MEASURING IMPACT THROUGH PROGRAM EVALUATION

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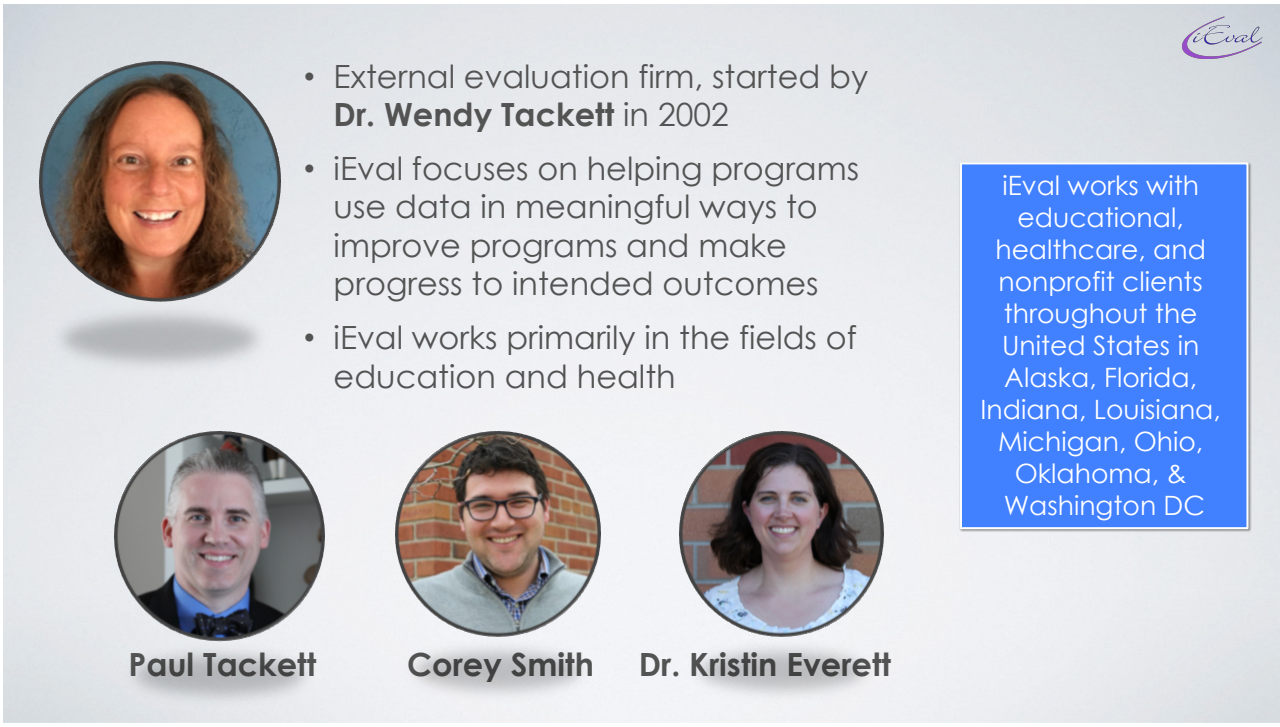


GOALS FOR TODAY

- Introduce basic evaluation principles
- Understand alternative ways to measure impact
- Work through evaluation design scenarios
- Learn how to use evaluation results

YOUR INVOLVEMENT

- Go to **slido.com** and use the event **#MERA2017**

1. **Ask questions** that you'd like answered throughout the day
2. **"Like" questions** to elevate their importance - they'll get answered first
3. **Take the polls** when prompted

THE COOKIE ACTIVITY

- Get into groups of 4-5 people
- Each group takes one of each cookie

- **Task: Determine which is the BEST cookie and defend your decision**

COOKIE DEBRIEF

- Which cookie did you determine was the best?
- How did you determine the definition of "best?"
- After hearing how other groups defined "best," would you change your definition?

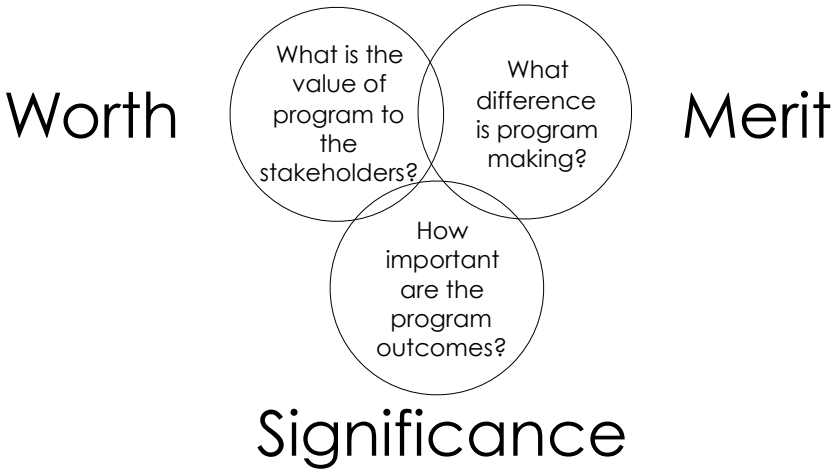
D + V = E

- **Data** (research on how, what, & why)
- **Value** (applying dimensions of worth and merit and determining significance)
- **Evaluation** (application of value to the data)

WHAT IS PROGRAM EVALUATION?

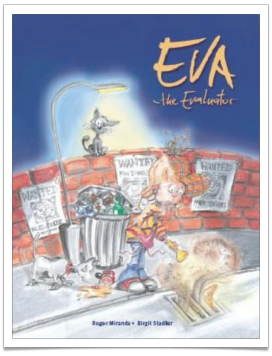
- Systematic approach to determine the worth, value, or merit of something
- Typical uses include:
  - improvement
  - monitor progress
  - determine continuation, change, expansion, or dissolution
  - fulfill federal/state/local requirements

WHAT IS EVALUATION?



EVA THE EVALUATOR

- **Eva the Evaluator**, by Roger Miranda, is a children's book that explains what evaluators do in a FUN way!



(download the video at www.ieval.net)

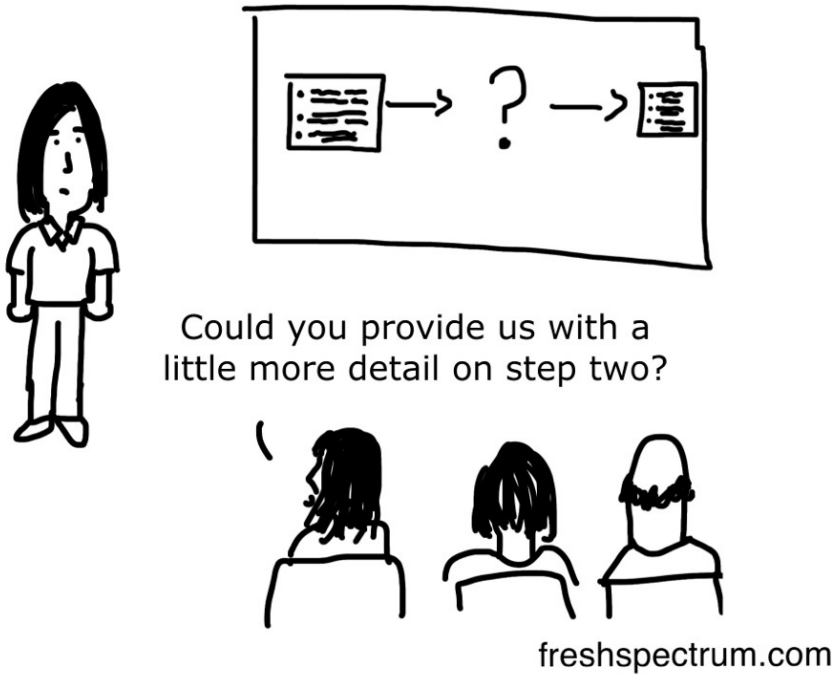
WHY SHOULD I START WITH AN EVALUATION PLAN?

