Best Practices for Sharing Data with Stakeholders to Improve Implementation: Case Example from SC-SSIP

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research • evaluation • measurement

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Outline

- Background on SSIP

- Best Practices for Sharing Data

  - Clear and Concise Reporting

  - Face to Face Meetings

- Summary

- Reflection Question

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South Carolina's State Systemic Improvement Plan (SSIP)

- Improving reading scores for third grade students with disabilities.

- Ten schools are implementing projects with a focus on:
    - Data Based Decision Making
    - Quality Instruction
    - Family and Community Engagement

Davis et al., 2017

Evaluation of SC's SSIP

Outcome Evaluation

   - Did students' reading scores improve?

Process Evaluation

   - How are schools implementing the plan?

Patton, 1997; 2008

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Why Share Data with Stakeholders?

- AEA Guiding Principle of Responsibilities for General and Public Welfare

- Fits with our collaborative approach to evaluation

- Improve implementation and outcomes
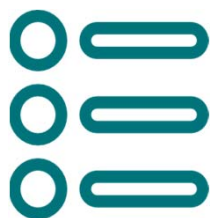
AEA, 2017; Evergreen, 2014, 2017; Patton, 2008

Self-Assessment

Focus Groups

Data Collection Activities

Educator Survey

State Assessment

Best Practices for Sharing Data with Stakeholders

- Clear and Concise Reporting
- Face to Face Meetings

Clear and Concise Reporting

A need for clear and concise reporting

- One primary difference between research and evaluation is the role of stakeholders

- At REM we prioritize evaluation use

- Stakeholders can't use information they don't understand

- They can't even begin to understand if they won't engage with the data

Our goals for evaluation reporting

- Reports that are appropriate for the intended user

- Reports that present data visually

- Reports that are user-friendly and engaging

- Reports that are concise

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Appropriate for the intended user

- Reports tailored to the needs of a specific audience (program director, implementation facilitators, etc.)
- Alternate versions of the same report (project level, district level, school level)
- Single report that can work across different stakeholder groups

Presenting data visually

- Use graphs not tables of numbers
- Format graphs to emphasize what is important
  - Diverging bars sorted from highest to lowest agreement
  - Color for emphasis
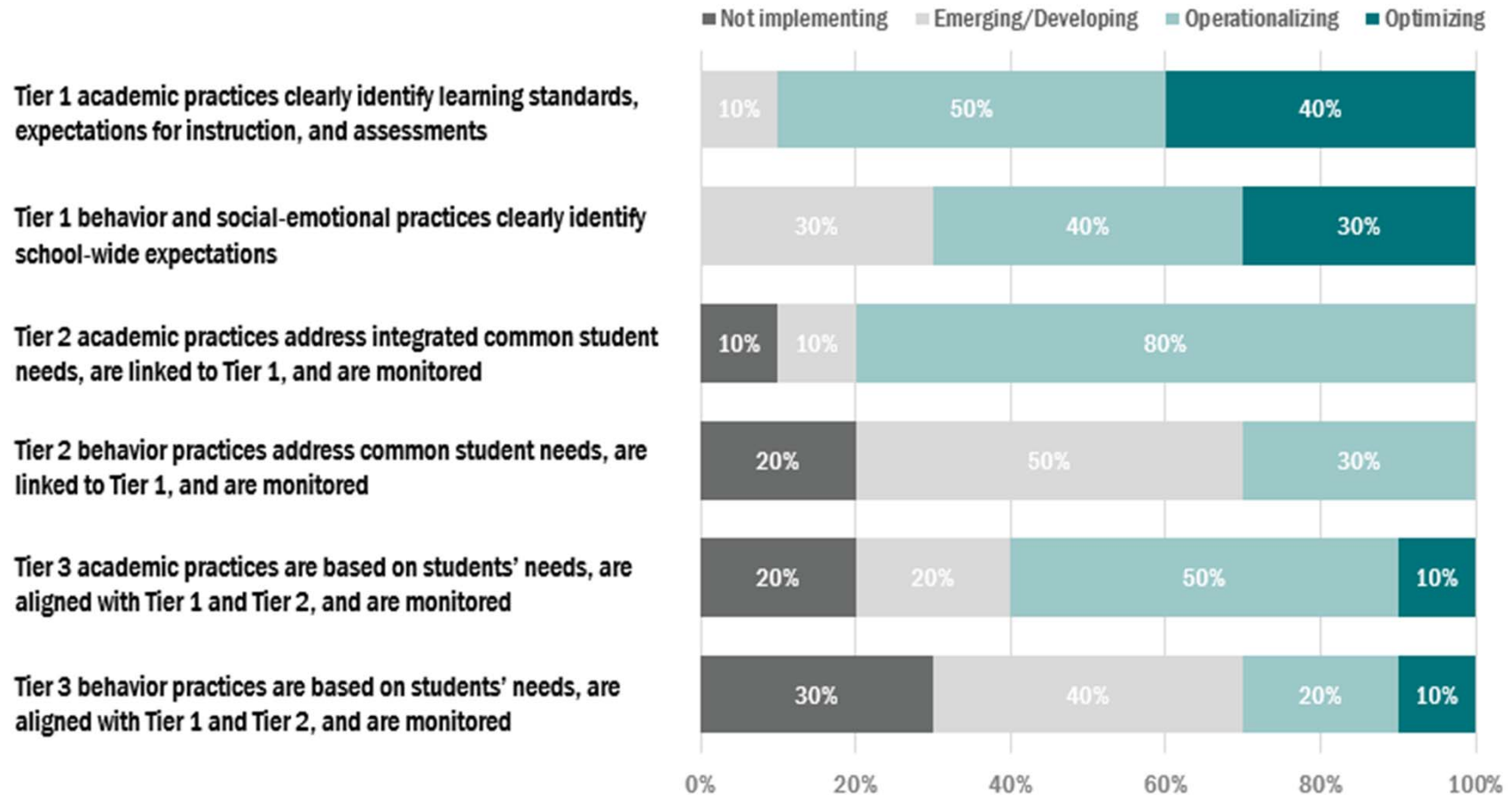- Qualitative data presented in simple tables

