IDC IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

A Guide to SSIP Evaluation Planning Presentation

IDC Evaluation Workgroup

December, 2015

What Are We Evaluating?

Two overarching questions:

- **How's it going?**
  - Are we successfully accomplishing our activities?
  - Are we moving along appropriately so that we can achieve our goals?
  - What can we do to fix stuff that's not working?
  - Usually call this *formative evaluation*
- **What good did it do?**
  - Did we accomplish our goals?
  - Can we show that what we did was responsible for the accomplishments?
  - Do the accomplishments matter?
  - Usually call this *summative evaluation*

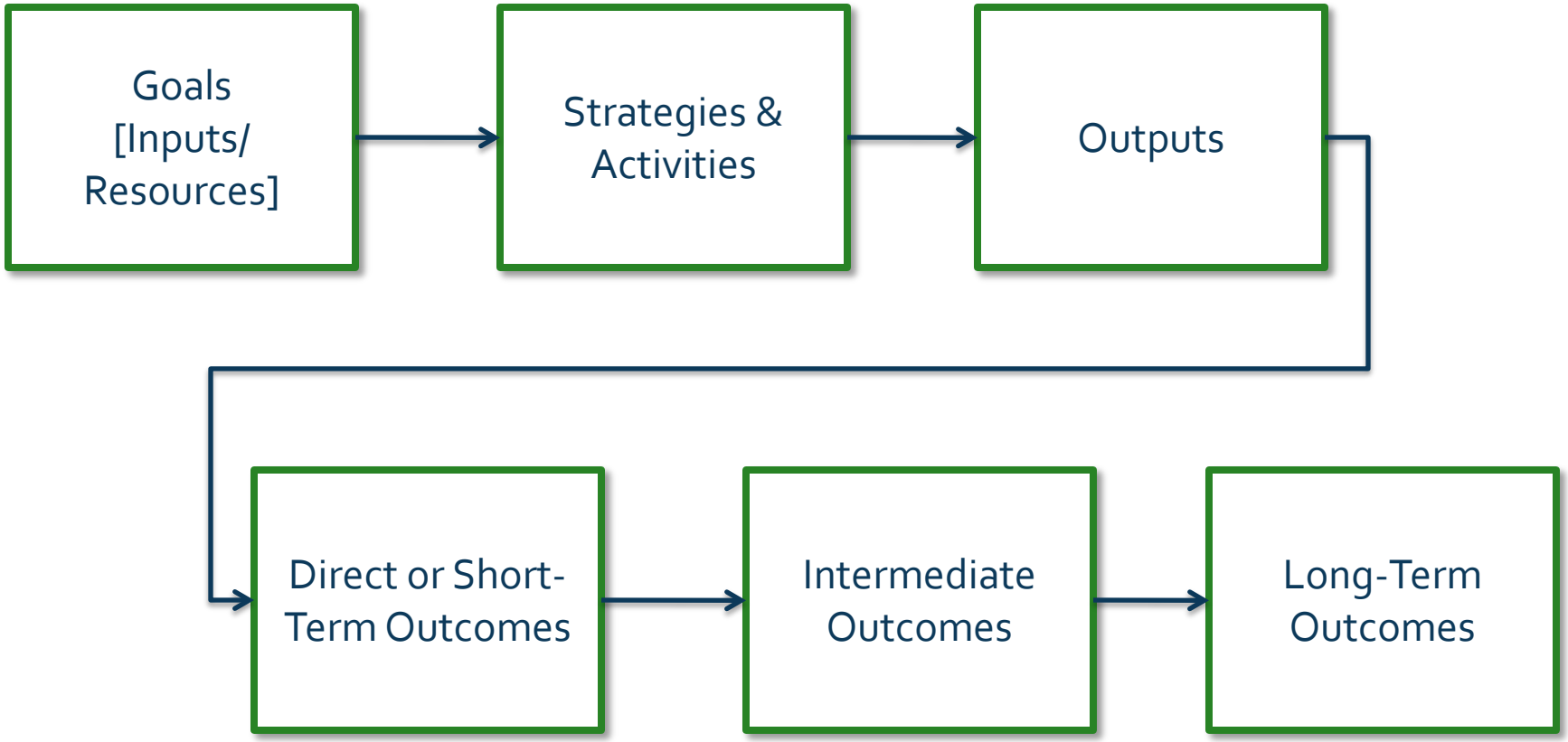
What Are We Evaluating?—Example 1

- For an improvement strategy that includes professional development, what do you need to know?
  - Did the professional development happen?
  - Did it happen as planned?
  - Did it work?
  - Did it accomplish its objectives?

