Standard Operating Procedures

Program Evaluation Handbook

APPROVED: March 6th, 2023

Program Evaluation Plan
Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: *CWhitbeck* 03/04/23

Version Number: 2023.1

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
BQ (LEGAL)	Planning and Decision-Making Process	*
BQAA(LOCAL)	Planning and Decision-Making Process-District-Level	*
BQA (LEGAL)	Planning and Decision-Making Process-District-Level	*
CFC (LOCAL)	Accounting: Audits	*
CK (LOCAL)	Safety Program/Risk Management	*
CO (LEGAL)	Food and Nutrition Management	*
DEAA (LEGAL)	Compensation Plan: Incentives and Stipends	*
EA (LOCAL)	Instructional Goals and Objectives	*
EH (LOCAL)	Curriculum Design	*
EHBD (LEGAL)	Special Programs: Federal Title I	*
EHBE (LEGAL)	Special Programs: Bilingual Education/ESL	*
EHBF (LEGAL)	Special Programs: Career and Technical Education	*
EHBG (LEGAL)	Special Programs: Pre-K	*
EHBH (LEGAL)	Special Programs: Other Special Populations	*
FFA (LOCAL)	Student Welfare: Wellness and Health Services	*
FFAE (LOCAL)	Wellness and Health Services: School-Based Health Centers	*
GKG (LEGAL)	Community Relations	*

* The above listed policies relate to areas in which *Program Evaluation* is necessary.

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DISTRICT MISSION AND VISION
Core Beliefs and Commitments

FBISD
INSPIRE • EQUIP • IMAGINE

CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.
Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved…
…through effective teachers that inspire learning.
Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

…in a supportive climate and safe environment.
Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

…by empowered and effective leaders throughout the system.
Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

…in a well-functioning, high-performing community of learners.
Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION
Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION
Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

PROFILE OF A GRADUATE

A **Fort Bend ISD Graduate** has a rigorous academic foundation, strong character, and is…

equipped with skills for life.
Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

a compassionate citizen.
Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

a servant leader.
Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

a collaborative team member.
Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

an effective communicator.
Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

a life-long learner.
Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

a critical thinker.
Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

DISTRICT GOALS

District Goal 1
Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

District Goal 2
Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

District Goal 3
Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

District Goal 4
Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

District Goal 5
Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

Profile of a Graduate

FBISD

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INTRODUCTION

Philosophy
The Board believes that a robust program evaluation system supports effective district strategic planning and continuous improvement towards goal achievement. Program evaluation also supports the District and the Board in making decisions that are fiscally responsible regarding which programs should continue, expand, be modified or discontinued. **Policy BQAA (LOCAL)**

Program Evaluation Purpose
Program Evaluation exists to support the FBISD goal of utilizing financial, material, and human capital resources to maximize district outcomes and student achievement through a systematic review of District programs (academic and operational).

The primary purpose of program evaluation is to engage in continuous improvement through the analysis of data and examination of defined outcomes for identified programs. Further, program evaluation aligns with Board priorities and assists leaders directly responsible for implementing programs by assessing the extent to which programs meet the established goals.

The Role of Program Evaluation in District Strategic Planning
Program evaluation supports District strategic planning through evaluation of effectiveness to drive continuous improvement. A District program shall be defined as any set of continuing services and/or resources designed to accomplish a predetermined goal or set of goals.

The two types of District programs as defined in **Policy BQAA (LOCAL)** shall include:

1. **Instructional Programs** The framework, which covers all aspects of the design and delivery of curriculum as well as programs established based on the individual needs of the students being served such as, but not limited to, special education, career and technical education (CTE), English Learner (EL), and bilingual programs.

2. **District Support Programs** Refers to business and fiscal operation such as, but not limited to, human resources, technology, transportation, communications, facilities, procurement, design and construction, legal, police, and health service programs.

The results of the program evaluations shall 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. **Policy BQAA (LOCAL)**

Program Life Cycle in FBISD
The program life cycle in FBSID includes planning, implementation and continuous improvement including program evaluation. As programs are launched, reviewed, modified, and potentially expanded/discontinued there are key steps that help to ensure fidelity of implementation, and the impact on district program outcomes.   The following graphic illustrates the phases of a program's life cycle and key actions that take place during each stage can be found in **Exhibit A**.

Planning Phase Year 0	Implementation Phase Year 1	Contiuous Improvement Phase Year 2 & Beyond
• Engage in program planning • Determine how to launch (proof of concept, pilot, full scale) • Identify resource needs and define outcomes	• Launch Program • Progress Monitor to evaluate fidelity, outcomes, and plan adjustments • Identify when to expand/scale	• Schedule Program Review/ Evaluation • Identify actions based upon findings • Continue to monitor progress

At launch the program will be added to the 3-5 year program evaluation timeline.

Monitoring Program Outcomes

Program outcomes are monitored through either a program evaluation or program review process.

> **Program Evaluation** – is conducted through the Strategic Planning Department in close partnership with program leaders. These in-depth evaluations will determine the scope, purpose, type, and timeline of the evaluation based on district priorities and may include support from external program evaluators.

> **Program Review –** is facilitated and monitored by the Strategic Planning Department through the Department Improvement Planning Process. The programs under review rotate annually to ensure alignment with State, federal, or Board policy that may dictate the frequency of program evaluations or monitoring required.

>> **Required Annual Monitoring of Program Outcomes:** Some programs are required through state, federal, or board policy to be evaluated annually. These program evaluations/reviews will be conducted through the designated departments in coordination with the Strategic Planning Department to ensure compliance. .

>> Currently this requirement includes the following programs:
>> - Bilingual/EB programming (Policy **EHBE LEGAL**)
>> - Safety/Security (Policy **CK LOCAL**)
>> - Dyslexia/504
>> - Title 1 (Policy **EHBD LEGAL**)
>> - Mobile/At-risk (Policy **EHBD LEGAL**)
>> - Pre-K/Early Childhood (Policy **EHBG LEGAL**)
>> - GT (Texas State GT Plan)

> **Placement on 3-5 Year Program Evaluation Cycle –** takes into consideration the phase of program implementation, the length of time since a previous evaluation or audit was conducted, potential impact to specific departments, other monitoring structures that exist in FBISD, and if program gaps or concerns have been previously identified.

