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# EVALUATION & COMMUNITY SCHOOLS

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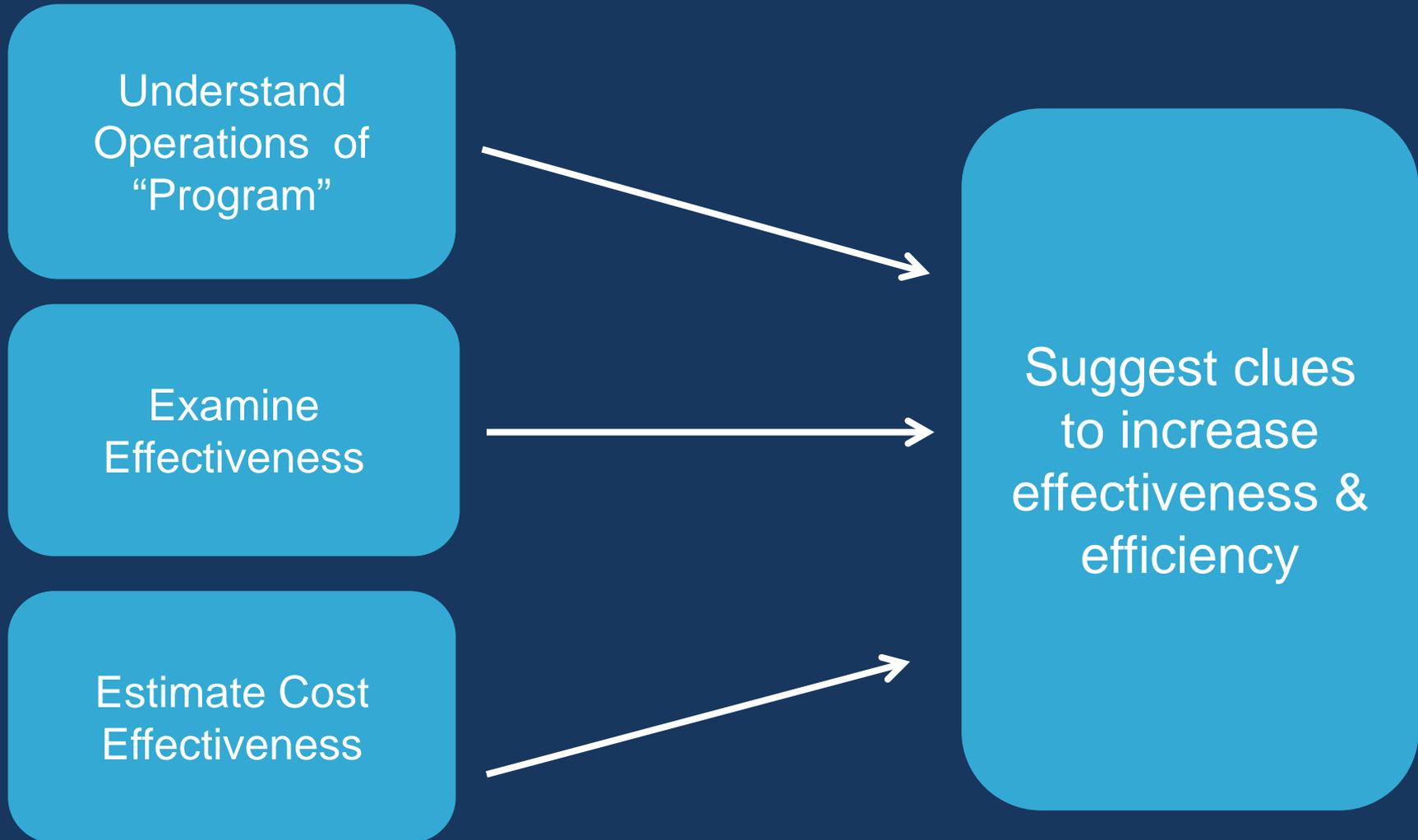
**Council on Children  
and Families**