What Are We Evaluating?—Example 2

- For an improvement strategy that includes infrastructure development, what do you need to know?
  - Did the infrastructure-building activities happen?
  - Did the activities happen as planned, consistent with best practice in implementation?
  - Did it work?
  - Did it accomplish its objectives?

Evaluation Focuses on Processes and Outcomes



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Evaluation Definitions—Worksheet 1

Terms

Theory of Action
Logic Model
Inputs
Strategies
Activities
Outputs
Short-Term Outcomes
Intermediate Outcomes
Long-Term Outcomes
Performance Indicators

Outcome Components—1

- **Outputs** can be viewed as . . .
  - Program accomplishments
  - Direct results of the activities
  - Description and number of products and events
  - Customer contacts with products and events
  - Fidelity of program activities

Outcome Components—2

- **Short-term outcomes** can be viewed as . . .
  - What customers/clients learn as a result of outputs
  - What awareness, attitudes, or skills they develop

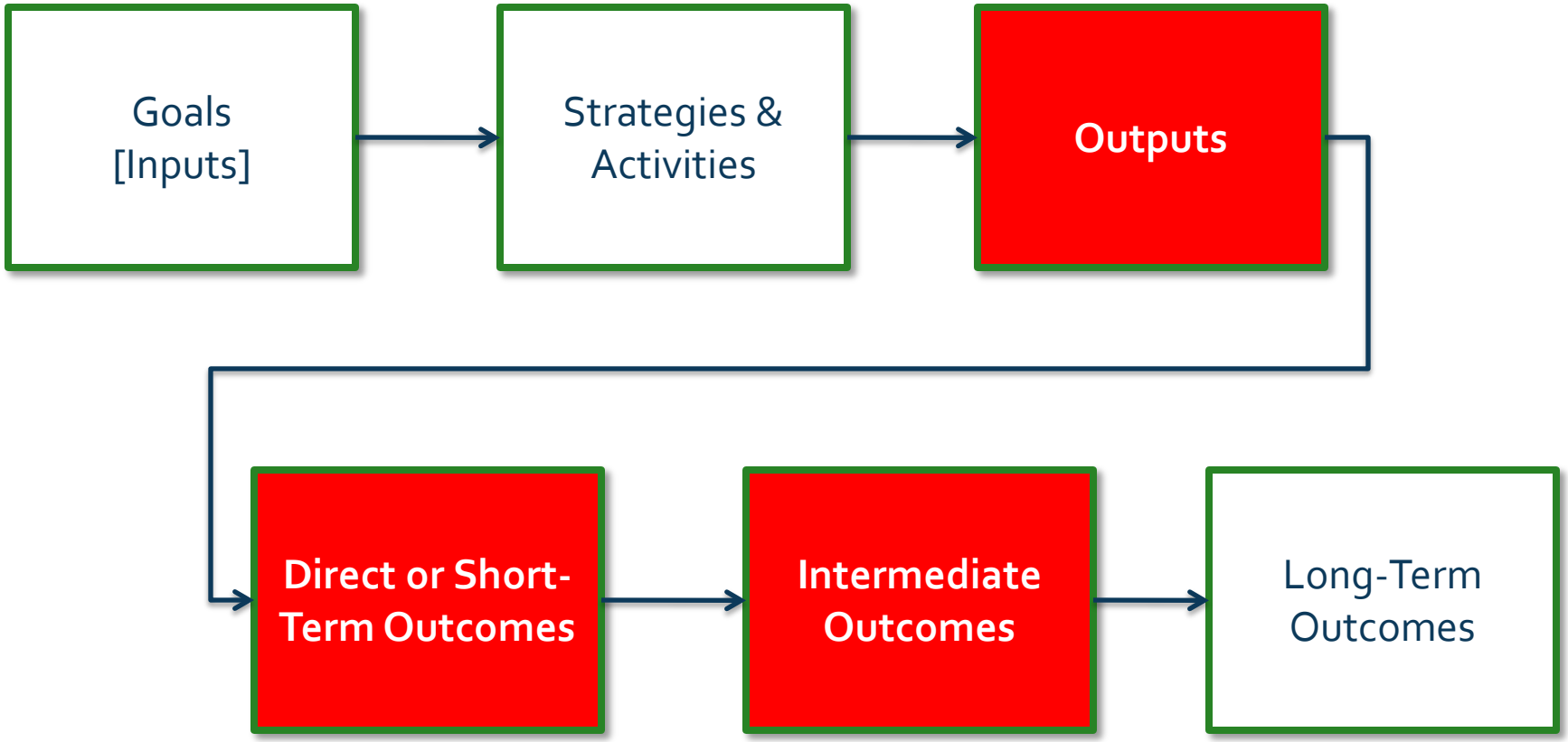
Outcome Components—3

- **Intermediate outcomes** can be viewed as . . .
  - Changes in adult actions or behaviors based on knowledge or skills acquired
  - Fidelity of the planned interventions
  - Improved organizational functioning
  - Improved system functioning

