Evaluation & Community Schools

NEW YORK STATE OF OPPORTUNITY.

Council on Children and Families

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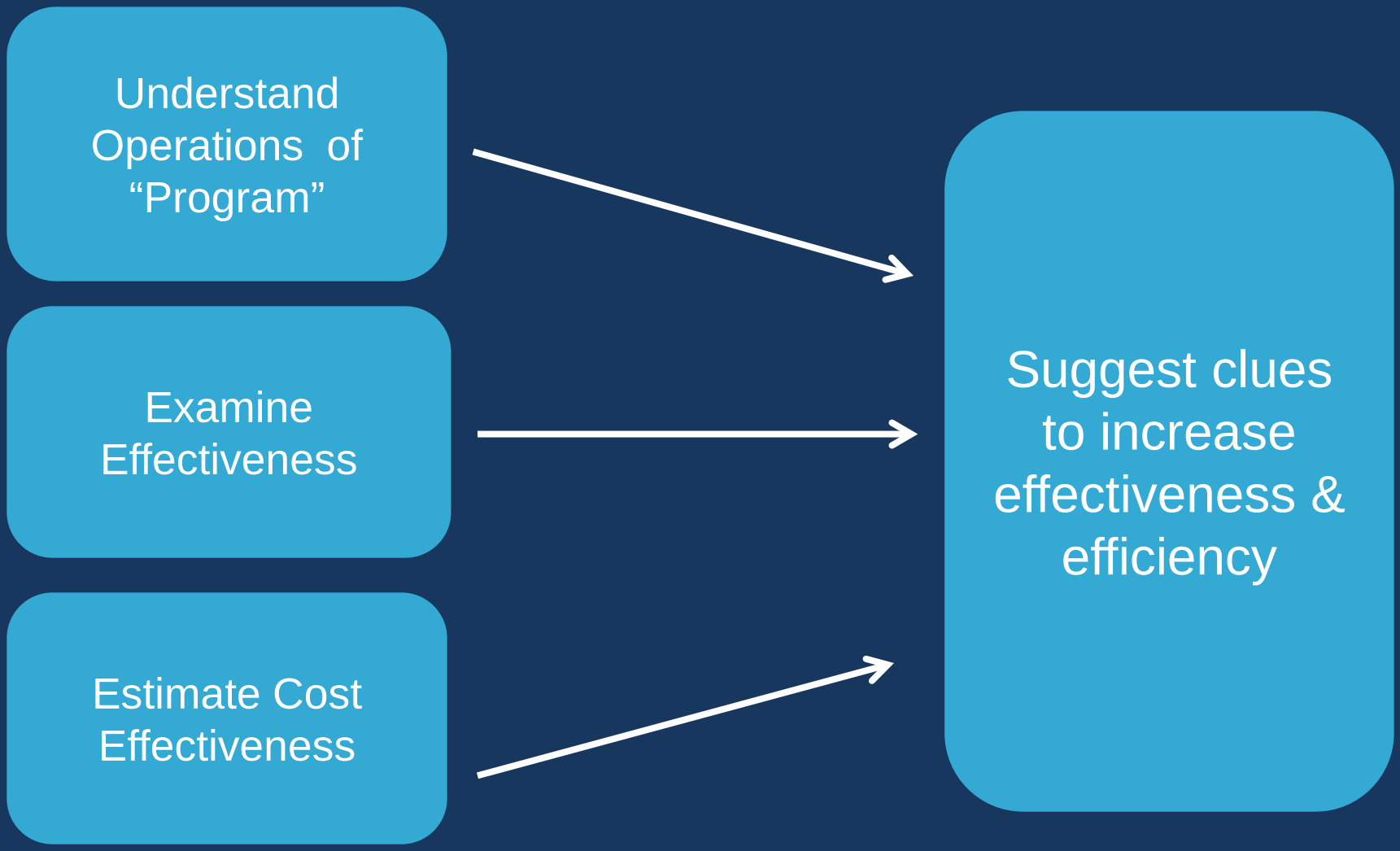
Presentation Overview

- Quick overview of evaluation
- Describe evaluation process & what's involved with each step
- Share resources, tips, caveats

