Return on Investment Planning Tool Instructions

Introduction

The Return on Investment (ROI) Planning Tool is designed to support school and district leadership teams in understanding the impact and ROI of initiatives, programs, and interventions. Through a collaborative discussion on expenditures, intended goals, and number of students impacted, the tool can be used to facilitate decision-making regarding sustaining, increasing, or phasing out a given program or initiative.

Disclaimer

The ROI Planning Tool should be used to facilitate discussion among district and school leadership teams. In order for the tool to be appropriately applied, it is important that the leadership team collaboratively defines progress toward intended outcomes and implementation fidelity levels. Before using the ROI Tool, please review this guidance to ensure the framework is used effectively and appropriately. Additionally, this workbook is intended to calculate ROI on recurring investments, not on one-time expenditures like HVAC or building construction. Due to the subjective nature of determining outcomes and measuring implementation fidelity, the tool and resulting ROI is relative only to a district or school and the individuals who determined each variable. It is important to consider the results as a discussion point but not absolute in determining effectiveness.

Suggestions for Use

Below are suggestions for how this tool can be used with leadership teams. The tool is a starting point for discussions and decision-making. Therefore, leaders should adapt the resources to meet the needs of their school or district leadership team.

1. Set aside devoted time (consecutive or non-consecutive sessions) to work with your district or school leadership team. Stakeholders for the activity could include the superintendent, business manager, and instructional leaders from Special Education, Federal Programs, communications, etc. Spend the first session working through the pre-work as a team.

   a. Based on the pre-work session, assign different team members/teams to gather information for each investment within the tool.

      i. **For example**, if you are evaluating high-dosage tutoring, you may decide to assign the information gathering to the lead for the project OR you may put a request out to each principal to provide you with the information for the tutoring program at their school so that you can compare this investment across schools.

   b. After information is gathered, the leadership team will then meet to use the tool to discuss investments using the ROI tool.

Pre-Work Before Using the Tool

Information Needed:
Before beginning your collaborative discussion, the team will need to gather information for each intervention/program for review.

1. Determine which sets of interventions/programs will be examined. As a reminder, these should not include one-time expenditures. Once you select your interventions for analysis, gather the following information for each:
    1. Total Expenditures
    2. Number of Students Impacted
    3. Intended Outcomes
    4. Fidelity to Implementation

The information above is used to complete the ROI formula below. In redefining educational profit, this question was central to the process: "What is the ultimate goal in education spending?". **For the purposes of this toolkit, the improvement of student outcomes is defined as the goal of educational spending.** Therefore, student outcomes are the central variable in the education ROI equation. Further, the ROI equation also accounts for Implementation Fidelity as this is integral to measuring program and intervention effectiveness. With these variables in mind, the equation below was developed for estimating ROI in education within the toolkit.

$$\frac{(Outcomes * IF) * (Number\ of\ Students * Special\ Populations\ Multiplier)}{Total} * 100 = ROI$$

Figure 1: Educational ROI Formula used within this planning tool.

![North Dakota Department of Public Instruction logo] NORTH DAKOTA DEPARTMENT OF
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Instructions for Using the ROI Planning Tool Worksheet

Click [HERE](#) to access the ROI Planning Tool Worksheet. Once you click on this link, download an editable version of the tool. Rename the document to reflect your school or district. Navigate to the first tab, "Planning." You will input the following information on this "Planning" tab. ROI and calculations will populate on subsequent tabs.

1. **Enter Basic Information about your Investment**
   a. ***Name your "investment."***
   Type the name of your "investment." This could include a particular program your school district has invested in, such as high-dosage tutoring, or a less defined investment, such as personnel (e.g., increasing the number of social workers, counselors, or nurses in a district or school). **Enter the name of your investment in Column A of the Planning Worksheet (first tab).**

	A Investment Name	B Total Spent	C Number of Students Served	D Special Student Population	E Outcomes
2	**EXAMPLE:** High Dosage Tutoring-Elementary	$100,000.00	700	No ▾	1.Teachers report that they view the program as beneficial to students 2. Students report positive experiences with the program 3. Students improve grades in Math and ELA 4. Proficiency and CCR levels on EOG increases in Math and ELA

b. *Review financial records to determine the total amount spent on this investment.*
Enter the total amount spent in **Column B.**

c. *Review attendance records to determine the total number of students served by this program, intervention, and/or investment.*
Enter the total number of students served in **Column C.**

Investment Name	Total Spent	Number of Students Served	Special Student Population
EXAMPLE: High Dosage Tutoring-Elementary	$1,000,000.00	10	Yes ▼

Note: *You will need to determine within your school district what you consider "served." For example, do you count a student who attended one tutoring session as "served," or do you only count them as served if they attended at least 70% of all sessions? The key to this process is for leadership to apply the same rule to all investments.*

2. Determine if a Special Population of Students Was Served

a. *As a leadership team, determine if the investment was targeted at a special population of students.*
Oftentimes, an intervention targeted at a special population of students will include fewer students. This variable is a multiplier in the ROI calculation that will take into account fewer number of students being served by the investment.

