



USING DATA TO SUPPORT TURNAROUND EFFORTS

APRIL 8, 2013



Performance management framework

Performance Management <u>Elements</u>	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



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	Ensuring quality data	<ul style="list-style-type: none">• The State education agency (SEA) collects reliable and timely performance data on school turnaround progress and resource deployment.
		<ul style="list-style-type: none">• The SEA collects data on the full range of long-term outcomes and short-cycle leading indicators.
	Managing routines for collecting and analyzing data	<ul style="list-style-type: none">• Data collection is efficient and does not excessively burden the SEA, local educational agencies (LEAs) or schools.
		<ul style="list-style-type: none">• A structured timeline, process and resources are in place to collect data to inform timely feedback and decision-making.



Today's agenda

▪ Introductions

- Reviewing principles of effective data use
- Understanding effective data use in the context of school turnaround
- Reflecting on implications for our work
- Wrap-up

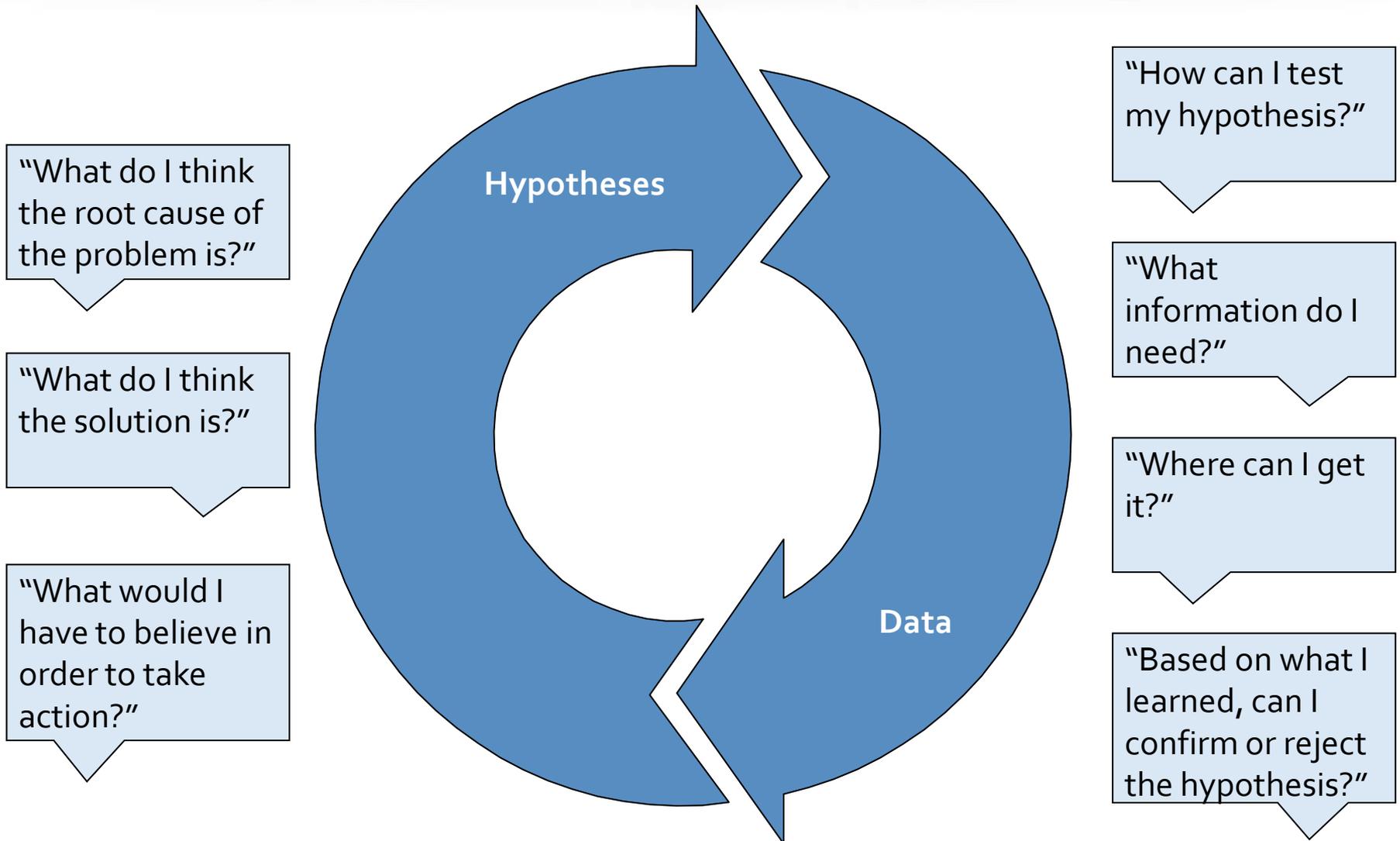


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Effective data use requires an ongoing cycle of inquiry



