



# Building Evaluation Strategies in a Changing Education Environment

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# Welcome!



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# Agenda

- Grounding in terminology and concepts
- Using evaluation over data
- Defining organizational benefits of evaluation
- Approaching organizational change to adopt an evaluation culture
- Beginning steps to becoming an evaluative organization
- Tools and resources

“...on average, less than half of an organization’s structured data is actively used in making decisions.”

*DalleMule and Davenport, 2017*



# What about data in educational decisions?

In a longitudinal case study of a mid-sized, midwestern school district throughout three school years, 23 decisions were studied related to instruction for which there were no less than three independent data sources.

- Only 6 of 23 decisions were based on data or evidence.
- All others were made based on interpretation, persuasion, or argument, as well as organizational and political influences.

*Coburn, Toure, Yamashita (2009). Evidence, Interpretation, and Persuasion: Instructional Decision Making at the District Office. Teachers College Record, 111(4), 1115-1161.*



## 7 Reasons Why Educators Should Stop Using the Term "DATA"

1. Data is a word from information technology, not education
2. Data is indiscriminately used to refer to a wide range of disparate things
3. Data can be dehumanizing
4. Data emphasizes quantitative outcomes
5. Data creates the illusion of competency
6. Data may become a facade for teacher expertise
7. Data can "control" student pathways

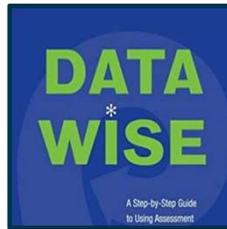
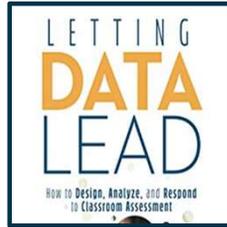
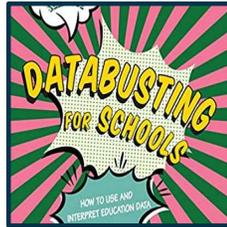


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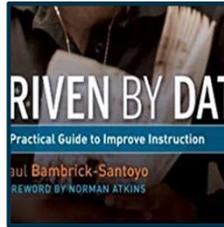




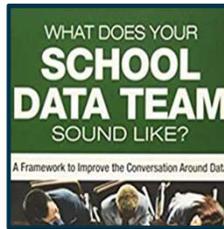
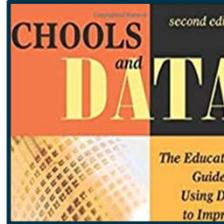
Is it time to talk about something else?



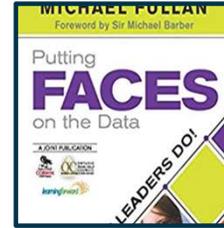
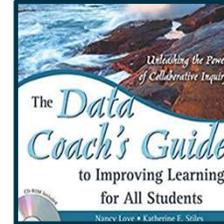
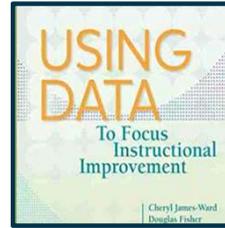
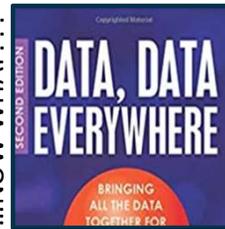
GOT



DATA



...NOW WHAT???



# Introducing why evaluation would be better....

## Evaluation....

- is a continuous process, not a single step
- includes everyone
- amplifies collaborative teams
- forces us to make choices, not admire data
- becomes part of the organization's fabric

“Evaluation is important so that we can be confident the programs we are using in our schools and classrooms are successful.”

*Giancola, 2014*



# What's the difference?

MEASUREMENT	ASSESSMENT	EVALUATION
Collecting numerical data	Collecting data	Using data and information
Single instance	Constant process	Program or project
Measuring skill or knowledge of component	Formative/summative Assessment FOR/Assessment OF	Quantitative and qualitative methodologies
CONCRETE – did/did not	SCALED or NORMED	EVALUATING – judging merits
<b>GOAL:</b> How did you do against a pre-determined goal?	<b>GOAL:</b> How did you do against....	<b>GOAL:</b> Is it working, do we like it, is it making a difference?

