



# **SUMMER LEARNING PROGRAM: LOGIC MODEL AND EVALUATION FRAMEWORK**

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# SUMMER LEARNING PROGRAM: LOGIC MODEL AND EVALUATION FRAMEWORK

## OVERVIEW

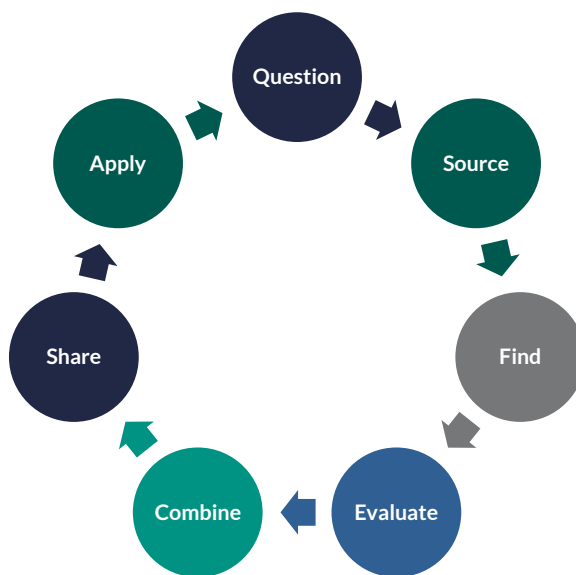
During summer 2021, districts across the country plan to offer robust summer learning choices for students. Many of these summer learning programs will not only provide remediation for students who have fallen behind academically as a result of the COVID-19 pandemic, but also afford opportunities for engagement and enrichment. In this document, Hanover Research (Hanover) designs a mixed-methods evaluation framework districts can use to monitor the implementation and the impact of a Summer Learning Program. First, however, Hanover discusses why districts evaluate programs, describes how multiple research methodologies provide valuable insights into program performance, and notes how such findings help districts improve program outcomes.

## PURPOSE OF PROGRAM EVALUATION

Evaluations enable districts to assess the efficacy of new and/or existing programs. Whether exploring fidelity of implementation and/or measuring impact on outcomes, such as student achievement or staff engagement, program evaluations 1) produce actionable information, 2) support data-driven, evidence-based decision-making, and 3) increase transparency and accountability within the district. Thus, program evaluations support a cycle of continuous improvement as illustrated in Figure 1.

This process often relies on data districts already collect, supplemented by additional data gathered specifically for evaluative purposes through mechanisms such as surveys, focus groups, and interviews. By providing a holistic view of program performance, evaluations help districts understand the ways in which programs do – or do not – meet targeted outcomes, thereby informing course corrections. Accordingly, evaluations help programs use resources more efficiently and effectively, producing positive outcomes in line with district objectives.

Figure 1: Cycle of Continuous Improvement



## COMPONENTS OF PROGRAM EVALUATION

### DETERMINING THE OBJECTIVE

Depending on the nature of a district's questions regarding program performance, Hanover may conduct 1) a formative and/or 2) a summative evaluation. Typically, a formative evaluation explores how a program operates, while a summative evaluation assesses a program's effects. Common examples of each evaluation type appear in Figure 2.

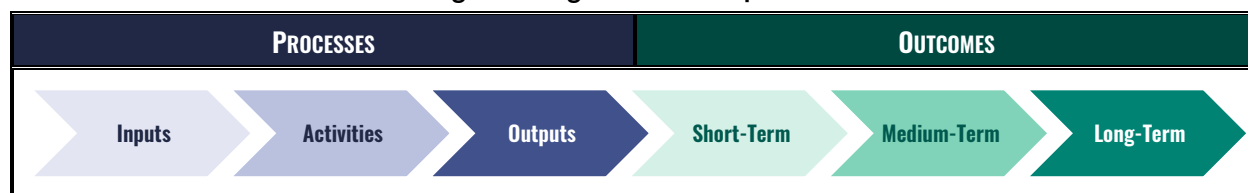
Figure 2: Types of Program Evaluation

FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<ul style="list-style-type: none"><li>➤ Needs assessment</li><li>➤ Structured conceptualization</li><li>➤ Implementation evaluation</li><li>➤ Process evaluation</li><li>➤ Evaluability assessment</li></ul>	<ul style="list-style-type: none"><li>➤ Outcome evaluation</li><li>➤ Impact evaluation</li><li>➤ Cost-effectiveness analysis</li><li>➤ Secondary analysis</li></ul>

