



MODULE 6: RESULTS

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Tools and Resources for Results



6.1.1T: Evaluation Plan Template

6.2.1T: Communication Organizer

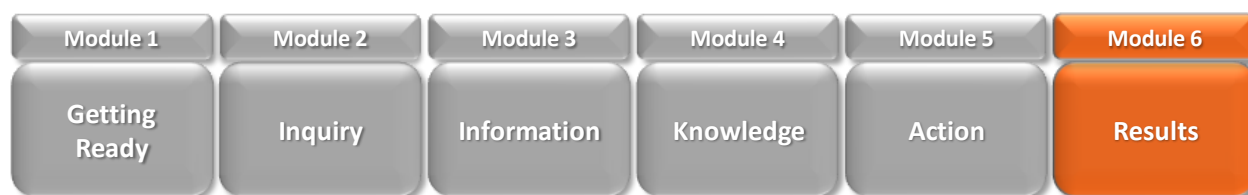
6.2.2T: Building Data Walls

6.2.3T: Evaluation Report Template



WHERE ARE WE NOW?

The District Data Team Toolkit is based on the Data-Driven Inquiry and Action Cycle. The Cycle provides the structure that takes data use within the district from asking the right questions to getting results. It is an iterative process in which the district acts on data to support continuous improvement. The Toolkit uses the steps of the Cycle to structure a progression through the model—you are now in **Module 6: Results**.



Once a District Data Team, or any other district team, has begun implementing a logic model or improvement plan, it will want to monitor its progress toward the desired goal. The *Results* module can help a Team build capacity to evaluate the desired outcomes, monitor its progress on a given strategy (or strategies), and communicate those results to various stakeholders.

MODULE OBJECTIVES

The **Results** module will help a District Data Team:

- ▶ Decide what to evaluate
- ▶ Develop an evaluation plan
- ▶ Analyze evaluation data
- ▶ Identify and develop a communication strategy
- ▶ Continue the process of inquiry



WHY DEVELOP AN EVALUATION PLAN?

Taking action means nothing if the District Data Team does not take time to reflect on the impact of the work. From the outset, a district should have a plan to analyze and evaluate the evidence generated by implementation of the designated strategies.

The evaluation plan helps the Team answer the questions:

- To what extent have new skills, knowledge, and expertise been acquired by the targeted adults and/or students?
- To what extent are these new skills, knowledge, and expertise being put to use effectively by the targeted adults and/or students?
- To what extent have the adults and/or students shifted their habits or beliefs in a way that impacts learning?

Since *what gets measured gets done*, it is wise not to wait until the end of implementation to draft an evaluation plan. Instead, the Team should begin thinking very early in the implementation process—if not before implementation even begins—about the most important evidence to measure.

These measures of implementation and change will be used to indicate if the strategy has had the desired impact, and therefore they should be articulated clearly and meaningfully. *Module 5: Action* provides guidance on crafting useful measures. In short, the measures should be bold yet achievable, and help a Team answer the questions:

- What did the district attempt to change and why?
- What did the district do to try to make the change?
- What results were achieved?
- What effect(s) did the action steps have on the habits, beliefs, and ways of working of those involved?
- What will happen next?

An evaluation plan can guide the overall evaluation process, where the Team reflects on, and reports publicly, the extent to which new skills, knowledge, and expertise have been acquired by the targeted adults and/or students, and the extent to which they are having an impact on student achievement and organizational culture.

It outlines the specific measures that will be monitored, the evidence to be collected, and the date(s) for analysis, and can be a useful tool for keeping a team organized and focused on the desired change the district is trying to bring about.

DECIDING WHAT TO EVALUATE

In crafting its measures of implementation and change, the District Data Team is essentially deciding what will be evaluated. As discussed in *Module 5: Action*, since the measures that are articulated will be used to monitor progress, it is important to articulate only those measures whose evidence will be collected and analyzed. The Team should not identify a measure if the evidence it would generate does not relate directly to an evaluation question.