EVALUATION PLAN FIRST

- How do you know when you've achieved success if you don't know where you're going?
- Every program is based on a theory of how and why it will work (e.g., theory of change, logic models)
- The key to understanding what really matters is through identifying the program theory
- Evaluation plans are based on the program theory

MOST COMMON: LOGIC MODELS

- Graphic display of boxes and arrows that illustrate relationships and linkages
- Often thought of as a strategic plan that lays out the path from activities to outcomes
- Framework for describing the relationships between investments, program elements/ activities, and outcomes
- Provides a common approach for integrating planning, implementation, evaluation, and reporting



LOGIC MODEL DESIGN

- Visual depiction of how the activities you are planning using the inputs you have can lead to short-term outcomes, long-term outcomes, and overall impact
  - Inputs/Resources - time, funding, people, & other resources
  - Activities - what will occur as part of the project
  - Outputs - numbers you track
  - Short-term outcomes - 1-3 years
  - Long-term outcomes - 4-6 years *(may need to adjust along the way)*
  - Impact - 7-10 years

LOGIC MODELING EXERCISE

Your school district is focusing teacher professional development on mathematics content and pedagogical content knowledge. Teachers will attend a two-week Intel Math training in the summer, participate in monthly PLCs during the school year, and engage in classroom coaching with a mathematics education expert from a nearby university.

How will you know if this professional development is successful?

TYPICAL PD PROGRAM LOGIC

LOGIC MODEL DESIGN

Inputs/ Resources	Activities	Outputs	Short-term Outcomes	Long-term Outcomes	Impact
Partnership with mathematics education professor at nearby university	Classroom coaching	8 classroom visits per teacher	Teacher content knowledge & pedagogical content knowledge improves	Classroom instruction improves	90% of students in classrooms of participating teachers perform at or above grade level based on NWEA MAP

EVALUATION USING A LOGIC MODEL

Inputs/ Resources	Activities	Outputs	Short-term Outcomes	Long-term Outcomes	Impact
Partnership with mathematics education professor at nearby university	Classroom coaching	8 classroom visits per teacher	Teacher content & pedagogical content knowledge improves	Classroom instruction improves	90% of students in classrooms of participating teachers perform at or above grade level based on NWEA MAP
To what degree is partnership meaningful? What changes have happened because of partnership?	What components constitute classroom coaching? How will those components be tracked?	How classroom visits were there for each teacher? How many hours of other PD did each teacher attend?	To what degree did teacher content & pedagogical content knowledge change after the PD?	What elements of classroom instruction are important to change? To what degree did those elements change?	What % of students in participating teachers' classrooms performed at or above grade level? How did that compare to students in other classrooms?

ASK THE EVALUATOR

ONE WORD

Go to **slido.com** using MERA2017 and answer the poll:

Please share one word that describes how you are feeling right now about the concept of evaluation.

(also remember to type in any questions you may have here & vote to elevate a question's importance)

WHEN TO USE WHAT?

- Student data
- Participation dosage
- Surveys
- Interviews
- Observations
- Fidelity of implementation

STUDENT DATA

- Don't solely rely on student data to evaluate a program
- Think about both growth and achievement
- The more personal judgement removed from the student data, the more reliable the findings will be across students, classrooms, buildings

	Growth	Achievement	Personal bias
State assessments	**no**	**yes**	**no**
Externally developed assessments (e.g., NWEA MAP, F&P, Dibels, Performance Series)	**yes**	**yes**	**no**
Locally developed assessments (e.g., unit tests, quizzes)	**no**	**yes**	**yes**
Portfolio review	**yes**	**yes**	**yes**

PARTICIPATION DOSAGE

- How often are administrators, teachers, or students participating in an intervention overall?
- To what degree are they participating in components of the intervention?
- How does individual participation affect others?

SURVEYS

PROS

- Immediate feedback
- Easy to administer, particularly online
- Better when have pre & post for comparison
- Qualitative & quantitative data
- Can measure immediate knowledge & attitude change and long-term behavior change

CONS

- Often only used right after an intervention
- People typically don't respond to open-ended questions
- People don't pilot the survey instrument to ensure it's measuring what it's supposed to measure
- People ask questions without planned purpose for us
- Technology can be prohibitive

INTERVIEWS

PROS

- Can tailor questions for individual interviews
- Can ask probing follow-up questions during the interview
- Respondents often feel less burdened by an interview (phone or in person) when compared to an online survey

CONS

- Scheduling
- Need to have the same person conduct all interviews OR train people and verify interviews are being conducted the same way
- No quantitative components
- Analyzing data thematically takes a lot of time

OBSERVATIONS

PROS

- Ability to observe what has been learned as it is put into practice
- Opportunity to make fairly quick changes to interventions based on observations
- Typically have the opportunity to ask some probing questions during or after the observations
- No additional time or preparation required by the person(s) being observed

CONS

- Scheduling
- Requires significant training and practice before can conduct valid and reliable observations
- Need to have the same person conduct all observations OR train people and verify observations are being conducted the same way
- Observers need to have deep content knowledge about what they are observing

FIDELITY OF IMPLEMENTATION

PROS

- Tailored to your specific implementation plan
- Ability to observe what has been learned as its put into practice
- FOI protocol can be used as a teaching and an observation tool - can be used immediately as a teaching tool

CONS

- Time intensive to develop an aligned and meaningful FOI protocol
- Requires significant training and practice before can be used for observations
- Need to have the same person conduct all observations OR train people and verify observations are being conducted the same way

PRACTICAL EVALUATION TOOLS

Color Scripting

Evaluation Camp

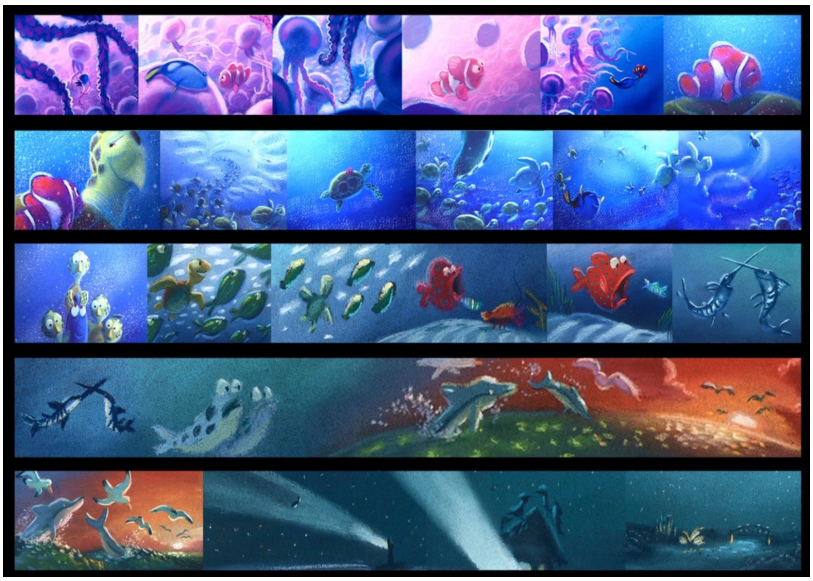
Evaluation Calendar

Root Cause Analysis

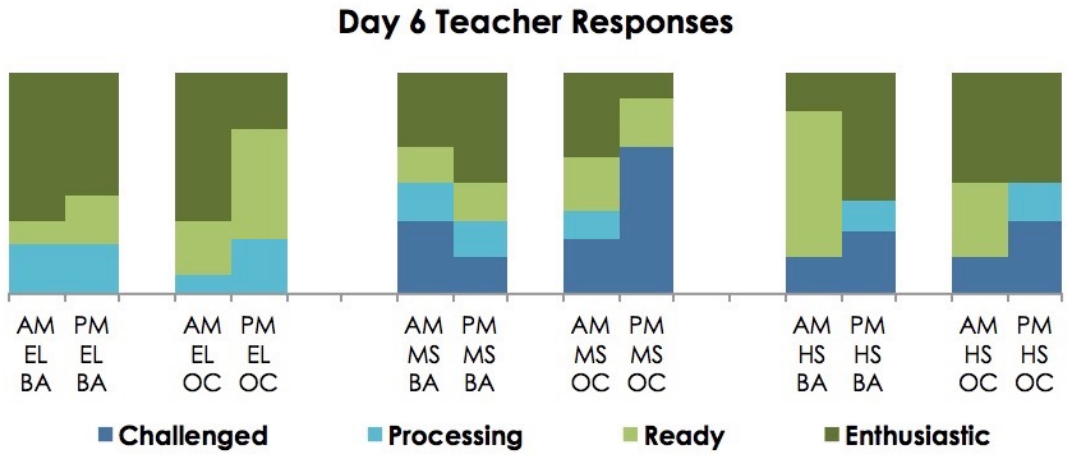
Paired Comparisons

COLOR SCRIPTING

You never know when evaluation inspiration may strike!



