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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.



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



Toolkits & Automated Digital Visualizations

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	e App Suite Solution

CLEE	ontinuous Improvement Plan Hub		Identifying the Equity Focal Group
Quick Links	Continuous Improvement Plan Progress Coventry High School		* Required
Goostie Catto Shadia Goostie Datus	Memoryneg Bar Paray Franz Drawy Carpete 4/03/8 Roor Counte Accepto Counte 6/03/8	÷	Email address * Your email
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	cycle 2 brain		

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 3rd party providers
- Recurring hosting costs on year over year basis

SOLUTIONS BY SE

SOLUTIONS BY SF

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

Identifying our Equity	y Focus			
Who is our focal group and the	size?	1		
Who is our peer group and the	size?			
What is the grade and subject/	academic area?	24		
What data source(s) are we usin in outcomes?	ng to identify this i	inequity		
What is the inequity in outo group and peers? Example: Example: Sudents in reading proficiency points below the benchmark, a above the benchmark.		eas to Improve the	e Instructional Core igh leverage, evidence based, and address th	e root causes identified by
	che centi		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?
				8
Final Grag Prom	Teachers	What needs to improve in what teachers know and do?		
	Teachers Students	what teachers know and		
(name of school)		what teachers know and do? What needs to Improve the student's role in the		

xtrx Center for Leadership **CLEE** Central and Educational Equity PROGRAM LAUNCH WOONSOCKET SCT GATES LEAD RI NPIN EAST LONGMEADOW EXETER WEST GREENWICH WESTERLY **Continuous Improvement Plan Progress** Resource Bank Martin Middle School Website User Guide CIP Process User G Sample email for administering Le Community Summer Data Dig and Identifying the Focal Gro Guidance on Bringing Data to Improv Using Data in Cycles of Improvement Root Cause Analysis Example Root Cause Analysi Equity Goals Statement + Learning Community Survey Equity checklist CLEE uses to review ontinuous Improvement Plan + Data Organizer: Data Dig, BOY, EOY, & Cycle Data Submissions + Identifying the Equity Focal Group Bank of Resources for Specific Focal + Root Cause Analysis Study Progress and Plan Next Steps Change Ideas: Core Leadership Practices + Equity Goal Statemen er Core Leadership Practic + Change Ideas: The Instructional Con Cycles (1,2,3) Aaster Example Unpacking Instructional + Change Ideas: Core Leadership Practices Change Idea with Practical Measurement + Cycle 1 Details Martin Middle School + Cycle 2 Details Resources + Cycle 3 Details Main Folder & Sub Folders Download All Responses Recently Modified Files

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		
	$\overline{\mathbf{V}}$	
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Email Your e	address * mail	
Schoo	ol*	
Initial Your a	Root Cause Analysis Barrier Statements *	
Evolv Your a	ed Root Cause Analysis Barrier Statements nswer	
Please	orting Materials upload any supporting materials (e.g.: diagrams, images, etc.) here Add file	
Begin O Y	ning of Year Data Submitted? * es	

O 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

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?

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.

	Equity Dat	a Analysi	s **													
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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

Center for Leader and Educational E	CLEE Central Cates Lead RI NPIN EAST LONGMEADOW EXETER WEST GREENWICH WESTERLY
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	Continuous Improvement Plan Progress West Kingston Elementary: NPIN
Equity Goals Statement	- Learning Community Survey
Equity checklist CLEE uses to review Continuous Improvement Plan	Learning Community Survey Link: https://docs.google.com/forms/d/e/1FAIpQLSd60eKynSAuD4293zjaTMkk1Boo5tC2tyqXsA32UUK9e-erKQ/viewform
Change Ideas: Instructional Core Bank of Resources for Specific Focal Groups Study Progress and Plan Next Steps	You have the following responses. Aug 2018 - Dec 2018: 31 Jan 2019 - July 2019: 23 Aug 2019 - Dec 2019: 23
Change Ideas: Core Leadership Practices	Learning Community Survey Dashboard: https://datastudio.google.com/open/1iYnK5IPXIr9htee5exZ-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



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• 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



4	Focal	Statistically significant growth	1.61	Large
4				
	Peer	Statistically significant growth	1.04	Large
	Group	Result (see footer for more details)	Effect Size	Size (average is ~0.98)
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		100		
		750		
		200 276		
		430	100	
		500	-	
		Growth Summary		

Statistical significance for the peer and focal group: This show if each of these groups grow a significant amount from BOY to EOY Statistical significance means that something is likely beyond random chance. This takes into account a few different things, including the average change in scores, the distribution of scores, and the number of scores. This something may be statistically significant even if it doesn't look that large, or something that look largem any not be statistically significant.
Statistical significance in cleaning equity gap. This throws if the peer group and focal group converged and the approve scheder Statistically significant amount time BVD to EV7 statistical significance means that something initiality beyond random chance and can be a small or large effect. It takes into account a few differe things including the abolative change in scores in each group, the relative change in each group, the distribution of scores in each group, and the number of people in each group.

- 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



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Particinant Page: Data Organizer Section

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