SSIP Evaluation Workshop 2.0:

Taking the Online Series to the Next Level

**Improving Data, Improving Outcomes Pre-Conference
August 14, 2018**

Welcome!

- TA Centers
  - DaSy
  - ECTA
  - IDC
  - NCSI
- State Participants

Intended Outcomes of Workshop

Participants will

- Increase understanding of **how to conduct a high-quality SSIP evaluation**

- Identify **resources** and **next steps** for improving SSIP evaluation

- Identify clear **strategies for improving their evaluation plan** that will enable them to effectively evaluate SSIP improvement efforts

Agenda

- Presentation:
  - SSIP Evaluation—Pulling it all together for improvement
  - Data analysis strategies and plan
- State work time
- Concurrent presentations:
  - Evaluating infrastructure
  - Evaluating practice change and fidelity
- State work time
- Wrap up

How we will Work Together

- Today is a conversation
- Ask questions
- Tell us what you want to work on
- Tell us how we can support you going forward

SSIP Evaluation

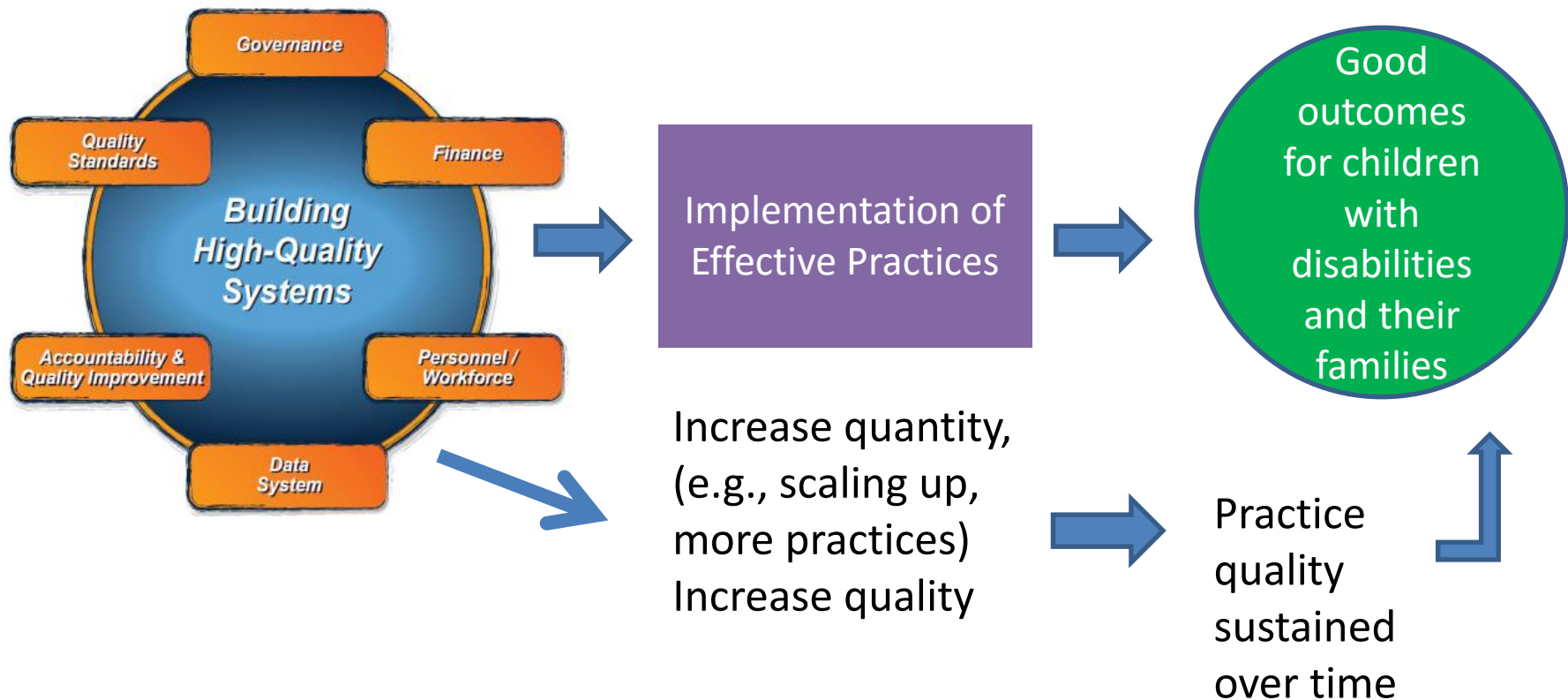## Data Analysis for SSIP Improvement
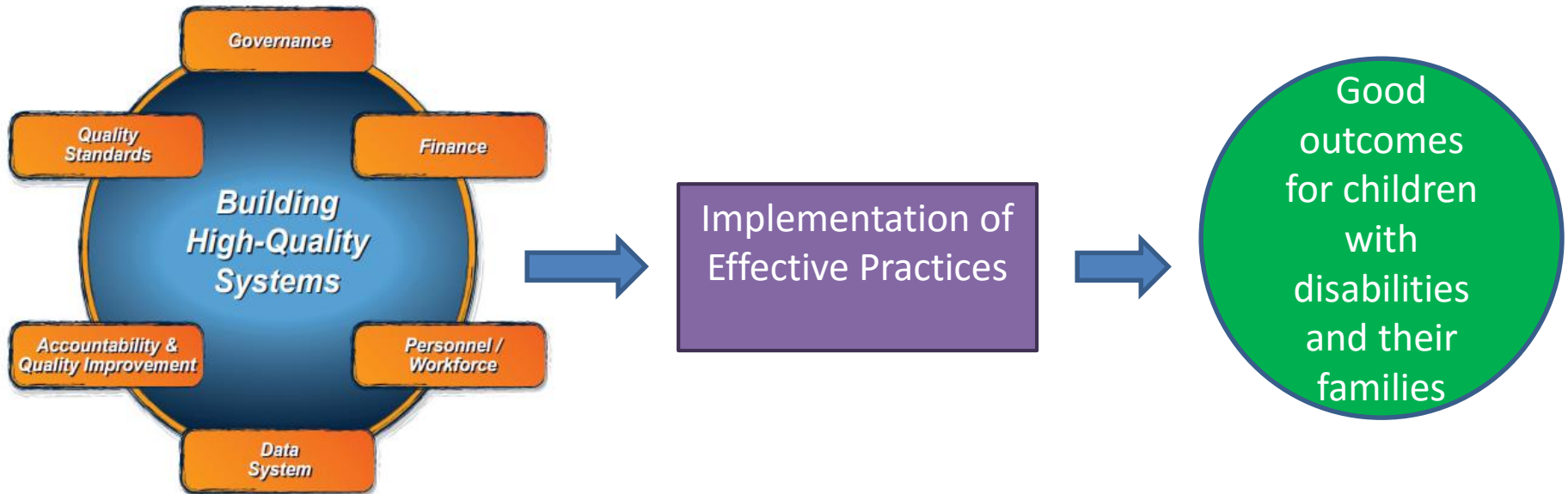
Intended Outcomes of this Session

