

# Continuous Improvement Planning

Session 2: Leading with Data



*SABES Program Support PD Center  
April 12, 2024 | 9:30 am - 1:00 pm*



# Zoom Controls

**Webinar Controls (PC)** can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



Meeting Controls for Mac appear as shown below:



Click **Raise Hand** to notify host if you have a question or comment.



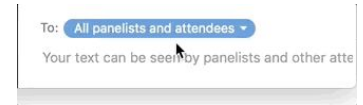
Click **Lower Hand** to lower it.



You can **access chat** by clicking the icon on the control bar.



To change who you are chatting with, click the drop down beside "To:"



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.

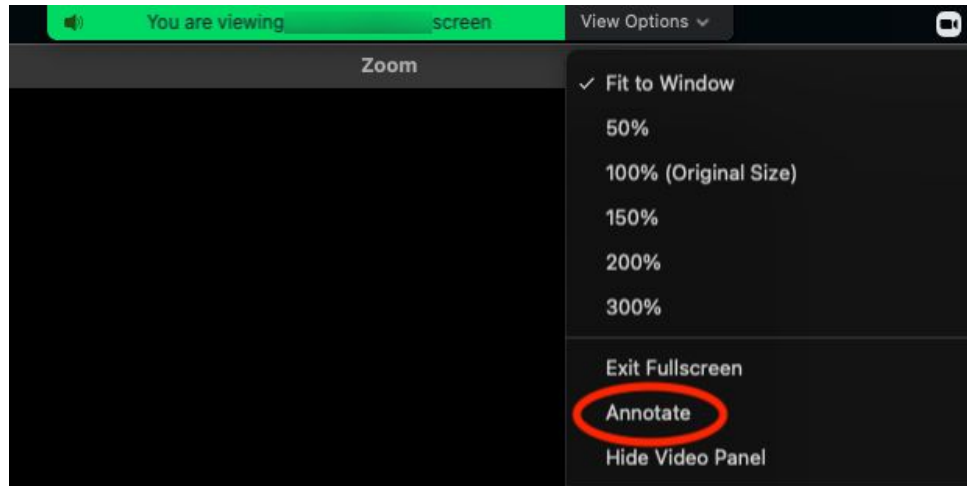


Click the **Mute** button to mute yourself.



## For technical assistance, raise your hand.

# How to Annotate Your Screen



Click on the **View Options** button at the top of your screen. Select "Annotate."

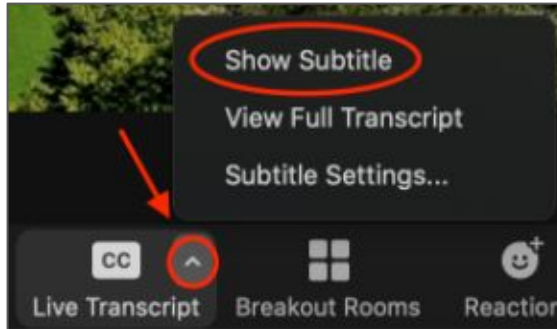
This will trigger the annotation menu, where you can select different tools for annotation.

To stop annotating, click the red X and close the menu.



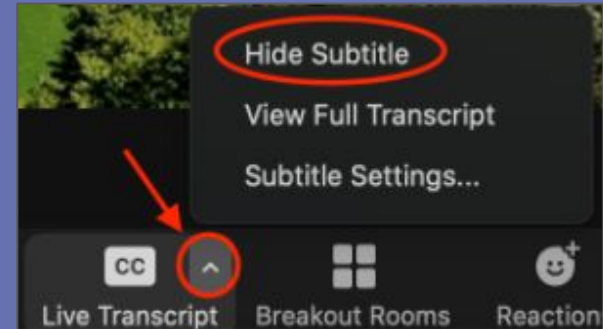
## To Turn Live Transcriptions On

Click the CC / Closed Caption button, then click **Show Subtitle**.



## To Turn Live Transcriptions Off

Click the CC / Closed Caption button again and select **Hide Subtitle**.



# Welcome & Introductions



**Alexandra  
Papagno**

Director  
*SABES Program  
Support PD Center*

alexandra\_papagno@  
worlded.org



**Jenna  
Gouin**

*Program Management &  
Organizational  
Leadership Consultant*

jgouin@  
worchester.edu



**Juliana  
Campellone**

Project Associate  
*SABES Program  
Support PD Center*

juliana\_campellone@worlded.org

*“None of us is  
as smart as  
all of us.”*

Ken Blanchard



**Welcome Back!**

Rename yourself to include  
your program name.

