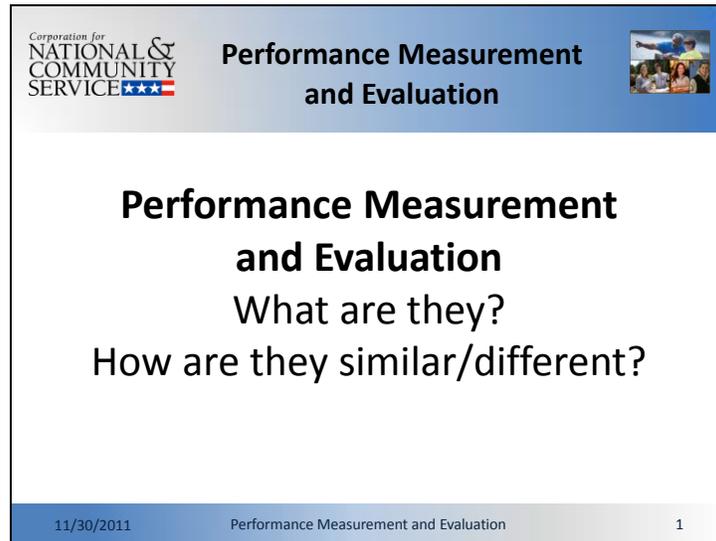


Slide 1



The slide features a blue header with the Corporation for National & Community Service logo on the left and the title "Performance Measurement and Evaluation" on the right. A small photo of a group of people is in the top right corner. The main content area is white with the title and two questions centered. The footer is blue with the date "11/30/2011", the title, and the page number "1".

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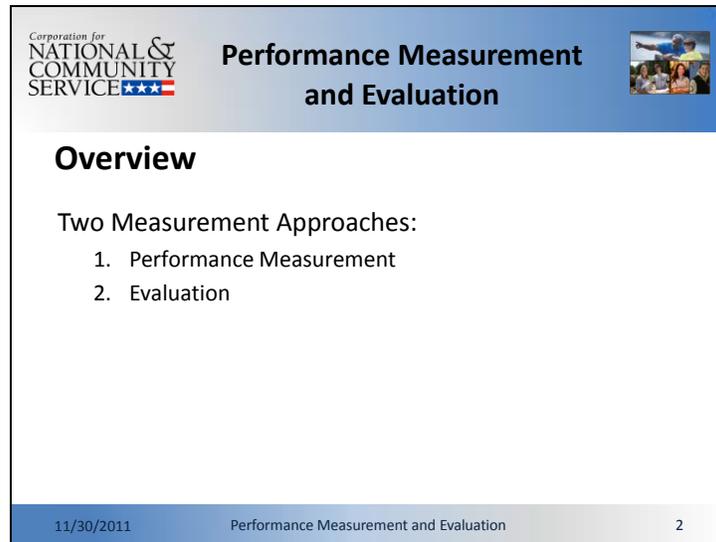
**Performance Measurement  
and Evaluation** 

**Performance Measurement  
and Evaluation**  
What are they?  
How are they similar/different?

11/30/2011 Performance Measurement and Evaluation 1

Note to Facilitator: *Use this presentation and the accompanying handout to train participants on the similarities and differences between performance measurement and evaluation, and on their respective uses.*

Slide 2



The slide features a blue header with the logo for the Corporation for National & Community Service on the left and a small photograph of a group of people on the right. The main content area is white with a blue footer. The footer contains the date 11/30/2011, the title Performance Measurement and Evaluation, and the page number 2.

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## Performance Measurement and Evaluation

### Overview

Two Measurement Approaches:

1. Performance Measurement
2. Evaluation

11/30/2011 Performance Measurement and Evaluation 2

In this session, we will examine two approaches to measuring program results: performance measurement and evaluation.

We will look at these from the CNCS perspective and talk about the similarities and differences and how they can complement each other.

We will also look at some examples to help us understand these similarities and differences.

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## Performance Measurement and Evaluation



### Definitions

- 1. Performance Measurement**
  - Process of systematically and regularly collecting data on the outputs and outcomes for program beneficiaries
  - Not intended to establish causal relationship between intervention and program outcomes
- 2. Impact Evaluation**
  - More in-depth, rigorous effort to measure program impact
  - Uses scientifically-based research methods to compare outcomes with what would happen in absence of intervention

11/30/2011 Performance Measurement and Evaluation 3

Performance measurement (PM) is the process of systematically and regularly collecting data on the outputs and outcomes for program beneficiaries.

