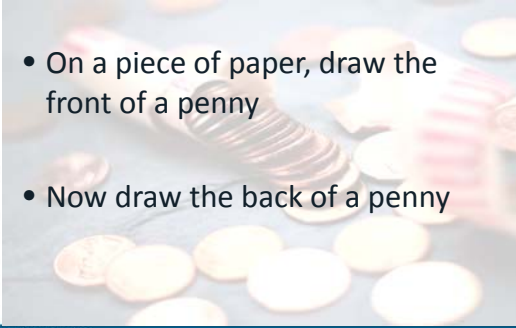


The Penny Exercise


- On a piece of paper, draw the front of a penny
- Now draw the back of a penny



LEADERSHIP EXCELLENCE ACADEMIES 4

The Penny Exercise


1. In God We Trust
2. Lincoln's face
3. Liberty
4. Year



LEADERSHIP EXCELLENCE ACADEMIES

The Penny Exercise

5. United States of America
6. E pluribus unum
7. Lincoln Memorial
8. One cent




LEADERSHIP EXCELLENCE ACADEMIES

Today's Workshop

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

- Identify your critical questions.
- Develop critical success factors.
- Identify and collect the data you need.
- Analyze and interpret the data to determine problems / red flags.
- Develop probing questions to isolate possible causes
- Identify strategies to address red flags.

LEADERSHIP EXCELLENCE ACADEMIES 7



Identify your
critical
questions

LEADERSHIP EXCELLENCE ACADEMIES 8

What do stakeholders want to know about your program?

Activity 1: With your table partners, jot down one question that each of these groups would want to know about students.

- **Instructors**
- **Administrators**
- **Funders**

LEADERSHIP EXCELLENCE ACADEMIES 9

Step 1: Identify Your Critical Questions

For today's workshop:

Are students coming?

Are students learning?

Are students staying?

Are students transitioning?

LEADERSHIP EXCELLENCE ACADEMIES 10

One Question... leads to more questions!

LEADERSHIP EXCELLENCE ACADEMIES 11

Sample Critical Questions

Are they coming? Are they staying? (e.g. Which classes have very high (or low) attendance?)
Are they learning? (e.g. Which instructional approaches have the greatest impact on gain?)
Are they transitioning? (e.g. How do linkages with the One Stop impact employment and job retention goals?)

LEADERSHIP EXCELLENCE ACADEMIES 12



Step 2: Determine Critical Success Factors

How good is good enough?
It will be working perfectly when...

State Indicators of Program Quality

Federal Performance Measures

Other?

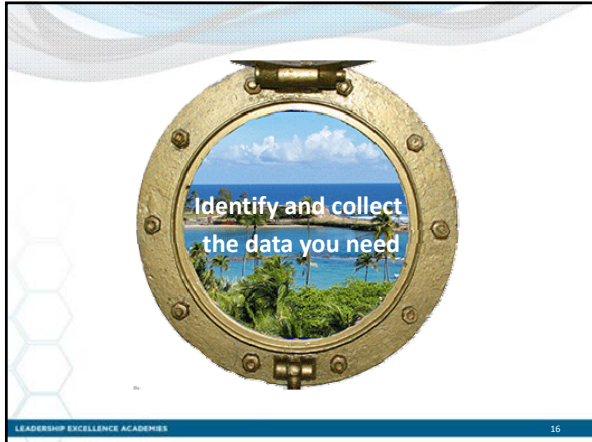
LEADERSHIP EXCELLENCE ACADEMIES 14

Step 2: Determining Critical Success Factors

Critical Question	Sample Critical Success Factors
Are students coming?	<ul style="list-style-type: none"> Classes are full. Enrollment reflects the community. Our cost per student reflects the state's average for similar programs. Program meets or exceeds annual enrollment goal. Others?
Are they staying?	<ul style="list-style-type: none"> At least 85% of students are staying for at least 12 hours. Average contact hours exceed state average for similar programs. Our cost per hour reflects the state's average for similar programs. Others?
Are they learning?	<ul style="list-style-type: none"> Program meets or exceeds state benchmarks. Students are making statistically significant learning gains. Program exceeds the required post-test rate. Others?
Are they transitioning?	<ul style="list-style-type: none"> Program meets or exceeds state benchmarks. At least 50% of ASE students are able to bypass developmental courses. Others?

Handout Page 16

LEADERSHIP EXCELLENCE ACADEMIES 15



Identifying and Collecting the Data

1. What data do you already have that will address each critical success factor?
2. What additional data, if any, will you need?
3. Where are you going to get the additional data?

LEADERSHIP EXCELLENCE ACADEMIES 17

Surface Diving and Deep Diving

- **Surface Diving**
 - Program performance
 - Program attendance, contact hours
 - Program student demographics
 - NRS tables
- **Deep Diving**
 - Data disaggregation – class and student level
 - Data comparison – high performing/low performing

LEADERSHIP EXCELLENCE ACADEMIES 18

Activity 2: Taking a Quick Surface Dive A Look at Pre-Post Test Data Over Time

Surface Diving: Is my program improving its pre-post test rate?