Instead of tables…

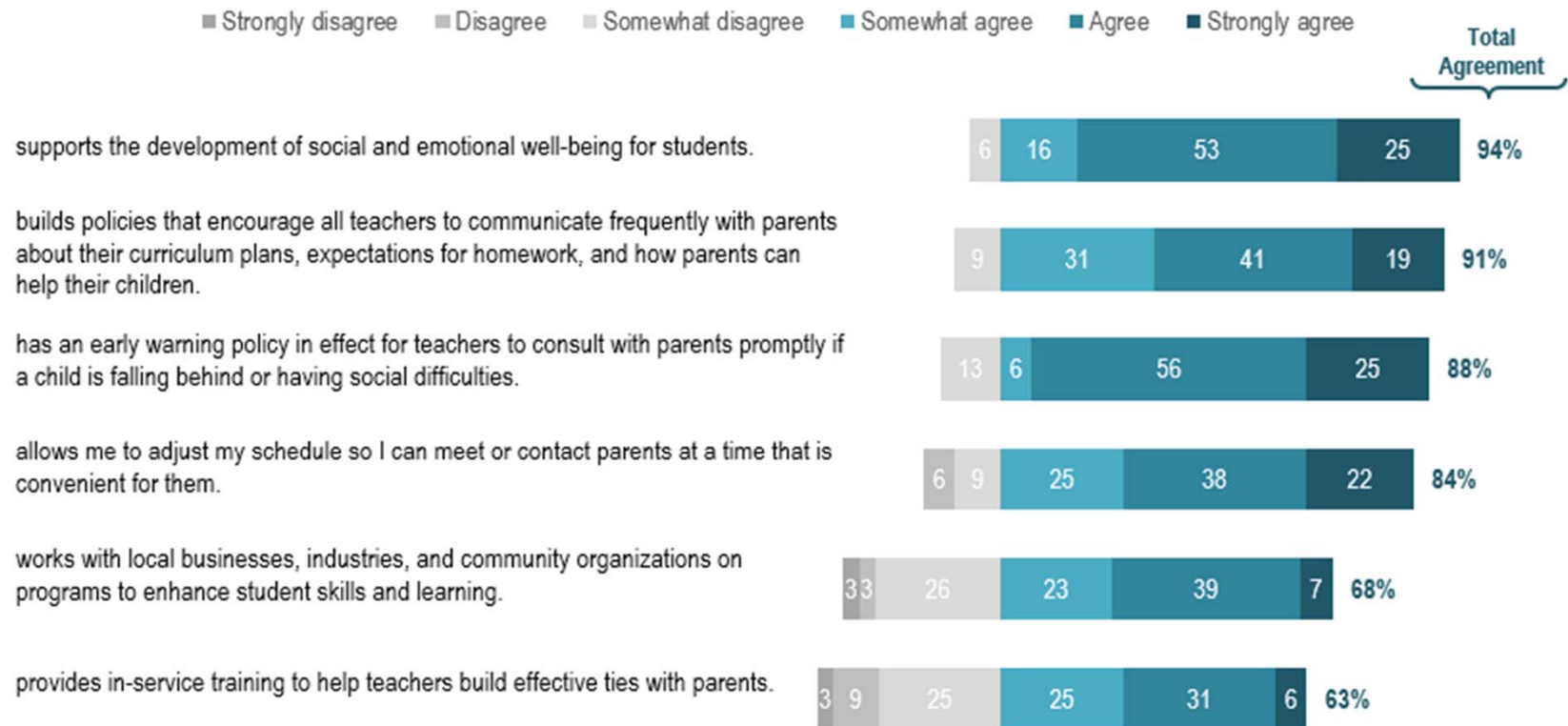|	Not implementing	Emerging/ Developing	Operation-alizing	Optimizing	Total
Tier 1 academic practices clearly identify learning standards, expectations for instruction, and assessments	0%	10%	50%	40%	100%
Tier 1 behavior and social-emotional practices clearly identify school-wide expectations	0%	30%	40%	30%	100%
Tier 2 academic practices address integrated common student needs, are linked to Tier 1, and are monitored	10%	10%	80%	0%	100%
Tier 2 behavior practices address common student needs, are linked to Tier 1, and are monitored	20%	50%	30%	0%	100%
Tier 3 academic practices are based on students' needs, are aligned with Tier 1 and Tier 2, and are monitored	20%	20%	50%	10%	100%
Tier 3 behavior practices are based on students' needs, are aligned with Tier 1 and Tier 2, and are monitored	30%	40%	20%	10%	100%

