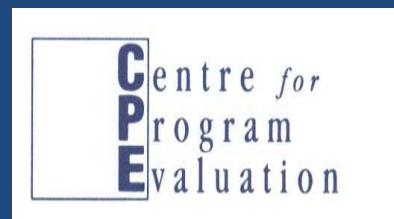




EVOLVING A MODEL TO EVALUATE HIGHLY CONTESTED POLITICAL INITIATIVES



Overview

- **Introduction** - Team intro, overview
- **The Program being evaluated** - The Independent Public School Initiative
- **The Evaluation of the program** - methodology, method
- **Paper # 1 - Project Clarification**
 - **Developing the program logic**
- **Paper # 2 – Data collection**
 - **Site visits – interviews, focus groups & document analysis**
 - **Secondary data**
 - **Principal Survey**
- **Paper # 3 – Bringing it all together**
- **Questions/Comments**

The Aim of Symposium



- Describe complex program, complex evaluation
- Issues and challenges faced
- How we evolve & change our evaluation (framework, method, process) to address these issues and challenges

The evaluation of the program



- Centre for Program Evaluation
 - ▣ Janet Clinton
 - ▣ John Owen
 - ▣ Timoci O'Connor
 - ▣ John Hattie
- Shelby Consulting Pty Ltd
 - ▣ Heather Aquilina
 - ▣ Jocelyn Grace
- Murdoch University
 - ▣ Rick Cummings

Collaboration

Client (WA DoE)

- Alan Dodson

The program being evaluated



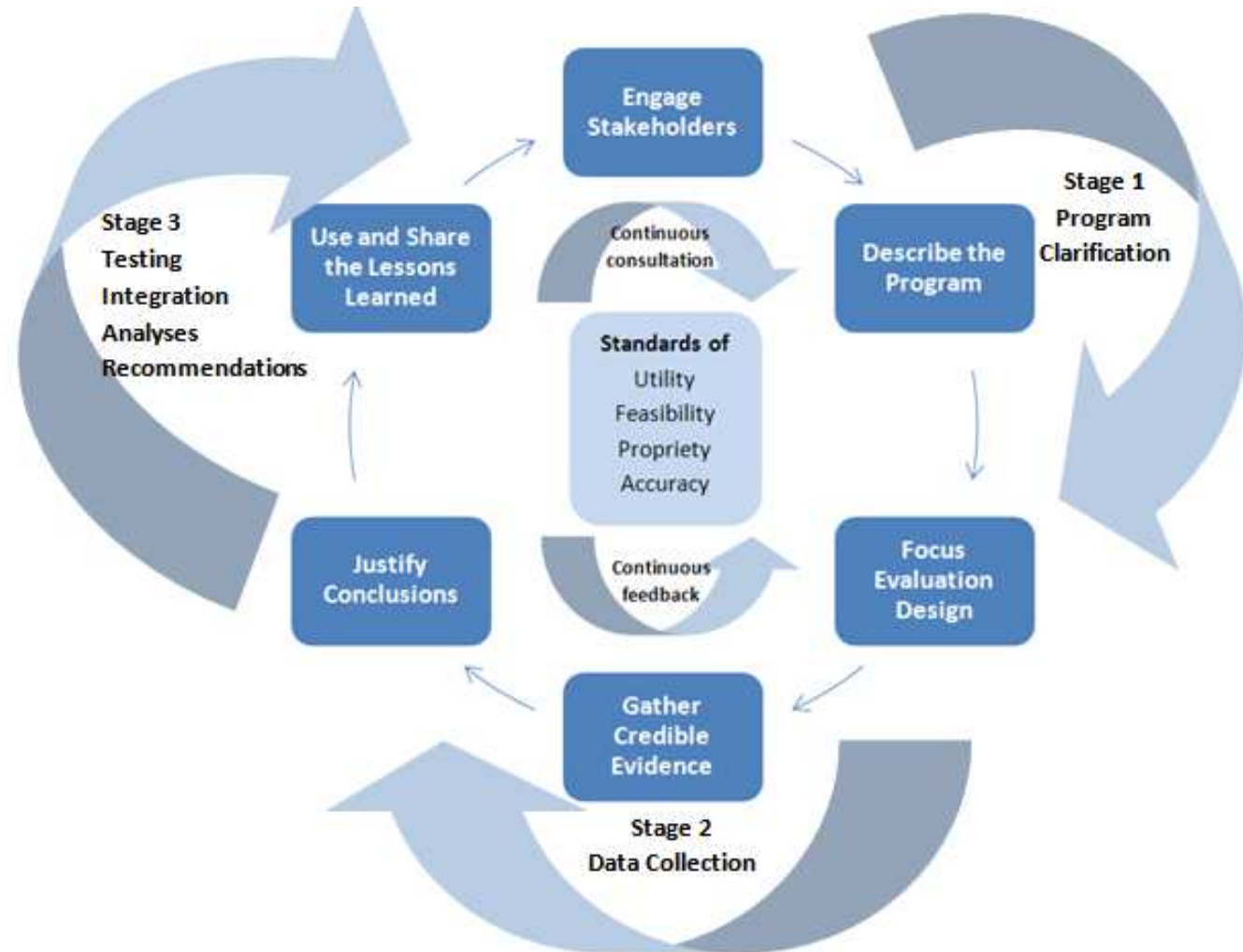
- The IPS Initiative
- Its aims
- The Context - The Political nature of implementing the program in WA, implications nationally, etc
- Tendering for an evaluation of this program

