education northwest

CREATING STRONG
SCHOOLS & COMMUNITIES

The Road Map Project Evaluation Findings

Presented to RMP Planning Team

April 13, 2016

Evaluation Questions

- What changes are occurring across the Road Map region?
- What evidence is there that the theory of change is producing these changes?
- What areas of effort are getting the most traction?
- How can systems-level change be better supported?

Evaluation Methods

- Interviews with key implementers in BTGR, HSCC, and family engagement space
- Tiered formative evaluation surveys to "more" and "less" involved stakeholders
- Gates Alignment Index survey
- Observations of meetings
- Document review

Respondents

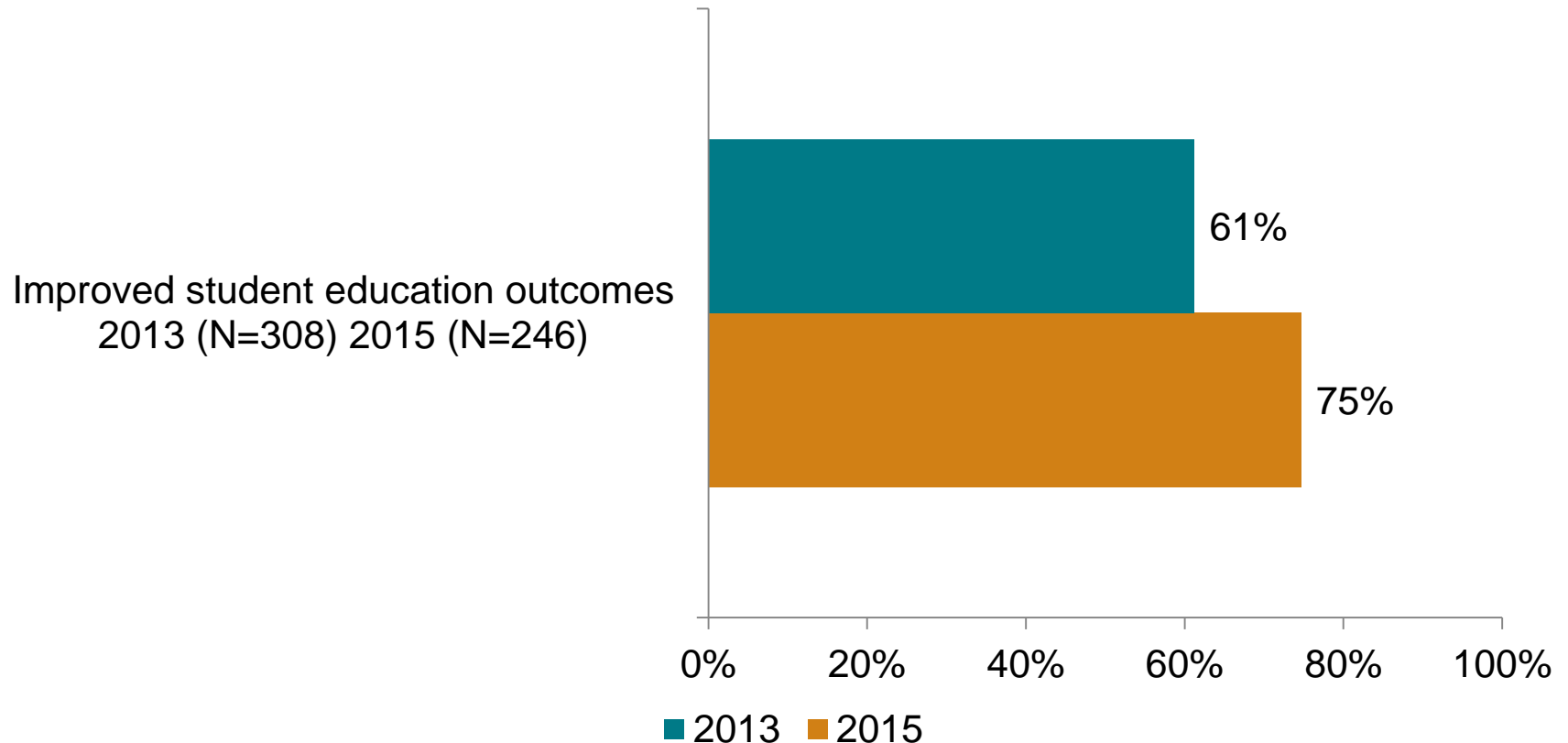| Data Collection Method	Previous Data	Current Study
Formative evaluation survey of "less involved" stakeholders	N = 324	N = 211
Formative evaluation survey of "more involved" stakeholders	N = 103	N = 100
Gates Alignment Index survey	N = 104	N = 88
Interviews	NA	N = 37

Strength of Findings

- **Qualitative data**
  - Minority perspective (1–2 responses)
  - Some perspective (3–5 responses/codes)
  - Many perspective (6–10 responses/codes)
  - Most perspective (at least 75% respondents)
- **Quantitative data (% agreement)**
  - Weak agreement (0–20%)
  - Some agreement (21–50%)
  - Majority agreement (51–75%)
  - Strong agreement (More than 75%)
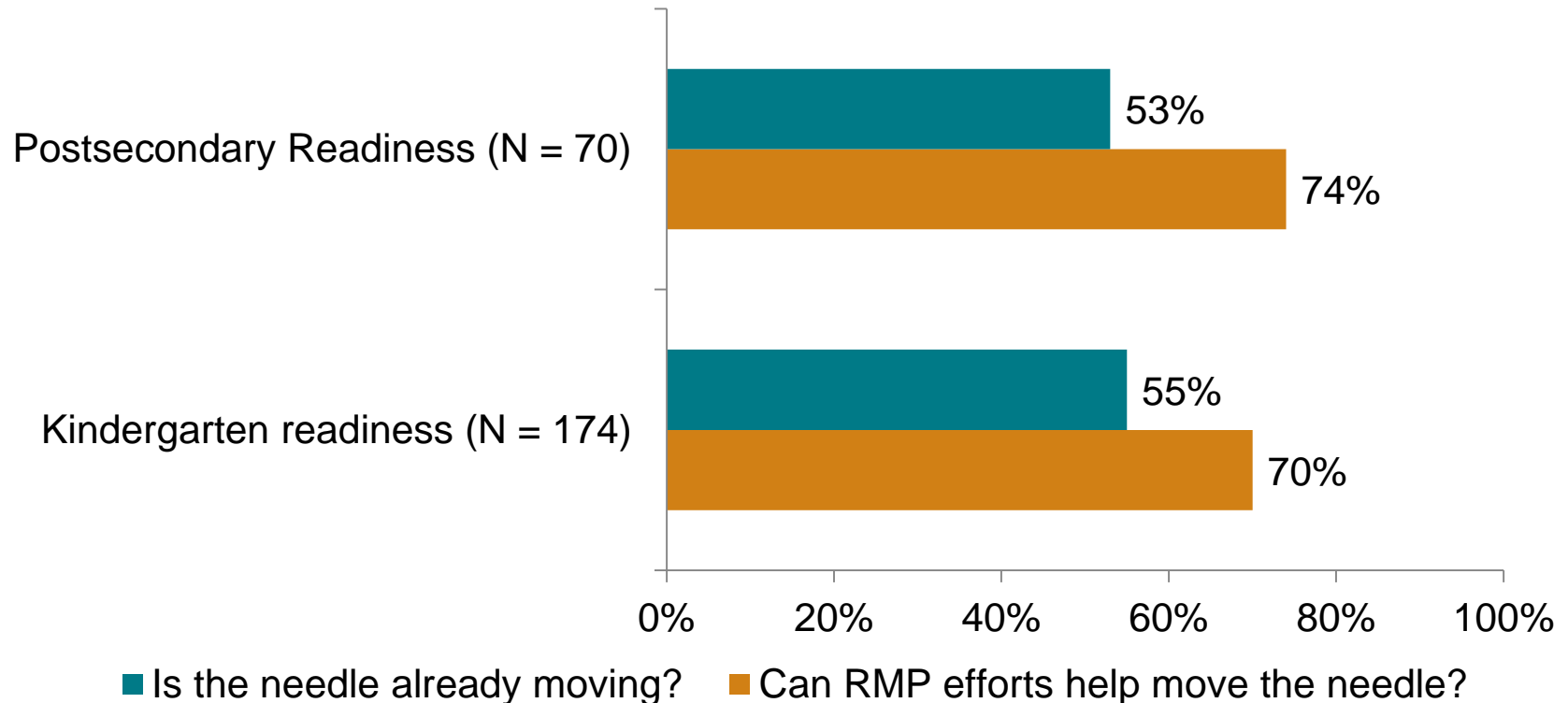
Indicator Movement

The RMP is influencing regional efforts resulting in improved student outcomes.

Improved student education outcomes
2013 (N=308) 2015 (N=246)

61%

75%

0%   20%   40%   60%   80%   100%

■ 2013 ■ 2015

Results come from the 2013 and 2015 Road Map Project Formative evaluation survey of stakeholders across the region (2013 N = 417; 2015 N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

RMP partners feel strategies can move the needle on readiness, but success is still emerging.

Postsecondary Readiness (N = 70)
- 53% — Is the needle already moving?
- 74% — Can RMP efforts help move the needle?