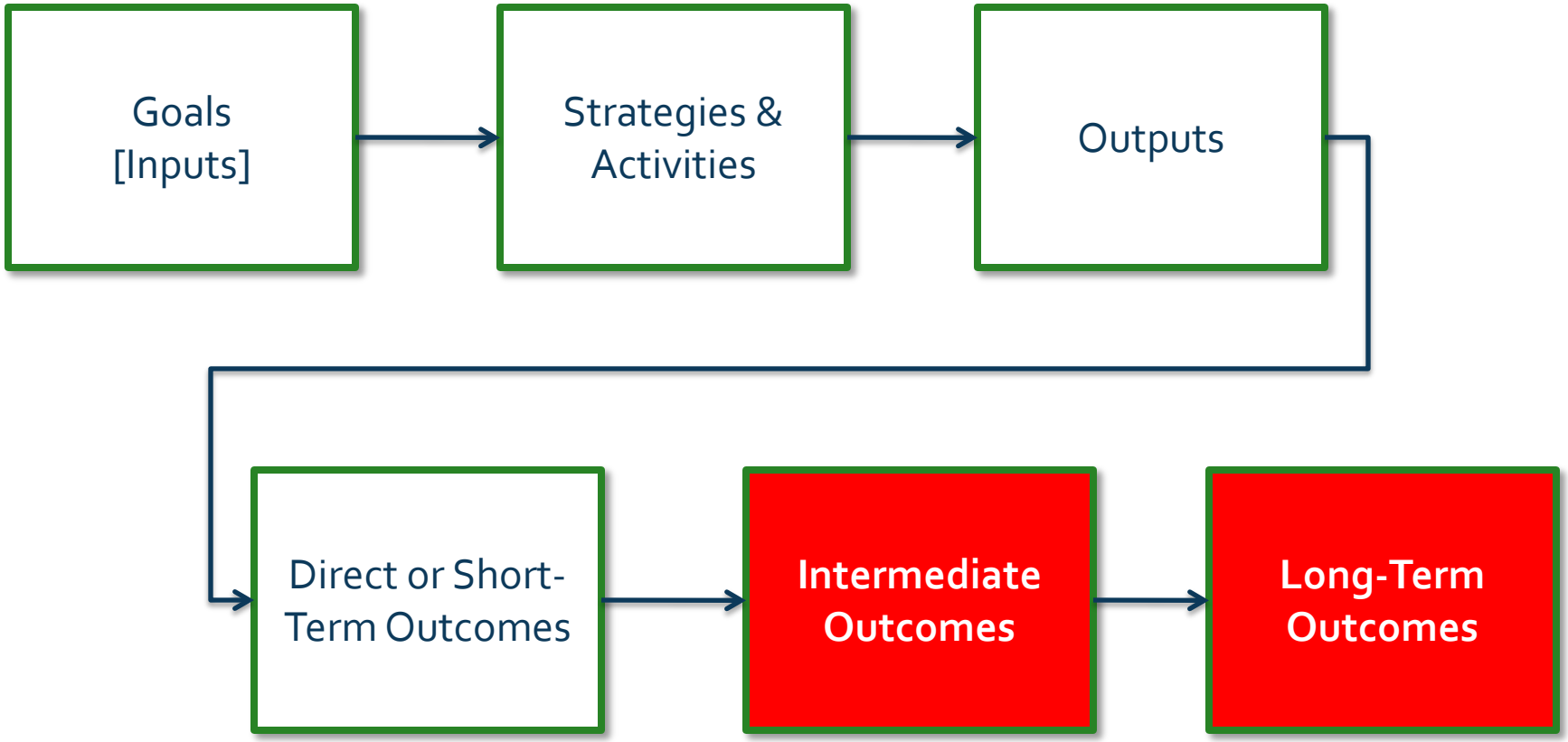
Outcome Components—4

- **Long-term outcomes** can be viewed as . . .
  - The broadest program outcomes
  - The results that fulfill the program's goals
  - The impact on children or families
  - Program sustainability, or what ensures or promotes program scale-up and sustainability

Formative Evaluation Focus



Summative Evaluation Focus



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Steps in Planning an SSIP Evaluation

1. Understand the evaluation context—Alignment of Phase II evaluation plan to Phase I
2. Build an evaluation team
3. Create a logic model, specifically for the evaluation, that shows important activities that lead to ***outputs*** and **outcomes**
4. Develop evaluation questions
5. Select an evaluation design
6. Identify data collection strategies
7. Develop preliminary analysis plans
8. Plan to share/disseminate/use evaluation results
9. Prepare a timeline

Step 1. Align Phase II evaluation plan to Phase I

- Data analysis
  - Are useful data available?
- Infrastructure analysis
  - What infrastructure is in place—strengths and challenges?
- Theory of action
  - Is the program logic sound?
- Coherent improvement strategies
  - What specific actions must the state take to help teachers/providers/practitioners implement effective practice?
- Available resources
  - What resources does the state have to devote to the evaluation?
  - What TA support do they need?

Step 2. Build an evaluation team

- Who will prepare the evaluation plan?
- Who will oversee the evaluation as SSIP implementation progresses?
- What specific evaluation activities will have to be managed?
  - Who will manage these evaluation activities?
- Who will conduct the evaluation activities?
- What role will stakeholders play in the evaluation?

Step 3. Create a logic model for the evaluation

- A logic model . . .
  - Portrays a project's overall plan
  - Clarifies the relationships among a project's goals, activities, outputs, and outcomes and
  - Displays the connections between those defining features of a project

Step 3. Create a logic model for the evaluation, cont.

