

Evaluation of High-Stakes Initiatives: Indiana Reading First

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Formative and Summative Evaluation

- **Formative evaluation**
 - provides information for judging the worth of a program while the program activities are being planned or implemented.
 - Focuses on the *process and implementation* of the program.
- **Summative evaluation**
 - Provides information for judging the worth of a program at the end of program activities.
 - Focuses on the *outcome* of the program.



Purpose of Evaluation

- **Program planning or improvement:** to support clear, well-designed, feasible, and measurable programs and to support ongoing program implementation
- **Accountability:** to measure program results and account for use of resources
- **Generating Knowledge:** to create new understanding about effective programs and program elements

(Rutnik & Campbell, 2002)



Audiences of Evaluation

- **Grantmaker:** Foundation, government agency, or donors
- **Stakeholders:** Organization's Board of Directors or executive management, program staff, participants, community residents
- **Field:** practitioners in the same field, consultants, academics, policymakers

(Rutnik & Campbell, 2002)



Functions of Evaluation

- **Training and/or Coaching :** Help grantees to think empirically, clarify program elements, and use evaluation results for planning and decision making.
- **Program Planning:** Assist program staff in specifying program model and goals.
- **Analyzing and Describing:** Collect, examine, and report findings.
- **Interpreting:** Provide information regarding the significance of evaluation findings.
- **Recommending:** Provide recommendations for program improvement.
- **Technical Assistance :** Offer information about program or organizational processes.
- **Auditing:** Ensure compliance with grant award.
- **Facilitating Discussion:** Surface hidden agendas, support reflection.

(Rutnik & Campbell, 2002)



Reasons for External Evaluation

- The evaluation study has a **potential for bias**.
- The evaluation requires a **high level of credibility** and must meet external criteria for accountability.
- Organization staff does not have the **required expertise or time** to complete the evaluation.
- An external evaluation may be **more cost effective**.
- A **different perspective** of the program is desired.

<http://www.dpc.wa.gov/psmd/pubs/psrd/mngext.pdf>
W.K. Kellogg Foundation Evaluation Handbook



Creating an Evaluation Team

- Team of external evaluator(s), staff, and relevant stakeholders
 - External evaluator to guide the evaluation process
 - Staff to provide input regarding project needs and goals
 - Staff to participate and be aware of the evaluation process
- Develop a strong communication plan
- Maintain contact on a regular basis
- Develop a system for settling differences and grievances

W.K. Kellogg Foundation Evaluation Handbook



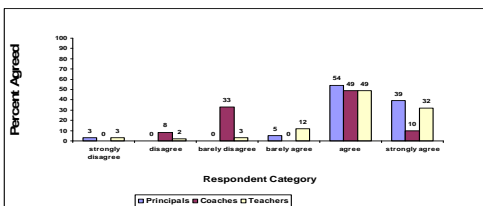
Evaluation of Indiana Reading First

- Formative and Summative Evaluation
- Purpose of Evaluation
- Audience for Evaluation
- Process of Evaluation
 - Year 1 evaluation goals
 - Year 1 evaluation methods
 - Surveys
 - Interviews
 - Site visits
 - Analysis of extant data



Evaluation of Program Implementation

- To what extent do you agree that your Reading First plan is fully implemented? (Jarosewich, 2004)



Changes as a Result of Reading First

- What changes have you made because of Reading First? (Jarosewich, 2004)

RESPONSE CATEGORY	PRINCIPALS (N = 36)	COACHES (N = 40)	TEACHERS (N = 380)
Instruction	21 (58%)	30 (75%)	259 (68%)
Assessment	15 (42%)	17 (43%)	104 (27%)
90-minute Reading Block	11 (31%)	12 (30%)	26 (7%)
Materials	2 (6%)	4 (10%)	40 (11%)
Collaboration	2 (6%)	8 (20%)	0 (0%)
Professional Development	1 (3%)	8 (20%)	13 (3%)

Note: Respondents could provide more than one answer. Only those responses that answered the question were coded.



Summary

- Identify program needs regarding evaluation
- Consider the evaluator's assumptions about evaluation and how they relate to your needs
- Ensure that staff and stakeholders are aware of ongoing evaluation findings, which should inform program planning and development
- Integrate evaluation activities into day-to-day project management and delivery
- Build staff and stakeholder skills, knowledge, and abilities
- Reflect on summative evaluation findings to improve and inform further program implementation



References

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- Rutnik, T. & Campbell, M. (2002). When and how to use external evaluators. Association of Baltimore Area Grantmakers. Retrieved on October 1, 2004 from http://www.abagmd.org/usr_doc/WhenandHowtoUseExternal.pdf.
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