

REL Midwest Session 2: Michigan Department of Education Logic Model Development

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Workshop Series

August 6

Discuss logic models

September 1

Discuss evaluation designs

October 6

Identify measures to assess program goals

November 17

Discuss and develop an emerging evaluation plan

Agenda

- Wrap-up logic model discussion
- Overview of research designs and data collection methods
- Understanding levels of evidence

Workshop objectives

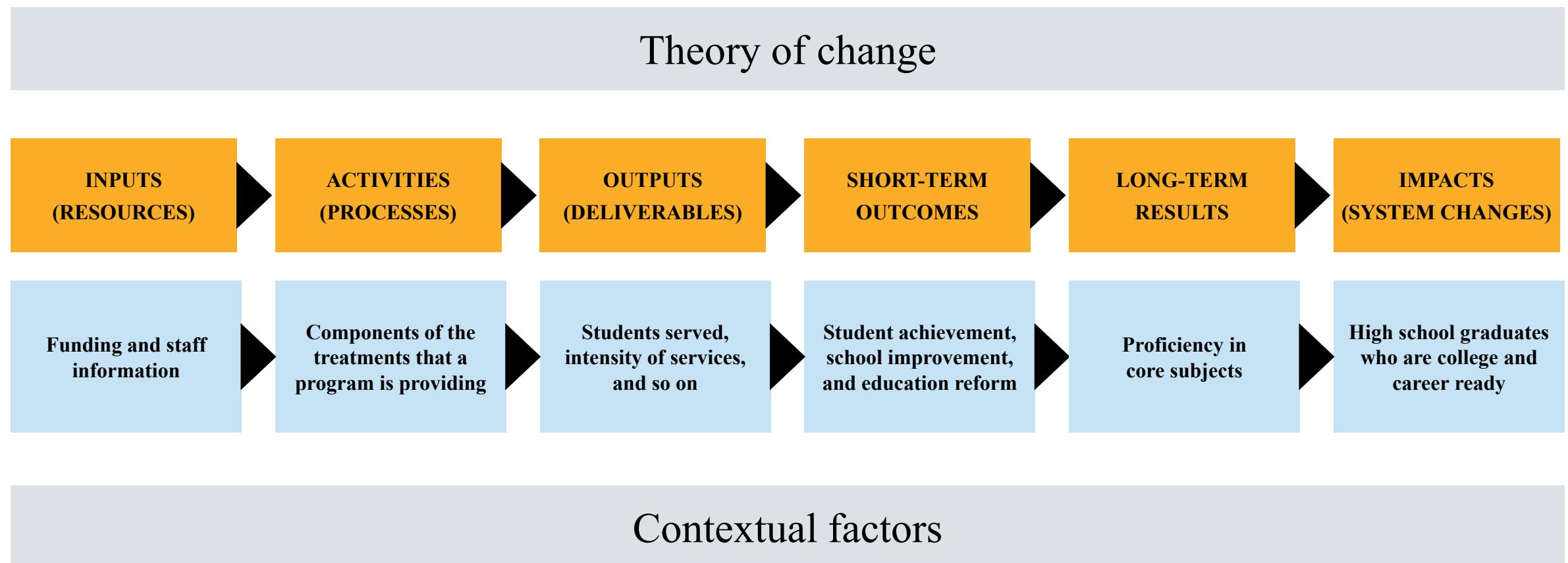
- Recap prior training session.
- Discuss appropriate uses of different kinds of data collection methods.
- Provide an overview of different types of research designs and levels of evidence.

Reflection on coaching session 1—Logic models

Discussion

- What questions have popped up since our last session?

Logic model components



Overview of data collection methods

Data collection options



Survey



Surveys are appropriate data collection tools for many purposes.

Surveys

A survey can produce quantitative descriptions of the characteristics and viewpoints of a population.

- Describe current practices or behaviors.
- Understand attitudes.
- Evaluate the outcomes of a program or an initiative.
- Explore perceptions.

Focus groups



Focus group results can be used to:

- Help formulate and pretest survey items.
- Explore quantitative survey findings.
- Use as a stand-alone data collection method.

When to use focus groups instead of surveys



Interviews

Use when investigating complex or sensitive topics.



