MILWAUKEE
PUBLIC SCHOOLS

Comprehensive Evaluation Plan

Updated February 22, 2016

Research and Evaluation

Milwaukee Public Schools Comprehensive Evaluation Plan

This document summarizes the efforts of the Milwaukee Public Schools (MPS) to engage stakeholders in aligning various program objectives across the district to MPS's strategic goals and mission as well as to improve the efficient and effective use of MPS resources[1]. As a result of a series of meetings in the summer of 2015 that included both MPS staff as well as partner organizations, MPS has developed an evaluation process and accompanying tools that must be incorporated into each vendor contract that is negotiated within the district.

The three primary components to the evaluation plan are as follows:

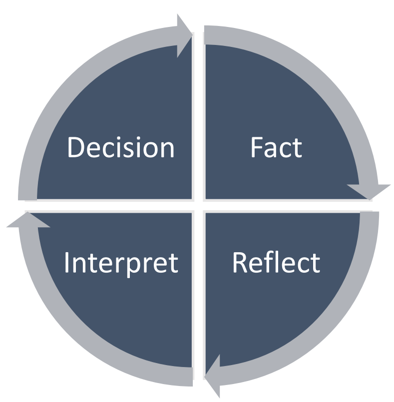
- Processes by which program indicators are negotiated between vendor and MPS staff.
- Logic model template tied to MPS strategic goals.
- Summarized program indicators.

Evaluation process

With approximately 80,000 students in more than 160 schools, MPS faces steep difficulties in meeting the needs of students academically, socially, and emotionally. In addition to classroom curriculum and services provided to all students, MPS has contracted (both formally and informally) with numerous service providers to deliver additional programming to meet service gaps. However, MPS does not currently have a method to systematically account for all of these efforts and ensure they are aligned to MPS's strategic goals.

This section outlines a coordinated, districtwide process for all programs, projects, and initiatives delivered by outside service providers. The evaluation plan is meant to be flexible and accommodate the needs of diverse service providers with varying scopes of service and deliverables. For this reason, MPS is applying an improvement orientation to evaluation. Through this process, MPS and program service providers will work together to plan for the evaluation, implement the plan, review the results, and refine programmatic features as needed. This process is referred to as the Reflection Process (Figure 1).

Figure 1. Reflection Process



[1] The CEP is a collaborative effort between the Division of Research and Evaluation, Office of Accountability and Efficiency, and Department of Procurement. Questions about the CEP can be directed to Kristin Kappelman of Research and Evaluation at kappelkj@milwaukee.k12.wi.us or (414) 475-8225.

The Reflection Process is a continuous improvement process that allows for a continuous feedback loop between MPS staff and vendors/providers to create a culture of sustained accountability. The activities, primary actors, and timeline for these activities are outlined in Table 1.

Table 1. Activities and timeline

Activity	Activity lead	Timeline
Fact		
Precontract determinations		
• MPS releases request for proposal that includes embedded metrics. OR • MPS enters into a sole source contract with vendor or provider. AND • Program lead specifies which measurable is targeted for improvement.	• MPS Procurement • MPS content expert • MPS Research and Evaluation • Office of Accountability & Efficiency • MPS program lead	• Two to four months
Contract negotiation		
• Vendor must submit completed logic model template utilizing metrics from MPS Program Indicators in MPS Evaluation Plan with input from the MPS Research and Evaluation. • Vendor must establish timeline(s) for data needs, meetings, and reporting. • Vendor and MPS establish liaisons for evaluation monitoring. • Contract finalized and signed by all parties.	• MPS Procurement. • MPS content expert • MPS Research and Evaluation • Vendor	• One to two months

Reflect		
Data collection		
• Data collected by MPS and/or vendor/provider, to include both qualitative and quantitative measures as determined by contract or standardized agreement. • MPS and vendor agree to implement program/activity with fidelity[2].	• MPS Research and Evaluation, with assistance from other areas as necessary • Vendor	• Six to 12 months
Interim results		
• Interim report submitted to MPS and meeting occurs between MPS and the vendor/provider[3]. • Feedback is given by all parties. • Data collection is adjusted if necessary. • Implementation is adjusted as necessary. • Step repeats as often as defined by contract.	• MPS content expert • MPS Research and Evaluation • Other MPS staff as determined. • Vendor	• Midpoint of contract term

[2] If issues with fidelity arise, they will be discussed at the first meeting between the vendor and MPS.
[3] Interim meetings will be scheduled as dictated by the contract.

