



# STATEWIDE TOOLS FOR TEACHING EXCELLENCE

---

PHASE I EVALUATION REPORT PRESENTED  
TO THE MICHAEL AND SUSAN DELL  
FOUNDATION



LAUREN E. DECKER  
EDVANCE RESEARCH

# STATEWIDE TOOLS FOR TEACHING EXCELLENCE

## PHASE I EVALUATION REPORT

---

### EXECUTIVE SUMMARY

---

The Michael and Susan Dell Foundation began funding the Statewide Tools for Teaching Excellence (STTE) project in April 2007. Phase I, or the planning phase, found district leaders and Edvance Research staff collaborating to establish a common terminology and understanding around performance management and to begin identifying requirements for a tool which would serve as a closed-loop, performance management system where districts could easily drill down and explore data on both lagging (past) and leading (current) indicators, identify areas of need, investigate and select research based interventions, and then monitor those efforts to gauge success and inform the decision making process. A professional development component, referred to as PM Academy, was also established, providing 6 hours of professional development to district participants. With the end of Phase I in the summer of 2009, Phase II was initiated. With input from the district teams, Edvance Research completed the requirements gathering process and contracted with a San Antonio-based company, eMetric, to develop PM Pathways. The beta version of the application was released to districts in February 2010. PM Pathways training modules continue to be developed in Phase II, covering topics related to project management, performance management and research literacy. During the first academic year of Phase II (2009-2010), districts have been exploring the tool, providing feedback, and creating their first Intervention Implementation Plans (IIPs) to begin a trial monitoring and evaluation of an ongoing intervention. In the second academic year of Phase II (2010-2011), districts will move through the entire closed-loop performance management process from beginning to evaluation and next steps using PM Pathways. At this point, the STTE project will be complete. In addition the current evaluation of Phase I, evaluations will also be conducted at the end of year one of Phase II, and again at the end of the project.

This evaluation report explores the results of Phase I of the STTE project for the five participating districts<sup>1</sup>. Information reported by the districts through an in-depth interview and a self-report questionnaire will be presented (see Appendix A for a copy of the assessment tools used). Baseline Performance Management District Assessment (PMDA) ratings were collected through in-depth interviews with the districts in the fall of 2007. These ratings are then compared with PMDA ratings from the districts at the end of Phase I. Questionnaire data was solicited from participating districts at the end of Phase I in two sections. First, districts were asked to reflect upon practices and issues prior to their participation in the STTE project. The second section of the questionnaire asked districts to reflect upon their participation within Phase I of the project.

Overall, the evaluation of Phase I shows that there was a wide range in knowledge and ability in terms of performance management at the onset of the STTE project, yet all five districts experienced growth and change within their districts during participation in Phase I. More specifically, a general increase in self-awareness seems to have come from participation. Eleven key findings are presented below.

---

<sup>1</sup> Originally, seven districts began the STTE project. During Phase I, two districts dropped out due to extenuating circumstances within the districts including district administration turnover.

1. Only one district had any experience with dashboards or scorecards prior to participation in Phase I.
2. Overall, districts gained a deeper understanding of performance management (as more than a pure accountability perspective). This understanding appears to have led to a decrease on the PMDA assessment suggesting a more realistic understanding on the part of the districts’.
3. Overall, districts reported change in multiple behaviors and strategies during participation in Phase I. Reported reasons include; a common terminology, co-creation the components of an Intervention Clearinghouse, and collaborate with other districts.
4. All districts reported benefits to their districts from collaborating on the development of all three components of the performance management based tool, PM Pathways.
5. In rating the potential effectiveness of the PM Pathways tools, districts rated all three components of the tool to be very helpful to their districts (4.8, 4.8, and 5.0 out of five respectively for each component).
6. All five districts reported a better understanding of indicators and how to measure what matters while aligning to goals through the co-creation of indicators and scorecards.
7. Four of the five districts reported key learnings from participation in collaborating on the development of the Intervention Clearinghouse; namely that the districts need to make sure their interventions are based in research and the student need should be based in hard data evidence prior to selection and implementation.
8. Through activities such as helping to identify requirements for intervention implementation monitoring component of PM Pathways, four of the five districts reported having a greater understanding of the importance of implementation fidelity and specifying implementation expectations when implementing interventions within their districts.
9. On average, district personnel confidence and knowledge in their evaluative ability of research grew in all three areas investigated; research quality, level of evidence, and generalizability of research.
10. Overall, the districts reported three challenges that, on average, were perceived as large challenges to participation in Phase I of the STTE project: 1) not enough personnel and 2) not enough time, and 3) providing data. Overall, districts also reported that ‘working with other districts’ and ‘understanding the value of performance management’ were the least challenging aspects of participation.
11. In terms of satisfaction ratings, districts were pleased with how Edvance Research and MSDF listened and worked collaboratively with the districts with regards to decision making and that these organizations were quick to recognize districts for their efforts. Districts also reported being pleased with the way Edvance Research and MSDF conveyed information about the project.

Taken together, the STTE Phase I evaluation findings suggest that all districts have gained considerable knowledge and skill from participation in the project as well as valuable connections and collaboration opportunities with districts across the state. Districts appear excited and invested in continuation in the STTE project, and appear to perceive great value, not only in the time and effort they have invested so far, but also in the PM Pathways they have created.

Suggestions and recommendations for similar future projects include more proactive thinking and development time prior to inclusion of district personnel as well as concrete guidelines and earlier assistance to district data personnel in charge of data extraction.

---

TABLE OF CONTENTS

---

<b>Executive summary</b>	<b>2</b>
<b>Table of contents</b>	<b>5</b>
<b>List of tables</b>	<b>7</b>
<b>List of figures</b>	<b>8</b>
<b>Introduction</b>	<b>9</b>
<b>Baseline information</b>	<b>10</b>
Effective use of practices	10
Existing use of scorecards/dashboards	11
Technology-based tools: Prior use of and contributions to management practices	12
Barriers to implementation of data driven decision making	13
Suggestions fo lessen impact of barriers	14
Prior research knowledge	15
Summary of baseline information	15
<b>Comparison of PMDA self-ratings before and after Phase I</b>	<b>16</b>
<b>PMDA ratings</b>	<b>16</b>
District performance management and/or accountability plan	18
District strategic planning and leadership	18
School accountability	18
Central office department accountability	18
Information technology systems and data usage	19
Training on setting goals, performance metrics and using data to increase effectiveness	19
<b>PMDA comparison summary</b>	<b>19</b>
<b>Reflections of Phase I</b>	<b>20</b>
<b>District change</b>	<b>20</b>
District difference in actions, skills and strategies	20
Visible differences	22
Conversation and process change	24
<b>PM Academy</b>	<b>26</b>
Presenter effectiveness	26
Content	27
Project management knowledge	28
Preferred delivery and comments	28
PM Academy summary	30
<b>Participation in PM Pathways development</b>	<b>30</b>
Module 1: Indicators and dashboard/scorecard	30
Module 2: Intervention clearinghouse	31
Module 3: Monitor and evaluation	33
Potential effectiveness of the PM Pathways tool	36

PM Pathways summary _____	36
<b>Challenges _____</b>	<b>36</b>
<b>Satisfaction and final comments _____</b>	<b>37</b>
Satisfaction _____	37
Final comments _____	38
<b><i>Summary of STTE Phase I findings and lessons learned _____</i></b>	<b>39</b>
<b><i>Appendix A: Data Collection Examples _____</i></b>	<b>40</b>
PMDA Instrument _____	41
Phase I Questionnaire _____	45
<b><i>Appendix B: Phase I consortia _____</i></b>	<b>81</b>
<b><i>Appendix C: Indicators _____</i></b>	<b>82</b>

---

**LIST OF TABLES**

---

<i>Table 1. Data driven decision making practices</i>	10
<i>Table 2. Planning practices</i>	11
<i>Table 3. Analytic practices</i>	11
<i>Table 4. Effective scorecard/dashboard performance measures</i>	12
<i>Table 5. Effective technology-based tools</i>	12
<i>Table 6. Contributions of technology-based tools</i>	13
<i>Table 7. Data driven decision making barriers</i>	14
<i>Table 8. Suggestions for lessening data driven decision making barriers</i>	15
<i>Table 9. Prior research knowledge</i>	15
<i>Table 10. PMDA ratings comparison</i>	17
<i>Table 11. Actions, skills and strategies</i>	20
<i>Table 12. Action change description</i>	21
<i>Table 13. Skill change description</i>	21
<i>Table 14. Strategy change description</i>	22
<i>Table 15. Visible differences</i>	23
<i>Table 16. Ah-ha moment description</i>	24
<i>Table 17. Conversation change</i>	24
<i>Table 18. Process change</i>	25
<i>Table 19. Course presenter effectiveness</i>	26
<i>Table 20. PM Academy course content</i>	27
<i>Table 21. Strong points of project management course</i>	29
<i>Table 22. Suggestions for improvement of project management course</i>	30
<i>Table 23. Indicator/Scorecard value</i>	30
<i>Table 24. Indicator development benefits</i>	31
<i>Table 25. Intervention Clearinghouse value</i>	32
<i>Table 26. Current research knowledge</i>	32
<i>Table 27. Intervention lessons description</i>	33
<i>Table 28. Monitor/Evaluation value</i>	34
<i>Table 29. Monitor/Evaluation development benefits</i>	34
<i>Table 30. Planning and expectation lessons</i>	35
<i>Table 31. Monitoring/tracking lessons</i>	35
<i>Table 32. PM Pathways components as helpful within districts</i>	36
<i>Table 33. Participation challenges</i>	36
<i>Table 34. Satisfaction with Phase I</i>	37
<i>Table 35. Final comments about Phase I participation</i>	38
<i>Table 36. Phase I consortia dates and topics</i>	81

---

**LIST OF FIGURES**

---

*Figure 1. Knowledge gained from PM Academy course ..... 28*  
*Figure 2. Professional development delivery preference..... 29*  
*Figure 3. Research knowledge comparison ..... 33*

# STATEWIDE TOOLS FOR TEACHING EXCELLENCE

## PHASE I EVALUATION REPORT

---

### INTRODUCTION

---

The Michael and Susan Dell Foundation began funding the Statewide Tools for Teaching Excellence (STTE) project in April 2007. Phase I, or the planning phase, found district leaders and Edvance Research staff collaborating to establish a common terminology and understanding around performance management and to begin identifying requirements for a tool which would serve as a closed-loop, performance management system where districts could easily drill down and explore data on both lagging (past) and leading (current) indicators, identify areas of need, investigate and select research based interventions, and then monitor those efforts to gauge success and inform the decision making process. A professional development component, referred to as PM Academy, was also established, providing 6 hours of professional development to district participants. With the end of Phase I in the summer of 2009, Phase II was initiated. With input from the district teams, Edvance Research completed the requirements gathering process and contracted with a San Antonio-based company, eMetric, to develop PM Pathways. The beta version of the application was released to districts in February 2010. PM Pathways training modules continue to be developed in Phase II, covering topics related to project management, performance management and research literacy. During the first academic year of Phase II (2009-2010), districts have been exploring the tool, providing feedback, and creating their first Intervention Implementation Plans (IIPs) to begin a trial monitoring and evaluation of an ongoing intervention. In the second academic year of Phase II (2010-2011), districts will move through the entire closed-loop performance management process from beginning to evaluation and next steps using PM Pathways. At this point, the STTE project will be complete. In addition the current evaluation of Phase I, evaluations will also be conducted at the end of year one of Phase II, and again at the end of the project.

The current evaluation report explores the results of Phase I of the STTE project for the five participating districts<sup>2</sup>. Information reported by the districts through an in-depth interview and a self-report questionnaire will be presented (see Appendix A for a copy of the assessment tools used). Baseline Performance Management District Assessment (PMDA) ratings were collected through in-depth interviews with the districts in the fall of 2007. These ratings are then compared with PMDA ratings from the districts at the end of Phase I. Questionnaire data was solicited from participating districts at the end of Phase I in two sections. First, districts were asked to reflect upon practices and issues prior to their participation in the STTE project. The second section of the questionnaire asked districts to reflect upon their participation within Phase I of the project.

The remainder of this report consists of three broad sections: 1) baseline results, 2) PMDA comparison results, and 3) Phase I results. First baseline information will be discussed in five areas. Next, results from the PMDA will be explored, comparing prior to Phase I and at the end of Phase I district self ratings in six areas of performance management. Finally, district responses about their experiences in Phase I are discussed in ten areas ranging from survey results from a professional development course on project management, to difference and change within districts, to specific

---

<sup>2</sup> Originally, seven districts began the STTE project. During Phase I, two districts dropped out due to extenuating circumstances within the districts including district administration turnover.

lessons learned and information gained through participation in PM Pathways development, to ratings of challenges and satisfaction with participation in Phase I of the STTE project.

---

**BASELINE INFORMATION**

---

Twelve questions were asked that pertain to district practices prior to the beginning of participation in the STTE project. These questions included understanding effective use of practices, existing use of scorecards and/or dashboards, information on performance management and technology, barriers experienced when implementing data driven decision making, as well as prior research knowledge.

**EFFECTIVE USE OF PRACTICES**

District personnel answered rating scales<sup>3</sup> pertaining to the effectiveness of three types of practices; 1) data driven decision making, 2) planning, and 3) analytic. Tables 1-3 detail results for each of the three practice types.

<i>How effective had the use of the following data driven decision making practices been for your district in the following areas?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Attracting and retaining highly qualified staff	2	5	3.40
Improving student achievement	3	5	4.00
Creating a balanced focus between short-term results and long-term sustainability	2	5	3.60
Creating better insight on key issues to drive fact-based decision-making	3	5	4.20
Driving innovation and growth	2	5	3.80
Driving successful execution of the district's strategy and plans	2	5	3.60
Executing processes efficiently and effectively	3	4	3.80
Rewarding leadership and staff appropriately for their own specific contributions to the district's success	2	5	3.20

*Table 1. Data driven decision making practices*

Overall, districts rated each of the data driven decision making practices as at least somewhat effective. Two practices in particular received stronger ratings suggesting that district believe that data driven decision making has been most effective for; 1) Improving student achievement and 2) creating better insight on key issues to drive fact-based decision-making.

---

<sup>3</sup> These questions were taken and adapted from Price Waterhouse Coopers and had been used in a report entitled *Performance management matters: Sustaining superior results in a global economy*.