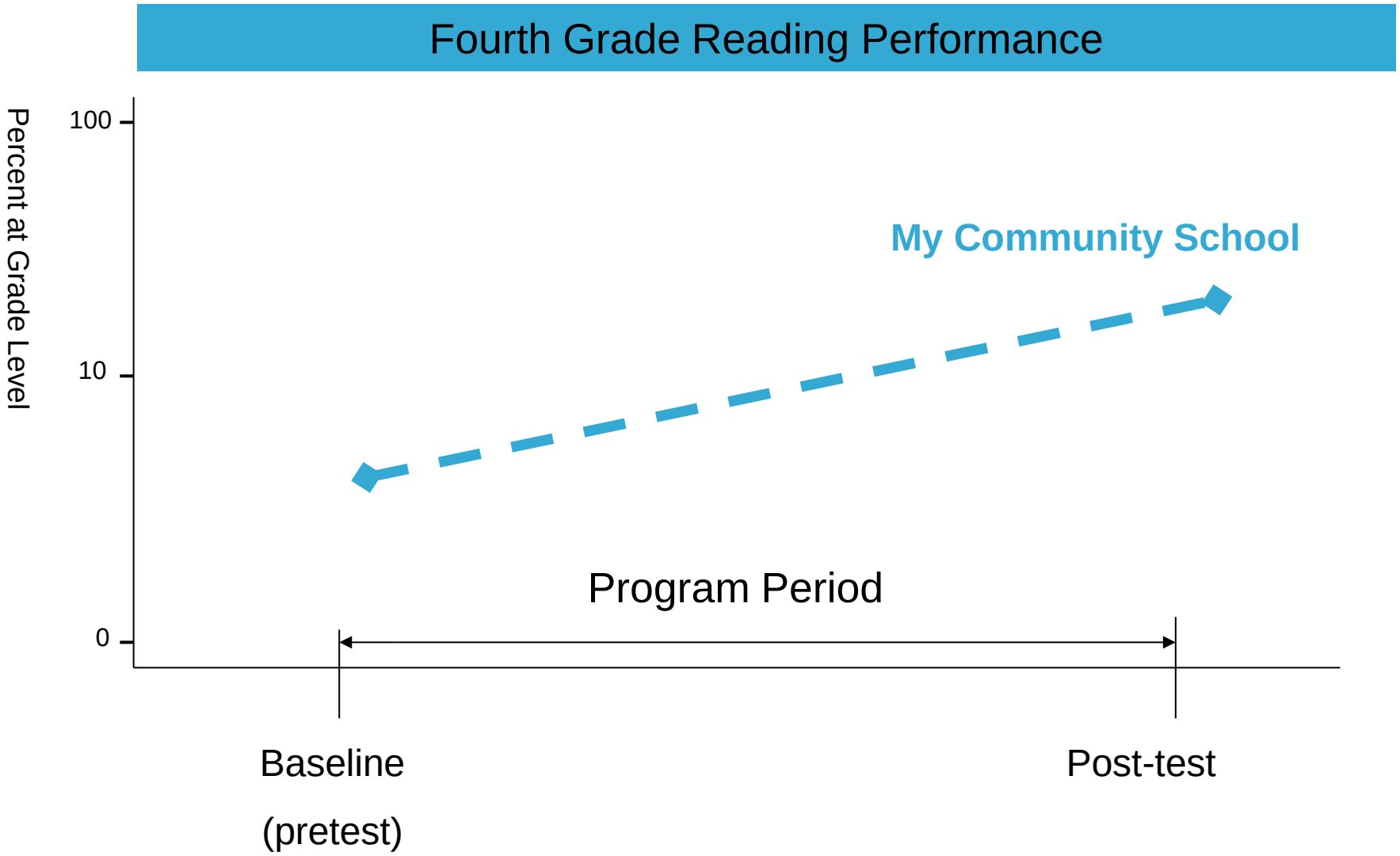
Functions of Evaluation



Why Evaluate?

- Place benchmarks in context
- Understand why benchmarks moved
- Identify unintended results
- Integrate accountability with program improvement
- Leverage additional resources

Measuring Program Change



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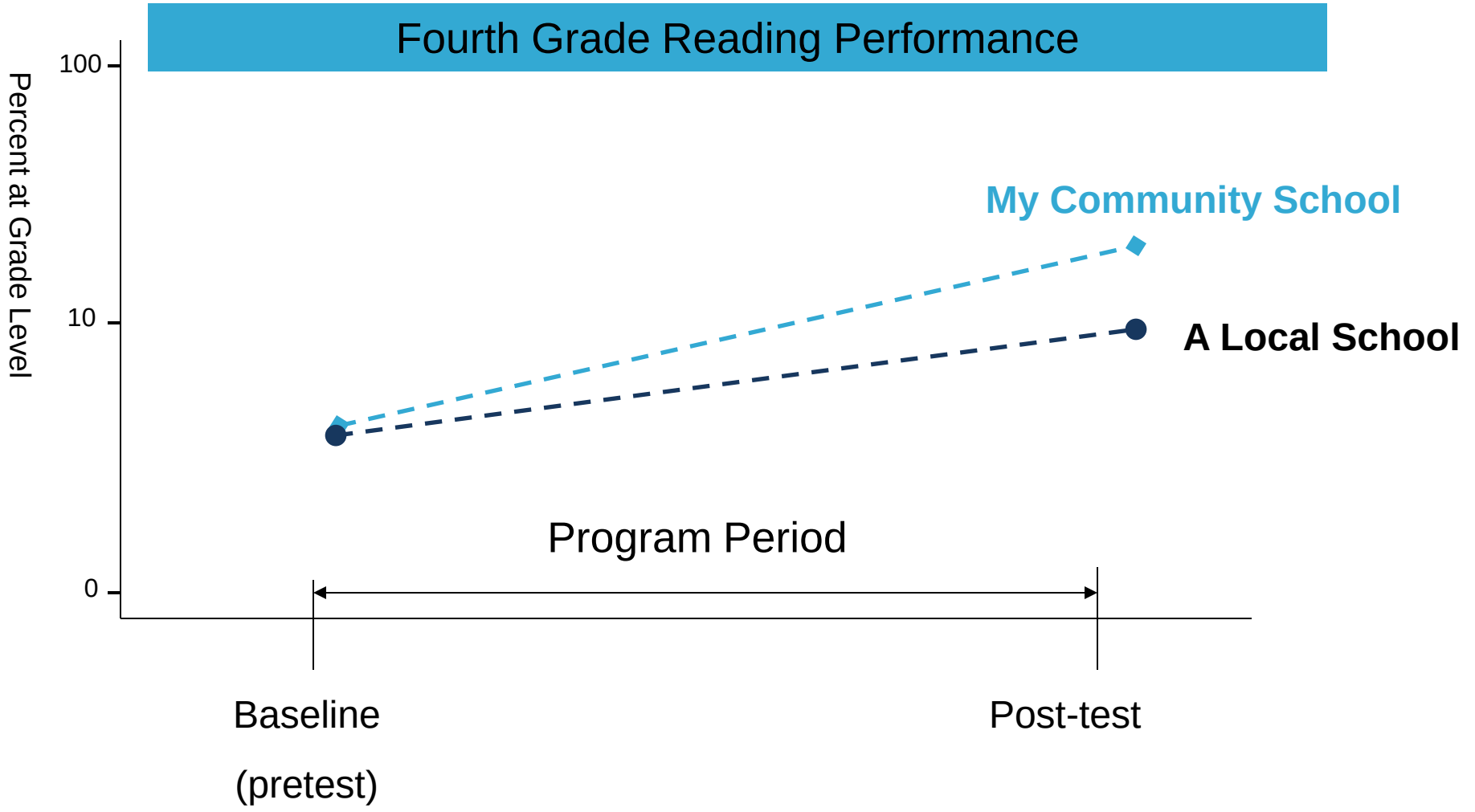