External Program Evaluators
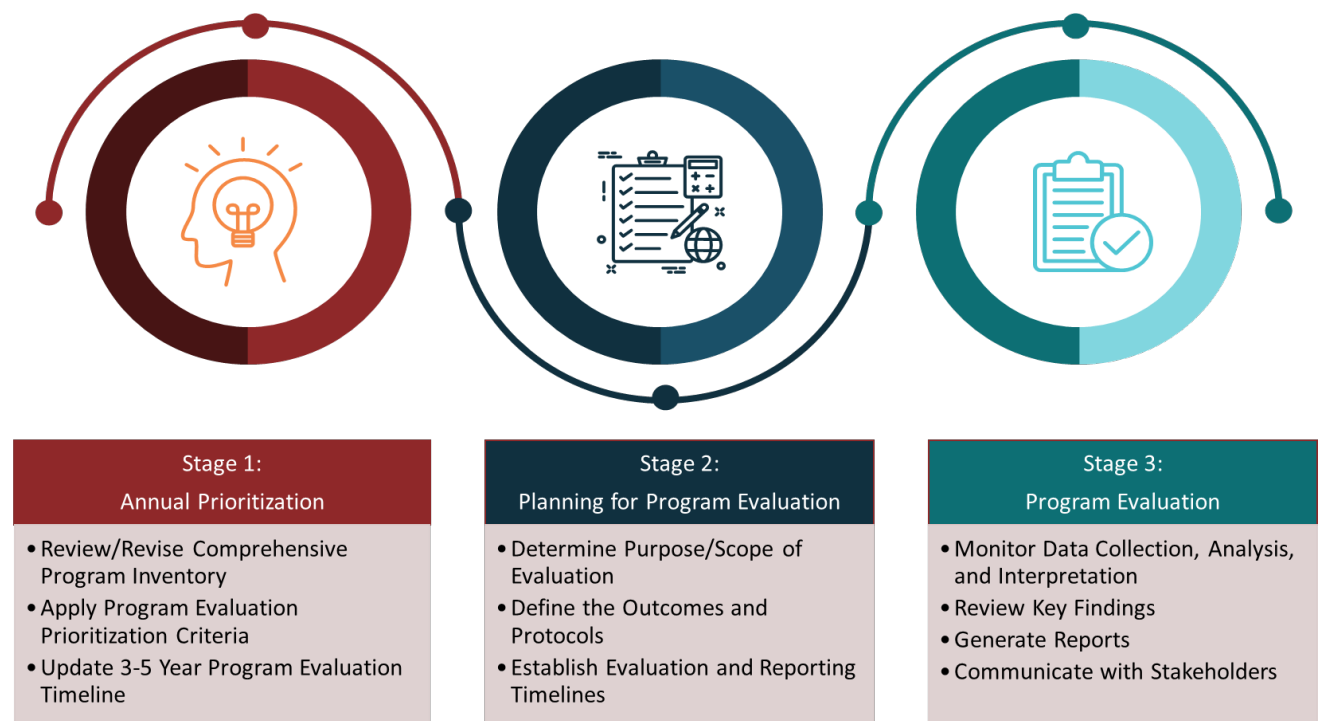
FBISD may engage the services of third-party evaluators to assist in the program evaluation process. The Strategic Planning Department works closely with the external evaluators and program owners to ensure the program evaluation outcomes and timelines are met. The role of third-party evaluators may include the following:
- Determining research questions and program evaluation outcomes

- Evaluation Strategy Development
- Timelines, Milestones, Indicators
- Data Collection
- Data Analysis
- Data Review and Refinement (Connecting data to indicators/draw meaningful conclusions)
- Preparation of data results to include the following: research brief, executive summary, and in-depth report, as well as interim or preliminary results reports (infographic).
- Board presentation

Stages of Program Evaluation Process

The graphic below outlines the stages of the program evaluation process. This process ensures a comprehensive review of District programs in FBISD and includes three stages: Annual Prioritization, Planning for Program Evaluation, and Program Evaluation.

Stage 1: Annual Prioritization	Stage 2: Planning for Program Evaluation	Stage 3: Program Evaluation
• Review/Revise Comprehensive Program Inventory • Apply Program Evaluation Prioritization Criteria • Update 3-5 Year Program Evaluation Timeline	• Determine Purpose/Scope of Evaluation • Define the Outcomes and Protocols • Establish Evaluation and Reporting Timelines	• Monitor Data Collection, Analysis, and Interpretation • Review Key Findings • Generate Reports • Communicate with Stakeholders

District leaders work collaboratively to develop a program evaluation cycle for district programs based on needs determined by regulatory requirements, program implementation, budget, and District priorities. A brief description of each stage of the program evaluation process is described below.

- **Stage 1: Annual Prioritization** (Spring Semester)
  Annually, as part of the improvement planning process, the Strategic Planning Department shall engage stakeholders in program prioritization. This process includes three critical stages:

  - o Review/Revise Comprehensive Program Inventory,
  - o Apply Program Evaluation Prioritization Criteria,
  - o Update 3 – 5 year program evaluation timeline.

- **Stage 2: Planning for Program Evaluation** (April)
  During the planning stage of the program evaluation process, the Strategic Planning Department will collaborate with program owners to:

  - Determine the purpose/scope of the evaluation,
  - Define the program evaluation outcomes,
  - Determine the data collection and analysis protocols, and
  - Establish the evaluation, reporting timelines, and expectations.

- **Stage 3: Program Evaluations** (ongoing aligned with timeline)
  The program evaluations/reviews occur during the program evaluation stage. During this time, the Strategic Planning Department works closely with program owners to:

  - Monitor the data collection,
  - Coordinate the data analysis and interpretation,
  - Review Key Findings,
  - Generate evaluation/review reports with recommendations for consideration, and
  - Communicate with stakeholders.

  Program evaluation and program review results will be shared with FBISD stakeholders and should include a summary of key findings, program impacts, areas of improvement, and include recommendations for action steps.

The three stages to program evaluation in FBISD include the following processes: annual prioritization, planning for program evaluations, and program evaluation. These stages ensure a systemic approach for a comprehensive review of FBISD programs.

PROGRAM EVALUATION PROCESS: ANNUAL PRIORITIZATION

This section will detail the annual prioritization stage of the program evaluation process.

Annual Prioritization Process

The Strategic Planning Department will coordinate with program owners to review and revise the comprehensive program inventory at least annually to ensure that all eligible programs have been identified for evaluation. Programs are prioritized based on the Program Evaluation Prioritization Criteria to determine if and when a program evaluation or program review best serves the needs of the District. The graphics below detail the prioritization process and tasks associated with determining the program evaluation entry point for all eligible FBISD programs.