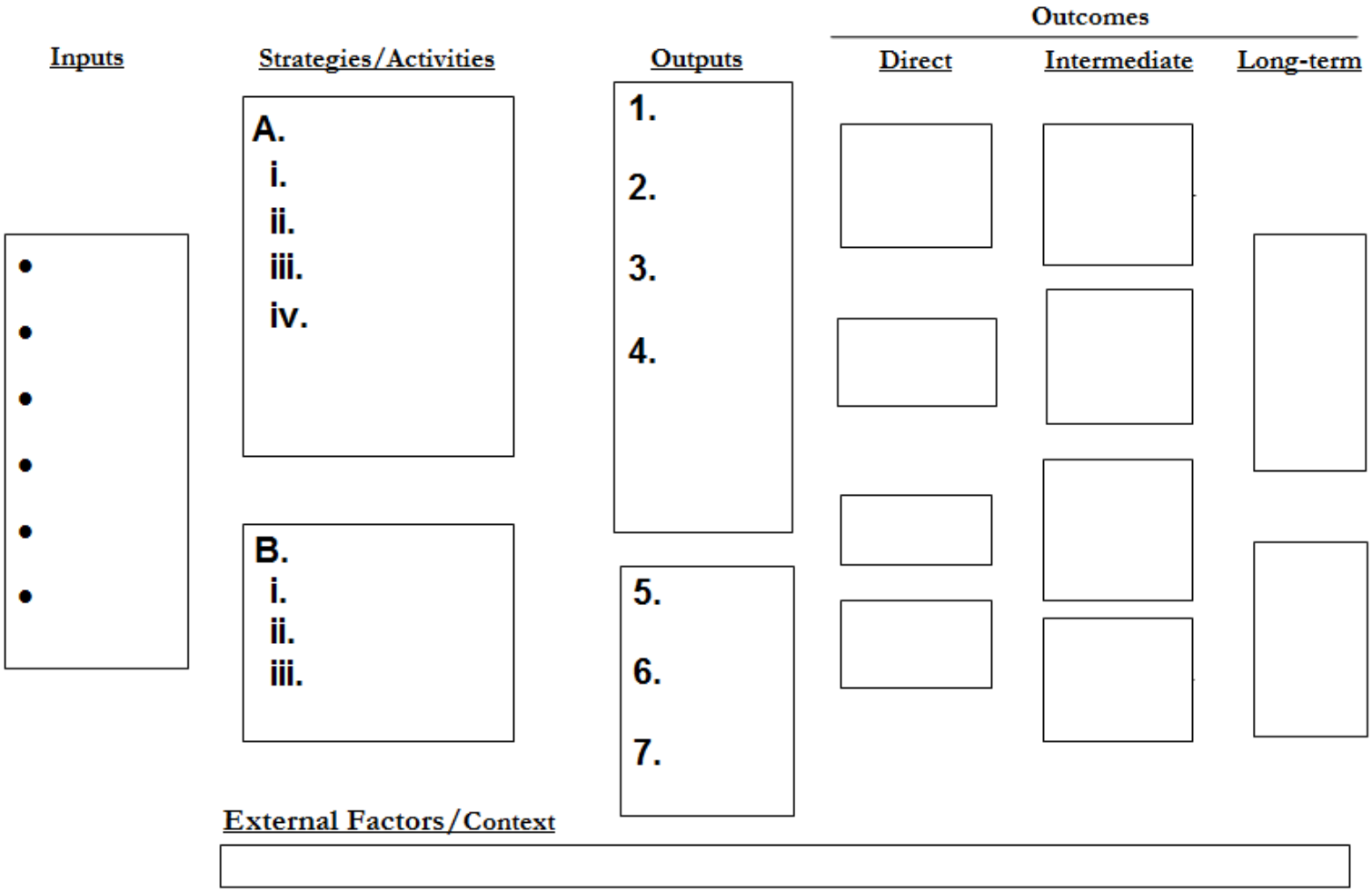
- Thus, a logic model can be used as a starting point to plan data collection and analysis aimed at measuring project processes and performance.
- *Systematically measuring project processes and performance* is evaluation.
- A logic model implies a causal relationship that flows from goals to outcomes.
- Evaluation can be viewed as a test of the logic model's implied hypotheses of this causal relationship.