We use graphs

Three Tiered Instructional/Intervention Model: Percentage of SSIP Schools at Each Level

Legend: ■ Not implementing ■ Emerging/Developing ■ Operationalizing ■ Optimizing

Practice	Not implementing	Emerging/Developing	Operationalizing	Optimizing
Tier 1 academic practices clearly identify learning standards, expectations for instruction, and assessments		10%	50%	40%
Tier 1 behavior and social-emotional practices clearly identify school-wide expectations		30%	40%	30%
Tier 2 academic practices address integrated common student needs, are linked to Tier 1, and are monitored	10%	10%	80%	
Tier 2 behavior practices address common student needs, are linked to Tier 1, and are monitored	20%	50%	30%	
Tier 3 academic practices are based on students' needs, are aligned with Tier 1 and Tier 2, and are monitored	20%	20%	50%	10%
Tier 3 behavior practices are based on students' needs, are aligned with Tier 1 and Tier 2, and are monitored	30%	40%	20%	10%

0%   20%   40%   60%   80%   100%

Diverging bars show highs and lows

Family and Community Engagement
Indicate your level of agreement with the following statements. My school…
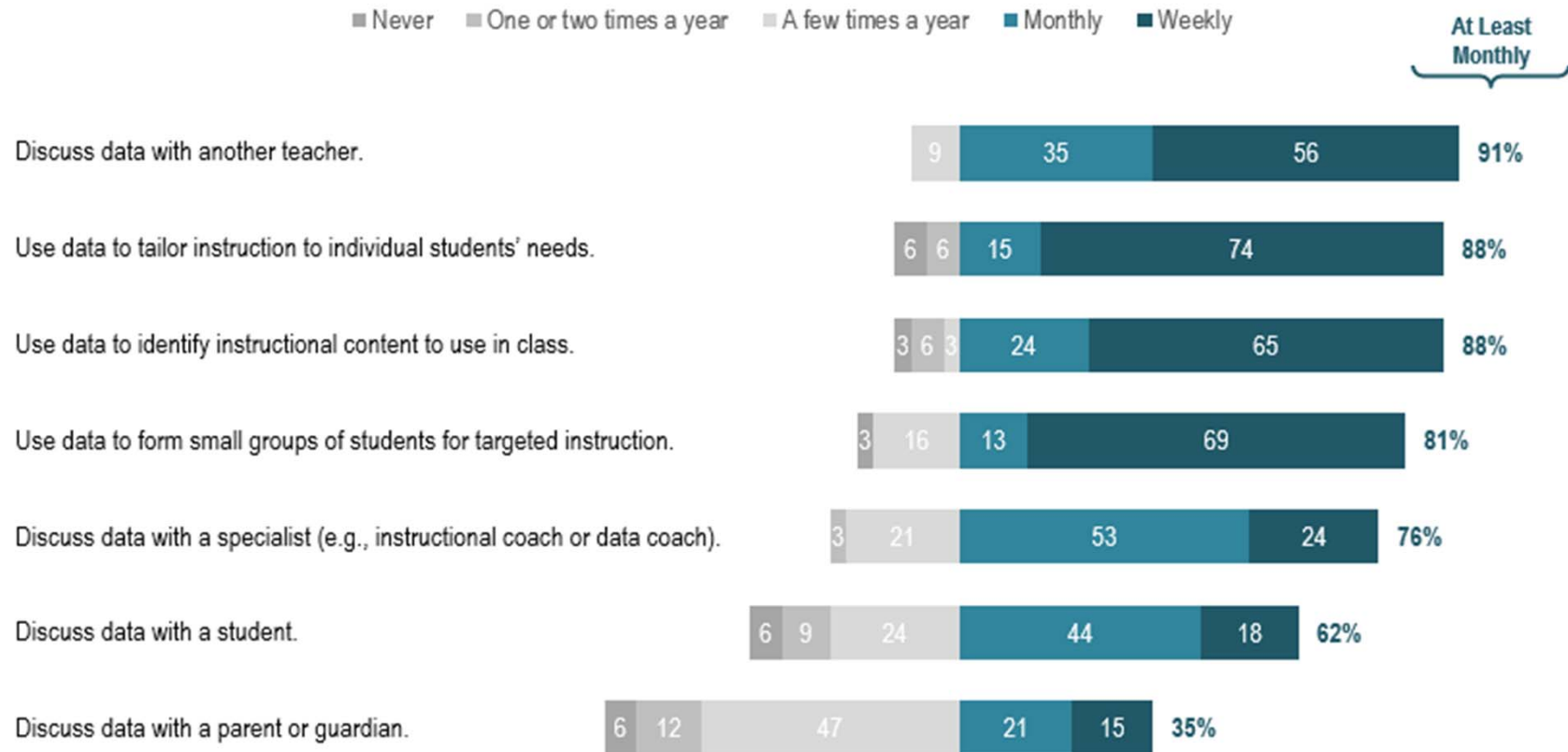(% of educators in each category)

Legend: ■ Strongly disagree ■ Disagree □ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree

Total Agreement

Statement	Values	Total Agreement
supports the development of social and emotional well-being for students.	6 / 16 / 53 / 25	94%