**01**

# Warm Up & Welcome



# Breakout Discussion

**As a group, identify:**

One thing you see in the data

One possible interpretation  
of what you see

One factor (not named) that might  
be influencing the data

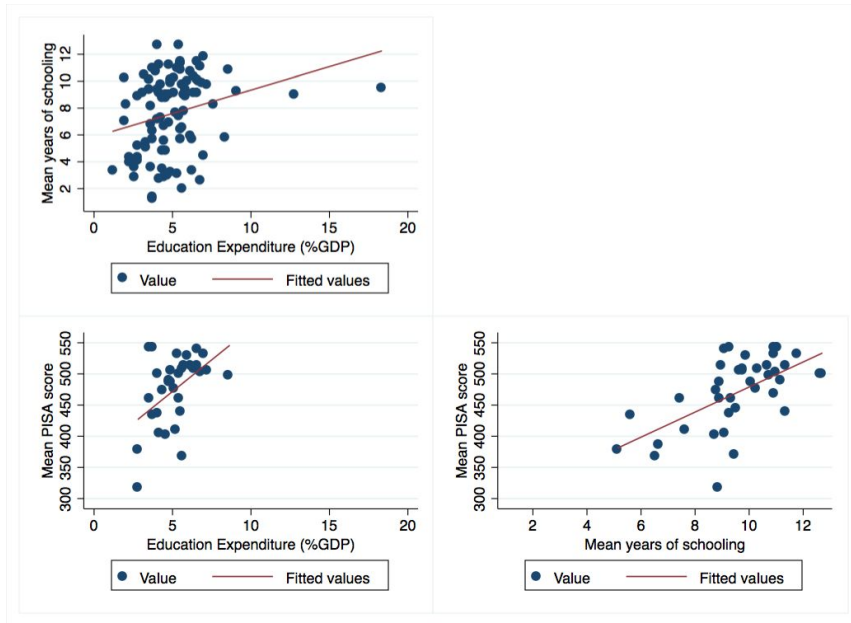
*10 mins | plan to share out*

See Handout 1





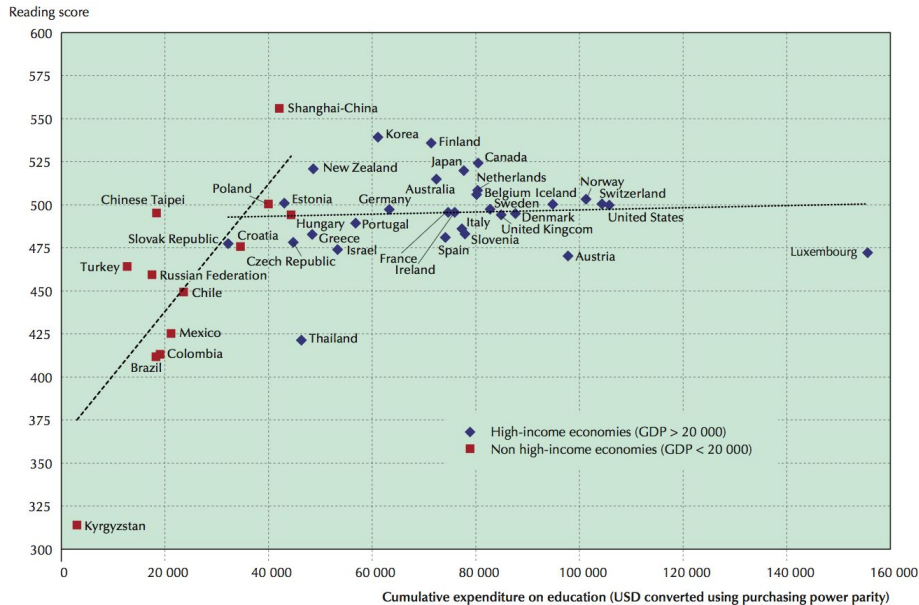
# Do countries that spend more on education have better outcomes?



*Correlation between education outcomes and education expenditure (2010 data)*

Max Roser and Esteban Ortiz-Ospina (2016). "Education Spending."  
*OurWorldInData.org* <https://ourworldindata.org/financing-education>

# Do countries that spend more on education have better outcomes?



*Average reading performance in PISA and average spending per student (ages 6 to 15)*

Max Roser and Esteban Ortiz-Ospina (2016). "Education Spending."  
*OurWorldInData.org* <https://ourworldindata.org/financing-education>

# Series Goal

Using an inclusive, equitable access frame and theory of change model, directors and their program teams effectively implement an ongoing, cyclical continuous improvement process informed by data that strengthens instruction, learning, and student outcomes.

## Session 2 Goals

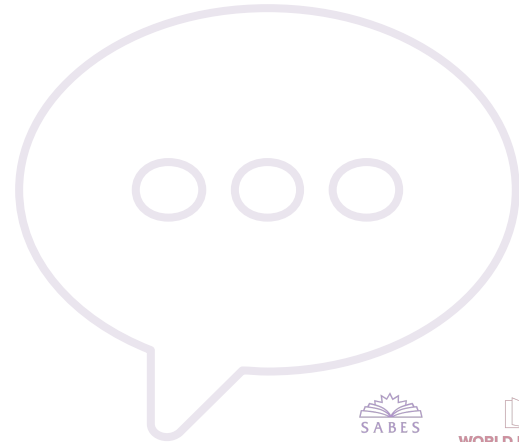
- Choose appropriate data sources that are relevant to program improvement needs and goals
- Interpret and use data to understand larger issues in program policy and practice

