



DESIGNING AND EXECUTING EFFECTIVE DATA REVIEW ROUTINES

APRIL 25, 2013



RSN Performance Management Framework

Performance Management Elements	Performance Management <u>Indicators</u>
Clarity of Outcomes and Theory of Action	<ul style="list-style-type: none">• Establishing priorities• Setting measurable goals and outcomes• Aligning strategies and practices to goals
Alignment of Resources <i>(People, Time, Technology and Money)</i>	<ul style="list-style-type: none">• Directing resources to priorities• Establishing clear roles and responsibilities
Collection and Use of Data	<ul style="list-style-type: none">• Ensuring quality data• Managing routines for collecting and analyzing data• Establishing processes to monitor practices and provide quality feedback• Using data in decision-making processes
Accountability for Results	<ul style="list-style-type: none">• Continuing or ending practices based on outcome data• Linking rewards and consequences to performance• Engaging stakeholders and communicating results



RSN Performance Management Framework (Excerpt)

<u>Performance Management Elements</u>	<u>Indicators</u>	<u>Evidence of Effective Performance Management Practices</u>
Collection and Use of Data	Establishing processes to monitor practices and provide quality feedback	<ul style="list-style-type: none">• Feedback aligns to short-cycle and annual performance indicators.• Feedback is specific and actionable, and designed to improve the execution of school turnaround strategies.• A formal, data-driven process is in place for evaluating progress against multi-year school turnaround goals.



Today's agenda

▪ Introductions

- Reviewing principles of strong performance management routines
- Understanding effective performance management routines in the context of school turnaround
- Understanding and using a tool for assessing progress
- Wrap-up

