

Implementing Evaluations

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Agenda

Day Two

1. Writing an evaluation plan
2. Reporting and utilizing results
3. Summary

The evaluation plan

Process steps

1. Discovery
2. Design
3. Selection of measures
4. Data collection plan
5. Analysis plan
6. Reporting plan

Discovery



“I wonder why they still keep these in cabinets.”

Internal discovery

Application and enrollment forms

Attendance logs

Website statistics

Financial transactions

Student attendance and grades

Satisfaction or other surveys

Previous evaluation data

PEOPLE--Who will help and how?

External discovery

Public data sets

Literature review

Community or institutional level data (CMSD)

PEOPLE: conference proceedings, social networking sites



Enroll Now • Calendar • Jobs

CMSD SCHOOLS

ABOUT US

BOARD

CEO

DEPARTMENTS

SCHOOLS

PARTNERS

NEWSROOM

Students

Parents

Staff

HOME ▶ DEPARTMENTS ▶ ORGANIZATIONAL ACCOUNTABILITY

ACADEMICS

Academics Overview

Academic Calendar

Academic Resources

Academic Staff Directory

CMSD TV

Curriculum and Instruction

Advanced Placement

Arts Education

Career and Technical Education

Early Childhood Education

Department of Research and Evaluation

The Department of Research and Evaluation works collaboratively with external members such as the *American Institutes of Research (A.I.R.)*, *Mass Insight*, *Case Western Reserve University*, *Cleveland State University*. Our department also works collaboratively with the Department of Testing, Curriculum and Instruction, and the Academic Office at the Cleveland Metropolitan School District. The majority of our projects involve fulfilling requests such as creating student and teacher level datasets, student and school level proficiency reports, internal evaluations of programs, analyses to support student achievement, administering and analyzing Conditions For Learning data as part of our partnership with A.I.R., etc.. The department is also responsible for determining the admission of external data requests and research proposals.

How can the Department of Research and Evaluation assist you?

Internal Requests

On request and based on priority and capacity. FERPA regulations apply.

- Program Evaluation
- Aggregated school level reports (broken down by Network) of student level achievement
- Teacher level reports of student level achievement
- Conditions for Learning Reports
- Aggregated School Level FAFSA Reports
- National Clearinghouse Data
- Aggregated Credit Recovery School Reports
- Longitudinal school and student growth analyses



The Investment Schools are a critical piece of the Cleveland Plan, which seeks to reinvent the public education system in Cleveland by profoundly changing the role of the school district and the support that schools receive. As part of the Cleveland Plan, the 13 Investment Schools commit to publically reporting their progress to the community. Investment School progress reports will be distributed quarterly throughout the school year.

2016-17 School Year

	1st qtr	2nd qtr	3rd qtr	4th qtr
Adlai Stevenson				
Alfred A. Benesch				
Almira				
Almira - Español				
Anton Grdina				
Bolton				
Case				
Collinwood				
East Tech				

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What evaluation questions can you answer from these sources alone?

Go further

Links to publicly available data sets:

<https://www.arts.gov/grants-organizations/research-art-works/publicly-available-data-sources>

Review previous studies:

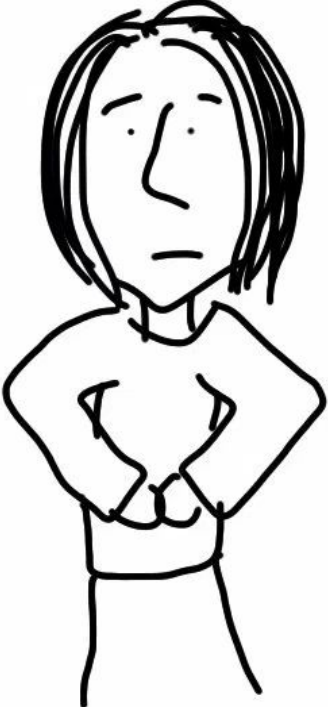
<http://www.artsedsearch.org/>

Design

My stomach hurts

Maybe it was the bad tuna I had for lunch

Too bad I don't have a proper control group, now I'll never know



Levels of evidence

1. Descriptive
 - a. Did participants improve?
2. Quasi-experimental
 - a. Did participants improve more than similar non-participants?
3. Experimental
 - a. Did the program cause the improvement?

