

Evaluation Summit
Education Group

Participants

1. Dan dozier, Facilitator
2. Denise Fargo-Devine, High School Principal Fredrick
3. Cathy Diekmann, Consultant, Peace Education Foundation
4. Don Mulcahey, Center for Negotiation and Conflict Management
5. Marvin Johnson, Center for Alternative Dispute Resolution
6. Lou Gieszl, MARCO
7. Charlene Herzons, Pocomoke High School
8. Eileen Matlack, Wicomico County School District
9. Julie Horner, The Center for Conflict Resolution, recorder

- I. Goals
- II. Video
 - a. Fredrick High School
- III. Various School Programs
 1. Mt. Ranier
 2. Peace mediation and conflict
 3. Multiple peace signs, peace day, no fighting, ‘# of days since fight’
 4. Children go to the principle for doing well, peace passport
 5. Model school
 6. Phil Catanea
 - a. Fredrick High School- Video
 - b. Owen Brown
 - i. One step further, Holistic Approach
 - c. Md school in general
 - ii. Some cutting edge, but not most
 - iii. How can we measure what changes attitude and behavior?
- IV. Baseline- Measuring Change
 - i. Existing Information
 1. Demographics
 2. Suspension
 3. Absences
 - a. If not comfortable at school, won't want to go (includes staff)
 4. Character education
 - a. Not being fed back to the schools to look at
 - ii. Staff info
 1. Turnover of staff can kill a program
 - iii. Show connections to social groups (clubs)
 1. What % with external, internal connections
 2. Fredrick High School (changes in the system)

- a. No longer have the grade “F”
 - b. All athletes must have a 2.0 to be eligible
 - c. No D’s in order to be eligible
 - d. Ineligible students will do better; will stretch to reach that higher eligibility mark. CLIMATE HAS DIRECTLY TO DO WITH ACHIEVEMENT
 - i. **Grades and connection to a parent, unconnection’s not achieving, connection gives a desire to learn.*
- iv. Test scores
 - 1. High school participation
 - 2. Honor courses- participation
- v. Survey instrument to create a specific baseline to project
 - 1. Kids can calculate data- Denise to get paperwork on how it works
- vi. Understanding the lack of connection
 - 1. Vandalism
 - a. It is my place I’m not going to ruin this, mentality
 - 2. Participants
 - a. Of Fredrick High School teachers selected non-representative students, especially the disconnected (through recommendations) especially the younger children.
 - 3. Holistic approach
 - a. PTA
 - b. Staff
 - c. Students
 - d. Measures of choice
 - i. Heeds to be choices have baseline data, optional chose 3 out of 5
 - 4. Data
 - a. Collection but no use dangerous use communicational resources to use data
- vii. Lead person
 - 1. Statewide data collection, possible student lead
 - a. Class level
 - b. School
 - c. County
 - d. Statewide
 - e. MSPAP data
 - i. Demographics (gender, race, socioeconomic)
 - ii. Attendance records
 - iii. Performance in reading and math (5th-8th)
- viii. Data elements to look for balance:
 - 1. Two ways of ranking:

- a. (Things you would hope to change, rationale why you want to institute program, how accurate of a measure, how relevant is this to the program)
 - b. MUST (essential variable)
 - i. Hope to see some change-direct connection
 - c. CHOICE: possible change
2. Choice of existing data
- a. [Sat part (CHOICE, MSPAP Scores (MUST) 3,5,8, reading, math, comprehensive, Maryland functional data, attendance (MUST FOR STUDENTS AND STAFF-staff a choice)]
3. Information needed but not readily available (*need to come up with a way to get this information*)
- a. Drop out data
 - b. Turnover rates
 - c. # Of kids in and out-high mobility rate
 - d. Behavior related disciplines
 - e. Special needs population-IEP's and 504 plans
 - f. Character education surveys & other survey data
 - g. Certificate of merit/ AP/ honors
 - h. GPA
 - i. Level of courses-weighted classes, what does getting on the honor role mean, comparative data within the schools
 - i. Post graduate decision
 - i. Will they go to college (college, voc. Ed., etc.)
 - ii. Survey the graduates to see where they are, state and local survey, after one year
 - j. Elementary School
 - i. CTBS: elementary and middle school
 - ii. Kids count
 - 1. AE Casey Foundation
 - 2. County by county, but may be disaggregated.
 - iii. Local measures-county data
 - 1. (Need to find localized crime data- "hot spots")
 - iv. J.S. Data
4. Use of data
- a. Staff issues
 - b. Teachers need to model effective conflict resolution skills in the classroom
5. How do we measure how the staff is doing?
- a. Referrals? Fights?
 - b. Hammond Middle School

