Contains information on the guidelines, planning/charting requirements and template for all district program evaluations.
Rockwood School District
Program Evaluation Plan
(MSIP 8.1.1)

Rockwood School District has the responsibility to ensure that students continue to strive for excellence in an increasingly competitive world. Effective schools/school districts frequently monitor progress on a continuous basis through both qualitative and quantitative data. To meet this challenge, the Rockwood School District has developed a Program Evaluation Plan. The goals of the Program Evaluation Plan are as follows:

- To provide a structured method of annually evaluating the effectiveness or quality of specified programs and forms of student data.
- To identify school personnel responsible for formally evaluating various programs and student performance.
- To promote the identification of recommended strategies for improving specified programs and student performance.
- To provide a means for the board of education to formally review specified programs and student performance data each year.
- To meet the requirements of Missouri School Improvement Program (MSIP) Standard 8.1.1.

The Program Evaluation Plan includes the following:

- The Program Evaluation Procedures
  - Organization and Design (Steps 1-5)
  - Information Collection & Analysis (Steps 6 and 7)
  - Conclusion (Steps 8-10)
- Organization of District Programs
- Planning Schedule
- Program Evaluation Report Template
- Goal Tracking Report
Program Evaluation Guidelines

When conducting a program evaluation, care should be taken to ensure that the evaluation goals are addressed, and that sufficient, accurate, and valid information are provided to aid sound decision making. The evaluation should be fair and balanced, and whenever possible, multiple data sources and data types should be obtained to corroborate the findings. Steps should also be taken to avoid bias, and in cases where bias or other problems are unavoidable, those weaknesses should be clearly identified in the evaluation so that decision makers can draw valid conclusions. Only consider using those informational resources that are defensible. The report should be clearly written so that essential information is easily understood.

The evaluation process and recommendations made should facilitate further follow through and program improvement. Keep in mind that evaluations should be designed to assist organizations to better serve the needs of their constituents for the short-term and long-term, through their procedures, processes and practices. It is imperative that evaluations “. . . be fair and complete in their examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed (Worther, Sanders, & Fitzpatrick, 1997, page 443).”

Keep in mind that program evaluation is just one step in the ongoing process of analysis and assessment necessary to support continued student achievement.
Program Evaluation Procedures

Organization & Design – Steps 1-5:

Step 1  Develop a steering committee to guide the evaluation.
Organize a steering committee (a small group of colleagues) to establish specifications of the program evaluation. The committee should include individuals who have the needed expertise. However, keeping the group small makes the decision-making process more manageable. The job of the steering committee includes:

- Discussing the key questions to be answered by the evaluation.
- Organizing the effort, deciding who is to do what.
- Conducting or directing information-gathering activities.
- Analyzing the information so that it can be summarized and recommendations can be developed.

Start with the END in Mind - The first KEY questions to address are:

1. What is the purpose of this evaluation?
2. What do we desire to know about the program to be evaluated?
3. How has staff development impacted student achievement?  
   (Required for all instructional programs, and recommended where applicable for all non-instructional programs.)
   (See also Victoria L. Bernhardt, 1998, Data Analysis for Comprehensive Schoolwide Improvement, pages 236-237)

Based on your answer to these KEY questions, begin to address the following:

- What are the characteristics and distinctive features of the program to be evaluated?
- How will the results of the evaluation be used?
- What data and information are currently available?
- What critical new information is needed?
- What resources will be needed to conduct the evaluation?
- What are the time limits? When are the results needed?
- What decisions might be based on the evaluation? Who should be involved in making the decisions?
- Will the data collected adequately answer the questions asked about the program?
- What forms of staff development (administrative, professional, support staff, etc.) are necessary to support effective implementation of the program?
Step 2 Select the focus for the program evaluation.

After the committee selects the purpose of the evaluation, focus and narrow the scope of the evaluation. The focus should include how the program increases student achievement.