Participants will

- Increase understanding of how to use data from multiple sources to examine SSIP progress and outcomes

- Increase understanding of **strategies for analysis and use**

- Identify strategies **for developing or improving their SSIP analysis plan**

Infrastructure and Practice Implementation to Improve Results

Building High-Quality Systems
- Governance
- Quality Standards
- Finance
- Accountability & Quality Improvement
- Personnel / Workforce
- Data System

→ Implementation of Effective Practices → Good outcomes for children with disabilities and their families

Increase quantity, (e.g., scaling up, more practices) Increase quality → Practice quality sustained over time

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Evaluation Questions

Building High-Quality Systems (Governance, Quality Standards, Finance, Accountability & Quality Improvement, Personnel / Workforce, Data System) → Implementation of Effective Practices → Good outcomes for children with disabilities and their families

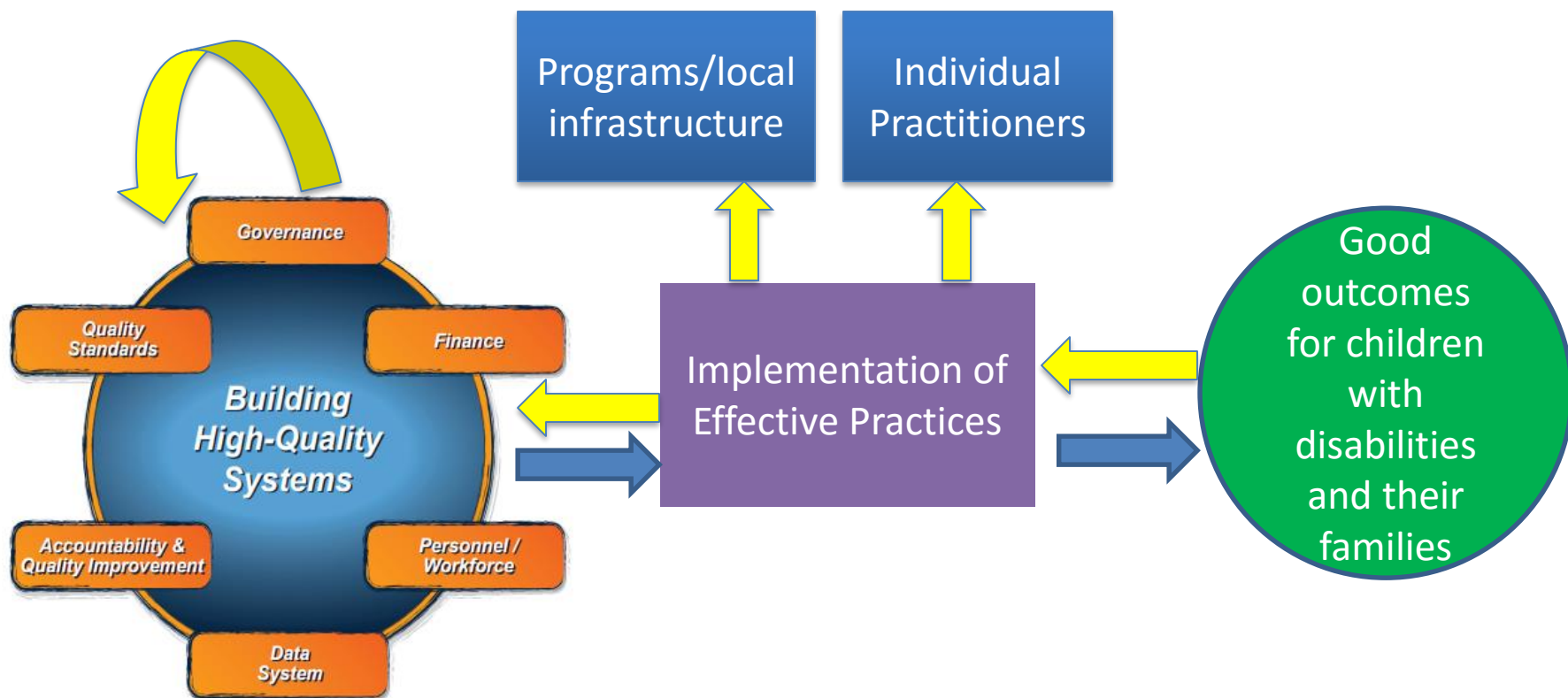| Did SSIP activities happen as intended?	Did they result in desired infrastructure improvements?	Did activities to support local implementation of EBPs happen?	Did they result in desired improvements of practitioner's practices?	Were intended outcomes for children/families achieved?

Using Data to Improve

Programs/local infrastructure

Individual Practitioners

Governance

Quality Standards

Finance

Building High-Quality Systems

Accountability & Quality Improvement

Personnel / Workforce

Data System

Implementation of Effective Practices

Good outcomes for children with disabilities and their families

SSIP Data Analysis—Purpose

- Reporting to OSEP and some state stakeholders
  - Summarize data at high level
  - Overall themes, findings

- Improve SSIP activities and outcomes
  - Deeper data dive
  - Details needed to inform decisionmaking at different system levels

Using Data for Decisionmaking at Different System Levels

- Improvement at different systems levels
  - State
  - Local programs & schools/districts
  - Coaches, practitioners

- What information do decisionmakers at different system levels need?

- What is the appropriate unit of analysis?

  *"The **unit of analysis** is the major entity that is being analyzed in a study. It is the 'what' or 'who' that is being studied" (Wikipedia 8-6-18)*