- i. # Of fights and office referrals, and suspensions (3 key measures)
- 6. Process, Utility of data (if changes does it mean anything?)
 - Choices vs. Mandatory
 - a. Action research model:
 - i. A reaction qualitative and quantitative information statistics and data, must be able to write a package to do both of the above- must do an annual evaluation (qualitative very important)
 - b. Giving
 - i. PTA going to the school more, volunteering, students giving involvement, number of business partners, bottom line funding
 - c. Problem with funding/ use of data
 - i. Can you quantify qualitative data, can we get funding, how do you document this, is what your doing working?
 - ii. Understand program
 - iii. Continuous improvement
 - iv. Capture benefits (funding)
- 7. Interviews
 - a. 5 kids random interviews pre and post
 - b. Should be a chance in both groups not just one group vs. another in the school? Would have been a better method at Fredrick
- 8. Musts but including choices
 - a. Cluster data elements to decide (filter process school climate (environment))
 - i. Student achievement
 - 1. SAT
 - 2. MSPAP scores
 - 3. Maryland functional test scores
 - 4. Special needs
 - 5. Rigor of program (AP, honors, cer. Of merit, IB)
 - 6. Grade point average
 - 7. Level of courses
 - 8. Post grad decisions
 - 9. Senior surveys
 - 10. CTBS (student achievements)
 - ii. Staff attitudes
 - 1. Drop out data
 - 2. Staff turn over
 - 3. Staff attendance
 - iii. School environment

1. Drop out
 2. Student mobility rate
 3. Special needs
 4. Character education
 5. SES titles
 6. # Of office referrals
 7. Kids count
- iv. Parent/ community/ stakeholders involvement
1. Student mobility
 2. Local measures-county data
 3. Children SSC level and community service (staff volunteers, extra initiatives-after school activities)
 4. PTA data
- v. Student behavior (possibly staff also)
1. Local measures
 2. Children SSC level community service and staff
 3. JJS data

WHAT INFO WOULD YOU LIKE TO KNOW ABOUT A PROGRAM OR THE WAY THE PROGRAM EFFECTS PEOPLE, IN DESIGNING AN EVALUATION OF A PROGRAM WHAT SHOULD THEY LOOK AT, CHANGE HUMAN ATTITUDES. (BREAK TIME)

- V. What kind of info would be useful to evaluate a whole school program
- i. Evaluation Information (what will come out of it)
 1. Stakeholders involvement or participation
All the various groups and the degree of involvement that you get a sense of spirit that develops-can happen as a result of retreat.
 - a. How would you get it:
 - i. Quantitative things: how many parents to the PTA, students participating as volunteers. Will most likely correlate for a quantitative change.
 1. Goals of Program (*may include quantitative*)
 - a. Decrease violence
 - b. Reduce suspensions and punishments
 2. Also quantitative goals
 - a. Giving a sense of connectiveness, but survey's may quantify this.

- ii. Type of instrument: more subtle than instrument-observers that are watching things change and evolve-testimonials. Observers report back, survey, and case study.
 - 1. Stories people tell is what the people will remember, in addition to numbers, “bring the numbers alive”-must, or at least start with, have the quantitative data.
 - 2. More testimonials from different groups the more value it holds with the legislature.
- iii. Grant application (a good way at looking at what method we want to use to write up proposal)
 - 1. Select in each category tied to your program
 - a. Baseline
 - b. Set improvement goals by how much
 - c. Strategies to evaluate
 - d. Number of students involved
 - e. Continuous improvement- to run the program
- iv. Survey instruments
 - 1. Are there any good one’s out there? Cite these!
 - 2. But schools on the ground are limited in their resources and often do not participate
 - 3. Low return rate
- v. To support development of students families: reaching out to students families by:
 - 1. Measured by:
 - a. Parent teacher conferences/ interactions
 - b. By PTA membership
 - c. Back to school nights
 - d. P-T conference
 - e. Events- e.g. band, theatre, sports, etc.
 - 2. School social worker is a great resource here.
 - a. Workshops on parent skills, college night, etc.
 - 3. Survey to the faculty
 - a. Do you think this is working?
 - b. Faculty participation at voluntary events
 - 4. How do you measure adult quality time with kids:
 - a. Number of hours? Will demonstrate intensity of a program.
 - b. “*Secret mentor*” program has one child that they be a mentor to troubled kids; go out of your way to make friends with kid to see how he or she is doing.
 - c. “*Men’s breakfast*” schools with a lack of male role models have community breakfast with all men, of good standing in the community to mentor younger boys.
 - 5. Principals