MATH PD EXAMPLE



THE CLIENT LOVED IT!

- Visually appealing
- Easy to understand
- Had to recode all of the participants' exit words
- Easy to understand
- Meaningful conversations about how the trainers wanted participants to feel & what needed to change
- Helped identify strengths by trainer, then that trainer could share successful techniques with others

HOW DO I DO IT?

Download a full presentation on color scripting, as well as step by step directions, under the presentations tab at www.ieval.net

CREATING A CAMP-LIKE ATMOSPHERE FOR TALKING ABOUT EVALUATION

WHAT WE DO AT CAMP iEVAL

TYPICAL CAMP AGENDA

1. Introductions
2. Review local student/staff/program data available
3. Share overview findings across programs
4. Teach how to interpret data & work together to add context
5. Share site successes & barriers identified by data
6. Present national best practices based on needs identified through data
7. Networking & Reflection

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!

CREATE AN EVALUATION CALENDAR

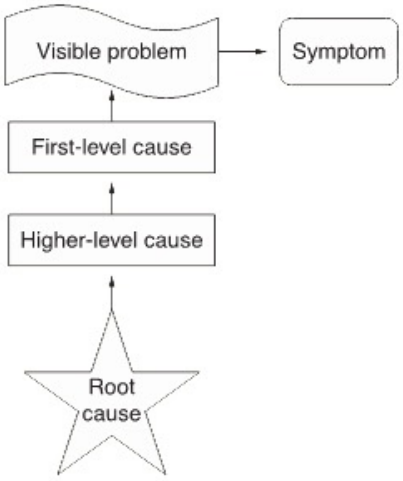
1. Bite-sized chunks of information, which are easier to digest
2. Keeps evaluation and data at the forefront of decision-making - at least on a monthly basis
3. Integrates multiple data sources
4. Connects data & recommendations to professional development & action

EVALUATION CALENDAR

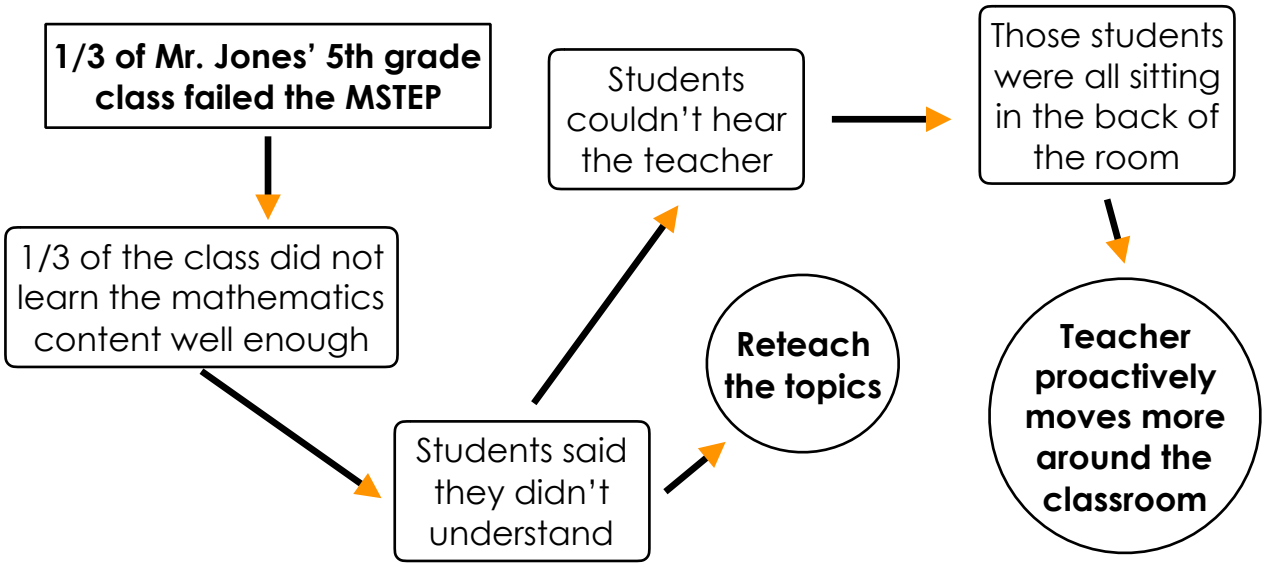
OCTOBER				
Overall Focus & Action Steps	**iEval Report**	**MSU ARF**	**YPQA**	**Other**
MEAP Support What are the strengths and weaknesses of our participants in prior years on the MEAP? What can our program do to support MEAP achievement, specifically in reading and mathematics?	Pages with MEAP performance and growth data List page #s:	Not applicable	Identify YPQA trainings to attend during the year Look at Action Plans from last year and continue to work on them (or develop new one if plan was achieved) Conduct any necessary training to be able to implement YPQA observations	Talk to teachers in the buildings to get their recommendations on which GLCEs to reinforce during the afterschool program
Should we plan conference calls every other month with Team iEval to share ideas, ask questions, etc. or do you feel the state monthly calls fulfill that need? Remember – we can only help if you ask!				

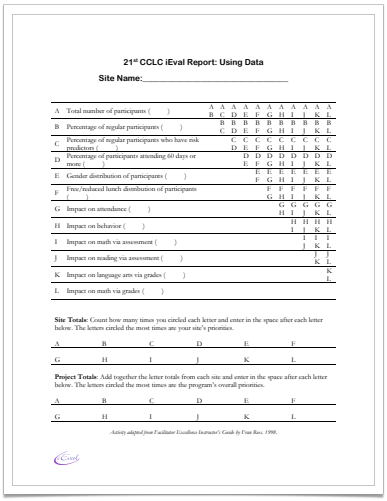
ROOT CAUSE ANALYSIS

1. Treat the problem, not the symptom
2. Important to spend time finding the causes
3. Asking **WHY** five times usually gets you to the root cause



ROOT CAUSE EXAMPLE





21st CCLC iEval Report: Using Data

Site Name:_____

A	Total number of participants ( )	A B	A C	A D	A E	A F	A G	A H	A I	A J	A K	A L	
B	Percentage of regular participants ( )	B C	B D	B E	B F	B G	B H	B I	B J	B K	B L		
C	Percentage of regular participants who have risk predictors ( )	C D	C E	C F	C G	C H	C I	C J	C K	C L			
D	Percentage of participants attending 60 days or more ( )	D E	D F	D G	D H	D I	D J	D K	D L				
E	Gender distribution of participants ( )	E F	E G	E H	E I	E J	E K	E L					
F	Free/reduced lunch distribution of participants ( )	F G	F H	F I	F J	F K	F L						
G	Impact on attendance ( )	G H	G I	G J	G K	G L							
H	Impact on behavior ( )	H I	H J	H K	H L								
I	Impact on math via assessment ( )	I J	I K	I L									
J	Impact on reading via assessment ( )	J K	J L										
K	Impact on language arts via grades ( )	K L											
L	Impact on math via grades ( )												

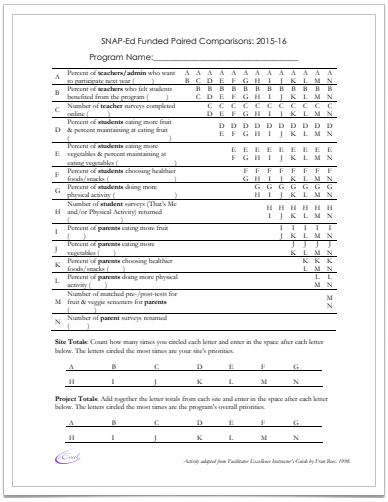
Site Totals: Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your site's priorities.

A	B	C	D	E	F
G	H	I	J	K	L

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

A	B	C	D	E	F
G	H	I	J	K	L

Activity adapted from Facilitator Excellence Instructor's Guide by Evan Rose, 1998.



