Presentation Outline

- Introduction
- Why data and evaluation?
- Evaluation components
- Impact/outcome studies
- Implementation studies
- Choosing the right design

Metis Associates

- National applied research and consulting firm (New York City, Philadelphia, Atlanta)
- Over 35 years of expertise in research/evaluation, grants development, and information technology
- Focus areas: K-12 Education, higher education, children and family services, youth development, juvenile justice, etc.
- Conducted six evaluations of two charter school programs spanning six years

Why data and evaluation?

- Demonstrate program impact
- Identify successful practices and challenges
- Assess overall program fidelity
- Engage key stakeholders
- Facilitate the daily management of the grant
- Inform programmatic decisions
- Fulfill federal and state reporting requirements

Evaluation Components

	Purpose	Data sources and methods
Impact/ Outcome Study	Assess program impact on: 1. Academic performance 2. Customer impact and satisfaction	• Statistical analyses • Review of school characteristics and their association with outcomes • Stakeholder surveys • Analysis of demographic, program participation, academic achievement and attendance data
Implementation Study	Assess implementation regarding: 1. Program fidelity 2. Promising practices, challenges and lessons learned	• Review of project documentation • Interviews with project staff and partners • Observations of cross-school activities

Impact Study Designs (I)

- Randomized controlled trial (RCT)
  - The gold standard
  - Random assignment of students, classes or schools
  - A number of long-standing concerns (e.g., ethical, logistical, and financial)
  - Attrition and other issues

Impact Study Designs (II)

- Quasi-experimental design (QED)
  - Need for a comparison group
    - Naturally occurring
    - Statistically well-matched
      - Common matching characteristics (baseline achievement, gender, race/ethnicity, ELL status, poverty status, etc.)
  - Assess baseline equivalence of two groups
  - Cannot control for potential unobserved differences between groups

WWC Study Ratings

- The What Works Clearinghouse (WWC)
  - Initiative of the U.S. DOE's IES
  - Started in 2002, reports since 2005
- Three possible study ratings
  - Meets WWC Evidence Standards without Reservations (RCT with low attrition)
  - Meets WWC Evidence Standards with Reservations (RCT with high attrition OR QED; must establish baseline equivalence)
  - Does Not Meet WWC Evidence Standards

Rigorous Charter School Evaluations

- RCT studies
  - Random lottery (oversubscription to enrollment)
    - Gleason, P., Clark, M., Tuttle, C. C., & Dwoyer, E. (2010). *The Evaluation of Charter School Impacts: Final Report.*
    - Dobbie, W., & Fryer, R. G., Jr., (2009). *Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Social Experiment in Harlem.*
- QED studies
  - Statistical matching of students
    - Center for Research on Education Outcomes. (2011). *Charter School Performance in Indiana.*
    - Center for Research on Education Outcomes. (2010). *Charter School Performance in New York City*.

Two Popular Qualitative Methods in Impact Studies for Charter Schools

Survey Research

- **CAPTURE** experience of participants
- **PROVIDE** quantifiable data that can be used in associating that experience with other hard data (e.g., student achievement)
- **MEASURE** changes in perceptions overtime