Evaluation Objectives & Questions

- To examine and report on:
 1. The implementation of the IPS Initiative and whether there are opportunities for it to be improved.
 2. The impacts of the initiative on the effectiveness and efficiency of IPS and public confidence in the broader public school system.
 3. The extent to which the experience of schools demonstrates that the policy objectives of the initiative are being met.
- To guide meeting these objectives, evaluation questions were developed to answer three key questions:
 1. What are the effects of the IPS Initiative on participating schools?
 2. Are there any issues that are hampering the efficiency or effectiveness of the IPS Initiative?
 3. What effect has the Initiative had on the public school system overall?
 4. What conditions are necessary to sustain and expand the IPS Initiative into the future?

Evaluation Methodology

- Adapted CDC Framework
- Mixed methods



Evaluation Methods

□ Data Collection

- Existing data
 - Program documents
 - Secondary data
- New data
 - Principal surveys
 - Interviews with key stakeholders (WA central office, reference group)
 - Interview with key experts
 - School site visits – observations, interviews, focus groups with sample schools

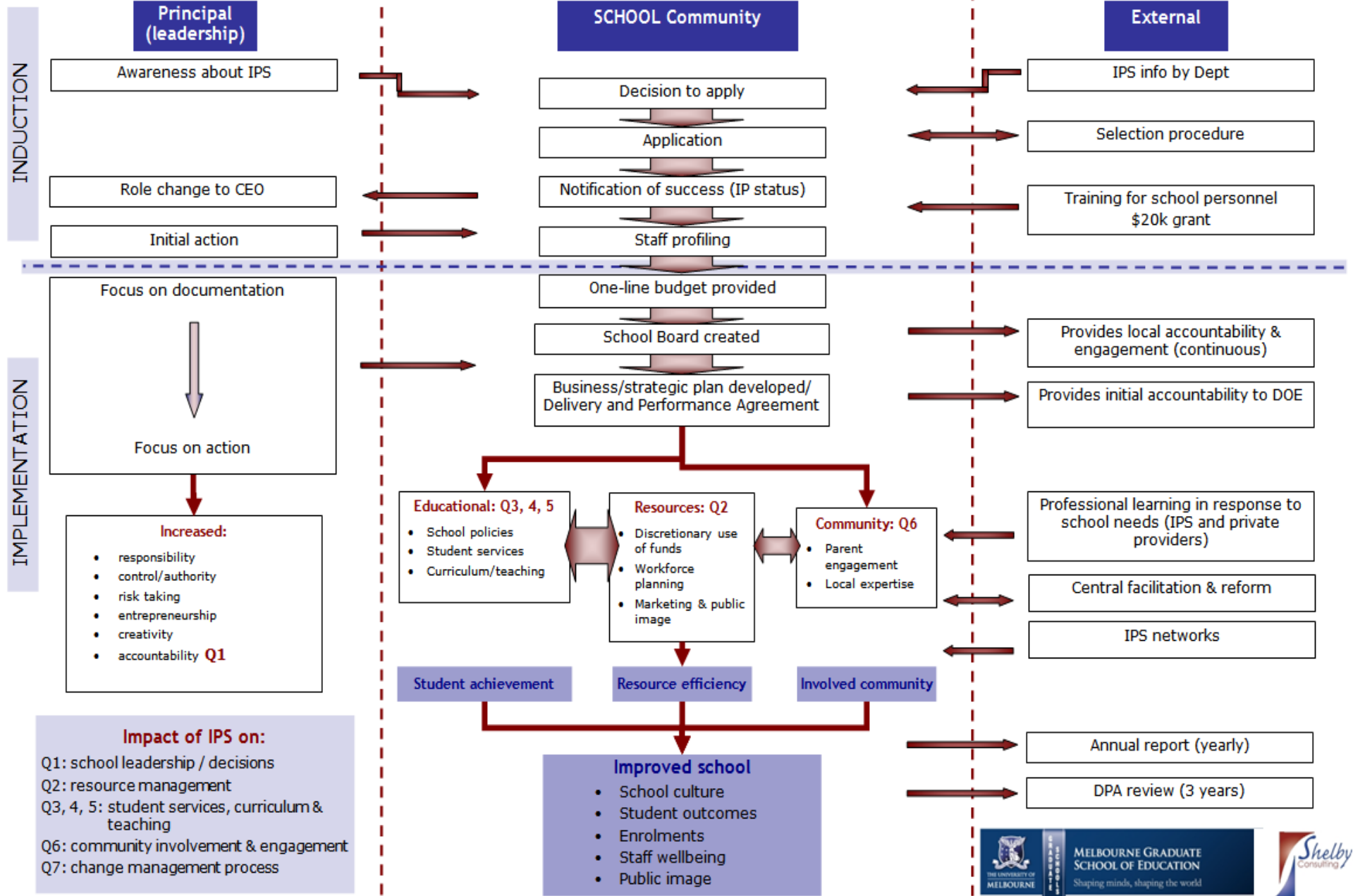
□ Data Analysis

- Two levels of data analysis using qualitative and quantitative methods.
- 1st level of analysis makes sense of raw data collected
- 2nd level – triangulation

PAPER # 1

CLARIFYING THE PROGRAM THEORY

Key Assumption: Principals (and other school leaders) are best placed to understand their school's capacity and demands of their communities. This puts them in the best position to make strategic resource decisions, in order to improve their school.



Validating the logic (the theory behind the IPS Initiative)



- **Expert Panel Review**
- **Literature Review**

PAPER # 2

DATA COLLECTION

**WORKING
DOCUMENT #2**

SECONDARY DATA ANALYSIS

Site Visits



- **Number to do**
- **School selection**
 - ▣ Sample frame
- **Process**
 - ▣ # of visits and timing
 - ▣ Interviews, focus groups & documents

Site Visits – sample frame

School type

Cohort	DHS	Ed Support	Prim	Second	Total
1	2 1	2 1	20 3	10 1	34 6
2	2 0	9 1	39 1	14 2	64 4
3.1	2 0	4 0	52 2	15 1	73 3
Total	6 1	15 2	111 6	39 4	171 13

Population

Number of sites

Site Visits



- **Number to do**
- **School selection**
 - ▣ Sample frame
- **Process**