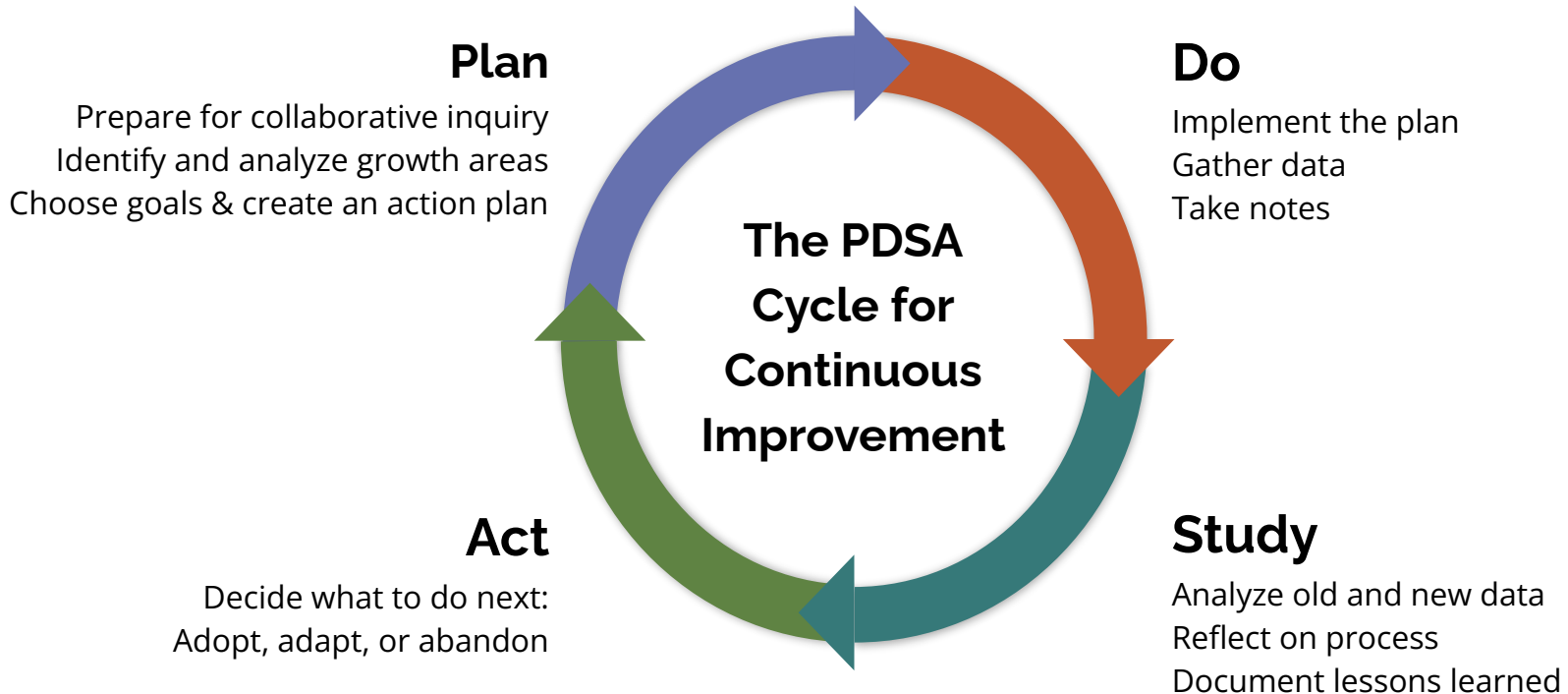
## Session 2 Learning Objectives

- Identify at least three sources of relevant, appropriate data to inform planning
- Consider the connections between data, accountability, and planning
- Reflect on performance data, make hypotheses, draw conclusions, and identify problems of practice that could be addressed in a continuous improvement plan

# What is one insight or question you're bringing from Session 1?

- 





See Handout 3

# Some Definitions

**data**

facts, statistics, or evidence that can be analyzed

**information**

the understanding we gather from data, which we can use to make decisions

**performance**

our work and how well we accomplish it

**accountability**

acceptance of one's actions towards an intended goal

**01**

# Performance & Accountability





## Breakout Activity

Discuss the [Merrifield article](#)  
using the discussion questions  
to the left.

*15 mins | plan to share out*

See Handout 2

## Discussion Questions

*Of the next steps that Merrifield  
named, what does your program do  
well and why? Where do you have  
the most work to do?*

Agreeing on performance  
Capacity for accountability  
Developing accountability tools  
Building mutual accountability

# To whom are we accountable?



Students



WIOA/NRS



ACLS



Parent Organization



Partners &  
Other Funders



Community

# What are we accountable for?

student outcomes



appropriate use of  
resources



fostering community



student wellbeing



staff growth and  
collaboration





# ACLS Measures of Accountability

See Handout 3





ACLS Components of  
Accountability:

# Enrollment

*Enrollment targets* are available in LACES and are set by ACLS according to:

- Past performance
- Type of service

*Performance* is assessed as average monthly enrollment compared to program target.



