WELCOME

HELPFUL TIPS:

What the Data Didn't Tell You

~

The Role of Process Data in Continuous Improvement

PRESENTER

Dr. Charity Roberts

Director of Coastal Georgia Learning Resources System

www.coastalglrs.org

charityroberts@coastalglrs.org

FINDING MEANING IN THE MESSAGE

HOW ARE WE DIFFERENT?

- Various roles/responsibilities
- Various levels of influence & decision-making ability
- Different district demographics
- Different district strengths & needs

HOW ARE WE ALIKE?

- ALL here have an important role in effective district collaboration
- ALL have unique expertise & skills that are needed for this work
- ALL want to improve student outcomes
- ALL are important to the SSIP work!

SSIP
"STAGES of CONCERN"

Refocusing	Focus on increasing outcomes via alternative solutions
Collaboration	Coordination & cooperation with others for students
Consequence	Focus on student impact and results/implications
Management	Focus on processes/tasks, management & efficiency
Personal	Uncertain about expectations & sense of inadequacy
Informational	General awareness & some interest in learning more
Awareness	Little concern or involvement

CAROL TOMLINSON

TECHNICAL vs ADAPTIVE LEADERSHIP

This session is about…

- The "ADAPTIVE" leadership tasks involving use of data
- Engaging district stakeholders around the discussion of data
- Implementing change based upon results of the data
- Monitoring student outcomes based upon results of the data

REFLECTION

- We are here today to learn how to synthesize multiple types of data, particularly process data, to inform outcomes for students.
- After this session, everyone present will be evaluated based upon each individual's knowledge and skills regarding this process.

WHAT IS WRONG WITH THIS SCENARIO?

HOW DOES THIS MIRROR CURRENT EVALUATION OF CONTINUOUS IMPROVEMENT?

- We evaluate the effectiveness of improvement initiatives **without**:
  - Common definitions, language & understandings
  - Common expectations of leader, teacher & student outcomes
  - Establishing consistent roles & responsibilities (common practices)
  - Establishing consistent methods of monitoring implementation for improvement

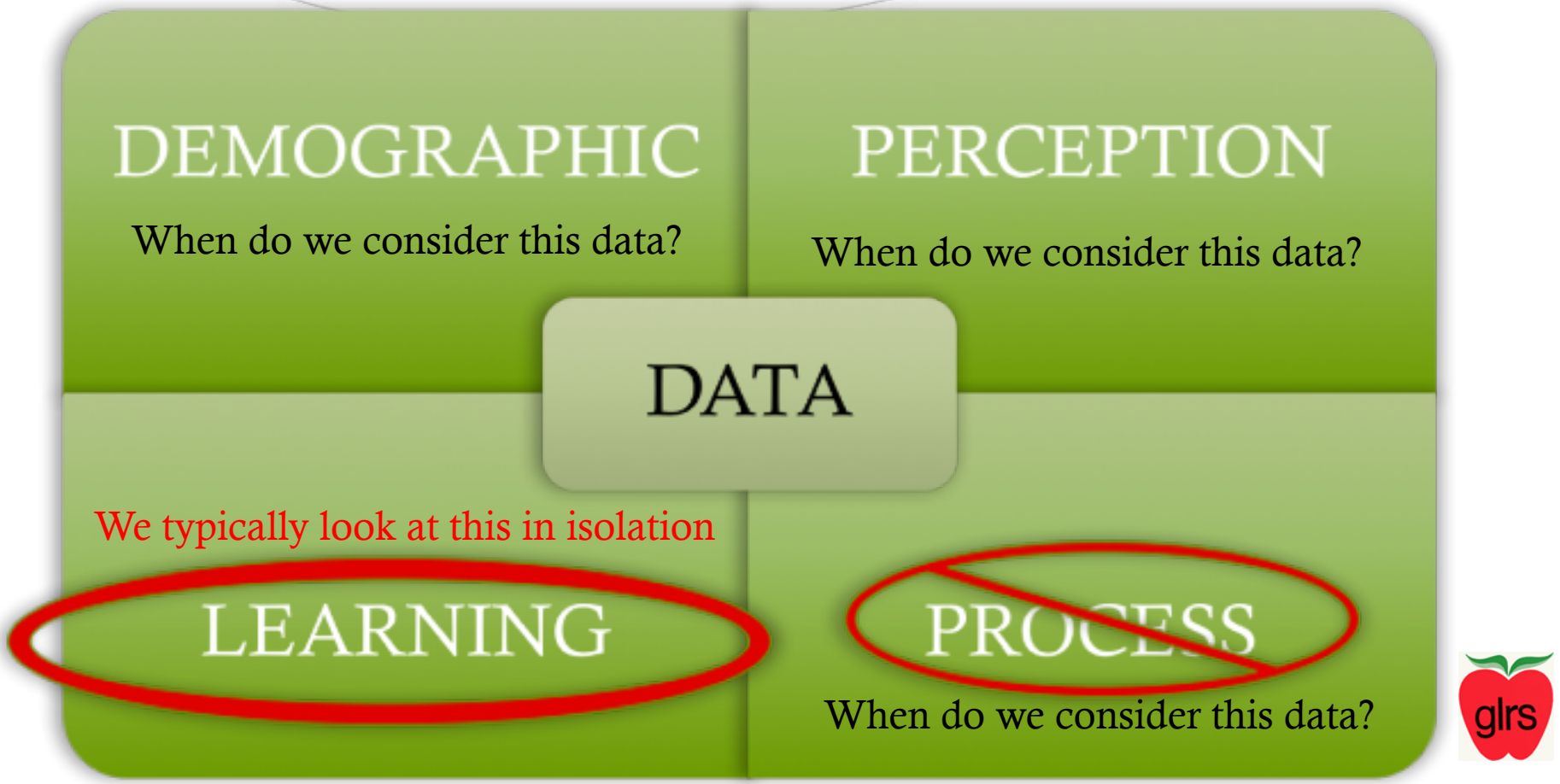
AS A RESULT…

- Barriers exist in:
  - Collaboration
  - Effective Data Collection, Analysis, Summarization, & Reporting
  - Prioritization of Student Needs
  - Selection of Effective Interventions
  - Monitoring & Supervision of Implementation
  - Measuring Student Outcomes

WHY ADDRESS PROCESS DATA?

