

Chapter 3

From Results to Interpretation to Recommendations



From Results to Interpretation to Recommendations

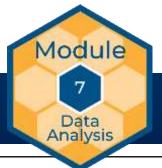
- Interpret the results of your data analyses to answer the evaluation questions.
- Then, examine the implications of these results to generate recommendations.
- This process may require you to make complex judgments from competing results within your context.
- Involving stakeholders at this stage may be helpful, even when disagreements arise.



Interpretation of Results: Guiding Questions

- Is the sample representative?
- Is the sample large enough to act on the results?
- Were the analyses appropriate?
- Do the results justify the conclusions?
- Are there alternative explanations for the results?
- Are the results considered in their context?





Interpretation of Results: Analysis Method

Develop a data analysis plan for one of your evaluation questions.
 Work with a partner to complete the data analysis plan.

| | Evaluation Question | Sample | Data | Collection Method | Time Frame | Analysis Method | Interpretation |
|--|--|---|---|--|---|---|--|
| | What evaluation question are you seeking to answer? | What type of sampling will you use? What will the sample size be for each group? | What data will you use to address this question (for example, assessment scores, survey responses, focus group data)? | How will you collect the data (for example, existing database query, online survey, in-person focus groups)? | When and how frequently will you collect the data? | How will you summarize the data so that the data are usable? | How will you reach a conclusion regarding your evaluation question? |
| | To what extent do students complete homework with better than 80 percent accuracy? | Convenience sampling of all participating and non-participating AMMP! students. | Data on homework completion and accuracy for students who did and did not participate in AMMP!. | Request gradebook data related to students' math homework for students who did and did not participate in AMMP!. | Collect homework data quarterly throughout the school year. | Compare homework completion and accuracy rates of AMMP! students to nonparticipating students, using ordinary least squares regression. | Participation in AMMP! was associated with greater homework completion rates as well as improved accuracy. |
| | What barriers exist that prevent students from completing homework? | Purposive sampling of teachers, parents, and students. Two total focus groups for students, parents, and teachers (six in total). Approximately eight for each focus group. | Focus group transcripts from teachers, parents, and students about barriers to homework completion. | Collect focus group data from teachers, parents, and students, using audio recorders and notes. | Collect focus group data during the middle of the school year and again at the end. | Code focus group transcripts for themes related to barriers to homework completion at the middle and end of the school year. | Midyear focus group participants indicated that students did not feel engaged in math content. Tutors spent more time on motivation instructional support. |



Additional Resources

• Evaluation Matrix



Making Recommendations Based on PARSEC

- Use the PARSEC framework to develop recommendations:
 - Pertinent: They relate back to the evaluation questions.
 - Actionable: They can be implemented.
 - **Reasonable**: They make use of available resources.
 - Specific: They are clear and well defined.
 - **Evaluative**: They account for the values of stakeholders and lead to a judgment of some sort.
 - Complete: They address the key areas described by the evaluation questions.

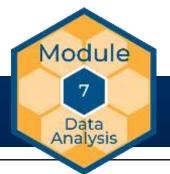




Making Recommendations Based on PARSEC: AMMP! Example (Part 1)

- **Finding**: Several students were unable to complete homework because they didn't have computers at home to access online assignments.
- Recommendation: Allow students to check out laptops to use at home overnight.





Making Recommendations Based on PARSEC: AMMP! Example (Part 2)

- Is the recommendation:
 - Pertinent?
 - Actionable?
 - Reasonable?
 - Specific?
 - Evaluative?









Chapter 3 Complete

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Recommended next: Module 8 – Dissemination Approaches





Thank You

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