PM provides an indication of your program's operations and performance.

It is not intended to establish a causal relationship between your intervention and program outcomes.

For example, a performance measure for a literacy program may include the percentage of students receiving services from your program who increase their reading ability from “below grade level” to “at or above grade level”.

This measure indicates something good is happening to your program's service beneficiaries, but it does not indicate that the change can be wholly attributed to your program's services.

Impact evaluation is a more in-depth, rigorous effort to measure the impact of a program.

While performance measurement and evaluation both include systematic data collection and measurement of progress, evaluation uses scientifically-based research methods to assess the effectiveness of programs by comparing the observed program outcomes with what would have happened in the absence of the program.

For example, an evaluation of a literacy program may compare the reading ability of students in a program over time to a similar group of students not participating in a program.

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## Performance Measurement and Evaluation



### Measurement Approaches

- 1. Performance Measurement**
  - Counts numbers served and captures shorter term changes in beneficiaries on a regular, ongoing basis
- 2. Impact Evaluation**
  - Captures wider range of changes, including longer term changes resulting from program intervention
  - Uses more rigorous methods to demonstrate cause-and-effect relationship between intervention and outcome

11/30/2011 Performance Measurement and Evaluation 4

One key difference between performance measurement and impact evaluation is the approach to measurement.

Performance measurement tracks program activity.

This is often measured in counts of how many beneficiaries are served (outputs) and desired changes (outcomes) that can be measured in a relatively short time span, e.g., within one year.

PM data (particularly output data) are collected regularly in order to capture information about service delivery as it happens.

Impact evaluation may include measurement of shorter term changes, but often also includes measurements of longer term, more significant, more meaningful changes than those addressed by PM.

Evaluation also employs more rigorous methods of measurement. This allows you to have greater confidence in your results (validity) and to say whether results are truly caused by the intervention rather than by other factors.

PM and impact evaluation complement each other. PM generates output data that are valuable for understanding how the intervention is actually being conducted: what, how much, when, to whom. Performance measurement also provides preliminary evidence about outcomes, and asks, “what changes appear to be occurring as a result of the program efforts?”

Evaluation allows you to explore outcomes in greater depth.

The rigorous methods used in an evaluation allow you to have greater confidence in your outcome data, i.e., that outcomes are really happening and are caused by the intervention.

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## Performance Measurement and Evaluation



### Common Elements

Performance Measurement	Impact Evaluation
Systematic data collection and information about:	
<ul style="list-style-type: none"><li>• What took place</li><li>• What outputs were generated</li><li>• What short term outcomes were generated</li></ul>	

11/30/2011 Performance Measurement and Evaluation 5

What do performance measurement and impact evaluation have in common?

Both approaches entail systematic collection of data to understand:

**What took place**, i.e., how the intervention was conducted, and what types of services were provided. This also entails gathering information about who the beneficiaries are, e.g., demographic characteristics, and how they were selected to receive services (especially in relation to identified needs).

**What outputs were generated**, i.e., how much service did beneficiaries receive and when/how long did they get services?

**What short term outcomes were generated:** Both performance measurement and evaluation can be concerned with short term outcomes.

However, impact evaluation often goes beyond PM by addressing longer term outcomes. Evaluation may also look at a wider range of outcomes than are likely to be addressed by PM.

Performance Measurement and Evaluation	
<b>Differences</b>	
Performance Measurement	Impact Evaluation
<ul style="list-style-type: none"><li>• Tracks outputs and outcomes on a regular, ongoing basis</li><li>• Does <u>not</u> show causality</li><li>• Shorter term focus; what can be measured within one year</li><li>• Balances rigor with practicality; measurement implemented by program staff with limited resources and expertise</li></ul>	<ul style="list-style-type: none"><li>• May occur from time to time, but not on a regular, ongoing basis</li><li>• Seeks to show causality or “prove” theory of change</li><li>• Longer term focus</li><li>• Uses most rigorous evaluation design and methods that are right for program (often quasi-experimental )</li></ul>

Here we see some differences between performance measurement and evaluation.

