Planning for Continuous Improvement

Session 2: Leading with Data

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SABES Program Support PD Center
March 8, 2024 | 9:30 am - 1:00 pm

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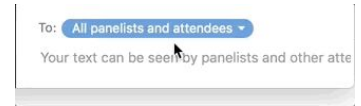
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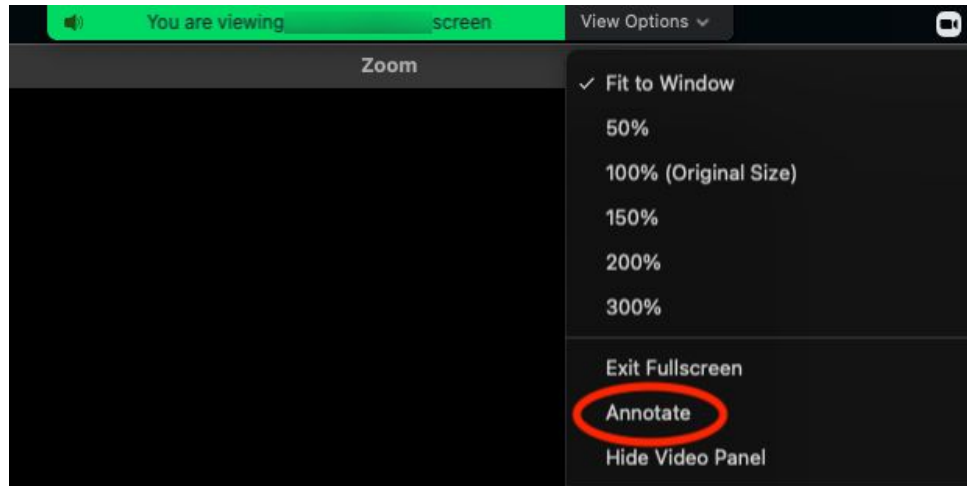
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How to Annotate Your Screen

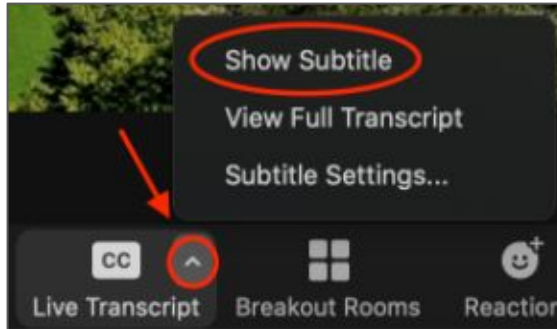Click on the **View Options** button at the top of your screen. Select "Annotate."

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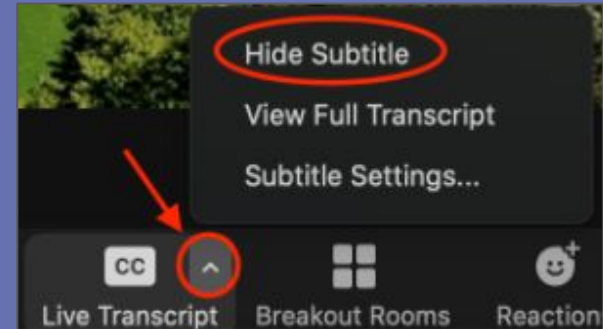
To Turn Live Transcriptions On

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Welcome & Introductions

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"None of us is as smart as all of us."

Ken Blanchard

Welcome Back!

Rename yourself to include your program name.

In the chat, share whether you checked in with your accountability partner.

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01

Warm Up & Welcome

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Breakout Discussion

As a group, identify:

One thing you see in the data

One possible interpretation
of what you see

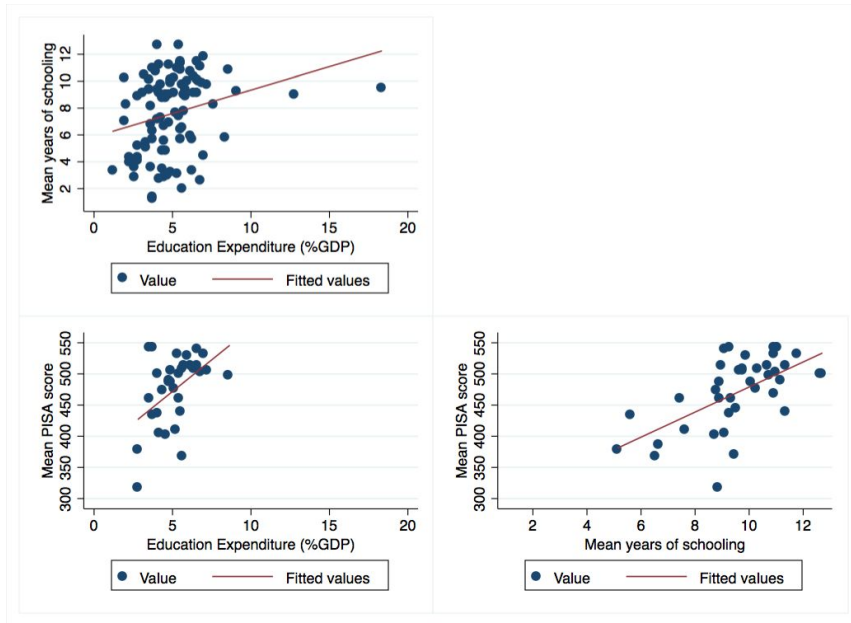One factor (not named) that might
be influencing the data

10 mins | plan to share out

See Handout 2

Do countries that spend more on education have better outcomes?

