Day 2: Improving Program Performance: Linking Data Quality With Action
Review of Day 1

- Identifying the problem
- SCAMPER problem solving
- Understanding your data
- Identifying inaccurate data
- Preventing data quality problems
Overview of Day 2

- Why Change Is So Difficult When Addressing Data Quality Processes
- A Tool for Changing Behavior to Improve Data Quality
- Sustaining Change Through Enhancing Motivation: State and Local Role in Data Quality
- State Planning Time
Why Change Is So Difficult When Addressing Data Processes
ACTIVITY: New Year’s Resolutions

- The top 5 New Year’s Resolutions are around the room.
- Stand by any of the resolutions that you have made over the past 2 years (there is also an “Other” category).
Understanding Challenges

- “Whirlwind”
- Daily tasks
- Loss of motivation
Focus on Meaningful Change

Understanding Challenges

Focus on Meaningful Change

Theories of Change
Prochaska & DiClemente’s 6 Stages of Change

1. Recognizing that there is a problem
2. Thinking about the issue
3. Thinking about how to address the issue and barriers
4. Attempts to change the behavior
5. Successful maintenance of new behavior
6. Relapses to old behavior
Recognizing That There Is a Problem

- Clutter in my office
Thinking About the Issue

- Does the clutter really bother me?
- Lack of clutter in other offices.
- Annoyance of clutter.
Thinking About How to Address the Issue and Barriers

Look online for organizing ideas
Ask others how they stay clutter free
Develop personal systems of organization
Clean the file cabinet

Finding time to clean
Need daily time to stay organized
Space
Money
Attempts to Change the Behavior

- Come in on weekend to de-clutter
- Leave 10 minutes at the end of each day to manage clutter
- Put new baskets and systems in office
Successful Maintenance of New Behavior

- Calendar reminder
- Daily clean up
- Use new space in file cabinet
Relapses to Old Behavior

- Busy week—no time.
- Clutter begins to pile up again.
Section E

- Identify the stage you are currently in (or tend to get stuck in) with your attempt to change staff behavior on improving data quality.
- What challenges exist that are impeding meaningful change around data quality in your state?
Section E

- Pick one (or more) of the ‘Adapt’ questions and apply it to your state
- Be prepared to share your answer
SCAMPER

- **Adapt:**
  - What other areas of my program have successfully made sustainable changes and how did they do it?
  - What in that process can I copy, borrow, or steal when considering a plan to improve data quality?
  - Can I pull in ideas from outside my field?
  - What is out of tune or not aligned properly?
Creating a State Plan for Data Quality

Based on The Four Disciplines of Execution
The Four Disciplines of Execution

70% of strategic failures come from poor execution of leadership; ...it's rarely for lack of smarts or vision.

-Ram Charan
Using the Principles of The Four Disciplines of Execution

Focus + One shared, achievable goal = Change
Using the Principles of The Four Disciplines of Execution (cont.)

- Useful to team
- Achievable and measurable
- Primary goal
- Individual goals to support team goal

Call to Action
Strategies to Ensure Support

- Identify sub-goals in **collaboration** with local programs
- Ensure all involved:
  - Understand what the larger goal is
  - Know the sub-goals
  - Develop individual goals that contribute to the sub-goals
Step 1: Focus on an Important Goal
Step 1: Focus on an Important Goal

Stage 1: Recognizing that there is a problem

- State needed to **improve its program performance** across the board.
- State had a lot of data quality issues impacting program performance, but it decided to select one goal to try to chip away at what had become an intractable problem—educational gains.
Step 1: Focus on an Important Goal (cont.)

Stage 2: Thinking about the issue

- Set up a mixed group meeting to discuss issue
  - State and local staff
  - Small and large program representatives

Stage 3: Thinking about how to address the issue and barriers

- SCAMPER
  - Shift perspective
  - Brainstorm actionable solutions
Elements of an Important Goal

- Specific
- Actionable
- Data is available to measure progress
- Can be completed in a short/reasonable time period
  - Weeks or months not years
Step 1: State Goal

Stage 4: Attempts to change the behavior

- State goal:
  - *We will improve educational gain for all learners in our state from 22% on average of students moving one or more educational functioning levels to 55% by June 30, 2015.*
Section F.1

- Draft a focused state goal:
  - Addresses the issue or problem (Section A)
  - Is achievable
  - Is measurable
Break
Your State Plan (cont.)
State Staff Sub-Goals

Stage 4: Attempts to change the behavior

State goal:

◦ *We will improve educational gain for all learners in our state from 22% on average of students moving one or more educational functioning levels to 55% by June 30, 2015.*

◦ State staff have to set goals for how their actions contribute to the larger state goal
State Staff Sub–Goals (cont.)

