

MTAC R0694 System-Wide Program Evaluation Services

Contract Dates: 01/01/2010 - 12/31/2015

For more Information please

Call Michelle Paladino
at (212) 374-3480

Component	Vendor Name	Component Description	Contract Number
Evaluation Services	METIS ASSOCIATES, INC.	Metis Associates' summative evaluation activities entail the collection, analysis and reporting of data to assess outcomes that will identify whether activities and/or strategies are achieving their objectives, in what ways, and for whom. We collect, analyze student, teacher and school data i.e. standardized test reports, results of locally developed instruments, surveys and questionnaires. Our formative evaluation activities allow for ongoing assessment of project implementation in order to identify successful practices as well as problems encountered, identifying situations that need immediate attention, and generate recommendations that may be useful in making necessary changes for program improvement.	QR0694A
Evaluation Services	Design & Development	Design & Development's evaluation services are designed to yield evidence of the success of meeting a program's intended objectives. This often means helping to ensure that programs are on track in addressing city, state and national goals, as well as legislation and regulations associated with every educational program. Our program evaluations incorporate both formative and summative and use of data from many sources to assist school and district staff in making informed/timely decisions about educational programs. Every evaluation project is shaped to meet the particular needs and priorities of our educational client. The final evaluation plan is organized around milestones in the project implementation.	QR0694B
Evaluation Services	Spez Co.	SPEZ, Co., Inc. will provide evaluation plan development/implementation services guided by the program and methods statement. Clients will be guided in the development of a comprehensive evaluation design that includes the following: • clearly identified intervention • clearly identified target population • clearly defined control population • specific dosage of the intervention that is quantifiable by component. The success of the evaluation activities will be measured by their ability to foster improved pupil learning. Successfulness will be measured by participant levels in evaluation activities; client rating of evaluation services (e.g. focus group); self-reflective activities by evaluators; and structured discussions with program staff/participants.	QR0694C
Evaluation Services			
Evaluation Services	Hezel Associates	Hezel Associates - As an independent research firm that has researched core education concerns, we are keenly aware of the need to examine the interplay among teacher quality, student achievement, and school capacity. Hezel Associates has worked closely with urban and underperforming K-12 school districts and their collaborators throughout the nation to develop strategies to satisfy increasingly higher expectations for student achievement. We understand the importance of providing education leaders with empirical, objective evidence examining program implementation, progress, and outcomes.	QR0694D
Evaluation Services	Learning Point Associates	Learning Point Associates - A literature review is a critical step in LPA's approach to conducting program evaluations. It ensures that the evaluation team is familiar with the relevant research findings related to a particular educational intervention. Surveys, interview protocols, and observation instruments are then designed to align with these topics. In collaboration with the school, we create an evaluation plan describing the major tasks of the project, which consists of an overview of the study design, instrument development, data collection procedures, analysis plan, communication plan, and reporting format and schedule.	QR0694F
Evaluation Services	American Education Solutions, Inc.	AES will create an evaluation plan, project timeline, based on current research and literature; work plan for evaluation/ assessment of a one year project, including design/review of survey/interview instruments and other data tools. AES will conduct a literature review that are relevant for the program that will be evaluated, e.g. Magnet Schools Assistance Program, Voluntary Public School Choice, Smaller Learning Communities, etc. AES will work with schools to develop a comprehensive evaluation plan/timeline with measurable project objectives, formative and summative evaluation process. AES will also develop a complete set of data collection instruments designed to provide sufficient information to address the project objectives and performance measures.	QR0694H
Evaluation Services	Gaylen Moore	Gaylen Moore will provide evaluation services that include but are not limited to: professional services to teachers, administrators, and other staff; leadership initiatives; parental involvement programs; curriculum-related initiatives; instructional support initiatives; youth development programs; student internship or mentoring programs; and assessment of student performance and other accountability or participation data in the NYC public schools to assess the impact of interventions and services on preparing students to meet NYC Performance Standards and NYS Learning Standards. Products will include needs assessments, written and oral interim formative evaluations, written summative evaluations, and oral presentations of findings.	QR0694I

