



Exploring the “Why” in Results: Helping School Leaders Dig into the Strategies that ‘Make’ or ‘Break’ Goal Achievement

DC Data Summit

14 July 2016

Agenda

- Introduction to Maya Angelou Public Charter Schools and the See Forever Foundation
- Review of previous processes developed for data review
- Introduction to the Achieving Excellence at Maya (AEM) process
- Results
- Lessons Learned
- Interactive Workshop
- Closing Q&A



Adriana Rodriguez



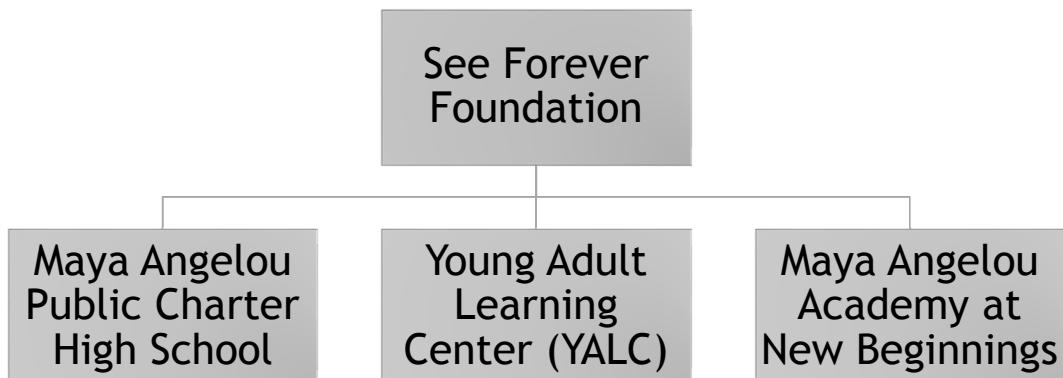
- Joined the See Forever Foundation in August 2002 and launched the Alumni Support Program in 2004.
- Transitioned to Director of Data, Analysis & Evaluation in 2011
- Responsible for data infrastructure and policies that fuel data collection, program evaluation, and compliance
- Background in policy and public administration

Nora Shetty



- Joined the See Forever Foundation in March 2015 as the School Data Manager
- Currently serves as the Evaluation Specialist
- Background in informal education and international development
- Founder of the Achieving Excellence at Maya (AEM) process

Organizational Structure



Our Mission

"To create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change."



Our Journey

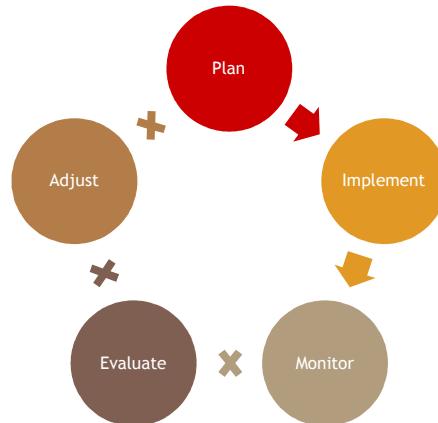
- SY2012-2013 ushers in a new wave of assessment tools and practices for our middle and high schools while the Young Adult Learning Center is opening its doors.
- With new tools, partners, and training, MAPCS launches data practices that explore assessment data at 9-week intervals.
- While productive on the instructional side, these practices have their limitations. In addition, we see ourselves drifting towards monitoring for compliance and away from monitoring for our own program outcomes.
- In SY2014-2015, the MAPCS high school pilots a School Stat process, which aims to monitor more than just instructional goals.

Filling the Gap- Expanding Data Focus

The journey revealed to us that we were still not where we wanted to be with our data practices and that we needed to expand our focus. As we looked ahead to SY2015-2016, we knew we needed a process that:

- Looked beyond instructional data and involved a cross-section of school staff.
- Monitored progress to our charter goals due to changes in accountability policies.
- Was relevant for the Young Adult Learning Center and could run parallel to the high school.
- Was open and transparent to the school community and could be used to have on-going conversations with staff.

