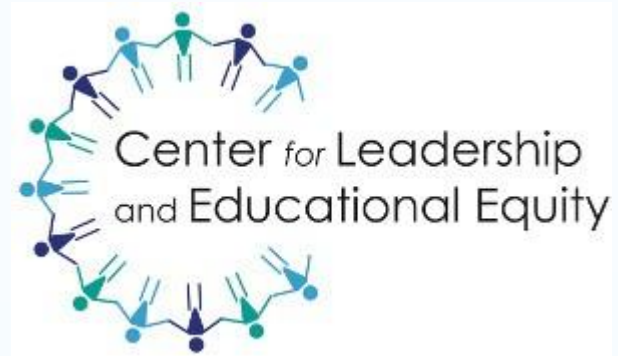


Catalyst:Ed Sample Deliverables  
For



Prepared by  SOLUTIONS BY SF

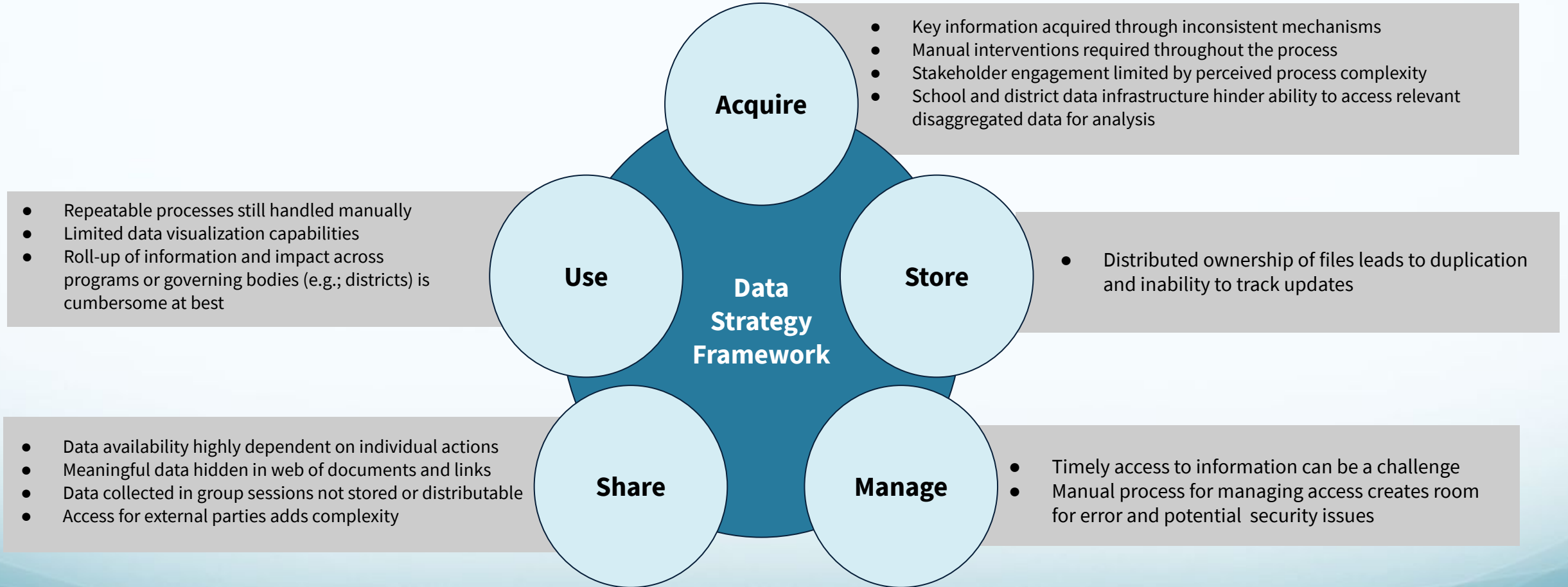
# Table of Contents

- Continuous Improvement Platform Development: Purpose, key features and lessons learned p.3
- Visualizations of Learning Community survey results p.10
- Visualization of BOY/EOY statistical analysis (on individual and network rollup p. 12

# Phase 1 Overview

Purpose, Key Features & Lessons Learned\*

# In Phase 1, we used a five part data strategy framework to assess CLEE's data systems and identified pain points



*\*\*Data for the project includes internal and external information. Therefore, process data and outcome data are both in scope.*

# We then developed three guiding principles for CLEE's data systems to guide our ultimate vision

**Vision:** *CLEE Program Directors, Facilitators, internal staff and all program stakeholders (e.g.; Principals, CLEE point people, district contacts, etc.) know exactly where to go to easily find, input and share information. CLEE's data systems streamline the process of identifying and reducing intra-school inequities leading to a greater overall impact.*