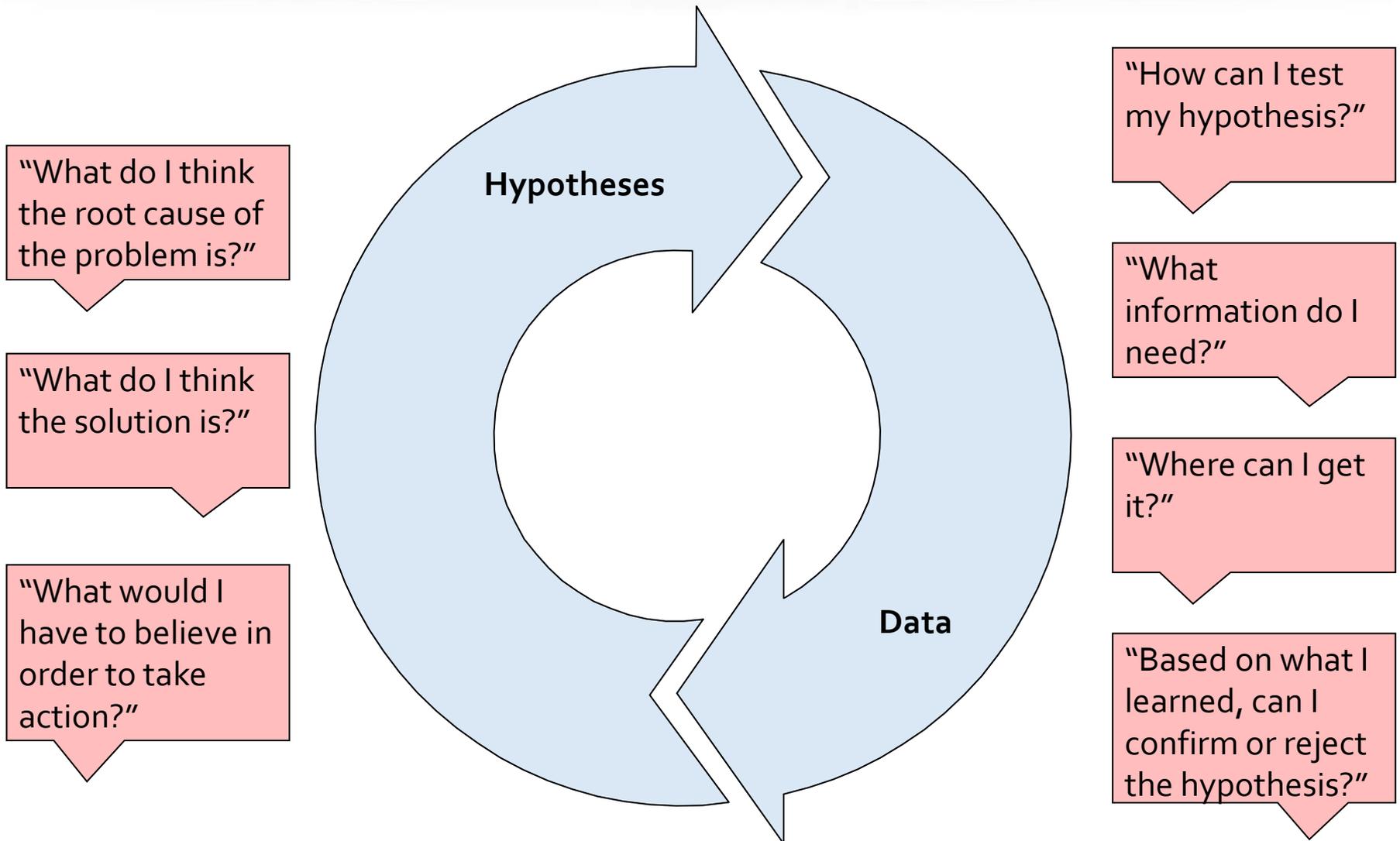


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On the last webinar, we discussed approaches for analyzing and using data for performance management





Today, we will discuss how to establish and manage routines to regularly explore data and progress

What are routines?

- **Regularly scheduled checkpoints** to assess if **implementation** is on track
- **Engine that drives implementation forward:** Without routines, implementation will stall or eventually fall off the agenda
- **A source of structure and discipline** to create order in complex public sector systems

What purpose do routines serve?

- **Monitor performance:** Understand if system is on track to reach goals, using quantitative data and qualitative judgments
- **Diagnose problems:** Surface issues that are inhibiting progress and analyze data to pinpoint causes
- **Address problems:** Provide a venue to discuss and decide how to overcome challenges



We have identified several characteristics necessary for effective routines

Characteristics of strong routines:

Agreeing on a common purpose

- Goals and student outcomes anchor the discussion.
- Agenda, key messages and discussion questions, and relevant data are clear, concise and well-prepared.

Arriving at a shared view of performance and progress

- A wide range of evidence is presented in a way that is clear, sharp and consistent, including:
 - Outcome data
 - Leading indicator data
 - Evidence on the quality of implementation

Identifying and solving problems

- All participants reflect on what barriers exist and what it will take to overcome them.

Encouraging learning and collaboration

- Opportunities exist for peers to share experiences and lessons, including common challenges and best practices.

Identifying and committing to clear next steps

- Participants identify next steps and responsible parties.
- Participants track next steps, which become evidence of progress and performance in future routines.



