



**DATA: HONESTLY,  
IT CAN BE USEFUL  
AND FUN**


Michigan After-School Partnership  
October 2022

Wendy L. Tackett, Ph.D.



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# EVALUATION IS **FUN**



Dr. Wendy Tackett founded iEval, an external evaluation consulting firm, in 2002

Conducted over 150 evaluations, working primarily in the fields of education and healthcare

Evaluated afterschool programs in over 30 school districts in Michigan, Indiana, Alaska, Louisiana, Ohio, and Washington, DC



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Focus on helping clients (in a friendly, fun way) use data in meaningful ways to make program improvements and determine progress towards outcomes

Presented on evaluation throughout the United States and in Canada, England, and Ireland



EVALUATION IS FUN

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MY GOAL IS TO EQUIP YOU WITH TOOLS THAT WILL HELP YOU WITH...

*iEval*

Transparency

Positive Attitudes

Continuous Improvement

Common Understandings

**HAVING FUN!**

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## THE M&Ms ACTIVITY



1. **Goal:** Determine which is the **BEST** M&M
2. **Task:** Collect data about your M&Ms
3. **Action:** Be able to defend your decision

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## THE M&Ms ACTIVITY



- Which M&M is the best?
- How did you determine the definition of best?
- After hearing how other groups defined best, would you change your definition?

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# KEY LEARNINGS

- How can you know if you're going the right way if you don't know where you're going?
- Ensure common understandings of how to collect data, what data mean, and how to use data.
- Teach key concepts in a fun way.

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Positive  
Attitude

Continuous  
Improvement

Common  
Understanding



# DATA CAMP

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HAVE  
FUN!

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## WHAT WE DO AT CAMP

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Provide training
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Analyze current local data
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Share research aligned to data analyses
- 

Create a collegial atmosphere

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## TYPICAL CAMP AGENDA

Activity	Time
Introductions & icebreaker	30 minutes
Review most recent data & facilitate interpretation	1 hour
Discuss similarities/differences across sites & potential strategies	1 hour
<b>LUNCH</b>	45 minutes
Presentation on topic of interest related to the data	30 minutes
Success sharing based on the data	1 hour
Networking and reflection	30 minutes

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## TIPS FOR PREPARING FOR CAMP

- Know & respect your audience
- Pick a casual location
- Be prepared
- Give participants something personal & meaningful
- Use participant feedback
- Keep the energy high!

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TRANSPARENCY

Common Understanding



# PAIRED COMPARISONS

Continuous Improvement

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**Paired Comparisons Example, MASP 2022**

School Name: \_\_\_\_\_

A	Percentage of students who became regular participants ( %)	A A A
B	Diversity of regular student participants (e.g., male: %, minority: %, special ed: %, migrant: %)	B C D
C	Percentage of regular student participants who are in need of academic support in mathematics (e.g., average math grade: , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: %)	B B
D	Percentage of regular student participants who are in need of academic support in reading/language arts (e.g., average ELA grade: , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: %)	C D

**Your Totals:** Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your priorities (typically pick no more than three).

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

**Overall Totals:** Add together the letter totals from each individual's comparisons in your school/district and enter in the space after each letter below. The letters circled the most times are the overall priorities (typically pick no more than three).

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

# PAIRED COMPARISONS

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# LOOKING AT INDIVIDUAL DATA

## Paired Comparisons Example, MASP 2022

School Name: \_\_\_\_\_

A	Percentage of students who became regular participants (   %)	A A A B C D
B	Diversity of regular student participants (e.g., male:   %, minority:   %, special ed:   %, migrant:   %)	B B C D
C	Percentage of regular student participants who are in need of academic support in mathematics (e.g., average math grade:   , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math:   %)	C D
D	Percentage of regular student participants who are in need of academic support in reading/language arts (e.g., average ELA grade:   , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math:   %)	

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# LOOKING AT INDIVIDUAL DATA

## Paired Comparisons Example, MASP 2022

School Name: \_\_\_\_\_ **Sample School** \_\_\_\_\_

A	Percentage of students who became regular participants ( <b>72</b> %)	A A A B C D
B	Diversity of regular student participants (e.g., male: <b>31</b> %, minority: <b>65</b> %, special ed: <b>9</b> %, migrant: <b>2</b> %)	B B C D
C	Percentage of regular student participants who are in need of academic support in mathematics (e.g., average math grade: <b>D+</b> , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: <b>71</b> %)	C D
D	Percentage of regular student participants who are in need of academic support in reading/language arts (e.g., average ELA grade: <b>C</b> , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: <b>39</b> %)	

