

Writing up your innovation evaluation report

Institute for Effective Education

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Your evaluation report has a number of purposes:

- A clear report on your project, primarily aimed at other practitioners (usually via the executive summary).
- More detail on the project, so that others can follow in your footsteps or understand the project in detail.
- Clarity on the implications and limitations of your evaluation so that others can understand the overall context of your research.

Structure of the innovation evaluation report

We suggest using the following headings in your innovation evaluation report. Further information to include under each heading can be found in the [Innovation Evaluation Handbook](#).

Executive summary

The executive summary should be no more than 1 side of A4. It should give an overview of the evaluation report.

Description of the innovation

Briefly describe your innovation. Include innovation objectives, what students experienced, how much time it took (eg, three lessons per week) and how long it lasted (eg, 12 weeks).

Summary of the evaluation

Briefly describe the sample, design and measures used in the evaluation. Remember to include the following facts:

- Brief description of the kinds of schools involved (urban, rural, high/low deprivation, EAL numbers, etc),
- Brief description of the children involved (ages/year groups, high or low attainment, etc), how they were selected and how they were assigned to intervention or control groups,
- Brief description of the measures used.

Summary of findings

Provide an overview of findings (this may include effect sizes for your main measures) and your key conclusions. Please distinguish between facts (children in the intervention group

performed better on the test) and opinion (we suggest that the intervention needs to last longer). Include brief limitations of the study.

Costs

Give the cost of the intervention per pupil, and what is included in this cost.

Introduction

a) Description of the problem

Explain the issue you were trying to address.

b) Review of existing research

Give a brief review of existing research relating to the issue you wished to address.

c) Description of the innovation

Give a brief overview of your innovation.

d) Research questions

List the research questions for this evaluation.

Method

a) Sample

Describe the school(s) and participants who were involved in your evaluation. State:

- the number of schools involved in the evaluation,
- basic information about the school(s) such as school type, geographical location (city, county or region), context (urban, rural, coastal, etc),
- demographic pupil data for the school(s) (eg, percentage of pupils eligible for free school meals, with English as an Additional Language, with additional needs, with above average, average or below average attainment etc.),

as well as any other characteristics which are relevant to your evaluation.

Describe the sample who participated in the evaluation (this includes the intervention group and the control group). This should include information about:

- the year groups who participated,
- average ages of participants,
- percentage of participants of different genders,
- demographic information (eg, percentage of participants who are eligible for free school meals, have English as an Additional Language, have additional needs, etc),
- prior attainment (if appropriate),

as well as any other characteristics which are relevant to your evaluation.

The characteristics of the intervention and control groups should be compared to determine the similarity of the groups.

If it is relevant to your evaluation, you may also like to include information about the people who were involved in the delivery of the innovation (number of years teaching experience, relationship to the schools, etc).

b) Assignment to condition

Explain how you allocated participants to the intervention and control groups.

c) Innovation

Describe your innovation in detail. From this description, readers should be able to understand how the innovation was structured and what participants experienced. You should describe:

- Content of the innovation,
- Level of delivery of the innovation (eg, individual, group, class, whole school etc),
- How the innovation was delivered (eg, teachers, TAs, peers, technology etc),
- The length of time over which the innovation was delivered,
- The number, duration, frequency and timing of innovation delivery,
- The types of activities participants engaged in,
- Any additional expectations for participants, and any other information which is pertinent to your innovation.

You should describe the training and support given to those delivering the innovation and any measures taken to ensure consistency of innovation delivery. You might include information about:

- The timing, length and content of training for those delivering the innovation,
- Any follow-up support given to those delivering the innovation,
- Whether resources such as manuals or lesson plans were provided.

You should also explain what the control group experienced.

d) Outcome measures

Describe the outcome measures you used. Explain when these measures were administered to participants, by whom and under what conditions. Explain how measures were scored and by whom.

e) Process evaluation

The process evaluation analysis considers whether the innovation was delivered as intended. It also considers staff and pupil views of the innovation. Data gathering methods may include lesson observations and interviews/surveys with staff and pupils.

Describe how you gathered the data for the process analysis, for example how lessons or participants were identified to be part of the process evaluation; who carried out observations or interviews; any observation schedules or checklists used; and the questions asked in surveys or interviews.

f) Analyses

Outcomes

Describe the methods you used to analyse outcome data. You should not describe your data here (this goes in the results section), just the data analysis methods.