## 1 Centralize

Facilitate data acquisition through a central site for all stakeholders

Provide one consistent link for program participants that governs entire process

Utilize toolkits to facilitate document creation and data uploads

## 2 Streamline

Enforce consistent practices for internal data collection and sharing

Reduce use of email as source of key information collection

Support stakeholders in transition to centralized hub by demonstrating its power

## 3 Automate

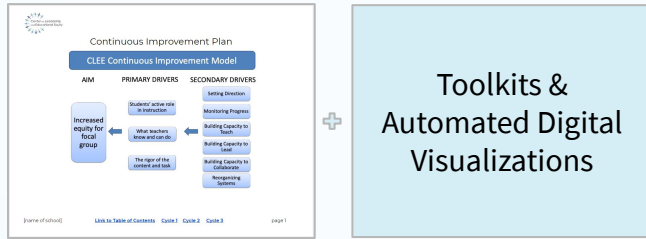
Identify manual repeatable processes (e.g.; LCS administration and analysis)

Digitize processes using suite of online tools (e.g.; Google Apps: Forms, Sheets, App Script, etc.)

Ensure custom systems are maintainable by CLEE staff without specialized skill set

# As a first step to implementing the CLEE Vision, we recommended building a Google App Suite solution for the CIP process

## Option 1: Existing Document Enhancements



*Automate CIP document creation packaged with related files and visualizations*

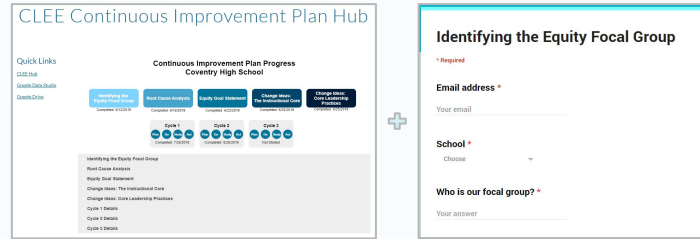
### PROS

- Limited departure from current process for program participants and internal staff
- Minimized incremental training requirements
- Reduced manual document management
- No additional expenses

### CONS

- Meaningful data remains hidden in document
- Insights not easily distributable to community
- Manual interventions required to track process
- Perception of process complexity persists

## Option 2: Google App Suite Solution



*Create Google Site central hub with Google Form and Sheets as user input mechanisms*

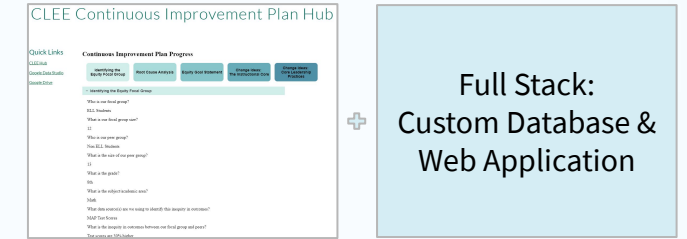
### PROS

- Google Suite contains all necessary tools and visualization capabilities with easy maintenance
- All data readily available for analysis, distribution and simplified progress tracking
- User friendly process encourages higher participation rates with distributed responsibility
- Low/No incremental expenses

### CONS

- Limited ability to customize look and feel
- Reliant on the features available in Google Apps and its add-ons

## Option 3: Custom Software Development



*Develop full scale Web Application and select hosting service (e.g.; Amazon Web Services, Microsoft Azure, etc.)*

### PROS

- Fully customized software to satisfy every unique need of program participants
- Most friendly user experience based on design

### CONS

- Software developer required for ongoing maintenance and all enhancements
- All components built from scratch or integrated from 3<sup>rd</sup> party providers
- Recurring hosting costs on year over year basis

# CLEE Central's purpose is to centralize, streamline and automate CLEE's 17-page continuous improvement plan template

**Identifying our Equity Focus**

Who is our <b>focal</b> group and the size?	
Who is our <b>peer</b> group and the size?	
What is the <b>grade</b> and <b>subject/academic area</b> ?	
What <b>data source(s)</b> are we using to identify this inequity in outcomes?	

What is the **inequity in outcomes** group and peers?

**Example:**  
There is a 6 point difference between students in reading proficiency points below the benchmark, a above the benchmark.

