academic growth of all Elmbrook Students Academic growth of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goals #1, #2 Vitals: 1, 3, 6, 14	MAP, TC, SBA and ASPIRE administration; Analysis at both the district and school levels.	Fidelity to DMR process Fidelity to A3 process Gaining a full understanding of SBA Data - “clean” and accurate Untangling causation, correlation and

					confounding variables
Academic growth in math	MAP SBA ASPIRE	Academic growth of all Elmbrook Students Academic growth of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goals #1, #2 Vitals: 1, 4, 5, 6, 14	MAP, SBA and ASPIRE administration; Analysis at both the district and school levels.	Fidelity to DMR process Fidelity to A3 process Gaining a full understanding of SBA Data - “clean” and accurate Untangling causation, correlation and confounding variables
Academic growth in social studies	WKCE ASPIRE	Academic growth of all Elmbrook Students Academic growth of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goals #1, #2 Vitals: 1, 6, 14	WKCE and ASPIRE administration; Analysis at both the district and school levels.	Fidelity to DMR process Fidelity to A3 process Data - “clean” and accurate Untangling causation, correlation and confounding variables

Academic growth in science	WKCE ASPIRE	Academic growth of all Elmbrook Students Academic growth of sub-group populations Comparisons between UnCommittee and non-UnCommittee classrooms	District Goals #1, #2 Vitals: 1, 6, 14	WKCE and ASPIRE administration; Analysis at both the district and school levels.	Fidelity to DMR process Fidelity to A3 process Data - “clean” and accurate Untangling causation, correlation and confounding variables

RESEARCH Q. #3: Does this strategic approach to personalized learning have a positive impact on student engagement and satisfaction?

Information Needed to Answer	**Source of Information**	**Analysis Required***	**Goals and Outcomes of Analysis**	**Staff Responsibilities**	**Potential Challenges**
Student engagement in their learning	Student survey	Specific questions embedded in the annual student survey aligned to engagement Comparisons between UnCommittee and non-UnCommittee classrooms Resident enrollment trends	Vitals: 8, 12, 13	Student survey administration; Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	Achieving 100% survey participation Untangling causation, correlation and confounding variables

		Resident market-share trends			
Student satisfaction with their school experience	Student survey	Specific questions embedded in the annual student survey aligned to satisfaction Comparisons between UnCommittee and non-UnCommittee classrooms Resident enrollment trends Resident market-share trends	Vitals: 12, 13	Student survey administration; Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	Achieving 100% survey participation Untangling causation, correlation and confounding variables

RESEARCH Q. #4: Does this strategic approach to personalized learning have a positive impact on parent engagement and satisfaction?

Information Needed to Answer	Source of Information	Analysis Required*	Goals and Outcomes of Analysis	Staff Responsibilities	Potential Challenges
Parent engagement in their child's learning	Parent survey	Specific questions embedded in the annual student survey aligned to engagement Comparisons between	Vitals: 12, 13	Parent survey administration;	Achieving 100% survey participation Untangling causation,

		UnCommittee and non-UnCommittee classrooms Resident enrollment trends Resident market-share trends		Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	correlation and confounding variables
Parent satisfaction with their school experience	Student survey	Specific questions embedded in the annual student survey aligned to satisfaction Comparisons between UnCommittee and non-UnCommittee classrooms Resident enrollment trends Resident market-share trends	Vitals: 12, 13	Parent survey administration; Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	Achieving 100% survey participation Untangling causation, correlation and confounding variables

RESEARCH Q. #5: Does this strategic approach to personalized learning have a positive impact on teacher engagement and satisfaction?

