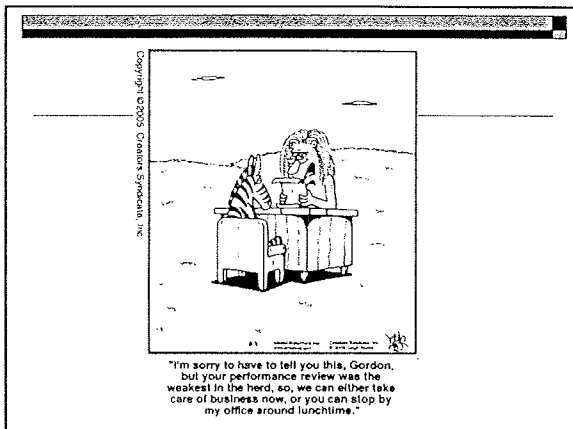


Stockton Unified School District

- 38,000 Students + Preschool + Adult School
- Program Improvement District
- 57% Hispanic/Latino, 16% Asian Filipino, 13% African American, 9% White, 5% Other
- 28% English Learners (Predominantly Spanish-speaking)
- 42 K-8 ES, 4 Comprehensive HS, 4 Specialty HS, 1 Continuation HS, 1 Alternative HS
- Magnets
 - Elementary: 8 (Basic Skills, Spanish Immersion, Open Ed., Montessori, GATE, Medical, Performing Arts, Aerospace)
 - High School: 9 (IB, Math/Science, Performing Arts, Journalism, Pharmacy/Dental, Business/Law, Early College, Environmental Tech, Technology)
 - Coming This Year: Spanish Dual Immersion, IB-PYP
 - Coming Soon: Health Professions High School

San Joaquin County

- Two Largest Current Employers:
 - San Joaquin County
 - Stockton Unified
- Home to One Medium-Security Prison, Three Youth Authority Campuses, One Women's Prison Re-Entry Center; Future Home of Two 1,800-bed Prison Hospitals, Northern San Joaquin Valley Veterans' Administration Clinic
- Large Concentration of Dairies and Food Processors
- Strategic Plan: Increase jobs in healthcare, green tech, aviation, food processing, and finance



Outcomes of Today's Presentation

- Participants in this workshop will (hopefully) leave with knowledge of:
 - 1 Principles of adult learning
 - 2 Reasons for evaluating principals
 - 3 Components of effective principals' evaluations
 - 4 Reasons for evaluating magnet programs
 - 5 Components of effective magnet program evaluation

Principles of Adult Learning

- Glickman & Ross-Gordon: *Supervision and Instructional Leadership: A Developmental Approach*
 - Adults have a psychological need to be self-directing.
 - Adults bring an expansive reservoir of experience that can and should be tapped in the learning situation
 - Adults' readiness to learn is influenced by a need to solve real-life problems often related to adult developmental tasks.
 - Adults are performance centered in their orientation to learning—wanting to make immediate application of knowledge
 - Adult learning is primarily intrinsically motivated

When Do We Evaluate?

- When the Law Says We Must
- When Bargaining Agreements Say We Must
- Preferably Annually
- Multi-Step Recursive Process
 - Goals & Objectives
 - Progress Checks
 - School Site Visits
 - Revise Goals & Objectives

What Do We Evaluate? - General

<input type="checkbox"/> Knowledge of Curriculum & Instructional Strategies	<input type="checkbox"/> School Climate/Culture
<input type="checkbox"/> Learning-centered vs. Teaching-centered Environment	<input type="checkbox"/> School Safety
<input type="checkbox"/> Principal's Role as a Professional Developer	<input type="checkbox"/> Parent/Community Involvement
<input type="checkbox"/> Student Support Systems	<input type="checkbox"/> Agency Collaboration
<input type="checkbox"/> Leadership <ul style="list-style-type: none"> ■ Management Skills ■ Instructional Leadership ■ Peer Leadership ■ Organizational Priorities 	<input type="checkbox"/> Organizational Efficiency <ul style="list-style-type: none"> ■ Policies & Procedures
	<input type="checkbox"/> Student Achievement <ul style="list-style-type: none"> ■ High Stakes Tests ■ Rigor ■ Grades
	<input type="checkbox"/> School Monitoring Reviews

What Do We Evaluate? - Magnet

<input type="checkbox"/> Magnet Attraction	<input type="checkbox"/> Participation/Success in Academic Competition
<input type="checkbox"/> Theme Maintenance and Development	<input type="checkbox"/> Participation/Success in School Recognition Programs
<input type="checkbox"/> Diversity Goals	<input type="checkbox"/> Quality After-School Programs
<input type="checkbox"/> Compliance with Magnet Policies and Procedures	<input type="checkbox"/> Culminating Events
<input type="checkbox"/> External Certifications (IB, AVID, etc.)	