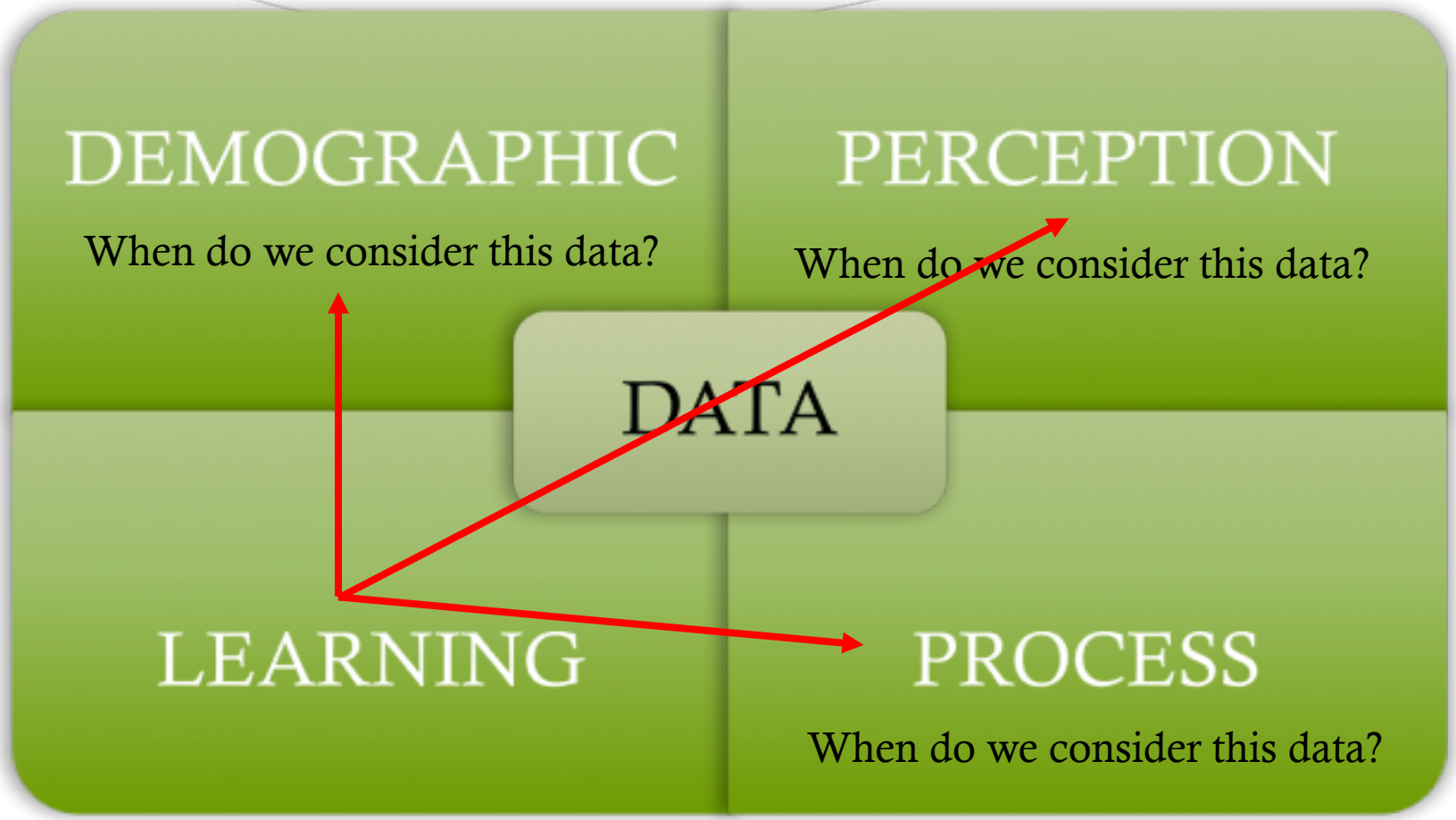
Always begin with "WHY"

WE AVOID WHAT WE DO NOT UNDERSTAND



FOUR TYPES OF DATA

LEARNING DATA IS INFORMED BY THESE 3 DATA TYPES



BUT I DO THESE THINGS…

- CONSIDER….
  - When do you explicitly train your staff on processes?
  - When do you review & revise your processes as a team?
  - When do you measure the effect of your processes in relation to student achievement & behavior data?

PROGRESSION OF DISTRICT DATA ANALYSIS

- STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)
- FY16 – Significant emphasis on demographic data and student learning data
- FY17- It is time to move forward with using perception and process data to operationalize State Systemic Improvement Plans

WHY ADDRESS PROCESS DATA?

- EVERYTHING WE DO IS A PROCESS
- PROCESSES DESCRIBE THE WAY WE WORK
- IF DISTRICTS WANT DIFFERENT RESULTS, THEY MUST MEASURE AND THEN CHANGE THEIR PROCESSES TO CREATE THE RESULTS THEY REALLY WANT.

WHY ADDRESS PROCESS DATA?

- Process data includes a cycle of:
  - EVIDENCE – **Data** to inform and drive a logical progression of next steps
  - ENGAGEMENT – Bringing **staff** together through use of data
  - ARTIFACTS – **Documentation** of improvement efforts

WHY ADDRESS PROCESS DATA?

- Districts should have process data for GOALS related to:
  - CURRICULUM
  - INSTRUCTION
  - ASSESSMENT
  - PROGRAM/INTERVENTION
  - LEADERSHIP
  - COLLABORATION

WHAT IS PROCESS DATA?

INSTRUCTIONAL

- Techniques & Strategies used in classroom

ORGANIZATIONAL

- Structures in place to implement the district vision

ADMINISTRATIVE

- Elements of data that we count (class size)

CONTINUOUS IMPROVEMENT

- Tasks to improve the district performance

PROGRAM

- Planned activities with specific goals

EXAMPLES OF PROCESS DATA

INSTRUCTIONAL	•Curriculum •Assessments •Grading
ORGANIZATIONAL	•PLCs •Teacher Observations & Evaluation •RTI
ADMINISTRATIVE	•Class Size & Scheduling •Discipline •Data Collection
CONTINUOUS IMPROVEMENT	•Leadership •Partnerships •Data Analysis
PROGRAMS	•AP, Gifted/Talented, Special Ed, ELL •Social Skill Programs

HOW DO THESE IMPACT STUDENT LEARNING?

WHY ADDRESS PROCESS DATA?

- IF YOU ARE NOT MONITORING AND MEASURING YOUR PROCESSES, THE PROCESS PROBABLY DOES NOT EXIST

WHAT DOES THIS MEAN?

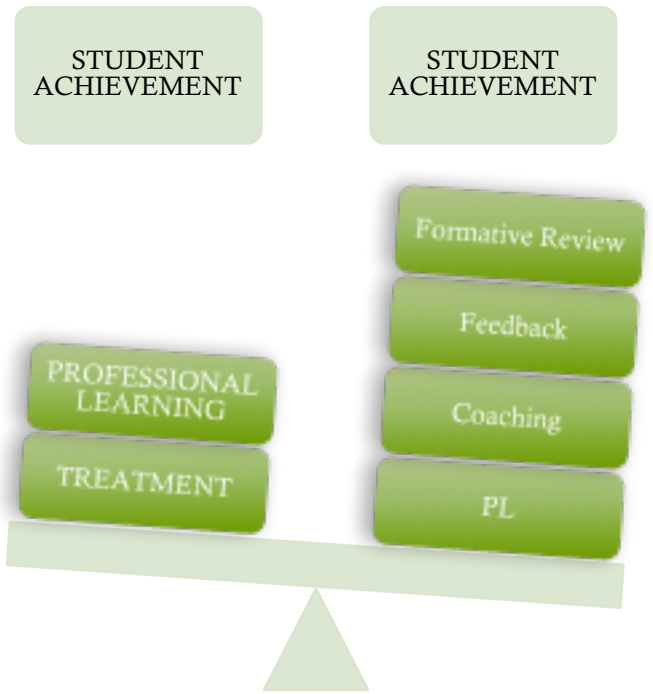
STUDY YOUR PROCESS DATA

"How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside?"

