



# STRATEGIC INITIATIVE ACTION PLAN

<b>Focus Area</b>	Program Evaluation and Resource Allocation
<b>Initiative 5A</b>	Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness.
<b>Draft</b>	August 2019

**Executive Sponsor:** Cedrick Baker

**Initiative Owner:** Stacey Gray Akyea

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## I. Initiative Objective

Objective
Start, stop, or sustain practices based on their effectiveness and alignment to the strategic plan.

## II. Initiative Description

Brief Description of Initiative
<p><i>A system to assess effectiveness includes collecting and analyzing data, and establishing clearly understood roles and decision-making responsibilities.</i></p> <ol style="list-style-type: none"><li>1. Develop the capacity for program staff to measure and analyze results toward improving effectiveness.<ul style="list-style-type: none"><li>• This system will be designed as a cohort model in which a group of leaders will be expected to participate in order to identify program outcomes, collect and monitor their activities and input and assess their program's progress and/or stage of operationalization.</li></ul></li><li>2. Develop an annual calendar by which categories of district commitments will be reviewed.<ul style="list-style-type: none"><li>• Implement a strategic system for data collection, analysis and regular reporting for the purpose of evaluating district commitments, programs, procedures and/or practices.</li><li>• This system will be designed as a landscape model in which "buckets" or categories are identified, data is collected across dimensions within the category, analysis is done for the purpose of evaluating the dimensions together and the work is completed aligned to the budgeting decision-making timeline.</li></ul></li></ol> <p>Notes. Commitments is defined as programs, practices, and other work in the district that have dedicated resources, activities, and other inputs and is designed to meet outcomes. Outcomes can be explicitly stated or implied by the nature of the work.</p>



## III. Rationale

Desired State
<p>A comprehensive process of data collection, analysis and reporting is understood at all levels.</p> <ul style="list-style-type: none"><li>• District commitments are identified, examined and their effectiveness explored in a consistent and reliable way</li><li>• There is a common set of tools and protocols, and reporting methods have consistency in format and/or presentation</li></ul>

- District protocols for data collection, analysis and reporting are applied to grant and partnership evaluation design as well as existing programs and practices
- Implementation project management embeds the protocols for data collection, analysis and reporting
- Results are used in a way that prioritizes improvement and alignment to serving students and families

All types of internal inquiry including formal program evaluation are undertaken with explicit purpose and with the knowledge that information provided will and should be used to make decisions.

- Roles and responsibilities are explicit and well understood, particularly when decisions need to be made and decision-making windows are established and used
- In addition, communication is regular and reliable including timelines, rationales and next steps
- In the case of grants, a well-articulated process defines why we acquire grants and our expectations for implementing, reporting and sustaining/sunseting the grant
- Tools support effective decision making, for example the fate-determination tool developed by SPPS in 2009

As a district, staff possess necessary training and skills for how to use data. Data literacy is embedded across the district.

- Staff are adept at accessing, analyzing, and using relevant information
- We collectively interpret information in a reliable and cumulative manner when applicable
- We use common terminology when referring to data/information

### **Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative**

- Best Practices for Using Data-Based Decision-Making in Evaluation Systems (October 2016) Hanover Research
- Balanced Scorecards for School Districts (December 2013) Hanover Research
- Best Practices in Systemic Program Evaluation (April 2016) Hanover Research
- Program Evaluation Design Within High-Performing School Districts (February 2012) Hanover Research
- St. Paul Public School District implementation audit; A collaborative project between the St. Paul Public School District and the leadership and learning center. (December 2009). The Leadership and Learning Center
- The fifth discipline. Peter Senge
- Data fluency: Empowering your organization with effective data communication. Gemignani & Gemignani  
Data teams: The big picture
- Driven by data: A practical guide to improve instruction. Paul Bambrick-Santoya
- Show me the proof: Tools and strategies to make data work for you. Stephen H. White
- Beyond the numbers: Making data work for teachers & school leaders. Stephen H. White

