2016 Kansas Reading Roadmap Evaluation Plan Overview

Implementation Research Questions

1. Are schools implementing the model with high program fidelity? Specifically,
 	
     a. To what extent are KRR schools implementing KRR as planned?
 	
     b. What implementation challenges are being encountered and how are these challenges being addressed?
 	
     c. What is the structure of alternative programming models? How do they differ from the traditional KRR model?
 	
     d. How do in-school and out-of-school staff work together toward the same shared goals and outcomes? To what extent do they collaborate to better meet the needs of students?

2. What are the characteristics of the students and families being served by KRR?

Outcome Research Questions

3. What is the impact of KRR on participants and school literacy outcomes? Specifically,
 	
     a. Have students attending KRR schools improved their literacy skills over time?
 	
     b. Has the percentage of children in KRR schools reading at grade level by third grade increased over time?
 	
     c. Compared to schools not implementing the KRR model, has the percentage of children in KRR schools improving their literacy skills increased more over time?

4. What is the impact of extended learning opportunities available via KRR? Specifically,
 	
     a. Have students involved in KRR after-school programming improved their literacy skills over time?
 	
     b. Compared to their peers not participating in KRR after-school programming, have after-school students improved their literacy skills over time?
 	
     c. Have families involved in KRR improved their level of understanding and support of their child(ren)'s literacy development over time?
 	
     d. Have families involved in KRR improved their level of school involvement over time?

Data Tracking System

Data Collection/Management System: For student school records, data will be delivered annually-typically at the end of the school year via REDCap. This data will include personally identifiable data such as KIDS (Kansas Identification Number) and first and last names, along with student status data such as Individualized Education Program (IEP), Free/Reduced Priced Lunch, migrant status, and the results of the students' Curriculum Based Measurement (CBM) assessments at three points in the school year: Fall, Winter, and Spring. Student names and KIDS numbers will be used to match students with any programmatic data they may have.

Data on students participating in the after-school program will be sent to the evaluators via REDCap. The data will include personally identifiable data such as KIDS number and student name. Additional program data such as attendance (from FAST and After-school) and progress monitoring test results will also be available. Additional FAST data will be sent to the evaluators via REDCap in aggregated form. At this point, a random study ID will be given to each student. This will enable evaluators to store student level data on FERPA compliant servers without the use of personally identifiable data. No identifying information will be kept in this system and all participants will be tracked via the assigned unique case ID. A master matching file will be kept on REDCap that matches the assigned unique case ID with the student. Only evaluation staff will have the access to the sheet which matches case ID to individual participants.

Analysis and Reporting

As outlined in the Evaluation Design section, evaluators will use longitudinal, pre-post, and quasi-experimental design approaches to address the evaluation questions. Evaluators will chose analytic methods appropriate to the data and research design.