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State Example: Hawai'i



Mary Correa
Complex Area Superintendent
Kau-Keaau-Pahoa Complex Area



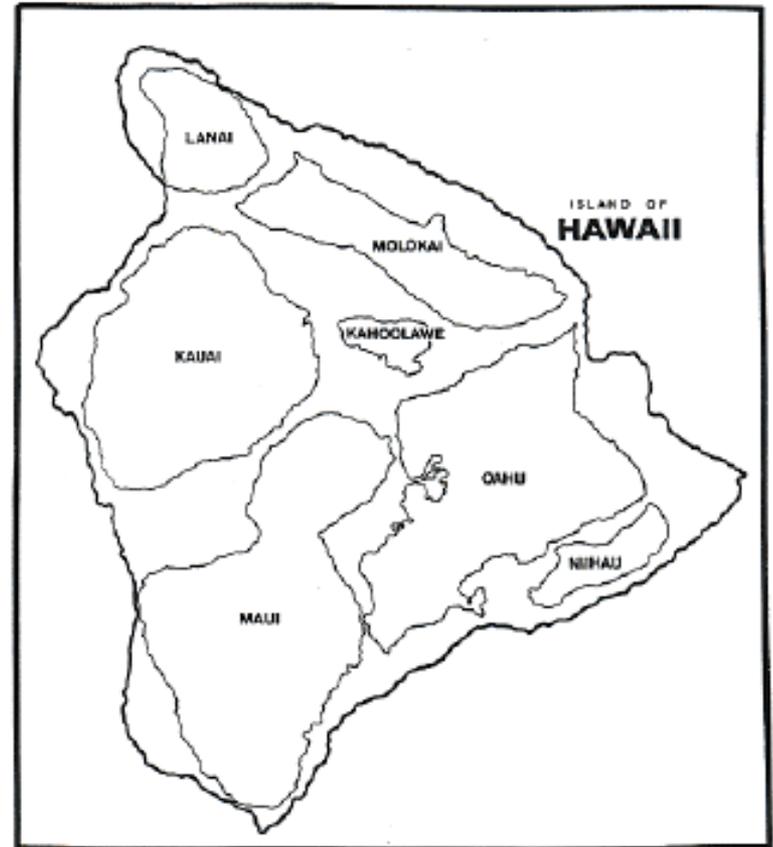
Camille Masutomi
Assurance Lead Portfolio Manager
Hawai'i Department of Education



Who Are We?



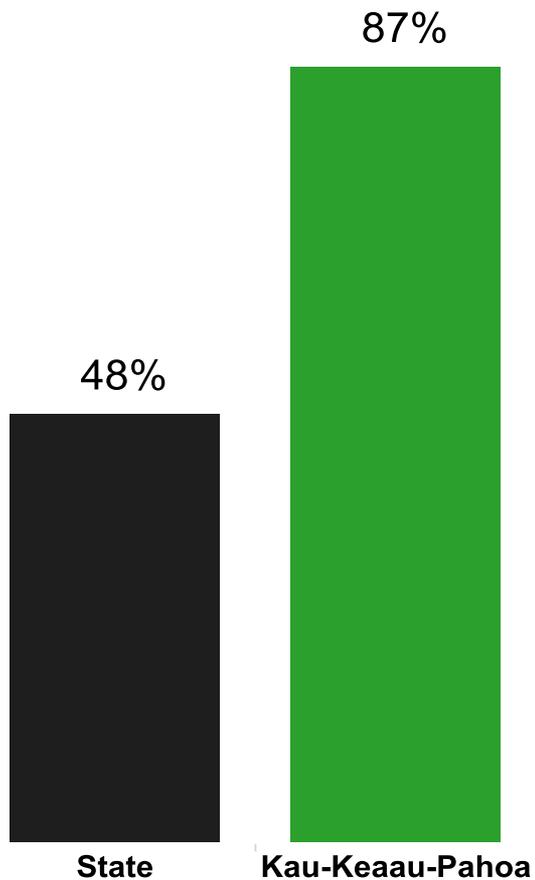
Map 4.-- Relative Geographic Size: Major Islands of the state