Correlation between education outcomes and education expenditure (2010 data)

Max Roser and Esteban Ortiz-Ospina (2016). "Education Spending."
OurWorldInData.org https://ourworldindata.org/financing-education

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Do countries that spend more on education have better outcomes?
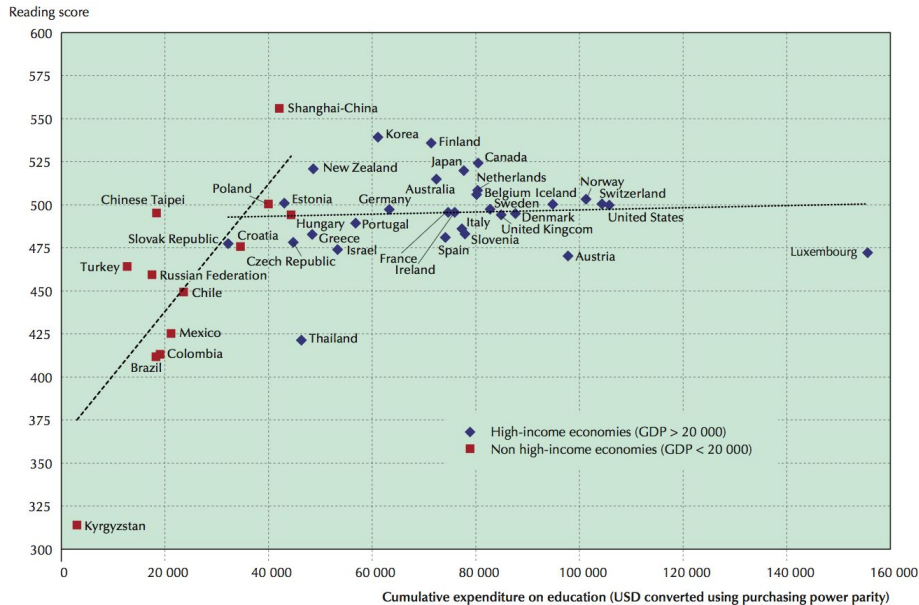
Average reading performance in PISA and average spending per student (ages 6 to 15)

Max Roser and Esteban Ortiz-Ospina (2016). "Education Spending."
OurWorldInData.org https://ourworldindata.org/financing-education

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Series Goal

Using an inclusive, equitable access frame and theory of change model, directors and their program teams effectively implement an ongoing, cyclical continuous improvement process informed by data that strengthens instruction, learning, and student outcomes.

Session 2 Goal

Program teams evaluate the **strengths and limitations** of multiple qualitative and quantitative data sources in order to **select appropriate resources** that are relevant to individual program improvement needs and goals.

Session 2 Learning Objectives

By the end of today, you will be able to:

1. Identify at least three types of relevant, appropriate data to inform continuous improvement planning.

2. Evaluate the quality and context of data, including data bias.

3. Name at least two core accountability partners and two ways that programs are accountable to each.

4. Reflect on performance data, make hypotheses, draw conclusions, and identify problems of practice that could be addressed in a continuous improvement plan.

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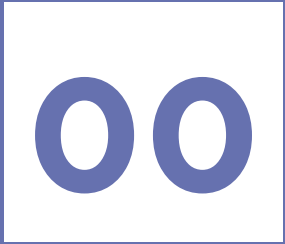
Let's Review

The SABES CIP Cycle

Continuous Improvement Planning Cycle

1. Preparing to Plan

Define the scope
Set a process and structure
Identify data sources
Select team members & partners
Plan for communication
Provide orientation and training

2. Conducting the Planning

Convene the planning group
Decide on areas of focus
Obtain and analyze data
Develop an action plan
Evaluate the planning process

3. Implementation

Implement action steps
Document and evaluate
implementation

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What is one insight or question you're bringing from Session 1?

