

**MEASURING PROCESSES
TO IMPROVE
PROGRAM DELIVERY**

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MEASURING SCHOOL PROCESSES

**Schools are perfectly designed
to get the results they are getting
now. If schools want different
results, they must measure and
then change their processes to
create the results they really want.**

MEASURING SCHOOL PROCESSES

**“How can anyone be sure that
a particular set of new inputs
will produce better outputs if
we don’t at least study
what happens inside?”**

Paul Black and Dylan Wiliam

MEASURING SCHOOL PROCESSES

School Processes are —

- Curriculum, instructional strategies, assessment, programs, interventions...
- The way we work
- The missing link in improving K-12 education

**Everything
we do is a
PROCESS**

MEASURING SCHOOL PROCESSES

**If you are not monitoring
and measuring program
implementation, the program
probably does not exist.**

FLOWCHARTING PROCESSES

Helps us —

- **Assess what is really being implemented**
- **Understand how we are getting our results**
- **Determine the cause of a problem or challenge**

FLOWCHARTING PROCESSES

- **Builds common understandings of a whole process**
- **Communicates process-related information visually**
- **Reveals problems and potential solutions**

FLOWCHARTING PROCESSES

- **Identifies areas for improvement**
- **Breaks processes into steps**
- **Shows intricate connections and sequences**
- **Leads to a shared view**

WAYS TO MEASURE SCHOOL PROCESSES

What you want it to look like —

- Aligned to the standards and grade-level expectations
- Continuum of learning that makes sense for students
- Implemented in every classroom

MEASURING PROCESSES TABLE

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	What do we want the process to look like?	How can it be measured?
Curriculum	Align to the standards and grade-level expectations (instead of having that make sense) (instead of having that make sense) (instead of having that make sense).	<ul style="list-style-type: none"> • Curriculum mapping • Process flowchart • Classroom teacher observations • Student achievement results (teacher data and student work) • Staff, student, parent, and standards questionnaires • Vision assessment tool
Instruction	Agreed upon strategies implemented in every classroom, including small and large group instruction, flexible grouping, differentiated instruction, scheduling designed to meet the needs of whom the school has a student.	<ul style="list-style-type: none"> • Process flowchart • Classroom teacher observations • Student achievement results (teacher data and student work) • Staff and student questionnaires • Vision assessment tool
Assessments for learning	Formative assessments aligned to the standards, at all levels (expectations, and high standards) (expectations, and high standards).	<ul style="list-style-type: none"> • Process flowchart • Classroom teacher observations • Student achievement results (teacher data and student work) • Staff and student questionnaires • Vision assessment tool
Staff collaboration	Teachers work in teaching teams to review student progress (student data and teacher work), to improve the implementation of the vision, and to adjust practices.	<ul style="list-style-type: none"> • Staff questionnaire • Vision assessment tool • Leadership inquiry
Site assessment	Visitors feel like they belong, are challenged, are useful, etc. Visitors feel supported and that they are working in a collaborative environment. School has high expectations for students and beliefs of staff work. Visitors feel welcome at the school, and know what they can do to support their child's learning, effective home school communication.	<ul style="list-style-type: none"> • Student, staff, and parent questionnaires • Designable data (classroom observations, and staff surveys)
Leadership	Leadership structure that helps everyone implement the vision, supportive of all staff, students, and parents supports the continuous improvement of the organization and all personnel.	<ul style="list-style-type: none"> • Student and staff questionnaires • Leadership structure that helps everyone implement the vision • Evaluation tools and surveys
Organizational that makes sense	Professional learning that supports individuals in implementing the vision.	<ul style="list-style-type: none"> • Designable data • Organizational, student, staff, parent questionnaires • Processes that make sense for students

EVALUATING SCHOOL PROGRAMS AND PROCESSES

1. Identify what you want to measure
2. What you want it to look like
3. Think logically and creatively about how it can be measured

EVALUATING SCHOOL PROGRAMS

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- **Implemented in every classroom**

EVALUATING SCHOOL PROGRAMS

MEASURING PROGRAMS AND PROCESSES WORKSHEET

PROGRAM SPECIAL EDUCATION		WHOM IS THE PROGRAM INTENDED TO SERVE?	WHO IS BEING SERVED?	IMPLEMENTATION			WHAT ARE THE RESULTS?
What is the intent, desired result, objective?	How will you know the objective are being met?			What would it look like if the program was fully implemented?*	To what degree is the program being implemented?*	How is implementation being measured?*	

THANK YOU!

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