- State goal:
  - *We will improve educational gain for all learners in our state from 22% on average of students moving one or more educational functioning levels to 55% by June 30, 2015.*
  - State Staff Sub–goal:
    - I will provide additional monitoring to local programs by running bi–monthly reports on EFL levels and other measures identified by the program, and holding bi–monthly follow–up conference calls with program administrators.
Communicating the Goal to Local Programs

- Webinars
- Learning communities
- State website updates
- Statewide or regional conferences
- Ongoing, keep repeating goal, share state progress, transparent, progress by program
- Monthly program director’s meeting with state staff
Another State Staff Goal

- I will communicate effectively with programs by holding two webinars focused on the state goal and will update the goal and progress towards our goal on the state website at least once a month.
Program Sub-Goals

Stage 4: Attempts to change the behavior

- Program staff have to set goals for how their actions contribute to the larger state goal.
  - Goals are specific and measureable.
  - *Local program example*:
    - We will provide quarterly cross-training of test administration staff and teachers, so there are always adequate numbers of staff to test students consistently and within the correct timeframe.
Program Staff: Sub-goals

Stage 4: Attempts to change the behavior

- Program staff have to set goals for how their actions contribute to the larger program and state goal:
  - Staff 1: I will review data reports weekly to make sure students get tested in a timely manner.
  - Staff 3: I will track attendance for my students and cross-check this weekly against attendance reports to make sure they are accurate.
NRS Data Quality Planner (cont.)

- Section F.2
  - Set staff sub-goals
- Section F.3
  - Identify the programs to whom you will communicate the goal
  - Identify the way in which you will communicate the goal
  - Identify at least one possible sub-goal at the program level

Handout 1: NRS Data Quality Planner, Section F
Step 2: Identify Measures
Identify Measures

Stage 5: Successful maintenance of new behavior

- **State Goal Measure:** We will improve educational gain for all learners in our state from 22% on average of students moving one or more educational functioning levels to 55% by June 30, 2015.

- **Additional Measures:**
  - State staff: Communicate effectively with programs
  - Program: Quarterly training data, number of teachers trained
  - Program staff: Testing and attendance data
### Identify Measures (cont.)

**State Goal Measure:**
*We will improve educational gain for all learners in our state from 22% on average of students moving one or more educational functioning levels to 55% by June 30, 2015.*

<table>
<thead>
<tr>
<th>Sub-goals</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State staff</strong></td>
<td>Record of monthly learning communities meeting and monthly updates to state website</td>
</tr>
<tr>
<td>Communicate state goal effectively to local programs</td>
<td></td>
</tr>
<tr>
<td><strong>Local program</strong></td>
<td>Records of training held Number of staff trained</td>
</tr>
<tr>
<td>Provide quarterly cross-training of test administration staff and teachers, so there are always adequate numbers of staff to test students consistently and within the correct timeframe.</td>
<td></td>
</tr>
<tr>
<td><strong>Program staff</strong></td>
<td>Attendance records Record of weekly cross-check Accuracy level of attendance reports</td>
</tr>
<tr>
<td>Track attendance for students and cross-check weekly against attendance reports to make sure they are accurate.</td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Create an Effective Way to Track Progress to Your Goal
Create an Effective Tracker

- Simple
- Highly visible
- Right measures
- Tell immediately if you are making progress toward your goal
Create an Effective Tracker (cont.)

Stage 5: Successful maintenance of new behavior

- Consistent and timely method for tracking goals
- Look at measures and progress on a regular basis
- Tracking must be meaningful to staff:
  - See individual progress
  - See team progress
Tracker Examples
Tracker Examples (cont.)

- **F01: Sales Revenue - [Branch Revenues]**
  - Score (Dollars): 13020
  - Tracking sales by employee and branch.

- **F01: Sales Revenue - [Overall Revenues]**
  - Score (Dollars): 50020
  - Tracking sales by employee and branch.

- **C01: Complaint Resolution Time - [Overall]**
  - Score (Hours): 4
  - The average time taken to close complaint tickets.