Qualitative Analysis: Evaluators will collect qualitative data through interviews and document analysis of program records and materials on an annual basis. Analysis will emphasize identifying important themes related to program model implementation as well as alternative model implementation and approaches.
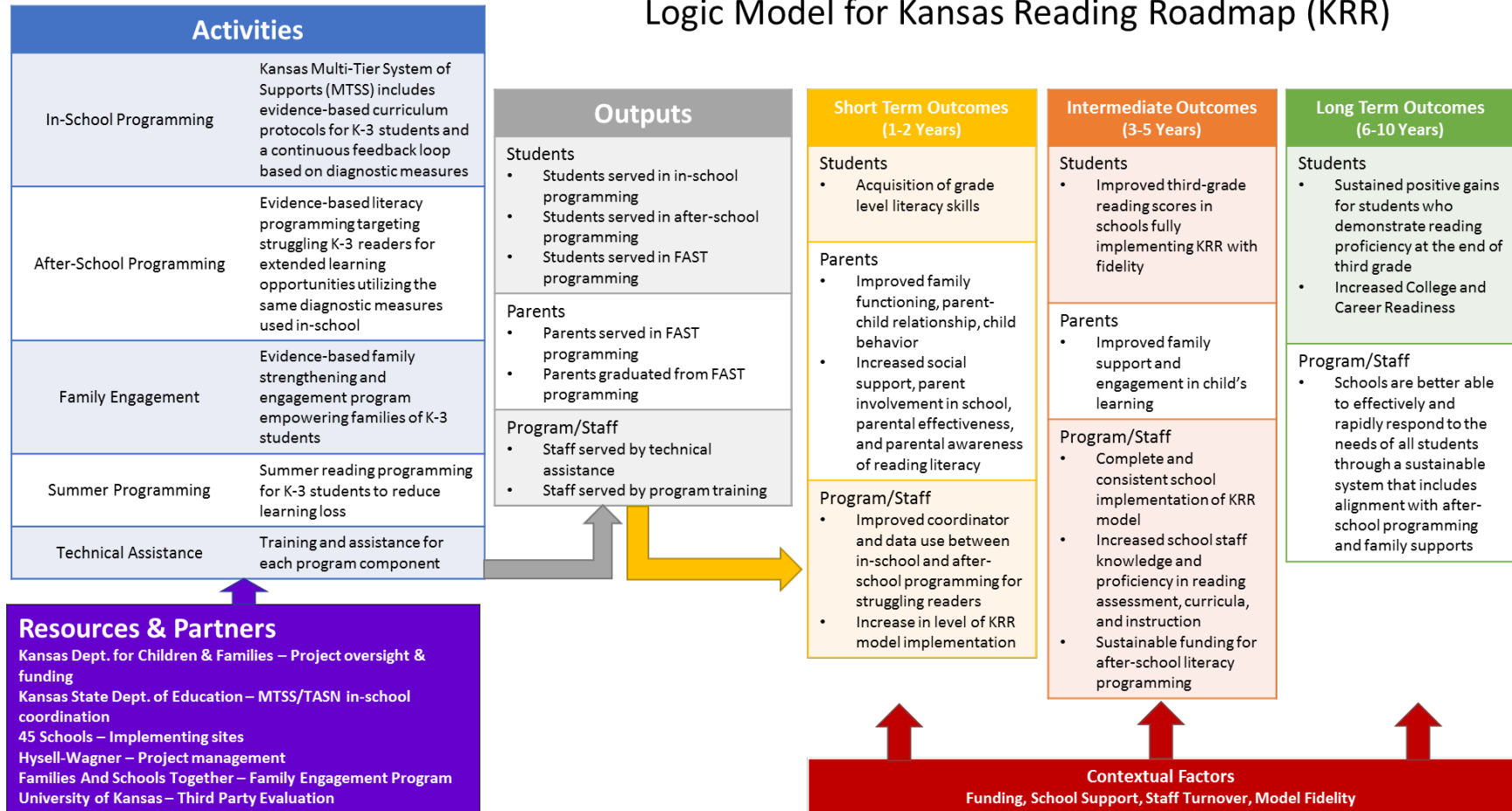
Quantitative Analysis: Quantitative methods of analysis will be chosen according to the structure of the data and research design. Basic t-tests will detect individual change while more sophisticated cohort analyses will examine change in literacy skill development.

Evaluators will employ a quasi-experimental design to examine the overall impact of KRR on schools and their students' literacy skill development. Specifically, the evaluation team will use propensity scores matching to identify a sample of schools across the state of Kansas that is comparable to the population of KRR sites. For each KRR site, one comparison school will be selected and aggregated grade level CBM assessment results will be requested. Cohort and trend analyses will be conducted on scores to determine changes over time in both samples. If appropriate to the data, additional hierarchical linear regression analyses will be conducted to determine the relative impact of KRR services on students' reading skill development while taking into account school- and district-level contextual factors.

To assess the impact of FAST on families attending the family engagement portion of KRR, quantitative pre-intervention scores will be compared to post-intervention scores to assess changes in knowledge, behavior, and/or opinions that have occurred as a consequence of the programming.

Reporting: Evaluators will provide annual Outcome and Implementation evaluation results as well as produce KRR model fidelity briefs to funders. Based on previously delivered reports, the annual evaluation report will include the following sections: Executive Report, Evaluation Report, Individual School Profiles, and Technical Report. Additionally, synthesis of results for the purposes of presentation will be made available as requested. Quarterly progress reports will be provided to funders.