### DEVELOPING A LOGIC MODEL

A logic model captures the “big picture” of a program, helping districts and Hanover specify the purposes of an evaluation and determine the most appropriate methods for collecting the necessary data and information. When developing a logic model, Hanover considers a program's objectives and goals, establishing a vision of success. That vision, in turn, shapes any subsequent efforts to evaluate the program. For example, when creating a logic model, in general, Hanover specifies a program's key inputs, activities, outputs, and short-, medium-, and long-term outcomes (Figure 3).

Figure 3: Logic Model Components



### DESIGNING AN EVALUATION FRAMEWORK

When collaborating with districts to use a logic model to design an evaluation, Hanover brings an objective third-party perspective to discussions of the following points:

- **Which program does the district plan to evaluate? Why?**
  - Districts should: note the program's components; outline the program's eligibility and/or selection criteria; and identify any factors that may confound the program's effects on the intended outcomes. Then, districts should state the evaluation's purpose to help staff involved in the process understand why such efforts remain crucial.
- **Who will use the evaluation? How?**
  - Identifying the intended audience ensures that an evaluation addresses relevant concerns and presents the findings in an accessible format.

- **Which research question(s) will the evaluation address?**
  - Creating a list of specific research questions focuses the scope of an evaluation, assists in generating a list of valid and reliable data points, informs the selection of appropriate research methodologies, and frames the insights and recommendations communicated in the capstone report.
- **When does the district need the findings?**
  - Establishing a necessary end date for the evaluation enables the district to engage in backward-mapping, setting deadlines for data collection and analysis. Such a process proves especially useful when an evaluation involves the application of multiple research methodologies, some of which must occur at particular times during the school year. In such cases, an evaluation schedule enables the district to assign a timeline for each research methodology, resulting in increased accountability for the staff involved.

## SUMMER LEARNING PROGRAM

### LOGIC MODEL

To inform a Summer Learning Program evaluation, Hanover created the logic model presented in Figure 4. Hanover can add, remove, or adjust items in the logic model based on any additional feedback or guidance from a district.

**Figure 4: Logic Model –Summer Learning Program**

PROCESSES		
INPUTS		
What does the district invest?		
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Teachers</li> <li>▪ Instructional staff members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-instructional staff members</li> <li>▪ School leaders</li> <li>▪ District leaders</li> <li>▪ Board members</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Policies and plans (e.g., curriculum, instruction, and assessment; student identification; enrollment; operations; budget; compensation; program evaluation)</li> <li>▪ Academic curriculum and instructional resources</li> <li>▪ Social-emotional learning supports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Other supplies</li> <li>▪ Stakeholder communication</li> <li>▪ Data collection</li> <li>▪ Funding</li> <li>▪ Meals</li> <li>▪ Transportation</li> <li>▪ Community partners</li> </ul>

ACTIVITIES & OUTPUTS		
What does the district do? Who does the district reach?		
<b>Program Design</b>	<ul style="list-style-type: none"> <li>▪ The district makes decisions related to curriculum, instruction, and assessment.</li> <li>▪ The district enrolls students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The district identifies and fulfills staffing needs.</li> <li>▪ The district forms community partnerships.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>▪ Students in Grades K-8 receive math, reading, and science instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students in Grades 9-12 participate in credit recovery and take elective courses.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All students participate in social-emotional learning, physical activities, and enrichment activities.</li> </ul>	
<b>Stakeholder Engagement and Supports</b>	<ul style="list-style-type: none"> <li>▪ Schools raises awareness of the program among parents.</li> <li>▪ The district provides meal services for students.</li> <li>▪ The district provides transportation for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and staff receive supports and services for social, emotional, and mental health and well-being.</li> <li>▪ Staff refer students and families for additional supports and services as needed.</li> <li>▪ Community partners provide additional supports and services.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>▪ The district monitors implementation.</li> <li>▪ The district collects data.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The district reports findings.</li> <li>▪ The district adjusts plans as needed.</li> </ul>

