



Ensuring Accountability, Improving Student Outcomes

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Adam Hall

A decorative graphic at the bottom of the slide. It consists of several overlapping, wavy lines in blue and green. Below these lines is a collage of images showing diverse students in a classroom setting, engaged in learning activities. The text 'Educational Improvement through Research' is overlaid on the bottom left of this collage.

Educational Improvement through Research

Welcome

- Topic of today's webinar
- How today's presentation fits within our network and learning goals
- Introduction of presenters

Ryoko



Dr. Ryoko Yamaguchi is the Founder and President of Plus Alpha Research & Consulting. Dr. Yamaguchi has over 24 years of experience in K-12 education serving disadvantaged students as a practitioner, researcher, parent leader, and advocate. She holds two teaching certifications in Special Education (Learning Disabilities and Social/Emotional Disturbance) and has taught K-12 students in public school and psychiatric settings for five years. Dr. Yamaguchi is trained as a quantitative social scientist, where she has spent the past 18 years studying schools and programs as protective factors for at-risk youth. Dr. Yamaguchi has advised state and local education policy makers, school and teacher leaders, and community and parent leaders across the country on effective school practices to increase student learning and ameliorate achievement gaps.

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Adam



Mr. Adam Hall is a Principal Research Scientist at Plus Alpha. Mr. Hall has over 18 years of experience in school reform and improvement, as a researcher, program developer, and technical assistance provider. He has visited over 387 classrooms throughout the southeast and mid-Atlantic regions while conducting evaluative site visits for programs ranging from Smaller Learning Communities, Early College High Schools, School Improvement Grants, and Teaching American History grants. Mr. Hall was the project director for the SERVE Center Smaller Learning Communities Project and subsequent author of 32 site visit monitoring reports for the Office of Elementary and Secondary Education and the Office of Vocational and Adult Education at the U.S. Department of Education.

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Purpose of today's webinar

- Brief overview of accountability and evaluation systems
- How to transform accountability data into program improvement
- How to use accountability data to discern return on investment

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Improvement Cycle

Regulations and information about



NATIONAL CENTER FOR INNOVATION IN
CAREER AND TECHNICAL EDUCATION



NATIONAL CAREER PATHWAYS NETWORK



Accountability: What is it?

- **Accountability and Evaluation Systems**
 - Systems and strategies to gather quantitative and qualitative data on both Program of Study (POS) components and student outcomes are crucial for ongoing efforts to development and implement POS.
 - » OVAE Framework

Accountability: VIPs

- **Accountability and Evaluation Systems...**

- Very Important Parts (VIPs)**

- Quantitative and qualitative data
 - Program of Study (POS) components
 - Student outcomes
 - Ongoing efforts to develop and implement POS

Accountability: What happens?

- **Annual Reporting**
 - Establish performance targets for indicators
 - Submit annual data on progress
 - Performance targets includes local subgrantees
- **Sanctions**
 - Program Improvement Plan
 - Loss of some or all of Perkins funding

