'Will I have to wear a suit?'

Establishing a communitywide data system to inform strategic learning

Aims

Demonstrate how:

- fears about the evaluation process were allayed
- technical and institutional difficulties were overcome
- an ongoing, comprehensive communitywide database was developed to provide real-time feedback to generate strategic learning

**Present the findings of the research (for the system, teachers and pupils)**

Discuss the implications of the study for national comparative analysis and the on-going monitoring of pupil progress

But first, some contextual information…

Ballymun

- Developed in the 1960s using 'best social housing practice'.
- Included 36 residential towers, seven of which had 15 storeys.
- By 2000 - described as the Irish state's 'worst planning disaster'.
- Major regeneration programme began in 1997 (completion 2013).
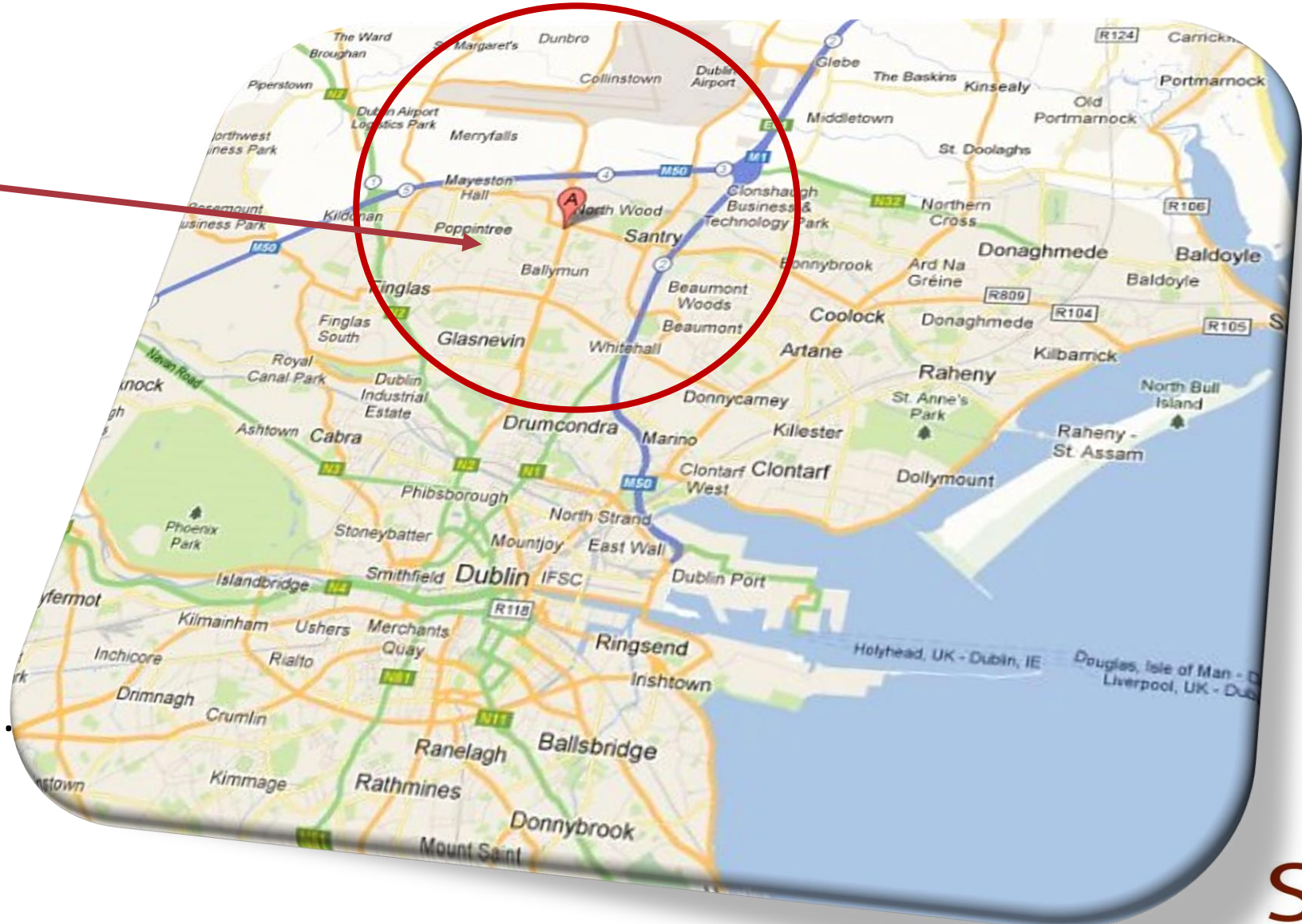
Regeneration – the demolition of the towers