Process analyses

Describe how data gathered for the process analysis was analysed. This may include quantitative analysis of responses to closed questions or data from checklists, and thematic analysis of responses to open questions or observational data.

Cost

Provide separate breakdowns for the cost of the project and the cost of delivering the intervention (ie, project costs minus costs related to the evaluation). Use the cost of delivering the intervention to calculate the cost of delivering the intervention per pupil.

Results

a) Outcome findings

Quantitative findings from outcome measures should be reported here. This should include effect sizes as well as control and intervention group means or medians. You may like to include graphs or tables of your findings. Clearly state your sample size (N) when sharing numerical findings, and include the sample size (N) in all tables. If you examined the results of particular subgroups (eg, gender, pupils eligible for free school meals, etc) report these here. Statistics from any analyses carried out which are not included in the results section could be included as an appendix.

b) Process evaluation findings

Report findings from your process evaluation. Report effect sizes for any numeric data from surveys and interviews. Analysis of open-ended responses to interviews and surveys should focus on the themes which arose, using quotes or extracts to demonstrate your points as appropriate.

Where observations of lessons were carried out, comment on whether key components of the intervention were seen in intervention or control group lessons and any other key themes which arose from these observations. This should be used to draw conclusions about whether the innovation was delivered as intended.

Discussion/Conclusion

a) Interpretation of findings

Provide a plain English summary of the findings, explaining whether they are similar to or different from the existing evidence base. Give reasons why you think they did or did not support that evidence base.

b) Limitations

Comment on the limitations of your research which may impact on the reliability, validity and generalisability of your findings. Remember, all research has limitations and it is important that others understand what these are so they can determine whether this approach may be useful in their context.

c) Implications for practice

Discuss the implications of your findings for teachers and/or school leaders. What will you do differently in your school as a result of these findings? What would you recommend other teachers or school leaders should do as a result of these findings?

d) Implications for further evaluation

Consider what further questions are raised by your findings and what further research would be useful to investigate your findings further. Will you do any further research in this area (eg, apply for funding for larger scale research, investigate the efficacy of this approach in different age groups, subjects, etc)? Are there any conclusions which other researchers should be aware of?

e) Conclusions

Write a short conclusion about your findings.

References

Give full academic references to any studies mentioned in the evaluation report. Please use the American Psychological Association (APA) referencing style. APA style references for journal articles are written:

Surname, Initials (date). Article title. *Journal title, volume (number), page numbers.*

eg, Bernier A, Carlson SM, and Whipple N. (2010). From External Regulation to Self-Regulation: Early Parenting Precursors of Young Children's Executive Functioning. *Child Development, 81 (1), 326–99.*

and for books are written:

Surname, Initials (date). *Book title.* Publisher.

eg, Bus AG and Neuman SB. (Editors) (2009). *Multimedia and Literacy Development: Improving Achievement for Young Learners.* New York: Taylor & Francis Group.

Appendices

If you wish to include examples of resources used in the innovation or evaluation documents (consent letters, agreements between schools, etc), these should be included as an appendix.

Reflections

We will ask leaders of innovation evaluation projects to share some reflections about the process of carrying out an evaluation. These will not be shared publically but are designed to support evaluators to reflect on the evaluation and next steps, and to provide feedback to the IEE about how future innovation evaluation projects can better be supported.

Carrying out the evaluation

What went well in your evaluation? What challenges did you face? What will you do differently in future evaluations? What additional support would have been beneficial?

Institute for Effective Education involvement

Which elements of IEE involvement in your evaluation were most useful? What could have been improved about IEE involvement and support? Is there any additional support that would have been beneficial?

Budget

Was your initial budget realistic? Did you spend more, or less, on any aspects of the evaluation than anticipated?

Timeline

Did you stick to your original timeline? Which elements of your evaluation took more or less time than anticipated? Are there any aspects to which you would allocate more time in future evaluations?

Communication plan

Where do you plan to share the findings of your evaluation (except the IEE website)?

Next steps

What do you plan to do now as a result of this evaluation project? Will you apply for funding to evaluate your innovation further? Would you be interested in carrying out further evaluations of innovative practice? Will the experience of carrying out an innovation evaluation change anything in your practice more generally?

Style Guide

- Write in the past tense.
- Avoid jargon and explain terms which may be unfamiliar to your readers.
- Write out acronyms in full the first time they are used in each section.
- Anonymise all references to participants so individuals cannot be identified from your report.