SNAP-Ed Funded Paired Comparisons: 2015-16

Program Name:_____

A	Percent of **teachers/admin** who want to participate next year ( )	A B	A C	A D	A E	A F	A G	A H	A I	A J	A K	A L	A M	A N
B	Percent of **teachers** who felt students benefited from the program ( )	B C	B D	B E	B F	B G	B H	B I	B J	B K	B L	B M	B N	
C	Number of **teacher** surveys completed ( )	C D	C E	C F	C G	C H	C I	C J	C K	C L	C M	C N		
D	Percent of **students** eating more fruit & percent maintaining at eating fruit ( )	D E	D F	D G	D H	D I	D J	D K	D L	D M	D N			
E	Percent of **students** eating more vegetables & percent maintaining at eating vegetables ( )	E F	E G	E H	E I	E J	E K	E L	E M	E N				
F	Percent of **students** choosing healthier foods/snacks ( )	F G	F H	F I	F J	F K	F L	F M	F N					
G	Percent of **students** doing more physical activity ( )	G H	G I	G J	G K	G L	G M	G N						
H	Number of **student** surveys (That's Me and/or Physical Activity) returned ( )	H I	H J	H K	H L	H M	H N							
I	Percent of **parents** eating more fruit ( )	I J	I K	I L	I M	I N								
J	Percent of **parents** eating more vegetables ( )	J K	J L	J M	J N									
K	Percent of **parents** choosing healthier foods/snacks ( )	K L	K M	K N										
L	Percent of **parents** doing more physical activity ( )	L M	L N											
M	Number of matched pre-/post-tests for fruit & veggie screeners for **parents** ( )	M N												
N	Number of **parent** surveys returned ( )													

Site 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 site's priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

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PAIRED COMPARISONS

COMPARING INDIVIDUALLY

SNAP-Ed Funded Paired Comparisons: 2015-16

Program Name:_____

A	Percent of **teachers/admin** who want to participate next year ( )	A B	A C	A D	A E	A F	A G	A H	A I	A J	A K	A L	A M	A N
B	Percent of **teachers** who felt students benefited from the program ( )		B C	B D	B E	B F	B G	B H	B I	B J	B K	B L	B M	B N
C	Number of **teacher** surveys completed online ( )			C D	C E	C F	C G	C H	C I	C J	C K	C L	C M	C N
D	Percent of **students** eating more fruit & percent maintaining at eating fruit ( )				D E	D F	D G	D H	D I	D J	D K	D L	D M	D N
E	Percent of **students** eating more vegetables & percent maintaining at eating vegetables ( )					E F	E G	E H	E I	E J	E K	E L	E M	E N
F	Percent of **students** choosing healthier foods/snacks ( )						F G	F H	F I	F J	F K	F L	F M	F N
G	Percent of **students** doing more							G H	G I	G J	G K	G L	G M	G N

COMPARING INDIVIDUALLY

M	fruit & veggie screeners for **parents** ( )	N
N	Number of **parent** surveys returned ( )	

Site 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 site's priorities.

A	B	C	D	E	F	G
H	I	J	K	L	M	N

Project Totals: Add together the letter totals from each site and enter in the space after each letter below. The letters circled the most times are the program's overall priorities.

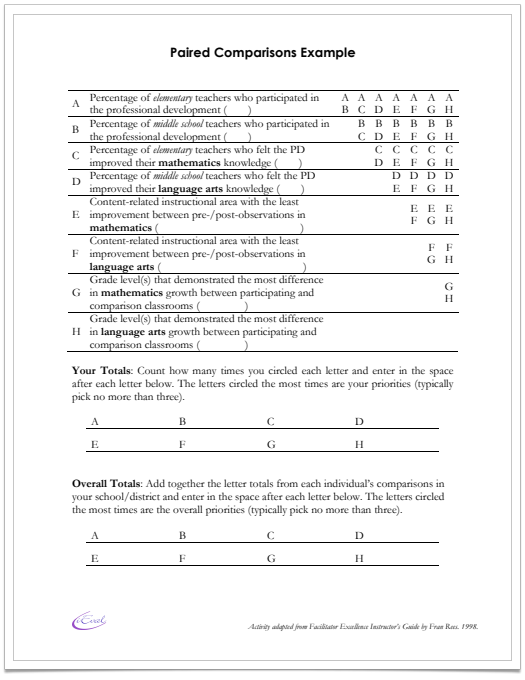
A	B	C	D	E	F	G
H	I	J	K	L	M	N

Activity adapted from Facilitator Excellence Instructor's Guide by Fran Rees. 1998.

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 and group priorities

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



Paired Comparisons Example

A	Percentage of *elementary* teachers who participated in the professional development ( )	A B	A C	A D	A E	A F	A G	A H
B	Percentage of *middle school* teachers who participated in the professional development ( )		B C	B D	B E	B F	B G	B H
C	Percentage of *elementary* teachers who felt the PD improved their **mathematics** knowledge ( )			C D	C E	C F	C G	C H
D	Percentage of *middle school* teachers who felt the PD improved their **language arts** knowledge ( )				D E	D F	D G	D H
E	Content-related instructional area with the least improvement between pre-/post-observations in **mathematics** ( )					E F	E G	E H
F	Content-related instructional area with the least improvement between pre-/post-observations in **language arts** ( )						F G	F H
G	Grade level(s) that demonstrated the most difference in **mathematics** growth between participating and comparison classrooms ( )							G H
H	Grade level(s) that demonstrated the most difference in **language arts** growth between participating and comparison classrooms ( )							

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
E	F	G	H

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
E	F	G	H

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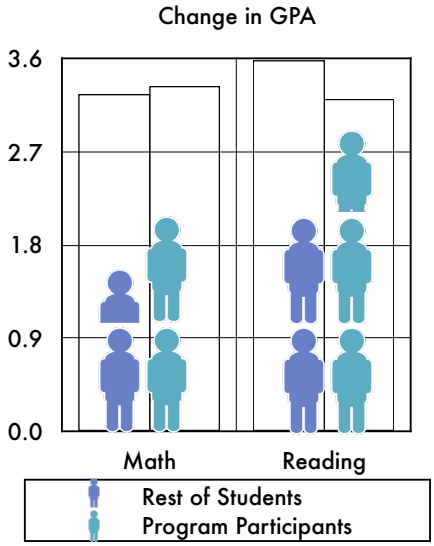
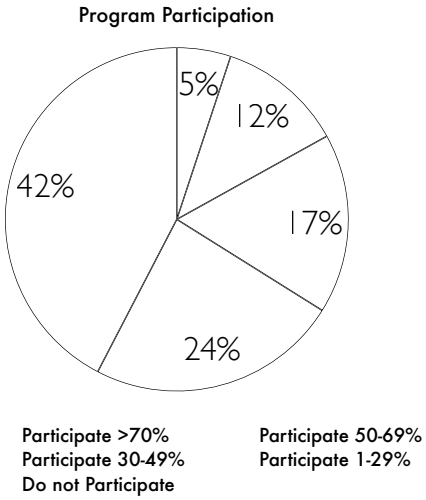
HANDS-ON WITH PAIRED COMPARISONS

WHAT ARE THE DATA SAYING?





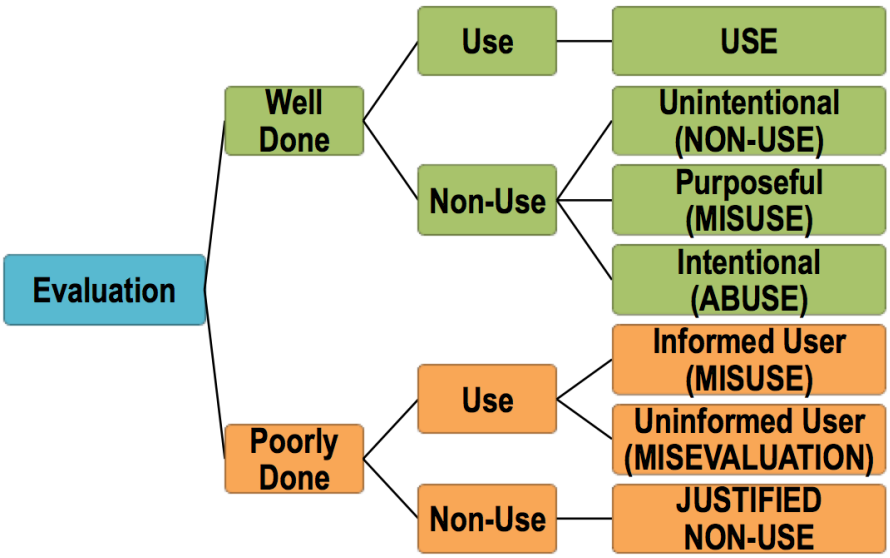
WHAT IS EVALUATION USE?