- Refer to Tables 4 and 4B for the three program years.
- Refer to #4 in the "Collecting Your Data 2016" chart.
- What do you know from your data?
- What other questions would you ask?

	2013	2014	2015
Pre/Post Test Rate			

NRS Tables: A Look at the Data Elements

What information does the NRS provide?

- Student demographics
- Student achievements
- Student enrollment information
- Student assessment information
- Student attendance
- Staff information

Handout Page 17

Remember: Deep Diving Requires Classroom / Tutor Level Data



Remember Your Leadership Role!

Instructors need to get involved in the data analysis process!

- Examining their own data
- Determining “how good is good enough”



Engaging Instructional Ownership and Responsibility

Option #1

- Determine baseline
 - Maximum number of class hours available
 - Optimum percent of class hours students should attend (determined by staff)
- Record data at end of the month
 - Number and percent of students who attend maximum
 - Number and percent of students who meet the optimum
 - Number and percent of students who fall below the optimum



Handout Page 18

The EFL Gain Tracker

Option #2: The EFL Gain Tracker

- EXCEL spreadsheet developed by NC instructor
- Tracks pre- and post-test scores
- Automatically calculates EFL gains
- TABE
 - Survey/Reading and Math
 - CASAS/Reading only
 - Can adapt formulas to add CASAS math, if desired

Activity 3: Using the EFL Gain Tracker

1. Refer to EFL Gain Tracker on your computer.
2. Refer to the Student Information sheet in your packet.
3. Practice inserting the data.
4. How might this help some of your instructors?

Activity 3: Using the EFL Gain Tracker

How might this help some of your instructors?

READ THE DIRECTIONS AT THE BOTTOM OF THE PAGE BEFORE YOU BEGIN INSERTING DATA!

Student Last Name, First Name	Student ID#	EFL PI	EFL Gain	EFL Gain PI	Test 1 Date	Rdg Form	Rdg Scale	Math Form	Math Scale	Test 2 Date	Rdg Form	Rdg Scale	Math Form	Math Scale
Doe, John	12345678	2	1	3	7/12/2010	9M	450			12/2/2010	10M	499		
Davidson, Maria		2	1	4	7/5/2010	9M	451			9/5/2010	10M	520		
Castroba, Jose		2	1	4	8/19/2010			9M	320	10/15/2010			10M	510
Gaston, Magno		4	0	4	8/26/2010	9D	518			10/15/2010	10D	545		
Durham, Freddy		4	1	5	8/12/2010	9D	565			9/30/2010	10D	580		
Cape, Ana		2	0	2	7/22/2010			9M	329	9/30/2010			10M	438
Mitchell, Maria		4	0	4	7/20/2010			9M	506	10/4/2010			10M	520

What other data do you have?




"How do you want that data?"

Making Sense of the Census

- **American Community Survey**
- Data collected continuously every year
 - Unlike the former Decennial Census
- Data released annually in single and multi-year estimates
 - Single year – populations of 65,000+
 - Three year – populations of 20,000+

See Data Data Everywhere handout



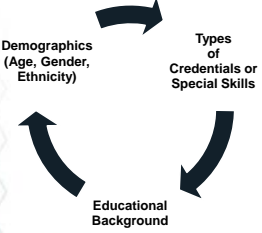
LEADERSHIP EXCELLENCE ACADEMIES 28

Other data sources?

- Kids Count <http://datacenter.kidscount.org>
- School District Data
e.g. <http://profiles.doe.mass.edu/>
- GED Testing Service
<http://www.gedtestingservice.com/educators/historical-testing-data>
- Others? (TASC, HiSET)

LEADERSHIP EXCELLENCE ACADEMIES 29

What about data related to teachers, tutors, and volunteers?



What questions could you ask related to your instructors and/or tutors that would help you gain a better understanding of your program?

LEADERSHIP EXCELLENCE ACADEMIES 30

Analyze and interpret the data to determine problems/red flags

LEADERSHIP EXCELLENCE ACADEMIES 31

Don't forget your success factors

Critical Question	Sample Critical Success Factors
Are students coming?	<ul style="list-style-type: none"> Classes are full. Enrollment reflects the community. Cost per student reflects state's average Program meets annual enrollment goal.
Are they staying?	<ul style="list-style-type: none"> At least 85% of students are staying for at least 12 hours. Average contact hours exceed state average for similar programs. Cost per hour reflects state's average.
Are they learning?	<ul style="list-style-type: none"> Program meets or exceeds state benchmarks. Students are making learning gains. Exceeds the required post-test rate.
Are they transitioning?	<ul style="list-style-type: none"> Program meets or exceeds state benchmarks. At least 50% of ASE students are able to bypass developmental courses.