For example, if you offered high-dosage tutoring to English Learner (EL) students at a specific school, you would select "YES" in Column D. Other special populations could be, but are not limited to, special education students, specific grade levels, and selected student demographics.

b. Select "**Yes**" in **Column D** if your investment targeted a special population of students (e.g. EC, ML, AIG, etc.). If this investment did *not* target a special population of students, select "**No**" in **Column D.**

Note: When in doubt, select "No." Your school district may also opt not to use this multiplier at all. If the team chooses not to use the multiplier, select "No."

3. Outline the intended outcomes for the investment

a. **In the "Outcomes" column in Column E, outline the intended outcomes for the investment.**
When thinking of outcomes, it may be helpful to first identify methods to assess progress and monitor along the way. Outcome measures, which include both leading (short-term formative and summative assessments such as local assessment data, checklists, rubrics, grades, etc.) and lagging indicators (long-term summative assessments such as end-of-year tests), are the most common types of measurement.
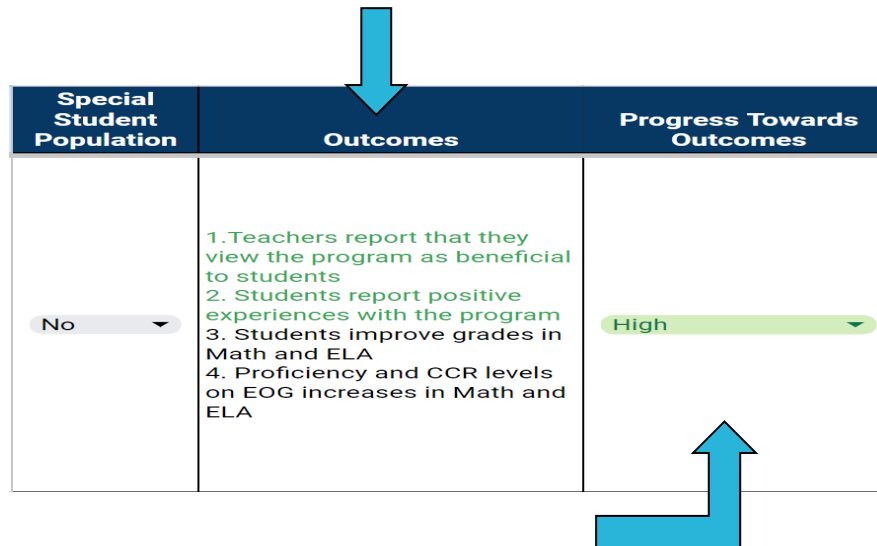
b. *Identify your evidence.*
Use the following table **(Appendix A)** to identify any evidence you have of progress toward your outcomes. Based on your data, determine which outcomes you have achieved. This evidence can include both quantitative (e.g., formative assessment data) and qualitative (e.g., student survey results) data. **Use of the template in Appendix A is optional. Feel free to use your own template.**

c. *Rate your progress.*

Now rate your progress towards your outcomes as either high, medium, or low in **Column F** on the **Planning Spreadsheet.** Your determination of outcome level is relative only to this tool and other investments you consider. As a team, be sure to ensure consistency in your rating levels across investments.

For example, "high" progress toward outcomes could be meeting 80%-100% of outcomes, "medium" progress toward outcomes could be meeting 50%-79% of outcomes, and "low" progress toward outcomes could be meeting 0-49% of outcomes. The ranges are important, but consistency in application across investments is critical to being able to compare ROI. Leaders should feel empowered to define ranges that meet their outcomes.

Note: Rate your progress towards outcomes based on the number of years you have been implementing the program. For example, if you have only been implementing the program for two years, look only at short and mid-term outcomes.