youngballymun Background & Context

Prevention and Early Intervention Programme (PEIP)

- Atlantic Philanthropies and Government
- 3 Dublin communities 2007-2012

Area-based Child Poverty Initiative (ABC)

- 2011 Programme for Government
- Building on PEIP
- Original 3 areas, another 9 around Ireland

Complex Community Change Initiative model

- Lifecycle children's services strategy with universal reach
- Interventions at multiple levels, across children's services systems
- Mainstreaming from the outset
- Capacity building and children's services reconfiguration
- Multi-partner, cross sector engagement
- Implementation teams a key driver of strategy
- Focus on contribution of children's services to mitigating impact of socio-economic disadvantage on child learning and wellbeing

youngballymun
Pioneering Prevention and Early Intervention

SQW

Four multi-component service strategies

Across the lifecycle from pregnancy, infancy and early childhood, as children grow up

Ready Steady Grow

- Antenatal service
- Infant Massage
- Parent-Child Psychological Support Programme
- Talk and Play Every Day
- Hanen You Make the Difference
- Infant Mental Health Therapeutic Support

345 Learning Years

- Aistear Curriculum Framework (High Scope)
- Síolta National Quality Framework

Incredible Years

- Toddler Parent Programme
- Basic Parent Programme
- 20-Week Parent Programme
- Dina Classroom Curriculum
- Teacher Classroom Management

Write Minded

Balanced Literacy Framework in Schools
- First Steps
- Literacy capacity building
- Whole-school planning
- Literacy initiatives

Balanced Literacy Framework in Families and Community Settings
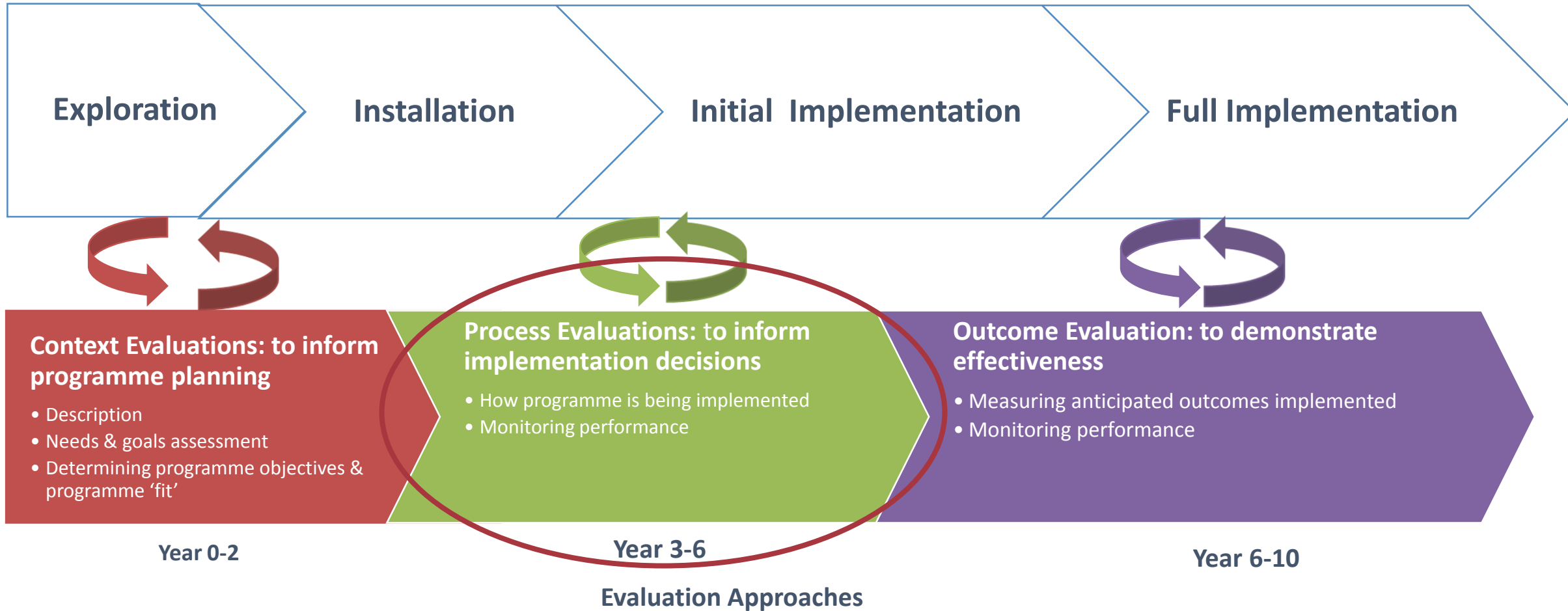- Story Sacks
- Incredible Book Club
- Breakfast Buddies
- Summer Slide
- Transitions Prog