- Learning by doing: A handbook for professional learning communities at work. Richard Dufour, Rebecca Dufour, Robert Eaker & Thomas Many
- Leading schools in a data-rich world: Harnessing data for school improvement.. Lorna M. Earl & Steven Katz
- Learning organizations: Developing cultures for tomorrow's workplace.
- Unleashing the power of collaborative inquiry: The data coach's guide to improving learning for all students. Nancy Love, Katherine E. Stiles, Susan Mundry & Kathryn DiRanna
- SPPS COB Fate determination presentation, esp slide 6
- SPPS Shared Accountability Framework 2008
- Hexagon Tool - Implementation Science
- State Implementation & Scaling-up of Evidence-based Practices Center
- Active Implementation Hub  
<http://www.tools4dev.org/resources/how-to-create-an-monitoring-and-evaluation-system/>

## IV. Initiative Scope

In Scope
<ol style="list-style-type: none"> <li>1. Functions/entities across the district engaged in work that of a program or practice that has established logic towards outcomes.</li> <li>2. Commitments programs, practices, procedures with the following characteristics:               <ul style="list-style-type: none"> <li>○ They are intended to impact the strategic plan student outcomes</li> <li>○ SPPS has authority over the administration and operation (not a state/fed requirement)</li> <li>○ A certain dollar amount/threshold is being spent/allocated (TBD)</li> <li>○ The budget originates outside of a school building</li> <li>○ It is projected/planned to be mid to long-term</li> <li>○ It impacts at least 25% of the targeted population</li> <li>○ Changes can occur based on results of evaluation</li> <li>○ Examples included but are not limited to:                   <ul style="list-style-type: none"> <li>■ reading programs and initiatives</li> <li>■ parental involvement strategies</li> <li>■ academic interventions</li> <li>■ professional development</li> </ul> </li> </ul> </li> </ol>
Out of Scope
<p>Functions and /or entities include the following characteristics:</p> <ul style="list-style-type: none"> <li>○ SPPS has no authority over the administration</li> <li>○ It has financial investment of less than 10,000</li> </ul>

- It is financed solely at a school building level
- It is short-term
- It impacts less than 25% of a target population
- It has limited capacity for revisions, sustainability,
- It is BOE establish policy or procedure
- Examples include but are not limited to:
  - Strategic Plan implementation
  - Schoolwide continuous improvement of individual schools (SCIP)
  - Legal obligations
  - Federally-triggered audits
  - Finance audits
  - State accountability system
  - BOE policy & procedures
  - Personnel performance reviews
  - Facilities Master Planning
  - Contractual obligations

## V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Proposed Start Date	Status/Target End Date
<b>School Year 2018-2019</b>				
1	Determine resources needed for collecting, analyzing, and reporting on program effectiveness	Implementation team	January 2019	Complete
2	Determine resources needed for internal capacity building: cohort model	Implementation team	January 2019	Complete
3	Determine project decision making structure <ul style="list-style-type: none"> <li>● Who makes final decisions</li> </ul>	Research, Assessment and Evaluation (REA) Director	January 2019	Complete
4	Document the purpose and beliefs driving the collecting, analyzing, and reporting process <ul style="list-style-type: none"> <li>● Create a Theory of action for this initiative</li> <li>● Create a statement of beliefs</li> <li>● Create a Logic model for this initiative</li> </ul>	Implementation team	January 2019	Complete
5	Document the purpose and beliefs driving the cohort model <ul style="list-style-type: none"> <li>● Create a Theory of action for this initiative</li> <li>● Create a statement of beliefs</li> <li>● Create a Logic model for this initiative</li> </ul>	Implementation team	January 2019	Complete
6	Complete a district environmental scan <ul style="list-style-type: none"> <li>● List existing commitments</li> </ul>	REA team	March 2019	Complete