**BASED ON WHAT????**



# What would an evaluation culture look like?

INPUTS	PROCESSES	OUTCOMES
<p>Fiscal support:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Resources</li> <li>• Budgets</li> <li>• Time</li> </ul> <p>Growth mindset</p> <p>Change management</p> <p>Widespread “thing-ification”</p> <p>Leadership buy-in and modeling</p>	<p>Focus upon routine and credible data collection</p> <ul style="list-style-type: none"> <li>• Systems for data and reporting</li> <li>• Accessible data processes with defined supports</li> </ul> <p>Frameworks for collaboration around data</p> <ul style="list-style-type: none"> <li>• Purposeful socialization into evaluation process</li> <li>• Data used for decision-making</li> <li>• Routine monitoring of progress</li> </ul>	<p>Increased team discussions about growth and opportunities</p> <p>Increased demand for data</p> <p>Clear knowledge on goal progress</p> <p>Widespread interest by stakeholder groups</p> <p>Reference to data during meetings</p> <p>Ongoing use of data throughout the organization to drive decisions</p> <p>Measurement and evaluation become proactive versus reactive</p>

King (2002). *Building the evaluation capacity of a school district. New Directions for Evaluation, 93, pp. 63-80.*



# Ways evaluation approach can benefit districts

1. Which of our assessments are demonstrating the largest achievement gains?
2. To what degree has the XYZ math program adopted five years ago positively impacted the math achievement of the students compared to those before?
3. What is the rate of improvement of the students across the different interventions we use?
4. How many of our programs are showing significant growth rates?
5. What class period, school-wide, results in the fewest students tardy to class?
6. Which curricular areas have the highest alignment to goals set forth in the strategic plan, and are those areas resulting in higher gains?
7. Are the classrooms with high technology use embedded within the curriculum resulting in stronger student engagement throughout the term?



# What is needed to begin a culture of evaluation

## VISION



## STRATEGY & ADOPTION



## REINFORCEMENT



Change – A shift from current-state to future-state...  
in thinking and approach

- A shift in the hearts and minds of those impacted by the culture shift
- Supporting people as they adopt the new culture

# Where to begin the culture shift

**Vision** – define what a culture of evaluation looks like for your organization

- Understand the culture desired to achieve the vision

**Strategy and Adoption** – identify who, how, what and when

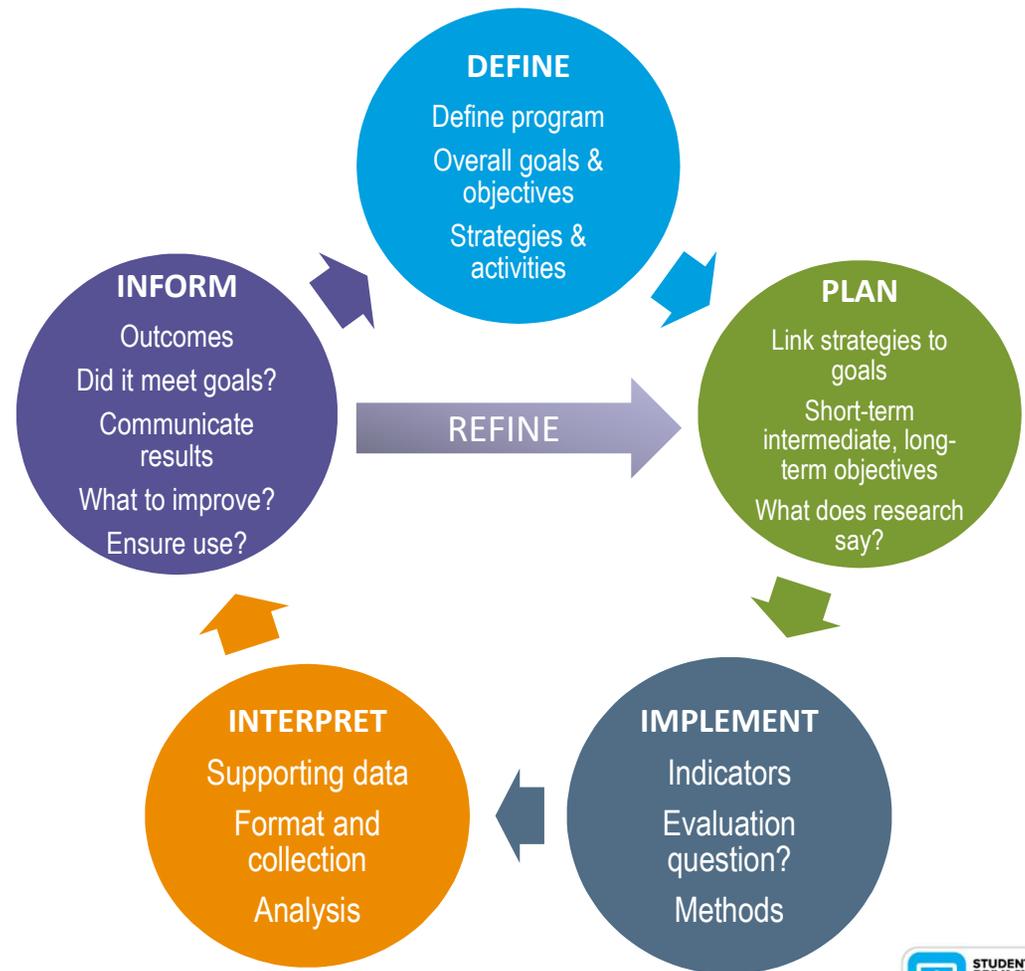
- Who will be impacted by the culture change?
- How they will be impacted?
- What supports do people need to adopt the new culture?
- What are the timelines for reaching successful adoption?

