

Ohio's Quality and Effective Practice Registry
Guidelines for Presenting Information on the Effectiveness of a Program

Below, we provide a series of questions that may guide you in presenting your effectiveness data

- How are you defining “improved” or “changed?”
- If you measured a trait/situation, how was it measured?
 - If you used a rating scale, please tell us
 - the name of the rating scale
 - who completed the scale
 - when the scale was completed (e.g., first grading period, what month, before program implementation, following program implementation)
 - If you can provide a score on this rating scale, how does this score or the change in scores compare to national or regional scores, or to scores prior to program implementation?
- If your report a percentage improvement, please also provide the actual numbers that went into calculating this percentage (e.g., the numbers before services started and after services were provided)
- Is the change in scores that you report clinically or educationally meaningful? Why?
- Is there a comparison group who did not receive the new program/services?
 - If so, how do the data for the treated children compare to this comparison group?
 - If there was not a comparison group, are there naturally occurring data that could be used to form a comparison group (e.g., graduate rates or grades in this same school before the program started)
- Were there any statistical analyses performed on the data?
- Did other policy or programmatic changes occur at this same time? Or did the student population change significantly during this time?

1. How did you define the results/outcomes of your program?:

- How are you defining “improved” or “changed?”

2. How did you measure the results/outcomes of your program?

- If you measured a trait/situation, how was it measured?
 - If you used a rating scale, please tell us
 - the name of the rating scale
 - who completed the scale
 - when the scale was completed (e.g., first grading period, what month, before program implementation, following program implementation)
 - If you can provide a score on this rating scale, how does this score or the change in scores compare to national or regional scores, or to scores prior to program implementation?
- If you report a percentage improvement, please also provide the actual numbers that went into calculating this percentage (e.g., the numbers before services started and after services were provided)
- Were there any statistical analyses performed on the data?
- Is the change in scores that you report clinically or educationally meaningful? Why?

3. Is there any information that helps to strengthen (or weakens) the case that the results are due to your program/intervention?

- Is there a comparison group who did not receive the new program/services?
 - If so, how do the data for the treated children compare to this comparison group?
 - If there was not a comparison group, are there naturally occurring data that could be used to form a comparison group (e.g., graduate rates or grades in this same school before the program started)
- Did other policy or programmatic changes occur at this same time? Or did the student population change significantly during this time?

Here are some examples:

1. An applicant may report: “83% of the students with behavioral problems showed academic improvement with grades and homework completion”

The evaluation team may ask:

- How are students identified or categorized into this group?
- How did you define improvement in grades? (e.g., Did you look at the GPAs for these students in the 1st quarter and in the 4th quarter? Did you look at the number of students who had 1 or less “F” grade?)
- How is homework completion measured? How is improvement in this behavior measured?

2. An applicant may report: “Office referrals decreased by 66% percent over the year

The evaluation team may ask:

- How did you determine this decrease?
- What is the time frame of measurement? (e.g., Can you provide the number of office referrals in the 1st quarter and the last quarter?)
- Did the student population stay roughly the same during this time frame?
- Were there any other school policies that changed during this time?

3. An applicant may report: “Satisfaction surveys indicate that parents and teachers found the program to be beneficial”

The evaluation team may ask:

- What were the questions on the satisfaction survey?
- What was the rating scale (e.g., 4-point ranging from “Very Dissatisfied” to “Very Satisfied”)
- Can you report the of parents who reported being “Satisfied” or “Very Satisfied” with the service?

4. An applicant may report: “The outcome evaluation suggests that students who participated in the program had higher self-esteem scores and higher emotional expressiveness scores than students who had not yet participated.”

The evaluation team may ask:

- How was self-esteem and emotional expressiveness measured? What rating scales did you use?
- Who completed the rating scales? When were they completed?
- Can you tell us the average score of both groups before and after the program?