ACLS Components of  
Accountability:

# Student Outcomes

*Student outcomes* are assessed using **Measurable Skill Gain (MSG)**. Students obtain a MSG by:

- Completing an Educational Functioning Level (EFL),
- Attaining a High School Equivalency (HSE) credential, **or**
- Enrolling in a Postsecondary Education or Training (PSE/T) program after exiting the program

*Program performance* is assessed by comparing actual MSG to the target. Targets are set by ACLS using historical data. [Find your target here.](#)





ACLS Components of  
Accountability:

# Program Quality

Program quality is evaluated once per funding cycle through [Program Quality Reviews \(PQRs\)](#).

- Based on [IPOs](#)
- Programs and Program Specialists choose one PQR to focus on

See the [Annual PQR Summative Reports](#) for a state snapshot of strengths, challenges, and promising practices

[FY25 PQR  
Schedule](#)





ACLS Components of  
Accountability:

# Compliance

Compliance is assessed  
relative to [ACLS Policies](#).

Non-compliant or  
underperforming programs  
may be issued a Corrective  
Action Plans (CAPs)



# ACLS Accountability Tools

Student Outcomes	Program Quality	Compliance
<u><a href="#">Desk Reviews</a></u>		
<u><a href="#">Measurable Skill Gains (MSG) Reports</a></u>		<u><a href="#">Grant Approval Process</a></u>
	<u><a href="#">Program Quality Reviews (PQRs)</a></u>	<u><a href="#">Data Quality Checklist</a></u>
	<u><a href="#">Site Visits</a></u>	<u><a href="#">Risk Analysis</a></u>

See Handout 3

View

Student List

128 of 660 and Current Fiscal Year

< Searches

- ▶ NRS
- ▶ General
- ▶ Assessments
- ▶ Demographics
- ▶ Hours
- ▶ History
- ▶ Outcomes
- ▶ Adult Education Follow-Up
- ▶ Enrollments
- ▶ NRS Deduplicated
- ▶ **Desk Review**
  - 1. NRS Enrollments
  - 2. Non-NRS Enrollments
  - 3. MSG Outcomes
  - 4. MassSTEP Overview
  - 5. Employment Outcomes
- ▶ State and Local Performance (SPR)

# Components of a Desk Review

- NRS Enrollments
- Non-NRS Enrollments
- MSG
- MassSTEP
- Employment Outcomes

See Handout 4

# Components of a PQR

## FY19-22

IPQ 3: Career Pathways  
Collaboration

IPQ 4: Curriculum and Instruction

IPQ 7: Organizational Capacity

IPQ 8: Educational Leadership

## FY24 and beyond

IPQ9 Educational Leadership



# Summary: **Accountability Resources**

- [ACLS Accountability Page](#)
- Find Your [FY24 MSG Target](#)
- [Desk Review Resources](#)
- Program Support PD Center: [LACES Resources & Trainings](#)
- ACLS Annual [PQR Summative Reviews](#)
- [GEM\\$ Resources](#)
- [FY24-FY28 Massachusetts Policies for Effective Adult Education](#)

See Handout 3

# Upcoming LACES Offerings

Save the Date!

## Beginner LACES Training

March 26-27, 9:00-11:00 AM | [Register](#)

## Managing Your Waitlist

November 14, 10:00-11:30 AM | [Register](#)

## LACES Periods of Participation

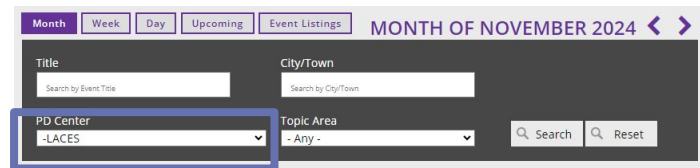
December 10, 10:00-11:30 AM | [Register](#)

## LACES Desk Review Video

[Video link](#) | Password: sesame

### More LACES Offerings

Filter the [SABES Calendar](#) for “Program Support - LACES”