Use typically refers to the direct and immediate application of evaluation findings for program improvement, decision making, and influencing thinking

1. TALK ABOUT USE AT THE BEGINNING

- **WHO** will be involved in using the evaluation findings?
- **WHAT** is actually being evaluated? What questions will be answered as part of the evaluation?
- **HOW** will the evaluation findings be used? For program improvement, decisions, judgments, policy-making, etc.?
- **WHY** is the evaluation being done to begin with? To meet funder requirements, client needs, pure research?
- **HAVE COMMON UNDERSTANDINGS FROM THE START**

WHEN TO USE EVALUATION RESULTS



Alkin, M. C., & Coyle, K. (1988). Thoughts on evaluation utilization, misutilization, and non-utilization. Studies in Educational Evaluation, 14, 331-340.

2. BE THOUGHTFUL ABOUT EVALUATION THROUGHOUT

Common understandings of the evaluation mindset

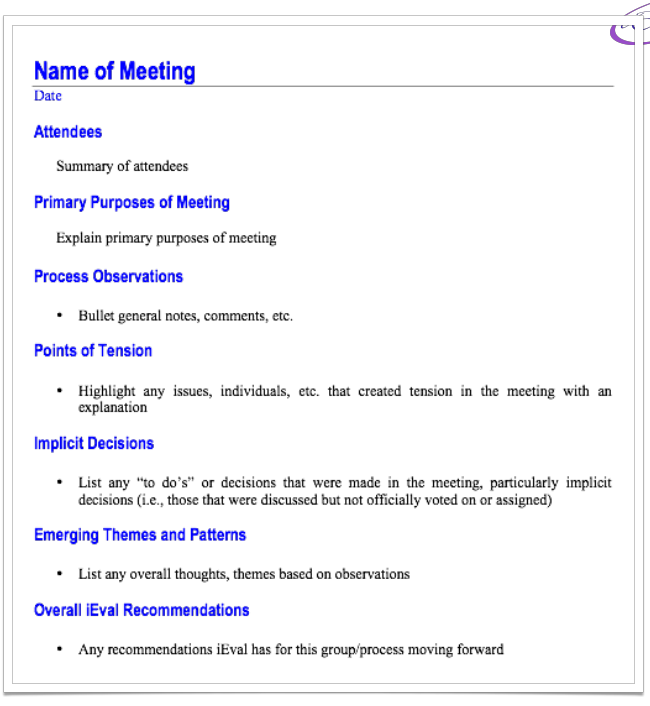
+

ongoing focus on continuous improvement

=

purposeful, meaningful improvements or decisions

MEETING SUMMARIES



Name of Meeting

Date

Attendees

Summary of attendees

Primary Purposes of Meeting

Explain primary purposes of meeting

Process Observations

- Bullet general notes, comments, etc.

Points of Tension

- Highlight any issues, individuals, etc. that created tension in the meeting with an explanation

Implicit Decisions

- List any "to do's" or decisions that were made in the meeting, particularly implicit decisions (i.e., those that were discussed but not officially voted on or assigned)

Emerging Themes and Patterns

- List any overall thoughts, themes based on observations

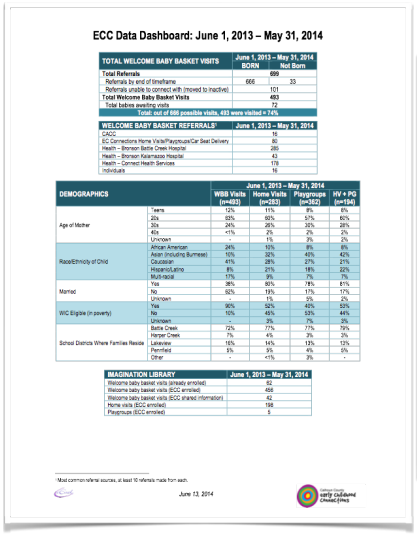
Overall iEval Recommendations

- Any recommendations iEval has for this group/process moving forward

3. SHARE RESULTS OFTEN & IN DIFFERENT WAYS

- Data and analyses should be shared when they are available - do not wait until the end of the project
- Mid-project changes from evaluation results may skew scientifically-based evaluation results, but they help create a better program overall
- The more visual, the better

INTERNAL DASHBOARDS



ECC Data Dashboard: June 1, 2013 – May 31, 2014

TOTAL WELCOME BABY BASKET VISITS	June 1, 2013 – May 31, 2014 BORN	Not Born
Total Referrals	699	
Referrals by end of timeframe	666	33
Referrals unable to connect with (moved to inactive)	101	
Total Welcome Baby Basket Visits	493	
Total babies awaiting visits	72	
Total: out of 666 possible visits, 493 were visited = 74%		

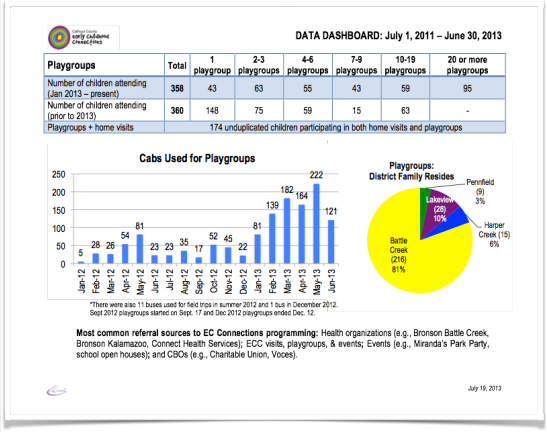
WELCOME BABY BASKET REFERRALS¹	June 1, 2013 – May 31, 2014
CACC	16
EC Connections Home Visits/Playgroups/Car Seat Delivery	90
Health – Bronson Battle Creek Hospital	285
Health – Bronson Kalamazoo Hospital	43
Health – Connect Health Services	178
Individuals	16

DEMOGRAPHICS		June 1, 2013 – May 31, 2014 WBB Visits (n=493)	Home Visits (n=283)	Playgroups (n=362)	HV + PG (n=184)
Age of Mother	Teens	12%	11%	8%	8%
	20s	53%	60%	57%	60%
	30s	24%	26%	35%	28%
	40s	<1%	2%	2%	2%
	Unknown	-	1%	3%	2%
Race/Ethnicity of Child	African American	24%	10%	8%	8%
	Asian (including Burmese)	10%	32%	45%	42%
	Caucasian	41%	28%	27%	21%
	Hispanic/Latino	8%	21%	18%	22%
	Multi-racial	17%	9%	7%	7%
Married	Yes	38%	90%	78%	81%
	No	62%	10%	17%	17%
	Unknown	-	1%	5%	2%
WIC Eligible (in poverty)	Yes	90%	52%	40%	50%
	No	10%	48%	53%	44%
	Unknown	-	3%	7%	6%
School Districts Where Families Reside	Battle Creek	72%	77%	77%	79%
	Harper Creek	7%	4%	3%	2%
	Lakeview	16%	14%	13%	13%
	Pennfield	5%	5%	4%	5%
	Other	-	<1%	3%	-

IMAGINATION LIBRARY	June 1, 2013 – May 31, 2014
Welcome baby basket visits (already enrolled)	62
Welcome baby basket visits (ECC enrolled)	466
Welcome baby basket visits (ECC shared information)	42
Home visits (ECC enrolled)	198
Playgroups (ECC enrolled)	9

¹Most common referral sources, at least 10 referrals made from each.

