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EVALUATION AS A FORCE FOR GOOD

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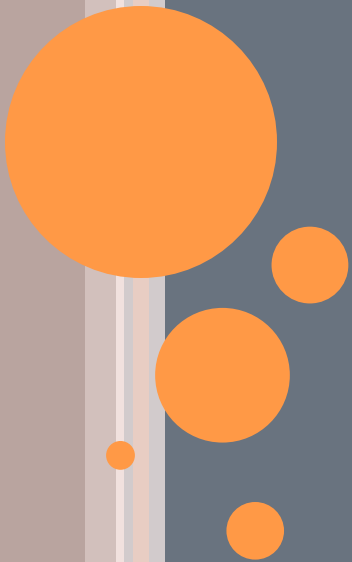
**National PIRC Conference
Washington, DC
July 23, 2009**

GOALS OF SESSION

1. What and Why of Evaluation
2. Diagram Your Program (Logic Models)
3. Using Your Model to Guide Analyses
4. Share Practices / Q & A



THE WHAT AND WHY OF EVALUATION



PURPOSES OF EVALUATION

- Progress Toward Program Goals
- Quality of Implementation
- Identify Strengths and Weaknesses
- Determine Impact of Program

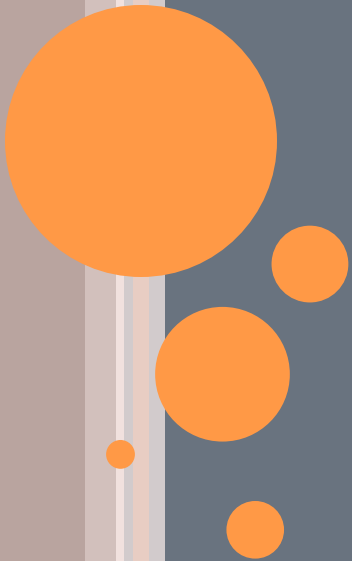


Conducting an Evaluation helps
legitimize program efforts and sends
a message that this is a serious
endeavor (C. Weiss, 1997)

What gets evaluated, gets done!

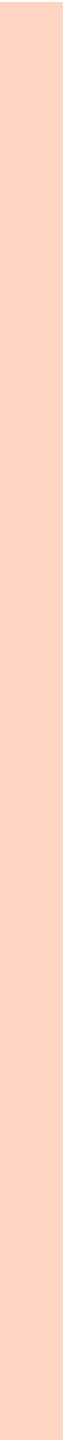


DIAGRAM YOUR PROGRAM (LOGIC MODELS)