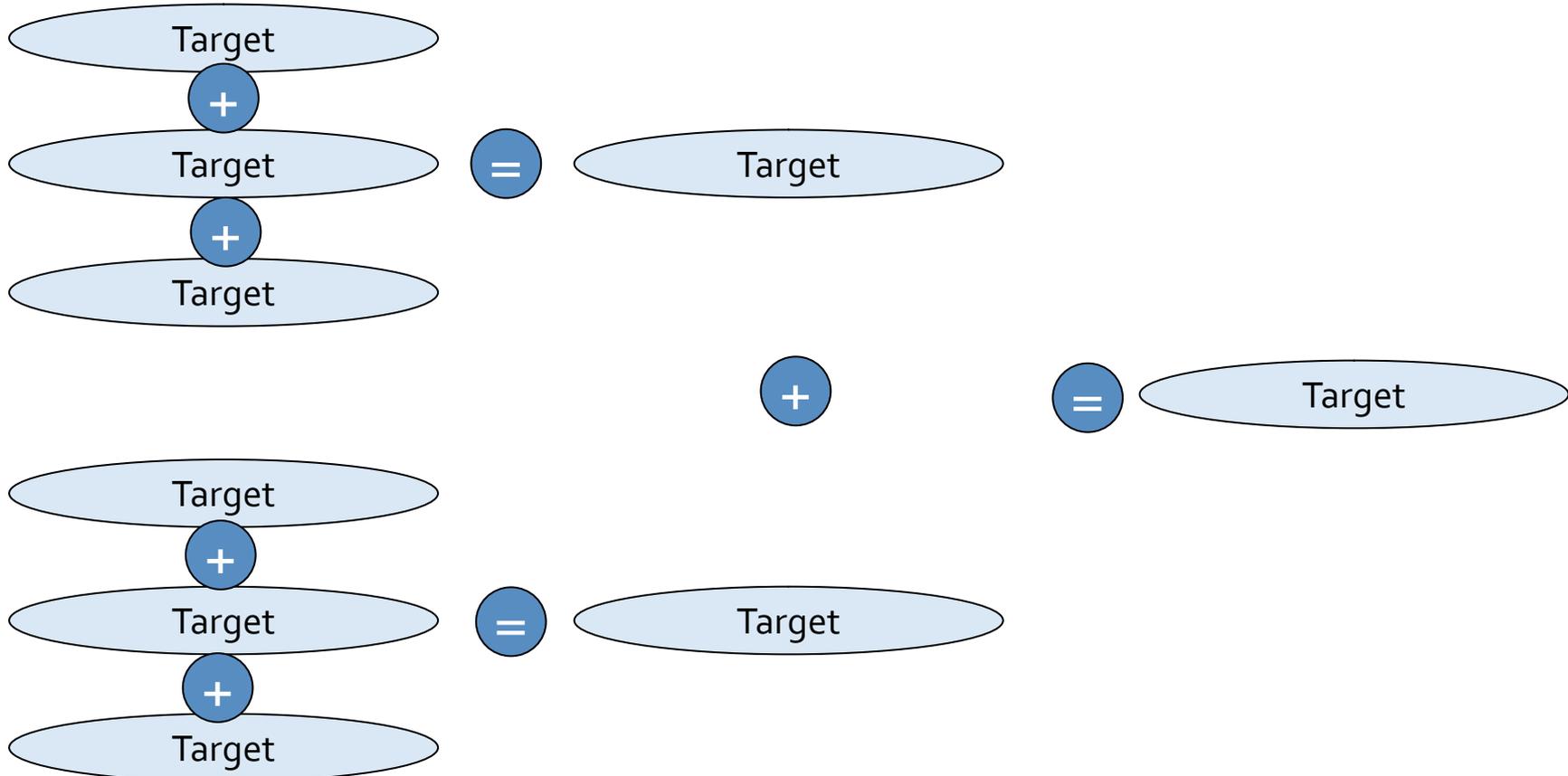


In choosing the data to use, it helps to start with your goals for students

School level

LEA level

State level





There are a range of possible measures you can use to assess progress toward your goal

- Outcome data indicating progress on goals
- Leading indicators
- Rolled-up versions of data schools and LEAs are using to measure their own progress
- Qualitative data on the quality of implementation



There are a number of leading indicators of school-level progress

Leading Indicator

Leaders exhibit turnaround competencies

- School leader's overall rating on each competency
- Leader's rating within each cluster of related competencies

Leaders take specific turnaround actions

- Ratings on the degree to which the leader engages in each action
- Teacher turnover rates (voluntary/involuntary)

Leaders make a turnaround plan to achieve early wins and later goals

- Existence of a plan including turnaround success actions
- Level of clarity and detail in goals, steps and timing for all staff
- Ratings of timeliness of actions to implement steps in plan
- Existence of systems to regularly collect, analyze and use data

Schools achieve preconditions for learning gains

- Distribution of teacher quality
- Percentage of students taught by highly effective teachers
- Number of instructional minutes
- Students in AP/IB/dual-enrollment classes
- Student and teacher attendance
- Truants
- Student turnover rates
- Dropout rate
- Participation on state assessments
- Discipline incidents
- Student waiting list (if applicable)
- Student, teacher and parent satisfaction

Schools achieve early wins related to high-priority goals

- State test results
- Benchmark test results and short-cycle assessments
- Other indicators based on school-specific, early-win goals