- a. Is there anyway to measure the quality or leadership of a schools principals
 - b. Will schools run from evaluations, backing out in discomfort?
 - c. Is leadership threatened by evaluation?
- vi. What would you say to a school starting this:
 - 1. Develop some sort of process to get buy-in from all stakeholders
 - 2. Exit evaluation in peer mediation
 - 3. Each school will design its own program
 - a. Baseline and change data will be different based on the programs goals, design. Etc.
 - i. Quantitative
 - ii. Stories
 - iii. Surveys
 - iv. Programs should specify the data-baseline and change
 - 4. How many of the current programs could happen without, outside money and funds? A few have started; most needed funding to begin.
 - 5. Can the examples of the macro-funded programs be used to support additional funding to the school?
 - 6. How can the school maintain the program after the grant funds end?
 - a. Changes don't have to cost money, just even creating a shared hallway, rather than blacks and whites. It is no longer just the black or the white hallway.
 - b. Lock-ins
 - i. Is it as effective at home in the schools?
 - ii. Cheaper but not quite as effective. "Safe spaces."
 - c. Measure children who gain access to service.
 - d. Everyone is sick of here today gone tomorrow programs!

DAY TWO

Review of progress made

Matt Johnston- Frederick High School Teacher- Connections Program
Coordinator- in for Denise Fargo Devine

- I. Article: Looking for Success, from packet, provides useful starting point for evaluation- i.e. Framework verifies much of our discussion from yesterday. Seems we're on the right track.

- II. Measure: need to increase parent involvement- not just parents of the good kids- need to involve those who's kids are fighters
- III. Shift from punishment to discipline via collaborative process involving teachers, principal, administrators (from book: Conflict Resolution Education-NIDR)

(Five key items: put into table format with each area and column for qualitative measure, quantitative measure, and comments. Variables under each key items)

STUDENT ACHIEVEMENT

- SAT
- MSPAP**
- HAS/ functional test scores**
- Drop out data**
- Attendance**
- Post-Graduate Survey**
- CTBS
- Rigor of program (AP, Honor, etc.)
- GPA
- Special needs (504 and IEP)

SCHOOL CLIMATE/ ENVIRONMENT

- Describe: place people want to be, feel comfortable, free to take off the mask, support for caring and connections
- Staff turnover rates
- Student mobility rates
- Socio-economic data (as control variable/ descriptive item- not a measure we expect to change because of the program)
- Character education survey data
- Interview students pre and post program; focus groups
- Kids Count Data (applicable to county-wide application of programs)
- School climate survey- Charlene to provide copy from her county
- Is the school in a "hot spot" high crime area?
- Free and reduced meals data
- Description of physical environment issues- metal detectors, probation officers, security measures, etc. (Cathy to provide instrument)
- Incidents of violence- types of incidents- number of character-related referrals- racial slurs- process for handling these- incentives and awards- corrective behavior- what options exist- are they changing- are they being used- quantification of use
- Community service hours
- Use of building for community events
- Number of volunteer hours- adults coming into the school

- Staff/ administration relationships- suggestion box/ feedback- Cathy to suggest measures for staff/ student/ teacher/ administration relationships
 - Number of grievances
1. Specialized survey (i.e.- Frederick's student survey- very simple, but also valid and reliable- tie to program objectives)
 2. Need to have teacher buy in as it affects survey research
 3. Two kinds of surveys: norm referenced baseline; programmatic- both useful? Need statistical reliability (Cathy to provide examples of norm referenced surveys) (need for commentary on this topic)
 4. Other variables: number of kids involved, number of events, etc.

STAFF ISSUES

- Staff attendance
- Staff turnover
- Staff participation in events/ activities
- Change in mentality from punishment to discipline
- Teacher union data on hours teachers spend working
- Focus groups/ observation of staff researcher in teacher's lounge
- Participation in in-service training outside working hours**
- Staff participation in events of the program**
- Office referrals (commentary on if this is good or bad- evaluation needs to drive program design- what do we want to see change and in which direction?)

STAKEHOLDER INVOLVEMENT AND AFFILIATION TO SCHOOL

- Comments to identify who stakeholders are and how they are involved
- Volunteer hours
- Partnerships, number of
- Internships
- Connection to business roundtable/ chamber of commerce/ etc.
- PTA membership
- Attendance at sporting events or other activities
- Involvement/ participation in program
- Parent surveys

STUDENT BEHAVIOR

- Description: increase in pro-social competency skills, decrease in violence, willingness to help others, students using and modeling effective conflict resolution skills
- Attendance data
- Drop out data
- Disciplinary referrals
- Juvenile justice data reported to schools
- Evidence of gang activity

- Interviews, focus groups, etc.
- Measure of school social behavior scale (Cathy to provide information on this- available online at a cost)
- School climate survey data
- Attendance at program events
- Number of posters hung up and number defaced
- Vandalism

KISS.

USER FRIENDLY.

NOTHING YOU NEED TO READ TOO MUCH.

EXECUTIVE SUMMARY OF OUR REPORT.