TOOLKIT FOR IMPACT EVALUATION

The vast majority of ISC schools are actively running partnerships with local state schools (see summary "Partnership Bubble" later). In addition, the majority of these schools are running several partnerships simultaneously meaning there are several thousand partnerships in existence currently. Whilst the existence of partnerships is well established, evaluation of such partnerships is not (not only in our sector but in the wider education sector and charity sector as a whole). The main reason for this is because evaluation is difficult - but it is not impossible.

The aim of this paper is to equip schools with some basic tools and resources that might enable them to more effectively measure their projects. There are several reasons for wanting to measure partnerships:

- To drive more effective partnership working and hence better use of schools' valuable (but limited) time and resources. For example it will allow us to compare partnerships and potentially make decisions between conflicting partnership. It will allow us to identify what (if any) partnerships can be scaled or copied. And it may indeed uncover a reason to discontinue a partnership.
- To help ISC to communicate and promote our schools to the press, key opinion leaders and politicians.

This tool is concerned with MEASURING partnership activities ONLY. It does not:
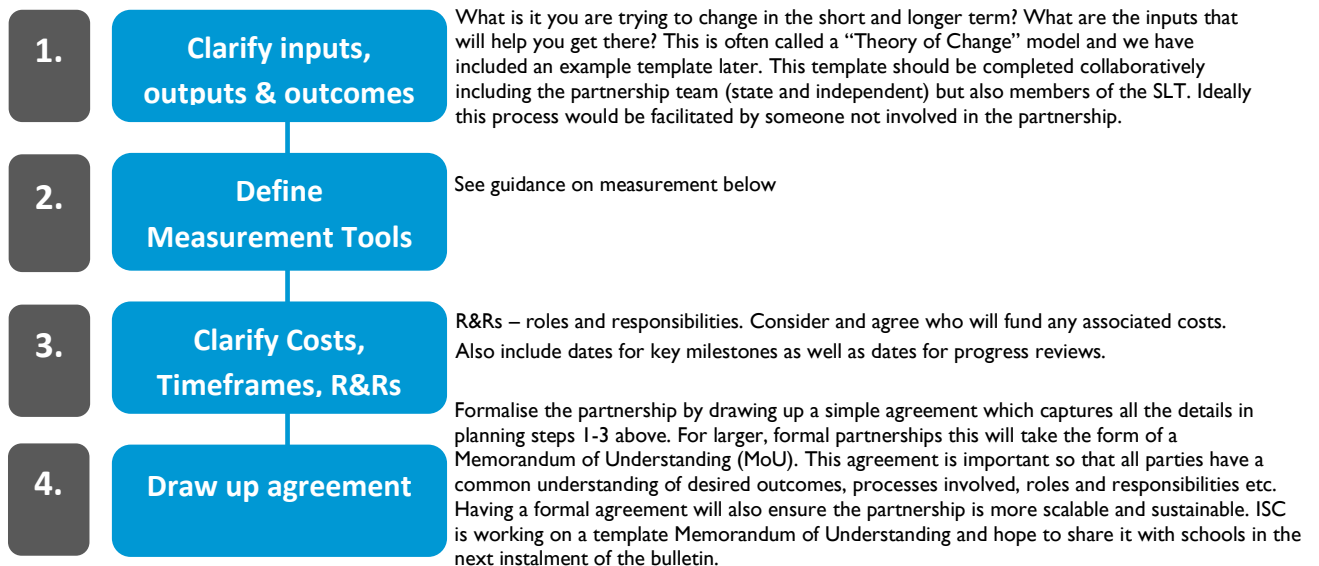
- Give guidance about identifying partnership activities.
- Give guidance about running partnerships.

However, many of the elements of this toolkit can assist in these objectives. For example, the "Metric Matrix" (see later) includes many examples of partnerships types that schools could explore when identifying partnership activities, the "Memorandum of Understanding" (mentioned later) can assist in the smooth running of a partnership and help secure buy-in.