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# COMPARING PAIRS

Paired Comparisons Example, MASP 2022

School Name: Sample School

A	Percentage of students who became regular participants ( <b>72</b> %)	A B
B	Diversity of regular student participants (e.g., male: <b>31</b> %, minority: <b>65</b> %, special ed: <b>9</b> %, migrant: <b>2</b> %)	A B C
C	Percentage of regular student participants who are in need of academic support in mathematics (e.g., average math grade: <b>D+</b> , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: <b>71</b> %)	C D
D	Percentage of regular student participants who are in need of academic support in reading/language arts (e.g., average ELA grade: <b>C</b> , percentage of students below 50 <sup>th</sup> percentile on NWEA MAP math: <b>39</b> %)	

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# TOTALS

**Your Totals:** Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your priorities (typically pick no more than three).

A **1**      B **2**      **C 3**      D **0**

**Overall Totals:** Add together the letter totals from each individual's comparisons in your school/district and enter in the space after each letter below. The letters circled the most times are the overall priorities (typically pick no more than three).

A                      B                      C                      D

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## FACILITATED DISCUSSION - SAMPLE

- How do you feel about the **top overall project-level priorities**?
  - Are they what you would expect?
  - Are there any reasons why one of them should not be a top priority?
  - Are there any other data points you feel should be in the top that were not?
  - Why do you feel those data points are more important than ones that are identified in the top?

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## FACILITATED DISCUSSION - SAMPLE

- How many of the **sites** have any of the **same top priorities** as the overall project?
  - Do you feel your site's top priorities and the project's top priorities are complementary or conflicting?
  - Would you be able to work on all priorities to make improvements or are there other reasons to pick a few of them?

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## FACILITATED DISCUSSION - SAMPLE

- If the site and overall project have common priorities, do you feel that makes that data point **more important** to you at the site level?
- Or, do you feel it makes that data point **less important** at the site level because it will be addressed at the overall project level?

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## BENEFITS OF PAIRED COMPARISONS

1. Puts data at the center of any prioritization of future work
2. Takes the *gut feelings* or *the way we've always done it* out of the equation
3. Results in individual (site-level) and group (project-level) priorities

**This is a difficult process! It results in headaches and frustration the first time, but participants love the results!**

