After-School Case-Study LOGIC MODEL (Southworth)

Purpose & Essential Question	Key Questions	Objectives	Outcomes As a result of this work, education staff will:	After-School Evaluation Activities		
				Short-term	**Mid-term**	**Long-term**
Statement of Purpose: To develop a logic model for an evaluation of an after-school program. **EQ**: How can we evaluate an after-school program and provide valuable feedback in order to improve that program?	**Data Collection:** How can we generate, collect and organize data?	1. To collect assessment data on the after-school program to support continuous program improvement toward a quality program.	1. Understand how to collect data; understand the power of the data collected; ensure the data is collected properly.	Collect data on student scores for ELA and Math state tests from school records. Collect student work in portfolios and student opinion in surveys.	Record quantitative data in spreadsheets; Make sure the data is correct; review qualitative data; record the data that builds on trends, or explains, or documents student improvement.	When results emerge, ask if other data should be collected; try to collect qualitative data that explains the quantitative results.
	Analysis: How can we break down data into quantitative and qualitative parts?	2. Divide all data into quantitative and qualitative formats for analysis.	2. Make the analytic connection between data collected, objectives measured.	Take student scores and produce tables and charts; take student work and opinion and summarize into categories of similarity.	Compare quantitative data with the after-school program objectives; collapse qualitative data into categories of results by coding similar statements.	Analysis starts with comparison of outcomes with objectives and ends with asking if the results are strong.
	Valid and Reliable Conclusions: How can we draw valid and reliable conclusions?	3. Measure student learning using analysis and synthesis.	3. Judge student learning and draw valid and reliable conclusions.	Understand that the first types of conclusions are basic summaries of collected data.	Judge the data comparisons and use the outcomes to generate results and findings in order to make valid and reliable conclusions	Marshalling evidence of student learning by reviewing all the data and asking does it support the results for valid and reliable conclusions.
	Reports for Audience: How can we report our analysis to help improve our program?	4. Explore effective practices in data summary and analyzing slices of data for different audiences.	4. Be able synthesize conclusions in order to produce reports for different audiences.	Condense the basic summaries and make them understandable to an outside audience.	Use results and findings to craft compelling statements and stories for reports that are due to the program funder.	Synthesize and edit final reports for different audiences to improve theatre education programming.