

# 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

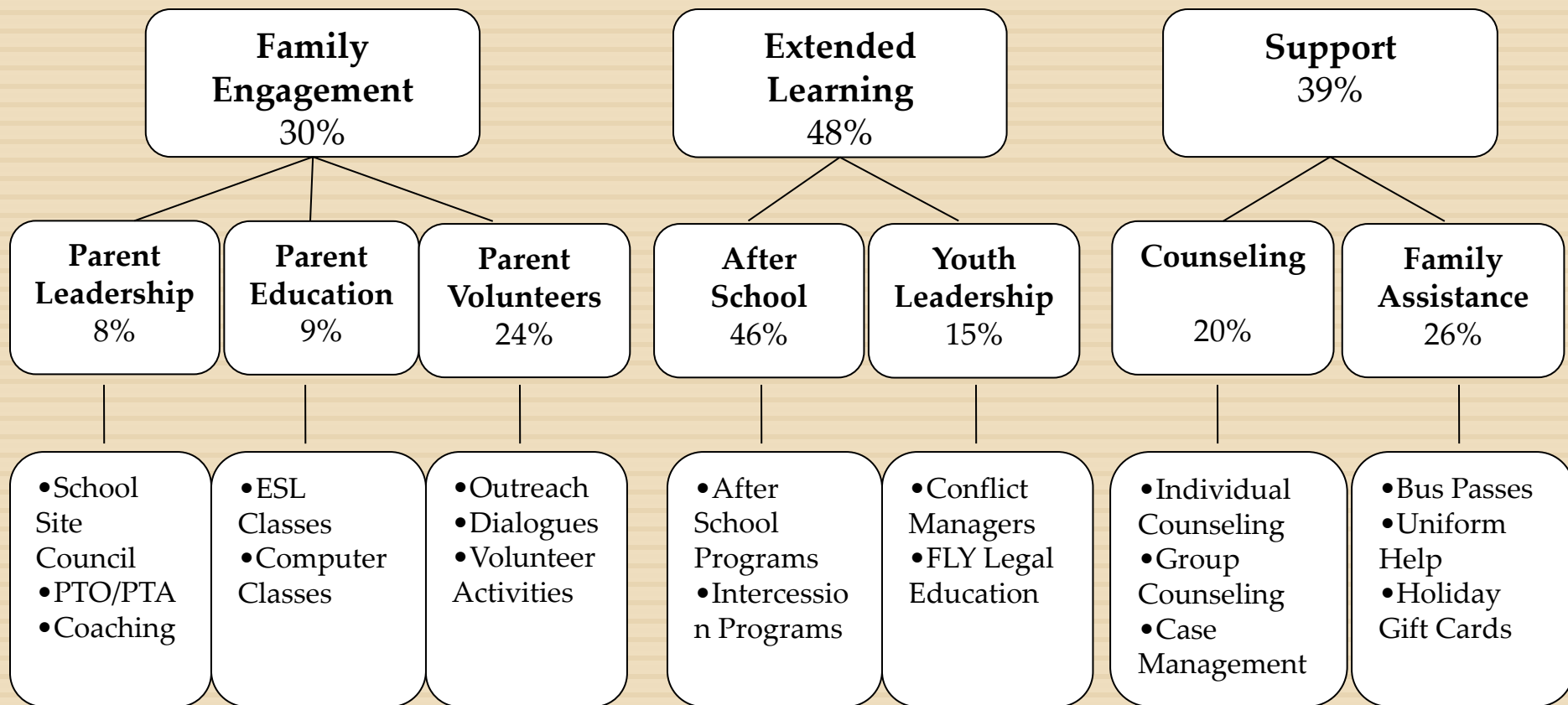
# The Evaluation Process

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