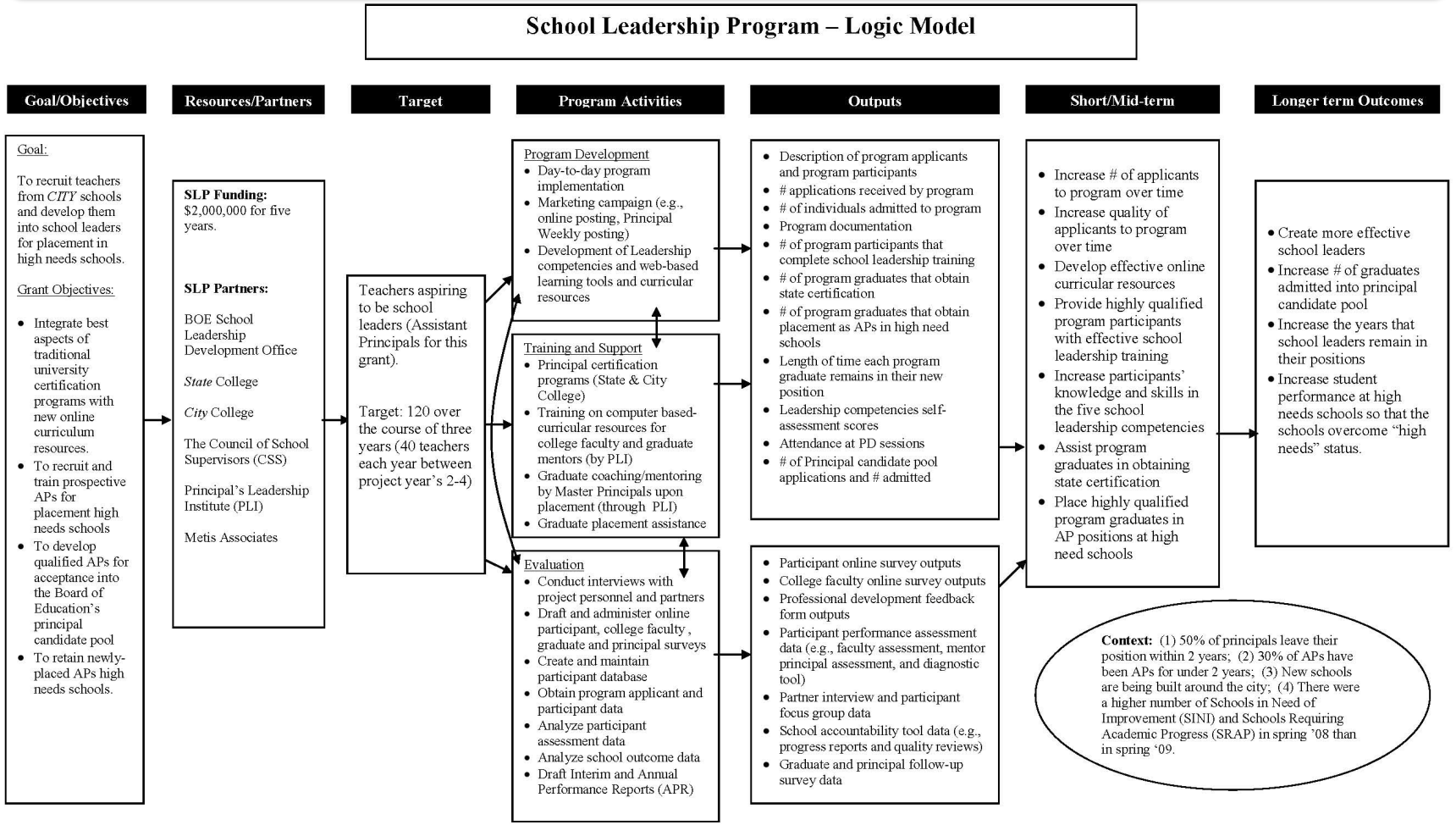
Observations

- **ASSESS** instruction using quantitative tools developed from a set of standards or known best practices
- **QUANTIFY** a set of items or behaviors within a school or classroom

Implementation Studies

- Assessment of program fidelity
- Question of resources and capacity
- Are intended populations being reached?
- Are services appropriate?
- Alignment of outcomes and implementation
  - Logic model