**Mary E. De Masi, Ph.D.**

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

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Understand  
Operations of  
"Program"

Examine  
Effectiveness

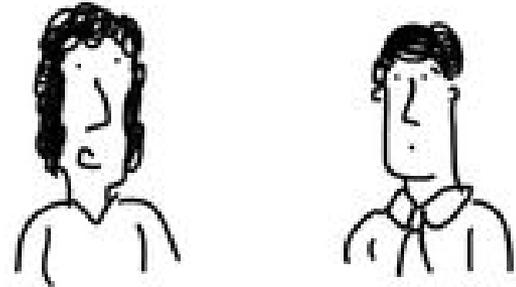
Estimate Cost  
Effectiveness

Suggest clues  
to increase  
effectiveness &  
efficiency

# Why Evaluate?

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

So, did it work?



freshspectrum.com

Hey guys,  
did you read this part?

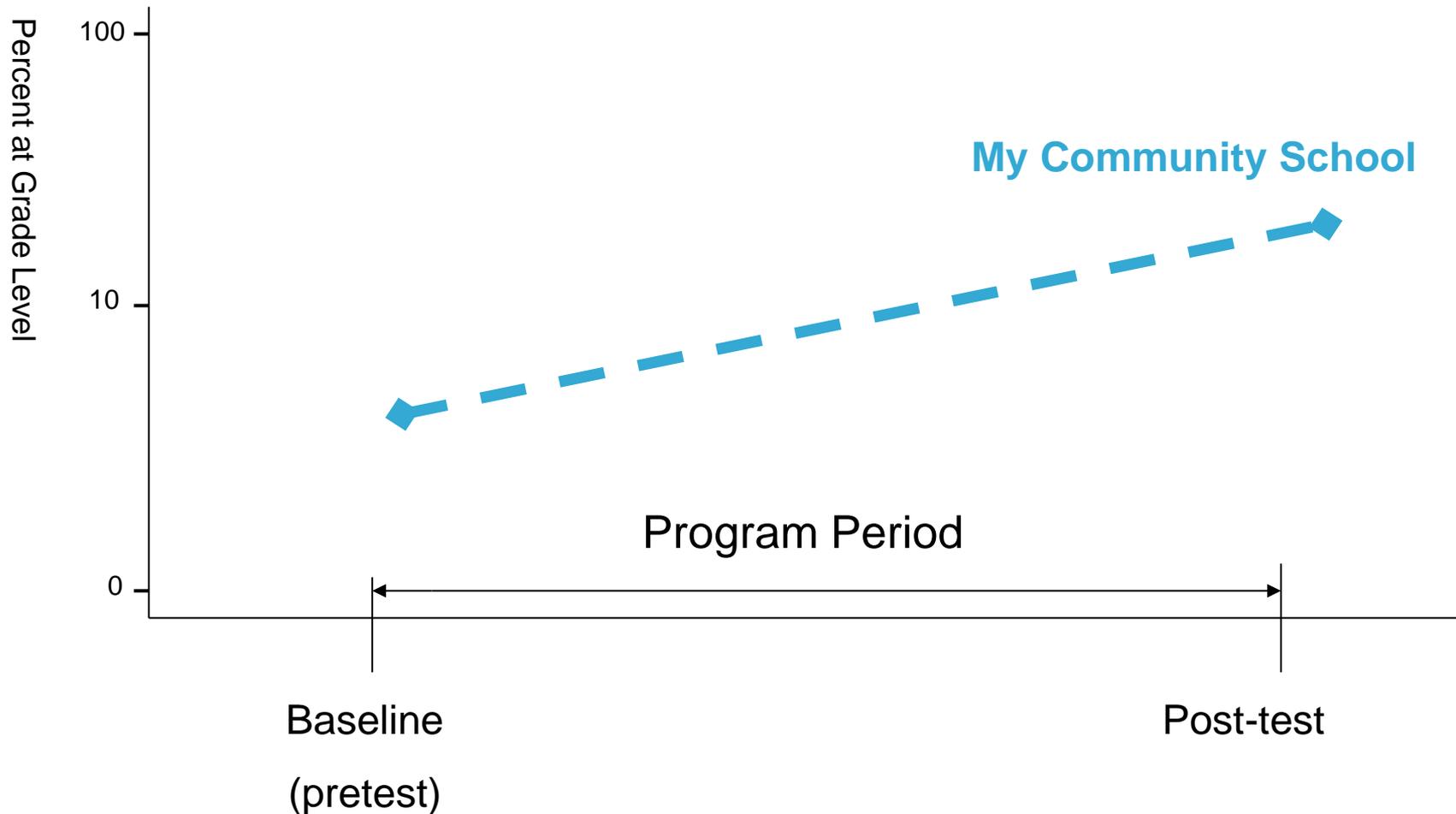
It basically says we  
need an evaluation to  
keep getting money.