builds policies that encourage all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help their children.	9 / 31 / 41 / 19	91%
has an early warning policy in effect for teachers to consult with parents promptly if a child is falling behind or having social difficulties.	13 / 6 / 56 / 25	88%
allows me to adjust my schedule so I can meet or contact parents at a time that is convenient for them.	6 / 9 / 25 / 38 / 22	84%
works with local businesses, industries, and community organizations on programs to enhance student skills and learning.	3 / 3 / 26 / 23 / 39 / 7	68%
provides in-service training to help teachers build effective ties with parents.	3 / 9 / 25 / 25 / 31 / 6	63%

Diverging bars show highs and lows

Data-Based Decision Making
Considering the current school year, how often do you do the following?
(% of educators in each category)

Legend: ■ Never ■ One or two times a year ■ A few times a year ■ Monthly ■ Weekly

At Least Monthly

		At Least Monthly
Discuss data with another teacher.	9 | 35 | 56	91%
Use data to tailor instruction to individual students' needs.	6 | 6 | 15 | 74	88%
Use data to identify instructional content to use in class.	3 | 6 | 3 | 24 | 65	88%
Use data to form small groups of students for targeted instruction.	3 | 16 | 13 | 69	81%
Discuss data with a specialist (e.g., instructional coach or data coach).	3 | 21 | 53 | 24	76%
Discuss data with a student.	6 | 9 | 24 | 44 | 18	62%
Discuss data with a parent or guardian.	6 | 12 | 47 | 21 | 15	35%

