# Facilitator's Guide to Quarterly Monitoring of School Reform Plans

## For Priority and Focus Schools

October 2014

RIDE Rhode Island Department of Education

# Acknowledgements

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- The principals and teachers of RI's Priority and Focus schools, who have participated in the Facilitated Meetings throughout the 2013-2014 school year.

- Our readers:

| | |
|---|---|
| Jessica Lavallee | Providence Schools |
| Dawn August | East Providence Schools |
| Jeremiah Newell | Fellow, Harvard Graduate School of Education EDLD |


For more information on any aspect of this guide, please contact Sarah Anderson in the Office of Transformation and Charter Schools at sarah.anderson@ride.ri.gov or 401 222 8177

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# Contents



**The quarterly School Reform Plan reporting and monitoring processes will offer participants at the school, district, and state levels *authentic* and *actionable* insight into the progress of school transformation as defined by the school team.**

# Introduction

In 2013-2014, approximately 14% of Rhode Island's public school students attended schools that were identified for improvement as Priority or Focus under Rhode Island's Accountability System. The purpose of RIDE's school reform planning and monitoring process is to ensure schools, districts, and the state education agency work in tandem to make rapid and sustainable changes on behalf of these young people. The lynchpin of this system is a quarterly Facilitated Meeting, during which district and RIDE leaders co-facilitate a discussion with the school leadership team on the current status of the school's transformation strategies and commit to next steps. This Guide is to support both RIDE and district staff in preparing for, facilitating, and following up on those meetings.

## How to use this Guide

This guide is part of a suite of materials developed by RIDE's Office of Transformation around school reform planning and monitoring and should be used in conjunction with the School Reform Plan and Report templates, sample completed forms, and related guidance. The Facilitator's Guide is written especially for RIDE and district staff as a training manual and reference. It provides an overview of the entire monitoring cycle followed by step-by-step guidance for reading school Quarterly Reports, leading the Facilitated Meeting, and completing the required documentation.

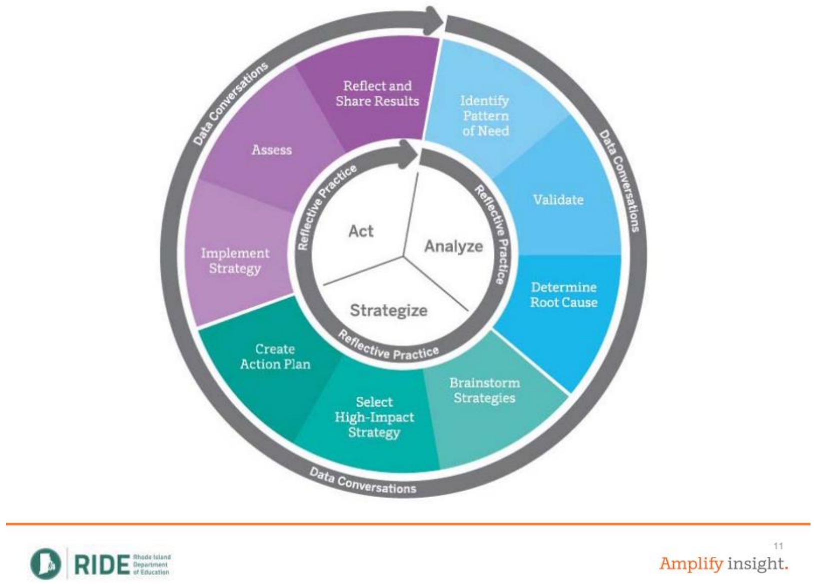
There are many ways to conduct a Facilitated Meeting depending on the time of year, the kind of data available, or the learning needs of a particular school team. This guide includes a variety of activity options and provides a detailed description for each to help you prepare, as well as Tear Out Sheets you may refer to during the meeting itself. The Facilitator's Guide will be updated as new activities are developed and others are refined based on feedback from our facilitators, district partners, and schools.

**Please note that this Guide is not a script**. Every facilitator must be prepared to work with his or her partner to determine an objective for the discussion, select appropriate activities from this guide, and ask clarifying and probing questions of the school team that are responsive to the data submitted in the report and to the information, opinions, emotions and decision points that arise in the moment.

## Note on alignment to the Data Use Professional Development Series

Many of you have participated in the Data Use PD offered through RIDE. The School Reform Plan and monitoring process was built with the same Cycle of Inquiry in mind, so we pause here to make clear how the two align. In a Cycle of Inquiry, we **analyze**, **strategize**, and **act**.

During the **analyze** portion of the Cycle you identify a **pattern of need** in data about your school's performance, and determine a **root cause** for that performance. In the School Reform Plan (SRP) process, these steps were embedded in the **Diagnostic Screen**. Then you **strategize** about how to address that need and **create an action plan** for addressing it. In the School Reform Plan process, this was the stage in which schools wrote the **SRP**. In the **act** phase, you **implement** your strategy, **assess** its success, and **reflect and share the results** and determine **next steps**. *The monitoring process focuses on these actions in the **act** phase, and asks schools to repeat them as their own mini-cycle of inquiry each quarter*. Schools reflect on what their data says about the current status of implementation and make decisions about what work on their strategies should look like in the next quarter.