Accountability: What it's not

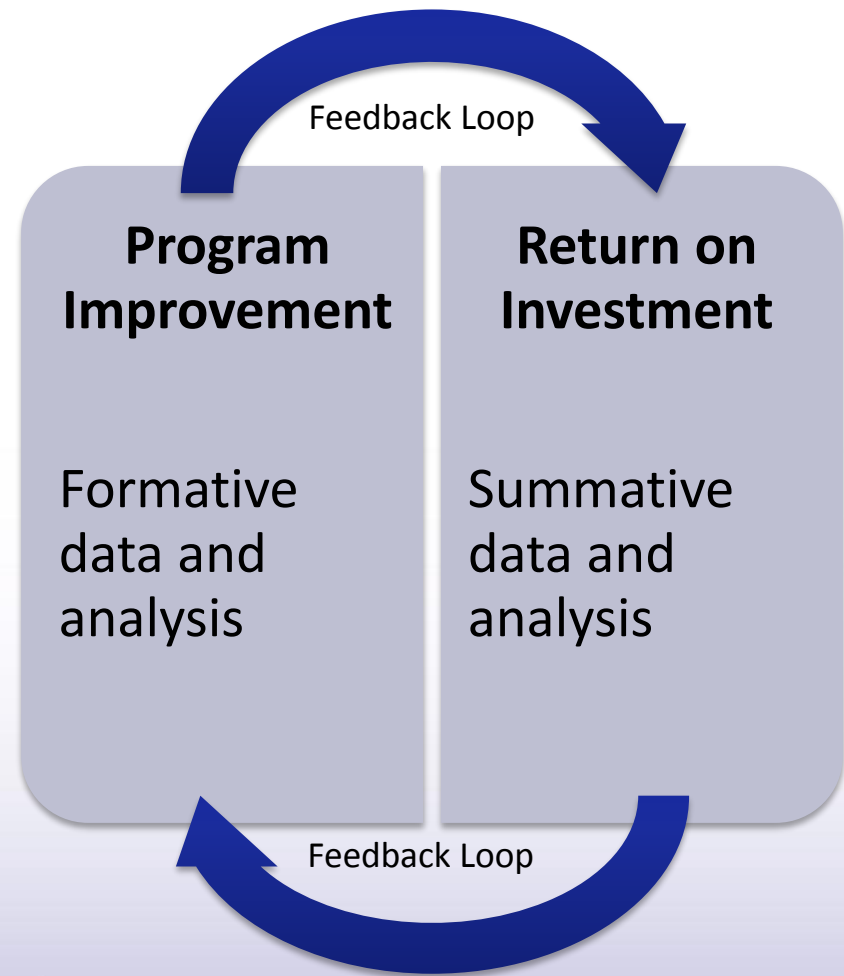
Accountability and Evaluation Systems



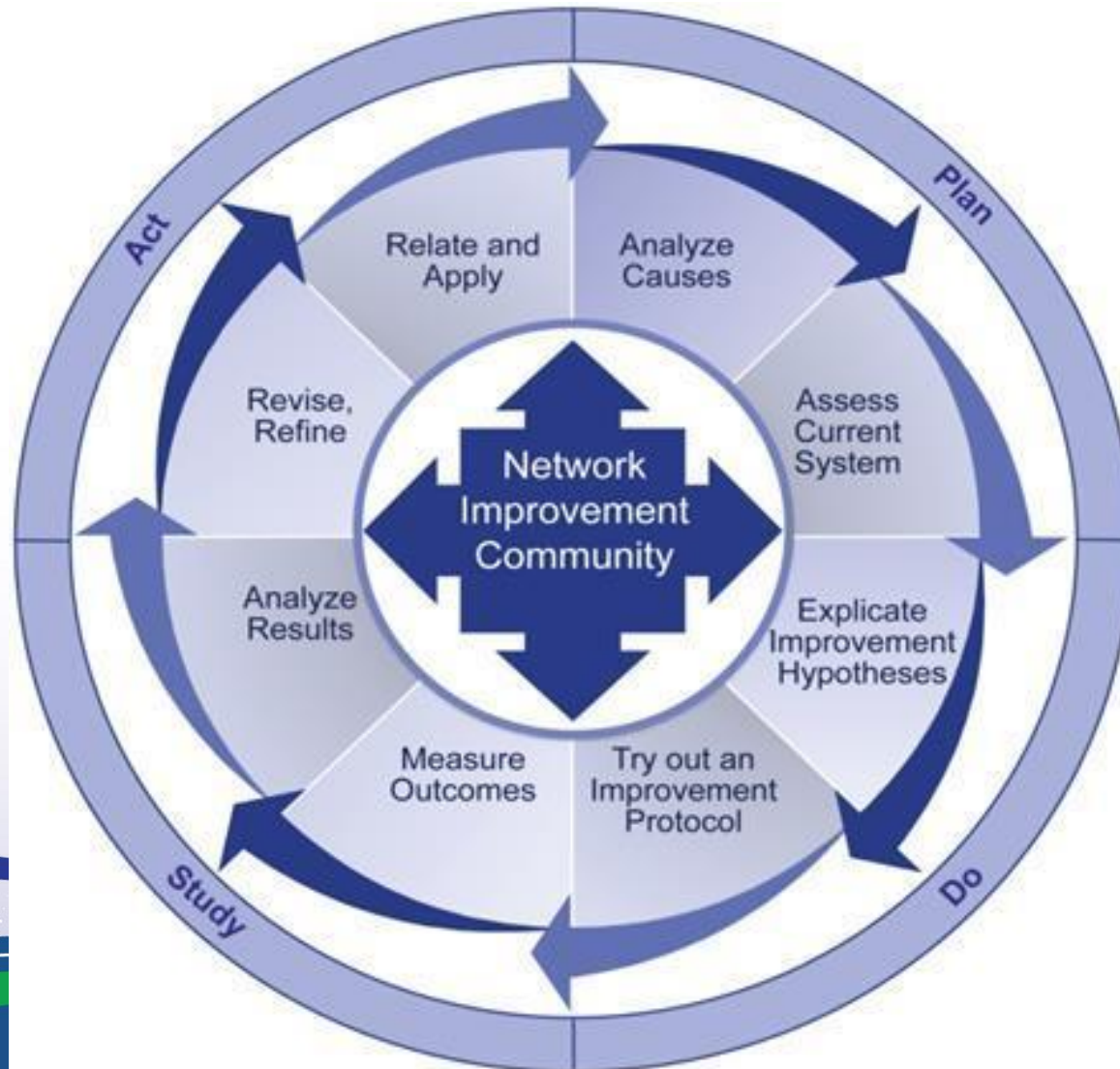
Program Improvement
or
Return on Investment

But, since you're collecting data...