 - ▣ # of visits and timing
 - ▣ Interviews, focus groups & documents

Documentary, Secondary, Survey data



- **Documentation - continuous**
 - ▣ Sample schools & DoE reports, plans etc. Public documents (media)
- **Secondary data (DoE level) - continuous**
 - ▣ school demographic data, student achievement (NAPLAN, ATAR etc), enrolment, attendance, retention, suspension, staffing, financial, etc. Collated into a single database
- **Principal Online Survey – currently piloting**
 - ▣ To capture changes for IPS and Non-IPS schools

Documentary, Secondary, Survey

Cluster

The next group of statements relate to **resources/support** that your teaching staff may or may not have access to. For each statement, choose an answer that is closest to how you feel.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
11. (A/B) Since 2009, my teachers have	1	2	3	4	5	6
... More in-class assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... More in-class material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... More curriculum support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... More assistance supporting struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Greater ability to extend students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... More professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Smaller classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What other resources/support would most help your school run better? Please list these below.

The next group of statements relate to your school's **engagement with the community** (eg: students, parents, external agencies). For each statement, choose an answer that is closest to how you feel.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
12. (A/B) Since September 2009, my school's	1	2	3	4	5	6
... Student behaviour has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Students have become more engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Parents are more engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Links with other schools are stronger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Links with tertiary institutions are stronger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Links with organisations in our community are stronger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list other examples of community engagement at your school introduced since 2009? Please list these below.