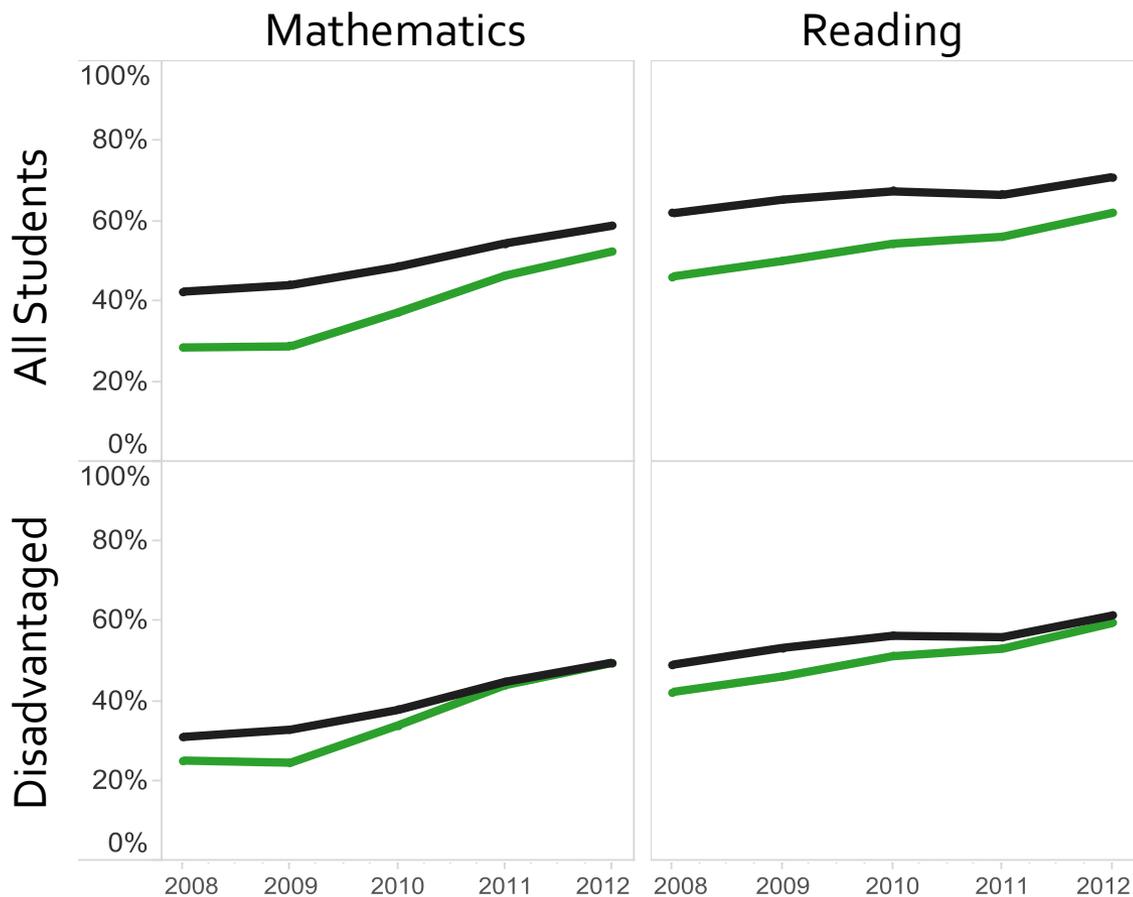


Kea-Keaau-Pahoa is closing the gap

Percentage of students who are economically disadvantaged, 2012



Proficiency, 2008-2012





Sample visual of school progress

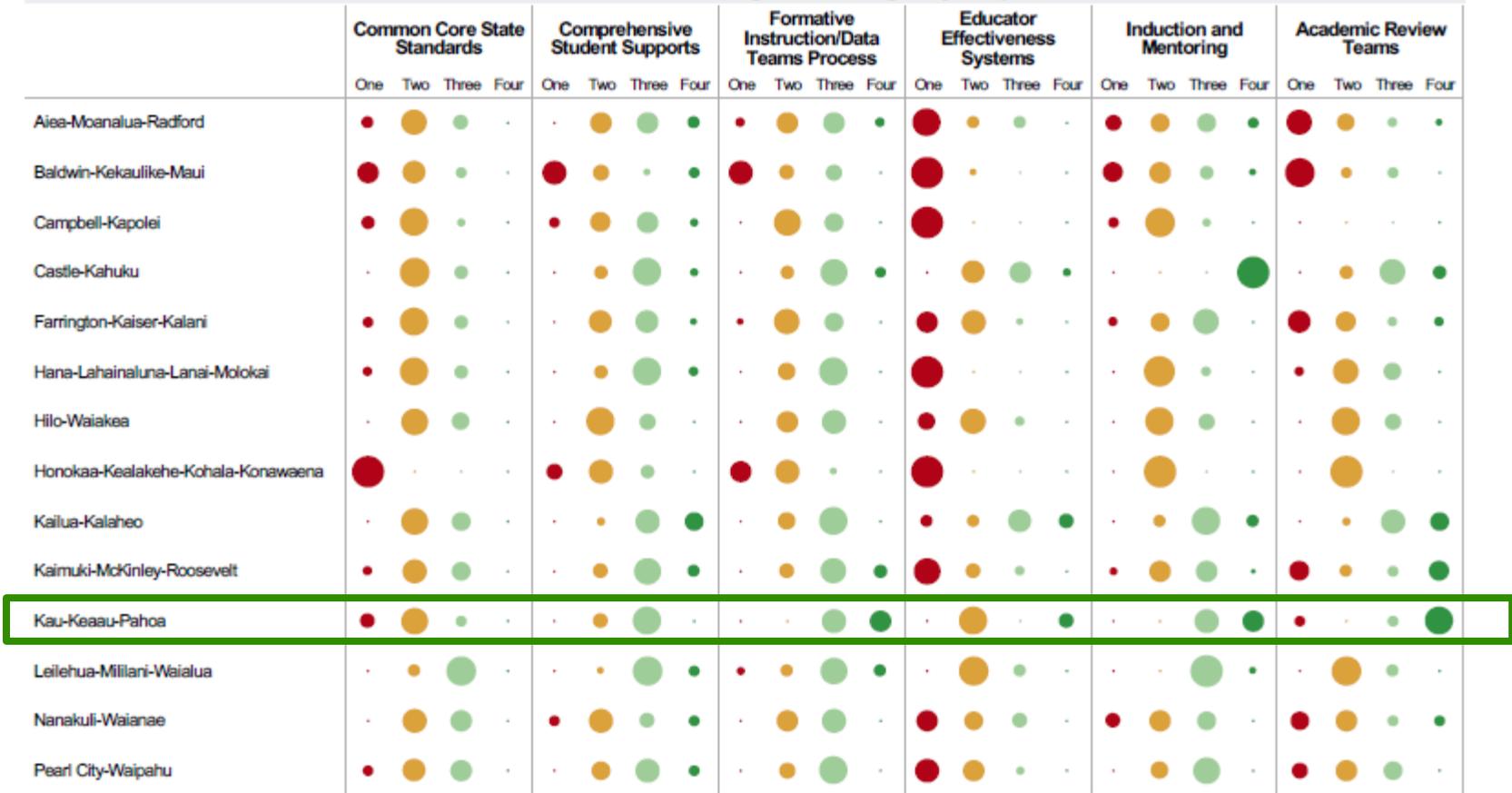
	BLUE = completed prior to due date
	GREEN = complete or on-timeline to meet due date
	YELLOW = progress may not be adequate to meet due date
	RED = off or missed timeline
	CLEAR/WHITE = action not yet required or more info needed

	2B							2G							3E1	7D		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	2a1, 2h1, 2h2,	2b1, 2c1, 2d2,	2b2, 3b1, 7d2	8c2, 8f1, 8g2,	2f1	2e1	2c2, 2d1, 2d2,	2g2	2a1	2a1, 2b1	2g1	2c1, 2f3	3b1	3b1	2b2, 3d1	3e1, 3e2	7d2	7d3
School 1																		
aug																		
sep																		
oct																		
nov																		
dec																		
feb																		
mar																		
apr																		
may																		



