

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R)

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

Directions for completing this form electronically:

This form is a fillable PDF document. You must have Adobe Reader (available for free from Adobe's website: <http://www.adobe.com/>) in order to complete this form electronically (the form can also be printed and completed by hand).

To complete the form:

- 1) Select the Hand tool.
- 2) Position the pointer inside a form field, and click. The I-beam pointer (or cursor symbol) allows you to type text and the Pointing Finger icon lets you select a button, check box, radio button, or an item from a list.
- 3) After entering text or making a selection, do any of the following:
 - Press Tab to accept the form field change and go to the next field.
 - Press Enter (Windows) or Return (Mac OS) to accept the form field change and deselect the current fields. In a multi-line text form field, pressing Enter or Return creates a paragraph return in the same field. You can use Enter on the keypad to accept the change.
 - Press Esc to reject the form field change and deselect the current form field.
- 4) Once you have filled in the appropriate form fields, do one of the following:
 - Choose File > Save As, and rename the file to save the form with the data you entered.
 - Print the Form.

IMPORTANT DIRECTIONS FOR SCORING:

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 reading program. Fill in the blank with your item rating score using the 0 to 2 scale.

If you are completing this form electronically, the correct overall item score (i.e., the level of implementation rating multiplied by the appropriate factor) will be automatically calculated within the form. In addition, the total point value and percent of implementation will be automatically calculated for each section, and for the totals on page 12.

If you are completing this form by hand, you will need to calculate the item scores, totals, and percent of implementation for each section yourself, using the directions on the next page.

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

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School: _____ Date: _____

Position (check one):	Current Grade(s) Taught (if applicable):
_____ Administrator	_____ Kindergarten
_____ Teacher	_____ First
_____ Paraprofessional/Educational Assistant	_____ Second
_____ Grade Level Team	_____ 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 reading 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 reading program. **Fill in the blank with your item rating score using the 0 to 2 scale, then multiply your item rating by the indicated factor. Put the total score in the "Total Item Score" blank below 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
Not in place
1
Partially in place
2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
I. <u>Goals, Objectives, Priorities</u> – 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.	
Goals and Objectives:	
_____ 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 (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading. <i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i>	
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions). <i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i>	
_____ 5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____ / _____ **Total Points = _____% Implementation**

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>II. <u>Assessment</u> – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.</p>	
<p>_____ 1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress.</p> <p><i>The score for this item should be multiplied by: Total Item Score: _____</i></p>	
<p>_____ 2. Measures assess student performance on prioritized goals and objectives.</p>	
<p>_____ 3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.</p>	
<p>_____ 4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.</p>	
<p>_____ 5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.</p>	
<p>_____ 6. Progress monitoring 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.</p> <p><i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i></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>	

_____ / _____ **Total Points = _____% Implementation**

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>III. <u>Instructional Programs and Materials</u> - 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.</p>	
<p>_____ 1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.</p> <p><i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i></p>	
<p>_____ 2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p> <p><i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i></p>	
<p>_____ 3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.</p>	
<p>_____ 4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program.</p> <p><i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i></p>	
<p>_____ 5. Programs and materials are implemented with a high level of fidelity.</p> <p><i>The score for this item should be multiplied by:</i> <i>Total Item Score: _____</i></p>	

_____ / _____ **Total Points = _____% Implementation**

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>IV. <u>Instructional Time</u> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.</p>	
<p>_____ 1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.</p>	
<p>_____ 2. Reading time is prioritized and protected from interruption.</p> <p><i>The score for this item should be multiplied by: Total Item Score: _____</i></p>	
<p>_____ 3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p>	
<p>_____ 4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.</p> <p><i>The score for this item should be multiplied by: Total Item Score: _____</i></p>	
<p>_____ 5. Additional instructional time is allocated to students who fail to make adequate reading progress.</p>	

_____ / _____ **Total Points = _____% Implementation**

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

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
V. <u>Differentiated Instruction/Grouping/Scheduling</u> - 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.	
_____ 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 teacher-directed 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.	

_____ / _____ **Total Points = ____% Implementation**

0
1
2

Not in place
Partially in place
Fully in place

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

_____ / _____ **Total Points = _____% Implementation**

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VII. <u>Professional Development</u> - Adequate and ongoing professional development is determined and available to support reading instruction.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	
_____ 2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading 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.	

_____ / _____ **Total Points = _____% Implementation**

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	/	
II. Assessment	/	
III. Instructional Practices and Materials	/	
IV. Instructional Time	/	
V. Differentiated Instruction/Grouping	/	
VI. Administration/Organization/Communication	/	
VII. Professional Development	/	
Total Score	/	

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 down the Total column 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 I	Assess- ment II	Instr. Prac. III	Instr. Time IV	Grouping V	Admin. VI	Prof. Dev. VII	TOTAL
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	100
Percentage of Total Points									

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Reading Action Plan

Name of School, District

City, State

Reading Goals and Priorities

Goal/Priority #1	
What:	
Who:	
When:	
Goal/Priority #2	
What:	
Who:	
When:	
Goal/Priority #3	
What:	
Who:	
When:	

Committee Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Adopted by School Staff on: _____
Date