Logic Model for Kansas Reading Roadmap (KRR)

Activities

In-School Programming	Kansas Multi-Tier System of Supports (MTSS) includes evidence-based curriculum protocols for K-3 students and a continuous feedback loop based on diagnostic measures
After-School Programming	Evidence-based literacy programming targeting struggling K-3 readers for extended learning opportunities utilizing the same diagnostic measures used in-school
Family Engagement	Evidence-based family strengthening and engagement program empowering families of K-3 students
Summer Programming	Summer reading programming for K-3 students to reduce learning loss
Technical Assistance	Training and assistance for each program component

Resources & Partners

Kansas Dept. for Children & Families – Project oversight & funding
Kansas State Dept. of Education – MTSS/TASN in-school coordination
45 Schools – Implementing sites
Hysell-Wagner – Project management
Families And Schools Together – Family Engagement Program
University of Kansas – Third Party Evaluation

Outputs

Students
- Students served in in-school programming
- Students served in after-school programming
- Students served in FAST programming

Parents
- Parents served in FAST programming
- Parents graduated from FAST programming

Program/Staff
- Staff served by technical assistance
- Staff served by program training

Short Term Outcomes (1-2 Years)

Students
- Acquisition of grade level literacy skills

Parents
- Improved family functioning, parent-child relationship, child behavior
- Increased social support, parent involvement in school, parental effectiveness, and parental awareness of reading literacy

Program/Staff
- Improved coordinator and data use between in-school and after-school programming for struggling readers
- Increase in level of KRR model implementation

Intermediate Outcomes (3-5 Years)

Students
- Improved third-grade reading scores in schools fully implementing KRR with fidelity

Parents
- Improved family support and engagement in child's learning

Program/Staff
- Complete and consistent school implementation of KRR model
- Increased school staff knowledge and proficiency in reading assessment, curricula, and instruction
- Sustainable funding for after-school literacy programming

Long Term Outcomes (6-10 Years)

Students
- Sustained positive gains for students who demonstrate reading proficiency at the end of third grade
- Increased College and Career Readiness

Program/Staff
- Schools are better able to effectively and rapidly respond to the needs of all students through a sustainable system that includes alignment with after-school programming and family supports

Contextual Factors
Funding, School Support, Staff Turnover, Model Fidelity

EVALUATION DESIGN BY QUESTION

Summary: This evaluation will use three main design approaches to examine the research questions: longitudinal; pre-post; and quasi-experimental.

Implementation Evaluation		
Research Question	**Design**	**Approach**
1a. To what extent are KRR schools implementing KRR as planned?	Longitudinal - Over the course of multiple school years	Performance monitoring approach using site visits, program records, staff interview data, and staff survey data to assess adherence to programming model.
1b. What implementation challenges are being encountered and how are these challenges being addressed?	Longitudinal - Over the course of multiple school years	Performance monitoring approach using program records, staff interview data, and staff survey data to assess adherence to programming model.
1c. What is the structure of alternative programming models? How do they differ from the traditional KRR model?	Longitudinal - Over the course of multiple school years	Multi-method approach using program records, staff interview data, and staff survey data to identify alternative model characteristics and adjustments made from the traditional model.
1d. How do in-school and after-school staff work together towards the same shared goals and outcomes? To what extent do they collaborate to better meet the needs of students?	Longitudinal - Over the course of multiple school years	Multi-method approach using staff interview and survey data to assess collaborative and coordinated work.
2. What are the characteristics of the students and families being served by KRR?	Longitudinal - Over the course of multiple school years	School records and participant enrollment and participation data for each after-school program will be examined.
Outcome Evaluation		
Research Question	**Design**	**Approach**
3a. Have students attending KRR schools improved their literacy skills over time?	Longitudinal - Over the course of a school year/multiple school years	School records and participation data will be examined.
3b. Has the percentage of children in KRR schools reading at grade level by third grade increased over time?	Longitudinal - Over the course of a school year/multiple school years	School records will be examined.
3c. Compared to schools not implementing the KRR model, has the percentage of children in KRR schools	Quasi-experimental	Using propensity score matching, KRR sites will be matched with one non-KRR peer school to assess changes in third-grade reading achievement over time.

improving their literacy skills increased move over time?		
4a. Have students involved in KRR after-school programming improved their literacy skills over time?	Longitudinal - Over the course of a school year/multiple school years	School records and participation data will be examined.
4b. Compared to their peers not participating in KRR after-school programming, have after-school students improved their literacy skills over time?	Longitudinal - Over the course of a school year/multiple school years	School records and participation data will be examined.
4c. Have families involved in KRR improved their level of understanding and support of their child(ren)'s literacy development over time?	Pre/Post	FAST Literacy Night Survey will be administered to assess knowledge gain and attitude changes over time.
4d. Have families involved in KRR improved their level of school involvement over time?	Pre/Post	FAST Surveys will be administered to both parents and teachers of students participating in programming to assess school involvement over time.