youngballymun
Pioneering Prevention and Early Intervention

SQW

youngballymun's Evaluation Strategy

Stages of Implementation

Exploration | Installation | Initial Implementation | Full Implementation

Context Evaluations: to inform programme planning

• Description
• Needs & goals assessment
• Determining programme objectives & programme 'fit'

Process Evaluations: to inform implementation decisions

• How programme is being implemented
• Monitoring performance

Outcome Evaluation: to demonstrate effectiveness

• Measuring anticipated outcomes implemented
• Monitoring performance

Year 0-2

Year 3-6

Year 6-10

Evaluation Approaches

youngballymun
Pioneering Prevention and Early Intervention

Requirements for the Write-Minded evaluation

Balance the evaluation needs of multiple stakeholders

Build collaborative evaluation processes

Establish systematic data collection systems

Build evaluation capacity of service community/ partners

Insights into effectiveness of the service for families
- Literacy outcomes for children and young people
- Skill outcomes for family

Insights into effectiveness of the service for schools
- Pedagogical outcomes
- Planning and transition outcomes for schools

Insights into effectiveness of the service for the community

Strategy for long-term monitoring

The research design

In schools
- 13 sites (11 primary schools, one secondary school and Youthreach)
- Interviews with Principals, plus 4 to 5 other teachers per school
- Short teacher satisfaction/ impact survey (74% response)

In the community
- Interviews with 9 community organisations
- Observations of Story Sacks courses
- Interviews with parents and young people

Hexagons:
- Scoping phase
- Qualitative school fieldwork
- Review and longer-term strategy
- Evaluation of Write-Minded
- Literacy and comprehension assessments
- Reporting and analysis
- Community partner interviews

Addressing the known evaluation challenges

Challenges	Solutions
Not school specific – Write-Minded strategy involves schools, parents, *and* the wider community	Mixed-methods evaluation included interviews with a wide range of stakeholders, as well as analysis of assessment data
Lack of national comparable data. DEIS evaluation uses DPRT-R data, most Ballymun schools used MICRA-T assessment, no assessment of writing skills/oracy	Create anonymised local pupil-level database, matching MICRA-T data with writing test, oral language assessment (CELF-4) and pupil attitudes to reading (incl PIRLS)
Need to measure pupil outcomes without placing any undue burden on schools	MICRA-T data routinely collected. Writing tests (pre- and post-tests) were bespoke but designed by NFER to be used as part of the classroom routine
Schools not accustomed to releasing data to external evaluators	Analysis was carried out at a pupil level and aggregated comparative feedback was provided to all schools

youngballymun
Pioneering Prevention and Early Intervention

SQW

Evaluation: Emerging challenges

Gaining access to schools

- Number of explanatory meetings with the Principals' Network (included interview schedules and tools to be used)
- Research information sheets for all participants and *informed* consent sought

