

Standard Procedures for Program Evaluation Anchorage School District

In order to better serve the needs for program evaluation at the Anchorage School District, the following standard procedures for program evaluation are proposed.

Step One - Defining the Purpose and Scope of the Evaluation

At this step, researchers will review documents, conduct interviews and focus group studies to get familiar with the program being evaluated. This will be followed by extensive literature review of previous research to build the theoretical framework for the evaluation. Researchers will set the limits of the evaluation, i.e., at the school-level, district-level, or both. The purpose of the evaluation will also be defined, which includes the goals and objectives for the evaluation and the audience for the evaluation results.

At the end of step one, the products will be:

- A brief introduction of the program;
- A literature review of previous research in this area;
- A purpose statement that outlines the goals and objectives for the evaluation;
- Limits of the evaluation – at the school-level, district-level, or both.

Step Two - Specifying the Evaluation Questions

At this step, specific evaluation questions will be proposed. Evaluation questions help further define the limits of the evaluation and they come out of the purpose and scope specified in the previous step. For example, evaluation questions may be formulated concerning the adequacy of the curriculum, qualifications of the teachers, appropriateness of the information being taught, or the extent to which students are meeting the objectives.

At the end of step two, the product will be:

- A set of evaluation questions or hypotheses that further defines the program evaluation.

Step Three - Developing the Evaluation Design and Data Collection Plan

This step involves developing appropriate research methods to answer the evaluation questions. This will involve: identifying the data sources for each evaluation questions; identifying the data collection methods and the instrument used; identifying the required resources to carry out the program evaluation.

At the end of step three, the products will be:

- The data sources for each research question;
- The research design and related data collection methods (surveys, interview, or performance data);
- A plan for training people involved in the data collection process;
- An estimated timeline for the evaluation, which may include the deadlines for data collection, data analysis and presentations to stakeholders.

Step Four - Data Collection and Analysis

To ensure validity and reliability, standardized data collection methods developed in step three need to be strictly followed. In this step, researchers will also analyze and interpret the data in order to answer the evaluation questions. Appropriate descriptive and inferential statistics need to be involved to draw valid conclusions.

At the end of step four, the product will be:

- Data and related data analysis;
- Decisions about the program.

Step Five – Communication of the Findings in Non-technical Terms to Stakeholders

At this step, researchers will put forward a report outlining the findings. Presentations will also be utilized to communicate the findings in non-technical terms to board members, administrators, or teachers.

At the end of step five, the products will be:

- A detailed report of the findings and decisions about the program;
- Presentations of the findings to stakeholders.

Step Six - Using the Evaluation Report for Program Improvement

At this step, a follow-up action plan based on the findings and recommendations will be in place to improve the program.

At the end of step six, the products will be:

- Recommendations for the program;
- An action plan that includes the timeline, resources and assignments of follow-up actions.