June 13, 2014



DATA DASHBOARD: July 1, 2011 – June 30, 2013

Playgroups	Total	1 playgroup	2-3 playgroups	4-6 playgroups	7-9 playgroups	10-19 playgroups	20 or more playgroups
Number of children attending (Jan 2013 – present)	358	43	63	55	43	59	95
Number of children attending (prior to 2013)	360	148	75	59	15	63	-
Playgroups + home visits	174 unduplicated children participating in both home visits and playgroups						

Cabs Used for Playgroups

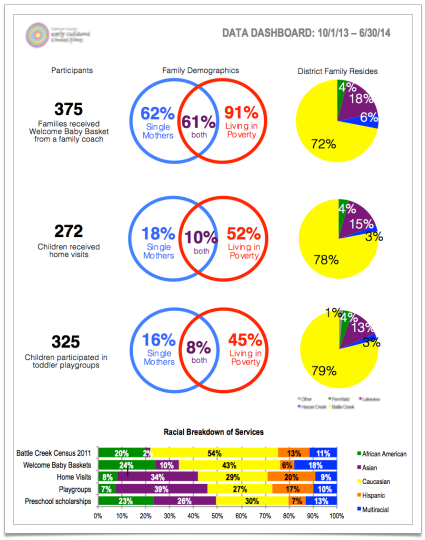
*There were also 11 buses used for field trips in summer 2012 and 1 bus in December 2012. Sept 2012 playgroups started on Sept. 17 and Dec 2012 playgroups ended Dec. 12.

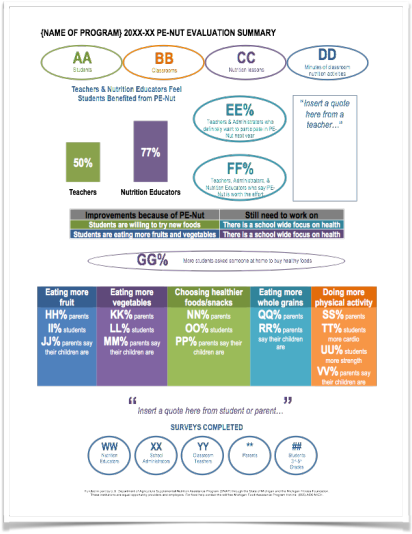
Playgroups: District Family Resides

Most common referral sources to EC Connections programming: Health organizations (e.g., Bronson Battle Creek, Bronson Kalamazoo, Connect Health Services); ECC visits, playgroups, & events; Events (e.g., Miranda's Park Party, school open houses); and CBOs (e.g., Charitable Union, Voces).

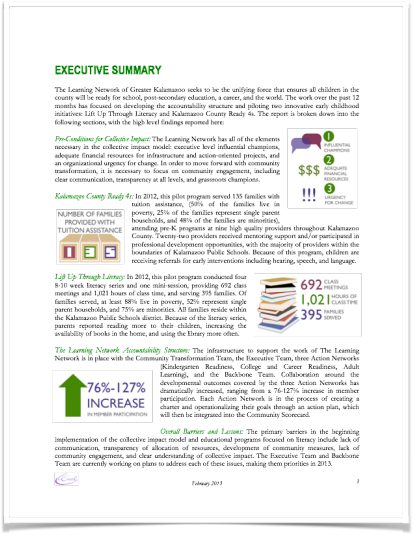
July 19, 2013

EXTERNAL DASHBOARDS





USE EXECUTIVE SUMMARIES



EXECUTIVE SUMMARY

The Learning Network of Greater Kalamazoo seeks to be the unifying force that ensures all children in the county will be ready for school, post-secondary education, a career, and the world. The work over the past 12 months has focused on developing the accountability structure and piloting two innovative early childhood initiatives: Lift Up Through Literacy and Kalamazoo County Ready 4s. The report is broken down into the following sections, with the high level findings reported here:

Pre-Conditions for Collective Impact: The Learning Network has all of the elements necessary in the collective impact model: executive level influential champions, adequate financial resources for infrastructure and action-oriented projects, and an organizational urgency for change. In order to move forward with community transformation, it is necessary to focus on community engagement, including clear communication, transparency at all levels, and grassroots champions.

Kalamazoo County Ready 4s: In 2012, this pilot program served 135 families with tuition assistance, (50% of the families live in poverty, 25% of the families represent single parent households, and 48% of the families are minorities), attending pre-K programs at nine high quality providers throughout Kalamazoo County. Twenty-two providers received mentoring support and/or participated in professional development opportunities, with the majority of providers within the boundaries of Kalamazoo Public Schools. Because of this program, children are receiving referrals for early interventions including hearing, speech, and language.

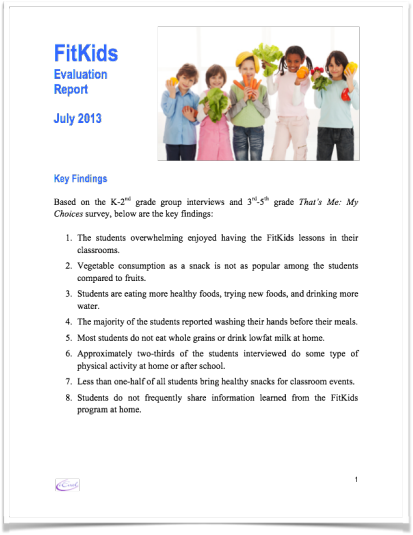
Lift Up Through Literacy: In 2012, this pilot program conducted four 8-10 week literacy series and one mini-session, providing 692 class meetings and 1,021 hours of class time, and serving 395 families. Of families served, at least 88% live in poverty, 52% represent single parent households, and 75% are minorities. All families reside within the Kalamazoo Public Schools district. Because of the literacy series, parents reported reading more to their children, increasing the availability of books in the home, and using the library more often.

692 CLASS MEETINGS
1,021 HOURS OF CLASS TIME
395 FAMILIES SERVED

The Learning Network Accountability Structure: The infrastructure to support the work of The Learning Network is in place with the Community Transformation Team, the Executive Team, three Action Networks (Kindergarten Readiness, College and Career Readiness, Adult Learning), and the Backbone Team. Collaboration around the developmental outcomes covered by the three Action Networks has dramatically increased, ranging from a 76-127% increase in member participation. Each Action Network is in the process of creating a charter and operationalizing their goals through an action plan, which will then be integrated into the Community Scorecard.

76%-127% INCREASE IN MEMBER PARTICIPATION

Overall Barriers and Lessons: The primary barriers in the beginning implementation of the collective impact model and educational programs focused on literacy include lack of communication, transparency of allocation of resources, development of community measures, lack of community engagement, and clear understanding of collective impact. The Executive Team and Backbone Team are currently working on plans to address each of these issues, making them priorities in 2013.



FitKids
Evaluation Report

July 2013

Key Findings

Based on the K-2nd grade group interviews and 3rd-5th grade *That's Me: My Choices* survey, below are the key findings:

1. The students overwhelming enjoyed having the FitKids lessons in their classrooms.
2. Vegetable consumption as a snack is not as popular among the students compared to fruits.
3. Students are eating more healthy foods, trying new foods, and drinking more water.
4. The majority of the students reported washing their hands before their meals.
5. Most students do not eat whole grains or drink lowfat milk at home.
6. Approximately two-thirds of the students interviewed do some type of physical activity at home or after school.
7. Less than one-half of all students bring healthy snacks for classroom events.
8. Students do not frequently share information learned from the FitKids program at home.