Fears around data sharing

- Each step was explained in detail and full confidentiality was ensured (data sent direct to statisticians, not youngballymun)
- No-one other than the immediate data analysts and PD saw the data; outcomes were not shared with field research team or youngballymun

No culture of monitoring or use of data

- Each school was provided with a detailed analysis and suggested strategies to address pupil issues
- Schools were encouraged to share data with their Write-Minded link, *if they wanted to*

youngballymun
Pioneering Prevention and Early Intervention

SQW

Findings

Evidence of system outcomes

Evidence of real engagement by schools (in both Write-Minded *and* the evaluation)

Coherent literacy framework – consistency of approach to literacy teaching

Growing culture of CPD in schools

Growing capacity of community sector to support literacy interventions

Wider policy influence of youngballymun

Schools readily share all literacy data with youngballymun

Evidence of pedagogical outcomes

Introduction of cross-curricular approaches

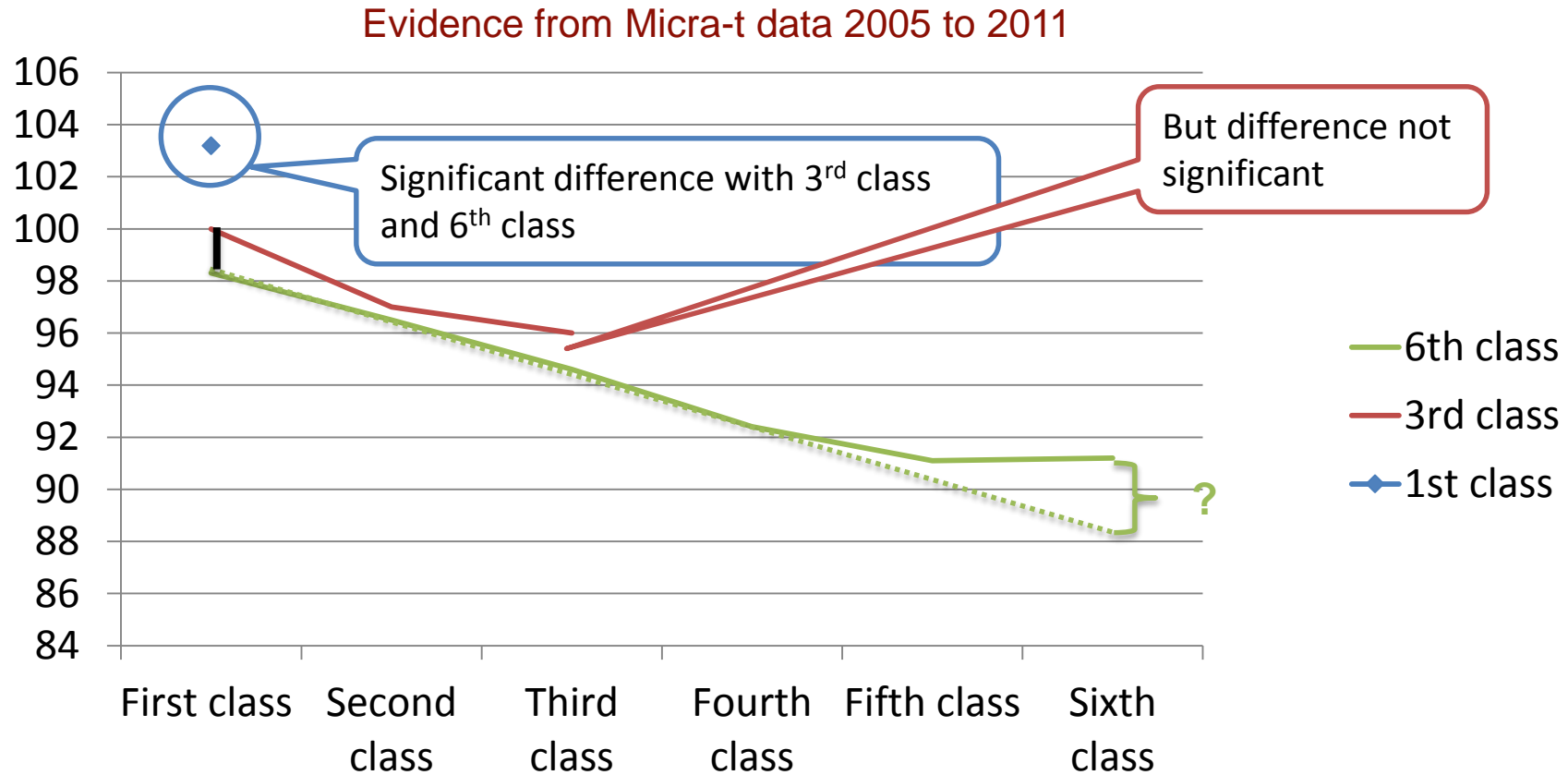More frequent and improved assessment and review of pupil progress
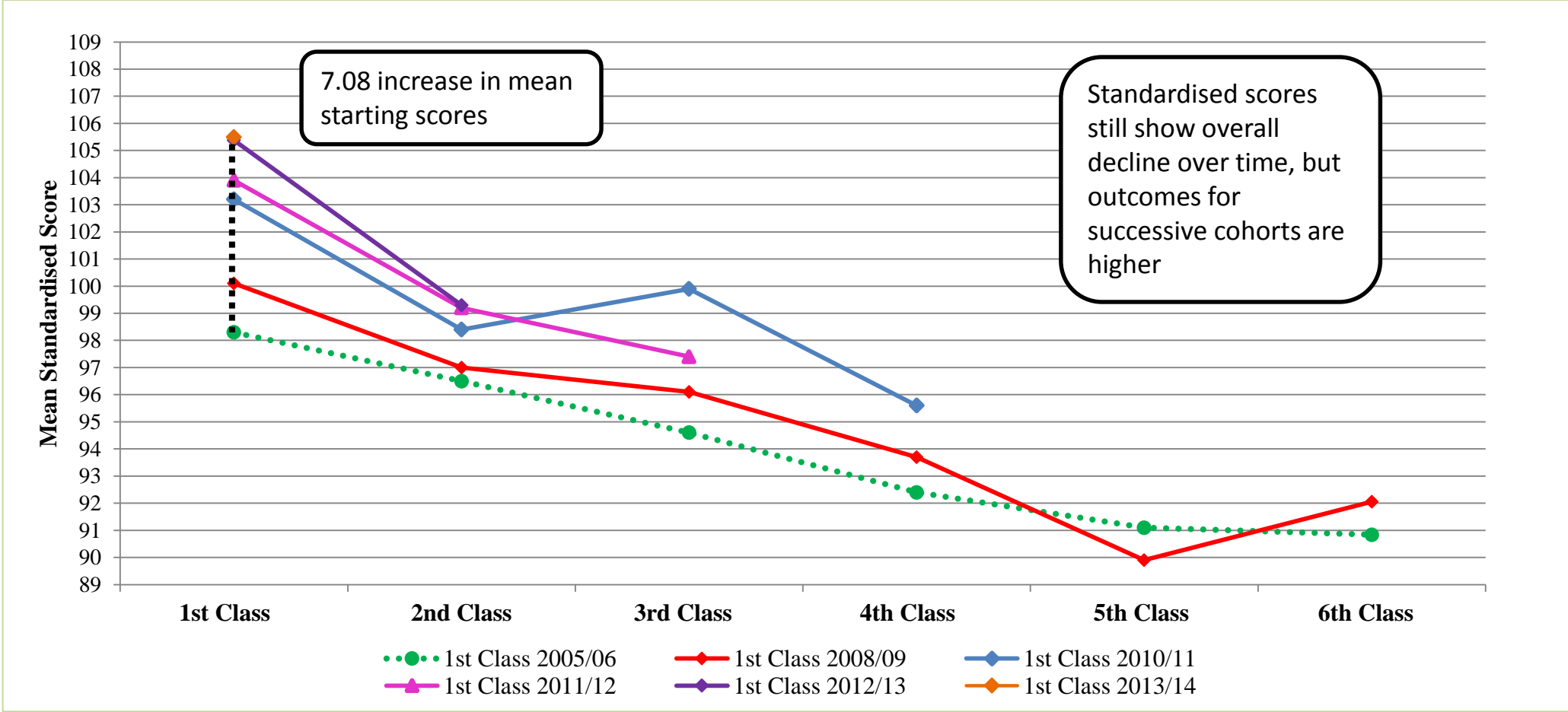
Greater focus on writing

More interactive teaching approaches

Teachers reporting changes to practice

SQW

Early evidence of pupil outcomes?