-

Data Gives Us Information

Data
facts, statistics, and evidence

Qualitative Data
detailed descriptions of events, individuals, or groups

interviews
observations
case studies

Quantitative Data
data that can be represented by numbers

counts
ratings
scores

**Information**
knowledge derived from data that we can use to make decisions

Data Sources

- Surveys
- Interviews: individual and focus groups
- City and town websites
- Community and partner meetings
- Classroom observations
- Artifacts (e.g., student work, teacher lesson plans)
- Desk reviews, LACES, and NRS reports
- Census data
- Budgets
- Local Workforce Development Board plans
- Students
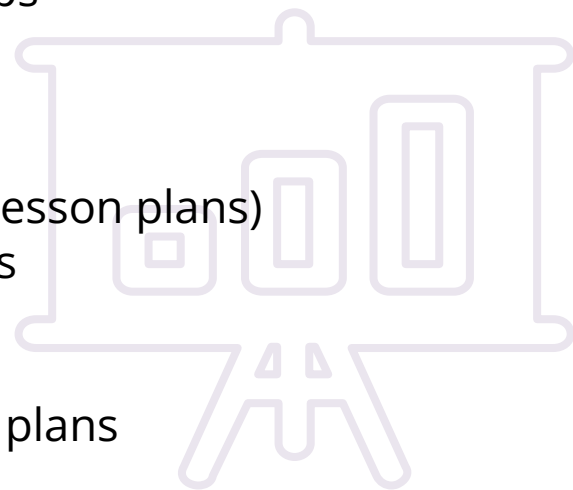
Data Sources

City and town websites Census data	Indicators 1 and 2
Surveys Interviews and focus groups	Indicators 1, 2, 7, 8, and 9
Desk Reviews, LACES, and NRS Reports	Indicators 1, 5, 6, and 10
Community and partner meetings Local Workforce Development Board plans	Indicators 2 and 3
Classroom observations	Indicators 4, 5, and 9
Artifacts	Indicators 4, 5, and 6
Budgets	Indicator 10

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See Handout 7

Breakout Discussion

What data did you bring?

Give a brief description of your data sets.

Why did you choose these types of data?

What do you hope to learn from them?

10 mins | plan to share out

Working with Data: Challenges

-

Working with Data: Benefits

-

Challenges in Using Data

- Lack of training
- Lack of time
- Feast or famine
- Fear of evaluation
- Fear of exposure
- Confusing a technical problem with a cultural problem

Holcomb, Edie L. (2004). *Getting Excited about Data Second Edition: Combining People, Passion, and Proof to Maximize Student Achievement*. Thousand Oaks, CA: Corwin Press

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Benefits of Using Data

1. Clearly identify strengths and areas for improvement

2. Helps programs understand and address the real rather than perceived issues

3. Provide information that can help deliver services in the most effective and efficient manner

4. Help programs make policy decisions and then evaluate the impact of them

5. Provide partners and stakeholders with information about the value of the program

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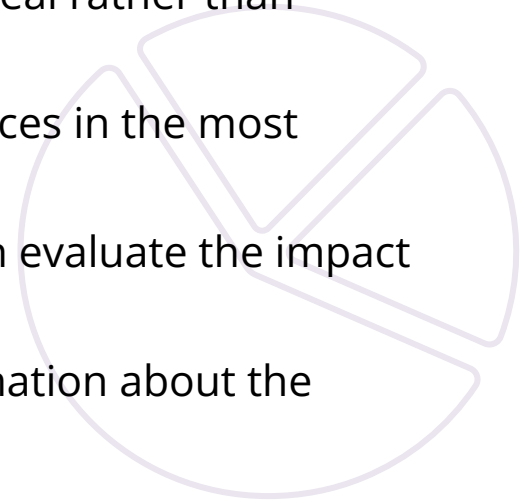
Benefits of Using Data

6. Enable programs to understand and focus on results

7. Helps programs and their partners to understand, take pride in, and promote their accomplishments

8. Ensure that formally reported information is accurate

9. Helps programs to retain and attract funding

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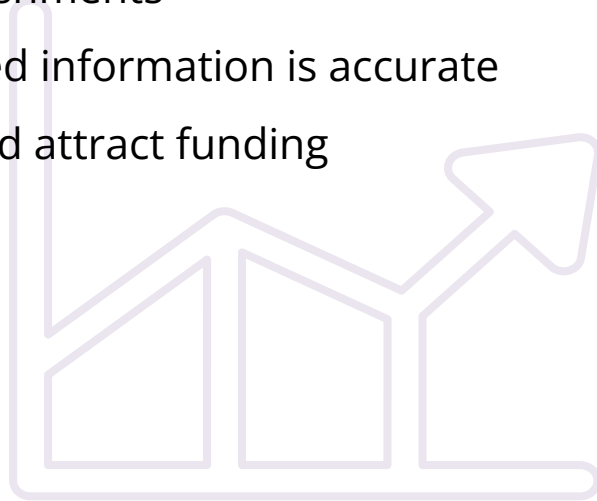
Data Quality
Questions to Consider

1. What is the **source**?

2. **When** was data collected?

3. **Where and why** was it collected?