The following are possible areas to focus on:
- Views of the staff involved with the program.
- Comparison of actual program results with expected results.
- Reviews of currently available student achievement data or other data.
- Evaluation of the current instructional materials or proposed new materials for the program.
- Obtain the views of those affected by the program.
- Evaluation of student effort toward learning.
- Comparison of the current program with its actual program design or original goals.
- Professional evaluation of the program by (external, non-district) colleagues.
- Comparison of the program with similar programs in other schools or districts.
- Comparison of program participant performance to nonparticipant performance at similar schools within the district.
- Where applicable, evaluate the effectiveness of staff development on student achievement.

Step 3 Select the information sources that will be needed for the program evaluation.

If and when possible, triangulate your information, i.e., collect information/data on the same questions or issues from different sources to corroborate the evidence gathered. You should also strive to collect multiple types of information from multiple sources, i.e., qualitative and quantitative data. Determine the types of data needed to achieve the purposes of the evaluation. Select the best quantitative and qualitative information sources that will inform your evaluation and the decision making process.

Quantitative data is numerical. This data should include, but not be limited to:

- Attendance and Tardiness
- Awards Received
- Budgetary and Other Financial Data
- College/Vocational Enrollment, Attrition, Completion and Placement Data
Extracurricular Participation Data
Documentation/observation of program implementation
Graduate Follow-up Data, including 1 and 5 Year Graduate Survey Data
Graduation Rates
Rates of Completion of Homework
Rates of Volunteerism
Staff Development and training workshops and attendance rates
Structured observation
Student Discipline Data
Student Achievement Data/Grades (including longitudinal data)
Survey results - numerical ratings and rankings
Time in the program/on task

Qualitative data is descriptive and is typically in narrative form. This data should include, but not be limited to:

Case study information - to show variety and impact
Documents, records and materials, lesson plans
Focus group interviews
Observations
Parent compliments/complaints
Structured interviews
Student portfolios
Survey results - commentary sections
Visiting team reports

Step 4 Establish a Management plan or detailed schedule for the evaluation.

The steering committee should list the 10 steps of the evaluation and place a target completion date next to each step. The committee should indicate any necessary resources for each step, this includes money, time, and personnel. While steps are ordered logically, not every evaluation will proceed in a strictly sequential manner. Care should be taken to outline key procedures within several of the steps to ensure that they are implemented in a logical and efficient manner.

For example: if the committee decides it is important to do a comparative analysis of teacher/student attitudes and behaviors regarding the program then a pre-survey/pre-observation and a subsequent post-survey/post-observation must be scheduled. The
data collection forms must also be developed and checked in time for administration, and the data analysis procedures must be identified to ensure that the correct data was collected. Allot at least several weeks for the data collection and analysis phase. Use of scantron or scannable survey forms helps reduce the time needed for data entry and analysis.

Questions to consider while developing this management plan:

- What information is required to answer the program evaluation question?
- What data will be collected and what are the data sources?
- How will the data be collected (mailed survey, one-on-one interviews, observation, student files, student achievement data on the district mainframe system, etc.)?
- How large a sample do you need, and how will they be identified?
- Who will collect the data and how long will data collection take (confirm this with the data collector)?
- Who will analyze the data, and how long will it take (confirm this with the data collector)?
- What will it cost in time and resources?
- What resources do we already have that we can readily use?
- Who needs to review the rough draft?
- What will the final report look like?
- When is the report due?

Step 5 *Develop or select the instruments or forms for collecting quantitative and qualitative information.*

Develop a data collection plan of action to obtain or develop the necessary data collection instruments. The following list of questions may help to organize your plan:

- What data collection/scoring/analysis instruments and procedures already exist that we can use as examples or tap into?
- What data have already been collected that we can use?
- How will new information be collected?
- What scoring strategies should be utilized?
- What data will be needed to answer the evaluation questions?
- Who needs to provide information? How long will it take?
Information Collection and Analysis – Steps 6 and 7

Step 6 Collect the information.
Once the information-gathering methods and instruments have been developed or selected, collect the data. For example, questionnaires should be distributed or interviews scheduled.