Stage 1:
Annual Prioritization
- Review/Revise Comprehensive Program Inventory
- Apply Program Evaluation Prioritization Criteria
- Update 3-5 Year Program Evaluation Timeline

| Identify and Define Programs | Review Established Prioritization Criteria | Prioritization Process | Long-Term Cycle Development |

Identify and Define Programs		
Task	**Purpose**	**Stakeholders**
Program Identification	Review/Revise the comprehensive program inventory to ensure that all programs have been identified.	Program Evaluation Team
Define Program Components	Ensure program information including the purpose, scope, targeted stakeholder, resource allocation, intended outcomes, and policy or legal updates for each program have been identified.	All FBISD Program Owners
Review Established Prioritization Criteria		
Task	**Purpose**	**Stakeholders**
Review of Prioritization Criteria	Ensure that the program evaluation prioritization criteria used to determine the program entry point on the 3–5-year program evaluation timeline reflects current district priorities.	Identified Program Owners (Department(s) responsible for program implementation and monitoring).
Program Rating Development	Utilize the Program Evaluation Prioritization Criteria rating scale to evaluate and score the program.	Prioritization Team: Organizational Development, Accountability, Assessment, and Compliance, Business & Finance, Teaching and Learning Departments, and

		Department of School Leadership
Prioritization Process		
Task	**Purpose**	**Stakeholders**
Determine Program Evaluations or Program Review	Prioritize programs with high impact for program evaluation and ensure that programs are evaluated based on the 3–5-year program evaluation cycle through either a program evaluation or program review.	Identified program owners and central office leaders, Business and Finance and Organizational Development Division
Long-Term Cycle Development		
Task	**Purpose**	**Stakeholders**
State/Federal/Board Policy Review	Ensure that any changes or updates to policies or regulations requiring program evaluations are reflected in the program evaluation cycle.	Organizational Development Division
Program Evaluation Cycle Placement	Determine the entry point for each program on the program evaluation cycle timeline to ensure compliance with policy and that all programs are evaluated within a 5-year cycle.	Identified program owners and central office leaders, Business and Finance and Organizational Development Division

Program Evaluation Teams
The Strategic Planning Department and other district leaders collaborate to review programs selected for evaluation at least annually. This review would include evaluation considerations for current and new programs. The program evaluation teams will:

- Meet, at minimum, annually to review programs selected for evaluation
- Review and update program prioritization ratings
- Determine the scope of upcoming evaluations
- Make recommendations for internal and/or external evaluations.

The program evaluation teams will include various members at different stages of the evaluation process including a representative from the following areas: Organizational Development, Teaching and Learning, Business and Finance, Accountability, Assessment, and Compliance, Department of School Leadership, and Information Technology.

Programs in FBISD
The program evaluation process supports cycles of continuous improvement as it provides information regarding effectiveness, implementation, and impact of district programs. A District Program shall be defined as any set of continuing services and/or resources designed to accomplish a predetermined goal or set of goals. District policy further categorizes programs as either instructional or support programs. **Policy BQAA (LOCAL)** The organizational tool below helps teams to identify programs in the District that may be eligible for evaluation.

Curriculum Initiatives	Instructional Strategies	Support for Teachers/Staff	Non-Academic Programs	Support for Students
e.g. Summer School, Dual Credit, SEL(Social Emotional Learning) curriculum	e.g. Literacy/math Interventions, Bilingual/EB, Reading Academy	e.g. Teacher Mentorship, Professional Development, leadership, Grow Your Own, Instructional Coaches	e.g. Success Ed, Transportation, Extended Day	e.g. Counseling Services, Early Literacy Center, Dual Language, Child Nutrition

Comprehensive Program Inventory

The Strategic Planning Department works with department leaders to compile and review the list of potential programs (See **Exhibit B**) for evaluation ensuring the following information is considered:

- Program name
- Purpose/description of the program
- Intended program outcomes
- Budget
- Staff allocations
- Students/campuses served
- Targeted populations
- Previous evaluation history
- Legal/Board Policy/Administrative Procedure requirements
- Program administrators
- Focus areas
- Data collected within the scope of the program.

Upon review of the provided information, some items that don't meet the definitions of a district program may be categorized as a project or tool which would not be eligible for the district program evaluation cycle but could be further reviewed through a department improvement plan, project completion analysis, or an efficiency analysis.

Program Prioritization Criteria

The Strategic Planning Department engages in systematic review of District programs using the Program Evaluation Prioritization Criteria. The criteria are used to rate program information based on a series of considerations:

- Primary considerations with a 1-5 scale,
- Secondary consideration with a 1-3 scale, and
- Other priority considerations with a scale of 1-3.

The graphic below details the specific criterion under each area of consideration. Programs are assigned a value for each criterion within the scale with a total possible score ranging from 10 to 40. The complete rating scale can be found in **Exhibit C.**

Primary Considerations (1-5 Scale)	Secondary Considerations (1-3 Scale)	Other Priority Considerations (1-3 Scale)
• Alignment to District Strategy • Large Reach or Plans for Expansion • Percent of Student/Campus/Staff Impact • Significant Investment of Staff Time • Significant Investment of Funds	• Degree of Direct Impact on Learning • Political Feasibility for Change	• Availability of Data • Uncertain Effectiveness • Target Population

The Program Evaluation Prioritization Criteria scoring allows for all programs to be ranked and sorted based on the level of priority. Additional criteria may designate a program as a "high priority program" such as:

- High-cost initiatives
- State or federal evaluation requirements
- Board of Trustee or e-Team designated priorities

Program Evaluation Cycle Timeline
Board Goals and the District Strategic Plan will guide the development of a program evaluation cycle timelines. The program evaluation cycle is a three-to-five-year rotation of evaluations that are categorized as a program evaluation or a program review including the monitoring of program outcomes. The development of the timeline will align to Board Goals and the District Strategic Plan Programs eligible for evaluation should appear on the cycle at least once every 5 years unless policy/regulations require more frequent/annual evaluation.

PROGRAM EVALUATION PROCESS: PLANNING FOR PROGRAM EVALUATIONS

This section will detail the Planning for Program Evaluation stage of the program evaluation process.