- **Why not use it for:**
 - Program Improvement
 - Formative process
 - Practical measurements
 - Multiple iterations of data, analysis, and improvement
 - Return on Investment
 - Summative process
 - Annual iteration of data and analysis

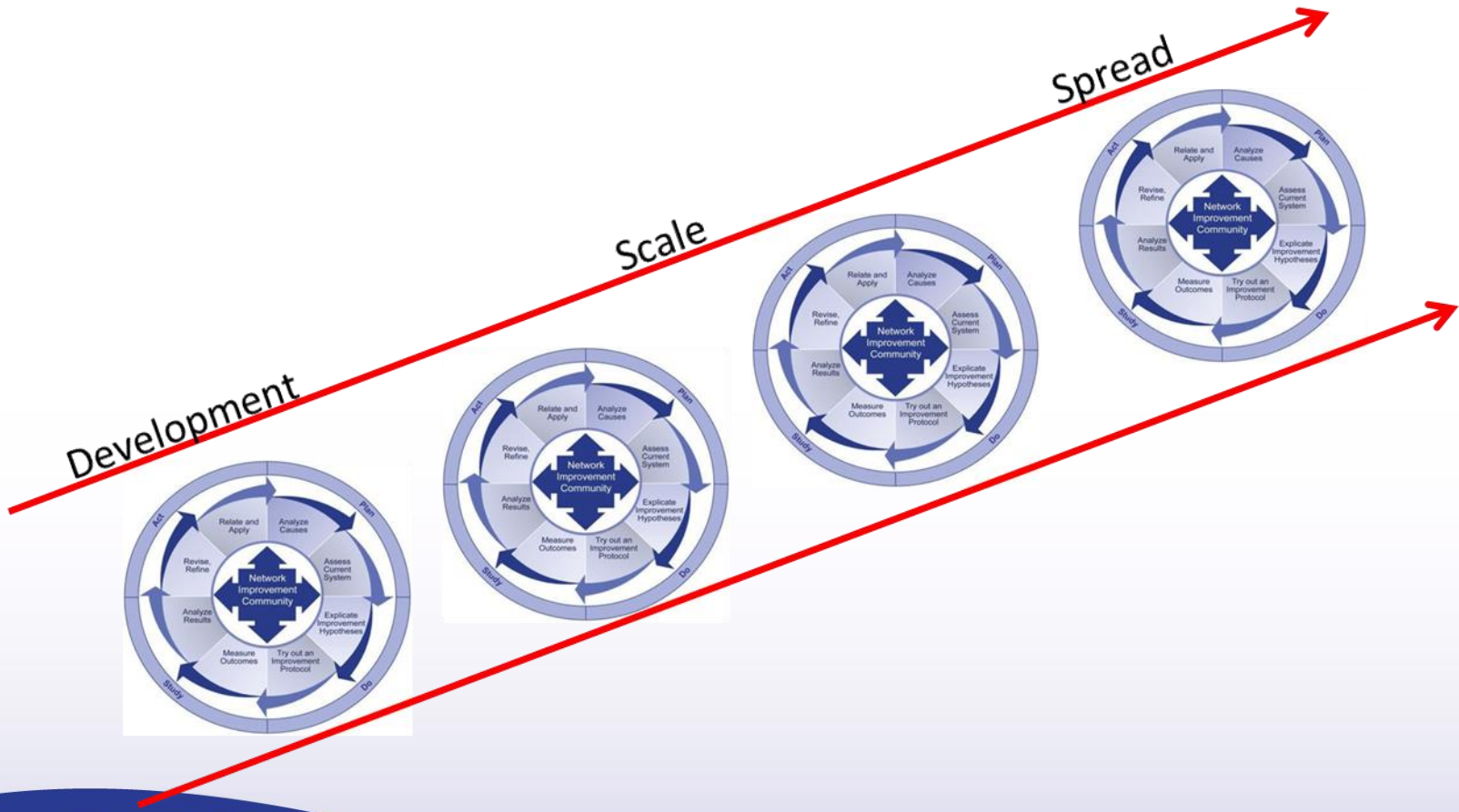


Improvement Cycle



Adapted from Bryk, Gomez, & Grunow, 2010

Cycles of Improvement



Accountability: Performance indicators

- **Secondary level**

- Academic attainment in reading/language arts and mathematics
- Technical skill attainment
- Secondary school completion
- Student graduation rates
- Secondary placement
- Nontraditional participation and completion

