



SAMPLE MATERIAL: Evaluation Questions That Are Aligned With Program Objectives

Purpose: This table outlines the evaluation questions, data sources, and data collection methods for each of five program objectives that were part of St. Paul Public School's proposal for federal MSAP funding. The research design includes primary and secondary evaluation questions aimed at determining the program's impact (outcomes), and understanding and improving implementation activities (outputs). This example shows one approach to developing evaluation questions that are aligned with the outputs and outcomes of a program logic model.

Source: Excerpted from 2007 Magnet Schools Assistance Program (MSAP) grant application, St. Paul Public Schools, MN.

Objective 1: Reduce Minority Student Isolation

Program Objectives and Goals	Primary Evaluation Questions	Secondary Evaluation Questions	Data Sources and Methods
<p>1.1: Minority Enrollment in Targeted Schools Target: Decrease minority isolation, as measured by student attendance, in Arlington Senior High and in Washington Middle School by 5% over the three-year project period.</p> <p>1.2: Impact on Feeder Schools Target: Ensure minimal impact on the demographic composition of feeder schools.</p> <p>1.3: MinorityNon-Minority Distribution Target: Ensure equitable minority/non-minority distribution in courses.</p> <p>Target: Utilize group-based activities to promote activities with heterogeneous groups of students, such as group-based classroom learning activities, field trips, work pathways experiences, and extended day (after-school activities), or extended-year activities (summer camps).</p>	<ul style="list-style-type: none"> • Has minority isolation decreased for students attending the magnet school? 	<ul style="list-style-type: none"> • Who is applying for the magnet school? • What demographic changes have feeder schools experienced? • Do course demographics mirror those of the entire school? • Do students in Washington and Arlington engage in more in-school and out-of-school group-based activities with heterogeneous groups of students than their comparison peers? 	<ul style="list-style-type: none"> • Student application records and attendance data (disaggregated at the school level and disaggregated by ethnicity for classes and for transition activities)

Objective 2: Promote Systemic Reforms and Align With State Content and Student Performance Standards

Program Objectives and Goals	Primary Evaluation Questions	Secondary Evaluation Questions	Data Sources and Methods
<p>2.1: National, State, and Local Reforms Target: Ensure alignment with national, state, and local reforms; ensure implementation efforts of Bio-SMART include collaboration with higher education institutions and businesses to enable the articulation of pathways. Target: Increase the number of articulated 7-16 career pathways. Establish certificate (or career) program pathways with at least one two-year institution and one four-year institution in either health science, bioengineering and technology, or bio-businesses pathways (e.g., Project Lead the Way with St. Paul College).</p> <p>2.2: State Content and Student Performance Standards Target: Ensure alignment with state content and student performance standards. Target: Promote staff engagement in alignment activities, training, and planning. Target: Provide supportive leadership structures to enable professional development activities for implementing the project.</p> <p>2.3: Teacher Capacity Target: Provide 80 hours of high-quality professional development to 100% of licensed staff in the biosciences content areas, including NCHSTE, PLTW, Bio Business. Target: Improve teacher capacity to teach bioscience materials through content-based coaching activities, such as classroom modeling, classroom exchange model lessons. Target: Integrate teaching strategies for diverse student population, including ELL and special education students into professional. Target: Increase teacher knowledge of bioscience business and industry applications through teacher field trips to postsecondary and industry facilities.</p>	<ul style="list-style-type: none"> • Is magnet curricula aligned with content and performance standards? • Has the instructional capacity (among faculty) to provide better instructional practices in bioscience classes increased? 	<ul style="list-style-type: none"> • Is the curriculum aligned with national, state, and local reforms? • Have implementation efforts included the articulation of pathways through strategic partnerships? • Have staff from participating schools been involved in joint training and planning? • Have teachers been provided with shared leadership structures for implementing the project? • Have teachers been provided with high-quality, embedded professional development necessary to be effective as instructional leaders? • Are teachers aligning and coordinating learning opportunities? • Are teachers prepared to include special education students in all aspects of instruction? • Are teachers prepared to be culturally proficient and to work with the diverse needs, interests, and learning styles of all students? 	<ul style="list-style-type: none"> • Examination of documents: magnet curricula, standards, partner information; surveys of teachers • Surveys of students, teachers, and administrators

Objective 3: Innovative Educational Methods and Practices

Program Objectives and Goals	Primary Evaluation Questions	Secondary Evaluation Questions	Data Sources and Methods
<p>3.1: Innovative Themes</p> <p>Target 3.1.1: Increase the number of new Bioscience, Bioengineering & Biotechnology & Bio-Business courses being taught at the magnet schools. (At least 2 new courses per Pathway.)</p> <p>Target 3.1.2: Increase the number of bioscience curricular units used in core content areas (ELA, science, math, and social studies) at the magnet schools. (At least 1 unit integrated into 100% of 4 content area courses by end of project period.)</p> <p>Target 3.1.3: Increase student interest and engagement in school.</p> <p>3.2: Innovative Education Methods and Practices</p> <p>Target 3.2.1: Provide students with three work-based learning experiences.</p> <p>Target 3.2.2: Provide students with cross-school activities hinged on community partnerships, such as field trips to postsecondary and industry facilities.</p>	<ul style="list-style-type: none"> • Have students been provided innovative education opportunities? • Do students report feeling more engaged in school? • Have students been provided educational opportunities in smaller learning situations? 	<ul style="list-style-type: none"> • Have students been provided with learning opportunities? • Is the curriculum integrated? • Have students been provided with three work-based learning experiences a year? • Have students been given the opportunity to engage in cross-school activities and benefit from community partnerships? 	<ul style="list-style-type: none"> • Examination of Arlington and Washington magnet curricula • Survey/measure of isolation and measure of student engagement; comparative analyses

