

**CB/PL Network | Measurement Approaches for Implementation**

CEI Showcase | June 2018

**OVERVIEW**

**What is your goal for your 18-19 project? What progress are you hoping to make by the end of next school year?**

**Make sure you have an articulated theory about why you think your project will make the progress above. How do you anticipate your project will lead to this goal?**

**OVERALL BEST PRACTICES:**

* To most effectively measure the progress and effectiveness of your project, consider a combination of quantitative and qualitative measures. Start identifying the measures below (or others) that seem most aligned to your goal.
* Possible approaches to use quantitative and qualitative data in complementary ways:

(1) explore quantitative data first and then use qualitative data collection to dig into questions that emerge from the quantitative data and/or

(2) collect some initial qualitative data first as exploratory data collection and then gather more systematic quantitative data based on what you learn in your qualitative data collection

* Ensure there is at least one person responsible for overseeing data collection and management. This person could also make sure there are set aside times to review these data (as they’re available) during implementation next year – capture this in your action plan.

**QUANTITATIVE MEASURES**

**QUANTITATIVE DATA - BEST PRACTICES:**

* Instead of new data collection, think about existing data you have and different ways of accessing or disaggregating it.
* Wherever possible, disaggregate data by student subgroups (e.g., FRL eligibility, race/ethnicity, English proficiency, sex, disability status) so you don’t mask differential impacts on specific student groups.
* If applicable, determine if someone at your district office can help you pull data of interest.

**QUANTITATIVE MEASURE IDEAS:**

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| **Measure Ideas** | **Your Notes/Ideas** |
| **Academic data** – consider common unit exam or other local assessment data, especially if piloting implementation in a few classes or across one grade level |  |
| **Student engagement data –** examine attendance or disciplinary data as proxies for engagement |
| **Climate or perception survey data** – if these tools already exist in your school/district, highlight the questions that are most applicable to your implementation |
| **New survey data** – especially if implementing your project with a subset of teachers or students, consider designing a brief survey to get perception data specific to your project |

**QUALITATIVE MEASURES**

**QUALITATIVE DATA - BEST PRACTICES:**

* Ask questions that allow respondents to provide descriptive answers (avoid yes/no questions).
* “What” and “how” questions often generate good discussion/responses – use caution with “why” questions, as they can sometimes make people feel defensive.
* In focus groups and interviews, questions about what has been positive and negative about participants’ experiences with whatever you are implementing are a great place to begin, then you can move to key questions that are more tactical.
* In focus groups and interviews, identify main/key questions and then sub-questions or probing questions for each that can be used to prompt more specific responses.
* When recruiting participants for interviews or focus groups, be sure to include those who don’t often volunteer – you want a diverse range of perspectives represented.

**QUALITATIVE MEASURE IDEAS:**

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| **Measure Ideas** | **Your Notes/Ideas** |
| **Open-ended survey questions** – if you’re already creating a survey or can easily add to an existing one, you could consider adding 1-2 open-ended questions |  |
| **Focus groups –** facilitated questions asked to small groups of students, staff, or parents/community members; we find that a group of 8-10 works well; consider this setting when you want to get a more representative group of individuals and the topic of the questions is appropriate for group sharing (no sensitive questions) |
| **Individual interviews –** facilitated questions asked to one individual (student, staff, parent/community member); more appropriate when up to only a few people hold the vast majority of information about your topic of interest |

**USING AND REVIEWING DATA**

Collecting or compiling any of the above data is only useful if your team and key stakeholders take the time to review, discuss, and take action based on the results. Resist the temptation to collect a ton of data – focus on what is most related to and important for your project, so that you can actually make the time to use the data.

**Take notes below about ways you plan to use data for your project next year:** How will you compile it? When will it be ready to review? Who will be responsible for pulling data together? Who should review the data and what structures can you use (e.g., existing meetings, collaborative groups) to ensure there is set-aside time for data reflection?