

Evaluation in Schools

What we will cover

- Why evaluate and what to consider
- Questions to ask when buying in a service
- How to work out what to measure
- Ways you can measure outcomes
- Capturing student voice
- Working through examples

What is being evaluated?

A whole school approach/a programme of work.

A service that is being purchased.
Will be delivered by an external
agency.

An project/intervention being led
and run by the school.

Why Evaluate?

- Ensure that those students who are receiving targeted support are benefiting from it.
- Gives an indication of effectiveness of interventions – what's the impact?
- Signposts areas for improvement and helps decide whether to continue investing in one area or try something different/make a change.
- To see if an intervention was implemented as it should be or why something didn't work (process evaluation).
- To ensure best use of resource e.g. staff and pupil time, finances etc.

What to consider

- The size of the project or intervention – a whole school programme or a small project.
- Resource available – staff time, budget.
- Skills available.
- What will you use the findings for? What do you need to know to meet that purpose.
- What's feasible?
- Think about evaluation EARLY, right from the planning stage for an intervention consider what you want to achieve and how you will know if you have achieved it.

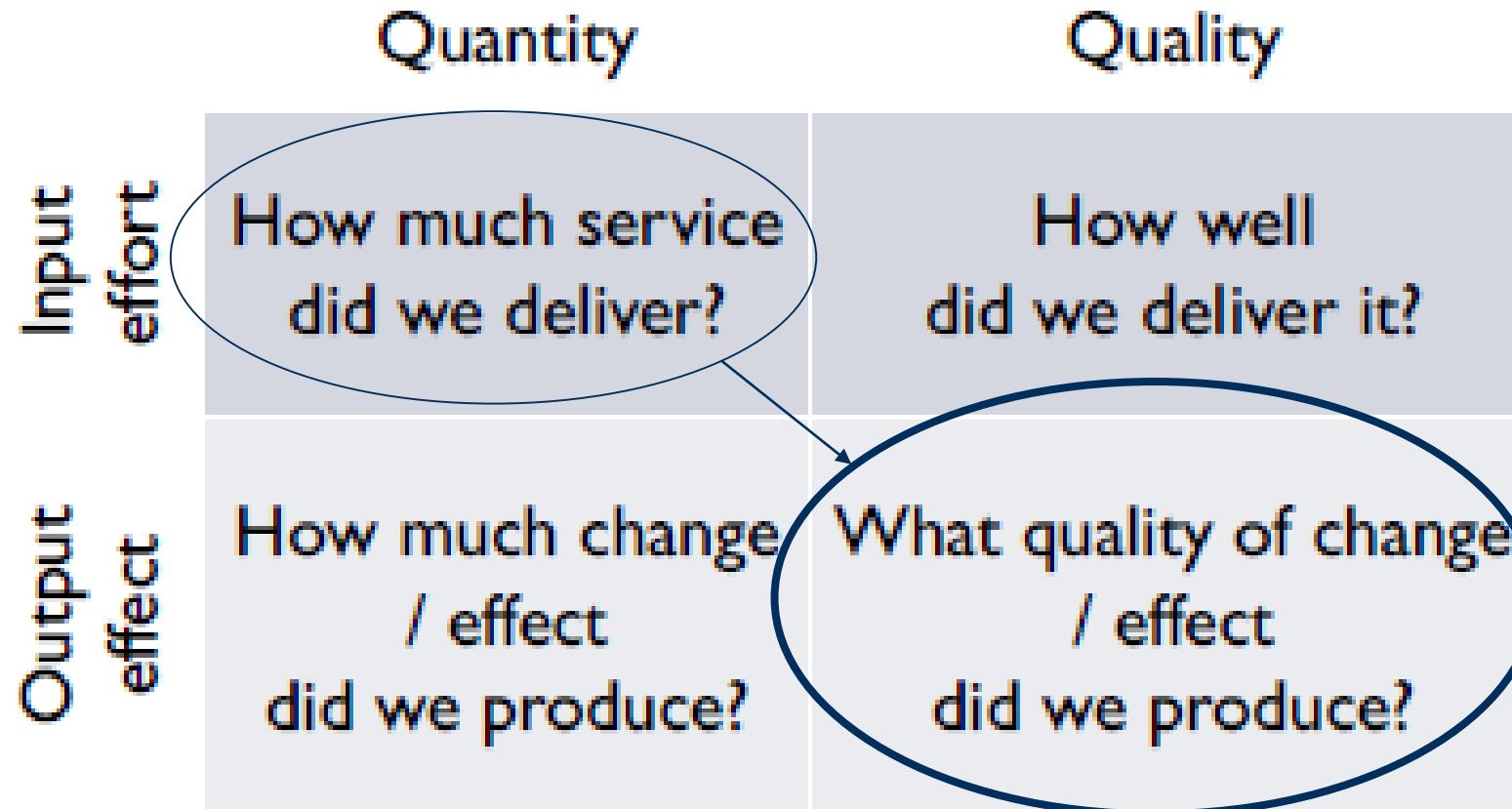
Buying in a Service

What questions should we ask to ensure quality of provision?