Stage 2:
Planning for Program Evaluation
- Determine Purpose/Scope of Evaluation
- Define the Outcomes and Protocols
- Establish Evaluation and Reporting Timelines

Planning for Program Evaluations

The Strategic Planning Department collaborates with program leaders at least annually to review and determine the placement of programs on the 3-5 year program evaluation cycle. Each spring, a Plan of Work will be proposed to district leadership to review and approve prior to planning the program evaluations or reviews for the upcoming school year. The detailed process and tasks for planning program evaluations are described in the graphics, chart, and pages that follow.

Build District Capacity

The Strategic Planning Department will work with all department leaders to build capacity around program life cycle, evaluation, review processes including:

- Establishing Common Language around Program Life Cycles/Evaluation
- Identifying Learning Needs related to program evaluation
- Build and Design Learning Plans
- Engage Departments in Learning
- Support Ongoing Implementation

Providing a common framework ensures alignment to district strategic priorities and cultivates data-driven decision-making processes with FBISD while ensuring authentic engagement in program evaluations/reviews.

Develop/Review Program Logic Model	Establish Goals or Objectives for Evaluation	Determine Evaluation Protocols	Determine Evaluation Timeline and Expectations

Develop/Review Program Logic Model		
Task	**Purpose**	**Stakeholders**
Define the Program Inputs	Ensures a complete list of the material and non-material items needed to implement the program are identified.	Identified program owners (department(s) responsible for program implementation and monitoring), external evaluators, and internal evaluators.
Describe the Program Activities	Identifies the processes, events, and actions that occur during program implementation and includes resource utilization.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators.

Develop/Review Program Logic Model		
Task	**Purpose**	**Stakeholders**
Establish the Expected Outputs	Describes the tangible or process-oriented products or results of the program.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators.
Describe the Intended Program Outcomes	Establishes what changes should occur from successful program implementation and should include short-, mid, and long-term outcomes.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators.
Establish Goals or Objectives for Evaluation		
Task	**Purpose**	**Stakeholders**
Review Program Purpose and Outcomes	Ensure that the appropriate type of evaluation (Needs Assessment, Program Theory, Process, Impact, Efficiency) is selected for each program evaluation or program review.	Identified program owners, external evaluators, internal evaluators.
Determine Evaluation Type and Purpose	Set the parameters of the program evaluation and allow the program evaluation team to narrow the scope of the evaluation.	Identified program owners, external evaluators, internal evaluators.
Develop Research Questions/Objectives for Evaluations	Determine the specific objectives for the program evaluation or review.	Identified program owners, external evaluators, internal evaluators.
Determine Evaluation Protocols		
Task	**Purpose**	**Stakeholders**
Determine Data Collection Needs	Identify specific tools, programs, or personnel that may be needed to conduct the program evaluation or review.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators.
Identify Quantitative & Qualitative Data Sources	Based on the selected research questions, determine the surveys, focus groups, achievement data, and/or location of other data sources that will be needed and ensures the data is/will be available.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators, district data analysts
Develop Data Analysis Methodology	Ensure that the data is collected in such a way as to easily facilitate the analysis and interpretation of the findings.	Organizational Development Division, external evaluators, internal evaluators, district data analysts
Determine Resource Allocations	Identifies any potential financial, personnel, or resources that are needed to conduct the program evaluation are available.	Organizational Development Division, external evaluators, internal evaluators, district data analysts, Business and Finance.

Develop/Review Program Logic Model		
Task	**Purpose**	**Stakeholders**

Determine Evaluation Timeline and Expectations		
Task	**Purpose**	**Stakeholders**
Draft Scope of Work	Creates an individualized plan for each program evaluation or review detailing all the components of the evaluation.	Identified program owners and central office leaders, Organizational Development Division, external evaluators, internal evaluators.
Develop Monitoring and Reporting Timelines	Ensures reasonable timelines for data collection, analysis, and reporting as well as progress monitoring checkpoints.	Organizational Development Division, external evaluators, internal evaluators, district data analysts
Determine Reporting Expectations	Establishing what, when, and how the evaluation results will be communicated with various stakeholder groups.	Organizational Development Division, external evaluators, internal evaluators
Assign Responsibilities	Identifies key staff members and points of contact for the duration of the program evaluation.	Organizational Development Division, external evaluators, internal evaluators

Program Logic Model

The Strategic Planning Department will work with program owners to ensure that a detailed logic model is created to represent each program and its implementation processes. This ensures that the program evaluation design identifies all potential sources of information and avenues to consider. The following graphic illustrates the key components of a logic model.
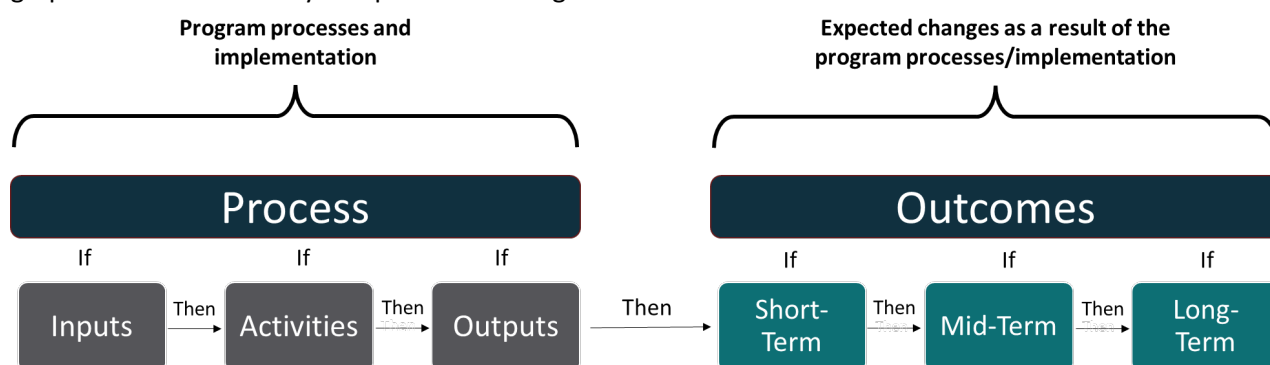
Program processes and implementation

Expected changes as a result of the program processes/implementation

Process

Outcomes

If — Inputs — Then → If — Activities — Then → If — Outputs — Then → If — Short-Term — Then → If — Mid-Term — Then → If — Long-Term

Image Source: Corporation for National & Community Service, p.5

A logic model works as a visual map of a program and describes the connections between all the key pieces of a program. Understanding all the processes, inputs, activities, outputs, and outcomes informs the decision-making process in designing, conducting, and reporting the results of a program evaluation or program review. The completed logic model assists District teams in ensuring the research questions and data collection methods most closely aligned with the purpose of the evaluation. **See Exhibit D** for a

sample template.