It is important to remember that even light touch partnerships, such as sharing swimming pools, have measurable beneficial impact. But bear in mind that any impact evaluation should be proportional to the partnership. We expect this tool to evolve and we welcome any feedback from schools. Please email ImpactEvaluationResearch@ISC.co.uk.
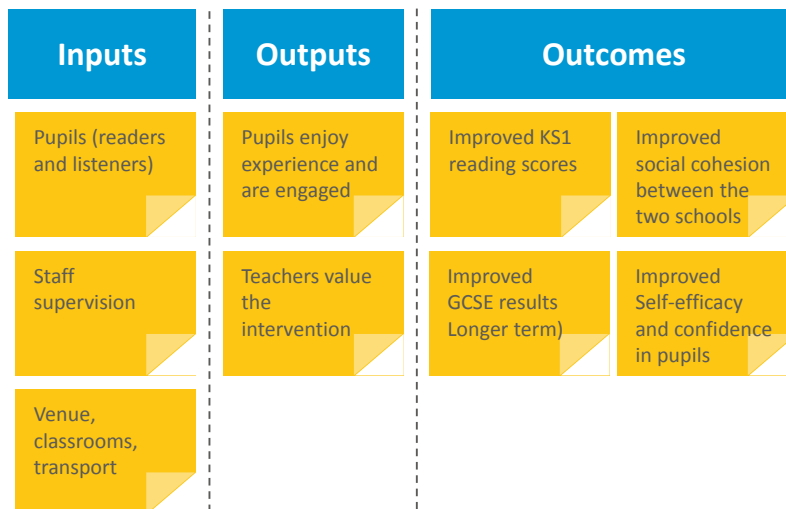
Planning steps

Below are the four key planning steps we consider essential in order to run an effective impact evaluation. These should all happen prior to commencing the partnership.

1.	**Clarify inputs, outputs & outcomes**	What is it you are trying to change in the short and longer term? What are the inputs that will help you get there? This is often called a "Theory of Change" model and we have included an example template later. This template should be completed collaboratively including the partnership team (state and independent) but also members of the SLT. Ideally this process would be facilitated by someone not involved in the partnership.
2.	**Define Measurement Tools**	See guidance on measurement below
3.	**Clarify Costs, Timeframes, R&Rs**	R&Rs – roles and responsibilities. Consider and agree who will fund any associated costs. Also include dates for key milestones as well as dates for progress reviews.
4.	**Draw up agreement**	Formalise the partnership by drawing up a simple agreement which captures all the details in planning steps 1-3 above. For larger, formal partnerships this will take the form of a Memorandum of Understanding (MoU). This agreement is important so that all parties have a common understanding of desired outcomes, processes involved, roles and responsibilities etc. Having a formal agreement will also ensure the partnership is more scalable and sustainable. ISC is working on a template Memorandum of Understanding and hope to share it with schools in the next instalment of the bulletin.

1.

Clarify inputs, outputs & outcomes: Theory of Change Model: post-it note mapping:
Example: Reading with younger pupils (more examples in the Appendix 2)

Inputs	Outputs	Outcomes	
Pupils (readers and listeners)	Pupils enjoy experience and are engaged	Improved KS1 reading scores	Improved social cohesion between the two schools
Staff supervision	Teachers value the intervention	Improved GCSE results Longer term)	Improved Self-efficacy and confidence in pupils
Venue, classrooms, transport			

Notes:
- It is important to think of both shorter term and longer term outcomes (e.g. KS1 reading scores compared with GCSE results)
- Your school might not be aiming for all these outcomes and indeed you may be aiming for additional outcomes not mentioned here.
- Do include desired outcomes for both the state schools and independent school. Older independent school pupils might want to increase confidence, for younger state pupils it may simply be reading ability. Both schools you might want to improve social cohesion.
- You might also like to think about unintended consequences (e.g. what the older pupils might be missing in missed lesson time)

2.