# The Case of Redwood City



# Linking Data to Measure Success: The Youth Data Archive

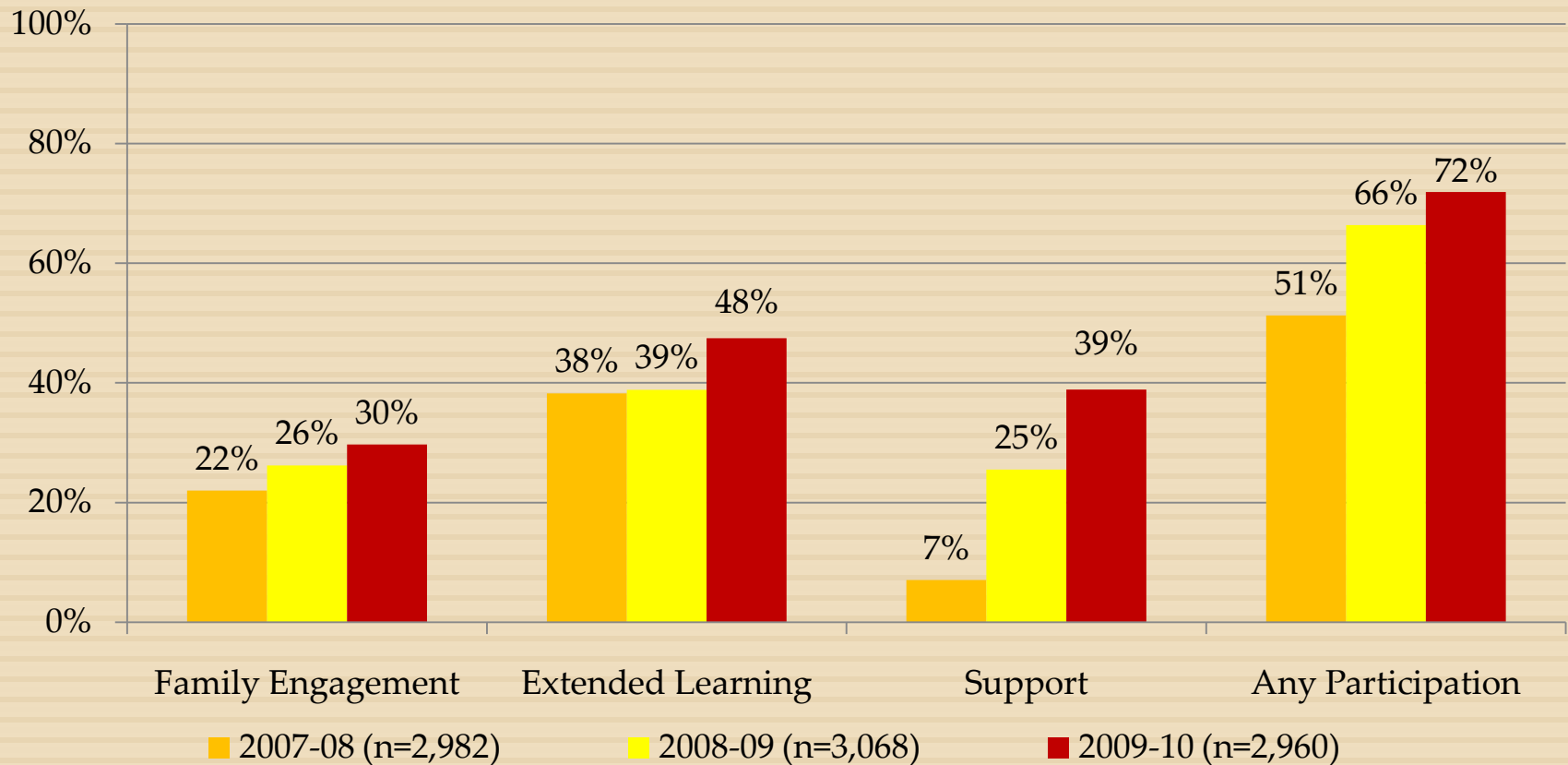
Youth Data Archive allowed us to link community school program participation to outcomes:

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

# 2009-10 Findings:

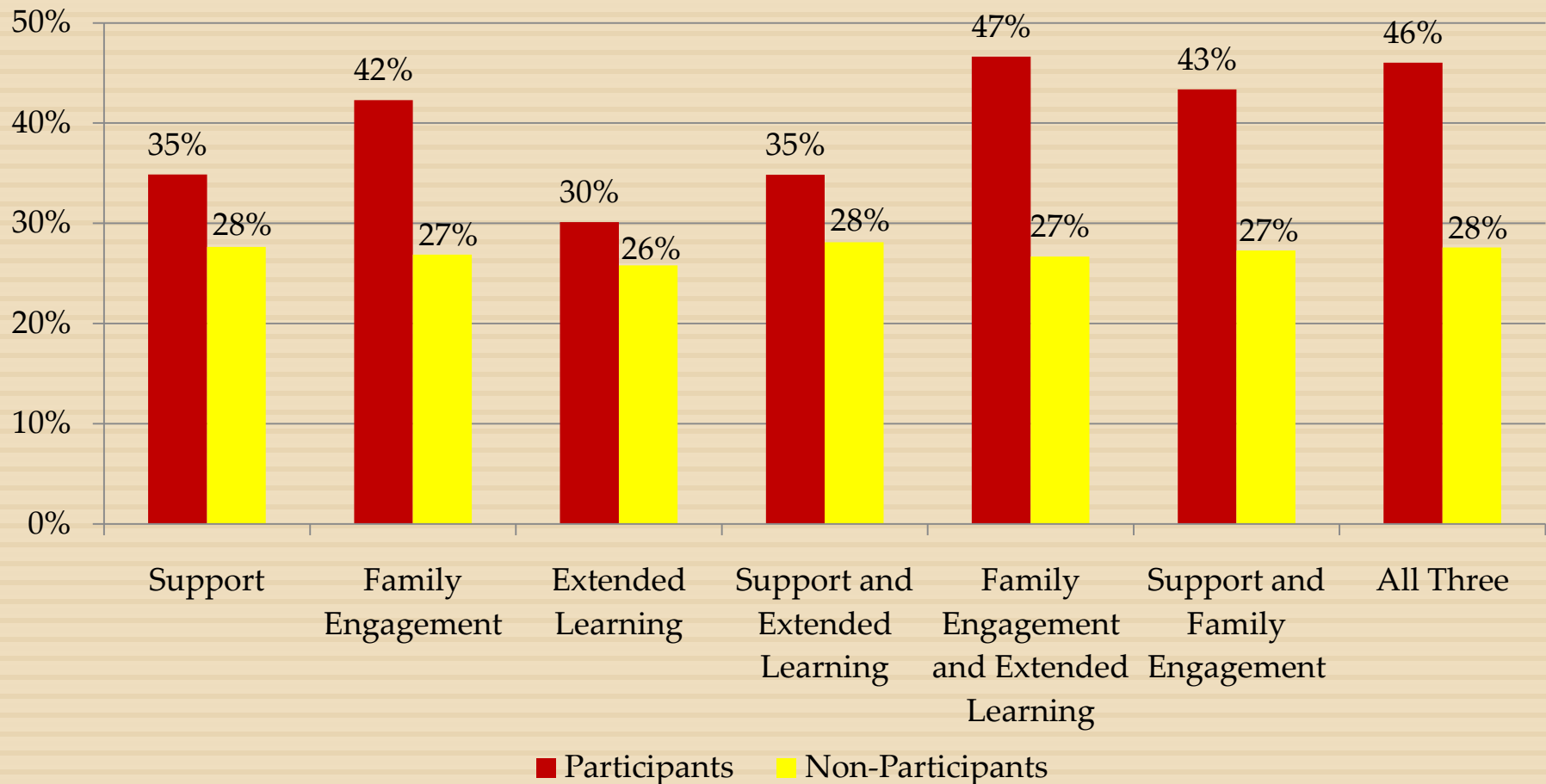
## Participation increased over