Kindergarten readiness (N = 174)
- 55% — Is the needle already moving?
- 70% — Can RMP efforts help move the needle?

0% 20% 40% 60% 80% 100%

■ Is the needle already moving?   ■ Can RMP efforts help move the needle?

Postsecondary readiness based on 2015 survey of "more involved" stakeholders (N = 100) and kindergarten readiness based on 2015 survey of all stakeholders (N = 311). Percentages equal average agreement (item mean divided by item scale (4)).
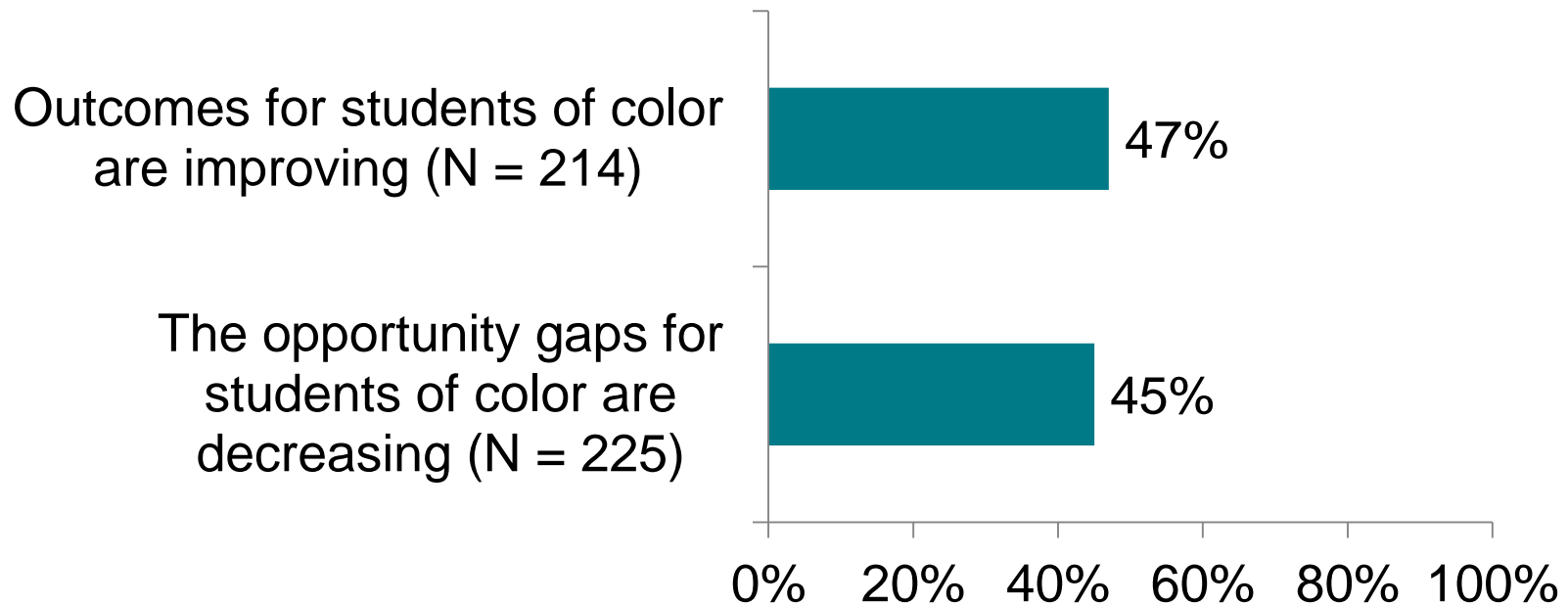
Progress on academic outcomes is mixed, with a few indicators on track to meet the goal but many are not.

- There is significant positive movement reducing students who trigger early warning indicators for dropout.

- Progress on academic achievement in reading, math, and science is mixed.

- Secondary and postsecondary outcomes are beginning to change but not fast enough to meet the overall goal of RMP.

Gaps for students of color are closing but not fast enough to meet the targets.

Outcomes for students of color are improving (N = 214) — 47%

The opportunity gaps for students of color are decreasing (N = 225) — 45%
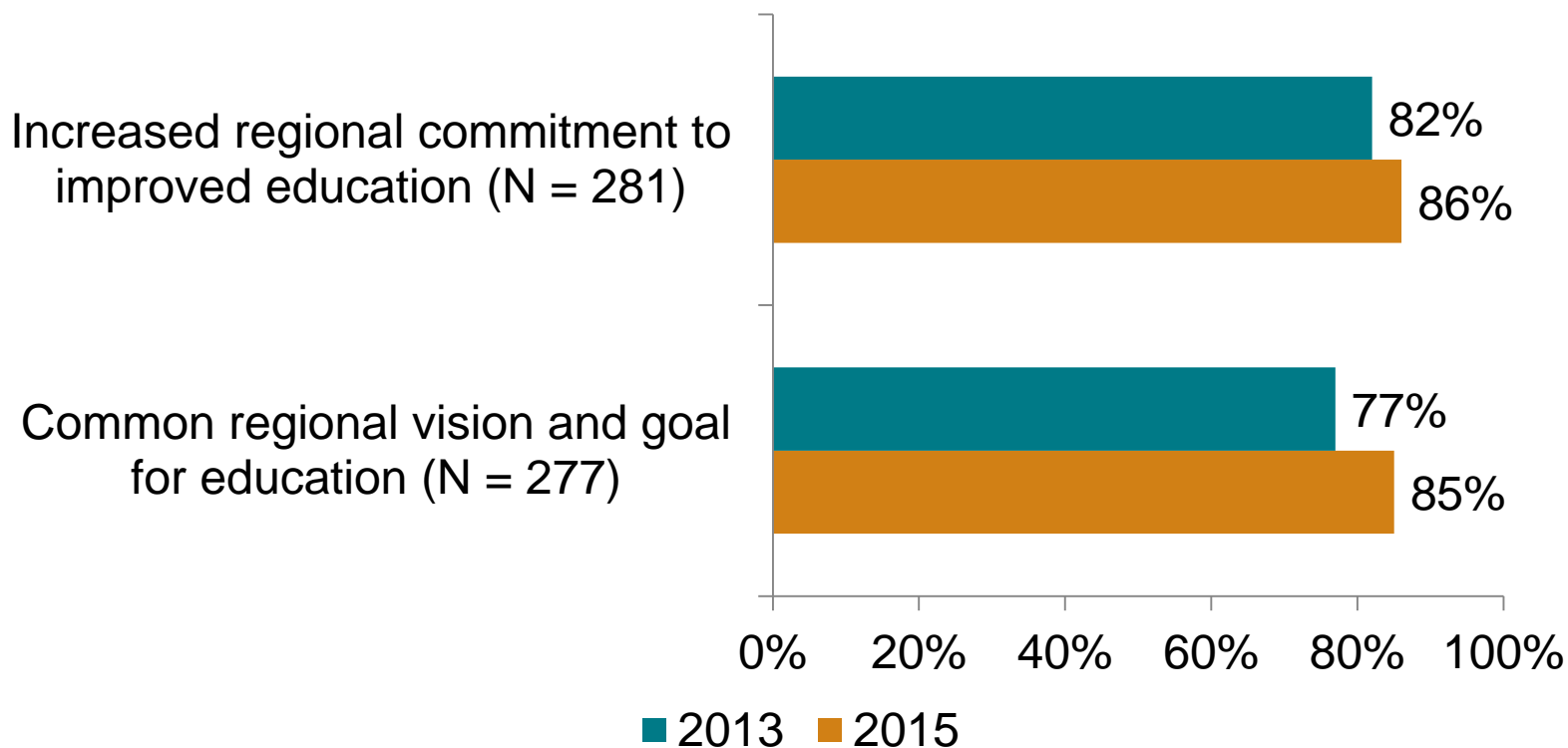
0% 20% 40% 60% 80% 100%

Results come from the 2015 RMP Formative evaluation survey of stakeholders across the region (N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

Common Agenda: Alignment and Collaboration

Over time, the RMP has built a very strong shared vision and commitment to the Road Map goal across the region and RMP partners and that support continues to grow.

Increased regional commitment to improved education (N = 281)
- 2013: 82%
- 2015: 86%

Common regional vision and goal for education (N = 277)
- 2013: 77%
- 2015: 85%

0%   20%   40%   60%   80%   100%

■ 2013 ■ 2015

Results come from the 2013 and 2015 Road Map Project Formative evaluation survey of stakeholders across the region (2013 N = 417; 2015 N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

Stakeholders agree on the overall goal but less on what it means to achieve readiness at intermediate steps of the cradle-to-career continuum.

