

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

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

Aligned Planning Process

The District planning process shall include the development of a District strategic plan. All District, campus, and department improvement plans shall be aligned with the District's strategic plan and shall include all pertinent federal planning requirements. The Superintendent or designee shall develop administrative regulations to ensure alignment among the District, campus, and department planning efforts. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement 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 Procedures and Reports

Administrative procedures shall meet legal 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 and the District level, as well as those that are to be shared. Such procedures shall also adequately reflect the District's planning process and 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 procedures. [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 procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Initiation of New Instructional Programs

While the District implements federal, state, and local programs, new programs shall be initiated through a program proposal process and approved by the Superintendent and the Board. Each program proposal shall include the program name, description, targeted student population, resources, funding, professional learning, staffing, legal mandates, implementation period, and measurable objectives.

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Definitions	<p>For purposes of this policy, an “instructional program” or “intervention” shall be defined as a system of procedures, services, or activities with clearly defined, measurable objectives designed to deliver instruction to students with similar needs.</p> <p>An “instructional program summary” shall be defined as a summary of the activities implemented in an instructional program over a specified period of time with no findings, recommendations, or conclusions.</p> <p>A “program evaluation” shall be defined as a study of the measurable objectives of an instructional program resulting in findings, recommendations, or conclusions.</p>
Program Evaluation	
Purpose	<p>The purpose of evaluating programs shall be multifaceted and shall result in findings, recommendations, or conclusions that:</p> <ol style="list-style-type: none">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; or4. Result in improvements in, revisions to, or discontinuation of the program.
Administrative Procedures	<p>The Superintendent shall develop administrative procedures that detail the program evaluation process to be used at both the District and campus levels.</p>
Evaluation Cycle	<p>Programs of a District-wide nature shall be evaluated at least once every five years. A schedule of program evaluations shall be established, subject to modification as needed. The schedule shall be reviewed annually by the Board. Programs for which TEA or another entity requires an evaluation more frequently than five years shall be scheduled for evaluation accordingly.</p>
Design	<p>Program evaluations may include quantitative and qualitative data, shall be conducted using scientifically based methodologies, and shall examine both the quality of the implementation and the effect of the program on student achievement. Data may include local, state, national, trend, group, standard, test, cost analysis, and survey results. Analysis of the data shall result in findings, recommendations, and conclusions.</p>
Use of Evaluations	<p>Evaluation reports shall be shared and discussed with the stakeholders of the program, the administrative staff responsible for implementation of the program, the Superintendent, and the Board. Revisions to the program and the associated budget shall reflect any recommendations that are accepted.</p>

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**Superintendent and
Board
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.

After the District program has entered the standard operating period, the Superintendent shall present to the Board a program evaluation once every five years. The Superintendent shall include in the evaluation one or more recommendations for improving, revising, or discontinuing the program.

The Board shall take action on the Superintendent's recommendations.