Observations



Rubrics

	No implementation	Partial implementation	Full implementation
1.			
2.			
3.			
4.			

Analyzing existing data



A close-up photograph of a stack of colorful interlocking wooden blocks. The blocks are various sizes and colors, including blue, green, red, orange, and purple. They are stacked in a somewhat haphazard manner, with some blocks partially hidden behind others. The lighting is bright, highlighting the texture of the wood and the vibrant colors of the blocks.

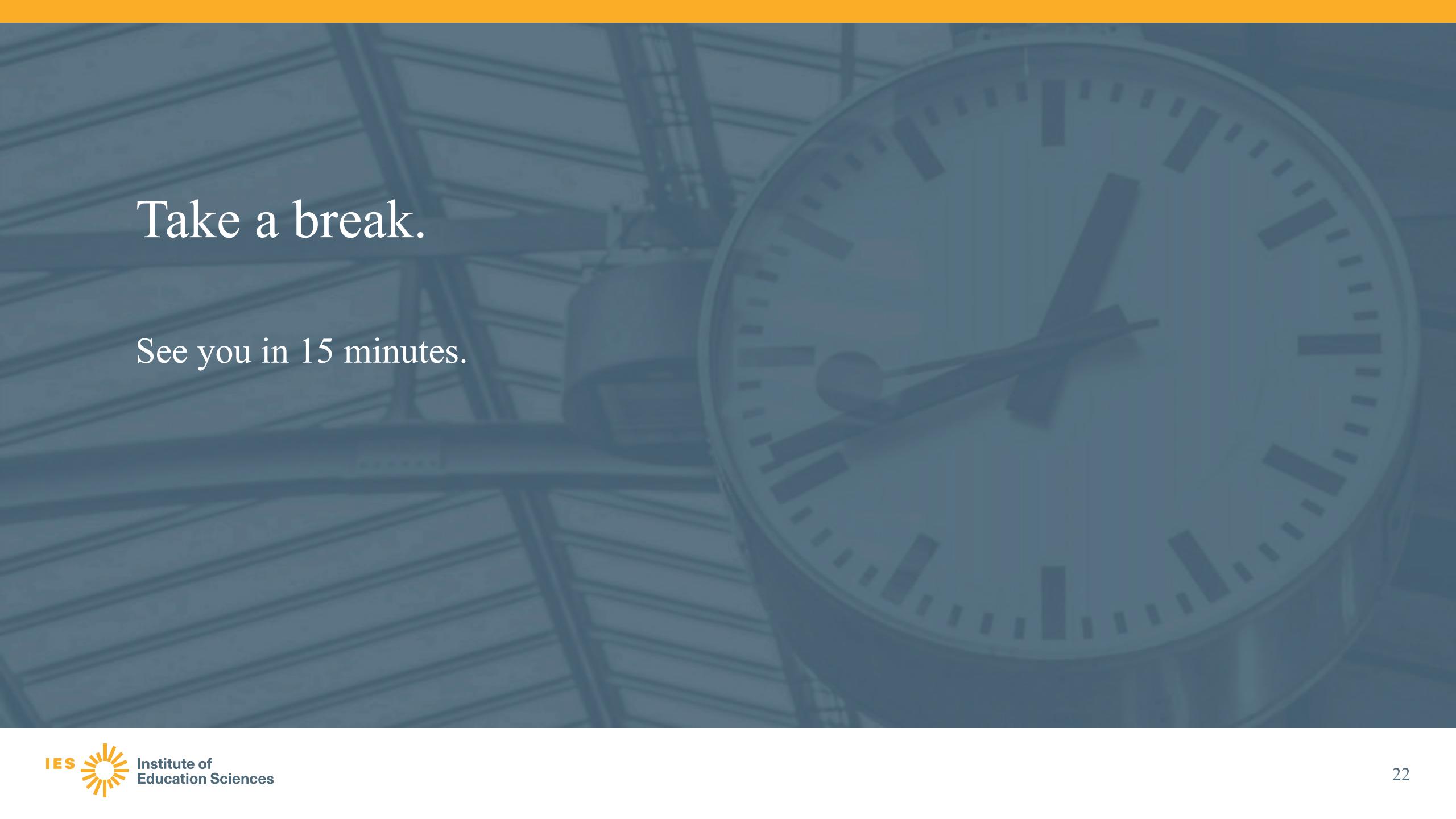
Research methods
can complement
each other in order
to develop more
comprehensive
findings.