Partners believe that all sectors engaged in educating children should prepare them to be ready to attend and complete a post-secondary certificate or degree. (N=88)	75%
Partners ACROSS sectors share a common understanding of what it means to be "college ready." (N=88)	34%
Partners ACROSS sectors share a common understanding of what it means to be "kindergarten ready." (N=88)	36%
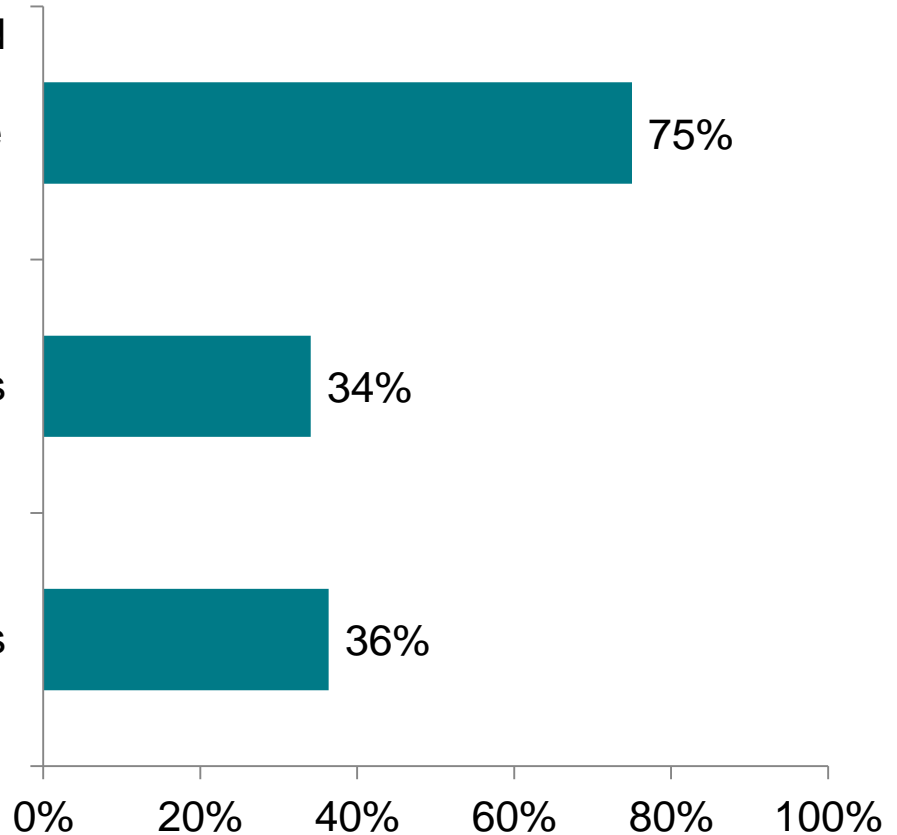
0%   20%   40%   60%   80%   100%

Results come from the 2015 Gates Alignment Survey (N = 88). Percentages equal average agreement (item mean divided by item scale (4)).

A common language around education is emerging across the region, although it is stronger among institutional partners and less so in the community.
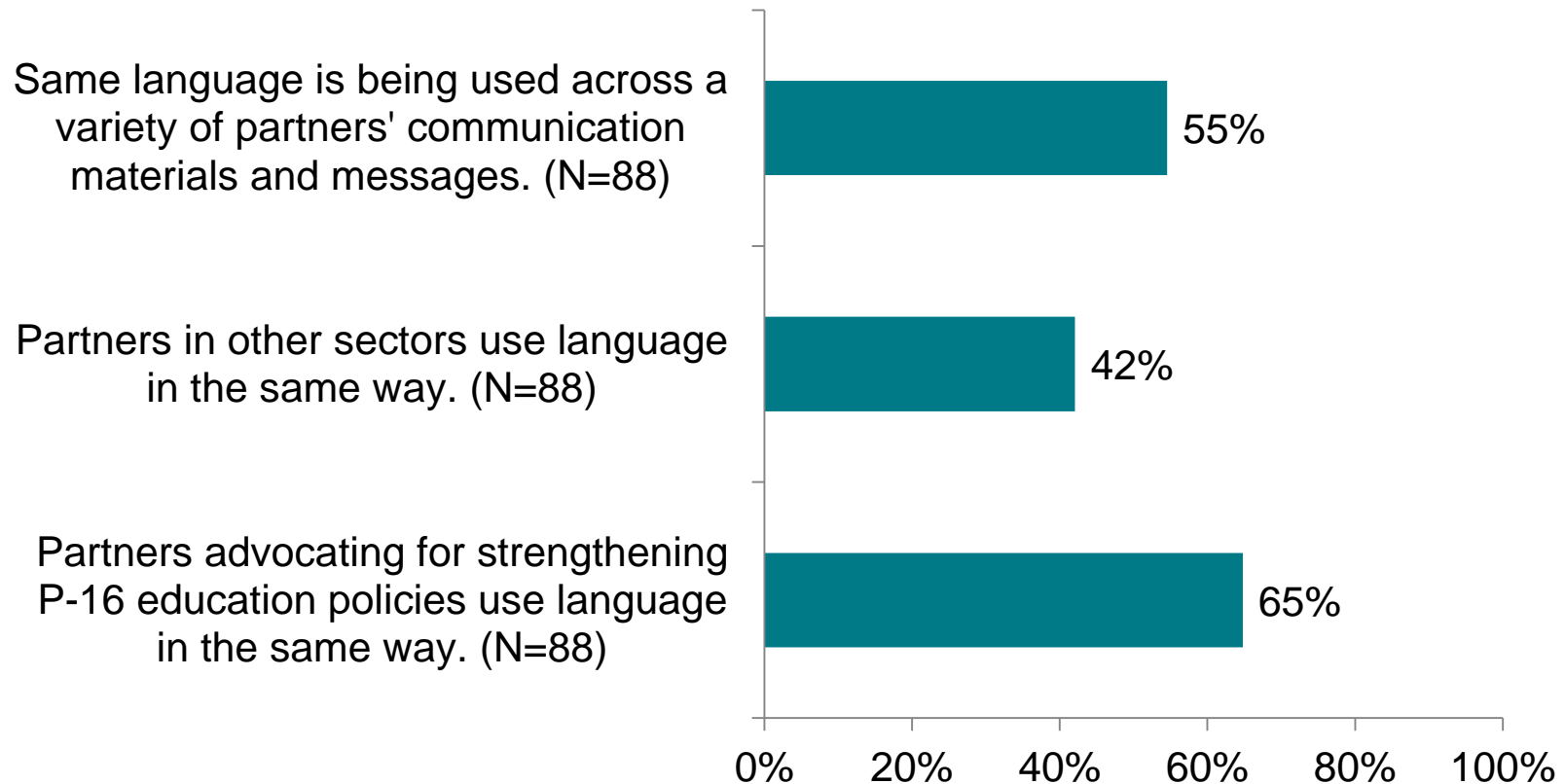
Same language is being used across a variety of partners' communication materials and messages. (N=88) — 55%

Partners in other sectors use language in the same way. (N=88) — 42%

Partners advocating for strengthening P-16 education policies use language in the same way. (N=88) — 65%

Results come from the 2015 Gates Alignment Survey (N = 88). Percentages equal average agreement (item mean divided by item scale (4)).

Collaborative practice is stronger in some areas than others across RMP stakeholders and sectors.

- Partners readily share resources to make progress towards our educational goals. (N=88) — 43%
- Collaboration occurs regularly across sectors for improvement. (N=88) — 40%
- Partners share credit when we make progress toward our educational goals. (N=88) — 49%
- There is regular communication among partners. (N=88) — 60%
- Partners ACROSS sectors share responsibility for improving educational outcomes. (N=88) — 70%
- Alignment of frameworks enabled partners to access new and/or increased financial resources. (N=88) — 34%
- A framework for collaborative efforts has been adopted by key players. (N=88) — 41%
- Buy-in to a common framework about how to support P-16 education. (N=88) — 35%
- Clear understanding about contribution to and responsibility to other groups. (N=88) — 44%