Paul Black and Dylan Wiliam

APPLYING THEORY, RESEARCH, & BEST PRACTICE

BLACK BOX THEORY



- JoEllen Killion (2002) presented the concept of black box evaluations of professional learning.
- It is assumed that applying a treatment in conjunction with professional learning produces effective results for student achievement.

BLACK BOX THEORY

- Professional learning is only one component of an effective PROCESS to sustain effective continuous improvement.
- Effective implementation requires a PROCESS of long-term, continuous training, coaching, feedback, and data analysis

GLASS BOX THEORY

- "Glass box evaluations reveal the transformative process that starts with the INPUTS and arrives at the OUTPUTS.
- "The evaluator builds a **stream of evidence** that not only **demonstrates the results** of a particular program, but also explains the **underlying causal mechanisms** that contribute to the program's success or failure".

Killion, J. (2002). What works in the high school: Results-based staff development (p. 26).

WE NEED TO CLEARLY UNDERSTAND WHY
OUR EFFORTS WORKED OR DID NOT.
EXACTLY WHERE DID THE BREAKDOWN OCCUR?

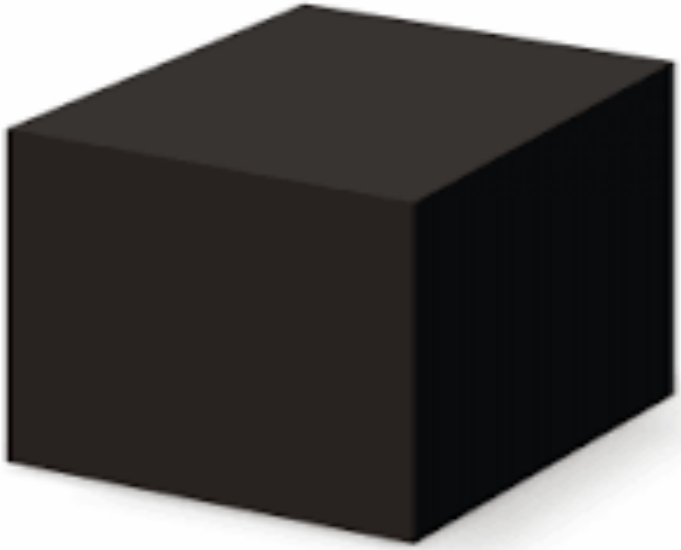
TODAY'S MISSION

MOVING OUR WORK OUT OF THE BLACK BOX

What is the Black Box?

- The dark space we enter after we make a decision to implement or "do" something to make a change for our students.
- We then wait for our final results to know whether or not whatever is in the BLACK BOX worked….or not
- There are so many contributors in the BLACK BOX that we never can clearly determine what made an impact or what did not

WHAT DO WE PUT IN THE BLACK BOX?

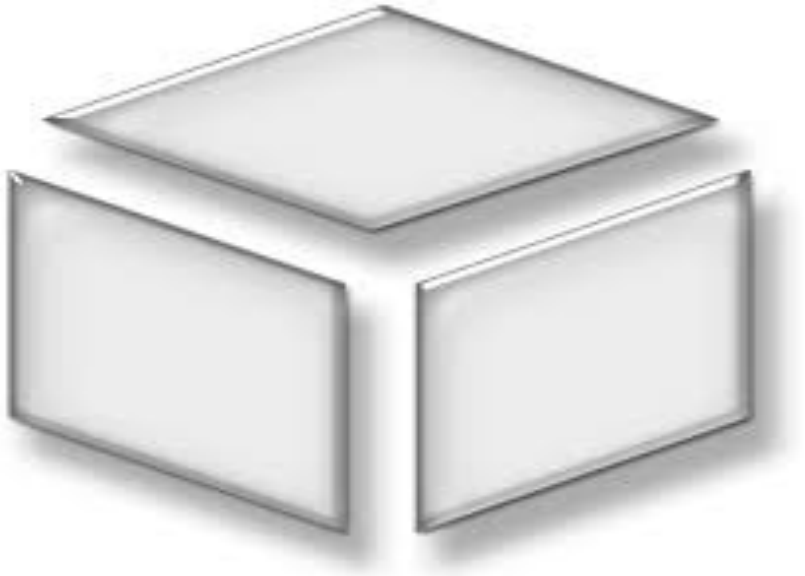


WHAT IS NOT CLEARLY DEFINED
IN THE WAY WE DO BUSINESS

HOW DOES THIS REPRESENT HOW WE DO BUSINESS IN EDUCATION?

- We frantically try to find the black box that houses all of the information for all events AFTER it is too late
  - CCRPI results
  - Focus & Priority List
  - Opportunity List
  - SPP/APR
  - CEIS
  - SLDS

It’s time to replace the black box



WITH TRANSPARENCY

SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT COLLECTED & ANALYZED DATA?

SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT CREATED A DISTRICT STORY THAT REFLECTS OUR CURRENT PRACTICES & PERFORMANCE?

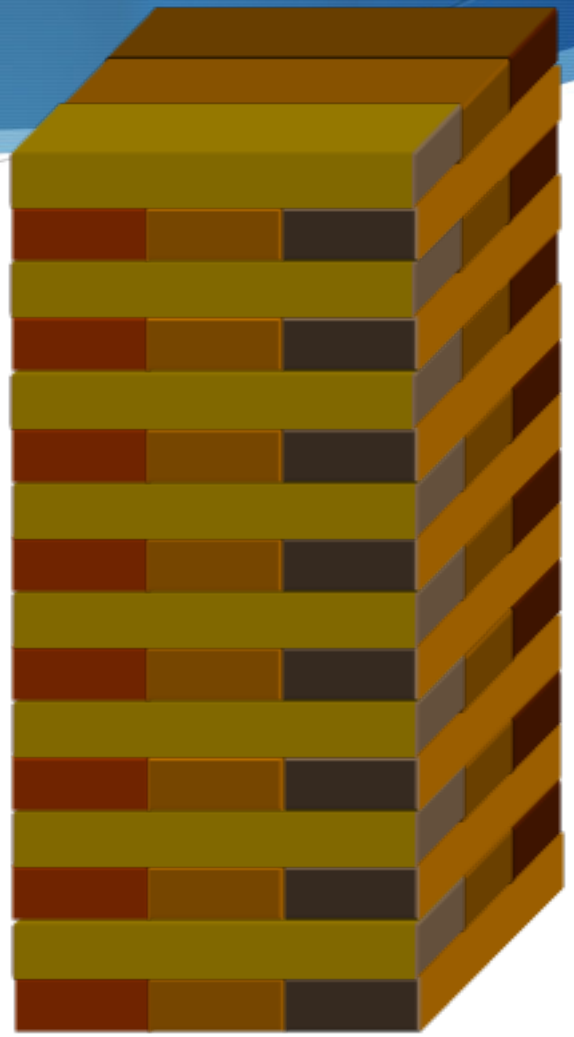
SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT ANALYZED DATA FOR:

- STRENGTHS
- AREAS of GROWTH
- GENERAL SUPERVISION
- BARRIERS to GRADUATION
- EQUITABLE ACCESS
- MTSS/RTI

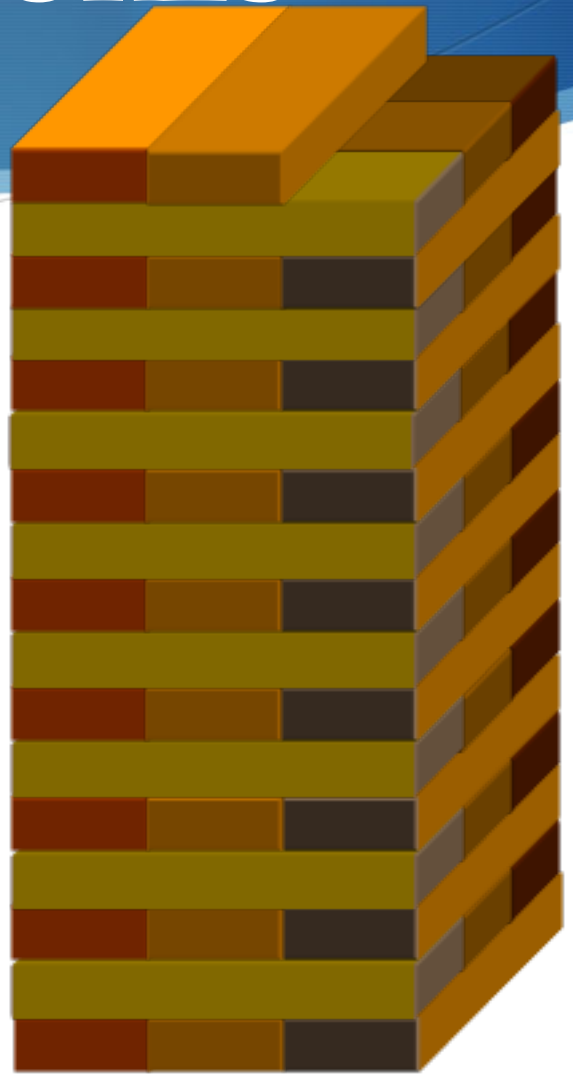
DISTRICT PROCEDURES

- This Jenga puzzle represents a solid foundation of
  - CURRICULUM
  - INSTRUCTION
  - ASSESSMENT
  - CLIMATE
  - INTERVENTIONS



EFFECT OF GAPS in PROCEDURES

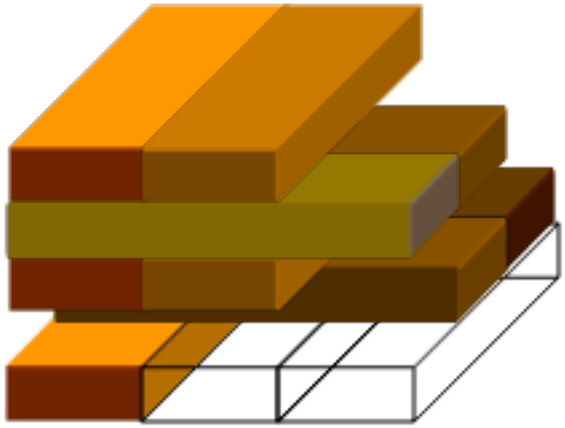
- When districts have gaps in their foundation as a result of non-existent or ineffective procedures…
- The district is forced to place MORE supports on TOP
- The tower gets top-heavy with “ADD-ONs”



WHAT HAPPENS?

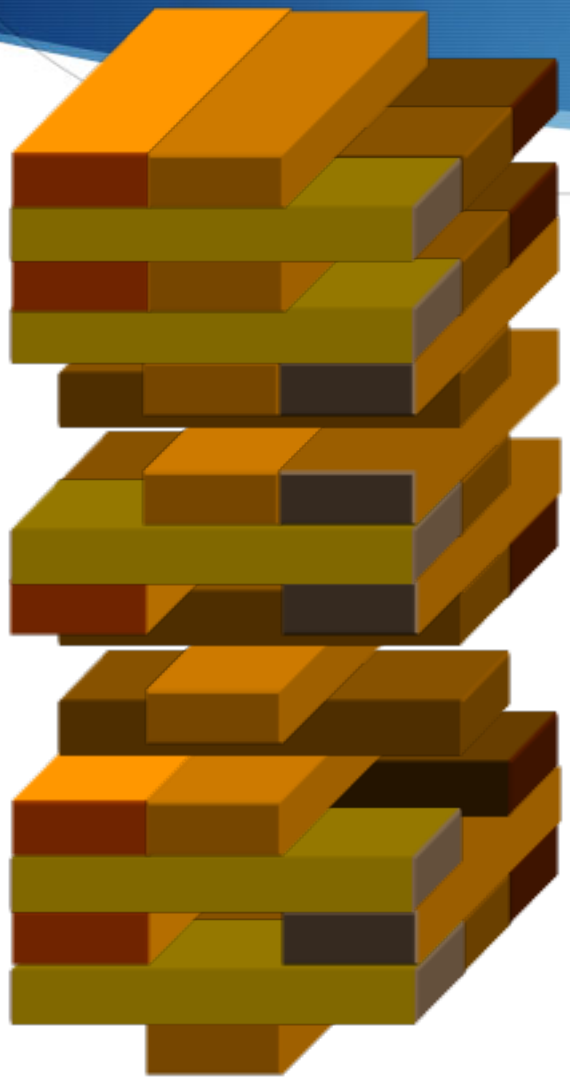
WHY?

INSTABILITY



Surface-Level Supports = Band-Aids

IMPLICATIONS



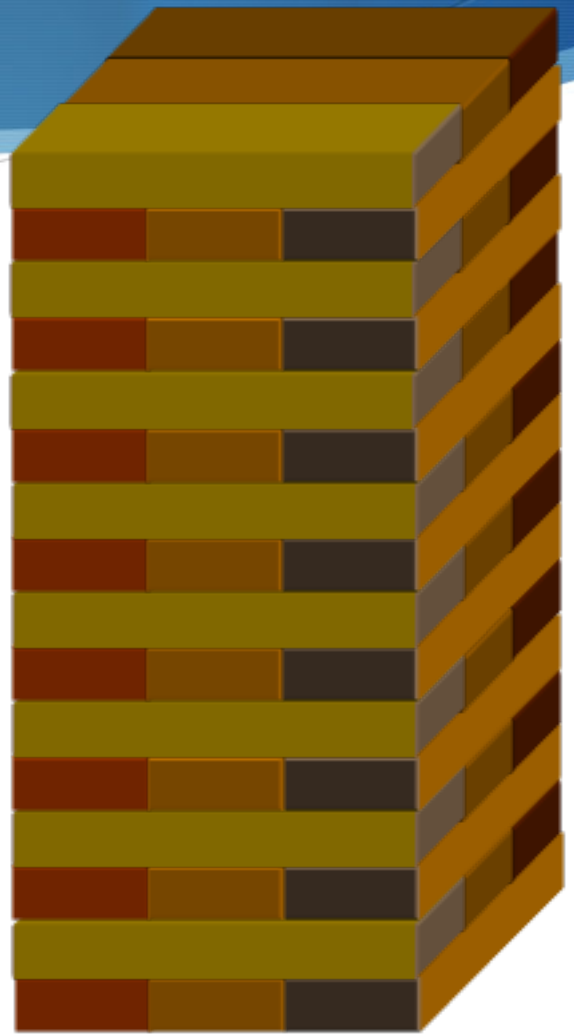
Top level, or the level just below it, is always **full**.