- Accreditation of staff?
- Previous relevant experience/references from other schools?
- What does success look like and how will you measure this?
- What tools do you use? Are they surveys/tools they have developed in-house or tools that are recommended nationally?
- Examples of outcomes and impact from previous work? What results can you expect and over what timescale?
- Evidence base for intervention?
- Practicalities of implementing the model locally?
- How can we make sure this work doesn't happen in isolation?

In-house Project/Intervention

What Does Success Look Like?



Source: Friedman (2008)

An Example in Education

	Quantity	Quality
Input effort	<p>How much service did we deliver?</p> <p>How many students were there?</p>	<p>How well did we deliver it?</p> <p>What was the student-teacher ratio?</p>
Output effect	<p>How much change / effect did we produce?</p> <p>Number of 'good' GCSEs.</p>	<p>What quality of change / effect did we produce?</p> <p>Percentage that achieved 'good' GCSEs.</p>

Source: Hughes et al. (2017)

Logic Models

- A ‘logic model tells the story of your project or programme in a diagram and a few simple words. It shows a causal connection between the need you have identified, what you do and how this makes a difference for individuals and communities’ (Evaluation Support Scotland).
- Help determine the appropriate instrument for evaluating particular outcomes related to a particular intervention.
- Provokes thought about outcomes and what resource is required, as well as how an intervention works.

Intervention

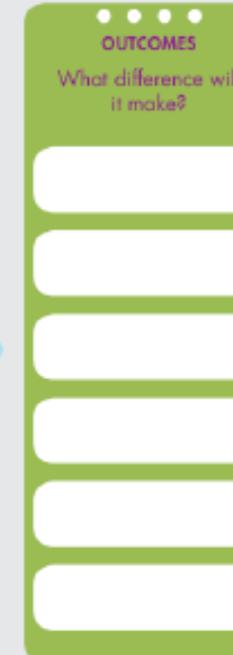
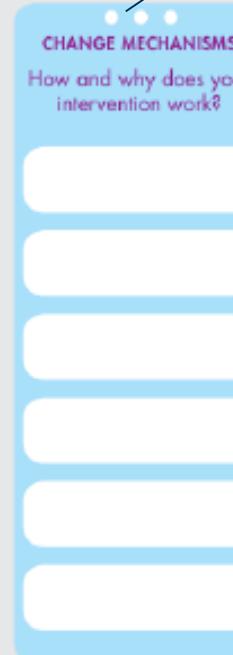
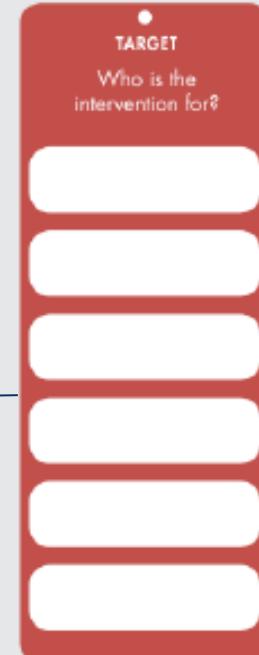
- What exactly is the nature of the intervention(s)?
- This aspect is often used in conjunction with the template for intervention description and replication (see for example TIDieR), which should provide a full description of the intervention including materials, procedures, who delivers it, where and over what period of time.

Logic Model

Mechanisms

- How will the intervention lead to the expected outcomes?
- Mechanisms are the things that link the intervention to the outcomes. They describe why the intervention works.

EBPU LOGIC MODEL



© Evidence Based Practice Unit (EBPU)

Target

- Who is the intervention for?
- Include a description of key characteristics of the beneficiary of the intervention.
- Can include age; whether a child/young person, parent or professional; other selection criteria or risk factors that identify the target population

Outcomes

- What do you hope will happen as result of the intervention?
- Being clear on what outcomes are expected to be achieved by when will help determine your measurement strategy

Moderating factors

- What factors will influence whether the intervention leads to the expected outcomes?
- This includes factors that might support or diminish the impact of the intervention. For example it might be that the intervention will work well in particular settings or might be less effective with particular groups of individuals.

