

Jshutay Consulting Project Examples:

Juvenile Justice Center of Lake County, IN (February 2011 to September 2012): Provide guidance relative to the validation and possible modification of the current screening tool for determining whether to retain or administratively release juveniles. Provide analyses and reports focusing on racial disparities (or lack thereof) relating to the retention (versus release) of juveniles.

Whiting High School, Whiting, IN (May 2011 to September 2012): Provide professional development to teachers pertaining to the use and analysis of assessment data and using student assessment data to drive instructional practices. Student standardized achievement data will be analyzed along with classroom assessments to identify instructional and curriculum strengths and weaknesses relative to Algebra I and English 10 by standard, and by AYP subgroup. Short term goals include developing an assessment system that is linked to ECA standards, and monitoring student performance to modify instruction as needed. Long term goals include increasing student ECA Algebra 1 and English 10 passing rates and increasing student motivation.

G84Consulting, LLC: (March 2011 to November 2011): Serve as an independent consultant on the design, implementation and evaluation of an online teacher professional development program geared to increase teacher self-efficacy and ability regarding developing and implementing an inquiry-based science curriculum. Data requirements were identified; metrics were identified, created, and evaluated; teacher self-efficacy and knowledge were evaluated; mentor-mentee relationships were evaluated; and student achievement on end of unit tests was evaluated.

Balanced Literacy Initiative in Northwest Indiana Research Project (January 2010 to January 2013): The purpose of this research project is to evaluate the implementation of the Balanced Literacy Initiative, which was spearheaded by the Lakeshore Alliance for Student Success (LASS) in Northwest Indiana. Currently 25 elementary schools are receiving the training and resources needed to implement the program in grades K-2. Dr. Jeanette Shutay is serving as the lead researcher, as designated by LASS, in the data collection, analysis and reporting of the effectiveness of the Balanced Literacy Initiative. To date, two years of implementation data have been collected from 21 schools, and three years of comparison data in the form of standardized assessments have been collected from several schools (control year plus two years of BLI implementation). Effect sizes have been computed for each school by year, grade level (first and second grade), and by type of design (between groups, within groups, and mixed design). The results of the various participating schools will be compared and combined via a formal meta-analysis. A manuscript is currently being prepared for submission for publication.

Boys and Girls Clubs of Northwest Indiana (September 2009 to September 2012): Design data collection instrumentation (qualitative and quantitative), conduct focus groups and interviews, analyze and integrate multiple data sources and prepare quarterly and annual reports. The reports will identify the strengths and weaknesses of program and provide specific recommendations for continuous improvement. Some of the outcomes of the program to be evaluated include grade point average in school, school attendance, student discipline data,

knowledge of content areas taught in the Ten Steps Rites of Passage Program, mental health outcomes, completion of mentoring activities and satisfaction with the program.

Parents as Teachers of Lake County (May 2009 to August 2013): The primary purpose of this evaluation was to measure parent perceptions and behaviors regarding their parenting practices, as measured by the Survey of Parenting Practice, and to determine the level of effectiveness of the PAT program regarding its impact on parenting knowledge, confidence, abilities, and behaviors. A secondary purpose of this evaluation was to identify potential weaknesses within specific strata of the participant population regarding ethnicity, income level, educational attainment, and size of household. Finally, this evaluation study assessed the reliability and validity of the survey instrument used to collect the parent data to determine the quality of the survey as well as the quality of the data used for the evaluation of the parent component of the PAT program.

Boys and Girls Clubs of Michigan City (February 2009 to September 2012): Provide training in the use of SPSS to create a database, code the variables, analyze the data and interpret the findings. Provide recommendations for a system wide standardized coding documentation process.

The Office of National Drug Control Policy (December 2008 to August 2010): Analyze and integrate multiple data sources and prepare an annual report on the effectiveness of the National Youth Anti-Drug Media Campaign. The report provided a link between the Campaign's outcomes related to attitude and intent and the National Strategy goal of reducing youth drug use, to which the campaign is a key but by no means the sole contributor.

The Discovery Alliance (May 2007 to January 2009): Provide direct services and consultation to 22 programs regarding the development of a data collection and management system. Conducted data analyses to link program inputs to outcomes and developing the corresponding documentation of the results. Present data analysis findings to service providers, board members, etc.

Two by Two Animal Campus (November 2006 to May 2012): Evaluate 2nd and 4th grade assessment tools and provide specific recommendations for modifications to the assessment tool based on test theory and quantitative data analysis. Analyze student achievement pre and post data and created formal program evaluation reports. Conduct focus groups with teachers from different elementary schools in Iowa and Wisconsin to collect data relating to the implementation of their extensive and comprehensive character curriculum, and conduct analyses based on culture and climate survey data. Lead the evaluation of the character curriculum and provide actionable insights.

Chicago Public Schools (July 2006 to May 2010): Provide psychometric expertise to CPS. Reviewed, critiqued, and explained the work done by organizations such as Harcourt, ETS and American Institutes for Research regarding the development, validation, and administration of standardized assessments. Analyze student performance data and identify weaknesses of the assessments relating to overall test reliability, item level quality (difficulty, discrimination, and internal consistency) and issues of racial, gender and disability bias.

University of South Florida, College of Public Health (July 2005 to September 2005):

Conduct seven program evaluations, relating to emergency response preparation programs, using course evaluations (qualitative and quantitative data) and participant pretest/post-test performance data. Assess the psychometric properties of the content test (pre and post test). Provide actionable recommendations for program delivery improvements and modifications to the course evaluations and assessment instruments.