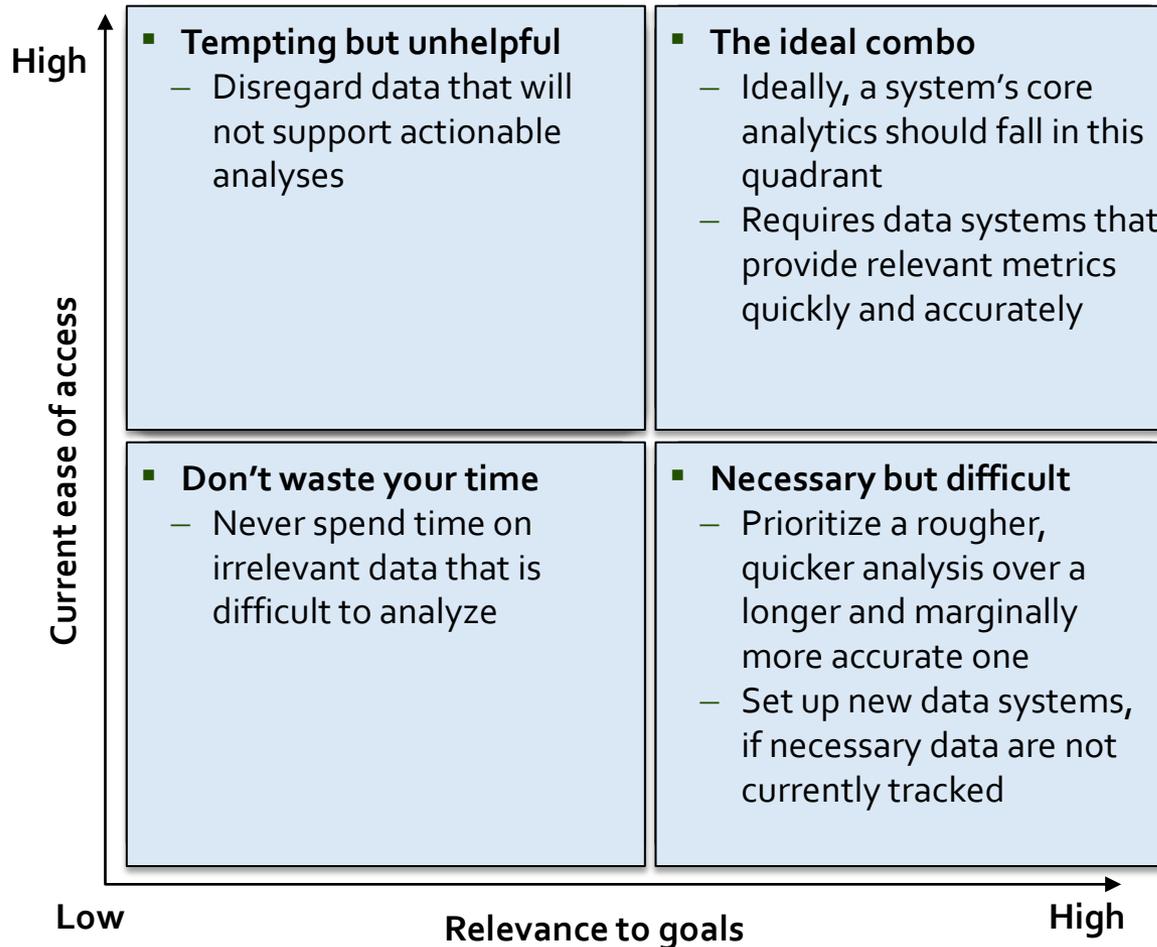


And a number of measures that show quality of implementation

	Questions to consider:	Sample data sources:
Intervention implementation	<ul style="list-style-type: none">▪ Did we do what we said we were going to do?	<ul style="list-style-type: none">▪ Intervention tracking and monitoring data
Field reaction	<ul style="list-style-type: none">▪ How is the intervention/support viewed and experienced by end users?▪ Do they think it is useful/valuable?	<ul style="list-style-type: none">▪ Evaluations of trainings, support, materials▪ Survey results
Field learning	<ul style="list-style-type: none">▪ Did the intended audience (for example, schools, LEAs) learn what was intended?▪ Do they have the knowledge and understanding of what they are expected to do differently?	<ul style="list-style-type: none">▪ Survey results▪ Focus groups▪ Results of certification processes (for example, rater certification)
Field use of new knowledge	<ul style="list-style-type: none">▪ Are those in the field changing their behavior/practice in a manner consistent with expectations?	<ul style="list-style-type: none">▪ Survey results (self and observer)▪ Focus groups (self and observer)▪ Direct observation▪ Other data
Changes in outcomes	<ul style="list-style-type: none">▪ Have student outcomes changed as a result?	<ul style="list-style-type: none">▪ Formative and summative assessment data