Determining the Purpose of the Program Evaluation
Once a program has been identified for evaluation through the annual prioritization process, the Strategic Planning Department will work with the program owners to determine the intended purpose of the proposed evaluation based on current needs, district strategic priorities, federal or state reporting requirements, or other high priority questions/concerns. The purpose of a program evaluation can be broken down into several categories as illustrated in the graphic below.

| Needs Assessment | Assessment of Program Theory | Process/ Implementation Evaluation |
| Impact or Outcome Evaluation | Efficiency Assessment | |
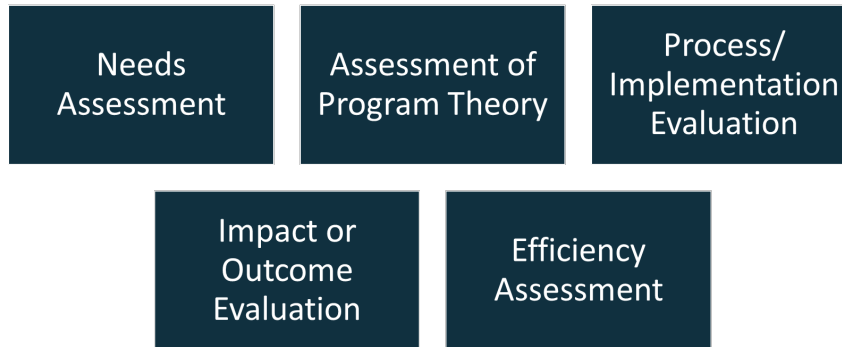
The various types of program evaluations serve a specific purpose based on:
- The implementation stage of the program
- How long a program has been in implementation
- Identified district priorities or questions

The needs assessment and assessment of program theory typically occur during the planning stages of program development but could be used if a question or need has arisen during implementation. Process, Impact, and efficiency evaluations are typically utilized when the program is already in implementation and can monitor program processes, outcomes, or resource utilization. The chart below details the purpose of each type of program evaluation.

Type of Program Evaluation	Purpose of Evaluation
Needs Assessment	The needs assessment evaluation is used to determine whether district conditions indicate there is still a need for the program.
Assessment of Program Theory	An assessment of program theory evaluation determines whether a program concept or design is aligned to the district strategic plan, reasonable, feasible, ethical, and sustainable by the district. This type of evaluation clarifies how the program addresses the concern or problem faced by examining for logical connections, assumptions, and exploring potential implications of the program.
Process/Implementation Evaluation	Process/Implementation-based evaluations focus on how a program produces results. This type of evaluation focuses on assessing the implementation, operation, or fidelity of a program to inform decision making, discover potential barriers, and make recommendations to improve the process/implementation of the program.
Impact or Outcome Evaluation	An impact or outcome evaluation determines the extent to which a program achieves its established goals, objectives, outcomes, or to measure the impact of the program on targeted populations.

Efficiency Assessment	An efficiency assessment evaluation verifies the cost effectiveness, benefit, utility, or feasibility of a program while assessing program costs.

Source: Colorado Department of Education, 2016. p. 11

Program Evaluation Design and Protocols

The Strategic Planning Department collaborates with program owners to determine what type of program evaluation best matches the needs of the district and what the evaluation will look like through the program evaluation designs and protocols. District leaders make determination to:

- Design appropriate research questions,
- Determine data collection and analysis methods,
- Allocate appropriate resources, and
- Determine the timeline and reporting expectations.

Program evaluations are usually considered mixed-method, meaning that they collect both quantitative and qualitative data to ensure that a consistent narrative is present within the data.

Develop Research Questions

Research questions help to provide structure to program evaluations and program reviews by helping all stakeholders understand what they should know or be able to answer at the conclusion of the evaluation. Research questions should be:

- Clear,
- Focused on a program process or component,
- Measurable by the evaluation, and
- Aligned to the program logic model.

Research questions guide the planning process as well as highlight the topics to be explored in the evaluation. The type of program evaluation or program review being conducted helps to drive the development of the research questions. The chart illustrates some examples of research questions based on the type of program evaluation selected.

Type of Program Evaluation	Examples of Potential Research Questions
Needs Assessment	- What are the target population's characteristics? - What are their needs? What services are needed? - What outcome needs improvement? Why does that need exist?
Assessment of Program Theory	- Is the programs Theory of Action plausible and aligned to current research? - Do our stakeholders or subject matter experts think it's reasonable and feasible? - How will the program work with the target population to sustain the program?
Process/Implementation Evaluation	- Is the program reaching the targeted recipients? - Is the program being implemented as designed/proposed? - How is the program progressing? Compared to last year? Last month? - Are program outcomes being met? If so, how? If not, why not?

Type of Program Evaluation	Examples of Potential Research Questions
	• How does the target population interact with the program? What do they think of the services? • What challenges have we faced? What improvement/changes in strategies are needed to reach the intended outcomes?
Impact or Outcome Evaluation	• What were the intended outcomes for the program? Did we achieve them? How/Why not? • Did the program yield the same results for all participants? Why was it more/less effective for some groups? • What were any unintended outcomes of the program?
Efficiency Assessment	• Do the benefits outweigh the costs? • Is the program being implemented in the most resource efficient way? • Are there alternative approaches that could have the same outcomes with less cost? • To what extent does the program address the identified need?

Data Collection and Analysis Methodology

The scope of the research questions determines what information will be needed to objectively evaluate or review the program. The Strategic Planning Department will collaborate with program owners and the Accountability, Assessment, and Compliance Department to determine what datasets are currently available, what could be collected, and what may not be available during the program evaluation process.   Some possible data sources could include:

- Historical
- Financial
- Student Achievement/Growth/Performance
- Software Program Utilization
- Observational, such as the through district Learning Walks
- Stakeholder perception survey or focus groups

In addition to selecting the relevant data sources, the Strategic Planning Department and the Accountability, Assessment, and Compliance Department will work with the program owners to determine the criteria that will be included in the data analysis. This ensures that the collection of data provides all the necessary information for a detailed analysis of the district program and outcomes. Depending on the data source some important considerations to discuss would be:

- Demographic information
- Instructional information (Campus, Teacher, Class Period)
- Date of data collection
- Limiting factors or exceptions to data
- Coding information about specific assessments
- The format of data (pdf, excel, csv, etc.)

