Evaluating our Impact: The NSTTAC Evaluation Toolkit

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IDEAs that Work

Purpose of Our Work

Purpose

Improve student outcomes!

Purpose of Our Work

Process

Improve student outcomes by improving what we do!

Model for Extending Transition Research

Effective Transition Practices

Increase Capacity to Implement Effective Transition Practices

Facilitate Implementation of Effective Transition Practices

Data-Based Decision Making

Professional Development

Policy Analysis and Change

Technical Assistance
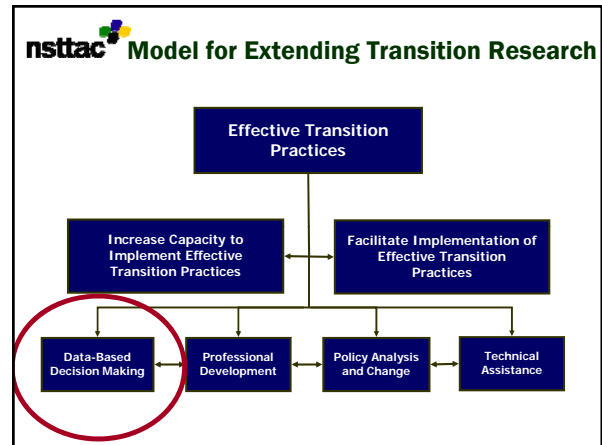
Critical Interrelationship