**Reinforcement** – making the culture change stick

- What can be done to support people to adopt evaluation culture over the long-term

# Evaluation Process

Not unlike the familiar Continuous Improvement Cycle, the evaluation process provides a framework to follow



Giancola (2014). *Evaluation matters: Getting the information you need from your evaluation*. U.S. Department of Education. <https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>



## What other components do I need?

- Leadership
- Champion
- Culture
- Communications
- Change mindset
- Resources
- Alignment
- Motivation
- Processes (systems)
- Structures
- External supports

*Wade, Kallemeyn (2019). Evaluation capacity building (ECB) interventions and the development of sustainable evaluation practice: an exploratory study. Evaluation and Program Planning, pp. 1-9.*



# Who are my evaluators?

- Respectful communicator
- Group facilitation & interpersonal skills
- Open-minded
- Trustworthy
- Ensures all voices are heard
- Ability to manage project details
- Identifies teachable moments

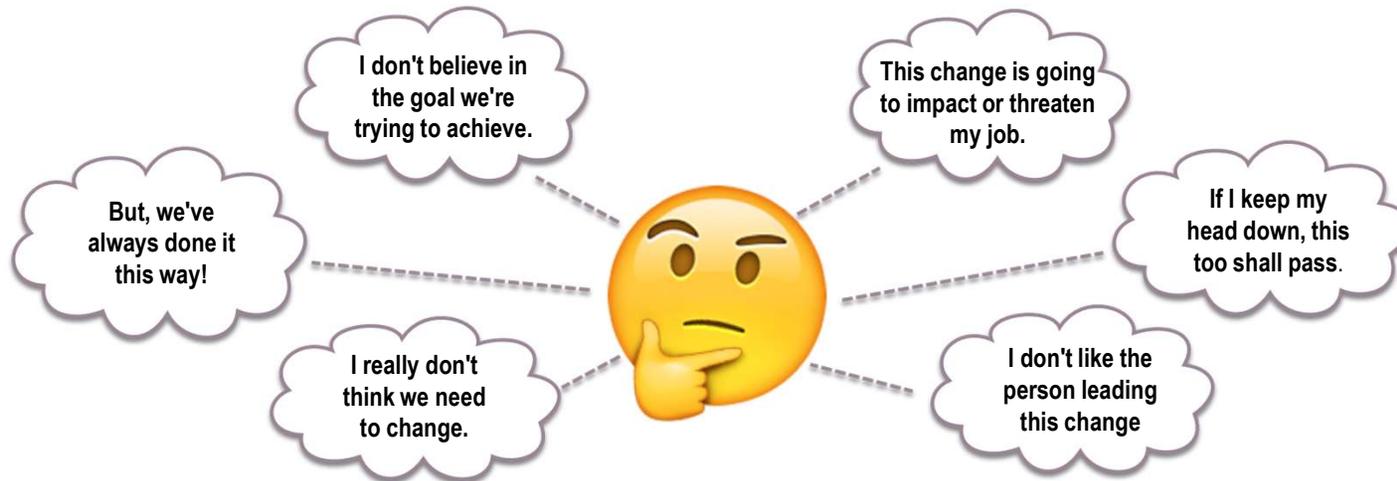
That's easy.....

