

# Evaluation Guidance

Guidance from the Mississippi Department  
of Education

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Evaluation 101

# What is evaluation?

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- Answers specific questions about how well (or whether) a program is working
- Articulate the goals of the program being evaluated and specify how program effectiveness and progress towards program goals are measured
- Useful for explaining to stakeholders (parents, teachers) how the program works, whether it has reached its goals, and what that success looks like in terms of student achievement or behavior changes
- Relies on a well-structured methodology and the accurate collection of data

# Why perform an evaluation?

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- It is a requirement of your agreement to receive funds for your program
- It is an excellent way to show your community and those you collaborate with that your efforts are having a tangible impact
- It demonstrates that you are worth investing in for the future (sustainability)
- It will inform program improvement by identifying service delivery challenges or professional development needs for the upcoming year

# Where do I start?

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- Most evaluation work will be done by the vendor you select
- Foundational elements of the evaluation require **your** input (you know your program best)
- You have done much of the work already! Your RFP proposal should have included program goals, objectives, and performance measures
- Other basic elements of evaluation include:
  - Creating a **logic model** and developing evaluation questions
  - Data collection and analysis
  - Report writing

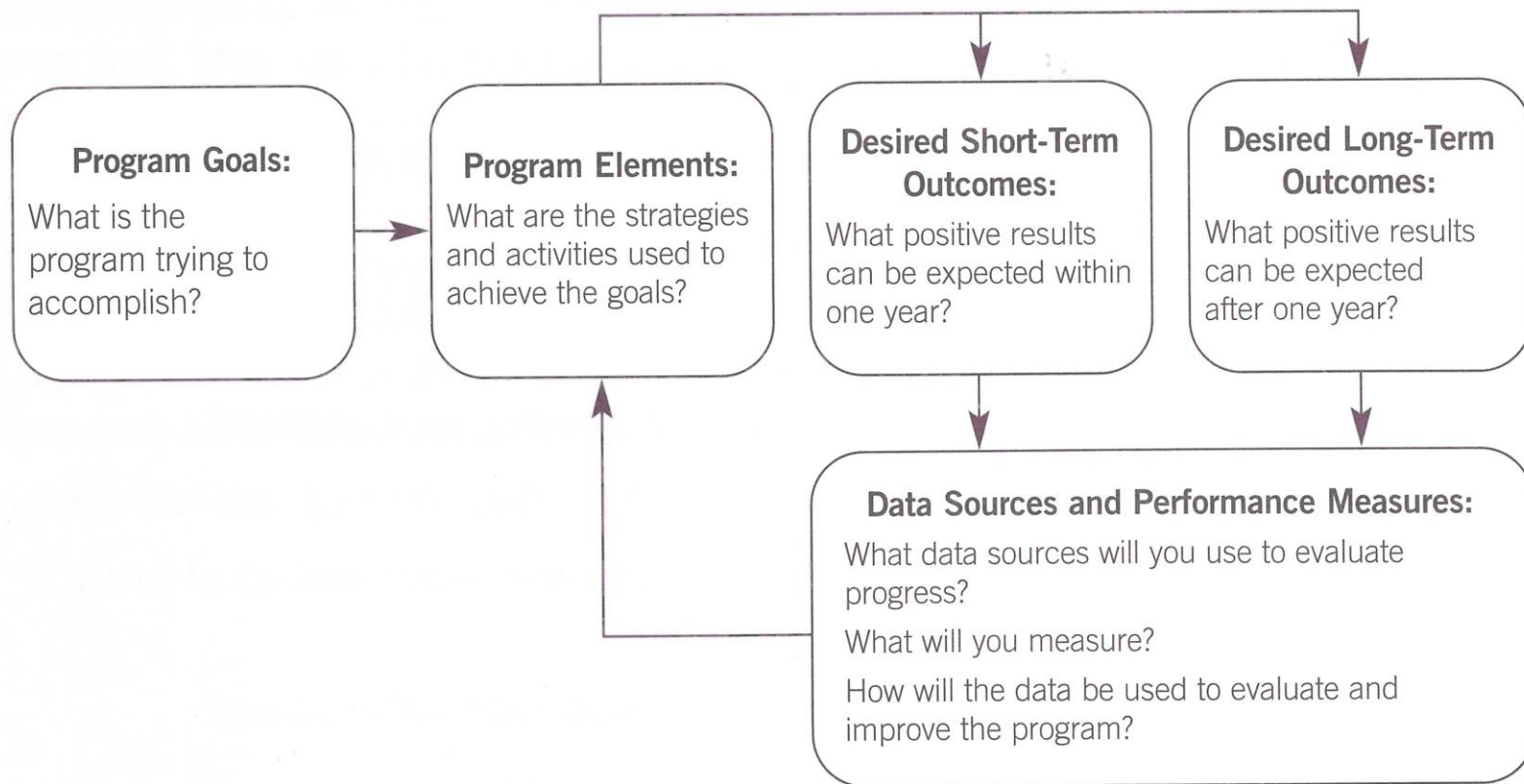
# What is a Logic Model?