In deciding what to evaluate, the Team might consider these questions:

- ▶ **What are the questions internal and external stakeholders want to have answered?**
 - What questions are stakeholders (including the Team itself) asking about the work of the district? What improvements are they seeking?
 - What responses will stakeholders want in relation to the original focusing questions and data that drove the inquiry process?
- ▶ **How will the information be used, and by whom?** Consider the ways the data might be used both internally and externally.
 - Will the data be used to inform organizational learning and continued improvement of practice?
 - Will the data be used for compliance with external entities?
 - A combination of these?

By considering these questions, the Team can narrow the focus and scope of its evaluation to those measures that best document and communicate progress toward outcomes and impact.

If the District Data Team has crafted a logic model, then much of its work in deciding what to evaluate is already done, as the logic model articulates the essential *outcomes*, or measures of change.

If the Team is unsure how the data will be used or by whom, they may not be worth collecting. If the Team has identified a substantial amount of data to collect, it should seek guidance from district leadership in setting priorities appropriately. For example, while it is wise to consider responding to the questions stakeholders ask, the Team might not want to get distracted by answering all of their questions, but rather focus on those that will most further the district’s vision, mission, and strategic plan.

If the District Data Team has crafted a logic model (5.1.1T and 5.1.2T), then much of its work in deciding what to evaluate is already done, as the logic model articulates the essential *outcomes*, or measures of change, in adult and student practice that the district will look for as it implements its strategy or strategies.

If the Team does not have a logic model to work from, it will need to think strategically about what to evaluate, when, and why. The Team should consult with district and school leadership in order to select the areas that will provide the most useful information for the Team, district leadership, and other stakeholders.

MONITORING PROGRESS

As soon as the first action step is underway, the Team (or some other entity) can begin monitoring the progress of the district’s work. It will likely monitor the implementation of the actions related to the district’s strategies. Likewise, the Team may also begin monitoring those strategies for efficacy and impact. However, the two forms of monitoring should not be confused:

- When we monitor *implementation*, we analyze measures that help answer the question, *did the work get done?*
- When we monitor *change*, we analyze measures that help answer the question, *is our work having the intended effects?*

Monitoring implementation (or outputs) helps the Team note the progress of the action steps adults are taking to implement the strategy. It helps answer the question, *what took place for whom, when, and to what extent?* If the Team has decided to use an action plan to implement one or more strategies, then it can use the dates in the “deadline” column to monitor implementation. The Team can note whether or not steps were fully implemented by the desired date and modify implementation as needed to meet the targets.

Monitoring change (or outcomes), by contrast, is when the district evaluates whether its initiatives are having the intended effects on student and adult performance. It helps the Team answer the question *what changed, for whom, by how much, and when?* Or, more succinctly, we've *taken action—so how did we do?*

This work of monitoring both implementation and change can begin once the strategies are in motion, and may in fact coincide with one another, making it all the more important to distinguish between the two.

Likewise, in the midst of the process, a district should be mindful not to equate output data (such as the percent of teachers trained) with outcome data (such as how this training has changed instructional practice and improved student performance).

The following chart summarizes key differences between the two processes.

Monitoring Implementation...	Monitoring Change...
Based on data generated by the <i>measures of implementation</i> in the logic model	Based on data generated by the <i>measures of change</i> in the logic model
<i>Did the work get done?</i>	<i>Is our work having the intended effects?</i>
<i>What took place, for whom, to what extent and when?</i>	<i>What changed, for whom, by how much, and when?</i>
Focused on the short term	Focused on the intermediate and long term
Internal stakeholders are the primary audience, e.g., the Team itself and those directly involved with the action plan	External stakeholders are the primary audience, e.g., other district personnel, as well as the wider community

BUILDING AN EVALUATION PLAN

While a logic model outlines a theory of action, and an action plan may provide more detail on the steps taken to implement the strategy, an evaluation plan guides the process of evaluating results. It organizes the information that will form the basis for the evaluation process and the discussions about whether or not the desired changes took place.

If the Team developed a logic model in *Module 5: Action*, then the relationship of the evaluation plan to the model is straightforward.