Interpret		
Year-end and final reports		
• Year-end or final report is submitted to MPS in either MPS template or already-created report for other funders and organizations. • Meeting occurs between MPS and vendor/provider. • Audience to be determined by MPS liaison and vendor/provider. • MPS liaison provides feedback to vendor or provider. • Vendor/provider provides feedback to MPS. • Year-end and final reports are released publically to increase transparency and allow other districts and public organizations to be aware of successful programs. MPS and vendors will present results if appropriate (for example, research review).	• MPS content expert • MPS Research and Evaluation • Vendor • MPS administration (directors or chiefs, as determined by content expert)	• End of program duration or end of school year, which ever occurs first (not contract term)
Decision		
Contract review		
• Contract and report (interim, year-end, and final) are reviewed by the Program Evaluation Committee to determine whether the program is effective.	• Program Evaluation Committee	• Before final year of contract term[4] (two years postaward of contract for three-year contract)

[4] Due to the amount of time required to issue the RFP and select a vendor, final discussions will begin before the final year of the contract.

Logic model template

- Each program should fill in the following logic model template (figure 2) for the scope of work proposed in the contract.
- The logic model template should be accompanied by a two-page narrative outlining how the proposed inputs and program activities will ultimately link to outputs that align with MPS's strategic goals. The two-page narrative should outline the following items:
  - Introduction: A one-paragraph summary of the program.
  - Program targets: A description of the individuals or group of individuals that will participate in the program (for example, students who are the recipients of an intervention).
  - Program goals: A description of one or two primary goals of the program and how these goals align with MPS's strategic goals (academic achievement; student, family, and community engagement; and effective and efficient operations).
  - Program inputs and activities: A description of how the inputs will be leveraged to implement program activities.
  - Program outputs and outcomes: An explanation of the consequences of the program activities for the program targets and how these ultimately align with the desired outcomes of MPS.
  - Barriers to implementation: A description of potential pitfalls that the program may face in fulfilling the program goals and how the vendor will address each issue.
- The logic model should be submitted in the following manner:
  - The logic model and narrative should be submitted as PDF files.
  - The logic model should be completed in the provided template from the website on the Research and Evaluation page. Templates can be uploaded onto this page for submission.
  - The narrative should be no more than two single-spaced pages, using 12-point Times New Roman font.
- Each logic model will be evaluated using the following criteria:
  - Are the specified program inputs, activities, outputs, targets, and goals feasible?
  - Is there evidence that the program resources can support the activities and outputs described?
  - Is there evidence that the program targets will be able to participate as intended?
  - Is there evidence that the program goals can be logically met by the logic model?
  - Does the program have a defensible plan to guard against barriers to implementation?

Figure 2. Logic model template

Program Inputs	Program Activities	Program Outputs	Outcomes
What are the resources, personnel, and objectives that will lead to the outputs and outcomes?	*How will these resources, personnel, and objectives be deployed to students?*	*What kinds of consequences will the activities have? Note: Vendors should list relevant program indicators from those provided in this document.*	*How do the inputs, activities, and outputs relate to the ultimate desired outcomes, as defined by MPS's strategic goals?* **Strategic Goals** 1. *Academic Achievement* 2. *Student, Family and Community Engagement* 3. *Effective and Efficient Operations*

PROGRAM TARGETS: *Describe the type of student(s) and/or adult(s) that will be served by the program and how these individuals will be recruited. Note: Vendors should collect data on program targets defined in this document.*

PROGRAM GOALS: *List three primary goals of the program that align with MPS's strategic goals. Make sure these goals are aligned with the theory of action outlined above.*

Resources

The following resources can help vendors build a logic model:

- Skill-Builder Workshop.
- Logic models to Support Effective Program Development and Evaluation in Urban Districts (available from http://www.relnei.org/events/skill-builder-archive/skill-builder-logic-models.html).
- Program Development and Evaluation, UW-Extension.