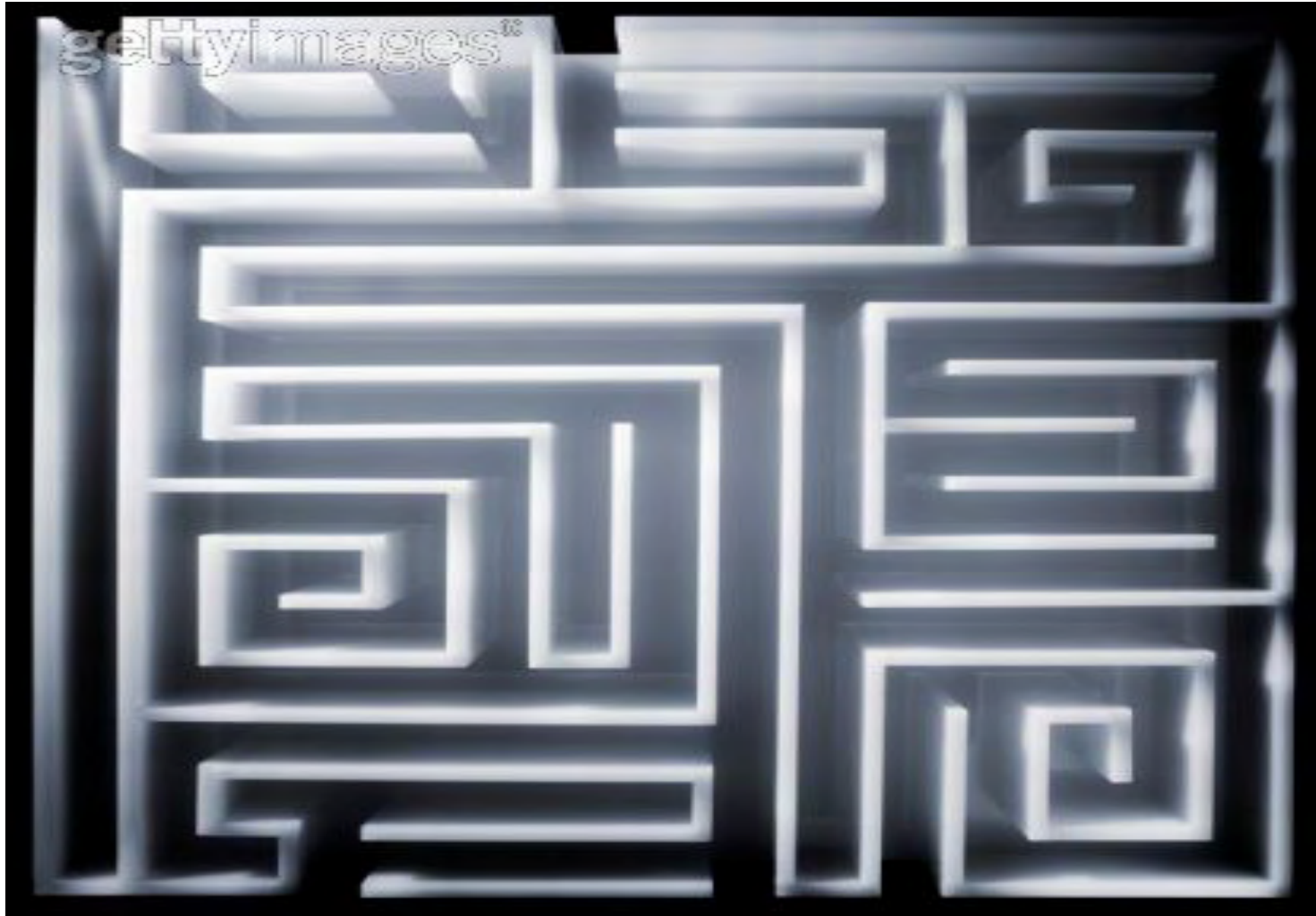


OBJECTIVES OF THIS PROCESS

Going from this...



To THIS...



LOGIC MODELS

Help you Clarify:

Inputs - Things you need

Activities - Things you do

Outputs - Services you provide

Expected outcomes - Changes you hope
to create



A LOGIC MODEL TEMPLATE

Inputs	Activities	Outputs	Outcomes		
			Short Term	Mid-range	Long Term
What we Invest:	What we Do:	Services we Provide:	Expected Short Term Effects:	Expected Mid-range Effects	Expected Long Term Effects

INPUTS → ACTIVITIES & OUTPUTS

- Inputs: The resources (person, time, financial, etc.) that you invest in your partnership program
- Activities: The leadership functions that you are expected to carry out.
- Outputs: The partnership facilitation tools and services that are provided to districts/schools



NNPS EXAMPLE: PART I

Inputs

What School Invest:

Time to meet

Funds

Attention/Energy

People

Activities

What Schools Do (Program Implementation):

1. Develop an Action Team for Partnerships
2. Write a One-year Action Plan
 - a. Goal-focused Practices
 - b. 6 Types of Involvement
3. Evaluate, Reflect, and Plan

Outputs

Services Schools Provide (Outreach to families):