INPUTS			OUTPUTS	OUTCOMES	IMPACT
Problem Statement(s)	Strategies	Resources	Measures of Implementation	Measures of Change	Goals
		(Optional)	(Optional)	(Essential)	(Essential)



Goal:				
Measure	Data to be Collected	Source or Location	Date for Analysis	Person Responsible

1. To build an evaluation plan, first identify the **measures** which would demonstrate progress toward the goal. The most important measures to focus on are those related to the acquisition of skills and knowledge or shifts in habits and values by the adults and students involved in the initiative—in other words, the measures of change or outcomes. However, depending on the situation, it may also be useful to analyze evidence related to the measures of implementation, and potentially even the allocation of resources. (Note the essential and optional labels in the diagram above). This is discussed further in the next section, *Conducting the Evaluation*.

If the Team has completed a logic model, it will already have articulated these measures for both adults and students, for both the short- and long-term. For help on developing good measures of change, see the section on *Crafting Meaningful Measures* in *Module 5: Action*.

2. Specify the **data to be collected**—the actual evidence the district will collect to document these changes. If the Team has completed a data inventory (1.5.1T), it may be a useful reminder of the range of evidence the district currently collects.
3. Give the **source or location** where this evidence can be found when the Team is ready to analyze it. The data inventory can be useful for this section as well.
4. Specify the **date for analysis** by which the Team will engage thoughtfully with the information provided by each. If the measures are written well, these dates will already be implied.
5. Indicate the **person responsible** for ensuring that the evidence for a given measure will be available for analysis by the Team at the designated time.

Activity 6.1 provides a template for an evaluation plan. Again, if the Team has crafted a logic model, it already has the majority of elements needed. If the Team has not yet done this, the evaluation plan template will guide it to think about the necessary information.

Activity 6.1 Crafting an Evaluation Plan

This template can guide a district in articulating a plan for monitoring implementation and outcomes of its improvement efforts.

(6.1.1T: Evaluation Plan Template)





ANALYZING THE EVIDENCE

If the measures are specified concretely enough, then the monitoring dates will be implied.

Once the evaluation plan is in place, the team is ready to begin collecting and analyzing relevant data.¹ Because a strategic plan or logic model is based on a causal chain of events, each of which is dependent on the next, the focus areas may need to be examined chronologically: one cannot look for impact without outcomes; one cannot look for outcomes without outputs; one cannot look for outputs without inputs.

What is most important to evaluate are the outcomes and impact—the measureable changes in the ways adults and students approach their respective work related to teaching and learning, and the relationship of those changes to the district’s vision for improvement. In many ways the evaluation process mirrors the process in *Module 3: Information*, reflecting the cyclical nature of the inquiry process.

As mentioned earlier, the District Data Team will want to begin evaluating the measures of change soon after the work to implement the strategy has begun, and at the same time it monitors the implementation of the steps themselves for early indicators of the impact of implementation.

For example, if the strategy involves training teachers in a specific technique, early monitoring of *implementation* might communicate the percent of teachers trained, while early monitoring of *change* might investigate the impact of the training on the practice of those teachers, and might note differences between the practice of teachers who have received the training and those who have not.

Naturally, the Team will want to evaluate the outcomes of a strategy once it has been fully implemented. If it has engaged in analyzing outcome data along the way, this final evaluation will not take as much additional effort as it would if a district has not been evaluating the early evidence of actual change in practice.

As mentioned earlier, the Team will want to begin by evaluating the measures of change it has identified, first for students, and then for the

What is most important to evaluate are the outcomes and impact...the Team will want to evaluate the outcomes of a strategy once it has been fully implemented.

¹ The *Data Analysis Protocol (3.1.1T)* in *Module 3* can help the Team shape its evaluation of outcome data.

adults. If this outcome data does not demonstrate any movement toward the desired goal, the Team should first consider:

- Is the best evidence possible being used to demonstrate the desired changes? What other evidence might be available to show whether the strategy is having the desired impact?
- Is more time or a greater degree of implementation needed before the action steps will begin to yield the desired changes?

If the Team feels it has identified the best measures and has allowed enough time for change to occur, and those changes are not evident, then it will need to review the elements put in place to achieve those results.

- Do modifications need to be made to the action steps in order to have greater impact?
- Are adequate and appropriate resources being used in service of this strategy and related action steps?
- Did the Team implement the best strategies possible for the given problem and its context?
- Did the Team diagnose the problem correctly in the first place?

It is important to consider these questions in order, and one at a time. If the Team gets the information it needs by considering the first question, it does not need to spend time on the remaining questions.

