

Planning and Evaluation Tool for Effective School-wide Mathematics Programs (PET-M)

Adapted by Danielle Seabold, Kalamazoo RESA, from:

Kame'enui, E. & Simmons, D. (2003). Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R). Institute for the Development of Educational Achievement, College of Education, University of Oregon.

which was based on:

Sugai, G., Horner, R., & Todd, A. (2000). Effective behavior support: Self-assessment survey. Eugene, OR: University of Oregon.

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School: _____ Date: _____

Position (check one):

- Administrator
- Teacher
- Parapro/Educational Assistant
- Grade Level Team

Current Grade(s) Taught (if applicable):

- Kindergarten First Second
- Third Fourth Fifth

Years of Teaching Experience: _____ Years at Present School: _____

Directions

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

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). 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 math 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

Internal/External Auditing Form

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
I. Goals, Objectives, Priorities – Goals for math 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 mathematics.	
<u>Goals and Objectives:</u> ____ 1. are clearly defined and quantifiable at each grade level.	
____ 2. are articulated across grade levels.	
____ 3. are prioritized and dedicated to the essential elements in mathematics: <ul style="list-style-type: none"> • K-5 number sense and operations; • 3-5 fraction sense and operations; then • K-5 Geometry and Measurement (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 administrators 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%

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Not in place

0 1 2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
II. Assessment – Instruments and procedures for assessing math achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
Assessment: ____ 1. A school-wide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2)	
____ 2. Measures assess student performance on prioritized goals and objectives.	
____ 3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	
____ 4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.	
____ 5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	
____ 6. Progress monitoring measures are administered formatively throughout the year to document and monitor student math performance.	

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II. Assessment continued

<p>_____ 7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction</p> <p style="text-align: right;">(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%

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Not in place
0 1 2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
IV. Instructional Time - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
Instructional Time:	
_____ 1. A school-wide plan is established to allocate sufficient math time and coordinate resources to ensure optimal use of time.	
_____ 2. Math time is prioritized and protected from interruption (x 2)	
_____ 3. Instructional time is allocated to skills and practices most highly correlated with math success: using the C-R-A progression for critical math priorities <ul style="list-style-type: none"> • K-5 number sense and operations; • 3-5 fraction sense and operations; then • K-5 Geometry and Measurement 	
_____ 4. Students in grades K-2 receive a minimum of 30 minutes of small-group math instruction daily (x 2)	
_____ 5. Additional instructional time is allocated to students who fail to make adequate math progress.	

_____ /14 Total Points _____ %

Percent of Implementation

7 = 50% 11 = 80% 14 = 100%

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
V. Differentiated Instruction/Grouping/Scheduling - 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.	
<u>DI/Grouping/Scheduling:</u>	
____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	
____ 2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	
____ 3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support large group or whole class instruction.	
____ 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).	
____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	

____ /10 Total Points ____ %

Percent of Implementation
 5 = 50% 8 = 80% 10 = 100%

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

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

_____ /12 Total Points _____ %

Percent of Implementation
 6 = 50% 10 = 80% 12 = 100%

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Not in place
0 1 2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VII. Professional Development - Adequate and ongoing professional development is determined and available to support math instruction.	
Professional Development:	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/math priorities and effective practices.	
_____ 2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of math priorities.	
_____ 3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	
_____ 4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	

_____ /8 Total Points _____ %

Percent of Implementation
4 = 50% 6.5 = 80% 8 = 100%

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 school-wide math program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's math 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	
Total Score	/100	

School Summary Score

Calculating Average School-wide 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 School-wide 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.

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Average Schoolwide Overall Scores

	Name	Goals I	Asses sment II	Instr. Prac. III	Instr. Time IV	Group V	Admin. VI	Prof. Dev. VII
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
Total								
Mean								
Points Possible		14	20	22	14	10	12	8
Percentage of Total Points								

Narrative Summary

1 Based on the school-wide summary scores for each element and the average total school-wide score, identify the areas of strength. Strengths may be based on elements or on specific items within elements.

2 List each element and specific items within each element that are in need of further development.

