

Purpose

The primary purpose of program evaluation shall be to assist District administrators directly responsible for implementing programs with assessing the extent to which programs meet their goals. Program evaluation results and recommendations shall be used as a tool for continuous program improvement to promote improved student achievement. A program evaluation shall not be used to evaluate the performance of any personnel or stakeholder involved in the program evaluation process.

Definition

A District program shall be defined as a set of planned systematic activities (e.g., interventions, innovations) that use resources to achieve specified goals related to certain needs of individuals or groups in specific contexts resulting in documentable outcomes and impacts based on theory with detailed, investigable costs and benefits.

The three types of District programs shall include:

1. Curriculum – a framework of student expectations and instructional methods used by teachers to promote student achievement on a set of learning objectives.
2. Academic Support Programs – assistance provided to students needing support to be fully engaged and successful learners in the general curriculum. The goals and objectives of these programs shall be established based on the individual needs of the students being served.
3. Nonacademic Support Programs – services provided to individuals that do not directly affect classroom instruction.

Program Identification

A Program Evaluation Selection Committee (PESC) composed of stakeholders, including but not limited to, the Superintendent; the chief academic officer; the executive director of transformational learning; the executive director of educational support services; the executive director of teaching and learning; and the executive director of accountability, planning, and testing shall develop and maintain a list of programs as well as identify programs for evaluation and program owners. All program owners shall be given a Program Initial Self-Study Form to complete and return to the PESC. The PESC shall review the forms using the Program Evaluation Selection Rubric and shall identify the year each program will be evaluated on a three- or five-year cycle.

The PESC shall meet annually to update the list of programs and confirm programs for evaluation for the upcoming school year. The updated list shall be provided to the Board. Approximately five to

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eight programs shall be selected each year by the PESC for evaluation. Programs shall be selected for evaluation based on the following:

1. Program relevance – alignment with the strategic plan and other District initiatives;
2. Program design – the theory or logic pertaining to the operation of the program;
3. Program delivery – activities that reflect current research and best practice related to the program model; and
4. Program costs – annual overall program cost as well as per participant cost.

Program Evaluation Cycle

All programs shall be evaluated once every three or five years. A program may be evaluated more frequently as determined by the Board, the PESC, or funding requirements such as a grant. The PESC may select a program for evaluation prior to its scheduled evaluation based on the program selection criteria. The fidelity of all new programs shall have a process evaluation within their first two years of implementation. After the initial process evaluation, all new programs shall enter the three- or five-year evaluation cycle.

Program Evaluation Types

The type of evaluations conducted by the District shall include, but are not limited to, the following:

1. Context Evaluation – information for establishing goals and objectives based on the need of the program;
2. Input Evaluation – identification and assessment of the systematic design as well as human and material resources for achieving program objectives;
3. Process Evaluation – examination of the procedural design and implementation of the program; and
4. Product Evaluation – the extent in which programs are achieving their objectives.

Report to the Board of Trustees

By June of each year, the results of the program evaluations will be reported to the Board. The results of the program evaluations shall be used to ensure program alignment with the District's goals and vision; assess strengths and weaknesses of the program; measure the success of the program in meeting its expressed goals; and promote the improvement of, revisions to, or discontinuation of the program.

Report Components

Every program evaluation report shall include the following components:

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- A description of the program, including the purpose and goals of the program;
- The purpose of the evaluation, including the type of evaluation;
- The program evaluation questions, methodology, and results;
- A cost/benefit analysis; and
- A summary of the key findings and recommendations and how they relate to any possible duplicative programs that have already been evaluated.