In essence these questions mirror the elements of the logic model outlined in *Module 5: Action*. They guide the Team to reflect on each component of the logic model, starting at the end and working backwards to the Team's definition of the problem itself.

INPUTS			OUTPUTS	OUTCOMES	IMPACT
Problem Statements	Strategies	Resources	Measures of Implementation	Measures of Change	Goals

For example, if a District Data Team has evaluated all aspects of its logic model and has deemed that, in fact, it did not identify the real problem, it may want to visit or revisit the guidance in earlier modules to see if it was asking the right questions in the first place. The *District Data Team Self-Assessment (0.1.1T)* can help a Team understand its strengths and weaknesses in regard to inquiry, action, and results, and can direct it to tools and resources in other modules in this Toolkit that could be useful at this point of the process.



COMMUNICATING RESULTS

Interim evaluation data should be communicated to stakeholders to demonstrate initial successes, as well as any early lessons learned and adjustments made. This is especially important given that the goal is to shift ways that adults and students in the district think about and approach their work. Indications of progress can serve as an incentive for the individuals involved to continue the work. The results of the evaluation plan can also contribute to the knowledge base in the district about what works, what did not work, and why, given a particular district, school, or classroom context.²

The results of any Team's efforts are important to a number of audiences for a variety of reasons. For example, if a district did an exceptional job of raising the percentage of English language learners scoring Proficient and Advanced on the MCAS by ten percent or more for several years, many people would need to know for many different reasons. To name a few:

- The data will justify to external stakeholders that the district's logic model was a sound approach to improving the performance of adults and students in the organization.
- The District Data Team and other internal stakeholders would want to identify the key actions and processes contributing to results in order to embed successful practices across the district, and to inform the formation of new initiatives and inquiries.
- The schools' faculty will build on this record of success to collaboratively approach new challenges.

Activity 6.2 Communicating Results

Use the *Communication Organizer* to think about the specific audiences that need to know about your results and the messages each audience needs to receive.



Use the report template for guidance on creating a written summary of the work, if appropriate for the context.

Use *Building Data Walls* to consolidate in one display a range of information that summarizes the district's focus on inquiry and data-driven action.

(6.2.1T: Communication Organizer)

(6.2.2T: Building Data Walls)

(6.2.3T: Evaluation Report Template)

² *Module 1: Getting Ready* provides guidance for managing the change effort and addressing some of the concerns that stakeholders may raise during the process.

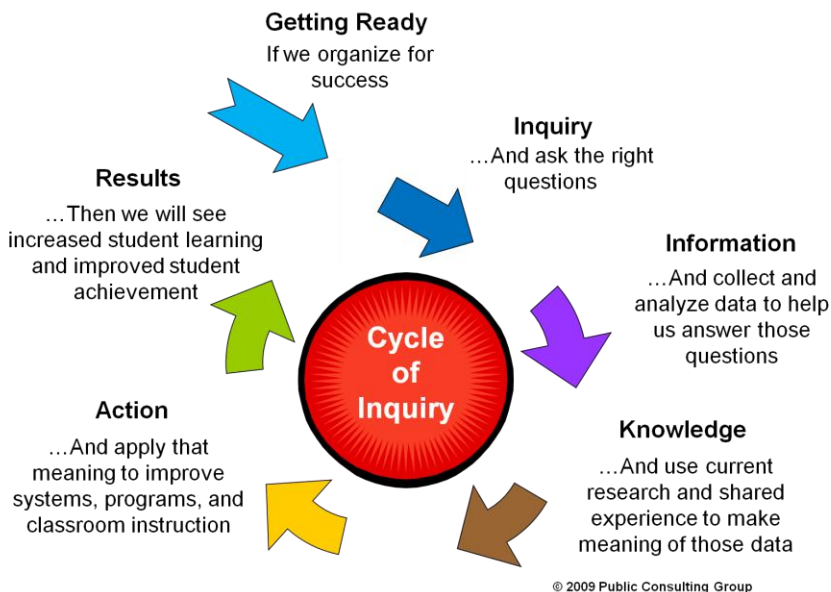


EVALUATION AS CONTINUOUS IMPROVEMENT

Engaging in inquiry is an ongoing process, and ultimately an embedded way of approaching one's work. Purposefully taking time to reflect on the steps taken and not taken and the intermediate and longer-term results will determine whether the identified strategies are transforming the culture of the district and improving student achievement. If at any time a district finds it is off target, it will want to reflect back on earlier steps in the process and adjust as necessary.