Quality IEPs

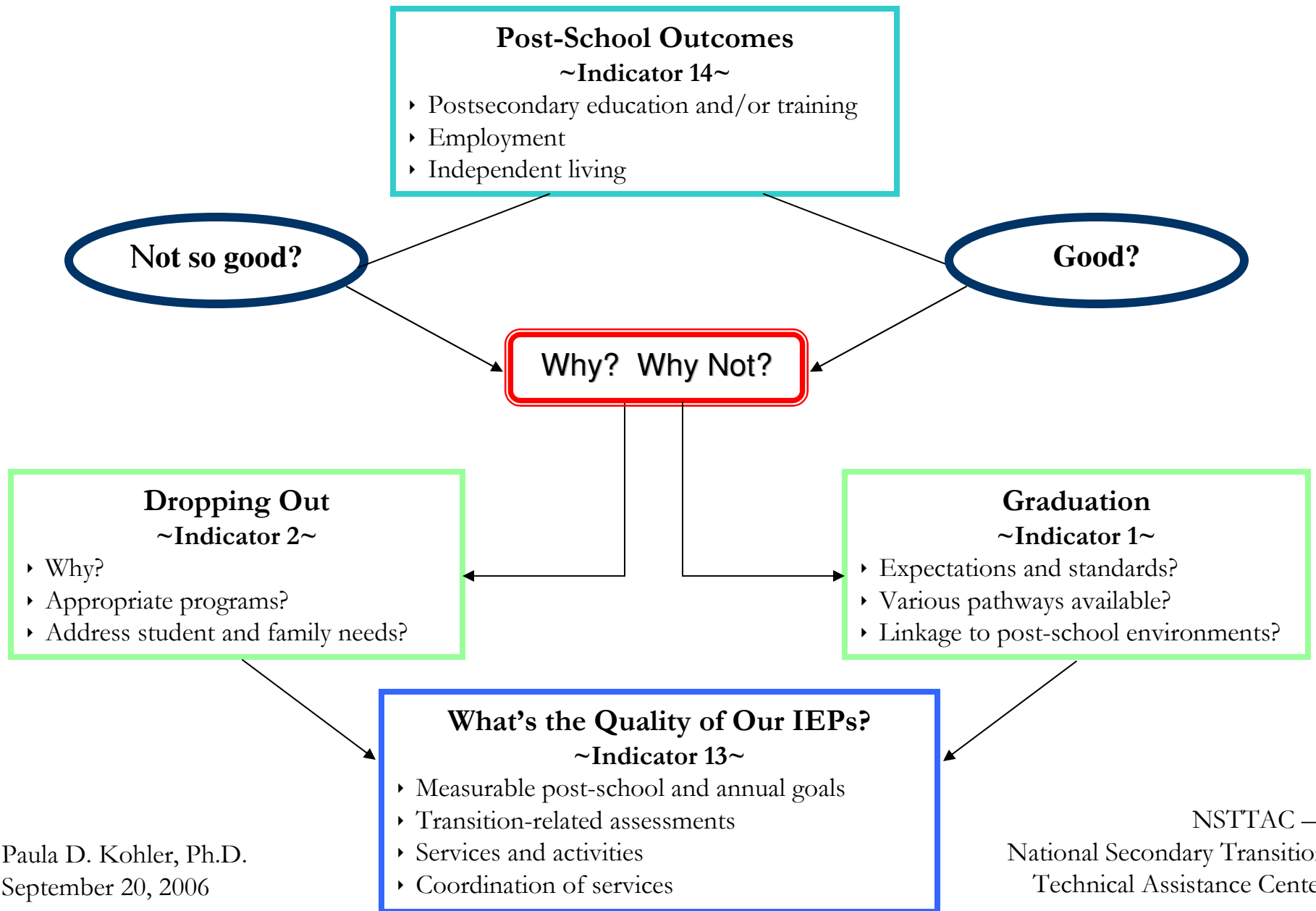Staying in School

Achieving post-school outcomes

Graduating

How Do We Get From A to Z?

- How do we improve our IEPs?
- How do we improve engagement with students and families?
- How do we keep kids in school?
- How do we improve graduation rates?
- How do we foster post-school success?

Using Transition Indicators to Improve What We Do

Post-School Outcomes
~Indicator 14~
‣ Postsecondary education and/or training
‣ Employment
‣ Independent living

Not so good?

Good?

Why? Why Not?

Dropping Out
~Indicator 2~
‣ Why?
‣ Appropriate programs?
‣ Address student and family needs?

Graduation
~Indicator 1~
‣ Expectations and standards?
‣ Various pathways available?
‣ Linkage to post-school environments?

What's the Quality of Our IEPs?
~Indicator 13~
‣ Measurable post-school and annual goals
‣ Transition-related assessments
‣ Services and activities
‣ Coordination of services

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September 20, 2006

NSTTAC —
National Secondary Transition
Technical Assistance Center

Connecting Planning & Evaluation
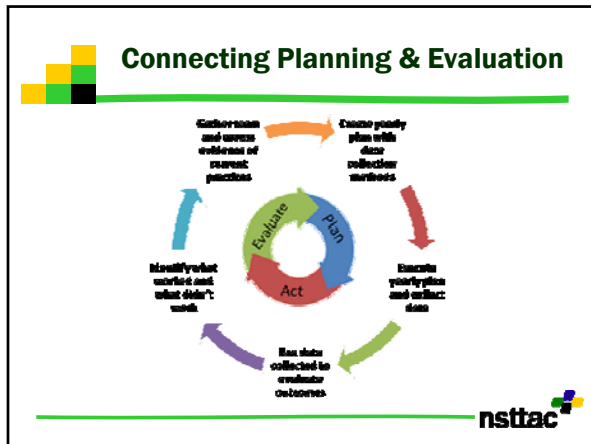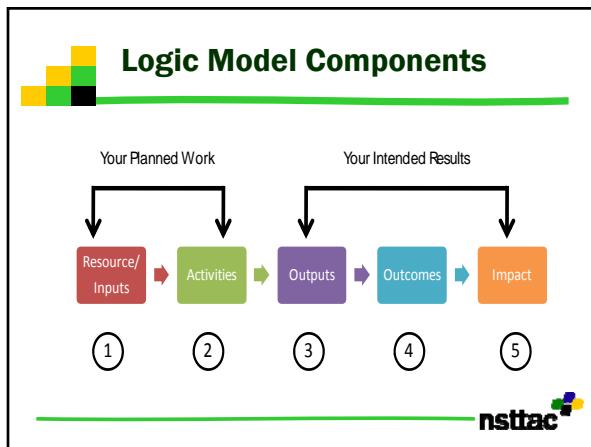