Special Student Population	Outcomes	Progress Towards Outcomes
No	1.Teachers report that they view the program as beneficial to students 2. Students report positive experiences with the program 3. Students improve grades in Math and ELA 4. Proficiency and CCR levels on EOG increases in Math and ELA	High

![North Dakota Department of Public Instruction logo]
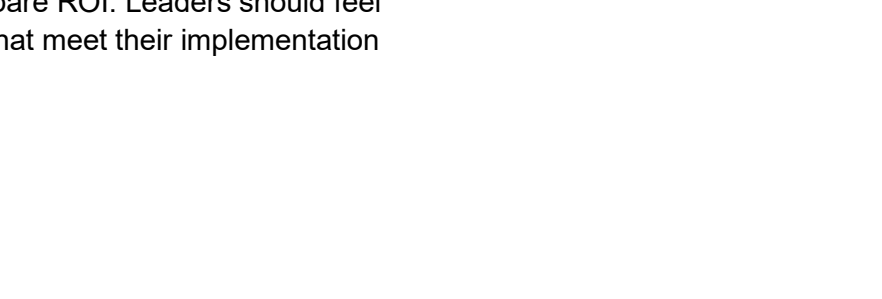
4. Revisit Implementation Fidelity

a. *Outline Implementation Fidelity.*
List the fidelity elements for the investment in **Column G.** Use the Implementation Fidelity Evaluation Template in **Appendix B** to evaluate the level of implementation fidelity for each investment. **Use of the template in Appendix B is optional. Feel free to use your own template.**

b. *Enter your implementation fidelity rating on the ROI Tool.*
Based upon the discussion of implementation fidelity in Column F, select your rating level in **Column H.** Again, as stated in the outcomes section, Implementation Fidelity is relative across the tool, and "levels" ratings should be applied consistently across investments.

For example, "high" Implementation Fidelity could be meeting 80%-100% of fidelity components, "medium" Implementation Fidelity could be meeting 50%-79% of fidelity components, and "low" Implementation Fidelity could be meeting 0-49% of fidelity components. The ranges are important, but consistency in application across investments is critical to being able to compare ROI. Leaders should feel empowered to define ranges that meet their implementation scenarios.

Progress Towards Outcomes	Implementation Fidelity Details	Implementation Fidelity
High	1.Tutoring occurs three days per week 2. 30 minutes per tutoring session 3. No more than 3 students per tutoring group 4. Instruction is focused on acceleration, not remediation 5. Materials are aligned with state standards, are engaging, and are easy for tutors to use 6. Tutors are consistent and well-supported with initial training, ongoing coaching, and clear lines of accountability 7. Tutoring program is embedded in school program 8. Data is used to regularly inform instruction and program improvement	High

5. Review the ROI Calculation

After completing each column for each investment, click on subsequent tabs to reveal relative ROI calculations. Information on calculations for each tab can be found below.
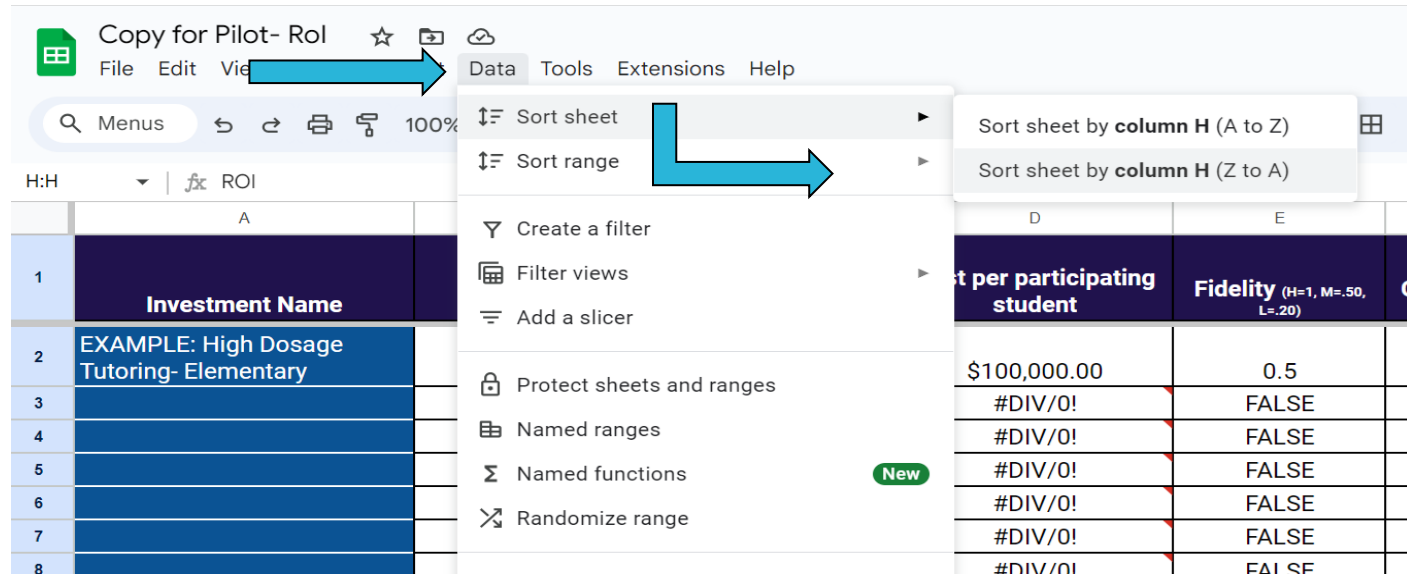
Planning Tool to ROI Calculation