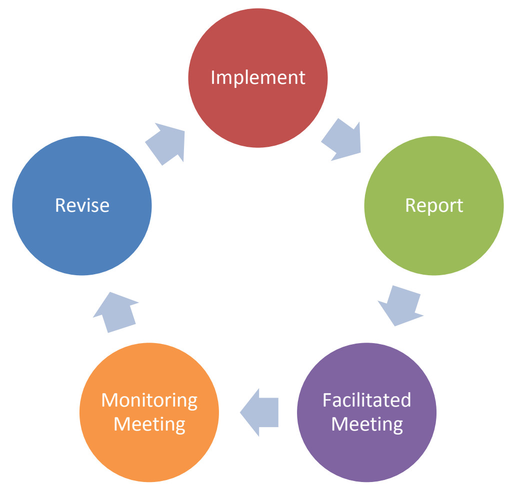



As the **act** phase is repeated through School Reform Plan monitoring, new patterns of need come to light and new plans must be made. For this reason, the monitoring process may stretch beyond the edges of the **act** phase. As a facilitator, you may be helping schools at several different points in the Cycle of Inquiry to solidify their vision for an action plan (**strategize**), set up or improve a system for assessing the success of their strategies (**act**), or reflect on their current results and investigate what is causing them (**analyze**). While some work may be similar to earlier phases of the process, it is always more tightly focused on refining a strategy.

| SRP Diagnostic Screen | SRP Writing | Quarterly Monitoring |
|---|---|---|
| *Corresponding Cycle of Inquiry Phase* | *Corresponding Cycle of Inquiry Phase* | *Corresponding Cycle of Inquiry Phase* |
| **Analyze** | **Strategize** | **Act**<br>Analyze<br>Strategize |

# Overview of the Monitoring Process

The Facilitated Meeting that you will lead alongside a district or RIDE counterpart rests within a larger cycle of quarterly monitoring. Each quarter, schools and districts implement their reform plans, report on their work, and engage in discussion and planning with RIDE during the Facilitated Meeting and Monitoring Meeting stages. Based on the next steps identified during these meetings, schools and districts revise their plans and refine implementation. These charts illustrate the cycle.




| Component | Description | Purpose |
|---|---|---|
| Report | RIDE/LEA update required indicators; Schools submit data using the measurement tools indicated in SRP, self-assess, and write initial reflections | Provide schools with accountability data as part of reflection process; initiate data collection and reflection; provide RIDE and LEA with info to prepare for facilitated meetings |
| Facilitated Reflection and Planning Meeting | RIDE and LEA transformation officers co-facilitate school level discussions. Focus on analysis of implementation data, root causes, barriers, and next steps. Followed immediately by RIDE/LEA debrief. | Guide reflection for schools in cycle of inquiry; RIDE and LEA come to shared understanding of school implementation and needs.<br>**Product: Monitoring dashboard** |
| Formal Monitoring Meeting | RIDE Leadership (Chief, Deputy Commissioner, or Commissioner) and Superintendent discuss fidelity of implementation, district progress and district and state level next steps as informed by the Facilitated Meeting and summarized in dashboard. | Determine next steps for removing barriers and solving problems at state and district level and hold LEA and RIDE mutually accountable for follow through. Identify areas for coordination between LEA and RIDE leading into next cycle. Hold LEA accountable for school progress. Address compliance problems.<br>**Product: LEA/RIDE Next Steps memo** |
| Revise<br>and<br>Implement | School teams adjust their approaches to strategies and ways of self-assessing their progress as informed by the Facilitated and Quarterly Monitoring Meetings. These are documented in revisions to the SRP/Report in preparation for the next quarterly cycle.<br><br>RIDE and LEA follow through on Next Steps for which they are responsible. | Action at all levels to improve educator/parent practice and outcomes for students. Provide documentation of adjustments so that the discussion between schools, the LEA and RIDE in future quarters continues to progress.<br><br>**Product: Revisions to SRP/Report; documentation of follow through submitted with next quarter report.** |

# Facilitated Meeting

## Purpose and Outcomes of the Facilitated Meeting

The Facilitated Meeting is a structured, data-driven conversation about that current status of implementation of the School Reform Plan (SRP). It includes the school principal and leadership team, a RIDE facilitator, and a district facilitator and is rooted in the data the school submitted in its quarterly report.

The Facilitated Meeting is designed to serve as both an opportunity for learning and a mechanism for monitoring progress and holding the school, district, and state agency accountable for better serving the students in identified schools. This dual purpose is reflected in the following vision.

**The Facilitated Meetings for Quarterly School Monitoring will:**

- Provide a collaborative structure for school leadership teams to have rich data conversations around implementation of the SRP.
- Support school teams in developing routines for continual school improvement through a cycle of inquiry that involves frequent, short cycle data analysis and adjustment of implementation.
- Enable school, district, and state leadership to come to shared, in-depth understandings of successes, barriers, and potential solutions to high quality SRP implementation at all three levels and commit to appropriate next steps.
- Emphasize coherence across school, district, and state actions to support school reform.

To achieve this vision, the meeting facilitators are responsible for several outcomes.

**Outcome:** A school quarterly dashboard that records:

1. Key data points on the status of implementation of reform strategies;
2. Next steps for improving the school's performance management of the School Reform Plan, including refining theories of action and methods for collecting, analyzing, and sharing data.
3. Next steps to better implement intervention at the school level that are responsive to root causes and barriers identified through a cycle of inquiry.
4. School requests for support from the state and district that are responsive to root causes and barriers identified through a cycle of inquiry.

The next section of this Guide will describe in depth how to prepare for, conduct, and follow up the Facilitated Meeting. As you read, it may be helpful to review to the Flow Chart on the following page for an overview of how the meeting proceeds.

