

Is your Check and Connect program making a difference?

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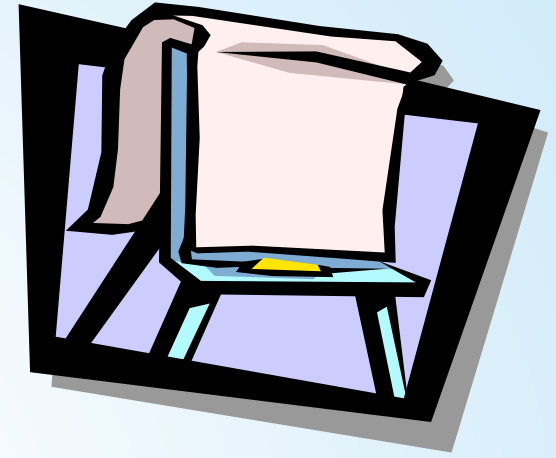
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Check in



- ➔ What are your reasons for selecting this session?



Evaluation Defined

- ▶ “The systematic determination of the merit or worth of an object.” (Scriven, 1967)
- ▶ “The systematic assessment of the operation and/or the outcomes of a program or policy as a means of contributing to the improvement of the program or policy.” (Weiss, 1998)
- ▶ “Evaluation done for and with specific, intended primary users for specific, intended uses.” (Patton, 2008)

Evaluation Defined *(continued)*

- “Developmental Evaluation focuses on what is being developed through innovative engagement.” (Patton, 2010)
- “We envision evaluative inquiry as an ongoing process for investigating and understanding critical organization issues.” (Russ-Eft & Preskill, 2009)
- “Evaluation studies aspire to be accurate representations of reality, not fictional devices for furthering the interests of some over others. The biggest threats to evaluation are power imbalances.” (House, 1997)



"Are we in complete agreement, then?"



Two aspects of evaluation planning

Models/Approaches

- ▶ Four-Level Model (Kirkpatrick)
- ▶ Responsive Evaluation
- ▶ Goal-Free Evaluation
- ▶ Expertise/Accreditation
- ▶ Utilization-Focused Evaluation
- ▶ Participatory Evaluation
- ▶ Theory Driven Evaluation
- ▶ Success Case Method

Designs

- ▶ Quasi-experimental
- ▶ Experimental
- ▶ Case Study
- ▶ Time Series
- ▶ Retrospective Pretest
- ▶ Pretest-Posttest Control-Group
- ▶ Return-on-Investment

Evaluation Tree (Alkin, 2013)