Evidence from Micra-t data 2005 to 2011

And now….

7.08 increase in mean starting scores

Standardised scores still show overall decline over time, but outcomes for successive cohorts are higher
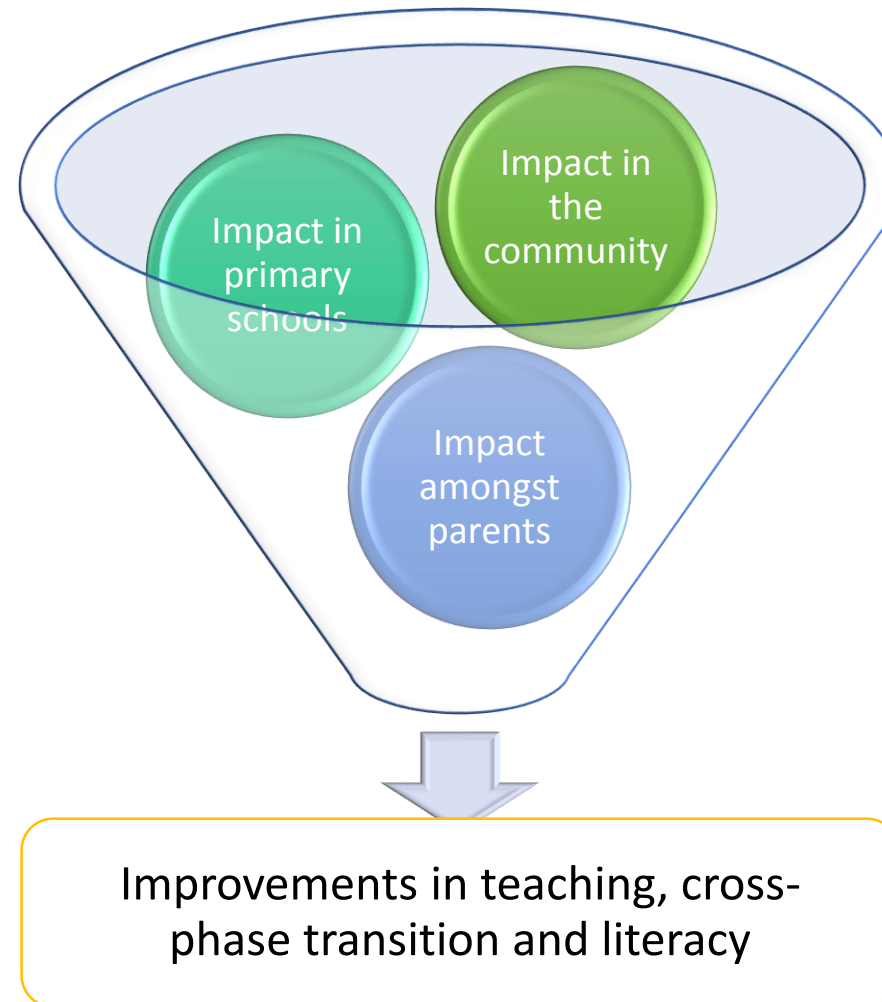
Evidence of capacity building

Impact

Every primary school in Ballymun willing and able to contribute to the on-going longitudinal database

Collective interpretation of data by *youngballymun* and schools

Schools now being supported to use literacy data in ways that they have not done in the past (in curriculum planning etc.)

Monitoring system adaptable and expandable, and now includes additional data (SDQ etc.)

Progress!

Contact

Marian Morris

Director

SQW Consulting

t. +44(0)20 7391 110

m. +44(0)7712 843 295

e. mmorris@sqw.co.uk

w. www.sqw.co.uk

Gemma Cox

Evaluation Manager

youngballymun

t. 003531 883 2157

e. gemma@youngballymun.org

w. www.youngballymun.org