	<ul style="list-style-type: none"> <li>• Categorize commitments</li> <li>• Determine which are in scope for district review</li> <li>• Prioritize categories of commitments</li> <li>• Venn Universe the district--consider alignment and relationships between commitments</li> </ul>			
7	Reorganize REA <ul style="list-style-type: none"> <li>• Resource Alignment</li> </ul>	REA Director	January 2019	Complete
8	Determine timelines <ul style="list-style-type: none"> <li>• Create a schedule for a complete collecting, analyzing, and reporting cycle</li> <li>• Create a schedule for cohort model cycle</li> </ul>	Implementation team	January 2019	Complete
9	Research models of evaluation processes, in education and business	REA team	January 2019	Complete
10	Consider existing tools and processes that relate to collecting, analyzing, and reporting	REA team	January 2019	Complete
<b>School Year 2019-2020</b>				
11	Define the process for data collection <ul style="list-style-type: none"> <li>• Identify variables or types of data that could be collected</li> <li>• Determine variables common for all reviews</li> <li>• Set standards and guidelines for data collection to ensure validity</li> <li>• Develop a data source book</li> <li>• Create a Protocol(s) for Data Collection</li> </ul>	REA team	April 2019	November 2019
12	Define the curriculum for cohort model <ul style="list-style-type: none"> <li>• Identify what participants need to know</li> <li>• Identify outcomes for participants</li> <li>• Identify existing / previous models</li> <li>• Create lessons/modules</li> <li>• Determine curriculum materials/tools</li> </ul>	REA team	April 2019	September 2019
13	Create Communication Plan for collecting, analyzing, and reporting and cohort model	Implementation team	April 2019	September 2019
14	Define the protocols for data analysis	REA Program evaluator(s), Analyst(s)	April 2019	October 2019
15	Define the process for reporting <ul style="list-style-type: none"> <li>• Define a Protocol(s) for Reporting</li> <li>• Determine the standards for reporting</li> <li>• Determine the report audiences</li> <li>• Determine the type of report for each audience</li> </ul>	REA team	April 2019	November 2019

	<ul style="list-style-type: none"> <li>Develop a data dashboard model</li> </ul>			
16	Create infrastructure for initiative data repository for collecting, analyzing, and reporting and cohort model	Implementation team	April 2019	complete
17	Implement collecting, analyzing, and reporting cohort model	REA team	August 2019	June 2020
18	Conduct project self-reflection, after action review create report template for self-reflection create monitoring tool for implementation	Implementation team, Program Evaluator(s)	January 2020	June 2020
<b>School Year 2020-2021</b>				
19	Implement 5-year calendar for district level reviews for collecting, analyzing, and reporting	Implementation team	August 2020	August 2025
20	Provide professional development and support implementation for additional district staff to process and analyze data collected to determine program effectiveness (cohort model)	Implementation team	August 2020	August 2021

## VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
<b>School Year 2018-2019</b>			Completed (y/n)	Level of Completion
environmental scan completed	completed report	agreement that the scan is reflective of district commitments	Yes	At or above target
protocols for data collection completed	final documents/tools	95% of stakeholders respond that they are well-prepared to collect data	No	Change of design
protocols for data analysis completed	final documents/tools	95% of stakeholders respond that they are well-prepared to analyze data	No	Change of design

Performance Indicator	Measurement Method	Targeted Achievement
<b>School Year 2019-20</b>		
Data collection process	document	Aligned to the budget process
Cohort model	feedback	90% of participants report the experience as relevant, useful and

		successful in building their capacity for evaluation of program(s)
Effectiveness metrics	report	meta-evaluation complete
Self-review of implementation year 1	document	completed report
<b>School Year 2020-21</b>		
Data collection process	documented decision-making process utilized	informs the budget process
Cohort model	feedback	90% of participants report the experience as relevant, useful and successful in building their capacity for evaluation of program(s)
Effectiveness metrics	report	meta-evaluation complete
Review of year 2	feedback	completed report