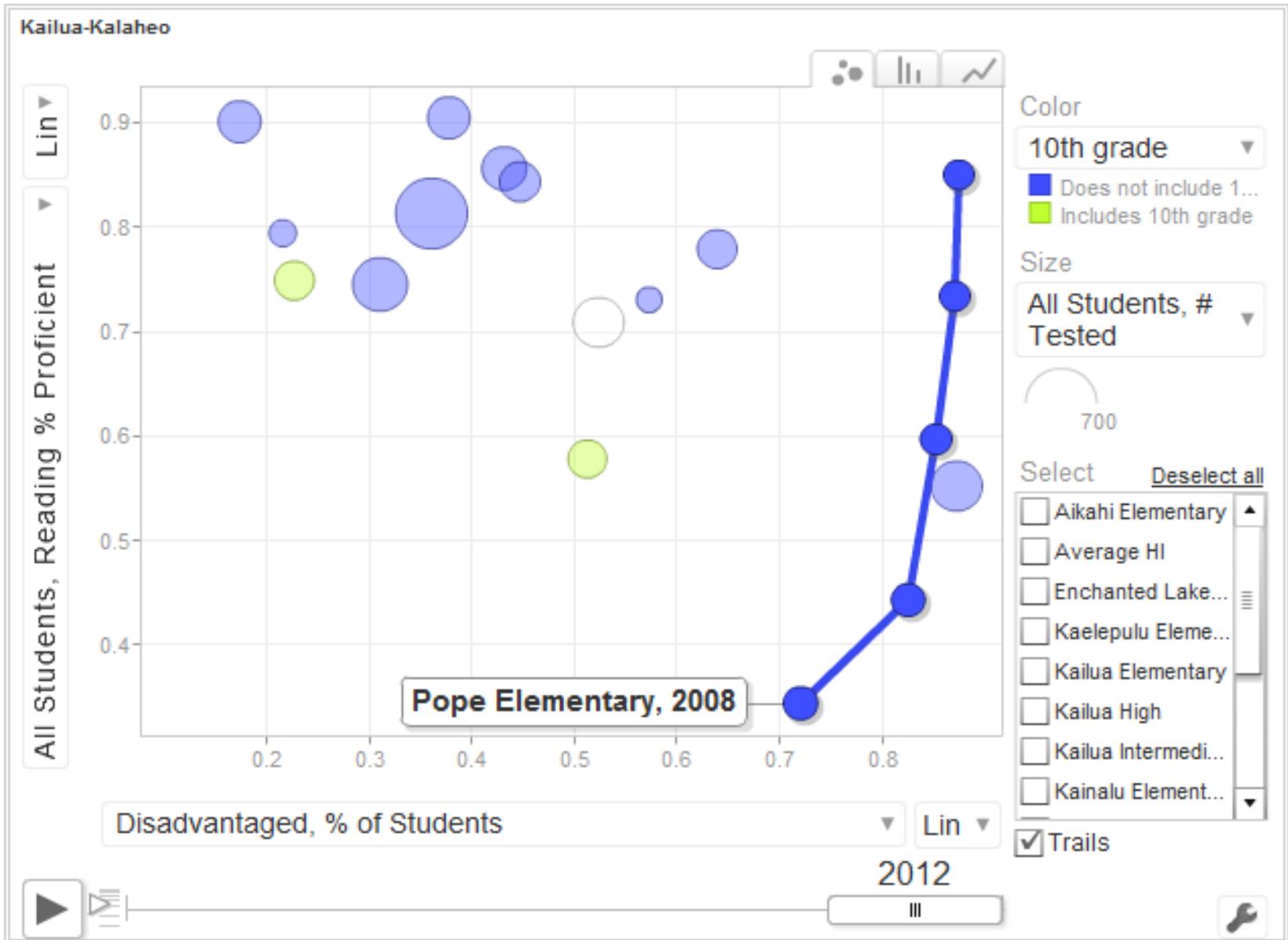


Evaluate the data you have based on its quality and relevance





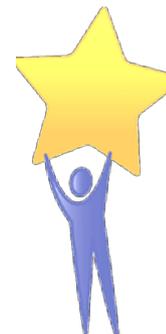
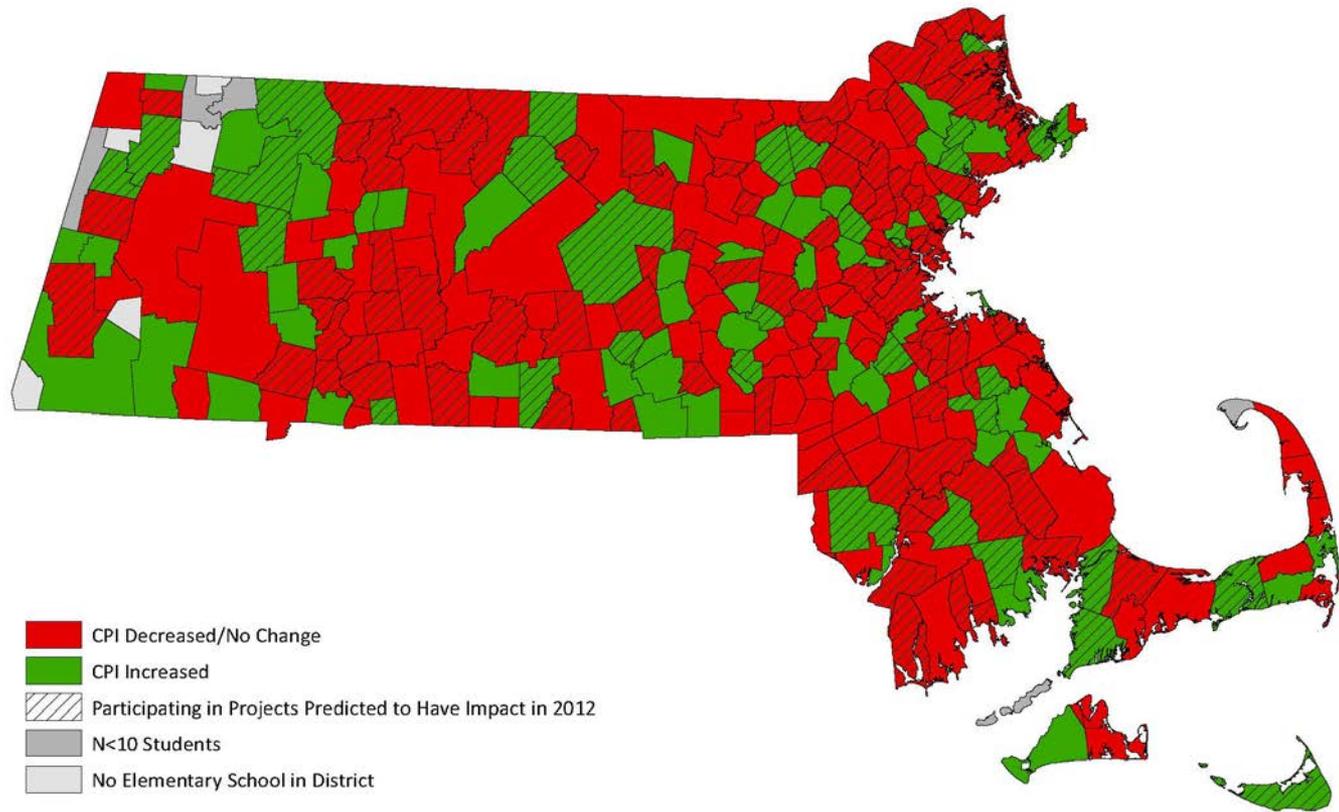
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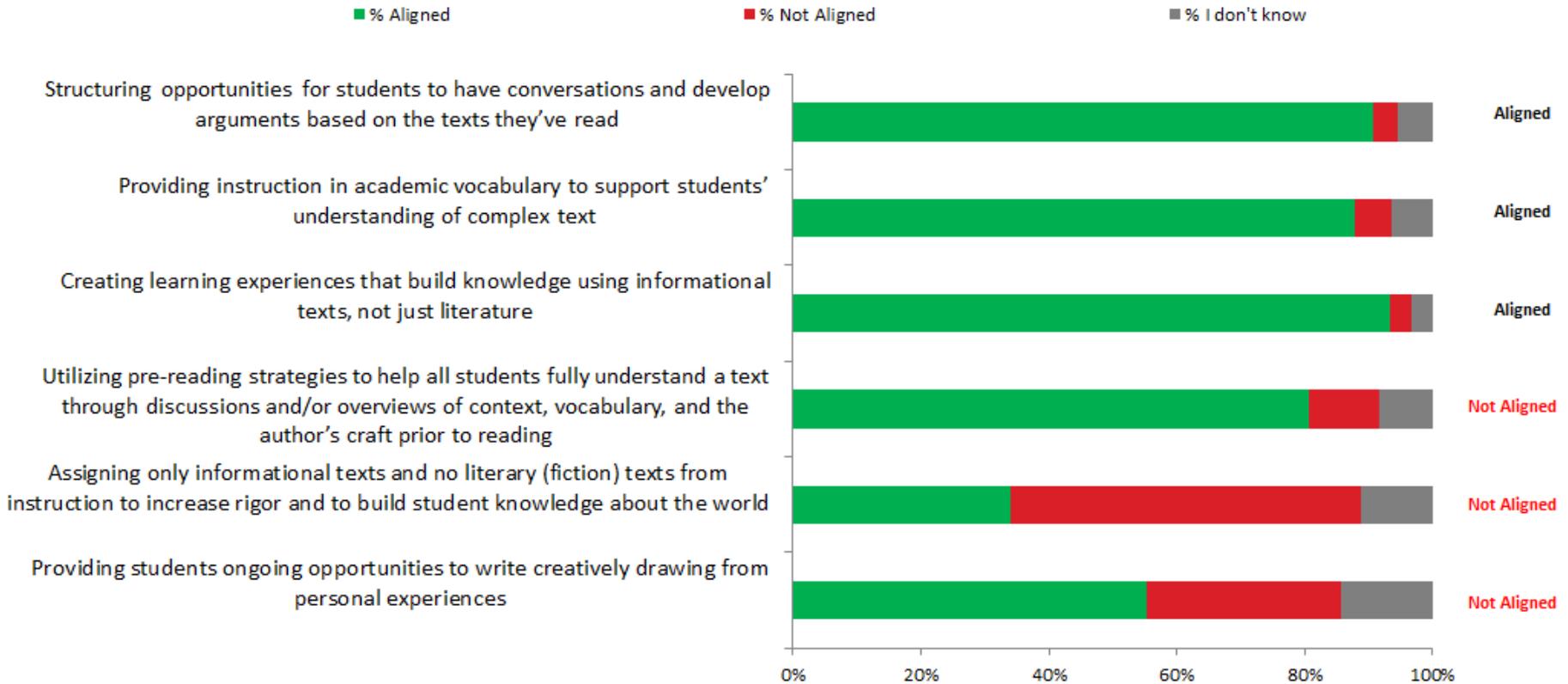
Grade 3: District CPI Performance and Project Participation





To decide what analyses to do, decide what question you want to ask of the data

Which of the following practices do you believe are aligned to the Common Core in ELA?