Unit of Analysis

Pyramid from top to bottom: State, Region, Program, Coach, Practitioner, Child
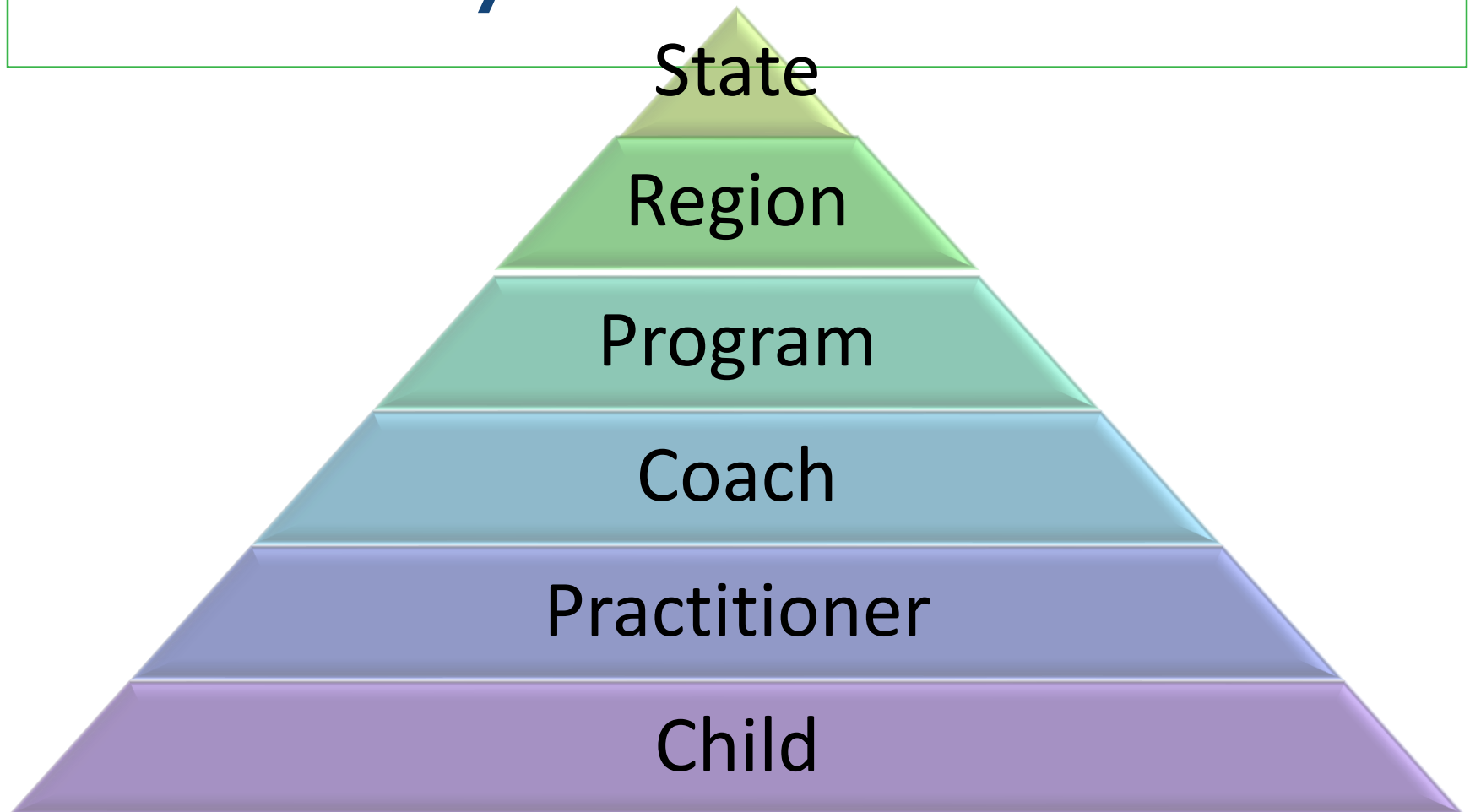
Using Multiple Methods for a Comprehensive Evaluation Approach