Step 7 Analyze the information, summarize the results and make recommendations.
Gather the data collected and determine that it is valid, accurate, and reliable. Summarize the data. Develop a list of recommendations based upon the results. Take care to make valid and justifiable recommendations for program change or continuation. When writing recommendations, make sure they are practical, efficient, and capable of being implemented. It may be possible to integrate program modifications/changes with other existing programs. Consider the following methods to summarize your data:

- Report verbatim responses for small surveys.
- Report results by topic or by question.
- Chart/graph your results using bar graphs or pie charts.
- Use measures of central tendency (mean, median or mode) for reporting quantitative data.
- Report the total number of respondents and when they are about 20 or more, report results to survey questions using percentages.
- When possible, to show that you do not have an unduly biased sample, report the total population sampled from, i.e., there are approximately 1,000 students in the program, 500 surveys were distributed to their parents, and 300 or 60% responded.
- Use the standard deviation as a measure of variability to indicate how narrowly or broadly the results are spread out in relation to the mean.
- To report longitudinal growth, or year to year score gains, use Normal Curve Equivalent Scores.

(See references for additional resources.)
Conclusion: Steps 8, 9 and 10

Step 8 Prepare the initial report.
The written report should be as condensed as possible, yet inclusive enough to adequately inform decision making. Use the “Program Evaluation Report Template” to organize your report. Key stakeholders should review the draft evaluation report to confirm its validity and inclusiveness prior to finalization.

Step 9 Share the final evaluation with stakeholders in the evaluation.
Share the results of the program evaluation with those who are most likely to use them. Such an audience might be a staff team, department, administrators, Board of Education, curriculum committee or a parent group. This should help you begin the process of implementing the recommended changes identified in the program evaluation.

Step 10 Develop a follow-up action plan.
This is a critical step when trying to make use of the results of the evaluation. An effective action plan should answer the following questions:
- What will the plan accomplish (the objectives)?
- What activities are needed to achieve the objectives?
- Who will be responsible for carrying out the activities?
- What is the target completion date for each activity?
- What will serve as evidence of success for each activity?
- What further Staff Development is needed to support the program?

Evaluation seldom is fully useful as a “one-shot” solution. Rather, the evaluation is more usefully viewed as ongoing and cyclic.
Organization of District and School Programs

**Definition of a Program:** A program is a set of continuing activities, procedures, resources and personnel designed to accomplish a predetermined goal or set of goals.

**Organization of Rockwood’s Programs:** The programs in the Rockwood School District are placed into categories of Instructional Programs, Instructional Support Programs and District Support Programs.

<table>
<thead>
<tr>
<th>Instructional Programs</th>
<th>Instructional Support Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk Programs</td>
<td>Community Education</td>
</tr>
<tr>
<td>(ESOL, ILC, Title I &amp; IV)</td>
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<tr>
<td>Curriculum</td>
<td>Health Services</td>
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<tr>
<td>Instructional Effectiveness</td>
<td>Library and Media Services</td>
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<tr>
<td>Early Childhood</td>
<td>Professional/Staff Development</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>School Climate</td>
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</tbody>
</table>

**District Support Programs**

- Business and Fiscal Operations
- Facilities and Safety
- Food Services
- Human Resources
- Technology
- Transportation
Planning Schedule

The following schedule provides the timeline to prepare for program evaluations. The Office of Assessment is responsible for setting meeting dates and times with the primary evaluator(s). The primary evaluator is the administrator who is responsible for the program evaluated.