Evaluation Process

STEP 1: Define the program to be evaluated

STEP 2: Develop evaluation questions

Step 3: Create an evaluation plan

Step 4: Collect data

Step 5: Conduct analyses

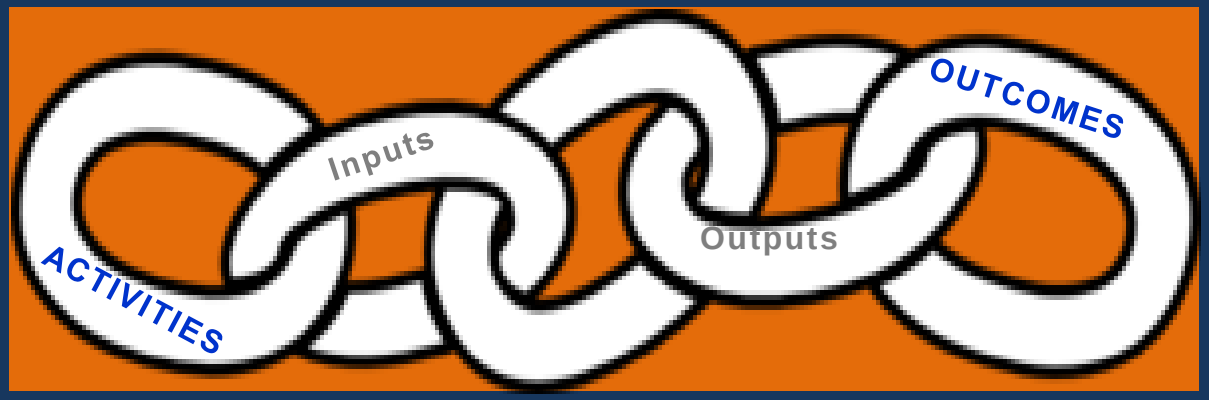
Step 6: Report *and use* your findings

Any resources available?

