

## *Springfield Public Schools' Framework for Program Evaluation*

The District's Program Evaluation framework includes several components that ensure a quality review and evaluation of each district program/service.

BOE policies AD (Educational Philosophy/School District Mission), CL (Administrative Reports/School District Annual Report), IM (Evaluation of Instructional Programs), IIAA Basic (Resource Selection and Adoption), and IF Basic (Curriculum Development) align to MSIP Standard 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.

### *Definitions for Program/Service Evaluation*

- **Program Evaluation**-The collection of information or data concerning a program within an organization. The program is studied and goals/objectives are analyzed for effectiveness. If opportunities for improvement of the program are identified, suggested changes for program effectiveness and judgments about future programming are made. Program evaluation involves investigating performance, effectiveness, and long-term impacts. Data collection is a critical component of a program evaluation and should be based on the optimum compilation method available.
- **Formative Evaluation**-The collection of data for an explicit period of time. This type of evaluation is used for the beginning of a program to improve implementation, resolve problems, and ensure that progress toward goal completion occurs.
- **Summative Evaluation**-This type of evaluation is performed after the conclusion of a program. It is used to assist decision-makers in deciding whether or not to continue a program.
- **SPS's Continuous Improvement Evaluation**-The focus of this evaluation is on continuous improvement. This approach is on-going with the primary focus on measurable performance toward reaching district goals. The success of systems focused on performance excellence depends on the effective deployment of "best practices." These practices are the foundation for developing and connecting all parts of the educational system. Program directors/coordinators and staff members use the strengths and areas for improvement analysis to develop recommendations for improvement and a plan of action. This plan of action becomes the focus for the program/service with short and long-term goals. Upon implementation of action plans, the outcomes are analyzed to determine progress as related to the strengths/concerns identified in the initial program evaluation. The continual feedback loop is established throughout the on-going process.

## ***Framework for Program/Service Evaluation***

*“Effective accountability systems must offer clear information on programs, including not only the identification of the programs used, but also a determination of the extent to which they are used. The principal advantage of using accountability systems for program analysis is the value it provides to decision-makers in the allocation of scarce resources.” Dr. Douglas Reeves, Accountability in Action: A Blueprint for Learning Organizations*

### Focusing SPS’s Continuous Improvement Evaluation Framework

- What is the purpose of the evaluation?
- How will the information gathered be utilized?
- What will be known after the completion of the evaluation that is not known now?
- What actions will be taken as a result of the evaluation findings?

The district format for evaluation program was revised during the 2006-2007 school year. The revised Program Evaluation format was presented to the Board in January 2007 with the 2007 Staff Development Program Evaluation as the model for this format. The following information provides a rationale for and comparison of the former program evaluation model to the newly revised program evaluation model. A critical step in the revised process is the early identification of program goals, indicators, and measures.

### **Rationale and/or Related Information for Format Revisions**

1. Increases alignment with a district continuous improvement approach
2. Meets 4<sup>th</sup> Cycle MSIP requirement (Standard 8.1)—identified programs must provide a biennial evaluation to the Board of Education
3. Includes DESE required program evaluation criteria. DESE-required items are: goals, data (results), strengths, opportunities for improvement (or concerns), next steps, and person responsible for the evaluation
4. Driven by key audiences--the format was developed with a focus on the key audiences—the Board of Education and the program’s primary customers; deeper analysis and discussion should occur within/among the department/program and direct supervisors
5. Utilizes the seven system components as a framework, but it is not intended to be a “systems check.”
6. Provides a *brief* department/program profile (components one through six)
7. Focuses primarily on results (component seven).



# Springfield Public Schools

## Program Evaluation Template

### *Program: Name of Program*

MSIP Standard 8.1 and Board of Education policy IM (Evaluation of Instructional Programs) require the goals of programs/services to be reviewed biennially by the Board. This report is the first biennial update using a format aligned to the seven criteria for performance excellence. Items one through six provide a basic profile of the department. Item seven includes data (results) specific to the identified goals and measures.

1. **Leadership:** *Name of district position(s) that serve as department/program leader(s).* Department responsibilities are addressed through the shared mission, vision and commitments listed below.

#### Mission

*Department/Program Mission Statement*

#### Vision

*Department/Program Vision*

#### Collective Commitments

*Department/Program Commitments*

2. **Department/Program Goals:** *List goals indicating alignment with district goals. Performance indicators are utilized to measure outcomes. See example below*

**Goal 1: Increase the number of parents participating in their child's learning through positive interaction with school staff.**

#### **Performance Indicators**

1. Parent attendance at parent/teacher conferences
2. Parent attendance at Open House
3. Quarterly student progress reports signed by parents and returned to teacher

**Goal 2: Increase in number of students reading at or above grade level by the end of third grade**

#### **Performance Indicators**

1. Scholastic Inventory Reading scores indicate 3<sup>rd</sup> grade students are reading at or above grade level
2. District Communication Arts Benchmark results indicate 3<sup>rd</sup> grade students are reading at or above grade level.

3. **Customer/Stakeholder Focus:** *List primary customers of the department/program including a brief overview outlining how customer input is obtained.*

4. **Measurement and Analysis Process:** *Description of how department/program staff members and specific program leaders measure the performance of the department/service and regularly evaluate programs and services. Each department/program should demonstrate how the program process is employed to identify outcomes and measures prior to implementation of program goals. In addition, a discussion of how resulting data are collected, analyzed and annually reported to ensure data-driven recommendations for improvement is utilized. The findings of the data analysis should serve as the foundation for resulting action plans.*
5. **Staff Profile:** *This component should identify district positions that serve to make up the profile of all department/program workers.*
6. **Key Work Processes/Program Responsibilities/Services:** *This list should provide summary description of department/program processes identified as “key” to department/program services or responsibilities. Key processes should be limited to no more than ten items.*
7. **Results, Strengths, and Opportunities for Improvement:** *Include graphs, charts, and key points to communicate department/program’s key performance results. Include appropriate data to demonstrate strengths and opportunities for improvement. This section highlights the results of program/service activity or effort compared to its goals and performance indicators.*

**Key Strengths** (*Limit Key Strengths to 3 – 4*)

- 1.
- 2.
- 3.

**Key Opportunities for Improvement** (*Limit Key Opportunities to 3 – 4*)

- 1.
- 2.
- 3.

**Next Steps** (*Limit Key next steps to 3-4*)

- 1.
- 2.
- 3.

**Submitted:**

**Director of Program:**

**Date:**

An oral presentation of the Program Evaluation may be requested by the Board of Education.