Filling the Gap- Moving beyond Monitoring



Filling the Gap- Delivery of Data

Board of Directors	See Forever Leadership Team	School Leadership Team	School Staff
<ul style="list-style-type: none"> • Quarterly updates on Charter Goals • Insight into reasons for school performance 	<ul style="list-style-type: none"> • Highlight areas for additional support to schools • Communicate more effectively with stakeholders about our schools 	<ul style="list-style-type: none"> • Timely performance updates • Consistent schedule of data discussions 	<ul style="list-style-type: none"> • Feedback on data quality • Understanding of how data is used for accountability purposes

Achieving Excellence at Maya (AEM)

- Implemented for SY2015-16 at two campuses: High School and YALC
- Focuses on meeting and exceeding the Charter Goal targets
- Consists of data-driven discussions (and decisions) on **strategies** that are linked to the school's performance on the charter goals
- Involves See Forever staff, school leadership, and key school personnel outside of the leadership team



Selecting Strategies

Guiding questions:

- What does the research tell us about this strategy? What do we know about its success in environments similar to our own?
- Do we currently have the resources to implement this strategy (i.e. staff, time, money)?
- Do we currently have systems in place to monitor the success of this strategy? Where and how will we gather the data needed for reporting?
- What is a feasible timeline and who will be responsible for overseeing this strategy?
- How will we know that this strategy was successful (indicators)?
- What are external factors that will impact the success of the strategy?

Goal: 75% of students exiting a workforce program will attain the relevant credential

Staff Strategies	What specific ACTIONS will support the achievement of each strategy?	Indicators of success	Who will lead?	When will it start?	When will it be completed?	Data source	When will we take a status check?
Monitoring progress towards attainment of OSHA-10 and PACT credentials	<p>Bi-weekly student progress discussions with all enrolled PACT students</p> <p>Instructor outreach to all students who didn't complete the OSHA-10 and are eligible to continue</p>	<p>70% of students will participate in at least one progress discussion per month</p> <p>100% of students who exit without a credential will be contacted to re-engage</p> <p>60% of students who exited prior to earning the OSHA-10 credential will be successfully re-engaged to complete the credential by the end of the year</p>	<p>Workforce instructor</p> <p>Workforce instructor</p>	November	August	<p>Progress reports logged into ETO software</p> <p>ETO software/ PowerSchool enrollment records</p>	<p>November January March May</p> <p>November January March May</p>

Implementing Strategies

“Goal Mapper” Manager

- Held ultimate responsibility for strategy implementation and fidelity of data
- Expected to disseminate strategic plan to relevant staff

Data Team

- Worked with “Goal Mapper” managers to create or strengthen systems and processes for data collection and monitoring
- Provided feedback on data quality

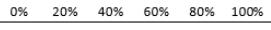
Monitoring and Evaluating Strategies

- Monthly meetings were held in each school to discuss strategies and progress on charter goals.
 - Dedicated 1.5-2 hours for each meeting
 - Alternated charter goal discussions so that each goal was discussed once every two months
 - Discussions led by “Goal Mapper” managers
 - Attendees asked questions and provided feedback

Achieving Excellence at Maya YALC May Meeting May 2, 2016

9:30-9:40	Review Current Charter Goal Dashboard <i>Nora Shetty</i>
9:40-10:00	Presentation of Data Snapshot and Discussion of Data- Workforce Readiness <i>Sarah Navarro</i>
10:00-10:25	Presentation of Data Snapshot and Discussion of Data- College and Career Readiness <i>Courtney Wright</i>
10:25-10:55	Presentation of Data Snapshot and Discussion of Data- Attendance <i>Linette Woods</i>