2. Measurement Tools & Control Group
- Establish two or more measurement tools so that findings can be triangulated (i.e. validated from two or more sources)
- Use a mixture of quantitative and qualitative
- An important input would be a baseline survey that could be repeated at the end of the partnership. It's important to design these questions in advance. The two surveys would ask the same questions for example "*On a scale of 1 to 10 how confident are you about x*". We would hope to see a shift in scores. A proxy to this would be one survey asking participants to agree or disagree with statements such as "*I feel more confident now about x because of event Y*". These work reasonably well when we're assessing short term impacts but less well for longer term interventions. For younger year groups, surveys with smiley / sad faces work well.
- In addition to the baseline survey, you should aim to establish additional metrics and data sources e.g. ALIS data if the change you are trying to affect is academic. See Metrics Matrix later. Where possible use datasets that already exist at your school.
- Think about including peer reviews, interviews and focus groups
- Think about unintended consequences (positive and negative) and how you might measure these
- Include metrics that measure impacts on independent pupils as well as those in the state sector. Partnerships are most effective when they are reciprocal. They will help to justify the costs and ensure longevity
- Keep it simple. Measure a few things well.
- Establish a control group (if possible), or Counterfactual as it is defined by OECD. Note, this is not the same as "before" v "after". The control group should address selection bias and contagion (i.e. the control group being affected by the intervention which is why the control group is often from a different school). Often schools run several partnerships and it may not always be possible to isolate the effect of individual partnerships.

Metric Matrix:

This is by no means exhaustive and ISC would welcome any addition metric suggestions:

Partnership	Objective	Metric
General These metrics are likely to be applicable for many partnership types	Increased community* integration *community could mean a number of things and would need to be defined e.g. could be pupils at 2 neighbouring schools)	Sense of Community Index 2 (SCI-2). This is freely available and relatively simple to use. Please email ISC if you're unable to locate a copy.
	Increased self-efficacy	MSLQ (Motivated Strategies for Learning Questionnaire) This is freely available and relatively simple to use. Please email ISC if you're unable to locate a copy.
	Increased Confidence, Commitment, Control and Challenge	MTQ48 test. This was used for a recent ISC study Not open source and is therefore more costly to use but it may suit some school budgets.
		Attendance records
	Other soft measures – attitudes, awareness	Self designed questionnaire. See earlier notes on baseline and follow up surveys.
	Teacher job satisfaction – whilst this might not be a primary objective, this might be a secondary objective	Job satisfaction surveys
	General	Photos – visuals can help to demonstrate impact. For example, photos of pupils taking part, photos of outputs (e.g. artworks). Remember the need for permissions (GDPR)
Reading with younger pupils	Achieve some pre defined reading grade at end of year	Reading tests end year 1 v "control" group (similar school)
	Uplift GCSE results in 10 years time	GCSE results v "control" group (similar school). Value added measures if possible
HE entrance coaching	Increase applications / acceptances at universities	Application / acceptance rates v "control" group (similar school) split by HE type and subject. See Into Universities impact assessment
Seconding staff governors	Improve school leadership	Ofsted / ISI School leadership metric
	Professional development for that member of staff	HR appraisal measures
Teacher cluster group meetings	Share best practice, Teacher retention, networking	In school teacher performance measures, teacher turnover rates, cost of CPD courses
Sharing Facilities & seconding staff	Save state schools money	Hourly rental rate x number of hours Hourly teacher / coach rate x number of hours
Swimming facilities and tuition	Improve swimming ability among junior pupils	Swimming badge count v "control" group
	Improve swimming ability among top Independent / State pupils	Regional / national competition awards
Other sport facilities and tuition	Improve sporting achievements	Team results & awards. Professional sports participation.
	Improve academic sport results	BTEC results
Music and Drama facilities and tuition	Skills development	Lamda grades, music grades, music and drama GCSE results
	Increased interest / enthusiasm for music / drama	Numbers taking up instrument that would otherwise not have, more auditioning for school parts
Hosting exams	To give opportunity to sit exams	Number of pupils sitting who would not otherwise.

Impact Statements

All schools are encouraged to add their impact evaluations in their Annual Return to the Charity Commission in the form of an "Impact Statement". The ISC Annual Census also asks schools to share their impact statements. The 2018 Annual census revealed that many schools were unclear as to what an appropriate impact statement might be. Below we have shared some examples of what an impact statement **is not** and what it might be changed to instead.