4. How is it **relevant** to *your* context?

5. Is it **complete** and consistent?

6. What **biases** might it reflect?

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Data Quality
Establishing Effective Data Management Practices

1. **Create Systems:** Develop and maintain record-keeping protocols. Timely data entry is critical.

2. **Provide Training:** Ensure adequate support related to collecting, analyzing, and reporting data

3. **Check for Accuracy:** Don't second-guess when records or documents aren't clear

4. **Verify:** Review reports and triangulate data for accuracy. Find additional evidence that can confirm or reject assumptions and conclusions.

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Data Quality
Establishing Effective Data Management Practices

5. **Institutionalize:** Document protocols. Regularly review and use data to inform continuous improvement.

6. **Use and Share Data:** Collect, enter, analyze, and share data regularly on an ongoing basis.
   - Transparency is important: share with staff, students, and other key stakeholders

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Types of Data Bias

confirmation bias — Looking for or prioritizing data that confirms what we believe or what we think we know

selection bias — Using small samples that are not fully representative

historical bias — When prejudices and stereotypes are mirrored into systematic processes

availability bias — Focusing on what readily comes to mind about a topic or decision

Equity Pause:

Identifying Bias & Assumptions

See Handout 3

- What predictions and assumptions do you have about the data you've brought?

- How might those predictions or assumptions be informed by bias?

- What biases might be reflected in the data?

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Equity Pause
Using Data to Promote Equity

- Reflect on and write down your assumptions and expectations before getting started

- Collect and disaggregate data based on students' identities (race, gender, country of origin) to uncover inequities in access and outcomes

- Focus on larger trends and patterns, rather than individual conversations and anecdotes

- Look for alternative perspectives and interpretations. Include staff and students in collecting and interpreting data.

- Find and investigate data outliers.

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Break

5 minutes

02

Performance & Accountability

Breakout Activity

Create a shared definition of **performance** and **accountability**.

5 mins | plan to share out

To whom are we accountable?

Students

WIOA/NRS

ACLS

Parent Organization

Partners &
Other Funders

Community

What are we accountable for?

student outcomes

appropriate use of resources

fostering community

student wellbeing

staff growth and collaboration

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ACLS Measures of Accountability

ACLS Components of Accountability:

Enrollment

- Average monthly enrollment compared to program target

- Weighted by type of service

ACLS Components of Accountability:

Student Outcomes

- Performance relative to projections (weighted formula)

- Educational Functioning Level (EFL) completion

- High School Equivalency (HSE) credential attainment **and** Postsecondary Education or Training (PSE/T) enrollment after students exit from a program.

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ACLS Components of Accountability:

Program Quality

- Based on IPQs

- Evaluated through Program Quality Reviews (PQRs), once per funding cycle for each program

- Annual PQR Summative Reports: state snapshot of strengths, challenges, and promising practices

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ACLS Components of Accountability:

Compliance

- Based on ACLS Policies

- Corrective Action Plans (CAPs) for non-compliant or underperforming programs

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ACLS Accountability Tools

Student Outcomes	Program Quality	Compliance
Desk Reviews		
Measurable Skill Gains (MSG) Reports		Grant Approval Process
	Program Quality Reviews (PQRs)	Data Quality Checklist
	Site Visits	Risk Analysis

See Handout 5

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Components of a Desk Review

- NRS Enrollments
- Non-NRS Enrollments
- MSG
- MassSTEP
- Employment Outcomes

See Handout 6

View

Student List ▼

128 of 660 | and | Current Fiscal Year ✏ ✕ ➕

< Searches

▶ NRS
▶ General
▶ Assessments
▶ Demographics
▶ Hours
▶ History
▶ Outcomes
▶ Adult Education Follow-Up
▶ Enrollments
▶ NRS Deduplicated
◢ Desk Review
    1. NRS Enrollments
    2. Non-NRS Enrollments
    3. MSG Outcomes
    4. MassSTEP Overview
    5. Employment Outcomes
▶ State and Local Performance (SPR)

Components of a PQR

FY19-22

IPQ 3: Career Pathways
Collaboration
IPQ 4: Curriculum and Instruction
IPQ 7: Organizational Capacity
IPQ 8: Educational Leadership

FY24 and beyond

IPQ9 Educational Leadership

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Accountability Resources

- Finding Your [FY24 MSG Target](#)

- [Desk Review Resources](#)

- Program Support PD Center: [LACES Resources & Trainings](#)

- ACLS Annual [PQR Summative Reviews](#)

- [GEM$ Resources](#)

- [FY24-FY28 Massachusetts Policies for Effective Adult Education](#)

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Upcoming LACES Offerings
Save the Date!

Beginner LACES Training
May 13-14, 1:00-2:30 PM | Registration link

LACES Closeout Training
May 14-15, 10:00-11:30 AM | Registration link
June 12-13, 10:00-11:30 AM | Registration link

LACES Desk Review Video
Video link | Password: sesame

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Breakout Activity

Come up with two ways that your program is or could be accountable to students and partners.