freshspectrum.com

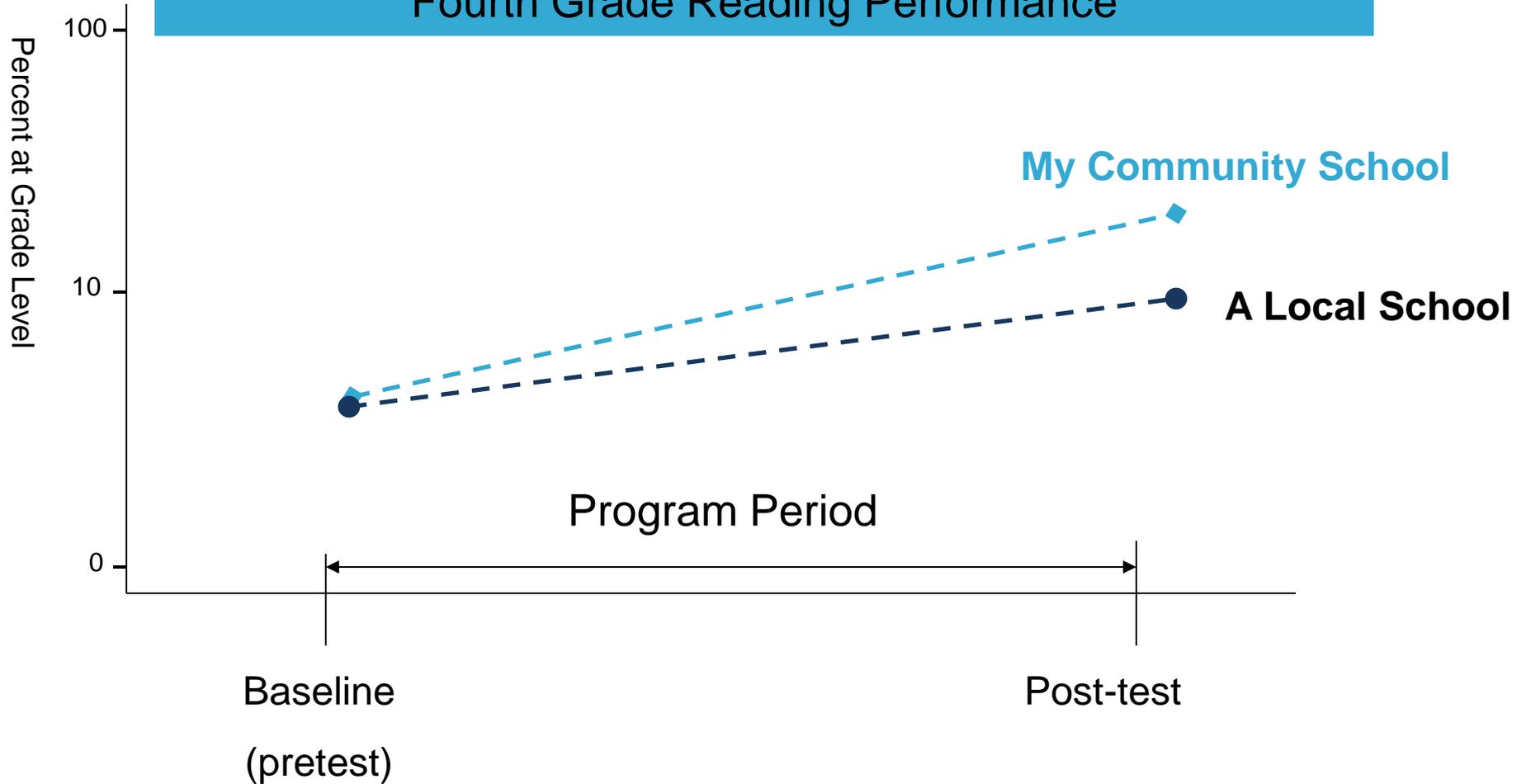
# Measuring Program Change

## Fourth Grade Reading Performance



# Measuring Program Change

## Fourth Grade Reading Performance



# Evaluation Process

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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