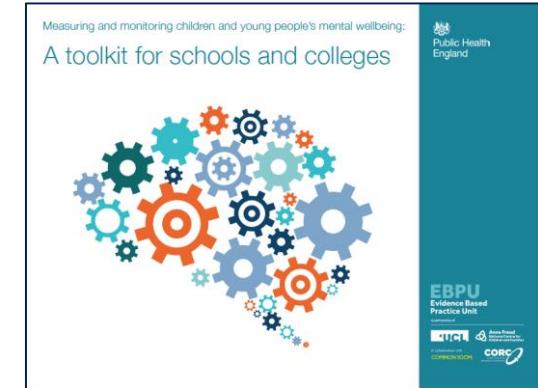
Source: Anna Freud Centre

How Could You Measure the Outcomes

Now you know what you want to measure, how do you measure it?

Tools:

- Survey – validated tools, quantitative or qualitative
- Focus Groups
- Interviews
- Existing data e.g. attendance data or Health Related Behaviour Survey results
- Pre and post tests, comparator groups, comparison with other existing data



Qualitative vs. Quantitative

Quantitative

- Number based
- More objective
- Less time to analyse
- Who? What? Where? When?
- Doesn't explain 'why?'
- E.g. rating scales, performance instruments, checklists.

Qualitative

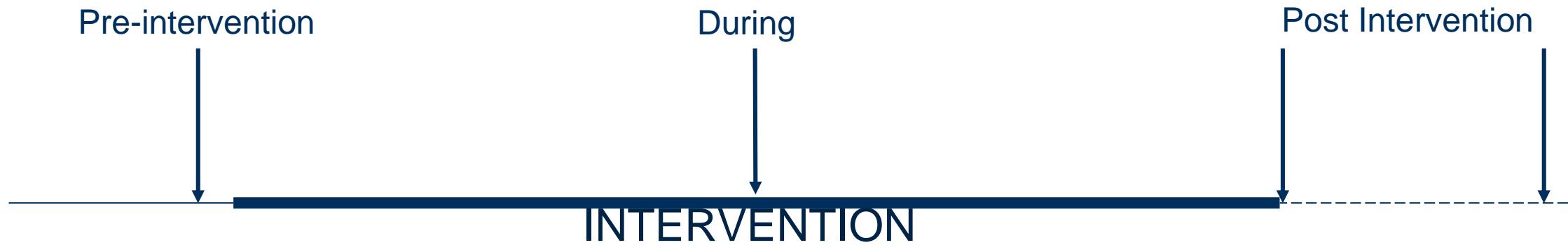
- Text based
- More subjective
- Contextual information is gathered – Why? Why not? How?
- Generally more time consuming
- E.g. interviews, focus groups, observation, open-ended questions.
- May categorise into themes when analysing.