**EVERYONE!**

# Factors which may present challenges

## Resistance:

- Change isn't always fun, enjoyable or easy
- Resistance is real – needs to be **identified, acknowledged & managed**
- People have very valid reasons to be resistant



# What can be done to manage resistance

- Change management is about supporting people through the process of adopting and sticking with a change
- Identify where resistance could come from and what forms it could take
- Speak directly to the reasons or concerns driving the resistance

# Alignment examples

Pre-established processes that place an evaluation and data mindset at the right place and the right time.

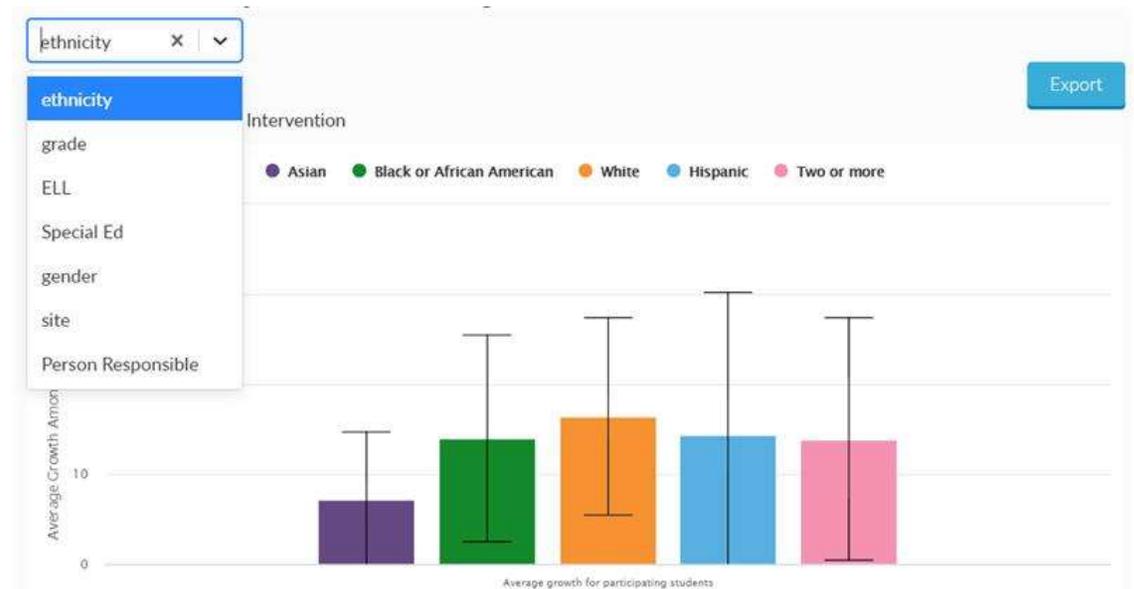
*“What class period, school- wide, results in the fewest students tardy to class?”*

Data Analysis Calendar		
Back-to-School	Early Fall	Late Fall
EL/ACCESS test Enrollment/Demographics <ul style="list-style-type: none"> <li>Racial composition</li> <li>EL needs (previous year)</li> <li>FRP (previous year)</li> <li>IEP needs (previous year)</li> <li>Personalized Learning/MTSS (prev)</li> </ul> MAP/STAR (fall to spring growth) Multiple Measures Rating: <ul style="list-style-type: none"> <li>Gap/Growth/Proficiency rates</li> </ul> State tests Survey data	Attendance data Behavior/Discipline data CBM Math/Reading Benchmark (fall) EL Can-Do proficiency review Failure Rates (mid-term) GT Testing data Kindergarten Readiness (fall) MAP/STAR (fall) Targeted Services enrollment/progress	Attendance data Behavior/Discipline data College/Career tests: ACT/SAT/ASVAB/etc Enrollment/Demographics <ul style="list-style-type: none"> <li>Racial composition</li> <li>EL needs</li> <li>FRP</li> <li>IEP needs</li> <li>Personalized Learning/MTSS</li> </ul> Survey data

# Resource examples

Data systems that support an evaluation approach to assist staff in reaching decisions based on outcomes not hunches.