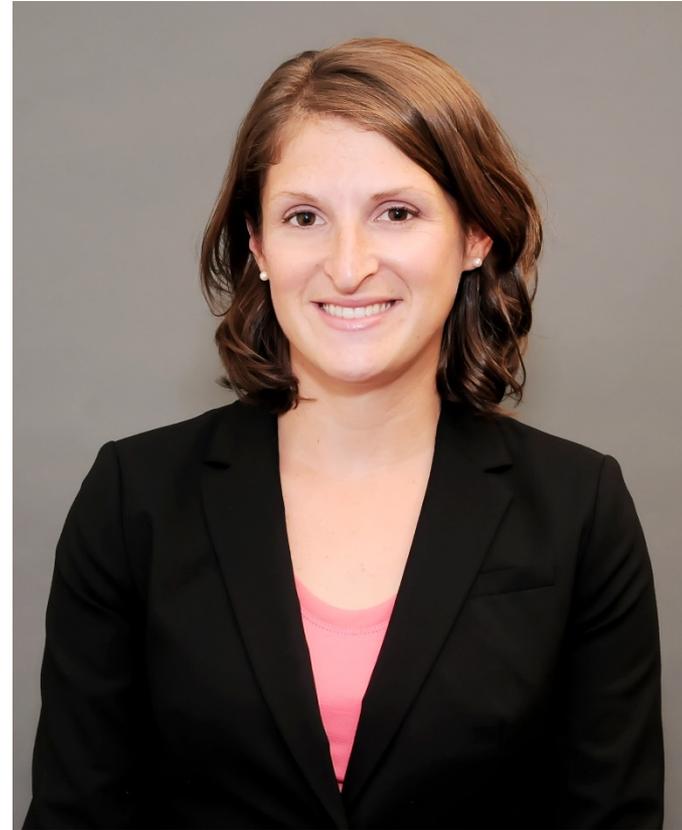
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State example: Delaware

Sara Kerr
Chief Performance Officer
Delaware Department of Education





Delaware worked with its districts to establish implementation plans informed by performance

- Conducted a data and root cause analysis as part of the plan drafting process
- Helped the districts craft strategies and plans to address the challenges identified in that analysis
- Conducts regular progress check-ins with districts to come back to progress
 - Occur three times/year with those districts that are most struggling
- While Delaware conducts these with each district, they coordinate with their school turnaround unit for those districts with turnaround schools

Performance Challenge 2 – Achievement Gap

Root causes for Special Education Achievement Gap challenge:

- Lack of professional development with teachers such as differentiation of instruction, prioritizing the core, use of formative assessments, and understanding and making connections with the IEP
- Staffing and scheduling for RTI, providing appropriate intervention, and providing teachers with professional development in selection and delivery of interventions
- Low rigor and expectations – special education teachers perceive themselves as helping students by providing answers and general education teachers have negative attitudes towards teaching special education students which increases placement in separate classes
- Lack of leadership’s background knowledge in special education, needs based funding and programming, developing veteran teachers, using evaluation process effectively
- Inconsistent implementation of attendance policies
- Social and emotional concerns (lack of student motivation due to years of failure; coping with stigmas attached with pull-out programs; negative self-talk due to consistent low achievement and lack of opportunities to participate in the core)
- Parents ability to support students in the learning process

Excerpts from root cause analysis

Performance Challenge 4 – Increase Number of Students entering 9th Grade at District HS and Improve Success of 9th Grade Cohort through Graduation

Root causes for 8th to 9th grade enrollment challenge:

1. Community perception that district high school is unsafe
2. Changing demographics (more students achieving above benchmark on State tests are choosing to attend a high school other than district high school)
3. Lack of rigor and quality instruction
4. Not meeting the academic needs of the students



Delaware puts together mid-year progress reports with its districts

Mid-year reports:

- Intended to provide a “snapshot” of districts’ performance and progress toward goals
- Formative, track progress toward summative annual performance targets
- Included data:
 - College and career readiness measures
 - Graduation rates
 - College enrollment and retention rates
 - Delaware Comprehensive Assessment System (DCAS) achievement measures
 - Other indicators including:
 - Suspension rates
 - Retention rates
 - Dropout rates
 - At-risk rates
 - District-generated reports on the progress of implementation of key projects
 - District-created graphs showing progress on district-specific measures