Hawai'i holds similar conversations about progress across Complex Areas

March 2013 Rubric Scores on Non-Negotiable Strategies by Complex Area



Symbol Size Represents the Percentage of Schools in the Complex Area with that Score



Rubric Score



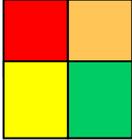
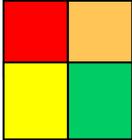
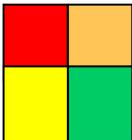


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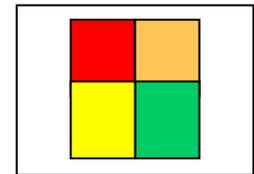


The assessment framework tool helps us assess the likelihood of success for a given strategy or school

Judgment	Rating	Rationale
Quality of planning		
Capacity		
Evidence of implementation progress		

Implementation rating:

Likelihood of success



Key

Red	Highly problematic – requires urgent and decisive action
Orange	Problematic – requires substantial attention, some aspects need urgent attention
Yellow	Mixed – aspect(s) require substantial attention, some good
Green	Good – requires refinement and systematic implementation



The assessment framework is a simple rubric which allows for common judgments

ASSESSING QUALITY OF IMPLEMENTATION

Element of framework	Key questions	Ratings	
		Very Low (1)	Very High (4)
I. Quality of planning	<ul style="list-style-type: none"> ■ Have we identified a key person and team responsible for leading the project and ensuring success? ■ Does our project have a plan that sets out clear milestones for implementation and measures of progress, with an estimate of how (and how much) the project will have an impact on the goal? 	<ul style="list-style-type: none"> ■ We have no clear accountability for this project ■ We have no plan, or we have a plan that falls short in several ways: <ul style="list-style-type: none"> – No milestones or measures – Plan does not reflect current reality of work – No connection made to the goal 	<ul style="list-style-type: none"> ■ We have a clear plan that makes a plausible case for how this project will have an impact on the goal ■ Plan's milestones and measures provide a clear basis for monitoring and accountability ■ Plan has a leader and team that uses it to drive its ongoing work and monitor progress
II. Capacity	<ul style="list-style-type: none"> ■ Have we specified the roles that everyone will need to play – at the state, complex area, school, and classroom levels – in order for the project to have real impact on the goal? ■ How well are we engaging with these people to build capacity? How willing and able are they to play their roles right now? 	<ul style="list-style-type: none"> ■ We do not have a clear sense of who will need to do what in order for the project to be successful ■ We do not have a clear sense of what it will take to reach the field at scale ■ Our engagement with the field is sporadic and based on the hope that we will somehow reach a critical mass of people 	<ul style="list-style-type: none"> ■ We have identified the specific individuals at every level critical to project success and the role each will have to play to implement the project at scale ■ Most of these critical individuals are aligned with the work and have sufficient capacity
III. Evidence of implementation progress	<ul style="list-style-type: none"> ■ What evidence do we have that shows whether the project is working as intended to have an impact on the goal? ■ What do the latest data say about our progress on this project (e.g. leading indicators or process metrics)? ■ What do the latest data say about our progress on the goal itself? 	<ul style="list-style-type: none"> ■ We do not consistently monitor progress on this project ■ We do not use evidence of progress, or our evidence is limited to the data on the goal ■ To the extent we have any kind of evidence, the data are stagnant or moving in the wrong direction 	<ul style="list-style-type: none"> ■ We collect and review relevant evidence as soon as it is available, ranging from outcome metrics to leading indicators and process measures ■ Feedback loops result in mid-course corrections ■ Process and leading indicator data are improving



The assessment framework can be used in a number of ways

Different uses of the assessment framework:

- Self-assessments
- Peer challenge across schools or districts
- Conversation between the State and schools or districts
- Some combination of the above