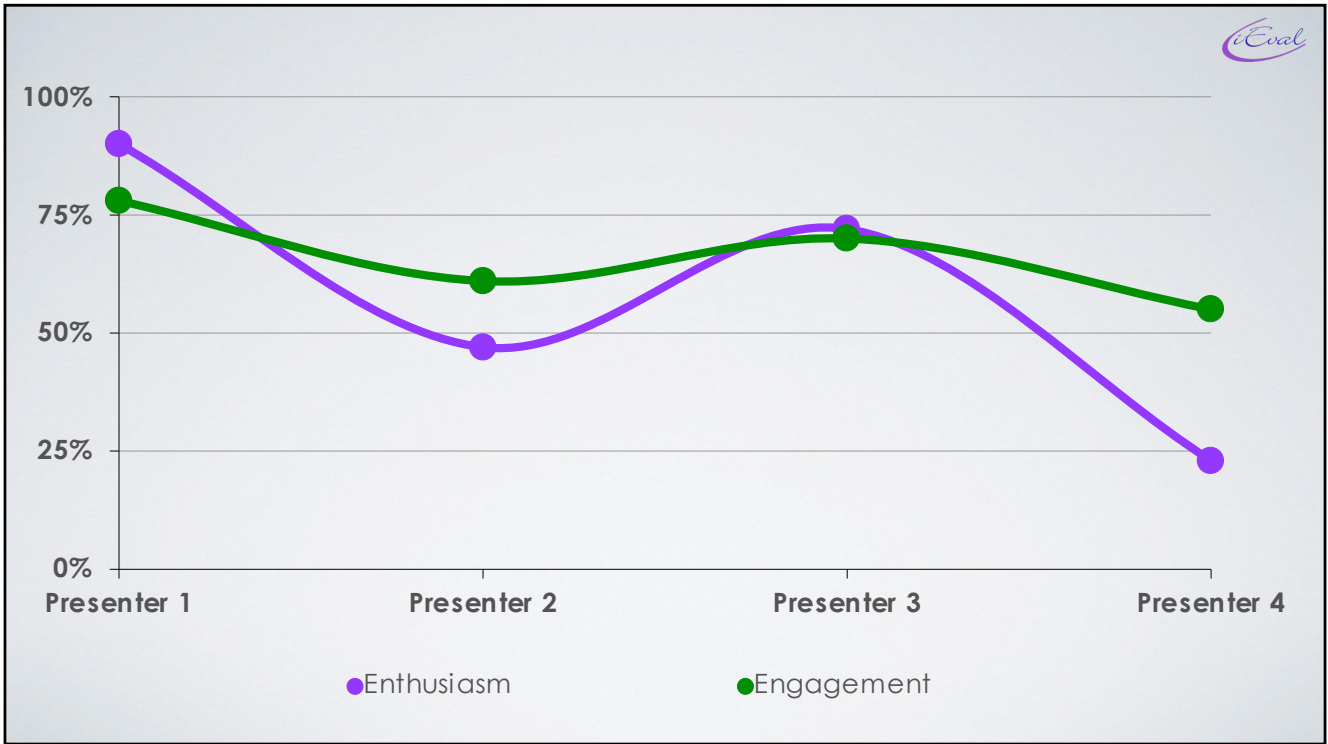
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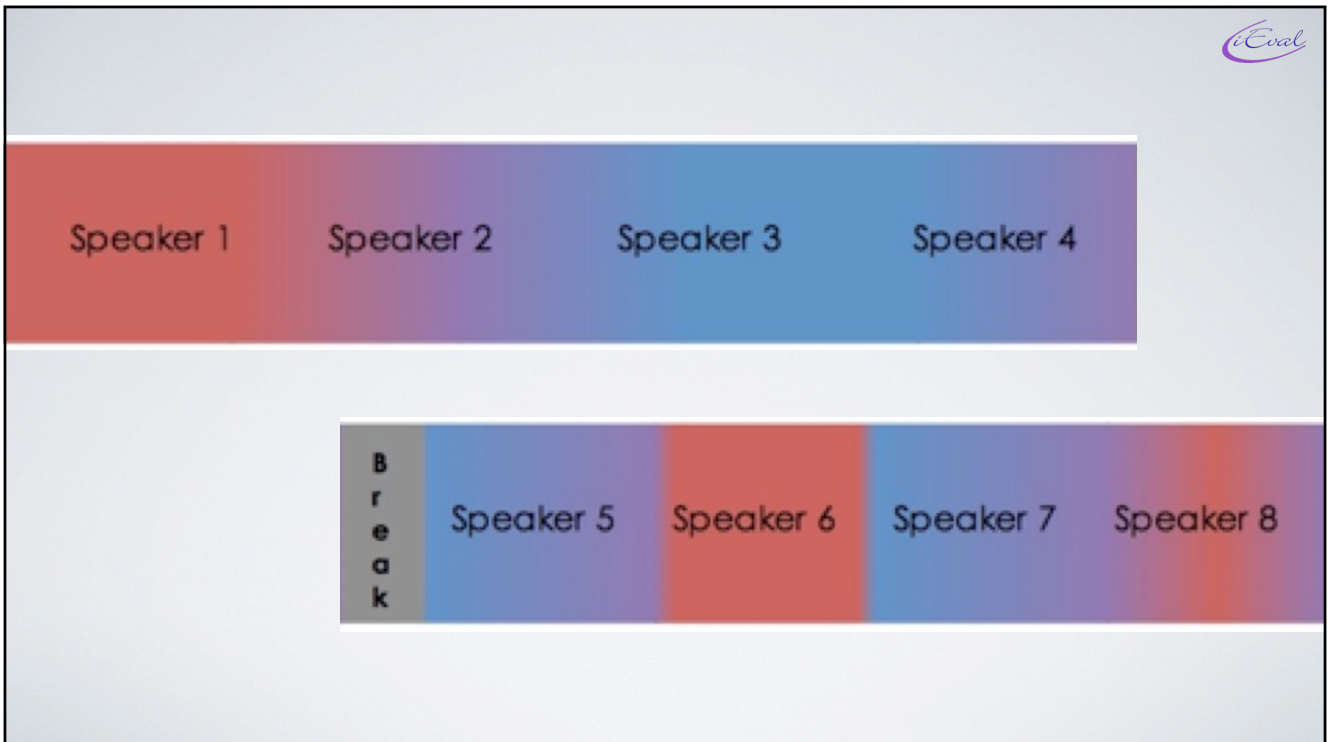
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# MULTI-DAY, MULTI-SITE PROFESSIONAL DEVELOPMENT