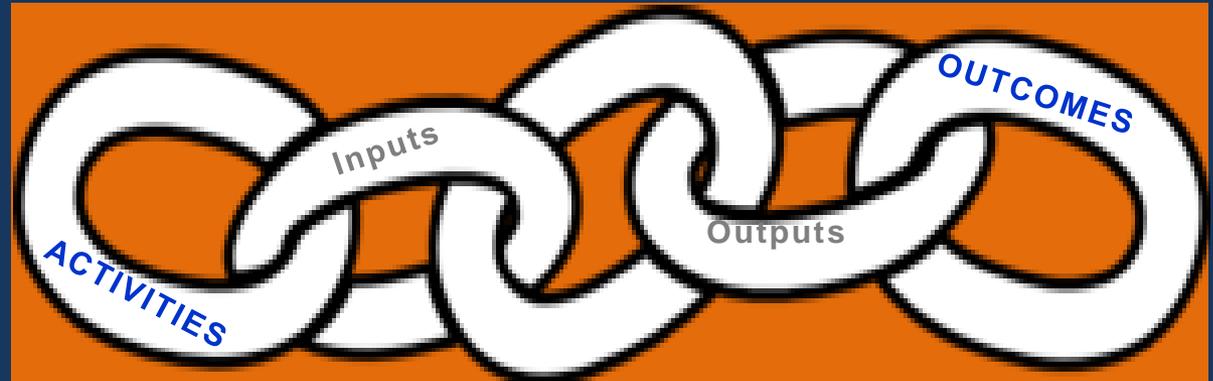


Any  
resources  
available?

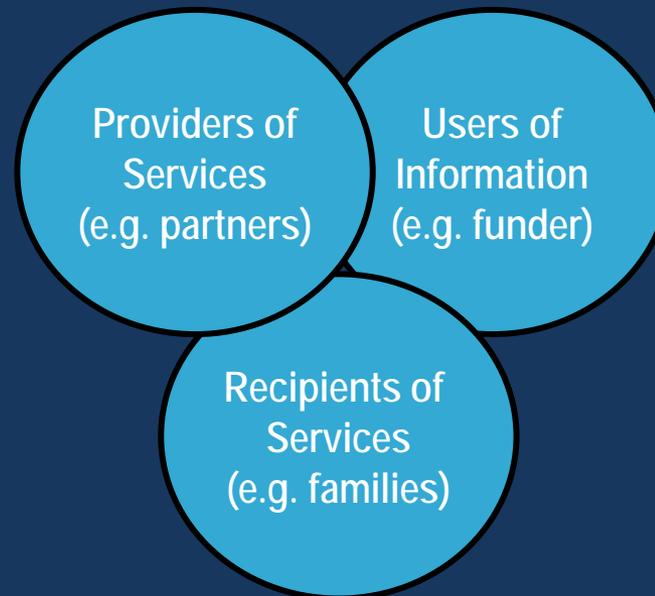
# Step 1. Define the Program

*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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**If** we  
have...