- No single method or data source can tell you everything

- Examine SSIP implementation from different perspectives (e.g., administrators, practitioners, families)
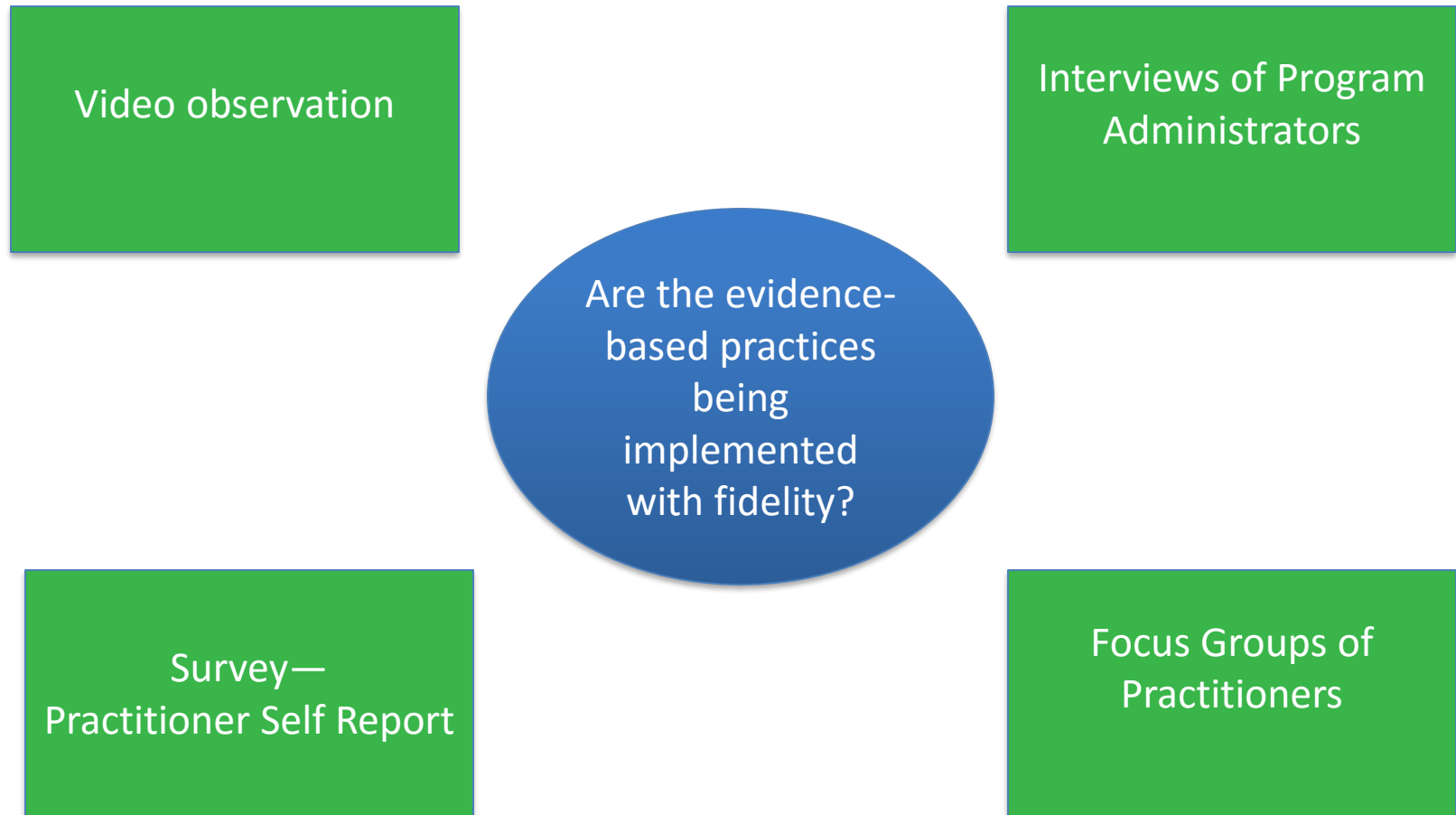
- Mix of quantitative and quantitative data