Tracking

Performance measurement involves regular, ongoing tracking of outputs and outcomes. Impact evaluation may occur from time to time, or as needed, but is not a regular, ongoing activity.

Causality

Performance measurement does not demonstrate causality; it provides a snapshot of program functioning and looks for evidence that a positive change occurred.

Impact evaluation, on the other hand, provides evidence of a causal relationship between the intervention and outcomes; it also provides a deeper examination of program functioning.

Time Focus

Performance measurement focuses on shorter term changes, those that can be observed within a year or slightly longer.

Impact evaluation may also be concerned with short term outcomes, but often includes a focus on longer term changes as well.

Date Collection

Performance measurement should utilize rigorous data collection methods, but it is not held to as high a standard of rigor as evaluation. Performance measurement seeks to strike a balance between rigor and what is practical and feasible for program staff to measure on a regular, ongoing basis. Data collection methods for performance measurement tend to be simpler and easier for program staff to implement.

Impact evaluation strives for the highest possible rigor and makes use of data collection methods that allow you to assess causal relationships. This often entails the use of are exposed to the intervention (experimental group) or not exposed to the intervention (comparison group) in order to compare the differences between them. In this way the impact evaluation determines if there is a cause-and-effect relationship between the intervention and the outcomes of an intervention.

*Note to facilitator: A quasi-experiment is like a true experiment in that design entails comparing outcomes for two comparable groups, one that receives the intervention (the “treatment”) and another group that does not. The key difference between a quasi-experiment and a true experiment is that the former lacks random assignment of participants to treatment and non-treatment groups. Quasi-experimental designs are often used in evaluations of human services programs because we rarely have the ability to randomly assign participants to the treatment and*

*non-treatment groups.*

Slide 7

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**Performance Measurement  
and Evaluation** 

**Relation to Theory of Change**

- The most important difference: Evaluation seeks to “prove” the theory of change ( $X \rightarrow Y$ ).
- Performance measurement does not.

11/30/2011 Performance Measurement and Evaluation 7

The most important difference between performance measurement and impact evaluation is that the latter seeks to establish the existence of a causal relationship between the intervention and the observed outcomes, i.e., to “prove” the theory of change.

Impact evaluation relies on rigorous methods (quasi-experimental methods) to generate evidence to support the theory of change.

Slide 8

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**Example: Riverton Literacy Corps**

Performance Measurement:

- Individual benchmark assessments on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times/year
- State Reading Exam --Number of students who graduate from the Riverton Literacy Corps who pass state reading exam

11/30/2011 Performance Measurement and Evaluation 8

Now let's look at an example. The Riverton Literacy Corps (RLC) uses DIBELS and a state reading exam to regularly assess the performance of students participating in the program. These data provide valuable feedback to the program in the form of frequent snapshots of students' progress throughout the school year.

In the context of performance measurement, the focus is on determining if students are achieving expected benchmarks over the course of the school year.

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## Performance Measurement and Evaluation



### Example: Riverton Literacy Corps

Impact Evaluation:

- Matched sample research project in Riverton School District
- Literacy Corps participants scored significantly higher on DIBELS components for phonemic awareness and alphabetic principle, resulting in a significantly higher total literacy score than children in a matched comparison group

11/30/2011 Performance Measurement and Evaluation 9

When it comes to impact evaluation, the Riverton Literacy Corps is able to use the same tool – DIBELS. However, the added element is that DIBELS data are collected not only from students in the RLC program but also from a comparison group of similar students.

By comparing the performance of RLC and non-RLC students the program is able to detect significant differences for specific components of DIBELS and in total literacy scores. This method allows the program to isolate the impact of the Literacy Corps intervention and to demonstrate a causal relationship between program participation and positive outcomes.

Specifically, it is seen that RLC students significantly outperform their peers in specific areas and in their overall literacy.

It is only by using a comparison group to carefully control other factors that the Riverton Literacy Corps is able to isolate the impact of the program and to find strong evidence for the existence of this causal relationship.

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**Resources**

Visit the Resource Center to find evaluation resources on these topics and more.

<http://www.nationalservicerresources.org/star/ac-evaluation>

1. Evaluation FAQ
2. Developing an evaluation question
3. Designing an evaluation
4. Selecting an evaluator
5. Sample evaluation plans and templates

11/30/2011 Performance Measurement and Evaluation 10