<i>How effective had the use of the following planning practices been for your district?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Articulation of vision, mission, and values	2	5	3.60
Budgets	2	5	3.40
Operational plans	2	4	3.00
Strategy maps	0 <sup>4</sup>	4	2.75 <sup>5</sup>
SWOT (Strengths Weaknesses Opportunities & Threats) analysis	0	5	3.30 <sup>6</sup>

*Table 2. Planning practices*

Overall, districts rated each of the planning practices as at least marginally effective. One practice received a weaker rating: developing strategy maps. It is important to note however that this practice (along with SWOT analysis) were the examples that some districts said were not applicable to their district. More specifically, one district selected ‘not applicable’ for strategy maps and two districts selected ‘not applicable’ for SWOT analysis.

<i>How effective had the use of the following analytic practices been for your district?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Alerts or early warning systems	0	4	3.25 <sup>7</sup>
Data-mining	2	5	3.40
Quality management approaches	0	4	3.50 <sup>5</sup>

*Table 3. Analytic practices*

Overall, districts rated each of the analytic practices as somewhat effective. Although all three have similar averages, it is important to note that two of the items had at least one district report those items were not applicable to them. More specifically, each received a selection of ‘not applicable’ from one district.

#### **EXISTING USE OF SCORECARDS/DASHBOARDS**

Only one district (District C<sup>8</sup>) selected that they used dashboards or scorecards prior to the beginning of the STTE project. Only districts that selected any use were also directed in answer more detailed questions about their use of scorecards and dashboards. As such only District C was able to answer these questions so the discussion that follows only pertains to that district.

District C stated that they used such instruments to both monitor progress and gauge success in their district. In addition to multiple uses of scorecards/dashboards, the district also stated that the dashboards/scorecards are fully cascaded within the district and that there are more than 20 performance measures within them.

<sup>4</sup> Any questions which contain a selection of zero for ‘not applicable’ were not included in the calculation of the average rating for that question. The average was calculated based on the remaining responses.

<sup>5</sup> Only 4 district’s responses are included in this average. The other district selected ‘not applicable’.

<sup>6</sup> Only 3 district’s responses are included in this average. The other districts selected ‘not applicable’.

<sup>7</sup> Only 4 district’s responses are included in this average. The other district selected ‘not applicable’.

<sup>8</sup> For purposes of this evaluation report, the five participating districts are only referred to by letters when speaking of an individual district (Districts A – E).

District C also rated the relevance of their dashboards/scorecards at two levels; school/department and district. On a scale of 1 to 5 this district rated relevance to both levels as 4 out of 5.

Finally, District C also rated the effectiveness of their performance measures in understanding several facets. Table 4 presents those results.

<i>How effective were your performance measures in helping to understand the following?</i>	<i>Rating on a 1 to 5 scale</i>
Competitiveness of compensation and benefits	1.00
Diversity of workforce	1.00
Quality of professional development and learning programs	4.00
Quality of internal communications	3.00
Leadership effectiveness	4.00
Teacher effectiveness	4.00
Success of recruitment practices	3.00
Succession planning	2.00

*Table 4. Effective scorecard/ dashboard performance measures*

As shown in the table above, District C believes that the performance measure on their existing scorecards/dashboards are most effective in helping them understand quality of professional development and leadership as well as teacher effectiveness. This table also shows that District C may need to consider different measures concerning competitiveness of compensation/benefits and the diversity of their workforce.

#### **TECHNOLOGY-BASED TOOLS: PRIOR USE OF AND CONTRIBUTIONS TO MANAGEMENT PRACTICES**

District personnel answered rating scales pertaining to the use and contribution of technology based tools implemented within the district prior to participation in the SITTE project. Tables 5-6 detail results for 1) effectiveness and 2) contributions to management practices.

<i>How effectively have the following technology-based tools been implemented in your district?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Business intelligence tools (e.g. data analyzer)	0	3	2.50 <sup>9</sup>
Database tools	3	4	3.20
Financial and budgeting reporting tools	2	4	2.80
Hard- or soft-copy reports distributed internally	2	5	3.20
Online reports permitting study of underlying data	0	5	3.00 <sup>5</sup>
Performance management software (e.g. dashboards, scorecards, etc.)	0	4	4.00 <sup>10</sup>
Spreadsheets	2	5	3.60

*Table 5. Effective technology-based tools*

<sup>9</sup> Only 2 district's responses are included in this average. All other districts selected 'not applicable'.

<sup>10</sup> Only 1 district's response is included. All other districts selected 'not applicable' as they did not use performance management software of any kind prior to participation in the SITTE project.

Overall, districts selected a wide range of implementation effectiveness for different technology based tools. The tool that received the highest rating only had one district rate it (the same district who stated they used performance management tools above). Aside from that tool, three tools received ratings greater than three on a scale of one to five: 1) Spreadsheets, 2) Database tools, and 3) Internal reports suggesting these are the tools that districts find most effective in district implementation.

Districts were also asked to select how the tools they rated above contributed to management practices within the district. Table 6 details these results.

<i>How have the technology-based tools identified in the previous question contributed to your management practices?</i>	<i>Frequency of selection</i>
Making information readily available and easy to access	4
Identifying actionable information	3
Making it easy to analyze and understand key performance issues	3
Reducing manual effort	3
They have not contributed to our performance management practices	1
Reducing cycle time of key processes	1
Reducing error rates	1
Reducing/eliminating disputes about whether important data/information is correct	0

*Table 6. Contributions of technology-based tools*

As seen in the table above, “Making information readily available and easy to access” was selected by the most districts (4 out of 5) as the practice that technology-based tools most contributed to in their districts. In contrast, no districts selected “Reducing/eliminating disputes about whether important data/information is correct” as a contribution that technology-based tools made to the district. No district selected that these tools have not contributed to management practices suggesting that all districts involved in STTE understand the importance of technology-based tools.

#### **BARRIERS TO IMPLEMENTATION OF DATA DRIVEN DECISION MAKING**

Districts were asked to rate the impact of a list of potential barriers to the implementation of data driven decision making. Ratings could be made on a one to five scale with one referring to an item that was not considered a barrier or was viewed as having no impact and five referring to a barrier or as having a high impact on implementation. Table 7 details the results.

<i>Please assess the impact to your district for each of the potential barriers to data driven decision making.</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Amount of information resulting in “analysis paralysis”	1	5	3.00
Cost	1	5	3.00
Complexity, too difficult to understand	1	4	2.20
Conflicting district initiatives	1	5	2.60
Cultural resistance, fear of change	1	4	2.80
Difficulty in obtaining the data we need due to the SYSTEM/TOOLS	2	4	2.80
Difficulty in obtaining the data we need due to the FREQUENCY THAT DATA IS AVAILABLE	1	4	2.60
Excessive work or effort	2	5	3.20
Ineffective linkages between strategy, plans and budgets	1	5	3.40
Lack of dedicated time for data review during the school day	1	5	4.00
Lack of senior leadership support	0	4	2.25 <sup>11</sup>
Lack of stakeholder buy-in	0	3	1.75 <sup>8</sup>
Lack of technology resources (STAFF)	1	4	2.80
Lack of technology resources (HARDWARE, SOFTWARE, BANDWIDTH)	0	4	2.25 <sup>8</sup>
Lack of training	2	4	2.80
Organizational silos – can't agree on what to do or how to do it	0	4	2.50 <sup>8</sup>
Longer than planned/communicated implementation	2	5	3.40

*Table 7. Data driven decision making barriers*

As shown in the table above only one barrier rated as a four or above across districts; *Lack of dedicated time for data review during the school day*. Of the next two highest ratings one also dealt with the timing issue; *Longer than planned/communicated implementation* and the other was *Ineffective linkages between strategy, plans and budgets*. In summary, the most problematic barriers to the implementation of data driven decision making appear to be structural in the way that schools and districts are set up. District leadership finds it difficult to attempt such implementation because it takes longer than they anticipate and they don't have the time in the first place without asking for personnel to stay late outside of typical hours. If they can get past these timing issues, district then seem to find that their systems are not linked in such a way to make such implementation conducive, which in turn would require more time and effort to prepare the systems.

On the other end of the spectrum, districts rated lack of resources and buy-in or commitment as very low in terms of being barriers to implementation of data driven decision making. Of the five potential barriers that were rated as 2.50 or less on the one to five scale, three dealt with lack of buy-in, support, and resources. The other two potential barriers that were rated low, or not seen as a barrier were *Complexity, too difficult to understand* and *Organizational silos – can't agree on what to do or how to do it*.

#### SUGGESTIONS FO LESSEN IMPACT OF BARRIERS

Districts were also asked to comment and provide ideas in potential ways to lessen the barriers selected above in Table 7. Below are those responses by district.

<sup>11</sup> Only 4 district's responses are included in this average. The other district selected 'not applicable'.

<i>District</i>	<i>Suggestion for lessening impact of barriers</i>
<b>District A</b>	Money, time, programs working properly
<b>District B</b>	Review/prioritize district initiatives
<b>District C</b>	If we could have a performance department to do some of this work. Creating the infrastructure is the challenge.
<b>District D</b>	Purchase additional hardware, software and increase bandwidth; increase and improve professional development opportunities for professional staff, develop a current strategic plan so that district initiatives, organizational silos, plans and budgets are aligned throughout the district.
<b>District E</b>	Most state indicators are unavailable when they are truly needed; so, excessive time is spent looking for the needed data to predict an outcome. Better tools are needed to identify and track the data on a regular and more frequent basis. Communication and collaborative planning are needed prior to implementation to avoid the silo effect and conflicting priorities and plans.

*Table 8. Suggestions for lessening data driven decision making barriers*

Taken together, reports from these five districts suggest that resources and commitment are often present barriers in terms of implementing data driven decision making. In contrast, districts feel confident in their abilities and are able to come to consensus on what and how to implement such strategies and practices. It is, however, structural constraints such as insufficient linkages in data and practices, amount of time available, and the length of startup time in beginning such implementations that appear to be the largest barriers.

#### **PRIOR RESEARCH KNOWLEDGE**

Districts were also asked to rate themselves in terms of prior research knowledge in three broad ways: 1) Research quality, 2) Levels of evidence, and 3) Generalizability of research.

<i>How knowledgeable were you in discerning the following prior to participation in STTE?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Research quality	2	4	3.20
Levels of evidence	2	4	3.00
Generalizability of research	2	4	3.20

*Table 9. Prior research knowledge*

As can be seen above, overall districts rated themselves as being in the middle of the one to five scale between *Not knowledgeable at all* to *Very knowledgeable*. The item *Levels of evidence* received a slightly lower rating than the other two but as can be seen from the minimum and maximum values selected, all districts believed they were somewhat knowledgeable in each category while also believing they each had more to learn.

#### **SUMMARY OF BASELINE INFORMATION**

Overall, districts varied greatly on where they stood on baseline information. For example, wide variation can be seen among the participating districts prior to participation in Phase I of the STTE project in terms of the barriers to and use of effective data driven decision management practices as well as technology-based tools. In addition to this large variability, only one of the five districts used dashboards or scorecards in any way prior to their participation. Districts also reported having some knowledge of research but showed room for improvement in this area.

---

## COMPARISON OF PMDA SELF-RATINGS BEFORE AND AFTER PHASE I

---

The PMDA (Performance Management District Assessment) is a self assessment tool created by MSDF and the Broad Foundation. In completing this self-assessment districts are encouraged to focus on district-specific accountability processes that may not necessarily pertain to mandates by federal or state accountability systems. More specifically, this tool goes beyond the request of what is mandated and more into the performance management strategies that exist within districts. The PMDA consists of six sections: 1) District Performance Management and/or Accountability Plan, 2) District Strategic Planning and Leadership, 3) School Accountability, 4) Central Office Department Accountability, 5) Information Technology Systems & Data Usage, and 6) Training on the Use of Data to Increase Effectiveness.

Baseline PMDA ratings were obtained at the beginning of the STTE project through in-depth interviews with each participating district. These interviews were audio-recorded and included the initial district self-ratings on all six sections as well as discussion around follow-up questions which provided more evidence into the current state and rationale behind each self-rating<sup>12</sup>. At the completion of Phase I, only the ratings of each section were requested. These were collected through the Phase I questionnaire which was completed by each district.

### PMDA RATINGS

Table 10 shows each district's self ratings both at baseline and again at the end of Phase I for each of the six sections of the PMDA. As can be seen below, there exists a great deal of variability among the districts and between the six different sections.

---

<sup>12</sup> An overview of the initial ratings was provided to all districts (their individual district ratings that had been captured within the interviews) during the 2<sup>nd</sup> Consortium Meeting which was held in November, 2007.

PMDA section		District A	District B	District C	District D	District E
District Performance Management and/or Accountability Plan	Beginning of project	Advanced	Advanced	Advanced	Not Started	Intermediate
	End of Phase I	Intermediate	Not Started	Advanced	Early Stage	Advanced
District Strategic Planning and Leadership	Beginning of project	Advanced	Advanced	Early Stage	Early Stage	Advanced
	End of Phase I	Intermediate	Not Started	Intermediate	Not Started	Advanced
School Accountability	Beginning of project	Intermediate	Intermediate	Not Started	Not Started	Advanced
	End of Phase I	Advanced	Not Started	Intermediate	Early Stage	Not Started
Central Office Department Accountability	Beginning of project	Early Stage	Intermediate	Early Stage	Early Stage	Intermediate
	End of Phase I	Intermediate	Not Started	Intermediate	Not Started	Not Started
Information Technology Systems & Data Usage	Beginning of project	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	End of Phase I	Intermediate	Early Stage	Early Stage	Early Stage	Early Stage
Training on the Use of Data to Increase Effectiveness	Beginning of project	Intermediate	Intermediate	Advanced	Advanced	Intermediate
	End of Phase I	Intermediate	Advanced	Intermediate	Early Stage	Intermediate

*Table 10. PMDA ratings comparison*

## DISTRICT PERFORMANCE MANAGEMENT AND/OR ACCOUNTIBILITY PLAN

Within the PMDA, this section (at the *advanced* stage) is described as having “a robust performance management plan that we have been implementing for more than two years”.

Overall, districts rated themselves highly on this measure at baseline. Only one district reported having *not started* in this area. Two districts (Districts D and E) reported growth in this area while one district (District C) remained the same. In addition, two districts (Districts A and B) reported a downward shift. This may suggest that these districts believed they were engaged in performance management at a high level until their participation in a performance management driven project. Through the STTE project they may have come to more fully understand performance management (a considerably more dramatic shift for District B) and thus provided a more accurate representation of where their districts are with regards to this area at the end of Phase I.

