

# 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.



# NRS Data Quality Planner

## ▶ 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?

Handout 1: NRS Data Quality Planner, Section E



# NRS Data Quality Planner (cont.)

- ▶ Section E
  - Pick one (or more) of the 'Adapt' questions and apply it to your state
  - Be prepared to share your answer

Handout 1: NRS Data Quality Planner, Section E





# 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



# Using the Principles of The Four Disciplines of Execution



# Using the Principles of The Four Disciplines of Execution (cont.)



# 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

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*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.*



# NRS Data Quality Planner

- ▶ Section F.1
  - Draft a focused state goal:
    - Addresses the issue or problem (Section A)
    - Is achievable
    - Is measurable

Handout 1: NRS Data Quality Planner, Section F





# Break



National Reporting System  
for Adult Education

# 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.*

	Sub-goals	Measures
State staff	Communicate state goal effectively to local programs	Record of monthly learning communities meeting and monthly updates to state website
Local program	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.	Records of training held Number of staff trained
Program staff	Track attendance for students and cross-check weekly against attendance reports to make sure they are accurate.	Attendance records Record of weekly cross-check Accuracy level of attendance reports





# 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



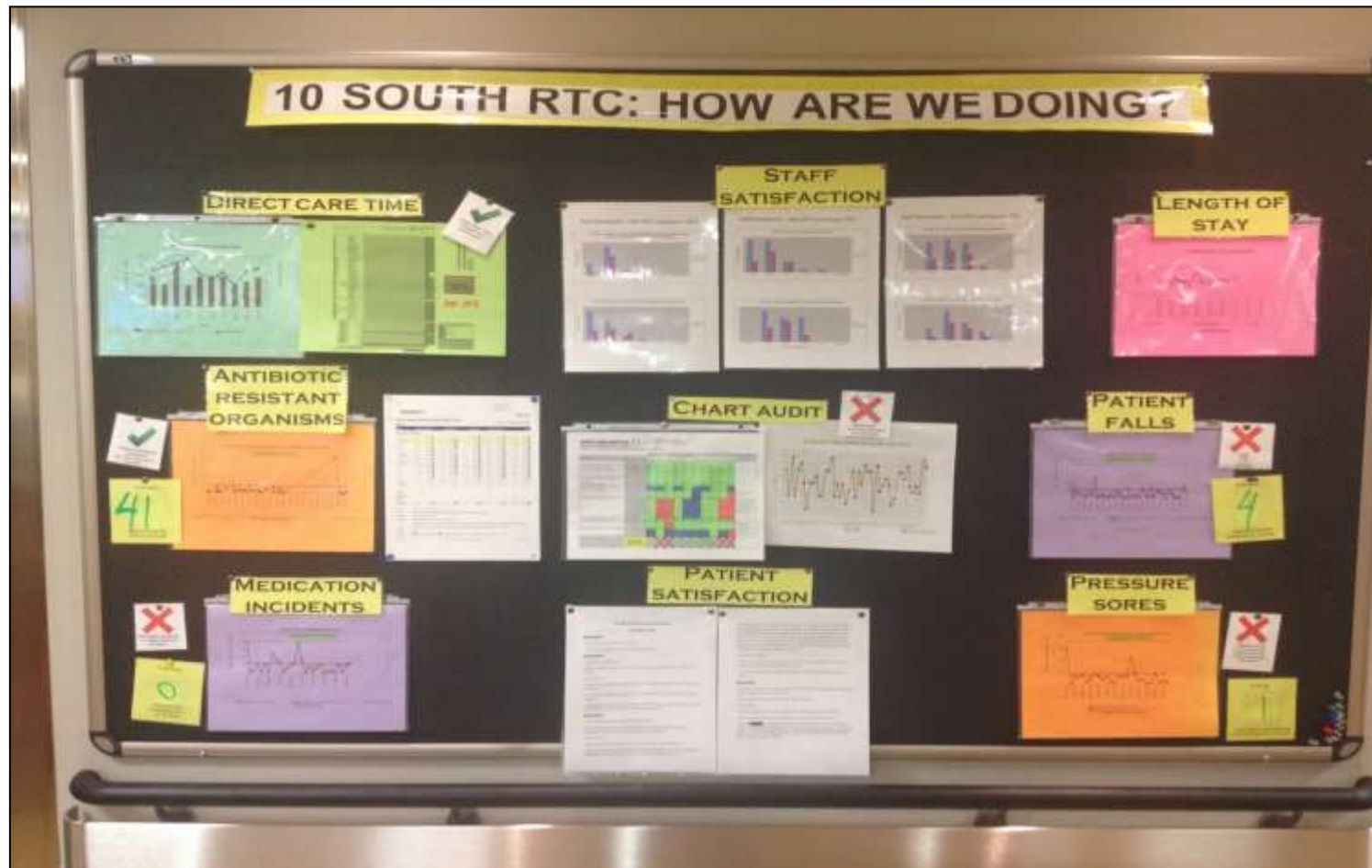
# Create an Effective Tracker (cont.)