Selecting a sample

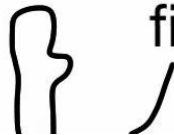
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We surveyed our 3
program participants...



% who think
we're awesome
100%

What about the
96 families that
left after the
first week?



Selecting a sample

A sample is the group of people from which you will collect data for your evaluation.

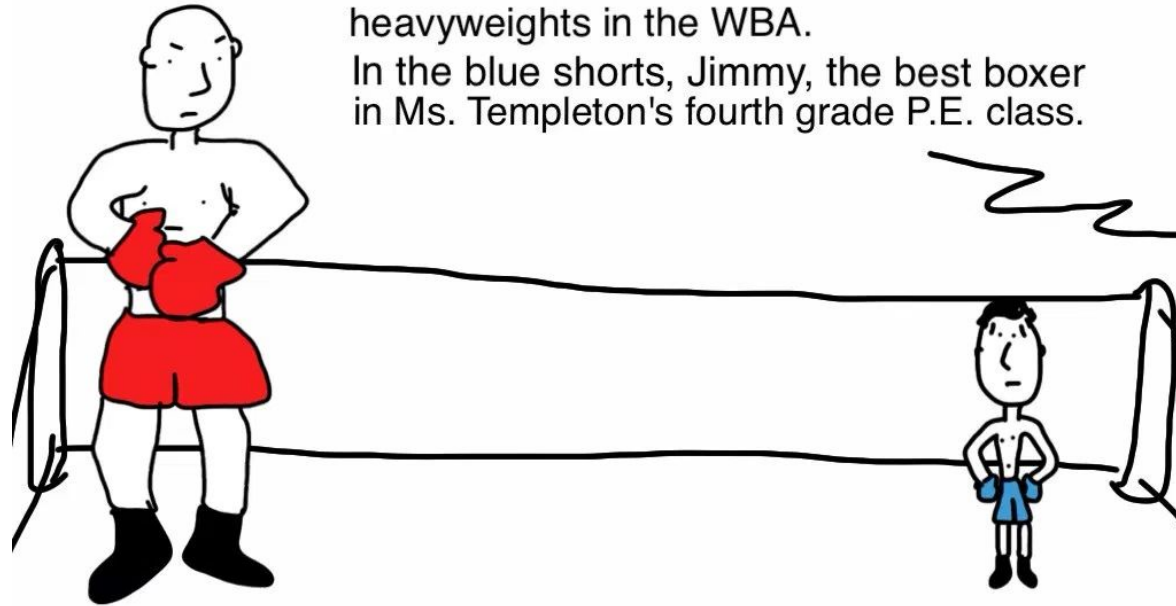
Types:

- Probability--this sample represents the whole group.
- Purposive--this sample was selected for specific characteristics (like expertise).
- Convenience--this sample was selected for practical reasons.

Selecting a similar comparison group

In the red shorts we have one of the worst heavyweights in the WBA.

In the blue shorts, Jimmy, the best boxer in Ms. Templeton's fourth grade P.E. class.



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Selecting a similar comparison group

Ideally you will match on:

Demographics

Geographic area

Baseline outcome measures

Discussion

With a partner, come up with one or more comparisons you could make for your evaluation. Would you need to use a publicly available data set? Is there a natural comparison group? How would this affect the evaluation questions you could ask?

Do you need to follow up?

Sometimes the benefits of an intervention or program do not show up until months after the program concludes.