The next group of statements relate to support received from **Central Office**. For each statement, choose an answer that is closest to how you feel.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
13. (A/B) Since 2009, the level of support offered by Central Office to my school has improved overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. (A/B) We have had good support from the Central Office in the areas of Finance (Financial management, Feedback for these from Principals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. (A/B) We have had good support from the Central Office in the areas of Human resources (could split into payroll, selection, labour relations? Feedback for these from principals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The next group of statements relate to changes in your **school overall**. For each statement, choose an answer that is closest to how you feel.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
16. (A/B) Since 2009, my school	1	2	3	4	5	6
... Has a lower staff turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is more responsive to students' specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Has improved teaching and learning practices that are responsive to student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Provides a better education than we did in the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is better at sharing facilities with other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is better at sharing staff with other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is getting better value from its budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is offering a broader curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Is better resourced overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Has better programs in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Has greater access to specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Overall, what other changes (positive or negative) have occurred since 2009? Please list these below.

The next group of statements focus on your perception of IPS and its impact on the Education System. For each statement, choose an answer that is closest to how you feel.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
(A/B)	1	2	3	4	5	6
18. The introduction of independent public schools has been good for the West Australian education system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The introduction of independent public schools has been good for those public schools that are not independent public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The independent public schools initiative is expanding too fast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. All West Australian public schools should be independent public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. WA should not have any independent public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. All new schools should be independent public schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The independent public school initiative is creating a two-tier system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PAPER # 3