**Then** we  
can...

**Then**  
we'll  
get...

**Then**  
we'll  
see...

**Then**  
we'll  
achieve...

**Inputs**

**Activities**

**Outputs**

**Results**  
(proximal)

**Results**  
(distal)



# Elements of a Logic Model: A Template

If we  
have...

Then we  
can...

Then we'll  
get...

Then we'll  
see...

Then we'll  
achieve...

Relevant  
partners

Integrated  
health  
services

Social  
services to  
support  
children's  
intellectual &  
physical  
development

Improved  
health  
  
Improved  
attendance

Improved  
learning

*Inputs*

*Activities*

*Outputs*

*Proximal Outcomes*

*Distal Outcomes*

**Planned Work**

**Intended Results**

## 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

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**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

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- 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?)
<p>Is increased</p> <p><b>family involvement</b></p> <p>related to</p> <p><b>improved academic success?</b></p>	Academic success	Standardized math test	6 <sup>th</sup> grade students	Teachers administer test	September June	Relationship
	Family involvement	Event Roster: Parents attended school event <b>or</b> 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	<i>Sample</i> of 6 <sup>th</sup> 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](http://www.communityschools.org/resources/data_collection_instrument_guide.asp)

Be careful of age group

Consider number of questions used

May be proprietary-have costs

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**Data Collection Tools Guide**

The table below outlines the result area, indicators, target group, questions, and citation for each data collection instrument referenced in the Community Schools Evaluation Toolkit.

Survey #	Result	Indicator	Respondent	Questions	Grade	Full citation
1	Students succeed academically	Teachers support students	Student	1-6	3-8	Harter, S. (1985). Social Support Scale for Children. Univer Park, Denver, CO 80208
2	Students are actively involved in learning and their community	Students feel competent	Student	1-6	3-8	Harter, S. (1985). Self Perception Profile for Children: Univer Park, Denver, CO 80208.
3	Students are healthy	Positive peer relationship	Student	1-22	3-8	Wheeler, V. A., & Ladd, G. W. (1982). Assessment of child interactions with peers. <i>Developmental Psychology</i> , 18(6),
4	Students are healthy	Positive peer relationship	Student	1-6	3-8	Harter, S. (1985). Social Support Scale for Children: Univer Park, Denver, CO 80208.
5	Students are actively involved in learning and their community	Post-secondary plans	Student	1-6, 10-13	4-8	New Orleans Kids Partnership, & America's Promise. An Er Students in Grades 4-8. Unpublished Survey. Dr. Martin L. School for Science and Technology.
6	Students are actively involved in learning and their	Students feel competent	Student	1-4 (twice)	5-12	Marsh, H. W. (1990). The structure of academic self-conce model. <i>Journal of Educational Psychology</i> , 82, 623-636.

Scaling Up Guide  
The Community Schools Strategy

Community Schools BLOG

# 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).

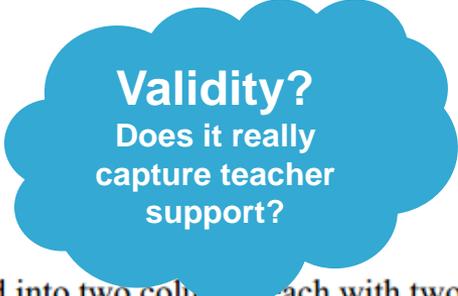
*Reliability:* Alpha score is .83.

*Number of Items:* 6.

*Scoring Procedures:* Responses are divided into two columns, 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.