Results come from the 2015 Gates Alignment Survey (N = 88). Percentages equal average agreement (item mean divided by item scale (4)).
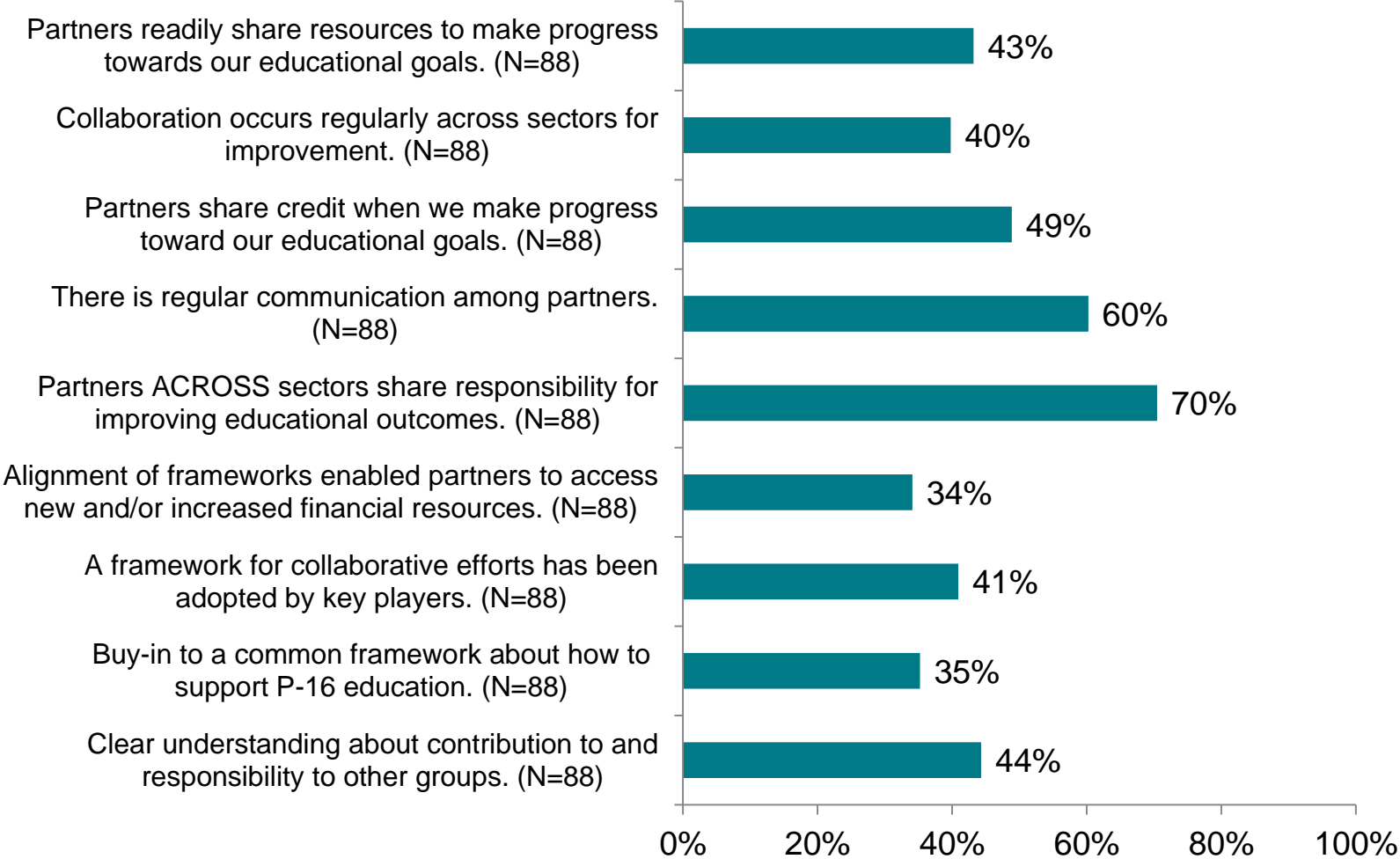
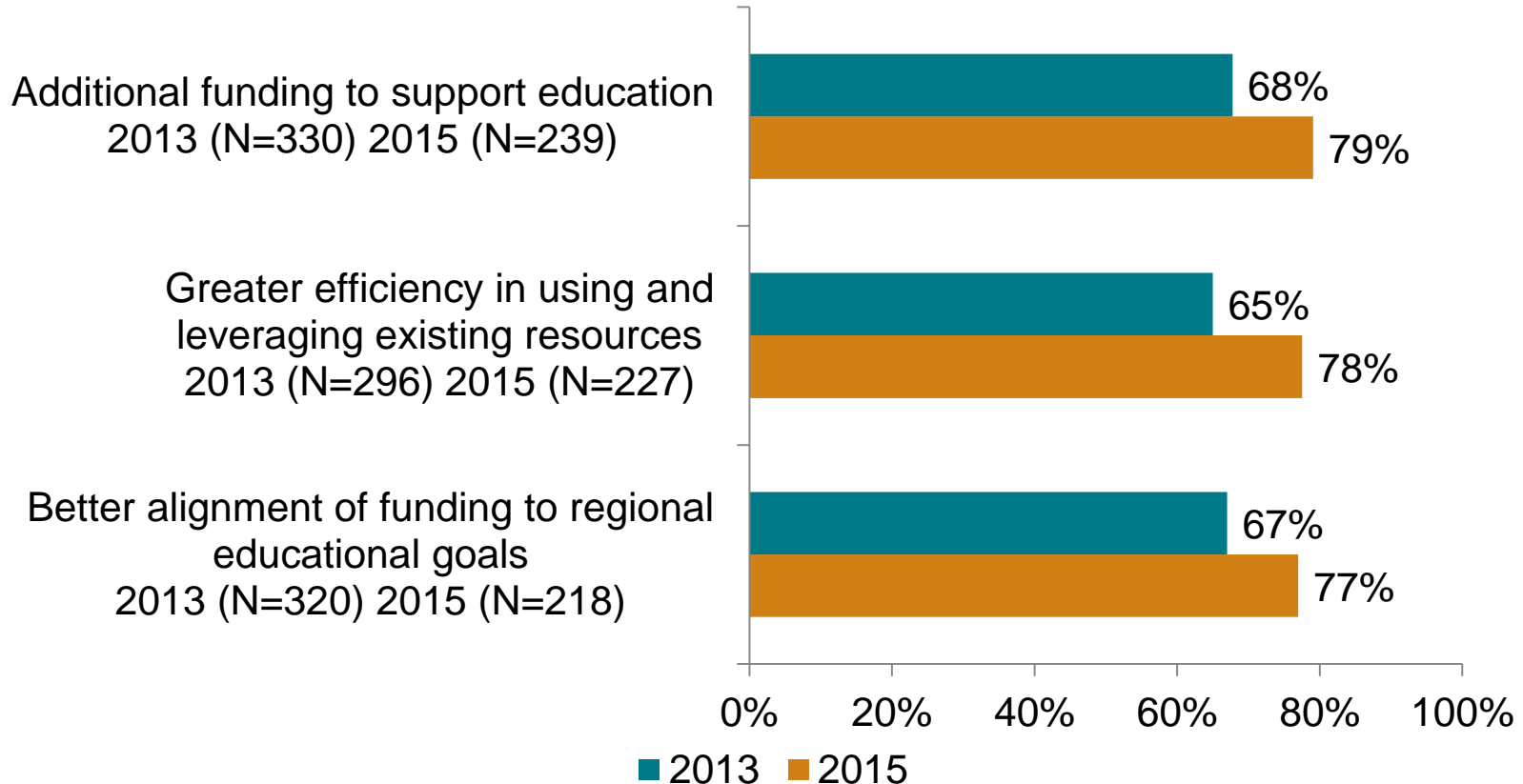# Aligned funding strategies are leading to more funding for education and better efficiency/ alignment of existing resources.

Additional funding to support education
2013 (N=330) 2015 (N=239)
- 2013: 68%
- 2015: 79%

Greater efficiency in using and leveraging existing resources
2013 (N=296) 2015 (N=227)
- 2013: 65%
- 2015: 78%

Better alignment of funding to regional educational goals
2013 (N=320) 2015 (N=218)
- 2013: 67%
- 2015: 77%

■ 2013 ■ 2015

Results come from the 2013 and 2015 Road Map Project Formative evaluation survey of stakeholders across the region (2013 N = 417; 2015 N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).
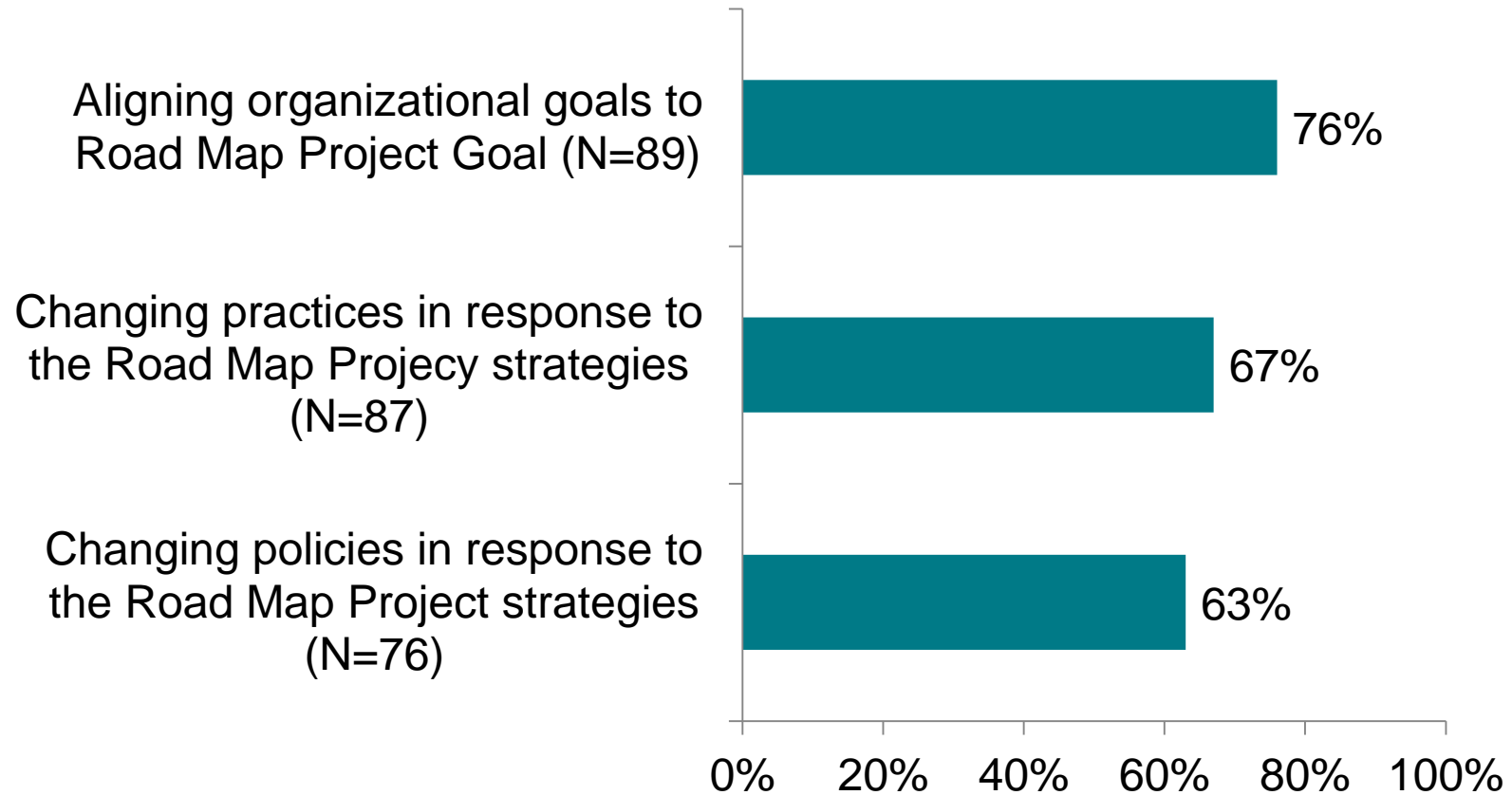
There are concerns about aligned funding.

