Evaluation Case Study

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Overview

1. Developing the Redwood City Community School Evaluation

2. Analysis findings

3. Using the data

4. Activity: Tying Data to Your Logic Model

RWC Evaluation Background

- Third year of working with RCSD and RWC 2020 following a previous evaluator

- Links data from programs to school outcome and survey data

- Looks at program participation patterns and relationships between participation and student outcomes
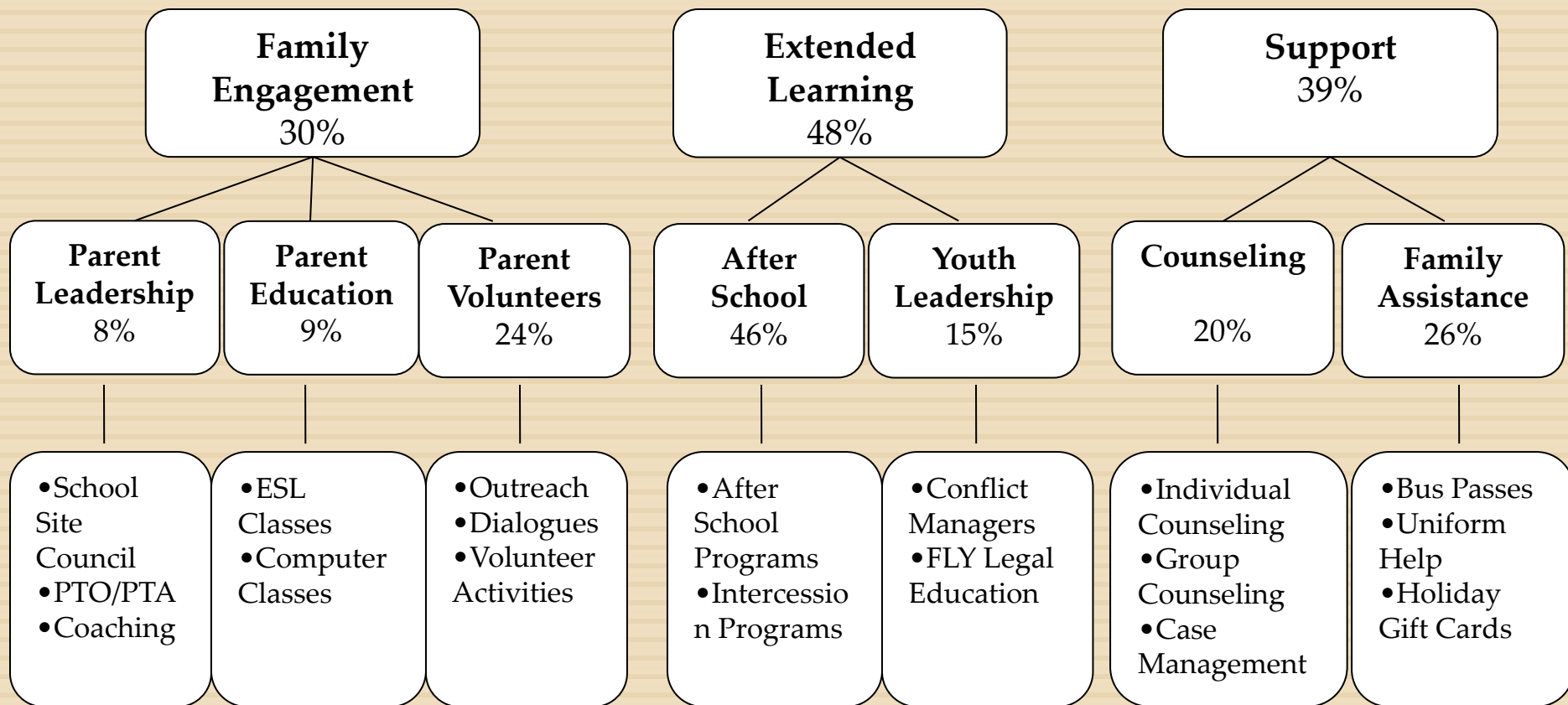
The Evaluation Process

