

Evaluating Educational Programs: Using Summative Evaluation to Measure Program outcomes and Impact

Georgia Compensatory Educational Leaders, Inc.
2015 Conference

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SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS





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Session Description

This session will cover the *basics of summative evaluation*, which focuses on measuring the *impact of a program* on participants. Topics covered in this session will include: identification of *outcome and impact measures*, best practices in *summative evaluation design and implementation*, and using summative evaluation to *improve educational programs*. This session is designed to be beneficial to those working with educational programs regardless of prior experience with evaluation.

Assessing Your Needs and Interests



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- **Expectations** and goals for the workshop
- **Experience** with evaluation



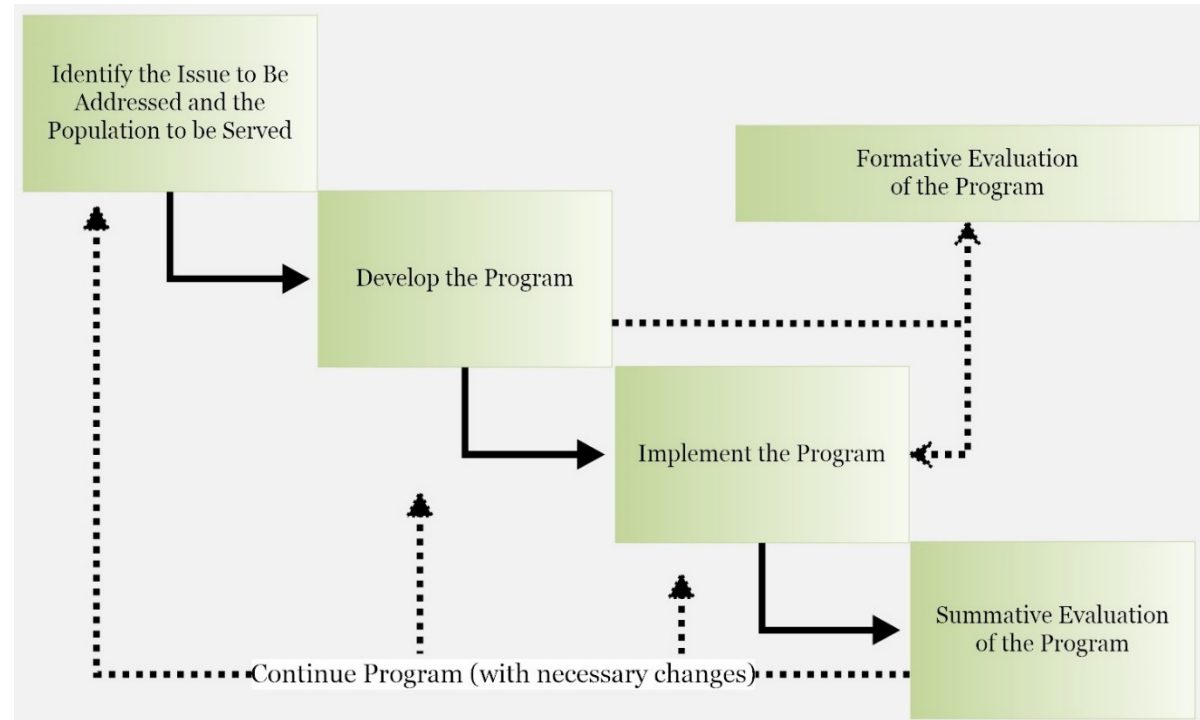
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Session Topics

- Program life cycle
- Summative evaluation basics
- Summative evaluation design and implementation
- Benefits of summative evaluation
- Challenges to avoid
- Small group activity

Program Life Cycle Framework

1. **Identify** the issue to be addressed and the population to be served.
2. **Develop** the program
3. **Implement** the program
4. **Evaluate** the program
5. **Determining** success and future of program