For example, if the District Data Team did not see the desired results, it may need to modify its evaluation plan. It may find that it does not have enough quality data, or that data are not presented in a way that highlights key trends or outliers. The Team may want to reflect on whether it identified the best action steps and resources for the strategy, or if the strategies and action steps it decided on in the first place were the most appropriate. Continuing to reflect back on the process, the Team may even find that the initial focusing question used to frame the inquiry process might not have been the best one, and it may want to re-engage in inquiry with a different question in mind.

By intentionally engaging in ongoing collaborative reflection, the Team can build its capacity to ask good questions, use data to plan effective action, and ultimately see greater results in the work of teaching and learning in the district.





MODULE SUMMARY

Evaluation is an essential, yet often overlooked aspect of the improvement process. Rigorous and timely evaluation holds people accountable for results, builds the confidence of internal and external stakeholders in supporting the district's theory of improvement, and contributes to improved outcomes for students.

This module guides a District Data Team in the creation and implementation of an evaluation plan, simultaneously linking the Team with resources in all of the previous modules in the Toolkit. The module re-introduces the *District Data Team Self-Assessment* as a way to reflect on the Team's capacity for inquiry and data use, and a means to identify the best parts of the Toolkit with which to engage.

Regardless of the success of its strategy, logic model, or implementation plan, a District Data Team is likely to emerge from this stage in the process with new questions to investigate through a process of inquiry. These questions may be based on successes that the Team wishes to disseminate, or on failures to hit the mark that require further attention to resolve. Either way, they can lead the Team to deepen its investigation into its own practice and that of the stakeholders in the district, further embedding a culture of data-driven inquiry, action, and learning that is ultimately the business of education.

References

W.K. Kellogg Foundation (2004). *Logic Model Development Guide*. Battle Creek, MI: Author

For more information on this and other district support resources, or to share feedback on this tool, visit <http://www.doe.mass.edu/sda/ucd/> or email districtassist@doe.mass.edu.



EVALUATION PLAN TEMPLATE

6.1.1T

Purpose	The evaluation plan provides structure and guidance for the Team as it considers the impact of a certain strategy (or strategies) on the identified problem.	Related Documents 6–Results Module
Description	The District Data Team completes the evaluation plan before implementation of a strategy begins, or very soon after, in order to articulate the data it will collect, when, and from where, in order to evaluate if the strategy and action steps are having the desired effect on student and adult outcomes.	
Time	1–2 hours to create. Ongoing time to gather and analyze data.	

Notes:

- If the Team has crafted a logic model (5.1.1T and 5.1.2T), it should have that available for reference, as the strategy and related measures of change (outcomes) will have already been identified.
- If the Team has completed a data inventory (1.5.1T), it can reference that for information on available data, their location, and the ease with which the Team can access the data.

Directions:

1. Begin by articulating the goal or desired impact that the Team is trying to achieve.
2. Respond to the guiding questions in each column, proceeding from left to right.
 - Begin in the first column by naming the specific measures that will serve as indicators that the strategy is working. It is essential that this includes any *measures of change (outcomes)*, but in some cases this may also include measures of *implementation (outputs)* and even resources.
 - Then for each measure indicate the specific evidence that will be collected, its source or location, the date for analysis by the Team, and the person responsible.
 - Each measure of change should have corresponding information in each of the other columns.
3. Use the plan to ensure the Team has the right data at the right time and is prepared to analyze it for results.

See the text in *Module 6* for additional guidance on completing the evaluation plan.

See *Module 3: Information* for guidance on analyzing data.

Goal (Desired Impact):

Measure	Specific Evidence to be Collected	Source or Location	Date for Analysis by Team	Person Responsible



COMMUNICATION ORGANIZER

6.2.1T

Purpose	Communication planning.
Description	Team members identify the specific findings that they need to share from the evaluation, as well as the audiences with whom they need to communicate.
Time	30 minutes–1 hour.