**Validity?**  
Does it really  
capture teacher  
support?

National Center for Education Statistics

School Climate Surveys

Pilot Test

Appendix A

Questionnaire

NCES is working to develop a  
school climate survey

# Step 4: Collect data

## *Potential Data Sources*

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### 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](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>

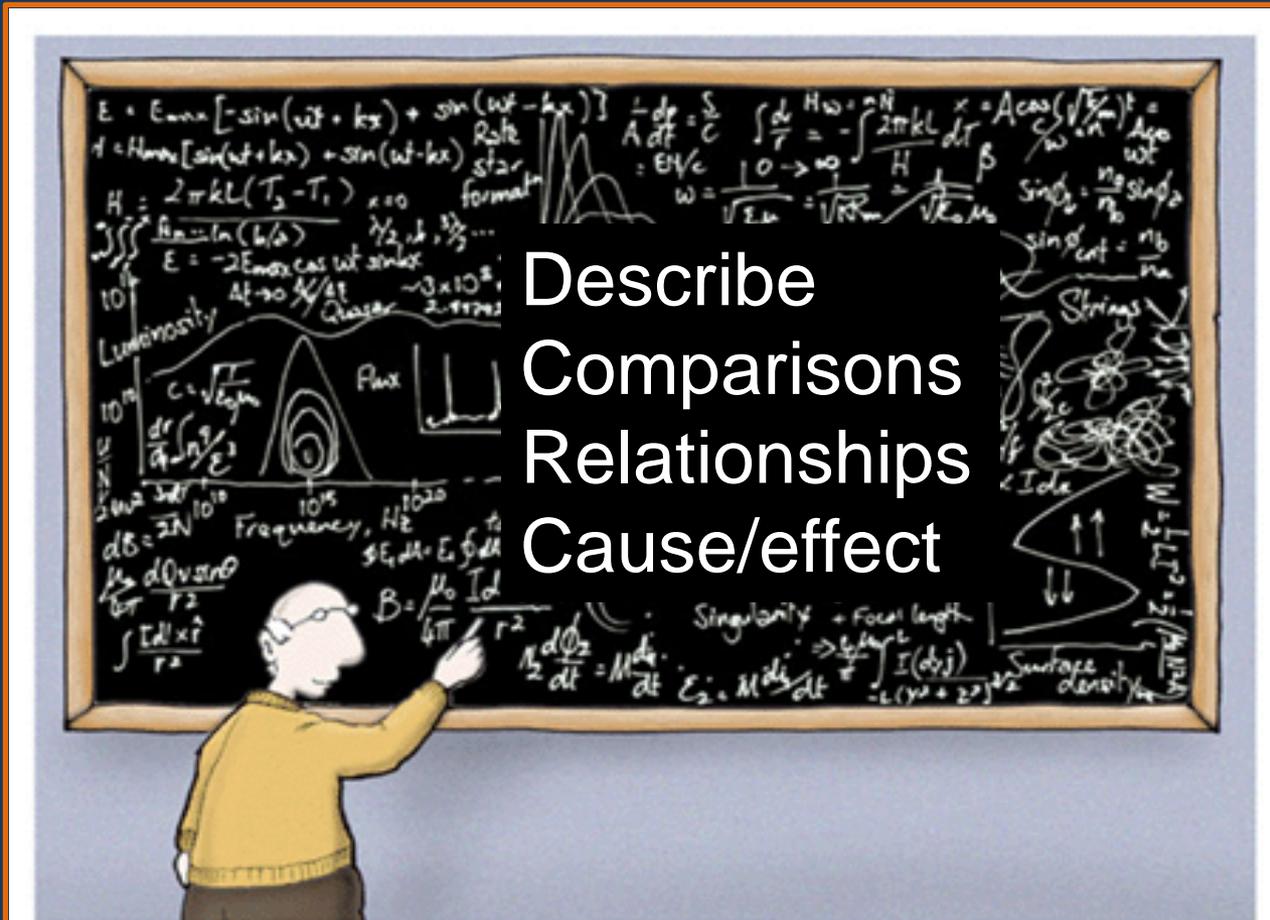
[http://www.innonet.org/client\\_docs/File/data\\_collection\\_workbook.pdf](http://www.innonet.org/client_docs/File/data_collection_workbook.pdf)