a. **Planning Tab**
   i. On the planning tab (first tab) you should have completed **Columns F and H by** rating your "Progress Towards Outcomes" (Column F) and "Implementation Fidelity" (Column H) .
      - Based on your rating, each rating is assigned a variable in Column E and Column F. **This is a formula; you cannot manually assign this variable.**
   ii. You should have also completed **Column D** to indicate whether or not your investment targeted a special student population.
      - Based on your selection, the spreadsheet will generate a variable. **This is a formula; you cannot manually assign this variable.**

b. **Planning Tool to ROI Tab**
   i. The following information from your planning tool will automatically copy into the "Planning Tool to ROI [Basic Formula]" Tab
      - Column A: Investment Name; Column B: Total Spent; Column C: Number of Students Served; Column D: Special Student Populations Multiplier; Column F: Progress Towards Outcomes; Column H: Implementation Fidelity
   ii. The "Cost per participating student" will auto-calculate in **Column F** to provide you with the per pupil cost of each investment
   iii. **Column H will calculate the ROI** based on the following formula: (Fidelity * Outcomes)*(Students*Special Populations Multiplier)/Total Spent * 100
   iv. Once you have added all of your investments, use the "Sort" feature to rank investments from highest to lowest ROI

- Select Column H (ROI Column)
- Click **"Data"** from the toolbar
- Select **"Sort Sheet"**--> **"Sort Sheet by Column H (Z to A)**

Disclaimer: The numbers the spreadsheet generates for ROI are relative to one another and are not applicable outside the district or school. The ROI calculation is meant to assist district leaders in visualizing the ROI of programs within their local context and facilitating budget and decision-making conversations.

v. This can then be used to facilitate a conversation about next steps for any particular investment
- Use Column I to record your decision
  a. Sustain = continue a particular investment
  b. Phase out = discontinue the investment
  c. Increase = increase the investment and continue it based on outcomes

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c. **Planning Tool to ROI [Total Cost]**

Purpose: This tab is similar to the "Basic Formula" tab. However, this tab allows leaders to see how much money they have remaining for particular investments where they have not fully spent down funds. This can help teams decide if they should move forward with investing the fully budgeted amount or if, based on ROI, they should instead move that money to an "investment" that demonstrates a better ROI.

i.   The following information from the planning tool will automatically copy to the "Planning Tool to ROI [Total Cost]".

   - Column A: Investment Name; Column B: Total Spent; Column C: Number of Students Served; Column D: Special Student Populations Multiplier; Column F: Progress Towards Outcomes; Column H: Implementation Fidelity.

ii. **In Column C,** review your financial records and funding applications and enter the total amount budgeted for the named investment.

iii. **Column D**, **"Percentage Remaining,"** will auto-calculate the percentage of funds remaining for a particular investment.

iv. The "Cost per participating student based on current expenditures" will auto-calculate in **Column F** to provide you with the per pupil cost of each investment based on what the district has *currently spent.*

v.   The "Cost per participating student based on budgeted expenditures" will auto-calculate in **Column G** to provide you with the per pupil cost of each investment based on what the district *plans to spend on this investment.*

vi. **Column K will calculate the ROI** based on the following formula: (Fidelity * Outcomes) * (Students * Special Populations Multiplier)/Total Current Expenditures **(Column B)** *100.

vii. **Column L will calculate the ROI** based on the following formula: (Fidelity * Outcomes) * (Students * Special Populations Multiplier)/Total Budgeted Expenditures **(Column C)** *100.