Month Week Day Upcoming Event Listings MONTH OF NOVEMBER 2024 < >

Title Search by Event Title City/Town Search by City/Town

PD Center Topic Area

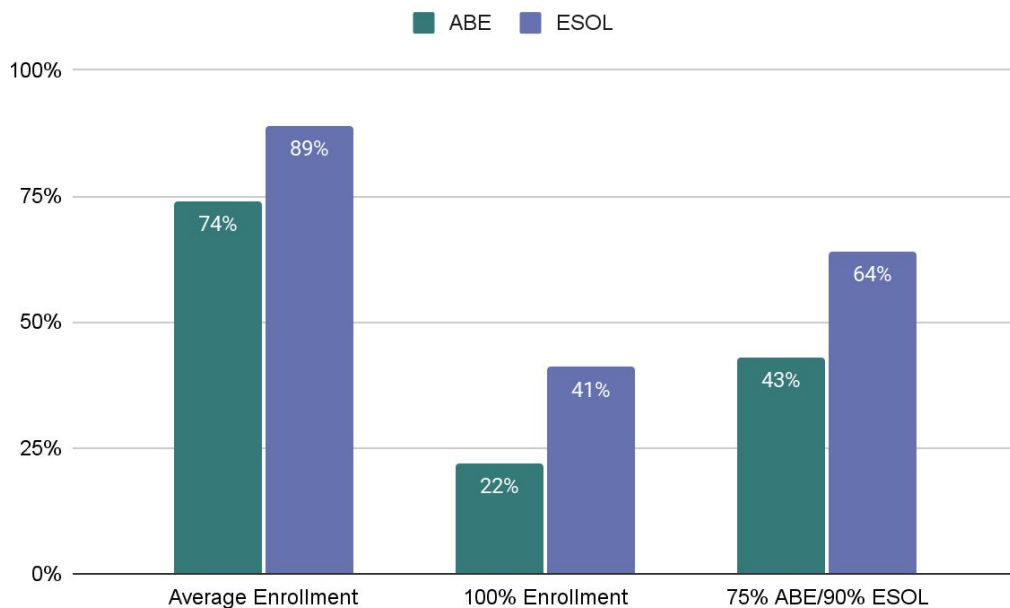
-LACES - Any - Search Reset



# Understanding Performance Data

# Understanding Performance Data

## MA Performance: FY23 Enrollment



### Interpretation:

If our programs are under enrolled, it is because we are meeting all of the need in our community.

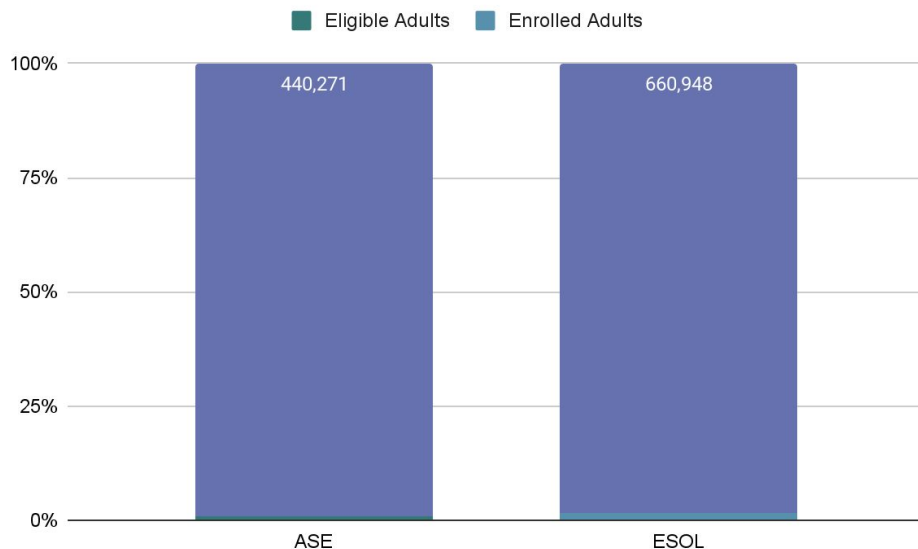
### Enrollment Ranges

**ABE: 18% - 122%**  
**ESOL: 27% - 185%**



# Understanding Performance Data

## Eligible Adults Enrolled in Adult Ed Programming



### Another interpretation:

Looking at the bigger picture shows that we serve less than 2% of adults who could benefit.

Why, and how can we plan to include them?



**Public Adult  
Education of MA**

**Program data is only part of the picture of our work.**





# Understanding Performance Data

## Negotiated vs. Actual Levels of Performance

### FY22 Performance

Core Indicator of Performance	FY22 Target	FY22 Actual
Employment Rate 2 <sup>nd</sup> Quarter after Exit	43%	46.21%
Employment Rate 4 <sup>th</sup> Quarter after Exit	44%	46.42%
Median Earnings 2 <sup>nd</sup> Quarter after Exit	\$6,306	\$7,765
Credential Attainment Rate	26%	20.64%
Measurable Skill Gains	47%	40.93%

Posttest Rate	FY2018	FY2019	FY2020	FY2021	FY2022
ABE	59.0%	59.9%	38.1%	49.3%	49.23%
ESOL	75.1%	77.7%	44.6%	71.9%	69%
Combined	69.9%	71.7%	42.6%	66.5%	64.3%

### Observation:

More than half of students did not show a measurable skill gain.