If you plan to follow up, be sure to **collect multiple forms of contact data and offer an incentive.**

Management considerations

- Timeline and calendar
- Personnel (and turnover)
- Documentation of roles and responsibilities
- Budget (write evaluation into every proposal!)

Further discussion

What can you observe about the research design and timelines for the program evaluation examples in your packet?

How did the research design influence the kinds of evaluation questions that could be asked and answered?

Measurement

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



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Finding measurement tools

Best case scenario is to use existing data or existing measurements. Reliability and validity are key aspects of measurement quality.

- Program attendance
- Program fidelity
- Surveys
- Interview and focus group protocols
- Observation
- Assessments

Fidelity Form

Description (optional)

Class (to be filled in when we get rosters--for now just write in grade and homeroom teacher name)

Short answer text

Did this class meet?

- Yes, class met in its regular location.
- Yes, but class met in a different location than usual.
- No, class did not meet as scheduled. (If this is the case, just leave the rest of this form blank.)
- Other...

+

Tt

🖼️

🎥

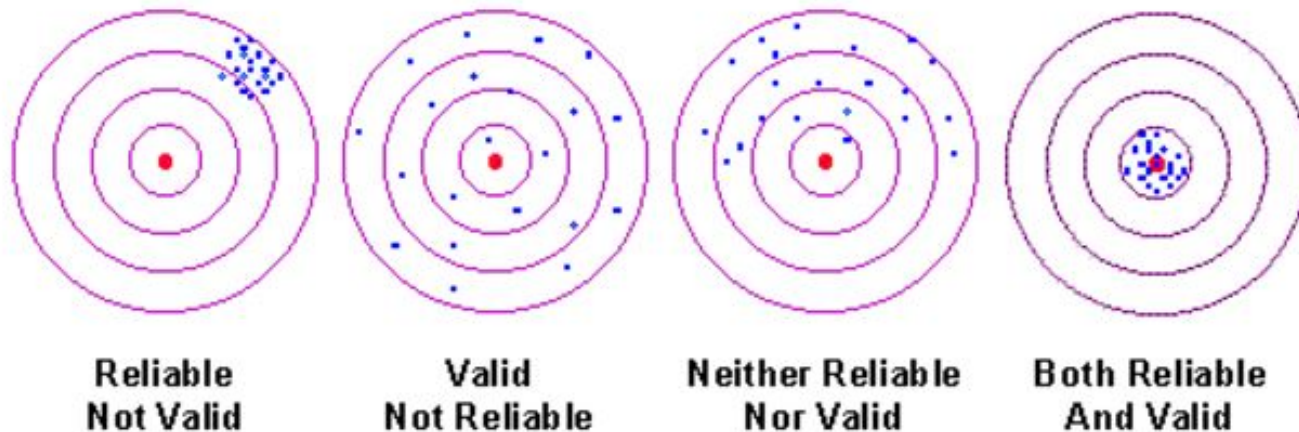
☰



Indicators

Take a moment and look at your logic model from yesterday. What would be the best (or most practical way) to measure your activities? Your shorter and longer term outcomes?

Reliability and validity



Reliability: Are participants interpreting the same question consistently?

Validity: Is the answer accurate (on average)?

<https://www.socialresearchmethods.net/kb/relandval.php>

Some places to start

National arts standards and assessments

<http://www.nationalartsstandards.org/>

Additional arts education related

<https://www.arteducators.org/learn-tools>

Social impact related

<http://animatingdemocracy.org/social-impact-indicators>

Types of evaluation data

Quantitative data include pieces of information that can be expressed in numerical terms, counted, or compared on a scale.

Qualitative data include pieces of data that are difficult to measure, count or express in numerical terms.

These work well together!

An example

from the YouthArts guide, page 149

(<http://youtharts.artsusa.org/pdf/evaluation.pdf>):

By the end of the program period, approximately 25 percent of program participants had stopped attending program activities. Program staff believe that this drop in attendance was a direct result of the new discipline policies mandated by the program manager.