- **C02: Longest Wait Time - [Overall]**
  - Score (Minutes): 15
  - The maximum time any customer spent in queue.

- **C03: Shortest Wait Time - [Overall]**
  - Score (Minutes): 2
  - The minimum amount of time any customer spent in queue.

- **101: Device Failures - [All Sites]**
  - Score (Failures): 2
  - The number of service delivery device failures on any given day.

- **102: Discount Cards Redeemed**
  - Score (Dollars): 115/75
  - The total value of discount cards redeemed.

- **L01: Accident Free Workplace - [All Locations]**
  - Score: Fail
  - An indication of departmental accidents in the previous week.
Tracker Examples (cont.)

- **Marketing**
  - 201 leads...delivered this week, compared with 229 delivered last week.

- **Call Center**
  - 2,497 calls...handled this week, compared with 2,810 calls handled last week.

- **Sales**
  - 14 new wins...this week, compared with 13 new wins closed last week.

- **Accounts Receivables**
  - 32 days A/R...this week, compared with 35 days to collect A/R last week.

- **Shipping**
  - 97% on-time...shipments this week, compared with 98% on-time shipments last week.

- **Research and Development**
  - 39 bugs...squashed this week, compared with 35 bugs closed last week.
Goals Tracker: www.goalsontrack.com
Asana

Opening up the project allows the project manager to see the tasks.

Task can be assigned to different team members.

Keep track of it all in one place.

Short video tutorials are available to help you get familiar with the tool.

Keep track of due dates and who the task is assigned to on your team.
Expand the view to look at a task in more detail (including comments made by others).

Asana also allows you to share documents and upload directly to task.

Short videos are available to help get you started.
Step 4: Establish Accountability
Step 4: Establish Accountability

- 20-minute meeting
- Report on last week’s commitments
- Review and update the scoreboard
- Make commitments for next week
  - Identify 1–3 things each person will do
Step 4: Establish Accountability (cont.)

- Keep the focus on the sub-goals:
  - Review goals regularly
  - Tie to progress
Step 4: Establish Accountability (cont.)

- Recognition and rewards:
  - Celebrate progress along the way
  - Recognize all staff who have contributed to success
Section G: Measures and Tracker
- Determine measures for your state goal
- Determine measures for individual goals
- Brainstorm ideas for creating an effective tracker

Section H:
- Use SCAMPER “R”
- Establish the next steps in your team's goal setting process
SCAMPER

- **Rearrange:**
  - What other arrangements might be better?
  - What can be re-scheduled to help us with the process?
  - Can we change the pace of delivery?
  - Are there other sequences we could consider?
Working Lunch

Continue working on your NRS Data Quality Planner
Sustaining Change Through Enhancing Motivation: State and Local Roles in Data Quality
Why Motivate?

The Speed Camera Lottery - The Fun Theory
Enhancing Motivation and Problem Solving

Technical

Procedural ↔ Motivational
Enhancing Motivation: Local Staff

Develop an understanding

Create awareness

Increased motivation
Data: A State and Program’s Public Face
Data: A State and Program’s Public Face (cont.)

- Performance-based funding
- Attract students
- Attract partner agencies
- Incentives

Data
Psychological Motivators
Making Data Meaningful
Psychology Theories

- Behaviorism
- Cognitive Psychology
- Freudian Theory
Behaviorism: Rewards and Punishments

- Funding
- Performance-based funding
- Setting targets (pre- and posttest rates, EFL completion rates)
- Public recognition
- Individual program or teacher recognition
Cognitive Psychology: Learning and Control

- Need for training
- Learn more about students, improve instruction
- Empower staff
- Enhance interest
Freudian Theory: Belong & Compete

- Being a part of a group that shares the same vision
- Healthy competition
  - Performance ranking (state)
  - Individual program/teacher competitions
  - Topic specific learning circles
  - Online CoP
Six Motivators for Engaging Staff With Data

- Rewards
- Learn
- Compete
- Belong
- Control
- Punishment
Data as a Motivator

- Making data meaningful:
  - Provide activities and situations in which using data becomes meaningful.
  - Offer training in understanding and using data
  - Provide opportunities to see examples and evaluate
  - Show teachers the impact on the program’s data
Data as a Motivator: Example