- Critical success factors help to guide your analysis
- Agreement on your target – how good is good enough
- Helps in identification of red flags or problems

Handout Page 16

LEADERSHIP EXCELLENCE ACADEMIES 32

Analyzing an Example

How do level completion rates compare across my classes?

	2007	2008	2009
Class A	45%	50%	38%
Class B	28%	25%	32%
Class C	50%	54%	60%
Class D	45%	50%	38%

Handout Page 19

LEADERSHIP EXCELLENCE ACADEMIES 33

Group Activity: Analyzing the Data

What are your observations?

- Where are the strengths?
- Where are the weaknesses?
- What probing questions would you ask to identify root causes?

Activity 4: Analyzing Your Own Data

1. Select one of the questions from the "Collecting Your Data 2016" charts.
 - a. Use your NRS tables to complete the chart.
 - b. If you brought a laptop with the LEA Data Tool spreadsheet loaded on it, graph your data. If not, graph your data manually.
2. Address additional questions and create more graphs.
3. Complete the "My Program's Story" (page 9).

Additional Tool: NRS Diving Tool

	A	B	C	D
1	NRS Diving Deep Excel Tool (2010)			
2	Attendance			
3	Attendance 1	What is the average number of contact hours (attendance) for the program, similar programs and the state over the past five years?	Column	
4	Attendance 2	What are the totals of contact hours per month over the past four years for this program, other programs and the state?	Line	
5	Attendance 3	How do attendance rates (contact hours) vary by class or teacher?	Bar	
6	Attendance 4	What are the total number of contact hours attended and to the average number of contact hours per month attended across the year for each student?	Data bars in cells	
7	Attendance 5	How do student attendance patterns compare within a site for, e.g., day and evening offerings?	Line	
8	Attendance 6	Does retention differ, e.g., by the number of hours per week the class meets?	Scatter	
9	Attendance 7	What are the ranges in attendance in each class?	Bar (Range)	
10	Attendance 8	What are the percentages of missing attendance data by class, teacher or person who enters the data?	Bar	
11	Attendance 9	What are attendance policies by site?	SmartArt Object	
12	Level Gain			
13	Level Gain 1	How many students have pre and posttest data?	Column	
14	Level Gain 2	How has the percentage of students with pre and posttest data changed over time?	Line	
15	Level Gain 3	Which students are not tested?	Column (Stacked)	

Develop probing questions to isolate possible causes.

Identify strategies to address red flags.

LEADERSHIP EXCELLENCE ACADEMIES 37

Step 6: Identifying strategies to address red flags.

“Red Flag” Chart

- Possible Causes
- Probing Questions
- Possible Strategies

Handout Pages 20-33

LEADERSHIP EXCELLENCE ACADEMIES 38

Activity 5: Pulling It All Together: Looking at Your Own Data

Refer to your “Program Story.”

- Identify any Red Flags in your story.
- Identify two-three questions from the Red Flag chart that would assist you in
 - isolating the cause of the problem and
 - identifying strategies for program improvement.

LEADERSHIP EXCELLENCE ACADEMIES 39

Creating a Structure and Process for Data Use

Conduct further analysis of your data and present findings to your workgroup. An additional resource is the "50 Questions to Begin Your Data Exploration" handout (pages 34-36).

1. How will you engage the workgroup in looking at data (i.e., annually during a staff meeting, creating a data use study group, etc.)?
2. When will this occur?
3. What resources, if any, will you need to do this?
4. How will you evaluate the process and results?

LEADERSHIP EXCELLENCE ACADEMIES 40

Next Steps

Now, the good news...
No Formal Interim Activity

Next Webinar is scheduled for...

LEADERSHIP EXCELLENCE ACADEMIES 41

Next Steps

Before the webinar:

- Read *Going to Scale*
- Review Tasks 1-3 of the Culminating Project
- Develop any questions that you may have related to your project

LEADERSHIP EXCELLENCE ACADEMIES 42

Next Steps

After the webinar:

- Meet with your workgroup.
 - From the needs identified from the assessment, research and data modules, select the one need for which improvement would have the greatest impact on your program.
 - Begin development of a program improvement plan that includes setting a vision and goals for your culminating project.
- Complete Tasks 1-3 for your Culminating Project Part 1 and post to your electronic portfolio by September 15, 2016.

LEADERSHIP EXCELLENCE ACADEMIES 43

Please Remember to:

Thank your State Director
for your LEA sponsorship



LEADERSHIP EXCELLENCE ACADEMIES 44

Always Willing to Help

- Trainer Name
 - Contact information
- Trainer Name
 - Contact Information
- Technical Support
 - lea@utk.edu

LEADERSHIP EXCELLENCE ACADEMIES 45