## DISTRICT STRATEGIC PLANNING AND LEADERSHIP

This section of the PMDA (at the *advanced* stage) is described as having “evidence of high fidelity to implementation of a strategic plan throughout the district”. Initially, three districts rated themselves as *advanced* on this measure while two rated themselves as being in the *early stages*. At the end of Phase I, however, there was considerably more variability among the self-ratings.

Three districts (Districts A, B, and D) reported a decline while one district (District C) increased and one remained unchanged (District E). It is important to note that two of the three districts (Districts A and B) that reported a decline also reported declining in the District Performance Management and/or Accountability Plan section. This would suggest much like in the previous section that these districts may now have a deeper understanding of performance management. This could also suggest that these two districts are taking a more critical look into their own practices and be more capable of realizing the district potential for growth in these areas.

## SCHOOL ACCOUNTABILITY

School Accountability is the third section evaluated in the PMDA and is described in the *advanced* choice as districts that “produce public school report cards annually, have a qualitative school review process, and have a highly functioning intervention and reward system in place”.

Districts were again widely variable in self-reports at baseline. Two districts replied that they had not yet started this effort while the other three rated either as *intermediate* or *advanced*. Both districts that initially reported having *not started* school accountability efforts and one other district reported progress at the end of Phase I (Districts A, C, and D). The other two districts who initially rated themselves as far along the way (*intermediate* and *advanced*) rated themselves as *not started* by the end of Phase I (Districts B and E). It is again important to mention that one of these districts (District B) is the same district that rated itself as having a downward trend in the two previous sections as well. This downward movement may be related to the fact that ‘accountability’ is such a value laden word in education. While districts do a great deal with regards to accountability, they now understand how a performance management framework that includes accountability stretches beyond their previous definitions. This may have led some districts to consider possibilities beyond simply using the state accountability system.

## CENTRAL OFFICE DEPARTMENT ACCOUNTABILITY

Central Office Department Accountability is only one of two sections where no district rated themselves as *advanced* at baseline. Three districts rated as *early stages* while the other two stated *intermediate*. *Advanced* for this section of the PMDA is described as a district that has “a robust and

effective accountability system that includes data dashboards for each program, department and division at the central office”.

Both districts that rated themselves as *intermediate* declined to *not started* as well as one district that rated themselves as *early stages* at baseline (Districts B, D, and E). These declined ratings suggest that these districts may have taken a closer look within rather than assuming similarity to school accountability (most of the STTE participants are from central offices). Only two districts (Districts A and C) who believed they may be in *early stages* at the beginning showed progress by rating themselves as *intermediate* at the end of Phase I.

#### INFORMATION TECHNOLOGY SYSTEMS AND DATA USAGE

Information Technology Systems and Data Usage is the only other section (aside from Central Office Department Accountability above) where no district rated themselves as *advanced* at baseline; all five districts reported ratings of *intermediate*. *Advanced* on this section is measured by the PMDA as a district that has “a robust and effective set of integrated information technology systems that collect, analyze and report on the data schools and central office units need”.

Across the board at baseline districts rated themselves as *intermediate* on this section suggesting that all districts believed their technology systems were integrated and they were in a position to “work out the bugs”. However, only one district (District A) reported that they were at this level at the end of Phase I. The remaining four districts all rated themselves as being in the *early stages* suggesting they had a better understanding of their technology infrastructure.

#### TRAINING ON SETTING GOALS, PERFORMANCE METRICS AND USING DATA TO INCREASE EFFECTIVENESS

The final section of the PMDA, Training on Setting Goals, Performance Metrics and Using Data to Increase Effectiveness is rated as *advanced* if districts “conduct robust training at the school AND central office levels in the use and analysis of data to inform practices, and [the districts] evaluate for understanding and implementation to improve the next round of training sessions”. Aside from the School Accountability section, this is the only other section where at least three districts reported progress.

At baseline, two districts rated themselves within this *advanced* category while the other three selected *intermediate*. At the end of Phase I, two districts rated themselves as having remained the same on this section while two districts increased. Only one district (District C) ratings moved from *advanced* to *intermediate* suggesting they now believe it is possible to upgrade the quality and consistency of their training programs.

#### PMDA COMPARISON SUMMARY

Overall, the district self-ratings on the PMDA suggest an increase in self-awareness among participants. These ratings also suggest that districts increased their internal expectations and learned a great deal through their participation in Phase I of the STTE project. Although there was a large number of instances where districts gave themselves lower ratings at the end of Phase I, this may suggest that through Phase I district personnel had the opportunity to begin to understand expectations and definitions in terms of accountability, performance management, and technology. As a particular example, at baseline, District B’s lowest self rating in any category was *intermediate*. Looking at the end of Phase I, however, District B reported four ratings of *not started*, one of being in the *early stages* and only one *advanced* rating. In addition to these ratings, the last section (Training on Setting Goals, Performance Metrics and Using Data to Increase Effectiveness) is the only section that District B believed they had truly progressed in. Through participation in Phase I, this district

was able to not only raise expectations of the quality that could exist in their district. They also were able to take a critical look at their practices and how, through a performance management lens, ratings of such practices may look very different as opposed to simply considering state or district minimum requirements.

Also at the end of Phase I, the section that appear to have to lowest ratings (in terms of frequency of *not started* ratings) is Central Office Department Accountability. This is not surprising because most of the STTE participants are higher level administrative personnel that most often work within the central offices. As one may expect, it is considerably more difficult to turn attention to an individual's own accountability. However, it is also important to state that is not to say that accountability practices are not occurring. These districts appear to have increased their expectations of quality and recognized the importance of efforts into a more formal accountability system with a process for regularly evaluating instructional and operational programs through participation in STTE.

---

### REFLECTIONS OF PHASE I

---

This section of the report covers responses from two instruments; a survey given to district personnel directly after a professional development activity delivered during Phase I and a questionnaire given to district teams at the end of Phase I. The first part of this section reports results of change in the participating districts over the course of Phase I of the STTE project. Second, survey results will be presented on the first course of PM Academy (Project Management 101) which was delivered during Phase I. Next, reports of change and usefulness participation in each of the three modules of the PM Pathways tool will be presented and discussed. Finally, challenges and satisfaction ratings of working within Phase I of the STTE project are presented. This phase lasted for two years and was completed prior to the 2009-2010 academic year<sup>13</sup>.

### DISTRICT CHANGE

#### DISTRICT DIFFERENCE IN ACTIONS, SKILLS AND STRATEGIES

Districts were asked to think about noticeable differences in their districts on three broad areas and then provide description around the type of change they witnessed. Table 11 shows the number of districts that selected each amount of change for each of the three broad areas.

<i>Change area</i>	<i>Number of districts</i>					
	<i>None</i>	<i>Very small</i>	<i>Small</i>	<i>Medium</i>	<i>Large</i>	<i>Very large</i>
<b>Actions</b>	0	1	2	2	0	0
<b>Skills</b>	0	2	1	2	0	0
<b>Strategies</b>	1	0	2	1	1	0

*Table 11. Actions, skills and strategies*

---

<sup>13</sup> Technically, funding of Phase I ended in May of 2009. However, data was collected through the summer of 2009 because districts did not receive access to the full beta version of PM Pathways until the 2009-2010 school year. For purposes of this evaluation, Phase I is considered (in the eyes of the districts and receiving tools to enhance capabilities) as ending in August of 2009.

As can be seen above, all districts rated as having very small to medium change in both actions and skills within their districts. In terms of noticed change in strategies, all but one district rated between small and large.

In terms of change in these three categories more specifically, Tables 12-14 provide the districts elaboration on their selections above.

<i>District</i>	<i>Noticed change in actions</i>
<b>District A</b>	A new department dedicated to Performance management
<b>District B</b>	We are now having rich conversations regarding data. Also, we have learned quite a bit by networking with other consortium districts to improve our processes.
<b>District C</b>	We have started using some of the vocabulary we learned in the project. We also have picked up on numerous good ideas from other districts.
<b>District D</b>	We have hired a dedicated data person, focus shift to specific data usage to guide appropriate change, discussion focus around performance management, focused communication within the PMT around the new concepts...pilot project initiated.
<b>District E</b>	The project management plan has been used successfully with several different initiatives, including the planning for stimulus funds. We now have a better understanding of the scope of work with a variety of projects.

*Table 12. Action change description*

From the comments above, districts appear to be seeing the most change in conversations and focus of their work and efforts. This focus also appears to be extending throughout district processes and practices, not just those tied specifically to the STTE project. This suggest that the project is beginning to become embedded in the districts, which is a promising first step for performance management practices to be part of the district culture rather than something that might leave with personnel change.

<i>District</i>	<i>Noticed change in skills</i>
<b>District A</b>	Beginning stages of implementation of a new department
<b>District B</b>	We now have a greater awareness of the need to cross-reference data. Also, we have a better understanding of how and from where to obtain data.
<b>District C</b>	I think we can better articulate performance metrics.
<b>District D</b>	Skills are being built for members of the PMT but not yet on a District level. That will change once this is rolled out to the district and training begins using [PM Pathways]. We are beginning to build a common vocabulary (i.e. leading and lagging indicators, performance management, intervention, etc.) within the PMT that will later filter through the District. Larger differences seen with the "team" vs. District.
<b>District E</b>	Same as [change in actions]. Consideration of risks and planning for risks has improved. The conversations about leading and lagging indicators has become part of the standard vocabulary and thinking processes.

*Table 13. Skill change description*

Comments within this category appear mixed. For some districts (Districts C and D) the comments suggest that change in this area has more to do with the project itself and the project team. These districts have not yet seen change that spreads to the district as a whole at this stage of the project. However, District D appears to be very positive in terms of believing that this change will spread to the rest of the district personnel during Phase II. The other districts seem to be alluding to more wide spread change with the creation of a new department (District A), importance of and ability to look at data differently (District B) to vocabulary and conversations that look different for other districts (District E).

<i>District</i>	<i>Noticed change in strategies</i>
<b>District A</b>	Performance management changed expectations, resulting in a change in strategies
<b>District B</b>	<i>No change reported</i>
<b>District C</b>	With our participation in the project we think we are able to move into an area that we would not be moving into for a few years, specifically trying to gather data on our interventions. We think this is and will make a huge difference in our educational program and culture.
<b>District D</b>	There will be changes down the road, but right now the changes are seen mainly with the PMT and beginning with the pilot campuses...it is early in the process, so differences in strategies district-wide are not yet evident.
<b>District E</b>	Our strategies have improved the focus on details rather than just the long or short term outcomes. The focus is truly on the individual students.

*Table 14. Strategy change description*

The greatest variability occurred in reporting of strategy change. This is not surprising as strategies are usually more embedded in a district culture. Actions and skills can be more easily attributed to an individual. When considering movement towards change in one's thoughts and behaviors individual change tends to occur first. It is extremely promising to see ratings of noticed change in more district embedded strategies so early on in a project.

On one end, District B reported no change and District D sees the promise for change but as they described above, they are only currently seeing change within those who are closely participating in the project. However, on the other end, the remaining three districts cited changes in expectations, focus and large scale movement and progress that they believe would not have been achieved for multiple years without participation in the STTE project.

#### VISIBLE DIFFERENCES

After the more open-ended discussion of change, districts were asked to rate particular portions of the STTE project, on a scale of one to five, which they believe led to the visible changes in their districts. Table 15 shows the average responses.

<i>Which of the following do you feel have led to visible differences in your district?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Establishing a common terminology	2	5	3.40
Experience with developing scorecards	1	4	2.80
Gathering data for the project	2	4	2.80
Process of providing input into an intervention clearinghouse	0	3	3.25 <sup>14</sup>
Thinking through how to monitor and track results of interventions	0	4	2.60
Understanding of indicator systems	1	5	2.80
Working/collaborating with other districts	2	4	3.20
Other	5	5	5.00 <sup>15</sup>

*Table 15. Visible differences*

Only one district selected ‘other’ in wanting to rate something that wasn’t listed in the table above. This district (District D) selected other and then stated:

*There has been a much larger difference for the PMT than for the District at this point in the process...we anticipate that the impact in all of these areas will be great once this is rolled out to the District. These answers reflect visible differences at the district level.*

Overall, the districts rated commonality and collaboration as well as working through the Intervention Clearinghouse as portions of the STTE project that they feel has led to visible differences within their districts. More specifically, there were three portions of the STTE project that yielded average ratings of greater than a three out of five: 1) Establishing a common terminology, 2) Process of providing input into an intervention clearinghouse, and 3) Working/collaborating with other districts.

#### *Ab-ha moments or paradigm shifts*

In addition to these ratings, districts were asked if there was a particular ‘ah-ha’ moment or paradigm shift that occurred in their district which showed them visible differences happening in their districts while participating in the project. All five districts selected that this ‘ah-ha’ moment had occurred for them. Below are those responses.

<sup>14</sup> Only 4 district’s responses are included in this average. The other district selected ‘not applicable’.

<sup>15</sup> Only 1 district’s responses are included in this average. All other districts selected ‘not applicable’.

<i>District</i>	<i>Description of ah-ha moment</i>
<b>District A</b>	Data integrity- data out is only as good as good as data in
<b>District B</b>	When the initial screen shots of the [PM Pathways] system were shown at the January 2009 consortium meeting, we had a definite, clear sense of what we are working toward, which had previously been a bit fuzzy.
<b>District C</b>	Our moment was when we realized that we could move the information we were already tracking into our own dashboard and created that instrument.
<b>District D</b>	When we began to expand our definition of data to more than test scores and shifted to a discussion of leading indicators. We have mainly used lagging data (specifically TAKS scores) to make program and intervention decisions...that will change as a result of this project.
<b>District E</b>	Project Management 101 <sup>16</sup> has really been helpful in a number of contexts.

*Table 16. Ab-ha moment description*

As can be seen above, there was a wide range of moments that occurred for the districts in terms of recognizing change happening. Three out of the five districts had different experiences that all centered around data or use (abuse) of data. One district (District B) mentioned seeing visual progress as a trigger while another (District E) cited a module from the PM Academy as a helpful push forward for their district.

#### CONVERSATION AND PROCESS CHANGE

Districts were asked to report any ways that they felt participation in Phase I impacted or affected both conversations and processes within their districts.