Creating your own survey questions

1. Use clear, simple language.
2. Edit down to only what you want to know.
3. Only ask one question at a time (no “double barrel” questions).
4. No leading questions.
5. If working with children, think about what is developmentally appropriate.
6. Pretest for familiarity and understanding.
7. Make sure response options are sensible (all that apply? not applicable?).

Conducting interviews and focus groups

You will need to decide between structured, semi-structured, or open-ended.

This adds a lot of time and expense.

It's good to have more than one person analyze qualitative data to see if you have agreement.

Structured activities

You may be able to structure group activities to both create and analyze data.

Creative Ways to Solicit Youth Input

<http://www.publicprofit.net/Creative-Ways-To-Solicit-Youth-Input>

World Cafe Methodology

<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

Art based evaluation

<https://artreach2016.files.wordpress.com/2016/01/goal-artbase-devaluation.pdf>

Express complex ideas.

Encourage participants to share their feelings.

Build on the creativity fostered in the project.

Lay the ground for more in-depth responses through questionnaires or interviews.

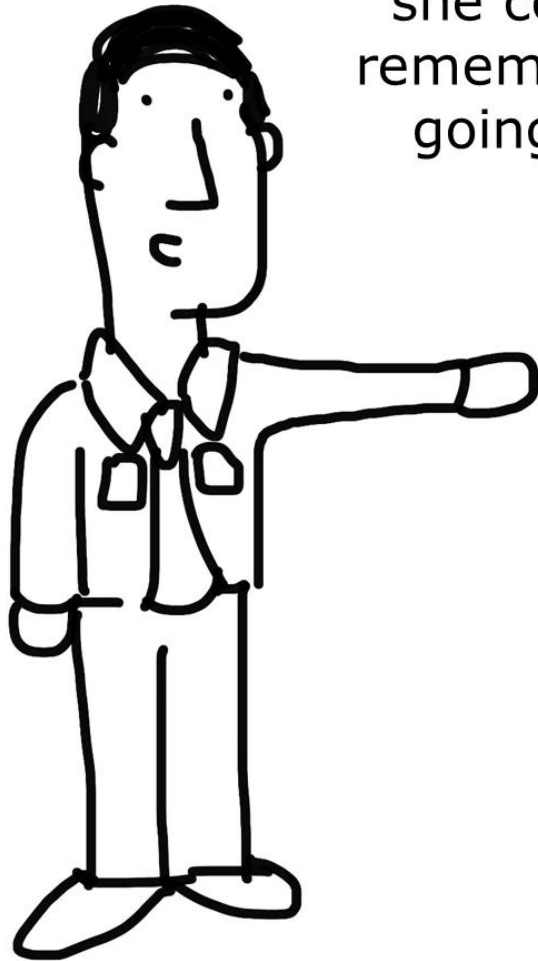
Generate materials (poems, drawing, collages, etc.) to be used in final reports.

How do I know?

Evaluation Question	Logic Model Indicator	Data Source
What are program attendance and completion rates?	Program attendance = # of absences from program	Program attendance records maintained by teaching artist
To what extent do youth benefit from participation?	Improved teamwork = behaves in a cooperative way in a group	Participant skill assessment
To what extent do participant and comparison groups show changes in risk factors?	Self esteem = agreement with statements about pride, failure, confidence, etc.	Youth Survey (items 54-58)
See http://youtharts.artsusa.org/pdf/evaluation.pdf page 132 for full list.		

Data collection

This is our evaluator. Every time she collects data it will help us remember what we said we were going to do in the first place.



