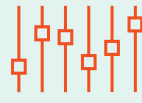


In order to maximize investments in programs, resources, and policies, school districts must continuously examine how these initiatives are impacting student learning and identify opportunities for improvement. District leaders can use this **Step-by-Step Guide to Program Evaluations** as a tool to assess the district's readiness to complete a program evaluation.

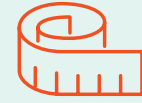
STAGE 1: PRIORITIZATION



WHAT ARE OUR OBJECTIVES FOR THIS PROCESS?



HOW CAN WE BETTER ALIGN PROGRAMS TO OUR STRATEGIC GOALS?



WHAT TARGET OUTCOMES CAN BE MEASURED IN THE EVALUATION?

1. Create a list of major programs and initiatives currently implemented.

Not Complete Somewhat Complete Complete Unsure

2. Categorize programs and initiatives based on target outcomes, served population, and/or focus areas.

Not Complete Somewhat Complete Complete Unsure

3. Establish criteria (e.g., state mandates, relevance to strategic plan) for determining which programs and initiatives will be evaluated.

Not Complete Somewhat Complete Complete Unsure

4. Remove programs and initiatives that are low-priority, small in scope, or "hot topics" (i.e., those with attributes that will prevent meaningful change) from consideration.

Not Complete Somewhat Complete Complete Unsure

5. Choose programs and initiatives to evaluate that strongly align to strategic goals, reach large populations, and/or are resource-intensive.

Not Complete Somewhat Complete Complete Unsure

6. Identify outcomes to measure in the evaluation.

Not Complete Somewhat Complete Complete Unsure

STAGE 2: PLANNING



WHAT ARE OUR GOALS FOR THE EVALUATION?



HOW CAN WE GET STAKEHOLDER BUY-IN?



WHEN WILL WE NEED TO USE THE RESULTS OF OUR EVALUATION?

7. Build staff and organizational capacity to perform effective and accurate evaluations.

Not Complete Somewhat Complete Complete Unsure

8. Promote stakeholder buy-in and engage relevant stakeholders to help support planning and evaluation

Not Complete Somewhat Complete Complete Unsure

9. Increase familiarity with program evaluation standards—such as those published by the Joint Committee on Standards for Educational Evaluation (JCSEE)—to guide planning.

Not Complete Somewhat Complete Complete Unsure

10. Set goals for the program evaluation process.

Not Complete Somewhat Complete Complete Unsure

11. Create a logic model for the evaluation's expected outcomes.

Not Complete Somewhat Complete Complete Unsure

12. Design evaluation protocols based on logic models.

Not Complete Somewhat Complete Complete Unsure

13. Select multiple relevant instruments and methods to collect and analyze data.

Not Complete Somewhat Complete Complete Unsure

14. Determine a timeline to complete the evaluation, including checkpoints to collect formative results (if necessary).

Not Complete Somewhat Complete Complete Unsure

STAGE 3: EVALUATION



WHAT CAN WE LEARN FROM THE DATA?



HOW WILL WE COMMUNICATE OUR FINDINGS TO STAKEHOLDERS?



WHAT ARE OUR NEXT STEPS FOR PROGRAM IMPROVEMENT?

16. Collect and synthesize data via multiple instruments and methods.

Not at All Prepared Somewhat Prepared Prepared Unsure

17. Analyze data to determine outcomes resulting from the program or initiative.

Not at All Prepared Somewhat Prepared Prepared Unsure

18. Develop findings based on analyzed data.

Not at All Prepared Somewhat Prepared Prepared Unsure

19. Communicate findings to program administrators and school and district leadership.

Not at All Prepared Somewhat Prepared Prepared Unsure

20. Communicate findings broadly to other relevant stakeholders.

Not at All Prepared Somewhat Prepared Prepared Unsure

21. Create an action plan based on program evaluation findings.

Not at All Prepared Somewhat Prepared Prepared Unsure

22. Implement the established action plan to improve program functionality or replace ineffective programming with an alternative.

Not at All Prepared Somewhat Prepared Prepared Unsure

23. Communicate additional findings after implementing the action plan to program administrators and school and district leadership.

Not at All Prepared Somewhat Prepared Prepared Unsure

Sources: <https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>; <http://www.eval.org/p/cm/ld/fid=103>; http://sdp.cepr.harvard.edu/files/cepr-sdp/files/program_evaluation.pdf?m=145011180; <https://www.cdc.gov/eval/framework/index.htm>; <http://mps.milwaukee.k12.wi.us/MPS-English/CIO/Research--Development/LogicModelingHandbook.pdf>; https://www.educationworld.com/a_curr/school-program-evaluation-basics.shtml; <https://www.educationworld.com/sites/default/files/GPP-Evaluation-Worksheet.pdf>; <https://www.energy.gov/eere/analysis/program-evaluation-why-what-and-when-evaluate>; http://www.dmefforpeace.org/sites/default/files/Volkov%20and%20King_Checklist%20for%20Building%20Organizational%20Evaluation%20Capacity.pdf; <http://www.cura.umn.edu/sites/cura.advantagelabs.com/files/publications/35-3-King-Volkov.pdf>