<table>
<thead>
<tr>
<th>Total Instructional Hours</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher A</strong></td>
<td>350</td>
<td>352</td>
<td>408</td>
<td>406</td>
<td>410</td>
<td>412</td>
</tr>
<tr>
<td><strong>Teacher B</strong></td>
<td>386</td>
<td>380</td>
<td>382</td>
<td>384</td>
<td>384</td>
<td>388</td>
</tr>
<tr>
<td><strong>Teacher C</strong></td>
<td>372</td>
<td>376</td>
<td>374</td>
<td>376</td>
<td>370</td>
<td>372</td>
</tr>
</tbody>
</table>
## Data as a Motivator: Your Turn

<table>
<thead>
<tr>
<th>Program</th>
<th>Session 1 (12 weeks)</th>
<th>Session 2 (12 weeks)</th>
<th>Session 3 (12 weeks)</th>
<th>Session 4 (12 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1</td>
<td>35%</td>
<td>37%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>Program 2</td>
<td>20%</td>
<td>32%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Program 3</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Handout 8: Data as a Motivator Activity
Break
Ways to Enhance Motivation
Report Cards

- Tool to enhance motivation
- Inspire program improvement
Infographics

- Tool to enhance motivation
# Create State/Program Tool

## NRS Core Performance Measures

<table>
<thead>
<tr>
<th>Program</th>
<th>AH Filter</th>
<th>Date Applied</th>
<th>Funding Restricted</th>
<th>Funding Unrestricted</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample College</td>
<td>Fiscal Year: 2014</td>
<td>06/17/2014</td>
<td>Not Specified</td>
<td>Not Specified</td>
<td>4</td>
</tr>
</tbody>
</table>

### Group Breakdown

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Group 1: Level Gainers (LG)</th>
<th>Group 2: PT, but no LG</th>
<th>Group 3: Enough AH, but no PT</th>
<th>Group 4: Lacked AH for PT</th>
<th>Number of students needed to meet state target for this level</th>
<th>Eligible for a post-test and no prior LG (Group 2 &amp; 3)</th>
<th>Number who Entered at Level in Program</th>
<th>Number who Completed Level in Program</th>
<th>Percent who Completed Level in Program</th>
<th>FY2014 State Targets</th>
<th>Percent Difference vs. FY2014 State Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>66.67%</td>
<td>45%</td>
<td>21.67%</td>
<td></td>
</tr>
<tr>
<td>ABE Beginning Basic Education</td>
<td>47</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>23</td>
<td>92</td>
<td>47</td>
<td>51.09%</td>
<td>43%</td>
<td>8.09%</td>
<td></td>
</tr>
<tr>
<td>ABE Intermediate Low</td>
<td>133</td>
<td>91</td>
<td>45</td>
<td>42</td>
<td>63</td>
<td>311</td>
<td>133</td>
<td>42.77%</td>
<td>38%</td>
<td>4.77%</td>
<td></td>
</tr>
<tr>
<td>ABE Intermediate High</td>
<td>90</td>
<td>124</td>
<td>43</td>
<td>50</td>
<td>12</td>
<td>60</td>
<td>90</td>
<td>29.32%</td>
<td>33%</td>
<td>-3.68%</td>
<td></td>
</tr>
<tr>
<td>ASE Low</td>
<td>20</td>
<td>22</td>
<td>10</td>
<td>16</td>
<td>6</td>
<td>11</td>
<td>20</td>
<td>29.41%</td>
<td>37%</td>
<td>-7.59%</td>
<td></td>
</tr>
<tr>
<td>ASE High</td>
<td>0</td>
<td>9</td>
<td>25</td>
<td>6</td>
<td>28</td>
<td>40</td>
<td>4</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal: ABE/ASE**