Mixed Methods

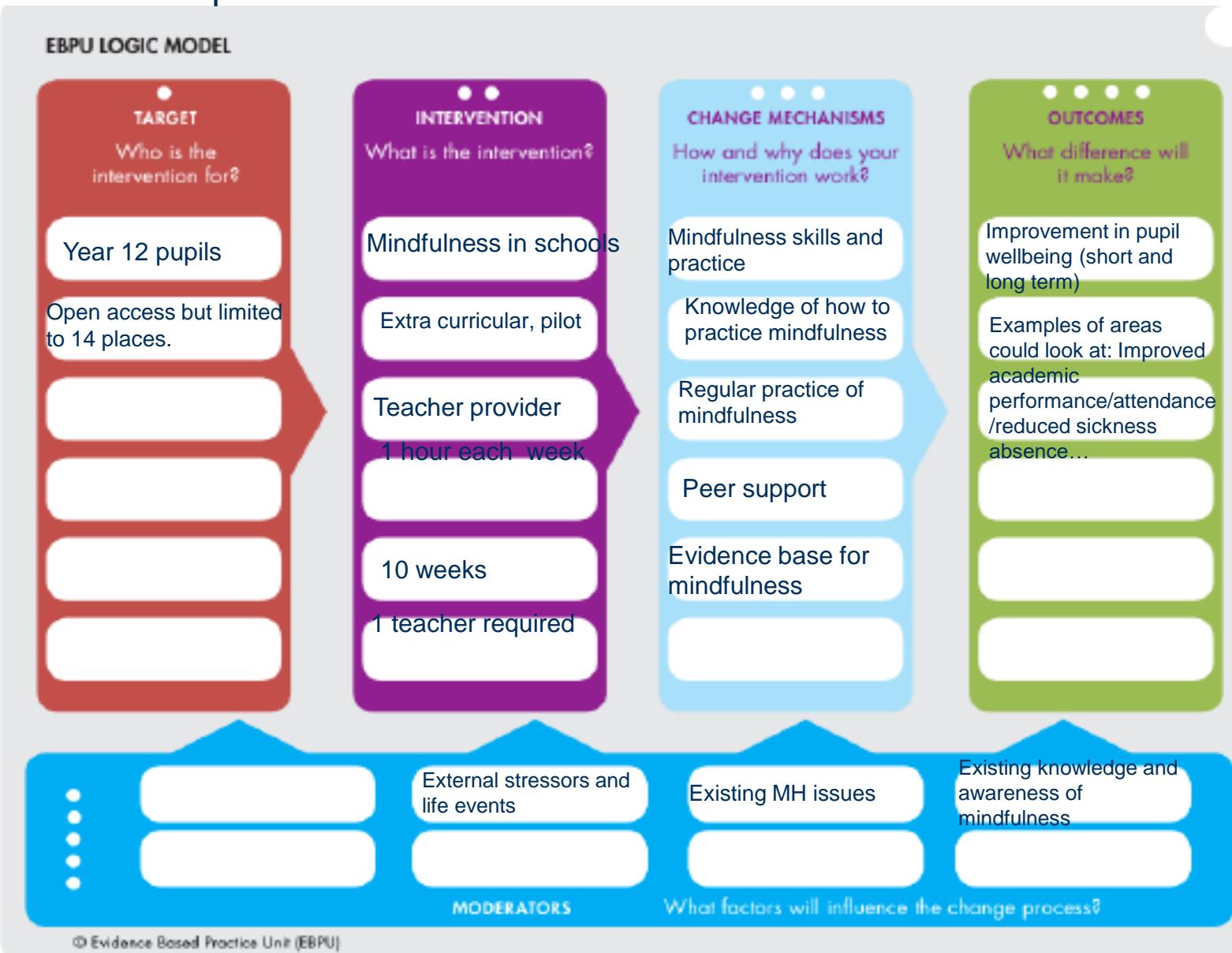
Able to corroborate findings.

e.g. Health Related Behaviour Survey findings combined with Pupil Voice Work

When to Measure?



A Real Example: Mindfulness Intervention in a School



Evaluation:

- Warwick Edinburgh Mental Wellbeing Scale
- Survey Monkey
- Survey: Before start, midway through intervention and when finish. (*add a 6 month post intervention survey?*)
- Another similar group taking the survey at same time points but no intervention.

How will info. be used?

To see whether would be beneficial to roll programme out to more students.

Pupil Voice

- Pupil voice should inform the interventions that are undertaken and can help to make interventions more successful.
- Incorporating student voice into an evaluation can help to understand why an intervention did/didn't work and what changes could be made to make it more acceptable to those it's aiming to support.
- Can be used as a mixed method approach in conjunction with Health Related Behaviour Survey (or equivalent measurement tool)

Student Voice Toolkit

- Freely available resources developed by the Cambridgeshire PSHE service.
- Primary and Secondary resources to lead facilitated discussions with pupils to explore key issues that may have been highlighted e.g. through Health Related Behaviour Survey.
- Resources to support the planning of feedback sessions where pupils share the outcomes of their work with school leaders, staff and governors.
- Examples of local schools that have piloted this work and the changes that have resulted.

Student Voice Toolkit

Access via Cambridgeshire & Peterborough's central hub for information on mental health. There is a page for teachers and professionals (soon to be a full website!):

<http://www.keep-your-head.com/cyp/CP-MHS/teachers-and-school-staff/pupil-voice-toolkit-1>

Resources

Anna Freud Centre

Measuring Wellbeing:

<https://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf>

Logic Model Quick Guide:

<https://www.annafreud.org/media/3498/ebpu-logic-model-200416final.pdf>

DfE Guidance on School Counselling:

<https://www.gov.uk/government/publications/counselling-in-schools>

Contact

Holly Hodge

Public Health Manager – Children’s Mental Health

Cambridgeshire County Council, Public Health

Holly.hodge@cambridgeshire.gov.uk