## *Stage 5: Successful maintenance of new behavior*

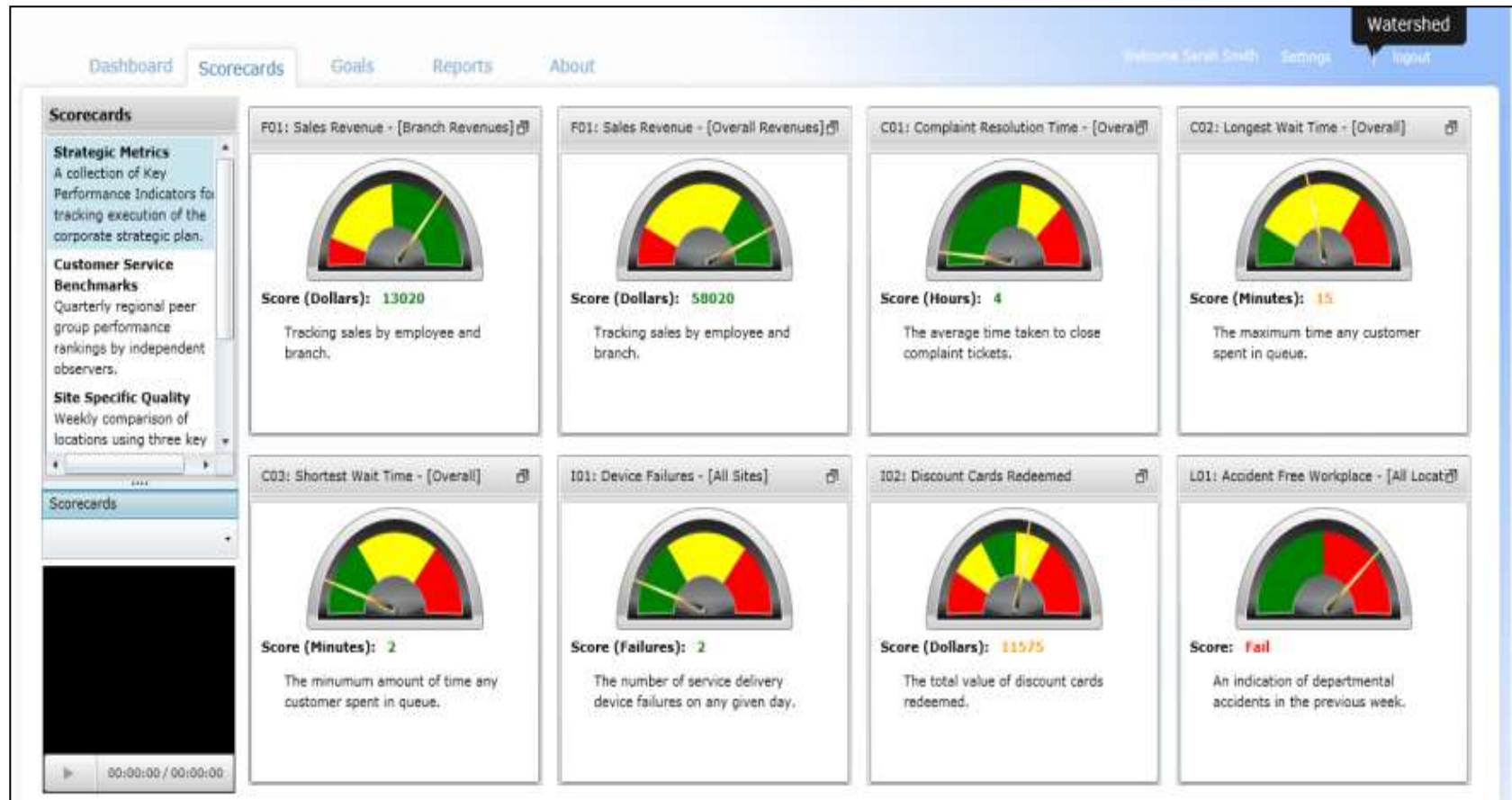
- ▶ Consistent and timely method for tracking goals
- ▶ Look at measures and progress on a regular basis
- ▶ Tracking must be meaningful to staff:
  - See individual progress
  - See team progress



# Tracker Examples



# Tracker Examples (cont.)



# Tracker Examples (cont.)



# Goals Tracker: [www.goalsontrack.com](http://www.goalsontrack.com)

The screenshot displays the Goals Tracker interface with the following sections:

- Goals List:**
  - Tasks: 4/25 Due: Aug 15, 2011 (44 days late) - 0%
  - Develop and launch first product/service (20%) - Tasks: 6/6 Due: Dec 30, 2011 (93 days away) - 66%
  - Do research and create a business plan (20%) - Tasks: 2/3 Due: Dec 30, 2011 (93 days away) - 66%
  - Buy our own beach house - Tasks: 6/9 Due: Dec 31, 2016 (5 years away) - 66%
  - Travel around the world - Tasks: 2/4 Due: Dec 31, 2019 (8 years away) - 55%
  - Increase my network to \$1 million - Tasks: 1/2 Due: Dec 23, 2014 (3 years away) - 10%
- Due today (2):**
  - Review stats and customer support - Goal: Business revenue hits \$10k per month - 0.00 / 0:30
  - Review stats and customer support - Goal: Business revenue hits \$10k per month - 0.00 / 0:30
- Completed today (2):**
  - Review stats and customer support (0) - Goal: Business revenue hits \$10k per month - 2:00 / 0:30 - Today
- My Goals:**
  - All (4)
  - Long term (2)
  - Mid term (1)
  - Short term (4)
- My Tasks:**
  - Yesterday
  - Today
  - Tomorrow
  - This week
  - Next week
- Progress Status:**
  - Met 95% - 100%
  - Ahead 20% more
  - On Track +20%
  - Lagging 20% behind
  - Behind >50% behind

At the bottom, there is a video player showing a sequence of screenshots with the text "See instant progress change after task completion" and a "6/37" indicator.



# Asana

The screenshot shows the Asana project creation page. At the top, there's a star icon and the project title "Compliance with data entry policy". Below the title is a "Share" button and a "New" dropdown menu. The main area shows a task list view with a single task: "Prepare new method for tracking student record and data entry" assigned to "Ja" with a due date of "Sep 1". A red arrow points from the task title to the expanded task view on the right.

Compliance with data entry policy

add a description

List Calendar View <sup>2</sup> Tasks to Do New

Ja Prepare new method for tracking student record and data entry Sep 1

Videos

- Intro to Asana
- Plan Your Day in Asana
- Teamwork Without Email
- Plan & Run Meetings in 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.**

The screenshot shows the expanded task view for "Compliance with data entry policy". It includes a description: "This project should help better monitor timely student record and attendance entry activity at the program level." Below the description is a list of tasks with checkboxes, due dates, and assignees. A red box highlights the task list, and a red arrow points from the task title in the left view to this list. Another red arrow points from the task list to the right view.

Compliance with data entry policy

☐ Prepare new method for tracking student record and data entry activity at program level

This project should help better monitor timely student record and attendance entry activity at the program level.

- ☐ Create the instructions or data template for developers Jun 19 Ja
- ☐ Look at ways to alter the current two columns around last student record update and attendance update to determine if changes are needed. Jun 20 ma
- ☒ Gather feedback from internal staff on data template for developers (other ideas, modifications to report, etc) Jun 23 Mc
- ☐ Send reminder to programs regarding the importance of timely data entry and the current policy regarding data entry Jul 14
- ☐ Have developers modify existing DMT tools

**Keep track of due dates and who the task is assigned to on your team.**





# Asana, cont

**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.**

**Compliance with data entry policy**

add a description

List Calendar View **Tasks to Do** New

Ja Prepare new method for tracking student record and data entry Sep 1

Create the instructional template for developers

Expand

New data entry activity report.xlsx

Jay created task: Jun 18

Jay added subtask to task Prepare new method for tracking student record and data entry activity at program level. Jun 18

Jay assigned to Jay. Jun 18

Jay I'll get to work on this and send to Ben to proof. Jun 18 at 11:11am

Jay changed the due date to July 3. Jun 18

Jay attached New data entry activity report.xlsx Jun 18 at 3:25pm

Jay Ben - Can you take a look at this and see if there is anything we need to add? Possibly gather input from Suzanne, Samantha and Ben?

Videos

- Intro to Asana
- Teamwork Without Email
- Set Goals with Calendars
- Plan Your Day in Asana
- Plan & Run Meetings in Asana
- Capture Ideas in Asana