# FLOW OF A FACILITATED MEETING

Co-facilitator Report Review & Planning

Purpose, Objectives and Norms

Next Steps Check-In

## Data Dive

### Strand A: Create Action Plan

Establish Team Vision, Expectations for Reform Process

- *Activity 1: Intro to monitoring, cycle of inquiry*
- *Activity 2: Theory of Action*
- Activity 3: Principals Revised Plan Review

### Strand B: Assess

Improve Data Alignment and Quality

- Activity 1: Four Columns
- *Activity 2: Fishbowl Data Review*

### Strand C: Reflect and Share Results

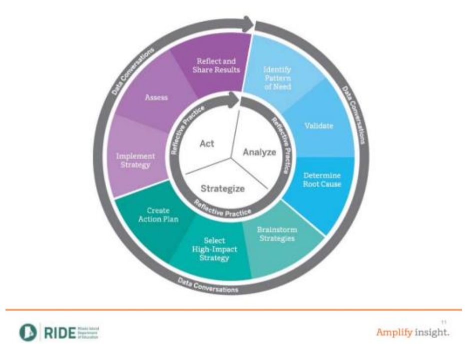
Investigate Reasons for Current State and Refine Implementation

- Activity 1: Focused Questioning
- *Activity 2: Five Whys*

Dashboard Completion and Feedback

Co-facilitator Debrief

*The Strands in the Data Dive align to the Cycle of Inquiry.*



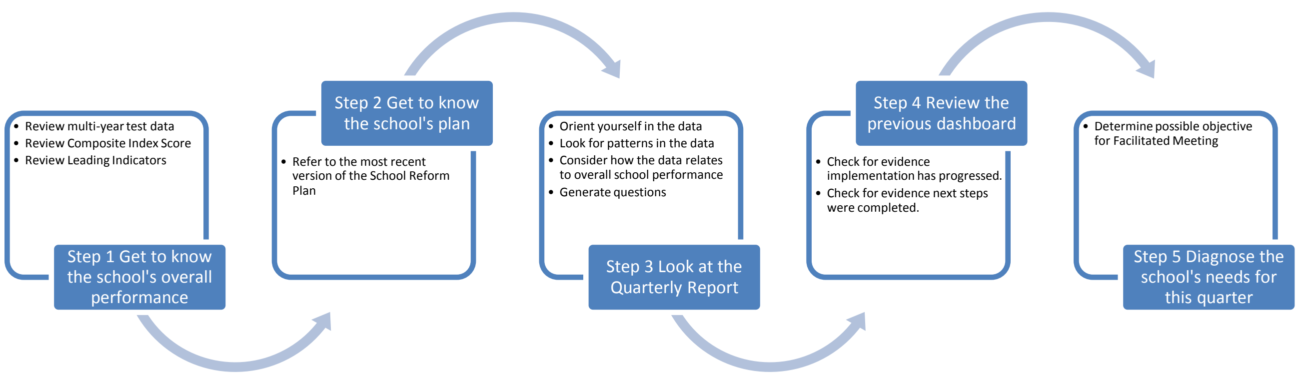
## Co-Facilitator Report Review & Planning: Preparation for Facilitated Meeting

The Data Dive portion of Facilitated Meetings follows one of three formats, or Strands, depending on the time of year, make-up of the school leadership team, and the school team's learning needs for a particular quarter. Each Strand focuses on a different moment in a Cycle of Inquiry (Create an Action Plan, Assess, or Reflect). The co-facilitators' first responsibility is to decide together which Strand is appropriate for their assigned school.

Second, the co-facilitators must become fluent in the school's School Reform Plan strategies and the data submitted for quarter. This information will allow the co-facilitators to determine school-specific objectives for the meeting, select the best activity to structure the conversation, and generate clarifying and probing questions to ask the school team.

### How to review reports

This section of the Facilitator's Guide will walk you through how to read a school report. Along the way, you will produce notes, a summary of school performance, questions to ask the school team, and a diagnosis of the school's learning needs for this quarter's Facilitated Meeting. A Report Review Worksheet to help you organize this work is included at the end of this section.




***Step 1: Get to Know the School's Overall Performance***

To begin, ground yourself in an understanding of your assigned school's overall performance. A wide range of measures can be found on Section One of the quarterly report, including standardized test scores and trends, the Composite Index Score and identification on the Rhode Island Accountability System, and other leading and lagging indicators of school performance, some of which are updated quarterly. These measures are high stakes for the school. Improving them is the ultimate goal of the School Reform Plan. Since this is the context in which the school team is working, it is important that you share that background. In addition, when possible during facilitation, you can guide the school team to make connections back to this data.

The first time you review a quarterly report, use the following step-by-step guide. As you become more practiced, you can use the **focus questions** in bold to structure your review.

1. Review the multi-year standardized test data.
    - Start with Math NECAP performance. Look across from the baseline to the current "actual" performance, then for each category ask the following questions:
        - Has performance gone up since the baseline? Stayed the same? Gone down?
        - What about from the prior year data? (i.e., what is the growth trend across years?)
        - Are there any places where the performance is close to the target?
        - Circle something that indicates the area of greatest success
        - Circle something that may indicate a more pressing need
        - Circle anything that jumps out at you because of poor performance or a dramatic improvement or decline.
    - Take a moment to write down what you have identified and repeat for the Reading NECAP section.
    - Once you have done this for each of the sections, take a step back**. Are patterns emerging in terms of groups and their performance?** Make a note of these elements.

2. Review the Composite Index Score and additional annual indicators, such as graduation rate and dropout rate.
    - Has performance gone up since the baseline? Stayed the same? Gone down?
    - What about from the prior year data?
    - Circle something that is more positive than the rest
    - Circle something that may indicate a more pressing need
    - **Circle anything that jumps out at you because of poor performance or a dramatic improvement or decline.**

3. Review the Required Leading Indicators (attendance, chronic absenteeism, suspensions, teacher attendance.)
    - **Circle anything that jumps out at you because of poor performance or a dramatic improvement or decline.**

4. Review your notes.
    - **What are the key aspects of this school's performance that you want to keep in mind as you facilitate?** Summarize them on the worksheet (just a few words!) and keep this with you as you continue your preparation.