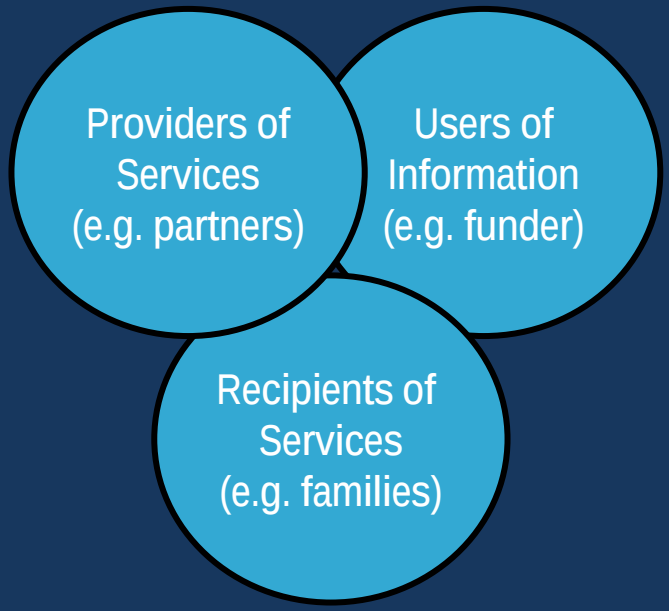
Step 1. Define the Program

a.k.a Logic Model

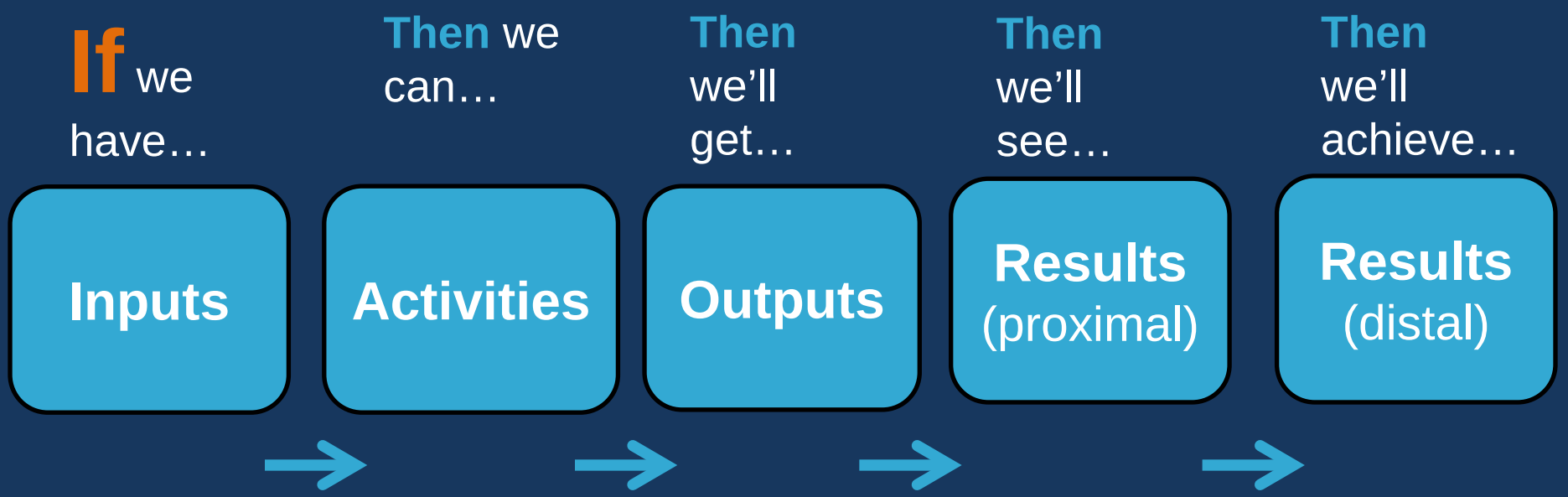
What will be accomplished & how



Advisable to include input from stakeholders



Elements of a Logic Model: A Template



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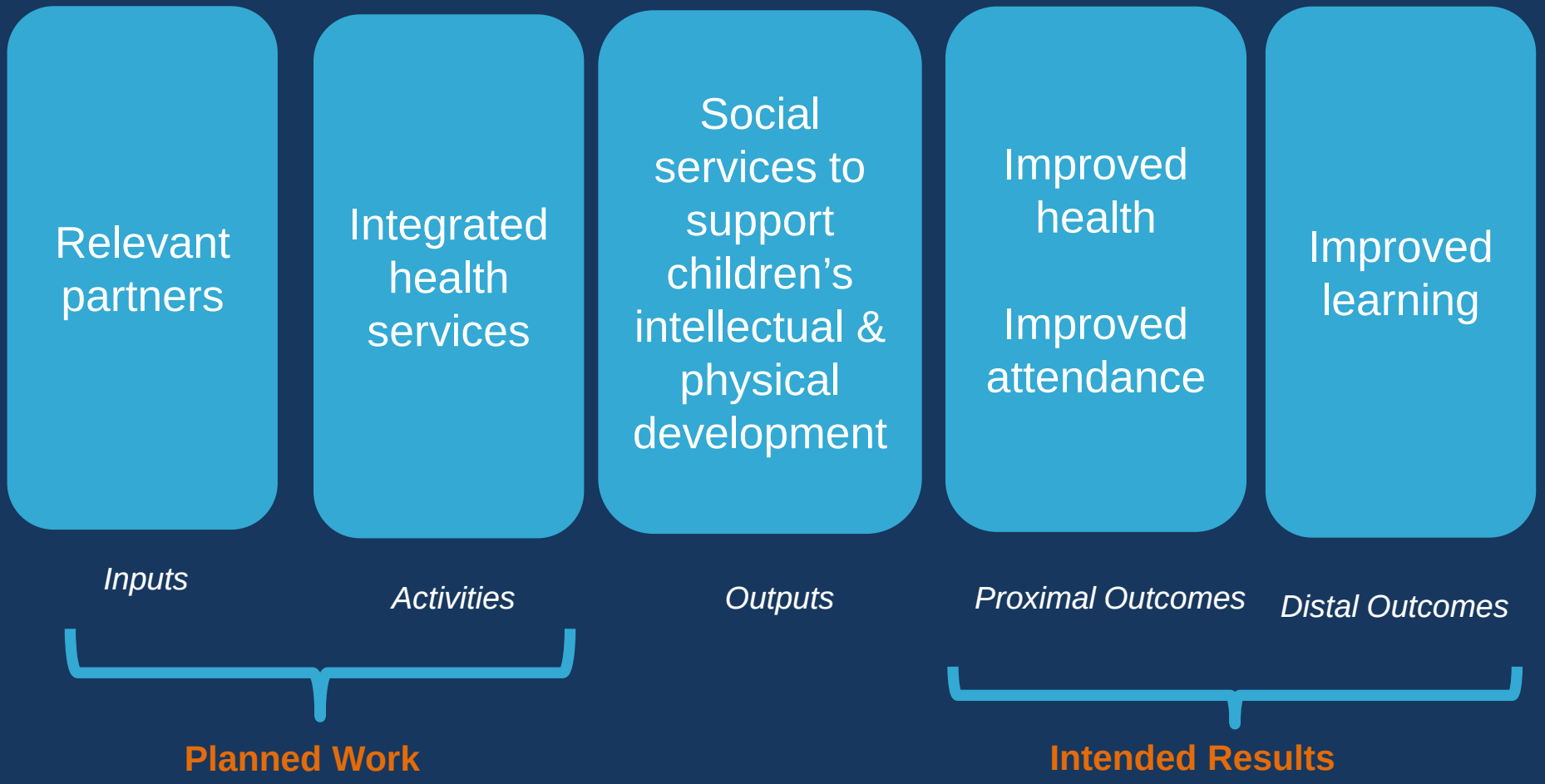


Step 2: Develop Evaluation Questions

what do we want to learn?
what do we want to be able to say?

- Use to focus evaluation
- Get information needed most immediately
- Answer concern of most stakeholders

"Types": Process & Outcome

Step 2. Evaluation Questions--Process

Are we reaching the intended population?

- How many students participate?
- How consistently do they participate?

Is program being implemented as planned?

- Any barriers (e.g., delay in signed agreements)?
- Are there unintended outcomes

What evidence is available for short-term results?

- Are homework completion rates improving?

Step 2. Evaluation Questions--Outcome

- Do students who participate in the program show improvements in their science test scores?
- Do teachers of students in the program feel their students are more prepared to participate in class?
- Do students who participate in community environmental initiatives or activities outside their involvement with afterschool program? Do their families?
- What else do students report gaining from the program?