### Observations

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

### Other

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

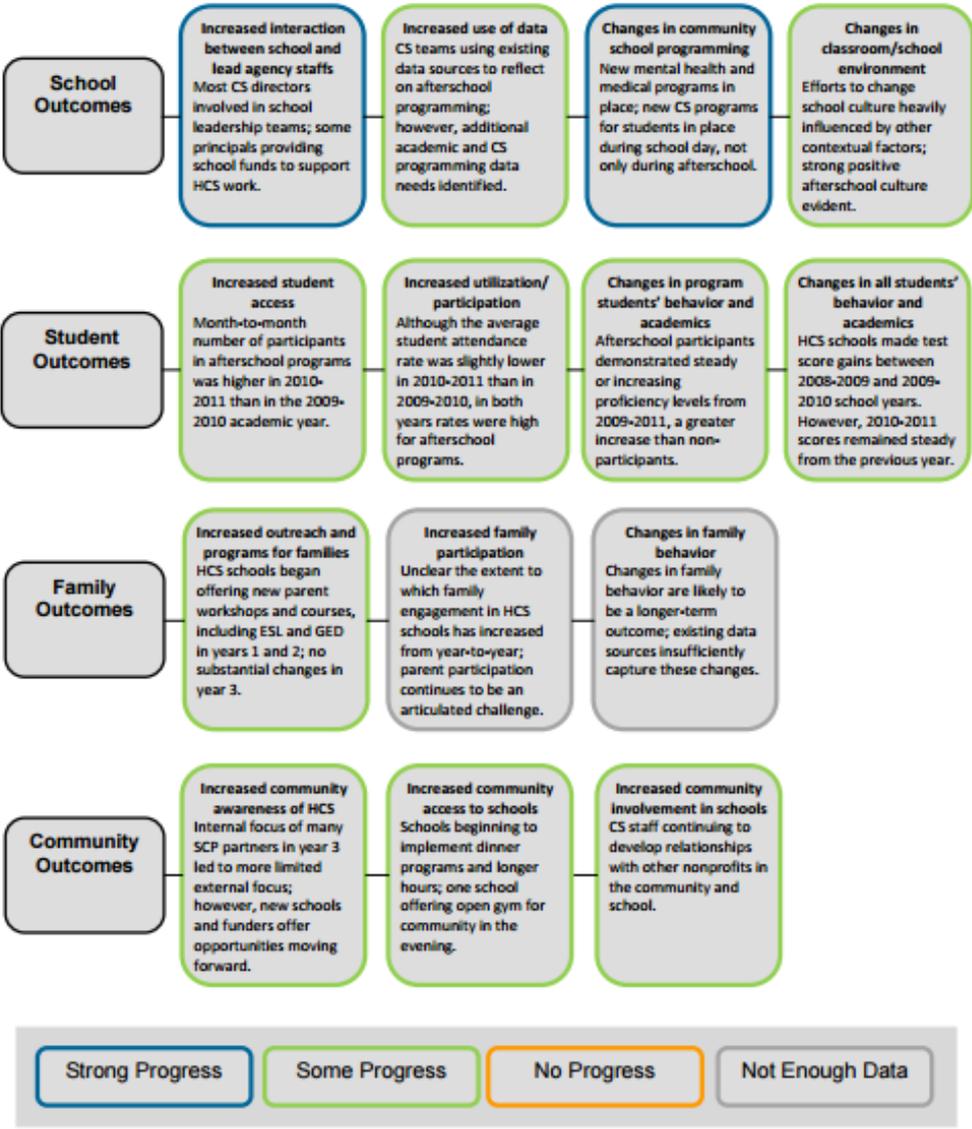


Describe  
Comparisons  
Relationships  
Cause/effect