Share Asana

# 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



# NRS Data Quality Planner

- ▶ 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

Handout 1: NRS Data Quality Planner, Sections G & H



# 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



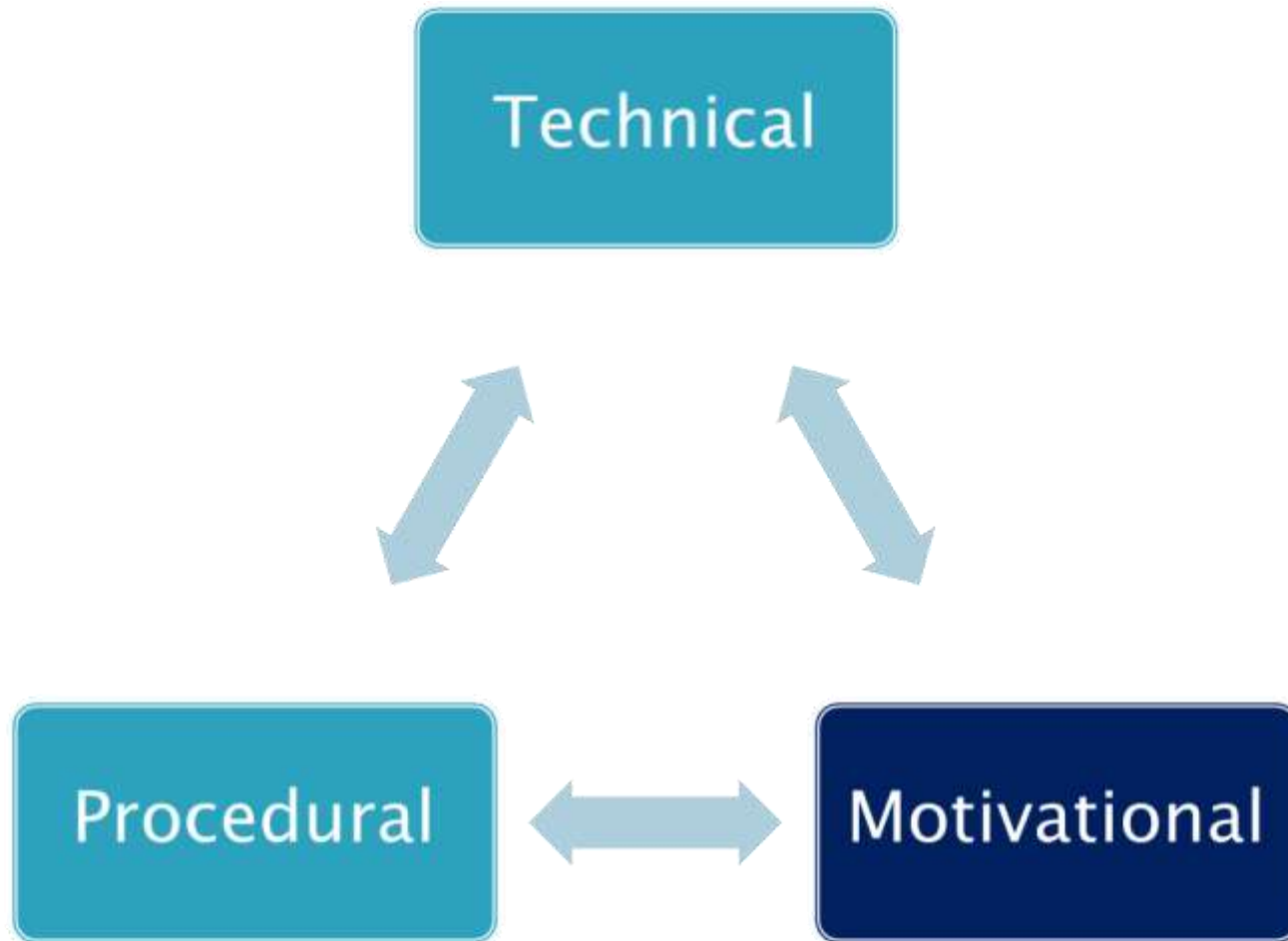


# Sustaining Change Through Enhancing Motivation: State and Local Roles in Data Quality

# Why Motivate?



# Enhancing Motivation and Problem Solving



# Enhancing Motivation: Local Staff

Develop an understanding



Create awareness



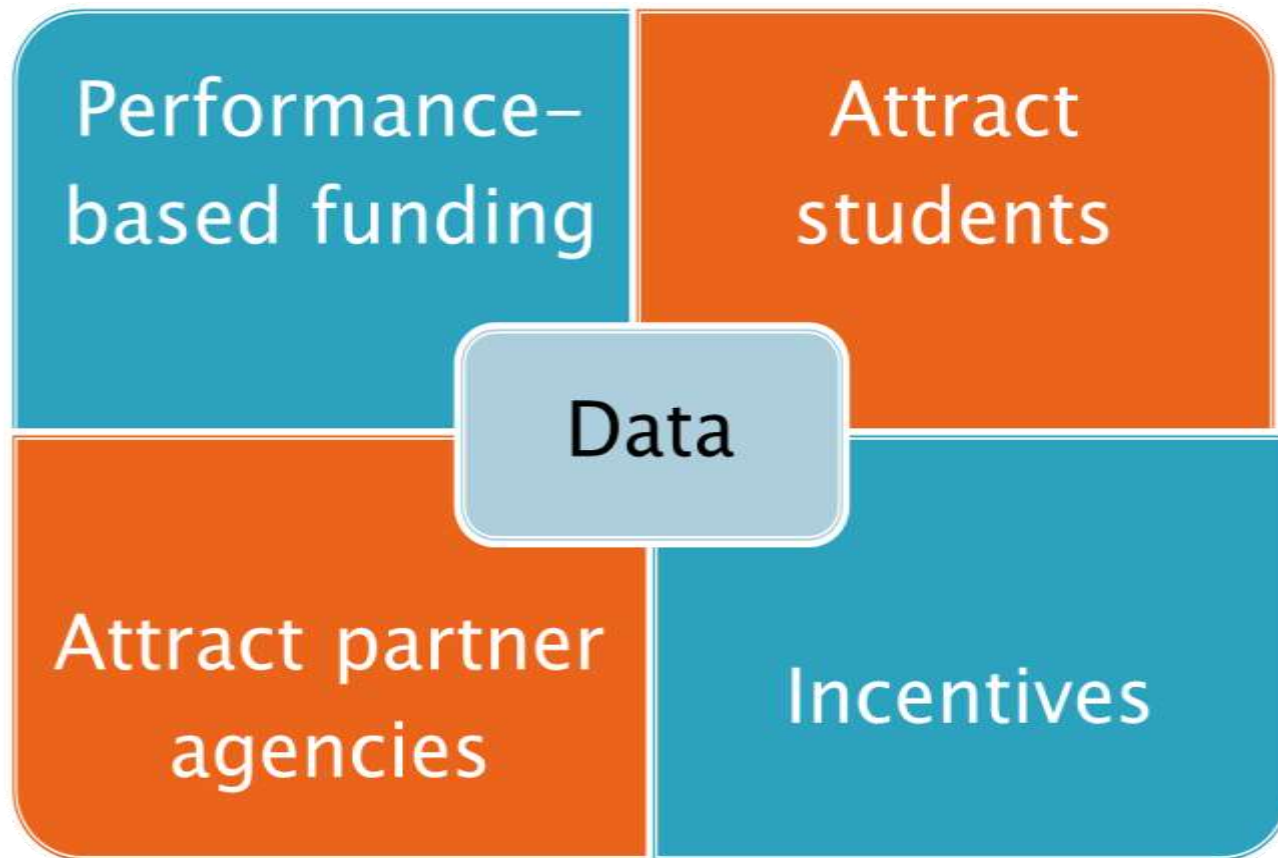
Increased motivation



# Data: A State and Program's Public Face

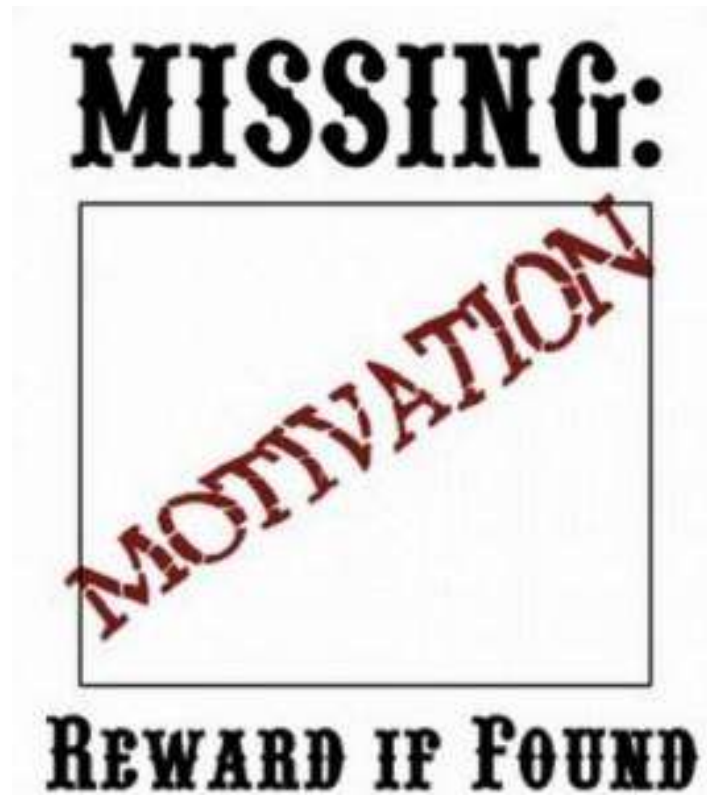