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Color for emphasis

Mean Implementation Levels for Each Item Across all SSIP Schools	
0= Not Implementing, 1= Emerging /Developing, 2= Operationalizing, and 3= Optimizing	

Leadership		
1. The principal is actively involved in and facilitates MTSS implementation	1.9
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation	1.7
3. The leadership team actively engages staff in ongoing PD and coaching to support MTSS implementation	1.7
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	1.6
5. The leadership team actively facilitates MTSS implementation as part of their school improvement planning process	1.8
Building Capacity/Infrastructure	
6. The critical elements of MTSS are defined and understood by school staff	1.4
7. The leadership team facilitates PD and coaching on assessments and data sources used to inform decisions	1.8
8. The leadership team facilitates PD and coaching on data-based problem-solving	1.6
9. The leadership team facilitates PD and coaching on multi-tiered instruction and intervention	1.4
10. Coaching is used to support MTSS implementation	1.4
11. Schedules provide adequate time for trainings and coaching support	2.1
12. Schedules provide adequate time to administer assessments needed to make data-based decisions	1.9
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	1.9
14. Schedules provide adequate time to engage in collaborative, data-based problem-solving and decision-making	1.3
15. Processes, procedures, and decision-rules are established for data-based problem-solving	1.3
16. Resources available to support MTSS implementation are identified and allocated	2.0
Communication/ Collaboration	
17. Staff have consensus and engage in MTSS Implementation	1.7
18. Staff are provided data on MTSS implementation fidelity and student outcomes	1.6
19. The infrastructure exists to support the school's goals for family and community engagement in MTSS	2.2
20. Educators actively engage families in MTSS	1.7

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Color for emphasis

Average Implementation Levels for Each Domain Comparing Your School with the Average for All 10 SSIP Schools
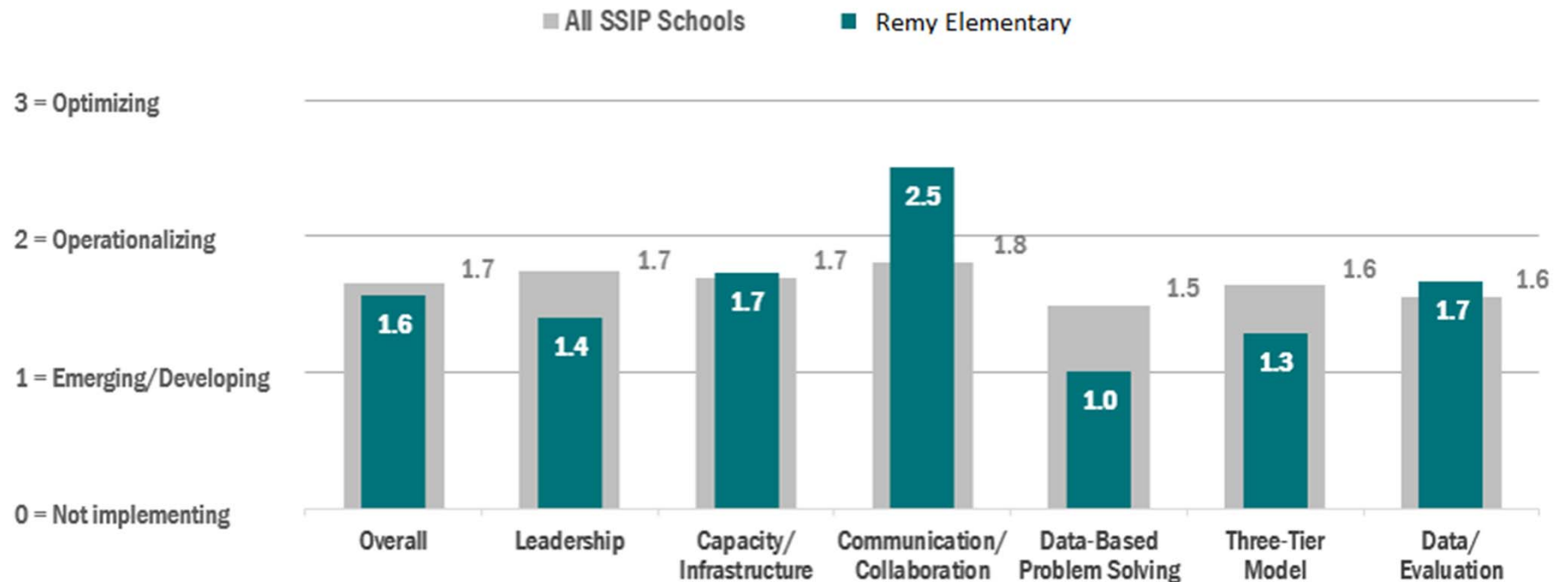
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Qualitative data presented in tables