### One interpretation:

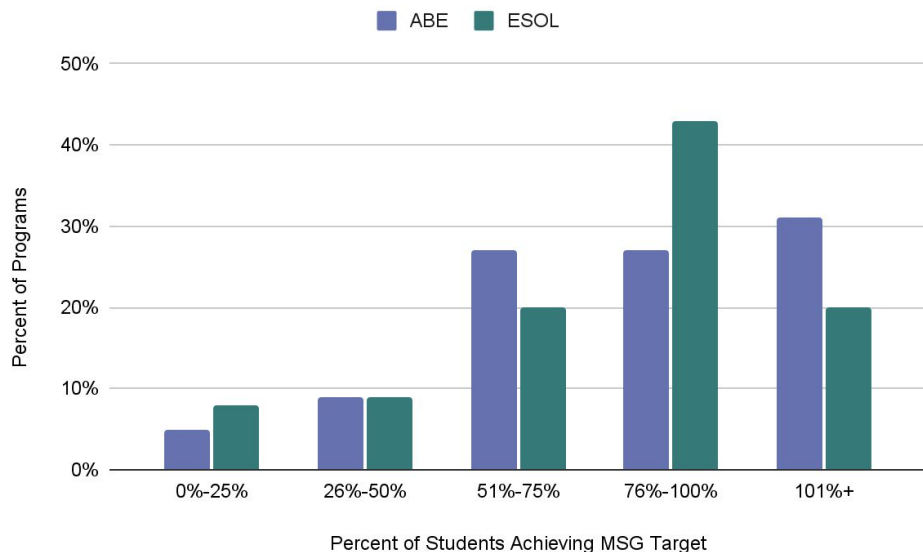
More than half of students did not learn anything.

### Another interpretation:

More than half of students couldn't show MSG because they weren't post-tested.

# Understanding Performance Data

## MSG Achievement Rates by Program & Type



### Observation:

ABE has higher achievement rates but which students are represented?

- Only students with 12+ hours
- Only students with pre- *and* post-tests
- Only students that made NRS EFL gains based on discrete cut points

**Definitions matter and should inform program design.**

# Understanding Performance Data

## Program Example: Students Meeting MSGs

Which student/s demonstrated an MSG?

Student	Pretest	Post-Test	Increase
Student 1	MAPT 333	MAPT 389	66
Student 2	MAPT 489	MAPT 502	13
Student 3	CLAS-E Reading 466	CLAS-E Reading 486	20
Student 4	CLAS-E Reading 486	CLAS-E Reading 506	20

**Students demonstrate MSG based on benchmarks, not increases.**

# Understanding Performance Data

## Program Example: Program-Adjusted Targets

Entering EFL	State Percent	Entering EFL	State Percent
ABE L1	42%	ESL L1	60%
ABE L2	42%	ESL L2	66%
ABE L3	42%	ESL L3	59%
ABE L4	35%	ESL L4	55%
ABE L5	39%	ESL L5	46%
ABE L6	46%	ESL L6	36%
<b>ABE Program Target</b>		<b>ESOL Program Target</b>	

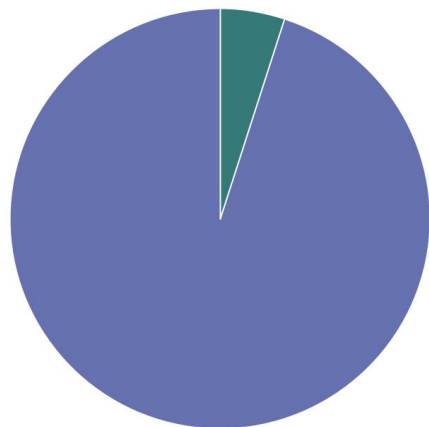
**Program targets are based on past performance.**



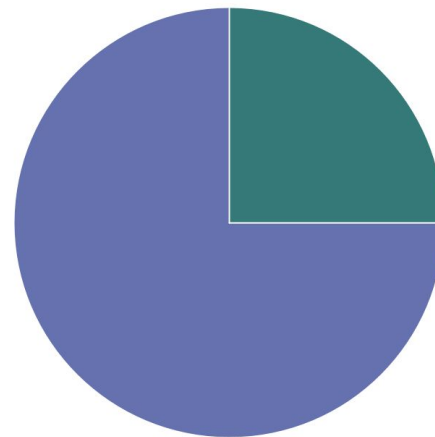
# Understanding Performance Data

## Programs Meeting MSG Targets: FY20 vs. FY22

FY20



FY22



- Met target
- Did not meet target

**Context matters when assessing performance.**

# Understanding Performance Data

What data are we looking at?

How can all these numbers be accurate and reflect the same raw data?

**40.93%**

of students  
demonstrated  
MSG statewide

**81%**

average  
MSG target,  
statewide

**25%**

of programs  
met MSG target,  
statewide

# Understanding Performance Data

## Summary: Five Key Takeaways

- Program-level data only tells part of the story of our work.
- Definitions matter and should inform program design to maximize outcomes.
- Strong outcomes rely on strong intake, testing, and data management practices.
- Program targets are based on past performance.
- Context matters when assessing performance.

