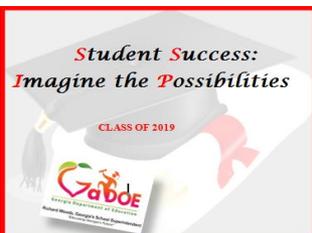


# Monitoring Process and Outcomes of Student Success Plan Implementation

Kachelle White and Kim Hartsell

October 25, 2016





U.S. Office of Special  
Education Programs

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# Making Connections



## Student Success Planning and Monitoring

# Student Success Plans

- Included activity type (universal or targeted)
- Actionable steps (activities)
- Expected impact data (outcomes)
- Resources
- Timelines
- Responsible person(s)



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# Student Success Process Planning Template

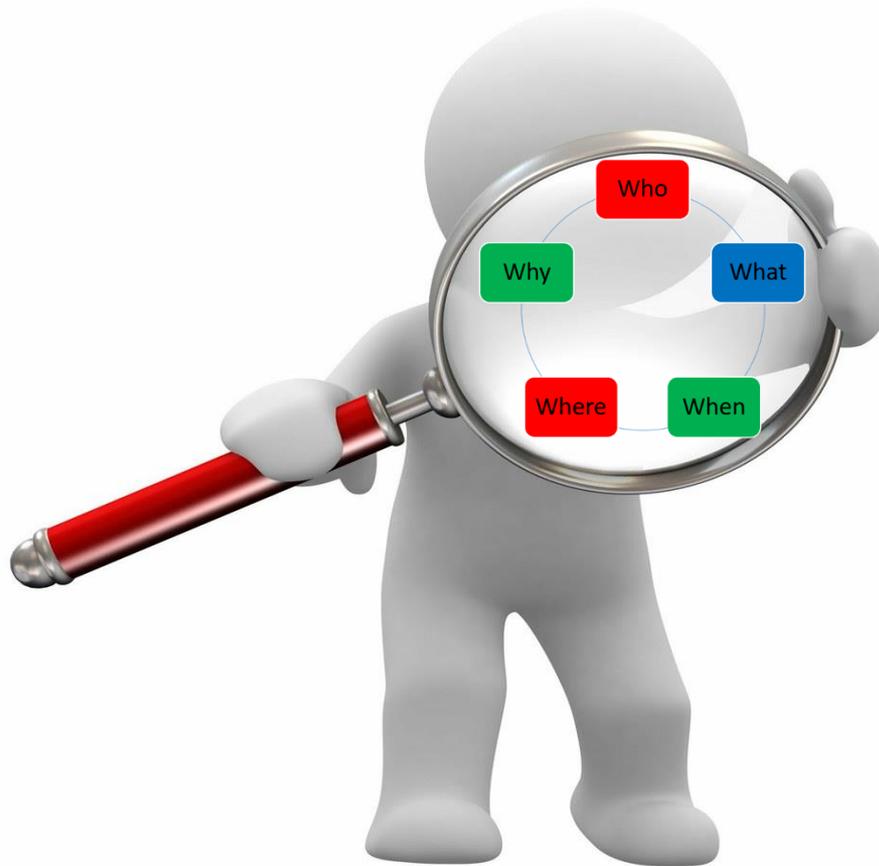
"U" or "T"	APR Indicator	Actionable Steps What are you doing? Is it Universal (U) or Targeted (T)?	Expected Impact Data  "What is the anticipated impact, and how will you measure it?"	Required Resources  "What are the needed fiscal and/or personnel resources?"	Timelines  "When are you doing it?"	Responsible Person  "Who is responsible?"

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# Student Success Plans

- Plans have been submitted to the GaDOE and districts have begun implementation of the identified action steps.
- Now is a good time for the district team to review plans and update them as needed to support effective implementation.
  - Updates to the plans are due annually
  - Directions for submitting plans are forthcoming





# Monitoring Implementation of Student Success

# Monitoring Questions

- Who will be responsible for monitoring the implementation of Student Success?
  - The district team
    - Other individuals or groups may be tasked with completing monitoring activities, but the district team is ultimately responsible for monitoring implementation of the plan.



# Monitoring Questions

- What needs to be monitored?
  - Are we implementing our plan as intended? (**Process**)
  - Are we achieving our intended outcomes? (**Outcomes**)



# Monitoring Questions

- When will monitoring activities be completed?
  - Monitoring occurs
    - On an on-going basis to determine if the plan is being implemented as intended
    - At established points to determine if outcomes are being accomplished



Process



Outcomes

# Monitoring Questions

- Where will monitoring occur?
  - Monitoring occurs at multiple levels

A large light blue arrow pointing to the right contains three rounded rectangular boxes. The first box is blue and contains the word 'District'. The second box is red and contains the word 'School'. The third box is green and contains the word 'Student'.