- Meet annually to decide jointly on the research questions and analyses

- Discuss and revise annual reports

- "Data talks" with community school coordinators and other presentations

RWC School Logic Model

INPUTS	STRATEGIES	DELIVERABLES	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
CS Coordinator Family Engagement Specialist Funding/Resources Relevant Partners Leadership Collaboration Structure	Family Engagement -Education -Leadership -Volunteerism Extended Learning Opportunities Mental Health/Social Services Support Social/Emotional Learning Professional Development School /partners collaborative	Supported and connected families Comprehensive learning supports Integrated service delivery (physical, emotional, social) High Quality programs Partner Integration into the school day	Children are ready to learn Students are actively involved in learning and their community Students receive supports according to their needs Families are connected with the schools	Students succeed academically Students and families are healthier -socially -physically -emotionally Schools are supportive of youth and families Communities are desirable places to live

The Case of Redwood City

Family Engagement
30%

- **Parent Leadership** 8%
  - •School Site Council
  - •PTO/PTA
  - •Coaching
- **Parent Education** 9%
  - •ESL Classes
  - •Computer Classes
- **Parent Volunteers** 24%
  - •Outreach
  - •Dialogues
  - •Volunteer Activities

Extended Learning
48%

- **After School** 46%
  - •After School Programs
  - •Intercession Programs
- **Youth Leadership** 15%
  - •Conflict Managers
  - •FLY Legal Education

Support
39%

- **Counseling** 20%
  - •Individual Counseling
  - •Group Counseling
  - •Case Management
- **Family Assistance** 26%
  - •Bus Passes
  - •Uniform Help
  - •Holiday Gift Cards

Linking Data to Measure Success:
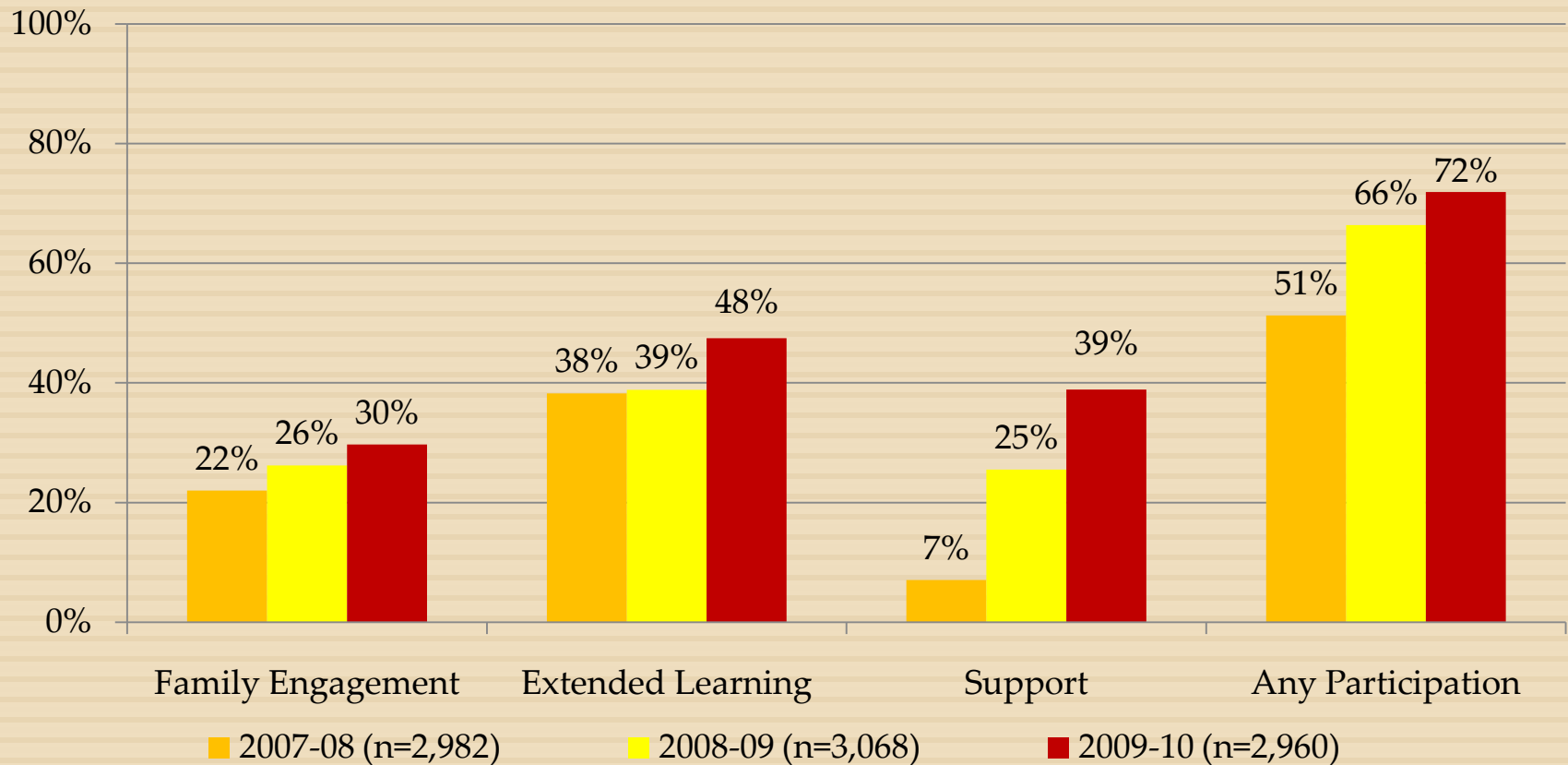# The Youth Data Archive

