



Program Evaluation & Impact Measurement

BELL rigorously evaluates program participation, engagement, and impact by collecting a variety of data using a variety of evaluation tools, including: scholar attendance data, pre- and post-program assessments in literacy and math, a post-program parent survey, a post-program staff survey, and a post-program scholar survey. The results from these data sources are used to continually strengthen the quality of service the organization provides and ensure instructional staff are focused meeting the needs of scholars. BELL also has a rigorous quality assurance process to ensure BELL's program fidelity and quality standards are being upheld. BELL's model of continuous program improvement has been nationally recognized by the Academy for Educational Development as a best practice in out-of-school time programming.

EVALUATION PURPOSE

BELL carries out its internal evaluation to determine the extent to which its programs meet the needs of the children served, to improve its program, for accountability to itself and its stakeholders, and to identify best practices for sharing with peers and partners. Evaluation addresses questions related to program outcomes of interest for BELL and key stakeholders, including scholars, scholars' families, school and community-based educators, community leaders and decision makers, as well as financial supporters of the program.

EVALUATION QUESTIONS

The questions guiding the process and outcome measurement of BELL's summer learning programs are:

- Did scholars demonstrate high participation and attendance in the program?
- Did scholars demonstrate improved literacy and math skills?
- Did scholars report higher levels of self-confidence and social skills?
- Did parents engage in scholars' education?
- Did the program meet parents' expectations?

EVALUATION REPORTING

BELL publishes a series of evaluation reports following each program cycle. The main reports are:

- Program Partnership Report: A narrative report that describes the design and impact of each of BELL's summer learning partnerships. It includes details on program impact such as enrollment, attendance, and outcomes data such as academic growth, gains in self-confidence, and social & emotional skills. BELL produces a Partnership Report for each summer learning partnership.
- Program Impact Reports: A report card of key data points from aggregated at a regional and program level. These reports summarize impact indicators – scholars served, academic outcomes, survey data. BELL produces a national Impact Reports, as well as one for each region.

BELL also shares a variety of other shorter reports on specific populations or for specific funders on request.

EVALUATION LEADERSHIP

All internal evaluation activities at BELL are designed, managed, and led by BELL's Director of Evaluation and overseen by BELL's Chief Executive Officer (CEO) and President of Strategy & Impact. BELL's evaluation activities are also advised and overseen by its Evaluation Advisory Board, whose members are experts in research and evaluation in youth development, education, and public policy.

IMPACT MEASUREMENT

BELL's summer learning programs seek to produce the following outcomes:

- Scholars will gain at least one month of academic skills, on average, instead of experiencing summer learning loss.
- At least 75% of scholars will demonstrate improved self-confidence and social skills.

- At least 75% of parents will report that they became more engaged in their child's education.
- Scholars will attend the program at least 80% of the program days or more.

METHODOLOGICAL APPROACH

The general approach taken each program cycle is to collect pre- and post-program measures of literacy and math across regions using standardized assessment tools that are valid and reliable. This method makes it possible to aggregate and compare results across sites. Other data collected include BELL-designed feedback surveys from scholars, parent/guardians, and site leadership and instructional staff. Triangulation of data from these different sources provides a more comprehensive picture of scholars' experiences and outcomes. Although direct causation of skill development or improvement cannot be definitively asserted without a control group, scholars' relative improvement when compared to the national normative group, provides substantial indication of the educational and psychosocial value experienced by scholars through participation in summer learning.

Data Sources

PROGRAM ATTENDANCE DATA

BELL tracks and manages scholar enrollment and daily attendance data in an online Scholar Management System powered by Salesforce.com. Scholars are expected to attend at least 80% of the time, given the strong positive correlation between learning time and academic and social outcomes. Program leaders integrate enrollment and attendance data with staffing and quality indicators to optimize the learning environment.

COMPUTER-ADAPTIVE ASSESSMENTS

Instructional staff use STAR Enterprise Assessments, by Renaissance Learning, on a pre- and post-program basis. The assessments are built for measuring progress against rigorous and high standards. Depending on grade level, scholars complete the STAR Early Literacy (grades K & 1st), STAR Reading (grades 2nd and higher), and/or STAR Math (grades 2nd and higher) assessments.

The multiple-choice assessments, administered via computer, laptop, or tablet, "adapt" based on scholar responses to assessment questions. For example, if a scholar selects the correct answer, the next question becomes more difficult; if the scholar answers incorrectly, the next question becomes easier. The adaptive quality of these assessments enables staff to hone in on the specific learning needs of each scholar. It also allows staff to group scholars according to common needs and deliver small-group, data-driven instruction.

PARENT SURVEY

The parent survey was developed by BELL to assess parent observations of improvement and to assess parent satisfaction with the program. Parents complete anonymous surveys on-site during the final week of the program. Parents are asked whether they feel BELL improved their child's skills in several programming areas, their attendance at various events, and general questions about the BELL After School and Summer Program in the areas of structure, content, program staff, effectiveness at reaching objectives for scholars, and effectiveness at partnering with parents. Parents are also asked about their overall satisfaction with the program.

SCHOLAR SURVEY

The scholar survey was developed by BELL to assess scholars' academic aspirations and interests post-program to determine if BELL has an impact in this area. Scholars in grade 4 and higher completed a confidential survey at the end of the program.

SITE LEADERSHIP AND STAFF SURVEY

The tutor survey was developed by BELL to assess program implementation and efficacy from the perspective of line staff. Tutors are asked to complete the anonymous survey at the end of the program, which includes questions regarding scholars' progress, tutor training, after-school and summer curricula, mentorship of scholars, BELL staff and service, and parent engagement.

BELL Summer Program Logic Model

**BELL (Building Educated Leaders for Life)
Summer Program Logic Model**