Exercise: Assessing progress

What	How	Materials	Time
<ul style="list-style-type: none">Identify a district (or school) that you work with closelyUse the assessment framework handout (including any homework you did to identify and collect indicators) to assess the district on a red-to-green scale for:<ul style="list-style-type: none">Quality of planning	<ul style="list-style-type: none">Individually (or in groups if you are sitting with colleagues)	<ul style="list-style-type: none">Assessment framework handout	<ul style="list-style-type: none">5



Exercise: Assessing progress

What

- Identify a district (or school) that you work with closely
- Use the assessment framework handout (including any homework you did to identify and collect indicators) to assess the district on a red-to-green scale for:
 - **Evidence of progress**

How

- Individually (or in groups if you are sitting with colleagues)

Materials

- Assessment framework handout

Time

- 5



The assessment framework results should inform your routine's agenda (1 of 2)

Review of:	Proficiency
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Strategy/Target/School	Ratings			Data
	Quality of Planning	Capacity	Evidence of Progress	
Target: Reading Proficiency	Yellow	Yellow	Green	Current reading proficiency is 76%, 5 points above the State average; achievement gaps are also lower than state average for all subgroups.
Target: Mathematics Proficiency	Red	Red	Yellow	Current mathematics proficiency is 68%, 8 points above the State average; but economically disadvantaged students have a large gap (20 points).
Strategy: Common Core Implementation	Yellow	Orange	Red	Survey: 50% of teachers in our Complex Area do not believe that the Common Core will require them to do anything differently.

Overall likelihood of success	Summary rationale
Yellow	Reading is a strength, but we will need to raise our game for new assessments.
Red	Recent departure of key leaders creates a risk that we must address now.
Orange	Our plan is in place, but we will need to work hard to succeed, given the low starting point.
Example of assessment framework	



The assessment framework results should inform your routine's agenda (2 of 2)

Review of: Proficiency

Objectives	Arrive at a shared view of overall progress.
	Identify strategies for getting back on track for mathematics target.
	Develop a clearer understanding of why teachers are disengaged from Common Core efforts.
	Identify and commit to next steps.

What (Objective)	How	Time	Materials	Key Facts	Key Questions
Arrive at a shared view of overall progress	<ul style="list-style-type: none"> *Review next steps from last meeting. *Review summary table of targets and strategy. *Discuss and agree on overall areas of focus for this agenda. 	10	Summary table of targets and strategy	<ul style="list-style-type: none"> *Our one bright spot is reading proficiency (above State average with low achievement gaps), but even that will need to be improved with new assessments coming. *In every other area, we start from a place of relative weakness. 	*What can we do to build on our areas of strength in reading?
Identify strategies for getting back on track for mathematics target	<ul style="list-style-type: none"> *Review what we know about the problem thus far and our hypotheses about root causes. *Discuss potential solutions. 	20	List of mathematics RTs who have left and the roles and responsibilities they had	<ul style="list-style-type: none"> *Current mathematics proficiency is 68%; this is above the State average, but achievement gaps are high (20 points). *Moreover, there is a major risk because all of our mathematics RTs have departed in the last three months. 	<ul style="list-style-type: none"> *How soon can we hire replacements? Where are we in the process right now, and how can we speed it up? *How are we going to fill their responsibilities in the meantime? How will teachers get guidance about Common Core standards for mathematics in the interim?
Develop a clearer understanding of why teachers are disengaged from Common Core efforts	<ul style="list-style-type: none"> *Review what we know about the problem thus far and our hypotheses about root causes. *Discuss potential solutions. 	20	Full results from teacher survey	<ul style="list-style-type: none"> *50% of teachers in our Complex Area do not believe that the Common Core will require them to do anything differently. 	<ul style="list-style-type: none"> *What is our plan to get that number to 100%? *How do we know it will work? *What are the barriers in the way, and how can we overcome them?
Identify and commit to next steps	<ul style="list-style-type: none"> *Brainstorm next steps for CAS, for responsible leader, and for ART leader. 	10	Flipchart and markers	N/A	N/A

Example of agenda based on assessment framework



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THANK YOU

