

**GUIDELINES FOR CALSERVE FINAL EVALUATION REPORT
2005-2006 (UPDATED SEPTEMBER 1, 2005)**
(Partnership's report for the period of July 1, 2005 through June 16, 2006)

Due: On or before June 16, 2006

The 2005-2006 Guidelines for CalServe Final Evaluation Report follow a very similar format and structure of the 2004-2005 guidelines. Aside from a few modifications that have been made to streamline and improve the reporting process (based on your recommendations and feedback), you will see that the focus and goals of the local evaluation process remain the same.

Your Partnership's final evaluation report is intended to describe the outcomes of your Partnership activities. Whereas the progress and renewal reports focused on progress to date, the final evaluation report describes the outcomes of your effort, in light of the progress that your Partnership has made towards its goals and objectives.

As with last year's evaluation process, the key audience for the final local evaluation report is the local school board and other key local constituencies, as they play a central role in the determining the future of service-learning in the district. As such, the evaluation report should be primarily written to them.

Another audience for the report is the State as it seeks to learn about the benefits and limitations of service-learning through your evaluation efforts. In this regard, the evaluation you write for your school board should focus on key outcome areas of service-learning, such as academic and civic outcomes as they relate to the State's content standards.

Your final evaluation report should address each of the following sections in the order in which they appear in these guidelines. These guidelines should be viewed as an outline that provides the structure for each section of your report.

STRUCTURE OF THE REPORT

TITLE PAGE

Include the district name, name and contact for the evaluator, names of the members of the evaluation team, and date.

EXECUTIVE SUMMARY

The executive summary should provide the highlights of the evaluation report, focusing on providing the context of the Partnerships' service-learning activities and key finding in each of the program areas.

The Executive Summary should include the following information:

- A brief profile of the district and community, including general demographics for the student body, the schools, and the community.
- A brief history of service-learning in the district
- Key outcomes that were focused on this year in the areas of student academic development, student civic development, and Partnership advisory Committee development.
- A brief description of the kinds or variety of service-learning focus area(s) (e.g., environmental education, public safety, human needs, etc.)
- A summary of the findings from the case study academic achievement results and, other areas as appropriate.
- Highlights of key recommendations and next steps for the Partnership
- Data on District Participants (Form F). The Executive Summary should include key participation highlights based on Form F; the completed Form F should be included at the end of the report.

REPORT NARRATIVE

The report narrative will describe the Partnership's evaluation efforts and outcomes in each of the six areas listed below.

Introduction (1-2 paragraphs)

The introduction should describe the period of evaluation, the nature and composition of the evaluation team (who, what, when, where, and how?) and any issues that shed light on the nature of the data or have a bearing on how the evaluation findings should be interpreted. *For example, you might want to describe specific issues that arose in the implementation or administration of the service-learning activities that might have positively or negatively affected the outcomes of you present in the report.*

Section 1. Vision and Policy

This section focuses on the outcomes regarding achieving the district's long-term vision for service-learning and reporting on the Partnership's overall status of policy development. The evaluation report should focus only on the two or three central goals that guide the overall vision of the Partnership, as presented on Form E, Local Evaluation Plan

- **Outcomes to be Measured and Achieved:** List and explain the Vision and Policy outcomes from Form E (based on Column 1). The *Vision* outcomes focus on the long-range goals for service-learning. The *Policy* outcomes focus on the policies that will achieve that vision.
Example: Vision Outcome: All students will be provided with at least one service-learning activity at each grade span by 2006.
Example: Policy Outcome: The school board will require each school to submit a plan that articulates how students at each grade span will engage in service-learning.
- **Methodology:** List and clearly describe the methods or procedures that were used to measure the extent to which your Partnership achieved the intended Vision and Policy outcomes (What data were collected? What was "measured"?). What data analysis procedures were used, based on Form E, Column 2, to draw your conclusions about the Partnership's success in achieving the intended Vision outcome(s) and Policy outcome(s)?
- **Findings and Evidence:** Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? The findings presented should be an extension of the methods you described in the previous section. Display the key pieces of evidence that support your findings and the conclusions you draw. *For example, do not just state that certain goals were met. Show the data (in a table, etc.) that helps the reader clearly see how you drew your conclusions.*
- **Conclusions:** Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings. *For example, given the findings, what do you conclude about the overall outcomes of achieving the district's long-term vision for sustaining and institutionalizing service-learning and the overall status of service-learning policy development?*
- **Recommendations and Next Steps:** Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership.

Section 2. High Quality Service Learning

To complete the first part of this section, select three high quality service-learning case study projects. Typically, each case study project occurs in a classroom where high quality service-learning is known to take place. Sometimes, a case study project might be a multi-classroom or school-wide service-learning experience.

These case studies should form the basis for **Part A** of this section.

PART A. Case Study Outcomes**Case Study Classrooms**

1. For EACH case study project:

- a) Provide a brief but clear description of the context/demographics of the school(s) represented by each case study. For each case study, describe the nature of the service project and the issue or need being met through the service, the students involved, the amount of service, whether service was

required, etc. The reader should be able to visualize the high quality service and the learning components and, their connection to the curriculum.

