



2018 OSEP Project Directors' Conference

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Building Capacity to Overcome Barriers to Using Qualitative Data

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Jennifer Schaaf

Hadley Moore

Tom Fiore

Gretta Hylton

Today's Presentation

How to talk to states about

- Gathering qualitative data
- Analyzing qualitative data
- Presenting qualitative data
- Combining qualitative and quantitative data

Qualitative Data With Kentucky

- Past qualitative data use
- TA with IDC—Topics
 - Planning
 - Discussion of goals and expectations
 - Analysis methods
 - Systematic methods of qualitative data analysis
 - Themes and patterns
 - Discussion of findings in the data set
 - Presenting data
 - Ideas for presenting and integrating with quantitative data

Qualitative Data With Kentucky (cont.)

- Outcomes from TA
 - Enhanced capacity for data collection and analysis
 - Presentation ideas for reports or other dissemination
 - Changes as a result of the TA

Qualitative Data: Challenges

- Common concerns
 - Usefulness of qualitative data
 - Difficulty of collection
 - Difficulty of analysis
 - Need for special software
 - Presentation of qualitative data
 - Integration with quantitative data

Qualitative Data: Benefits

- Contribute depth and details
- Help illustrate causation
- Capture feelings and thoughts of the participants
- Identify new or emerging topics
- Answer
 - What
 - How
 - Why

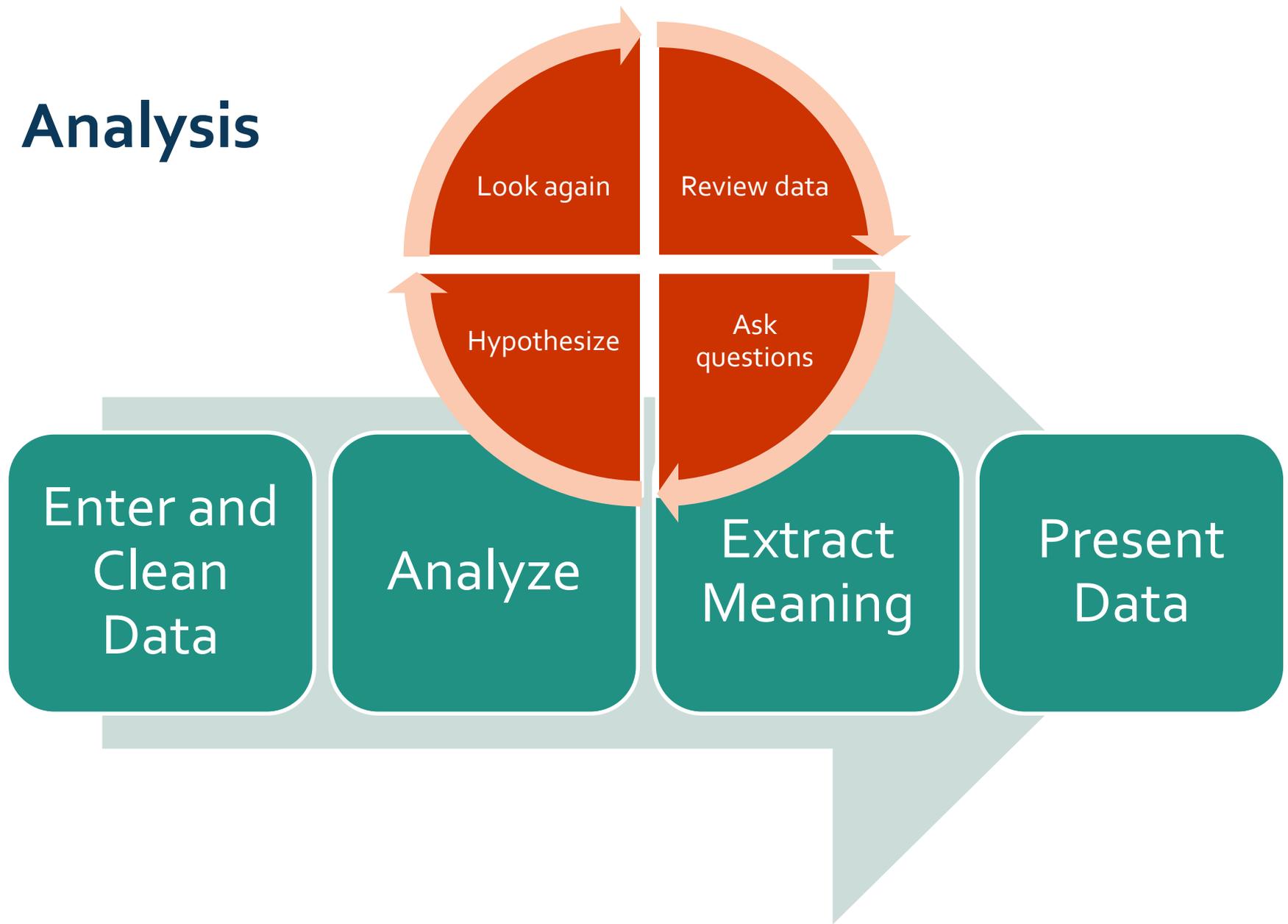
Qualitative Data Collection: Many Options