##### *Conversations*

<i>Effect on conversations in the district</i>	<i>Frequency of selection</i>
The STTE project has informed conversations we were already having.	5
The STTE project has partially changed the conversations we were already having.	3
The STTE project has created entirely new conversations among the same people.	4
The STTE project has led us to start including others in conversations.	5
The STTE project has created entirely new conversations with different people/departments.	4
The STTE project has not affected district conversations.	0
Other	2

*Table 17. Conversation change*

All districts reported that participation within Phase I of the STTE project has not only informed conversations they were already having but also has led districts to start including other individuals in those conversations. It is also important to note that all districts believe their district conversations

<sup>16</sup> Project Management 101 was the first course in the pm Academy which was delivered during Phase I. For a detailed description of the survey results from this course, please see pages 26-30 of this report.

were affected in some way by participation in the project. In addition, two districts reported there were other ways that the project has affected their conversations. District D stated:

*This project has encouraged inter-departmental discussions that have not happened before. It has also helped us establish a common vocabulary when discussing these issues.*

District E also offered that “At the district level, we had been searching for a dashboard for use by the individual campuses”.

*Processes*

<i>Effect on processes in the district</i>	<i>Frequency of selection</i>
The STTE project has informed district processes that were already in place.	5
The STTE project has partially changed the district processes that were already in place.	3
The STTE project has created entirely new district processes among the same staff.	4
The STTE project has led us to the use of already existing district processes by staff who were not previously involved.	3
The STTE project has created entirely new district processes that are used by staff who were not previously involved.	2
The STTE project has not affected district processes.	0
Other	2

*Table 18. Process change*

All districts reported that participation within Phase I of the STTE project has informed processes that were already in place and four of the five districts reported participation had created entirely new district processes. It is also important to note that all district felt their district processes were affected in some way by participation in the project. In addition, two districts reported there were other ways that the project has affected their processes. District D stated:

*We are now focusing the discussion on processes for selecting intervention, eligibility requirements for entering/exiting interventions and the use of data in the process.*

District A also offered that “There is a potential to still change much of what we do as we develop our tool for tracking intervention effectiveness”.

Taken together, all five districts reported seeing change in both their districts’ conversations and processes in multiple ways over the course of participation in Phase I of the STTE project. Three districts also reported other unique ways their conversations and processes were affected.

## PM ACADEMY

During the sixth STTE consortium meeting<sup>17</sup>, the first professional development course in the PM Academy was delivered. This first course was focused on project management techniques and practices and gave district personnel the opportunity to interact and learn from Edvance Research PMP-certified project management staff. Directly after this course participants were asked to complete a survey about the course and its presenters. Ten out of 17 participants completed the survey and their answers are presented below.

### PRESENTER EFFECTIVENESS

District personnel were asked six questions pertaining to the effectiveness of the presenters of Project Management 101. Table 19 displays the results of these questions.

<i>Presenter Effectiveness questions</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
The presenters made the module objectives clear.	4.00	5.00	4.40
The presenters used clear examples/illustrations to clarify content.	4.00	5.00	4.50
The presenters were able to answer questions and engage participants with the topics presented.	4.00	5.00	4.70
The presenters helped me understand how to apply the topics to my work.	4.00	5.00	4.40
The pace of the module was appropriate to the amount of material.	2.00	5.00	3.90
The presenters made efficient use of class time.	4.00	5.00	4.60

*Table 19. Course presenter effectiveness*

Overall, course participants viewed the presenter(s) as quite effective. In particular, district personnel rated the presenters as being able to engage participants, answer participant questions, and use time, examples, and illustrations efficiently. The lowest rating was given to the pace of the course compared to the amount of material yet this rating was still, on average, close to a four out of five.

Participants were also given the opportunity to write any additional comments pertaining to the presenters' effectiveness and three out of the ten chose to do so. Additional comments stated:

---

<sup>17</sup> As an integral part of the STTE project, in-person meetings were periodically held in different locations across the state of Texas as opportunities for the district, Edvance, and MSDF participants to come together, developing relationships and communication among participants, and co-collaborate and develop the indicator system and PM Pathways tool. The sixth meeting was a special topics meeting focused around project management and provided an opportunity to deliver the first pm Academy learning module; Project Management 101. For a list of Phase I consortia and topics covered during the meetings, please see Appendix B.

*The pace of module was appropriate; the breakout sessions seemed a bit rushed.*

*The small group interaction following presentations was very helpful.*

*I thought we squeezed a lot in but I like that.*

From these comments one can conclude that the lower ratings of the pace appear to be referring to a large amount of material and activities in, what appeared to be too short of a time frame. However, it also appears that some individuals preferred the quick pace while others commented on appreciating the changing activities.

#### CONTENT

District personnel were also asked six questions pertaining to the relevance and appropriate nature of the content of Project Management 101. Table 20 displays the results of these questions.

<i>Course content questions</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
The course content is directly relevant to my work.	4.00	5.00	4.40
The course content was well organized with appropriate allocation of time among the topics.	4.00	5.00	4.30
The division of information delivery and practice time was appropriate.	3.00	5.00	4.20
The course topics were appropriate to my level of knowledge.	4.00	5.00	4.10
I will apply the skills learned during this course to my job.	3.00	5.00	4.20
How valuable would this information be to other educators you know?	3.00	5.00	4.10

*Table 20. PM Academy course content*

Overall, course participants viewed the course content as very relevant and appropriate. It is important to note that the average response for all five questions was above a four out of five suggesting that participants were quite pleased with the course. The lowest ratings were given to the level of the topics as compared to participant knowledge levels and value to other educators suggesting that some more definitional or introduction time may have been appropriate. It is important to note, however, that although these were the lowest ratings, these items still received slightly over a four out of five average rating.

Participants were also given the opportunity to write any additional comments pertaining to the course content and two out of the ten chose to do so. Additional comments stated:

*Some aspects may not.....[referring to the value of the course content to educators]*

*Some of the processing time was rushed. On balance, most segments had time to at least "dabble" with.*

From these comments, the second in particular, one can conclude that the lower ratings discussed above appear to be referring to the large amount of material and activities in, what appeared to be too little time.

#### PROJECT MANAGEMENT KNOWLEDGE

Participants were asked to rate their knowledge on the course topic both prior to, and after the completion of the project management course. Figure 1 depicts those results.

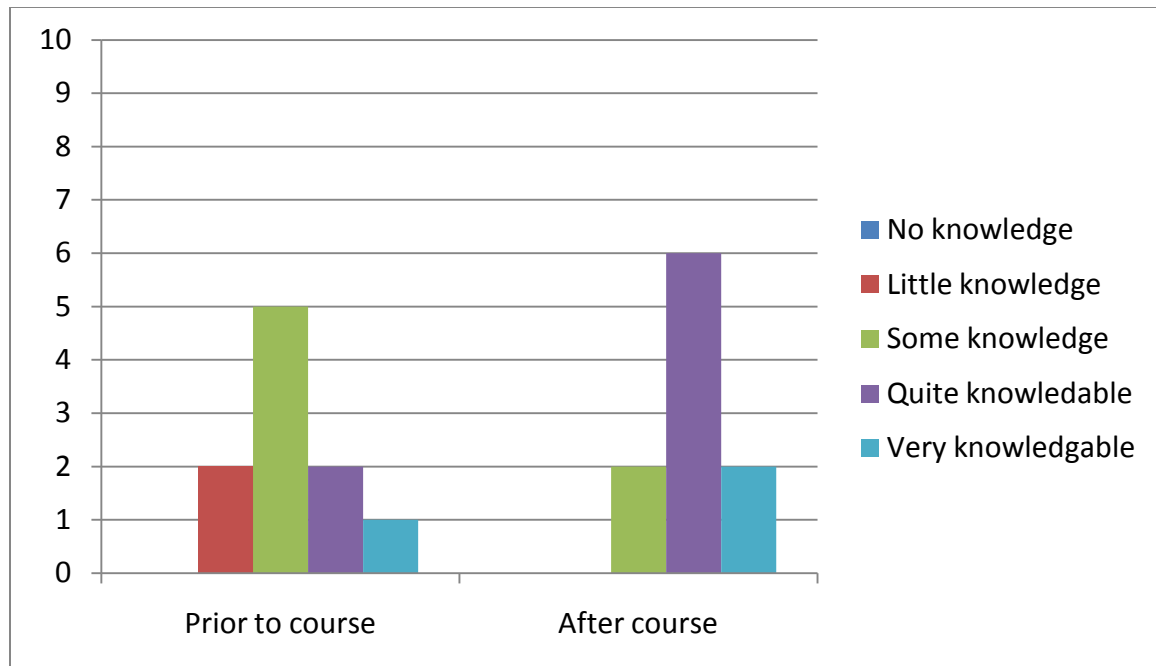


Figure 1. Knowledge gained from PM Academy course

As seen in the figure above, participants felt more knowledgeable about project management after attendance in the Project Management 101 course. More specifically, prior to the course two participants selected that they knew little about the topic and only one participant selected that they were *very knowledgeable*. In contrast, after the course no participants reported less than *some knowledge* about project management and two participants reported feeling *very knowledgeable*. In addition, the biggest jumps came from the two categories *some* and *quite knowledgeable*. Prior to the course five individuals reported having *some knowledge* while two stated they were *quite knowledgeable* but after completion of the course only two said they felt they had *some knowledge* whereas six reported feeling *quite knowledgeable* about project management.

#### PREFERRED DELIVERY AND COMMENTS

The last three questions of the PM Academy survey asked participants about the type of professional development delivery they preferred and open-ended comments to share the best aspects of the course as well as suggestions for course improvement.



Figure 2. Professional development delivery preference

Participants overwhelmingly reported that they prefer face-to-face professional development as shown in Figure 2 above. While webinars were selected by one individual, no one reported online professional development as being preferred. This finding suggests that education professionals prefer interaction and live discussion to simply receiving information when it pertains to professional development and that when possible, most prefer to do this in a face-to-face setting.

Finally, district personnel were asked to provide comments in terms of the best pieces of the course as well as suggestions for improvement. Six individuals chose to provide comments on those pieces they enjoyed the most and three individuals provided comments in terms of suggestions.

<i>What did you like best about the module?</i>
The pacing of the topics was good. Since I like to get lots of info at one time, this was a good format for me.
I really enjoyed seeing how all of the project management modules fit together. It is clear to me that when you manage each of the components you will have a successful project.
Very clear and easy to follow.
The design and ideas
Discussions and guidance from staff
Interactions w/Edvance Team members

Table 21. Strong points of project management course

Those that chose to provide comments about the strengths of the project management course reported clarity, content, and structure as the best attributes of the course. One participant also reported that the strength was the interactions with the presenters; Edvance Research staff and STTE team members.

District personnel were also asked to provide suggestions for improvement of the course and three chose to do so.

*What suggestions do you have for making the module more effective?*

Graphics and color.

Keep the small group interaction/discussion between presentations.

Follow up info (maybe e-mails with bulleted summaries by topic) after we leave would help keep the ideas fresh and in the forefront. As we all go back to our districts and get involved in areas totally unrelated to the content presented in the module, it's easy to forget the details of the presentations. This is important since we have to complete documents using the new knowledge several months later.

*Table 22. Suggestions for improvement of project management course*

Suggestions for improvement included visual presentation and continued follow-up to check for understanding. One comment under this category was a suggestion to retain a component that was already present within the course; small group interactions and discussions.

PM ACADEMY SUMMARY

Overall, the findings from the PM Academy: Project Management 101 survey suggests that the first course was highly successful and well received. Participants rated both presenters and content highly. Participants also reported that face-to-face professional development, which this course was, is their preferred mechanism for delivery of such information. Also, results indicate that, overall, participants felt that their knowledge of the area grow as a result of the course. In addition, participants in the course also provided key strengths of the course as well as suggestions of improvement. Taken together, these results suggest that Edvance Research staff members are able to develop course content that is appropriate, relevant, and informational as well as deliver it in a way that is well received by higher level administrators and educators. This is important because other PM Academy courses have been and continue to be delivered in Phase II.

**PARTICIPATION IN PM PATHWAYS DEVELOPMENT**

This next section within the Phase I results discusses benefits and changes on the part of the districts as a result in the co-creation of the three components on the performance management tool; PM Pathways.

MODULE 1: INDICATORS AND DASHBOARD/SCORECARD

Districts were asked three questions related to their participation in the development of the leading and lagging indicators of interest and the first piece of the PM Pathways tool; the scorecard and dashboard through which they could explore areas of need within the indicators. The first question dealt with understanding the value districts perceived from participation in this activity. Table 23 depicts those results.

<i>Having participated in Indicator/Scorecard development our team...</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Has increased interest in this area	4	5	4.60
Feels knowledgeable in this area	2	5	3.80
Is more knowledgeable about performance management	2	5	4.00

*Table 23. Indicator/Scorecard value*

Overall districts' average ratings (on a scale asking how true each statement was of the district) were high on each of the three options of change in terms of the opportunity to collaboratively create indicators and a complimentary dashboard and scorecard. More specifically, each of the average scores fell in the range of true to very true of their districts. The highest of these was a self-reported increased interest in the area which all districts rated either a four or five on the five point scale.

The second question in this section asks districts to report the benefits, if any, that they believed their district received from working through this development process. Table 24 displays these findings.

<i>What benefits of working through the process of developing an indicator system has your team experienced?</i>	<i>Frequency of selection</i>
We have a better understanding of what indicators are	5
We have found value in hearing what indicators other districts feel are important	4
We have developed a better understanding of how to identify 'measures that matter' by aligning measures with strategies/goals	5
We understand the importance of setting specific goals for each performance measurement	4
We do not see any benefits	0
Other	0

*Table 24. Indicator development benefits*

All districts reported a better understanding of indicators as well as how to identify 'measures that matter' and that those measures should aligned with district strategies and goals. Four out of five districts also reported finding value in discussing indicators with other districts and that they now have a deeper understanding of the importance of goals setting for all measurements their district has.

Districts were also asked if there were any indicators<sup>18</sup> missing from the group they had co-created and one district offered suggestions for important missing indicators. District D reported two leading indicators they felt were missing: 1) Teacher effectiveness and 2) Time on task for students. With these suggestions District D also provided suggestions for moving forward with such indicators. First, for teacher effectiveness, they suggested a value-added measure as one that would be valuable. Second, for student time on task, they suggested a measure which captured actual time in the class that was also broken down by subject area.

## MODULE 2: INTERVENTION CLEARINGHOUSE

Districts were asked three questions related to their participation in the development of the Intervention Clearinghouse, the second piece of the PM Pathways tool through which they could explore research-based interventions as well as add their own for use and investigation. The first question dealt with understanding the value districts perceived from participation in this activity. Table 25 depicts those results.

---

<sup>18</sup> For a complete list of the indicators that were created in Phase I, please refer to Appendix C.