Information Needed to Answer	Source of Information	Analysis Required*	Goals and Outcomes of Analysis	Staff Responsibilities	Potential Challenges

Teacher engagement in their work	Staff survey	Specific questions embedded in the annual staff survey aligned to engagement Comparisons between UnCommittee and non-UnCommittee classrooms Resident enrollment trends Resident market-share trends	Vitals: 9, 10	Staff survey administration; Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	Achieving 100% survey participation Untangling causation, correlation and confounding variables
Teacher satisfaction with the district	Staff survey	Specific questions embedded in the annual staff survey aligned to satisfaction Comparisons between UnCommittee and non-UnCommittee classrooms Resident enrollment trends Resident market-share trends	Vitals: 9, 10	Staff survey administration; Analysis at both the district and school levels. Enrollment and market-share data and trend analysis.	Achieving 100% survey participation Untangling causation, correlation and confounding variables

*Relevant Data will include most recent information as well as targets, trends, and comparisons where available

Data to support the research questions and associated goals and analyses:

ACT

ACT Data	Elmbrook		
	2011-12	2012-13	2013-14
% Participation	85.0%	88.3%	86.2%
Composite Score	25.4	24.9	25.0
English			
Average Score	25.3	24.7	24.8
% College Ready	91.1	89.6	90.4
Math			
Average Score	25.5	24.7	24.7
% College Ready	80.0	74.0	71.8
Reading			
Average Score	25.5	25.2	25.2
% College Ready	80.0	70.2	70.5
Science			
Average Score	24.9	24.7	24.6
% College Ready	60.3	68.5	66.0

Benchmark District ACT Data

ACT Reading			
Average Score	2011-12	2012-13	2013-14
Elmbrook	25.5	25.2	25.2
Arrowhead	24.9	24.3	24.4
Cedarburg	25.6	24.9	25.3
Hamilton	23.5	23.3	23.7
Kettle Moraine	23.8	23.5	23.1
Mequon Thiensville	25.0	25.1	26.2
Middleton-Cross Plains	25.5	25.4	25.3
Mukwonago	23.8	23.8	23.9
New Berlin	24.1	23.9	23.8
Pewaukee	23.4	23.1	24.5
Shorewood	25.1	25.1	25.0
Whitefish Bay	25.9	26.1	26.6

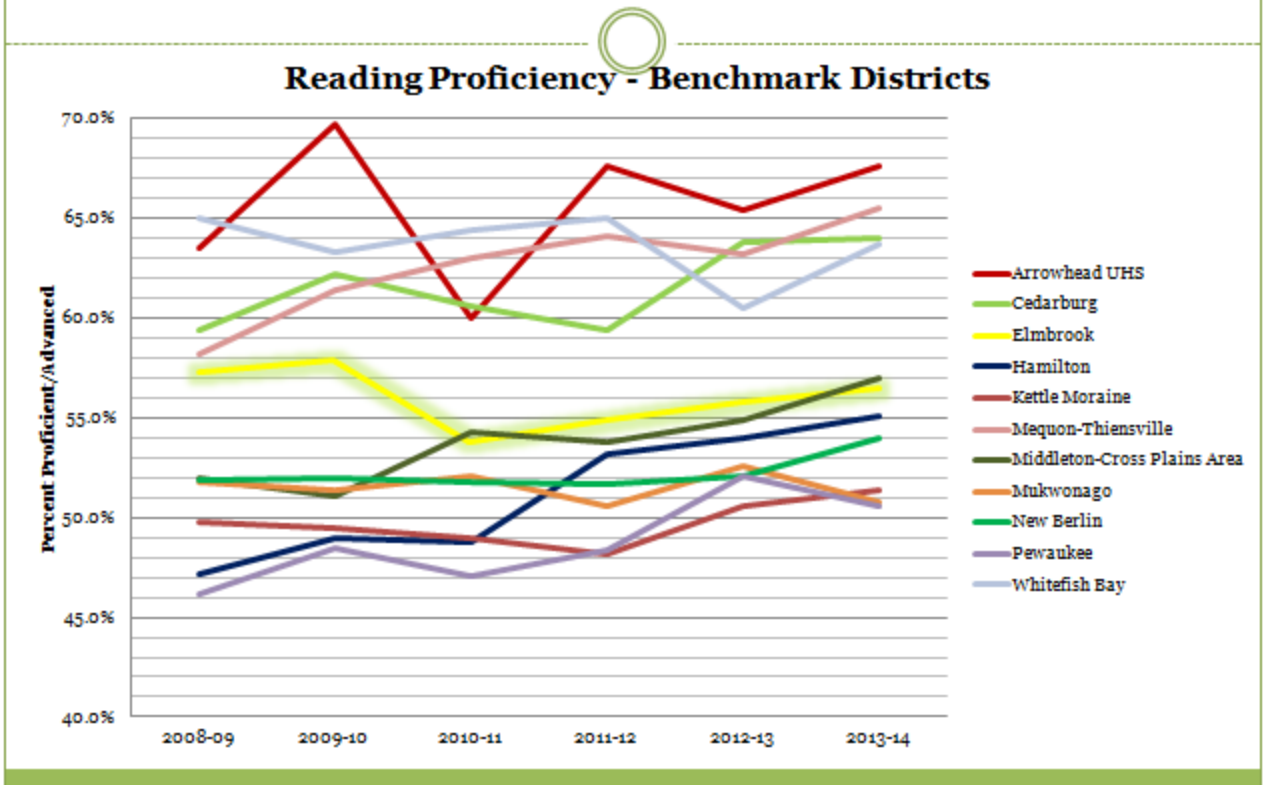
ACT Science			
Average Score	2011-12	2012-13	2013-14
Elmbrook	24.9	24.7	24.6
Arrowhead	24.7	24.5	24.6
Cedarburg	24.7	24.6	25.2
Hamilton	23.6	23.7	24.0
Kettle Moraine	24.0	23.7	23.3
Mequon Thiensville	24.4	24.7	25.5
Middleton-Cross Plains	25.2	25.2	25.0
Mukwonago	23.3	23.5	23.8
New Berlin	24.4	24.2	25.0
Pewaukee	23.6	23.7	24.5
Shorewood	24.2	24.4	24.2
Whitefish Bay	24.7	25.3	26.0