TABLE OF CONTENTS

USE OF THIS REPORT

The context on community transformation is important in understanding, interpreting, and using the analyses of the collaborative action process. The report is organized in the following sections, from broad to specific:

1. **Overview of community transformation** (page 3) – explanation of the phases of community transformation
2. **Kalamazoo's framework for community transformation** (page 5) – review of local perspective on community transformation, with this report focusing on action networks
3. **The collaborative action process** (page 6) – explanation of StriveTogether's collaborative action process, which will be the basis for analyzing the work of the action networks
4. **The evolution of The Learning Network action networks** (page 7) – origins, timeline, structure, successes, challenges, and cross-over primarily from the perspective of the network conveners
5. **The evolution of The W.K. Kellogg Foundation funded programs** (page 10) – origins, timeline, structure, successes, challenges, and cross-over primarily from the perspective of the program leaders
6. **The evolution of The Learning Network supportive initiatives** (page 13) – origins, timeline, structure, successes, challenges, and cross-over primarily from the perspective of the program leaders
7. **Analyses of the collaborative action process** (page 15)
    a. **Process observations** (page 16) – iEval's explanation of where each of the nine groups are in the collaborative action process, what steps were skipped and why, what the impact of skipping steps has been, and where the group is in relation to the ecocycle graphic on page 3
    b. **Lessons learned** (page 20) – iEval's analyses of the successes and challenges related to the collaborative process and how lessons learned may inform The Learning Network
8. **Overall findings** (page 22) – serves as a summary of the main findings from analyzing the data in this report

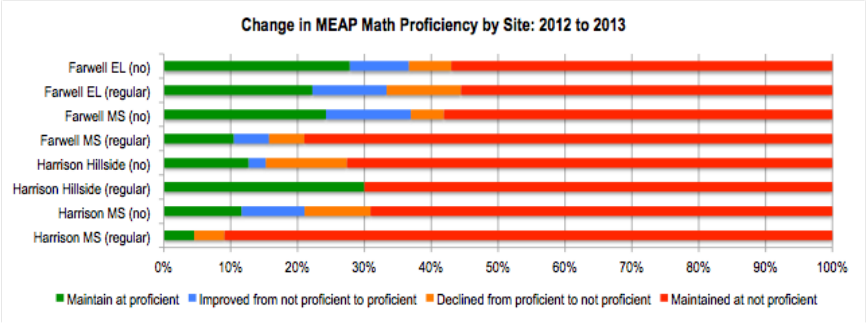
Some recommendations for how this report can be used by various groups is shown in the table below:

Group	Potential Report Use
Kalamazoo Community Foundation Board	• Inform other projects they're invested in (i.e., apply learning from successes and roadblocks) • Demonstrate the progress and stages of the various components of The Learning Network
Backbone Team & Leadership Table	• Help energize groups around goal-setting, decision-making, facilitation, data use, etc. • Understand challenges that have been encountered by current networks and groups to plan for the development of future networks at different points on the continuum • Understand the status of groups in their work cycles and what kind of support may be needed
Action Networks, Groups, and Supporting Initiatives	• Dig deeper into the group's progression through the ecocycle and what phase of the cycle to expect next • Reflect on the past and current phases of the work to help determine next steps • Develop understanding of the overall work so cross-network/group/initiative work that could be explored

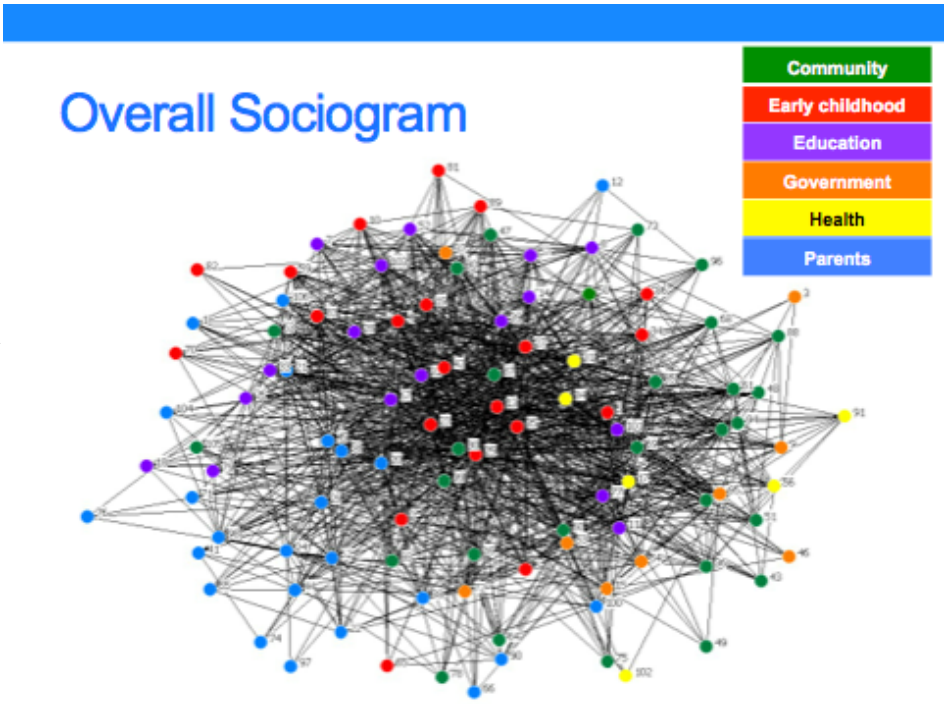
BITE-SIZED REPORTS

ACADEMIC ACHIEVEMENT by Site: MEAP (Mathematics)

Because the MEAP test is given at the beginning of the year, the previous year's participation in the 21st CCLC program is used to measure change. Therefore, regular participants in 2012-13 are compared with non-participants on their fall 2013 MEAP scores. Only those students with two years of MEAP data to measure change (i.e., 3rd and 9th grade students are not included), and only grade levels with more than ten students per subgroup are included, with Farwell Elementary being an exception with nine 21st CCLC participants. Overall, red (on the right) and green (left) are used to indicate targeting (you want more red students in your program, knowing you're targeting those most in need of help) and blue and orange are used to indicate growth (you want more blue indicating participation in 21st CCLC may have a positive impact on students). At Farwell MS and Harrison MS, the percentage of regular participants that maintained at not proficient (red) in Math is higher than non-participants, indicating good targeting. Farwell EL has a slightly higher percentage of students in blue, indicating improvement. There were no statistically significant differences ($p<.05$) between regular participants and non-participants change in Math at any schools.



USE CLEAR VISUALS



4. MAKE EVALUATION FUN

HAVE FUN SHARING RESULTS

I inserted folded statements of findings from the evaluation, rather than fortunes. Each cookie held a different statement so that the audience was encouraged to open (and eat) them all.

http://stephanieevergreen.com/findings-cookies/

EVALUATION REPORT EXAMPLES

Tailor your report for your audience

- Use of graphics
- Use of statistical jargon
- Color themes (e.g., take colors from a logo)

Ensure reports are useful

- Appealing (e.g., white space, fonts, colors)
- Concise
- Clearly explained graphs
- Organized around key questions or program components

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Executive Summary

After school programs have the potential to have the most impact by teaching students life skills not typically taught in school.

This evaluation report analyzes various available data sources to understand how the 21st CCLC program impacts student academic achievement and behavior. Some highlighted findings from this report include:

1,920 different students have participated in the 21st CCLC program over the past 8 program years.

82% of the participants this year attended programs 30 days or more (up from 74% last year), with 46% of the students during the school year attending 90 days (up from 41% last year).

Participation in 21st CCLC programming may have had a **positive impact on school day attendance**, with regular 21st CCLC participants missing significantly fewer days of school than the rest of the students.

Participation in 21st CCLC programming had a **positive impact on school day behavior** as measured by suspensions for students participating 90 days or more.

Participation in 21st CCLC programming had **variable impact on academic achievement** in reading and mathematics, including a **significant positive impact on reading** at School C.

21st CCLC At A Glance

Program Content: Academics

78%	Students participated in homework help	78%	Students participated in STEM sessions
75%	Students participated in literacy sessions		

Program Content: Enrichment & Recreation

66%	Students participated in college & career readiness sessions	78%	Students participated in physical activity sessions

Student Participation

✔	Regular participants at least 50 in each elementary	✔	At least 25% students participating 60+ days
✔	Program had higher percentage regular participants than last year	47%	Participants served from the targeting list

Student Outcomes

regular CCLC participants compared to the rest of the student population

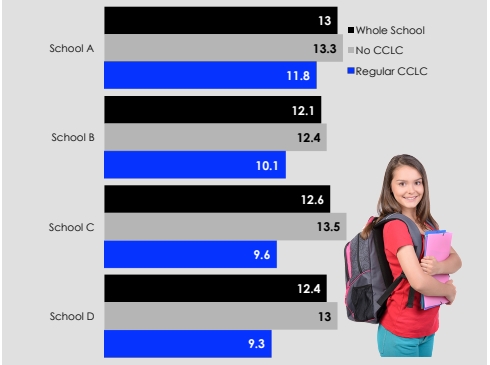
✔	Average school days absent	○	Percentage of students suspended
○	Annual growth on NWEA mathematics	○	Annual growth on NWEA reading

✔Fully met goal ○Partially met goal ✖Did not meet goal

Student Behavior *School Day Attendance*

This chart includes the average school year attendance for all students in the building, students who didn't participate in CCLC, and students who were regular participants in CCLC. At all sites, the regular CCLC participants had fewer absences during the school day than the rest of the students. The differences between CCLC and non-CCLC students were statistically significant at Schools C & D, with the CCLC participants exhibiting **fewer** absences.