5 mins | plan to share out

Accountability Measures with Students & Partners

-

Break

5 minutes

03

Making Meaning of Data

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ATLAS Protocol

Protocol for
Looking at Data

1. Ground and reflect.

2. Describe the data.

3. Draw conclusions.

4. Celebrate strengths.

5. Identify possible problems of practice for study and/or action.

6. Summarize & move to action.

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Breakout Activity

Use the ATLAS protocol to make meaning of statewide performance data.

45 mins | plan to share out

See Handout 7

Making Meaning of Data
MA Performance: FY23 Enrollment

Legend: ABE | ESOL

Chart — Enrollment percentages:

Category	ABE	ESOL
Average Enrollment	74%	89%
100% Enrollment	22%	41%
75% ABE/90% ESOL	43%	64%
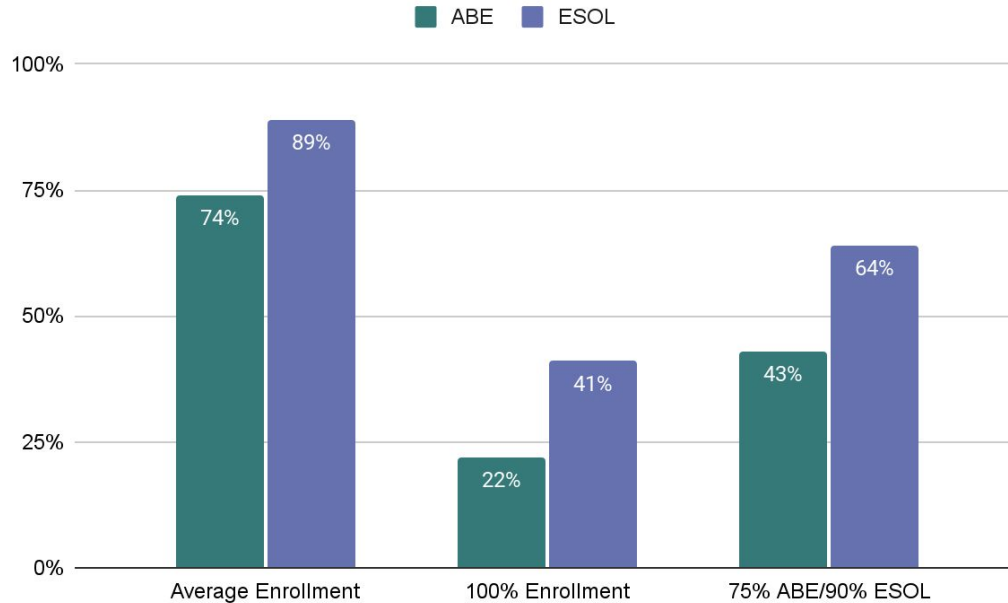
Hypothesis:

If our programs are under enrolled, it is because we are meeting all of the need in our community.
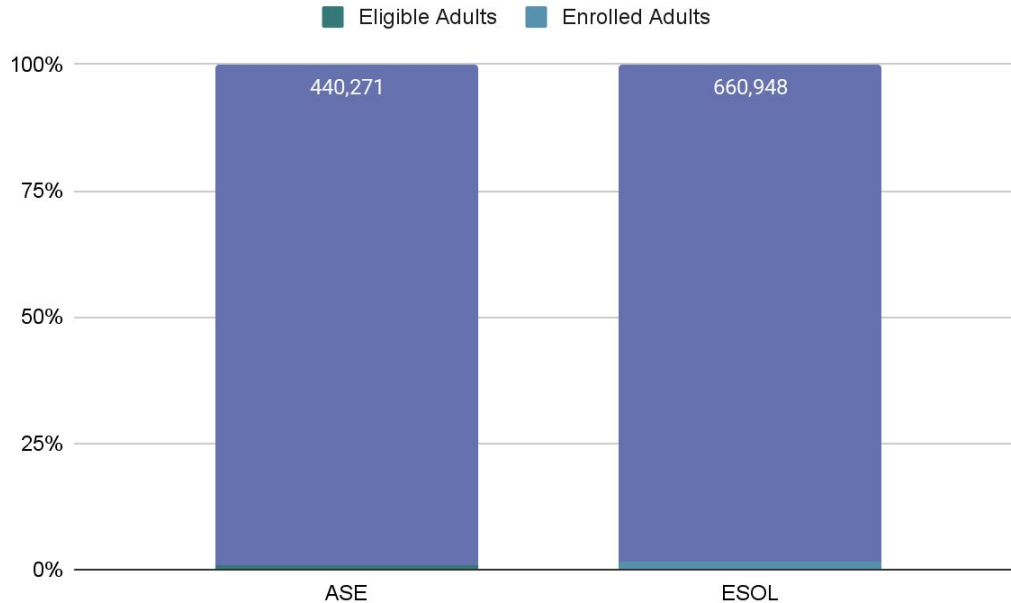
Enrollment Ranges

ABE: 18% - 122%
ESOL: 27% - 185%

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Making Meaning of Data
Eligible Adults Enrolled in Adult Ed Programming

Legend: Eligible Adults | Enrolled Adults

	ASE	ESOL
Value	440,271	660,948

Counterpoint:

Looking at the bigger picture shows that we serve less than 2% of adults who could benefit.