WKCE

Aggregate Reading Proficiency - Trend

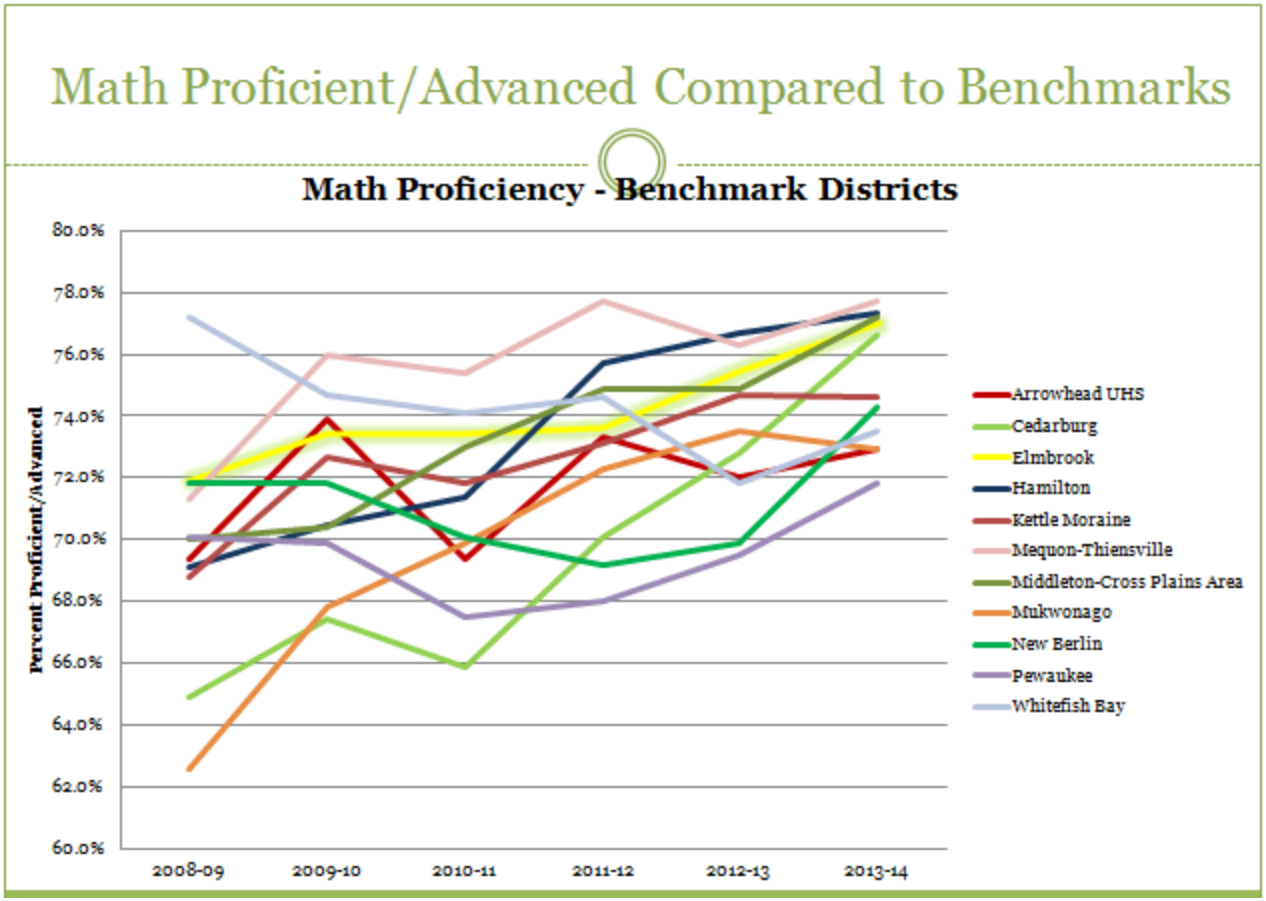
% of Students	2009-10	2010-11	2011-12	2012-13	2013-14	13-14 Target
Proficient & Advanced	**57.7**	**53.7**	**54.7**	**55.8**	**56.4**	**58.8**
Advanced	13.9	10.2	12.3	11.5	13.2	
Proficient	43.8	43.5	42.4	44.3	43.2	
Basic	31.3	33.9	33.7	33.5	32.4	
Minimal	10.8	12.1	11.5	10.4	11.0	