NSTTAC Approach

Team Planning Tool

Application of the logic model for planning and evaluation

Logic Model Components

Your Planned Work   Your Intended Results

Resource/Inputs (1) → Activities (2) → Outputs (3) → Outcomes (4) → Impact (5)

Logic Model Components

- **Goals:** specific, measurable, realistic, achievable
- **Activities:** action oriented, theoretically based, do-able
- **Outputs:** Product (something produced), moves toward goal attainment, do-able with current resources
- **Outcomes:** Specific, measurable, meaningful

Logic Model Components

- **Indicators:** Specific, both short and long term, possible to do with available resources
- **Data Sources:** Instruments needed and persons responsible; are data available?
- **Timeframe:** Specific
- **Person Responsible:** Specific

How Do We Tell We Got From A to Z?

- Evaluating our short and long-term outcomes
- Using Guskey's model for evaluating professional developmentr

Guskey's Model

Evaluating the Impact of Professional Development

- Level 1 – Participants' reactions
- Level 2 – Participants' learning
- Level 3 – Organizational impact
- Level 4 – Participant implementation
- Level 5 – Student learning outcomes

Level 1 – Participant Satisfaction

- Questions
  - Did they like it?
  - Was their time well spent?
  - Did the material make sense?
  - Will it be useful?
- What's measured
  - Initial satisfaction with the experience

NSTTAC Examples

Level 1 – Participant Satisfaction

- Likert-like scale evaluations of institutes, cadre meetings, workshops
  - Achievement of intended outcomes
  - Usefulness of information
  - Relevance of materials
- Qualitative open ended questionnaire
  - What worked and what didn't

Level 2 – Participant Learning

- Questions
  - Did participants acquire the intended knowledge and skills?
- What's measured
  - New knowledge and skills of participants

NSTTAC Examples

Level 2 – Participant Learning

- Pre-post tests
  - New knowledge and skills of participants: student, teacher, and parent instruments
  - Student performance in IEP meetings
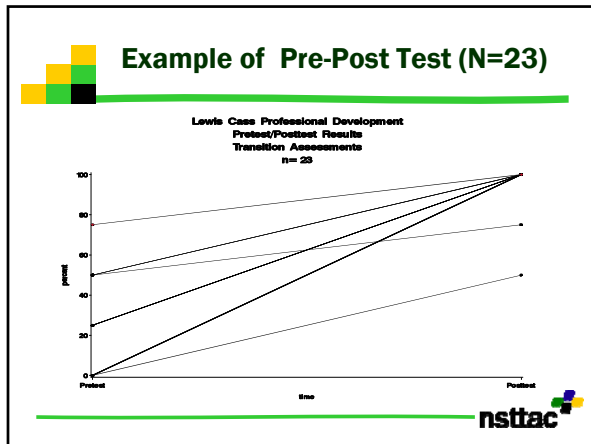- Analysis of products
  - Development of IEPs

Example of Pre-Post Test (N=23)

Question	Pretest		Posttest		% Change
	f	%	f	%	
1. Identify one self-determination assessment	1	4.76	23	100.00	95.24
2. Identify one online life skills assessment	1	4.76	22	95.65	90.89
3. Identify two other transition related assessments appropriate for use with your students.	7	33.33	21	91.30	57.97

Note. Frequency (f) represents the number of participants with a correct answer on the pretest and posttest. A dependent t test (across all items) revealed a significant difference between pretest scores and posttest scores, $t(19)=-12.06$, $p < .0001$.

