Performance Impact Analysis Template[1]
(revised August 1, 2022)

I.   Proposed Action.

[Describe the proposed change in a USP-related program or activity. Include proposed implementation date.]

II.   Issues.

[Describe the problem or issue that the proposed change is intended to address.]

III.   Objectives.

[Describe the objectives and rationale for the proposed change.]

IV.   USP Program Background.

[Briefly describe the background and relevant operating history of the program or activity, as may be necessary to understand the impact of the proposed change.]

V.   Impact Analysis: Impact on Protected Classes (AA, LatinX, including EL students).

A.   Impact on Effectiveness of USP Program or Activity

[Describe anticipated impact, if any, to the effectiveness of the USP program or activity. Use measures of program proficiency, as appropriate, from the attached Inventory of Measures of Program Proficiency. Describe any impact to program costs or budget allocations.]

B.   Impact on Other District Programs or Obligations under the USP

[Describe anticipated impact, if any, to the effectiveness of any other USP program or activity in any other areas, including those listed below. Use measures of program proficiency, as appropriate, from the attached Inventory of Measures of Program Proficiency. Describe any impact to program costs or budget allocations for these other USP programs or activities. If the proposed change affects Student Assignment programs or activities, a DIA should be prepared.]

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[1] (a) This analysis is to be prepared for any change to a USP-related program or activity. For purposes of clarity, a program or activity is a USP-related program if it receives any funding under A.R.S. §15-910(G). Termination of a USP-related program or activity is considered to be a change. (b) This template is designed to be used with a word processing program which allows unlimited expansion of areas and space for response. Accordingly, the space in this template following a section is not intended to indicate or limit the size of the response. Using a template set out in this manner allows the user, at the start, to understand the structure and relationship of the various sections of the response, but does not limit the response itself.

1. Compliance
2. Student Assignment
3. Transportation
4. Admin/Certified staff
5. Quality of Education
6. Discipline
7. Family and Community Engagement
8. Extracurricular Activities
9. Facilities and Technology
10. Accountability and Transparency

C. **Data Sources**

[Describe available data sources used for either program proficiency, impact analysis, or mitigation measures.]

D. **Assumptions**

[Describe (a) underlying assumptions regarding (i) existing practices, (ii) proposed change or anticipated impact, (iii) comparisons of existing practice with the proposed change, and (b) consideration of possible mitigation measures.]

E. **Research Based Sources**

[Identify any research-based sources supporting the both existing and proposed action, assumptions, and any proposed mitigations.]

VI. **Conclusion.**

Date: _____
Prepared by _____
Reviewed and Approved: _____