Reading Proficient/Advanced Compared to Benchmarks



Aggregate Math Proficiency - Trend

% of Students	2009-10	2010-11	2011-12	2012-13	2013-14	13-14 Target
Proficient & Advanced	**73.3**	**73.2**	**73.5**	**75.3**	**76.9**	**75.5**
Advanced	26.8	25.1	27.7	30.4	31.4	
Proficient	46.5	48.1	45.8	44.9	45.5	
Basic	22.3	22.0	22.3	20.6	19.2	
Minimal	4.3	4.5	4.1	4.0	3.7	



MAP Proficiency and Growth

Aggregate Reading Proficiency - Trend

% of Students Proficient	2010-11	2011-12	2012-13	2013-14	13-14 Target
District	**58.0**	**49.9**	**60.4**	**64.7**	**64.4**
Brook El	59.2	58.4	67.3	68.6	69.3
Burleigh	58.3	56.5	59.1	59.0	61.1
Dixon	56.5	52.4	52.6	63.5	54.2
Swanson	64.5	57.8	58.5	64.4	62.5
Tonawanda	56.7	54.0	63.9	68.0	68.0
PPMS	56.1	51.5	60.5	65.0	64.5
WHMS	54.4	35.3	60.4	65.7	64.4

Aggregate Reading Growth - Trend

% of Students who Met Growth Target	2010-11	2011-12	2012-13	2013-14	13-14 Target
District	**55**	**57**	**61**	**66.3**	**65**
Brook El	51.1	61.6	72.7	72.3	76.7
Burleigh	58.6	57.0	65.0	64.9	69.0
Dixon	57.0	56.0	60.3	65.0	64.3
Swanson	53.7	57.5	60.6	65.7	64.6
Tonawanda	52.2	55.5	64.3	73.4	68.0
PPMS	53.9	48.2	63.0	65.5	67.0
WHMS	52.3	59.7	54.6	62.4	60.6