- Concern about adequate investment in strategies that are most likely to reach the goal.

- Funding alignment may be creating a climate of competition among community-based organizations, resulting from a perceived reduction in resources available to do the work.

- Some are concerned that funding strategy "forcing" CBOs to change their approaches to access funding.

- Questions remain about whether the RMP financially sustainable after RTTT and Gates funding.

Partner organizations are aligning to RMP goals, as well as changing policies and practices.

Aligning organizational goals to Road Map Project Goal (N=89): 76%

Changing practices in response to the Road Map Projecy strategies (N=87): 67%

Changing policies in response to the Road Map Project strategies (N=76): 63%

Results come from the 2015 RMP Formative evaluation survey of "more involved" stakeholders across the region (N = 100). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

It is too soon to tell if collaborative approach is leading to sustainable systems change.
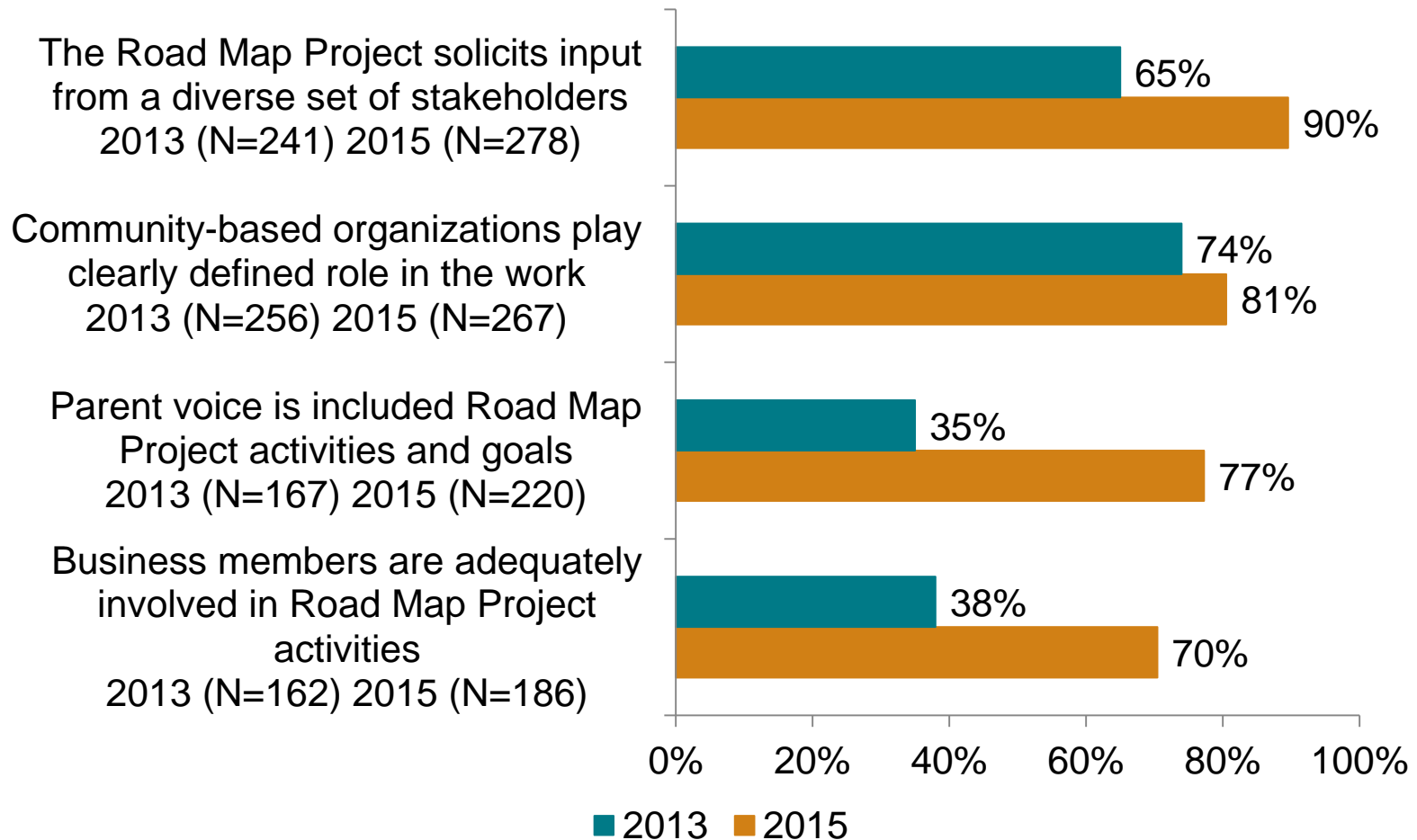
- Organization-level changes are promising, it is yet unclear how they add up to a cumulative impact in the region and in producing stronger systems.
- Creating shared understanding about how partners work together and their distinct roles in the process may produce collaborative practice that goes beyond discrete activities to more intentional organizational and systems change.
- It may be helpful to explore other collective impact funding models to increase and leverage resources available across organizations and sectors to serve students.

Representation

The RMP is increasing diversity of input into vision, strategy, and implementation.

The Road Map Project solicits input from a diverse set of stakeholders
2013 (N=241) 2015 (N=278)
- 2013: 65%
- 2015: 90%

Community-based organizations play clearly defined role in the work
2013 (N=256) 2015 (N=267)
- 2013: 74%
- 2015: 81%

Parent voice is included Road Map Project activities and goals
2013 (N=167) 2015 (N=220)
- 2013: 35%
- 2015: 77%

Business members are adequately involved in Road Map Project activities
2013 (N=162) 2015 (N=186)
- 2013: 38%
- 2015: 70%

■ 2013 ■ 2015

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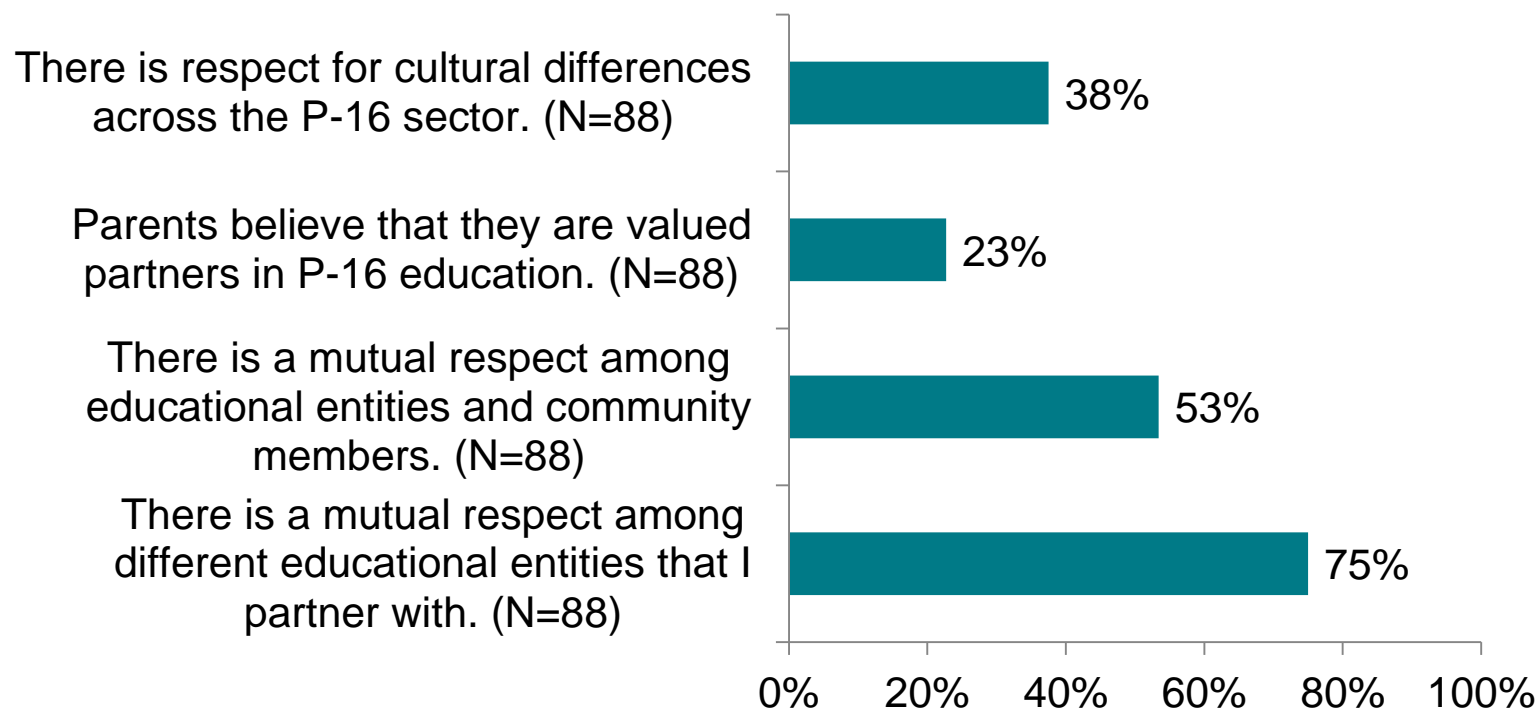
There is room to grow in making RMP leadership more representative of the communities, identities, and experiences of the students the RMP seeks to support.