**MID-YEAR PROGRESS REPORT
FEBRUARY 2013**

<ul style="list-style-type: none"> LEA vs. State 2 or more percentage points above the state LEA vs. State Within 3 percentage points of the state LEA vs. State 3 or more percentage points below the state 		<ul style="list-style-type: none"> LEA Change 2 or more percentage points above LEA's prior performance LEA Change Within 3 percentage points of LEA's prior performance LEA Change 3 or more percentage points below LEA's prior performance
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College and Career Readiness Measures CCR Assessments and Coursework	State SY '11	LEA SY '11	LEA vs. State SY '11	State SY '12	LEA SY '12	LEA vs. State SY '12	LEA Change SY '11 to SY '12
Grade 10 College Readiness (School-day PSAT of 145 or higher)	16%	5%	-11	16%	5%	-11	-1
Grade 11 College Readiness (School-day SAT of 1550 or higher)	19%	9%	-11	18%	11%	-7	2
AP Enrollment Rate (11th and 12th Grade Students)	22%	15%	-4	24%	30%	6	12
AP Success Rate (# of "Tests Passed" / "Tests Taken")	48%	34%	-15	48%	29%	-19	-5
AP Enrollment and Test Taking							
		SY '11 # Enrolled in 1 or more AP course	SY '11 # of AP tests taken	SY '11 # AP tests passed	SY '12 # Enrolled in 1 or more AP course	SY '12 # of AP tests taken	SY '12 # AP tests passed

District Success Plan - School District

Project: RTTT

Goal: 1. Rigorous standards, curriculum, and assessments

Objective: 1. Implement college and career ready standards and assessments

Strategy: 1. Support the development of new standards, align curriculum, and conduct assessments (SoW 1)

Activity: Ensure curriculum is implemented with fidelity

Status: On-Track % Completed: 75 Quality of Implementation: Strong

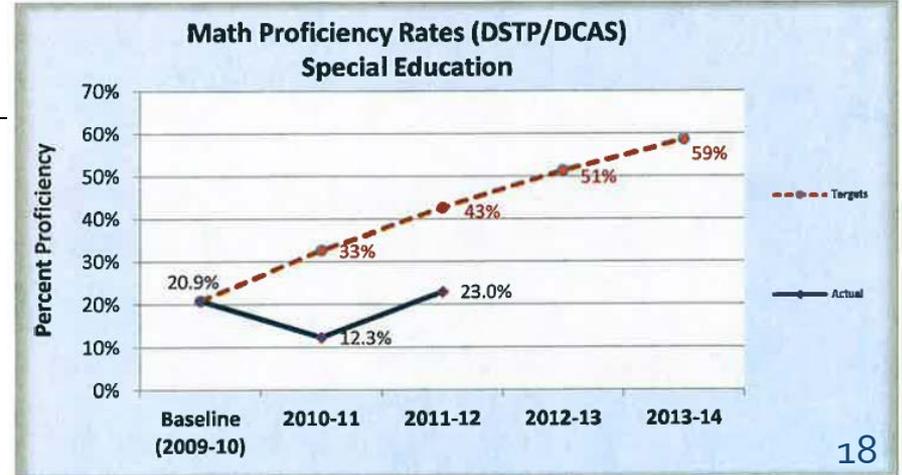
Budget: N/A

Owner: [Redacted]

Implementer(s): [Redacted]

Deliverable: *District walkthrough tool developed for school leadership to use in classroom walkthrough*

Status: *Completed*

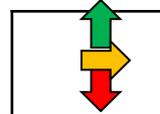




Exercise: Analyzing a sample data set

What	How	Materials	Time
<ul style="list-style-type: none">Review the sample data from Delaware and consider:<ul style="list-style-type: none">What are the positive patterns in the data?What are the not-so-positive patterns in the data?What specific actions would you take, given these data?What further investigation would you want to conduct?	<ul style="list-style-type: none">Individually	<ul style="list-style-type: none">Sample data	<ul style="list-style-type: none">5

AaBbCc	3 or more percentage points above the state
AaBbCc	Within 3 percentage points of the state
AaBbCc	3 or more percentage points below the state



3 or more percentage points above prior performance
Within 3 percentage points of prior performance
3 or more percentage points below prior performance

Other Indicators Graduation Rate*	Class of 2010	Class of 2011	Class of 2012	Change from SY '10 to SY '11	Change from SY '11 to SY '12	Goal for Class of 2013	Additional Students to Meet 2013 Goal
All Students	66%	72%	66%	6	-6	77%	60
African American	67%	75%	70%	8	-4	79%	24
American Indian	-	-	-	-	-	-	-
Asian	96%	100%	88%	4	-12	100%	2
Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Hispanic/Latino	62%	63%	54%	1	-9	69%	13
Multi-Racial	-	-	-	-	-	-	-
White	62%	70%	64%	8	-5	75%	0
Low Income	61%	70%	68%	8	-2	75%	24
Special Ed	43%	56%	46%	14	-10	64%	17
ELL	72%	55%	61%	-17	6	62%	1

* Note: Graduation rates for the Classes of 2010, 2011 and 2012 are shaded as specified below. Arrows follow the legend that appears in the page header.