Professional Learning Community

- DuFour, DuFour and Eaker: *Learning by Doing: A Handbook for Professional Learning Communities at Work*
 - SMART Goals (Specific-Measurable-Attainable-Realistic-Time Bound)
 - Moving from a Teaching-based to a Learning-based Environment

Feedback Loop

- Data Mining
 - "What gets measured gets done"
 - "You can't manage what you can't measure"
- Collaborative Planning with Tangible Outcomes (not "Coblabberation" or "Blamestorming")
- Principal-Individual or Principal-Team Dialogue (Academic Conferencing)

Program Evaluation Data Points

- Schoolwide Data
- Magnet Data vs. Non-magnet Data
- Standardized Tests
 - Proficiency Rates
 - Band Improvement (Academic Performance Index in CA)
- High School Graduation Rate/Dropout Rate
- Achievement Gap
- Attraction from Outside of Attendance Zone
- Suspension/Expulsion
- Program Completion
- Size of Program
- Size of Waiting List

How Do We Use Program Evaluation Data?

- Develop School/District Priorities and Targets
 - LEA Plan
 - School Plan
 - Budget
- Determine Schools to Include in MSAP Application
- Demonstrate Value of Magnet Programs
- Determine Whether to Continue/Modify/Discontinue Magnet Programs
- Transparency
- Measure Integrity

Program Evaluation Resources

- Evaluation Toolkit for Magnet School Programs
 - www.evaluationtoolkit.org
 - Set the stage for purposeful evaluation
 - Develop a theory of action for your program.
 - Evaluate implementation to document what you are doing.
 - Evaluate outcomes to show your program is making a difference
 - Get quality data into your evaluator's hands.
 - Take action in response to evaluation results.
- Planning Checklist

Program Evaluation Resources

- www.buildingchoice.org
 - Building a Vision
 - District Operations
 - Communication with Parents
 - Supporting Schools
 - Evaluation and Improvement







































Instructions: Review each of the following evaluation activities related to effective evaluation. Check off items that are already part of your evaluation process. Space is also provided for additional notes.

A variety of resources provided in this online Magnet Schools Program Evaluation Toolkit support these evaluation activities. Available resources are indicated by symbols for Tools (🔧), Vignettes (🗨️), and Sample Materials (📄). Explore the website to preview and download these resources as well as other relevant information related to these activities.

Evaluation Activities	Already part of our evaluation process	Notes Is this an institutionalized process? Do we need more support? Who does this and when?
Set the stage for purposeful evaluation		
Gather information about what stakeholders want to learn about your program. 🔧		
Develop a shared understanding of your program's goals, objectives, and history. 🔧		
Develop an understanding of different types of evaluations and the benefits of each. 🔧 🗨️ 📄		
Support positive beliefs and attitudes about evaluation. 🔧		
Determine criteria for an external evaluator. 🔧 🗨️		
Define roles and responsibilities for evaluator and district staff in your evaluation. 📄		
Set up communication pathways with the evaluator about district context, your magnet program, and the evaluation process. 🗨️ 🔧		
Communicate with stakeholders about the evaluation purpose and process. 🗨️ 📄		
Develop a theory of action for your program		
Work with key partners to discuss beliefs and assumptions before implementing a program. 🔧 🗨️		
Check the rationale for your planned activities to ensure a link between inputs, outputs and outcomes. 🔧		
Learn about the differences and the important connections between outputs and outcomes. 🔧 📄		
Review other logic models to ensure that yours will have all the right elements. 🔧 🗨️		
Create a logic model. 🔧		
Study the approaches to and samples of evaluation questions drawn from a logic model. 🗨️ 📄		
Use the outputs and outcomes from your logic model to develop evaluation questions. 🔧		



Evaluation Activities	Already part of our evaluation process	Notes Is this an institutionalized process? Do we need more support? Who does this and when?
Evaluate implementation to document what you are doing		
Understand the need for both implementation and outcome evaluations.  		
Identify methods and indicators that are most closely aligned with your implementation questions and goals.  		
Ensure that your indicators adequately document your implementation. 		
Develop clear criteria for high-quality activities and products, and define what you mean by successful implementation.  		
Understand the concepts of "treatment" and "dosage" as they apply to measuring quality of implementation.  		
Identify the most appropriate and practical instruments for measuring quantity and quality of implementation.  		
Identify what data are currently available, what formats they are in, and any data gaps that need to be filled. 		
Evaluate outcomes to show your program is making a difference		
Learn about the advantages, disadvantages, and issues associated with different evaluation designs.  		
Determine the best approach for identifying and selecting a comparison group for your evaluation.   		
Carefully define treatment in your magnet program.  		
Use research and the work of other districts to select appropriate outcome measures and instruments.   		
Get quality data into your evaluator's hands		
Develop a data collection plan that ensures the collection of quality data.  		
Develop a realistic timeline for data collection. 		
Anticipate and address common data collection issues.   		
Use data collection techniques and tools that ensure valid and reliable data. 		
Take action in response to evaluation results		
Identify communication strategies that make your results accessible and useful to a variety of stakeholders.  		
Engage stakeholders in dialogue about evaluation findings and elicit their feedback to inform planning.    		
Develop a process for addressing negative findings. 		
Use both formative and summative approaches to use evaluation findings for program and policy planning and development. 