Youth Data Archive allowed us to link community school program participation to outcomes:

- School district data – student characteristics, academic test scores, school attendance, discipline
- Survey data on student motivation

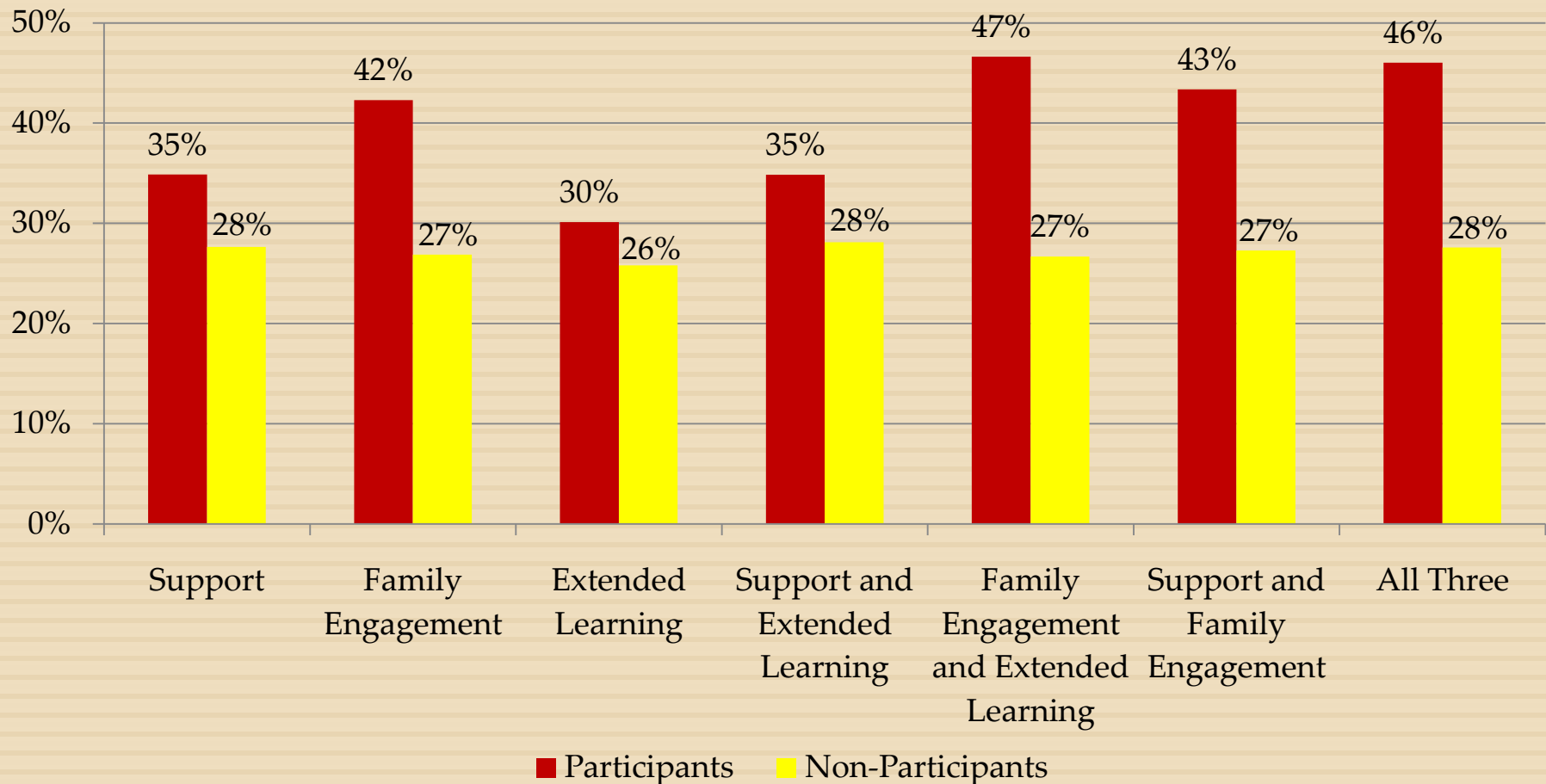# 2009-10 Findings:

Participation increased over time

Community School Program Participation Rates, 2007-08 to 2009-10

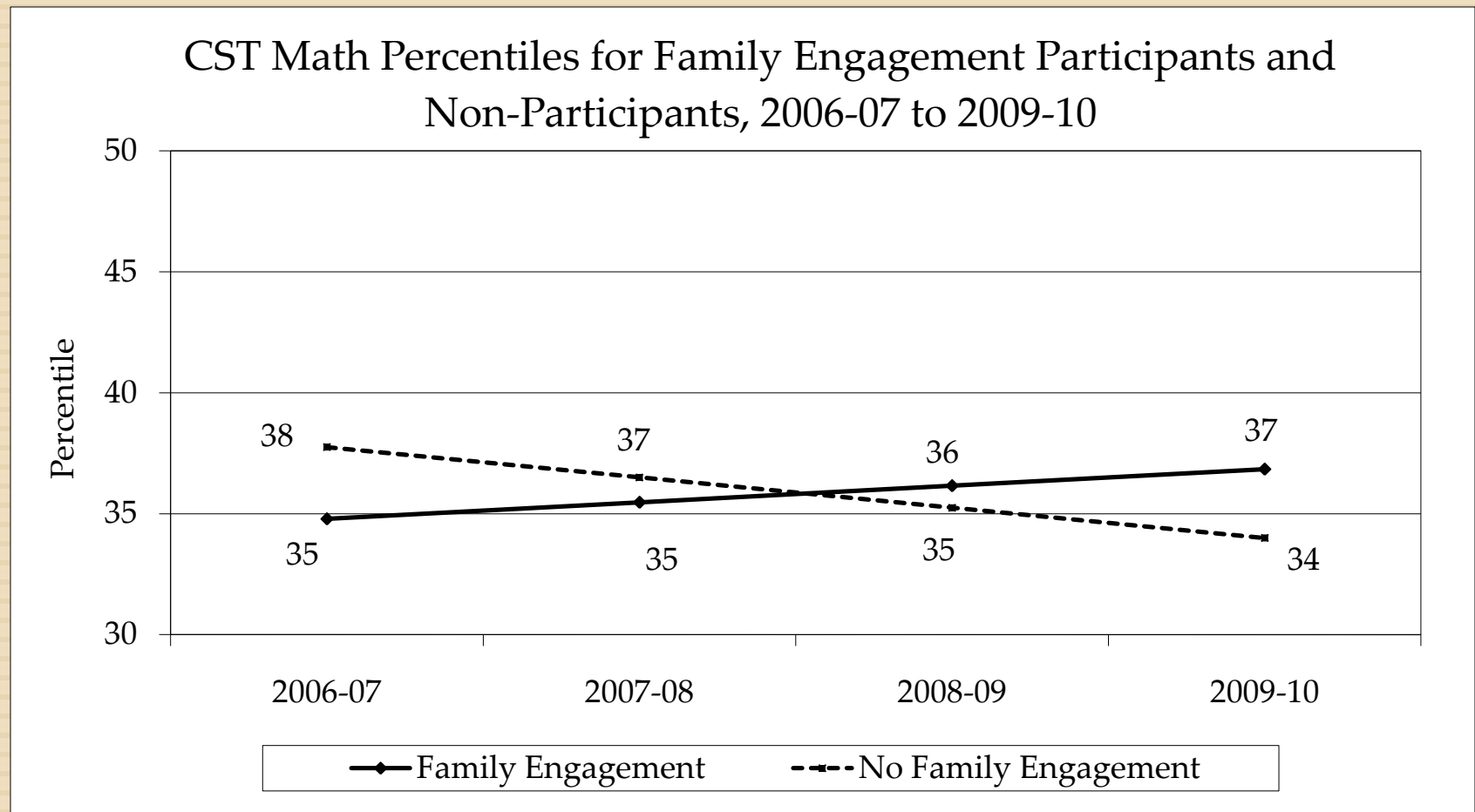|	Family Engagement	Extended Learning	Support	Any Participation
2007-08 (n=2,982)	22%	38%	7%	51%
2008-09 (n=3,068)	26%	39%	25%	66%
2009-10 (n=2,960)	30%	48%	39%	72%