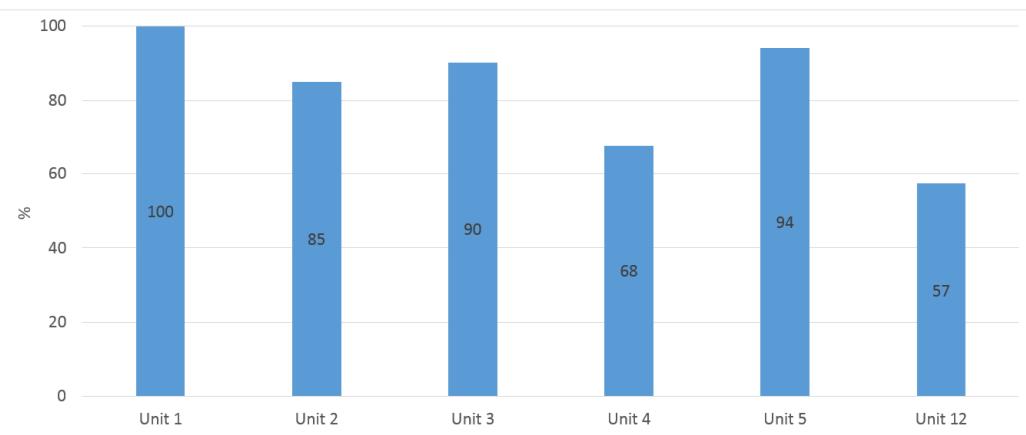
High School 2015-16 Charter Goal Report June¹

Goal	Target	School Year 15/16 Performance To Date	Summary
#1: Student Progress	A. Reading- 55% of students will meet PS <u>reading</u> Spring Growth Target	 59.5% 0% 20% 40% 60% 80% 100%	 Currently Met $97/163=59.5\%$
	B. Math- 60% of students will meet PS <u>math</u> Spring Growth Target	 67.5% 0% 20% 40% 60% 80% 100%	 Currently Met $110/163=67.5\%$
#2: Student Engagement	A. Attendance- 90% or higher <u>in-seat</u> attendance (ISA) rate	 76.0% 0% 20% 40% 60% 80% 100%	 Not Currently Met 76.0%
	B. Discipline- 20% or less students will receive an <u>out of school suspension</u>	 13.5% 0% 20% 40% 60% 80% 100%	 Currently Met $27/200=13.5\%$
#3: Postsecondary and Career Readiness	85% of graduates will <u>enter the workforce or postsecondary</u> within one year of graduation	 61.2% 0% 20% 40% 60% 80% 100%	 Not Currently Met $30/49=61.2\%$

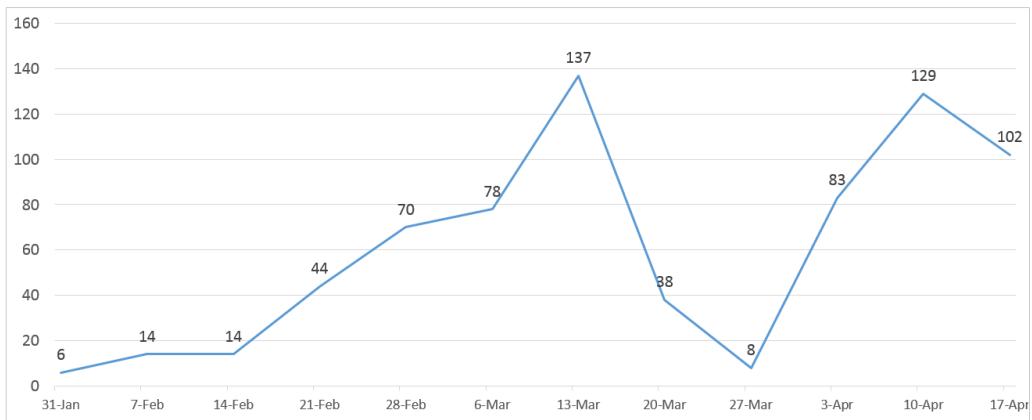
1: In order to gather the most current, validated information, the metrics above include data from the start of SY2015-16 through May 31, 2016.