Why, and how can we plan to include them?

Public Adult Education of MA

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Making Meaning of Data
Negotiated vs. Actual Levels of Performance

FY22 Performance

Core Indicator of Performance	FY22 Target	FY22 Actual
Employment Rate 2nd Quarter after Exit	43%	46.21%
Employment Rate 4th Quarter after Exit	44%	46.42%
Median Earnings 2nd Quarter after Exit	$6,306	$7,765
Credential Attainment Rate	26%	20.64%
Measurable Skill Gains	47%	40.93%

Posttest Rate	FY2018	FY2019	FY2020	FY2021	FY2022
ABE	59.0%	59.9%	38.1%	49.3%	49.23%
ESOL	75.1%	77.7%	44.6%	71.9%	69%
Combined	69.9%	71.7%	42.6%	66.5%	64.3%

Observation:

More than half of students did not show a measurable skill gain.
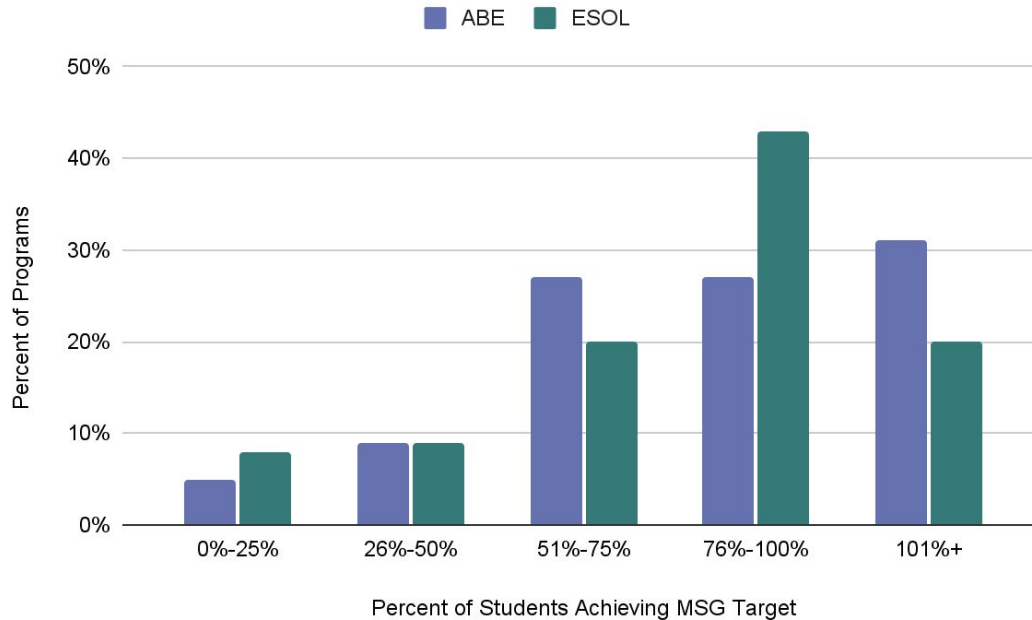
One Interpretation:

More than half of students did not learn anything.

Another interpretation:

More than half of students couldn't show MSG because they weren't post-tested.

Making Meaning of Data
MSG Achievement Rates by Program & Type

ABE   ESOL

Percent of Programs vs. Percent of Students Achieving MSG Target

Observation:

ABE has higher achievement rates, but which students are represented?

- Only students with 12+ hours
- Only students with pre- *and* post-tests
- Only students that made NRS EFL gains based on discrete cut points

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Making Meaning of Data
Program Example: Students Meeting MSGs

Which student/s demonstrated an MSG?

Student	Pretest	Post-Test	Increase
Student 1	MAPT 333	MAPT 389	66
Student 2	MAPT 489	MAPT 502	13
Student 3	CLAS-E Reading 466	CLAS-E Reading 486	20
Student 4	CLAS-E Reading 486	CLAS-E Reading 506	20

Students demonstrate MSG based on benchmarks, not increases.