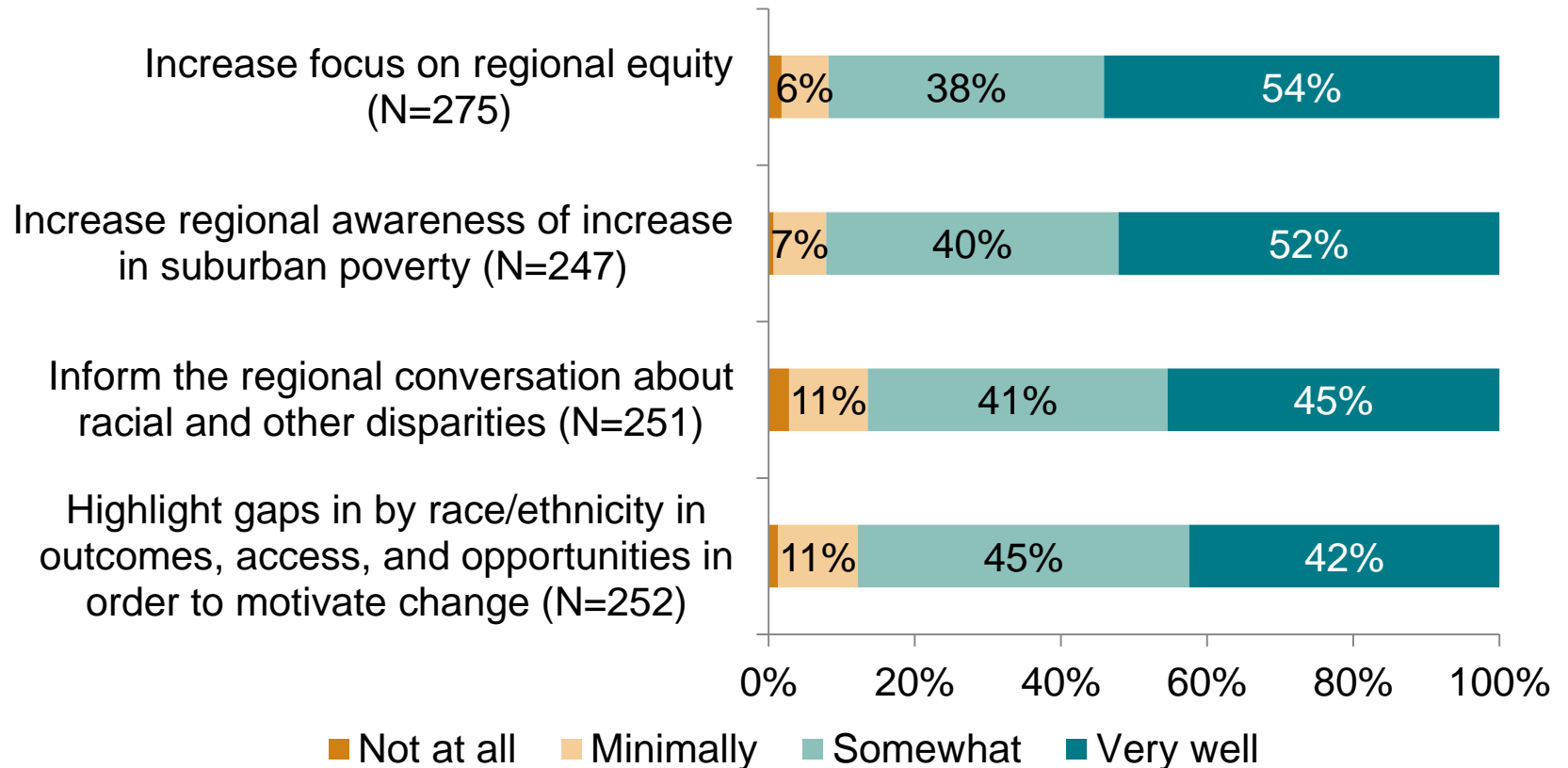|	Leadership	Planning	Implementing	Don't Know
CBOs	47%	69%	64%	11%
Parents	13%	39%	23%	43%
Youth	8%	22%	23%	52%
School and District	64%	65%	65%	14%
Public officials	36%	25%	15%	43%
Business leaders	20%	18%	8%	57%
Higher education	37%	44%	35%	35%
Public agencies	12%	35%	36%	42%
Community advocacy groups	29%	57%	39%	27%
Funders	44%	42%	17%	31%

Equity

Mutual respect between Road Map Project education partners and the community is growing but less progress in respecting and valuing cultural differences and parents as partners.

There is respect for cultural differences across the P-16 sector. (N=88) — 38%

Parents believe that they are valued partners in P-16 education. (N=88) — 23%

There is a mutual respect among educational entities and community members. (N=88) — 53%

There is a mutual respect among different educational entities that I partner with. (N=88) — 75%

Results come from the 2015 Gates Alignment Survey (N = 88). Percentages equal average agreement (item mean divided by item scale (4)).

The RMP has been instrumental in bringing an equity focus to the forefront of the regional discussion.

Increase focus on regional equity (N=275): 6% Minimally, 38% Somewhat, 54% Very well

Increase regional awareness of increase in suburban poverty (N=247): 7% Minimally, 40% Somewhat, 52% Very well

Inform the regional conversation about racial and other disparities (N=251): 11% Minimally, 41% Somewhat, 45% Very well

Highlight gaps in by race/ethnicity in outcomes, access, and opportunities in order to motivate change (N=252): 11% Minimally, 45% Somewhat, 42% Very well

Legend: ■ Not at all ■ Minimally ■ Somewhat ■ Very well

Results come from the 2015 RMP Formative evaluation survey of stakeholders across the region (N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

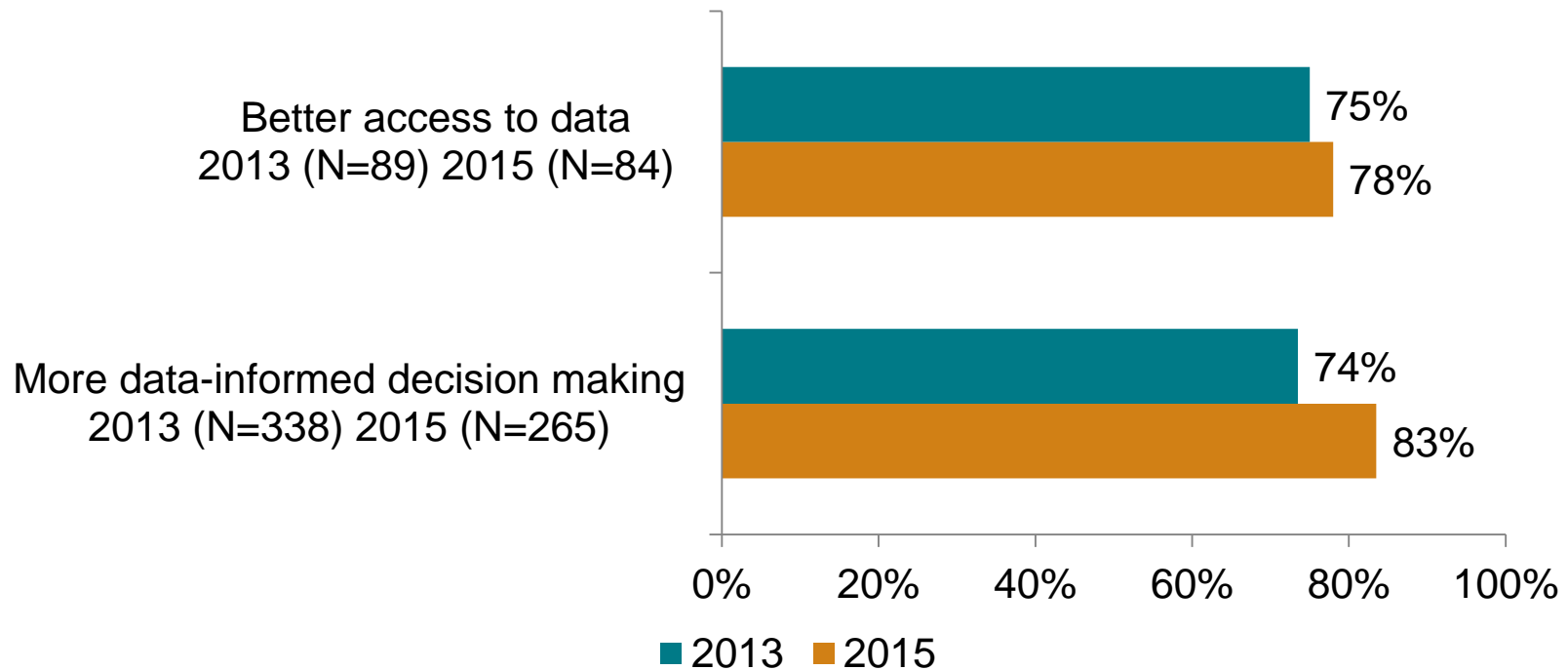# Challenges remain in creating a regional focus on racial equity.