<i>Having participated in Intervention Clearinghouse development our team...</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Has increased interest in this area	3	5	4.00
Feels knowledgeable in this area	2	5	3.80
Is more knowledgeable about performance management	2	5	4.00

*Table 25. Intervention Clearinghouse value*

Overall districts average ratings (on a scale asking how true each statement was of the district) were high on each of the three options of change in terms of the opportunity to collaborate on the development of an Intervention. More specifically, each of the average scores fell in the range of true to very true of their districts.

Secondly, districts were asked to report their current research knowledge in three general areas after participating in the development of the Intervention Clearinghouse. Developing the Intervention Clearinghouse was a research intensive process for districts as they worked closely with education researchers within Edvance Research to understand the types of information that researchers often consider when evaluating programs themselves.

<i>How knowledgeable are you in discerning the following after completing your participation in Phase I of STTE?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Research quality	3	4	3.60
Levels of evidence	3	4	3.60
Generalizability of research	3	4	3.60

*Table 26. Current research knowledge*

When compared to district ratings on the same general areas of research knowledge prior to their participation in Phase I of the STTE project, all three categories increased. (See Figure 3 for a comparison.) More specifically, prior to participation the minimum value for all three was a two out of five. After participation in Phase I the lowest reported score is a three out of five. Also, all three average ratings increased from the reports of research knowledge prior to participation in Phase I of the STTE project. A deeper understanding of levels of evidence behind interventions was the area that saw the most change, more than half a point, on a five point scale.

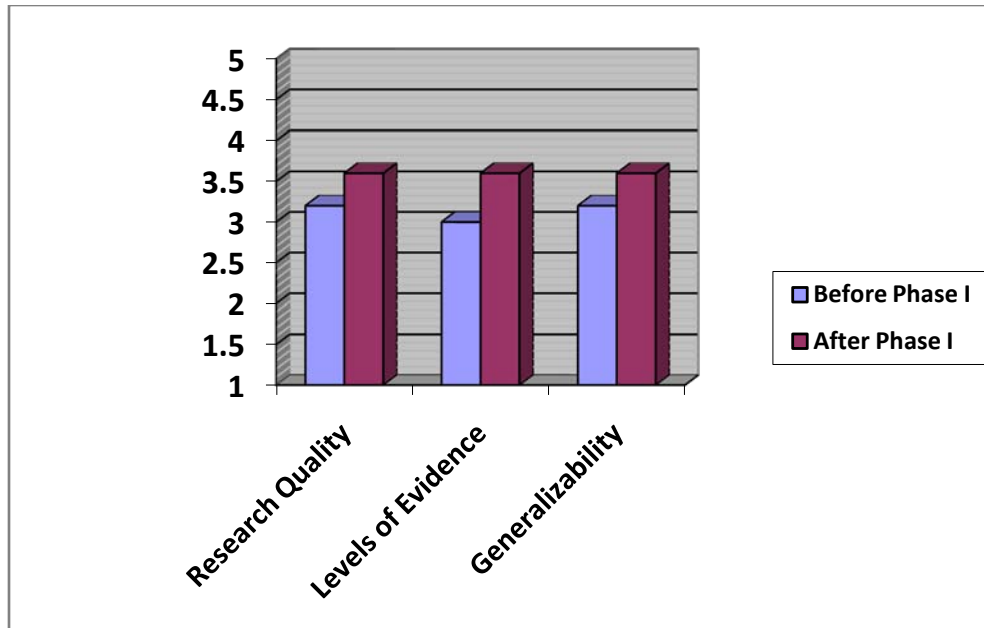


Figure 3. Research knowledge comparison

Finally, districts were also asked to share what lessons they had learned about selecting interventions within their district through participating in the development of the Intervention Clearinghouse. Direct quotations from each district are provided in Table 27.

<i>District</i>	<i>Lessons from participation in Intervention Clearinghouse development</i>
<b>District A</b>	[Interventions should be] Research-based, and based upon needs
<b>District B</b>	We have learned to be more discerning regarding the selection of appropriate interventions and evaluating said interventions.
<b>District C</b>	I think we already spent a great deal of time and energy researching and selecting our interventions. Once the tool is in place, it might change what we do in the future and where we go to get the information to save time and energy.
<b>District D</b>	It should be based on: individual student need, hard data (leading indicators) assessing whether the intervention is "tested" for the needs of the students. Some of us knew this, but it was confirmed during the project.
<b>District E</b>	We learned that interventions should be tied to the leading indicators. During the process we also learned that the narrow focus of our project will result in valuable information for future use.

Table 27. Intervention lessons description

### MODULE 3: MONITOR AND EVALUATION

Districts were asked four questions related to their participation in the development of the Monitor and Evaluation component of the PM Pathways tool through which they could explore the effectiveness as well as the fidelity and usability of their interventions. The first question dealt with understanding the value districts perceived from participation in this activity. Table 28 depicts those results.

<i>Having participated in Monitoring and Evaluation development our team...</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Has increased interest in this area	4	5	4.40
Feels knowledgeable in this area	2	4	3.20
Is more knowledgeable about performance management	2	5	4.00

*Table 28. Monitor/Evaluation value*

Overall districts average ratings (on a scale asking how true each statement was of the district) were medium to high on each of the three options of change in terms of the opportunity to collaboratively create an Intervention Implementation Plan as well as a connected monitoring and evaluation system. More specifically, two of the average scores fell in the range of true to very true of their districts while one was in the range of neither true nor untrue. The highest of these was a self-reported increased interest in the area which all districts rated either a four or five on the five point scale.

The second question in this section asked districts to report the benefits, if any, that they believed their district received from working thorough this development process. Table 29 displays these findings.

<i>What benefits of working through the process of developing a tracking/monitoring system has your team experienced?</i>	<i>Frequency of selection</i>
We have come to the realization that our district currently does not put effort into determining if an intervention is truly effective	2
We have a greater understanding of the significance of implementing an intervention with a defined level of fidelity	4
We better understand the need to document specific desired expectations for the implementation of an intervention in order to be able to measure its effectiveness	4
We do not see any benefits	0
Other	1

*Table 29. Monitor/Evaluation development benefits*

Four out of the five districts reported a greater understanding of the significance of implementation fidelity and the need to be explicit about implementation expectations. Two out of the five districts also reported realizing that their districts did not currently invest enough effort in determining intervention effectiveness as a benefit to participation in this process. In addition to these ratings, one district also provided an additional benefit. District E stated “We better understand that we need to tie the evaluation of the intervention to the goal.”

Finally, districts were also asked to share what lessons they had learned about: 1) planning and documenting expectations of the implementation of an intervention and 2) monitoring/tracking the intervention(s) they were implementing. Direct quotations from each district are provided in Tables 30 and 31.

*Planning and documenting expectations*

<i>District</i>	<i>Lessons learned about planning and documenting expectations of the implementation of an intervention</i>
<b>District A</b>	Improved communication overall that gave us a tool to measure implementation
<b>District B</b>	Key to success of intervention selection and implementation.
<b>District C</b>	We already were working on that.
<b>District D</b>	Clear, explicit expectations should be formulated for each student as a result of implementing an intervention. These should be monitored and revised as appropriate...again, info that we knew, but was reinforced by the project.
<b>District E</b>	We better understand that we need to tie the evaluation of the intervention to the goal.

*Table 30. Planning and expectation lessons*

Although one district (District C) reported already working towards planning and documenting expectations prior to work on module three of the PM Pathways tool, the remaining four districts all reported learning more about this process. In general, the comments appear to suggest that districts now have a better understanding of the importance of prior planning and setting of expectations prior to the release of an intervention.

*Monitoring/tracking implemented intervention(s)*

<i>District</i>	<i>Lessons learned about monitoring/tracking the intervention(s) we were already implementing</i>
<b>District A</b>	Extremely important, especially the fidelity of the implementation
<b>District B</b>	That we need to evaluate [interventions] to know whether to continue them.
<b>District C</b>	We have learned that we do need to track this information which is why we are trying to develop this component in [the PM Pathways] system.
<b>District D</b>	There should be a monitoring system in place that impacts the decisions concerning entry and exit in regard to an intervention. We have had discussions about progress monitoring, but it has not been implemented in a systematic, consistent way in the district...nor were specific tool available. Monitoring is not enough...it should result in either continuation of implementation use or a change of intervention (or exit back to core instruction).
<b>District E</b>	We better understand that we need to tie the evaluation of the intervention to the goal.

*Table 31. Monitoring/tracking lessons*

Overall, districts also reported gaining knowledge and understanding pertaining to monitoring and tracking interventions that are being conducted within their respective campuses. More specifically, the importance of tracking information about the evaluation as well as entry and exit into and out of interventions were mentioned. Also, the understanding of the importance of attending to implementation fidelity was mentioned.

## POTENTIAL EFFECTIVENESS OF THE PM PATHWAYS TOOL

Across the three modules of PM Pathways, districts were also asked to rate how helpful they believed the PM Pathways tool would be to their districts upon its completion.

<i>How helpful will PM Pathways be to your district?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Module 1: Indicators and Scorecard	4	5	4.80
Module 2: Intervention Clearinghouse	4	5	4.80
Module 3: Intervention Implementation Plans (IIPs) and Monitoring/Evaluating Interventions	5	5	5.00

*Table 32. PM Pathways components as helpful within districts*

Overall, districts reported that all three modules of the PM Pathways tool would be very useful to their districts. Specifically, none of the three modules received less than a four out of five rating from any of the five districts. In fact, module three which houses the implementation plans and monitoring/reporting components received a five out of five from every district.

### PM PATHWAYS SUMMARY

Taken together, the information reported from districts about their efforts in the development of PM Pathways was overwhelmingly positive. Districts reported have learned a great deal from the experience, gained interest and knowledge in both performance management and research topics, and noted change within their districts because of this participation. Finally, districts also reported that their efforts would be rewarded in the sense that each of the three modules of the tool would be highly useful to their districts.

### CHALLENGES

Districts were asked to report, on a scale of one (presented a very small challenge) to five (presented a very large challenge) the degree of challenge to participation in the STTE project for seven potential participation challenges.

<i>What challenges have you faced in working on the STTE project?</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Helping our district understand the value of participation in the project	1	5	2.80
Not enough personnel	0 <sup>19</sup>	5	5.00
Not enough time	0 <sup>14</sup>	5	4.75
Providing data	4	5	4.60
Too little funding	1	5	3.40
Understanding the value of performance management	1	5	2.00
Working with other districts	1	3	1.40

*Table 33. Participation challenges*

<sup>19</sup> Only 4 district's responses are included in this average. The other district selected 'not applicable'.

Overall, the districts reported three challenges that, on average, were perceived as large challenges to participation in Phase I of the STTE project: 1) not enough personnel and 2) not enough time, and 3) providing data. It is also important to note that these three were the only proposed challenges whose minimum reported value was higher than one out of five. In fact, two of the three had a lowest rating of a four out of five across all five districts and the other (not enough personnel) was rated as a five out of five by all four districts who elected to rate this item.

As was experienced by the Edvance Research staff, receiving data and working with the districts to extrapolate the appropriate data was time consuming and difficult. One reason for this difficulty that was clearly felt on the part of the districts (as shown by reports in the table above) was that much of the data being asked for had never been pulled or queried before so no set processes were in place. One could also consider this same issue to be reflected in the scores for the lack of personnel and time. As the data extraction process was longer and more difficult than anticipated by either side, this would require higher levels of resources on the part of the districts (time and personnel) than originally planned.

Overall, districts also reported that ‘working with other districts’ and ‘understanding the value of performance management’ were the least challenging aspects of participation. It is also important to note that ‘working with other districts’ was the only proposed challenge whose maximum rating was not a five out of five but only reached to a three out of five.

#### SATISFACTION AND FINAL COMMENTS

Lastly, districts were ask to rate their satisfaction with participation in Phase I of the STTE project on a scale of one (very unsatisfied) to five (very satisfied) and provide any final comments they wished to make. Table 34 provided results of the satisfaction rating.

#### SATISFACTION

<i>Please rate your level of satisfaction with the following:</i>	<i>Minimum value</i>	<i>Maximum value</i>	<i>Average rating</i>
Ability to influence decisions	2	5	4.40
Adequacy of funding	1	5	3.20
Adequacy of support	3	5	4.00
Adequacy of technology	1	5	3.60
Clarity of Goals/Missions of project	4	5	4.40
Opportunities for interaction with other districts	0 <sup>20</sup>	5	3.75
Opportunities for professional development	0 <sup>21</sup>	5	4.33
Recognition of accomplishments	3	5	4.40

*Table 34. Satisfaction with Phase I*

Overall, districts appeared satisfied with their participation in Phase I of the STTE project. The three lowest rated items (which on average were rated lower than a four out of five) were: 1) adequacy of funding, 2) adequacy of technology, and 3) opportunities for interaction with other districts. The issues dealing with adequacy of funding and technology are most likely manifestations

<sup>20</sup> Only 4 district’s responses are included in this average. The other district selected ‘no opinion’.

<sup>21</sup> Only 3 district’s responses are included in this average. The other two districts selected ‘no opinion’.

of the items that were rated highly in the challenge section above. With the unexpected difficulty and effort related to data extraction, districts may feel a limit on how far the provided funding would stretch as well as their own technology capabilities. Also, even though ‘opportunities for interaction with other districts’ received an average rating below a four, no individual ratings were below a three indicating that all districts were at least somewhat satisfied with these opportunities but that there is room for improvement.

Three items, each rated on average a 4.40 out of five, received the highest satisfaction ratings: 1) ability to influence decisions, 2) clarity of goals/missions of the project, and 3) recognition of accomplishments. More specifically, districts were pleased with how Edvance Research and MSDF listened and truly worked collaboratively with the districts in terms of decision making and were quick to recognize districts for their efforts. Districts also reported being pleased with the way Edvance Research and MSDF conveyed information about the project.

#### FINAL COMMENTS

Districts were asked if there was anything else they would like to share about their experiences with Phase I of the STTE project. Four of the five districts did offer some type of comment and these responses are provided below.

<i>District</i>	<i>Final comments about experience in STTE Phase I</i>
<b>District A</b>	We have enjoyed the experience of learning about performance management and look forward to more money to implement the rest of the project!
<b>District B</b>	Overall, it's been a very positive experience for us. The few challenges we have faced were overcome through collaboration with Edvance staff. We appreciate the opportunity to participate in this project.
<b>District C</b>	<i>Did not offer comment</i>
<b>District D</b>	We appreciate the opportunity to participate in this project as it has provided us with the impetus to study our current practices and change some of our instructional practices. It has opened the world of performance management to us through [an] interesting and challenging process. Your support is important to us and you do a good job helping us sort out issues and find solutions to concerns.
<b>District E</b>	While the first year of the project was rather difficult, certain parts of the project have proved to be very beneficial. We have high hopes that when the project is completed the results for our schools and the tools being developed will have a significant impact.