***Step 2: Get to know the school's plan***

Before you can review the report, you need to understand what the school is trying to accomplish. If the school was identified prior to 2012 and/or receives a federal School Improvement Grant, it wrote its plan around approximately 4 goals and listed strategies underneath each. If the school was identified in the spring of 2012 or later, the team wrote its plan around school reform interventions selected from the Rhode Island Flex Menu.

1. <u>Refer to the School Reform Plan and review its components.</u>

2. <u>Ask yourself what data you might want to see to help you determine whether the reform strategy is working.</u>
    - **What would I want to see to help me assess the educator/parent practice or outcomes?**
    - **What would I want to see to help me assess the students' behaviors/outcomes?**

***Step 3: Look at the Report***

Scan the school's Quarterly Report for an overview of its goals/interventions and its self-assessment of the current status of implementation. Then, carefully review the attached data BEFORE you read the school's own analysis of it. As in Step 1, we have provided a step-by-step guide with bold **focus questions**.

1. <u>First orient yourself to the data.</u>
    - Where is this data from? (e.g., survey, computerized test, formal assessment, etc.)
    - Who is in the sample? (e.g. all teachers, teachers by grade level, special populations of students, etc.)
    - What is the topic/substance of the data? (e.g., feelings regarding positive school culture, math achievement in computation, etc.)

2. <u>Consider what the data can and cannot tell you.</u>
    - **Does this data address changes in educator/parent practice, student outcomes, or both? Does it show a link between the two?**
    - **Does this data tell me anything about quality of implementation? If so, what?**
    - **Are there gaps in what this data can tell you about whether the Theory of Action is working?** Think back to what you thought you would want to see in Step 2. Are your questions answered?

3. Look for patterns within each data section (e.g. within a column or a row)
    - What is the highest/lowest value?
    - What is the range of the data?
    - Are there any clusters evident in the data? (e.g. the greatest percentage of survey responses were positive)

4. Look for patterns across the data
    - Can you group performance in some way? (e.g. all the 5th grade teachers have the lowest usage)
    - Is there a relationship between one data point and another? (e.g. those with higher vocabulary scores also have higher comprehension)

5. Consider how this data relates to what you learned in Step 1 about overall school performance.
    - **Is the data the school is looking at aligned to the needs that came through on the Required Indicators in Section 1?**

6. Repeat Steps 1-5 for additional pieces of attached data.

7. Review your notes and generate questions.
    - **Based on your review of the data, what are some clarifying and probing questions about the data to ask the school team during the Facilitated Meeting?**

8. Evaluate the school's report narrative and refine your questions
    - Now move to the narrative portion of the report. **Compare and contrast your observations to the school's and note any places where the narrative answers your questions about the data.** Refine your list of questions to ask the school team.

***Step 4: Review the school's dashboard from last quarter***

1. Look at the summary of data and implementation status for each intervention.
    - **Does the school's report show that implementation has progressed since last quarter?**
2. Look at the Next Steps boxes.
    - **What significant next steps did the school, district, or state commit to and is there evidence in the report that these were completed?**

***Step 5: Diagnose the school's needs for this quarter***

Congratulations! You have finished reading the report and related materials. Now think about what this school needs by the end of the Facilitated Meeting in order to move forward.

1. Synthesize your thinking and determine a possible objective for the Facilitated Meeting
    - What weaknesses in their data analysis or implementation of their plan can be addressed?
    - What successes can be leveraged?
    - Remember that school reform is urgent work, and that the Facilitated Meeting requires a large time commitment from everyone involved. **What will be the most powerful learning for this school team that will set them up to take a giant step forward next quarter?** Write down this down on the Report Review Worksheet to share with your co-facilitator.

## Selecting the Strand

Based on their reading of the reports, RIDE and district co-facilitators together decide on a focus for the meeting and select a content strand that will best serve the school this quarter.

Strand A: Create an Action Plan

This strand is for schools that need to make foundational decisions about their plans. This may be for a wide range of reasons, such as:

- It is the first time they have been involved in the monitoring process.
- They have not yet been informed of the expectations for plan implementation and monitoring.
- They have a new leader or substantially altered leadership team.
- They have made significant revisions to their SRPs.
- They are turning their focus to a strategy that has not been actively discussed in several quarters.
- They have made sophisticated use of the Cycle of Inquiry and have through the self-monitoring process discovered that they need to rethink a portion of their plan.
- They have successfully implemented a strategy and need to determine how to take it to the next level.
- Their team members lack a shared understanding of the theory of action for a particular strategy.

The goal of Strand A is to establish the team's vision and set expectations for the school reform process. All schools will benefit from Strand A at the start of a school year.

Strand B: Assess

This strand is for schools that would benefit from a conversation about selecting, collecting, interpreting, or analyzing data for a particular intervention or for their entire plan. Early in the process of implementing reform plans, or when a school has recently adjusted their plan and is in the beginning stages of assessing a new strategy, it is often difficult for the team to identify the most useful data and ways of analyzing it. Frequent challenges schools encounter are:

- Identifying useful measurement tools for one or more interventions
- Aligning data to the interventions and theory of action
- Connecting educator/parent practice and student outcomes
- Assessing implementation quality rather than simply whether something happened

The goal of Strand B is to build school teams' capacity to assess their school reform work by improving data alignment and quality.

Strand C: Reflect

This strand is for schools whose data submission is robust, aligned to the interventions and theory of action, and includes analysis of the quality of intervention implementation. These schools' reports indicate that they are poised this quarter to answer the questions "How is it going? How do you know?" based on substantial evidence for one or more interventions.

The goal of Strand C is to provide school teams with a structure for considering why they are getting the results they are, and what actions to take in response.