Related Documents
6–Results Module
6.2.2T: Building Data Walls
6.2.3T: Evaluation Report Template

What needs to be communicated? <i>(Finding or Message)</i>	To whom? <i>(Audience)</i>	Why?		By When? <i>(Deadline)</i>	How? <i>(Communication Tools/Venues)</i>	By whom? <i>(Person Responsible)</i>
		<i>(What do we want them to know?)</i>	<i>(How do we hope they use this information?)</i>			
	<input type="checkbox"/> School Board <input type="checkbox"/> District Leadership Team <input type="checkbox"/> District Data Team <input type="checkbox"/> School Improvement Team <input type="checkbox"/> School Faculty <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Other _____				<input type="checkbox"/> Annual report <input type="checkbox"/> Quarterly report <input type="checkbox"/> District newsletter <input type="checkbox"/> Data wall displays <input type="checkbox"/> Website <input type="checkbox"/> Email to relevant audience <input type="checkbox"/> Presentation <input type="checkbox"/> Other _____	
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		<i>(What do we want them to know?)</i>	<i>(How do we hope they use this information?)</i>			
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BUILDING DATA WALLS

6.2.2T

Purpose	To guide the creation of meaningful data walls.
Description	These resources guide a Team through the creation of two types of data walls.
Time	About 45 minutes.

Related Documents

6—Results Module
6.2.1T: Communication Organizer
6.2.3T: Evaluation Report Template

Overview

One effective strategy for communicating results is the use of data walls. A data wall is a visual representation of data related to a specific question or problem. It is comprised primarily of numbers, charts, and diagrams, using only enough text to annotate the data and articulate the inferences and conclusions that the Team has agreed on. A data wall may also capture any questions that have emerged as a result of the inquiry process. Ultimately, a data wall should be dynamic, interactive, and evolve over time as new data are added and new conclusions drawn.

An interactive data wall contains data that will be updated and manipulated often over a period of time, making the data wall a “living” display. For example, a district might create a wall to track the percent of students across the district that are meeting district-wide or statewide standards. As new assessment data comes out, the Team could engage stakeholders in updating the wall and noticing shifts in outcomes. Such a data wall might be used with stakeholders most closely involved with implementing an action plan and monitoring its progress.

Consolidating in one display a range of information that summarizes the district’s focus for inquiry and data-driven action can serve several purposes, including:

- Providing a visual reminder of the district’s strategies and the corresponding implementation, which could lead to continued motivation to stay focused on the challenge
- Visually demonstrating how different, and potentially seemingly disparate, data sources informed the district’s understanding of the problem
- Disseminating a common message to different stakeholders
- Engaging stakeholders in conversations about district priorities and goals for long-term impact
- Demonstrating how engaging with data can be an integral part of continually improving a district’s work, and not merely a compliance exercise done for the benefit of others

Data walls can be portable (such as on a tri-fold science fair display board or rolling bulletin board) or may be a permanent installation on a wall. It is increasingly common to find data walls in the lobbies and offices of schools, often displaying data related to student assessment scores. The District Data Team might consider the value of displaying data walls in central office spaces as well, including areas devoted to functions such as finance, operations, and human resources. The Team may also consider having the same display in all buildings district-wide.

Guidelines for Creating and Using an Interactive Data Wall

An interactive data wall contains data that will be updated and manipulated often over a period of time, making the data wall a “living” display. For example, a district might create a data wall to track the percent of students across the district who are meeting district-wide or statewide standards in the area of literacy. This may be related to strategies and interventions that the district has implemented to reach a district goal of students meeting literacy benchmarks by a certain time or grade level.

1. Find a data set that is closely related to the focus of inquiry. Display the data in a space where they will be easily accessible and easily viewed. After initial data is posted, and once action is taken and similar data are later collected, the data on the interactive data wall can be manipulated. A district’s effort around progress monitoring students at the end of each marking period in third grade relative to reading achievement is one example of a dynamic data set that could be updated frequently. The periodic monitoring of student achievement would inform the district as to whether or not literacy strategies employed were resulting in an increase in student reading ability and if the district were meeting its goal related to the number of students proficient in that grade.
2. Identify the individual unit that will be monitored. In schools, this is the student. However, a district-wide data wall might use the classroom, grade level, or school as the unit to monitor. Use small magnets, post-its, or another material to create a marker for each unit, e.g., each classroom, grade level, or school.
 - a. It may be best to label each unit in a way that maintains privacy, while also allowing the identification of specific units, e.g., specific classrooms.
 - b. The Team might consider using additional coding of the markers to add a third or fourth dimension of data. For example, green markers could represent classrooms with teachers in their 1st or 2nd year, yellow could represent those in their 3rd–6th year, and orange could represent those with 7 or more years of experience.