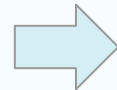
**Change Ideas to Improve the Instructional Core**

\*Instructional Change ideas should be high leverage, evidence-based, and address the root causes identified by the team

	What is our change idea(s) for each component of the Instructional Core? We may or may not have change ideas for every piece of the instructional core.	When (i.e. what cycles) will we implement this?
Teachers	What needs to improve in what teachers know and do?	
Students	What needs to improve the students' role in the instructional process?	
Task	What needs to improve in the rigor of the task in which students are asked to engage?	

Please continue to the Change Ideas for the Leadership Practices below:

[name of school] [Link to Table of Contents](#) [Cycle 1](#) [Cycle 2](#) [Cycle 3](#) page 6



**Center for Leadership and Educational Equity CLEE Central**

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**Resource Bank**

Website User Guide  
CIP Process User Guide

Learning Community Survey  
Sample email for administering Learning Community Survey

Data Dig and Identifying the Focal Group  
Resources  
Guidance on Bringing Data to Improve Equity  
Using Data in Cycles of Improvement

Root Cause Analysis  
Example Root Cause Analysis

Equity Goals Statement  
Equity checklist CLEE uses to review Continuous Improvement Plan

Change Ideas: Instructional Core  
Bank of Resources for Specific Focal Groups  
Study Progress and Plan Next Steps

Change Ideas: Core Leadership Practices  
Master Core Leadership Practices

Cycles (1,2,3)  
Master Example Unpacking Instructional Change Idea with Practical Measurement Data

**Martin Middle School Resources**

Main Folder & Sub-Folders

School Resources Folder

Recently Modified Files

**Continuous Improvement Plan Progress**

**Martin Middle School**

LE-5 Data Dig Identifying the Equity Focal Group EOY Data Submit Root Cause Analysis Equity Goal Statement Change Ideas: The Instructional Core Change Ideas: Core Leadership Practices EOY Data Submit

Approved Approved 10/8/2019 Approved Approved 10/15/2019 Approved 11/12/2019 Submitted 1/8/2020 Not Submitted Not Submitted

100% Approved 1/8/2020 50% Submitted 1/8/2020 Not Submitted

Plan Do Study Act Plan Do Study Act Plan Do Study Act

- Learning Community Survey
- Data Organizer: Data Dig, BOY, EOY, & Cycle Data Submissions
- Identifying the Equity Focal Group
- Root Cause Analysis
- Equity Goal Statement
- Change Ideas: The Instructional Core
- Change Ideas: Core Leadership Practices
- Cycle 1 Details
- Cycle 2 Details
- Cycle 3 Details

[Download All Responses](#)

## Major Pain Points

- Document felt overwhelming resulting in limited engagement and traction
- Data “trapped” in document making it hard to see trends and assess effectiveness of process
- Lack of data visualization capability left key learnings locked in a document and not easily shareable

## Key Features

- All data entered into a Google Sheet for easy analysis and reporting (either through Google forms or dynamic Google Sheets interaction)
- Process progress simply visualized for participants and CLEE staff
- Process broken down into “bite-sized” pieces to encourage data entry and feedback
- Shared resources easy to locate and personalized templates created as needed

# During Phase 1 we learned valuable lessons that were vital to our success in Phase 2

- Digitizing a process must go beyond putting a document/template online for true engagement
- Clear scope and frequent check-ins are key to delivering within a tight timeline
- Agile methodology allows for flexibility in the development process
- Change management within the organization is important for platform adoption (e.g.; several sessions were held to demo and receive feedback from the CLEE staff even with a short timeline)
- Clients do not always know what is possible but deep listening and openness can lead to exceptional results and spark ideas for additional operational improvements



# CLEE Central Screenshots

Users have the ability to enter details into a Google Form for each section of the platform

- Root Cause Analysis

[Enter Section Details](#)



**Root Cause Analysis**

What is our current thinking about the root causes of the inequity?

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not [technology@clee-ri.org](mailto:technology@clee-ri.org)? [Switch account](#)

\* Required

Email address \*

Your email

School \*

Choose

Initial Root Cause Analysis Barrier Statements \*

Your answer

Evolved Root Cause Analysis Barrier Statements

Your answer

Supporting Materials

Please upload any supporting materials (e.g.: diagrams, images, etc.) here

[Add file](#)

Beginning of Year Data Submitted? \*

Yes

No

[Submit](#)

Users can then refresh the section without reloading the entire page. In the background the CLEE Coach receives an approval email for the step in the process

- Root Cause Analysis

[Refresh Data](#)



Users view their Google Form entries and any CLEE Coach feedback for each section directly in the platform.

- Root Cause Analysis

**Beginning of Year Data Submitted?**  
Yes

**Initial Root Cause Analysis Barrier Statements**  
The content does not engage African American and multiracial learners in high level thinking.  
Not all students have access to meaningful content that engages them.  
Not all adults, systems, or student cultures support high expectations for African American and multiracial learners.  
We haven't figured out how to motivate students at every level to support positive behavior and learning.