OUTCOMES		
SHORT-TERM OUTCOMES		
Which outcomes does the district expect to achieve in Year 1?		
<b>Program</b>	<ul style="list-style-type: none"> <li>▪ Increased awareness and knowledge of the program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased "buy-in" or support for the program</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>▪ At the end of the program:               <ul style="list-style-type: none"> <li>○ Students increase academic achievement.</li> <li>○ Students recover credits for failed courses.</li> <li>○ Students progress to the next grade level and/or course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Students express more positive attitudes toward school.</li> <li>○ Students express greater motivation for/engagement in learning.</li> <li>○ Students indicate increased awareness and knowledge of available supports and how to access them.</li> </ul>
<b>Teachers and Staff Members</b>	<ul style="list-style-type: none"> <li>▪ Increased awareness and knowledge of supports available to them</li> <li>▪ Increased awareness and knowledge of available supports for students and families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased capacity to connect students with district and/or additional supports</li> <li>▪ Improved attitudes toward work</li> </ul>
<b>Stakeholder Engagement and Supports</b>	<ul style="list-style-type: none"> <li>▪ Increased satisfaction with district/school communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased awareness and knowledge among parents of available supports for their child/family and how to access them</li> </ul>

<b>MEDIUM- AND LONG-TERM OUTCOMES</b> Which outcomes does the district expect to achieve in subsequent years?		
<b>Program</b>	<ul style="list-style-type: none"> <li>Increased student participation in the program (overall and across student groups)</li> </ul>	<ul style="list-style-type: none"> <li>Increased satisfaction with the program across stakeholder groups (overall and various components)</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>Increased academic achievement (e.g., proficiency in English Language Arts, Mathematics, Science)</li> <li>Decreased achievement gaps</li> <li>Increased grade promotion rate (i.e., decreased grade retention rates)</li> <li>Increased course passage rate (i.e., decreased course failure rates)</li> <li>Increased attendance</li> <li>Decreased disciplinary incidents</li> </ul>	<ul style="list-style-type: none"> <li>Decreased suspension rate</li> <li>Decreased dropout rate</li> <li>Increased four-year graduation rate</li> <li>Increased use of district supports and services</li> <li>Increased satisfaction with district supports and services</li> <li>Improved physical, social, emotional, and mental health and well-being</li> </ul>
<b>Teachers and Staff Members</b>	<ul style="list-style-type: none"> <li>Increased use of district supports and services</li> <li>Increased satisfaction with district supports and services</li> </ul>	<ul style="list-style-type: none"> <li>Improved physical, social, emotional, and mental health and well-being</li> <li>Increased job satisfaction</li> </ul>
<b>Stakeholder Engagement and Supports</b>	<ul style="list-style-type: none"> <li>Increased use of district supports and services</li> <li>Increased referrals of students/families to community supports and services</li> </ul>	<ul style="list-style-type: none"> <li>Increased satisfaction with supports and services</li> </ul>

## EVALUATION FRAMEWORK

Hanover recommends leveraging multiple methodologies to ensure a comprehensive evaluation of a district's Summer Learning Program, including: survey research, qualitative research (e.g., online focus groups), and quantitative research (e.g., student data analyses). While Figure 5 provides an overview of the recommended evaluation framework, the remainder of this section offers additional information on each research methodology and individual project. Please note that project descriptions remain preliminary pending consultation with the district and that individual projects can be added, adjusted, or removed to ensure the evaluation meets the district's needs.

