

Lexington School District One Program Evaluation Plan



Rationale

Lexington School District One (Lexington One) boasts a high-performing reputation and commitment to continuous improvement. A comprehensive five-year program evaluation plan is crucial to maintain this excellence and adapt to evolving educational needs. This rationale outlines the necessity and potential benefits of such a plan.

Need for Evaluation:

- **Accountability and Transparency:** Lexington One receives public funding and serves diverse student populations. A systematic evaluation assures stakeholders their resources are used effectively and identifies areas for improvement.
- **Data-Driven Decision Making:** Educational programs evolve rapidly. Regular evaluations provide data-driven insights to inform resource allocation, program adjustments, and strategic planning.
- **Continuous Improvement:** Evaluating programs' effectiveness against defined goals allows ongoing optimization. Identifying strengths and weaknesses helps refine program delivery and maximize student outcomes.
- **Compliance and Accreditation:** State and federal mandates require periodic program evaluations. Having a comprehensive plan in place streamlines compliance and demonstrates a commitment to quality education.
- **Innovation and Adaptability:** Educational landscapes change constantly. A five-year plan allows flexibility to incorporate emerging trends, assess pilot programs, and ensure Lexington One remains at the forefront of educational excellence.

Benefits of a Five-Year Plan:

- **Long-Term Perspective:** A five-year plan facilitates consistent monitoring and identifies trends over time, providing a deeper understanding of program impacts.
- **Cost-Effectiveness:** Establishing a long-term framework streamlines evaluation processes and reduces ad-hoc assessments, maximizing resource utilization.
- **Stakeholder Engagement:** Involving stakeholders in the evaluation process fosters community ownership and improves communication transparency.
- **Scalability and Adaptability:** The plan can be adapted to address unforeseen challenges or emerging priorities during the five-year period.

Implementing a five-year program evaluation plan represents a proactive and data-driven approach to ensuring Lexington One's continued success. It strengthens accountability, enhances decision-making, and fosters continuous improvement for the benefit of students, educators, and the entire community. This plan will lay the foundation for Lexington One to maintain its position as a leader in educational excellence for years to come.

Components of Program Evaluation

Component	Description
Clear Evaluation Purpose and Objectives	Clearly defined "why" and focused objectives to guide the evaluation.
Rigorous and Appropriate Methodology	Use of appropriate methods (surveys, interviews, etc.) to ensure reliability and validity.
Comprehensive Data Analysis Plan	Clearly defined plan for how data will be analyzed beforehand, linking it back to the evaluation's purpose.
Credible and Trustworthy Findings	Use of rigorous methods in order to address biases and ensure the results are believable.
Actionable Recommendations for Improvement	Specific and practical recommendations to guide program improvement.
Ethical Considerations and Stakeholder Engagement	Respect for participants, involvement of stakeholders, and ensuring data privacy and confidentiality.
Clear and Concise Reporting	Plan for communicating findings clearly and understandably for specific audiences.
Utilization of Evaluation Results	Sharing of findings and facilitation of discussions on how to apply them to improve the program.
Sustainability and Continuous Improvement Plan	Integration of evaluation into program operations and develop a plan for future improvements.

Evaluation Process

The program coordinator for any evaluated program will provide the Office of Assessment and Accountability with a program evaluation plan. This plan will be included as part of an initial program proposal or, for existing programs, will be developed and published prior to the evaluation.

Each program evaluation plan comprises the following components:

- Program coordinator
- Program planning team members
- Description of the program
- Description of how the program's services are developed and delivered
- Key program stakeholder groups
- Student and stakeholder needs addressed by the program
- Goals of the program with measurable outcomes
- Data collection methods

At the appointed time, the Office of Assessment and Accountability will use the published program evaluation plan as a guide to conduct the evaluation. The evaluation will be further guided by the following questions:

Implementation

- Fidelity: Was the program implemented as originally designed? If not, what were the key deviations, and why did they occur?
- Reach: Did the program reach its intended target audience? Were there any unanticipated participants?
- Dosage: Did participants receive the intended amount of the program's services or interventions?

Outcomes

- Effectiveness: Did the program achieve its intended goals and objectives? What is the evidence to support this?
- Impact: What changes (positive or negative) occurred for participants because of the program?
- Unintended Consequences: Were there any unexpected effects of the program, both positive and negative?

Context

- Internal Factors: What elements within the program or its organization influenced implementation and outcomes? (e.g., staff expertise, resources, leadership)
- External Factors: What conditions in the broader environment affected the program? (e.g., policy changes, community events, economic shifts)

Equity

- Access: Were all segments of the target population able to access the program equitably?
- Benefit: Did different groups of participants experience the program's benefits similarly, or were there disparities?

Efficiency and Sustainability

- Resource Use: Were the program's resources (time, funding, personnel) used effectively in relation to the outcomes achieved?
- Sustainability: Can the program continue in the long term with available resources and support? What factors might promote or hinder its sustainability?

Not all evaluations will answer every question on this list. It depends on the evaluation's scope and specific goals. Answers to appropriate questions will be provided as part of the evaluation report. This report will be delivered to the program coordinator. Program coordinators should then work with the program planning team to review the evaluation and, if necessary, develop a plan to implement the findings of the evaluation.

Evaluation reports will also be submitted to the Senior Leadership Team for review and any necessary action. The Senior Leadership Team may, at their discretion, request any evaluation report to be reported to the Board of Trustees. This report and any associated action plan will be presented by the appropriate program coordinator.

External Program Evaluations

Occasionally, there may be a need for a more comprehensive external evaluation to be conducted in collaboration with the district. In such a case, the Office of Assessment and Accountability, at the direction of the Senior Leadership Team, will review and approve requests based on need and priority. The process for these evaluations will vary depending on the specific nature of the project. Results of these evaluations are also reported to the Superintendent and/or the Board of Trustees, as appropriate.

Programs to be Evaluated in the Plan

Every program in the district, regardless of size and scope, should be regularly evaluated. Some programs have evaluations built in by the program provider that can serve as an adequate evaluation and can contribute data to a more comprehensive internal evaluation. Some programs that are funded by federal or certain state funds may have regular evaluation requirements built into the use of those funds. This evaluation plan does not cover all programs in the district that should be evaluated. Instead, it focuses on large-scale school- and district-initiated programs that comprise a substantial portion of district budget expenditures that do not include an embedded evaluation provided by the program source. Other smaller programs may, at times, be included in the plan if those programs are being considered for expansion or de-implementation. Following is a list of programs to be evaluated by the district in the current cycle. These programs are programs that meet one or more of the following criteria:

- Initiated *by the District* for one or more schools,
- Required for regular evaluation by law or policy,
- Annual cost of at least \$100,000
- Specific determination by SLT and/or the Board of Trustees

The current plan lists the following programs for evaluation over the next 5-year cycle. The proposed schedule based on board priorities for the current year can be found [here](#).

Proposal Process for New Programs

From time to time implementation of new programs becomes necessary, however it is important that the scope and outcomes of these proposed programs is clearly defined and reviewed for alignment to district priorities and that appropriate resources for implementing the program are available and sustainable.

Staff wishing to initiate a new program must first submit the [Program Proposal Form](#) to their respective division chief for initial approval. Once approved by the division chief, the program will be presented to SLT for final approval and determination of evaluation method. SLT may, at their discretion, designate approved programs to be evaluated locally by the program implementation team, at the district level by the Office of Assessment and Accountability, or by an external evaluator. SLT will also determine the frequency at which the program will need to be evaluated.