### Who counts?

Eligible students have:

- ✓ All required intake information
- ✓ Completed pre- and post-test
  - ✓ 12+ hours of instruction
- ✓ Consider [periods of participation](#)

### What counts?

- ✓ MSG relies on benchmarks, not increases
- ✓ Review [testing policies](#)



# Break

*5 minutes*



02

# Understanding Data

# What is data?

**Data** is observable information that we use to draw conclusions and make decisions.



## Quantitative Data

data that can be represented and compared using numbers

*Examples: counts, ratings, scores*



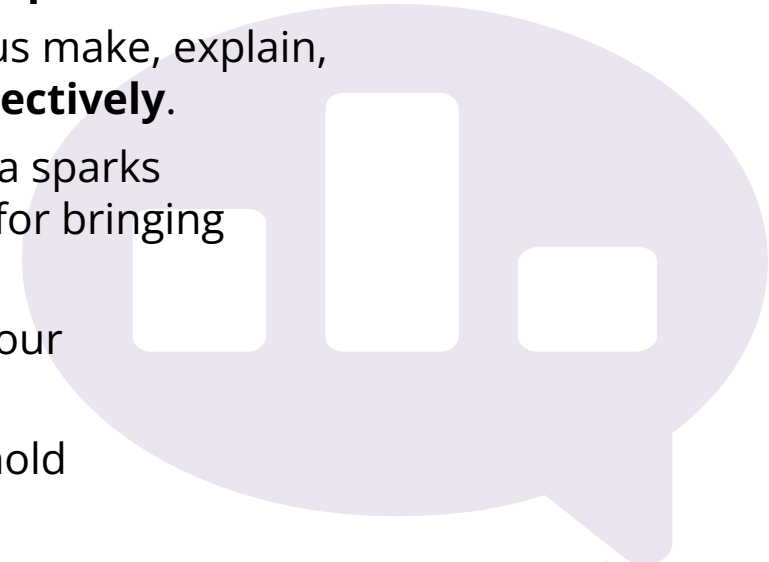
## Qualitative Data

data made up of detailed descriptions of events or people

*Examples: interviews, observations, case studies*

# ... and why do we use it?

- Data helps us **identify and understand patterns**.
- Grounding our decisions in data helps us make, explain, and evaluate our decisions in **more objectively**.
- Using a **collaborative approach** to data sparks conversation and creates a framework for bringing many voices into the conversation.
- Data helps us talk about and **promote** our program with funders and partners.
- Data helps us **evaluate progress** and hold ourselves and each other accountable.



# Data isn't perfect.

- Data by itself doesn't tell us anything: **data must be interpreted to be useful.**
- Data is defined, collected, stored, analyzed, and interpreted by people. It reflects the **limitations and biases** of those people.
- **“What is counted becomes what counts”**: data collection can drive priorities in ways that may or may not be aligned with our values or priorities.

# Data Quality

## Factors to Consider

### Accuracy

Is the information correct and sufficiently detailed?

### Completeness

How comprehensive is the data?  
Is there any data that's missing?

### Reliability

Was the data entered consistently?  
Does it contradict other information?

### Relevance

Do we really need this information?  
Can the data give us the answers  
we're looking for?

### Timeliness

How up-to-date is the data?  
Can it be used for real-time reporting?



# Data Quality

## Factors to Consider

### Accuracy

Is the information correct and detailed?

### Completeness

How comprehensive is the data?  
Is there any data that's missing?

### Reliability

Was the data entered consistently?  
Does it contradict other information?

### Relevance

Do we really need this information?  
Can the data give us the answers  
we're looking for?

### Timeliness

How up-to-date is the data?  
Can it be used for real-time reporting?

**Data  
management  
practices**

**Choice of  
data source**

# Data Quality

## Effective Data Management Practices

1. **Create Systems:** Develop and maintain timely record-keeping protocols.
2. **Provide Training:** Provide adequate support for collecting, analyzing, and reporting data.
3. **Check for Accuracy:** Don't second-guess when records or documents aren't clear
4. **Verify:** Review reports and triangulate data for accuracy. Find additional evidence that can confirm or reject assumptions and conclusions.
5. **Institutionalize:** Document protocols. Regularly review and use data to inform continuous improvement.
6. **Use and Share Data:** Collect, enter, analyze, and share data regularly.

Equity Pause:

# Data Bias



# Types of Data Bias

**confirmation bias**

Looking for or prioritizing data that confirms what we believe or what we think we know

**selection bias**

Using small samples that are not fully representative

**implicit bias**

When prejudices and stereotypes are mirrored into systematic processes

**availability bias**

Focusing on what readily comes to mind about a topic or decision



# What type of bias could this be?

After hearing about interruptions to a major bus line in a neighborhood where many students live, a teacher begins to attribute all student absences to transportation issues and stops following up on attendance.

Inviting only students who are already very engaged in student leadership to participate in the CIP

“We don’t collect data on race or ethnicity because it’s too complicated and doesn’t really tell us anything.”