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Working with partner organizations

Informed consent

Administrative review (i.e. IRB or other governing body)

Memorandum of Understanding

Data sharing agreement

More links:

http://www.betterevaluation.org/en/plan/manage/management_processes

Working with your staff

Developing a protocol

Writing a script

Providing incentives

Working with your participants

Protecting privacy and confidentiality

Providing information about the study and the results

Important to include:

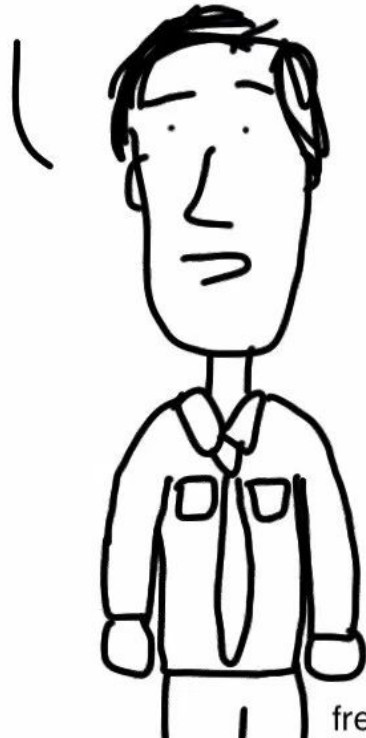
1. Why are data being collected?
2. Who will data be collected from?
3. What data will be collected?
4. Where will data be collected?
5. When will data be collected?
6. How will data be collected and used?

A word about data management

These results
are awesome



Yeah at first it didn't look
as good but then I spilled
coffee on my keyboard
and corrupted the file



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Analysis

Why did you exclude
all these responses?



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We define outlier as
someone who doesn't
like our program



Checking data quality

1. Look for missing data--can you think of a reason why?
2. Look for outliers (i.e. extreme values)
3. Check accuracy of data entry, if relevant.
4. Always keep your raw data!

Simplest analysis techniques for quantitative data

1. Frequencies
2. Averages
3. Ranges
4. Cross tabulation
5. Change scores (from pre to post)
6. Proportions of participants showing improvement
7. Significance testing

Sample data set

See handout

Simplest techniques for analyzing qualitative data (use a grid)

Interview Questions	Program Manager	Older Participants	Younger Participants
What could we do differently to improve the program?	Implement a summer training institute Provide additional staff on Wednesdays	Do not require participation four days a week Integrate technology in the lessons (like coding and animation)	Provide more time for free play outdoors More field trips

Participatory analysis

Having stakeholders interact with the data improves comprehension and can provide key insights. This guide can get you started with several activities:

Dabbling in the Data

<http://www.publicprofit.net/Dabbling-In-The-Data>

Activity

Use your data tables to create a description of your sample and a summary of survey results by group. What is the most interesting thing you found?

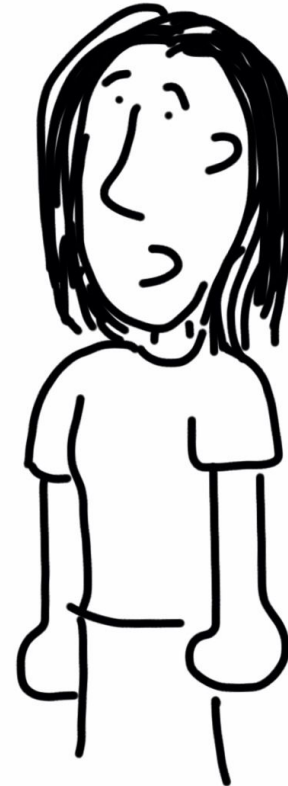
Reporting

Every time I try to zoom in
this happens...



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Like I said before
the paper is not interactive



Considerations

1. What is the interest of the audience reading this report?
2. Will they understand research jargon?
3. What is their attention span? How much will they read?
4. What do you want them to get out of the report?

A good general rule is: Write the report so your mother can read it, understand it, and be interested in it.

Check yourself

1. Don't read the data to the audience--find the patterns.
2. Don't report the data in the order it was collected.
3. Don't assume you need to report every piece of data you collected.