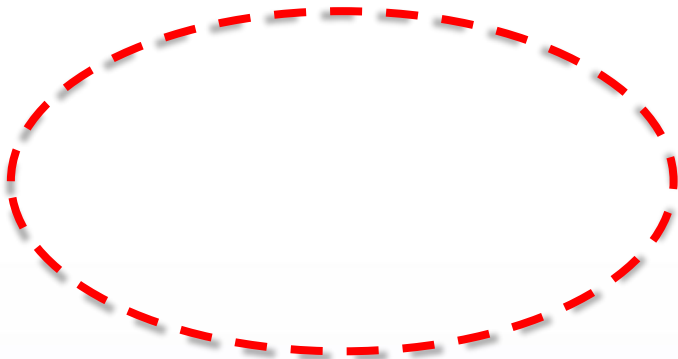
- **Postsecondary level**

- Technical skill attainment
- Credential, certificate, degree completion
- Student retention or transfer
- Student placement
- Nontraditional participation and completion

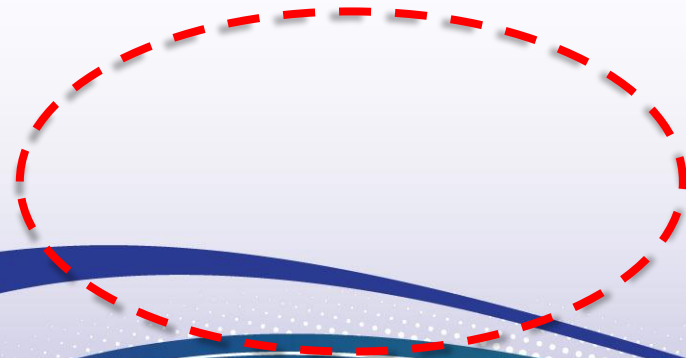
Mapping out indicators

POS Components

- **Secondary level:**



- **Postsecondary level:**



Student Outcomes

- **Secondary level:**

- Attainment in ELA and math; technical skills
- Secondary school placement, completion, and graduation
- Nontraditional participation and completion

- **Postsecondary level:**

- Technical skill attainment
- Credential, certificate, degree completion
- Student retention or transfer
- Student placement
- Nontraditional participation and completion

Your accountability data: Availability (easily or with effort)

POS components

- **Secondary level:**
 - Cost: 87%
 - Program completion: 100%
 - Work study/ internships: 67%
- **Postsecondary level:**
 - Cost: 87%
 - Program completion: 100%
 - Work study/ internships: 67%