**Evolved Root Cause Analysis Barrier Statements**  
Not all students feel safe in unstructured environments

**Supporting Materials**

[Edit Details](#)

Users can also enter beginning of year and end of year data into a Data Organizer directly in the platform.

- Data Organizer: Data Dig, BOY, EOY, & Cycle Data Submissions

\*\* EOY Equity Data Analysis \*\*

[Click here to open your Data Organizer in a new window](#)

Data Organizer 2019-2020

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on October 30, 2019 by Joan Croh...

100% \$ % ,0\_00 123 Arial 10 B I A

Most Recent Year

Student ID	ELA Score	Math Score	Black	American	Latino/a	White	Asian	Multi-racial	Female	Students w/IEPs	English Learners	Free/Reduced Lunch Eligible	Custom Field	Grade
4	90	50	X						X					6
5	93	93	X							X				6
6	80	88		X				X	X	X			X	6
7	79	71	X							X	X			6
8	50	99		X				X			X			7
9	88	98		X					X					7
10	210	110		X					X					7
11	99	67			X				X	X	X			7
12	82	76			X				X				X	7
13	90	33	X							X				8
14	69	100			X						X			8
15	66	89					X							8
16	78	99					X			X			X	8

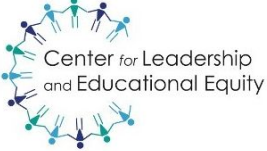
[+ Data Dig: Data](#) [Data Dig Graphs](#) [BOY/EOY Data](#) [Deeper Dive Graph](#) [Explore](#)

# Visualization of Learning Community Results

Section of CLEE Central

# Learning Community Survey results are viewable from CLEE Central broken down by time frame of responses

Preview page as viewer



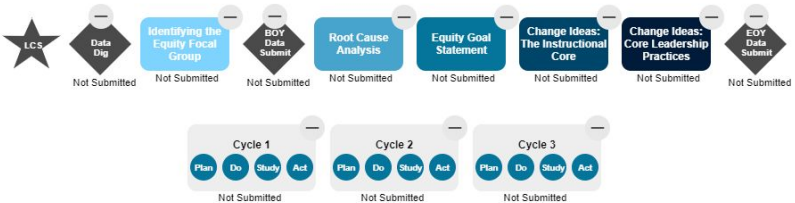
**CLEE Central**

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- Root Cause Analysis
  - Example Root Cause Analysis
- Equity Goals Statement
  - Equity checklist CLEE uses to review Continuous Improvement Plan
- Change Ideas: Instructional Core
  - Bank of Resources for Specific Focal Groups
  - Study Progress and Plan Next Steps
- Change Ideas: Core Leadership Practices

**Continuous Improvement Plan Progress**  
West Kingston Elementary: NPIN



- Learning Community Survey

**Learning Community Survey Link:** <https://docs.google.com/forms/d/e/1FAIpQLSd60eKynSAuD4293zjaTmkk1Boo5tC2tyqXsA32UUK9e-erKQ/viewform>

You have the following responses.  
 Aug 2018 - Dec 2018: 31  
 Jan 2019 - July 2019: 23  
 Aug 2019 - Dec 2019: 23

**Learning Community Survey Dashboard:** [https://datastudio.google.com/open/1iYnK5IPXlr9htee5exZ-xC59FRS8\\_x6a](https://datastudio.google.com/open/1iYnK5IPXlr9htee5exZ-xC59FRS8_x6a)

Learning Community Survey results are represented in two ways on CLEE Central:

1. Displays the number of survey responses per administrative cycle
2. Provides link to full Google Data Studio dashboard created by CLEE

School representatives can also get the direct link to the survey from their page

# Visualization of BOY/EOY Statistical Analysis

Document Creation Process & CLEE Central Visualizations

# The BOY/EOY Statistical Analysis is created from CLEE Central's data organizer file

## CLEE Central Data Organizer

## EOY Statistical Analysis Automation Workbook

## EOY Document Output




Group	Result	Effect Size	Size (average n=10.88)
Peer	Statistically significant growth	1.04	Large
Focal	Statistically significant growth	1.61	Large
Increased Equity		BOY Difference: 14.8 EOY Difference: 13.4	N/A

- A Data Organizer is automatically created each year for participants
- Participants enter Data Dig, Beginning of Year, and End of Year data
- The Data Organizer can be viewed directly in CLEE Central or in Google Sheets via a direct link