time

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



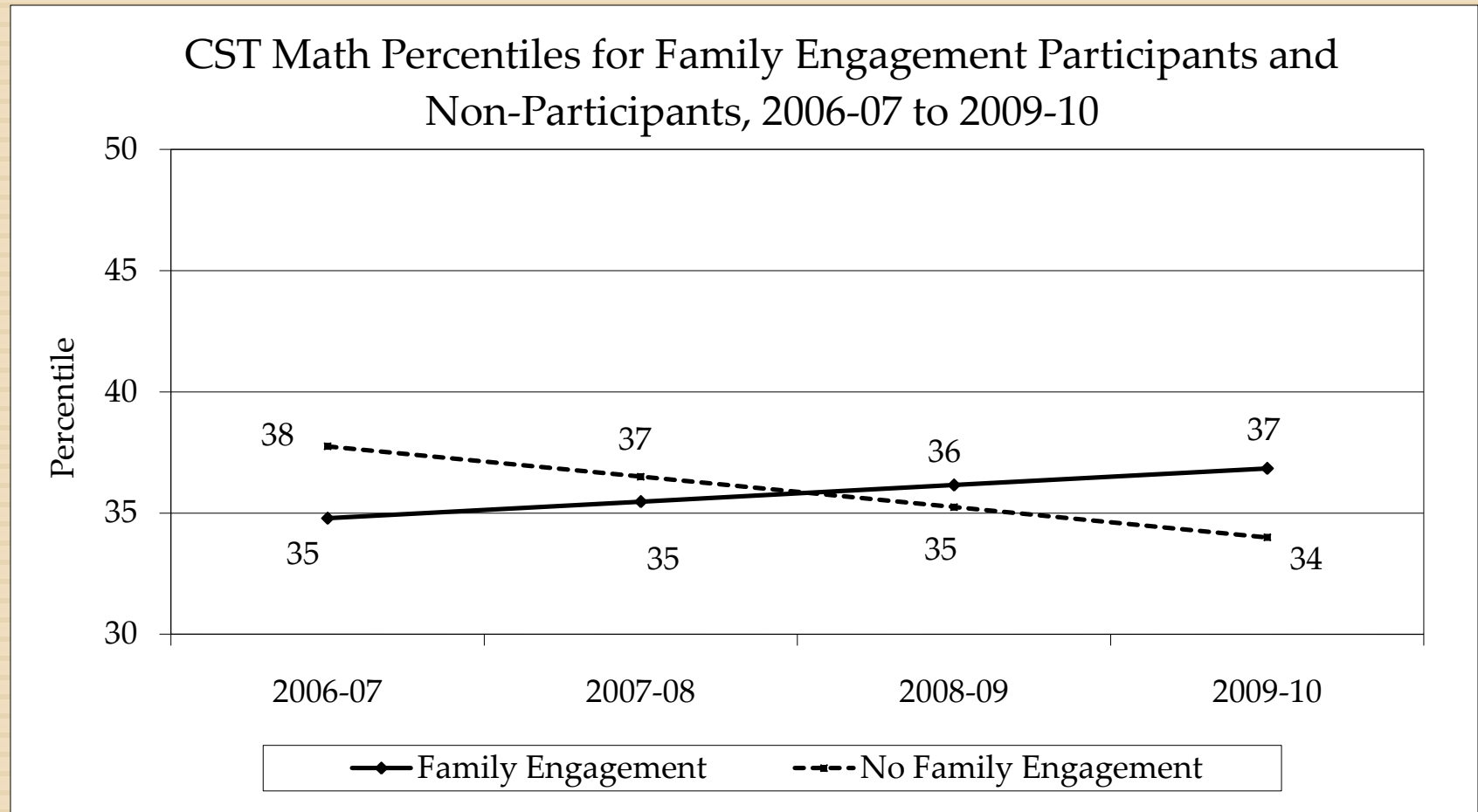
# 2009-10 Findings: Participation Linked to Care