2009-10 Findings:
Participation Linked to Care

Likelihood of High Sense of Care by Program Participation, 2009-10

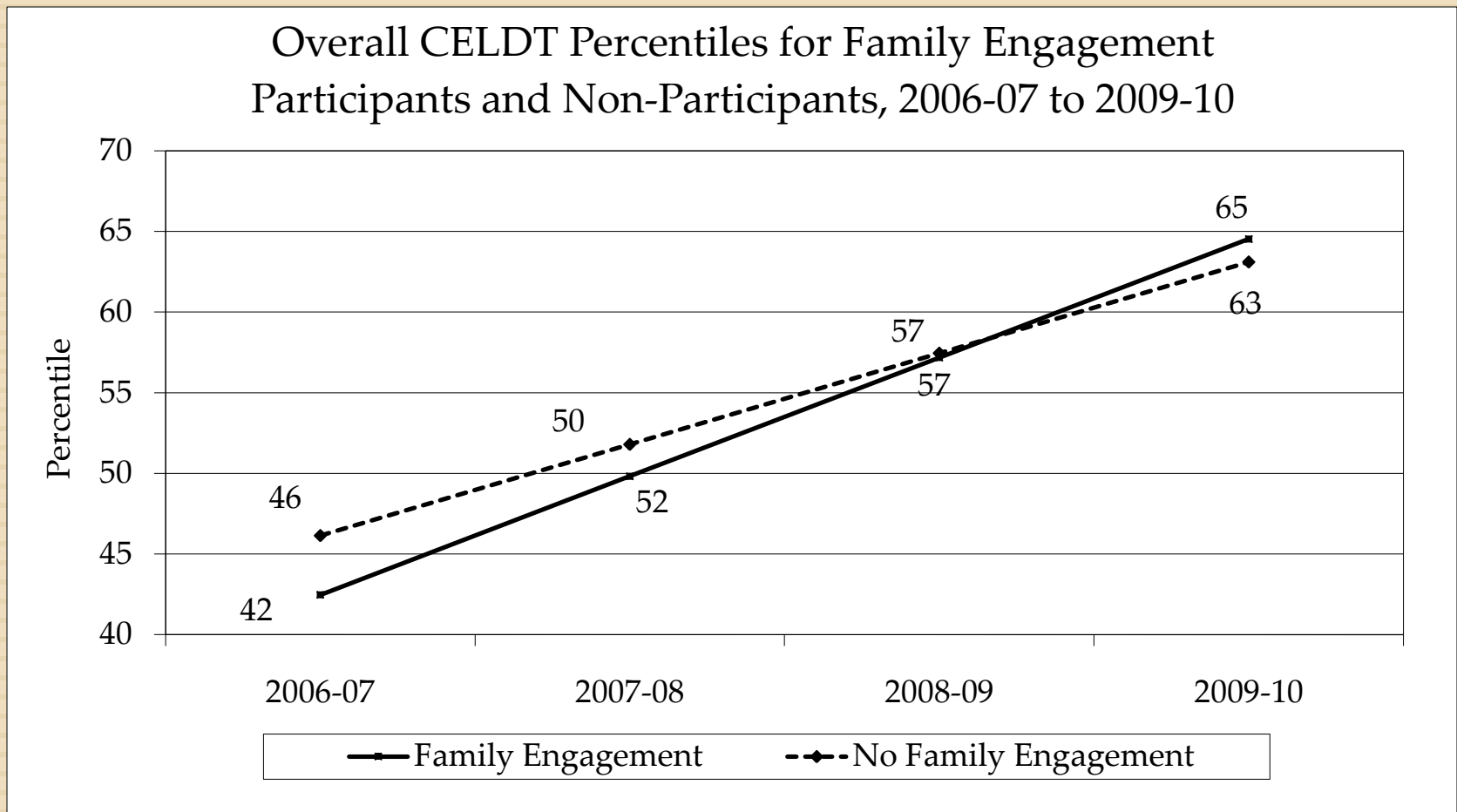| Category	Participants	Non-Participants
Support	35%	28%
Family Engagement	42%	27%
Extended Learning	30%	26%
Support and Extended Learning	35%	28%
Family Engagement and Extended Learning	47%	27%
Support and Family Engagement	43%	27%
All Three	46%	28%