*Table 35. Final comments about Phase I participation*

Of the four districts that chose to leave comments, all four were very positive. Two districts (Districts B and E) did noted issues in terms of general difficulties. District B noted that there were “a few challenges” but that they were “overcome through collaboration with Edvance staff”. With regards to District E, they noted that the first year of participation was challenging but within the same sentence also point out that aspects have also been “very beneficial” to their district. Overall, districts appear to have enjoyed the experience (Districts A and B), appreciated the opportunity to participate (Districts B and C), and continue to hold high expectations for their participation in Phase II of the project (Districts A and E). In addition, two districts (Districts B and D) specifically noted support and collaboration with the Edvance Research team as reflecting positively on their experiences of participation.

---

## SUMMARY OF STTE PHASE I FINDINGS AND LESSONS LEARNED

---

Overall, the evaluation findings of Phase I show that there was a wide range in knowledge and ability in terms of performance management at the onset of the STTE project yet all five districts experienced growth and change within their districts during participation in Phase I. More specifically, districts saw change in actions, conversations, processes, skills, and strategies within their respective districts during participation in Phase I. Some of the reasons they attribute this change to are the ability to establish a common terminology, collaborate in the creation of the components of an Intervention Clearinghouse, and collaborate with other districts.

Positive results were also seen with regards to all three modules of PM Pathways. For example, all five districts reported a better understanding of indicators and how to measure what matters while aligning to goals through the co-creation of indicators and scorecards. Four of the five districts reported key learnings from participation in the creation of the Intervention Clearinghouse; namely that the districts need to make sure their interventions are based in research and the student need should be based in hard data evidence prior to selection and implementation. From participation in the monitoring and evaluation piece of PM Pathways, four of the five districts reported having a greater understanding of the importance of implementation fidelity and specifying implementation expectations when implementing interventions within their districts. In rating the potential effectiveness of the PM Pathways tools, districts rated all three components of the tool to be very helpful to their districts (4.8, 4.8, and 5.0 out of five respectively for each component).

Growth was also seen with regards to research. More specifically, on average, district personnel confidence and knowledge in their evaluative ability of research grew in all three areas investigated: research quality, level of evidence, and generalizability of research.

Finally, districts also noted both challenges and satisfaction with Phase I participation. Overall, the districts reported three challenges that, on average, were perceived as large challenges to participation in Phase I of the STTE project: 1) not enough personnel and 2) not enough time, and 3) providing data. Overall, districts also reported that ‘working with other districts’ and ‘understanding the value of performance management’ were the least challenging aspects of participation. In terms of satisfaction ratings, districts were pleased with how Edvance Research and MSDF listened and truly worked collaboratively with the districts with regards to decision making and that these organizations were quick to recognize districts for their efforts. Districts also reported being pleased with the way Edvance Research and MSDF conveyed information about the project.

Taken together, the STTE Phase I evaluation findings suggest that all districts have gained considerable knowledge and skill from participation as well as valuable connections and collaboration opportunities with districts across the state. Districts appear excited and invested in continuation with the STTE project, and appear to perceive great value, not only in the time and effort they have invested so far, but also in the PM Pathways tool they have created.

Suggestions and recommendations for similar future projects include more proactive thinking and development time prior to inclusion of district personnel. Both district participants and Edvance staff have commented on the ‘start-up’ time of Phase I of the STTE project. Although this project is extremely collaborative in the truest sense of the word, it may be that more planning and development may need to happen at the onset. This additional development and planning effort may help produce quicker gains if scaled to additional districts. Also, concrete guidelines and earlier assistance and training provided to district data personnel in charge of data extraction appears necessary.

---

**APPENDIX A: DATA COLLECTION EXAMPLES**

---

**Performance Management District Assessment**

**I. Analysis of Current Situation**

Complete the following self assessment questions outlining your district’s current performance management environment. Please be thorough yet concise.

- Begin each section by rating your current state as “Not Started, Early Stage, Intermediate, or Advanced.”
- Please complete the “Description of Current State” sections below by answering each of the questions included. If there is no/little activity in a particular area, please note this in order to give a clear representation of the current state. There is no penalty for being at an early stage.
- If there are items that are not mentioned on this assessment but are related to your performance management activities, please note these and provide relevant explanation.
- For those sections where applicable, please attach documents demonstrating evidence of work done by the district in this area. Please limit the attachments to a total of 20 pages (not including district strategic plan). We have provided possible examples of evidence next to the sections below.

<b>District Strategic Planning and Leadership</b>	
<p><b>Self Rating:</b>  <u>NOT STARTED:</u> We do not have a strategic plan, or our strategic plan is out-of-date.</p> <p><u>EARLY STAGE:</u> We have a set of goals, but they are not completely tied to our strategic plan.</p> <p><u>INTERMEDIATE:</u> Our strategic plan is being executed with mixed levels of success or fidelity.</p> <p><u>ADVANCED:</u> You can see evidence of high fidelity to implementation of our strategic plan throughout the district.</p>	
Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li>• <i>What are your district's top strategic goals?</i></li> <li>• <i>How do the Board and senior leadership hold the district accountable for meeting these goals?</i></li> <li>• <i>How are the goals communicated to employees and other stakeholders?</i></li> <li>• <i>Which cabinet executive has primary responsibility for performance management in your district?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ District Strategic Plan</li> <li>✓ Organizational Chart</li> </ul>

<b>Central Office Department Accountability</b>	
<p><b>School Rating</b>  <b>NOT STARTED:</b> We do not have a formal accountability system for central office units.</p> <p><b>EARLY STAGE:</b> Results-based evaluations exist for only some central office units, and they are not always consistent.</p> <p><b>INTERMEDIATE:</b> We have an accountability system in place for central office, but we would like to significantly upgrade it.</p> <p><b>ADVANCED:</b> We have a robust and effective accountability system that includes data dashboards for each program, department and division at the central office.</p>	
Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li>• <i>How are central office goals set and how are they tied to overall district goals?</i></li> <li>• <i>How are <u>units/divisions</u> at central office evaluated and held accountable for results?</i></li> <li>• <i>How are <u>instructional and operational programs</u> (e.g. tutoring or curriculum) evaluated for results?</i></li> <li>• <i>Does the district conduct an annual customer satisfaction survey for each central office department?</i></li> <li>• <i>What are your interventions for underperforming central office units? What are your rewards for high-performing units?</i></li> <li>• <i>What major impediments exist in order for you to implement a more robust central office performance management program?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Central Office metrics and/or departmental dashboards</li> <li>✓ Process for regularly evaluating instructional and operational programs</li> </ul>
<b>Information Technology Systems &amp; Data Usage</b>	
<p><b>NOT STARTED:</b> Our information systems are out-of-date and/or do not “speak” to each other.</p> <p><b>EARLY STAGE:</b> We are just beginning to put in place an integrated data warehouse system.</p> <p><b>INTERMEDIATE:</b> We have an integrated set of information technology systems used by schools and central office, but are still working out “bugs.”</p> <p><b>ADVANCED:</b> We have a robust and effective set of integrated information technology systems that collect, analyze and report on the data schools and central office units need.</p>	
Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li>• <i>Please briefly describe the following, and where possible, please provide application(s) used and length of time in place.</i> <ol style="list-style-type: none"> <li>a. <i>Student Information System</i></li> <li>b. <i>Instructional Management System</i></li> <li>c. <i>System(s) used for administering periodic assessments</i></li> <li>d. <i>Data Analysis Applications for School and Central Office</i></li> </ol> </li> <li>• <i>How do principals, teachers and central office divisions access key achievement and operational indicators?</i></li> </ul>	

**District Performance Management or Accountability Plan**

**Self Rating:**

**NOT STARTED:** We do not have a written performance management or district-wide accountability plan.

**EARLY STAGE:** We are beginning to develop a district-wide performance management and accountability system.

**INTERMEDIATE:** We have a written performance management plan, but have been implementing for less than two years.

**ADVANCED:** We have a robust performance management plan that we have been implementing for more than two years.

Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li><i>What is your district's philosophy regarding performance management and holding individuals, schools, programs and central office divisions accountable for results?</i></li> <li><i>Do you have a district-wide process for assessing performance of schools and central office on a regular basis and how does this information impact decisions at the school and district level?</i></li> <li><i>What are the key elements of your current performance management and accountability plan?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ District Performance Management or Accountability Plan</li> <li>✓ Board Policies or Resolutions on Accountability and Performance Management</li> </ul>

**School Accountability**

**School Rating:**

**NOT STARTED:** We do not rate our schools, or we only use the state rating system.

**EARLY STAGE:** We are in the early stages of planning a school rating system.

**INTERMEDIATE:** We have a school rating system, but do not have as robust an intervention and rewards program as we would like.

**ADVANCED:** We produce public school report cards annually, have a qualitative school review process, and have a highly functioning intervention and reward system in place.

Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li><i>How are school goals set and how are they tied to overall district goals?</i></li> <li><i>What is the process for evaluating schools and how are they held accountable for results?</i></li> <li><i>Does the district conduct annual satisfaction surveys with students, parents and/or teachers?</i></li> <li><i>What is your intervention program for underperforming schools? What is your reward program for high-performing schools?</i></li> <li><i>What major impediments exist for you to implement a more robust school performance management program (i.e. union contracts)?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ School scorecards</li> <li>✓ School rating system and/or quality review process</li> </ul>

**Training on Setting Goals, Performance Metrics and Using Data to Increase Effectiveness**

**School Rating**

**NOT STARTED:** We do not provide or require training of school or central office staff in the use and analysis of data to inform practices.

**EARLY STAGE:** We conduct limited training in the use and analysis of data to inform practice, or we only conduct training at the certain levels of the organization and limited on-going support is provided.

**INTERMEDIATE:** We conduct training in the use and analysis of data to inform practices at the school AND/OR central office, but would like to upgrade the quality and consistency of our training programs.

**ADVANCED:** We conduct robust training at the school AND central office levels in the use and analysis of data to inform practices, and we evaluate for understanding and implementation to improve the next round of training sessions.

Description of Current State	Examples of Evidence
<ul style="list-style-type: none"> <li><i>What training is offered or required for school staff and central office departments on setting goals, establishing performance metrics, and using data to increase effectiveness?</i></li> <li><i>What training is offered or required for principals and teachers on using data to increase classroom and instructional effectiveness and inform practice?</i></li> </ul>	

**II. Vision for of Next Stage of Performance Management within your District**

Please briefly outline your vision for the future performance management system within your district. Incorporate your explanations from the PMDA as the starting point for your aspirations and use Appendices B, C and D to augment to your thinking around what your district will be doing in this future state. Be specific as you articulate this vision and its impact on student achievement.

**III. Performance Management Priorities**

Based on your PMDA and your vision of performance management, highlight those areas where your district would most likely seek funding and/or support. Use the PMDA categories as well as input from Appendix C (Examples of Areas for Potential Funding) to assist your thinking. For these prioritized areas, please provide brief detail on what that program or initiative might include, such as structure and design of the program as well as rationale for how a certain initiative fits into an integrated plan for performance management.

# STTE Evaluation

Welcome to the STTE Questionnaire!

This is the Project Evaluation questionnaire that was discussed and presented to you at the Seventh Consortium Meeting in Austin. (See Tab 4 of your binder.) The goal of this questionnaire is two-fold: 1) to more clearly document your district practices PRIOR to STTE and 2) to gather information on district experiences DURING Phase I of the STTE project. We are very interested to learn more about your experience with the project as well as the ways you and/or your district may have been impacted because of your participation in STTE. We also believe that this questionnaire will provide a useful opportunity for your team to reflect on your time and efforts thus far in the STTE project. There are no foreseeable risks in participating in the completion of this questionnaire. Benefits may include ideas and conversations that are generated by the team during the completion of the questionnaire. The reports prepared for this project will summarize findings across the districts and will not associate responses with a specific district or individual. By responding to the questionnaire you are giving your consent for Edvance Research to use your responses in the reports.

We ask that you convene a Core STTE Leadership Team meeting within your district to respond to the questionnaire. The amount of time to complete the questionnaire is estimated at 60-90 minutes. However, the exact time will vary with your answers and experiences as well as discussions that may arise while completing the questionnaire. Each district should only complete one online questionnaire. Please know that your responses will be of significance to Edvance Research and MSDF.

Please complete the online questionnaire, as a team, by September 15, 2009. If you have any questions concerning this questionnaire, please contact Lauren Decker at 210-558-4148 or [ldecker@edvanceresearch.com](mailto:ldecker@edvanceresearch.com).

We look forward to your continued participation in the STTE project.

Regards,  
Kathleen Barfield and the STTE Team

# STTE Evaluation

**1. Are all members of your Core STTE Leadership Team present to participate in the questionnaire?**

Yes

No

# STTE Evaluation

## 2. How many members are absent?

1

2

3

4

5

More than 5

## 3. Have absent members provided input that will be included/considered for questionnaire answers?

Yes

No

# STTE Evaluation

When providing answers for the following questions, please think about your district PRIOR to your participation in Phase 1 of the STTE project. The goal of these questions is to more clearly document your district practices PRIOR to your participation in STTE.

# STTE Evaluation

## 4. How effective had the use of the following data driven decision making practices been for your district in the following areas?