Example Evaluation Question

Evaluation Question:

Are practitioners implementing the evidence-based practices with fidelity?

- Are practitioners improving implementation of the practices?
- Which regions/programs are reaching high rates of practitioner fidelity? Which ones with low?
- Are there specific practices that practitioners are struggling with?
- What factors are helping practitioners reach fidelity? What challenges are they facing?

Example: Data Sources for Evaluating Practice Implementation

Video observation

Interviews of Program Administrators

Are the evidence-based practices being implemented with fidelity?

Survey—Practitioner Self Report

Focus Groups of Practitioners

Further Adventures in Data

- Leverage data for your own purposes
  - Changes over time?
  - Differences in cohorts?
  - Differences between low and high achievers (districts, schools, practitioners)
  - Differences between those who do and do not participate?
- To answer your questions, you may need to aggregate or disaggregate in different ways

Data Aggregation

- To address evaluation questions at different systems levels and for different purposes

- Different ways to aggregate (summarize) data

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Data Aggregation Examples

- Percentage of practitioners reaching fidelity (e.g., statewide, in particular regions or programs)

- Percentage of practitioners with improved score (over 2 points in time)

- Average change score (over 2 points in time)

- Percentage of programs meeting a performance indicator for practitioner fidelity

Data Aggregation Calculation Example

| Example Data Summary	Calculation
Percentage of programs meeting performance indicator for practitioner fidelity *60% of programs had at least 75% of practitioners meeting fidelity on implementation of the Pyramid model.*	1. Determine whether each practitioner met the threshold 2. Calculate the percentage of practitioners meeting the fidelity threshold for each program: **# of practitioners from the program that met fidelity/total # of practitioners from the program with fidelity score** 3. Calculate percentage of programs where percentage of practitioners reaching fidelity is at least 75%: **# of programs with at least 75% of practitioners reaching fidelity/total # of programs**

Disaggregating Data

- Digging deeper into data
- To examine variation between subgroups and topics

Subgroup Example

School	District	EBP	Fidelity
Adams	A	Pyramid	85
Anderson	A	DEC Recommended Practices	60
Bond	B	Family-Guided Routine Based Intervention	70
Baker	B	Pyramid	80
Carver	C	Pyramid	75
Coolidge	C	DEC Recommended Practices	70
Desmond	D	Family-Guided Routine Based Intervention	79
Drake	D	DEC Recommended Practices	65
Evans	E	Pyramid	83
Ellington	E	Family-Guided Routine Based Intervention	77

