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# Evaluation Report Checklist

*for the CASEL Guide to Effective Social & Emotional Learning Programs*

When applying to the CASEL Program Guide review process, program providers are asked to provide information about evaluation reports they plan to submit, including information about students that participated in the evaluation and any student and/or teacher outcomes that were observed. Program providers will be asked to complete a form that mirrors this checklist for each evaluation report they plan to submit for review. CASEL will review up to two evaluation submissions per program, per application period.

Program providers are encouraged to use this checklist to preview what will be asked in the formal application, and to help their team prepare evaluation findings for a submission.

**Note:** This checklist is intended to help applicants better understand CASEL's Program Guide evaluation criteria. CASEL's review process is conducted using an online application portal, and program providers submit a written report for each evaluation they will submit. Each submission is thoroughly reviewed by a team of researchers to determine eligibility.

## EVALUATION REPORT CHECKLIST

For more information on the four criteria, please visit <https://pg.casel.org/for-providers/>

### Criterion 1: Research Study Design

- What type of design best describes **this evaluation**?
  - Randomized control trial (RCT)
  - Quasi-experimental design (QE)
- Does this evaluation incorporate a comparison (or waitlist) group that did not participate in the program during the evaluation?
  - Yes
  - No
- Were baseline data collected?
  - Yes
    - IF YES: How many participants were included at baseline in the **intervention** group?

- IF YES: How many participants were included at baseline in the **comparison** group?
  - IF YES: When were baseline data collected (e.g., Fall 2018; May 1-31, 2019)?
  - No
- Were post-test data collected?
  - Yes
    - IF YES: How many participants were included at post-test in the **intervention** group?
    - IF YES: How many participants were included at post-test in the **comparison** group?
    - IF YES: When were post-test data collected(e.g., Spring 2018; May 1-31, 2019)?
  - No
- Were follow-up data collected after the intervention had been concluded?
  - Yes
    - IF YES: How many participants were included at follow-up in the intervention group?
    - IF YES: How many participants were included at follow-up in the comparison group?
    - IF YES: When were follow-up data collected (e.g., Fall 2019; Six months after the intervention concluded)?
  - No
- Did this evaluation test for baseline equivalence on outcomes between the intervention group and the comparison group?
  - Yes (include page numbers)
  - No
- Is there anything else that you wish to tell us about baseline equivalence testing? (*Write in*)
- There is often attrition between baseline data collection and later time points in evaluation studies. Were there any specific techniques employed to address missing data?
  - Yes
    - IF YES: What techniques were used to address missing data? Please include the page number where this is described in your report.
  - No

## Criterion 2: Evaluation Setting

- When during the regular school day is this program designed to be primarily implemented?
  - Integrated during academic instruction
  - During a recurring, dedicated block of time (e.g., morning meeting, advisory period)
  - Throughout the entire school day
  - Other: \_\_\_\_\_
- What grade levels did **this evaluation study**?
  - All PreK-12th grade levels will be presented, and program provider will select all that apply
    - If PreK is selected:* What is the age range of the PreK students included?
- How many districts (not individual schools) participated in data collection for this **evaluation**?  
(Write in)
- What type of schools are included in this evaluation? *Select all that apply*
  - Public schools
  - Private schools
  - Charter schools
  - Magnet schools
  - All-girl or all-boys schools
  - Alternative schools
  - Schools that exclusively serve students with special needs
  - Other: \_\_\_\_\_

## Criterion 3: Evaluation Results

Were there significant, positive main effects that favored the <b>intervention</b> group?	Y/N	<i>If Y, include page #s</i>
Were there significant, positive main effects that favored the <b>comparison</b> group?	Y/N	<i>If Y, include page #s</i>
Is there a table or figure that documents the significant outcomes in the document that you uploaded?	Y/N	<i>If Y, include page #s</i>
Were there any significant, positive main effects for either the intervention group or the comparison group at follow-up (assessment after post- test)?	Y/N	<i>If Y, include page #s</i>
Did analyses statistically adjust for outcome pre-test (baseline level)?	Y/N	<i>If Y, include page #s</i>

- What statistical analyses were used to understand how the intervention group changed in relation to the comparison group over the course of the evaluation? (Write in)
- Please list any covariates that were used in your analyses. (Write in)

## Criterion 4: Student Outcomes

Indicate ‘Yes’ or ‘No’ if **this evaluation** had statistically significant findings that fall within the following:

Improved student positive social behavior	Y/N	<i>If Y, include page #s</i>
Reduced student problem behavior	Y/N	<i>If Y, include page #s</i>
Reduced student emotional distress	Y/N	<i>If Y, include page #s</i>
Improved student identity/agency	Y/N	<i>If Y, include page #s</i>
Improved student school connectedness	Y/N	<i>If Y, include page #s</i>
Improved school climate	Y/N	<i>If Y, include page #s</i>
Improved student academic performance	Y/N	<i>If Y, include page #s</i>
Improved student SEL skills and attitudes	Y/N	<i>If Y, include page #s</i>
Improved teaching practices	Y/N	<i>If Y, include page #s</i>

## Better Understanding Your Evaluation’s Sample

Understanding who is participating in the evaluation study is not only important to understand influence, but these data are essential for districts and principals making decisions about the most appropriate intervention for their students’ needs. The next set of questions ask about the characteristics of the sample that **this evaluation** was conducted with.

*Note: We accept both student-level and school-level characteristic data. The federal government maintains databases of publicly available school-level data for [public](#) and [private](#) schools in the U.S.; if your year(s) of data collection and the database’s default year of data collection do not match, consult the state’s department of education website to find school-level demographics for the appropriate year(s).*

Student characteristic	Percentage of sample or school body
Asian/Asian American	
Black/African American	
Hispanic/Latinx	
Indigenous	
White	
Bi- or multi-racial	
Other: _____	
Free Reduced-Price Lunch (FRPL) or other low SES	

Were any of the schools in **this evaluation**...

Title I	Y/N
Head Start	Y/N
Urban	Y/N
Rural	Y/N
Suburban	Y/N
In the Northeast (US)	Y/N
In the Southeast (US)	Y/N
In the Southwest(US)	Y/N
In the Midwest (US)	Y/N
In the West (US)	Y/N
In the Hawaii-Pacific Islands Region (US)	Y/N
NOT in the United States	Y/N