STATISTICS MADE EASY

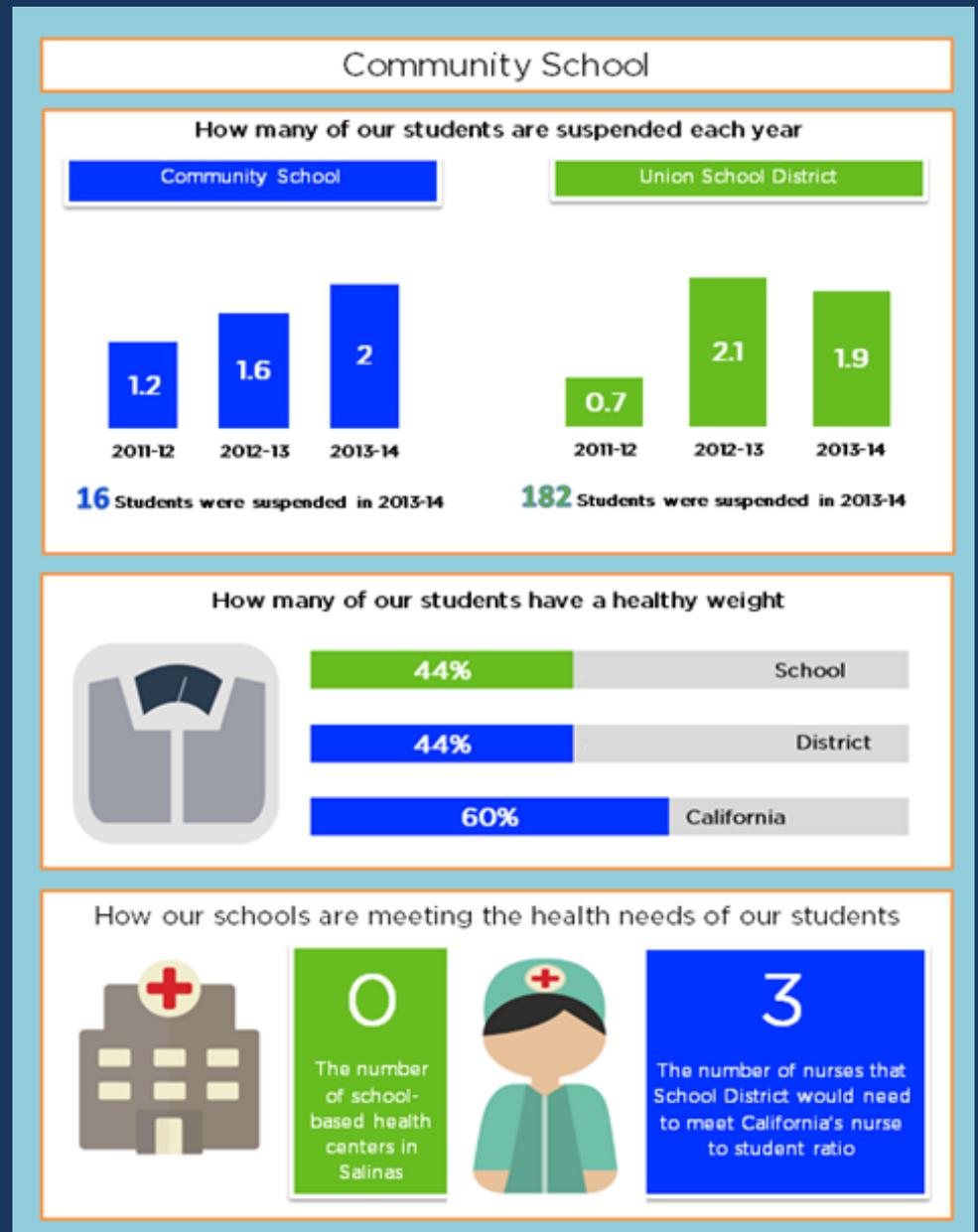
# Step 6: Reporting Findings

## Color-coded progress



# Step 6: Reporting Findings

## Infographics



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