- Interventions
- Monitoring
- Meeting

We need to strengthen our base

WHAT ARE THE GAPS IN YOUR DISTRICT JENGA PUZZLE?

- INSTRUCTION?
- ASSESSMENT?
- CURRICULUM?
- STANDARDS?
- VISION/PLAN?
- PROFESSIONAL LEARNING?
- COLLABORATION?
- LEADERSHIP?
- PARTNERSHIPS?
- DATA?
- CLIMATE?
- RTI?
- SPECIAL EDUCATION?



HOW DO WE CHANGE OUR OUTCOMES?

- We sustain effective PRACTICES & PROCEDURES at the:
  - Student Level
  - Teacher/Instruction Level
  - Coach Level
  - School Leader Level
  - District Leader Level

IN A TRANSPARENT, COLLABORATIVE PROCESS
THAT INVOLVES ALL STAKEHOLDERS

Everything we do is a *PROCESS*

PROCESS EXAMPLE

A PROCESS MUST BE ESTABLSHED
TO "INSTITUTIONALIZE"
EACH OF THESE COMPONENTS

PROCESS	DATA SOURCE	OUTCOMES
Staff demonstrate a shared vision		
Staff practice data analysis		
Staff develop plan of action with explicit criteria for improvement		
Staff participate in PL		
Leadership teams monitor implementation data		
Professional development, coaching, & feedback is consistent, timely, & accurate		

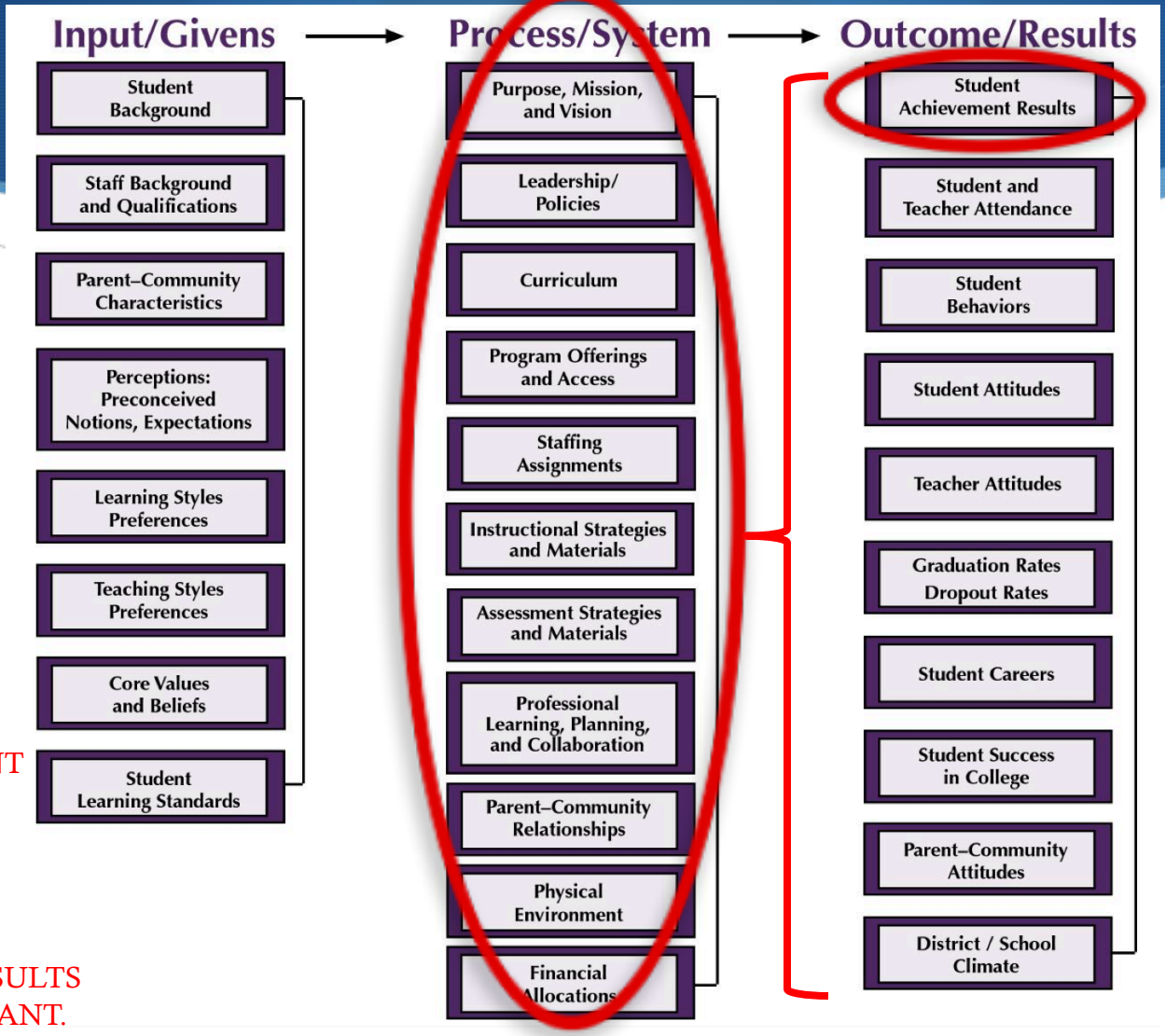
EXPLORATION

INPUTS	PROCESSES	OUTPUTS
We want to improve this…	If we do this…	Then this will occur…
Each Input = Area of Growth	The Process = Sequential Tasks to Improve	Each Output = Assessment of Implementation
Continue to clarify the area(s) of growth based upon output data	Adjust the process at any level/stage of implementation based upon data	Growth will be evident

INPUTS & OUTPUTS

INPUTS – PROCESS - OUTPUTS

Is it possible to change some INPUTS into OUTPUTS?



WHERE DO WE FOCUS ALL OUR ATTENTION?

IF DISTRICTS WANT DIFFERENT RESULTS, THEY MUST MEASURE AND THEN CHANGE THEIR PROCESSES TO CREATE THE RESULTS THEY REALLY WANT.

These are "ADAPTIVE" Leadership Challenges

IMPLEMENTATION SCIENCE

Applying "Implementation Science"

to

Process Data

National Implementation Research Network

WHAT IS IMPLEMENTATION SCIENCE?