Impact Statement is not….   Instead it might be…

200 local state pupils take part in our maths competition every year	Maths GCSE results have been uplifted by x% and results from the MSLQ test show increased levels of self-efficacy among these pupils (and our pupils)
We work with 600 state pupils every year across our 5 partnerships	Our work shows increased sense of community (according to the SCI-2 test) among both state and independent pupils
We read with 300 state school pupils every year	Year 2 reading age levels have been uplifted by 2 months and confidence levels among independent pupils have moved 0.5 pts according to the MTQ48 test
50 primary pupils use our swimming pool every week	Which equates to 2,600 swimming hours per annum. Swimming badge awards have increased 10%

Case Studies

Finally, below are case studies of partnerships / programmes that have undergone an effective impact evaluation:

- PwC's impact assessment of AFA's Achieving Schools Programme
- Into Universities impact assessment of their programme to increase rates of disadvantaged pupils to university
- CEM's evaluation of the SHINE programme i.e. a Saturday school designed to improve literacy and numeracy with struggling students
- Sutton Trust's Impact assessment of their assisted places scheme
- Gaining Ground programme which supported school improvement in secondary schools that had reasonable-to-good GCSE examination results, but had poor progression rates in English and mathematics
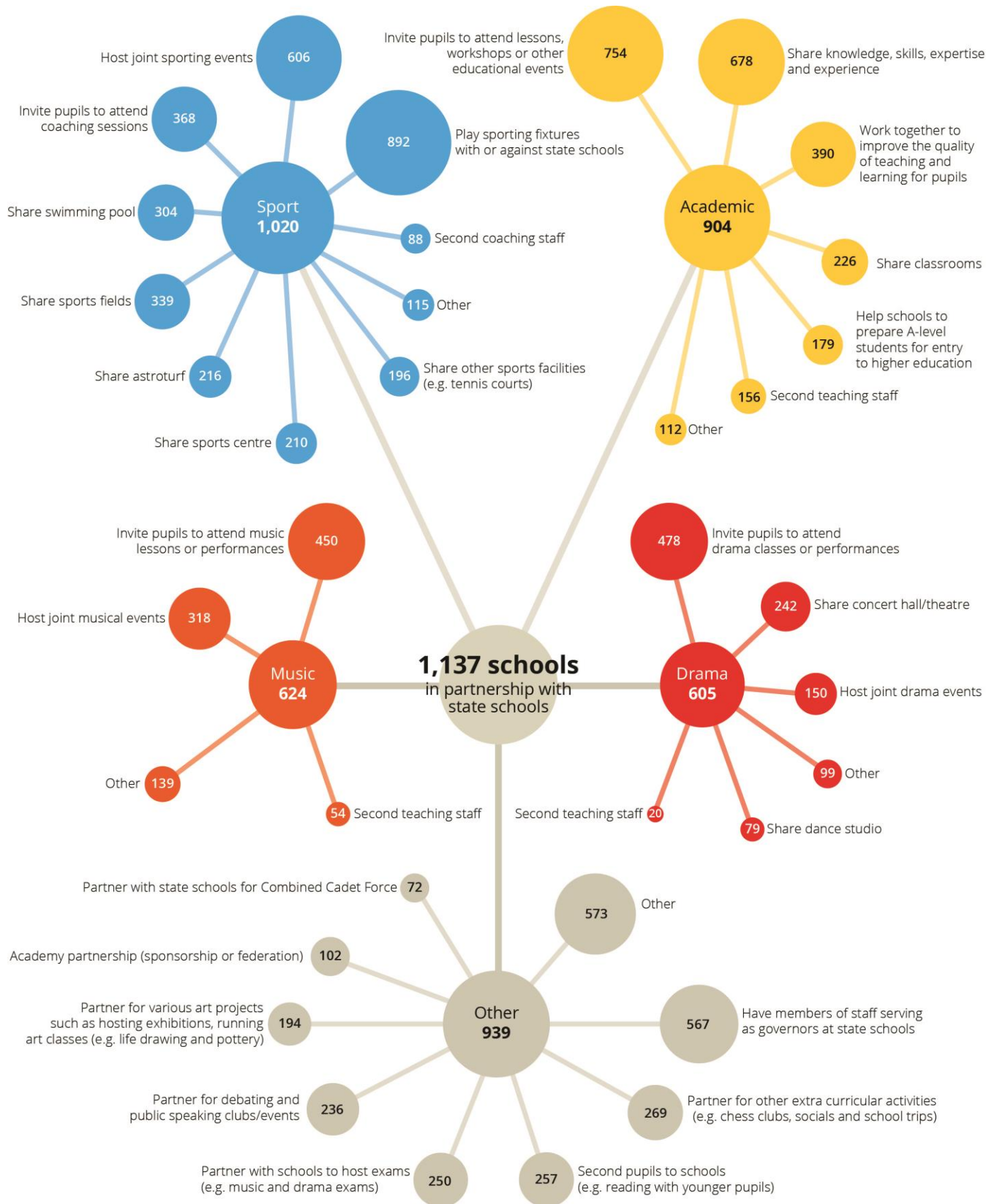- NFER's assessment of the SpringBoard programme.

