



Leveraging Evaluation Data: Leading Data-Informed Discussions to Guide SSIP Decisionmaking

January 17, 2018

Tamara Nimkoff

Kim Schroeder

Debbie Shaver

Intended outcomes

Participants will increase their understanding of

- The value of data discussions for assessing progress toward achieving intended outcomes and informing decisionmaking
- A structured process that groups can use to guide next steps in State Systemic Improvement Plan (SSIP) implementation
- IDC's *Data Meeting Protocol* and related resources available to support data analysis and use

Agenda



Assessing progress in SSIP Phase III, Year 2



Leveraging your data for decisionmaking



Overview of the IDC *Data Meeting Protocol*



Examples of protocol use



Resources for data-informed decisionmaking

Assessing progress in SSIP Phase III, Year 2

- Use evaluation results to assess progress implementing the SSIP
- Assess both short-term and intermediate outcomes to gauge progress toward the State-identified Measurable Result (SiMR)
- Make data-informed decisions in SSIP strategies and activities

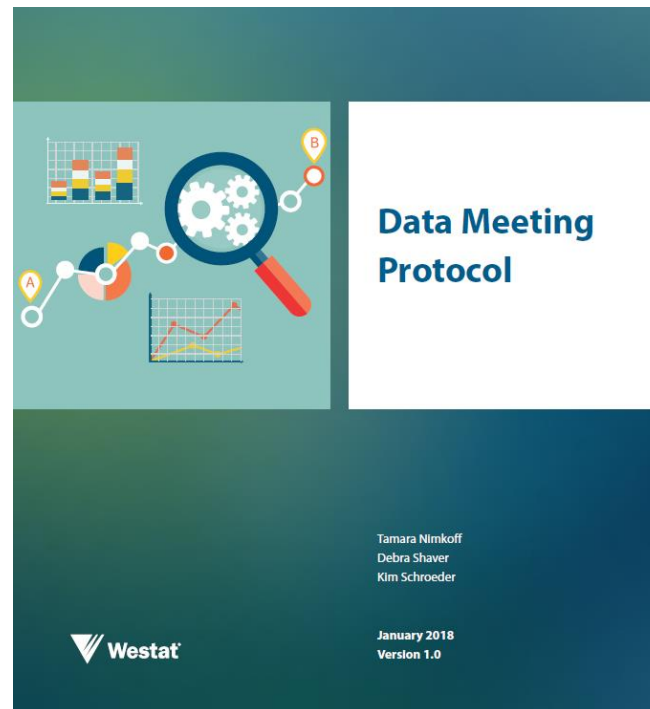
(See the State Performance Plan/Annual Performance Report [SPP/APR] Measurement Table)

Leveraging your data

- Power of data-informed decisionmaking
 - Make decisions about resource allocation and target areas for program and service improvement
 - Build awareness, interest, and skills for the routine use of data
 - Ensure that data have value to the agency
 - Support improved data quality

IDC Data Meeting Protocol

- One strategy for supporting data-informed decisions is through focused discussions about your SSIP data



Why a data meeting protocol?

- Provides a simple structure to guide conversation around evaluation data during meetings
- Helps groups examine evaluation results and make meaning of the results together
- Supports the analysis and use of evaluation data to inform continuous improvement

Who is this protocol for?

- Anyone engaged in making decisions for improvement efforts, such as the SSIP
 - State staff involved in SSIP implementation or evaluation
 - Local staff involved in SSIP
 - Partners such as professional development providers
 - Stakeholders such as state advisory groups, organizations representing constituents, and families

What key roles are involved?

- Protocol lead
 - Has key responsibilities both before and after the meeting
 - Can be one or more individuals
- Facilitator
 - Guides participants through the group discussion process during the meeting
 - Can be internal staff or outside support
- Other roles: notetaker, timekeeper

How might the protocol be used?

- Can be used during a single meeting or a series of meetings as part of a recurring decisionmaking process
- Can be used to facilitate discussions about data related to
 - A program's processes and implementation
 - The extent to which a program achieves its expected outcomes

What is the protocol process?