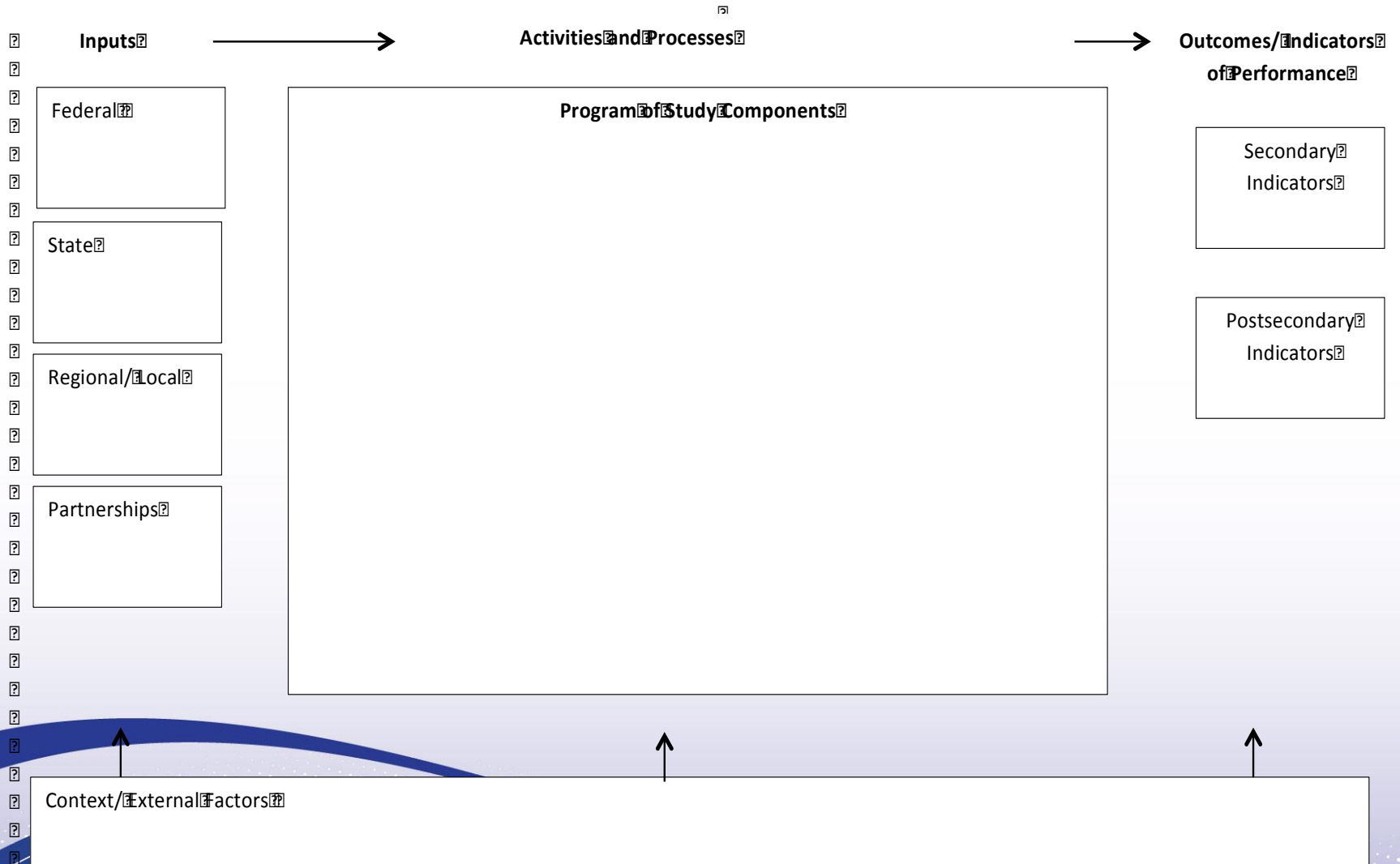
Student outcomes

- **Secondary level:**
 - Student GPA: 73%
 - Attendance: 83%
 - Course enrollment: 100%
 - Transcripts: 80%
- **Postsecondary level:**
 - Course enrollment: 100%
 - Transcripts: 80%
 - Employment: 67%
 - Workforce: 87%

In the Plan phase, create a logic model

- Includes inputs, activities, and outcomes
- Acts as a road map of POS components and indicators/ outcomes
- Analyzes cause and theory of change
- Identifies current systems and contextual background

Logic model template



In the Do phase, focus on formative

- Create practical measures (e.g. survey, checklists, logs, etc.)
- Conduct a cognitive interview to make sure it's valid and reliable
- Conduct a pre/ post test to see if:
 - The instrument is sensitive to change
 - Your program shows improvements (if not, why)



