

# The Data Are in the Details: Translating Evaluation Questions Into Detailed Analytical Questions





## **SSIP Interactive Institutes**

**Albuquerque, NM; April 29-30, 2015**

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**Jacksonville, FL; May 12-13, 2015**

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**Chicago, IL; May 27-28, 2015**  
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# Session Objectives

- Recognize the need for wording questions differently for different purposes/audiences
  - Evaluation questions for general audiences
  - Detailed questions for analyses
- Discuss steps to develop detailed questions for analysis
- Practice developing detailed questions for analysis

# Question Wording

- Evaluation questions for general communications
  - What do general audiences (e.g., OSEP, stakeholders) need to know to understand what you are evaluating?
- Detailed questions for data analysis
  - What does the person performing the analysis need to know to understand what you need?



# Evaluation Questions for General Audiences

- Wording should convey an examination of what general audiences are most interested in/concerned by
  - Do programs deliver optimal outcomes in a cost-effective manner
  - The big picture—a high level of detail may obscure that picture



# Evaluation Questions for Data Analysis

- Evaluation questions will likely be broad & will need to be broken down to identify the details:
  - Who to include (e.g., population, what is the “unit” you are measuring)?
  - What to include (e.g., years of data, data elements)?
  - How will the data be analyzed?
- These are steps in “deconstructing” an evaluation question for data analysis—may become several questions



# Wording Evaluation Questions for Data Analysis

- Are all EI programs implementing the primary service provider/coaching model?
  - Who is included in this question?
    - Is this a program-level measure or a provider-level measure?
    - Which programs should be included?
    - What other factors help you define the “who”?



# Wording Evaluation Questions for Data Analysis

- Are all EI programs implementing the primary service provider/coaching model?
  - What is included in this question?
    - What years of data should be included?
    - What data elements should be included?
    - What other factors help you define the “what”?

# Wording Evaluation Questions for Data Analysis

- Are all EI programs implementing the primary service provider/coaching (PSP/C) model?
  - How will the data be analyzed?
    - How will you construct and collect data on the program- or provider-level measure of the PSP/C model implementation?
    - Descriptive statistics (e.g., numbers, percentages)?
    - Comparisons (e.g., meaningful differences, rate ratios, chi squared)?
    - What other factors help you define the “how”?

# Wording Evaluation Questions for Data Analysis—Revisions

- What percentage of providers in the Western region report on the SSIP Phase III wave 1 survey that they are implementing the PSP/C model with 75-100% of their clients from 7/1/2015-6/30/2016?
- What percentage of records in each EI program in the Western region showed evidence of PSP/C implementation with clients served from 7/1/2015-6/30/2016 based on record review with the implementation checklist?
- What was the change in the overall percentage of Western region providers reporting in the SSIP Phase III wave 1 (7/1/2015-6/30/2016) and wave 2 (7/1/2016-6/30/2017) surveys that they are implementing the PSP/C model with 75-100% of their clients?

# Wording Evaluation Questions for Data Analysis—Steps

- Are all schools implementing positive behavioral interventions and supports?
  - Who is included in this question?
    - Is this a school-level measure or a teacher-level measure?
    - Which schools should be included?
    - What other factors help you define the “who”?

# Wording Evaluation Questions for Data Analysis—Steps

- Are all schools implementing positive behavioral interventions and supports?
  - What is included in this question?
    - What years of data should be included?
    - What data elements should be included?
    - What other factors help you define the “what”?

# Wording Evaluation Questions for Data Analysis—Steps

- Are all schools implementing positive behavioral interventions and supports (PBIS)?
  - How will the data be analyzed?
    - How will you construct and collect data on the site- or provider-level measure of the PBIS implementation?
    - Descriptive statistics (e.g., numbers, percentages)?
    - Comparisons (e.g., rate ratios, chi squared)?
    - What other factors help you define the “how”?

# Wording Evaluation Questions for Data Analysis—Revisions

- What percentage of teachers in each school in the Alameda School district listed PBIS strategies in 75-100% of their students' IEPs for the 2015-16 school year?
- What percentage of student IEPs in the Alameda School District included PBIS strategies for the 2015-16 school year?
- What was the change in the overall percentage of Alameda School District teachers listing PBIS strategies in 75-100% of their students' IEPs for the 2015-16 school year compared to the 2016-17 school year?

# Question Wording for Data Analysis— A Mad Lib

Did our professional development improvement strategy increase the percentage of providers/teachers who are implementing our evidence-based practice?

Did our \_\_\_\_\_  
*[deconstruct “professional development improvement strategy” – what?]*

\_\_\_\_\_ the percentage of \_\_\_\_\_  
*[deconstruct “increase” – how?]      [deconstruct “providers/teachers” – who?]*

who are \_\_\_\_\_?  
*[deconstruct “implementing our EBP” – how?]*



# Question Wording for Data Analysis— A Mad Lib

Was the percentage of providers/teachers who participated in all parts

*[deconstruct “providers/teachers”– who?]*

of our 2016 professional development series (instruction, video-taped service delivery/teaching, reflective supervision sessions)

*[deconstruct “professional development improvement strategy” – what?]*

and scored at least a 4 out of 5 on the implementation checklist administered at the end of the 2015-16 school year

*[deconstruct “providers/teachers” & “implementing our EBP” – how?]*

significantly higher, based on a chi-squared analysis, than the percentage who scored at least a 4 out of 5 at the end of the 2014-15 school year?

*[deconstruct “increase” – how?]*

# Question Wording for Data Analysis— Mad Lib Practice in Small Groups

Did our professional development improvement strategy increase the percentage of providers/teachers who are implementing our evidence-based practice?

**Did our** \_\_\_\_\_  
*[deconstruct “professional development improvement strategy” – what?]*

**\_\_\_\_\_ the percentage of \_\_\_\_\_**  
*[deconstruct “increase” – how?]      [deconstruct “providers/teachers” – who?]*

**who are \_\_\_\_\_?**  
*[deconstruct “implementing our EBP” – how?]*

# Wording Evaluation Questions for Data Analysis—Steps

- WHO and WHAT do you want to know about?
  - Children
  - Families
  - Outcomes
  - Services
  - Practitioners
  - Programs...
- What specifically do you want to know?
  - Which “who”?
  - Which “what”?
- WHO and WHAT
  - Are defined by ELEMENTS in a data system or data collection created for the SSIP/program improvement effort
  - May need to be constructed using more than 1 data element, or collapsing the categories of 1 element, to get the specifics

# Practice Deconstructing Questions for Data Analysis—Small Groups

- Use your theory of action to generate a question, then deconstruct it to indicate the details



# Reactions, Questions, Comments?



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This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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