Evaluation Plan Template

Evaluation Question	What's measured (data needed)?	How will it be measured?	From who is it collected?	Who collects the data?	When & how often is it collected?	Why? (how is it analyzed?
Is increased **family involvement** related to **improved academic success**?	Academic success	Standardized math test	6th grade students	Teachers administer test	September June	Relationship
	Family involvement	Event Roster: Parents attended school event **or** talked to teacher on behalf of child in last 3 mos.	Record review	Teacher records	First week of December Last week of May	Describe level of family involvement
		Student Survey: -- parents help students with homework --parents expect students to do well in school	*Sample* of 6th grade students	Teachers administer the survey	September June	Describe level of family involvement

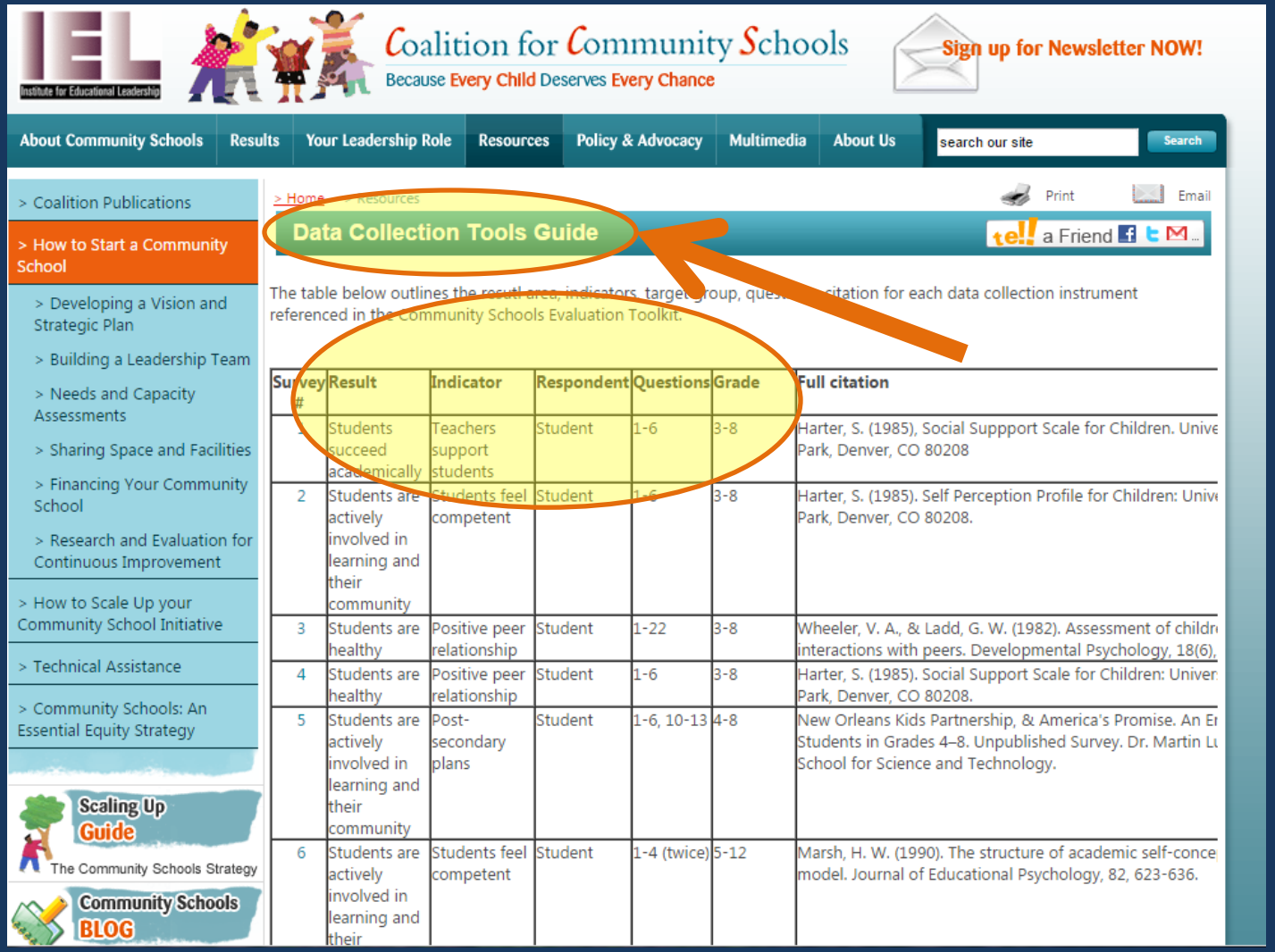
Step 4: Collect data

www.communityschools.org/resources/data_collection_instrument_guide.asp

Be careful of age group

Consider number of questions used

May be proprietary- have costs



Description of the data collection instrument

3. Teacher Support. This subscale is part of the Social Support Scale for Children (Harter, 1985).

Description: The teacher support subscale measures the extent to which a teacher helps the child if he/she is upset, helps the child do his/her best, and treats the child fairly.

Ages: 8-13 years old (Grades 3 – 8).

Reliability: Alpha score is .83.