Aggregate Math Proficiency - Trend

% of Students Proficient	2010-11	2011-12	2012-13	2013-14	13-14 Target
District	**81.0**	**77.6**	**80.9**	**83.8**	**82.9**
Brook El	85.7	78.8	87.9	88.6	89.9
Burleigh	82.2	78.3	82.2	83.7	84.2
Dixon	85.6	79.6	82.8	88.7	84.8
Swanson	82.0	76.8	80.8	86.5	82.8
Tonawanda	81.6	79.2	83.1	88.9	86.0
PPMS	81.1	77.1	77.5	79.0	79.5
WHMS	74.5	74.8	76.5	78.8	80.5

Aggregate Math Growth - Trend

% of Students who Met Growth Target	2010-11	2011-12	2012-13	2013-14	13-14 Target
District	**58**	**68**	**71**	**76.9**	**75**
Brook El	57.4	63.6	83.1	88.4	88.1
Burleigh	66.5	60.2	78.0	79.8	80.0
Dixon	56.7	73.5	76.2	87.4	78.2
Swanson	64.3	68.5	79.6	81.6	81.6
Tonawanda	60.2	65.3	77.5	85.3	80.0
PPMS	64.9	72.1	63.0	63.7	67.0
WHMS	50.4	67.1	57.4	67.6	63.4

Objective	Vital	2010-2011	2011-2012	2012-2013	2013-2014	2014-15 Target
Great Place to Learn	Students competitively college and career ready	25.2	25.4	24.9	25.0	**24.0**
	Students reading at or above grade level K-3	N/A	N/A	*61.5%*	85.2%	**87.2%**
	Students demonstrating expected growth in reading grades K-8	*55%*	57%	61%	66%	**70%**
	Students demonstrating expected growth in math grades K-8	*58%*	68%	71%	77%	**79%**
	Students earning a "B" or higher in Algebra 2 by the end of 10th grade	*29.2%*	33.4%	34.4%	37.1%	**41.1%**
	Students achieving college and career readiness benchmarks	54%	56%	54%	52%	**50%**
	Students successfully complete one or more extended course opportunities.	*42.9%*	47.7%	49.1%	52.0%	**56.1%**
	Students are engaged in a learning environment geared to their personal needs.	N/A	N/A	N/A	*78%*	**80%**

STEP 6B: WHAT STAGES ARE REQUIRED FOR THIS EVALUATION? WHO WILL BE RESPONSIBLE FOR EACH STAGE? WHEN WILL EACH STAGE BE COMPLETED?

Use the table below to answer each question.

Stage	Staff Responsible	Timeframe
Quarter 1 - classroom set up, setting the stage, formative assessments	UnCommittee teachers, building principals	Quarter 1
Quarter 2 -		

Strategy Map	Source	Metric Description	Year to Begin
Great Place to Learn	NETS and Clarity Assessment		
Great Place to Learn	MAP Proficiency	% of students demonstrating MAP proficiency per test window compared to: ● Same Cohort Prior Year to Current Year ● UnCommittee and Traditional	2014
Great Place to Learn	MAP Growth	% of students meeting MAP growth target per test window compared to: ● Same Cohort Prior Year to Current Year ● UnCommittee and Traditional	2013
Great Place to Learn	Student Engagement Survey ● The work I do at school challenges me to think ● I make choices about what I learn and how I learn at school ● My teachers work with me to make sure that my learning is on track ● I am provided opportunities to give feedback about my learning to my teachers.	% of students who agree/strongly agree ● Same Cohort Prior Year to Current Year ● UnCommittee and Traditional	2014
Great Place to Learn	TC Grade Level Readers	% of students who hit grade level benchmark per test window compared to: ● Same Cohort Prior Year to Current Year ● UnCommittee and Traditional	2014
Great Place to Learn	Algebra Readiness	7th Grade Spring MAP Math Score of 235+ 8th Grade Algebra Students ● % UnCommittee compared to % Traditional	
Great Place to Work	Staff Engagement Survey	% of staff… ?? ● UnCommittee and Traditional	

Great School District	Strategic Partnerships	# of Partnerships developed regarding UnCommittee	