

Evaluation Plan Matrix Sample

S-C Program Goal	Evaluation Goal	Outcome Measure
1) Improve average attendance rates for freshmen 5% in two years	➤ Compare freshmen attendance rates before S-C, Year 1, and Year 2	➤ School data: attendance rates before S-C, Year 1 and Year 2
2) Improve relationships among students	➤ Show statistically significant improvements on S-C student surveys by Year 2	<ul style="list-style-type: none"> ➤ Administer a school climate survey – See the California Healthy Kids Survey for a survey option (http://chks.wested.org) ➤ Assess relationship skills items on the S-C Student Satisfaction and S-C Student Skills Assessment surveys ➤ See student relationship skills items on the S-C Teacher Satisfaction-Reflection Survey ➤ Focus groups with students & teachers
3) Reduce number of physical fights by 50% in two years	➤ Compare discipline incidents (e.g., physical confrontations) before S-C, Year 1 and Year 2	<ul style="list-style-type: none"> ➤ School data: fighting-related discipline incidents before S-C, Year 1 and Year 2 ➤ Interview dean(s) after S-C implementation
4) Reduce number of 9 th grade failures by 10%	➤ Compare number of failed classes for 9 th graders before S-C, Year 1 & Year 2	➤ School data: 9 th grade failure rate before S-C, Year 1, and Year 2
5) Improve freshman grade point averages (GPA) by 10%	➤ Compare freshman class GPA before S-C, Year 1, and Year 2.	<ul style="list-style-type: none"> ➤ School data: Analyze 9th grade GPA in core classes before S-C, Year 1, and Year 2 ➤ Continue to track GPA as students progress through to 12th grade.
6) Students show improved emotional management (e.g., anger, stress, frustration)	<ul style="list-style-type: none"> ➤ Compare discipline incidents and type of behaviors for 9th & 10th grade class before S-C, Year 1 & Year 2 ➤ Conduct a self-report survey on emotional management pretest, Year 1 & Year 2 ➤ Ask students & teachers for specific examples of improved emotional management 	<ul style="list-style-type: none"> ➤ School data: Discipline incidents – disruptive or disrespectful behavior, violence, etc. – before S-C, Year 1 & Year 2 ➤ Assess emotional management items on the S-C Student Satisfaction and S-C Student Skills Assessment surveys ➤ See emotional management items on the S-C Teacher Satisfaction-Reflection Survey ➤ Focus groups with students & teachers