Logic Model


School Leadership Program – Logic Model
Goal/Objectives
Resources/Partners
Target
Program Activities
Outputs
Short/Mid-term
Longer term Outcomes
Goal:
To recruit teachers from CITY schools and develop them into school leaders for placement in high needs schools.
Grant Objectives:
• Integrate best aspects of traditional university certification programs with new online curriculum resources.
• To recruit and train prospective APs for placement high needs schools
• To develop qualified APs for acceptance into the Board of Education's principal candidate pool
• To retain newly-placed APs high needs schools.
SLP Funding: $2,000,000 for five years.
SLP Partners:
BOE School Leadership Development Office
State College
City College
The Council of School Supervisors (CSS)
Principal's Leadership Institute (PLI)
Metis Associates
Teachers aspiring to be school leaders (Assistant Principals for this grant).
Target: 120 over the course of three years (40 teachers each year between project year's 2-4)
Program Development
• Day-to-day program implementation
• Marketing campaign (e.g., online posting, Principal Weekly posting)
• Development of Leadership competencies and web-based learning tools and curricular resources
Training and Support
• Principal certification programs (State & City College)
• Training on computer based-curricular resources for college faculty and graduate mentors (by PLI)
• Graduate coaching/mentoring by Master Principals upon placement (through PLI)
• Graduate placement assistance
Evaluation
• Conduct interviews with project personnel and partners
• Draft and administer online participant, college faculty , graduate and principal surveys
• Create and maintain participant database
• Obtain program applicant and participant data
• Analyze participant assessment data
• Analyze school outcome data
• Draft Interim and Annual Performance Reports (APR)
• Description of program applicants and program participants
• # applications received by program
• # of individuals admitted to program
• Program documentation
• # of program participants that complete school leadership training
• # of program graduates that obtain state certification
• # of program graduates that obtain placement as APs in high need schools
• Length of time each program graduate remains in their new position
• Leadership competencies self-assessment scores
• Attendance at PD sessions
• # of Principal candidate pool applications and # admitted
• Participant online survey outputs
• College faculty online survey outputs
• Professional development feedback form outputs
• Participant performance assessment data (e.g., faculty assessment, mentor principal assessment, and diagnostic tool)
• Partner interview and participant focus group data
• School accountability tool data (e.g., progress reports and quality reviews)
• Graduate and principal follow-up survey data
• Increase # of applicants to program over time
• Increase quality of applicants to program over time
• Develop effective online curricular resources
• Provide highly qualified program participants with effective school leadership training
• Increase participants' knowledge and skills in the five school leadership competencies
• Assist program graduates in obtaining state certification
• Place highly qualified program graduates in AP positions at high need schools
• Create more effective school leaders
• Increase # of graduates admitted into principal candidate pool
• Increase the years that school leaders remain in their positions
• Increase student performance at high needs schools so that the schools overcome "high needs" status.
Context: (1) 50% of principals leave their position within 2 years; (2) 30% of APs have been APs for under 2 years; (3) New schools are being built around the city; (4) There were a higher number of Schools in Need of Improvement (SINI) and Schools Requiring Academic Progress (SRAP) in spring '08 than in spring '09.

Methods for Collecting Implementation Data

- Interviews with key personnel
- Focus Groups with a set of individuals closely tied to the particular program (e.g., teachers)
- Observations of instruction, faculty meetings, or school walkthroughs
- Some survey research
- Collection of program documentation

Advantages of Implementation and Outcome Components

Implementation:

- Provides ongoing data (i.e., formative)
- Provides a real-world look at what is actually going on at a school
- Does not require long periods to gather useful information
- Doesn't require a comparison group

Outcome:

- Measures program impact
- Can provide an evidence base
- Provides useful information to policy makers

One Size Doesn't Fit All

- Complex designs vs. point-in-time descriptive studies
- Balancing design approaches in current economic climate
- Before identifying right fit:
  - Use of theories of change, logic models, information systems and self-evaluation to inform research.

Evaluation Resources

- What Works Clearinghouse (WWC) Official Website (http://ies.ed.gov/ncee/wwc/)
- American Evaluation Association Online Resources (www.eval.org/resources.asp)
- American Education Evaluation Association (www.aera.net)
- Kellogg Foundation (http://www.wkkf.org/knowledge-center/publications-and-resources.aspx)

  W.K. Kellogg Foundation Logic Model Development Guide

  W.K. Kellogg Foundation Evaluation Handbook
- The Evaluator's Institute (http://tei.gwu.edu/faculty.htm)
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004).*Evaluation: A Systematic Approach*. (7 ed.). Thousand Oaks: Sage Publications, Inc.

making a meaningful difference

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