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**Note:** This local policy has been revised in accordance with the District's [innovation plan](#).<sup>1</sup>

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**Aligned Planning  
Process**

The Board shall approve and periodically review the District's vision, mission, and strategies to improve student performance. The vision, mission, strategies, and the approved District and campus strategic plans shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

The District's planning process to improve student performance includes the development of the District's educational goals, all pertinent federal planning requirements, and administrative regulations. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

All District, campus, and department strategic plans shall be aligned with the District strategic plan. The Superintendent or designee shall develop administrative regulations to ensure alignment among the District, campus, and department planning efforts.

The Board shall periodically identify the scope of activities to include in the District's planning process and the planning approaches that best fit the needs of the District based on an analysis of legal requirements, current planning efforts, and an assessment of District and community needs. This assessment may address such areas as the level of the District's commitment to planning, the level of involvement of the Board, and the appropriate level of involvement of District personnel, community members, and business representatives.

Parent and Family  
Engagement Plan

The Board shall ensure that the District and campus strategic plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

**Administrative  
Regulations and  
Reports**

Administrative regulations shall define requirements in the areas of planning, budgeting, curriculum, staffing patterns, professional learning, and school organization and shall clearly delineate the decisions within these areas that are to be made at the campus level, District level, and those that are shared. These regulations

shall also adequately reflect the District's planning process, expectations for alignment, including implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these regulations. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative regulations, any revisions to improve the process, and progress on implementation of identified strategies.

**Evaluation**

The Board shall ensure that data are gathered and criteria are developed to undertake evaluation to ensure that policies, procedures, and professional learning activities related to planning and decision-making are effectively structured to positively impact student performance.

**Initiation of New Instructional Programs**

The District implements federal, state, and local programs. New programs are initiated through a program proposal process and approved by the Superintendent and/or Board. Program proposals shall include the program name, description, targeted student population, resources, funding, professional learning, staffing, legal mandates, implementation period, and measurable objectives. [See BQA(REGULATION)]

An instructional program or intervention shall be defined as a system of procedures, services, and/or activities with clearly defined measurable objectives designed to deliver instruction to students with similar needs. A District support program shall be defined as a system of procedures, services, and/or activities with clearly defined measurable objectives designed to deliver services to students, employees, or community members. A program evaluation shall be defined as a study of the measurable objectives of an instructional program resulting in findings, recommendations, and/or conclusions.

**Purpose of Program Evaluation**

The purpose of evaluating programs shall be multi-faceted and shall result in findings, recommendations, and/or conclusions that:

1. Ensure program alignment with the District strategic plan;
2. Assess strengths and weaknesses of the program;
3. Measure the success of the program in meeting its expressed goals; and/or
4. Result in improvements in, revisions to, or discontinuation of the program.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LOCAL)

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|----------------------------|--|
| Administrative Regulations | The Superintendent shall develop administrative regulations that detail the program evaluation process to be used at both the District and campus levels.  |
| Evaluation Cycle           | <p>Programs of a District-wide nature shall be evaluated initially at least once every five years. Existing programs shall be slated on a schedule within this cycle. A schedule of program evaluations shall be established, which may be modified as needed. The schedule shall be presented to the Board annually. Programs that require an evaluation more frequently than five years as mandated by the Texas Education Agency (TEA) or other entities shall be placed on the schedule accordingly.</p> <p>Program evaluations may be considered based on the following priorities:</p> <ol style="list-style-type: none"><li>1. Activities implemented to improve student achievement including, but not limited to, those to address achievement gaps, students who receive special education services, English language learners, and gifted and talented students;</li><li>2. District strategic plan-related initiatives or high-cost District initiatives;</li><li>3. Programs under state or federal review for corrective action and compliance purposes; and</li><li>4. Activities that reflect current research and best practice related to the program model.</li></ol> |
| Evaluation Design          | <p>Program evaluations shall be conducted using the Joint Committee on Standards for Educational Evaluation (JCSEE), which include utility standards, feasibility standards, proprietary standards, and accuracy standards. Program evaluations may include quantitative and/or qualitative data, shall be conducted using scientifically based methodologies, and shall examine both the quality of the implementation and the impact of the program on student achievement. Data may include local, state, national, trend, group, standard, test, cost analysis, and survey data. Analysis of the data shall result in findings, recommendations, and/or conclusions.</p> <p>The type of evaluations conducted by the District shall include, but are not limited to, the following:</p> <ol style="list-style-type: none"><li>1. <b>Needs assessment</b>—Used to acquire an accurate, thorough picture of the strengths and weakness of a program;</li><li>2. <b>Cost analysis</b>—Determination that a program is cost-effective;</li></ol>   |

3. **Goals-based evaluation**—Evaluates the extent to which programs are meeting predetermined goals or objectives;
4. **Process-based evaluation**—The examination of how a program is delivered and implemented; and
5. **Outcomes-based evaluation**—Determines the changes or change that occurs because of program implementation.

Every program evaluation report shall include the following components:

- 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 and risk analysis;
- An analysis of the impact on student achievement;
- Analysis and relationship as to how they relate to any possible duplicative programs that have already been evaluated; and
- A summary of key findings and recommendations.

Use of Evaluations Evaluation reports shall be shared and discussed with the stakeholders of the program, the administrative staff responsible for the implementation of the program, the Superintendent, and the Board. Accepted recommendations shall be reflected in revisions to the program and the associated budget.

Superintendent Responsibilities The Superintendent or designee shall be responsible for designing and conducting each program evaluation and for presenting findings, recommendations, and conclusions of each program evaluation.

Board Responsibilities After the District program has entered the standard operating period, the Board shall be presented with a program evaluation once every five years. One or more recommendations by the Superintendent shall be made at that time with respect to improving, revising, or discontinuing the program. The Board shall take action on the Superintendent's recommendation(s).

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<sup>1</sup> Innovation Plan:  
[https://www.ccisd.net/explore\\_ccisd/district\\_of\\_innovation](https://www.ccisd.net/explore_ccisd/district_of_innovation)