Data

In the Study phase, focus on summative

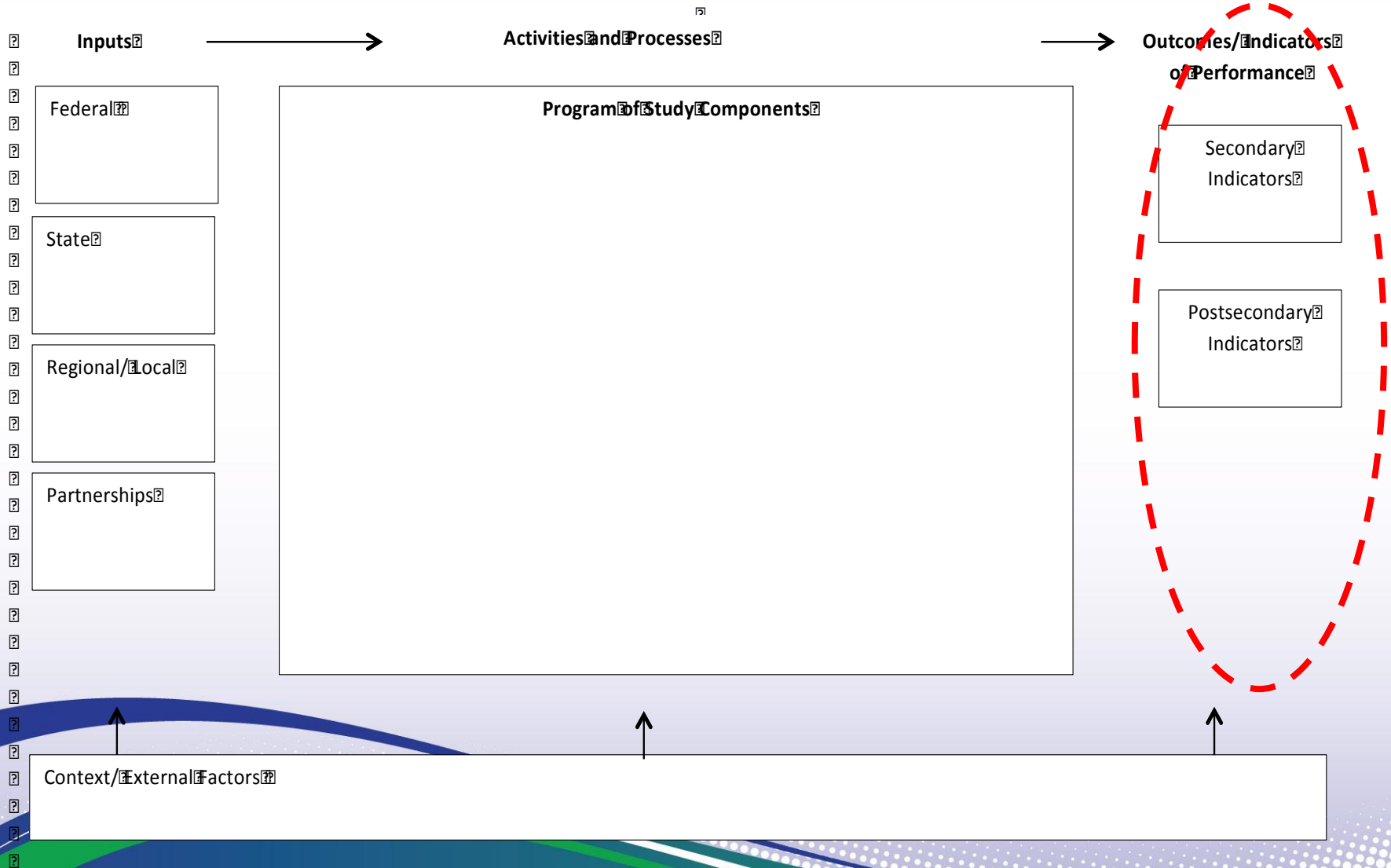
- **Program Improvement**

- Research Design: Single-subject design or Group design
- Outcomes: Student outcomes, POS components

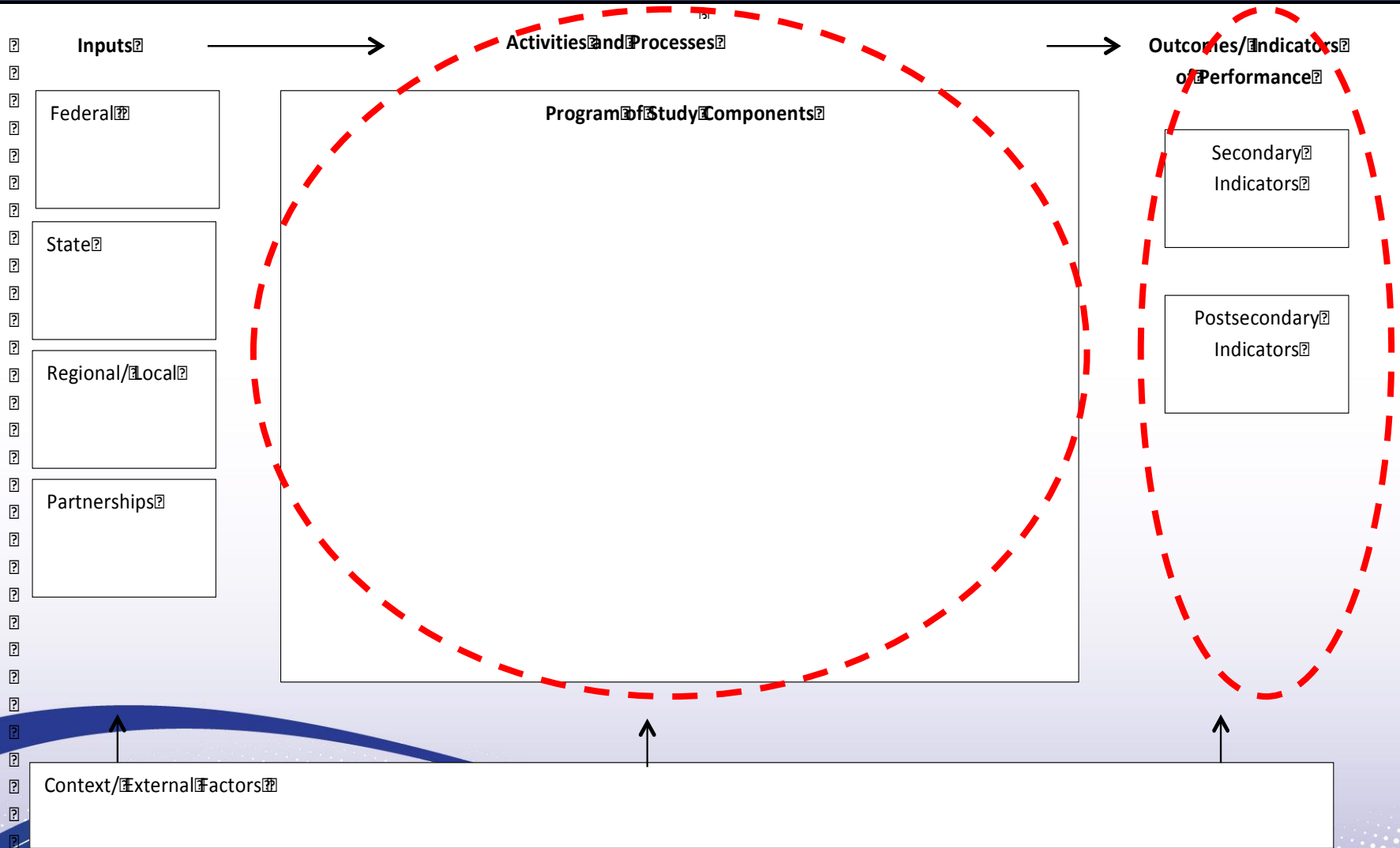
- **Return on Investment**

- ROI =
$$\frac{\text{Benefit of program} - \text{Cost of program}}{\text{Cost of program}}$$