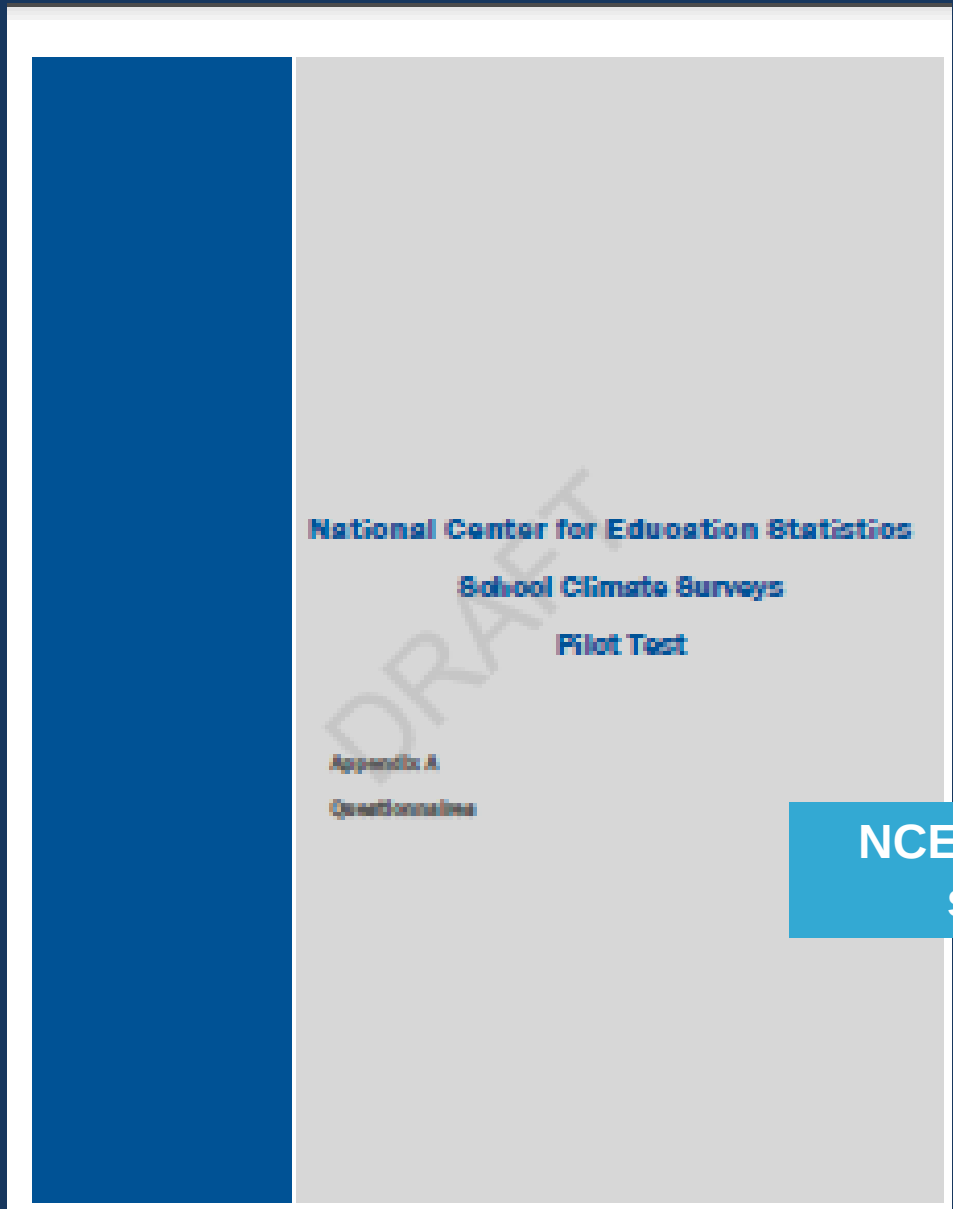
Number of Items: 6.

Validity?
Does it really capture teacher support?

Scoring Procedures: Responses are divided into two colu[illegible]each with two response choices. Starting at the left scores are coded as follows: Really True for Me= 1, Sort of True for Me= 2, Sort of True for Me= 3, and Really True for Me= 4. Reverse coding is necessary. Items 1,3, and 6 are reverse coded. Responses are then summed to produce a teacher support score. The higher the score, the greater the child's sense of teacher support.

Permission: Not needed to use this scale. Author requests this scale not be used for profit.

Administration: This scale must be carefully explained to the respondents. For each question only one box should be chosen. Carefully instruct the respondents to read the question and decide what side of the question best describes them and then to choose ONLY one of the boxes on that side. Again, only one answer should be chosen for each question. There is an example on the scale, which can be used to help explain how respondents should answer the questions.



NCES is working to develop a school climate survey

Step 4: Collect data

Potential Data Sources

School Data Systems

- Attendance records, Health records
- May need data use agreement
- Can encrypt identifiers or use aggregated data

Partner Data Systems

- Use information from administrative data sets
  (immunization, asthma, teen births, health coverage; families with SNAP)

http://www.innonet.org/client_docs/File/data_collection_workbook.pdf

Surveys

- Age appropriate
- Taps relevant information that connects to indicators & results
- Easy to complete (open-ended vs. closed; biased; clearly stated questions; length of time to complete)

Focus Groups & Interviews

- Helps answer process questions—why things work/fail
- Important to have the right people in the group
- Resource for conducting focus groups
  - http://managementhelp.org/businessresearch/focus-groups.htm