- Survey
 - Paper or online
 - Can be cost-effective for many respondents, but response rate concerns
 - Written answers may be shorter than oral
- Focus group
 - In-person
 - Consensus
 - Stronger opinions

Qualitative Data Collection: Many Options (cont.)

- Interview
 - Phone or in-person
 - Follow-up questions
 - Interviewer influence
- Observation
 - In the field or video
 - Real life actions
 - Resource intensive

Analysis



Qualitative Data Analysis Steps

Identify Themes

- Read all data for overall sense
- Label comments with themes
 - Group responses by question
 - Look for common themes
 - Label responses with themes
 - Continue the process until most responses have themes
 - Consider splitting or combining themes

Find Patterns and Associations

- Transform
 - Find relationships
 - Look for patterns, stories
 - Look for changes over time
- Select
 - Determine what to emphasize

Find Patterns and Associations (cont.)

- Simplify
 - Find commonalities, differences, themes
 - Determine how patterns illuminate study questions
 - Identify deviations
 - Meaning
 - Factors to explain

Return to Data

- Did you find unexpected ideas or patterns
- Do they support current knowledge or qualitative findings?
 - If they don't, can you determine why?
- Do results suggest additional needs?
 - Additional data to be collected
 - Revised study questions

Specialized Software

- Not necessary
- Spreadsheets are often used
 - Excel
 - Other spreadsheets
- Can use specialized software
 - Many choices
 - Nvivo, Atlas.ti, Ethnograph, Dedoose
 - Keep in mind
 - Quicker with large amounts of data
 - But time to learn software and set up data files

Narrative Summary

Brief written overview of main themes

Teachers were particularly enthusiastic about the paired curriculum development activity with most explaining that their partner provided useful feedback. Those who did not find the activity helpful most often explained that their partner taught in a different subject area.

Table

Present patterns in responses (similarities, differences, frequencies)

Respondent group	Effective activities	Explanation
Special education directors	<ul style="list-style-type: none">• Small group session• Networking	<ul style="list-style-type: none">• Learned about best practices• Met others in field
Data managers	<ul style="list-style-type: none">• Large group session	<ul style="list-style-type: none">• Received useful tips• Received helpful resources
Consultants	<ul style="list-style-type: none">• Networking	<ul style="list-style-type: none">• Received tips• Met others doing similar work

Illustrative Quotes

Highlight main findings and provide richness and depth

“I was able to **reflect** on my practice and think about how my district could **move forward**”

Tips

- Use line breaks and condensed fonts to speed comprehension
- Bold text to emphasize key words
- Notify respondents that quotes might be used

Vignette

Illustrate short example or meaningful story

Tips

- Use callout boxes or sidebars
- Content should stand on its own and complement other text on the page