# Data: A State and Program's Public Face (cont.)



# 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

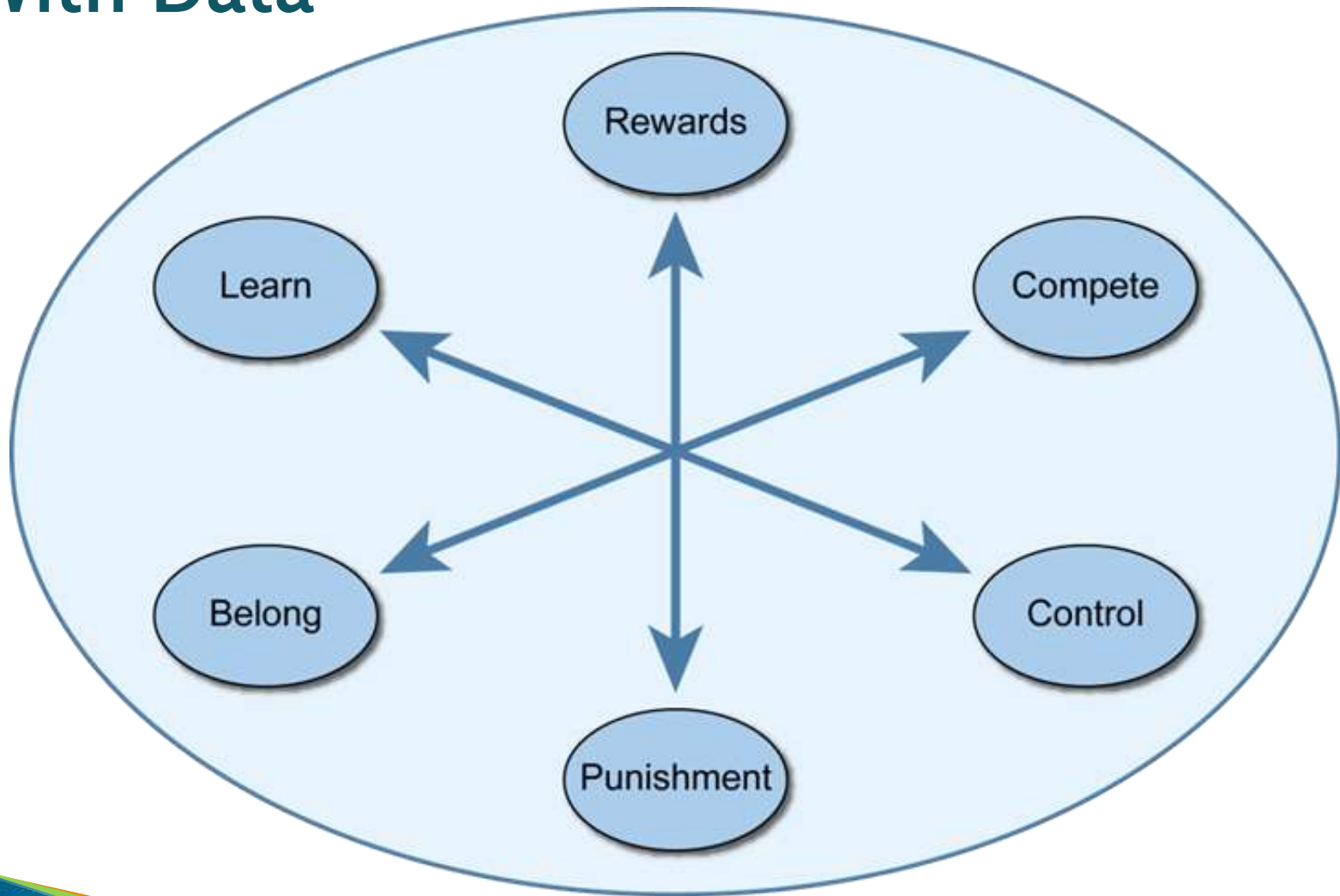


# Freudian Theory: Belong & Compete

- ▶ 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



# 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

Total Instructional Hours						
	August	September	October	November	December	January
Teacher A	350	352	408	406	410	412
Teacher B	386	380	382	384	384	388
Teacher C	372	376	374	376	370	372



# Data as a Motivator: Your Turn

	Intermediate ESL EFL Completions			
	Session 1 (12 weeks)	Session 2 (12 weeks)	Session 3 (12 weeks)	Session 4 (12 weeks)
Program 1	35%	37%	22%	16%
Program 2	20%	32%	33%	29%
Program 3	12%	15%	17%	30%

Handout 8: Data as a Motivator Activity







# Break



National Reporting System  
for Adult Education

# Ways to Enhance Motivation

# Report Cards

- ▶ Tool to enhance motivation
- ▶ Inspire program improvement



# Infographics

- ▶ Tool to enhance motivation



# Create State/Program Tool

version: 1.3.9

Printed:

06/17/2014

## NRS Core Performance Measures

Program: Sample College

AH Filter:

Applied

Funding Restricted:

Not Specified

College: Not specified

Fiscal Year:

2014

Funding Unrestricted:

Not Specified

Include Students with at least 12 hours of attendance

Quarter:

4

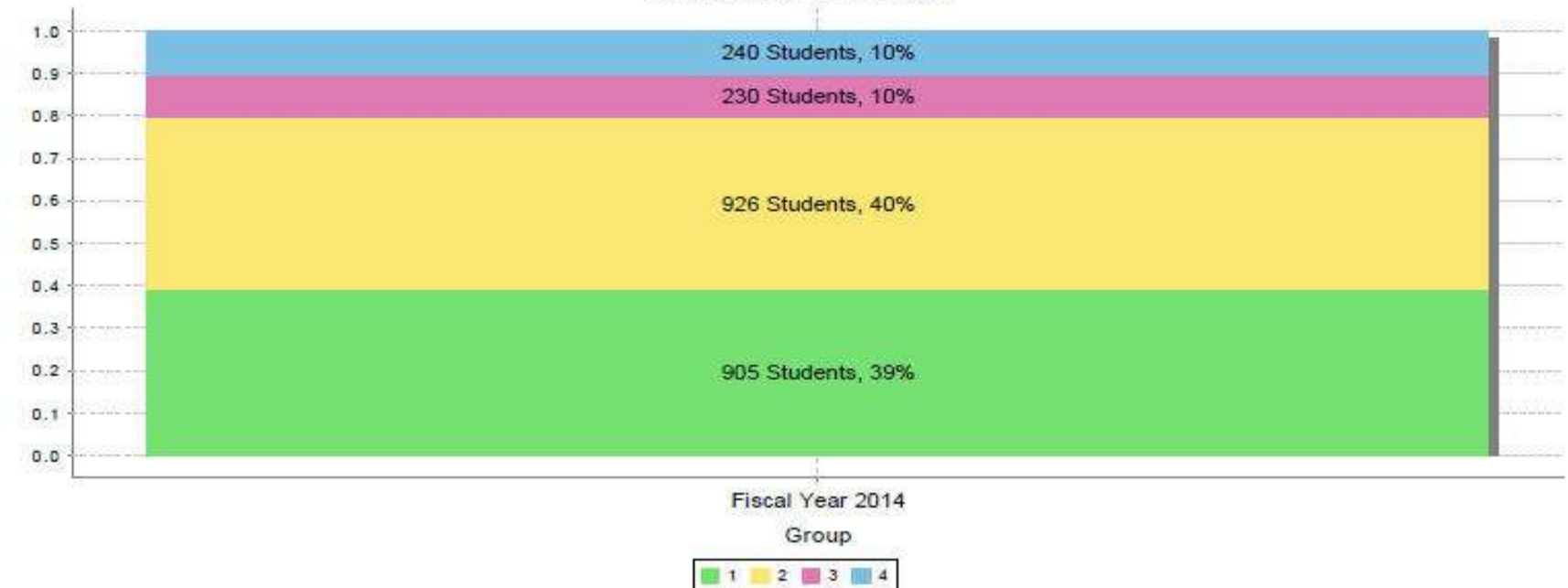
Performance Measures	Group Breakdown				Number of students needed to meet state target for this level	Eligible for a post-test and no prior LG (Group 2 & 3)	Number who Entered at Level in Program	Number who Completed Level in Program	Percent who Completed Level in Program	FY2014 State Targets	Percent Difference vs. FY2014 State Targets
	Group 1: Level Gainers (LG)	Group 2: PT, but no LG	Group 3: Enough AH, but no PT	Group 4: Lacked AH for PT							
ABE Beginning Literacy	4	0	2	0		2	6	4	66.67%	45%	21.67%
ABE Beginning Basic Education	47	13	17	15		23	92	47	51.09%	43%	8.09%
ABE Intermediate Low	133	91	45	42		63	311	133	42.77%	38%	4.77%
ABE Intermediate High	90	124	43	50	12	60	307	90	29.32%	33%	-3.68%
ASE Low	20	22	10	16	6	11	68	20	29.41%	37%	-7.59%
ASE High	0	9	25	6		28	40	4	10%		
<b>Subtotal: ABE/ASE</b>	<b>294</b>	<b>259</b>	<b>142</b>	<b>129</b>		<b>187</b>	<b>824</b>	<b>298</b>	<b>36.17%</b>		
ESL Beginning Literacy	17	1	6	8		6	32	17	53.13%	40%	13.13%
ESL Low Beginning	30	0	2	4		2	36	30	83.33%	40%	43.33%
ESL High Beginning	116	32	10	15		14	173	116	67.05%	43%	24.05%
ESL Intermediate Low	162	151	37	28		56	378	162	42.86%	40%	2.86%
ESL Intermediate High	155	186	28	33		48	402	155	38.56%	33%	5.56%
ESL Advanced	131	306	30	29		56	496	131	26.41%	19%	7.41%
<b>Subtotal: ESL</b>	<b>611</b>	<b>676</b>	<b>113</b>	<b>117</b>		<b>182</b>	<b>1,517</b>	<b>611</b>	<b>40.28%</b>		
<b>Total</b>	<b>905</b>	<b>935</b>	<b>255</b>	<b>246</b>		<b>369</b>	<b>2,341</b>	<b>909</b>	<b>38.83%</b>	<b>N/A</b>	<b>N/A</b>
ABE/ASE, excluding ASE High						159	784	294			
<b>Total, excluding ASE High</b>						<b>341</b>	<b>2,301</b>	<b>905</b>			