## Report Review Worksheet

<table>
<tr><td>School:</td><td colspan="2">Summary of School Performance (from Section 1)</td></tr>
<tr><td colspan="2">Questions to ask the school team</td><td>In reference to (which intervention, goal, chart or other data point?)</td></tr>
<tr><td colspan="2"></td><td></td></tr>
<tr><td colspan="3">Diagnosis of school need; suggested focus and strand.</td></tr>
</table>

## Content of the Facilitated Meeting

Every facilitated meeting includes the following key parts:

**Purpose, Objectives and Norms** Introductions and discussion of the purpose of the meeting, including a question to the school team about what they would like to get out of the conversation.

**Next Steps Check-In** Review of the next steps from previous quarter and update on their status.

**Data dive** An activity that deeply engages the school team with one aspect of their reform plan to identify implementation adjustments and build team members' capacity for using a cycle of inquiry for continual improvement.

**Dashboard Completion and Feedback** A summary of the current status of implementation for all aspects of the plan, including the Infrastructure portion and requests for support from the RIDE and LEA (see section "Guide to Completing Dashboards). This is followed by a survey or discussion with school teams to elicit their feedback on the process.

**Debrief** between RIDE and LEA facilitators. Facilitators will share information from across schools particularly as it pertains to patterns in school needs and schools' views on barriers at the LEA/RIDE level to effective implementation.

### Facilitator Moves to Open the Meeting: Purpose, Objectives, and Review of Next Steps

**Step One:** Begin by reviewing the overall purpose of Facilitated Meetings and their place in the larger monitoring cycle. Refer to "Purpose and Outcomes of the Facilitated Meeting" for talking points. This same text will be printed on the agenda at every table. In large districts with multiple schools meeting at once, this review of the purpose may be done by a RIDE and/or district staff member for the whole room at once. In this case, ask the table if they have any questions about the presentation before continuing.

**Step Two:** Review the general meeting agenda and describe what the activity for the Data Dive portion of the meeting will be.

**Step Three:** Explain the co-facilitators' specific objectives for this school today and post these on a chart.

**Step Four:** Ask the school team what they hope to get out of today, including questions they need answered. Chart their responses to refer to at the end of the meeting.

**Step Five:** Check in on each Next Step listed on the school's dashboard from the previous quarter. Record whether or not they have been completed and mark those to carry over to the next quarter on the new dashboard. Keep this part of the conversation brief – more detailed discussion will likely occur during the data dive.

## Facilitator Moves for Strand A: Create the Action Plan (Establish Team Vision, Expectations for the Reform Process)

***Guide in Development. Schools that fall into Strand A will have an experienced RIDE and/or district facilitator to lead the discussion.***

## Facilitator Moves for Strand B: Assess

### *Activity Option 1: Four Columns*

Facilitator Note:
In the Four Columns activity you will guide the school team through a data review process that is similar to what you did when reviewing the report. You will recognize some of the suggested facilitator questions from the list of focus questions you asked yourself in the How to review reports section.

Your goal as facilitator in this activity is to address whatever learning needs the school has around data and assessing their plan implementation. This activity is therefore set up to be flexible, allowing you to make decisions about how you begin the discussion and what you focus on. By the end of the conversation, the school should have a set of next steps around their data collection and analysis that better aligns the following:

- their purpose and theory of action[1] for the intervention or strategy
- questions they will ask to assess whether their theory of action is working
- data they will collect on educator/parent practice and student outcomes and ways they will analyze it that will help answer those questions

**Step 1:** Set up a bulletin board with four columns as in the figure below.

| Purpose/Theory of Action | Questions to ask yourself to assess implementation | What the data tells you | Next Steps |
|---|---|---|---|
| | | Educator/Parent<br><br><br>Student | |

Alternatively, set up 4 pieces of chart paper with the column headings from above.

**Step 2:** Select one Flex Menu Intervention or SIG Goal to focus on and one related piece of data from the report as your starting point. Then, select one of the columns as the place to begin the conversation about that strategy and piece of data.

[1] A Theory of Action is a way of explaining what we plan to do and what impact we hope it will have, while also paying attention to what happens in between – the HOW we expect to have that impact. It helps us find the logical link between educator/parent practice and the impact on students.

**Step 3** Ask the school team questions and record their thinking in the columns. Suggested facilitator questions for each column are provided in the 4 Columns Question Chart on the next page. Select some that will address the school learning need that you and your co-facilitator have diagnosed. Move between the four columns as needed, pointing out how the school can align their data collection and analysis to the purpose of their strategy and the key questions they will ask to assess its progress. Build a list of next steps that will rectify any misalignment or gaps in the data.

**Step 4:** Record the next steps in the "Data for Implementation (Educator/Parent)" and "Data for Impact (Student)" sections of the dashboard.