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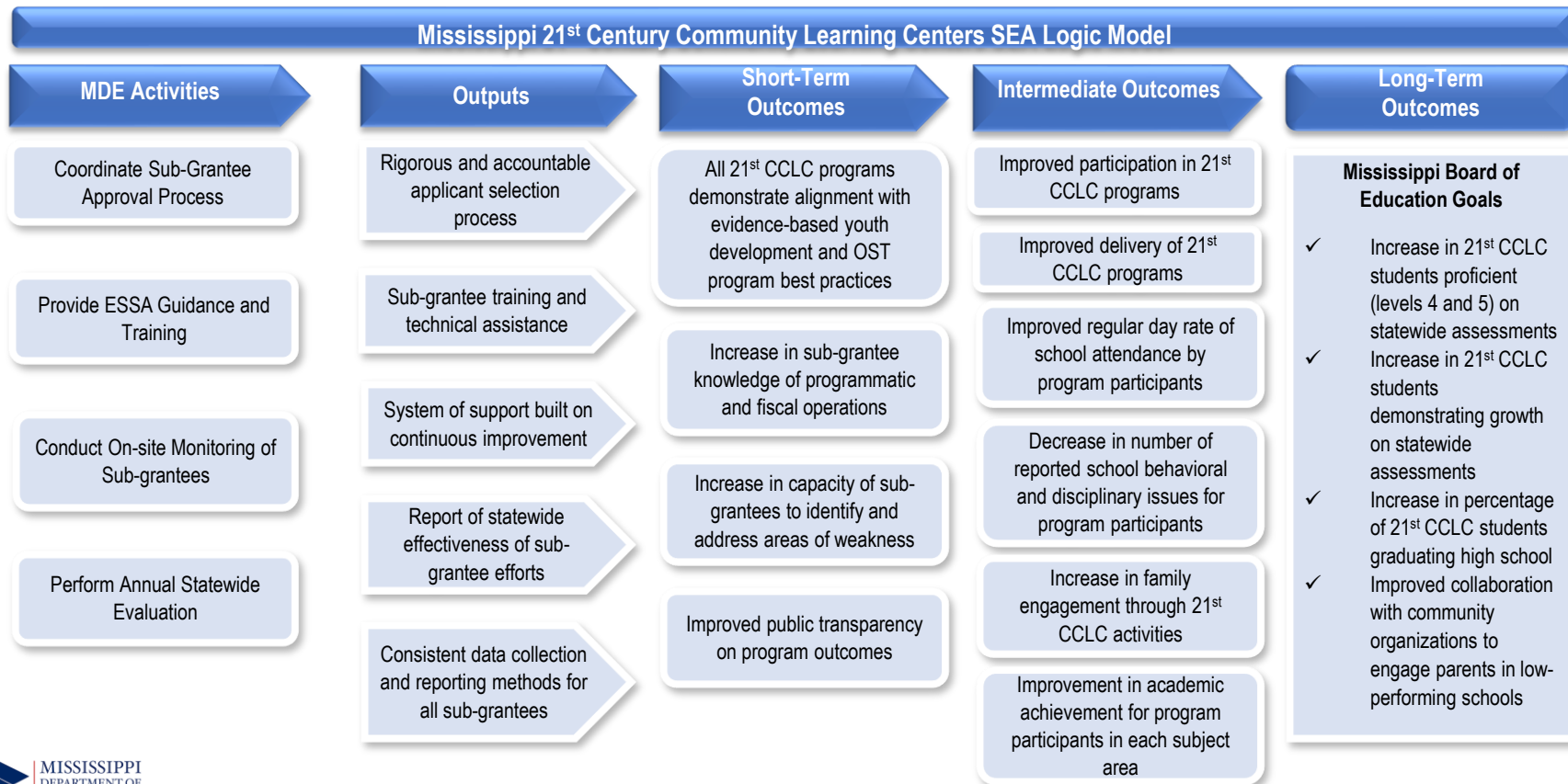
- Summarizes key elements of program for stakeholders
- Identifies rationale behind activities offered
- Articulates short-term and long-term outcomes
- Shows cause-and-effect relationships between what a program does and how outcomes are achieved
- Provides foundation for discussion with external evaluator about program expectations