Visualizing results

- Types of charts and graphs
- Best practices
- Chart chooser cards

Key resources:

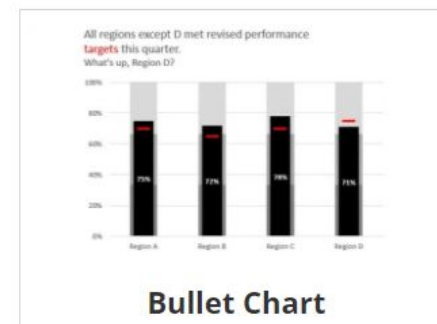
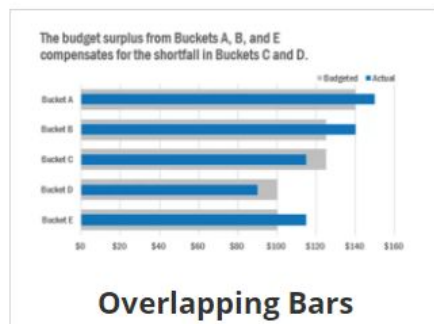
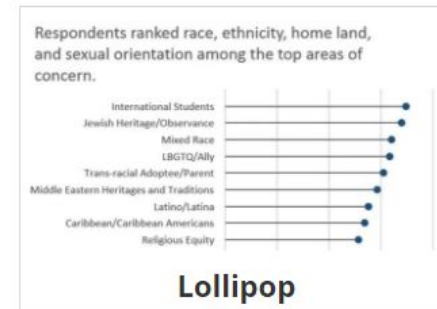
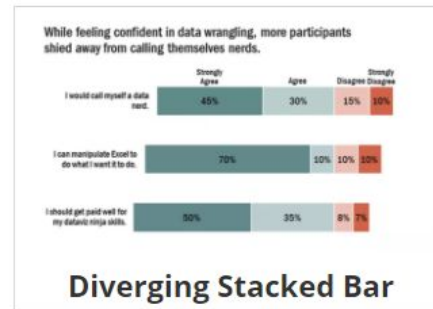
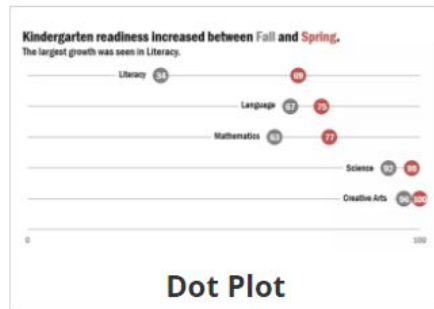
<http://stephanieevergreen.com/evergreen-collections/>

<http://annkemery.com/>

Collection

How to Build Data Visualizations in Excel

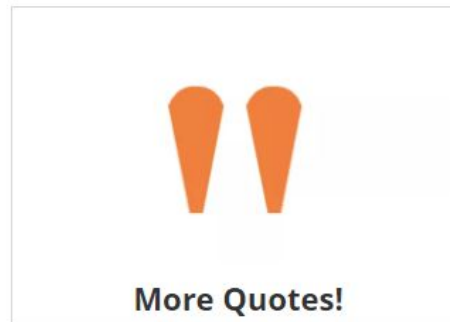
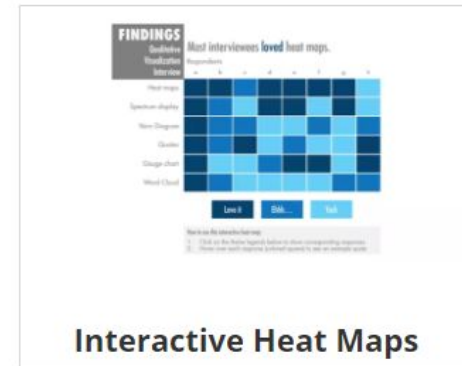
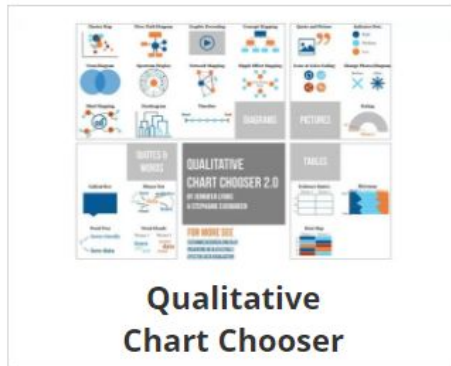
When I show people a dot plot, the first thing they say is “Cool, but how do I make that?” and this page has all your answers. From time to time I publish blog posts with step-by-step directions on how to make amazing visualizations right inside Excel and I've collected those instructions for you right here. You'll find much more in my second book, *Effective Data Visualization*.