Example of Pre-Post Test (N=23)

Lewis Cass Professional Development
Pretest/Posttest Results
Transition Assessments
n= 23

Statewide Results from I-13 Professional Development Workshops

Question	f	Pretest Mean	Posttest Mean	t	p
1. I-13 legislation (Purpose of IDEA)	397	3.39	4.47	19.97	<.0001
2. Compliance tips	400	2.89	4.47	30.13	<.0001
3. Measureable post school goals (PSGs)	399	3.46	4.46	21.15	<.0001
4. Aligning assessment to the IEP (collecting data to support IEP development)	396	3.20	4.30	22.78	<.0001
5. Linking PSGs and transition services	400	3.13	4.35	25.06	<.0001
6. Writing a multi-year course of study that links to the PSGs	398	2.62	4.32	31.81	<.0001
7. Linking goals to PSGs and transition services	397	3.13	4.36	22.27	<.0001
8. Student invitation	400	3.86	4.74	13.28	<.0001
9. When and how to make agency linkages	399	3.05	4.33	22.91	<.0001
10. Determining if an IEP is compliant	400	2.86	4.35	30.27	<.0001
11. Understanding a coordinated set of activities	395	2.81	3.97	21.75	<.0001
12. Writing a compliant IEP	400	3.04	4.24	26.54	<.0001
13. Implementation of a peer IEP check system	395	2.92	4.12	20.33	<.0001

Level 3 – Organization Factors

- **Questions**
  - What was the impact on the organization?
  - Did it affect organizational climate and procedures?
  - Was implementation advocated, facilitated, and supported?
  - Were sufficient resources available?
- **What's measured**
  - The organization's advocacy, support, accommodation, facilitation, and recognition

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NSTTAC Examples

Level 3 – Organization Factors

- Analysis of teacher reports regarding curriculum implementation
  - Identification of facilitators and barriers to curriculum implementation, including administrative support
- Analysis of annual performance reports (APRs) to determine
  - Change in data collection procedures
  - Alignment of strategic plans (from institutes) with improvement activities in "determination" areas
  - Change in target indicators

Example of Curriculum Implementation

1 Definitely No	2 Generally No	3 Generally Yes	4 Definitely Yes	NA Not Applicable

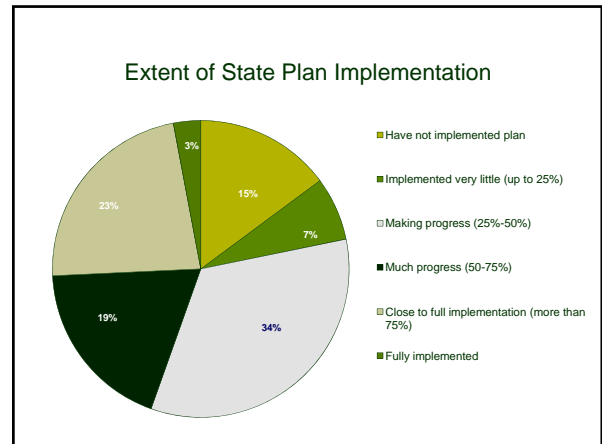|	Mean	SD
I had the materials I needed to implement the curriculum.	3.68	.54
I had adequate training to implement the curriculum.	3.55	.57
I had adequate technical assistance to implement the curriculum.	3.03	.87
I had the time I needed to plan for implementation.	2.48	1.15
I had the time I needed to implement the curriculum.	2.74	1.03
The (ChoiceMaker) curriculum fit nicely within the course in which I implemented it.	3.31	.71
The curriculum was appropriate for my students' level and abilities.	3.42	.67
I had the support I needed from my administration.	3.07	.80
My students benefited from participating in the curriculum.	3.71	.46
My students reacted positively to the curriculum	3.48	.57

Level 4 -- Participant Implementation

- **Questions**
  - Did participants effectively apply the new knowledge and skills?