3. Create a grid (data wall) with a data set on each axis and sort all 'units' accordingly, for example:

Any School District Grade Three Reading Proficiency by Classroom* Second Marking Period				
	0–25%	26–50%	51–75%	76–100%
School A			○ ○	○ ○
School B	○	○ ○		
School C	○	○	○	○
School D			○ ○ ○	

**Depending on district size, the unit of analysis may be by classroom or by grade level.*

In this grid, an audience can view sets of classroom level data across a district in relation to how many students were scoring at benchmark in each class. Subsequent administrations of a district-wide literacy assessment could then be administered and classrooms redistributed in relation to the number of students achieving benchmark. The movements of data points on the data wall provide stakeholders an opportunity to connect with data and see a picture of both aggregate and disaggregate results due to the nature of the display.

4. As data are updated, the Team can track movement of individual units from one administration to the next.

Note:

- a. Prior to manipulating or updating data, document the existing data wall in some form, such as with a picture, so the Team can reflect back on changes over time.
- b. Ideally, when engaging with the data, those closest to the data should be the ones to manipulate and update the data wall.



Purpose	To report on the results of action taken by the District Data Team.	Related Documents 6–Results Module 6.2.1T: Communication Organizer 6.2.2T: Building Data Walls
Description	The District Data Team can use this outline to report on its evaluation of the impact of the strategies in furthering the district’s goals.	
Time	4–6 hours	

This is an outline of the major components of an evaluation report. The associated activities or resources in the Toolkit are indicated in parentheses. If the Team has completed any of the activities listed, it will want to have those available for reference as much of the information in the report derives directly from them.

- I. Overview:** A summary that describes the problem being addressed by the action plan.
 - A.** Original focusing question (and potentially also the related clarifying questions) *(See 2.1.1T)*
 - B.** Summary of initial findings from the original data displays and data overview *(See 2.5.1T and 2.5.2T)*
 - C.** Description of the suspected cause of the problem *(See 4.1.1T)*
 - D.** Goal or desired impact *(See 4.1.1T and 5.1.1T)*
- II. Implementation Description:** What the district did to address the problem.
 - A.** Brief narrative (1–2 paragraphs) identifying the strategy and major steps taken to address the problem *(See 4.1.1T, 5.1.1T, and 5.3.1T)*
 - B.** Description of key resources that contributed to the effort. *(See 5.1.1T and 5.3.1T)*
- III. Evaluation Results:** What the effect was of implementing the strategy.
 - A.** Data displays depicting the measures of implementation (outputs) and the measures of change (outcomes), highlighting the acquisition of skills, knowledge, and expertise, as well as shifts in habits and beliefs related to teaching and learning. *(See 2.4.1T through 2.4.4R)*
 - B.** Short narratives to describe findings from analysis of this data *(See 3.3.1T)*
- IV. Recommendations and Next Steps:** How the district will apply what it learned.
 - A.** Identification of new focusing questions *(See 2.1.1T and 3.3.1T)*
 - B.** Identification of immediate next steps to re-enter the Data-Driven Inquiry and Action Cycle

Section I: Overview

Original Focusing Question	
Summary of Initial Findings	
Suspected Cause of the Problem	
Goal (or Desired Impact)	

Section II: Implementation Description

<p>Description of Strategies and Major Actions Taken</p>	
<p>Description of Key Resources</p>	

Section III: Results

Use this section to summarize your results with data displays and written descriptions of your findings. Attach pages as necessary.

Section IV: Recommendations and Next Steps

<p>New Focusing Questions</p>	
<p>Next Steps</p>	<p>Such as: <i>New team formulation, creation of new data displays and data overviews, audiences for communication...</i></p>