**Figure 5: Proposed Evaluation Framework –Summer Learning Program**

PROJECT	METHODOLOGY	PHASE(S)	ESTIMATED TIMELINE(S)	ANTICIPATED TIMING
Summer Learning Program Exit Survey	Survey	Design	2 weeks	Summer 2021
		District feedback	1 week	
		Administration	2 weeks	
		Analysis	6 weeks	
Online Focus Groups: Summer Learning Program Experiences	Qualitative	Design	2 weeks	Summer-Fall 2021
		District feedback	1 week	
		Recruitment	3 weeks	
		Administration	1-3 days	
		Analysis	4 weeks	
Summer Learning Program Student Outcomes Analysis, Part I	Quantitative	Data review and methodology finalization	2-3 weeks	Fall 2021
		Analysis	6 weeks	
Summer Learning Program Student Outcomes Analysis, Part II	Quantitative	Data review and methodology finalization	2-3 weeks	To be determined*
		Analysis	6 weeks	
Capstone Report	---	Synthesis and analysis	6 weeks	Spring 2022*

\*Timing will depend on the availability of student data.



SUMMER LEARNING PROGRAM EXIT SURVEY	
<b>Stakeholder Groups</b>	Students, parents, staff members, and community partners
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>What are stakeholders' perceptions of the program?</li> <li>Which aspects of the program do stakeholders find most effective? Which aspects need improvement?</li> <li>What steps should the district take to strengthen the program? How should the district prioritize these efforts?</li> </ul>
<b>Outcomes Measured</b>	<ul style="list-style-type: none"> <li>Awareness, knowledge, and perceptions of the program</li> <li>Perceptions of the program's impact on student academics (e.g., achievement, preparedness for the upcoming school year, etc.)</li> <li>Perceptions of the program's impact on student engagement and motivation</li> <li>Awareness of available supports and services and how to access them</li> <li>Use of and satisfaction with available supports and services</li> <li>Students' and staff members' physical, emotional, and mental health and well-being</li> <li>Satisfaction with district/school communication</li> <li>Satisfaction with the program (overall and individual components, such as curriculum and instruction, facilities and operations, etc.)</li> <li>Additional resources needed to improve program implementation and/or outcomes</li> </ul>
<b>Methodology</b>	Hanover will design the survey instrument in our online platform, solicit the district's feedback, and make any requested changes. Then, Hanover will administer the survey online. When administering the survey, Hanover can send periodic updates on response counts to facilitate efforts to encourage participation across stakeholder groups and sites. Once the survey closes, Hanover will analyze the responses. In addition to providing aggregate results, Hanover also will enable the district to filter the results by stakeholder group, site, and respondent characteristics.
<b>Methodology (cont.)</b>	Hanover recommends administering the survey soon after the program's conclusion in summer 2021 to provide the district with initial feedback on the program's implementation and impact on select short-term outcomes. Hanover advises the district to re-administer the survey in future years to continue monitoring progress toward program outcomes over time. Although each administration should use the same survey instrument to allow for longitudinal comparisons, minor modifications can be accommodated (e.g., to gather feedback on new offerings).
<b>Deliverables</b>	Hanover will present the results in an interactive dashboard. Filters will enable the district to segment results by stakeholder group and respondent characteristics. Over time, Hanover can incorporate results from any subsequent survey administrations into the dashboard, allowing the district to also segment results by administration period.