- A specific set of activities designed to put in place a
  - program
  - intervention
  - process
- **Purposeful** and described in sufficient **detail** that **independent observers** can **identify and measure the strength of individual components** related to implementation.

National Implementation Research Network

CLEAR DESCRIPTION OF DISTRICT PROCESSES

- Clear PHILOSOPHY, VALUES, & PRINCIPLES
  - The philosophy, values, & principles that underlie district processes provide guidance for all treatment decisions, program decisions, and evaluations
  - Used to provide consistency, integrity, and sustainable efforts
  - Clear INCLUSION and EXLUSION criteria that define the population for which the process is intended (clarifies who is most likely to benefit)

OPERATIONAL DEFINITIONS OF PROCESS FUNCTIONS

- Each PROCESS should have CORE ACTIVITIES that allow it to be:
  - TEACHABLE
  - LEARNABLE
  - DOABLE in PRACTICE
  - PROMOTE CONSISTENCY ACROSS PRACTITIONERS AT THE LEVEL OF IMPLEMENTATION

WHY HAVE PREVIOUS ATTEMPTS NOT WORKED?

- Was a leadership team at school & district level focused on institutionalizing the process in question?
- Did the leadership team develop and share a communication plan to explain the necessity, processes, and intended outcomes of addressing the process from a district perspective?
- Did the team/school/district analyze current data to determine need for change?
  - Student learning data?
  - Teacher practices & procedures?
  - Leader practices & procedures for monitoring effective sustainability?

THIS SPEAKS TO COLLABORATION STAGE OF CONCERN

WHERE ARE WE NOW?

Who are we?

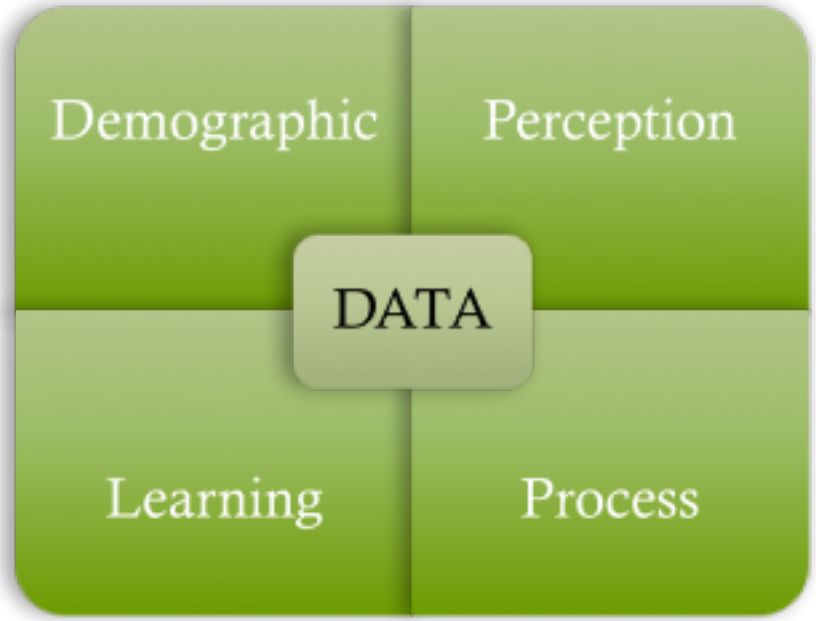
How do we do business?

How are our students doing?

What are our processes?

WHERE ARE WE NOW?

4 TYPES of DATA

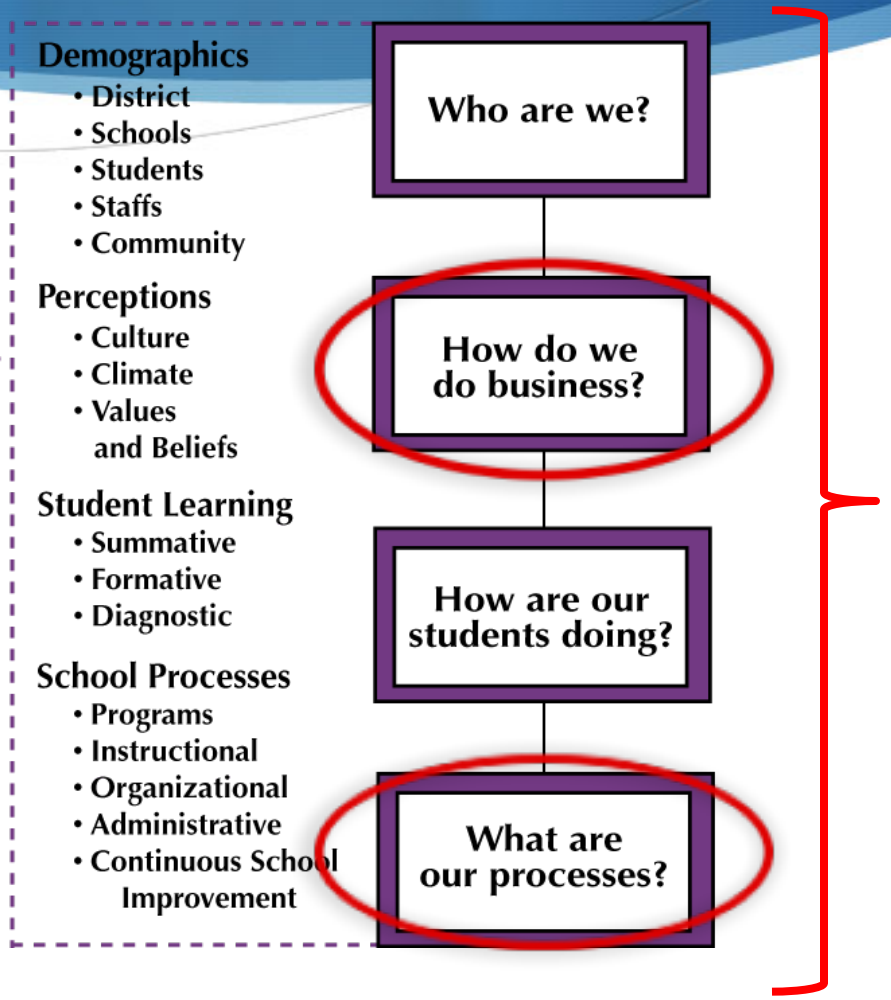


DISTRICTS NEED DATA PROCESSES TO:

SSIP DISTRICT STORY IS THE BASELINE for FY17

MOVING FORWARD

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK (Part 1)



Where are we now?

CAN WE ACCURATELY SUMMARIZE THESE QUESTIONS USING 4 TYPES Of DATA?

Data Analysis for Continuous Improvement, Education for the Future ©

PERCEPTION DATA

- Measure Perceptions of:
  - STUDENTS
  - TEACHERS
  - LEADERS
  - PARENTS

Co-Teaching Student Survey

1. I prefer to be in a classroom with two teachers.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

2. Both teachers teach equally in our classroom.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

3. The activities we do in this class are different than what we did in classrooms with only one teacher.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

4. Both teachers help ALL students in our classroom.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

STAFF PERCEPTION

Helps districts understand what staff perceive regarding the learning environment

ASSESS STAFF BUY-IN

- I want to increase the achievement of all students.
- I can increase the achievement of all students.
- I can learn what it takes to impact achievement for all students in my care.
- I can change my existing ways of doing things and measure the impact of those changes.
- I can share my successes and my failures so that we can learn from each other.
- I can be coached and coach others.