<table>
<thead>
<tr>
<th>Time Line</th>
<th>Activities</th>
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<tbody>
<tr>
<td>9 - 12 months prior to Board of Education review</td>
<td>Primary evaluator meets with Director of Data Analysis and Quality Management to: Review program evaluation procedures. Discuss implementation of program evaluation.</td>
</tr>
<tr>
<td>3 - 6 months prior to Board of Education review</td>
<td>Primary evaluator meets with Director of Data Analysis and Quality Management to: Review qualitative and quantitative data from program evaluation. Discuss results and recommendations.</td>
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<tr>
<td>6 weeks prior to Board of Education review</td>
<td>Primary evaluator and Director of Data Analysis and Quality Management meet with Deputy Superintendent for Curriculum and School Leadership to: Review draft of program evaluation. Revise following input from appropriate audiences.</td>
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<tr>
<td>3 weeks prior to Board of Education review</td>
<td>Primary evaluator and Director of Data Analysis and Quality Management submit final draft to Deputy Superintendent for Curriculum and School Leadership for review by the Superintendent.</td>
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<tr>
<td>2 weeks prior to Board of Education review</td>
<td>Final copy provided to Deputy Superintendent for Curriculum and School Leadership and Superintendent.</td>
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<tr>
<td>Board of Education review</td>
<td>The Superintendent gives the final written report to the Board of Education and the Steering Committee presents the evaluation to the BOE.</td>
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</table>
8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

### EVALUATION TIMELINE

As of 5/23/2007

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*Per Board of Education Request
Program Evaluation Report – Template

Program Evaluation for (NAME OF PROGRAM)  
(Month, Year)

Evaluators:  
(Primary Evaluator)  
(Members of Steering Committee)

Context:  
(Describe the purpose of the program evaluation. Include background information, when and if appropriate. Enough information should be provided)

Evaluation Process:  
(Provide an overview of the procedures for the evaluation. Indicate the time frame in which the program evaluation was conducted. Include a brief description of the population who provided evaluative information and the instruments used to gather information. Provide any information about the evaluation design or data collection that should be taken into consideration when drawing conclusions about the program.)

Strengths of Program/Data:  
(Numbered list stating the strengths of the program based on the results.)

Concerns of Program/Data:  
(Numbered list stating the concerns of the program based on the results. Include any concerns or weaknesses in the program evaluation that should be taken into consideration when drawing conclusions.)

Recommendations:  
(Numbered list stating the recommendations based on the results.)

Signature of Evaluator: ____________________________  Date:___________
**Tracking Report**
The Administrator responsible for the program/department will use this report to track the progress on recommendations from the program evaluation.

<table>
<thead>
<tr>
<th>Program</th>
<th>Evaluation Date</th>
<th>Recommendation(s)</th>
<th>Progress on Recommendation(s)</th>
<th>Final Results</th>
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Completing the Evaluation Form

Please complete the first page of the form and submit copies to your supervisor and the central office at the beginning of the evaluation period. This page will become part of the district’s evaluation plan. Before changing any of the information on the first page of the plan, please be sure to consult your supervisor and the central office.

Thirty days before your program is scheduled for board evaluation, review the form with your supervisor. Discuss any recommendations for change with your supervisor and/or the superintendent before you submit the final copy. Submit the completed form to the central office two weeks before the date scheduled for your program’s board evaluation. Be prepared to make a brief presentation at the board meeting and answer the board’s questions about your program.

(The copies of the first page will become part of the program evaluation plan. They will be reviewed and approved by the superintendent and board at the beginning of the evaluation cycle.)
Program: ________________________________________________________________

Person(s) responsible: ____________________________________________________

Number of employees: Certified _______________ Support Staff _______________

Number of students enrolled/participating in program: _______________________

Program required by: Board of Education __________ State ___________ Federal ________

Program costs (optional): _________________________________________________

Goal(s):

Objectives (Can it be measured with data?):

Evaluation Criteria (What gauges success?):

Procedures used to evaluate the collected data:

Who collects the data? ____________________________________________________

Who reports the data? ____________________________________________________

Who analyzes the data? ___________________________________________________
Success of program based on the data (benefits):

Analysis of effectiveness (may also include a comparison of cost to benefits):