- Not clear if policy or practice solutions will mitigate these inequalities in the long term.

- Work of equity needs to be embedded in core efforts (rather than a "separate" area of focus).

- Not yet a shared understanding or equity lens for the RMP.
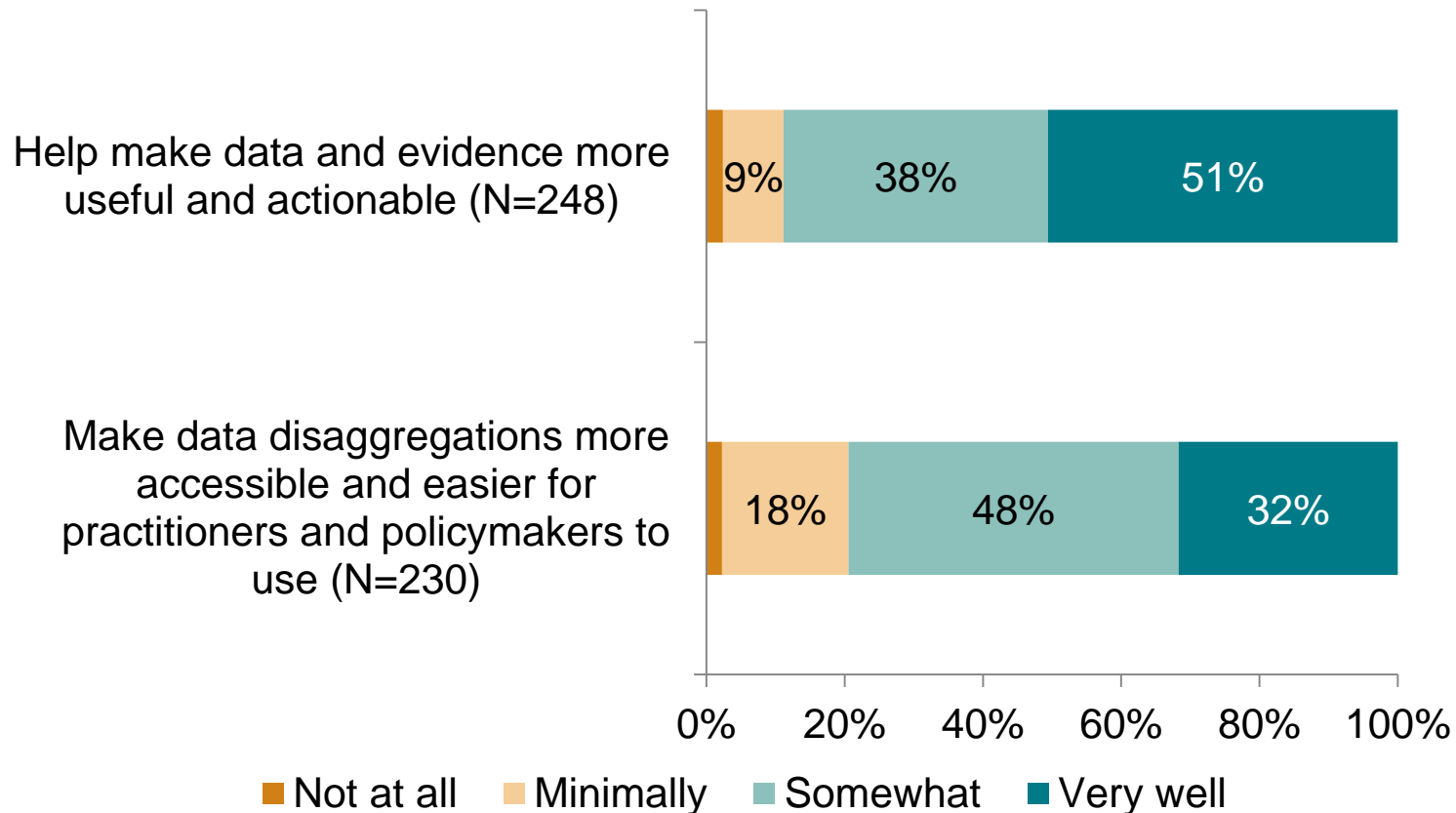
Power of Data

The RMP and CCER in particular have been instrumental in increasing access to data and in helping partners develop capacity to use the data in decision making.

Better access to data
2013 (N=89) 2015 (N=84)
- 2013: 75%
- 2015: 78%

More data-informed decision making
2013 (N=338) 2015 (N=265)
- 2013: 74%
- 2015: 83%

0% 20% 40% 60% 80% 100%

■ 2013 ■ 2015

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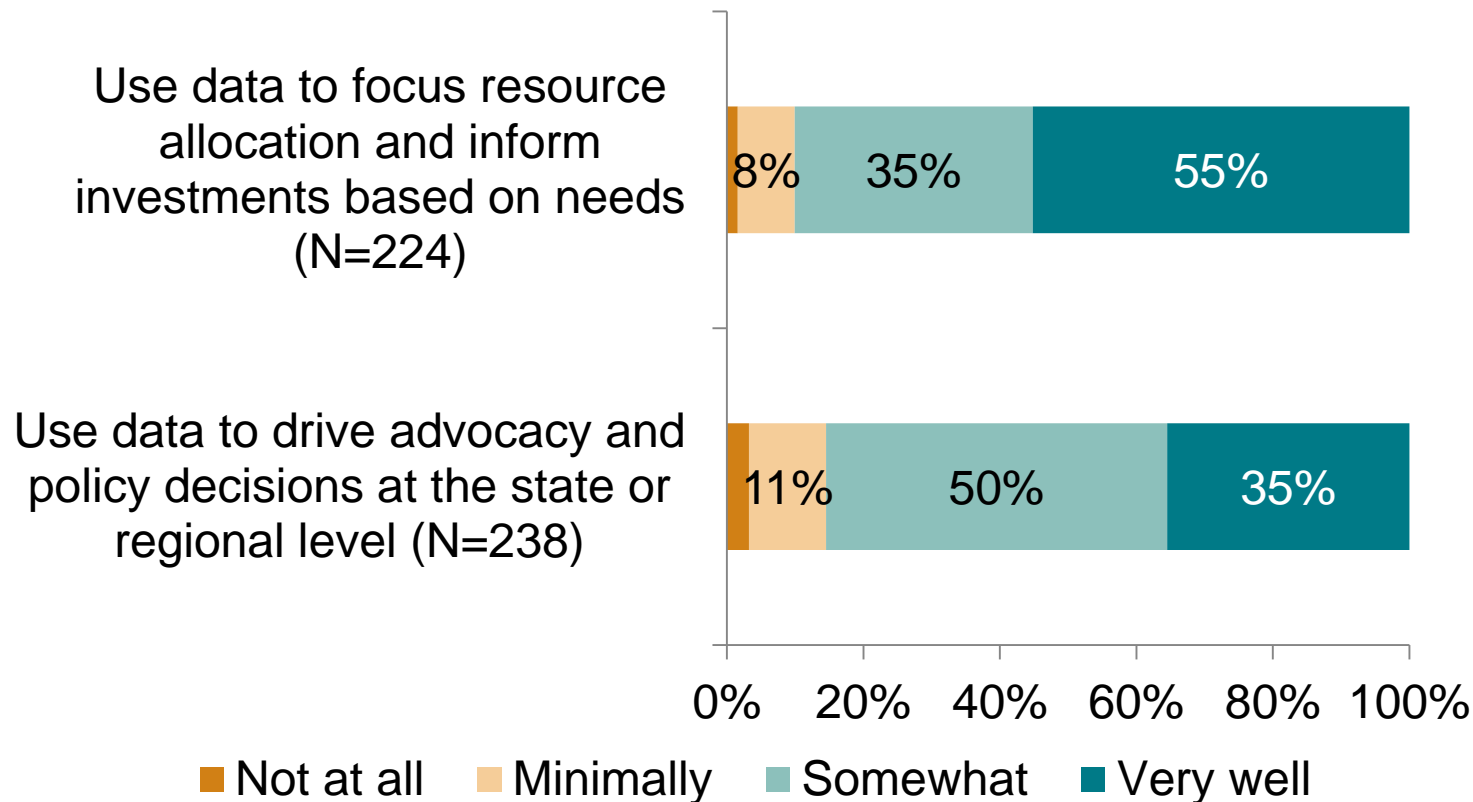
RMP has positively affected the usefulness of data for practitioners and policymakers.