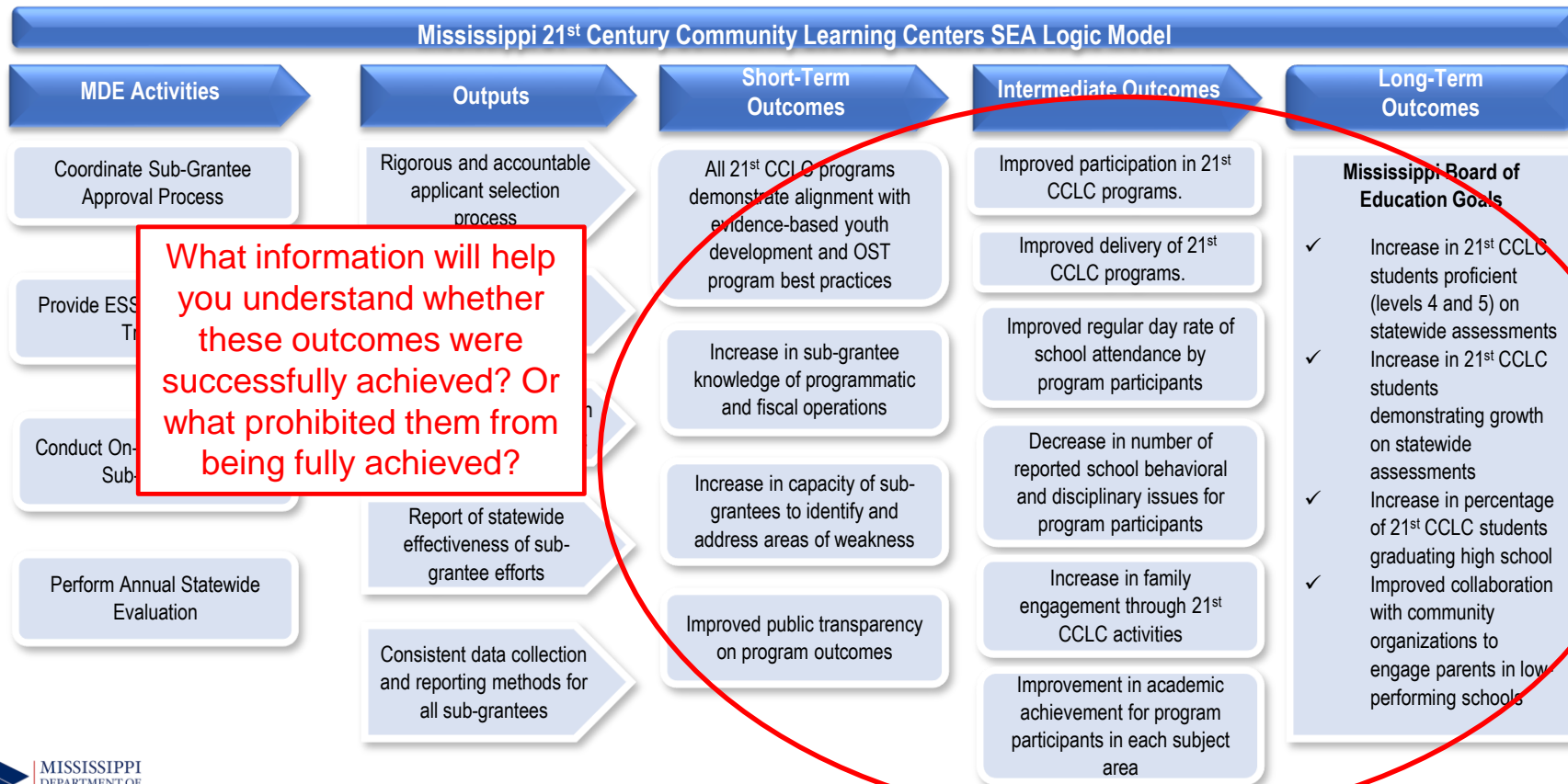
# Logic Model Framework



# MDE 21<sup>st</sup> CCLC Logic Model



# Logic Model Outcomes



# Outputs, Outcomes, Indicators

- Examples of Logic Model elements:

**Activity:** *(Actual services provided to cause change):* “Targeted math tutoring services for Grades 3 – 8”

**Output** *(What you actually produce):* “# students attending math tutoring activities weekly” or “# sessions held weekly”

**Short-Term Outcome** *(The intended successful result):* “% of students demonstrating improved math grades from Fall 2017 to Spring 2018”

- Once you develop these elements, you can create performance indicators to track progress and inform success:

*Example Performance Goal:* 70% of students engaged in tutoring activities (who attend program at least 30 days) will show improvement in Spring 2018 math grades

# Steps for Creating Useful Performance Measures

1. **Set Goals:** What are you trying to do specifically with your program? Are you focusing on a specific service, such as community service? What activities would you offer to get you to that goal?
2. **Create Measures:** What measurements can you take over time to track your progress for each of those goals?

*Example:* If your goal of providing community service opportunities is met, what differences would you expect to see in your participants? Improved leadership? Improved interest in social activities? Decline in negative attitudes or behavior?

3. **Collect Data:** Is the data for those indicators easily available and can it be consistently collected and analyzed?

*Example:* What sort of questions would you ask to establish whether student leadership and decline in negative attitudes are being affected?

# Evaluation Data

- What types of data can be used in evaluating your program?

Quantitative	Qualitative
Surveys	Success Stories
Grades / Test Scores / Assessment Scores	Focus Groups
Disciplinary Reports	Interviews
Attendance	Observations
Demographics	Staff Development Notes
Parent Involvement	Newsletters
Programming Offered	

# Accuracy of Data is **CRITICAL**

- Accuracy is important. You will have to submit data to MDE, so you will be provided reporting templates to track your data. These can later be helpful in your 21APR data submissions as well
- You must track students by name and MSIS number (where available) for state comprehensive evaluation purposes
- For attendance data, consider strategies to avoid data entry burnout or having to recreate attendance from memory, such as:
  - *Example:* Combine snack and attendance (students need to sign in to receive a snack)
  - *Example:* Start with 50 stickers with each student's name on them. Give the student a sticker each day he or she attends. Count how many stickers you have left at the end of the fall and spring. Fifty minus the number of remaining stickers gives you the days of attendance for each student