- Green = Above the state graduation rate
- Yellow = Equal to the state graduation rate
- Red = Below the state graduation rate

Other Indicators Postsecondary Outcomes	State Class of 2010	LEA Class of 2010	State Class of 2011	LEA Class of 2011	LEA vs. State SY '11	STATE Change from SY '10 to SY '11	LEA Change from SY '10 to SY '11
College Enrollment - High school completers enrolled within 16 months following graduation.	58%	51%	54%	43%	-10	-4	-7
College Retention - Available Spring 2013 for class of 2010.	-	-	-	-	-	-	-

AaBbCc	3 or more percentage points above the state		3 or more percentage points above prior performance
AaBbCc	Within 3 percentage points of the state		Within 3 percentage points of prior performance
AaBbCc	3 or more percentage points below the state		3 or more percentage points below prior performance

DCAS Achievement Measures	Fall (SY '12)	Fall # Tested (SY '13)	Fall (SY '13)	Fall to Fall Growth (SY '12 to SY'13)	Spring (SY '11)	Spring (SY '12)	Spring to Spring Growth (SY '11 to SY '12)	Spring 2013 Goal	Distance to 2013 Goal (as of Fall '13)
Reading, 3-5	30	2513	32	2	66	71	4	72	40
African American	25	1085	29	4	61	68	7	68	39
American Indian	-	-	-	-	-	-	-	-	-
Asian	49	77	56	7	80	88	8	84	28
Hawaiian	-	-	-	-	-	-	-	-	-
Hispanic/Latino	22	500	25	3	65	64	-1	71	46
Multi-Racial	40	42	24	-16	73	76	3	77	54
White	40	803	39	-2	71	76	5	76	37
Low SES	25	1407	26	1	63	66	3	69	43
Special Ed	5	241	5	-1	24	26	2	37	32
ELL	4	218	5	1	49	36	-13	58	53
Math, 3-5	18	2531	21	3	72	74	2	77	56
African American	13	1091	15	3	64	68	4	70	55
American Indian	-	-	-	-	-	-	-	-	-
Asian	44	78	49	5	86	88	2	88	39
Hawaiian	-	-	-	-	-	-	-	-	-
Hispanic/Latino	13	506	17	5	76	73	-3	80	63
Multi-Racial	20	42	24	4	92	77	-16	93	70
White	26	808	27	1	78	83	4	82	55
Low SES	14	1421	16	2	68	71	3	73	57
Special Ed	3	245	3	0	31	35	5	42	39
ELL	4	231	4	0	63	54	-9	69	65

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State		4,224	6,794	3,303	4,589	7,572	3,604
District		186	270	92	291	429	124

Other Indicators Conduct, Retention and Dropout Rates	State SY '11	LEA SY '11	LEA vs. State SY '11	State SY '12	LEA SY '12	LEA vs. State SY '12	LEA Change SY '11 to SY '12
Student Out-of-School Suspension / Expulsion Rate	11%	16%	5	11%	16%	-5	 1
Student Retention Rate (Grades 8-12)	6%	9%	3	5%	7%	-2	 -2
Dropout Rate	4%	7%	3	4%	6%	-2	 -1

Other Indicators Dropout Early Warning System (DEWS)	State SY '12	LEA SY '12	LEA vs. State SY '12	State SY '13	LEA SY '13	LEA vs. State SY '13	LEA Change SY '12 to SY '13
Students at-risk of dropping out (Grades 8-12)	3%	4%	1	3%	5%	-1	 0



Share your responses

Positive patterns	Challenging patterns	Actions	Further investigation



Delaware identified key performance patterns before the progress review meeting

Excerpt from meeting supporting materials

College and Career Readiness Data Highlights

CCR Assessments and Coursework:

- 5% of 10th graders met the PSAT college readiness benchmark, a rate 11 points below the statewide average.
- 11% of 11th graders met the SAT college readiness benchmark, a rate 7 points below the state and 2 points above the district's 2011 rate.
- increased AP enrollment among 11th and 12th graders by 12 points in 2012 to 30% - a rate 6 points above the state in 2012.
- The positive enrollment trends, however, are accompanied by a 5 point decrease in AP Success Rate to 29% overall, trailing the state average of 48%.
- The overall AP "Success" rate in 2012 was 9%, 3 points below the state average of 12%.

Conduct, Retention and Dropout Rates:

- Suspension/ Expulsion, student retention and dropout rates all remained within 3 points of last year's data, and all but OSS/ Expulsion rate remained within three points of the state: OSS/Expulsion rate, at 16%, is 5 points above the state.

Dropout Early Warning System (DEWS):

- To date, 5 percent of students in have been identified as at-risk of dropping out, representing a decrease of 1 percentage point from SY '12 to SY '13.



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Often the next step in data exploration is to dig into more detailed leading indicators

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Discussion: Reflecting on implications for our work

Share your responses by phone or type them in the Q&A box

How is what you do similar to what we've discussed?

How is it different?

What will be your team's next steps to further improve your use of data?



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Join us for the next webinar!

Our next webinar on **April 25 at 3:30 pm EDT** will take today's work a step further by discussing the designing and executing of effective data meetings to drive decision-making. We look forward to talking with you then!



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THANK YOU