*“What is the rate of improvement of the students across the different interventions we use?”*



# Benefits of evaluation culture

1. A focus on organizational processes as well as outcomes
2. Shared organization-wide learning
3. Development and mentoring of peer inquiry skills
4. Consistent modeling of collaboration, cooperation, participation
5. Clearer linkages between learning and outcomes
6. Deeper understanding of variables affecting success and failure
7. Embrace diversity in perspectives to develop understanding of issues

*Preskill, Torres (1999). Building capacity for organizational learning through evaluative inquiry. Evaluation, 5 (1), pp. 42-60.*



# What next?

- Don't go it alone – resources exist
- Align with strategic planning culture
- Build upon what you already have:
  - PLCs
  - Improvement plans and accountability
  - Take stock of systems and data sets
  - Dream big – where do you want to be?

**PLANNING TOOL**  
**STEP-BY-STEP GUIDE TO PROGRAM EVALUATIONS**

In order to maximize investments in programs, resources, and policies, school districts must continuously examine how these initiatives are impacting student learning and identify opportunities for improvement. District leaders can use this **Step-by-Step Guide to Program Evaluations** as a tool to assess the district's readiness to complete a program evaluation.

### STAGE 1: PRIORITIZATION

- 1. Create a list of major programs and initiatives** currently implemented.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 2. Categorize programs and initiatives** based on target outcomes, service populations, and/or focus areas.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 3. Establish criteria** (e.g., state mandates, relevance to strategic plan) for determining which programs and initiatives will be evaluated.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 4. Remove programs and initiatives that are low priority**, based on scope or their ability to show clear outcomes that will prevent meaningful change from consideration.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 5. Choose programs and initiatives to evaluate** that strongly align to strategic goals, reach large populations, and/or are otherwise identified as high-priority improvement opportunities.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 6. Identify outcomes to measure** in the evaluation.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown

### STAGE 2: PLANNING

- 7. Build staff and organizational capacity** to perform effective and equitable evaluations.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 8. Promote stakeholder buy-in and engage relevant stakeholders** to help support planning and evaluation.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 9. Increase familiarity with program evaluation standards**—such as those published by the Joint Committee on Standards for Educational Evaluation (JCSEE)—to guide planning.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 10. Set goals** for the program evaluation process.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 11. Create a logic model** for the evaluation's expected outcomes.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 12. Design evaluation protocols** based on logic models.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 13. Select multiple relevant instruments and methods** to collect and analyze data.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 14. Determine a timeline** to complete the evaluation, including checkpoints to collect formative results if necessary.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown

### STAGE 3: EVALUATION

- 16. Collect and synthesize data** via multiple instruments and methods.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 17. Analyze data to determine outcomes** resulting from the program or initiative.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 18. Develop findings** based on analyzed data.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 19. Communicate findings to program administrators and school and district leadership.**  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 20. Communicate findings broadly** to other relevant stakeholders.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 21. Create an action plan** based on program evaluation findings.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 22. Implement the established action plan** to improve program functionality or replace it with one programming with an alternative.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown
- 23. Communicate additional findings** after implementing the action plan to program administrators and school and district leadership.  
 Not at All Prepared  Somewhat Prepared  Prepared  Unknown

Hanover Research (2018). *Step-by-step guide to program evaluations.*  
<https://www.hanoverresearch.com/reports-and-briefs/k-12-program-evaluations-guide/>

# Questions



# Thank you and contact information



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<https://twitter.com/ctramm>



# Resource Links

Brown (2019). K-12 curriculum evaluation under review: How to interpret effectiveness data to guide decisions and purchases. <https://districtadministration.com/k12-curriculum-evaluation-under-review/>

Giancola (2014). Evaluation matters: Getting the information you need from your evaluation. U.S. Department of Education. <https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>

Gopal, Preskill (2014). What is evaluation, really? <https://www.fsg.org/blog/what-evaluation-really>

Hanover Research (2018). Step-by-step guide to program evaluations. <https://www.hanoverresearch.com/reports-and-briefs/k-12-program-evaluations-guide/>

Wade, Kallemeyn (2019). Evaluation capacity building (ECB) interventions and the development of sustainable evaluation practice: an exploratory study. Evaluation and Program Planning, pp. 1-9.

Western Michigan University: The Evaluation Center – Checklists <https://wmich.edu/evaluation/checklists>