ONLINE FOCUS GROUPS: SUMMER LEARNING PROGRAM EXPERIENCES	
Stakeholder Groups	Students (high school only), parents, teachers, instructional staff members, and school leaders
Research Questions	<ul style="list-style-type: none"> <li>▪ How well has the program met stakeholders' expectations?</li> <li>▪ What do stakeholders consider the most successful aspects of the program?</li> <li>▪ What challenges did students experience participating in and learning during the program? What challenges did parents experience enrolling their child and supporting their participation?</li> <li>▪ What challenges did teachers and instructional staff members experience teaching during the program? What challenges did school leaders experience when implementing/administering the program?</li> <li>▪ What resources and supports would students, parents, and staff members find most helpful in overcoming these difficulties?</li> </ul>
Outcomes Measured	<ul style="list-style-type: none"> <li>▪ Initial successes in program implementation and efficacy</li> <li>▪ Challenges to program implementation and efficacy</li> <li>▪ Resources and supports needed to facilitate program implementation and efficacy</li> </ul>
Methodology	<p>Hanover can explore stakeholder perceptions and experiences further by conducting online focus groups with students, parents, teachers, instructional staff members, and school leaders. While the online focus groups may explore some of the same research questions as the survey, the smaller number of participants will permit Hanover to probe the topics in greater depth. In addition, the online focus groups will allow Hanover to investigate any surprising or seemingly contradictory survey results, as well as any differences in opinion across stakeholder groups.</p> <p>In an online focus group, a moderator facilitates an interactive discussion among participants who share similar roles and experiences. An online focus group uses this group interaction to generate and capture a range of ideas and insights related to a topic.</p> <p>An online focus group study typically consists of the following four phases:</p> <ul style="list-style-type: none"> <li>▪ <b>Design:</b> Hanover will design the focus group protocol, solicit feedback from the district and incorporate any requested changes.</li> <li>▪ <b>Recruitment:</b> Hanover will recruit potential participants online with the district's assistance. Hanover will conduct outreach until all online focus groups contain the recommended number of participants.</li> <li>▪ <b>Administration:</b> Hanover will moderate separate online focus groups with students, parents, teachers and instructional staff members, and school leaders. Online focus groups may be conducted synchronously (in 90-minute sessions scheduled across 1-3 days) or asynchronously (using an online discussion board open for a 3-day period). Hanover will provide one moderator and one notetaker.</li> <li>▪ <b>Analysis:</b> Once the online focus groups conclude, Hanover will code and analyze the data. The analysis will highlight the most salient themes relating to the district's research questions in order to outline a set of actionable next steps to strengthen the program's implementation and efficacy.</li> </ul>

<b>Methodology (cont.)</b>	As noted above, Hanover will request the district's assistance in recruiting participants (e.g., provision of a contact list for stakeholders). Because homogeneity promotes honesty and disclosure among participants, Hanover will conduct separate online focus groups for students (high school only), parents, teachers and instructional staff members, and school leaders.
<b>Deliverables</b>	Hanover will provide the district with a PowerPoint slide deck that discusses key findings within and across stakeholder groups and presents recommended next steps.

SUMMER LEARNING PROGRAM: STUDENT OUTCOMES ANALYSIS, PART I	
<b>Stakeholder Group</b>	Students enrolled in the program
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>▪ Which students does the program serve?</li> <li>▪ To what extent does the program improve targeted academic outcomes for participants? <ul style="list-style-type: none"> <li>○ How do these effects vary by site, by grade level, and across student groups (e.g., based on gender, race/ethnicity, English language proficiency, disability status, socioeconomic status, etc.)?</li> <li>○ How do these effects vary with student attendance during the program?</li> </ul> </li> </ul>
<b>Outcomes Measured</b>	<p>This analysis may examine the following types of outcomes:</p> <ul style="list-style-type: none"> <li>▪ Number and characteristics of program participants</li> <li>▪ Program attendance rate</li> <li>▪ Change in academic achievement (e.g., based on a comparison of results from assessments administered at the beginning and end of the program)</li> <li>▪ High school credit recovery</li> <li>▪ Grade promotion</li> <li>▪ Grade retention</li> </ul>
<b>Methodology</b>	<p>Hanover will finalize the outcomes measured and the methodology for this descriptive analysis after consulting with the district and reviewing the available data. Hanover will report aggregate results and, where applicable, highlight differences across sites, grade levels, subject areas, and student groups. Segmenting results by student group will assist the district's efforts to understand how the program benefits at-risk students, in particular. In year one, the analysis will primarily focus on baseline data collection. When replicated in future years, however, the analysis will examine trends in 1) program participation and 2) end-of-program academic outcomes over time.</p>
<b>Deliverables</b>	<p>Hanover will present the results of the analysis in an interactive dashboard. In addition to reporting aggregate results, the dashboard will enable the district to segment results by site, grade level, subject area, and student group. The dashboard also will include key findings and a description of the data and methodology used.</p>