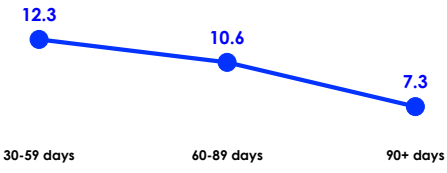
Average Days Absent 2016-17



Digging Deeper into School Day Attendance

When examining average absences by the level of participation in 21st CCLC in elementary schools there were statistically significant differences between students who attend 90+ days over the course of the year and those who attend less than 90 days. The graph below presents this data showing the average absences over the school year by level of participation in 21st CCLC. These data suggests that 21st CCLC participation have a positive impact on school day attendance. Granted, students need to show up at school to participate in the program and therefore there is a natural correlation between the two, but this analysis points to possible programmatic thresholds at which school day attendance may be positively influenced.

Average Days Absent by Program Attendance at Elementary: 2016-17



Next Steps

Over the past several years, trends can be seen in the evaluation data related to the 21st CCLC programming. These trends, along with recommendations for consideration, are listed below. It is important to look back at changes and trends over time to understand and better apply data in your decision-making moving forward.

Regular participation: Regular participation in afterschool programming is an important dosage measure, demonstrating the percentage of students receiving the full benefits offered by the program. Your program has done an excellent job with retention, increasing each year. Make sure that as you transition to focus even more on program quality that retention doesn't get forgotten.

Increased attendance: As you can see on pages 14 & 16, there is a greater impact on behavior (and, presumably, achievement) on those students attending 90 days or more. What can you do to encourage more students to reach that threshold of attendance?

Impact: When examining the impact of program participation on academic gains, the results consistently over the years have not been what the program staff desire. Are the "right people on the bus?" Are those people in the "right seats on the bus?" Do you have the staff you need doing the work they should be doing in order to have a positive impact on student academic achievement? How can the program be redesigned or re-energized to try to impact achievement differently? Or, should impacting student academic achievement even be a priority in the program? Are other life skills (e.g., socialization, service, leadership) the focus of the program? Should other measures be the focal point of future evaluation reports?

Implementation of these suggestions should improve program efficiency as well as the ability to accurately assess program impact, ultimately leading to increased benefits for student participants.

(client logo here)

Mathematics & Science Partnership
Evaluation Report
July 2017

Prepared by:
Wendy L. Tackett, Ph.D.
Kristin Everett, Ph.D.
Paul C. Tackett

MATHEMATICS & SCIENCE PARTNERSHIP GRANT EXAMPLE

Teacher Perspectives

The areas with the most change for mathematics teachers, based on the MTEBI, provide some conflicting responses: teachers feel less that student achievement is directly related to teacher effectiveness but they feel more that student inadequacy can be overcome by good teaching.

Teacher Mathematics Knowledge

Numbers & Operations

The first portion of the LMT focused on number concepts and operations (NO), while the second section focused on patterns, functions, and algebra (PFA). The table below shows the overall scores on the pre-/post-tests, representing only the 12 teachers who took both.

Number & Operations Score Distributions	Pre-Test	Post-Test
Number of teachers	12	12
Pre-test mean	59%	60%
Pre-test range	25-93%	24%-76%
Percent scoring above 70%	8%	25%
Percent scoring 50-69%	75%	58%
Percent scoring below 50%	17%	17%
Percent improving 3% or more		33%
Percent maintaining +/-2%		50%
Percent declining 3% or more		17%
Percent improving at all (1% or more)		42%

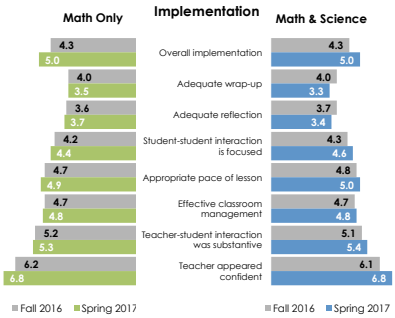
When taking the LMT, there are two equivalent forms of the test (form A and form B), and respondents were randomly assigned a form. They took the opposite form as the post-test. The following table indicates the number of teachers who got each item correct on the LMT pre-/post-tests for numbers & operations (including only the 12 who took both tests). The questions teachers declined the most on (>40%)[1] are highlighted in red and the actual items are shown in Appendix A. Items with the most improvement (>40%) are highlighted in yellow. Items that were identified as low performing at the pre-test are in **bold blue**. One of the lowest performing questions from the pre-test were included in the most improved category for the post-test, and another four questions in that category had 30% or more improvement.

Numbers & Operations Item	Percent Correct (PRE)	Percent Correct (POST)
25	**20%**	**57%**
26	100%	86%
27	**20%**	**0%**
28	**0%**	**86%**
29	86%	80%
30	86%	40%
31	57%	80%
32	57%	20%
33	29%	0%

[1] With low numbers of tested teachers (n=12), even one teacher can swing the percentage substantially, which is why 40% is used.

Classroom Instruction

The following chart illustrates the mean score for the SAMPI observations based on a scale from 1 to 7 (with 7 being the highest). Across observations, teacher confidence was the highest scoring indicator in the **implementation of the lesson** – teachers appeared confident in facilitating the lesson and addressing student questions. In both observations, adequate reflection and wrap-up were the lowest scoring indicators and dropped slightly in the spring observation. Many lessons did not include any type of reflection or wrap-up for the students.



Observation Snapshot

Mastering Math Skills: The goal of one lesson was to prepare students for an upcoming math test. The teacher briefly worked through an example with the whole group, then passed out worksheets to each student. It was quickly apparent many of the students did not understand how to complete the problems on the worksheet. The teacher was moving from student to student, trying to answer questions and provide basic information (like the difference between clockwise and counter clockwise). Some students quickly lost interest in the worksheet and engaged in side conversations. Instead of bringing the class back together and working through more examples as a whole group, or using another technique to engage struggling students, the teacher continued to have students work independently for the remainder of the lesson.

Student Achievement

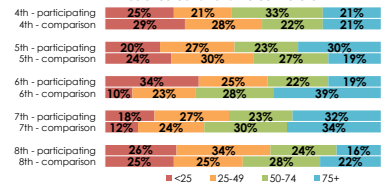
Science

While the comparison group of students were matched to the students in schools with teachers participating in the science professional development based on school free/reduced lunch percentages, the following table also shows the mean NWEA MAP science RIT for fall 2016 and spring 2017 and indicates if the difference between groups was statistically significant.

Grade Level	Fall 2016 Science RIT			Spring 2017 Science RIT		
	Participating	Comp.	Significance	Participating	Comp.	Significance
4th	193	186	Yes, p<.0001	201	194	Yes, p<.0001
5th	198	191	Yes, p<.0001	206	199	Yes, p<.0001
6th	200	201	No	203	209	Yes, p<.0001
7th	203	204	No	209	211	No
8th	209	211	No	212	214	No

The conditional percentile growth (CPG) chart indicates the percentage of students in each quartile of CPG.[2] Using the conditional growth index (CGI) to calculate if the difference in growth was statistically significant between groups, it was determined that 5th grade students in participating classrooms higher growth rates than the comparison group and that 6th and 7th grade students in participating classrooms grew at a lesser rate than the comparison group.

NWEA MAP Science Conditional Percentile Growth



[2] The conditional growth percentile, or CGP, is a student's percentile rank for growth. If a student's CGP is 50, this means that the student's growth was greater than 50 percent of similar students in the NWEA norm group. Students are similar with regard to starting achievement level, grade, subject area, and number of instructional weeks between tests. A student who demonstrated growth equivalent to that of similar students (i.e., equal to the student growth norms) will have a CGP of 50. Growth greater than the norm would result in a percentile rank higher than the 50th percentile, and growth less than the norm would result in a percentile rank lower than the 50th percentile. CGPs range from the 1st to 99th percentile. Found at: https://community.nwea.org/docs/DOC-1630.

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Check out iEval's blog on evaluation use:
Carpe Diem: Make Your Evaluations Useful

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