http://www.innonet.org/client_docs/File/data_collection_workbook.pdf

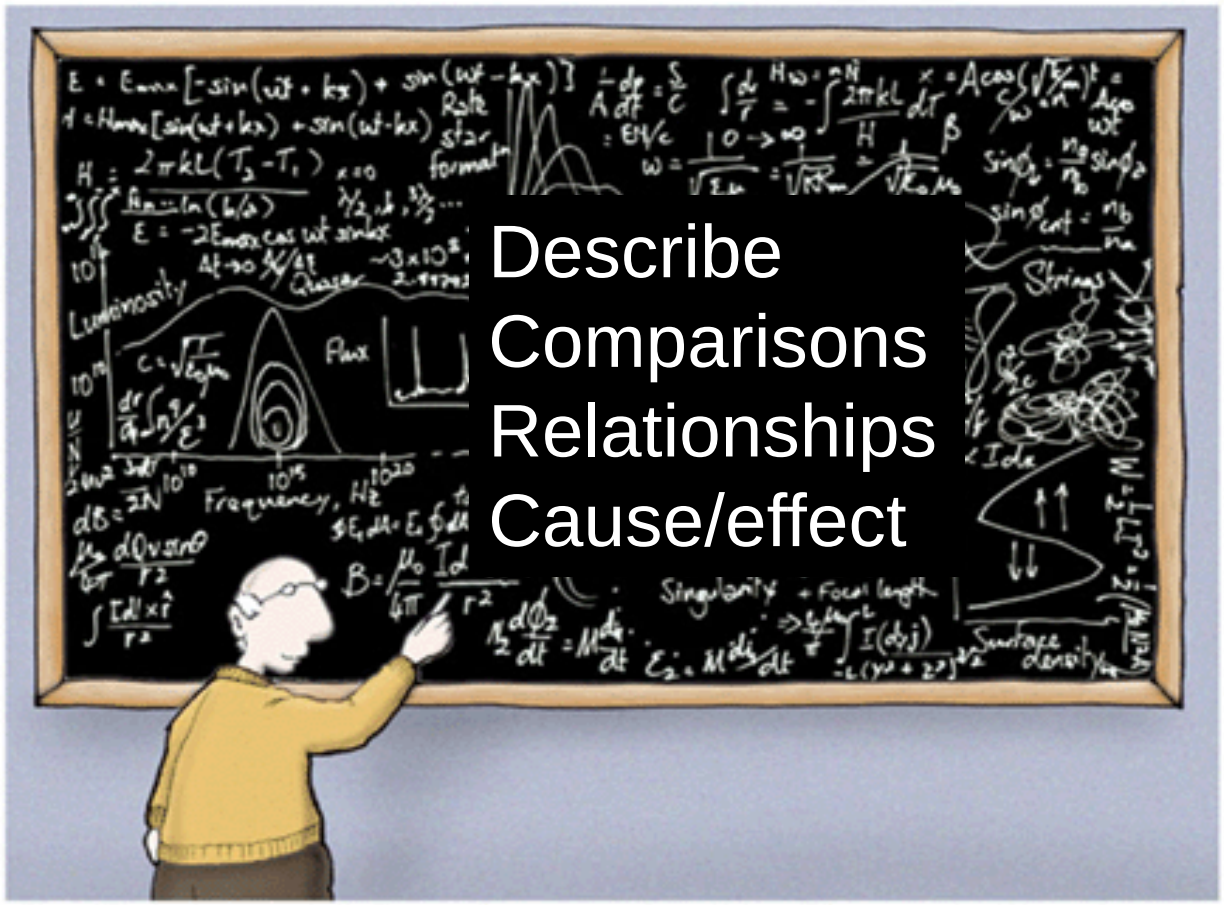
Observations

- Structured checklists helpful
- Requires unobtrusive, well-trained observers

Other

- Document review
- Meeting minutes
- Annual reports
- Case notes
- Budgets
- Event feedback forms