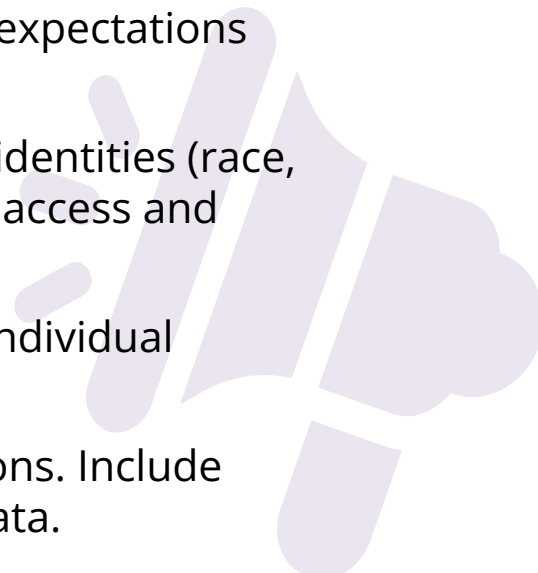
Focusing on positive outcomes data related to a new initiative, without also considering attendance, enrollment, or other factors

“My students are here to learn English. They’re not interested in Digital Literacy.”

# Data Bias

## Using Data to Promote Equity

- Reflect on and write down your assumptions and expectations before getting started
- Collect and disaggregate data based on students' identities (race, gender, country of origin) to uncover inequities in access and outcomes
- Focus on larger trends and patterns, rather than individual conversations and anecdotes
- Look for alternative perspectives and interpretations. Include staff and students in collecting and interpreting data.
- Find and investigate data outliers.



# Equity Pause:

## Identifying Bias & Assumptions

See Handout 5

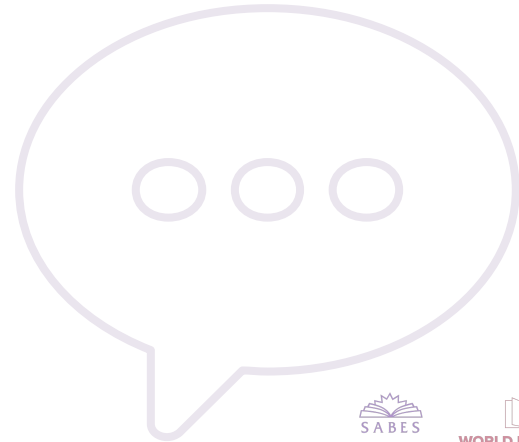
- What predictions and assumptions do you have about the data you've brought?
- How might those predictions or assumptions be informed by bias?
- What biases might be reflected in the data?

03

# Interpreting Data

# What processes do you or your program use for interpreting data?

- 



# Interpreting Data

## Making Observations First

<b>Reflect</b>	Orient yourself to the data. Reflect on your expectations and biases.
<b>Observe</b>	Look for patterns or outliers <i>without</i> trying to explain them.
<b>Draw Conclusions</b>	Consider explanations for patterns and outliers.
<b>Consider Other Factors</b>	Consider other explanations. Identify questions or additional information needed.
<b>Identify Next Steps</b>	Connect observations and inferences. Draw initial conclusions that can be tested.

Activity:

# The ATLAS Protocol



# The ATLAS Protocol

A Protocol for  
Looking at Data

1. Ground and reflect.
2. Describe the data.
3. Draw conclusions.
4. Celebrate strengths.
5. Identify possible problems of practice for study and/or action.
6. Summarize & move to action.



## Breakout Activity

Use the ATLAS protocol to make meaning of your data **or** statewide performance data.

*45 mins | plan to share out*

See Handout 6





## Share Out & Debrief

What data did you look at and what conclusions did you draw?

What was this process like for you? How can you imagine this working in your program?



04

# Review, Debrief & Closing

# Session 2 Learning Objectives

By the end of today, you will be able to:

- Identify at least three sources of relevant, appropriate data to inform planning
- Consider the connections between data, accountability, and planning
- Reflect on performance data, make hypotheses, draw conclusions, and identify problems of practice that could be addressed in a continuous improvement plan

# Debrief

- What was this like for you as a learner?
- How can you imagine this working at your program?
- What feels like the greatest opportunity?

# Session 3 Homework

Complete [Session 2 Exit Ticket](#) (~5 mins)

Complete Sections 1 and 2 of the **Planning Template** (Session 1, Handout 7). Section 2 can be tentative if you will be starting to plan in the spring.



# Continuous Improvement Planning Series

## Fall 2024 Sessions

✓ **Session 1**

**Preparing to Plan**

October 11, 9:30 am - 12:30 pm

✓ **Session 2**

**Leading with Data**

October 25, 9:30 am - 12:30 pm

**Session 3**

**Charting a Course**

November 15, 9:30 am - 12:30 pm

**Session 4**

**Moving to Action**

**Hybrid** | December 20, 9:30 am - 12:30 pm







# Thank you!

For more information or support, please  
contact the Program Support PD Center

Director Alexandra Papagno:

[alexandra\\_papagno@worlded.org](mailto:alexandra_papagno@worlded.org)