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ISC Census database

Discussions / meetings with the following persons / organisations (Dec 2017 to November 2018)
Sonia Blanchford, AFA Education, Owen carter, ImpactEd, Tom Arbuthnott, Eton College, Ian Davenport, Spring Board, Alex Quinn, Into University, Sir David Carter, National Schools Commissioner, Angelo Sommariva, DfE, Lord Agnew, Ayath Ullah, DfE, ISC SChoos Together Group.

Appendix 1: Partnership bubble: Census 2018

Sport 1,020
- Host joint sporting events — 606
- Invite pupils to attend coaching sessions — 368
- Play sporting fixtures with or against state schools — 892
- Share swimming pool — 304
- Second coaching staff — 88
- Share sports fields — 339
- Other — 115
- Share astroturf — 216
- Share other sports facilities (e.g. tennis courts) — 196
- Share sports centre — 210

Academic 904
- Invite pupils to attend lessons, workshops or other educational events — 754
- Share knowledge, skills, expertise and experience — 678
- Work together to improve the quality of teaching and learning for pupils — 390
- Share classrooms — 226
- Help schools to prepare A-level students for entry to higher education — 179
- Second teaching staff — 156
- Other — 112

1,137 schools in partnership with state schools

Music 624
- Invite pupils to attend music lessons or performances — 450
- Host joint musical events — 318
- Other — 139
- Second teaching staff — 54

Drama 605
- Invite pupils to attend drama classes or performances — 478
- Share concert hall/theatre — 242
- Host joint drama events — 150
- Other — 99
- Share dance studio — 79
- Second teaching staff — 20

Other 939
- Partner with state schools for Combined Cadet Force — 72
- Academy partnership (sponsorship or federation) — 102
- Partner for various art projects such as hosting exhibitions, running art classes (e.g. life drawing and pottery) — 194
- Partner for debating and public speaking clubs/events — 236
- Partner with schools to host exams (e.g. music and drama exams) — 250
- Other — 573
- Have members of staff serving as governors at state schools — 567
- Partner for other extra curricular activities (e.g. chess clubs, socials and school trips) — 269
- Second pupils to schools (e.g. reading with younger pupils) — 257

Appendix 2: Theory of Change: post-it mapping: Further examples

Author visit

Inputs	Outputs	Outcomes	
Auditorium, refreshments, staff	Pupils listen attentively and engage in discussions	Pupils and teachers want to repeat event	Cross sectional friendships are formed
Prep work in English lesson	Pupils work in cross sector groups	Increased confidence / public speaking	Improved literacy
	Teachers value initiative	Local area more socially integrated	Further cross sector partnerships established in English

Exploring Classics: Year 8 state pupils taught by year 12 independent pupils

Inputs	Outputs	Outcomes	
Classrooms, transport, Text books	Pupils listen attentively and engage in discussions	Yr 12: Confidence, teaching skills, UCAS personal statements	Yr12: Better understanding of classics
Pupils, teachers	Pupils enjoy learning about the ancient world	Yr 8: impact on related subjects – MFL, history, literature	State school: expanded curriculum

Dance residency classes

Inputs	Outputs	Outcomes	
Dance studio, supervision, refreshments,	Pupils engage and participate actively	Increased enthusiasm for dance (particularly boys)	Expanded dance curriculum
Specialist dance teacher(s)	Pupils sign up to open dance rehearsals.	Cross sectional friendships are formed	Awareness of jobs / careers in dance

Physics partnership:

Inputs	Outputs	Outcomes	
Labs, transport, supervision	Pupils listen attentively and engage in discussions	Increased physics knowledge (teacher observation or GCSE scores)	Teacher development (teaching to different pupils)
Pupils, teachers, classroom prep	Teachers value the intervention	Increased uptake of physics A-level	Cohesion between schools