■ Participants ■ Non-Participants

2009-10 Findings:
Participation linked to CST Math

CST Math Percentiles for Family Engagement Participants and Non-Participants, 2006-07 to 2009-10

2009-10 Findings:
Family engagement linked to CELDT

Overall CELDT Percentiles for Family Engagement Participants and Non-Participants, 2006-07 to 2009-10

Implications: Using the Data

- Understanding what works and areas for improvement

- Building capacity to utilize data and improve data collection

- Communicating the work to outside audiences to bolster support for community schools

Questions?

RWC School Logic Model

INPUTS	STRATEGIES	DELIVERABLES	SHORT -TERM OUTCOMES	LONG-TERM OUTCOMES

CS Coordinator
 	
Family Engagement Specialist
 	
Funding/Resources
 	
Relevant Partners
 	
Leadership
 	
Collaboration Structure
	Family Engagement
	  -Education
	  -Leadership
	  -Volunteerism
	
	Extended Learning Opportunities
	
	Mental Health/Social Services Support
	
	Social/Emotional Learning
	
	Professional Development
	
	School /partners collaborative
		Supported and connected families
		
		Comprehensive learning supports
		
		Integrated service delivery (physical, emotional, social)
		
		High Quality programs
		
		Partner Integration into the school day
			Children are ready to learn
			
			Students are actively involved in learning and their community
			
			Students receive supports according to their needs
			
			Families are connected with the schools
				Students succeed academically
				
				Students and families are healthier
				  -socially
				  -physically
				  -emotionally
				
				Schools are supportive of youth and families
				
				Communities are desirable places to live

Using Data to Answer Questions

Research Questions	Data Needed
How many students are receiving services?	Service participation records
What combinations of services do students receive?	Program participation data linked across programs
What are the characteristics of students who receive and don't receive services?	Service participation records linked to student demographic information
What effects do community school programs have on student outcomes?	Program participation data linked to: • Academic data (test scores, grades) • School attendance data • Health data
What practices at community school programs are linked to improved outcomes?	Program observations/interviews linked to program attendance and outcome data

Activity:
Tying Data to Your Logic Model

Please take out your logic model and "Gap Analysis" (with domains).

On your worksheet:

1. Place your logic model outcomes in the corresponding domains on your worksheet. Are there domains for which there are no outcomes?

2. Identify an indicator (piece of evidence) that you could use to measure progress for each outcome.

3. For each indicator, identify a data source – who collects those data? In what form are they collected? Do you have access to them?

Next Steps:
Taking Evaluation Back to Your Site

- Confirm data availability at your site and look at existing data with your team to identify gaps – *before the end of the year*

- Talk with community-based partner providers to establish data sharing agreements - *summer*

- Choose indicators with your team to track for the next school year (use indicators identified on the worksheet) – *late summer*

- Determine intervals at which partners transfer data

- Begin collecting data – *fall*