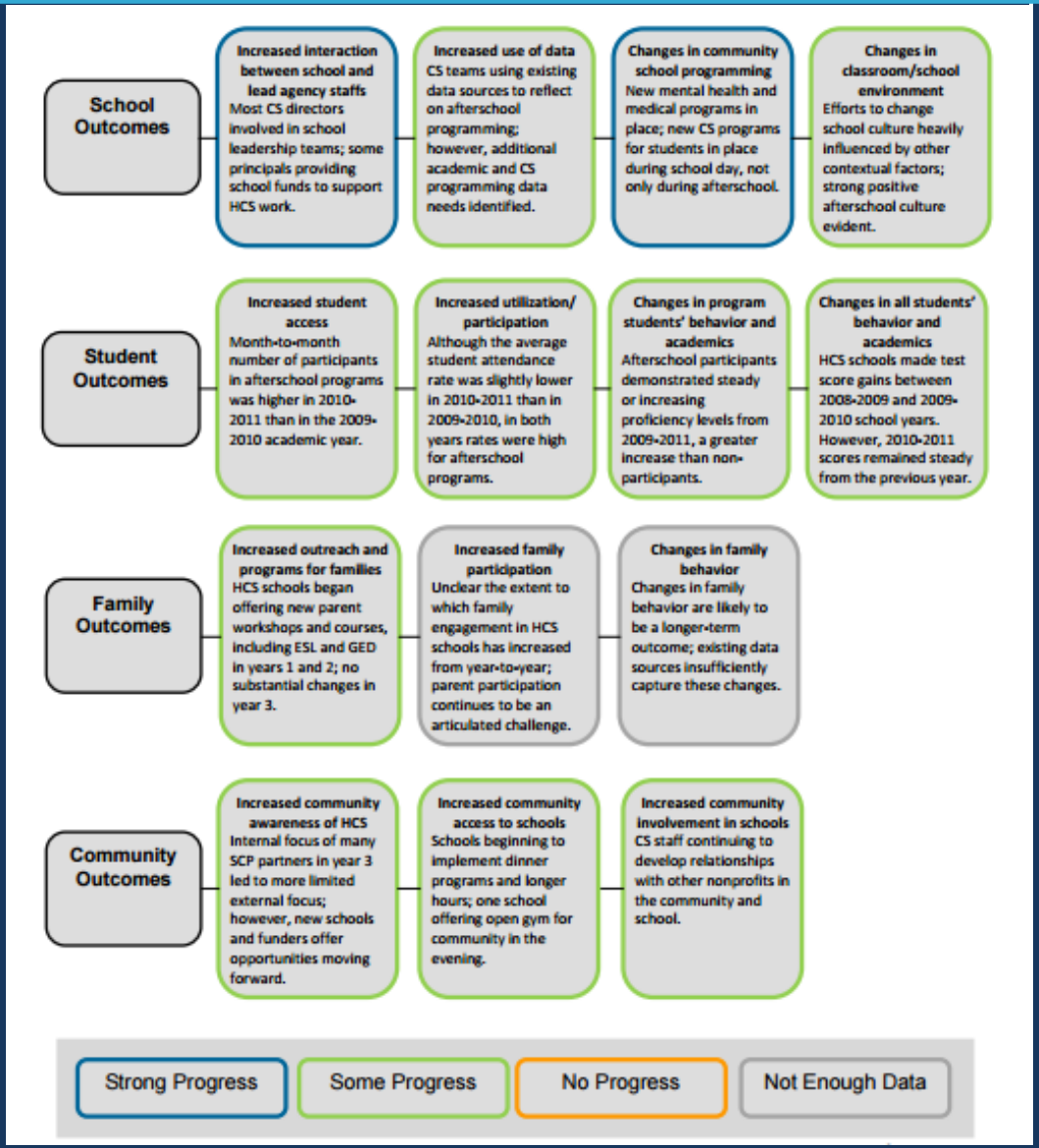
Step 5: Analyze data



STATISTICS MADE EASY

Step 6: Reporting Findings

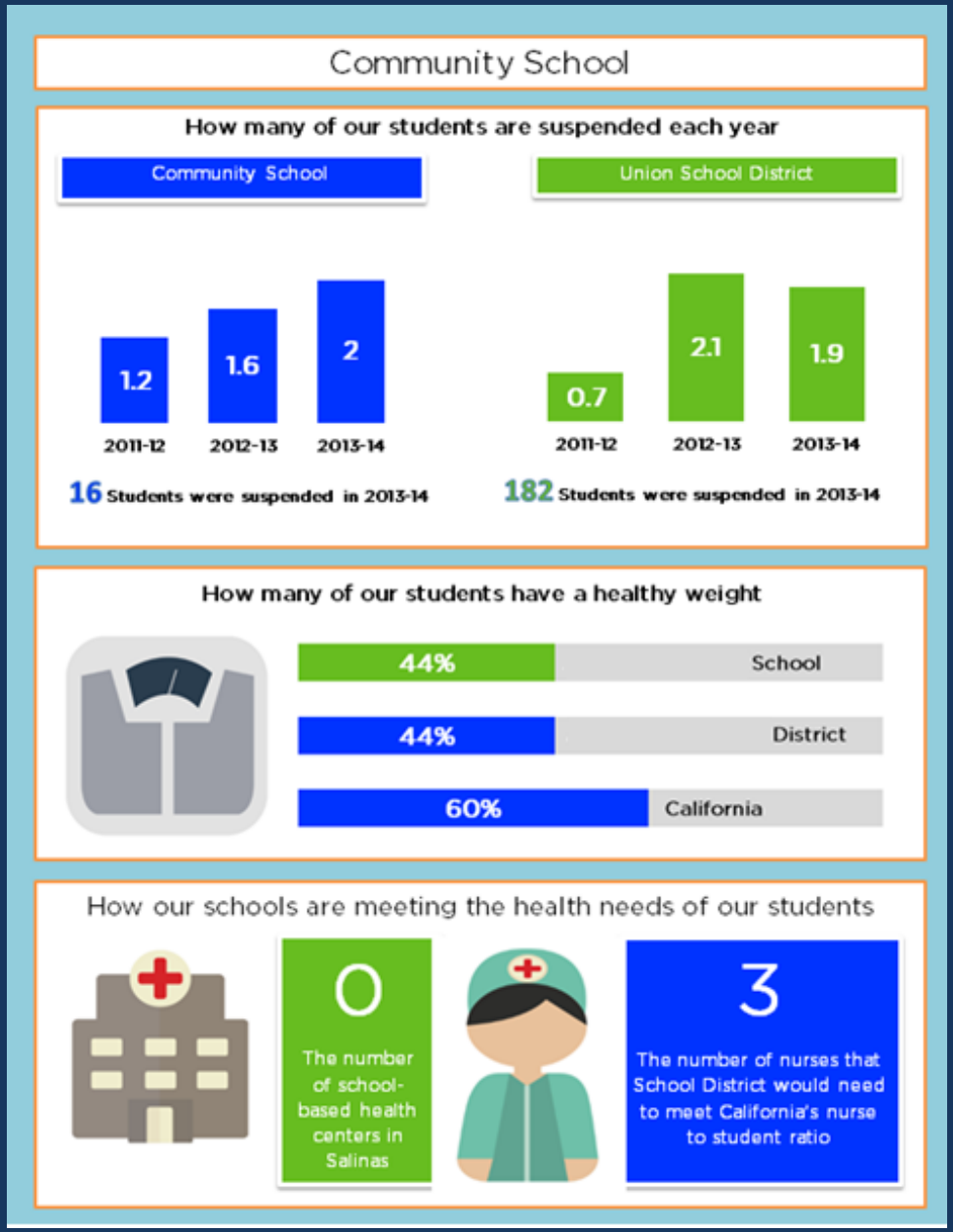
Color-coded progress



http://www.communityschools.org/assets/1/AssetManager/HCS%20Final%20Report%20%282-6-12%29.pdf

Step 6: Reporting Findings

Infographics



the should and could of

Findings

- Should inform change
- Could lessen credibility if overstated
- Could leverage resources
- Should be used!!