Making Meaning of Data
## Program Example: Program-Adjusted Targets

Entering EFL	State Percent	Entering EFL	State Percent
ABE L1	42%	ESL L1	60%
ABE L2	42%	ESL L2	66%
ABE L3	42%	ESL L3	59%
ABE L4	35%	ESL L4	55%
ABE L5	39%	ESL L5	46%
ABE L6	46%	ESL L6	36%
ABE Program Target		**ESOL Program Target**	

Program targets are based on past performance.
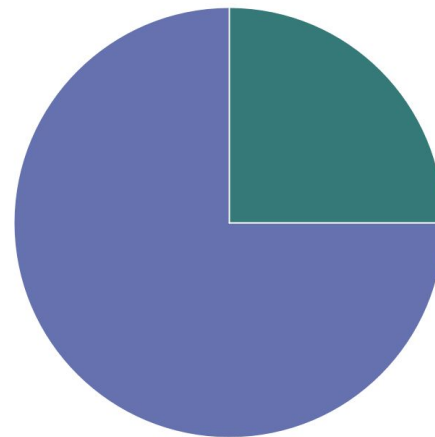
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Making Meaning of Data
Programs Meeting MSG Targets: FY20 vs. FY22

FY20
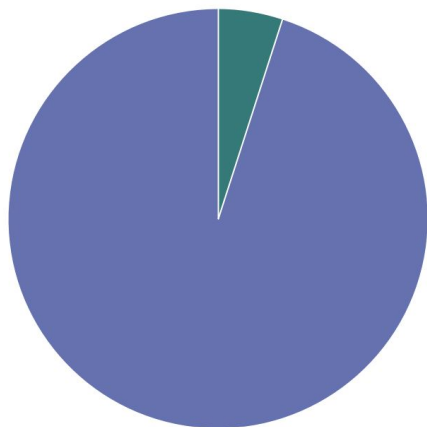
FY22

- Met target
- Did not meet target

Context matters when assessing performance.

Making Meaning of Data
What data are we looking at?

How can all these numbers be accurate and reflect the same raw data?

40.93%

of students
demonstrated
MSG statewide

81%

average
MSG target,
statewide

25%

of programs
met MSG target,
statewide

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Share Out & Debrief
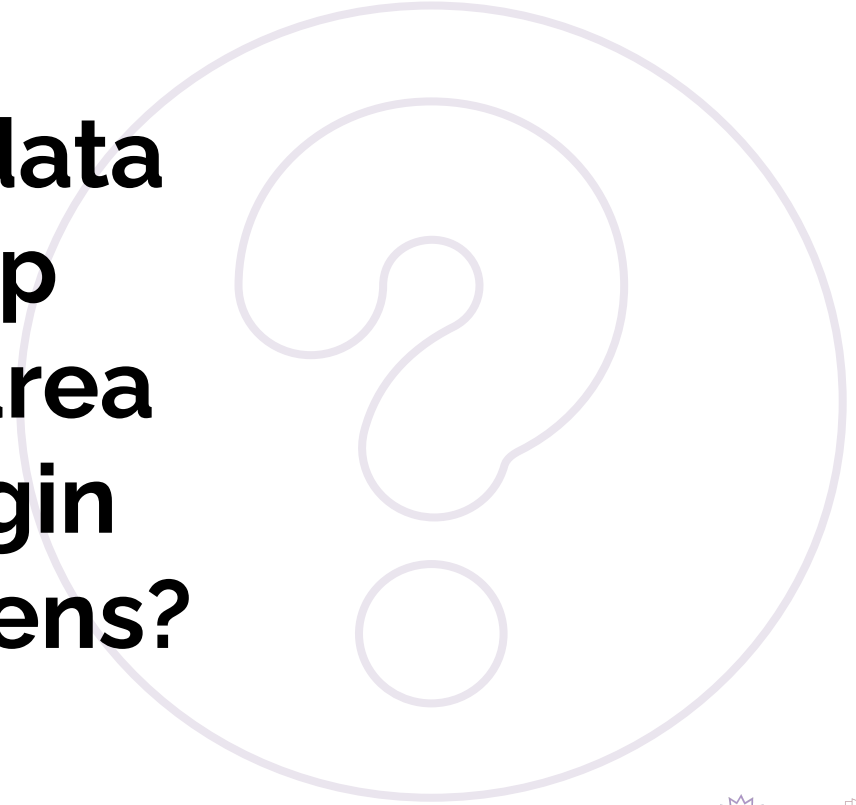
What data did you look at and what conclusions did you draw?

What was this process like for you? How can you imagine this working in your program?