COLLECT PERCEPTION DATA TO ADDRESS NORMS & BELIEFS

I believe all kids can learn.

I work effectively with ethnically/racially diverse students.

I work effectively with students in poverty.

I use formative assessment to design or change instruction to improve student learning.

PROCESS DATA

- What procedures for intervention/program preparation, implementation, and review are "institutionalized" across all schools in the district?
- What evidence or artifacts is available to measure implementation of these procedures?

Creating an Action Plan

- Once the district selects an intervention, program, or process (it)
- The “it” should be clearly defined
- Everyone who is responsible for implementation & supervision should understand the expectations

MEASURING PROGRAMS & PROCESSES (PP)

- What is the PURPOSE of the program or process?
- How will you know when the PURPOSE is being met?
- Who is the program/process intended to serve? Not to serve?
- What will it look like when the program or process is fully implemented?
- How will implementation be measured?

PLANNING & MEASURING PROGRAMS & PROCESSES

Measuring Effectiveness of EVIDENCE-BASED INTERVENTIONS

Purpose		Participants		Implementation			Results
What is the purpose of the "EBI"?	**How will you know the purpose is being met?** *(What are the outcomes?)*	**Who is "EBI" intended to serve?**	**Who is being served? Who is not being served?**	**What will it look like when "EBI" is fully implemented?**	**How is "EBI"implementation being measured?** *(Should it be measured differently?)*	**To what degree is "EBI" being implemented?**	**What are the results?**
Next Steps:							

ESSENTIAL FUNCTIONS of CORE COMPONENTS

- Describe the explicit features or the program or process that must be present to say the program exists
  - If it did not have these things…it could not meet the definition of the true program

OPERATIONAL DEFINITIONS of CORE COMPONENTS

- Describe the CORE ACTIVITIES that allow the program to be the following in practice:
  - TEACHABLE
  - LEARNABLE
  - DOABLE

ASSESSING OUR FORMATIVE PROGRESS

Implementation

What level of implementation is evident?

What % of staff are demonstrating the process effectively?

Student Outcomes

Are students responding to the intervention?

Are all targeted students being served?

Implementation Review

COASTAL GLRS			
SSIP COACHING COHORT			
IMPLEMENTATION REVIEW			
DISTRICT LEVEL	**READINESS**		
IMPLEMENTATION TEAM ELEMENTS	**ACTION TAKEN**	**Documentation with Evidence**	
PERSON(S) ASSIGNED:	The District Leadership Team will develop a vision statement for Co-Teaching that aligns with the District Vision Statement. They will develop implementation goals that align with their visions.	Yes	No
		Evidence or Plan:	
PERSON(S) ASSIGNED:	The District Leadership Team (with relevant stakeholders) establish norms, expectations and non-negotiables for the Co-Taught classrooms in the district.	Yes	No
		Evidence or Plan:	
PERSON(S) ASSIGNED:	During this process, administrators and buliding level coaches commit to becoming knowledgeable of co-teaching best practices and what they look like in the classroom across the district.	Yes	No
		Evidence or Plan:	
PERSON(S) ASSIGNED:	The District Leadership Team makes a plan to support schools by providing schedules that allow for common planning with co-teachers.	Yes	No
		Evidence or Plan:	

- Periodic review of
- INCREMENTAL PHASES
- Evidence of Target Success at EACH STAGE
- Opportunity to address barriers AS THEY ARE IDENTIFIED in the process

MEASURING PROGRAMS & PROCESSES

- When creating clear expectations, consider these items:
  - What is the fully operational expectation of implementation look like?
  - What is an acceptable “in progress” variation of implementation?
  - What is an unacceptable variation of implementation?

SUCCESS CRITERIA

- What does/will it look like?
- It is replicable?

NON-NEGOTIABLES

- What are the consistent practices that MUST be done? By whom? When?

PRACTICAL ASSESSMENT

- Evidence of FIDELITY & INTEGRITY at different phases of implementation using SIMPLE methods

IMPLEMENTATION PRACTICES

- What professional learning must take place for ALL stakeholders?
- What coaching must be embedded for all stakeholders?
- What observations must occur? By whom? For whom?

ORGANIZATIONAL/LEADER SUPPORT

- What are the required behaviors & expectations of leaders in supporting this program or process?

REQUIRED LEADER KNOWEDGE

- What knowledge, skills, & expertise must be evident in all leaders to ensure full implementation?
- What practices must leaders institutionalize effectively?

DATA COLLECTION

- How will data be collected at EACH STAGE of the implementation process to FORMATIVELY assess success?
- Who will collect the data?
- Who will review the data?
- Who will report the data up & down the communication loop?
- Who will give feedback and guidance for teachers & leaders based upon the data?

DEFINING AN INTERVENTION or PROGRAM

MAKING the WORK TRANSPARENT

- The PROCESS of ANY INITIATIVE/STRUCTURE should:
  - Have common understandings & practices by ALL teachers
  - Clearly identify the expected outputs for all stages and components
  - Promote parity (relationships) between teachers
  - Provide coaching & feedback by peers, coaches, & leaders PRIOR to evaluation
  - Be reviewed (and revised) based upon data and formative feedback

EVALUATING PROCESSES

You cannot evaluate a program that you cannot describe.

COMMON EXPECTATIONS:
MEASURING PROGRAM PROCESSES

Project/Work Focus Area 2: Selected High Impact Instructional Strategy *(What high impact instructional strategy will impact instructional quality and inevitably student achievement?)*	
Desired Outcome	*What do you hope to achieve instructionally?)* For all students? For students with disabilities?
Intervention	*(What instructional strategy will you look for specifically in order to achieve the outcome?)* For all students? For students with disabilities?
Core Components	*(What are the active ingredients or practice elements that indicate this intervention exist in your school?)*
What level/ percentage of implementation is expected at this checkpoint?	*(What level of implementation do you expect to see to show full implementation of this intervention?)*
Results according to data	*(What is the actual level of implementation based on your data – walkthrough or artifacts?)*

EXAMPLE ASSESSMENT of IMPLEMENTATION

"Co-teachers will co-plan lessons implementing 'specially designed instruction' as indicated on each student's IEP so that all students have access to the general curriculum and can perform with success."

Process data	Demographic data	Perception data	Achievement data
How often are accommodations implemented in the classroom? What process do co-teachers use to co-plan using IEP information? What tools/procedures? When and how are teachers expected to co-plan?	How many co-teachers have or utilize common co-planning time?	How proficient do co-teachers feel at co-planning or implementing accommodations? How successful do students feel about the supports they receive in the co-taught classroom? How many students can identify their specific accommodations?	How many students are successful on class exams? How many SWD access the curriculum independently with their accommodations/AT?