Goal: 50% of students exiting a workforce program will attain the relevant credential				
Strategy: Monitoring progress towards attainment of OSHA-10 and PACT credentials				
DATA SNAPSHOT				
Action	Indicator of Success	May Update	Year to Date	Progress Needed
Bi-weekly student progress discussions with all enrolled PACT students	70% of students will participate in at least one progress discussion per month	100%	76%	Continue implementation!
Instructor outreach to all students who didn't complete the OSHA-10 and are eligible to continue	100% of students who exit without a credential will be contacted to re-engage 60% of students who exited prior to earning the OSHA-10 credential will be successfully re-engaged to complete the credential by the end of the year	100%	100%	Continue implementation!
		0% (2 students exited without credential)	0%	60%

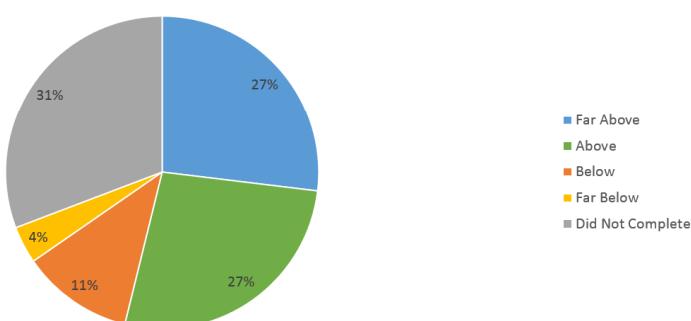
Average January Progress in PACT Courses (n=9)



Activities Completed in Achieve3000 over Time



Spring Reading Growth Results for Reading Ramp-Up Students

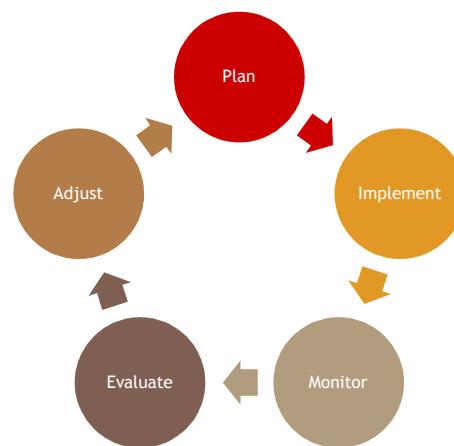


Results: Expanded Data Focus

- Introduced formal data discussions at the Young Adult Learning Center
- Involved multiple departments with a wide range of stakeholders
- Highest performance on the Charter Goals in the history of both schools



Results: Moved Beyond Monitoring



Results: Delivered Data

Board of Directors	See Forever Leadership Team	School Leadership Team	School Staff
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Quarterly updates on Charter Goals <input checked="" type="checkbox"/> Insight into reasons for school performance 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Highlight areas for additional support to schools <input checked="" type="checkbox"/> Communicate more effectively with stakeholders about our schools 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timely performance updates <input checked="" type="checkbox"/> Consistent schedule of data discussions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Feedback on data quality <input checked="" type="checkbox"/> Understanding of how data is used for accountability purposes

Lessons Learned

1. Start early and be prepared to revise strategies several times throughout the year.
2. A narrow focus is ideal.
3. Process is most successful when facilitated by a single internal staff member, and there is adequate data analysis capacity in house.
4. Staff buy-in and accountability is required at all levels of the organization.
5. Be prepared for pushback.
6. Process needs to be fully aligned to the work of departments so it does not feel like an extra task.
7. Prioritize the discussions.

Activity: Make your own Goal Mapper

Closing Q&A



Thank you!

Please contact us with any additional questions or feedback at:

Adriana Rodriguez: a.rodriguez@seeforever.org

Nora Shetty: n.shetty@seeforever.org