District

School

Student

# Monitoring Questions

- Why do we monitor?
  - Are we implementing our plan as intended? (**Process**)
    - Are we successfully accomplishing our activities? Have we produced our intended outputs?
    - Are we implementing the activities in a timely manner in order to achieve our outcomes?
    - Are we making adjustments to address what's not working?
  - Are we achieving our intended outcomes? (**Outcomes**)
    - Are we accomplishing our short-term, intermediate, and long-term outcomes?
    - Can we show that what we did was responsible for the accomplishments?



# Team Time

- How will your district monitor implementation of the Student Success Plan?



***"That which gets measured, gets done."***

***Tom Peters***

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# Planning for an Effective Monitoring of Student Success Initiatives



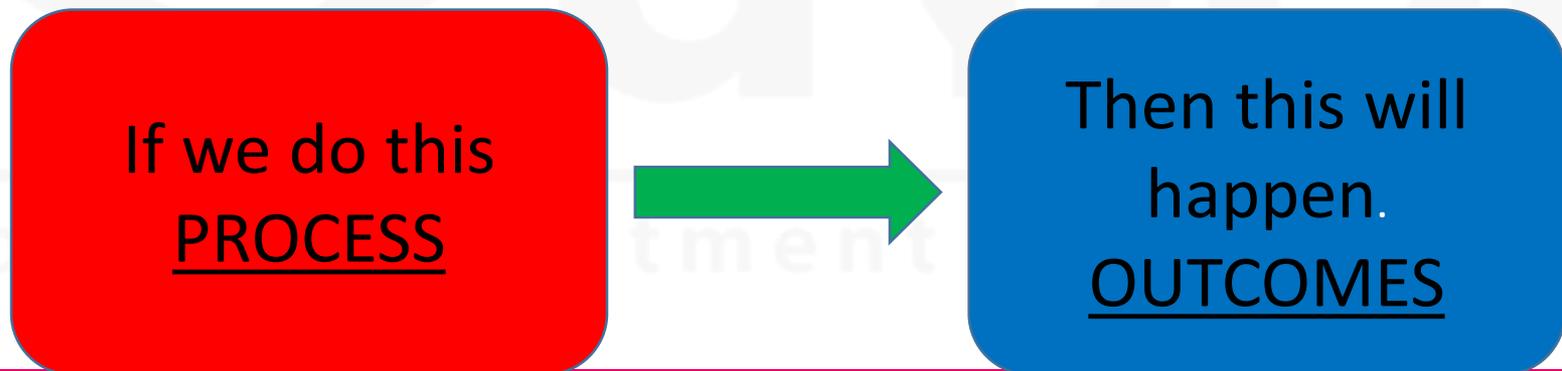
# Theory of Action



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- A theory of action (sometimes referred to as Theory of Change) is at its core, a simple IF, THEN statement. It makes the connection between what you are doing and what you expect to happen.

*Your district's Student Success Plan was based on a Theory of Action!*



# Theory of Action



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Life example:

If I eat fewer calories and increase my daily exercise, then I will loose weight.



# Theory of Action



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Educational example:

If the district implements Positive Behavioral Interventions and Supports, then suspensions and expulsions for students with disabilities/ will decrease.



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# Team Time



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What is the Theory of Action that underlies your district's Student Success Plan?