- b) For each case study, briefly describe the elements that make the SERVICE a component of the service-learning experience “high quality”.
- c) Describe the academic component(s) of each case study and LIST the academic content standards that service-learning sought to address and describe the method of assessment for each standard. Please include this information in a table such the one included in the guidelines appendix (Case Study, Academic Achievement Data Table).
- d) Provide a brief but clear description of the integrative component (e.g., reflection activities) that connected the service activities with classroom academic activities.

Note: Please present this information a narrative in a table or (see attached example).

2. What criteria were used to select the three high quality service-learning case studies? What measure(s) of quality were used in the selection process? Describe the quality of each case study project and what procedures were used to measure or determine the quality (required).

(Example: The Learn and Serve America five elements of high quality service-learning were used to identify the case studies. The essential elements focus on five areas — Meets Community Needs, Coordination with Community, Fosters Civic Responsibility, Addressing Academic Content and Reflection — each of which is composed of a set of subcomponents that define high quality. A checklist based on the five essential elements was applied to a set of service-learning projects. The evaluator and Partnership coordinator applied the checklist to six classrooms. The checklist produced a score that assessed the quality of service-learning in each classroom. The classrooms that received the top three scores were selected as the case studies. The following table presents the quality rating for each case study)

3. Display the data or evidence that shows the level of quality for each case study. For example, if you measured the service-learning quality level of each case study using a “service-learning quality checklist” or applied a rubric on essential service-learning elements, present the findings from that measure for each case study either in the narrative or in Appendix, see example below).

Summary of Case Study Quality

Project Name Scale 4=high, 1=low	Meets Community Needs	Coordination with Community	Fosters Civic Responsibility	Addressing Academic Content	Reflection
Jump for Life	3	4	2	4	4

Academic Outcomes

4. Based on the list provided in section 1c above:

- a) describe the academic content standards and the methods used to test (assess) student achievement of these standards for each case study classroom. *Note: The service-learning activities in each classroom may address many different academic standards and you might want to note those standards and measure students’ progress on each one. However, for the purposes of this report, you are strongly encouraged to present findings of student academic outcomes for only two or three key academic standards. You need NOT report student academic outcomes for EVERY standard a service-learning experience seeks to address.*
- b) briefly describe how the district defines “proficient” (as it relates to student performance on academic standards)
- c) report on the percentage of students who achieved (defined as proficient by the district) the standards you have selected to report on. Please also include this information in a table such the one included in the guidelines appendix (Case Study, Academic Achievement Data Table).
- d) describe how the percentage of students who achieved the standards was calculated or determined (the calculation should be conducted through some systematic means).

e) display the percentage data or provide a pictorial that presents the student achievement percentage results you have calculated.

5. If appropriate, identify and describe the process and results of the evaluation of other academic-related outcomes that were included in the evaluation plan (e.g. attendance, attitudes, engagement etc.) (see Form E; Local evaluation plan).

Civic Outcomes

6. For each case study, identify and provide a description of students' achievement of *civic-related academic content standards* (these are academic standards that have a civic dimension).

- a) For each case study activity, describe the civic-related academic content standards and the methods used to test (assess) student achievement of these standards.
- b) For each case study activity, briefly describe how the district defines "proficient" (as it relates to student performance on academic standards). [Repeat the information you presented in section 4b].
- c) Describe HOW the percentage of students who achieved the civic-related standards was calculated or determined (the calculation should be conducted through some systematic means).
- d) Display the percentage data or provide a pictorial that presents the student achievement percentage results you have calculated.

Note: You are strongly encouraged to present the information in this section in a table (see attached example).

7. If appropriate for your Partnership, identify and describe the process and results of the evaluation of other civic-related (non-academic) outcomes that were included in the evaluation plan (e.g. building an ethic of service, developing expertise in community issues, etc.) (see Form E; Local evaluation plan).

Other Outcomes in Case Studies (OPTIONAL)

8. For each case study classroom, identify and provide a description of students' achievement in other student development areas (e.g. personal, social, or career development) that you have listed in Form E or may have evaluated. Be sure to include a description of the intended outcomes, how the outcomes were measured, and the results of the outcome measurement. Wherever possible, include a display the data (the evidence) on which you are basing your conclusions about the outcomes presented.

Conclusions, Recommendations and Next Steps

9. Based on the student outcome data and results you have presented, provide a brief overall conclusion about student outcomes across the three case studies. Based on this conclusion, what recommendations and next steps do you suggest be made to the service-learning activities and/or the Partnership.

PART B. Other Program Outcomes

This section refers to outcomes described in your district's local plan that extend beyond the case studies. These outcomes may be *student outcomes* identified in other classrooms beyond the three case studies, or they may refer to *non-student outcomes*, such as outcomes for teachers, the community, and/or the school. In all cases, the outcomes described in this part should be intended outcomes for the Partnership, based on the overall goals and objectives described in Form E. (*Note: If training and professional development are part of a goal to develop high quality service-learning, you should consider presenting the results of that outcome in the Training and Professional Development section of the report (see below).*)

- Outcomes to be Measured and Achieved: List and explain the Program outcomes from form E (based on Column 1)
- Methodology: List and describe the methods that were used to measure the Program outcome (What data were collected? Describe how the data were analyzed) (based on Form E, Column 2).