	Not at all effective 1	2	3	4	Extremely effective 5	N/A
Attracting and retaining highly qualified staff	jñ	jñ	jñ	jñ	jñ	jñ
Creating a balanced focus between short-term results and long-term sustainability	jñ	jñ	jñ	jñ	jñ	jñ
Creating better insight on key issues to drive fact-based decision-making	jñ	jñ	jñ	jñ	jñ	jñ
Driving innovation and growth	jñ	jñ	jñ	jñ	jñ	jñ
Driving successful execution of the district's strategy and plans	jñ	jñ	jñ	jñ	jñ	jñ
Executing processes efficiently and effectively	jñ	jñ	jñ	jñ	jñ	jñ
Improving student achievement	jñ	jñ	jñ	jñ	jñ	jñ
Rewarding leadership and staff appropriately for their own specific contributions to the district's success	jñ	jñ	jñ	jñ	jñ	jñ

## 5. How effective had the use of the following planning practices been for your district?

	Not at all effective 1	2	3	4	Extremely effective 5	N/A
Articulation of vision, mission, and values	jñ	jñ	jñ	jñ	jñ	jñ
Budgets	jñ	jñ	jñ	jñ	jñ	jñ
Operational plans	jñ	jñ	jñ	jñ	jñ	jñ
Strategy maps	jñ	jñ	jñ	jñ	jñ	jñ
SWOT (Strengths Weaknesses Opportunities & Threats) analysis	jñ	jñ	jñ	jñ	jñ	jñ

## 6. How effective had the use of the following analytic practices been for your district?

	Not at all effective 1	2	3	4	Extremely effective 5	N/A
Alerts or early warning systems	jñ	jñ	jñ	jñ	jñ	jñ
Data-mining	jñ	jñ	jñ	jñ	jñ	jñ
Quality management approaches	jñ	jñ	jñ	jñ	jñ	jñ

# STTE Evaluation

## 7. How had your district used dashboards/scorecards?

- Monitor progress through leading indicators
- Gauge success through lagging indicators
- Both monitor progress and gauge success
- Our district did not use dashboards/scorecards
- Other

(Please specify)



# STTE Evaluation

# STTE Evaluation

## 12. How effectively have the following technology-based tools been implemented in your district?

	Not at all effective 1	2	3	4	Extremely effective 5	N/A
Business intelligence tools (e.g. data analyzer)	jn	jn	jn	jn	jn	jn
Database tools	jn	jn	jn	jn	jn	jn
Financial and budgeting reporting tools	jn	jn	jn	jn	jn	jn
Hard- or soft-copy reports distributed internally	jn	jn	jn	jn	jn	jn
Online reports permitting study of underlying data	jn	jn	jn	jn	jn	jn
Performance management software (e.g. dashboards, scorecards, etc.)	jn	jn	jn	jn	jn	jn
Spreadsheets	jn	jn	jn	jn	jn	jn

## 13. How have the technology-based tools identified in the previous question contributed to your management practices? (Select all that apply)

- Identifying actionable information
- Making information readily available and easy to access
- Making it easy to analyze and understand key performance issues
- Reducing cycle time of key processes
- Reducing error rates
- Reducing manual effort
- Reducing/eliminating disputes about whether important data/information is correct
- They have not contributed to our performance management practices
- Other

(please specify)

# STTE Evaluation

---

Listed on the following page are examples of barriers that some districts have experienced when implementing data driven decision making practices.

---

# STTE Evaluation

## 14. For each of the potential barriers, please assess the impact to your district.

	No impact 1	2	3	4	High impact 5	N/A
Amount of information resulting in "analysis paralysis"	jn	jn	jn	jn	jn	jn
Cost	jn	jn	jn	jn	jn	jn
Complexity, too difficult to understand	jn	jn	jn	jn	jn	jn
Conflicting district initiatives	jn	jn	jn	jn	jn	jn
Cultural resistance, fear of change	jn	jn	jn	jn	jn	jn
Difficulty in obtaining the data we need due to the SYSTEM/TOOLS	jn	jn	jn	jn	jn	jn
Difficulty in obtaining the data we need due to the FREQUENCY THAT DATA IS AVAILABLE	jn	jn	jn	jn	jn	jn
Excessive work or effort	jn	jn	jn	jn	jn	jn
Ineffective linkages between strategy, plans and budgets	jn	jn	jn	jn	jn	jn
Lack of dedicated time for data review during the school day	jn	jn	jn	jn	jn	jn
Lack of senior leadership support	jn	jn	jn	jn	jn	jn
Lack of stakeholder buy-in	jn	jn	jn	jn	jn	jn
Lack of technology resources (STAFF)	jn	jn	jn	jn	jn	jn
Lack of technology resources (HARDWARE, SOFTWARE, BANDWIDTH)	jn	jn	jn	jn	jn	jn
Lack of training	jn	jn	jn	jn	jn	jn
Organizational silos – can't agree on what to do or how to do it	jn	jn	jn	jn	jn	jn
Longer than planned/communicated implementation	jn	jn	jn	jn	jn	jn
Other	jn	jn	jn	jn	jn	jn

(Please specify)

## STTE Evaluation

15. Please provide recommendations of how to lessen the impact of the barriers you selected as either a "4" or "5" above.



# STTE Evaluation

When providing answers for the remaining questions, please think about your district DURING your participation in Phase 1 of the STTE project. The goal of these questions is to understand the impact of Phase 1 of the STTE project on your district.

# STTE Evaluation

---

First, we would like to learn more about your district's performance management environment. By performance management we mean the use of data to drive decisions that impact student performance.

For each topic below, select the sentence that best reflects your district's CURRENT performance management environment.

---

## 16. District Performance Management and/or Accountability Plan

- We do not have a written performance management or district-wide accountability plan.
- We are beginning to develop a district-wide performance management and/or accountability system.
- We have a written performance management plan, but have been implementing for less than two years.
- We have a robust performance management plan that we have been implementing for more than two years.

## 17. District Strategic Planning and Leadership

- We do not have a strategic plan, or our strategic plan is out-of-date.
- We have a set of goals, but they are not completely tied to our strategic plan.
- Our strategic plan is being executed with mixed levels of success or fidelity.
- You can see evidence of high fidelity to implementation of our strategic plan throughout the district.

## 18. School Accountability

- We do not rate our schools, or we only use the state rating system.
- We are in the early stages of planning a school rating system.
- We have a school rating system, but do not have as robust an intervention and rewards program as we would like.
- We produce public school report cards annually, have a qualitative school review process, and have a highly functioning intervention and rewards system in place.

# STTE Evaluation

---

For each topic below, select the sentence that best reflects your district's current performance management environment.

---

## 19. Central Office Department Accountability

- We do not have a formal accountability system for central office units.
- Results-based evaluations exist for only some central office units, and they are not always consistent.
- We have an accountability system in place for central office, but we would like to significantly upgrade it.
- We have a robust and effective accountability system that includes data dashboards for each program, department and division at the central office.

## 20. Information Technology Systems & Data Usage

- Our information systems are out-of-date and/or do not "speak" to each other.
- We are just beginning to put in place an integrated data warehouse system.
- We have an integrated set of information technology systems used by schools and central office, but are still working out "bugs".
- We have a robust and effective set of integrated information technology systems that collect, analyze, and report on the data schools and central office units need.

## 21. Training on the Use of Data to Increase Effectiveness

- We do not provide or require training of school or central office staff in the use and analysis of data to inform practices.
- We conduct limited training in the use and analysis of data to inform practice, or we only conduct training at the certain levels of the organization and limited on-going support is provided.
- We conduct training in the use and analysis of data to inform practices at the school AND/OR central office, but would like to upgrade the quality and consistency of our training programs.
- We conduct robust training at the school AND central office levels in the use and analysis of data to inform practices, and we evaluate for understanding and implementation to improve the next round of training sessions.

# STTE Evaluation

---

For the next set of questions rate any differences you have noticed in your district and daily work since the inception of the STTE project through today.

---

## 22. Difference in Actions

Very large difference

Large difference

Medium difference

Small difference

Very small difference

No difference

# STTE Evaluation

23. Describe the differences you have seen in Actions in your district.



A large empty rectangular box for text entry, with a vertical scrollbar on the right side. The scrollbar has a '5' at the top and a '6' at the bottom.

## 24. Difference in Skills

Very large difference

Large difference

Medium difference

Small difference

Very small difference

No difference

# STTE Evaluation

25. Describe the differences you have seen in Skills in your district.



## 26. Difference in Strategies

Very large difference

Large difference

Medium difference

Small difference

Very small difference

No difference

# STTE Evaluation

27. Describe the differences you have seen in Strategies in your district.



A large empty rectangular box for text entry, with a vertical scrollbar on the right side. The scrollbar has a '5' at the top and a '6' at the bottom.

# STTE Evaluation

Please continue to think about your participation in the STTE project to date while answering the following questions.

## 28. Which of the following do you feel have led to visible differences in your district?

Select the amount of difference for each:

	Very small difference 1	2	3	4	Very large difference 5	N/A
Establishing a common terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience with developing scorecards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathering data for the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process of providing input into an intervention clearinghouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking through how to monitor and track results of interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of indicator systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working/collaborating with other districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Please specify)

## 29. Was there a particular "ah-ha" moment or paradigm shift that occurred in your district over the course of your participation that stands out?

Yes

No

## STTE Evaluation

30. Please describe the "ah-ha" moment or paradigm shift below.



A large empty rectangular box for writing, with a vertical scrollbar on the right side. The scrollbar has a '5' at the top and a '6' at the bottom.

# STTE Evaluation

---

How has the STTE project effected conversations in the district? (Select all that apply.)

---

## 31. The STTE project has...

- informed conversations we were already having.
- partially changed the conversations we were already having.
- created entirely new conversations among the same people.
- led us to start including others in conversations.
- created entirely new conversations with different people/departments.
- not effected district conversations.
- Other

(Please specify)

	5
	6

---

How has the STTE project effected processes in your district? (Select all that apply.)

---

## 32. The STTE project has...

- informed district processes that were already in place.
- partially changed the district processes that were already in place.
- created entirely new district processes among the same staff who were previously involved.
- led to the use of already existing district processes by staff who were not previously involved.
- created entirely new district processes that are used by staff who were not previously involved.
- not effected district processes.
- Other

(Please specify)

	5
	6

# STTE Evaluation

---

For the next set of questions we will ask you to think about your efforts into the development of the separate modules of the iPAR system.

---

# STTE Evaluation

The following questions relate to Module 1 of the iPAR system: Indicators and Scorecards.

## 33. Having participated in Indicator/Scorecard development our team...

	Very untrue 1	2	3	4	Very true 5
has an increased interest in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feels knowledgeable in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is more knowledgeable about performance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 34. How helpful will the scorecards, developed as part of the STTE project, be to your district?

- Very helpful
- Helpful
- Neither helpful nor unhelpful
- Unhelpful
- Very unhelpful

## 35. What benefits of working through the process of developing an indicator system has your team experienced? (Check all that apply.)

- We have a better understanding of what indicators are.
- We have found value in hearing what indicators other districts feel are important.
- We have developed a better understanding of how to identify "measures that matter" by aligning measures with strategies/goals.
- We understand the importance of setting specific goals for each performance measurement.
- We do not see any benefits.
- Other (Please specify)

## 36. Are there any indicators that you feel are essential that have not been included on either the lagging or leading side?

- Yes
- No

## STTE Evaluation

**37. Please describe the LAGGING indicator(s) that are missing in as much detail as possible.**

	5
	6

**38. Please describe the LEADING indicator(s) that are missing in as much detail as possible.**

	5
	6

# STTE Evaluation

The following questions relate to Module 2 of the iPAR system: Searching and Selecting interventions.

## 39. Having participated in Intervention Clearinghouse development our team...

	Very untrue 1	2	3	4	Very true 5
has an increased interest in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feels knowledgeable in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is more knowledgeable about performance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 40. How helpful will the Intervention Clearinghouse, developed as part of the STTE project, be to your district?

- Very helpful
- Helpful
- Neither helpful nor unhelpful
- Unhelpful
- Very unhelpful

## 41. Thinking about your ability PRIOR TO your participation on the STTE project, how knowledgeable were you on discerning the following?

	Not knowledgeable at all 1	2	3	4	Very knowledgeable 5
Research quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levels of evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generalizability of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

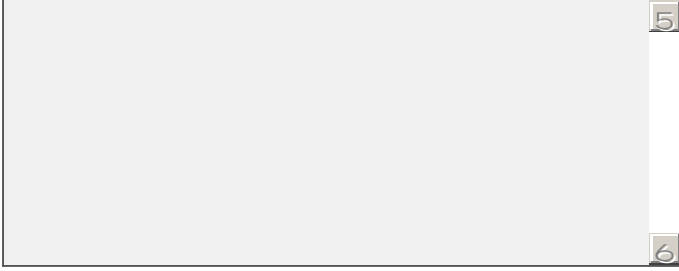
## 42. Thinking of your ability SINCE PARTICIPATING in the STTE project, how knowledgeable are you now on discerning the following?

	Not knowledgeable at all 1	2	3	4	Very knowledgeable 5
Research quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levels of evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generalizability of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Through the STTE project, what have you learned about the following.

# STTE Evaluation

## 43. Selecting an intervention for use in your district



A large, empty rectangular box with a light gray background and a thin black border. On the right side of the box, there is a vertical scrollbar with a small square handle, suggesting that the box is intended for text input or a list of items.

# STTE Evaluation

The following questions relate to Module 3 of the iPAR system: Monitoring and Tracking interventions.

## 44. Having participated in Monitoring/Tracking development our team...

	Very untrue 1	2	3	4	Very true 5
has an increased interest in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feels knowledgeable in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is more knowledgeable about performance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 45. How helpful will the Monitoring/Tracking, developed as part of the STTE project, be to your district?

- Very helpful
- Helpful
- Neither helpful nor unhelpful
- Unhelpful
- Very unhelpful

## 46. What benefits of working through the process of developing a tracking/monitoring system has your team experienced? (Check all that apply.)

- We have come to the realization that our district currently does not put effort into determining if an intervention is truly effective.
- We have a greater understanding of the significance of implementing an intervention with a defined level of fidelity.
- We better understand the need to document specific desired expectations for the implementation of an intervention (e.g., improve reading scores by 5%) in order to be able to measure its effectiveness.
- We do not see any benefits.
- Other (Please specify)

Through the STTE project what have you learned about the following:

# STTE Evaluation

**47. Planning and documenting expectations of the implementation of an intervention**

	5
	6

**48. Monitoring/tracking the intervention(s) you are implementing**

	5
	6

# STTE Evaluation

Thinking of your participation in the STTE project to date, rate the challenges you have experienced.

## 49. What challenges have you faced in working on the STTE project (from its inception to date)?

	Presented a very small challenge 1	2	3	4	Presented a very large challenge 5	N/A
Helping our district understand the value of participation in the project	jn	jn	jn	jn	jn	jn
Not enough personnel	jn	jn	jn	jn	jn	jn
Not enough time	jn	jn	jn	jn	jn	jn
Providing data	jn	jn	jn	jn	jn	jn
Too little funding	jn	jn	jn	jn	jn	jn
Understanding the value of performance management	jn	jn	jn	jn	jn	jn
Working with other districts	jn	jn	jn	jn	jn	jn
Other	jn	jn	jn	jn	jn	jn

(Please specify)

# STTE Evaluation

Thinking of your participation in the STTE project to date, rate the level of satisfaction you have experienced.