Subgroup Example:
District Fidelity by Threshold

Fidelity by District
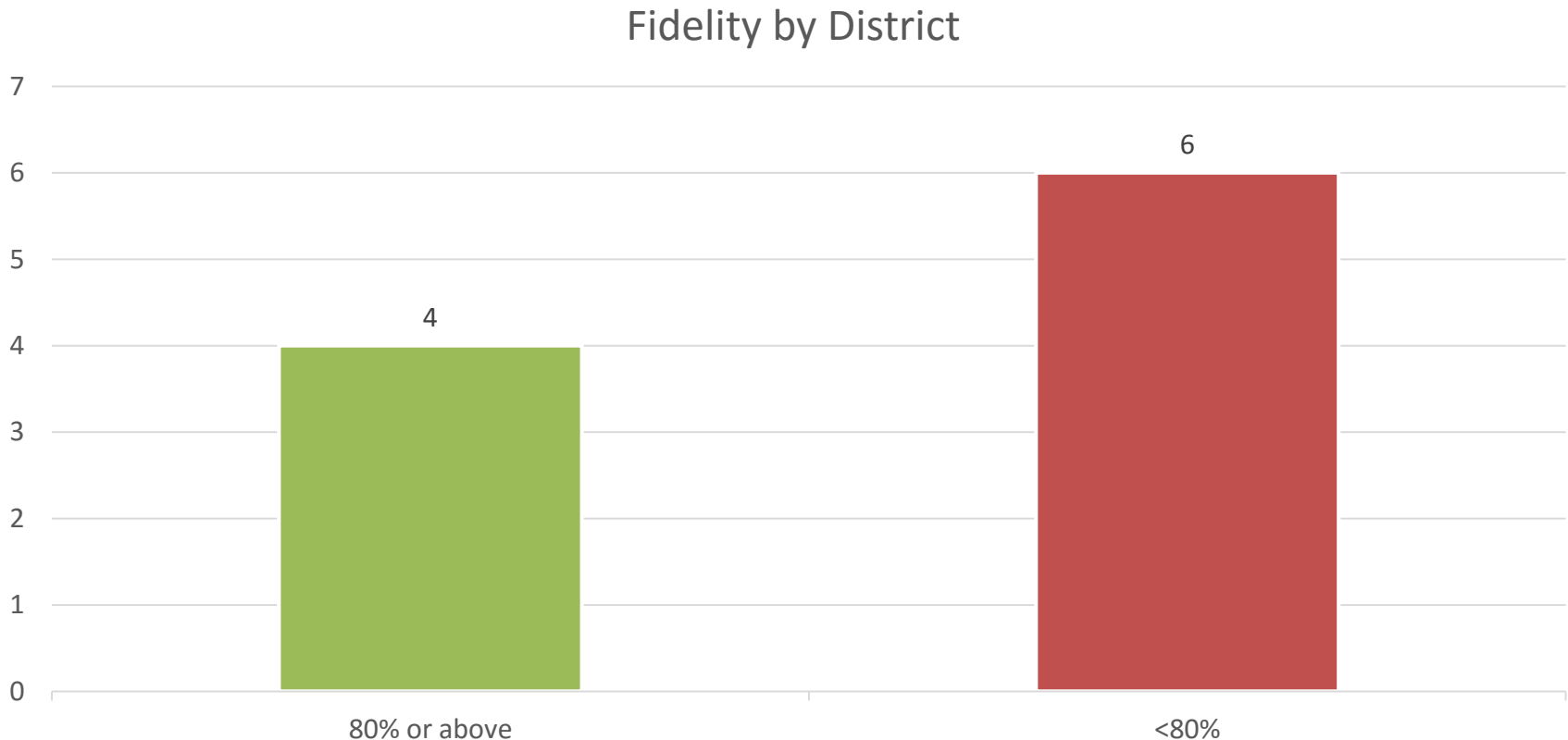
Subgroup Example: Fidelity by District