Summative Evaluation Basics: Summative vs. Formative



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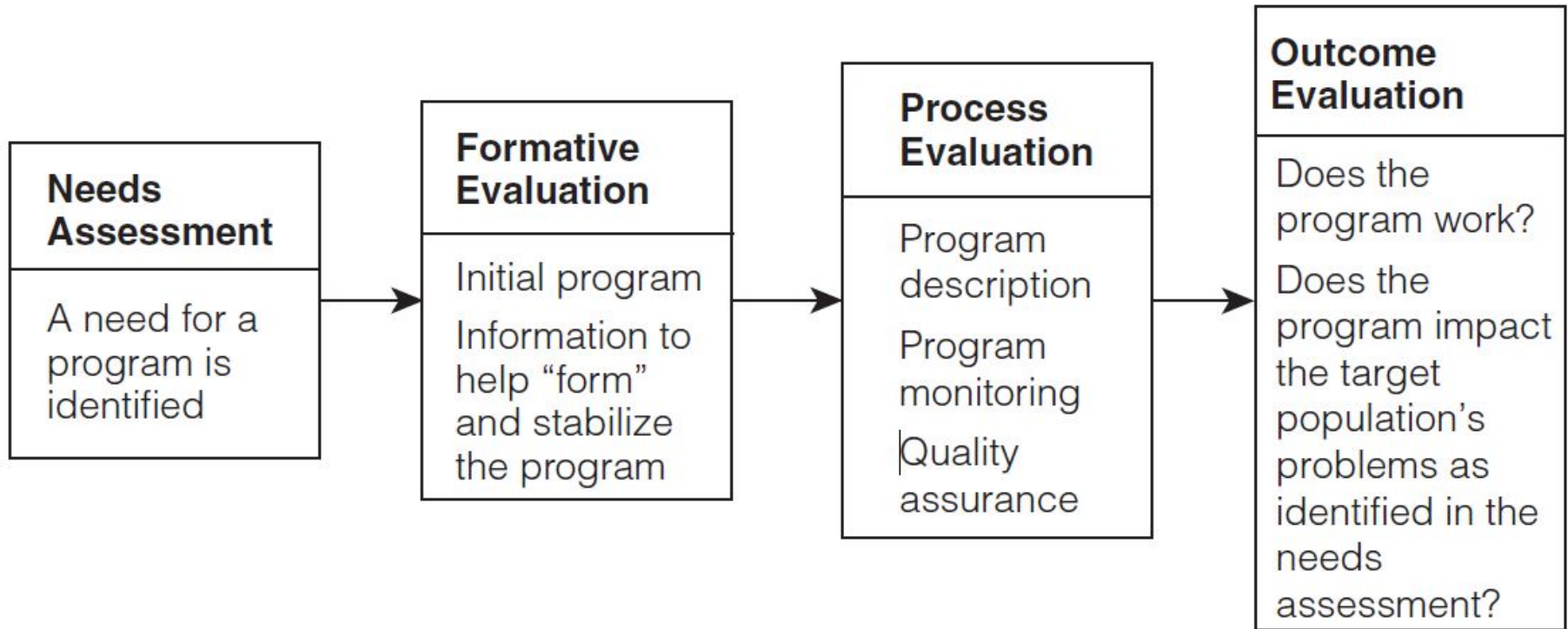
Descriptor	Formative Evaluation	Summative Evaluation
Purpose	Quality assurance, improvement	Providing an overall judgment of program
Use	Guiding decision making	Ascertaining accountability for successes and failures, promoting understanding of program
Functions	Provides feedback for improvement	Informs stakeholders about program's value
When Conducted	During development or ongoing operations	After completion of program or program cycle
Types of Services	Assists with goal setting, planning, and management	Assists management and stakeholders in decision making
Foci	Goals, alternative courses of action, plans, implementation of plans, interim results	Completed projects, established programs, ultimate outcomes

Source: Stufflebeam (2014)

Summative Evaluation Basics: Role in Overall Evaluation Plan



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Source: Royce (2010)



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Summative Evaluation Basics: Why Evaluate?

- Provide empirically based appraisal of the outcomes of a program
- Assess client satisfaction
- Accountability for successes and failures
- Inform stakeholders of the quality and outcomes of program

Design and Implementation: Evaluation Models

Name of Design	Notation
Pre-experimental Designs	
1. One-group posttest-only	X O
2. One-group pretest–posttest	O X O
Quasi-experimental Designs	
3. Nonequivalent control group	$\frac{O}{O} \quad \frac{X}{O} \quad \frac{O}{O}$
4. Interrupted time series	O O O O X O O O O
5. Multiple time series	$\frac{O \ O \ O \ O \ X \ O \ O \ O \ O}{O \ O \ O \ O \ O \ O \ O \ O \ O}$
Experimental Designs	
6. Pretest–posttest control group	R O X O R O O
7. Posttest-only control group	R X O R O
8. Solomon four-group	R O X O R O O R X O R O

Note: O = Observation or assessment period
X = Intervention
R = Randomly assigned

Source: Royce (2010)



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Design and Implementation: Measurement Tools

What to Measure

- Knowledge
- Behavior, intentions, plans
- Attitudes, beliefs, opinions,
- Symptoms

Reliability and Validity

- Reliability – does your tool consistently and dependently measure the phenomenon with accuracy?
- Validity – does the instrument closely correspond to the concept it was designed to measure?

Design and Implementation: Pragmatic Issues



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- Treatment fidelity
- Program drift
- Political nature of evaluation
- The “threat” of evaluation



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Benefits of Summative Evaluation

- Improved effectiveness of the program
- Increased efficiency (better utilization of resources)
- Enhanced relationships with stakeholders
- Evidence of program impact (decreased funding vulnerability)
- Documented organizational performance
- If done properly, the process will also provide many opportunities for organizational learning



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Challenges to Avoid During Evaluation

- Starting data collection too early in the life of a program
- Failure to pretest data collection instruments appropriately
- Use of inadequate indicators of program effects
- Inadequately training data collectors
- Inappropriate conceptualization or implementation of the intervention
- Inappropriate involvement of program providers in data collection
- Overly intrusive data collection procedures that change behaviors of program staff or participants
- Focusing on only the overall (average) results with inadequate attention to disaggregated results
- Generalizing beyond the confines of the sample or the limits of the program sites included in the study
- Failure to acknowledge the effects of multiple program components
- Failure to adequately support conclusions with specific data
- Poor presentation of evaluation findings

Group Activity:

Developing a Summative Evaluation Outline for Your Program



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Closing Thoughts: What We Have Learned

- How have our understandings of developing, implementing and evaluating school-based programs changed?
- In what way(s) can we take what we have learned back to our schools/districts to make a positive impact?



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Resources

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