Typology

1. Parenting
2. Communication
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborate with Community

Meet Challenges to Involvement

OUTPUTS → OUTCOMES

- What outcomes are expected as a result of your district leadership and facilitation activities?
 - **Short-term Effects** – Expected changes within the district offices and/or schools
 - **Mid-range Effects** – Expected changes within schools and/or families
 - **Long-term Effects** – Expected changes in families and/or students



NNPS EXAMPLE: PART II

Activities	Outputs	Outcomes		
		Short Term	Mid-range	Long Term
What schools Do:	Services schools Provide:	Expected Short Term Effects: <i>(School or Families)</i>	Expected Mid-range Effects <i>(Families or Students)</i>	Expected Long Term Effects <i>(Families or Students)</i>
		Family Involvement at School	Student Attendance	Improve Test Scores
		Family Involvement at Home	Behavior	Improved Graduation Rates
		Teacher-Parent Relationships	Homework Completion	Improved College Applications/ Acceptances/ Attendance
		School/Family-Community Relationships	Improved Grades	
		Teacher Satisfaction/Retention		

CHECK YOUR LOGIC MODEL: IF-THEN STATEMENTS

If your inputs are available, **then** your program will be able to complete the necessary activities.

If you implement the necessary activities, **then** you will be able to deliver your output services.

If your program has delivered the desired outputs, **then** you will be able to be able to realize the short term goals.

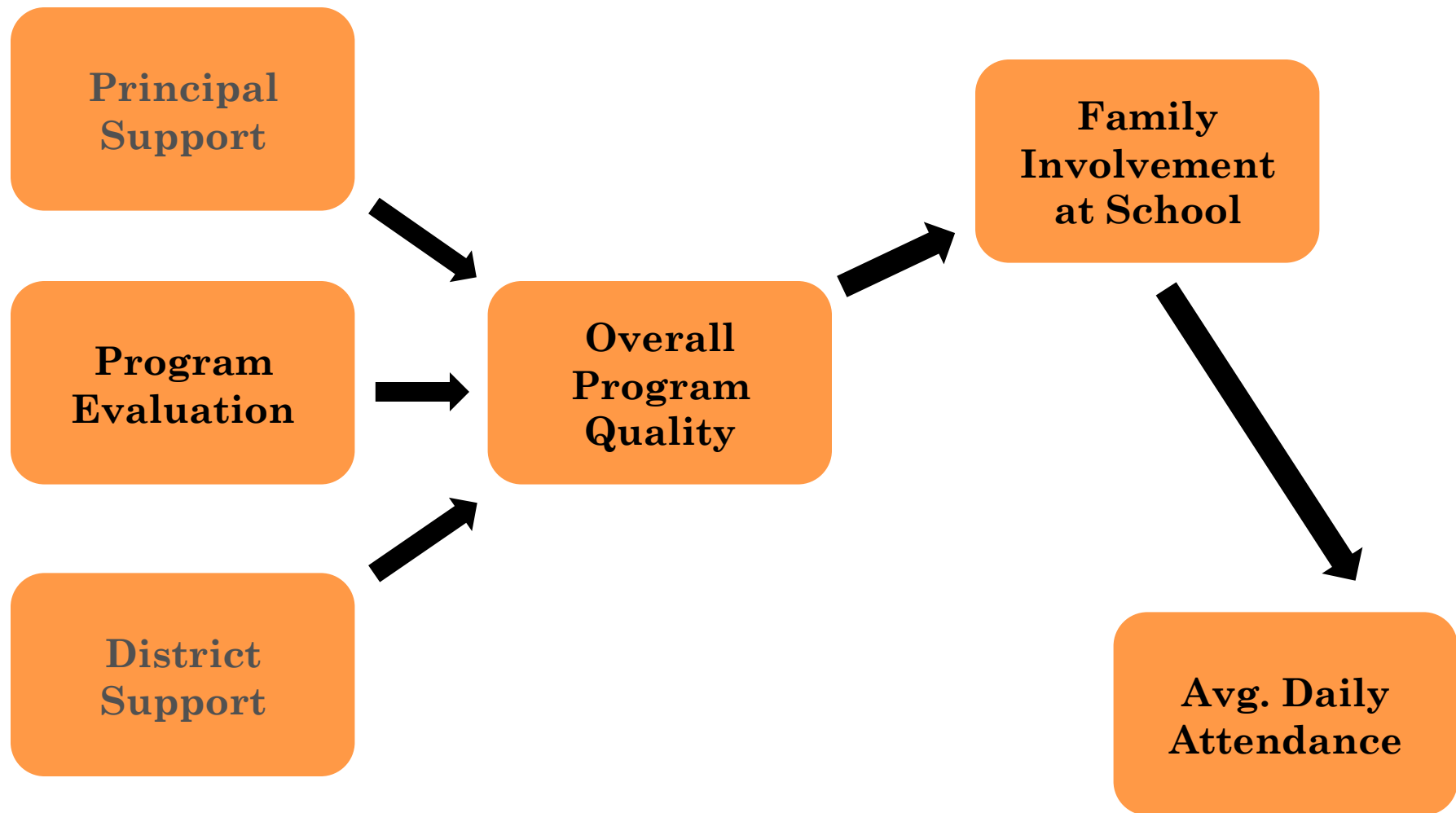
If you realize the short term goals, **then** you will be able to achieve the mid-range and/or long-term goals of the program.