### STEM Cohort 1

Date	Enthusiastic	Processing	Overwhelmed
7/13/15	1	1	1
7/14/15	1	1	1
7/15/15	1	1	1
7/16/15	1	1	1
7/17/15	2	1	1
8/10/15	1	1	1
8/11/15	1	1	1
8/12/15	2	1	1
8/13/15	1	1	1
8/14/15	2	1	1

Legend: ■ Enthusiastic ■ Processing ■ Overwhelmed

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**Color Scripting Directions**

**The Origins of Color Scripting**

At the B23 Expo in Anaheim, California in 2015, there was a session with John Lasseter, Andrew Stanton, Felix Director, Ralph Eggleston, and others from Disney Pixar, talking about the 20th anniversary of Toy Story. Mr. Eggleston mentioned a storyboarding adaptation called color scripting that he created, where he would change the main colors of each panel to reflect the emotion the animated film was supposed to portray at that time. It helped the Pixar team understand what was going on in the film emotionally, at a quick glance, and it also made it easier to create a musical score to enhance those emotions.

A few weeks later, when observing from the back of the room at an event held in a large auditorium for a client, I started taking notes on the engagement and energy of the audience, based on who was presenting, planned to create a simple chart with a timeline of the event, highlighting who was presenting at different times, and indicating if engagement was high/medium/low and if energy was high/medium/low. That's when it hit me - color scripting. Without the artistic ability of Mr. Eggleston, color scripting in the evaluation world was born. In sharing the graphic created with the clients who put on the event, they could clearly see how the audience reacted to the various elements of the event and use the data to help determine how to improve the event in the future.

-Wendy L. Tackett, Ph.D., Eval

**When to Use Color Scripting**

Color scripting is a tool to be used when 1) you do not have much time for data collection, 2) the literacy of your participants is low, 3) you have multiple groups participating in the same classes or programs or stations, or 4) you do not have the resources to do a full pre-/post-test or retrospective post-test. The time needed for the implementation of color scripting is minimal up front (i.e., developing the right question and asking the question as participants leave your session) and can be as simple or complicated in the analysis process as you want it to be.

**Step 1: Data Collection**

Type of Question

The most important step in color scripting is to determine the right question to ask your participants. You will have the opportunity to ask them only one question as they are leaving your workshop, station, food-tasting booth, etc. You want to make sure that question accomplishes the following:

- Uses easy to understand language
- Is framed in a positive way
- Relates directly to what the participants just learned
- Can be answered in one or two words (but not yes or no)
- Addresses the one of the first three levels of Bloom's Taxonomy - the level that you need to know more about from your participants in order to improve your programs (i.e., knowledge, comprehension, application)

**Example Questions**

To give you an idea of what types of questions are appropriate, here are some examples of what has previously been used:

- What one word would you like to tell your parents about today's workshop?
- What one word describes how you feel about the food you tasted today?

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# HOW DO I COLOR SCRIPT?

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## STEP 1: DATA COLLECTION



Come up with a question that is:

- Clearly understood
- Positive
- Relevant
- Easily answered

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## STEP 1: DATA COLLECTION



What one word would you like to tell your parents about what you learned in today's lesson?

Please share one word about how you are feeling today.