Help make data and evidence more useful and actionable (N=248): 9% | 38% | 51%

Make data disaggregations more accessible and easier for practitioners and policymakers to use (N=230): 18% | 48% | 32%

Legend: Not at all | Minimally | Somewhat | Very well

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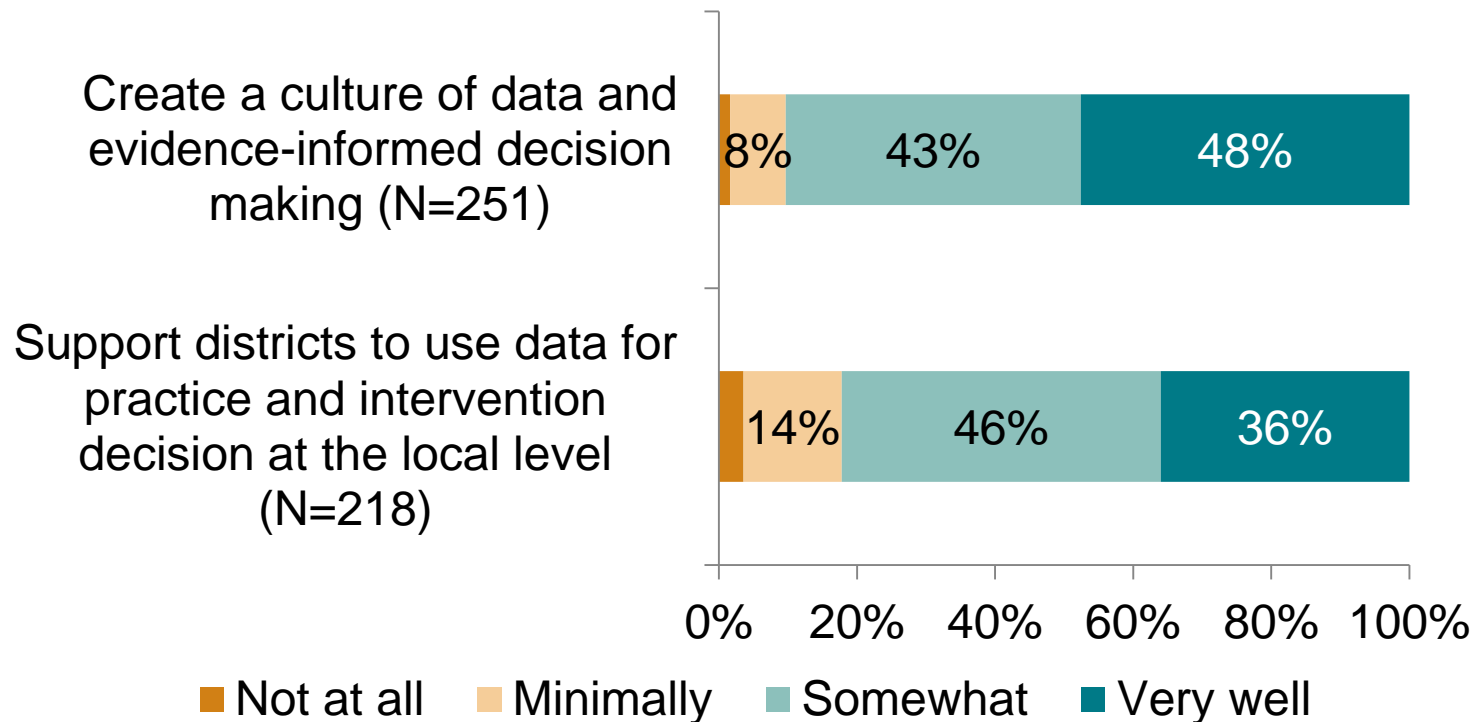
Data is being used to inform funding and advocacy efforts.

Use data to focus resource allocation and inform investments based on needs (N=224): 8% Minimally, 35% Somewhat, 55% Very well

Use data to drive advocacy and policy decisions at the state or regional level (N=238): 11% Not at all, 50% Somewhat, 35% Very well

Legend: ■ Not at all ■ Minimally ■ Somewhat ■ Very well

Results come from the 2015 RMP Formative evaluation survey of stakeholders across the region (N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).
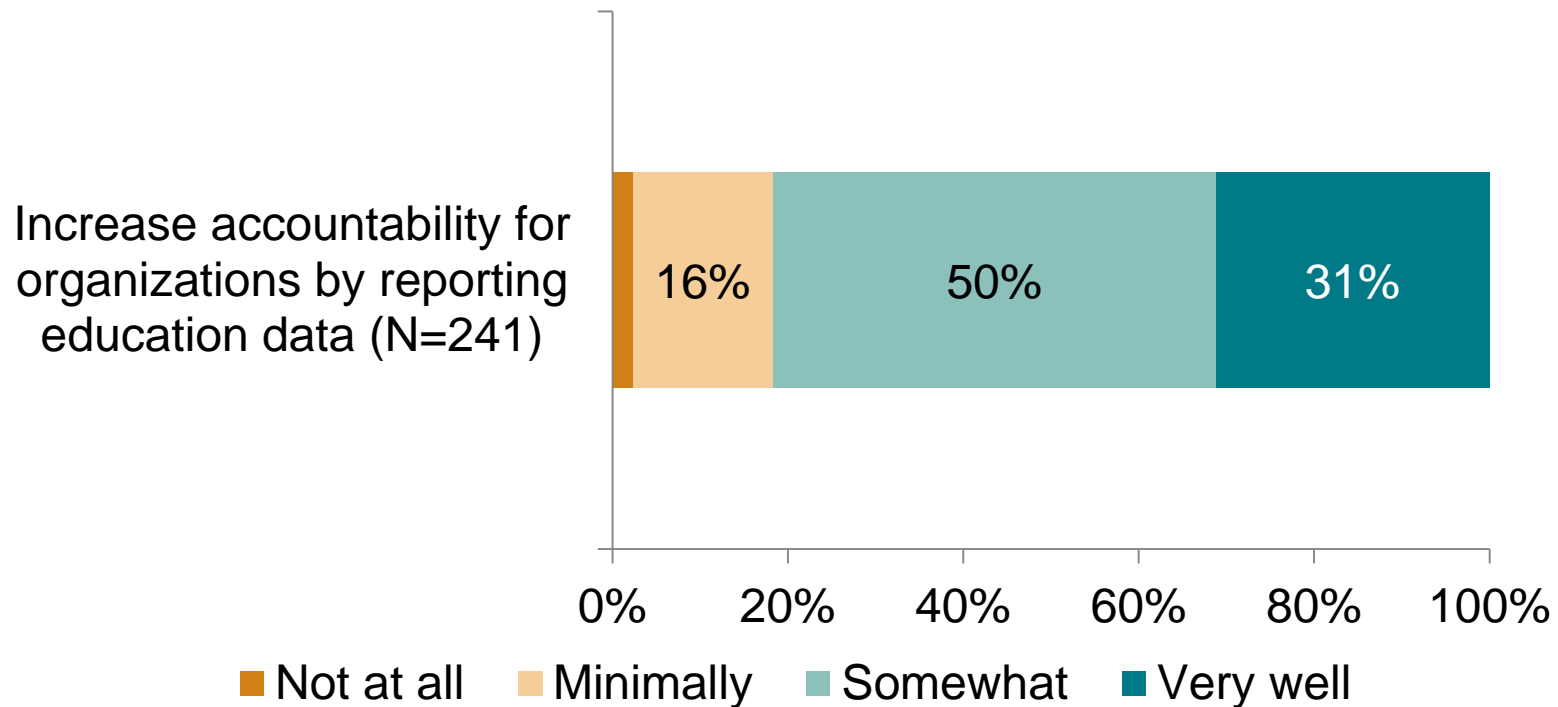
RMP has had a strong positive influence on data culture and decision making.

Create a culture of data and evidence-informed decision making (N=251): 8% | 43% | 48%

Support districts to use data for practice and intervention decision at the local level (N=218): 14% | 46% | 36%

0% 20% 40% 60% 80% 100%

■ Not at all ■ Minimally ■ Somewhat ■ Very well

Results come from the 2015 RMP Formative evaluation survey of stakeholders across the region (N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

RMP playing a leading role in pressing the system for greater accountability around educational outcomes.

Increase accountability for organizations by reporting education data (N=241)

16%   50%   31%

0%   20%   40%   60%   80%   100%

■ Not at all   ■ Minimally   ■ Somewhat   ■ Very well

Results come from the 2015 RMP Formative evaluation survey of stakeholders across the region (N = 311). Percentages represent average level of agreement calculated by dividing the mean of the item with the number of categories in the scale (in this case four).

Areas for Continued Development

- Developing and integrating early learning data systems.

- Inclusion of community-based organization data in the larger data system.

- Better helping families and communities connect their lived experiences to the public data.

What are the implications of the evaluation findings for moving forward?