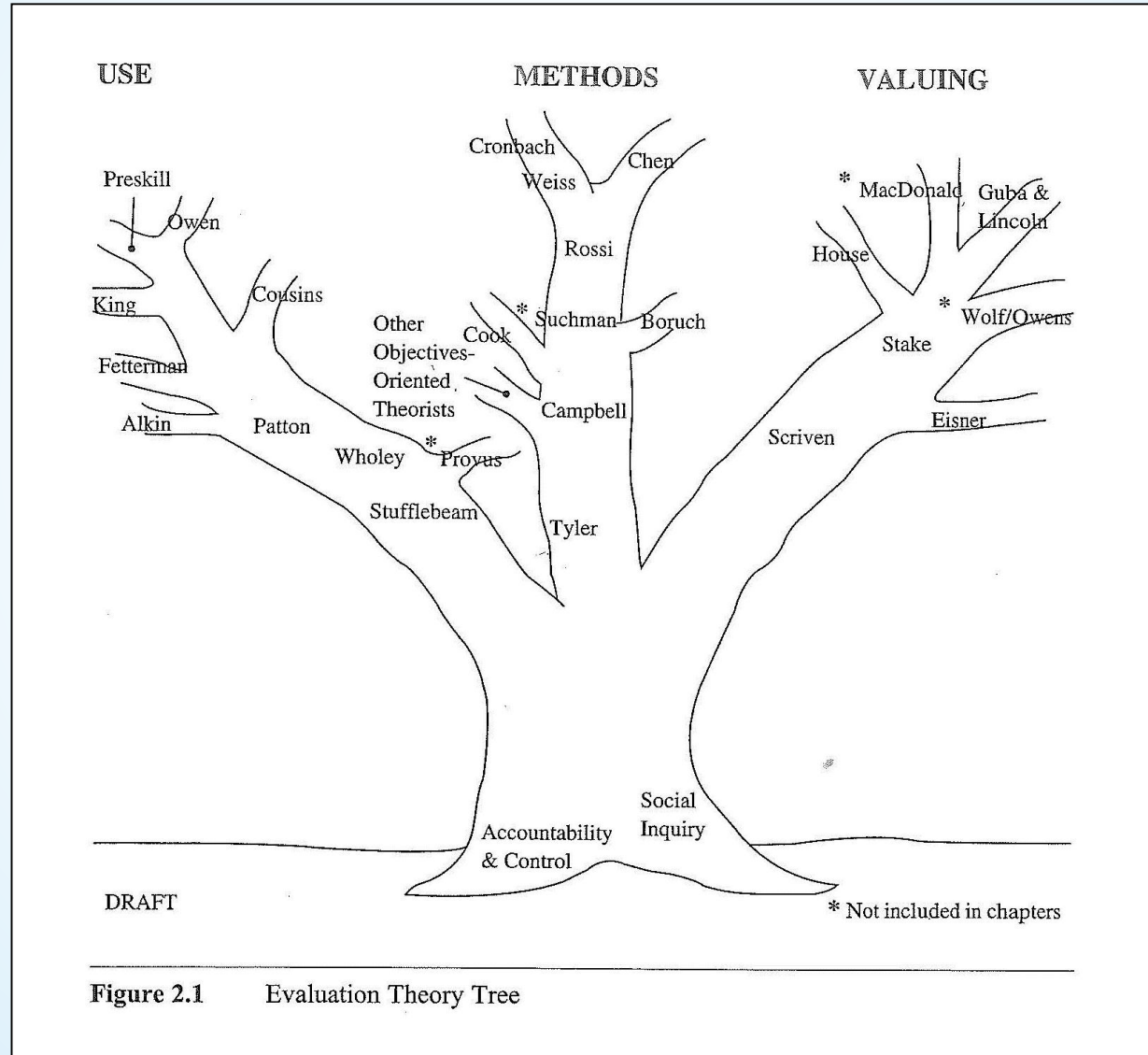
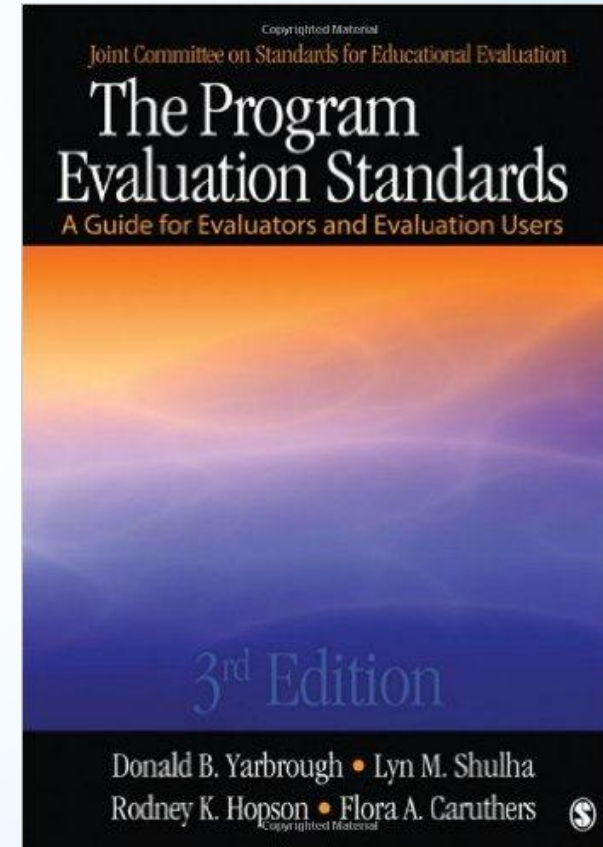


Figure 2.1 Evaluation Theory Tree

Professional Guidance and Guidelines

- ▶ Program Evaluation Standards
 - ▶ Feasibility
 - ▶ Utility
 - ▶ Propriety
 - ▶ Accuracy
 - ▶ Accountability
- ▶ AEA Guiding Principles
- ▶ AEA Statement on Cultural Competence





Evaluation Context: What matters at our site

Questions to ask:

- ▶ Who will do the evaluation?
 - ▶ If in-house, does that person have evaluation training? If not, what supports will he/she need? Will he/she have time?
- ▶ How much money is there to spend on evaluation?
- ▶ What questions need to be answered? What questions will the funder want answered?
- ▶ Were any plans for evaluation put in place at the beginning of implementation? (e.g., control group, online monitoring form)
- ▶ What are the standards for whether or not the program was successful?
 - ▶ Graduation?
 - ▶ Course completion?
 - ▶ Improved engagement?