Objective 4: Strengthen Students' Knowledge of Academic Subjects and Skills for Successful Future Careers

Program Objectives and Goals	Primary Evaluation Questions	Secondary Evaluation Questions	Data Sources and Methods
<p>4.1: Improved Student Achievement</p> <p>Target: Increase the index rate of all Arlington students who are proficient or above on the 11th grade MCA-II test by 11% each year (data will be disaggregated by race and retrieved using the data dashboard).</p> <p>Target: Increase the index rate of all Washington students who are proficient or above on the 8th grade MCA-II test by 7% each year (data will be disaggregated by race and retrieved using the data dashboard)</p> <p>4.2: Work-Based Learning Experiences</p> <p>Target: Increase the number of articulated 7-16 career pathways. Establish certificate (or career) program pathways with at least one two-year institution and one four-year institution in either the health science, bioengineering and technology, or bio business pathways.</p> <p>Target: Provide students with three work-based learning experiences per year.</p> <p>Target: Increase the percentage of students reporting that they feel prepared for their future by 10% over the three-year project (baseline data collected in 2007-08).</p> <p>Target: Increase the percentage of students with the knowledge of tangible marketable vocations by 10% over the three-year project (baseline data collected in 2007-08).</p>	<ul style="list-style-type: none"> • Has student achievement increased more among students attending the magnet schools? • Do students report feeling more engaged in school? • Do students in magnet schools have increased number of articulated career pathways? • Have the number of Work Pathways opportunities for students increased? • Do students attending the magnet school report feeling more prepared for their future? 	<ul style="list-style-type: none"> • Has student achievement increased more among students attending Arlington compared to matched comparison students? • Has student achievement increased more among students attending Washington compared to control students? • Do students report feeling more prepared for their future (compared to those in control schools)? • Is there an increased knowledge among students regarding marketable technological and professional skills? 	<ul style="list-style-type: none"> • Student standardized test scores (MCA-II & SAT-10); collection of extant data followed by comparative analyses per plan (e.g., this will include a one-way fixed effects ANCOVA) • Student surveys; document review; number of certificate programs offered and number of students enrolled (for instance, number of students taking Certificate classes at Arlington and at the postsecondary partner institution, number of work-based learning experienced provided)

Objective 5: Improve Capacity of SPSS to Continue Operating Magnet Schools at a High Performance Level

Program Objectives and Goals	Primary Evaluation Questions	Secondary Evaluation Questions	Data Sources and Methods
<p>5.1: Aligned With District Strategic Plan and Leadership Structure</p> <p>Target: Implement MSAP Project according to 6-Year Strategic Project Plan.</p> <p>Target: Project is on-target for full implementation of the <i>Critical Components of NCHSTE</i> each year.</p> <p>Target: Integrate magnet project into existing small learning community structures.</p> <p>Target: Align all professional development efforts with the district's instructional reform model, Principles of Learning (high school) and Disciplinary Literacy (middle school).</p> <p>5.2: Ensure Effective Recruitment and Enrollment of New Students</p> <p>Target: Increase the attractiveness of the magnet schools (change the reputation of these schools) such that the number of on-time applications to Arlington and the number of on-time applications to Washington will increase by 5% each year.</p> <p>Target: Ensure development of a viable marketing plan.</p> <p>Target: Increase recruitment and enrollment activities at the district and site level, through community presentations and parent/family recruitment and enrollment events.</p> <p>5.3: Expand Long-Term Partnerships With Business and Postsecondary Partners</p> <p>Target: Ensure that the magnet program is aligned with community partnership plans.</p> <p>Target: Increase the number of articulated 7-16 career pathways. Establish certificate (or career) program pathways with at least one two-year institution and one four-year institution in either the health science, bioengineering and technology, or bio business pathways (e.g., Project Lead the Way with St. Paul College).</p> <p>Target: Align project with district and state Career Technical Education Perkins Plan.</p>	<ul style="list-style-type: none"> • Is the magnet program aligned with long-term district goals as well as long-term district/community partnership plans? • Has the magnet program been implemented as intended? • Has a viable marketing plan been created that aims to improve community perceptions of the magnet schools, increase interest in schools and their programs, and increase student diversity at the schools? 	<ul style="list-style-type: none"> • Has the strategic plan been implemented? • Has progress related to full implementation of the <i>Critical Components of NCHSTE</i> been made each year? • Have recruitment and marketing procedures to recruit diverse staff been undertaken? • Has a viable marketing plan been developed? • Have the number of on-time applications increased? • Has parent/community participation increased? Have the following been implemented: (a) a long-range plan to effectively communicate with parents and community members; (b) a comprehensive family engagement plan; and (c) recommendations regarding outreach methods? • Has training for parents/caregivers (to support home learning and an understanding of college preparation) been provided? • Have partnerships been developed? Toward what end are these partnerships utilized and with what frequency? Do these partnerships promote wellness? 	<ul style="list-style-type: none"> • Document review; teachers/cluster teams: Self Assessment Form (<i>Critical Components of NCHSTE</i>); document preview; marketing plan, application records (including on-time applications), event participation numbers, and partner records; surveys of administrators and parents • Examination of trends