Fidelity by District
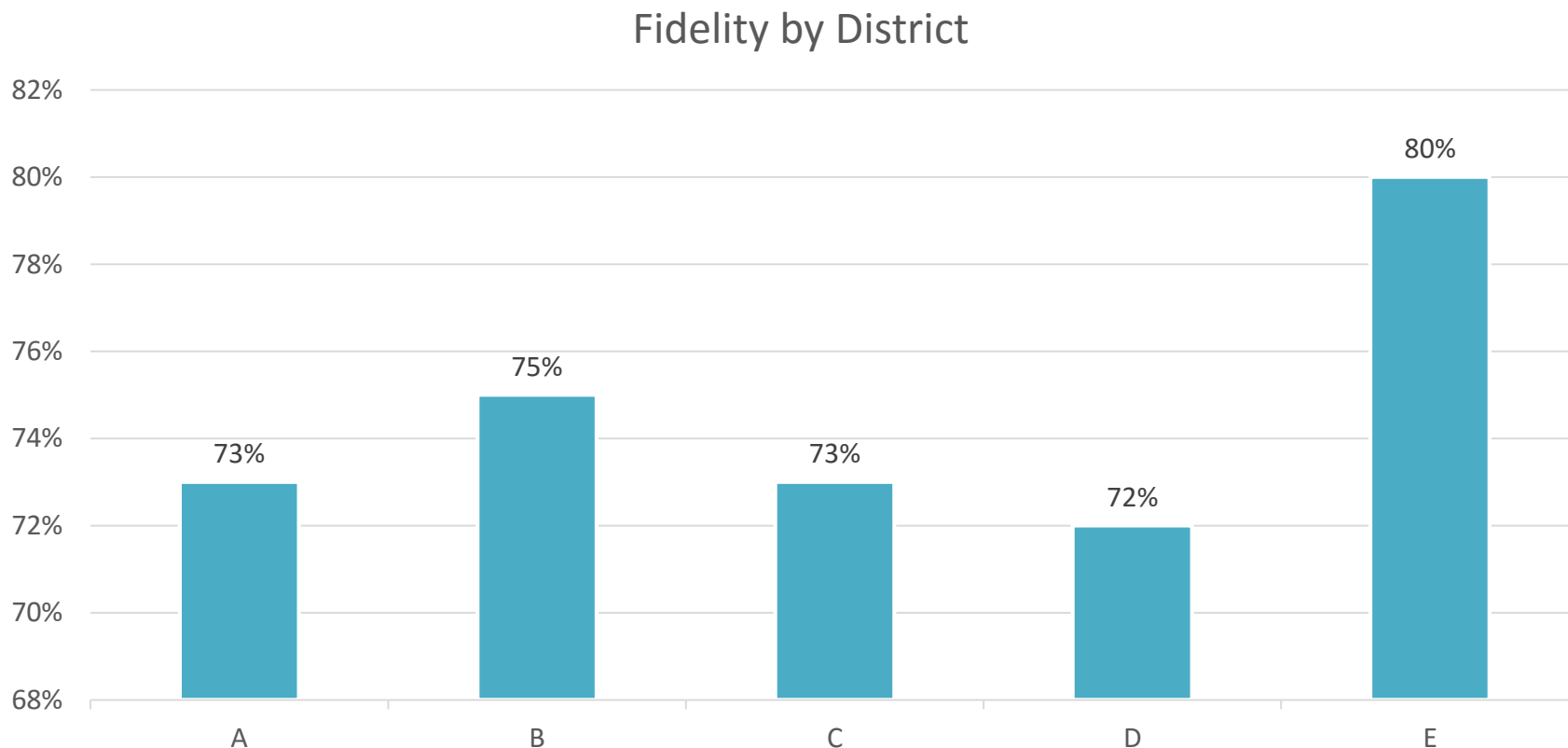
Subgroup Example: Fidelity by EBP

Fidelity by EBP type
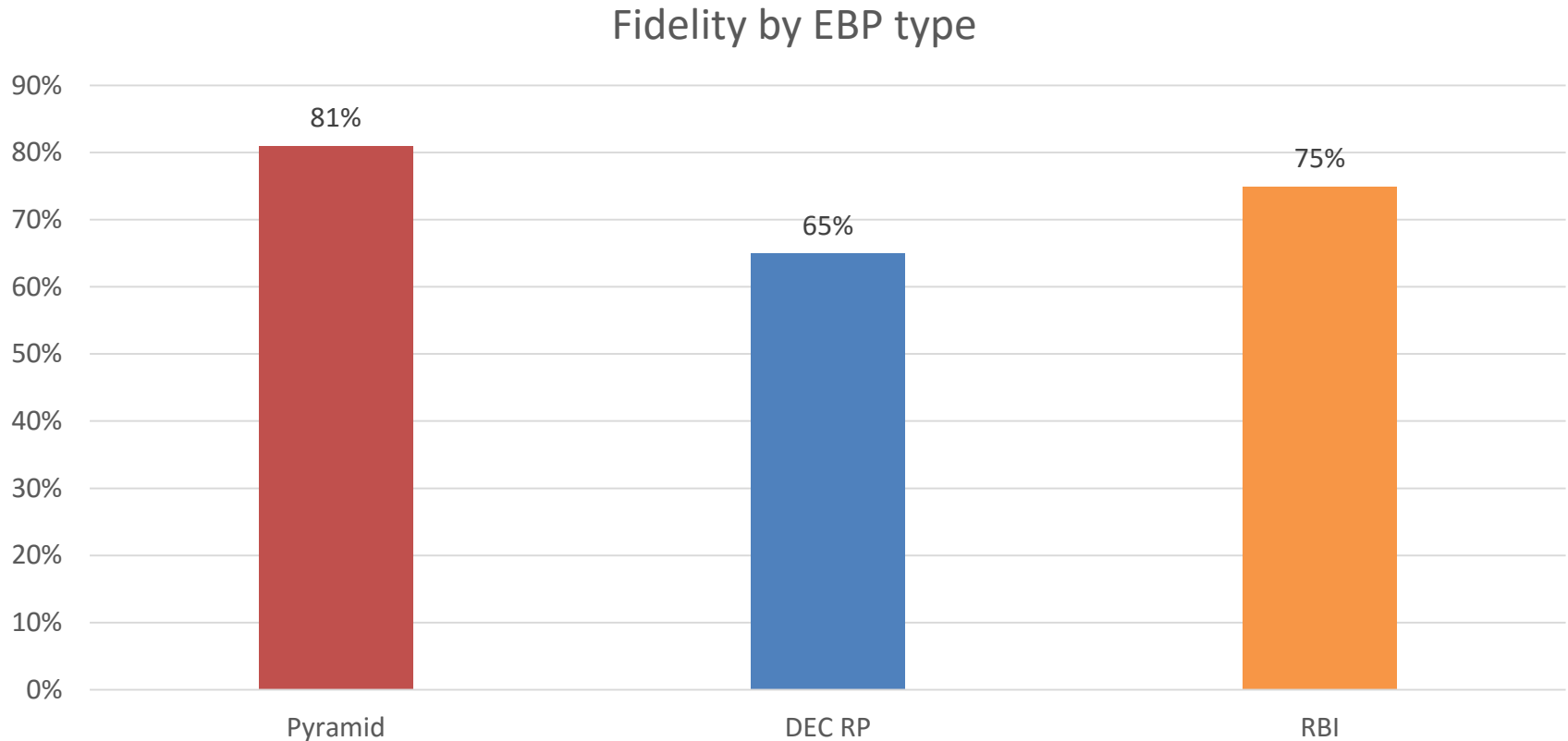
Other ways to disaggregate data?