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



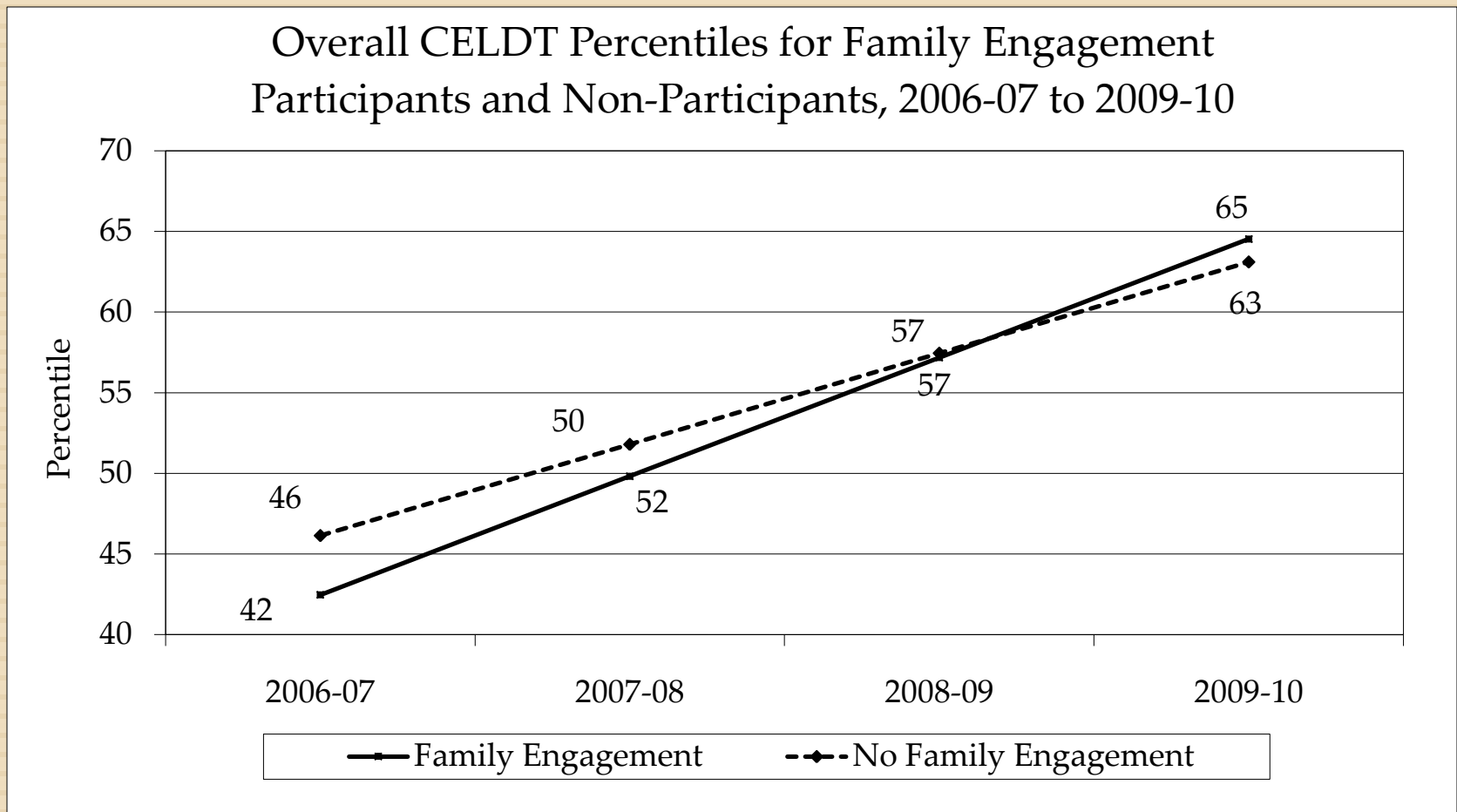
# 2009-10 Findings:

## Participation linked to CST Math



# 2009-10 Findings:

## Family engagement linked to CELDT



# 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	<b>Family Engagement</b> -Education -Leadership -Volunteerism  <b>Extended Learning Opportunities</b>  <b>Mental Health/Social Services Support</b>  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: <ul style="list-style-type: none"><li>• Academic data (test scores, grades)</li><li>• School attendance data</li><li>• Health data</li></ul>
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*