

## Collaborative Partner Meeting – 11.16.21

### Measuring the Impact of Educational Programs

1. As we support the districts and schools identified for additional support, how might we use this information to help them think about the programs/strategies/initiatives they are choosing?
  - We can use Bennett's Hierarchy to help schools describe the steps they will take toward reaching their goal.
  - How are we monitoring the progress along the way to see the practice change?
  - We can support our schools in our roles as implementation facilitators to monitor progress along the way so that they don't miss the steps they took to reach their goals.
  - The hierarchy also can help schools keep their objectives written in an attainable and measurable format.
  - Difficult to relate the model to the specific contexts in which we find ourselves...
  - How do we know this program is responsible for this impact? In systems work, that is difficult--and is that even necessary?
  - Doing more specific objective planning with districts in order to support leaders as they attempt to determine impact
  - Practice change - trying to move that KASA piece - What are you observing as far as actual change? What's the evidence? Could be used to make it clear to leaders where they need to be examining the system...
  - How does any of this fit with the stages of implementation? Do these objectives map to the driver systems? What about an evaluation continuum for the system itself?
  - Goes beyond naming services in the service plan
  - Make connections between service plan and goals
  - See the connection to logic models
  - Recognize the importance of monitoring between and beyond testing
  - Gathering multiple points of data: student perception, family feedback, #missing assignments turned in, etc.
  - Ask the question: "What will this look like if it's working?"
  - Recognize the complexity of measuring impact when there are multiple initiatives.

- Writing program objectives help determine impact.
  - Appears to be a similar process as developing a logic model.
  - Having a realistic expectation of program outcomes. Making sure they are connected to the objectives.
  - Paying attention to KASA. It may be a new focus to pay attention to aspirations.
  - Making sure we look at multiple types of data to go beyond the reaction level.
  - The key is to study the relationship between the inputs and outcomes/impact -- for whom is the system working? under what conditions?
  - Help districts and schools understand the value in measuring impact
  - The importance of prioritization to increase the impact was stated.
  - Transparency is important for many reasons including as a means to see if the program is working or not... and discontinuing the program or initiative if it is not working.
  - Objectives have to go beyond the reactions level and the hierarchy can be used for this purpose.
  - Marketing and celebration is critical for districts especially to change public perception, improve morale, grow and sustain programs and initiatives, etc.
2. How might this structure help us evaluate the impact of what we as ISDs/ESAs/MDE are doing to support these districts and schools?
- We may need to re-examine our priorities to better accommodate our schools' immediate needs.
  - Offer more flexibility in all kinds of requirements, waivers for assessments and seat-time, and flexible professional learning options and student learning options.
  - helps to create a roadmap
  - May help with sustainability as they continue on after their identified cycle.
  - Might help us restart or adjust when we recognize something is stalled or not working
  - Onboarding possibility - help us to be proactive rather than reactive
  - Inputs - connect to assets
  - Possibly keep districts focused and on track
  - Keeping the end in mind and move backwards

- Do we have our own clear objectives?
- Be clear about how we (the SSOS) will make a difference in the lives of the people we serve as a result of the services we provide (intended outcomes/impact)
- Be clear ( and articulate) on a logic model and how data is collected to measure the relationship between inputs and outputs
- Revisit our on-ramping process and align it with the staircase (visual) in part 4.
- The importance of evaluation and using it during the planning process was mentioned. It promotes accountability on all sides that will make impact more likely.
- The importance of specific, measurable, attainable goals to link the impact to the program or initiative is very important.
- The structure can ensure alignment to vision, mission, goals and data which are then used to determine which programs or initiatives to select.