- Other comparisons (e.g., different subgroups)?
- Other ways to dig deeper into the data?

Implications of Results for SSIP Work

- Differences in fidelity by district or program
- Differences in fidelity by a particular practice/EBP
- Differences in subgroups, e.g.:
  - Schools
  - Practitioners

Developing an Analysis Plan
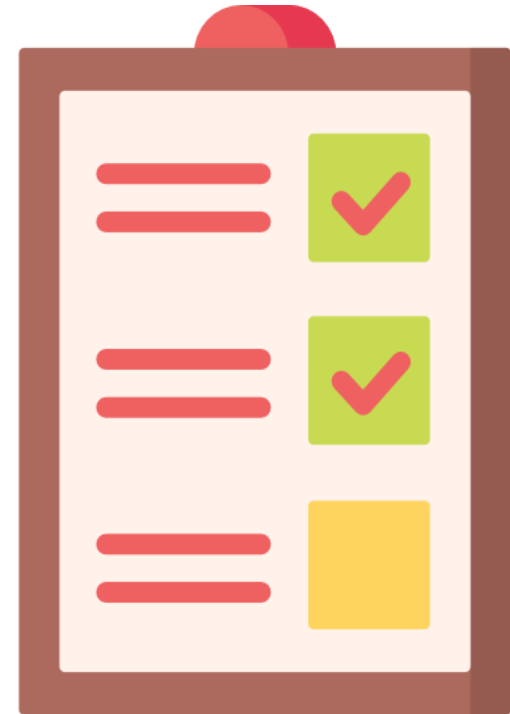
Develop a written plan

- Analysis strategies
- Timeline
- Who's responsible
- End products (e.g., reports, presentations)

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Analysis Planning Handouts

- Evaluation Plan Worksheet

- Data Analysis Worksheet

Takeaways

- Use multiple methods
- Analysis strategies will depend on purpose
- Aggregate data for some audiences
- Disaggregate to dig deeper
- Develop a written analysis plan

Questions? Comments?

Resources

- [Refining Your Evaluation: Data Pathway—From Source to Use](#)

- [Strengthening SSIP Evaluations with Qualitative Methods](#) (DaSy)

- Materials from the SSIP Evaluation online workshop series are posted on the DaSy website: [Evaluation of Implementation of EBP Workshop Resources](#) and [Evaluation of Infrastructure](#)

State Work Time – Table Groupings

Salon F:

- MA, LA
- CO, UT, AR
- PA, ID-B
- HI, ID-C

Salon E:

- GA
- IL
- WY, FL
- CT

Wrap Up

- Reflections
- IDIO conference sessions
- Next steps
- Session evaluation

Reflections

- What struck you today?

- What did this get you thinking about?

Related Conference Sessions

- Evaluating practice implementation
  Wednesday 1:30-3:00

- Evaluating infrastructure

  Wednesday 8:30-10:00

- Evaluating professional development
  Tuesday 3:00-4:30

- Data Analysis

  Wednesday, 1:30-3:00

Next Steps

- Take a few moments to reflect on next steps (handout)

- To request follow-up support or individualized TA
  - Talk to one of us today
  - Contact your current TA provider

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Thank You!

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IDEAs that Work
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