- **What's measured**
  - Degree and quality of implementation

NSTTAC Examples

Level 4 – Participant Implementation

- **Analysis of state and local strategic plans (from institutes)**
  - To document and improve the implementation of program content
  - To assess growth from year to year
- **Evaluation of local curriculum implementation**
  - To assess if and how participants applied their new knowledge at the classroom level

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Extent of State Plan Implementation

Pie chart values: 3%, 15%, 7%, 34%, 19%, 23%

Legend:
- Have not implemented plan
- Implemented very little (up to 25%)
- Making progress (25%-50%)
- Much progress (50-75%)
- Close to full implementation (more than 75%)
- Fully implemented

Level 5 – Student Learning

- **Questions**
  - What was the impact on students?
  - Did it affect student performance or achievement?
  - Did it influence students' physical or emotional well-being?
  - Is student attendance improving?
  - Are dropouts decreasing?
- **What's measured**
  - Student learning outcomes:
    - Cognitive, affective, psychomotor

NSTTAC Examples

Level 5 – Student Learning

- **Analysis of APRs and SPP/APR Indicators**
  - To determine school and student improvement on federal performance and compliance indicators
  - To demonstrate the overall impact of capacity building
  - To assess impact of capacity building model at the state and local levels
- **Student portfolios and oral reports**
  - To measure student learning outcomes

Example from Student Workshop

List 3 things you learned today (n=16)

- Dress nice and appropriately (12)
- Be on time (4)
- Don't rush
- Work hard (2)
- Respect (2)
- Turn off cell phones (3)
- Resumes (2)
- Different types of jobs (2)
- Don't chew gum (3)
- Be nice in the work place
- How to find jobs (6)
- How to interview (3)
- How to use community resources to find a job (3)
- How to apply for a job (2)
- How to act during an interview (5)
- How to look-up jobs in the Internet (5)

Example from Student Feedback Form

- I liked I was involved in making all decisions
- Because I get to hear what they say about me
- I get shorter assessments and not on the test
- That I am getting help that I need in class
- I got to talk more than anybody else that was there
- Getting out of class
- I liked how my case manager took some major things off and gave me a little less modifications so I get the hang for college
- The one thing I don't like about it is when they said special education. I am not dumb. I just don't try

Demands for Data

- State mandates
- NCLB, OSEP focused-monitoring
- SPP/APR state performance plan and annual performance reports
- Program planning and improvement
- Justification for funding

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Making the Connection

Levels of Impact
Satisfaction
Learning
Organization
Implementation
Students

Content
Student-focused planning
Student development
Interagency collaboration
Family involvement
Program structures

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Evaluation Tools

- NSTTAC Evaluation Toolkit
- A tool for "data-based" decision-making
- Provides "real-life" examples for various states' evaluation instruments

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Evaluation Toolkit—Section 1

- Overview of the toolkit
- SPP/APR indicators
- Effective transition practices
- NSTTAC program improvement process

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Evaluation Toolkit—Section 1

- About evaluation
  - When to evaluate
  - Planning evaluation
  - Creating a logic model
  - Data collection methods and examples
  - Evaluation analysis
  - Reporting evaluation results

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Evaluation Toolkit—Examples

- NSTTAC capacity building model
  - Overview
  - Examples
- Taxonomy
  - Team planning tool

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Evaluation Toolkit—Examples

- **Student-Focused Planning**
  - ‣ Colorado team planning tool
  - ‣ Self-determination curriculum implementation
  - ‣ Indicator 13 professional development
  - ‣ Student involvement professional development

Evaluation Toolkit—Examples

- **Student Development**
  - ‣ Colorado team planning tool
  - ‣ Job-readiness workshop
  - ‣ Life and safety skill professional development

Evaluation Toolkit—Examples

- **Interagency Collaboration**
  - ‣ Arkansas Transition Summit tool
  - ‣ Sample transition services database

Evaluation Toolkit—Examples

- **Family Involvement**
  - ‣ Oklahoma team planning tool
  - ‣ Focus group questionnaire – complex
  - ‣ Focus group scenario – simple
  - ‣ Family night evaluation

Evaluation Toolkit—Examples

- **Program Structures**
  - ‣ NM transition institute planning tool
  - ‣ Self-assessments for planning and implementing professional development
  - ‣ Strategic planning evaluation

Resources

www.nsttac.org

- NSTTAV Evaluation Toolkit
- NSTTAC Indicator 13 Checklist
- NSTTAC's training materials
- NSTTAC Transition Institute Toolkit