Collection

Qualitative Data Visualization

Without a doubt, qualitative data visualization is an area in need of significant development and new ideas. At Evergreen Data, we are at the forefront, introducing the first qualitative chart chooser and offering detailed instruction on how and when to use these visuals.



Ordering the information

Option A

Introduction

Who was served

What did they receive

What outcomes occurred

Conclusion

Option B

The outcomes

Who the outcomes apply to
(who was served)

How those outcomes were
produced (the services)

Conclusion

*Some would argue this
buries the headline*

Evaluation report checklist

For example:

<https://wmich.edu/sites/default/files/attachments/u350/2014/evaluation-reports.pdf>

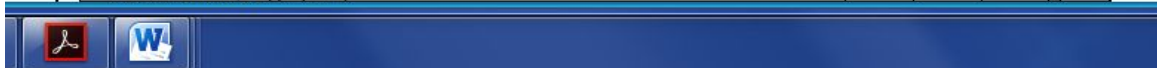
	1	2	3	NA
1. Title Page				
A. Title is sufficiently clear and concise to facilitate indexing	①	②	③	○
B. Author(s)' names and affiliations are identified	①	②	③	○
C. Date of preparation is included	①	②	③	○
D. Title identifies what was evaluated, including target population, if applicable	①	②	③	○
E. Name of client or funder(s) is identified	①	②	③	○
F. Text and material on title page are clearly and properly arranged	①	②	③	○
G.	①	②	③	○
Comments:				

2. Executive Summary				
A. Description of program/project	①	②	③	○
B. Evaluation questions and purpose of the evaluation	①	②	③	○
C. Brief description of methods and analytical strategy (if appropriate)	①	②	③	○
D. Summary of main findings	①	②	③	○
E. Implications of findings	①	②	③	○
F. Recommendations, if appropriate	①	②	③	○
G.	①	②	③	○
Comments:				

	1	2	3	NA
3. Table of Contents and Other Sections That Preface the Report				
A. Table of contents contains at least all first and second level headers in the reports	①	②	③	○

B. Titles and page numbers are accurate	①	②	③	○
C. Lists of tables, figures, and appendices are included, if appropriate	①	②	③	○
D. List of acronyms or abbreviations is included, if appropriate	①	②	③	○
E. Acknowledgments section references sponsors, data collectors, informants, contributors to the report, research assistants, reviewers of the report, etc.	①	②	③	○
F.	①	②	③	○
Comments:				

4. Introduction and Background				
A. Purpose of evaluation and evaluation questions, if not covered in the methodology section	①	②	③	○
B. Description of the program/project or phenomenon being evaluated (including goals and historical context, if appropriate)	①	②	③	○



Anticipating challenges

Audience understanding

Stakeholder emotions and politics

Need for a short presentation

Common defenses

Follow-up questions

Ownership and dissemination

Summary

Agenda

Day Two

1. Writing an evaluation plan
2. Reporting and utilizing results
3. Summary

Additional Links

American Evaluation Association

<http://www.eval.org/>

Ohio Program Evaluator's Group

<http://www.opeg.org/>

Retrospective Pre/Post Surveys

http://www.betterevaluation.org/en/resources/example/measuring_program_outcomes

Thank you!

Please feel free to contact me with follow up questions:

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