Table 2: Responses per School in the Building Capacity/Infrastructure Domain

Provide evidence for your ratings.	What are your next steps?	What supports do you need?
MTSS team is clearly assigned. Student/Teacher ratio appropriate based on Tier. Uniform resources available. Master Schedule allows grade level RTI groupings at the same time.	We continue to refine and adjust our methods of professional development and support for teachers to continue to learn in more effective ways.	There could be more cross-grade level discussion and collaboration More state wide guidance on the expected intervention times. *We can reference the Read to Succeed documents, but there is still variability in interpretation.
Schedules, time, and data are in place and being used.	To review and modify schedules, and professional development as needed.	Professional development resources.
Professional development is provided for an hour each week during the school day for classroom teachers.	Continue working on teacher knowledge of how to schedule interventions.	Samples of how other schools schedule intervention blocks.
Interventionists, and general education teachers provide a tiered level of supports.	Provide time for ongoing coaching supports.	PD for coaching.
Grade levels have common planning and the district has set aside each Tuesday for professional development after school.	Provide training for teachers on the tiered system of supports.	NA
As a school we are very data driven, but we still need to improve on how to make better decisions based on relevant and deeper data.	Looking at quantile levels and developing rules for decisions based on that data.	Professional Development
Currently we do not have a system in place for MTSS coaching. We have limited time in our schedules to engage in data-based practices. We need to establish decision rules for data-based problem solving.	We need to establish decision rules for problem solving. We need to optimize the time that we take to have data based conversations and make our PLC meetings more efficient.	We need to understand how coaching would work as we do not have an identified "mtss coach". We need to know what decision rules/process and procedures are available. We need people who are able to provide interventions to students.

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User-friendly and engaging reports

- Use icons as guideposts

- Break up narrative text

- Incorporate graphs and simple tables

- Use call-out boxes for quotes

Using icons as guideposts

Icons to represent program components

 Data-Based Decision Making

 Quality Instruction

 Family and Community Engagement

Icons to represent data collection methods

 Focus Groups

 Self-Assessment of MTSS

 SSIP Educator Survey

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Summary

This final section provides commendations from Year 1 and recommendations moving into Year 2 for the SSIP project. During the 2016-2017 school year, SSIP schools began implementing activities aimed to increase reading proficiency in third grade students with disabilities. Schools focused on building their use of data-driven instruction by implementing evidence-based instruction and intervention practices, providing professional development opportunities for educators, and creating opportunities for parents to become more involved in their child's learning through school events and programs, such as *Parenting Partners*. During this first year of implementation, it is evident that SSIP schools have chosen different foci related to the three strands and some schools are further along than others regarding implementation of SSIP components. It is clear, however, that each school has made progress despite setbacks and challenges (e.g., leadership changes). Looking at the SIMR outcome measure, the proficiency rate of third grade students with disabilities on the SC READY ELA assessment was lower in 2016-2017 than in the previous baseline year. However, fewer third grade students were classified as disabled in 2016-2017 than in 2015-2016. It is unclear if this is a reflection on improved core instruction preventing students from being identified for special education or differences in the population of third graders between the two years.

Commendations

Data-Based Decision Making. SSIP schools have started implementing activities related to Data-Based Decision Making. In particular, educators at SSIP schools indicated that they: 1. value the use of data to inform education practice, 2. have leadership and infrastructure in place that support the use of data, and 3. have begun using data to inform academic instruction. Furthermore, Implementation Facilitators reported that they have provided staff with support for using data to inform academic instruction, and feel confident using data to inform instruction and offering professional development in the area of MTSS during this first year of implementation. Educators reported the importance of using data to inform instructional decisions, but also acknowledged the need for further skill development and creation of protected time for data exploration by administrators. While not in the majority of responses, some staff at SSIP schools reported that their greatest strength/SSIP success has been the development of the Data-Based Decision Making strand. Overall, SSIP schools are using data tools to inform academic decisions, especially in Tier 1 and Tier 2 academics.