Before the meeting

- Protocol lead plans and prepares for the meeting

During the meeting

- Facilitator guides participant discussion based on the data

After the meeting

- Protocol lead provides recap of the meeting and next steps

Protocol steps: Before the meeting

1. Determine the Objective

2. Identify the Data

3. Identify Participants and Key Responsibilities

4. Organize the Data to Present

5. Prepare and Distribute the Agenda

Protocol steps: During the meeting

1. Introductions and Key Messages

2. Present the Data

3-5. Discuss the Data

6. Determine Next Steps for the Group

7. Reflect on the Meeting's Effectiveness

Steps 3-5: Discussing the data

3. Discuss Observations of the Data

- What do you see?
 - What are your initial thoughts or reactions?
 - What do these data not provide?

4. Discuss Interpretations of the Data

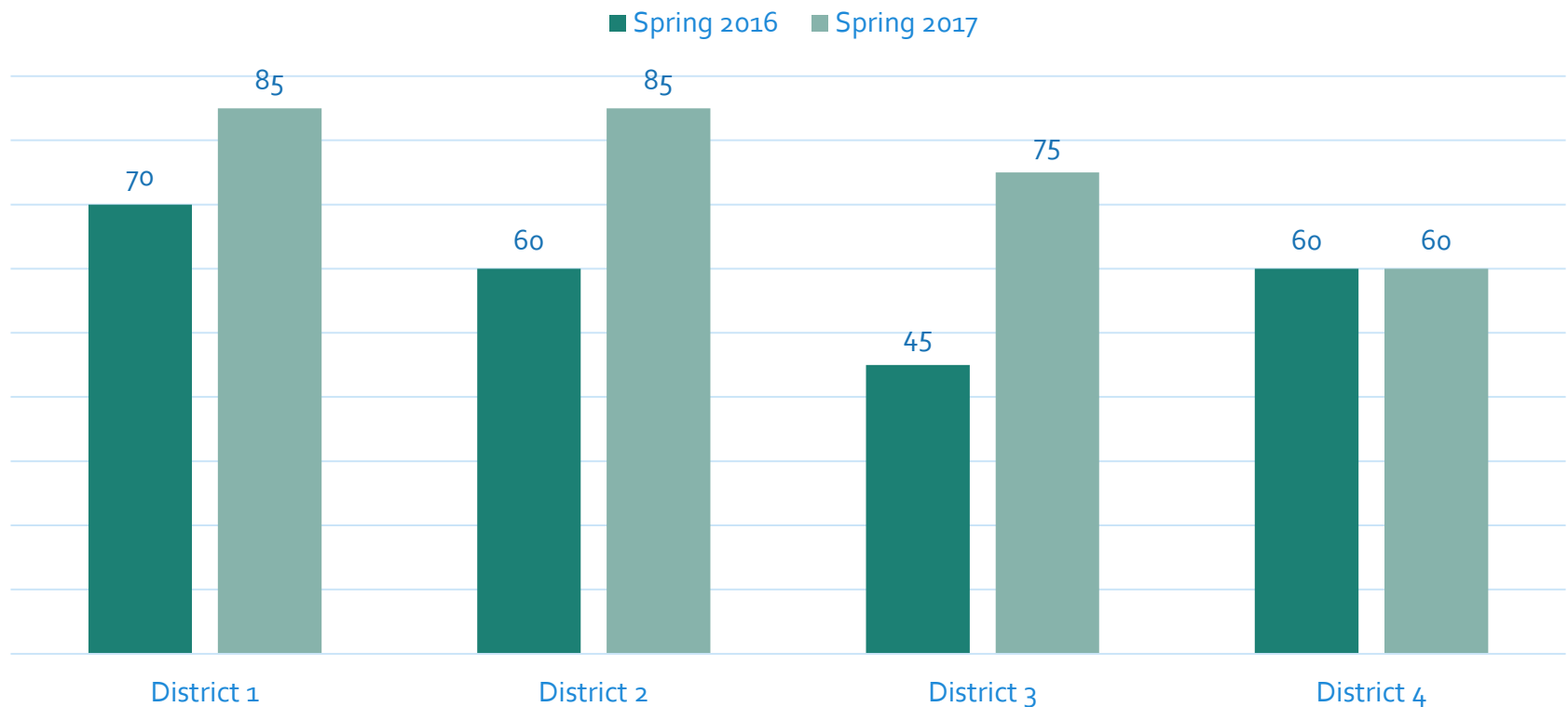
- What do the data tell you?
 - What answers are you getting for our original evaluation questions?
 - What do these data confirm?