## SUMMER LEARNING PROGRAM: STUDENT OUTCOMES ANALYSIS, PART II

<b>Stakeholder Group</b>	Students
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>▪ How do the characteristics of students who participated in the program compare with the characteristics of non-participating students?</li> <li>▪ To what extent do academic and behavioral outcomes for participating and non-participating students differ?</li> <li>▪ Do academic and behavioral outcomes for participants and non-participants vary across sites, grade levels, and student groups (e.g., by gender, race/ethnicity, English language proficiency, disability status, socioeconomic status, etc.)?</li> </ul>
<b>Outcomes Measured</b>	<p>This analysis may examine the following types of outcomes:</p> <ul style="list-style-type: none"> <li>▪ Standardized test scores</li> <li>▪ Course grades</li> <li>▪ Course passage rate</li> <li>▪ Grade point average</li> <li>▪ Attendance rate</li> <li>▪ Disciplinary incidents</li> <li>▪ Suspension rate</li> <li>▪ Grade promotion rate</li> <li>▪ Dropout rate</li> <li>▪ Graduation rate</li> </ul>
<b>Methodology</b>	<p>First, Hanover will compare the characteristics of participating and non-participating students: overall, by site, by grade level, and across student groups (e.g., by gender, race/ethnicity, English language proficiency, disability status, socioeconomic status, etc.). Then, Hanover will compare academic and behavioral outcomes for participating and similar non-participating students (with similarity determined based on demographic, academic, and/or behavioral characteristics). Hanover also will segment the results to identify achievement gaps, both across participating and non-participating students and within each of those student populations (e.g., comparing outcomes for African American program participants with outcomes for white program participants; comparing outcomes for participating African American students with outcomes for non-participating African American students; etc.).</p> <p>Hanover will finalize the outcomes measured and the methodology for this analysis after consulting with the district and reviewing the available data. In year one, the analysis will primarily focus on baseline data collection. When replicated in future school years, however, the analysis will support an examination of the program's participation rates and impact over time, particularly with respect to medium- and long-term outcomes.</p>
<b>Deliverables</b>	<p>Hanover will present the results of the analysis in an interactive dashboard. In addition to reporting aggregate results, the dashboard will enable the district to segment results by program participation, site, grade level, and student group. The dashboard also will include key findings and a description of the data and methodology used.</p>

## CAPSTONE REPORT

CAPSTONE REPORT	
Stakeholder Groups	Students, parents, staff members, and community members
Methodology	Hanover will create a capstone report that summarizes and synthesizes findings from the survey, online focus groups, and student outcomes data analyses. At the conclusion of year one, the capstone report will relate these insights to the short-term outcomes outlined in the logic model and provide a set of actionable recommendations to strengthen program implementation. <sup>1</sup> In addition, the capstone report also will contain a set of questions to guide the district's reflection on the findings and discussions of how to incorporate the recommendations into the program moving forward.
Deliverables	Hanover will present the capstone report and discussion guide in a format that will enable the district to record reflections, take notes during discussions, and indicate any anticipated next steps.

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<sup>1</sup> If replicated in future years, the capstone report will increasingly focus on medium- and long-term outcomes.

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS



#### EXPERT

200+ analysts with multiple methodology research expertise



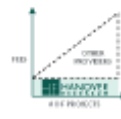
#### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



#### DEDICATED

Exclusive account and research teams ensure strategic partnership



#### EFFICIENT

Annual, fixed-fee model shares costs and benefits