BRINGING IT ALL TOGETHER

**WORKING
DOCUMENT #3**

DOCUMENTARY ANALYSIS

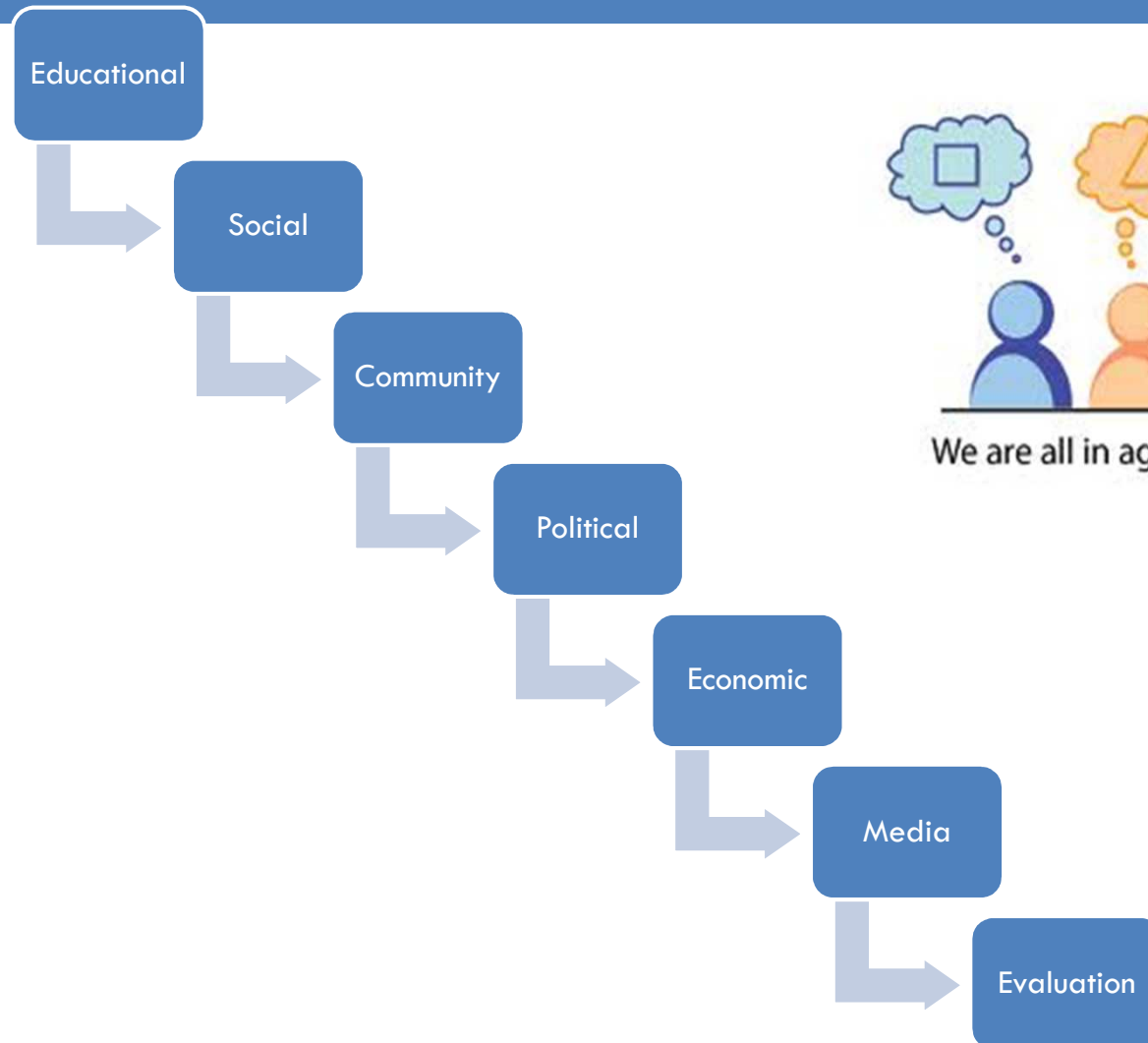
The program and stakeholders



**DEPT EDU
SCHOOLS
PRINCIPALS
TEACHERS
STUDENTS
BOARDS
PARENTS
COMMUNITY
UNIONS
INDUSTRY
POLITICIANS
MEDIA
STATE
GOVERNMENTS
FEDERAL
GOVERNMENT**



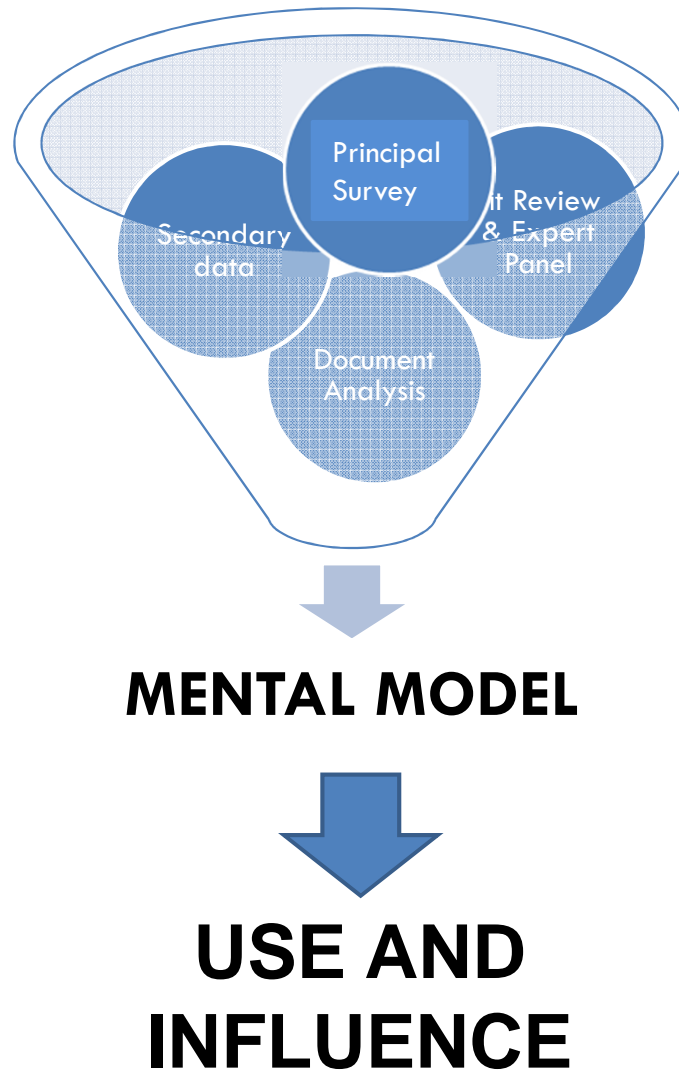
The Imperatives



Wicked program



Mixing it up



What do we know so far?



- ❑ Evaluation guiding framework
- ❑ Transparency
- ❑ True collaboration
- ❑ Clearly articulated goals for program & evaluation stage
- ❑ Understanding priorities
- ❑ Understanding imperatives
- ❑ Identify all stakeholders
- ❑ Mirroring the methods of the program philosophy
- ❑ Hearing Multiple voices
- ❑ Returning to the evaluation imperative -use and influence
- ❑ True Mixed methodology
- ❑ Highly structured, each element plays an important role
- ❑ Setting sustainable evaluative infra structure

Where are we now?

- Is it perfect?
- Do we still have challenges?
- Are we adding value?



**WICKED
EVALUATION**