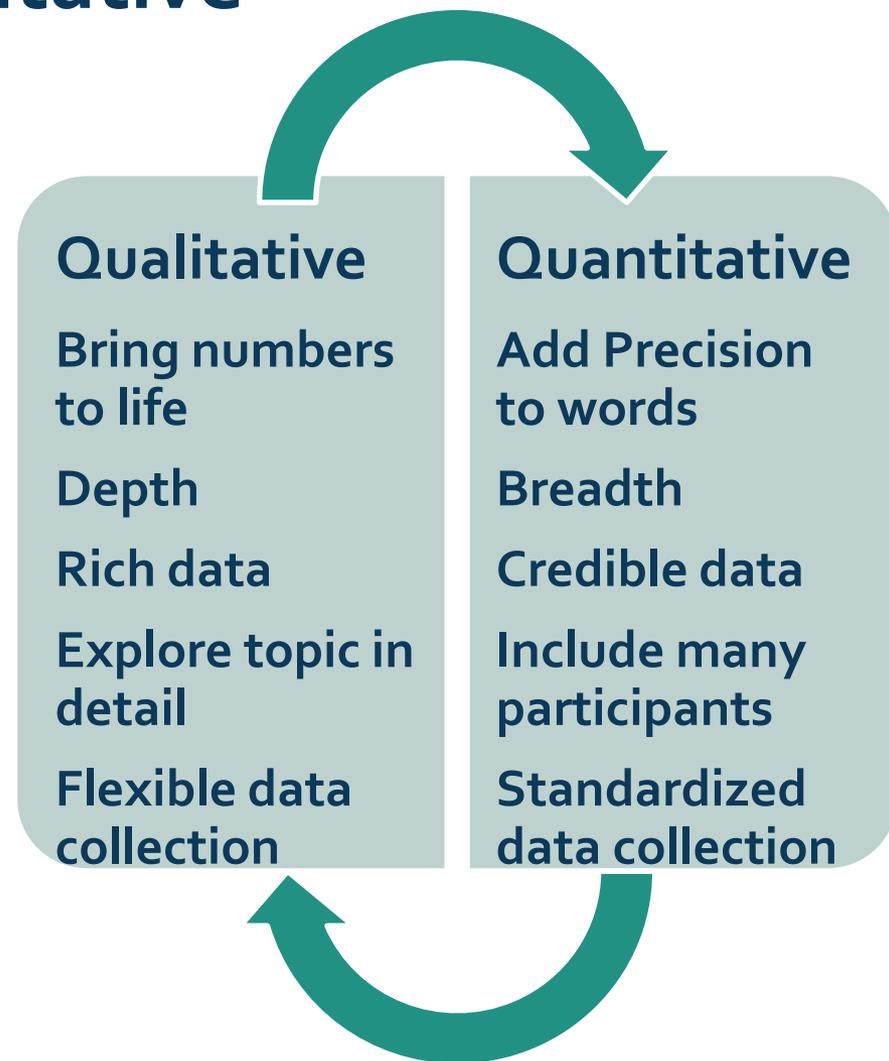
Heinemeier & Lammert, 2015
Evergreen, 2017

District A's Story

District A worked with stakeholders to identify a new reading intervention, which they began implementing last year. Interviews with teachers and administrators in the district indicate they believe students receiving the intervention are happier and more engaged than students who received the prior intervention....

Qualitative and Quantitative

- Complimentary
 - Can increase reliability and validity
 - Can give insight into how outcomes were achieved
- Strengthen Results
 - Findings in multiple data types can support results or identify inconsistencies (triangulation)



Integrating Quantitative and Qualitative: Mixed Methods

- Plan from the start how to use each method
- Consider stages for the use of each
 - Concurrent: both used at the same time
 - Sequential: one used after the other
- Plan level for each method
 - School, district, classroom, teacher, student
 - Combine both at different levels

Using Mixed Methods

Example 1

- Concurrent use
 - Survey that includes both types of questions
- Example: Parent IEP survey
 - Rating
 - Explanation

How would you rate your experience during the IEP process?