5. Discuss Implications of the Data

- What are the implications?
 - So what? Why does this matter?
 - What does this mean for the work?

Example: Has family engagement increased over time?

Percentage of families within each district who report active engagement with their child's school



Example: Discussing the data

Observations of the Data

- District 1 reported 70 percent engagement in 2016 and 85 percent in 2017
- 2 of the other 3 districts also saw an increase in family engagement from 2016 to 2017

Interpretation of the Data

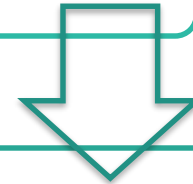
- Overall, family engagement increased from 2016 to 2017

Implication of the Data

- We need more data to determine why Districts 1, 2, and 3 have seen an increase and why District 4 has not seen an increase in family engagement

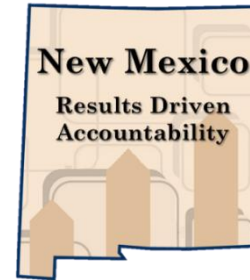
Protocol steps: After the meeting

1. Distribute Notes From the Protocol Process



2. Confirm Next Steps and Timeline for Additional Actions

Example 1 of protocol in use: New Mexico Part B



- SSIP focus:

Improved reading achievement for students with disabilities in Results Driven Accountability (RDA) schools

- Discussion objective (evaluation question):

To what extent are RDA (SSIP) schools implementing the evidence-based practices that are expected to result in improved outcomes for students with disabilities?

New Mexico's protocol use

- Data:

Site visit implementation rubric (collected through interviews and observations across multiple practice domains)

- Protocol roles:

State staff and IDC technical assistance (TA) provider collaborated as protocol leads, and IDC TA provider facilitated the data meetings

- Meeting participants:

- Meeting #1: State staff involved in SSIP implementation and evaluation
- Meeting #2: Various state staff and SSIP stakeholders (principals, professional development provider)

Example 2 of protocol in use: New Hampshire Part B



- SSIP focus:

Improved social-emotional outcomes for preschool children with disabilities through complementary infrastructure development and leadership

- Discussion objective (evaluation questions):

- *What is the status of practitioner fidelity of implementation? What are the implications for coaching infrastructure moving forward?*
- *What were the most valuable components of process coaching during the 2016-17 implementation year? What value did process coaching contribute to implementation teams? What additional supports are needed for the coaches and the implementation teams?*

New Hampshire's protocol use

■ Data:

- Fidelity of Implementation Observation tool
- Process Coach Feedback Survey

■ Protocol roles:

State staff served as protocol leads with IDC TA provider support, and state and local staff facilitated the data meetings

■ Meeting participants:

- Meetings #1 and #2: State leadership team
- Meeting #3: Local leadership and implementation teams

Summary

IDC's *Data Meeting Protocol* provides a structured process that groups can use to

- Conduct data discussions
- Assess progress toward achieving intended outcomes
- Inform next steps in SSIP implementation

<https://ideadata.org/resources/resource/1758/data-meeting-protocol>

Related resources

- Individualized TA support with protocol
 - [Contact your IDC state liaison](#)
- Forthcoming facilitators' guide for using data with stakeholders

Upcoming Event:

Interactive Institutes 2018: Building a Culture of High-Quality Part B Data

Registration Deadline: January 19th

For more information

IDC Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Meredith Miceli