- BOY/EOY data is pulled directly from the Data Organizer into a workbook for statistical analysis
- Workbook calculates sample sizes, means, standard deviations, t-test results, and effect sizes
- CLEE team member can enter additional details before generating the final output document

- EOY Statistical Analysis document generated and ready to share
- Data for each participating school stored in master summary sheet

# The final BOY/EOY Statistical Analysis document link appears on both the Network and Participant pages

## Network Page: Network Equity Focus Section Column

**Center for Leadership and Educational Equity CLEE Central**

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**CLEE Links**  
CLEE Hub  
CLEE Hub Nominations & CLEE Central Feedback Form

**Network Resources**  
Network Files Folder  
SCT Participant List

**SCT Network Overview**

Participant Progress Network Equity Focus Network Drivers Network Attendance Network Surveys

Participant Progress  
Network Equity Focus

School	Equity Focal Group	Grade	Academic Area	Equity Goal	EOY Equity Analysis
Archis Cole Middle School	Grades 6,7,8 Students receiving special education services in ELA		ELA	We expect our peer group to grow an average of 77 scaled score points on STAR Reading from Fall 2019 to Spring 2020. The peer group average in Fall 2019 is 936 and the goal is 1013. We expect our focal group to grow an average of 68 scaled score points on STAR Reading from Fall 2019 to Spring 2020. The focal group average in Fall 2019 is 618 and the goal for Spring 2020 is 687.	
Coventry High School	Grade 9 male "at risk" students in 2019-2020	9	Reading	We expect our peer group to grow an average of 50 scaled score points on STAR Reading from fall to spring (SY 19-20). Peer group avg. scaled score in fall was 1030, goal is 1080. We expect our focal group to grow an average of 75 scaled score points on STAR Reading from fall to spring. Focal group avg. scaled score in fall was 579, goal is 654.	
Johnston High	9th grade MLL students	9	Reading	The LAS Links Scaled Scores will improve for the majority if not all MLL students in both the peer and focal group.	
Martin Middle School	Students receiving special education services in ELA		ELA	Based on the 2018-2019 (Ready) data for our peer group, students began the year with an average score of 577 on the diagnostic and ended the year with an average score of 589 on the EOY diagnostic, which shows an average growth of 12 points. If we apply this to our 2019-2020 peer and focal groups, our goal is that the average of the peer group would increase from the average of 595 at the BOY diagnostic to 607 on the EOY diagnostic, which shows an average growth of 12 points. Our goal is that the average of the focus group would increase from an average of 517 points on the BOY diagnostic to 607 on the EOY diagnostic, which would mean an average growth of 90 points in order to close the gap between the peer and focal groups.	Open File
Metcalf Elementary School	Sp. Ed. SEL students grades 2-6		Writing	We believe that with a stronger focus on collective responsibility, SEL, and high impact instruction, we will begin to close the performance gaps between IEP and non-IEP students in the area of Support Social Emotional Learning and ELA-Writing.	
Paul Cuffee Lower School	Black & African American Students		ELA		

## Participant Page: Data Organizer Section

- Data Organizer: Data Dig, BOY, EOY, & Cycle Data Submissions

**\*\* EOY Equity Data Analysis \*\***  
Click here to open your Data Organizer in a new window

Lisa Test School: Data Organizer 2019-2020  
File Edit View Insert Format Data Tools Add-ons Help Last edit was on October 31, 2019

Most Recent Year	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Most Recent Year															
2	Please put your data below from the past year in the gray area. This will include a student ID (Column A), the student's score/test outcome (columns B and C), and the student demographics/characteristics (Columns D- N, please put an "x" if they have that characteristic and leave it blank if they do not). We also have grade if you do want to include multiple grades. If you want to look at only a certain grade, please copy/paste that grade into a new tab.															
3	Student ID	ELA Score	Math Score	Black American	Latino/a	White	Asian	Multi-racial	Female	Students w/IEPs	English Learners	Free/Reduced Lunch Eligible	Custom Field	Grade		
4	1	104	200	X					X	X						6
5	2	50	103	X					X							6
6	3	99	40	X					X	X	X	X		X		6
7	4	90	50		X				X		X					6
8	5	93	93	X					X		X			X		6
9	6	80	88			X			X	X	X			X		6
10	7	79	71			X			X		X	X		X		6
11	8	50	99			X			X			X				7
12	9	88	98			X				X						7
13	10	210	110			X				X						7
14	11	99	67				X			X	X	X				7
15	12	82	76				X			X				X		7
16	13	90	33				X			X						8

+ Data Dig: Data Data Dig Graphs BOY/EOY Data BOY/EOY Graph