Program Evaluation Timelines and Reporting

The Strategic Planning Department will work with program owners to establish the program evaluation/review timeline. The timeline for the individual program evaluations and program reviews

will:
- Outline the collection windows of the relevant data sources
- Timing of milestones within the school year
- Identification of progress monitoring milestones
- Allowances for the data analysis and report generation.

This information will be included in the Plan of Work presented to district administration for approval each spring and will include the following sections:
- Program name, owner, and Strategic Planning Department evaluator
- Program Description: General information about the program, its goals or objectives, and any other information needed to understand the purpose or scope of the evaluation/review
- Purpose of Evaluation
- Fiscal Considerations
- Scope and Method
- Required Reporting and Deliverables
- Program Support
- Special Projects

The plan of work will include a detailed timeline of the Strategic Planning Department activities related to program evaluation/review, implementation, and monitoring.

PROGRAM EVALUATION PROCESS: PROGRAM EVALUATION

This section will detail the program evaluation stage of the program evaluation process.

Conducting Program Evaluations

The Strategic Planning Department and program owners will utilize the plan developed and detailed in the annual Plan of Work to collect and prepare data for the program evaluations or program reviews. Once the data trends and outcomes are analyzed, the Strategic Planning Department will prepare the findings and recommendations, based on the identified research questions, that will be shared with the program owners. The following graphic and chart details the steps followed for both program evaluations and program reviews.

Stage 3:
Program Evaluation
- Monitor Data Collection, Analysis, and Interpretation
- Review Key Findings
- Generate Reports
- Communicate with Stakeholders

Collecting and Analyzing Data → Monitoring Evaluation Timelines → Report Findings → Action Planning and Follow-up

Collecting and Analyzing Data		
Task	**Purpose**	**Stakeholders**
Use Identified Protocols to Collect New Data	Ensure consistency for any stakeholder interactions and provides a guide for how and what data to collect.	Organizational Development Division, external evaluators, program owners. District data analysists
Gather Existing Data	Verify all required data elements for program evaluation are available for analysis.	Organizational Development Division, external evaluators, program owners. District data analysists
Identify Trends and Patterns in Data	Compare outcomes for targeted program populations/systems to measure the impact on outcomes.	Organizational Development Division, external evaluators, program owners. District data analysists
Generate Visuals/Artifacts	Communicate trends and patterns to all relevant stakeholders.	Organizational Development Division, external evaluators, program owners.
Monitoring Evaluation Timelines		
Task	**Purpose**	**Stakeholders**
Review Predetermined Milestones	Ensures that the evaluation or review timelines will be met and/or signals when additional support may be needed.	Identified program owners and central office leaders, Organizational Development Division, external evaluators.

Communicate Evaluation Progress	Communicates progress at established milestones for each program evaluation or reviews.	District data analysts, Identified program administrators, Organizational Development Division.
Report Findings		
Task	**Purpose**	**Stakeholders**
Prepare Preliminary Findings	Ensure e-Team and district leaders can seek any needed clarification prior to when final evaluation reports are prepared.	Identified program owners and central office leaders, Organizational Development Division, external evaluators.
Communicate Findings with District Teams	Update district leaders on the findings and recommendations from the program evaluation.	Organizational Development Division, external evaluators, program owners.
Share Evaluation Findings	Ensure all relevant stakeholders are informed regarding the program evaluation findings and recommendations.	Identified program owners and central office leaders, Organizational Development Division, external evaluators.
Action Planning and Follow-up		
Task	**Purpose**	**Stakeholders**
Develop Proposed Action Plan and	Initiate discussions with all relevant stakeholders to identify potential program actions and potential timelines.	Organizational Development Division, Identified program owners and central office leaders.
Communicate Program Changes (if applicable)	Build community awareness for any potential program changes.	Identified program owners and central office leaders, Organizational Development Division.
Update Progress on Action Plan	Explain follow-up actions taken by district teams and the impact to FBISD.	Organizational Development Division

Source: *Planning a Program Evaluation: University of Wisconsin-Extension-Cooperative Extension, 630 W. Mifflin Street, Room 170, Madison WI 53703. February 1996*

Collecting and Analyzing Program Evaluation Data
The analysis of data collected during the program evaluation or program review requires an objective examination of all research elements gathered to determine the degree to which the program is producing its intended outcomes. The Strategic Planning Department will work in collaboration with the Accountability, Assessment, and Compliance Department to reduce any bias in the data, identify trends and patterns, and make connections between relevant data sources to ensure that meaningful conclusions can be drawn from the data.

A purposeful examination of data collected should include a variety of analyses. For quantitative data such as student achievement, performance, survey, or demographic information, those analyses might include but are not limited to:
- Descriptive statistics
- Grade level or content group comparisons
- Demographic breakdowns
- Regression or correlation analyses

Qualitative data such as observations, interviews, focus group responses, and open-ended survey responses will be analyzed to look for emerging themes using inductive or deductive coding to build maps and thematic summary tables.

Monitoring Evaluation Timelines
During the development of the program evaluation/review timelines, the Strategic Planning Department will work collaboratively with the program owners to determine key milestones to track and monitor evaluation/review progress. The method of communicating evaluation progress will also be established to ensure timely completion and alignment to the program evaluation/review outcomes.

Reporting
Once the interpretation of data has been completed and the preliminary results are shared with e-Team, the Strategic Planning Department prepares the recommendations resulting from the program evaluation or program review. The final program evaluation report will show whether the desired outcomes have been met and make recommendations for what should be modified to improve the program over time. Accordingly, as evaluators and program stakeholders review the recommendations the following should be considered:
- Should the program continue?
- What are the areas for improvement or refinement?
- What actions are necessary to ensure the program achieves its intended outcomes?
- What considerations should be made for change management?

Additionally, in FBISD, preliminary evaluation findings are provided to e-Team members. The final evaluation agenda along with findings are shared with e-Team, relevant stakeholders and the Board in the form of a memo which may be reviewed/discussed at a future board meeting.