Thinking practically...considerations for research

- How does the method(s) fit your research question(s)?
- What staff time and organizational resources are needed?
- What is your timeline between data collection and analysis?
- What are the most useful final products?

Activity 1

Work in your breakout group to discuss a possible logic model outcome. Discuss and determine which methods of collecting data may be appropriate.



Take a break.

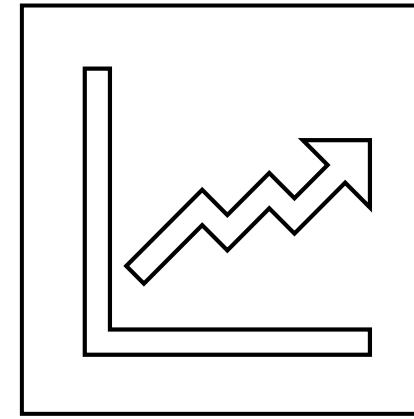
See you in 15 minutes.

Understanding types of research designs and levels of evidence

Types of evaluations



Implementation/formative or design-based implementation research (DBIR)



Impact/outcomes

Implementation studies

- Understand how a program is being implemented.
 - Types of supports provided
 - Quality of supports
 - Fidelity of implementation
- Understand the scalability.
- Analyze the implementation data within the context of the outcomes evaluation to understand how and why impacts may vary.

Design-based implementation research (DBIR)

- DBIR is often used in research–practice partnerships.
- DBIR builds on advances in design-based research in education.
 - Focus is typically on theory testing in DBIR.
 - Does the theory work in context.
- DBIR is iterative. The focus is on usability and factors supporting scaling.

Activity 2

What data sources may be appropriate for an implementation study?

Impact/outcome studies

Causal analysis

- Highest level of rigor in analysis
- Carefully planned and executed randomized controlled trial or quasi-experimental research design
 - For example, if a randomized controlled trial is not feasible, then you may choose from a set of methods known as quasi-experimental. Quasi-experimental designs (QEDs) frequently involve pre/post test designs and if planned and execute well can yield important insight into interventions.

Activity 3

What data sources may be appropriate for an impact study?

Levels of evidence in the Every Student Succeeds Act (ESSA)

Tier 1 Strong Evidence
<ul style="list-style-type: none">• at least one well-designed and well-implemented experimental study• significant favorable outcomes• large (>350)sample• similar types of students and settings as intended application• multi-site (>3)

Levels of evidence in the Every Student Succeeds Act (ESSA)

Tier 1 Strong Evidence	Tier 2 Moderate Evidence
<ul style="list-style-type: none">• at least one well-designed and well-implemented experimental study• significant favorable outcomes• large (>350) sample• similar types of students and settings as intended application• multi-site (>3)	<ul style="list-style-type: none">• at least one well-designed and well-implemented quasi-experimental study• significant favorable outcomes• large sample (>350)• similar types of students or settings as intended application

Levels of evidence in the Every Student Succeeds Act (ESSA)

Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
<ul style="list-style-type: none">at least one well-designed and well-implemented experimental studysignificant favorable outcomeslarge sample (>350)similar types of students and settings as intended applicationmulti-site (>3)	<ul style="list-style-type: none">at least one well-designed and well-implemented quasi-experimental studysignificant favorable outcomeslarge sample (>350)similar types of students and settings as intended application	<ul style="list-style-type: none">at least one well-designed and well-implemented correlational studysignificant favorable outcomes

Levels of evidence in the Every Student Succeeds Act (ESSA)

Tier 4 Demonstrates a Rationale
<ul style="list-style-type: none">• includes a well-specified logic model• efforts to study the effects are planned or underway

Wrap-up



What is something you learned today?

What is still confusing?

Next steps

Next convening: October 6, 1 p.m.–3 p.m.
Eastern Time

- We will identify measures based on the logic model!

We will upload the recorded session to
SharePoint and share the link.



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