04

Looking Ahead:
Turning Data into Goals

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How could the data you brought help you choose an area of focus and begin to narrow your lens?
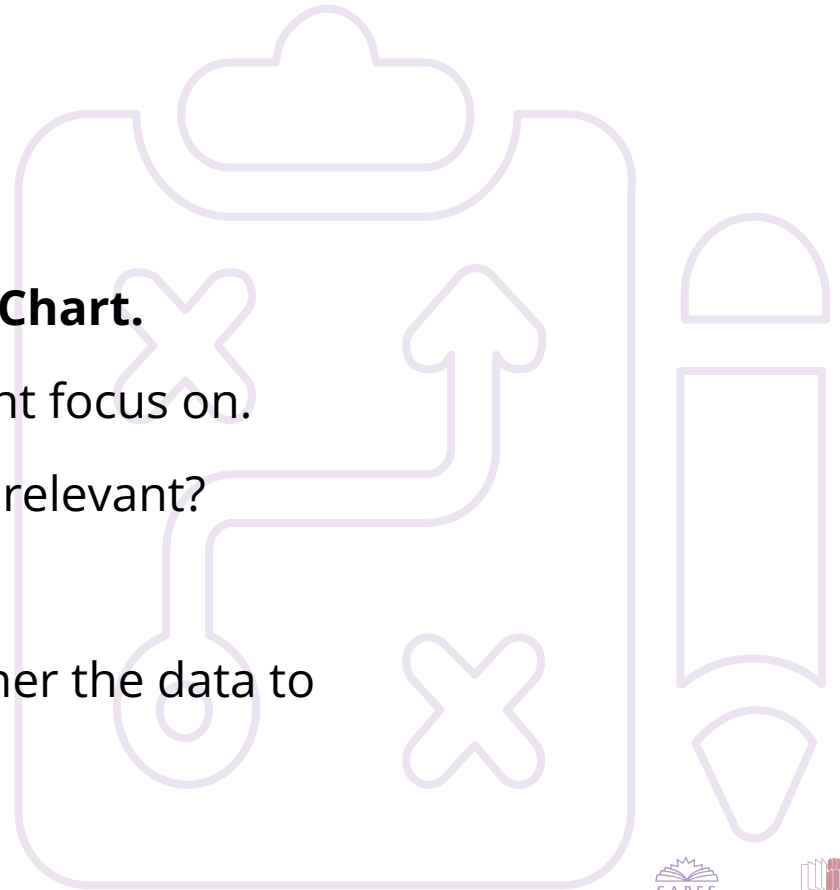
Data Sources
Beginning to Plan

Review IPQs and Sources of Data Chart.

1. Select one or two IPQs you might focus on.

2. What sources of data would be relevant?

3. What else might you look at?

4. How feasible does it feel to gather the data to inform your CIP process?

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Data Sources

IPQ	Types of Data	Data Sources	Qualitative or Quantitative?	Answers questions like…
Indicator 2 Equitable Access Guided by data and a responsibility for diversity, equity and inclusion, the program ensures that all adult learners in the local workforce area have equitable access to high quality educational services.	· Student demographics · Enrollment · Class levels · Dropout rate · MOAs with partners · Local employment (and other) needs and assets · High need regional employment sectors	· Desk Review · LACES Reports · Program Records · Local WDB Plan · NRS Tables 2, 6 · Accommodations · Census Equity Data · Community Resilience Estimates · Household Pulse Surveys · Statistical Atlas · Mass. Occupational and Industry Projections	Quantitative, can also be qualitative	Who are the adults in need of classes in our community? Among those, who do we serve? Who are we not serving? Is our program responsive and accessible to those in the community most in need of services? How do we know? How do we address the needs of applicants/learners with learning and other disabilities?

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See Handout 8

Homework:

- Continue to **assemble your planning team**

- Begin to discuss **1-3 IPQ**s that you might want to focus on.

- **Collect data** to your IPQ(s) and make a plan to **use the ATLAS protocol** with your planning team to narrow your focus and choose specific goals.

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05

Review, Debrief & Closing

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Three Big Ideas

1 Rely on qualitative AND quantitative data to paint the full picture.

2 Data both answers questions and creates new ones. Look for new questions.

3 Focus on the myriad of people to whom we are accountable.

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Session 2 Learning Objectives

By the end of today, you will be able to:

1. Identify at least three types of relevant, appropriate data to inform continuous improvement planning.

2. Evaluate the quality and context of data, including data bias.

3. Name at least two core accountability partners and two ways that programs are accountable to each.

4. Reflect on performance data, make hypotheses, draw conclusions, and identify problems of practice that could be addressed in a continuous improvement plan.

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Debrief

Think, Pair, Share

- What was this like for you as a learner?

- How can you imagine this working at your program?

- What feels like the greatest opportunity?

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Next Steps

- Complete Session 2 Exit Ticket (~5 mins)

- Continue to assemble your planning team (Steps 5 and 6 of the **Pre-Planning Questionnaire**).

- Begin to discuss **1-3 IPQ**s that you might want to focus on.

- **Collect data** to your IPQ(s) and make a plan to **use the ATLAS protocol** with your planning team to narrow your focus and choose specific goals.

- Check in with your accountability partner.

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Planning for Continuous Improvement Series
Save the Date!

Session 1

Preparing to Plan
March 29, 9:30 am - 1:00 pm

Session 2

Leading with Data for Continuous Improvement
April 12, 9:30 am - 1:00 pm

Session 3

Developing a Continuous Improvement Plan
May 3, 9:30 am - 1:00 pm

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Thank you!

For more information or support, please contact the Program Support PD Center Director Alexandra Papagno: alexandra_papagno@worlded.org.