Student- and organizational-level program indicators

The program indicators were collated through a participatory process at MPS in which vendors were invited to report on the indicators they already collect as well as those they would like to collect to demonstrate program impact. These indicators were categorized using an emergent coding process into student and organizational indicators. Programs must report on both student-level and organization-level indicators to demonstrate program output, in addition to collecting demographic data (listed in Table 2). The indicators listed in Table 2 are not exhaustive but instead represent the types of indicators that programs already collect or can to collect to demonstrate how programs are serving MPS's strategic goals. Program service providers may work with MPS to include indicators that are not included here (Table 2 and Table 3) if deemed appropriate by all parties involved. MPS will continue to refine and add to this list of indicators and suggested sources of data across time.

Table 2. Student-level program indicators

Category	Sample indicators	Suggested tools
Behavior	• School attendance. • Program attendance. • Behavioral referrals. • Suspension rates. • Pregnancy rates. • High school graduation rates. • Grade-level promotion rates. • Retention rates. • Mobility rates.	• Student-level administrative data. • Senior Exit Survey. • Youth Risk Behavior Survey (school). • Pre-post surveys (attitudes, beliefs, knowledge).
Academic achievement	• Student performance on district or state assessments. • Grade point average. • Teacher reports of student performance. • Subject-specific skills related to standards. • Critical thinking and analysis skills.	• Teacher reports. • Student-level administrative data. • Student assignments. • Student report cards. • Assessments for subject-specific skills related to standards. • Writing samples. • Student projects.

Category	Sample indicators	Suggested tools
Socio-emotional	• Growth mindset. • Self-efficacy. • Academic mindset. • School pride. • Student empowerment. • Confidence. • Empathy. • Community mindset. • Environmental consciousness. • Peer relationships. • Resiliency skills. • Self-regulation. • Impulse control. • Focus. • Kindness. • Goal setting. • Student engagement.	• Pre-post surveys (attitudes, beliefs, and knowledge). • Essentials of School Culture and Climate Survey. • Youth Risk Behavior Survey. • Student-level administration data (that is, incident referrals and suspensions).
Postsecondary education	• Postsecondary aspirations. • College applications. • College acceptance. • College enrollment. • College completion. • College retention. • Post-high school placement in an alternative pathway (for example, service program, enlistment in the military; or entrance into a career field of interest with the opportunity for long-term growth).	• Follow-up student surveys. • MPS data on postsecondary enrollment. • Student narratives. • Senior Exit Survey.

Table 3. Organizational-level program indicators

Category	Sample indicators	Suggested tools
Leadership and instruction	• Teacher stress. • Teacher self-regulation. • Teacher–student relationships. • Teacher collaboration. • Teacher content knowledge. • Teacher leadership. • Pedagogical content knowledge. • Pedagogical strategies. • Instructional leadership. • Clarity of vision or mission. • Clarity of expectations. • Opportunities for advancement. • Coherence of professional development.	• Essentials of School Culture and Climate Survey. • Teacher reports on surveys or focus groups. • Classroom observations. • Participation rates. • Content assessments.
School safety and climate	• Incidence of violence. • Student perceptions of safety • Teacher–student relationships. • Student–peer relationships.	• Essentials of School Culture and Climate Survey. • Number of incidents of violence. • Youth Risk Behavior Survey. • Student-level administrative data (that is, incident referrals and suspensions).
Community engagement	• Volunteerism. • Civic engagement. • School engagement. • Alumnae engagement. • Service learning participation rates. • Family engagement. • District support.	• Site partner feedback (for example, focus groups and surveys). • Parent testimonials or surveys. • Family or community participation rates. • Monetary donations. • Program growth. • Number and type of community events.

Program indicators to measure program targets

Some of the following indicators should be collected to demonstrate that the program has successfully targeted, recruited, and involved in participation the program targets specified in the LOGIC MODEL. The data collected should answer the question, “Who participates in the program?” Which indicators are collected and the way in which they are collected will be negotiated between MPS and vendors in the contract process.

It is important that program administrators and MPS staff establish a protocol for data sharing so that all demographic data can be reported. For example, program administrators may need access to education records of their students.

Demographic data to be included in reports

- MPS student identification
- Student first name
- Student last name
- Student date of birth
- Student race
- Student ethnicity
- Student gender
- Student address
- Student primary language
- Student current school
- Student current grade level
- Student disability
- Student economically disadvantaged status (free or reduced-price lunch)
- Anecdotal information from local sources, including:
    - Family dynamics.
    - Whether the student is flagged as “high need” among school staff (that is, behavior infractions or academic difficulties).