Evaluation Resources

Evaluation Process Overview

Introduction to the Outcome Indicator Model

Introduction

To focus evaluation on the primary goals of the Intel® Education programs, a cross-program outcome indicator model was developed from established program goals as well as outcomes discovered through evaluation efforts. As a result, the model illustrates primary outcomes in a way that enables these outcomes to be measured or observed. This framework enables international evaluation teams to utilize tools and protocols that directly address these primary indicators and answer relevant questions about program performance.

Which program effects are primary indicators, and why is focusing on primary indicators crucial to the usefulness of the results? The two most important goals of focusing program evaluation are to:

- Optimize available evaluation resources

- Ensure that claims about program effects are reflective of the collected data and not beyond what the data can demonstrate

For example, given unlimited resources, it would be possible to carry out rigorous experimentation to capture whether and how a single teacher professional development program actually affected student scores on standardized tests in all subjects.

One might imagine such an experimental design including control groups of students who differ from the experimental groups only in the fact that their teachers did not have the benefit of the training. Such a design might ensure that the many other variables in the school environment, many of which would have much more direct effects on student test achievement than the professional development program, would not confound the results. However, the required investments in staff, time, and money in addition to a variety of logistical factors encountered in school environments result in significant challenges in gathering such rigorous evidence.

Therefore, the focus on primary indicators enables the international evaluation teams to target the key outcomes using effective quasi-experimental designs, taking into account reasonable logistical limitations. These designs, which actually represent a significant investment as well as a commitment to evaluation standards, include such tools and methods as participant surveys, site observations, interviews, case studies, focus groups, and reviews of student work when applicable.

As you review the outcome indicator model, illustrated within the Microsoft Excel* file (*Outcome Indicator Model*, available on the Evaluation Resources Web site) notice that only the primary indicators are identified. Please note that this does not mean that these programs do not impact other areas identified in the model. Rather, our data and program designs have identified specific areas of impact represented in this model.

Absent from this model are the secondary areas of impact possible through effective program implementation and dependencies upon a comprehensive school ecosystem, such as adequate ICT access and infrastructure; constructivist curriculum; and funding or policy support, which may facilitate or sustain effective ICT integration in the classroom.