**Step 5:** Repeat the process for additional pieces of data and, if time allows, additional strategies.

### *4 Columns Question Chart*

| Purpose/Theory of Action | Questions to ask yourself to assess implementation | What the data tells you | Next Steps |
|---|---|---|---|
| Ask these to:<br>-Gain background information<br>-Ensure people at the table have a common understanding of their purpose<br>-Teach what "educator/parent practice" is, why it is important to monitor, and how it relates to student outcomes. | Ask these to:<br>- Determine whether the school team is asking itself questions that are relevant, essential to implementation quality, and possible to investigate<br>- Generate a purpose and focus for data collection and analysis | Ask these to:<br>- Ensure everyone at the table is familiar with the data<br>- Determine the school team's understanding of the data<br>- Highlight gaps in the data | Ask these to:<br>- Make connections between strategy purpose, questions to assess implementation, and data collection and analysis<br>- Plan for next quarter<br>- Generate concrete action steps to which the school can be held accountable |
| • What do you hope to achieve through this strategy? How do you envision it having that impact?<br>• If this strategy is going exactly the way you want it to, what will it look like in classrooms? What will educators be doing/saying/feeling? What will students be doing/saying/feeling?<br>• How will this strategy impact the way educators work in your building? How will that make a difference for students?<br>• What is your Theory of Action for this strategy?<br>• Let's write a Theory of Action. We use this sentence stem: If we _____, then educators/parents will _____, and as a result students will ________. | • What questions do you ask yourself to assess this strategy?<br>• As leaders in your school, what do you look for?<br>• Given this moment in time for your implementation, what do you want to know in order to decide if this is on track or needs adjustment?<br>• What data will you look at? What do you hope it will tell you?<br>• If, for example, you have a PD session, how do you if it was effective? Would any of those methods be useful here?<br>Follow up:<br>• Will the answer to that question tell you just that the work has happened, or will it also tell you the *quality* of the work?<br>• If you had the answer to that question, would you know what to do next? | • You reported that the status of implementation of this strategy is ____. How did you make that determination? What data supports your assessment?<br>• What does this data tell you? How do you know?<br>• What doesn't it tell you?<br>• Does this tell you anything about the *quality* of the implementation, or just that it happened?<br>• Does this data address educator/parent practice, student outcomes, or both? Does it show a link between the two?<br>• Does this tell you about how the implementation is going for all staff? All students?<br>• Does this data tell you anything about what you need to do next quarter to continue work on the strategy? | • Does this data answer the questions you posed? If not, how could you adjust for next quarter so that it does?<br>• Do these questions get at the heart of your purpose and theory of action? If not, what questions might you ask instead? What data will you then need to look at?<br>• What data do you need to look at next quarter to be able to determine if your strategy is on track and what you need to do next? |

### *Activity Option 2: Fish Bowl Data Review*

***Guide in Development.***

## Facilitator Moves for Strand C: Reflect

### *Activity Option 1: Focused Questioning*

**Step 1**: Select an intervention or goal to focus on that needs attention. Briefly review the data in the report and the rating.

**Ask: What is the school's current assessment of this strategy's success and what are the key data points that support that rating? Chart responses.**

**Step 2:** Have the team come to consensus on 1-3 Areas of Focus to investigate as possible causes for the current status and areas to refine implementation.

**Ask:** Look at the following list of areas of focus that are essential components of implementing instructional changes. Do you have any questions about what any of these categories mean? **Which areas of focus are most relevant to this work's success at this time?** Select up to three for us to discuss today. (Areas of Focus Selection Worksheet follows this section).

Facilitator note: To ensure that everyone at the table has a chance to weigh in on this decision, you may choose to ask participants to first make their selections silently and then share and come to consensus as a table. You may want to have copies of the list for each participant and/or a large format version to post. You may also want sticky notes for people to write their selections on and then to post on the large format version.

**Step 3:** Discussion of an area of focus, using guiding questions from the facilitator, and generation of next steps.

**Ask: Imagine that this aspect of your intervention were happening exactly as you intended. What would that look like?**

> Potential follow up questions: What would that mean for the way teachers and/or students were experiencing and interacting with what you put in place for this purpose? What would their attitudes and beliefs be about these supports? How would they behave?

**Ask: What does this aspect of your intervention look like in reality right now? *Why*? *What can you do about it?***

Facilitator Note:

> The "why" question is essential. Answering this is what will help the team uncover what problems they need to address or successful practices they need to build on for next quarter. Following this section is the chart Facilitator Probing Questions for Strand C: Reflect. This chart includes questions you can ask teams related to each area of focus

that will help them delve deeper into the reasons. For each probing question, ask again *why* that is the case. Then, ask "*what can you do about it?*" Their answers become the Next Steps for implementation on the dashboard. This is the bulk of the discussion. Push participants to get to the root causes by repeatedly asking *why*.

Note that the question "How do you know?" is not included here. The expectation is that school teams engaging in this conversation have reviewed data on their implementation and that it has been included in the report. At times, however, this may be a useful question to ensure the conversation remains data-driven, to highlight questions the team may want to investigate in the future, and/or to invite additional perspectives.

**Step 4:** Repeat the discussion for additional areas of focus.

**Step 5:** Use the discussion notes, infrastructural problems uncovered, next steps and requests for support to populate the dashboard. Be sure to ask the team members whether they would like to adjust their color ratings for the intervention/goal on the dashboard based on this conversation.

## Areas of Focus Selection Worksheet

Instructions: Select 1 – 3 Areas of Focus that are most in need of attention at this time to support the success of your school reform/improvement strategy.

| Educator/Parent practice | Student performance | Infrastructure |
|---|---|---|
| ☐Professional Development Delivery (outside of the classroom) | ☐Effectiveness for all populations | ☐Human capital |
| ☐Classroom based support (e.g. coaching) | ☐Transfer of benefits of the intervention/strategy to other areas | ☐Technology |
| ☐Transfer to Classroom Practice | ☐Transfer of benefits of the intervention/strategy to other assessments and outcomes | ☐Communication |
| ☐Other area related to changing adult practice. Specify. | ☐Other area related to the impact of the strategy on students. Specify. | ☐Other infrastructure concerns (such as access to data, physical space, policies). Specify. |