Logic Model for Evaluation—Worksheet 2

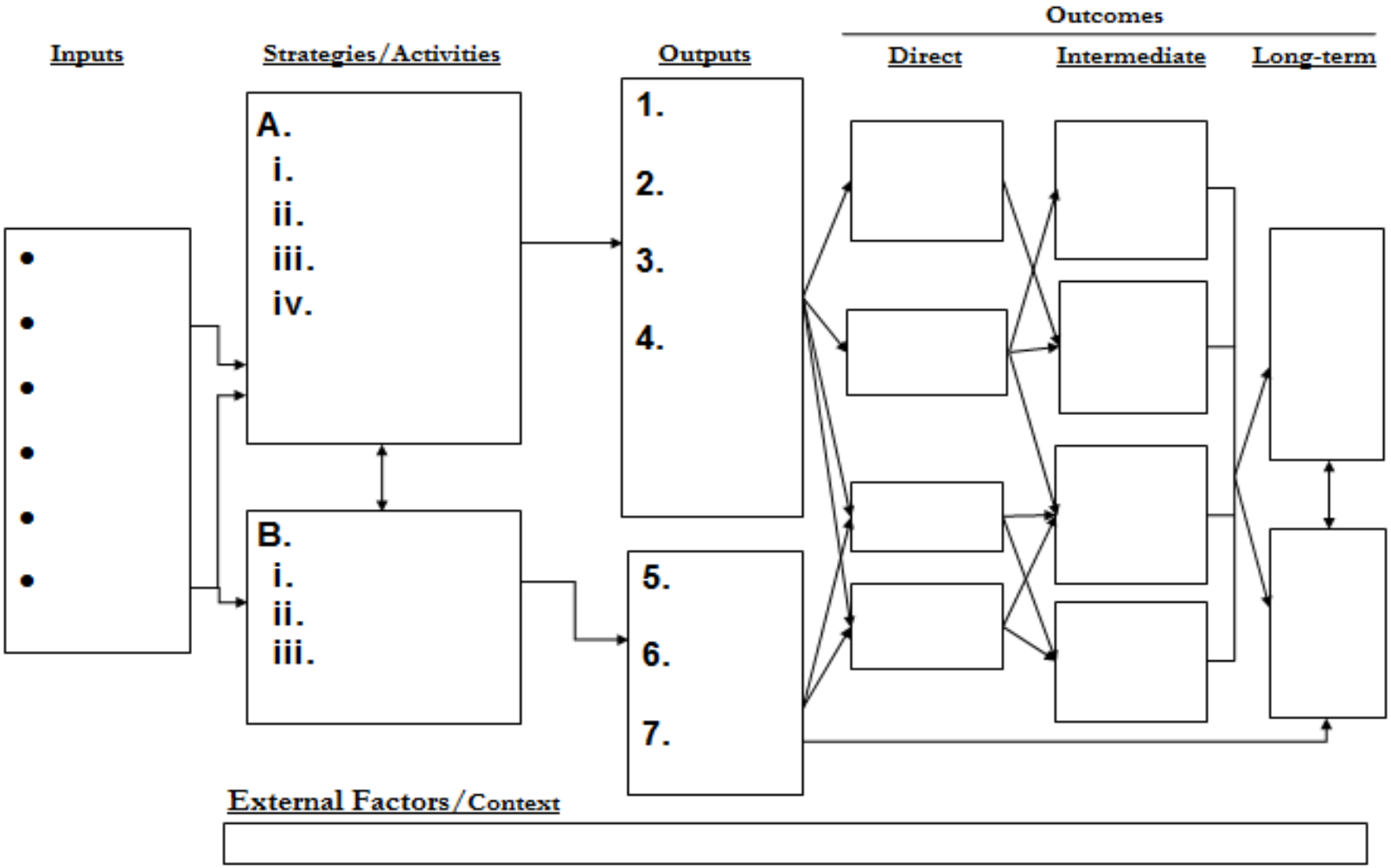
SIMR: _____

Inputs	Strategies/Activities	Outputs	Outcomes
1. 2. 3. 4.	A. (1) (2) (3)	• • •	Short-term: • • • •
	B. (4) (5) (6) (7) (8) (9)	• • • • •	Intermediate: • • • •
	C. (10) (11)	• • •	Long-term: • •
	D. (12) (13) (14)	• •	
	E. (15) (16) (17) (18) (19)	• • • •	

Logic Model for Evaluation—Worksheet 3



Logic Model for Evaluation—Worksheet 4



Step 4. Develop evaluation questions

The logic model leads to evaluation questions:

→ Relevant goals (not necessarily all)

→ Salient strategies/activities related to those goals

→ Outputs associated with the strategies/activities

→ Outcomes (the most consequential ones)

→ Evaluation questions

Step 4. Develop evaluation questions, cont.

- Evaluation questions should
  - Reflect the goals of the evaluation
  - Be based on a thorough understanding of the project's overarching objectives and program theory
- Two general types: formative and summative
  - Formative evaluation questions focus on the project's processes and address the extent to which (and how well) the project is being implemented.
  - Summative evaluation questions target the extent to which a project achieves its expected outcomes.

Step 4. Develop evaluation questions—Worksheet 5

Strategies/ Activities	Outputs	Outcomes	Evaluation Questions
A. ▫ ▫	• • •	Short-term	
		•	A1.
		•	A2.
		•	A3.
		Intermediate	
		•	A5.
		•	A6.
		•	A7.
		Long-term	
		•	A8.
		•	A9.

Step 4. Develop evaluation questions—Performance indicators

- Identify performance indicators of **progress**
  - Define
    - Observable measure of the outcome, at the child, family, provider, school, local program, or district level
    - Begins with words such as *number of*, *percent of*, *ratio of*, *proportion of*, *mean of*, etc.
  - Examples of Indicators
    - 95 percent of teachers measure student reading progress twice a week using [name the measure].
    - 90 percent of families adopt at least one in-home approach to read to their child.