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Evaluation Services	John Shoener and Associates, Inc.	John Shoener and Associates, Inc. is comprised of three Centers, each of which addresses discrete areas, although the work of these Centers is often inter-related. These Centers include: Evaluation and Assessment Services; Professional Development for School Improvement (projects in this center are sometimes branded as SMARTmove or SMARTask); and Leadership Development. JSA conducts variety of evaluations, including summative, formative, needs assessments, systems analysis, and proof-of-concept. JSA has established an expertise in helping clients frame findings and recommendations from an evaluation in the context of the Chancellor's Accountability Tools (School Quality Reviews, Progress Reports, Learning Environment Surveys), as well as the ongoing work of Inquiry.	QR0694J
Evaluation Services	DAH Consulting, Inc.	DAH Consulting, Inc. uses a system approach that begins with the program conceptualization and design phase and continues through the implementation phase. Evaluation questions will be designed to assess the extent to which the specific performance measures are achieved. Depending on the specific service areas indicated i.e., instructional support, professional development, parental involvement programs, and direct services to students, DAH will develop evaluation questions and narrative reports. All reviews will include an evaluation plan with methodology (including the data collection strategies, and analytical approaches to be taken), a project timeline, analysis, conclusion section, and recommendations on the findings to help improve the programs and attain their goals.	QR0694K
Evaluation Services	Human Services Evaluation and Development Associates (HSEDA)	HSEDA conducts needs assessments; comprehensive outcome evaluations including a range of specialized quantitative research, data management and analysis, qualitative research including focus groups and in-depth interviews; oral presentations and workshops; project planning and customized research and evaluation, such as exploring a programs' capacity for Promising Practice or Model Program status. HSEDA serve all ages and grade levels within the DOE with staff highly experienced in a range of areas of education, youth violence prevention, substance abuse, after-school programming, youth development and mental health.	QR0694L
Evaluation Services	Environmental Rating Scale Institute, Inc	Environmental Rating Scale Institute, Inc. (E.R.S.I.) uses ECERS-R program assessment tool commonly used to measure early childhood quality, efficacy, and sustainability. Results from ECERS-R assessment can be used to inform decision making on all or part of a program's services. ECERS-R's comprehensive measure of program quality is based on a variety of program components. ECERS-R scores are predictive of child outcomes, such as early literacy skills, early academic skills and social-emotional growth, and other outcomes related to school readiness	QR694AA
Evaluation Services	New York University	NYU's Institute for Education and Social Policy (IESP) provides evaluation services, conducting large scale quantitative and qualitative research projects, and analyzing/interpreting data. IESP maintain several databases, including longitudinal database containing individual-level data for K-12 students attending NYC public schools from the 1995-96 – 2007-08 academic years, in addition to several other national datasets. The faculty, staff, and researchers are trained in statistical programs such as SAS, STATA, NVDIST, and ARCVIEW, and have experience using Survey Monkey. NYU's work is submitted to and disseminated through the Social Science Research Network, (SSRN), and NYU's website showcases recent research and working papers.	QR694AB
Evaluation Services	Teachers College Columbia University	The Center's evaluation of system-wide programs includes both formative and summative assessment of project activities and goals. The formative evaluation provides feedback on the design elements to ensure the evolution of effectiveness of the related activities and their implementation in an urban school setting, whereas, the summative evaluation assesses the impact of the overall program on teacher practice and student understanding. The Center follows 4 key stages for evaluation work: (1) a review of the project proposal, (2) the design of a logic model to clarify program activities, objectives, yearly benchmarks, and to identify research questions, (3) the development of a work plan to gather, compile and synthesize data related to program activities, and (4) reporting: formative feedback to report on the progress of the program and summative feedback to report on yearly benchmarks, objectives and the completion of project activities. The Center has experience evaluating a range of PK-12 programs, including: the system-wide implementation of technology; efforts to raise the content knowledge of teachers; the system-wide adoption of new curricular approaches or data-driven decision making procedures; and, the design of after school programs. In all cases, these programs have utilized professional development activities to address teacher practice in service of student learning goals.	QR694AD