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AN ILLUSTRATION

TESTED (LOGIC) MODEL



PREDICTING PROGRAM QUALITY IN 2007

	Model 1	Model 2	Model 3
School Characteristics			
Large City School	-.016	-.023	-.024
Elementary School	.075	.070	.073*
Number of principals	-.097*	-.067	-.048
% of Students receiving free/ reduced meals	.009	.016	.039
Program Quality in 2006	.570***	.457***	.384***
Program Supports			
Principal Support for Partnerships		.327***	.255***
District Support for Partnerships		.109**	.076*
Program Implementation			
Evaluation			.265***
Adjusted R-square	.364	.485	.536

PREDICTING FAMILY INVOLVEMENT AT SCHOOL

	Model 1	Model 2	Model 3
School Characteristics			
Large City School	-.034	-.042	-.041
Elementary School	.172***	.178***	.160*
Number of principals	-.029	-.019	-.014
% of Students receiving free/ reduced meals	-.198***	-.203***	-.209***
2006 Family Involvement at School	.582***	.537***	.522***
Program Characteristics			
Principal Support	---	.088*	.046
District Support	---	.041	.028
Program Evaluation	---	.056	.003
Overall Program Quality			
2007 Program Quality	---	---	.142***
Adjusted R-square	.591	.606	.616

PREDICTING AVERAGE DAILY ATTENDANCE

	Model 1	Model 2	Model 3
School Characteristics			
Large City School	-.021	.020	.029
Elementary School	.080	.051	.004
Number of principals	-.047	-.035	-.029
% of Students receiving free/ reduced meals	-.140**	-.131***	-.077
2006 Average Daily Attendance	.586***	.588***	.569***
Overall Program Quality			
2007 Program Quality	---	.114**	.074
Family Involvement			
2007 Involvement at School	---	---	.143**
Adjusted R-square	.425	.436	.446

CONCLUSIONS

- Evaluation is an important process that can lead to program quality improvement from one year to the next
- Higher quality programs tend to have higher levels of family involvement at school
- Family involvement at school predicted higher rates of daily student attendance
 - mediated the effect of partnership quality on attendance



National Network of Partnership Schools

LEADERSHIP DEVELOPMENT CONFERENCE

OCTOBER 27-28, 2009

BALTIMORE, MARYLAND

- Learn research-based approaches for organizing partnerships that link family and community involvement to student achievement and other school improvement goals.
- Network with others who are committed to increasing student success by tapping into the strengths in all families and communities



CONTACT ME...

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