Note: The purpose of the two different ROI calculations is to help facilitate conversations about investments where districts have not spent all of their budgeted funds. Please note that this calculation assumes that fidelity and outcomes would remain at the same level as districts spend the remainder of the budgeted funds. This iteration of the tool may help districts determine the following:

1. *The decision to move any remaining funds to another, more effective program with a higher ROI.*
2. *The decision to improve implementation fidelity to improve outcomes as the district spends the remainder of the budgeted funds.*
3. *The decision to increase funding to a particular investment based on high ROI for the total cost of the program.*

Appendix A

Evidence of Progress Towards Intended Outcomes Table Template

Purpose: The purpose of this template is to provide a space where teams can document their data and evidence of student outcomes for specific investments. This template can be used to determine progress toward outcomes for these investments and use this information to support them in using the ROI Tool.

Using the Template

1. Type the name of your "investment" in the first column.
2. In the "Evidence of Progress Towards Intended Outcomes" Column, list any data sources you have that demonstrate progress (either positive or negative) toward the intended short, mid, and/or long-term outcomes.
3. In the "Relevant Data Points" column list any relevant data points that demonstrate progress toward outcomes and any relevant data points that demonstrate negative or no progress toward intended outcomes. Highlight positive data points in green.
4. Use this information to determine whether you met your outcomes for a particular intervention. Based on your progress, rate your progress in **Column F** of the ROI Tool.

See Template On Next Page

"Investment" Name	Evidence of Progress Towards Intended Outcomes	Relevant Data Points
Example: High Dosage Tutoring	- Year 1 and Year 2- Student Surveys and Analysis - Parent and Family Engagement Surveys- Year 1 and Year 2 - Teacher survey analysis- Year 1 and Year 2 - Check-In Data	- Each year over 80% of students reported that they enjoyed the tutoring program and connected positively with their tutor - Each year over 65% of teachers reported that they noted positive gains in their students due to material covered in tutoring program - An average of 60% percent of students over two years reported that the materials used during tutoring were not engaging 80% of students improved their NC Check in scores in Math 20% of students improved their Check in scores in ELA - An average of 85% of parents and caregivers indicated that they felt that the tutoring program was helping their child recover academically - During each year of implementation, an average of 30% of students improved their grades in ELA - An average of 65% of students improved their grades in Math
Insert additional rows as needed		

Appendix B

Implementation Fidelity Evaluation Template

Purpose: The purpose of this template is to provide a space where districts can document the intended Implementation Fidelity of a particular "investment." Teams can then evaluate which aspects they are implementing fully and which they are not. This template can be used to guide discussion around Implementation Fidelity and can help teams determine if they are implementing a particular intervention or program with high, medium, or low fidelity.

Using the Template

1. Type the name of your "investment" in the first column.
2. In the "What does Implementation Fidelity look like?" column, create a bulleted list of what this program/intervention should look like if it is being implemented with fidelity.
3. Highlight the bullet points that your program/intervention is implementing with full fidelity in green. Highlight the bullet points that your intervention/program is not fully implementing or not implementing in orange.
4. Use the "Notes" column to provide more information about particular aspects of implementation that the district is fully or not fully implementing with fidelity.
5. Rate your implementation fidelity of a particular program as "high," "medium," or "low".
6. Enter your rating in **Column H** of the ROI Tool.

   Note: This may be less clear when thinking of "investments" with personnel.

See Template On Next Page

"Investment" Name	What does full implementation fidelity look like?	Notes	How would you rate the implementation fidelity? (high, medium, low)
Example: High Dosage Tutoring[1]	● Tutoring occurs three days per week ● 30 minutes per tutoring session ● No more than 3 students per tutoring group ● Instruction is focused on acceleration, not remediation ● Materials are aligned with state standards, are engaging, and are easy for tutors to use ● Tutors are consistent and well-supported with initial training, ongoing coaching, and clear lines of accountability ● Tutoring program is embedded in school program ● Data is used to regularly inform instruction and program improvement	● Tutoring groups range from 3-6 students due to lack of tutors and staff ● Materials are aligned with state standards, but students have complained that the material is boring ● Tutors receive initial training from tutoring placement company; however ongoing coaching and clear lines of accountability are less evident ● The materials used during the tutoring program do not utilize data regularly to inform program improvement	Medium
Insert additional rows as needed			High

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[1] See High Impact Tutoring: Equitable and Effective Learning Acceleration, Student Support Accelerator (2021)