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Group 1: Level Gainers (LG)</th>
<th>Group 2: PT, but no LG</th>
<th>Group 3: Enough AH, but no PT</th>
<th>Group 4: Lacked AH for PT</th>
<th>Number of students needed to meet state target for this level</th>
<th>Eligible for a post-test and no prior LG (Group 2 &amp; 3)</th>
<th>Number who Entered at Level in Program</th>
<th>Number who Completed Level in Program</th>
<th>Percent who Completed Level in Program</th>
<th>FY2014 State Targets</th>
<th>Percent Difference vs. FY2014 State Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Beginning Literacy</td>
<td>17</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>32</td>
<td>17</td>
<td>53.13%</td>
<td>40%</td>
<td>13.13%</td>
<td></td>
</tr>
<tr>
<td>ESL Low Beginning</td>
<td>30</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>36</td>
<td>30</td>
<td>83.33%</td>
<td>40%</td>
<td>43.33%</td>
<td></td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>116</td>
<td>32</td>
<td>10</td>
<td>16</td>
<td>14</td>
<td>173</td>
<td>116</td>
<td>67.05%</td>
<td>43%</td>
<td>24.05%</td>
<td></td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>162</td>
<td>151</td>
<td>37</td>
<td>28</td>
<td>56</td>
<td>378</td>
<td>162</td>
<td>42.86%</td>
<td>40%</td>
<td>2.86%</td>
<td></td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>155</td>
<td>186</td>
<td>28</td>
<td>33</td>
<td>48</td>
<td>402</td>
<td>155</td>
<td>38.56%</td>
<td>33%</td>
<td>5.56%</td>
<td></td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>131</td>
<td>306</td>
<td>30</td>
<td>20</td>
<td>56</td>
<td>496</td>
<td>131</td>
<td>26.41%</td>
<td>19%</td>
<td>7.41%</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal: ESL**

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Group 1: Level Gainers (LG)</th>
<th>Group 2: PT, but no LG</th>
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<th>Group 4: Lacked AH for PT</th>
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<th>Number who Completed Level in Program</th>
<th>Percent who Completed Level in Program</th>
<th>FY2014 State Targets</th>
<th>Percent Difference vs. FY2014 State Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>905</td>
<td>935</td>
<td>255</td>
<td>246</td>
<td>187</td>
<td>824</td>
<td>298</td>
<td>36.17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE/ASE, excluding ASE High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total, excluding ASE High</td>
<td>341</td>
<td>2,301</td>
<td>905</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level completion rate when ASE High is excluded: 39.33%
Create State/Program Tool, cont

**NRS Students Broken Down by Subgroup Excluding ASE High**

- 240 Students, 10%
- 230 Students, 10%
- 926 Students, 40%
- 905 Students, 39%

**Fiscal Year 2014**

<table>
<thead>
<tr>
<th>Group</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained a level</td>
<td>1</td>
</tr>
<tr>
<td>Post-tested, but no level gain</td>
<td>2</td>
</tr>
<tr>
<td>Had enough attendance hours, but no post test</td>
<td>3</td>
</tr>
<tr>
<td>Not retained to minimum test threshold</td>
<td>4</td>
</tr>
</tbody>
</table>

While these percentages reflect state targets, high performing programs should note the continuous improvement model and continue to strive to build on past successes. The continuous improvement model indicates that high performing programs will exceed past performance.

Note: Adult education providers must strive to continuously improve local NRS performance. Meeting challenging, yet reasonably attainable, goals for the upcoming year is required. Adult education providers need to continue to perform well for the State of Illinois to meet agreed upon Federal NRS performance targ...
Data Learning Communities

- One way to encourage teachers and local staff to use data is by helping to create professional learning communities within programs.
Types of Learning Communities

- Professional Learning Communities
- Personal Learning Network
- Communities of Practice
Five Characteristics of a Successful Learning Community

- Supportive and shared leadership
- Shared personal practice
- Collective creativity or reflective dialogue
- Supportive conditions
- Shared values and vision
Building a Data Use Learning Community

SUCCESS IS DEPENDENT ON EFFORT
Building a Community of Data Use Learners

- Four-step process
- State and local responsibility
- Activates psychological theories of motivation
Motivators for Engaging Staff With Data Activity

- Discuss the questions on the handout with your team
- Then, work with a partner (not from the same state) and interview each other about the ways in which each of you have used motivation to engage staff with data.
- Note some potential ideas to share with your team during the State Planning time at the end of today.
Motivation Wrap-Up

- Set Goals
- Motivate
- Collaborate
- Focus
- Measure
Planner Wrap-Up

- Identified your state’s problem
- Examined procedures
- Examined data quality issues
- Set a focused goal
- Identified sub-goals needed
- Developed plans
- Identified measures
- Determined plan to track success
- Identified motivators
State Planning
Preview Day 3: State Presentations

- In small groups, be prepared to:
  - Present your initial problem
  - Share your goals
  - Share your plan for meeting the goal, including motivating staff
  - Share next steps
- Think in visually creative ways about your small group presentation

- GO PLAN
- Return at 4:45
Questions & Discussion
Pluses and changes for Day 2