Purposes for Evaluation in School Districts

- To provide information that will be used to improve programs
- To assess whether or not a program is being implemented with fidelity
- To identify strategies that improve student outcomes
- To provide information to the School Board and district leadership that they will use to make decisions
 - Consider hiring an outside evaluator for objectivity



Evaluation Context *(continued)*

- ▶ What type of evaluation is appropriate for your context?
 - ▶ Formative – are you in the early stages of implementation and therefore need information on how the program is rolling out, what needs to be “tweaked”?
 - ▶ Summative – are you being asked whether to keep the program or not?
 - ▶ Cost benefit study?
- ▶ How will results be used?
- ▶ Focus of evaluation
 - ▶ How staff feel about the program?
 - ▶ How families / students feel about the program?
 - ▶ Is the program being implemented as planned?
 - ▶ Are we getting the results we expected?
 - ▶ Compare participants to non-participants

Data / Information Sources

- ▶ What data are already available?
 - ▶ Existing test data
 - ▶ Credit accrual information, attendance/tardiness
 - ▶ Surveys
- ▶ What additional data do you need to collect?
 - ▶ Focus groups
 - ▶ Interviews
- ▶ How much time will data collection take for families, students, staff members?

Data / Information Sources

(continued)

- ▶ What might you collect about students? (Take from C & C manual)
 - ▶ Attendance and Tardiness (is that available?)
 - ▶ Course Credit
 - ▶ Achievement data – test scores
 - ▶ Graduation / Dropout
 - ▶ Satisfaction with program, with school (surveys)
 - ▶ Student Engagement (SEI – Appleton)
- ▶ What might you collect about the program?
 - ▶ Fidelity of Implementation (e.g., PD)
 - ▶ Satisfaction with program (mentors, parents, teachers, administrators)
 - ▶ Challenges / Successes



Conducting Evaluations in School Districts

- ▶ Keep in mind what schools / districts are concerned about:
 - ▶ Benefit / relevance to the school / district
 - ▶ Disruption / loss of instructional time
 - ▶ Added duties for school personnel
 - ▶ Data privacy laws

Examples of District Research Review Committees

- ▶ If you hire an outside evaluator, they may need to go through a district review committee.
- ▶ Examples:
 - ▶ Minneapolis Public Schools:
http://rea.mpls.k12.mn.us/outside_research_in_minneapolis_public_schools
 - ▶ Milwaukee Public Schools:
<http://mps.milwaukee.k12.wi.us/en/District/Initiatives/Research-Development/Conducting-Research-in-MPS.htm>
 - ▶ Sacramento City Unified School District:
http://www.scusd.edu/sites/main/files/file-attachments/scusd_research_request_packet_0.pdf



Conducting Research in MPS

Any individual or organization interested in conducting a research study or evaluation in MPS, or receiving data from MPS, must apply to conduct research prior to beginning data collection. Examples of research include, but are not limited to:

- Personal research study
- Surveys of parents, students, and staff
- Evaluations of programs, grants, or district or school initiatives
- Studies or research mandated by the federal, state, or local government
- Research conducted for degree/course attainment (including action research projects)

In order to best assist researchers through the MPS research application process, multiple documents are available for download under "Resources".

- The **application manual** was designed to assist researchers through the MPS research application process. The document outlines application requirements and provides important information that all researchers need to know prior to submitting an application.
- **Research application questions** provides the questions from the online application in an editable Word document.
- **Consent form** and **assent form** templates may be used for parental consent, staff consent, and student assent.
- The **letter of support** template should be completed and signed by an employee of the district. If you are unsure as to whom should sign the document, please contact [Kristin Kappelman](#).
- The **non-disclosure agreement** must be signed by all members of the research team that will have access to the data.
- **Common data elements** and the **data codebook** may be useful documents for researchers who are requesting data.

Beginning with the 2015-16 school year, research applications will be accepted on the first Friday of the month, regardless if you are applying as an internal or external candidate.

Research Review Rubric (Example)

- ▶ In Minneapolis Public Schools, the Research Review Committee scores proposals by rating the following elements on a scale of 1-5:
 - ▶ Relevance to the current needs and interests of MPS/SHIFT priorities
 - ▶ Quality and technical adequacy of the design
 - ▶ Quality and technical adequacy of the instrument(s)
 - ▶ Appropriateness of the data analyses
 - ▶ Feasibility of data collection methods
 - ▶ Disruption of instruction and administrative duties
 - ▶ Evidence of writing and research competence
 - ▶ Potential for violation of participants' privacy & rights
 - ▶ Overall Rating



Check-out

- In what ways could the Check & Connect team support you in evaluating Check & Connect at your site?



Some Evaluation Resources

- American Evaluation Association (<http://eval.org/>)
- Better Evaluation (<http://betterevaluation.org/>)
- Practical Assessment, Research and Evaluation (<http://pareonline.net/getvn.asp?v=9&n=8>)
- School Program Evaluation Staff Exercise (<http://www.educationworld.com/sites/default/files/School-Program-Evaluation-exercise.pdf>)



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