Quality Instruction. During Phase III, OSES offered professional learning opportunities for SSIP school teams including sessions at the Research to Practice Institute, Universal Design for Learning training, and a refresher on Positive Behavior Interventions and Supports. These trainings specifically addressed SC's SSIP three strategies of Data-Based Decision Making, Quality Instruction, and Family and Community Engagement. In addition, OSES facilitated trainings on implementation science and evaluation for SSIP school team members. These trainings were geared to supporting SSIP school teams with a particular focus on Implementation Facilitators. At the school level, IFs across SSIP schools reported that support for quality instruction was in the emerging/developing stage, especially regarding time in their schedules to utilize evidence-based instruction, as well as resources to support MTSS implementation. Based on

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Concise reports that don't bury the lead

- Traditional evaluation report:
  - Introduction
  - Overview of the program
  - Evaluation methodology
  - Findings/Results
  - Conclusions/Recommendations
  - Lots of appendices

    → 100+ page evaluation reports

Concise reports that don't bury the lead

- Don't make them wait until the end to read what they really care about

- Include an overview of the commendations and recommendations in the introduction

- By page 5, the reader has what they're most interested in (and can keep reading if they want to dig deeper into the evidence)

- The entire report is ~25 pages long

Feedback from Clients

- Points of strength and weakness are easily found in more concise reports.

- Stacked bar graphs make levels of agreement easier to understand.

- Having the qualitative data presented in tables and in call-out boxes highlights rich information in a concise way.

Face to Face Meetings

Face to Face Stakeholder Meetings

SSIP School Leadership

- Opportunity to receive training and support from state partners.
- Opportunity for IFs across SSIP schools to connect, share experiences, and learn from other schools.

State Team

- Allows state leadership to share their efforts with schools.
- Provides a space for school personnel to share feedback with the state (formally and informally).

Evaluation Team

- Plan for data collection activities.
- Share evaluation findings and action plan.
- Obtain feedback from stakeholders (primarily IFs) .

Face to Face Stakeholder Meetings

Attended by:

- Implementation Facilitators (IFs) from each participating school
- SCDE Team Members
- REM Center Evaluation Team Members
- Principals from participating schools (in one instance)

Three meetings held thus far:

- May 2017
- September 2017
- December 2017
- March 2018 (planned)

Sharing Findings with IFs

Review project level results

- As a whole group; use PPT
- Modeling how to review data

Review school level results

- Each school gets a copy of their results
- Support from ISC and evaluation team member
- Data Activity

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Sharing Findings with IFs

Deep engagement with evaluation data:

- Celebrate areas of strength
- Address less successful areas
- Begin planning adjustments accordingly

Engaging School Principals with Evaluation Findings

- School leaders presented on data with IFs.

- Ensures that school-level leaders (e.g., principals and APs) are involved in reviewing data.

- Involve school leaders in using data to plan for SSIP implementation.

SSIP 2017 Survey Data Review: [School Name]

Presented by
[Your Names/ Roles]

Findings that reflect your school's accomplishments

- [Share three findings from the educator survey that show your school's accomplishments.]

Target areas for improvement

- [Share three findings from your school's educator survey that indicate areas for improvement.]

Action steps to address targeted areas for improvement

- [Share how you are using these data to inform the implementation of SSIP at your school.]

How did it go?

- [Please share how things are going with implementing the action steps you discussed in the previous slide.]

Face to Face Stakeholder Meetings: Reflection and Recommendation

- Face to face meetings are most effective when they are designed to empower stakeholders to share and collaborate with each other.

- A larger convening involving schools' key SSIP implementers to encourage more engagement with evaluation data and in SSIP implementation.

In Summary

Clear and Concise Reporting

- Reports that are appropriate for intended user
- Reports that present data visually
- Reports that are user-friendly and engaging
- Reports that are concise.

Face to Face Meetings

- Meaningful discussions about data.
- Collaboration among state and school partners.
- Action planning for key implementers.

Reflection Question

What's been your experience with effective methods for engaging stakeholders with data?

Data Visualization Resources

Stephanie Evergreen's website for reporting and data viz: http://stephanieevergreen.com/

Evergreen, S.D.H. (2014). *Presenting data effectively: Communicating your findings for maximum Impact.* Los Angeles, CA: Sage.

Evergreen, S.D.H. (2017). *Effective Data Visualization: The right chart for the right data*. Los Angeles: CA: Sage.