1 2 3 4 5

Poor Neutral Good

Please explain your rating

Using Mixed Methods

Example 2

- Sequential use
 - Use qualitative data to inform later quantitative data collection
- Example: focus group to inform a survey
 - Results from a focus group could generate ideas for later data collection

Scenario

State needs a survey to measure use of and fidelity to evidence-based practices in the classroom

A focus group of teachers who use the EBP could help design the survey

Teachers complete the finalized survey to inform continuous improvement efforts

Using Mixed Methods

Example 3

- Sequential use
 - Use qualitative data to inform previous qualitative results
- Example: interviews about student test data
 - Use interviews to generate ideas about an unexpected result

Scenario

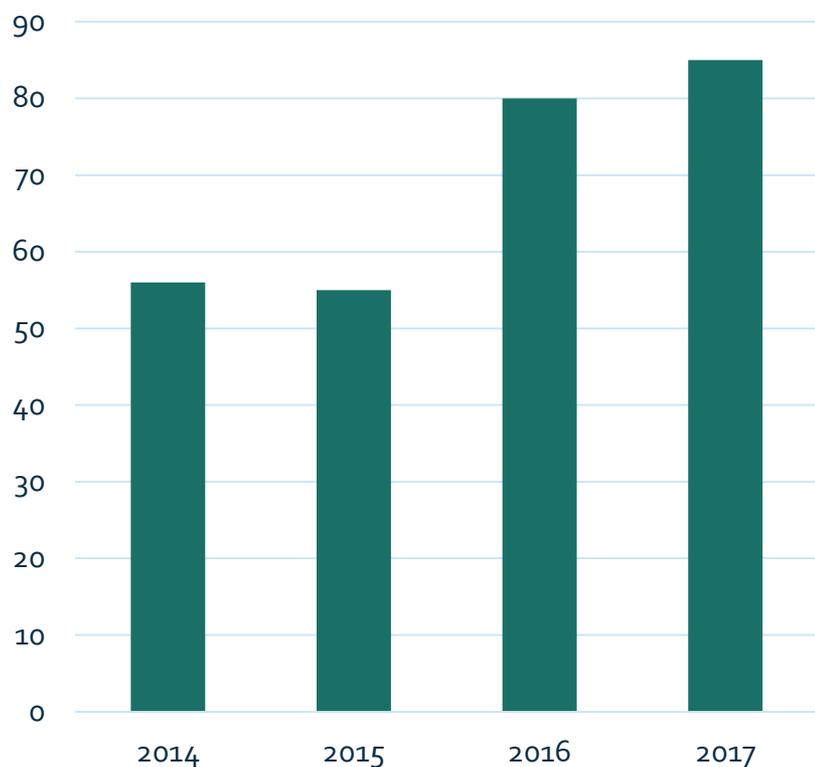
You expect student test scores to be improving as a result of statewide changes

The scores in some districts are declining instead

Interviews with school administrators in those districts might help explain why

Presenting Mixed Methods

District A: Early Literacy Assessment



District A's Story

District A worked with stakeholders to identify a new reading intervention, which they began implementing in 2016.

Interviews with teachers and administrators in the district indicate they believe students receiving the intervention are happier and more engaged than students who received the prior intervention.

Presenting Mixed Methods (cont.)

Table 1. Administrators' responses

I found today's professional development session useful		
	Frequency	Percent
Strongly agree	90	75%
Agree	18	15%
Neither agree nor disagree	6	5%
Disagree	4	3%
Strongly disagree	2	2%

“I was able to reflect on my practice and think about how to **move** my district **forward**.”

Qualitative Data: Things to Consider

- Time
 - Collection and analysis might take longer. Leave time for all steps
- Training
 - Collectors and analysts might need more training
- Generalizability
 - Respondents might have stronger opinions than non-responders

Discussion items

1. What barriers have you seen around using qualitative data? Have you been able to overcome any barriers?
2. How have you seen qualitative data used? Have you seen qualitative data collected then ignored?
3. What changes, if any, will you make with respect to qualitative data in the future?

References and Further Reading

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Contact Us

Tom Fiore

tomfiore@westat.com

Jennifer Schaaf

jenniferschaaf@westat.com

Hadley Moore

hadleymoore@westat.com

For More Information

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Project Officers: Richelle Davis and Meredith Miceli





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