# Data Collection



# Student Data Reporting Template

Each center is required to submit data to MDE for fall, spring, and summer. These spreadsheets will cover the following PER STUDENT:

Days attended	Operation Times
MSIS ID (if applicable), Local ID (required if no MSIS ID)	Days/Weeks Open
Fall 2017 and Spring 2018 Grades in Math/ELA	Activities Provided by Type and Frequency
Grade Level, Center Name, Sub-Grantee Name	Staffing Breakdown (Volunteer vs Paid)

# Survey Data

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Surveys will also be administered towards the end of the school year:

- Spring 2018 Sub-grantee Survey (Online Survey, administered late spring)
- Spring 2018 Parent Survey (method and date TBA)
- Spring 2018 Teacher Survey (method and date TBA)

# Reporting Deadlines

Reporting Period	Data Due to MDE:
Fall 2018	January 31, 2018
Spring 2018	June 15, 2018
Summer 2018	July 31, 2018

- Multiple collection dates help ensure we are keeping up with data and ensure compliance with annual evaluation timelines required by the U.S. Department of Education
- Spreadsheets have been designed with 21APR data requirements in mind. By entering data now, it will be readily available for when reporting windows open for Fall 2017, Spring 2018, and Summer 2018
- Data will also provide you with foundational elements to include in your local evaluation reports

# External Vendor Evaluations

# Working with a Local Evaluator

- Beginning in FY 2018, all sub-grantees are required to contract with an external vendor for a formative and summative evaluation of program effectiveness
- Your agreement with the evaluator should guarantee that items required under section 3.4 of the RFP are addressed in the report, and that evaluators specifically address how each activity satisfies the measures of effectiveness established under ESSA, Section 4205(B)(1)
- Evaluators should provide a written report addressing reporting outcomes as outlined in Section 3.4.3 of the *21<sup>st</sup> CCLC Request for Proposals* document dated July 21, 2017

# Working with a Local Evaluator (cont'd)

- Consider whether an MOU will be necessary with your vendor and school district partner to facilitate timely data sharing
- Report must clearly show progress in achieving program goals through the objectives, strategies, and activities established by the sub-grantee in the *Goals, Objectives, Activities, and Timeframe* section of the grant proposal
- Programs must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development and Family Engagement. All goals must have at least two measurable objectives

# Developing Evaluation Questions

The evaluation report should answer specific questions you as the coordinator have about your program's success. You should discuss the feasibility of answering these questions with your evaluator.

## Examples:

- Are we meeting our program objectives?
- Have we reached the long-term goals of our program (*for sub-grantees in the final year of their grants*)?
- Are our staff receiving all professional development they require? Are they retaining and using the knowledge?
- What changes in student knowledge, behaviors, and attitudes are a result of the program?
- What impact has our program made with leadership building, homework completion, etc.?

# Evaluation Report Elements

The evaluator should structure the report based on the framework established by the American Institutes of Research for evaluation of after-school programs. This is to ensure consistency in reporting across all sub-grantees (*see handout*). The evaluator may choose to provide additional data, but **must address these elements at a minimum.**

Title Page	Evaluation Methodology and Limitations
Table of Contents	Findings
List of Acronyms	Conclusions and Recommendations
Executive Summary	Appendices
Evaluation Purpose and Questions	References
Program Background	



# Additional Reading

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- Government Accountability Office document, [\*Designing Evaluations: 2012 Revision\*](#) (2012)
- C.S. Mott Foundation, [\*Moving Towards Success: Framework for After-School Programs\*](#) (2005)
- [\*Beyond the Bell - 4th Edition\*](#): A Toolkit for Creating Effective Afterschool and Expanded Learning Programs
- American Institutes of Research, [\*Evaluation Framework for 21 CCLC Programs\*](#) (2011)

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