- **Findings and Evidence:** Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? Display the key pieces of evidence that support your findings and the conclusions you draw.
- **Conclusions:** Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings
- **Recommendations and Next Steps:** Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership's goals.

Section 3. Training and Professional Development

This section refers to Training and Professional Development outcomes described in your district's local plan (See Form E).

- **Outcomes to be Measured and Achieved:** List and explain the Training and Professional Development outcomes from Form E (based on Column 1)
- **Methodology:** List and describe the methods that were used to measure the Training and Professional Development outcome (What data were collected? Describe how the data were analyzed based on Form E, Column 2).
- **Findings and Evidence:** Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? Display the key pieces of evidence that support your findings and the conclusions you draw.
- **Conclusions:** Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings
- **Recommendations and Next Steps:** Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership's goals.

Section 4. Organizational Capacity and Leadership

PART A. Advisory Committees

This section refers to Advisory Committee outcomes described in your district's local plan (See Form E).

- **Outcomes to be Measured and Achieved:** List and explain the Advisory Committee goals and outcomes for the Partnership, as detailed on Form E.
- **Methodology:** List and describe the methods that were used to measure the Advisory Committee outcomes (What data were collected? Describe how the data were analyzed.)
- **Findings and Evidence:** Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? Display the key pieces of evidence that support your findings and the conclusions you draw.
- **Conclusions:** Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings.
- **Recommendations and Next Steps:** Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership's goals.
- In the appendix, please include a list of the Advisory Committee members to include the name of their host organization, and what they bring to the Partnership.

PART B. Other Organizational Capacity

This section refers to other factors in your district's local plan that pertain to Organizational Capacity and that extend beyond Advisory Committee outcomes (See Form E).

- Organizational Connectivity: List and explain the connections that service-learning has to other important goals, initiatives, programs and/or reform efforts in the district (e.g., Title I, Title IV, School-to-Career, Small Schools, etc.).
- Outcomes to be Measured and Achieved: List and explain the Organizational Capacity outcomes from form E (based on Column 1), if any.
- Methodology: List and describe the methods that were used to measure the Organizational Capacity (What data were collected? Describe how the data were analyzed based on Form E, Column 2).
- Findings and Evidence: Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? Display the key pieces of evidence that support your findings and the conclusions you draw.
- Conclusions: Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings.
- Recommendations and Next Steps: Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership's goals.

Section 5. Resource Development

This section refers to the Resource Development outcomes described in your district's local plan (See Form E).

- Outcomes to be Measured and Achieved: List and explain the Resource Development outcomes from form E (based on Column 1)
- Methodology: List and describe the methods that were used to measure the Resource Development (What data were collected? Describe how the data were analyzed based on Form E, Column 2).
- Findings and Evidence: Provide a narrative discussion of the findings and the results from the analysis. On what evidence are you basing your findings? Display the key pieces of evidence that support your findings and the conclusions you draw.
- Conclusions: Present the conclusions that have been drawn about the Partnership's activities based on the evaluation findings.
- Recommendations and Next Steps: Based on these conclusions, identify a set of set of recommendations and next steps that will enhance the Partnership's goals.

Section 6. Local Evaluation

This section focuses on describing the strengths and weaknesses of the Partnership's evaluation PROCESS, and identifying specific steps to improve the evaluation process in the future.

- Strengths: Which aspects of the evaluation process employed this year were most successful in producing strong results and should be continued in the future? (Included in this discussion may be the role of the evaluation team, particular data collection or data analysis procedures employed, quality of instruments used, etc.)
- Weaknesses: Which aspects of the evaluation process employed this year were least successful in garnering meaningful information, and therefore should be modified or discontinued in the future?
- Instruments and Measures: Other the various instruments and measures used this year, which seemed the strongest and most promising? Which instruments need to be further developed or improved? Are there instruments that were used successfully in the evaluation process this year that might be recommend to other Partnerships and/or the service-learning field? If yes, please provide a copy of the instrument in the Appendix (if possible).
- Recommendations and Next Steps: Based on information described in this section, identify a set of recommendations and next steps that will strengthen the Partnership's overall evaluation process and plan.

Supporting Documents

References

Form E; *Partnership Local Evaluation Plan* (from 05-06 Partnership Application Guidelines)

Form F; *Participant Data Form* (from 05-06 Partnership Application Guidelines - adapted for end of year reporting purposes)

2005-06 CalServe Partnership Advisory Committee Membership Form

Evaluation Instruments

Appendices

- Case Study, Academic Achievement Data Table (**required**)
- Samples of student assessment rubrics and tests
- Additional Charts, graphs, etc

Resources

Other Supporting Documents