The program evaluation/review reports could be provided in a variety of formats such as a research brief, an executive summary, an in-depth report, an interim or preliminary results reports (infographic). The full program evaluation report for findings should include:
- Executive Summary
- Program Description
- Purpose and Scope
- Methodology and Results
- Key Findings & Observations
- Recommendations

Action Plan and Follow-up
The Strategic Planning Department will meet with department leaders to discuss the preliminary findings and recommendations to collaboratively develop an action plan. An Action Plan provides specific guidelines outlining action steps, responsible personnel, monitoring checkpoints, and will help track the impact of the evaluation as well as create accountability measures. After the development of the action plan, the program logic model should be updated to represent recommended changes.

The Action Plan should include identified actions in response to findings, individual(s) responsible, budgetary implications, and timeline for completion.

The program evaluation report and action plan documents are resources for program staff and should be reviewed periodically to determine if progress has been made on defined improvements to program

components. **Exhibit E** for a sample Action Plan

Glossary of Terms

Activities: The actual events or actions that take place as a part of the program.

Data collection method: The way facts about a program and its outcomes are amassed. Data collection methods often used in program evaluations include literature search, file review, natural observations, surveys, expert opinion, and case studies.

Efficiency assessment: An analysis that combines the benefits of a program with the costs of the program, benefit, utility, or feasibility of the program.

Evaluation design: The logical model or conceptual framework used to arrive at conclusions about outcomes.

Executive summary: A nontechnical summary statement designed to provide a quick overview of the full-length report on which it is based.

Impact/Outcome evaluation: The systematic collection of information to assess the impact of a program, or the extent to which it achieves its objectives.

Inputs: Resources that go into a program in order to mount the activities successfully.

Logic model: A systematic and visual way to present the perceived relationships among the resources you must operate the program, the activities you plan to do, and the changes or results you hope to achieve.

Measuring devices or instruments: Devices that are used to collect data (such as questionnaires, interview guidelines, and observation record forms).

Outcomes: The results of program operations or activities; the effects triggered by the program. (For example, increased knowledge, changed attitudes or beliefs, reduced tobacco use, reduced TB morbidity and mortality.)

Outputs: The direct products of program activities; immediate measures of what the program did.

Plan of Work/Evaluation Plan: A written document describing the overall approach or design that will be used to guide an evaluation or review. It includes what will be done, how it will be done, who will do it, when it will be done, why the evaluation is being conducted, and how the findings will likely be used.

Process/Implementation evaluation: The systematic collection of information to document and assess how a program was implemented and operates, or how it produces its results.

Program evaluation: The systematic collection of information about the activities, characteristics, and outcomes of programs to determine/improve program effectiveness, and/or inform decisions about future program development.

Program purpose: A statement of the overall mission or purpose(s) of the program.

Program Review: Similar to Program Evaluation but facilitated through departments and monitored by the Strategic Planning Department.

Qualitative data: Observations that are categorical rather than numerical, and often involve knowledge, attitudes, perceptions, and intentions.

Quantitative data: Observations that are numerical.

Resources: Assets available and anticipated for operations. They include people, equipment, facilities, and other things used to plan, implement, and evaluate programs.

Stakeholders: People or organizations that are invested in the program or that are interested in the results of the evaluation or what will be done with the results of the evaluation.

Surveys: A data collection method that involves a planned effort to collect needed data from a sample (or a complete census) of the relevant population. The relevant population consists of people or entities affected by the program (or of similar people or entities).

Adapted from Source: Centers for Disease Control and Prevention, Program Performance and Evaluation Office

EXHIBIT A – FBISD PROGRAM LIFE CYCLE PHASES

Implementation Phase	Key actions and Steps to Ensure Program Fidelity
Planning Phase **Year 0** *Prior to Program Launch*	• Conduct a needs assessment and/or theory of change program evaluation to establish what the program should or needs to accomplish. • Draft proposal for preliminary program consideration. • Develop program logic model to identify key inputs and outcomes. • Identify key indicators for program implementation, district outcomes, and ensure data is/will be available to monitor. • Collaborate with district leaders to evaluate system capacity and feasibility to support the program. • Develop implementation/roll out plan such as identifying pilot campuses, expansion plan proposal, professional learning requirements, support staff expectations. • Upon preliminary approval, submit RFP for any relevant services. • Obtain final approval from e-Team/Board of Trustees (as appropriate)
Implementation Phase **Year 1** *First Year of Program Implementation*	• Implement program based on design/plan. • Collect data for identified indicators and outcomes. • Solicit feedback from relevant stakeholders regarding program rollout, utilization, impact on outcomes. • Analyze program data to identify potential barriers and obstacles to implementation. • Identify any changes needed to program processes and procedures, develop training plan to implement changes.
Continuous Improvement Phase **Year 2 and beyond**	• Continue data collection, solicitation of stakeholder perceptions. • Implement recommended changes to program processes. • Analyze data collected for trends, patterns, impact to outcomes. • Conduct a program evaluation to determine the effectiveness of program implementation, impact on district outcomes, and program efficiencies. • Review/Analyze program evaluation findings to determine if program should continue, needs revisions, or should be discontinued. • Develop transition/expansion plan based on program evaluation findings and recommendations. • Recommend any additional changes to program implementation.

EXHIBIT B – COMPREHENSIVE PROGRAM INVENTORY

Curriculum Initiatives	Program Owner
Summer School (Inspire, EB, HB4545, Original Credit, Credit Recovery)	AAC
Standards Based Grading	T&L
CTE	DSL
Learning Management System (Schoology)	T&L/IT
Dual Credit	SEL
AP	SEL
ECHS	SEL
P-Tech	SEL
World Languages	T&L
Instructional Strategies	
Reading Academy	OD
PBIS	SEL
Balanced Literacy	T&L
Guided math	T&L
Interventions (SSI/RTI)	T&L
Student Ownership of Learning	T&L/OD
Bilingual Program	T&L
ESL Program	T&L
Gifted and Talented Academy (GTA) @QVMS	T&L
Gifted and Talented Mentorship Program	T&L
GT Program (Vistas talent Pool)	T&L
Elementary Outclass	T&L
Support for Teachers/Staff	
Opportunity Culture/Teacher Residents	OD
Induction/Mentorship (TAPP)	OD
Professional Learning	OD
District Mentoring (Student)	CC
ACP/University Partnerships	HR
Recruitment & Retention Programs	HR
Grow Your Own	HR
Ambassador	OD
AP Foundations and Ascend	OD
Instructional Coaches	OD
Leader Learning	OD
TIA/NBCT	OD