What barriers exist?
How will you address those barriers?

PROCESS CYCLE

What are you trying to do?

How are you planning to do it?

At any given moment, how will you know whether your on track to succeed?

If you are not on track, what are you going to do about it?

Deliverology in Practice, 2016

EVALUATING PROCESSES

You cannot evaluate a program that you cannot describe.

AN ACTION PLAN SHOULD PROVIDE EXPLICT CRITERIA FOR EXPECTATIONS

IN CONCLUSION

“Poor implementation is like poison to a reform effort”

Deliverology in Practice, 2016

"Successful educational leaders develop, **processes**, **culture**, and **structures** in their schools."

Hooper & Bernhardt, 2016

SUPERVISION PRACTICES for DISTRICT EFFECTIVENESS

Create a leadership team

- Supports & guidance are in place for implementation

Create & IMPLEMENT the Vision

- Measure for high levels of consensus

Establish Norms & Expectations

- Measure for high levels of understanding & practices

Collect Data On Our Current Practices

- Everyone knows where we currently are in relation to where we want to go

SUPERVISION PRACTICES for DISTRICT EFFECTIVENESS

Provide Professional Learning

- Everyone knows the practices required for implementation

Provide coaching & technical assistance

- Everyone knows how to improve practice in safe learning environment

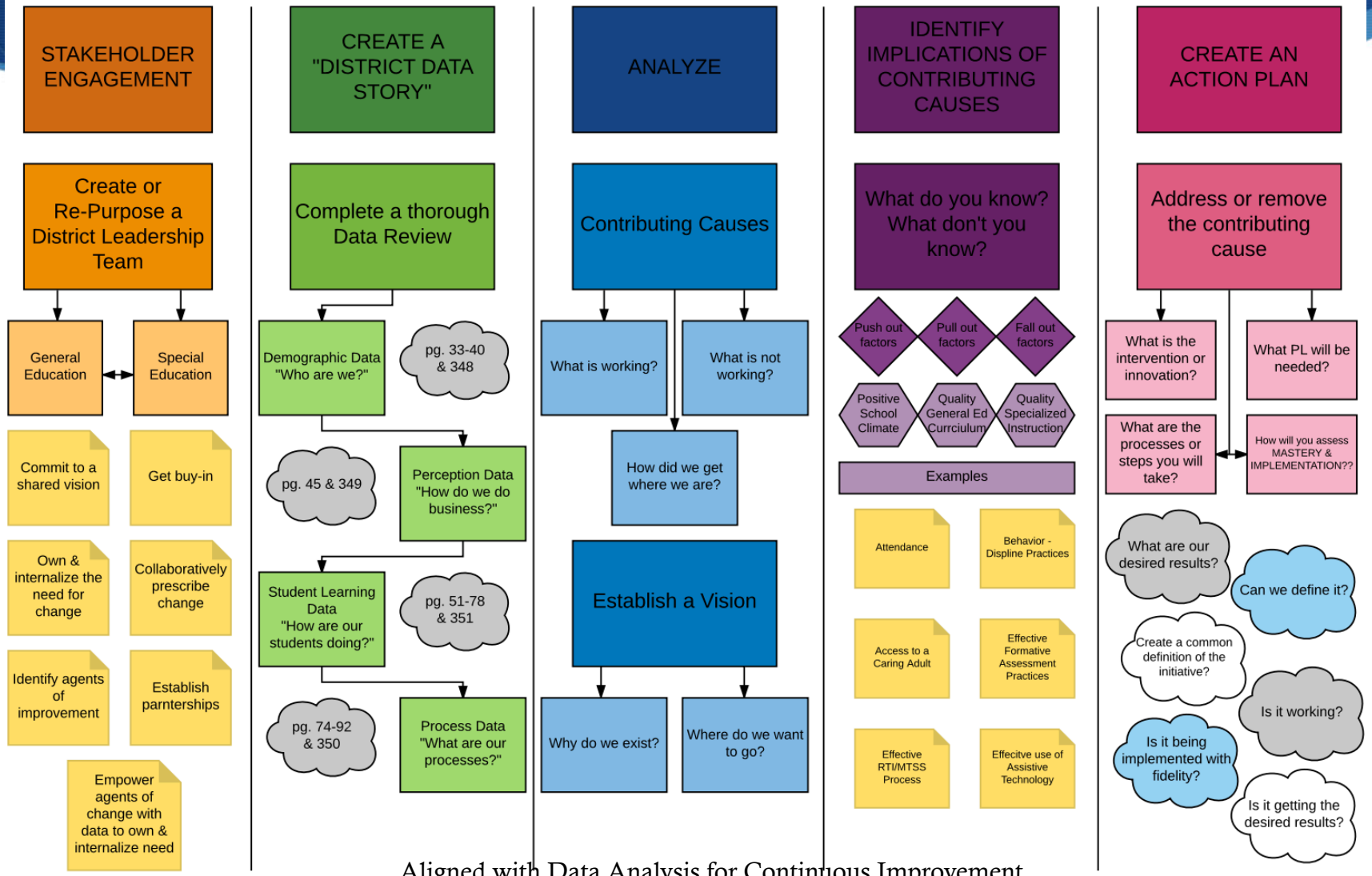
Collect perception data from all stakeholders

- Students, staff, leaders, & parents input provides next steps

Leadership team continuously reviews data & guides practice

- Outputs improve across time

SSIP PROCESS



Aligned with Data Analysis for Continuous Improvement
Victoria Bernhardt

REFERENCES

Barber, M., Rodriguez, N., & Artis, E. (2016). Deliverology in practice. Corwin: Thousand Oaks, CA.

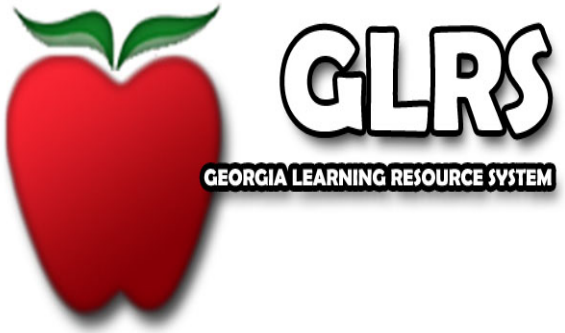
Bernhardt, V. (2013). Data analysis for continuous school improvement. New York: Routledge.

Hooper, M. A. & Bernhardt, V. L. (2016) Creating Capacity for learning and equity in schools. New York: Routledge.

Killion, J. (2002). What works in the high school: Results-based staff development. Located at: http://www.friscoisd.org/ly/departments/professionaldev/documents/whatworksinhs.pdf

National Implementation Research Network. Located at http://nirn.fpg.unc.edu/.

DISCLAIMER



"These materials were developed with GLRS funds made available through the Individuals with Disabilities Education Improvement Act. The contents of the publication do not necessarily reflect the views or policies of the U.S. Department of Education, Office of Special Education Programs, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government or the Georgia Department of Education. No materials developed with these Federal Individuals with Disabilities Education Improvement Act funds may be sold for profit.