

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

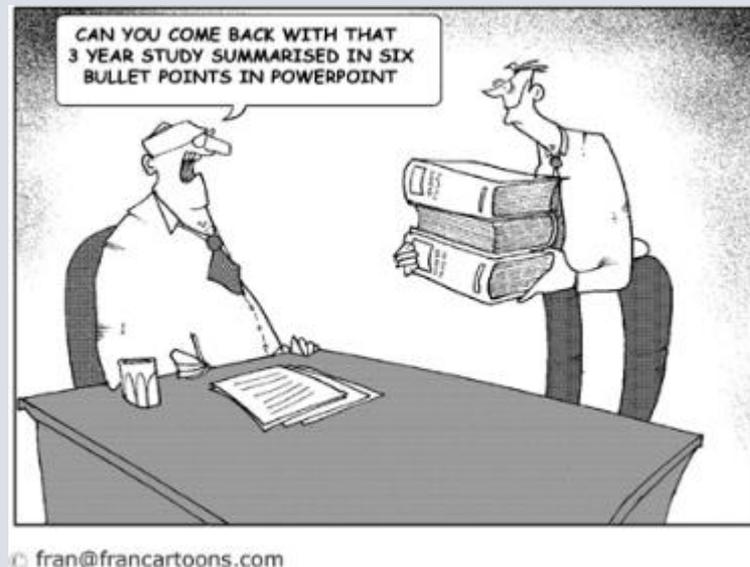
Question Wording

- 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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