# Project Review Resource

For each proposed project, the following table may be useful to guide priority-setting discussions.

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| **Project:** | | | | | **Purpose:** | | | | | | | |
| **Project** | **Implementation Level** | | | | **Impact Level** | | | | **Cost Effectiveness** | | | |
| **Developing** | **Initial** | **Full** | **Sustained** | **Unknown** | **Low** | **Moderate** | **High** | **Unknown** | **Low** | **Moderate** | **High** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Evidence** |  | | | | | | | | | | | |

**Implementation Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Developing** | **Initial** | **Full** | **Sustained** |
| A program is being considered, explored or created. The school or district is exploring the evidence, considering the school context, needed resources, and readiness. The first implementers are selected, trained, and trying the program to determine if it is a good match for the targeted students. | The new program is put into place, staff are trained and are trying to use the new skills, procedures, and materials with intended students. Kinks are being worked out. At this stage staff are concerned primarily with the mechanics of the program to create effective routines to manage the program. | The program is being implemented and fidelity is occurring at most levels. Program procedures are becoming routine and progress data are being collected and used to adjust when implementation or fidelity dips. | Program routines have been integrated in the school’s established routines. Fidelity is consistently high. Staff discussions center around student learning and how to further enhance the program to raise student learning even higher. |

**Impact Level Descriptors**

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| --- | --- | --- | --- |
| **Unknown** | **Low** | **Moderate** | **High** |
| Program data (implementation level, fidelity and student progress) are not being collected or are collected sporadically. | Program data (implementation level, fidelity and student progress) are being collected and are available, however use of data is low. | Teacher program practices are being reviewed and data are discussed to improve practices in effective implementation. Student progress data are being discussed by teacher teams and used to adjust increase impact on learning. | Program impact data collection and use are an integrated part of school routines. Data related to students with poor or no response, as well as students with high response are being examined to determine why response differs and what additional changes or programs need to be considered to meet the needs of students at both extremes. |

**Cost Effectiveness Level Descriptors**

Cost effectiveness is the ratio of cost to outcome and is used to compare alternatives to the current program or practice.

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| --- | --- | --- | --- |
| **Unknown** | **Low** | **Moderate** | **High** |
| There are not data to examine the ratio of program cost to outcomes, or data not enough information to indicate program cost and effectiveness. | Data indicate high program cost and low effectiveness (minimal or no impact on outcomes). | Data indicate high program cost and high effectiveness (impact on outcomes) | Data indicate low program cost and high effectiveness (impact or high impact on outcomes) |