Step 4. Develop evaluation questions—Performance indicators—Worksheet 6

Outcome [Short, intermediate, long-term]	Evaluation Question	Performance Indicator

Step 5. Select an evaluation design

- The selection of the evaluation design depends on
  - The questions the evaluation is trying to answer
  - The resources available for data collection, management, and analysis
  - The availability and feasibility of control or comparison groups
  - The availability of data to measure outcomes

Step 5. Select an evaluation design—Comparison planned—Worksheet 7

Evaluation Question	Performance Indicator	Comparisons Planned: Performance Relative to Other: Objective standard	Performance Relative to Other: Comparison group—convenience	Performance Relative to Other: Comparison group—matched	Performance Relative to Other: Comparison group—randomized	Performance Relative to Other: Comparison only to self (individual or group)	Performance Relative to Other: Other: _____	Change Over Time: Pre-Post	Change Over Time: Longitudinal	Change Over Time: Single case	Change Over Time: None (post measure only)	Change Over Time: Other: _____	Related Evaluation Design: Pre-post w/comparison group	Related Evaluation Design: Longitudinal w/comparison group	Related Evaluation Design: Pre-post w/o comparison group	Related Evaluation Design: Longitudinal w/o comparison group	Related Evaluation Design: Single case	Related Evaluation Design: Post only w/comparison group	Related Evaluation Design: Comparison to standard	Related Evaluation Design: Other: _____
A1.	•																			
	•																			
	•																			
A2.	•																			
	•																			
B1.	•																			
	•																			
	•																			

Step 6. Identify data collection strategies

- Key considerations:
  - What instruments or data collection techniques will supply the variables that are needed?
  - What types of instrumentation or forms need to be identified or developed?
  - When will data be collected? How frequently will data be collected?
  - How will data collectors and coders be trained? What materials need to be developed to document and support that training?
  - How will data be entered and verified for accuracy? Where will data be stored?

Step 6. Identify data collection strategies — Worksheet 8

Evaluation Question	Performance Indicator	Data Collection Method	Data Collection Tool (Instrument/Protocol)
A1.	•		
	•		
	•		
A2.	•		
	•		

Step 6. Identify data collection strategies — Worksheet 9

Evaluation Question #	Instrument or Protocol	Status of instrument/protocol: E=exists UD=under development TBD= to be developed	Frequency of collection	First Data Collection	Additional Data Collections

Step 7. Develop preliminary analysis plans

- Analysis plans ensure that
  - The evaluation will collect and analyze data that will respond to the evaluation questions in the most rigorous way possible.
  - The instrumentation chosen or developed for the evaluation will gather the needed data in the correct format or scale.
  - Sufficient numbers and types of respondents or data sources will be included in data collection.

Step 7. Develop preliminary analysis plans, cont.

- Analysis plans usually include information related to the
  - Evaluation design
  - Treatment and control (or comparison) groups
  - Type of data analysis
  - Variables to be used for quantitative analyses
  - Instruments and data collection techniques
  - Sample
  - Minimum number of responses and/or response rate

Step 7. Develop preliminary analysis plans — Worksheet 10

Evaluation Question #	Performance Indicator	Data Collection Tool (Instrument/Protocol)	Planned Analysis
	•	•	•
	•	•	•

Step 8. Develop plan for data use and dissemination—Worksheet 11

Planned Analysis	Process for Use for Program Improvement	Possible Implications for Ongoing Evaluation	Plans for Disseminating Results to Stakeholders
A1.	•	•	•
A2.	•	•	•
B1.	•	•	•

Step 9. Prepare a timeline

- A timeline enables the study team to monitor evaluation activities and ensure that the evaluation is on schedule.

Table 8. Gantt Chart of the Project's Data Collection Schedule

Task	Time Units (Days, Weeks, Months, Years, etc.)											
	1	2	3	4	5	6	7	8	9	10	11	12
Develop logic model												
Develop evaluation plan												
Develop analysis plan												
Prepare data collection instruments												
Complete IRB process												
Secure district participation												
Prepare training materials												
Conduct data collector training												
Conduct data collection												
Enter and clean data												
Conduct coder training												
Analysis and reporting												

Need assistance with evaluation?

- Contact your IDC State Liaison **or** Tamara Nimkoff (TamaraNimkoff@westat.com) to connect you with an Evaluation TA Specialist

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U.S. Office of Special Education Programs

TA&D NETWORK

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