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## STEP 1: DATA COLLECTION



Ask the question:

- Individual submissions
- Collect it at the door
- Use sign-in sheets or attendance forms

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## STEP 2: DATA ANALYSIS



Location	Lesson	Grade	Food	What will you share with your families at home that you learned today?
School A	1	2	Broccoli & cauliflower	Like little trees
School A	1	3	Broccoli & cauliflower	Vitamin C
School A	1	3	Broccoli & cauliflower	Gives me gas
School B	1	3	Pineapple	Sweet and wet
School B	1	5 & 6	Pineapple	Juicy.
School B	1	5 & 6	Pineapple	Yuck
School A	1	5 & 6	Pineapple	Chewy & juicy
School A	2	2	Tomatoes & grapes	Both are fruits
School B	2	2	Tomatoes & grapes	The seeds look alike
School A	2	5 & 6	Tomatoes & grapes	They look similar but taste very different.
School A	2	5 & 6	Tomatoes & grapes	Grapes are sweet, I only liked them.
School B	3	2	Chickpeas	Seeds make plants grow
School A	3	2	Chickpeas	Fun to make hummus
School A	3	5 & 6	Chickpeas	I tried but didn't like it
School B	3	5 & 6	Chickpeas	Liked making recipes

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# STEP 2: DATA ANALYSIS



What will you share with your families at home that you learned today?	Look	Knowledge	Taste	Texture	May take action	Other
Like little trees	x					
Vitamin C		x				
Gives me gas						x
Sweet and wet			x			
Juicy.				x		
Yuck			x			
Chewy & juicy				x		
Both are fruits		x				
The seeds look alike	x					
They look similar but taste very different.			x			
Grapes are sweet, I only liked them.			x			
Seeds make plants grow		x				
Fun to make hummus					x	
I tried but didn't like it			x			
Liked making recipes					x	

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# STEP 2: DATA ANALYSIS

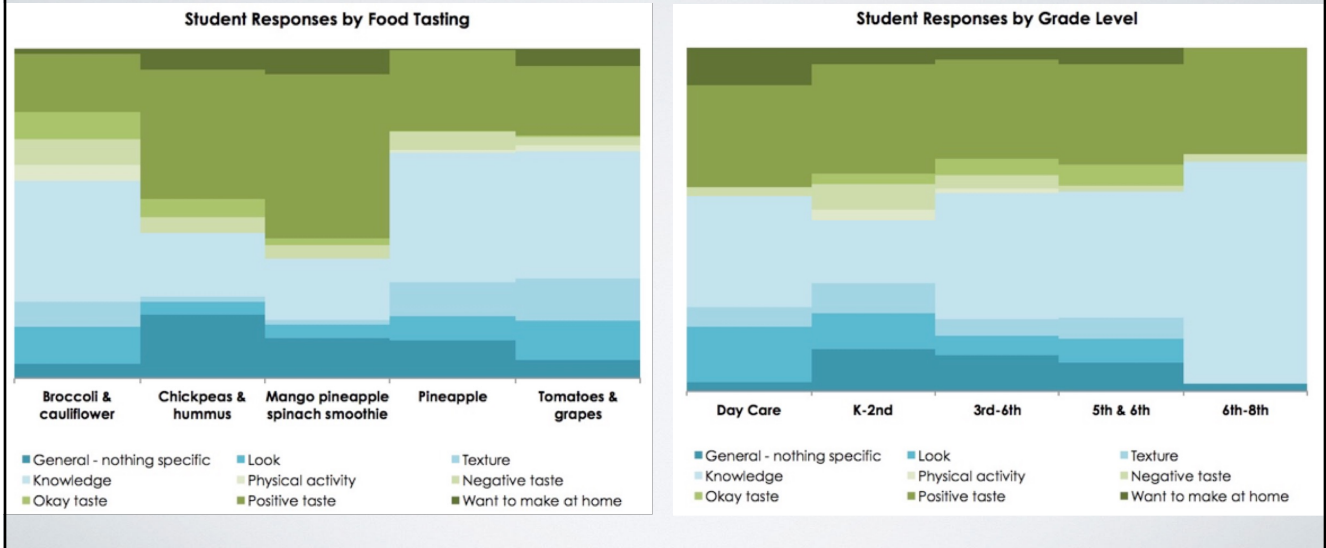


What will you share with your families at home that you learned today?	Recoded
Like little trees	Look
Vitamin C	Knowledge
Gives me gas	Other
Sweet and wet	Taste
Juicy.	Texture
Yuck	Taste
Chewy & juicy	Texture
Both are fruits	Knowledge
The seeds look alike	Look
They look similar but taste very different.	Taste
Grapes are sweet, I only liked them.	Taste
Seeds make plants grow	Knowledge
Fun to make hummus	May take action
I tried but didn't like it	Taste
Liked making recipes	May take action

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# STEP 3: DATA VISUALIZATION



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# MOST IMPORTANT STEP!!!