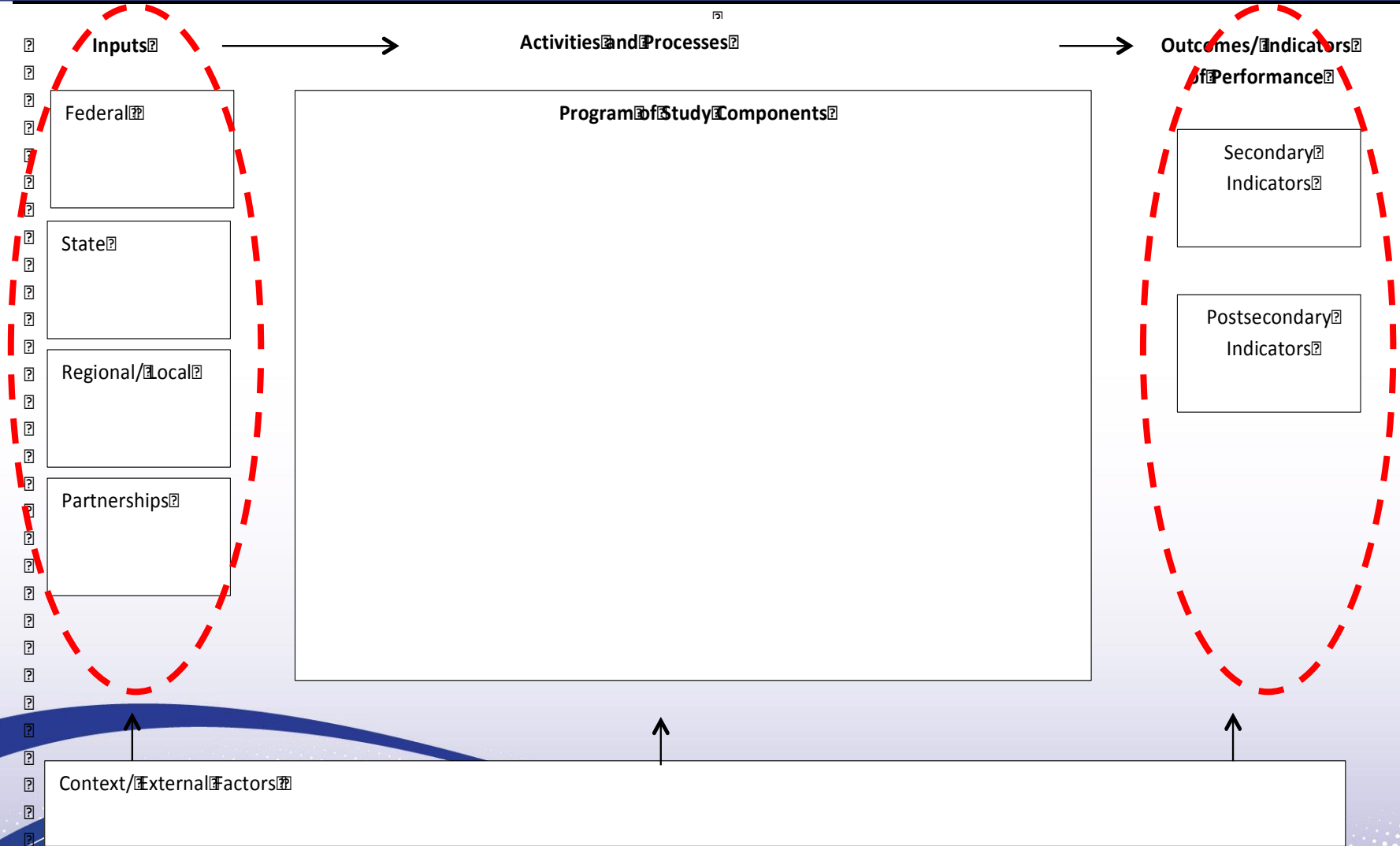
Accountability



Program Improvement



Return on Investment

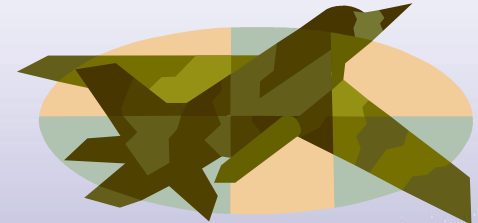


In the Act phase, focus on face validity

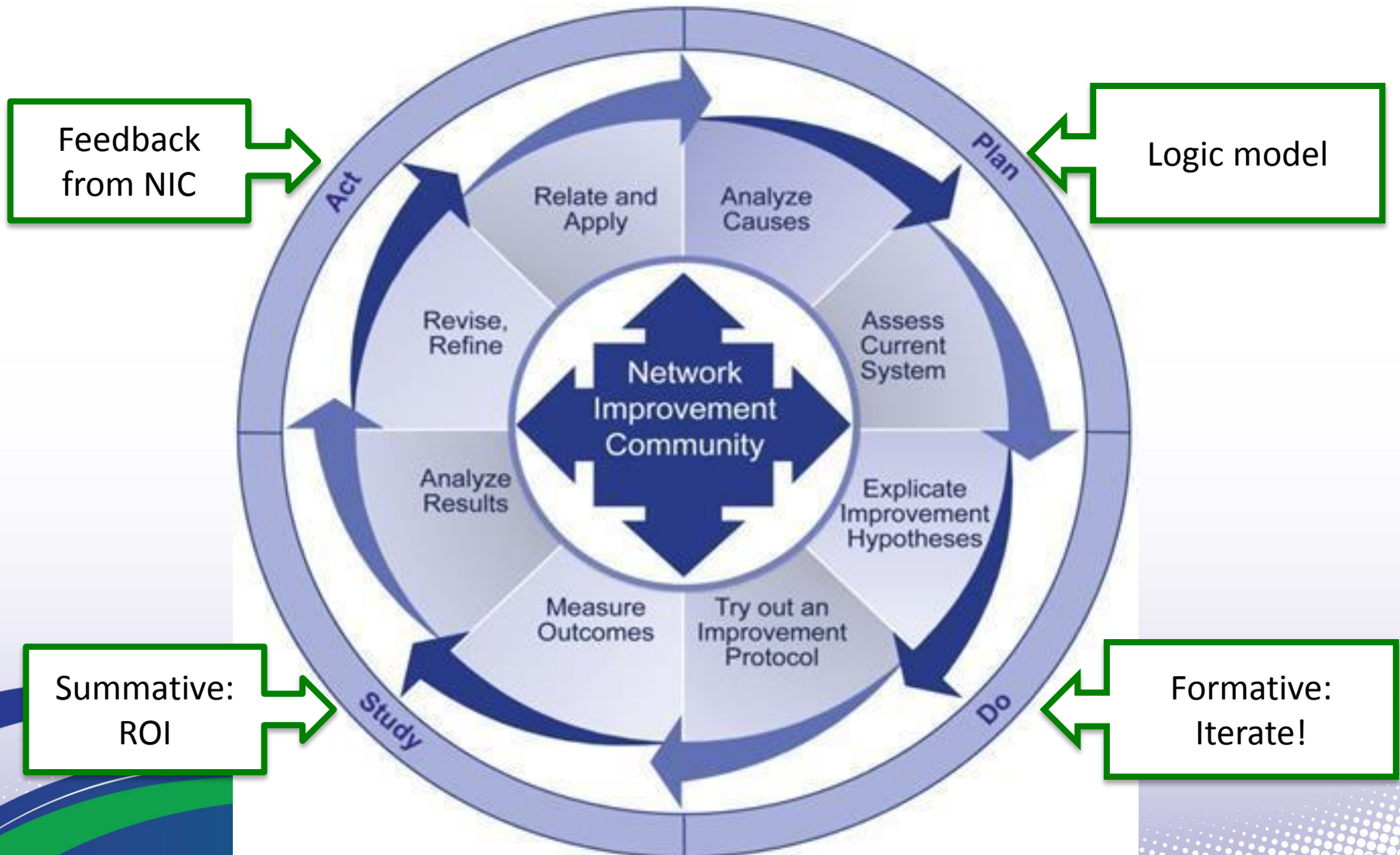
- **Face Validity**
 - Does it makes sense to others? (“Sniff test”)
 - Simplify complexity (e.g. TED Talk)
- **Networked Improvement Community (NICs)**
 - Partnerships, community members, advisory working groups, thought partners
 - Implement, expand, and continue the cycle of improvement for scale and spread

Networked Improvement Community

- **CTE one of the most networked fields**
 - Combines and bridges K-12 system, community college system, universities/college system, businesses (private and public service), military.



Pulling it all together



THANK YOU!

For more information or to learn more about Plus Alpha
Research & Consulting, visit us at:

<http://www.plusalpharesearch.com/>

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