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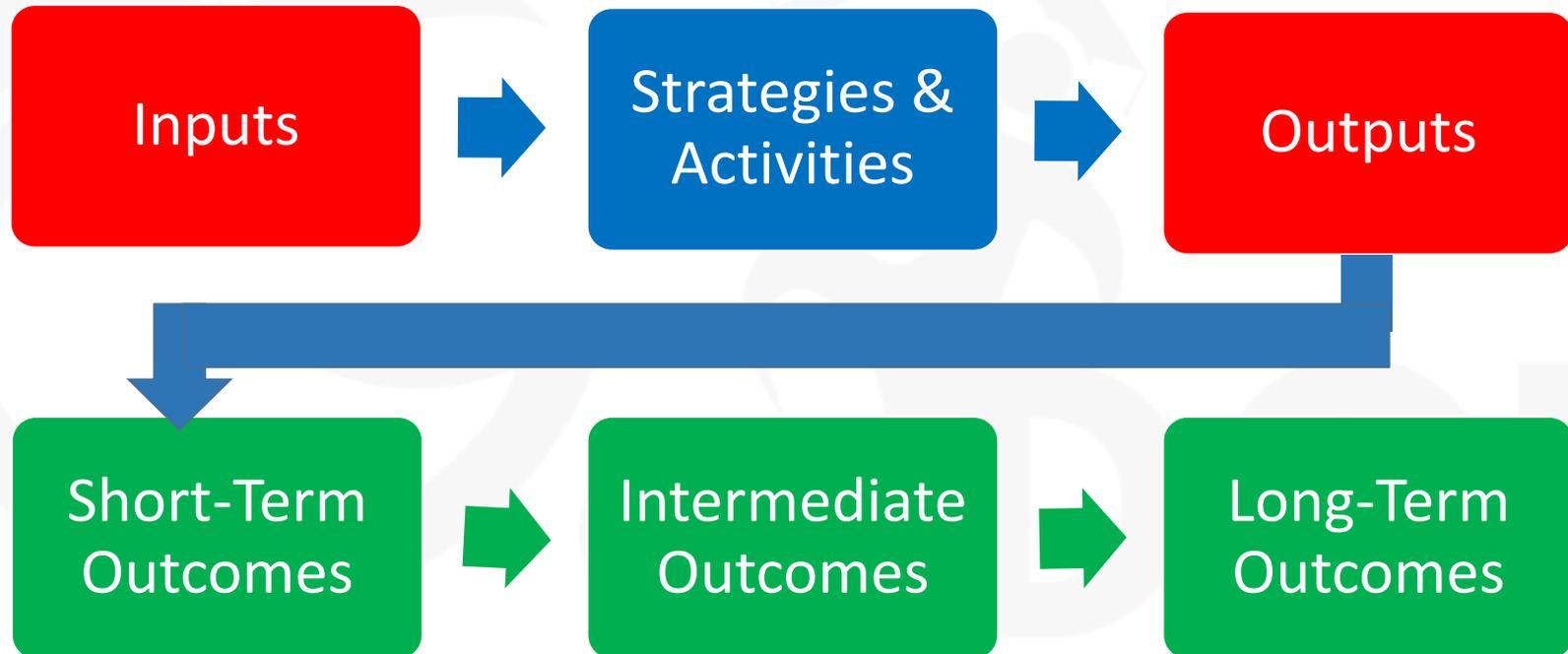
# Logic Model/Roadmap

- Visual representation of the district action plan
- Similar to a roadmap, the model displays the connection between project goals, activities, outputs, and outcomes
- Can be used to plan data collection and analysis to measure Student Success processes and outcomes

Please note that a logic model is not required for Student Success.



# Logic Model



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# Inputs

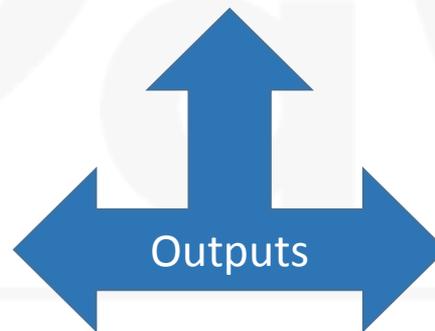
- Resources that go into Student Success
  - Fiscal
  - Staff
  - Stakeholders and partners
  - Technology
  - Digital and print resources
  - Organizational learning structures

# Strategies and Activities

- Strategies (Broad Approaches)
  - Develop regulations and procedures
  - Develop print and digital materials
  - Provide professional learning
  - Provide coaching
  - Partner with other agencies
- Activities (Specific Activities/Action Steps)
  - Discrete activities within each of the above

# Outputs

- Direct result of the activities
  - Program accomplishments
  - Description and number of products and events
  - Number of participants
  - Fidelity of implementation of activities



# Outcomes

- Short-term outcomes
  - What participants learn as a result of outputs
  - What awareness, attitudes, or skills that they develop
- Intermediate outcomes
  - Changes in adult behavior- implementation with fidelity
  - Improved organizational structure and functioning
- Long-term outcomes
  - Results that fulfill program goals
  - Impact on students and families





