Monitoring Process and Outcomes of Student Success Plan Implementation

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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)
# Student Success Process Planning Template

<table>
<thead>
<tr>
<th>“U” or “T”</th>
<th>APR Indicator</th>
<th>Actionable Steps</th>
<th>Expected Impact Data</th>
<th>Required Resources</th>
<th>Timelines</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What are you doing?</td>
<td>“What is the anticipated impact, and how will you measure it?”</td>
<td>“What are the needed fiscal and/or personnel resources?”</td>
<td>“When are you doing it?”</td>
<td>“Who is responsible?”</td>
</tr>
</tbody>
</table>

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11/21/2016
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

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Monitoring Questions

• **Where** will monitoring occur?
  • Monitoring occurs at multiple levels
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
Planning for an Effective Monitoring of Student Success Initiatives
Theory of Action

• 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!

If we do this PROCESS

Then this will happen. OUTCOMES
Theory of Action

Life example:

If I eat fewer calories and increase my daily exercise, then I will lose weight.
Theory of Action

Educational example:

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

In Student Success there are multiple IF THENS.

- If the school implements PBIS with fidelity
- Then students and staff have knowledge of expectations.
- If students comply with the expectations
- Then office discipline referrals will decrease.
- If students are present for classroom instruction.
- Then academic achievement will improve.
Team Time

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

Inputs → Strategies & Activities → Outputs

- Short-Term Outcomes
- Intermediate Outcomes
- Long-Term Outcomes
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
Outcomes

- Knowledge
- Attitude
- Skills
- Aspirations
- Behavior

Joellen Killion, 2016
## Sample Logic Model Components

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

<table>
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<tr>
<th>Input</th>
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<tr>
<td>Professional Learning on Co-teaching</td>
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<td></td>
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<tr>
<td>Improved course completion</td>
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<tr>
<td>District coach</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Number of workshops</td>
<td></td>
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<tr>
<td>Teacher knowledge of co-teaching models</td>
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<tr>
<td>Improved graduation rate</td>
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11/21/2016
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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.
Questions
and Comments