## DISCUSS & INTERPRET

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**WHEN TALKING ABOUT AND USING DATA, REMEMBER THESE IDEAS!**

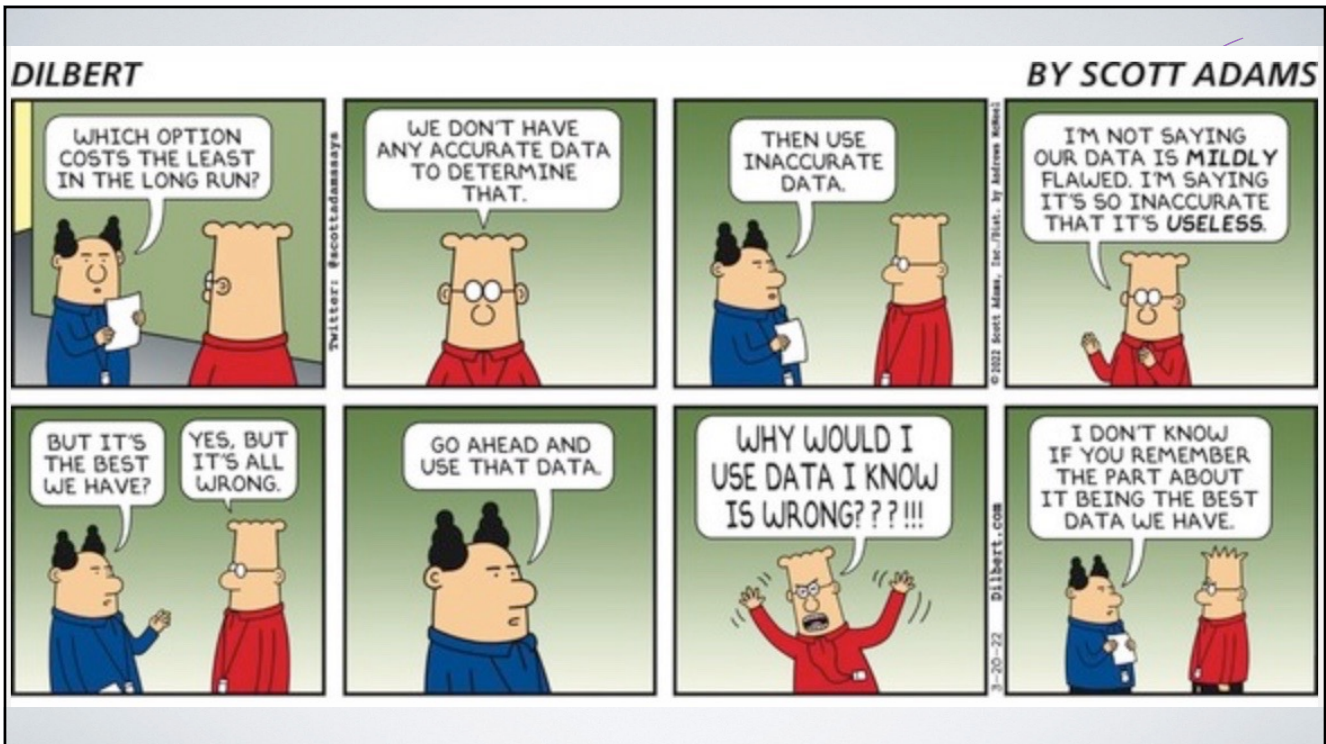
**HAVE FUN!**

Positive Attitude

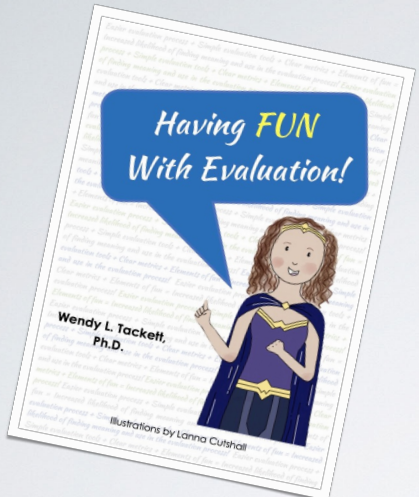
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