Performance Management (employee)	HR
Non-Academic Programs	
Parent & Family Engagement (Title I)	AAC/CC
Activity Funds	B & F
Annual Budget Audit	B & F
Annual Budget Process	B & F
Procurement Process (Approval of Requisitions, Bid Intake Process)	B & F/Mat Mgmt
Bond Management (Debt mgmt.)	B & F
Comprehensive Risk Management Plan	B & F
Fixed Assets	B & F
Furniture Replacements	B & F
Risk Management	B & F
Special Revenues	B & F
Treasury Function	B & F
National School Lunch Program	CND
School Breakfast Program	CND
Summer Feeding Program	CND
CEP (Community Eligibility Provision)	CND
Bond Programs	Des&Con
Custodial & Grounds Management	Facil.
Energy & Utility Management	Facil
Work Order Processes	Facil
Facilities Planning	Facil
Long Term Capital Management	Facil
Timekeeping Systems	HR
Absence Management	HR
Applicant Tracking System	HR/IT
Grading Reporting/Grading Systems	IT/AAC/T&L
District of Innovation	OD
Community Based Accountability	OD
Student Management (truancy, discipline, tardies, threat etc.)	SA
Records Management	Legal
Public Information Request	Legal
Payroll	BF
Support for Students	
Early Literacy Centers	DSL
Pre-Kindergarten	DSL
CTE	DSL
Extended Day	BF
CCMR	SEL
AVID	SEL
Highly Mobile & At Risk Programming (Homeless, Foster, Military)	AAC
State Compensatory Education	AAC

Title I, Part A	AAC
School Health and Related Services (Medicaid reimbursement)	BF
Shared Dreams	CC
AVID	SEL
Mental Health and Social Work	SEL
PBIS	SEL
Student Leadership	SEL
Student Wellness Program	SEL
SPED (504, Adapted PE, Adult Transition Services (18+), Assistive Technology, Dyslexia (SPED and GenEd), Early Intervention Academy (EIA), Extended School Year (ESY), Homebound/PRS (Gen Ed and SPED), Inclusive Programming (ICS/CT), Related Services (OT, PT, MT), Resource, Specialized Programs (ABC, BSS, CLaSS, CLaSS Plus, ECSE, FLaSH, SAILS), Speech Therapy, Structured Therapeutic Education Program (STEP), Vision Services (VI and O&M)	SPED

Program Owner Key	Department/Division
AAC	Accountability, Assessment, and Compliance
B&F	Business & Finance
CC	Collaborative Communities
CND	Child Nutrition Department
Des&Con	Design & Construction
DSL	Department of School Leadership
Facil	Facilities and Maintenance
HR	Human Resources
IT	Information Technology
Legal	Legal Services
Mat Mgt	Materials Management
OD	Organizational Development
SA	Student Affairs
SEL	Social Emotional Learning
SPED	Special Programs

EXHIBIT C – PRIORITIZATION RATING SCALE

Criterion		Rating Description	Score
Primary Considerations (1-5 Scale)	**Alignment to District Strategy**	5 Essential/Critical role in achieving or advancing district strategy 4 Strong influence on achieving or advancing district strategy 3 Some degree of influence of district strategy 2 Minimal influence on district strategy 1 No clear or limited influence on district strategy	
	Reach or Plans for Expansion	5 Planned expansion district wide within 2 years 4 Planned expansion district wide within 3 years 3 Currently district wide 2 Limited campuses/scope 1 No plans for expansion	
	Percent of Student/ Campus/ Teacher Impact	5 91-100% of S/C/Ts impacted 4 75-90% 3 50-74% 2 25-49% 1 <25%	
	Significant Investment of Time	5 High level of impacts, all e-Team members/district resources 4 Large cross-functional work with multiple departments 3 Four to five departments or campus teams 2 Two to three departments or campus teams 1 Individual or limited department implementation	
	Significant Investment of Funds	5 Over $1 million 4 $500k-1 million 3 $150k-500k 2 $50k- 150k 1 Under $50k	
Secondary Considerations (1-3 Scale)	**Direct Impact on Learning**	3 Proven research-based results for all student outcomes 2 Proven research-based results for targeted student outcomes 1 No clear results for student outcomes	
	Politically Feasible to Change	3 Limited potential for conflict/pushback 2 Moderate potential for conflict/pushback 1 High potential for conflict/pushback	
Other Considerations (1-3 Scale)	**Data Availability**	3 Data available, readily accessible, currently collected 2 Data could be collected or made available 1 Data not available or not measurable or not reliable	
	Uncertain Effectiveness	3 Never been evaluations within last five years 2 Program evaluation/audit within last three to five years 1 Regular evaluation cycle or recent program evaluation in last 2 yrs	
	Target Population	3 Targets 80-100% traditionally underserved populations (SPED, EB/BIL, GT, At-risk, etc.) 2 Targets 40-79% traditionally underserved populations 1 Targets less than 40% or does not target underserved populations	
		Total Score	

Note: Other priority considerations may be taken into account for evaluation prioritization.

EXHIBIT D – LOGIC MODEL TEMPLATE

Program Name, Purpose, and Description:		

Outcomes	**Long-Term** What are desired or expected outcomes beyond year 3? (Exp: Improved climate or conditions, student achievement, student growth)		
	Mid-Term What are desired or expected outcomes in years 2-3? (Exp: Behavior, practice, decisions, policy)		
	Short-Term What are desired or expected outcomes in 1 year? (Exp: Awareness, knowledge, attitude, skills)		
Process	**Outputs** Who do we reach? What are immediate results/products? (Staff trained, instruction delivered, resources created)		
	Activities What do we do? (Exp: PD, Instructional strategies, intervention)		
	Inputs What do we need? (Exp: funding, resources, staffing, materials)		

EXHIBIT E –ACTION PLAN TEMPLATE

Evaluation Outcome/Strategy: _____

Program Change(s) to Be Sought: _____

Collaborating Department(s) Division(s): _____

Research Question

Finding	Recommendation
1.	
2.	
3.	
4.	

ACTION PLAN

Finding	Action Step	By Whom	By When	Resources and Support *(financial, human, political, and other)*		Potential Barriers or Resistance	Communication Plan for Implementation
				Available	**Needed**		
Include Number	*What needs to be done?*	*Who will take actions?*	*By what date will the action be done?*	*Resources Available*	*Resources Needed*	*What individuals and organizations might resist? How?*	*What individuals and organizations should be informed about/involved with these actions?*