## 50. Please rate your level of satisfaction with the following:

	Very Unsatisfactory 1	2	3	4	Very Satisfactory 5	No opinion
Ability to influence decisions	jn	jn	jn	jn	jn	jn
Adequacy of funding	jn	jn	jn	jn	jn	jn
Adequacy of support	jn	jn	jn	jn	jn	jn
Adequacy of technology	jn	jn	jn	jn	jn	jn
Clarity of Goals/Missions of project	jn	jn	jn	jn	jn	jn
Opportunities for interaction with other districts	jn	jn	jn	jn	jn	jn
Opportunities for professional development	jn	jn	jn	jn	jn	jn
Recognition of accomplishments	jn	jn	jn	jn	jn	jn

## STTE Evaluation

51. Anything else you would like to share about your experience in the project to date?



# STTE Evaluation

Thank you for taking the time to complete this questionnaire!

**APPENDIX B: PHASE I CONSORTIA**

	Consortium Meeting #1	Consortium Meeting #2	Consortium Meeting #3	Consortium Meeting #4	Consortium Meeting #5	Consortium Meeting #6 <sup>22</sup>
	October, 2007	November, 2007	February, 2008	September, 2008	January, 2009	March, 2009
Project Status/ Schedule updates	X	X	X	X	X	
Expert presentations of research topics			X	X	X	
PM Pathways collaborative work and review/feedback	X	X	X	X	X	
District presentations			X	X	X	
PM Academy discussions and/or module delivery					X	X

*Table 36. Phase I consortia dates and topics*

<sup>22</sup> The sixth consortium meeting was a special topic meeting that focused on Project Management and the delivery of the PM Academy module; *Project Management 101*. Because of this focus, other common topics such as updates, presentations, and collaborative PM Pathways work were not present in this meeting.

---

## APPENDIX C: INDICATORS

---

# LAGGING

## Graduation

### Indicator Definition

Percent of students from a "specific ninth grade cohort" that either graduate within four years, graduate within five years, complete graduation requirements, or drop out of high school. Dropout will be calculated annually for students in grades: 7 thru 12.

### Metric Definitions

Metric	Definition	
Graduation Rate	4 years	Percent of a ninth grade cohort that graduated in four years.
	5 years	Percent of a ninth grade cohort that graduated in five years.
Completion Rate I	Percent of a ninth grade cohort that graduated or continued high school.	
Annual Dropout Rate National Center for Education Statistics (NCES)	7-8 Middle School	A student who was enrolled in [a given school year] a Texas public school in grades 7 – 8, but did not return to a Texas public school the following fall within the school-start window and was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, or begin college, or die.
	7-12 Secondary	A student who was enrolled in [a given school year] a Texas public school in grades 7 – 12, but did not return to a Texas public school the following fall within the school-start window and was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, or begin college, or die.
	9-12 Secondary	A student who was enrolled in [a given school year] a Texas public school in grades 9 – 12, but did not return to a Texas public school the following fall within the school-start window and was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, or begin college, or die.

## Annual Student Attendance

### Indicator Definition

In grades 1-12, percent of days that students were present within a school year.

### Metric Definition

Metric	Definition
Annual Attendance	In grades 1-12, percent of days that students were present within a school year.

## Mobility

### Indicator Definition

Percent of students who enrolled but were not in membership in a school in the district for at least 83% of the school year (i.e., has missed six or more weeks at a particular school).

### Metric Definitions

Metric	Definition
Student Mobility-District	Percent of students who enrolled but were not in membership in a school in the district for at least 83% of the school year. This rate is calculated at the campus district level.
Student Mobility-Campus	Percent of students who enrolled but were not in membership in the school for at least 83% of the school year. This rate is calculated at the campus level.

# LAGGING

## Mastery of State Standards TAKS Proficiency

### Indicator Definition

Student achievement at specific performance levels on the state standardized assessment by subject.

### Metric Definitions

Metric	Definition
TAKS Met Standard	Percent of students passing TAKS or TAKS-Accommodated standards by Grade for each subject area, as illustrated below.
	Grade 3
	Reading (first administration only)
	Math
	Grade 4
	Reading
	Math
	Writing
	Grade 5
	Reading (first administration only)
	Math (first administration only)
	Science
	Grade 6
	Reading
	Math
	Grade 7
	Reading
	Math
	Writing
Grade 8	
Reading (first administration only)	
Math (first administration only)	
Science	
Social Studies	
Grade 9	
Reading	
Math	
Grade 10	
English Language Arts (ELA)	
Math	
Science	
Social Studies	
Grade 11	
English Language Arts (ELA) (Exit Level)	
Math (Exit Level)	
Science (Exit Level)	
Social Studies (Exit Level)	
TAKS Commended	Percent of students achieving the commended level of performance on TAKS or TAKS-Accommodated by grade for each subject area.
TAKS Did Not Meet Standards	Percent of students not passing TAKS or TAKS-Accommodated standards by grade level for each subject area.

# LAGGING

## Advanced Courses

### Indicator Definition

Students who enroll, are tested and complete, and/or receive credit for at least one advanced course (AP, IB, and Dual Enrollment/Dual Credit) in grades 9 – 12 at any time during the last year.

### Metric Definitions

Metric	Definition	
Advanced Course/ Dual Enrollment Completion	The percent of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses, which are courses for which a student receives both high school and college credit. Course completion is reported at the end of the year through PEIMS. Include special education students.	
AP/IB Results	This metric includes three measures which should be reported together. It refers to results of College Board Advanced Placement examinations and International Baccalaureate Organization's International Baccalaureate examinations. Colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations, and for scores of 4, 5, 6, or 7 on IB examinations.	
	Tested	Percent of students in grades 11 and 12 taking at least one AP or IB examination.
	Examinees >= Criterion	Percent of examinees with at least one AP and IB score at or above the criterion score (3 for AP and 4 for IB). Include special education students.
	Scores >= Criterion	Percent of scores at or above the criterion score (3 on AP and 4 on IB). Include special education students.

## Progress of Prior Year TAKS Failers

### Indicator Definition

Students who passed Reading/ELA or Mathematics portions of TAKS or TAKS-Accommodated in grades 4-11 during the prior year.

### Metric Definitions

Metric	Definition
Percent of Failers Passing TAKS	Of students who failed the TAKS in the prior year, this measure shows the percent of students that passed the corresponding assessment in the current year.
Average TGI Growth	For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year.

## Grade Retention

### Indicator Definition

Students enrolled in the same grade as their grade in the last reported grading period of the prior year.

### Metric Definitions

Metric	Definition
Retention Rates By Grade (non-special education, K-8 only)	Percent of students who enrolled in the same grade as their grade in the last reported grading period in the prior year.
Retention Rates By Grade (special education, K-8 only)	Percent of students who enrolled in the same grade as their grade in the last reported grading period in the prior year.

# LAGGING

## College Readiness

### Indicator Definition

Students deemed prepared for college by district-determined criteria.

### Metric Definitions

Metric	Definition
SAT Performance Rate	Percent of students who took test and scored at or above a district-determined criterion.
ACT Performance Rate	Percent of students who took test and scored at or above a district-determined criterion.
TAKS 2200 Performance Rate	Percent of students scoring at or above 2200 on TAKS.
RHSP/DAP Graduates Rate	Percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program.

## Teacher Turnover

### Indicator Definition

Prior year's full time equivalent (FTE) teachers who are not employed in the current year.

### Metric Definition

Metric	Definition
Turnover Rates for Teachers	Percent of the total FTE count of teachers for the prior year who were not subsequently employed in the district in the following year.

## LEADING

### Student Daily Attendance

**Indicator Definition**

Percent of days students are in attendance or absent during a specified time period.

**Metric Definitions**

Metric	Definition	
Attendance Rate	Percent of days that students are in attendance during a specified time period (e.g., one week, one grading period, or one semester).	
Absence Rate	Percent of days (Elementary) or class periods (Secondary) that students are not in attendance during a specified time period.	
	Excused Absence Rate	Percent of days (Elementary) or class periods (Secondary) that students are not in attendance (excused) during a specified time period (e.g., one week, one grading period, or one semester).
	Unexcused Absence Rate	Percent days (Elementary) or class periods (Secondary) that students are not in attendance (unexcused) during a specified time period (e.g., one week, one grading period, or one semester).

### Early Reading Readiness

**Indicator Definition**

Students at specified performance levels on an assessment of early reading readiness.

**Metric Definitions**

Metric	Definition
Phonemic Awareness	Percent of students who score at instrument-determined performance levels as measured by an assessment of early reading readiness (i.e., TPRI, Tejas Le, and/or DRA).
Phonics/Word Recognition	Percent of students who score at instrument -determined performance levels as measured by an assessment of early reading readiness (i.e., TPRI, Tejas Le, and/or DRA).
Fluency	Percent of students who score at instrument -determined performance levels as measured by an assessment of early reading readiness (i.e., TPRI, Tejas Le, and/or DRA).
Vocabulary	Percent of students who score at instrument -determined performance levels as measured by an assessment of early reading readiness (i.e., TPRI, Tejas Le, and/or DRA).
Comprehension	Percent of students who score at instrument -determined performance levels as measured by an assessment of early reading readiness (i.e., TPRI, Tejas Le, and/or DRA).

### On Track To Promote

**Indicator Definition**

Students in Grades K thru 8 expected to meet requirements for promotion to next grade level based on grades or state standardized assessment results (i.e., TAKS).

**Metric Definitions**

Metric	Definition
Grade Passing Rate	Percent of students at each grading period with all course grades above a district-specified level (e.g., D average).
Benchmark Passing Rate	Percent of students with scores above a district-specified level on a mid-year benchmark assessment at Grades 3 (Reading and Math), 5 (Reading, Math and Science) and 8 (Reading, Math, Science and Social Studies).

## LEADING

### On Track To Graduate

#### Indicator Definition

High School students that are currently on-track for meeting the high school graduation requirements for their district of attendance. This indicator is based specifically on earned course credits and passing the required four sections of the exit level Texas Assessment of Knowledge and Skills (TAKS) exam.

**NOTE:** Above definition did not previously include TAKS exit level as a requirement -this data is NOT available as leading data

#### Metric Definition

Metric	Definition
On Track to Graduate Rate by Diploma	Percent of high school students who are on track for earning the expected number of credits in each subject area by Diploma Program during a specified time period.

### Progress to Mastery of Content

#### Indicator Definition

Student progress to mastery of subject area content as demonstrated by grades at specified time periods.

#### Metric Definitions

Metric	Definition
Progress Rate Across All Subject Areas	Percent of students at each subject/course grade performance (i.e. A, B, C, D, F) by subject area ( <i>Mathematics, Reading/ELA, Writing, Science, and Social Studies</i> ) and grading periods for all grade levels (1 thru 12 grades).

### Discipline Referrals

#### Indicator Definition

Counts and percents of students placed in alternative education program.

#### Metric Definitions

Metric	Definition
Students with Disciplinary Placement	Counts and percents of students placed in alternative education program.
JJAEP	Percent of discipline referrals coded as JJAEP.
DAEP	Percent of discipline referrals coded as DAEP.
Expulsion w/o Placement	Percent of discipline referrals coded as Expulsion w/o Placement.
OSS	Percent of discipline referrals coded as OSS.
ISS	Percent of discipline referrals coded as ISS.
Truancy	Percent of discipline referrals coded as Truancy.
Mandatory Action Not Taken	Percent of discipline referrals coded as Mandatory Action Not Taken.

## LEADING

### Teacher Attendance

#### Indicator Definition

Days that teachers are present or absent during a specified time period (e.g., one week, one grading period, and one semester).

#### Metric Definitions

Metric	Definition	
Teacher Attendance Rate	Percent of days that teachers are in attendance during a specified time period (e.g., one week, one grading period, and one semester).	
Teacher Absence Rate	Percent of days that teachers are not in attendance during a specified time period (e.g., one week, one grading period, and one semester).	
	Personal Absence Rate	Percent of days that teachers are not in attendance due to personal reasons during a specified time period (e.g., one week, one grading period, and one semester).
	Professional Absence Rate	Percent of days that teachers are not in attendance due to work-related reasons during a specified time period (e.g., one week, one grading period, and one semester).

### Current Advanced Courses

#### Indicator Definition

High school students enrolled in at least one advanced course, i.e., Pre-AP, AP, IB, and DE/DC.

#### Metric Definitions

Metric	Definition
Pre-Advanced Placement (Pre-AP) Enrollment Rate	Percent of students that are enrolled in at least one Pre-AP course.
Advanced Placement (AP) Enrollment Rate	Percent of students that are enrolled in at least one AP course.
International Baccalaureate (IB) Enrollment Rate	Percent of students that are enrolled in IB courses.
Dual Credit (DC) /Dual Enrollment (DE) Enrollment Rate	Percent of students that are enrolled in at least one college course while enrolled in high school.

### Algebra

#### Indicator Definition

Students demonstrating mastery of Algebra content based on grades and interim assessments.

#### Metric Definitions

Metric	Definition	
Algebra Progress to Mastery of Content	Pre-Algebra Progress to Mastery of Content	Percent of Pre-Algebra students at each grading level (i.e. A, B, C, D, F) by grading period.
	Algebra I Progress to Mastery of Content	Percent of Algebra I students at each grading level (i.e. A, B, C, D, F) by grading period.
Algebra Interim Mastery of State Standards	Pre-Algebra Interim Mastery of State Standards	Percent of students with scores above a district specified criterion on a interim assessment of Pre-Algebra content aligned with state standards out of students enrolled in Pre-Algebra.
	Algebra I Interim Mastery of State Standards	Percent of students with scores above a district specified criterion on a interim assessment of Algebra I content aligned with state standards out of students enrolled in Algebra I.

# LEADING

## Course Failers

### Indicator Definition

Students (in grade levels: 9 thru 12) with failing grades in one or more courses for each grading period or semester.

### Metric Definitions

Metric	Definition
Course Failers Rate	Percent of high school students (grade levels: 9 thru 12) with failing grades in one or more courses for each grading period.

## Interim Mastery of State Standards

### Indicator Definition

Students' interim mastery state standards as demonstrated by results on periodic assessments administered by the district and that are aligned with state standards.

### Metric Definitions

Metric	Definition
Math Interim Mastery Rate	Percent of students scoring at or above a district-specified level on an interim assessment for mathematics by grade level.
Reading/ELA Interim Mastery Rate	Percent of students scoring at or above a district-specified level on an interim assessment for Reading/ELA by grade level.
Writing Interim Mastery Rate	Percent of students scoring at or above a district-specified level on an interim assessment for writing by grade level.
Science Interim Mastery Rate	Percent of students scoring at or above a district-specified level on an interim assessment for science.
Social Studies Interim Mastery Rate	Percent of students scoring at or above a district-specified level on an interim assessment for social studies.