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken (may be included in the CSIP if deemed critical):

Changes made (follow-up to last evaluation):

Date presented to the Board of Education: ________________________________
**DRAFT Program Evaluation Time line check list**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>NOTES</th>
</tr>
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<tbody>
<tr>
<td>Name of Program Evaluation</td>
<td></td>
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<tr>
<td>Contact person</td>
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<td>Fax</td>
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<tr>
<td>Date to the BOE</td>
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<tr>
<td>Initial Meeting to discuss goals and procedures</td>
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<tr>
<td>Meeting to discuss final procedures, timelines</td>
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<td>Committee discusses goals of program eval</td>
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<td>Committee discusses Draft Survey</td>
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<td>Committee discusses goals of program eval in relation to prior eval.</td>
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<tr>
<td>recommendations/ strengths/ weaknesses</td>
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<tr>
<td>Committee discusses reviews line-item budget for cost effectiveness</td>
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<tr>
<td>analyses, identify all direct costs and indirect costs (within reason),</td>
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<tr>
<td>determine total program costs, program participants, program graduates,</td>
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<tr>
<td>calculate unit costs or costs per outcome.</td>
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<td>Final Surveys approved by Committee and Assessment office</td>
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<td>Survey forms received from participants-sorted cleaned</td>
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<td>Survey data analyzed</td>
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<td>Committee reviews results, discusses impact on program, makes</td>
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<td>recommendations for change aligned with goals</td>
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<td>committee puts together final paper document</td>
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<td>Committee puts together final PowerPoint for BOE- max. of 10 key slides</td>
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<td>covering goals, strengths/weaknesses and recommendations with a 1:1</td>
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<td>correspondence to listed weaknesses. If possible discuss in presentation</td>
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<td>the process, who was involved/surveyed, and cost effectiveness analysis</td>
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<td>Dr. Peckron reviews/approves the final paper and PowerPoint presentation</td>
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<td>before it goes to the BOE</td>
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Additional comments and recommendations

The Staff Development aspect of our program evaluations requires that we investigate professional development and its potential link to student achievement. Therefore we are asked to include the following or similar question in each evaluation:

What evidence should we collect to show that XYZ professional development is producing gains in student learning and change in teacher practice?

Cost Benefit factors - you need to have a paragraph that lists the cost saving measures. See example below.

“The committee reviewed strategies to increase the cost effectiveness of the social studies program and believes that the district can save money by implementing the following strategies:

- targeting specific materials for objectives and lessons that all teachers will use (instead of general purchase of materials for topics and not specifically tied to facilitating activities)
- using technology and software when available as supplemental material instead of print materials such as transparencies, traditional maps, etc. (requesting this option from the publisher can save $1,000’s)
- purchasing as many materials as possible from a single source to encourage volume discounts (literature sets, supplementals, may be included gratis if order is large enough.)
- Asking all vendors for shipping and volume discounts.
- Elementary students will still need traditional textbooks due to equipment availability, student readiness, and parental involvement. The materials selection committee will use a criteria system to determine patterns of use and the feasibility of sharing certain resource materials. Kindergarten and 1st grade may not need individual student books depending on the text selected.
- Purchasing MAPS 101 will eliminate the need for traditional maps in upper grade level classrooms equipped with Smart boards. This will more than halve the cost of geography materials. It will also provide unlimited map resources to all buildings for use on existing hardware.
- Ask Nystrom to do an extensive inventory of existing geography equipment and purchase only materials that are missing and out of date.
- Use a matrix in materials adoption that tracks which materials can be shared between classrooms and grade levels.
- Have guaranteed replacement costs written into the contracts.
- Explore grant opportunities to fund training for American History, geography, and economics. (Funds may cover materials specific to training.)

*Proposed budget reflects recommendations and their anticipated impact.”
References


Schweingruber, Heidi. Director of Research, Rice University School Mathematics Project, Houston, TX.