Level completion rate when ASE High is excluded: 39.33%



# Create State/Program Tool, cont

NRS Students Broken Down by Subgroup  
Excluding ASE High



Group 1 - Gained a level  
Group 2 - Post-tested, but no level gain  
Group 3 - Had enough attendance hours, but no post test  
Group 4 - Not retained to minimum test threshold

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 targets.



# 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





# Five Characteristics of a Successful Learning Community



# Building a Data Use Learning Community



# Building a Community of Data Use Learners

- ▶ Four-step process
- ▶ State and local responsibility
- ▶ Activates psychological theories of motivation



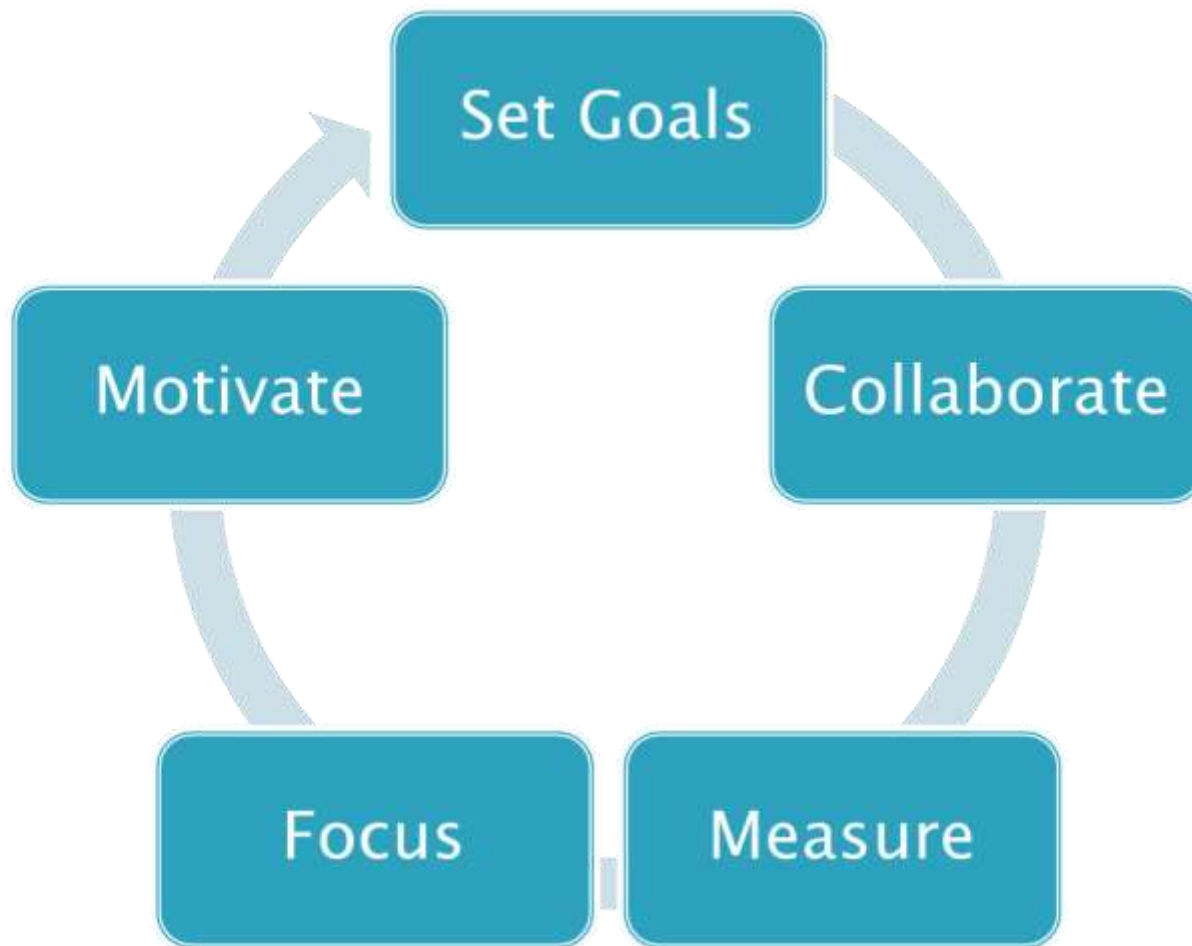
# Motivators for Engaging Staff With Data Activity

- ▶ 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.

Handout 9: Six Motivators for Engaging Staff With Data



# Motivation Wrap-Up



# 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