## Facilitator Probing Questions for Strand C: Reflect

| Area of Focus | Guiding Questions to Consider |
|---|---|
| Professional Development Delivery (outside of classroom) | • How has attendance been? Why?<br>• What has been the quality of the pd? Why?<br>• How much focus and energy has been deployed in this direction, and is it the right amount? |
| Classroom based support | • Are teachers receiving enough support for their practice? Why?<br>• What is the quality of this support? Why?<br>• How open have teachers been to receiving this support? Why? |
| Transfer to Classroom Practice | • How many teachers are using the intervention or strategy? Why?<br>• How well are they using it? Why?<br>• Are they using it the appropriate amount? Why? |
| Effectiveness for all populations | • Which students are responding to the strategy and which are not? Why? |
| Transfer of benefits of the strategy to other areas | • Are skills students develop through the intervention or strategy transferring to other areas? Why? |
| Transfer of benefits of the strategy to other assessments and outcomes | • Is student improvement related to the intervention/strategy transferring to other performance measures to which students are held accountable? Why? |
| *Human capital | • Do you have enough people to do this work?<br>• Are their job descriptions aligned to the work that needs to be done and do they understand the expectations?<br>• Do they have the right skills and knowledge?<br>• Are there enough resources to adequately develop these skills? |
| *Technology (if applicable) | • Do you have the necessary hardware (computers, etc) to support the work?<br>• Do you have the necessary software?<br>• Is there a well-functioning technology infrastructure? |
| *Communication system | • Are the necessary structures, tools, time, and relationships in place for effective communication around the intervention? |
| *Other infrastructure | • Do you have access to data you need to support monitoring?<br>• Is data provided in a timely and usable manner?<br>• Is transportation working to support your efforts?<br>• Are there issues regarding physical spaces that get in the way of the intervention?<br>• Are there policies in place that make your work difficult? |
| * Note that for the Infrastructure Areas of Focus, there is no "Why?" follow up. This is because these issues are largely beyond the school's control. These conversations should lead to specific information and requests for support to share with the district and RIDE. The "why" question in this case is not helpful for the school to discuss, but rather may be useful for the district and RIDE to consider as they determine how to address the school's needs. | |

### *Activity Option 2: Five Whys*

***Guide in Development.***

## Facilitator Moves for Dashboard Completion and Feedback

Twenty minutes before the end of the Facilitated Meeting session, stop the Data Dive and complete the dashboard for any sections you have not yet covered.

**Step One:** Review the colors the school team included in their report and select key data points.

**Ask: Why did you rate your educator/parent practice and student outcomes this color?** Do you want to make any changes?

Record their reasons in the dashboard. Point out any data from the report that you intend to include in the dashboard as well.

**Say:** I will put these notes in the dashboard and bring in some of the information from your report. You will have a chance to review this for accuracy before it is finalized.

**Step Two:** Complete the Infrastructure and requests for support sections of the dashboard.

**Ask: What stoplight color would you choose for Infrastructure for each of these interventions? Why?**

Record answers in the Infrastructure column of the dashboard.

**Ask: Are there ways the district or RIDE can support you to address these infrastructure issues?**

Record the school's answers in the Requests for Support section of the dashboard.

**Step Three:** Distribute the feedback form to each school participant. Collect them facedown and return to the RIDE or district session lead. Complete the facilitators' feedback form.

## Debrief

A debrief for co-facilitators will be led by the RIDE project lead for the Facilitated Meeting session. This may take different forms depending on the size of the district and the time of year.

Questions co-facilitators will likely be asked to discuss include:

- Did we meet our learning objectives for the school team?
- Did we meet the principal and team members' objectives?
- What support does this school need between now and next quarter?
- What did we learn from the school that should be addressed at the Quarterly Monitoring Meeting between the Superintendent and the Chief/Commissioner?

# Guide to Completing the Dashboard for RIDE OOTCS Staff

## Purpose of quarterly school-level dashboard

The dashboard summarizes a school's self-assessment of implementation quality, plans for next steps, and requests for support after refinement during the facilitated meeting. Please see Appendix A: Sample Dashboards for examples. Each dashboard:

1. Documents agreed upon next steps for the school, district, and RIDE staff to refer to during the next quarter's work.
2. Assists RIDE and LEA staff in seeing patterns across schools. These patterns inform agenda and discussion points for district level quarterly monitoring.
3. Provides shared documentation that summarizes and elaborates on quarterly reports, which are components of RIDE's determination of the quality of overall implementation and progress. *The data provided in the reports and the school and district staff's analysis of this data during the Facilitated Meeting is the basis for assessing implementation quality. The stoplight colors are to facilitate discussion during the meeting process and are not used as part of RIDE's evaluation of schools.*

## Completing the intervention stoplight chart

The school team will rate each intervention on three sub-components: infrastructure, educator/parent practice, and student outcomes.

1. Infrastructure: The school team will identify the institutional supports and barriers to implementation that exist at the LEA and/or school level and select a stoplight color to represent the urgency of addressing any needs.
2. Educator/parent practice: The school team will rate the status of educator/parent practice based on measures of implementation quality collected by the school/district. The purpose of the ratings is to provide regular, short term checks on implementation progress that informs prioritization and decision-making at the school level.
3. Student outcomes: The school team will determine the impact of interventions on quantitative student outcomes.

It is up to the school team to decide how they will define each color and use them to manage their reflection and refinement process. Suggested Stoplight Definitions are provided at the end of this section. These may be a useful starting point for teams to come to common understanding of what the each stoplight color means to them.

It is the RIDE facilitator's responsibility to ensure that whatever ratings the school team selects are accompanied by evidence that justifies the rating. This may be pulled from the school report or the data discussion during the Facilitated Meeting. Whenever possible, the most specific evidence should be made available.

### Completing the Next Steps chart

It is essential that Next Steps be detailed and clear so that all parties know what they are to accomplish in the next quarter and can hold each other accountable for this work during the next round of monitoring. The Overall Next Steps chart is divided into 3 columns. In the first column, record next steps related to improving the school's data collection and reporting process on educator/parent practice. In the second column, record next steps related to improving the school's data collection and reporting process on student outcomes. Any revisions to the school's theory of action for a particular intervention should also be recorded in one of these columns.