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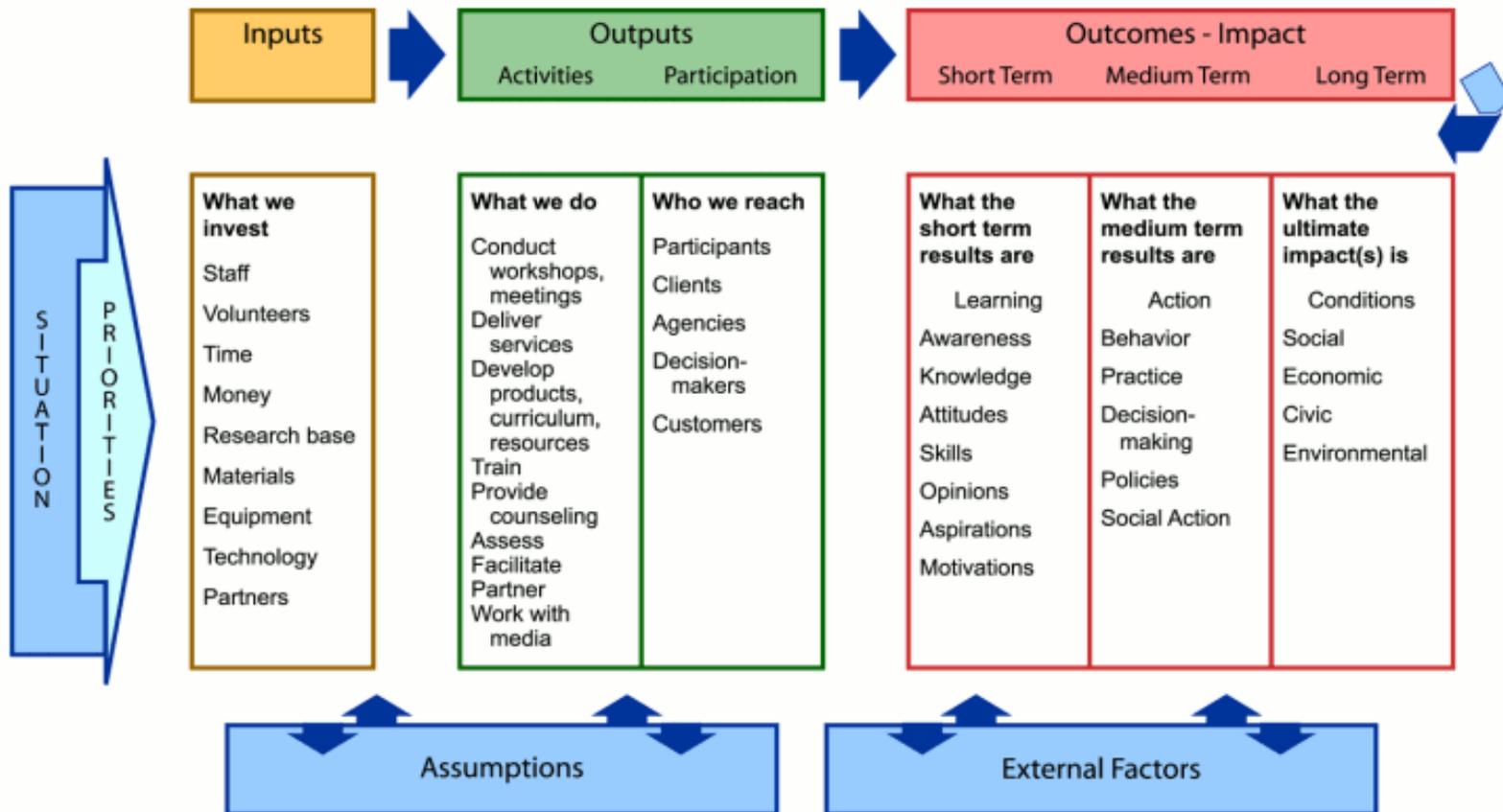
# Outcomes

- Knowledge
- Attitude
- Skills
- Aspirations
- Behavior

Joellen Killion, 2016

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# Logic Model





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# Sample Logic Model Components

Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
District Leadership Team	Develop and deliver PL and resources on targeted reading strategies	# of times PL delivered	Teachers will demonstrate knowledge of reading strategies	School teams use reading diagnostic probes to identify struggling readers	Students participating in the program demonstrate grade level readings skills
District Coach		# of teachers participating in PL	Teachers demonstrate knowledge of diagnostic probes	Teachers integrate targeted strategies into classroom reading instruction	
Professional Learning Resources	Develop and deliver PL and resources on diagnostic probes	Participant feedback on PL	Teachers demonstrate knowledge of data collection techniques	Teachers use data from probes to make student progress and make adaptations to instructions	
Technology		# of probes developed	Teachers increase expectations for reading success	Students complete benchmarks identified by the school team	
Funding		Provide coaching to school staff	# of probes delivered		
	Collect and analyze data	# of coaching visits			

# Learning Check

	Input	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
Professional Learning on Co-teaching						
Improved course completion						
District coach						
Number of workshops						
Teacher knowledge of co-teaching models						
Improved graduation rate						

# Team Time- Your District's Logic Model



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Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes

# Next Steps

- Identify methods and data sources for measuring identified outputs and outcomes
- Establish performance indicators for the outcomes
  - Examples
    - Percentage of teachers demonstrating EBP during reading instruction
- Identify timelines and persons responsible for collecting data
- Collect and analyze data to make adjustments as needed

# Resources

- Collaborative Community Meetings
  - This fall, measuring outcomes will be the focus of one or more GLRS Collaborative Community Meetings.
- GLRS Regional Teams will support districts in monitoring their Student Success activities.



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# Questions and Comments

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