The third column is divided in half. In the top half, record any overall next steps to improve implementation of the interventions. For non-Providence schools, implementation adjustments that are related only to a specific intervention are recorded in a column next to the stoplight ratings. For Providence schools, all implementation adjustments are listed here. In the lower half of this column, record any requests for support that the school is making to the district or to RIDE. These should relate to the needs identified in the infrastructure column of the stoplight chart. *Please note to school staff that these are requests only and that we cannot guarantee their fulfillment. This is a forum for communicating needs across all levels of the system.*

### Protocol for completion

Each step of this protocol is essential for ensuring the dashboards are consistent, provide the necessary information, and serve their purpose as a structure for coming to shared understandings with the school teams and district leadership. The steps that take place during Facilitated Meeting align with the meeting agenda and facilitator moves outlined in the previous section of this document.

1. Only RIDE facilitators should complete the dashboards. If this is impossible, it may be completed by LEA facilitator, with review by a RIDE facilitator prior to sharing with the school team.

2. Take notes during the discussion of a single intervention. At the end of the discussion, ask team to verify or revise stoplight colors from report. Read aloud draft notes. Take clarifications and revision from the school team and ask if team is comfortable with them before moving on.

3. Ask the school team for their stoplight for infrastructure related to this intervention and ask for reasons. Note on the dashboard.

4. Record next steps in the chart, either during the meeting or by inputting information from the poster paper afterward. Note that in the PPSD format, all next steps are recorded in the chart at the end of the page, but for other districts intervention-specific next steps are recorded next to their stoplight summaries and only overall next steps are recorded in the chart below.

5. Repeat for each intervention.

6. NOTE: If there is not time for a data discussion of each intervention:
   a) Conclude meeting by reviewing stoplight and information for infrastructure for all remaining interventions.
   b) Inform school team that stoplight colors for remaining interventions will be those submitted in their reports. Data submitted in the report will be summarized.

7. Complete the dashboard, including all next steps notes, within 1 business day. Email as a pdf to district facilitator and school team with the following text:

"Attached please find a draft of the dashboard for [School Name]'s intervention implementation as of [Month of meeting] based on the quarterly report and the facilitated meeting on [Meeting Date]. Information from this dashboard will be used to inform the district-wide Quarterly Monitoring Meeting, as well as next steps for RIDE, the district, and the school in the coming quarter. Please let me know if you have any additions or revisions by [2 full business days from date of this email]. At that time the dashboard will be final."

8. Submit PDF of dashboard with any revisions from the school team within 3 business days of the meeting to the Office of Transformation Performance Analyst (Andrew.Milligan@ride.ri.gov)

## Suggested Stoplight Definitions

For Educator/Parent practice and Student outcomes

**Green:** On track, moving forward satisfactorily and there is reason to believe the intervention will have the desired impact on student performance.

**Yellow:** Some problems, may need adjustments going forward.

**Red:** Significantly off-track and problematic, priority area for work in future quarters.

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For Infrastructure

**Green**: No barriers at the district or state level impede implementation, or the district and RIDE are actively working to address them on a short timeline.

**Yellow**: Some barriers exist at the district or state level and concrete solutions are not yet identified.

**Red**: Barriers at the district or state level impede major elements of implementation, and there are no current plans to address them.

# Appendix A: Sample Dashboard

## Dashboard May 2014

### Part 1: Intervention Implementation Reflection

**Directions:** Reflect on the current status and quality of implementation for each intervention and rate yourself red, yellow, or green.

| **ESEA Waiver Interventions**<br>Enter your selected interventions (including the flex menu number and specific language). | **Self-Assessment (R/Y/G)**<br>Color-code each box (red, yellow, or green) to assess implementation quality and status. | | |
|---|---|---|---|
| | **Educator/Parent Practice** | **Student Outcomes** | **Infrastructure** |
| 1. C-II.3 – Offer virtual education options for both at-risk and advanced students. | 100% participation in PD<br>Highest usage rates in district | Students with highest usage log on virtual options show strongest gains → strong link between implementation and outcomes<br>Ex: XXXX Reader May data<br>177 students completing between 0-20 lessons achieved average of gains of 0.1 of a grade level.<br>27 students between 41-60 lessons averaged gains of 2.2 Grade levels<br>11 students with 61+ lessons averaged gains of 3.1+ grade levels | Clarify usage expectations with district.<br><br>Need more licenses to offer option to additional grade levels. |
| 2. I-III.2 – Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically. | 100% of departments submitted curriculum focus maps. Quality varied. | Across walkthroughs, 80% of classrooms on pace with curriculum focus maps. | Voluntary CPT had low attendance. Time in required CPT did not allow for enough follow up lesson planning and collaboration using curriculum focus maps. |
| 3. S - II.1 – Implement a comprehensive drop-out prevention and reentry program. | Counselors have met with all students, counseled through various requirements including credits, NECAP, waive<br><br>Robust graduation readiness tracker developed to follow student progress. | 81% of students on track to graduate as of today. Would be 6 point increase from last year.<br><br>Asian students have highest projected rate-92% on track. Students with IEPs have lowest: 55%. | Concerns about sustainability. Need to identify staff with capacity with excel, SIS, and guidance to continue grad tracker work. |

**Next Steps:**

| Data for Implementation (Educator/Parent) | Data for Impact (Student) | Implementation Next Steps |
|---|---|---|
| • Administer EOY survey for faculty perceptions and to identify challenges/trends in implementation for August planning/reporting<br>• Plan for CPT based on needs from Walkthroughs/survey | • Provide data on final graduation rates as predicted by tracker<br>• EOY data for virtual courses/assessments<br>• AP enrollment for 3 courses (STATS, history, Spanish) up to 15 each | School<br>• Follow up 1:1 with teachers showing low levels of usage in virtual courses.<br><br>Requests for Support<br>**LEA**<br>Clairfy status of virtual courses/licensing. Purchase 30 additional licenses for next year.<br><br>**SEA**<br>Follow up with interim submission schedule for October/November monitoring |